

**Oklahoma State System
of
Higher Education**

**Annual
Student
Assessment
Report**



April 1, 2004

OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Marlin "Ike" Glass, Jr.
Chairman, Newkirk

Jimmy D. Harrel
Vice Chairman, Leedy

John Massey
Durant

Joseph Cappy
Secretary, Tulsa

Joe L. Mayer
Guymon

Cheryl P. Hunter
Assistant Secretary, Oklahoma City

Carl R. Renfro
Ponca City

Bill Burgess Jr.
Lawton

Ronald H. White M.D.
Oklahoma City

Paul G. Risser
Chancellor

The Oklahoma State Regents for Higher Education in compliance with Titles VI and VII of the Civil Rights Act of 1964, Executive Order 11236 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990 and other federal laws do not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services.

This publication, duplicated by the State Regents' central services, is issued by the Oklahoma State Regents for Higher Education as authorized by 70 O.S. Supp. 1999, Section 3206. Copies have been prepared and distributed internally. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries.

ANNUAL STUDENT ASSESSMENT REPORT
Table of Contents

BACKGROUND	1
ENTRY-LEVEL ASSESSMENT AND PLACEMENT	1
MID-LEVEL ASSESSMENT	2
PROGRAM OUTCOMES (EXIT-LEVEL) ASSESSMENT	2
ASSESSMENT OF STUDENT SATISFACTION	3
GRADUATE STUDENT ASSESSMENT	3
CONCLUSION.....	4
INSTITUTIONAL SUMMARIES	
Table 1	5
University of Oklahoma.....	9
Oklahoma State University	13
University of Central Oklahoma.....	18
East Central University	20
Northeastern State University	24
Northwestern Oklahoma State University	29
Southeastern Oklahoma State University	33
Southwestern Oklahoma State University	36
Rogers State University	38
Cameron University	41
Langston University.....	43
University of Science and Arts of Oklahoma	47
Oklahoma Panhandle State University	50
Carl Albert State College	52
Connors State College.....	54
Eastern Oklahoma State College.....	58
Murray State College	61
Northeastern Oklahoma A&M College	63
Northern Oklahoma College	65
Oklahoma City Community College.....	67
Oklahoma State University - Oklahoma City	69
Oklahoma State University Technical Branch-Okmulgee.....	74
Redlands Community College	77
Rose State College	79
Seminole State College	81
Tulsa Community College	83

Western Oklahoma State College 88

APPENDIX A..... 91

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

Oklahoma State Regents for Higher Education

ANNUAL STUDENT ASSESSMENT REPORT

2002-03

The tenth annual report on student assessment in the Oklahoma State System of Higher Education is presented as required by the State Regents' *"Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability."* Summaries of reports submitted by each institution are provided as an overview of the 2002-03 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. The student is assessed a supplementary per credit hour fee 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
2002-03**

Institution	First-time Freshmen	Total Enrolled in Remedial Courses		English		Math		Science		Reading	
		Number	%	Number	%	Number	%	Number	%	Number	%
OU	3,782	606	16.0%	68	1.8%	567	15.0%	0	0.0%	53	1.4%
OSU	3,266	326	10.0%	23	0.7%	312	9.6%	15	0.5%	0	0.0%
UCO	1,966	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
ECU	656	254	38.7%	81	12.3%	214	32.6%	29	4.4%	55	8.4%
NSU	1,237	622	50.3%	195	15.8%	540	41.0%	4	0.3%	185	15.0%
NWOSU	328	156	47.6%	71	21.6%	131	39.9%	0	0.0%	27	8.2%
SEOSU	593	256	43.2%	127	21.4%	151	25.5%	96	16.2%	110	18.5%
SWOSU	1,048	386	36.8%	110	10.5%	319	30.4%	0	0.0%	163	15.6%
RSU	804	424	52.7%	224	27.9%	347	43.2%	29	3.6%	91	11.3%
CU	920	423	46.0%	239	26.0%	346	37.6%	0	0.0%	88	9.6%
LU	522	388	74.3%	137	26.2%	364	69.7%	123	23.6%	42	8.0%
USAO	293	132	45.1%	42	14.3%	107	36.5%	31	10.6%	0	0.0%
OPSU	328	179	54.6%	0	0.0%	5	1.5%	177	54.0%	0	0.0%
CASC	732	296	40.4%	122	16.7%	275	37.6%	0	0.0%	0	0.0%
CSC	714	490	68.6%	233	32.6%	453	63.4%	168	23.5%	0	0.0%
EOSC	564	270	47.9%	143	25.4%	208	36.9%	59	10.5%	0	0.0%
MSC	569	369	64.9%	183	32.2%	322	56.6%	11	1.9%	0	0.0%
NEOAMC	612	375	61.3%	175	28.6%	332	54.2%	119	19.4%	0	0.0%
NOC	848	493	58.1%	208	24.5%	454	53.5%	8	0.9%	101	11.9%
OCCC	1,716	952	55.5%	508	29.6%	820	47.8%	14	0.8%	14	0.8%
OSU-OKC	1,005	592	58.9%	164	16.3%	532	52.9%	4	0.4%	274	27.3%
OSU-OKM	1,322	328	24.8%	152	11.5%	278	21.0%	35	2.6%	172	13.0%
RCC	558	224	40.1%	73	10.8%	184	27.1%	0	0.0%	87	12.8%
RSC	1,535	879	57.3%	425	27.7%	769	50.1%	14	0.9%	25	1.6%
SSC	651	343	52.7%	194	29.8%	290	44.5%	19	2.9%	110	16.9%
TCC	2,900	1,548	53.4%	746	25.7%	1,326	45.7%	0	0.0%	26	0.9%
WOSC	508	204	40.2%	105	20.7%	188	37.0%	0	0.0%	63	12.4%
State Total	29,977	11,515	38.4%	4,748	15.8%	9,834	32.8%	955	3.2%	1,686	5.6%

This Page Intentionally Left Blank

Annual Student Assessment Report

**Institutional
Summaries**

April 1, 2004

This Page Intentionally Left Blank

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 2002-03 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 Computer Adaptive Placement and Support System (COMPASS), which includes computer-adaptive tests for reading, writing skills and mathematics; locally developed standardized writing samples; and a calculus placement test.

Of OU's 3,782 first-time freshmen in fall 2002, 606 (16.0 percent) enrolled in one or more remedial course as follows: 68 (1.8 percent) in English, 567 (15.0 percent) in mathematics and 53 (1.4 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. All data concerning academic success collected at OU indicate that first-time students who enroll in a remedial class are less likely to be successful academically than their peers who are ready for college-level work. Students who enroll in any remedial class have lower retention rates after four semesters and are, on average, behind their peers in terms of GPA and hours earned. Enrolling at OU unprepared to do college-level work in any area has negative consequences for students' academic success.

During spring 2002, it was determined that results of the COMPASS test in math were showing students frequently scoring 40-44 in the college algebra domain of the test, but scoring less than 30 in the algebra domain. Normally, a score of less than 50 in the algebra domain would place them into beginning developmental courses. After discussion with faculty it was determined that a score of 40-44 in the college algebra domain showed sufficient math skills to be prepared for math 0123, regardless of the score in the algebra domain. Therefore, the cut-scores for math were corrected to include this placement level beginning in July, 2002.

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

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 2003 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 2003 new freshmen had not attended college, compared with 31 percent of the fathers and 46 percent of the mothers of 1975 new freshmen.
- Only 35 percent of 2003 freshmen had a family member who had attended the University of Oklahoma, a decrease from 45 percent in 1976.

- The number of new freshmen (58 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 37 percent of new freshmen reported they had to work to go to college.
- Of new freshmen, 78 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 55 percent report that gaining a background for life long learning is an extremely important benefit of higher education.
- More new freshmen than before (92 percent) indicated they plan to bring a computer to campus (compared with 90 percent in 2002, 75 percent in 1999, and 49 percent in 1995).
- 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 89 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."

Mid-Level (General Education) Assessment

During the 2002-03 academic year, assessment of general education focused on five projects. (1) "Philosophy Writing-Across-the-Curriculum (WAC): undergraduate writing class;" (2) "Philosophy Writing-Across-the Curriculum (WAC): Graduate Teaching Assistant (GTA) Development;" (3) "ENGL 1113 Position Paper analyses: Student Perception Survey;" (4) "ENGL 1113 Position Paper Analyses: Student Writing;" and (5) "Global Profile of Longitudinal Writing Study's finding."

The primary WAC Philosophy project grew out of concerns about 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.

Sixteen junior and senior students, either philosophy majors or minors, enrolled in the fall and spring sessions. All were enrolled in one or more upper-division philosophy class. A writing curriculum was presented that emphasized domain generality of writing as a procedural knowledge-based set of skills that could be translated into the domain specific set of practices necessary to produce a specific genre of writing. The requirement in this case was a philosophy paper for a junior-level class.

The General Education Assessment Team taught the classes with the philosophy staff in both fall 2002 and spring 2003. The philosophy department will offer the class on a continuing basis using identified professors and advanced GTA's, focusing on the refinement and delivery of writing for philosophy undergraduates.

The secondary WAC Philosophy Project involved the construction and delivery of a teaching-writing-to-undergraduates workshop for philosophy GTA's. The General Education Team offered a three-day intensive workshop in summer 2002.

The ENGL 1113 Position Paper Survey Analyses addressed students' perceptions of elements in a unit introduced in fall 2000. The results showed that almost 80 percent of the students agreed or strongly agreed that they improved overall in learning concepts necessary for writing position papers.

The ENGL 1113 Position Paper Text Analyses addressed students' actual productions of the position paper. The team drew a random sample of papers from the fall 2002 cohort, and analyzed them. The overall analysis suggested students learned the basic argument form, although with much variation between classes.

The Global Profile of Longitudinal Writing Study's findings provide a typical profile of students' undergraduate writing experiences at OU in the mid to late 1990's. This study focused on the general pattern of significant writing assignments across the completed profiles, and reveals a tendency for the group as a whole to do the majority of their writing, especially longer and more involved projects. The findings were consistent in showing that there is a drop-off in both the amount and quality of students' writing experiences after the freshman year. The primary focus in improving general education will continue to be to develop strategies to enhance the writing component of both general education and major courses after the freshman year.

In 2003-04 the university will continue to review its general education curriculum to examine the degree to which all students are receiving firm foundations in the liberal arts and sciences. This includes a comprehensive review of the capstone courses required for graduation from all undergraduate programs.

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.

On the basis of the findings, many units have adopted or proposed changes in their degree programs to enhance student performance and success in meeting the program's objectives. Changes included: degree requirements; modification of exams; establishment of departmental computer labs; providing access to specialized software; changes in internship programs; changes in assessment procedures; establishment of faculty review committees; and reviews of admission and scholarship criteria.

Student Satisfaction Assessment

The Student Opinion Survey (SOS), developed by ACT was used to assess student satisfaction and has been used each year at OU since 1993. The survey measures usage and satisfaction with campus services along with satisfaction with the college environment. Every undergraduate student was invited to participate in the survey on-line or in selected classroom setting. In this academic year 3,272 (18 percent) of all undergraduates completed the survey.

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

Comparison of data from the 2003 survey with results from previous years showed:

- 86 percent of students expressed satisfaction with the university in general, up 19 percent from 1993.
- Areas of highest satisfaction (80 percent or higher) are similar to last year, with the addition of honors programs at 80 percent: CLEP programs (80 percent), and general condition of buildings and grounds (81 percent), veterans' services (91 percent), student union (88 percent), library facilities/services (88 percent), recreational services (80 percent), and cultural programs (81 percent).
- Areas of dissatisfaction remaining unchanged from last year include parking facilities and services (75 percent), course availability at the times you can take them (39 percent), and the use of student activity fees (38 percent). Dissatisfaction for the first two areas decreased in the last year.

- 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 40 areas, up from 38 areas in 2002 and 34 areas in 2001.
- Areas showing the greatest increase in satisfaction (greater than 10 percent on a 1-to-5 scale) between 1993 and 2003 include:
 - Student health services (up 38 percent).
 - Racial harmony (up 25 percent).
 - Student union (up 19 percent).
 - Use of student activity fees (up 12 percent).
 - Opportunities for student employment (up 14 percent).
 - Financial aid services (up 15 percent).
 - Student government (up 14 percent).
 - Honors program (up 14 percent).
 - Student voice in college policies (up 17 percent).
 - Veteran's services (up 13 percent).
 - General registration procedures (up 16 percent).
 - Personal security and safety (up 14 percent).
 - Food services (up 13 percent).
 - Opportunity for involvement in campus activities (up 13 percent).
 - The college in general (up 12 percent).
 - Attitude of non-teaching staff (up 11 percent).
 - Availability of pre-enrollment financial aid information (up 11 percent).
 - Billing and fee payment procedure (up 11 percent).
 - Campus media (up 11 percent).
 - College-sponsored social activities (up 11 percent).
 - Student employment services (up 11 percent).
 - Religious activities and programs (up 10 percent).

Five areas showed a decrease in mean satisfaction between 1993 and 2003, with job placement services showing a 6 percent decrease, career planning services a 5 percent decrease, college mass transit a 4 percent decrease, and recreational services and athletic facilities each with a 3 percent decrease.

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 2003 was 4.21 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 the ACT Computer Adaptive Placement and Support System (COMPASS) placement tests.

The first stage of entry-level assessment is the ACT subject area test scores. An ACT subject score of 19 or above (or SAT equivalent) automatically qualifies a student for college-level course work in that subject area. The ACT Reading subject score is used to indicate readiness for courses in reading-intensive introductory courses in sociology, political science, psychology, history, economics, and philosophy.

The second stage of entry-level assessment is ELPA; it is a multiple regression model that uses high school grades, high school class rank and size, and ACT scores to predict student grades in entry-level courses. Students scoring below a 19 on the ACT subject area test *and* with predicted grades from ELPA of less than “C” in a particular subject area are recommended for remedial coursework. All first-time OSU students are assessed using the ACT and ELPA prior to enrollment.

The third level of assessment is the COMPASS placement tests; students who are not cleared for enrollment in college-level courses via their ACT scores or ELPA results may waive a remedial course requirement by passing a COMPASS test. Students who are missing ACT information or high school grade information needed for ELPA may also take the COMPASS placement test to waive a remedial course requirement.

In 2002-03, entry-level assessment was conducted for all admitted and enrolled new freshmen and transfer students with fewer than 24 credit hours (n=3,764). After all stages of entry-level assessment were completed, 566 new students (14.8 percent of the total number enrolled) were recommended to take at least one remedial course. Of these, 70 (1.9 percent) were recommended to enroll in remedial English (ENGL 0123); 434 (11.5 percent) needed remedial math (MATH 0123); 188 (5.0 percent) needed remedial science (UNIV 0111); and 99 (2.6 percent) in a course focused on reading and study skills (CIED 1230) (note: some students are required to take remedial courses in more than one subject area).

Of OSU’s 3,266 first-time freshmen in fall 2002, 326 (10 percent) enrolled in one or more remedial course as follows: 23 (0.7 percent) in English, 312 (9.6 percent) in math, and 15 (0.5 percent) in science. Institutional Research and University Academic Services track success of students in remedial courses each semester. These results were consistent with findings from previous years.

Additional entry-level assessments used at OSU include the CIRP Freshman Survey and the Noel-Levitz College Student Inventory. The CIRP Freshman Survey was conducted in fall 2002; 2,117 OSU freshmen participated in this survey during their first week at OSU. 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 (n= 289). Residential Life also uses this survey on a limited basis for students in some residence areas.

General Education (Mid-Level) Assessment

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

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

In 2002-03, institutional portfolios were developed to evaluate student written communication skills, math problem solving skills, and science problem solving skills. The portfolios included student work from 562 OSU students from all levels (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, 67 percent of students received a score of 3 or higher (representing acceptable, good, or very good work). Portfolio results show that seniors demonstrate significantly better writing skills than freshmen. For math assessment, 64 percent of students received a score of 3 or higher, and for science assessment, 55 percent of students received a score of 3 or higher. Each year, the use of institutional portfolios is expanded to cover additional general education student learner goals.

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

The web-based General Education Course Database is used to evaluate how each general education course is aligned with the overall expected learning outcomes for the general education program. Instructors are asked to submit their course information online via a web-based form, and the General Education Advisory Council reviews the submitted information during regular course reviews. The database form requests information about what general education learning goals are associated with the course and how the course provides students with opportunities to achieve those learning goals. In 2002-03, all courses with an 'A - Analytical and Quantitative Thought', 'H - Humanities', and 'I - International Dimension' were added to the database. When completed, the database will provide a tool for summarizing general education course offerings and evaluating the extent to which the overall general education goals are targeted across the curriculum.

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

Program Outcomes Assessment

All OSU degree programs, including undergraduate and graduate programs, must have an outcomes assessment plan. Assessment plans and reports may be submitted by colleges, schools, departments, or by individual degree programs depending on the organizational level that faculty from these programs have elected to use for assessment. The Assessment Council reviews all assessment plans and reports on a three-year cycle.

Academic units use a broad range of methods to assess student achievement of the learning outcomes articulated in assessment plans, and these are described in detail in the individual assessment reports submitted by each unit. The most commonly used program outcomes assessment methods reported in 2002-03 were:

- Capstone course projects, papers, presentations evaluated by faculty or by outside reviewers.
- Senior-level projects & presentations.
- Course-embedded assessments & classroom assessment techniques.
- Exams – local comprehensive exams, local entry-to-program exams.
- Exams – standardized national exams, certification or licensure exams.,
- Exit interviews.
- Internships – evaluations from supervisors, faculty members, student participants.
- Portfolios - reviewed internally or externally.
- Professional jurors or evaluators to evaluate projects, portfolios, exhibits, or performances.
- Student performance in intercollegiate competitions.
- Surveys – alumni.
- Surveys - employers / recruiters.
- Surveys – students, esp. Seniors.
- Surveys – faculty.
- Tracking enrollment data, student academic performance in particular courses, student participation in extracurricular activities relation 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 / publications / professional presentations / professional activity.

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

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

Academic units are required to report the number of individuals assessed *in each assessment method*. Because the same students are assessed by multiple methods, the reporting process does not provide an

accurate count of the total number of students that participated in outcomes assessment. Outcomes assessment reports demonstrate that every academic program uses multiple assessment methods and a majority of students within each program participate in outcomes assessment measures. The sum of all individuals who participated in all assessment methods is 17,040, but this total includes multiple counts of the same students (because students participate in multiple assessment methods) and also may include non-students (because, the ‘number of individuals assessed’ in an alumni survey or employer survey, for example, would reflect numbers of alumni or employers, respectively, rather than current students).

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

The most commonly cited uses of assessment results in 2002-03 were:

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

Student and Alumni Satisfaction Assessment

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

The Graduate Student Satisfaction Survey was conducted in spring 2002. From a target population of 3,610 graduate students enrolled as of January 2002, 908 students participated in the survey (response rate = 25 percent). Forty-six percent of graduate students indicated that they were satisfied with their educational experiences at OSU, and an additional 41.5 percent indicated that they were “somewhat satisfied.” Ninety percent of students indicated that their education at OSU is adequately preparing them for a career in academia; of those preparing for non-academic careers, 83 percent of students indicated that their OSU education is adequately preparing them.

Alumni surveys are conducted every year at OSU; undergraduate program alumni and graduate program alumni are surveyed in alternate years. The surveys are intended to identify institutional strengths and areas for improvement as perceived by recent graduates; to track the careers and continuing education of recent OSU graduates; and to evaluate achievement of learning outcomes as perceived by alumni from individual academic programs. The alumni surveys target alumni who are 1- and 5-years post-graduation. The surveys are conducted as telephone interviews, and the questionnaire covers employment, continued education, and general satisfaction. Also, individual academic programs may include program-specific questions in the questionnaire for their program alumni; these data are used in program outcomes assessment as well as assessing alumni satisfaction. Alumni surveys have become a cornerstone of assessment at the university-, college- and program- level by providing regular feedback from OSU graduates about their perceptions of their educational experiences at OSU and its impact on their career and personal development.

The Graduate Program Alumni Survey was conducted in January 2003, and 785 alumni responded to the survey out of a target population of 1,912 graduates (response rate = 41.1 percent). Over 95 percent of the respondents stated that they were satisfied or very satisfied in their educational experiences at OSU, and 92 percent indicated that their graduate program prepared them very well or adequately for their current career. About 65 percent of the alumni contacted for the survey were residing in Oklahoma, and about 35 percent were contacted out of state.

OSU participated in the National Survey of Student Engagement (NSSE) in 2000 and 2002. The NSSE was administered to a random sample of 3,000 OSU freshmen and seniors in spring 2002, and 622 OSU students completed the survey. Results from 2002 were consistent with NSSE findings reported for 2000. OSU's benchmark scores for providing a Supportive Campus Environment are very high compared to peer institutions (90th percentile for first year students and 60th percentile for seniors). For first-year students, scores are also higher than expected for benchmarks for "level of academic challenge," "student-faculty interaction," and "active and collaborative learning." The assessment council spent considerable time in 2002 reviewing NSSE results and produced recommendations that included increased efforts to communicate NSSE results to a wide range of faculty members and a call for colleges to address the survey items related to "level of academic challenge" for seniors and "enriching educational experiences" for all students. NSSE results have stimulated a great deal of discussion among university-level committees that address curriculum issues, and three of the six undergraduate colleges have completed or initiated efforts to collect additional college- and program-level data on NSSE survey items. In addition, an expansive website has been developed for OSU faculty that describes OSU's NSSE results and related resources (www.okstate.edu/assess/nsse).

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 College conducts the Graduate Student Satisfaction Survey in alternate years and the Office of University Assessment conducts the Survey of Alumni of Graduate Programs in alternate years. These university-wide assessments provide university- and program-level assessment information about graduate students. The third Survey of Alumni of Graduate Programs will be conducted in spring 2005.

University of Central Oklahoma

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

UCO is working with the Higher Learning Commission Academic Quality Improvement Project (AQIP) model using the continuous improvement processes and is one of the universities core values. Changes have been made in the strategic planning and program review process to streamline reporting. The annual assessment report is now one of the components in the annual strategic plan submitted by each department.

Entry-Level Assessment

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

Through the Academic Support Center 2,748 students completed the secondary test for placement in remedial courses during the previous year with 48 percent testing in mathematics. The number of testers increased almost 1,200 students and the percentage of mathematics testers dropped 15 percent. Over the past two-years the percentage of students testing in mathematics has dropped 25 percent.

Remedial classes are not provided at UCO; most students requiring remediation are enrolled at Rose State College and remediation rates are reported with their data.

Mid-Level (General Education) Assessment

Focus groups and surveys were conducted regarding student engagement and academic rigor of general education courses. Assessment of general education is embedded in the curriculum. Specific general education goals are measured in English, mathematics, biology, general science, history, communications, humanities, and philosophy. The assessment is tied to the general education goals.

Assessment measures using pre and posttests show improvement in the level of knowledge or skills; however the margin of change still needs to be greater. The assessment has provided departments with a focus to consistently include specific content in the curriculum.

Program Outcomes Assessment

Most of the colleges have at least one centralized assessment activity.

The Colleges of Liberal Arts, Education, and Arts, Media, and Design host a student symposium used for assessment of general education and program goals.

- The College of Business Administration administers the Major Field Achievement Tests (MFAT) and a student survey in the college capstone course.
- The College of Education distributes questionnaires to individuals involved in the student teaching process, residency year experience, and field experiences. Similar instruments are distributed for programs preparing other professionals. These centralized methods, combined with certification tests, national tests, portfolios, and results of the assessment symposium, are the foundation for the department assessment plans for education programs.

The outcome measures for each program area are designed and implemented by the 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 of action include:

- The College of Arts, Media & Design Assessment Committee identified six common outcomes/goals. To refine departmental assessment plans, faculty are identifying or adjusting measures for these outcomes.
- Based on assessment results some of the College of Business Administration departments have adjusted course prerequisites and implemented common finals in the core courses required for a business administration degree.
- The College of Education uses practicum experiences as one of the outcome measures. Weaknesses consistently identified in students completing their practicum are discussed in relation to curriculum adjustments.
- The College of Liberal Arts has emphasized writing in the curriculum. Survey results from the student symposium show a positive trend. Of those 81 percent of the students stated they wrote a paper in at least one-fourth of their classes, which is an increase from 52 percent the previous year. Results also indicate that 13 percent report that they were required to write a paper in all of their Liberal Arts courses. The 2003 NSSE responses of the students enrolled in liberal arts courses show an improvement in writing items.
- Many departments in the College of Mathematics and Science have chosen standardized test in their discipline to measure student knowledge. Student performance is compared to national or regional norms. Biology has successfully tested about 80 percent of the senior biology students on a volunteer basis for the past five years. Effective fall 2003, completion of the assessment test is a component for graduation.

Student Satisfaction Assessment

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

Graduate Student Assessment

The graduate program assessment is included in the program outcomes section of the Annual Assessment Report.

East Central University

Entry-Level Assessment

The East Central University (ECU) Assessment Center uses ACT subject scores, ACT Computer Adaptive Placement and Support System (COMPASS) placement tests, and other secondary tests to assess the academic skills of entering freshmen. Entering freshmen with ACT subject scores below 19 must pass the related COMPASS module or other appropriate secondary test to enroll in college-level course work in that subject area. The COMPASS modules used to assess students' academic backgrounds in English, mathematics, and reading are writing skills, algebra, and reading, respectively. The Integrated Process Skills Test II (IPS) is used to assess the students' academic background in science. During the 2002-03 academic year, 57 percent of first-time freshmen and transfer students admitted had at least one ACT subject score below 19. After secondary testing, the highest proportion of academic skills deficiencies was in mathematics (34 percent), followed by reading (13 percent), English (11 percent), and science (7 percent). The courses and pass rates for students who enrolled in remedial courses were Fundamentals of English (86 percent), Beginning Algebra (75 percent), Intermediate Algebra (73 percent), Developmental Reading (74 percent), and Concepts in Science (100 percent).

Of ECU's 656 first-time freshmen in fall 2002, 254 (38.7 percent) enrolled in one or more remedial course as follows: 81 (12.3 percent) in English, 214 (32.6 percent) in mathematics, 29 (4.4 percent) in science, and 55 (8.4 percent) in reading.

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

ECU's math cut-scores were adequate for the freshman class of 2001-02 since 76 percent of the students who passed secondary testing earned C or higher in Survey of Math. However, students who tested out in other subject areas failed to earn 70 percent (C or higher) in English Composition I (69 percent), College Algebra (64 percent), five selected general education courses for reading (67 percent), and three general education science courses (62 percent).

Curriculum and pedagogical changes in the zero-level math courses have resulted in a significant increase in the number of students successfully completing math remediation. In addition, early data suggest students passing the new course format do as well as their predecessors in College Algebra.

Mid-Level (General Education) Assessment

ECU assessed five general student outcomes during 2002-03. 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 two instruments, the College Basic Academic Subjects Examination (College BASE) and the ACT Alumni Survey. A total of 347 students were assessed using the College BASE and 238 ECU graduates using the ACT Alumni Survey. The College BASE was administered at the end of the semester to students in UNIV 3001, the general education capstone course; they were given 50 points for taking the exam.

The 2002-03 cohort had an overall average score of 263 on the College BASE multiple choice. 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 1996-99 period. The 2002-03 groups' performance was the same as the average score of the 2001-02 student cohort group. Given no significant differences of the academic backgrounds of ECU's entering students, the University Assessment Committee (UAC) believes poor student motivation may lead to low student effort and explain a significant part of the drop in student performance.

ECU students performed about the same as the peer group and the ECU 1995-01 average on the "writing" section of the College BASE and 13 points higher than the 2001-02 cohort. On the "reading" section of the College BASE, ECU students' overall performance was 12 points higher than 2001-02 ECU students, 25 points below past ECU students, 26 points below students in the full-exam peer group, and 16 points lower than the 2000-03 College BASE 1:1 peer group. Feedback from the ACT Alumni Responses indicated ECU alumni were relatively less satisfied than the public college norm with their college's contribution to their personal growth in "writing effectively" and "understanding written information".

ECU alumni respondents were more satisfied than the public college norm with their acquired skills related to their ability to "speak effectively". The 2002-03 survey respondents indicated their education at ECU made less contribution to their personal growth in "recognizing assumptions, making logical inferences, and reaching correct conclusions" than past ECU alumni and the respondents in the public college sample. Personal growth contributions to "defining and solving problems" were also lower than past ECU alumni and the public college sample. ACT Alumni Survey data indicate ECU's alumni are slightly less satisfied than the public college norm with the University's contribution to their personal growth in using the library. Increasingly, students are using online research rather than going to the library.

In 2002-03, ECU students' overall performance in general mathematics was 13 points below the average for 2001-02 ECU students, 13 points below past ECU students, 27 points below students in the full-exam peer group, and 26 points lower than the 2000-03 College BASE 1:1 peer group. ECU 2002-03 students overall performance in Algebra was 9 points below 2001-02 students, 29 points lower than past ECU students, 44 points below students in the full-exam group, and 40 points lower than the 2001-02 College BASE 1:1 peer group. The 2002-03 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.

Program Outcomes Assessment

During 2002-03, 1077 students were assessed as part of undergraduate program assessment. Degree programs used a variety of instruments to assess student outcomes, including locally developed exams, standardized tests (such as the ETS Major Field Achievement Tests (MFAT) and the Area Concentration Achievement Tests (ACAT)), portfolios, and various constituent surveys. Licensing and certification tests, such as the Certified Public Accountant (CPA) Exam, Oklahoma Council on Law Enforcement Education and Training (CLEET) Exam, National Council Licensing Exam for Registered Nurses (NCLEX-RN), and the Certification Exam for Oklahoma Educators (CEOE) were also used.

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

- The art program is taking action to address weaknesses in the three dimensional area through curricular and budgetary enhancements. Though not alarming, slipping scores have prompted the faculty to include more written responses in course work throughout the major.
- The chemistry program found a greater emphasis on report writing and communications skills is warranted, and since last year's report, steps in that direction have been taken. To continue to be

competitive in the current chemical industry, addition of a second semester of physical chemistry to the curriculum is needed.

- The mathematics department is incorporating the test into MATH 3715 Linear Algebra, and has increased Linear Algebra from 3 to 5 hours in an effort to improve student performance. The writing of mathematical proofs will be given greater emphasis in all upper-level courses.
- The business administration program is developing several new assessment approaches to overcome problems related to using the ETS MFAT in Business.
- The criminal justice program is revising its curriculum and adopting a new juvenile justice systems text due to results on the ACAT that suggest students need to improve their knowledge of relevant court cases.

Student Satisfaction Assessment

In 2002-03, East Central University used a new version of the ACT Student Opinion Survey named Survey of Student Opinions. The new version contains most of the survey items included on the older survey ECU has used for over 10 years. The main difference between the old and new surveys is the ability of students to rate the importance of a survey item to them, not just their satisfaction with a particular aspect of the college environment or college service. Knowing the importance of the survey items to the students will allow administrators to focus the institution's improvement efforts on the things students value the most. In 2002-03, ECU administered the ACT Survey of Student Opinions (SOS) and ACT Alumni Survey (AS), collecting 1,088 responses from currently enrolled students and 243 responses from alumni who graduated within the past five years.

The results of the ACT SOS show ECU students rate most items higher than the public college sample. The rating for "student union facilities" exceeded the public college sample rating by the largest amount. The rating of "residence hall rules and regulations" fell below the public college norm and was the only survey item with a negative difference. However, this difference is not statistically significant. Overall, the students responding to the survey indicated they were more satisfied with ECU than the average public student is with their institution of higher education. "Attitude of faculty toward students" received the highest average rating of all items.

In the university services category, the average survey response for 2002-03 exceeded the 1998-02 average ECU response and was slightly lower than the public college sample average. The difference, however, is not significant. Survey items receiving relatively high and significant ratings were "financial aid services", "parking facilities and services", "academic advising services", and "student health/wellness services". However, "job placement services", "career planning services", "student employment services", "college sponsored tutorial services", "credit by examination program", "recreational and intramural programs/services", "honors program", "college sponsored social activities", "college orientation program", "residence hall services and programs", "cultural programs", and "day care services" received relatively low and significant negative ratings. Only one item, "availability of the courses you want at times you can take them", was of relatively high importance with relatively low satisfaction. The item, "purposes for which student activity fees are used", was of average importance with relatively low satisfaction. Items of relatively high importance with highest ratings in the relatively high satisfaction section were "quality of instruction in your major field", "course content in your major field", "attitude of the faculty toward students", "class size relative to type of course", and "this college in general".

Responses to the ACT Alumni Survey were also positive. Students indicated they would attend ECU again (83.7 percent responded "probably" or "definitely yes", eleven percent above the public college norm).

- ECU's relative quality of education compared to other colleges (74.5 percent responded "about the same" or "better," five percent above the public college norm).

- They were prepared for continuing education (93.8 percent “adequately” to “exceptionally well”, two percent below the public college norm).
- College education has improved your life (93.3 percent “definitely” or “probably” yes, as compared to 92.2 percent for the public college norm).

Graduate Student Assessment

A total of 145 graduate students were assessed during the 2002-03 academic year using the Certification Exam for Oklahoma Educators (CEOE), the National Counselor Preparation Exam, the Rehabilitation Counselor Certification Exam, locally developed comprehensive exams, internships, practicum's, portfolios, and various constituent surveys. The pass rate on the CEOE for school counseling graduate students exceeded 89 percent in several areas. For 2002 the ECU mean score on the National Counselor Preparation Exam was 67, considerably lower than the national mean of 89. Eight out of eleven students passed the Rehabilitation Counselor Certification Exam. Other assessment data collected to date indicate that most program goals are either being met or close to being met. In addition, alumni and employer surveys show a high degree of satisfaction with ECU's graduate programs.

Northeastern State University

Entry-Level Assessment

Effective spring 1992, all first-time entering freshmen and freshmen transfer students enrolling at Northeastern State University (NSU) with six or 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 are placed in English 1113 and students scoring below 80 are 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 in this writing event, they are allowed to enroll in English 1113. Students scoring 75 or above on the CPT-Elementary Algebra test are placed in Math 1513, College Algebra, or Math 1473, Math Structures 1; students scoring between 44 and 74 on the CPT are placed in Math 0133, Intermediate Algebra; and those scoring below 44 are placed in Math 0123, Elementary Algebra. Students scoring below 75 on the CPT - Reading Comprehension are required to complete CAI 0112, Fundamentals of Reading, during the first semester of enrollment. Students who score below 19 on the Natural Science section of the ACT, but whose English and Mathematics ACT sub-scores average 34, or ACT Mathematics and Reading sub-scores average 34, or CPT Math is 44 or above and CPT Reading comprehension is 75 or above, are allowed to enroll in college-level science classes. Students not meeting this standard will be required to enroll in Science 0122, Concepts of Science. Students who have a reading, mathematics and science deficiency must complete the reading and mathematics deficiency before enrolling in the zero level science class.

During 2002-03, 2,785 secondary entry-level assessment tests were administered to both new and transfer students as follows: 694 (24.9 percent) in English, 1,042 (37.4 percent) in mathematics, 487 (17.5 percent) in science, and 562 (20.2 percent) in reading. Of NSU's 1,237 fall 2002 first-time freshmen, 622 (50.3 percent) enrolled in at least one remedial course: 195 (15.8 percent) in English, 540 (41.0 percent) in math, 4 (0.3 percent) in science, and 185 (15.0 percent) in reading.

Student progress is tracked through the Office of New Student Advisement and the Office of Academic Affairs. Once students have been placed in any level of remedial work, they are not able to withdraw unless approved by academic advisement services. Students in any level of remedial work are allowed to enroll in the next level pending a C or better in the course or successfully passing the posttest. The success in college-level work is as follows: 73 percent (n=874) successfully completed English Comp I in fall 2002, 62 percent (n=248) in spring 2003; and 65 percent (n=425) successfully completed college-level algebra in fall 2002, and 66 percent (n=351) in spring 2003.

NSU continues to seek improvement in the success rate in all remedial work by looking at alternate means of instructional delivery. Mathematics now offers an algebra tutorial on the NSU network that is available from all campus and residence computer laboratories. The mathematics faculty members who deliver zero-level instructions meet each month to monitor progress. The Office of Academic Affairs has also instituted a zero-level committee that monitors all instruction.

Beginning in spring 2001, NSU required a written essay from each student placed in zero level English. These essays were graded according to the TASP format and several students were allowed to enroll in

English 1113 based upon that writing sample. Each student was given a similar writing assignment at the conclusion of the course.

The College of Education is using the PPST or the OGET test as methods of allowing students to matriculate through the EDUC 3313 Clinical Teaching course. A PPST tutorial is available through the College of Education. A GPA of 3.0 in all liberal arts courses is an alternate method. Not being successful on all three parts of the PPST or not having the required liberal arts GPA of 3.0 results in a unsatisfactory grade and those students are prohibited from further COE core courses.

Mid-Level (General Education) Assessment

NSU utilizes the Riverside College Base Academic Subjects Examination (College BASE) as the primary assessment instrument for general education. Content areas not assessed in College BASE include humanities, speech, and health/nutrition. These areas are tested using self-developed instruments. Continued validation and reliability of these tests are a function of the mid-level assessment committee.

NSU administers the College BASE to students who have taken between 45 and 70 credit hours. Any student who has transferred six or more hours to NSU is not required to take the test. NSU uses the long form of College BASE but currently does not require every student to take all sections of the test. Students take only subsets of the sections or the writing sample; therefore, a complete College Base Test requires 12 student answer forms.

College Base assesses writing skills in two ways. First, it incorporates a timed writing sample to provide a direct and realistic evaluation of a student's writing skills. Second, writing is also assessed through a set of multiple-choice questions that cover pre-writing and editing skills, as well as the student's knowledge of standard written English.

Education majors have recently begun taking the Oklahoma General Education Test (OGET) and the Oklahoma Professional Assessment Test (OPAT) which can be considered an assessment of General Education. During the last ten test administrations, NSU Education majors have demonstrated pass rate at or above state norms.

Program Outcomes Assessment

The major objective of program outcomes assessment or assessment in the academic major field of study is to assess how well students are defined program goals and objectives. Assessment at the graduate level was implemented in 1993. The major objective of graduate level assessment is to determine how well students are meeting defined graduate program goals and objectives. A subcommittee of graduate faculty in each graduate major prepared or updated program objectives in their respective areas.

During the 2002-03 academic year, each NSU college and division conducted an outcome's assessment measure in their major fields of study. During fall 2002 and spring 2003, a representative from academic affairs met with each of the assessment committees to review relevant test results and to have each committee set future standards of student performance based upon criterion outcomes. These meetings are currently ongoing. For the most part, these criteria consisted of a requisite number of student majors scoring at or above a minimum score or a percentage of the majors achieving the desired score. In some instances, objectives were modified or the actual test changed.

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

College of Arts and Letters

- Students enrolled in remedial English courses continue to be tracked as per a grant in 2001-02. English education majors are being encouraged to perform additional writing assignments in literature classes.

- Music has instituted a junior standing or final recital as a capstone experience. There is also a requirement for pre/posttesting the music history course sequence.

College of Business and Technology

- Family and consumer science revised the portfolio requirements for the major.
- Meetings and destination management (MDM) majors helped develop professional questions for the mock CMP examination. The MDM faculty members are focusing on job fairs within the internship.
- Environmental management faculty developed a comprehensive assessment test that provides a numerical assessment of percentage improvement in knowledge related to the degree program. Graduating seniors will be given the post-program assessment test. These scores will be compared to a similar examination administered upon entering the degree program.
- Students in the international business program are required to engage in experiences that help develop a wide exposure to cross cultural activities.
- Accounting administered an examination to all business majors in the capstone business policy course. This examination included a set of eight objective assessment questions that reflected a common set of student learning objectives that had been agreed upon by the accounting faculty.

College of Education

- The health and kinesiology department updated the advanced standing test in personal health. The personal health faculty members continue to work with Student Affairs during Alcohol and Drug Awareness Week.
- Speech-language pathology requires the students to undergo a mock Praxis examination. The department has escalated efforts in student recruitment and provides incentives for student membership in local and state organizations.
- The master of school administration program has undertaken the process of screening degree candidates for their writing ability utilizing the Write-Placer examination. Faculty members are also conducting exit interviews of students upon completion of the program.
- The masters in reading program has required their students to do formal portfolio presentations.
- College of education continues to expand the use of its database to include Write-Placer scores of all students enrolled in Education 3313, clinical teaching, and compare these results to the OGET test.
- Majors in special education continue to be provided a working knowledge of legal requirements and regulations associated with instruction for students with exceptionalities.

College of Mathematics, Science and Nursing

- Students within the medical technology program continue to engage in the professional internship program at the schools of medical technology.
- Students within the BSN program continue to partner with patients and other healthcare professionals to provide preventative healthcare through health promotion, protection and restoration. Nursing candidates continue to be assessed by faculty on their graduation portfolio.
- The mathematics department continues to track students through both remedial mathematics classes in an attempt to determine their success in college algebra. They also have developed a system to analyze the scores from the departmental test to detect flaws in student understanding or performance.
- Students within the mathematics education degree are administered senior exit surveys.
- Faculty members within the Bachelors Degree in Mathematics developed a new departmental assessment test (alpha version).
- Faculty members within the Engineering Physics Degree have constructed an examination that surveys the course content.
- Chemistry majors have undergone pre program and post program assessments. The department elected to administer a major field test in chemistry from Educational Testing Services.

College of Social and Behavioral Sciences

- Faculty members within the health care administration program have developed evaluation forms completed by practicum supervisors. These forms are utilized to compare performance with objectives. A new faculty design multiple choice assessment test was devised. Students within the health care administration degree are required to develop a class project whereby they draw out the various ramifications of a demographic or policy change in one area as it relates to health care.
- Faculty members within the geography department continue to refine the faculty designed multiple choice assessment examination. Research papers in upper division courses have been instituted for majors.
- Students within the Masters of Education in School Counseling degree are required to demonstrate knowledge of human diversity that will lead to providing equitable guidance counseling services for all students and promote a climate of mutual respect that will help students value themselves and others.
- Criminal justice incorporated a research methods component within its degree. Research methods will remain an integral part of the course work but research content will be introduced much earlier in the semester.
- In the Political Science degree a multiple choice test was designed with input from political science faculty. This test was designed to measure the students' knowledge of the field and their understanding of major theories and concepts within the discipline. A new element in their testing procedures will involve a greater focus on research methods.
- The department of history has redesigned the assessment efforts to correspond to learned society goals and objectives

Student Satisfaction

NSU uses the Freshman Inventory, the UCLA Freshman Survey, the Senior Survey, the ACT Student Opinion Survey, and the CSEQ as measures of student satisfaction. Until fall 2002, each of these surveys was rotated throughout the years and not necessarily used each semester.

The Freshman Survey, much like the Freshman Inventory serves as a basis of comparison for the Senior Survey and is truly a measure of student satisfaction. In the fall of 2000, 698 first-time, full-time students participated in the Freshman Survey that was administered through the freshman orientation classes. The Freshman Inventory was revised for fall 2000 and shortened to provide more meaningful answers for the services specifically associated with enrollment management.

As a result of NCA recommendations, NSU elected to reduce the frequency of assessment activities and use the student satisfaction instruments every three years. Since the Senior Survey was produced on-line, it will be administered each spring. Every third year, a standardized national assessment measure is administered to a representative sample of NSU students to determine their satisfaction with institutional effectiveness.

The Senior Survey was administered to 220 and 204 students in the fall 2002 and spring 2003 semesters, respectively. Graduating students report overall satisfaction with their experiences at NSU and rate transcript services, admission, and official publications as the highest student services. They are least satisfied with parking services, degree checks, and classroom facilities. During spring 2003, alumni were surveyed (n=59) and reported similar positive attitudes about their experiences at NSU.

Graduate Student Assessment

Assessment instruments from national examinations to exit interviews are used. These instruments are faculty selected for graduate level assessment at NSU. There is an attempt to test one-half of any group of graduate students in a given program. In programs that require certain types of certification, assessment numbers near 100 percent. The college of business has a refined assessment for the MBA and

the college of education is using a teacher-developed instrument for the core in the College Teaching degree. The Master of Education in Administration students were administered the Write-Placer in place of a paper/pencil exercise. After a pilot of two semesters, a cut-score will be determined on proper remediation protocols suggested to those below the cut score. Several degrees are using portfolio assessment.

Northwestern Oklahoma State University

Entry-level Assessment

During the 2002-03 academic year, Northwestern Oklahoma State University (NWOSU) used Accuplacer's Computerized Placement Test (CPT) as an entry-level assessment tool. The primary function of the CPT is to determine which course placements are needed and if remedial courses are required. It is a four-component system consisting of testing in English, algebra, reading, and arithmetic. The CPT system does not contain a science testing component; therefore, members of the science faculty have chosen to combine the reading and arithmetic portion of the CPT to place students into science classes.

A total of 295 students were tested using the CPT. This included first-time freshman that scored below 19 on any subject score of the ACT or less than a 455 on the mathematics or verbal portions of the SAT assessment. These freshmen were required to participate in secondary testing to ensure proper placement in mathematics, reading, science, and English courses.

Of NWOSU's 328 first-time freshmen in fall 2002, 156 (47.6 percent) enrolled in one or more remedial courses as follows: 71 (21.6 percent) in English, 131 (39.9 percent) in mathematics, and 27 (8.2 percent) in reading.

Area counselors and students are advised of the subjects for whom students may be required to test so 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 does not provide no tutoring designed 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 better suited for assessing strengths and weaknesses of individual students and academic programs than for comparing the different institutions. The College BASE was selected because test items closely match the objectives of NWOSU's General Education Program.

In October 2002, 20 "Rising Juniors" were tested at NWOSU using the College BASE. For the purposes of mid-level testing, "Rising Juniors" are defined as students who have completed an identified core of classes in the general education curriculum. Student names are drawn from the university database and the student is sent a letter requesting they participate in the testing. The student is given a choice of several dates when they can complete the test. A student who is invited to test but fails to do so is not allowed to pre-enroll for the spring semester. A total of 20 tests were submitted in October 2002 for grading. All tests were judged to be complete, resulting in reporting for all 20 students.

The first score of importance is the composite score, which represents overall performance. The composite score for NWOSU was 278 for all students, up from 259 the previous year. There is a comparative strength in the area of math for this group since that score (311) is more than 17 points greater than the composite score (278). The developers of the College BASE have established 17 points as the number necessary to affirm a significant difference between scores.

Starting in the 1995-96 school year, the NUCAP committee requested that ARC conduct a comparison study of NWOSU's results on the College BASE and those of other institutions of higher education that have similar enrollment and missions. The mean composite score for selected institutions similar to NWOSU was 284. Therefore, NWOSU's composite score (278) was lower than the comparison group but not significantly so. NWOSU had a significant strength in the area of mathematics (17 points higher)

with the English score (20 points lower) being significantly lower when compared to the group's scores in these areas.

Program Outcomes

This is the seventh year of program outcomes assessment at NWOSU. Program outcomes were initially assessed in most of the programs on campus in the spring of 1996 with every academic program participating in the outcome assessment endeavor during the 2002-03 academic year with a total of 364 students being assessed.

In the business area, significant gains were realized in economics, finance, and international issues while scores below the comparison group exists in the areas of management, qualitative business analysis, and legal and social issues. Overall performance of NWOSU accounting majors was at the 40th percentile while the overall performance of NWOSU's business administration students was at the 49th percentile.

The agriculture program began using the Area Concentration Achievement Test (ACAT) this year as an exit measure. Average scores in the areas of animal science, soil science, plant science, and agri-business and economics were obtained. Since this was the first year for that program to use the ACAT, more data will be gathered before any instructional changes are made based upon the results.

The biology department also used the ACAT for the first time during the 2002-03 academic year. Average scores in the areas of human anatomy/physiology and zoology was observed. A slightly below average score was obtained by those taking the test in the area of botany with the score obtained in the area of genetics being the lowest of all. The biology faculty members will continue to administer the ACAT in an effort to gather more data so trends can be established.

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

The mathematics and computer science department utilized a locally constructed test along with an alumni survey to evaluate their program during the 2002-03 academic year. While those taking the test did not score as well as the faculty members would have liked, it will continue to be administered in an effort to gather more data. The department discovered through the alumni survey that the vast majority of their graduates were employed in settings that required the use of the knowledge gained through their degree program and believed they received at least an "adequate" level of preparation for the currently held position.

Of the students enrolled in the capstone course for the criminal justice/social work/sociology degree program, 99 percent received a satisfactory score. The primary emphasis of the capstone course is to assist with the development of research skills specific to that discipline.

The E-Commerce department is a relatively new department at NWOSU that recognized 17 graduates during the 2002-03 academic year. A portfolio review is the primary direct outcome measure used in the Department. All of those submitting portfolios received acceptable grades.

In education, majors are assessed using a comprehensive portfolio process that spans the entire program. The final review of the complete portfolio is a requirement for the successful completion of the program. The department assessed a total of 80 student portfolios for the 2002-03 academic year. The portfolio review committees initially approved 60 student portfolios and recommended improvements on the other 20. Those students made the necessary improvements and the portfolio was accepted.

The English department had three students who took the ACAT in literature. The average standard score obtained was 566 which is at the 75th percentile. In addition, the department uses the state teacher

certification tests to assess majors in the area of English education. Six NWOSU graduates took those tests during the 2002-03 academic year with five of the six passing the OSAT.

The department of health and physical education continues to utilize the locally developed test as an outcome measure. Consistent scores were obtained during the academic year. The faculty members are pleased with the performance and do not anticipate any academic changes based upon those results.

The history and political science department have selected the ACAT for their outcome measure among history graduates. During the 2002-03 academic year, there were only two graduates with a history major. The ACAT was administered to them but more data is needed before any trends can be established. There were no students who graduated with a political science major.

The mass communications department utilized the receipt of awards by students, portfolio reviews, and internship evaluations as the programs outcome measures. Twenty awards were received by 14 students in the department. There were 15 who completed the internship requirements with 13 of them receiving high marks by external evaluators for their performance while serving as an intern.

The music department used an analysis of the results from the graduates who take the state teacher competency exams. During the 2002-03 academic year, there were four students of who took the OSAT with all four of them receiving passing scores.

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

The nursing department has multiple assessments conducted at the junior and senior levels. During the 2002-03 academic year, a total of 42 nursing students were assessed using ERI (Educational Resources, Inc.) tests. The ERI exams are used to prepare students to take the national nursing licensing exam. At the present time, the Department is satisfied with the results being obtained since NWOSU students consistently surpass the standard established for passing the ERI exams. No instructional changes are planned at this time. The nursing department began using a new curriculum during the 2001-02 academic year and is in the process of evaluating its effectiveness.

The psychology department continues to utilize the ACAT as its outcome measure. During the 2002-03 academic year, the exam was administered to 25 students who declared psychology as their major. The results indicated an overall standard score of 452 (mean of 500 and a standard deviation of 100). Therefore, the students performed within the average range. The content area scores ranged from a high of 483 (43rd percentile) in Abnormal Psychology to a low of 406 (17th percentile) in History and Systems.

Social studies education uses performance on the state teacher competency exams as well as student teacher observation forms as their primary methods of outcome measures. There were a total of 18 examinees who took the OSAT in the area of Social Studies Education with all of them receiving passing scores. Based upon the results from those tests, the Department does not anticipate any instructional or curricular changes.

Speech and Theatre had one graduate during the 2002-03 academic who took the state certification test and received a passing score.

Student Satisfaction

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

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

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

Graduate Student Assessment

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

The most significant information gathered from the survey was that NWOSU students rate the university in general a 3.9 out of 5.0 in level of satisfaction. In the area of college services, students were most satisfied with the "computer services" followed by "recreation and intramural programs." The respondents were least satisfied with "parking facilities and services" (3.4). However, this was an increase over past ratings of this service. Student satisfaction for the college environment was addressed in the survey. All areas included in this section of the survey had averages between 3.33 and 4.32 with many of the areas being significantly above the ratings received by similar institutions (t-test). Students were most satisfied with "class size relative to the type of course" (4.32) and least satisfied with "flexibility to design your own program of study" (3.68).

An alumni survey was conducted to gather data from NWOSU graduates to aid in the overall assessment of the University. The instrument used to garner information from the 1998 graduates was ACT'S Alumni Survey. A total of 150 graduates were randomly selected to participate in the survey. Due to the small response rate (n=26) the results may be slightly skewed.

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

Southeastern Oklahoma State University

Entry-Level Assessment

All students entering Southeastern Oklahoma State University (SEOSU) for the first time were assessed on the basis of ACT or SAT subject test scores and college course work completed. Students who did not meet the ACT or SAT 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 indicate SEOSU admitted 1,771 undergraduate students whose initial enrollment occurred during summer 2002, fall 2002, and spring 2003. During this time, 27 percent of the total students admitted (first-time freshmen and transfer students) were administered the English secondary test; 38 percent were administered the mathematics secondary test; 23 percent were administered the secondary test in reading; and 31 percent were administered the secondary test in science.

OF SEOSU's 593 first-time freshmen in fall 2002, 256 (43.2 percent) enrolled in one or more remedial course as follows: 127 (21.4 percent) in English, 151 (25.5 percent) in mathematics, 96 (16.2 percent) in science, and 110 (18.5 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 indicate developmental students compared favorably with peers who successfully tested 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 (General Education) Assessment

Mid-level (general education) assessment is an evolutionary process at SEOSU. Currently changes are being discussed in the General Education Committee to change the testing procedures. SEOSU has used the ACT CAAP since 1998. Even though a trend developed over the years where fall semester scores were consistently higher than spring semester scores, one thing was very evident regardless of which semester the test was administered; SEOSU was below the national normed average in all subsections.

The General Education Committee, working with the Director of Assessment and the Associate Vice President of Academic Affairs, began a process of self-evaluation. The committee requested a change in mid-level testing procedure beginning in spring 2003. The changes are as follows:

- On assessment day two subtests will be administered: critical thinking and reading. Thirty students in each classification level (freshmen, sophomore, junior, and senior) will take the critical thinking subtests, and 30 additional students in each classification level will be administered in reading subtest. On assessment day 240 randomly selected students will participate in mid-level assessment.
- In November and April the other three subtests (writing skills, mathematics, and science reasoning) are administered in class. The goal is to have 100 students take the writing skills subtest in ENG 1213 (Composition II), 100 take the math test in MATH 1513 (college algebra), and 100 take the science reasoning test in BIO 1114 (general biology).

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. 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. 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 conducted. 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.

Beginning 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 are as follows:

- 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 pleased with 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 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), the Master of Behavioral Studies (MBS) and Master of Education (M.Ed.), and the Master of Technology (MT). 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 in 2001-02. 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 Accuplacer Computerized Placement Tests (CPT) on both the Weatherford and Sayre campus for secondary placement testing. Tests are administered in testing labs by appointment or on a drop-in basis. At the Weatherford Campus, 1,283 pretest CPT's were administered for the 2002-03 academic year; 493 were administered at the Sayre Campus. Students are allowed an opportunity for one re-test in each subject area. During 2002-03, 55 percent who re-tested cleared remedial English; 19 percent cleared mathematics remediation; and 33 percent cleared remedial reading.

In fall 2002, 386 of SWOSU's 1,048 first-time freshmen on both the Weatherford and Sayre campus (36.8 percent) enrolled in one or more remedial courses as follows: 110 (10.5 percent) in English, 319 (30.4 percent) in mathematics, and 163 (15.6 percent) in reading.

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

A new tracking study of a cohort of fall 2001, fall 2002 and fall 2003 entering freshmen will reveal more specific success and retention rates in following academic years. Current data for the 2002-03 academic year shows 775 enrollments in remedial courses with a 51 percent success rate.

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

Mid-Level (General Education) Assessment

Curriculum-embedded methods that are used in all general education courses on the Weatherford and Sayre campuses 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 use of technology, computer literacy, and information systems.

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

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

Program Outcomes Assessment

Outcomes assessment at SWOSU is faculty-driven. Faculty members design, select, administer, and report 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.

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

The intellectual and personal growth needs as well as the educational and career preparation needs of students on the Sayre campus were met according to Sayre graduates. Twenty percent of the Sayre students 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 Southwestern, primarily participating in the GMAT (Graduate Management Admission Test) and the GRE (Graduate Record Examinations).

Graduate students participated in assessment, and results from 2002-03 compared favorably with data from previous years. One hundred five assessments were completed in the field of education with a 97 percent pass rate.

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

Rogers State University

Entry-Level Assessment

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

During the 2002-03 academic year, 2,240 entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. Of RSU's 804 first-time freshmen in fall 2002, 424 (52.7 percent) were enrolled in one or more remedial course as follows: 224 (27.9 percent) in English, 347 (43.2 percent) in mathematics, 29 (3.6 percent) in science, and 91 (11.3 percent) in reading.

A key measure of the effectiveness of the placement decision process and related developmental program at RSU is the academic success of students who proceed into college-level courses. There were several important findings regarding students' subsequent performance in college-level courses:

- Students with ACT English scores below 19 who completed a developmental course before attempting college-level work had a higher rate of success in college-level courses than did students with low ACT English scores who passed a secondary test and did not complete a developmental course.
- Only 60.0 percent of the students who completed a developmental course in reading succeeded in their subsequent college-level coursework in reading-intensive areas of history, political science, psychology, or sociology.
- Overall, student success in college-level math courses raises some concerns. Only two-thirds of the students whose ACT subscores for math were 19 or higher successfully completed their first college-level math course. There is evidence that students who completed a developmental course before attempting a college-level math course were better prepared for the college-level work.
- *Science*. The most notable finding for this content area is that 89 percent of students who completed a developmental science course succeeded in their first college-level science course.

An analysis of the overall achievement of first-time freshmen during three successive fall semesters (fall 2000, fall 2001, and fall 2002) provided evidence that the placement system and developmental program currently in place at RSU have been generally effective.

- This analysis revealed that, during this period in which a new, more proactive, advising program was implemented and refined, and a new freshman orientation course became mandatory for entering freshmen, the mean GPA for first-time freshmen rose, and the standard deviations of those GPAs were notably smaller.

General Education (Mid-Level) Assessment

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

The faculty and administration at RSU recognize that the current mid-level assessment model tends to treat general education as sub-components of the programs of the various academic departments rather than as an inter-disciplinary program that does not reside within individual departments. During the

2002-03 academic year, a General Education Task Force was commissioned to study the general education assessment process and to make recommendations about how the process might be strengthened. In its report to the Vice President for Academic Affairs, the task force made nine recommendations for improvement to the general education assessment process. Those recommendations have been adopted, and major changes to this process have been implemented during the 2003-04 academic year. The resulting data will be analyzed and reported in the next report.

The annual Student Opinion Survey (SOS) was administered during fall 2002. There were 616 completed questionnaires returned. Three items on the SOS are related to the general education outcomes.

- Sixty percent of the responding students reported that they were “Satisfied” or “Very Satisfied” with the degree to which their coursework at RSU had helped their writing ability.
- Fifty-three percent of those students reported that they were “Satisfied” or “Very Satisfied” with the degree to which their coursework at RSU had helped their oral presentation skills.
- Fifty-four percent reported that they were “Satisfied” or “Very Satisfied” with the degree to which their coursework at RSU had helped their critical thinking ability.

The faculty members of RSU have identified nine general education outcomes. The mid-level assessment data indicate that the outcomes were satisfied for four outcomes, that they were not fully satisfied for four outcomes, and that insufficient data were available to make a determination on the remaining outcome.

The general education program at RSU is generally succeeding in its efforts to prepare students to write and communicate effectively in their upper-level coursework as well as in the work force. The outcomes associated with mathematics, science, and critical thinking suggest that additional work needs to be done in those areas to ensure that students are adequately prepared as they advance in their studies or seek employment.

Program Outcomes Assessment

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

Key findings from the 2002-03 assessment of program outcomes at RSU include:

- *Nursing*. RSU students passed the NCLEX-RN at a rate that was considerably higher than the state or national rates.
- *Emergency Medical Services*. One hundred percent of students passed the PHTLS module. This is a national standardized curriculum with cognitive and psychomotor performance standards
- *Mathematics and Science*. Fall and spring Zoology classes had a combined overall pass rate of 91 percent.
- *Communications and Fine Arts*. Four of six initial graduates satisfied all objectives, and one most of the objectives. The capstone committee noted discrepancies in the degree to which some students’ academic programs had prepared them for meeting assessment objectives. Specifically, some students had not taken all of the necessary courses prior to the Capstone sequence.
- *Criminal Justice*. These findings indicate that a significant number of students are entering bachelor programs upon completion of the AA in Criminal Justice.
- *Alcohol and Drug Abuse Counseling*. Two of three graduates successfully completed Certified Alcohol and Drug Counselor certification.

Several instructional changes have been adopted for the 2003-04 academic year. Those changes are described in detail in the body of the full report.

Student Satisfaction Assessment

The assessment of student satisfaction at RSU is grounded in its stated mission and purposes that provide the basis for all assessment activities. Student satisfaction assessments target those dimensions in the RSU Mission and Purposes from a multi-faceted standpoint and provide valuable information for an evolving new regional university in maintaining its effectiveness in the student educational experience. Five different surveys were administered during the fall 2002 and/or spring 2003 semesters. These instruments were designed to measure the attitudes of currently enrolled students, graduating students, and withdrawing students. Key findings of those surveys include:

- Currently enrolled students who responded to a student opinion survey generally reported that they were “Satisfied” or “Very Satisfied” with their educational experience at RSU. Those items that received lower ratings by students have been identified for follow-up during the 2003-04 year.
- A high percentage of students who responded to course evaluations reported that they “Agree” or “Strongly Agree” with positive statements regarding their instructors.
- Graduating students who responded to a graduate survey reported, overall, that they “Agree” or “Strongly Agree” with positive statements regarding their education at RSU.
- A survey was administered to students who withdrew from classes, in order to identify the factors that lead to withdrawal. Seventeen reasons were listed on the questionnaire, and students were asked to indicate the degree to which each reason had played a role in their decision to drop classes. Only two of the seventeen reasons were cited by 25 percent or more of the withdrawing students as playing an important role in their decision. This indicates that RSU has not succeeded in identifying the reasons students leave school, and that additional work will be needed during the 2003-04 year.

Several changes have been adopted for the 2003-04 academic year. Those changes are described in detail in the body of the full report.

Cameron University

Entry-Level Assessment

At Cameron University (CU) during 2002-03, there were 1,322 new students enrolled. Performance deficiencies were determined by applying either the ACT definition (below 19) to students younger than 21, or the equivalent computer placement test (CPT) score to adults and students who are on active-duty status with the United States Armed Forces. The number with performance deficiencies in one or more subject categories included 885 individual students. These students were advised to enroll in pre-college courses with 708 in English, 885 in Mathematics, and 729 in reading.

Of CU's 920 first-time freshmen in fall 2002, 423 (46.0 percent) enrolled in one or more remedial course as follows: 239 (26.0 percent) in English, 346 (37.6 percent) in mathematics and 88 (9.6 percent) in reading.

Students completing the pre-college courses succeeded in their college-level courses at a higher rate than traditionally placed students. Mathematics continues to be the subject area most challenging to recent high school graduates.

Mid-Level (General Education) Assessment

The Institutional Assessment Committee (IAC) continued its efforts to improve and expand the mid-level (general education) assessment processes on campus. The inclusion of mid-level (general education) assessment into the existing course structure substantially increased student participation. Measurements for mathematics were taken in the college algebra course, writing skills in the English Composition II course, and speaking skills in the speech course. Creative thinking skills were measured as part of the United States history course. The ACT Collegiate Assessment of Academic Proficiency (CAAP) writing skills essay form, CAAP mathematics skills test, and CAAP critical thinking examinations are used to assess students in general education.

In addition to the IAC, 43 faculty members and 499 students participated in mid-level (general education) assessment activities. The student population used included students at the main campus, the Duncan Higher Learning Center, and Fort Sill. Classes were randomly selected to include evening and weekend courses.

With the data collected, trend analysis was possible for the measures of 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/learning environment and increase program improvement.

Lessons learned from the mid-level (general education) assessment activities have been used to develop faculty member's expertise in portfolio assessment, performance assessment, and trend analysis. This year CU's students scored above the national average in writing skills. Indications from trend analysis show continued improvement in all Mid-Level (General Education) Assessment activities.

Program Outcomes Assessment

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

Method of Program Outcomes Measurement			
	Associate Degree	Baccalaureate Degree	Graduate Degree
Direct Measures of Student Learning			
• Portfolio Review	119	130	29
• Performance Rating	27	349	168
• Locally Developed and tested exams	28	457	203
• Standardized Exams	89	413	28
• Capstone Course	44	126	24
• Benchmarking	0	0	0
Indirect Measures of Student Learning			
• Exit Interviews	27	24	90
• Graduate Survey	0	86	18
• Student Perceptions	0	77	481
• Employer Perceptions	0	33	0
• Faculty Perceptions	5	0	0
• Graduating Students	0	0	0
Total for Program Assessments	339	1,695	1,041

Student Satisfaction Assessment

Student Affairs was reorganized into two units, Student Services and Enrollment Management. Student Services now includes: Residence Life, McNair Scholars Program, Student Activities, Student Development, Student Government, Student Support Services, Talent Search/Open Doors, and Upward Bound.

The new Enrollment Management Organization includes: Admissions, Financial Assistance, Veterans Affairs, One Stop, High School/University Relations, Registrar, and Testing.

Improvements:

- CU developed an Enrollment Management Plan with campus-wide participation.
- Student Services and Enrollment Management units have been consolidated and reorganized to obtain effective use of personnel and resources.
- Decision processes have been revised and improved.
- Recruitment will focus on traditional entry-level college students with the goal to increase the education level of southwest Oklahoma.

Graduate Assessment

CU's Graduate programs have clearly defined program objectives and have valid multiple measurements of student learning. A summary of assessment measurements is presented in the section on Program Assessment. Students in the MBA program are excelling and analysis of multi-year data indicates continued improvement of student learning. The MAT (CAMSTEP) continues to provide an increase in the number of highly qualified teachers available to school systems in the region.

CU is offering graduate courses to the United States Marine Corps, U.S. military students, and Oklahoma students through OneNet. This is a continued commitment to encourage economic development by providing highly educated specialists where they are needed.

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 522 first-time freshmen in fall 2002, 388 (74.3 percent) enrolled in one or more remedial course as follows: 137 (26.2 percent) in English, 364 (69.7 percent) in mathematics, 123 (23.6 percent) in science, and 42 (8.0 percent) in reading.

Reading improvement (RD-1111) is an effective strategy for removing reading deficiencies and is employed at LU. Technology has become a valued tool in the effective and efficient deployment of such an instructional strategy at LU. In 2002-03, 322 (53.8 percent) of all students assessed were projected for enrollment in a reading improvement course. This is a moderate 7 percent decrease over the previous year.

Mathematics continues to be one of the greatest challenges at LU. As many as 82.6 percent of the students assessed in mathematics required remediation. During 2002-03, 394 students were projected for entry into elementary algebra and 100 for intermediate algebra. Close to 80 percent of this cohort was targeted for elementary algebra.

English remains the bright star at LU. Approximately 27 percent (161) required English remediation during 2003. When compared to 2002, approximately 5 percent more of the 2003 first-time entering freshmen required English remediation. LU hopes this downward trend is isolated and not reflective of any local, regional, and/or national trend.

Mid-Level (General Education) Assessment

In fall 2002, 324 students were in the selection pool for mid-level (general education) assessment. There were 129 (40 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. The comparative mean results are as follows:

Subject	2003	2002	2001	Wt. av.
• English	25.7	22.7	25.6	24.7
• Mathematics	19.9	17.1	19.0	18.5
• Reading	12.9	12.1	13.1	12.7

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.

The 2003 performance results at LU have improved from 2002. The rate of improvement for the year is 13.2 percent in English; 14.0 percent in mathematics; and 6.6 percent in reading. The institutions performance is better when comparative analysis is done on the first-time entering freshmen between fall 1998 and 2002. The entry-level weighted average scores over five (5) consecutive fall semesters are 22.1; 14.3; and 11.0 for English, mathematics, and reading.

The current educational strategy appears to yield qualitative and quantitative results. Students are removing academic deficiencies through basic skills instructions. Every effort will be explored to improve efficiency in removing students' basic skills deficiencies. These results are due to the teamwork of students, faculty, and support staff.

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 2003. The results follow:

The School of Agriculture and Applied Sciences

During the 2002-03 academic year, a total of 81 agriculture majors participated in the regular university-wide subject-based midterm and final exams. In addition, the 8 graduating seniors submitted to a comprehensive test that evaluated mastery of essential principles and concepts in agriculture. The Agriculture Comprehensive Assessment Test (ACAT) was administered to the seniors. The test is locally made and requires an average of 3 hours to complete.

The ACAT currently consists of three sections. Performance level for students in the 2002-03 academic year ranged between 64 and 79 percent. Student performance reflected the major area of concentration and students performing best in sections pertaining to their areas of academic concentration.

Enhancements of the ACAT continue. Questions are being revised to reflect current trends in the emphasis in the curricula. The test is slated for comprehensive review in fall 2003. To be a more effective assessment instrument, the faculty would like to have two major sections on the test – a general section that would be compulsory for all students, and a major-specific section for each of the four major areas of concentration. Plans to computerize the test will proceed following the proposed overhaul. It is proposed to consider including a practical component of the test since agriculture is a hands-on program.

The School of Arts and Sciences

Academic progress is the central focus of the School of Arts and Sciences which is achieved by providing relevant academic programs in a healthy learning environment. The School of Arts and Sciences administered a student perception survey to 72 graduating seniors during the 2002 spring semester.

The survey results indicate that the School of Arts and Sciences is meeting the needs of its students. The mean score of each category range from 3.5 to 4.9. Students marked two categories as fair, which were availability of courses (3.7) and laboratory assistance (3.5). Funding will be requested to employ laboratory assistants, and the faculty will review course offerings to assist students in meeting their graduation dates. The School will continue to administer and monitor the student perception survey to its students for input on the relevance of LU academic programs, as well as on how to provide an environment conducive to teaching and learning.

The School of Business

The assessment report for 2003 is based on the results achieved by business majors on the ETS Business II test administered by the School of Business in the spring of 2003. LU also includes information extracted from Internship Supervisors' Reports for and Students' Perception of several key attributes, such as class size in the major, advising effectiveness, availability of courses in major, quality of teaching, and faculty attitudes. This year LU added a section on alumni perception of several key indicators in the school of business.

During 2002-03, 74 business students were tested using the standard ETS core test (Business II) for Business Graduates. The data reported by the ETS shows that 98.6 percent of those taking the test were seniors, while 1.4 percent were in various other classes. The instrument used tested core, formal knowledge acquired in the following eight areas of Business: (1) accounting, (2) economics, (3) management, (4) quantitative business analysis, (5) finance, (6) marketing, (7) legal and social environment, and (8) international issues. Generally, the tests developed by the ETS have been designed

to assess the level of mastery by business students of the common professional component of the various business programs.

The School of Education and Behavioral Science

The Certification Examination for Oklahoma Educators (CEOE) program consists of 53 tests. Of this 48 are subject area tests, four are professional teaching examinations, and one is a general education test.

While the content covered by each test is different, the structure of each test is essentially the same. The content of the testing field is organized in up to six sub areas. The sub areas define the major content area of the test. The sub areas include several test objectives that provide specific information about the body of knowledge prospective teachers are expected to have prior to beginning to teach in their special areas of concentration. The tests include between 80 to 120 test questions designed to measure on the test objectives.

During the 2002-03 testing period 28 candidates were tested and earned a passing score of 73 percent. Of this 19 Elementary Education majors were tested and earned an aggregated Oklahoma Subject Area Test (OSAT) pass rate of 100 percent. Aggregated OSAT pass rates in Biological Sciences and Physical Education/Health/Safety were reported for one candidate in each area, with 100 percent pass rate in each area. These results indicate a need for improvement. Along with this 18 candidates took the Oklahoma Professional Teaching Examination (OPTE) and earned a pass rate of 83 percent.

During the 2002-03 academics year:

- 28 examinees took the CEOE.
- 25 candidates took the Oklahoma General Education Test (OGET) and earned an 88 percent pass rate.
- 18 candidates took the OPTE and earned a pass rate of 83 percent.
- 21 candidates took the OSAT and earned a pass rate of 95 percent.
- LU's teacher candidates earned an overall pass rate of 73 percent which shows an overall decrease from the 2001-02 test results.

The School of Nursing and Health Professions

During the 2002-03 academic year, students were required to perform at a specified level on the Pre-RN Examination in order to successfully complete one of the required courses. Faculty provided specific feedback to students as they prepared for the NCLEX-RN, regardless of performance on the Pre-RN examination. Those students who scored below the minimum passing score were guided in developing more specific and rigorous remedial plans to facilitate their success. Increased institutional support was provided including content area testing, academic coaching, test-taking workshops, CAI programs and critical thinking skill development. This included a special enrichment program planned for students who did not reach the specified level in the Pre-RN examination.

- Most students scored above the national average on the Pre-RN examination.
- NCLEX-RN results are available for 27 of the 35 2002-03 graduates. Of these 21 graduates were successful on their first licensure examination attempts. The results are not currently available for students who sought licensure in other states. Contrary to faculty advisement, several students have delayed taking the licensure examinations.
- An overwhelming percentage of the students who were unsuccessful on the NCLEX-RN were members of minority groups or students for whom English is a second Language.

Student Satisfaction Assessment

LU conducted the 2002-03 student perception survey in conjunction with the mid-level assessment. The "perception survey" is an in-house instrument containing 50 entries. Students rank each entry with a one to five rating, with one being the lower (very dissatisfied) and five very satisfied. Of the 129 students participating in the mid-level assessment, 122 completed the perception survey.

Three academic centers administered some aspect of student perception at the exit-level Agriculture and Applied Sciences, Arts and Sciences, and Business. Arts and Sciences had 26 more seniors in 2003 for an overall increase of 56.5 percent over 2002. The intent is to get the deans and department chairs to look at their students as customers in the delivery of academic instructions and support services.

The mid-level cohorts will remain the university's primary focus. LU believes the university can be most effective in driving students' perceptions during matriculation rather than after graduation. The 2003 perception survey yielded a weighted average rating of 3.02 compared to 3.10 for 2002.

Graduate Student Assessment

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

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

A qualifying examination after twelve (12) hours of graduate work is required for all candidates in the Master of Education program. This is done to assess the candidates' academic progress. A qualifying examination is not required for candidates in the Master of Science program.

The qualifying exam is a written examination covering all core and major courses that the candidates have completed. It is prepared and evaluated by the graduate faculty and scored on the basis of a three-point scale (3,2,1). A composite score 2.00 is needed for satisfactory performance.

University of Science and Arts of Oklahoma

Entry-Level Assessment

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

Of the 143 students who took the writing placement test, 49 (34.3 percent) passed the test and 94 (65.7 percent) were required to take a developmental course. Also 251 students took the math placement test; 73 (29.1 percent) passed the test, and 178 (70.9 percent) required remedial coursework. During the academic year 131 students were assessed; 33 (25.2 percent) passed the assessment in science and 98 (74.8 percent) required remediation.

Of USAO's 293 first-time freshmen in fall 2002, 132 (45.1 percent) enrolled in one or more remedial course as follows: 42 (14.3 percent) in English, 107 (36.5 percent) in mathematics, and 31 (10.6 percent) in science.

As a follow-up to students assessed during the 2002-03 academic year, the 26 students who passed the writing placement test and took a college-level writing class, 15 scored a C or better in the course. Along with this, 30 students who did not pass the writing placement test took the developmental writing class and passed. Of the 18 students who did not pass the writing placement test and subsequently took a remedial writing class, nine made a C or better in the college-level writing class.

Of USAO's 27 students who passed the COMPASS Math Placement Test and subsequently took a college-level math class, 17 made a C or better. Of the 103 students who did not pass the COMPASS math placement test and took the first of two developmental math courses (Basic Math), 66 passed. Of the 24 students who did not pass the COMPASS math placement test and took the second of two developmental math classes (Basic Algebra), 14 passed. Of the ten students who did not pass the math placement test, took a zero-level math class, then took a college-level math class, six made a C or better.

Of the nine students who passed the locally developed science placement test and took a college-level science course, none made above a C. Of the 26 students who did not pass the science placement test and took a developmental science course, 10 passed.

As a means of assisting USAO in the assessment of students' academic and personal needs, the Noel-Levitz College Student Inventory (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 (General Education) Assessment

The ACT Collegiate Assessment of Academic Proficiency (CAAP) was given to 175 students during this reporting period. Randomization of test distribution resulted in 36 juniors completing the writing exam, 34 completed the math exam, 35 completed the reading exam, 35 completed the critical thinking exam, and 35 completed the science exam. In this group, the mean scores for USAO ranged from 0.4 points above to 2.9 points below the national mean.

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

- Changes are taking place as a result of faculty retirement and the current budget crisis which has caused the department to rely on adjunct faculty.
- The English department has made a transition from a written exam to a portfolio, but during this reporting period, still offered both choices.

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.
- The psychology department will change from administering a 120 item in-house developed exam to the Psychology Major Field Test offered by Education Testing Service.
- A review of the sociology exit exam was conducted in January 2002 and a revised instrument 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. a criminal justice minor has been added to the sociology curriculum.

Education

A graduate follow-up study was conducted during spring 2003 for graduates in their first year of teaching. Questionnaires were mailed to students known to have accepted their first teaching position and to their administrators. The response was excellent from administrators - 10 graduates (43 percent) and 21 administrators (91 percent) were received.

- Analysis of the data indicated administrators generally considered USAO's weakest areas to involve assessment strategies, technology, and career instruction and were very pleased with the other 18 areas assessed.
- Although overwhelmingly pleased, students rated legal aspects, knowledge of the state evaluation process and proficiency in English as their weakest areas.

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 last student in the Medical Technology program has graduated, and this program has been discontinued.

Student Satisfaction Assessment

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

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

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

Given the activities of the ARC, the freshman to sophomore retention rate has increased from 45 percent to 56 percent since the inception of the grant, with the number of freshmen on academic probation declining by 56.2 percent. During this reporting period, 132 freshmen and transfer students received academic counseling, with 98.6 percent reporting satisfaction with the counseling services offered.

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

- Preliminary results indicated faculty advisors who completed the faculty advising training offered by the Academic Resource Center (ARC) attained a higher level of student satisfaction.
- The following five areas were identified as needing improvement:
 1. food services;
 2. parking facilities and services;
 3. job placement service;
 4. residence hall services and programs; and
 5. cultural programs.
- Since the survey was completed, three of the five areas have been addressed by Student Services personnel. These areas are food services, residence hall services and programs, and cultural programs.
- Seventy-five percent of all withdrawing students completed the Withdrawing/Non-returning Student Survey. Student transfers were the primary reason for leaving the university.

Oklahoma Panhandle State University

Entry-Level Assessment

Oklahoma Panhandle State University (OPSU) uses results from the Accuplacer Computerized Placement Test (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 were required to participate in the entire CPT battery.

Entry-level assessment indicated that during the 2002-03 academic year, 423 students took 637 placement tests. Of OPSU's 328 first-time freshmen in 2002, 179 (54.6 percent) enrolled in one or more remedial course as follows: 5 (1.5 percent) in mathematics, and 177 (54.0 percent) in science.

The university implemented a college preparatory program in fall 2003. Named "The University College," it offers college preparatory courses that will address the needs of the developmental students. The university has hired a director of development to administer this program, all faculty and staff are in place.

Mid-Level (General Education) Assessment

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

A sample of the sophomore and junior classes were tested to assess mid-level performance. The CAAP test was administered to 50 students. The sample was generated randomly from a pool of sophomores and juniors. The PPST test was administered to 48 students as part of their pre-professional certification in education. In all tests, the average results compared favorably to the state cut-scores. Along with this 65 students took the OGET as part of their pre-professional certification in education. The OSAT was taken by 60 education majors as part of their pre-professional certification. Lastly, the OPTE exams were taken by 24 education students.

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.

The number of students who attained an achievement level on the CAAP test who were at or above the national mean in the specific subject area are as follows: Critical Thinking – 28; Science Reasoning – 26; Reading – 27; Mathematics – 30; Writing – 25.

On the OSAT, 82 percent of those taking the exam passed the test; the state passing rate was 85 percent. The results from the OGET show that 71 percent passed compared to the statewide passing rate of 78 percent. Lastly, the OPTE passing rate was 84 percent compared to 86 percent statewide. The overall average for passing these exams was 81 percent compared to the statewide average pass rate of 86 percent.

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 the 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. The portfolio reviews at all three levels of elementary education show that the teacher candidates are well prepared to become teachers in the public schools. Results from portfolios, Oklahoma teacher certification examinations, and a graduate exit survey indicate that English coursework prepares majors very well for positions in public

school classrooms, private sector, or graduate school. The behavioral and social science department developed a course to teach critical thinking. The majority of psychology graduates pursues graduate work and are qualified candidates for advanced degrees.

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

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

- The education department is currently working on the new elementary education program review for the Oklahoma Commission for Teacher Preparation, which will contain some major changes in the methodology of assessing OPSU teacher candidates.
- OPSU students will be encouraged to take an additional speech course as an elective course, will be offered current websites which include information on technical speech terminology, and will be offered a bibliography of speech texts. In addition, faculty will begin collecting a “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 emphasis, economics emphasis, and history. The degree plans will allow students more experience in all facets of social studies.
- To ensure that students are prepared mathematically for general education curriculum mathematics courses, the Department of Mathematics and Physics has decided to implement standard mid-term and final examinations in the remedial mathematics course.
- To prepare students in statistics, the biology faculty has on developed and implemented a course in biological statistics.
- Several courses were added to the computer information systems curriculum to facilitate the computer graphics option of the bachelor of fine arts degree.
- Industrial technology has changed the teaching method and now requires the student to know by memory all programming codes by the 3rd week instead of the 9th week.

Student Satisfaction Assessment

The graduating student survey indicated that 87 percent of the students in the graduating class were satisfied with the quality of the education they received at the university. The survey strongly indicated that students enjoyed their instructors and felt they were part of the "OPSU family" and would recommend the university to a friend. Student housing was the area where the students indicated the greatest dissatisfaction. Next was the general lack of things to do around campus. Finally, upgrading the infrastructure was mentioned as a needed undertaking.

The new Noble Activity Center has opened and offers students the opportunity to get involved in court sports, swimming, weight training, etc. along with a host of other activities. The Library has undergone significant upgrades to the lighting, making the place brighter. The theater facility has instituted a plan for renovations and improvements in the lighting system and all the stage soft goods (curtains, borders, etc.) aimed at providing an attractive facility that will bring in more humanities majors. Lastly, groundbreaking has taken place for the new apartment-style dorms to be constructed on campus. This new project has generated a lot of enthusiasm on campus, due to the general lack of high quality housing in the area.

Carl Albert State College

Entry-Level Assessment and Placement

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

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

In the 2002-03 academic year, 1,877 CASC students participated in the ACT. Their composite score was 18. During this year, 2,086 COMPASS test units were given. During the fall 2002 freshman orientation class, 312 first-time, full-time students took the Cooperative Institutional Research Program (CIRP) Entering Student Survey and the Collegiate Assessment of Academic Proficiency (CAAP) critical thinking module.

Of CASC's 732 first-time freshmen in fall 2002, 296 (40.4 percent) enrolled in one or more remedial course as follows: 122 (16.7 percent) in English, and 275 (37.6 percent) in mathematics.

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

Mid-Level (General Education) Assessment

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

During spring 2003, all CASC students that completed 45 or more credit hours were notified of the Collegiate Assessment of Academic Proficiency (CAAP) testing and asked to participate. A total of 237 students participated in the testing. The test modules that were administered were in reading, writing skills, mathematics, science reasoning, and critical thinking.

The results of the CAAP were compared to national norms and to the performance of 166 CASC students who had tested with the ACT as entry-level assessment. Based on those results, CASC students performed at or close to national norm levels. Linkage between the ACT and CAAP demonstrated that CASC students performed above national levels in writing skills and mathematics; at the national level in science reasoning; and slightly below national levels in critical thinking and reading.

Program Outcomes Assessment

The objectives of program outcomes assessment include assessing all students by academic program to determine student abilities to meet program goals and objectives; and to utilize the results to strengthen CASC's academic programs. The purpose of program outcomes assessment is to improve curriculum and

instruction. Additional benefits are strengthened recruitment and retention, increased cost-effectiveness, providing a context for planning, and meeting accreditation requirements at all levels

Program outcomes assessment includes the following instruments: ACT CAAP (195 examinees), licensure examinations, post transfer GPA comparison data, ACT Alumni Survey, program review/accreditation, and capstone courses that included a variety of faculty-selected tests and surveys. Highlights from 2002-03 would include the re-accreditation of CASC for a full ten years from The Higher Learning Commission of NCA without stipulations and the initial accreditation for five years of the Business Division by Association of Collegiate Business Schools and Programs (ACBSP).

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

Assessment of Student Satisfaction

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

During the 2002-03 academic year CASC students and former students participated in student satisfaction assessment. CASC administered the ACT Student Opinion Survey to 636 students at its three campuses: Poteau, Sallisaw, and Idabel. Fifty-two former students participated in the ACT Alumni Survey for Two-Year Schools. CASC also appraises all faculty and professional staff performance through campus-written instruments.

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

Connors State College

Entry-Level Assessment

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

In 2002-03, 1,075 first-time freshmen and transfer students were assessed. A total of 257 (23.9 percent) required remediation in reading, 358 (33.3 percent) in English, 601 (55.9 percent) in science, and 731 (68.0 percent) in mathematics. Of CSC's 714 first-time freshmen, 490 (68.6 percent) enrolled in one or more remedial course as follows: 233 (32.6 percent) in English, 453 (63.4 percent) in mathematics, and 168 (23.5 percent) in science.

Placement in developmental mathematics was divided as follows: 419 first-time freshmen and transfer students in basic mathematics (39.0 percent), 253 students in elementary algebra (23.5 percent), and 59 students in intermediate algebra (5.5 percent).

Compared to the 2001-02 academic year, there was a significant increase in 2002-03 in the proportion of students placed in developmental science classes and in basic mathematics classes. No significant increase was detected in placement rates in other developmental classes. As many as 73 percent of all 2002-03 entering freshmen and transfer students were required to take at least one developmental course based on skill levels. Students scoring less than 19 on the subtests of the ACT that passed secondary placement tests were placed in collegiate level classes in 2002-03 at the following rates: English; 41.0 percent, mathematics; 6.0 percent, reading; 52.2 percent, and science; 11.3 percent.

Developmental students in concepts of science, fundamentals of English, and intermediate algebra continued to be tracked into collegiate level courses during 2002-03. Seventy percent of students completing concepts of science in spring 2002 and enrolling in fall 2002 collegiate level science successfully completed the collegiate level science course with a grade of "70" or better. Sixty-nine percent of students completing intermediate algebra in spring 2002 semester and enrolling in a collegiate level math course in fall 2002 successfully completed the collegiate level math course with a grade of "70" or better. Seventy-four percent of students completing fundamentals of English in the spring 2002 semester and enrolling in English composition in fall 2002 successfully completed English composition with a grade of "70" or better. Sixty-seven percent of students completing concepts of science in the fall 2002 semester and enrolling in a collegiate level science course in spring 2003 semester completed the collegiate level science with a grade of "70" or better. Sixty-one percent of students completing intermediate algebra in fall 2002 and enrolling in a collegiate level mathematics course in the spring 2003 semester successfully completed the collegiate level mathematics course with a grade of "70" or better. Sixty-three percent of students completing fundamentals of English in fall 2002 and enrolling in English composition I in spring 2003 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 was allowed to repeat the secondary placement test. The tracking of students who repeated parts of the placement test more than one time, revealed that the probability of success on the placement test increased while the probability of success in the collegiate level course decreased. The new policy allows the student to repeat any portion of the exam one (01) time.

No changes were made in the CPT cut-scores in 2002-03. CSC changed entry-level assessment instruments in July 2003. The change will affect all first-time freshmen and transfer students entering after July 2003. The new assessment instrument is ACT COMPASS. The change enables CSC to utilize ACT CAAPs for Mid-Level (General Education) Assessment, providing for more accurate pre- to post-growth in learning.

Mid-Level (General Education) Assessment

CSC assesses the areas of writing, reading, and mathematics during mid-level (general education) assessment. All graduating sophomores are required to participate in mid-level (general education) assessment. Instruments utilized in 2002-03 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 level mathematics course.

In 2002-03, 300 students completed mid-level (general education) assessment. The mean GPA of participating students was 3.1, with a standard deviation of 0.53.

No significant differences were detected in the mean vocabulary scores, mean reading comprehension scores, and the mean total reading scores when a comparison was made between the 2001-02 and 2002-03 group. Ethnic differences in the mean total reading scores, mean vocabulary scores, and the mean reading comprehension scores were statistically significant within the 2002-03 group. Overall, Caucasian students scored higher than American Indian and African American students in the Nelson Denny total reading and in Nelson Denny vocabulary. Caucasian students scored higher than African American students in Nelson Denny reading comprehension, and American Indian students scored higher than African American students in Nelson Denny total reading, vocabulary, and reading comprehension. No gender differences were detected in Nelson Denny Reading scores within the 2002-03 group.

The proportion of students with reading comprehension scores at the sophomore level or above was 69 percent in 2002-03. This compares to 71 percent in 2001-02. A total of 85 percent of mid-level (general education) assessment students who had completed a collegiate level mathematics course, earned a grade of "70" or better. No significant differences were detected in the writing or mathematics areas in 2002-03.

Feedback on CSC transfer students was provided by East Central University, Northeastern Oklahoma State University, Oklahoma State University, and the University of Oklahoma. Tracking reports revealed that CSC students experienced an average decline of 0.22 grade points in GPA. The largest decline in GPA (0.70) was experienced at OU with twenty-one transfer students and the smallest decline in GPA (0.11) was experienced at NSU with 297 transfer students. Fourteen CSC transfer students at ECU increased in GPA by an average of 0.07 grade points.

In 2003-04, CSC will utilize ACT CAAPS to assess graduates in writing, reading, mathematics, and science. A better correlation between entry-level assessment and exit-level assessment is anticipated. In 2002-03, critical thinking was assessed utilizing embedded assessment within the classroom. Citizenship and global diversity will be added in 2003-04 and 2004-05, respectively; both educational objectives will be assessed within the classroom utilizing embedded assessment techniques.

Program Outcomes Assessment

The nursing and child development programs were reviewed through analysis of local to state and national based standards in the 2002-03 academic year. The nursing department utilizes the results of CSC students attempting the National Council Licensure Exam (NCLEX) as one method of assessment. In 2002-03, 52 students attempted NCLEX and 44 students (84.6 percent) successfully completed the exam on the first attempt. This compares to 83.3 percent in Oklahoma and 85.3 percent in nationwide, according to the most recent statistics available. The NCLEX success rate in 2002-03 declined significantly when compared to the CSC NCLEX success in 2001-02 (97.6 percent).

The nursing department administers an internal student survey to all graduating students. The rating scale is a Likert scale (4 = Superior, 3 = good, 2 = Fair, 1 = Poor). The weighted mean of all 51 students completing the survey was 3.75. This was comparable to the weighted mean in 2001-02 on the same survey.

All 9 (100.0 percent) child development students earned the National Credential Exam in child development in 2002-03.

- Developmental psychology was removed as a recommended support course in the nursing program and developmental objectives were added to the content in NURS 1228 Adaptations of the Family.
- Analysis of ERI test results on the NCLEX revealed that 75 percent of the unsuccessful CSC NCLEX students had also been unsuccessful on the critical thinking process test. The nursing department is considering the possibility of setting a mandatory passing score on the Critical Thinking Process Test.
- The Science Department added three new options to the AS in Biological Science in 2002-03:
 - Allied Health, General Biology, and Pre-Medical Professional.
- The business department eliminated the business accounting program and changed the business administration program to include the following required business courses:
 - Financial accounting, managerial accounting, macroeconomics, and microeconomics.
- The business department added a business and industry option to the business administration degree plan.
- A new interactive television classroom was added.
- A science lab was added at the Muskogee Three Rivers campus.
- The greenhouse was renovated for the Horticulture Program.

Student Satisfaction Assessment

In fall 2002, CSC administered the ACT Faces of the Future Survey to 332 CSC students. The survey collected data from four categories: General background information, employment background, educational background, and current college experience. The survey utilizes the following Likert Scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Results of the survey indicated that the student responses were similar to the national mean for community colleges. CSC scored the highest on student agreement with the following statements:

- Instructors treat students in my racial/ethnic group with respect (CSC = 4.12, National = 4.17).
- Instructors/administrators treat students of my gender with respect (CSC = 4.19, National = 4.16).
- Administrative/non-teaching staff treat students in my racial/ethnic group with respect (CSC = 4.15, National = 4.10).
- I feel a sense of general safety and security while on campus and attending classes (CSC = 4.15, National = 4.05).
- I would recommend this college to friends and relatives (CSC = 4.10, National = 4.12).

In 2001-02, students ranked CSC higher on the same five statements. In 2002-03, averages on four of the five statements increased. The CSC score on the statement "Instructors treat students in my racial/ethnic group with respect" decreased by 0.06 points.

In 2002-03, the CSC mean improved in 15 of 19 areas on the ACT Faces of the Future Survey; three areas decreased and one area remained the same as 2001-02. Increases in the following means in 2002-03 were statistically significant when compared to 2001-02:

- Computing services and facilities were available at the times I needed them.
- Courses were available at times when I needed them.
- I could not have attended school without the financial assistance I received.
- I received all the help I needed from the financial aid office personnel to make my application for financial aid.

Overall, 81 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.

A total of 28 students (9.0 percent) out of 311 responded to an institutionally-designed alumni survey. Surveys were mailed to the 1998 graduating class. Gender composition of respondents included 23 females and 5 males. Educational level included 1 Master's Degree, 14 Bachelor's Degrees, 12 Associate Degrees, and 01 Certificate of Achievement. The strongest areas of CSC as indicated by the alumni respondents were: Overall Quality of Education – 100 percent satisfaction, Quality of Academic Courses – 100 percent satisfaction, Quality of Instruction – 100 percent satisfaction, and Attitude of Faculty – 96 percent satisfaction. The weakest areas included: Computer Skills – 25 percent were dissatisfied, Ability to Lead Small Groups – 25 percent were dissatisfied, Quality of Campus Facilities – 32 percent, and Career Counseling – 21 percent were dissatisfied.

Thirty students completed the institutionally-designed withdrawing student survey. Gender composition included 06 males and 24 females. Ethnic composition included 5 African American, 9 American Indian, and 16 Caucasian students. The top three reasons given for withdrawing were: personal (46 percent), financial (29 percent), and academic (11 percent). Additional analysis of the surveys revealed that 30 percent of the withdrawing students never met with an advisor, 87 percent were involved in no activities at CSC, and 60 percent spent less than 10 hours per week preparing for classes.

In response to student satisfaction surveys, the following changes occurred at CSC in 2002-03:

- Completed construction on Millers Crossing, a new housing complex which includes apartment-style units and a clubhouse with laundry, convenience store, computer lab, swimming pool, and multipurpose room with big-screen television.
- Renovated the Student Center at the Muskogee Downtown Campus.
- Renovated the snack bar in the Student Union at Warner.
- Upgraded 02 computer labs.
- Added 11 new continuing education courses.

Eastern Oklahoma State College

Entry-Level Assessment

Entry-level evaluation at Eastern Oklahoma State College (EOSC) includes transferring students and first-time entering freshmen. The primary methods of entry-level assessment are ACT scores and/or the Computerized-Adaptive Placement Assessment and Support System (COMPASS). Students are assessed in the academic areas of English, reading, science, and mathematics using the Oklahoma State Regents' mandated cut score of 19 on each ACT subject test. Students scoring below 19 are required to take the COMPASS for course placement. A total of 707 students (390 females, 317 males) were assessed during the 2002-03 school year using COMPASS. Of EOSC's 564 first-time freshmen in fall 2002, 270 (47.9 percent) enrolled in one or more remedial course as follows: 143 (25.4 percent) in English, 208 (36.9 percent) in mathematics and 59 (10.5 percent) in science.

Assessment results for 2002-03, revealed that 54 percent of students tested in COMPASS writing skills were recommended for freshman composition; 74 percent tested in COMPASS reading skills were recommended for placement in college-level science and history courses, and 29 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 2002-03 included the addition of a fast-track developmental reading and developmental English class at both the Wilburton and McAlester campuses. These classes will be offered in eight blocks, giving students an opportunity to complete developmental classes in a timely manner and with more frequent exposure to classroom material. Students in these fast-track classes will be tracked in the future to determine the feasibility of fast-track verses traditional classroom settings. Through the efforts of a Title III grant, a new computer lab was added to supplement curriculum for developmental classes.

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

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

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

Mid-Level (General Education) Assessment

Mid-Level (General Education) Assessment includes the administration of the American College Assessment of Academic Proficiency (CAAP). CAAP is not used as a condition for graduation but as an evaluation of the academic strengths and weaknesses of the institution. Findings are utilized for program improvements and curriculum development in the area of general education. In fall 2002 and spring 2003, 285 graduating sophomores were tested using the ACT CAAP test.

Results of the CAAP writing skills test showed that EOSC graduates scored an average of 59.0 overall, only slightly lower than last year's average and .8 tenths below the national average of 59.8. Overall, these test results reveal that students show significant progress, after attending this institution, when comparing scores of pretests (ACT) and posttests (CAAP) to the national average at each level. EOSC students typically enter with pretest (ACT) scores below the national average in all subjects' areas and results of the CAAP show that 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 on graduating students by the office of institutional research. A survey of graduating sophomores revealed that 325 students graduated in spring 2003. The average age of graduates was 28, which included 216 (66.5 percent) female, and 111 (34.2 percent) male. The cumulative GPA for these students was 3.17. As many as 209 (64.3 percent) stated they had 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 the informational needs of the 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, plans for implementation of program improvements. More than 1000 students were included in the outcome assessments using a variety of assessment measures during 2002-03. Posttest results from all six divisions indicate a great level of improvement over pretest scores. Assessment of learning styles continues to influence individual student needs. Supplemental instructional methods and new technology are being implemented to accommodate the diversity of the student population and several departments now have courses available via the Internet. Retention and recruitment of students continues to be a primary focus for all divisions.

Student Satisfaction Assessment

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

The ACT Entering Student Survey was administered to 417 students during orientation in fall 2002. The most important reasons cited by students for attending EOSC were the availability of financial aid and scholarships, location, cost, and variety of course offerings. As many as 88 percent of the students surveyed reported that scholarships were an important reason for coming to EOSC. EOSC will continue its emphasis on recruiting in the nine county areas that provides the greatest number of students enrolled. The development foundation is continually increasing fund-raising efforts to provide scholarships for deserving students and one hundred percent of the faculty and administrative staff now participates in the scholarship foundation by making annual contributions to the foundation. The Financial Aid Office also

works closely with the Director of Admissions in offering workshops pertaining to financial aid procurement.

A total of 282 students completed the ACT Student Opinion Survey 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. Students gave high marks for the top services used at the college according to the survey, the library/learning resources center facilities and services and computer services receiving the highest. When asked if they would choose this college again 83 percent responded yes, and 91 percent of the students surveyed ranked good or excellent as their overall impression of EOSC.

During the 2002-03 academic year, 203 graduating sophomores completed the ACT College Outcomes Survey ranking the following items as important: being competent in major field, acquiring the skills needed for a career, learning to think and reason, and developing effective job seeking skills. In addition, students seemed satisfied with class size, quality of program of study, and faculty respect for students. The survey revealed that students are proud of their accomplishments at EOSC, indicating they had achieved their educational goals. Overall, students responded favorably to faculty reporting a 78 percent satisfaction with the quality of instruction they have received while attending EOSC and an 80 percent satisfaction rate for faculty respect for students.

Results from the Withdrawing/Non-Returning Student Survey were based on 49 completed surveys. The primary reasons for leaving the college were: job and health related problems (family or personal). The data indicates that 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 who is available to work with faculty and staff to identify at-risk students and provide them with assistance and counseling services. EOSC continues to place emphasis on new programs focusing on student recruitment and retention.

Murray State College

Entry-Level Assessment

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

For secondary placement assessment, MSC uses the ACT Assessment of Skills for Successful Entry and Transfer (ASSET) and the ACT Computer-Adaptive Placement Assessment and Support System (COMPASS). Of the 569 fall 2002 first-time freshmen, 369 (64.9 percent) enrolled in at least one remedial course as follows: 183 (32.2 percent) in English, 322 (56.6 percent) in mathematics, and 11 (1.9 percent) in science.

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

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

On a semiannual basis, the director of counseling and remedial course instructors review 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. Of the fall 2002 first-time freshmen enrollments in remedial courses 229 (51 percent) received a grade of "satisfactory." or higher. While a higher success rate would certainly be desirable, the placement decisions are effective in that the decisions are objectively based on the student test scores in relation to the cut-scores. The ranges of cut-scores are reviewed annually.

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

Mid-Level (General Education) Assessment

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

A total of 113 students participated in the CAAP test for the 2002-03 academic year. The identified population included potential 2003 spring graduates who entered MSC as first-time freshmen. These students were notified they were required to select one of three scheduled dates to participate in the CAAP. Students were encouraged to do their best on the CAAP through two means: (1) a sense of student responsibility to MSC in that the scores could impact the curriculum taught and (2) a direct benefit is that the scores could be reported to the four-year institution to which the student is transferring. Comparisons between MSC mean scores and the national two-year mean scores revealed that MSC students scored 1.7 points below the national norm in writing; 1.1 points below the national norm in mathematics; 2.2 points below the national norm in reading, 2.4 points below the national norm in critical thinking; and 2.6 below the national norm in science reasoning. To further improve results, faculty

developed general education learning goals and objectives and identified measurable outcomes for these goals. The results will be evaluated in the 2003 fall semester.

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

Program Outcomes Assessment

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

Student Satisfaction Assessment

MSC administers a locally developed questionnaire during the spring semester to measure student satisfaction and student opinions on all aspects of college life. The questionnaire was administered to 312 students from a random selection of both day and evening classes.

The results of the 2002-03 student satisfaction assessment showed that 91 percent of students rated the college's quality of instruction as satisfactory or higher. Surveyed students indicated they approved of academic advisement, and the services of the bookstore, library, and registrars office.

Northeastern Oklahoma A&M College

Entry-Level Assessment

All students seeking admission into a degree or certificate program at Northeastern Oklahoma A&M College (NEOAMC) are required to participate in entry-level assessment. The college uses the enhanced ACT for preliminary assessment. The required cut-score for each subject area is 19 for students 20 years of age or younger and 17 for students over the age of 20. Students who achieve the required ACT cut-score may enroll in a college-level course in the subject area.

All students scoring below the established ACT cut-scores have an opportunity for additional assessment to determine readiness for college-level work using the Accuplacer Computerized Placement Tests (CPT). Students may test in sentence skills, math, and reading. A combination of the reading and math scores are used for placement in science courses. Students who do not achieve the established cut-scores on the ACT and/or CPT are required to successfully complete developmental courses to improve their basic skills in reading, English composition, math, and/or science.

Of NEOAMC's 612 first-time freshmen in fall 2002, 375 (61.3 percent) enrolled in one or more remedial course as follows: 175 (28.6 percent) in English, 332 (54.2 percent) in mathematics, and 119 (19.4 percent) in science. Of the first-time freshmen who enrolled in developmental courses, 91.5 percent successfully completed basic composition, 46 percent successfully completed a developmental math course, 89 percent successfully completed a developmental reading course, and 84 percent successfully completed the fundamentals of science course. During spring, 69 percent of these students successfully completed freshmen composition, 87 percent successfully completed a course requiring reading skills, 67 percent successfully completed a college-level math course, and 52 percent successfully completed a college-level science course.

Faculty members who teach developmental courses are exploring "best practices" as part of a Title III strengthening institutions grant project. During the summer, faculty members participated in workshops on student learning styles and teaching strategies.

Mid-Level (General Education) 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 Test for Adult Basic Education (TABE) is given to students enrolled in technical/occupational programs. The Testing and Assessment Center personnel administer the assessment tests in the freshmen orientation courses. The assessment instruments are administered again at the end of the cohort group's program of study. A comparison of the assessment results enables the college to determine value-added particularly in the realm of "general education."

During fall 2001, the Academic Profile was administered to 457 students in the orientation classes. During spring 2003, 207 students preparing for graduation participated in the Academic Profile assessment. The students demonstrated improvement in each of the subject areas: humanities, social science, and natural sciences. The reporting format has changed; therefore it is difficult to compare the results of the proficiency classifications: writing, math, and reading/critical thinking.

The TABE was administered to 93 students in fall 2001 and 77 students in spring 2003. The students preparing for graduation demonstrated an improvement in all areas: reading, mathematics, and language.

Faculty members who teach general education courses are conducting pilot projects related to supplemental instruction and the use of technology through "mini-grants" provided by the Title III Strengthening Institutions grant project. In addition, faculty members participated in summer workshops on student learning styles and teaching strategies.

Program Outcomes Assessment

The technical/occupational programs use several outcome measures including graduate follow-up surveys, employer surveys, and employment rates in the field of study. In addition, the health science programs assess licensure/registry pass rates for the individual programs. Not all 2003 graduates have completed the licensure/registry exam at the time of this report. Ninety-three percent (93 percent) of the nursing students passed the licensure exam on the first-attempt. Seventy-five percent (75 percent) of the medical laboratory technician graduates passed the registry exam on the first-attempt. This compares to the national average of 77 percent. The physical therapist assistant program had an 80 percent pass rate for the 2002 graduates. Only 50 percent of the graduates have taken the exam for 2003.

The nursing program has added some content based upon the assessment results. In addition, the nursing faculty has modified the method of assessing communication skills. The medical laboratory faculty has added content to the curriculum based upon the assessment findings as well.

Student Satisfaction Assessment

NEOAMC uses the ACT Student Opinion Survey to assess student satisfaction. The survey is administered to students in their final semester. The testing and assessment center administered the survey to 235 students in spring 2003.

The ACT Student Opinion Survey provides both quantitative and qualitative data about students' experiences at NEOAMC. Students indicated the greatest satisfaction with the information provided by advisors, tutorial services, veterans' services, availability of faculty, and the learning resource center. The students expressed least satisfaction with parking, food services, and resident life. More specifically the students indicated that they wanted to be able to park closer to the classroom buildings, have more variety in the cafeteria, and have extended visiting hours in the residence halls.

The cafeteria has expanded its menu and offered new food items throughout the year. NEOAMC has surveyed other colleges about visiting hours and has decided to not make any changes in the policy at this time. Space constraints limit the amount of parking available adjacent to each individual classroom building; therefore, the college does not have any plans to modify parking.

Northern Oklahoma College

Entry-level Assessment

Northern Oklahoma College (NOC) uses ACT scores to evaluate first-time freshmen. Secondary testing is conducted using the ACT Computer Adaptive Placement and Support System (COMPASS) and curricular deficiency regulations. NOC uses ACT scores as the primary placement tool for entry into college-level courses. In fall 2002, 848 first-time freshmen entered. Of those, 504 had taken 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. The reading and mathematics tests were required of all pre-nursing students. Of the 848 first-time freshmen in fall 2002, 493 (58.1 percent) enrolled in one or more remedial course as follows: 208 (24.5 percent) in English, 454 (53.5 percent) in mathematics, 8 (0.9 percent) in science, and 101 (11.9 percent) in reading.

Students whose placement enrolled them in remedial work were largely successful in completing those courses. In Basic Composition 61.5 percent were successful. In elementary algebra 63.1 percent were successful while in intermediate algebra 63.5 percent passed the coursework. Developmental reading students completed at 67.7 percent and basic science at 64.2 percent rates. NOC continues to implement self-paced, computer-assisted curriculum to allow students to work at their own pace and from remote locations. The goal for all remedial courses is a 70 percent pass rate for that specific course and the subsequent college-level course.

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 better.

Mid-level (General Education) Assessment

In spring 2002, 701 students took the ACT Collegiate Assessment of Academic proficiency (CAAP) tests to assess general education outcomes. When NOC scores were compared to the national norm for all two-year public college sophomores, NOC students scored above the national norm in mathematics (57.0 compared to 56.2). Critical thinking scores of 59.8 compared to 60.5 nationally, and reading scores of 60.8 compared to 60.6. In writing, scores of 3.3 were at slightly above the national norm of 3.1.

The language arts department has 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 the disciplines continue to discuss ways 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 Oklahoma State University entered with a 3.14 GPA which fell to 2.78 after the first semester but rose to 2.9 after the first semester, commensurate with other students.

Program Outcomes Assessment

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

Eight individual associate of arts or associate of science 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/business management reported data from 8 graduates; agribusiness, 10; athletic training, 9; criminal justice, 10; engineering technology, 24; multi-media, 21; nursing, 36; and office management, 1.

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 interviewed would hire NOC graduates. Many of these programs recommended changes directly resulting from outcomes assessment reviews. For example, accounting/ business management is part of an ACBSP accredited program that has combined degree programs to offer more applicable degree options and new courses. Internships are encouraged as part of each degree program. Multi-media/digital communications has altered the entire format of the program as a result of program review. All use advisory committee suggestions and are continuously monitoring the effectiveness of instruction based on employer review.

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

Satisfaction Assessment

During 2002-03, 488 students were given the ACT Student Opinion Survey (SOS) during their semester of graduation. Results indicated that NOC students gave higher satisfaction ratings to services offered at NOC than the national sample. A total of 55.6 percent stated that they would definitely choose NOC again as compared to the national norm of 36.8 percent. As many as 42.6 percent of NOC students gave an excellent as their overall impression of educational quality compared to the national norm of 30.7 percent.

The SOS also assesses student use of various services. Most NOC students used the library/learning resources (75.6 percent), computer services (75.2 percent), academic advising (67.8 percent), and financial aid services (64.5 percent). Of the twenty services assessed in the *Usage Survey*, NOC results showed higher percentages of use than the national norm in fifteen of the areas. Only *College Orientation Programs and Cafeteria/Food Services* were below the national average, and they were not significantly below the national average.

NOC graduating sophomores also indicated greater satisfaction in nearly every area compared with the national norm. The services receiving the highest satisfaction ratings include: *Student employment services, Vocational guidance/career planning services, Cultural programs & activities, Personal counseling services, Credit by examination program, Class size relative to the type of course, This college in general, Attitude of the teaching staff toward students, Value of the information provided by your advisor, and the Availability of your advisor.*

Services receiving the lowest satisfaction ratings include *College Orientation, Cafeteria/food services, Purposes for Which Student Fees Are Used.* The college orientation program underwent massive restructuring in the 2003-04 year with orientation held the weekend prior to the beginning of classes. However, evaluations by current students and faculty indicate strong satisfaction with the new format. Emphasis on academic skills such as study skills, test taking and time management will enable assessment for increases persistence, GPA's, and graduation rates.

Oklahoma City Community College

Entry-Level Assessment

Oklahoma City Community College (OCCC) provides entry-level assessment to all students entering college-level 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 1,716 first-time freshmen in fall 2002, 952 (55.5 percent) enrolled in one or more remedial course as follows: 508 (29.6 percent) in English, 820 (47.8 percent) in mathematics, 14 (0.8 percent) in science, and 14 (0.8 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 89 percent in college-level courses.
- Students who completed developmental writing classes had completion rates of 79 to 87 percent in college-level classes.
- Students who completed developmental mathematics classes had completion rates between 54 and 88 percent in college-level math classes.

Mid-Level (General Education) Assessment

Mid-level (general education) assessment at OCCC examines the student's academic progress and learning on eight general education competencies. Mid-level (general education) 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 investigated administering the academic profile test to intact classes. In the pilot study, 100 students in two sophomore level classes were asked to take the test. This test measures general education in the areas of reading, writing, critical thinking, math, humanities, social science, and natural science. The results were positive and the committee determined that the test would be used annually to assess general education competencies. In 2003, the test was administered to 400 students in 17 sections of classes identified as having students who have completed most of their general education classes.

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 associate of applied science programs offered exclusively at OCCC have capstone courses.

Licensure examinations are another outcome measure used by a number of programs to indicate 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 2003, a total of 20,949 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 2002-03, 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 1,005 first-time freshmen in fall 2002, 592 (58.9 percent) enrolled in one or more remedial course as follows: 164 (16.3 percent) in English; 532 (52.9 percent) in mathematics; 4 (0.4 percent) in science; and 274 (27.3 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 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:

- Continue current entry-level assessment activities.
- Review placement and success rates for precollege and college-level students will continue focusing on those receiving one or two point variances, and the ACT placement report for first-time students from three fall semesters.
- Over all, the results indicate the conditional admissions program to be effective, but efforts need to be created to increase the percentage of students attending the mid-term conference and develop a longitudinal tracking study.
- No new initiatives are planned for the withdrawing students other than increasing efforts to conduct post-withdrawal interviews.

Mid-Level (General Education) Assessment

In 1998 the instructional assessment committee initiated an intensive self-study of general education goals and objectives. During 2002 the goals were 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.

The developmental studies faculty have recommended the development of a paragraph writing competency test that focuses on the absence or presence of required grammar skills. Beginning in fall

2003 these faculty members will discuss the possibilities of including writing competencies as well as grammar.

Using the COMPASS scores, students appear to be accurately placed in developmental reading courses, but there appears to be no correlation between the Nelson-Denny scores and the COMPASS scores. For instance, based on data from one section, the pretest equivalency was 5.5 and the posttest was 5.2. In another section students pretest was 5.14 and posttest was 5.03. Thus, the Nelson-Denny showed no progress in either section. One faculty member plans to pilot the pre and posttests provided by the textbook along with the Nelson-Denny during summer 2002. The instruments will be evaluated at the end of the summer to determine which of the three instruments provides the most reliability.

During the assessment of mathematics skills, 62 students took the posttest for the mediated learning classes versus the original 133 who took the pretest. As a direct result, the mathematics faculty instituted an “attendance policy” for all mediated learning classes beginning with summer 2002. One mathematics faculty member conducted an independent assessment study and determined that no one coming to class regularly made an F in her class. Mathematics faculty feel confident that the attendance policy will have a positive effect on students’ performance in computer mediated mathematics classes.

Discussion is underway to discuss possible changes to the Critical Thinking Assessment Study in a variety of areas:

- Presentation of an assessment model should not be oversimplified and more concrete models should be provided with different outcomes. Discussion continues on:
 - How to determine critical thinking success levels is in order.
 - The value of course embedded assessment provides additional motivation for faculty and when implemented better achievement levels for students
 - Development of in-house course-embedded general education measurement that is tied directly to student learning within a specific course.

The Assessment Committee and the General Education faculty read the results of the CAAP reading, writing, mathematics, and critical thinking tests. Because no diagnostic information was provided by ACT CAAP, opportunities to define areas for curriculum change were not available. The Office of Institutional Research called ACT and inquired about the availability of a report that is more instructive about needed curriculum changes. Currently ACT does not provide a diagnostic report to institutions. They are working on a new report format. Although the CAAP may be re-administered in FY 2004, consideration of an alternate standardized test continues to be discussed.

The Assessment Committee plans to review the survey results this fall and consider whether to extend the survey to other divisions or limit the study to general education classes. The Committee and faculty may also consider noting the knowledge and skills that need to be strengthened throughout the general education courses and possibly across the curriculum. Development of inservice activities highlighting those areas could follow. The activities could take the form of classes, workshops, speakers, online research, etc. These activities would also be a strong lead-in to assessing program outcomes with a stronger look at learning of the expected program objectives.

Program Outcomes Assessment

Along with enrollment growth during the past five years, the number of degree programs and degrees conferred has increased each year. Several new programs were added in response to industry needs and student interest this year. The number of degrees conferred increased 15 percent over last year. Although graduation numbers have increased, the college is aware that there are still students who qualify to graduate but choose not to apply to “walk across the stage” and, therefore, are not counted as graduates. Every opportunity is being used to encourage students to apply for graduation for their benefit as well as that of the institution.

As a result of assessment, the academic divisions are reporting the following results and proposed changes:

Agriculture Technology

Plans are in progress to assess every horticulture student prior to graduation. A part of this assessment will include the General knowledge test, which will be administered to students upon entering the horticulture program and upon completion. Horticulture faculty members are reviewing the post-graduate general knowledge exams completed by the 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 division plans to continue current procedures and study general education in support of program outcomes. These activities will keep the college abreast of student academic performance and illuminate opportunities to improve classroom teaching and learning. It will also help more effectively address growing demands on and off campus for aggregate data.

Business Technology

Business technology division has begun a review and update process for its degree programs. Part of this process is the testing of different program assessment tools.

- The division is piloting a mandatory capstone course in two degree emphases (computer information systems – technical support, and technical communications – illustration/multimedia). The use of a mandatory Internship (or Practicum) course is being piloted in two degree emphases (health care Management and Management – Marketing emphasis). The division has not collected sufficient data to necessitate curriculum changes. However, at this time it appears that the division will make program changes to strengthen oral and written communication skills of students.
- The division plans to continue its program reviews and add Capstone or Intern courses to its other programs. In addition, business technologies have developed a graduate student survey specific to the division. Survey results will be reviewed during the spring semester to determine if any course or program modifications are needed for the fall 2004 semester.

Engineering Technology

Engineering has developed a process for insuring that each graduating student completes the graduating student survey. Students' instructional evaluations are reviewed by the division head and students' written comments are shared with the instructors. Based on departmental assessments, several adjunct instructor changes were made and course content in several courses was modified. Two curriculum changes based on student evaluations and advisory board comments. The content of Construction Estimating I and II has been modified to meet industry's needs and student comments.

Health Services

Plans are to continue current assessment policies and procedures. Several outcomes are worth noting for the year and in planning for the next year:

- In May, 2003, the nurse science advisory committee met and reviewed outcomes information. The committee was pleased to note the successful visits for continuing approval from the Oklahoma Board of Nursing and continuing accreditation from the NLNAC in February 2003.
- The program has received reporting on the NCLEX-RN concerning 64 of the 69 graduates in this period. Of the 64 students, 60 were graduates of the Oklahoma City campus, and 85 percent of those passed the NCLEX-RN on the first attempt. Four of the graduates were from the OPSU campus, and

100 percent of those graduates passed the NCLEX-RN on the first attempt. The combined percentage pass rate is 86 percent.

- Faculty members have continued to focus on development of application level or higher test questions and careful item analysis of all examinations. Students are being provided with rationale for all test items.
- Faculty members have continued to focus on critical thinking activities and alignment of curriculum to contemporary nursing practice.
- The HESI E2 examination has proved to be an accurate predictor of NCLEX-RN success.

Human Services

Plans are to continue current assessment policies and procedures. Examples are as follows:

Crime Victim/Survivor Services (CVSS) program, the occupational proficiency class consists of (a) practical application of acquired skills, (b) employment preparation exercises, (c) a comprehensive examination, and (d) an assessment center. Each process has identified strengths and weaknesses in individual students as well as in the course curriculum. This has resulted in remediation for some students and changes in curriculum. In addition, most students receive validation concerning their professional knowledge base from the process and express openly after completing the process that they have more confidence in their abilities to perform tasks associated with their discipline. Therefore, faculty is fully committed to continuing and expanding outcome-based programs and procedures.

CVSS assessment center: Each student candidate participates in five exercises which are (a) review of their portfolio and a mock interview, (b) intervention of a crisis situation, (c) design and presentation of a strategic plan, (d) leaderless group, and (e) committee discussion. The assessors receive training prior to the process. They are chosen from service providers and directors of service agencies who serve the needs of victims of crime. One of their tasks is to provide CVSS faculty with feedback after students have completed the process. All assessors to date have viewed this process as positive. Many comments have been noted concerning the professionalism of the process and the student candidates. One agency director stated that she would like to see the state mandated training of service providers in her field handled the way the CVSS Assessment Center was conducted.

After observing student candidates and noting assessor feedback, the following changes occurred:

- An Elder Abuse class was added to the core curriculum.
- Formal procedures were implemented for regular review and critique of student portfolios.
- Each core class proficiency project was expanded and some were divided into steps that require student/faculty interaction on each step of the project.
- More role plays were incorporated into the core classes.

Early care education administration students felt the assessment process was an organized, smooth method to measure the knowledge and skills gained. The programs outside assessors felt the process was a “good validation process” to measure the strengths and weaknesses of students’ knowledge gains and increased skill level. The OSU-OKC instructors felt the process was an excellent method for determining strengths and weaknesses of their methods for teaching course content.

As a result, several changes took place:

- Design and implementation of a statewide director’s certificate of mastery to be administered exclusively by OSU-OKC.
- Develop an early care education student handbook informing students of the steps necessary for taking the written exam and participating in the final assessment center.
- Implement additional discussion time regarding concepts introduced, offer concrete hands-on experiences to reinforce concepts, and provide more observation time for students to reinforce new found knowledge and skills.

The final assessment will incorporate the following changes: (a) provide photocopies of childcare license, if applicable, (b) re-work the score sheets for easier access while observing assessment candidates, (c) assign specific assessors to critique designated candidate portfolios, and (d) conduct exit interviews with assessment candidates as well as continue assessment process of written evaluations.

Student Satisfaction

Over 51,000 surveys were sent out during FY 2003. A special task force was assembled to evaluate the need for each survey. As a result, the following recommendations and changes were made:

- Instructional Evaluations will be limited according to the committee's recommendations: random sampling of full-time faculty classes, one per adjunct, and division heads can request more evaluations at their discretion.
- Online instructional evaluation surveys will continue in the present format.
- Perkins surveys will not be administered.
- Employer surveys will no longer be attempted.
- Graduating student evaluation of instruction and services plus the six-month graduate follow-up surveys will continue.

Oklahoma State University Technical Branch-Okmulgee

Entry-Level Assessment

Oklahoma State University Technical Branch - Okmulgee (OSUTB-OKM) 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.

In 2002-03, OSUTB-OKM used the ACT as a preliminary measure to evaluate first-time freshmen. Students scoring at least 19 the ACT National or ACT Residual were immediately enrolled in college credit courses. Students scoring below this cut score on any subtest required further testing before placement and enrollment. During the 2002-03 academic year, 310 prospective students were administered the ACT Residual, and 1,086 prospective students participated in Accuplacer CPT pretesting.

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 need to enroll in appropriate 0-level, basic skills courses. A passing grade is required before the academic deficiency is satisfied.

Of the 3,643 students enrolled at the college during this academic year, a total of 1,081 enrollments in 98 sections of zero-level courses occurred. The entry-level course placement process resulted in 579 new students enrolling in zero-level mathematics, 235 students in zero-level communications, and 267 students in zero-level reading. Zero-level courses were offered exclusively through the College Readiness Center (CRC).

Of OSU-OKM's 1,322 first-time freshmen in fall 2002, 328 (24.8 percent) enrolled in one or more remedial courses as follows: 152 (11.5 percent) in English, 278 (21.0 percent) in mathematics, 35 (2.6 percent) in science, and 172 (13.0 percent) in reading.

Retention for students taking zero-level course work in the CRC was significantly greater than for students who did not take zero-level course work, as well as for all students in general. These results suggest that the CRC has been successful in bringing at-risk students up to necessary academic levels.

All new students were enrolled in the OSUTB-OKM 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.

OSUTB-OKM has established a 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 (General Education) Assessment

A sample of students participated in mid-level assessment of reading, writing, mathematics and critical thinking. Students were selected on the basis of the completion of assessments in communication courses

as well as in college algebra. Writing portfolios were completed outside of class, and exams were administered during class. Assessment results were a part of student semester grades and served as an incentive to perform well. Beginning in fall 2003, all entering freshmen will be included in mid-level assessment once they have completed 45 credit hours.

Mid-level assessment standards for each objective were set at 70 percent of the sample to achieve 75 percent competency. The reading and writing competency goal was met and exceeded. Students in the sample completed this competency at 6.7 percent higher competency level than standard. Additionally, the mathematics and critical thinking competency was met and exceeded. Students completed this competency at 12.2 percent higher competency level than standard.

Program Outcomes Assessment

Multiple measures were used to assess program outcomes. Measures included assessments in Capstone courses, posttests prior to graduation, industry certification, and graduate exit placement for students of OSUTB-OKM. As of 2002-03, all programs of study have implemented capstone courses. Overall technical competency at graduation was 87.6 percent. This exceeded the criterion standard or benchmark of 75 percent by 12.6 percent. Each division met or exceeded the assessment standard. Outcomes varied from meeting standard to exceeding standard by 25.5 percent.

Positive placement of OSUTB-OKM graduates was reported at 84 percent for the sample of graduates. Job placement for strong industry-based programs such as automotive technology and heavy equipment and vehicle institute was highest at 100 percent. The average starting annual salary reported among all programs was \$2013.42 per month. Average annual salaries ranged from a program high of \$3986.67 per month in watchmaking and microtechnology to a program low of \$1386.67 per month in Diesel & Heavy Equipment—Komatsu.

All college programs are in the process of completing development of revised assessments for the new OSUTB-OKM Assessment Plan. Formative and summative assessment results will be posted in student e-portfolios and tracked via software beginning with Fall 2003. Consequently, instructional and programmatic changes will follow the first full year of assessment of the new objectives and assessments

Student Satisfaction Assessment

In spring 2003 the student satisfaction inventory published by Noel Levitz was administered to students to measure expectations and satisfaction with campus services and experiences. A total of 457 students completed the 98 item survey, which loads items into 12 subscales.

Students reported satisfaction levels above the midpoint for 97 out of 98 items. A gap analysis of student perceptions was conducted by calculating the difference between mean importance and mean satisfaction for each item. Students reported highest importance and highest satisfaction for the scales “Academic advising/counseling,” “instructional effectiveness,” “registration effectiveness,” and “concern for the individual.”

Students have strong expectations for most campus services and experiences, and they are fundamentally satisfied at OSUTB-OKM. Instructional effectiveness and academic advising and counseling are major strengths for the college, and the performance gap between importance and satisfaction continues to improve. Parking remains the single area of dissatisfaction, with student ratings of most aspects of college life similar to those of other community and technical colleges.

Alternatives were discussed to address the issue of parking space. Because the creation of parking space is costly and there exists adequate parking space on campus that is within walking distance of all buildings, this issue was shelved until budgetary flexibility is achieved. A new student portal system went online in spring 2003, connecting students more efficiently to student services. Additionally, some student services will be made available online in 2004, and four plasma monitors have been purchased

and installed in the Administration Building and Noble Center (Arts & Sciences building) to provide information more quickly to students. Finally, as a result of student feedback, more Arts & Science classes are being offered at nights and on weekends.

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 freshmen into developmentally appropriate courses. The institution tests all students who do not have current ACT scores or score below 19 in ACT subject test.

For fall 2002, RCC administration of ASSET and COMPASS determined:

- 61.1 percent of the students assessed required additional basic skills in reading.
- 47.9 percent required additional basic skills in English.
- 96.9 percent required additional basic skills in math.
- 75.0 percent of the first-time-entering freshmen required secondary assessment.

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

Of RCC's 558 first-time freshmen in fall 2002, 224 (40.1 percent) enrolled in one or more remedial courses as follows: 73 (10.8 percent) in English, 184 (27.1 percent) in mathematics, and 87 (12.8 percent) in reading.

Mid-Level (General Education) Assessment

During the 2001-02 academic year, Redlands Community College initiated its "Assessment Through Writing pilot study." The Assessment through writing program is used as one mid-level (general education) assessment tool. In spring 2003, the writing assessment was administered to 137 students. Of those students, 119 (86.9 percent) met the predetermined standards, while 18 (13.1 percent) failed to meet the established standards.

Program Outcomes Assessment

The faculty employs various program assessment instruments that include:

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

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

Nursing program outcomes assessment for the 2002 year licensure exam resulted in 84.6 percent of the 39 first-time writers passing the state licensure exam.

Emergency medical technology program outcomes assessment:

First attempt licensure exam results for 2002 are as follows:

- 81 percent EMT: Basic
- 100 percent EMT: Paramedic

The mathematics department followed committee recommendations by offering a student friendly math developmental sequence. The math department maintains a common test question bank for common mid-

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

The health, physical education and recreation department continues 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 students in the program. The associate in applied science was modified to facilitate student articulation opportunities. The first full rotation of course offerings will be completed in spring 2004. An industry partnership with health south remains in place.

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

Prior to this academic year, pretests and posttests were required of students in RCC accounting and economics courses. However, for the Academic year 2000-2001, a decision was made to review, revise and improve both the pretest and posttest instruments that were being used. These tests should be available and reinstated for the academic year 2002-03.

The agriculture program uses a variety of methods to assess their students and program. The Equine program continues to be successful in job placement of graduates.

Of the students attending RCC, 75 percent indicated that they planned to complete an associate's degree. Another 55 percent indicated that they planned to complete a certificate program. RCC uses information provided by four-year institutions to assess the success of transfer students. Comparison of GPA's and reviews of individual students' performances in specific classes assist in assessing effectiveness of the academic programs. The College implements follow-up strategies where the students are showing slow academic progress. If curricular changes are required, the changes are implemented when feasible.

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

Student Satisfaction

In 2003, RCC chose to utilize The Community College Survey of Student Engagement (CCSSE) to assess student satisfaction. This assessment could provide better data to determine the opinions of freshman and sophomores alike. In 2002, RCC used both the ACT student satisfaction survey for two-year colleges and the community college survey of student engagement. Prior to 2002, used the ACT student satisfaction survey only. A drawback of the ACT survey was that it included only graduating sophomores. 633 freshman and sophomores participated in the CCSSE in spring 2003.

Rose State College

Entry-Level Assessment

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

RSC requested an ACT student profile or characteristics report of the fall 2002 students who took the COMPASS assessment. The report of 2,821 students tested included demographics, educational goals, requests for assistance, and ability profiles. Sixty percent were Caucasian, 22 percent African American, 7 percent Native American, 4 percent Hispanic, and 8 percent as other.

The fall 2002 remediation progress study reports on students' progress within a remedial course and in the next course in the sequence. Initial analysis indicated that 72.7 percent of the 278 students enrolled in READ 0153, 1203, and 1213 passed the course. Of the 621 students enrolled in ENGL 0103 and 0123, a percentage of 64.4 passed. There were 24 students enrolled in SCI 0123, of which 67 percent passed. There were 2,132 students enrolled in MATH 0103, 0113, 0123, and 0143, of which 54.3 percent passed. Spring 2003, 129 students enrolled in the next level – either in MATH 1473, where nine enrolled and seven (78 percent) successfully completed the course or in MATH 1513, where 120 enrolled with 92 (77 percent) passed, 4 (3 percent) failed, and 24 (20 percent) withdrew.

Continued progress is shown for those students who entered the college utilizing the 2001 COMPASS. The remediation progress study of fall 2001 student initial analysis indicated that 71 percent of the 246 students enrolled in READ 0153, 1203, and 1213 passed the course. By the end of spring 2003 term, 81 percent of the original 266 students were successful in reading remedial courses. By the end of spring 2003, 30 enrolled in HIST 1483, and 14 (47 percent) passed; 65 enrolled in HIST 1493, and 31 (48 percent) passed; 78 enrolled in POLS 1113, and 42 (54 percent) passed; 11 enrolled in PSYC 1113, and 9 (82 percent) passed.

Of the 591 students enrolled for fall 2001 in ENGL 0103 and 0123, 66 percent passed. By the end of spring 2003, 73 percent of the original 591 students were successful in English remedial courses. By the end of the spring 2003 semester, 269 students had enrolled in ENGL 1113, and 194 students were successful (72 percent); 137 students enrolled in ENGL 1213, and 106 students were successful (77 percent).

There were 44 students enrolled in SCI 0123, of which 30 percent passed. By the end of spring 2003, 12 students enrolled in college-level science classes, and ten, (83 percent) were successful.

For fall 2001, 2,141 students enrolled in MATH 0103, 0113, 0123, and 0143, of which 54 percent passed. At the end of the spring 2002 semester, 69 percent of the original 2,141 students were successful in math remedial courses. In the spring of 2003, 24 students enrolled in MATH 1473, General College Math, and 16 students (67 percent) were successful. Also that same semester, 196 students enrolled in MATH 1513, College Algebra, and 145 students (74 percent) were successful.

Of RSC's 1,535 first-time freshmen in fall 2002, 879 (57.3 percent) enrolled in one or more remedial course as follows: 425 (27.7 percent) in English, 769 (50.1 percent) in mathematics, 14 (0.9 percent) in science, and 25 (1.6 percent) in reading.

Mid-Level (General Education) Assessment

At RSC, mid-level (general education) assessment involves students who have completed either their associate in arts [AA] or associate in science [AS] two-year transfer degree. RSC graduated 662 students in FY 2003 of which 355, or 53.6 percent, were either AA or AS degrees. The students' success when they transfer to a four-year institution is the college's instrument of assessment.

Program Outcomes Assessment

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

Capstone courses for associate in applied science degrees

- Business and information technology division had 226 students in capstone courses and 200 students, 88.5 percent, were successful.
- Health sciences division had 209 students enrolled in capstone courses and 205 students, 98.1 percent, were successful.
- Humanities division had 16 students enrolled in capstone courses and 14 students, or 87.5 percent, were successful.
- Engineering and science division had 27 students enrolled in capstone courses and 26 students, or 96 percent, were successful.
- Social sciences division had nine students enrolled in capstone courses, and all nine students, or 100 percent, were successful.

Uses of licensing or credentialing test results.

- Approximately 84 percent of those students sitting for a licensing or credentials exams have passed. There is a chart on pages 18 and 19, which indicates the students' success. Not all licensing or credentials testing results are available to the College. In some cases, the College must rely on the student to share whether s/he passed or not.
- The Clinical Laboratory Technology Program received accreditation in 2002-03.
- Employer and employee surveys and feedback.
- Student affairs/job placement mailed out a total of 590 surveys between fall 2001 through Summer 2002 to those graduates who had been awarded the Associate Degree. Of the 590 surveys mailed, 380 surveys were completed for a completion rate of 64.4 percent, which compares to 50 percent completion rate for the 2001 graduate survey.
- Transfer reports from other academic institutions.
- The students' success when they transfer to a four-year institution is the college's instrument of assessment for mid-level (see tables within this section).

Student Satisfaction Assessment

In spring 2003, the college resumed administrating student graduate surveys when they were measured for their cap and gowns. One hundred forty-four graduates completed the survey with majors in the following divisions: business and information technology – 43; engineering & science – 15; health sciences – 41; humanities – 17; social sciences – 23 and 5 were either blank, left the major blank, or filled out the survey in pen rather than pencil. The back of the survey requests comments or suggestions concerning the college, and the responses were shared with the appropriate vice presidents, deans, and/or student support services. The college's academic environment continues to serve its population in providing appropriate class size relative to the type of course being taught, challenges offered by program of study, and preparation received for chosen occupation.

Seminole State College

Entry-Level Assessment

Seminole State College (SSC) primarily uses ACT data and/or COMPASS and ASSET standardized assessment tests for entry-level course placement. The Nelson-Denny test is used as an additional indication for reading placement. Students with less than 19 on the science reasoning ACT 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 2002 enrollment was 2,068 students. Of SSC's 651 first-time freshmen in 2002, 343 (52.7 percent) enrolled in one or more remedial course as follows: 194 (29.8 percent) in English, 290 (44.5 percent) in mathematics, 19 (2.9 percent) in science, and 110 (16.9 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. Also 48.3 percent of the students entering SSC did so with an ACT composite score of 19 or higher. The median ACT composite score was 18 compared to 18.7 in 2001-02.

For fall 2002 and spring 2003, 2,686 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 1,165 (53.6 percent) students in at least one non-credit. Also, 1,009 (46.4 percent) students were placed in at least one credit class.

During fall 2002, 903 students were placed in non-credit courses. Of this number, 564 (62.5 percent) successfully completed the course. Enrollment data for spring 2003 reveals 618 students enrolled in non-credit courses with 386 (62.5 percent) successfully completing the courses. When combined totals are considered, it is seen that 1,521 students were enrolled in non-credit courses with 950 (62.5 percent) successfully completing those courses.

In conjunction with Title III, the college conducted a pilot project in SCI 0113 Transitional Science, an important entry-level course designed to remove science deficiencies and prepare students for a variety of science classes. Existing curriculum was revised to address the needs of the students and to align the course with the standardized syllabus format used across campus. One pilot objective called for a 10 percent greater retention rate for pilot students over non-pilot students. Results were impressive with a 95 percent retention rate for pilot students compared to 60 percent for non-pilot students. In addition, 76 percent of the pilot students succeeded in Transitional Science with a grade of C or higher while none of the non-pilot group completed the course successfully.

Mid-Level (General Education) Assessment

SSC uses the term *mid-level assessment* to mean an assessment of the educational experiences of those students who are graduating with associate degrees and those students completing terminal degree programs designed to let them enter the work force immediately. The college has determined that students with 45 or more credit hours should participate in mid-level (general education) assessment.

It has been the practice for several years to analyze grades for students enrolled in select general education courses whose enrollment typically has a large number of students in this category. These courses are English composition ii, general biology, principles of biology, american national government, college algebra, and general psychology. When data is analyzed, the following information is revealed:

- Enrollment for fall 2002 was 1,128 with 809 (71.7 percent) successfully completing the course.
- Enrollment for spring 2003 was 1,184 with 902 (76.2 percent) successfully completing the course.
- Combined enrollment (fall 2002 and spring 2003) was 2,312. Of this number, 1,711 (74.0 percent) students successfully completed their respective course.
- The successful completion percentages were higher for 2002-03 than the previous year.

In addition to grades in these courses SSC has used instruments such as the CAAP Exam and ACT pre- and post-test comparison in the past, but has now focused on the Educational Testing Service's *academic profile* test. Results of this test confirm what other assessment tools have previously indicated—SSC is fulfilling its academic mission.

Some additional components used in meeting the objectives of this area are the annual *SSC graduate opinion survey*, the biennial *SSC student opinion survey*, and reports from receiving institutions. As has been the case for several years, data from these documents suggest that students and employers are pleased with the educational experiences at SSC. In fact, the *2001-02 SSC graduate opinion survey* revealed that 85.3 percent (compared to 93.2 percent for the previous year) rated their experience at SSC as excellent or above average while 14.8 percent (compared to 6.9 percent for the previous year) marked average. No students rated their experience as below average or poor.

Program Outcomes Assessment

SSC offers associate in applied science degrees in business/information systems, medical laboratory technology, and nursing. Faculties in these areas are continually collecting information that will help them provide the appropriate training for these degrees. Several outside agencies help to provide guidance in this regard. In addition, the following components are used to evaluate program outcomes—the *OSRHE Technical Program Review*, the *SSC Survey of Employers*, the *Comprehensive Program Review*, the *NLN Achievement Exam*, *National Certification and Licensure Examinations*, *National and State Professional Accreditation*, and *Reports from Receiving Institutions*.

Areas and the number of graduates are as follows: Business/Information Systems (14), MLT (5), and Nursing (18). It is interesting to note that all five MLT graduates are currently employed. In addition, of the 18 nursing graduates, 15 passed the national licensing exam and are employed.

Student Satisfaction Assessment

SSC has long recognized that student learning serves as the anchor for assessment activities on the SSC campus. The primary tools used in this area of assessment consist of the *student feedback on classroom instruction form*, the *SSC student opinion survey*, and the *SSC graduate opinion survey*.

The *student feedback on classroom instruction form* is used each fall for faculty, 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 *SSC graduate opinion survey* is conducted annually and provides information for both mid-level (general education) assessment and student satisfaction assessment. For the 2002-03 report, 240 surveys were mailed to recent graduates. Sixty-two graduates returned completed surveys giving a return rate of 25.8 percent, the lowest in several years. All reports are distributed to the Divisional Chair Council and the Administrative Council. Executive Summaries are distributed to all faculty members.

Tulsa Community College

Entry-Level Assessment

Entry-Level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 32 years ago (1970). The ACT has been the primary test used to measure levels of student achievement and subsequent entry-level placement at TCC. The College Board Computerized Placement Tests (CPT) is the secondary test for entry-level assessment. The CPT is used by TCC to supplement the ACT for purposes of assisting students in selecting levels of college courses for which they have the greatest chance for success.

During the 2002 summer and fall semesters and the 2003 spring semester, TCC evaluated incoming student proficiency levels in English and mathematics. Screening in the reading and sciences occurred primarily to identify course deficiencies as required by the OSRHE policy and as approved in the TCC Assessment Plan. Test score information is used as a guideline by academic advisors, who use test data as a primary success factor, to place students in various courses at TCC.

Of TCC's 2,900 first-time freshmen in fall 2002, 1,548 (53.4 percent) were enrolled in one or more remedial course as follows: 746 (25.7 percent) in English, 1,326 (45.7 percent) in mathematics, and 26 (0.9 percent) in reading.

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

More than half (56.3 percent) of entering TCC students scored high enough on the ACT Reading to be placed in college-level reading courses. More than one-third (37.3 percent) scored within a range of scores that would place them into a remedial Reading II course. Finally, 6.4 percent of these students scored within a range of scores that would place them into a remedial Reading I course.

About two-fifths (41.6 percent) of the students who took the CPT Reading test scored high enough to be placed into college-level reading. One-fourth (27.3 percent) scored at the level for placement in a Reading II course. Almost one-third (31.1 percent) scored within the range for placement in a Reading I course.

More than half (55.2 percent) of the new TCC freshmen scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Approximately one-third (36.7 percent) scored within a range of scores that would place them into a remedial Writing II course. Finally, 8.1 percent scored within a cut-score range for placement in a remedial Writing I course.

For the CPT Sentence Skills subject test, 59.0 percent of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (13.1 percent) scored within the range for placement in the Writing II course, and over one-fourth (27.9 percent) scored within the cut-score range for placement in the Writing I course.

More than one-third (38.9 percent) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Again, over one-third (38.5 percent) scored within a cut-score range for placement into Intermediate Algebra. Almost one-fourth (22.5 percent) scored within the range for placement in Beginning Algebra. Finally, no student scored within the cut-score range for placement into Basic Mathematics.

Conversely, 2.9 percent scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 8.2 percent had scores that would place them into Intermediate Algebra. One percent (1.0 percent) had scores that would place them into Beginning Algebra. Finally, of those tested, 88.0 percent tested within a cut-score range for placement into Basic Mathematics.

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

The assessment and development project ties future recommendations for reading development to empirical evidence of student success. Therefore, the committee continued to collect pre- and post-testing data for developmental reading throughout the 2002-03 academic year from Accuplacer CPT-Reading scores, ACT-Reading scores, and Nelson-Denny Reading Test scores. These data will be analyzed and reviewed during the 2003-04 academic year.

The Entry-Level Assessment Committee also reviewed the results of a research study on course placement in mathematics requested from the Office of Institutional Research and Assessment. Overall, the study strongly suggests the need for some revisions in the placement program for developmental mathematics. First, the study showed that, while the ACT Mathematics test serves as an effective placement tool for *college algebra*, it **does not** predict success in *developmental* mathematics. TCC's secondary placement instrument, *Accuplacer's* Computerized Placement Test (CPT), is a much more reliable predictor of student success in developmental math. Second, the study shows that CPT cut-scores for developmental math may need revision.

Based on the studies results, the committee recommended that the cut score for placement into Beginning Algebra be reduced to a score of 90 on the Arithmetic Skills test and the cut score for placement into Intermediate Algebra be increased to a score 90 on the Elementary Algebra test. In addition, the committee recommended that, although the ACT can be used reliably for placement in College Algebra, students should enroll in developmental mathematics based on their scores on the CPT test, not the ACT test. Since TCC does not restrict enrollment in developmental math courses, no action is needed in the enrollment process to respond to these recommendations. But the Entry-level Assessment Committee invites dialogue about these recommendations within the academic divisions and in the Counseling Centers.

Mid-Level (General Education) Assessment

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

During the 2002-03 academic year, faculty at TCC assessed the general education goals of effective communication and civic responsibility using a process developed by the General Education Goals Assessment Committee. This 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 the methods most appropriate for the context in which the goal is observed. For example, one of the general education goals assessed this year was effective communication. The general education committee has established a definition for effective communication that was accepted across all academic

programs and disciplines. The faculty agreed upon a set of expectations that, if successfully demonstrated, would characterize students who have developed effective communication skills.

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

All adjunct faculty members were asked to participate in the assessment of effective communication, while all full-time faculty members administered civic responsibility assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 3,782 students were assessed for effective communication, with 83 percent of those students demonstrating successful critical thinking skills based on the context-specific criteria of the individual instructors. Likewise, 3,788 students were assessed for effective communication, yielding an 82 percent success rate for those students assessed. A comprehensive feedback report, including quantitative results and proposed uses of the results, was presented to associate deans, deans, and instructional staff in early spring 2003.

All faculty will again participate in the assessment process during the 2003-04 academic year. Adjunct faculty will assess civic responsibility, while full-time faculty will assess general education goal #4, global awareness. Full-time faculty members serve as mentors to help their adjunct colleagues understand and contribute to the assessment process.

Program Outcomes Assessment

The college implemented a new course-embedded discipline and program outcomes assessment process during the 2001-02 academic year. The use of this new process continued through the 2002-03 academic year, and parallels that of mid-level (general education) assessment. Faculty members defined learning outcome goals and competencies for each specific discipline or program in general and for each course within the disciplines or programs specifically. Instructors were asked to assess student performance toward one of their discipline's or program's goals. Student performances were evaluated against standard criteria determined by the instructor for the particular goal assessed.

With this process, instructors have immediate feedback results from their own students and may use those results in real-time to reshape and improve instruction in their classrooms. While each instructor may define their own means of assessment, all instructors submit their results via a common reporting 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 the course embedded assessment process indicate that 164 instructors assessed 3,661 students revealing an 83.4 percent success rate toward discipline/program goals as defined by the individual instructors' criteria. These quantitative results are documented for benchmarking purposes and will be compared to results in subsequent assessments in the years to come. In addition to the quantitative measures, instructors provided qualitative responses to the assessment results by forming action plans for themselves and by advising action plans for the institution.

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

assessments are presented to program and service areas to assist program improvement and enhance student learning.

During the spring 2003 semester, 11,336 students completed and returned the course/instructor evaluation. This instrument attempts to assess course/instructor effectiveness relative to the student's perspective. Overall, the results from this measure were positive. The majority of responding students (93 percent) found the course to be a challenging and learning experience. Also, a large number of the students agree or strongly agree that faculty are patient with students' learning (93 percent), are well prepared for the courses taught (94 percent), and maintain high course standards (95 percent).

Results from the graduate survey indicate 66 percent of the respondents are continuing their education. Furthermore, 84 percent of the respondents indicated that they are employed. Among respondents who were employed, 60 percent reported that they are either working in their major field or in a discipline that is closely related to their area of study while at TCC. Among the respondents who are working, 59 percent reported that they are working full-time.

In addition to counting the number of former students who are working or who are continuing their education, the survey measures the general satisfaction that former students have with their educational experiences while at TCC. An overwhelming majority of the respondents indicated that they would be at least somewhat likely to make the same decision if they had the opportunity to attend TCC again (99 percent).

Results from the employer survey indicate that 89 percent of the participating employers report that they are "*satisfied*" or "*very satisfied*" with the performance of the employed TCC graduates and students. In addition, 76 percent of the respondents rated the employed TCC graduates' or students' ability to work productively as "*above average*" or "*excellent*," while 76 percent confirmed that graduates are able to work independently without direct supervision." Likewise, 76 percent rated the employees' ability to perform the technical aspects of the job as "*above average*" or "*excellent*." Communication skills were rated as "*above average*" or "*excellent*" by nearly three-fourths (70 percent) of the employers. The general attitude toward the work performed was rated as "*above average*" or "*excellent*" by 71 percent of the participating employers. Employers reported that TCC graduates are "*above average*" or "*excellent*" in their ability to identify, analyze problems (53 percent) and to solve problems or suggest possible solutions (71 percent). Finally, 65 percent rated their employed TCC graduates' or students' ability to accept supervision and criticism as "*above average*" or "*excellent*."

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

Student Satisfaction Assessment

The Office of Institutional Research and Assessment has implemented a wide and varied strategy for assessing student satisfaction. Overall satisfaction domains are investigated through various climate surveys, such as course/instructor evaluations and graduate surveys (discussed above). Results from the various climate surveys were provided to all faculty and staff of TCC via electronic mail. These data are used to facilitate decision-making on program improvements, implementation of services and evaluation of services currently available.

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

Results from the graduate survey also indicate strong student satisfaction. Of those who responded, 84 percent indicated positive satisfaction with general instruction, while 81 percent were satisfied with the

TCC faculty. Likewise, most of the respondents were satisfied with their classroom experience (84 percent) and with TCC's support facilities (80 percent).

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 17.3, which is 3.2 below the state average and 3.5 below the national average for all entering college freshman.

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 students' need for developmental course work and complete an evaluation form that explains the student's academic deficiency areas.

Of WOSC's 508 first-time freshmen in fall 2002, 204 (40.2 percent) enrolled in one or more remedial course as follows: 105 (20.7 percent) in English; 188 (37.0 percent) in mathematics; and 63 (12.4 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 (General Education) 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 test by ACT were chosen so that scores could be linked to COMPASS and ACT. However, only students taking both the COMPASS and ACT would be linked. Both scores are needed to make a valid comparison. Reports would show whether or not students have shown progress since entering the institution. Students participated in one or more of the following exams: Writing Skills, Mathematics, Reading and Critical Thinking.

264 students participated in the mid-level (exit) assessment at WOSC at the end of Spring 2002-03 semesters. 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, WOSC Civilization, Federal Government, and Psychology. Students taking Critical Thinking exams were tested in various classes such as: Biology, Chemistry, General Physical Science and Geology. Only sophomores were tested in Reading and Critical Thinking. These tests are graded by ACT and then linkage reports are given to the institution comparing COMPASS to CAAP.

The report compares assessed areas by linking admission and exit tests. It was noted that figures are based on those students who took both COMPASS and CAAP assessments. Also, scores from COMPASS and

CAAP are on different scales. Because the CAAP test requires greater knowledge and more complex cognitive skills than the ACT Assessment, students scoring at the same “level” on both tests must have increased their knowledge and cognitive skills. Therefore, WOSC notes that gains were realized.

Program Outcomes Assessments:

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

In the 2002-03 assessment, most courses were assessed, though some department chose to select specific classes to assess. In effect, every program had assessment data to work with, as well as guaranteeing that every student was in some way assessed in their program coursework. By having most assessment measures embedded into existing evaluation instruments literally hundreds of responses are produced which gives a valid sample for analysis. Overall, the competencies averaged a success rate in excess of 75 percent.

Tracking studies tied to developmental education were initiated in the 2001-02 assessment and continued with this assessment. The intent was to determine how well these students fared once they entered college-level classes and programs. Results have shown that the success rates and GPA compare favorably with students that do not need developmental courses. English success rates were 78 percent with a 2.63 GPA for those who took developmental courses versus an 81 percent rate of success and a 2.84 GPA for students who did not take developmental courses. Math showed a 78 percent rate of success with a 3.11 GPA for developmental students versus an 80 percent rate of success and a 3.12 GPA for non-developmental students. With rate of success directly indicating the retention rate, the potential for keeping students in academic programs has greatly increased due to developmental work.

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

Student Satisfaction:

WOSC measures student satisfaction with the following instruments: ACT Entering Survey, the ACT Continuing Student Opinion, the ACT College Outcomes Survey, and the ACT Alumni Survey. The college administered the Entering Student Survey to 113 day and evening students. The report describes the major reasons why students attend college at WOSC. Findings indicate that students enroll at WOSC for goal-oriented reasons such as to prepare for an occupation; while they report low interests in social activities. WOSC students juggle multiple life roles, which often leave little time for additional activities.

The Entering Student Survey was administered to 113 students. On the survey, students indicated their main reasons for attending college were: To meet educational requirements for their chosen occupation (85 percent), To qualify for a high level occupation (72 percent), To increase their earning power (75 percent), and To become a better educated person (70 percent). Their reasons for choosing WOSC specifically were for its utility in meeting these goals. The entering student’s main sources of funding for college were non-earned: Scholarships (38 percent), Parents/Relatives (39 percent), and Educational Grants (58 percent).

On the Entering Student Survey, students reported needing the most help in the following areas: Improving math skills (73 percent), improving public speaking skills (56 percent), Developing better study skills and habits (57 percent), Improving test-taking skills (64 percent). Additionally, students expressed overall low desire to participate in extracurricular activities which is consistent with former years. This too, is consistent with the general profile of community college students who must juggle multiple life roles and this have very little discretionary time for additional activities.

Students major aspirations were varied, with the highest areas as follows: Health Sciences (31 percent) and Computer Science (4 percent). However, (7 percent) were still undecided. This is not an unusual trend for students to demonstrate so early in their college career. Students reported that their decision to attend WOSC was primarily on: Location (60 percent), Cost (59 percent), and Financial Aid or Scholarship (62 percent). 67 percent of the entering students surveyed reported that WOSC was their first choice of college and most (55 percent) made their choice after high school. Additionally, (26 percent) of the students report that their parents or relatives were a major source of information about the college.

A total of 213 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 very utilitarian reasons. Approximately 54 percent of students live less than 10 miles from campus; 46 percent live 5 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 (60 percent), low cost (55 percent), and conduciveness to working while attending (45 percent). Approximately 75 percent of the continuing students reported they would definitely or probably attend this college if they could start college over; 85 percent gave the college an above-average rating.

As many as 209 graduating students completed the College Outcomes Survey; about 52 percent plan to enroll in another college, while 12 percent are undecided about their plans. Although 21 percent plan not to attend another college, it can be assumed that most of these students will enter their vocations after receiving an applied science degree. In general, students report higher educational aspirations than the attainment of their parents. Also, their educational aspirations increased during their years of college attendance. Overall, 84 percent of students report that WOSC has helped them meet the goals they came to achieve, and 89 percent are proud of their accomplishments at this college.

During this period 27 alumni responded to the alumni survey. The majority who responded have graduated within the last two years. Of those who responded, 22 percent have now obtained a bachelor's degree. Nearly 70 percent of the respondents reported that WOSC had adequately or more than adequately prepared them for continuing education. Approximately 85 percent reported that they would definitely or probably choose WOSC if they were to start college over. These alumni stated location (37 percent) was their primary reason for attending WOSC, followed by financial aid (11 percent). Overall, 81 percent of the respondents stated they were very satisfied or satisfied with the college in general, and 22 percent reported overall satisfaction with various aspects of their present jobs.

Annual Student Assessment Report

Appendix

February 21, 2003

This Page Intentionally Left Blank

APPENDIX A

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

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

Statement of Accountability:

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

Definition and Purpose:

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

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

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

Institutional Requirements

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement; Mid-Level (General Education) Assessment to determine basic skill competencies; exit assessment to evaluate

the outcomes in the student's major; and student perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies.

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

Entry-Level Assessment and Placement

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

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

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

Annual Reporting Requirements

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

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

Mid-Level (General Education) Assessment

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

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

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

Annual Reporting Requirements

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

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

The tracking of these students in future semesters is expected.

Program Outcomes Assessment

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

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

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

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

Annual Reporting Requirements

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

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

Assessment of Student Satisfaction

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

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

Annual Reporting Requirements

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

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

Graduate Student Assessment:

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

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

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