



**OKLAHOMA STATE UNIVERSITY
INSTITUTE OF TECHNOLOGY-OKMULGEE
ANNUAL STUDENT ASSESSMENT REPORT OF 2012-2013 ACTIVITY**

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EXECUTIVE SUMMARY

Entry-Level Assessment

Oklahoma State University Institute of Technology-Okmulgee (OSUIT) 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 2012-2013, OSUIT used the ACT as a preliminary measure to evaluate first-time freshmen. Students scoring at least 19 on either the ACT National or ACT Residual were subsequently enrolled in college credit courses. Students scoring below the cut score on any sub-test required further testing before placement and enrollment. During the 2012-2013 academic year, 1,015 subsequently enrolled students were administered the ACT National, 184 the ACT Residual, and 2,103 the ACT COMPASS. The entry-level course placement process resulted in 761 students requiring developmental English, 188 requiring developmental math courses, and 393 required developmental reading; 61 percent successfully completed the developmental courses to subsequently enroll in college level courses. Students with COMPASS scores below proficiency levels for basic skills were enrolled in developmental course work through the College Readiness Center (CRC). A total of 1,641 new and continuing students were served in the CRC. Tutoring was available to all current and prospective OSUIT students in the new “LASSO Center” located in the Noble Center for Advancing Technology.

Mid-Level (General Education) Assessment

Mid-level assessment of general education competencies was conducted as described in each program’s academic assessment plan. These assessments were developed by faculty specifically for each program. Five Core Outcomes common to all programs of study, based on reading, writing, mathematics, critical thinking, ethics, diversity, and technical competencies grew from this process. A sixth Core Outcome, Service Learning, grew from the emphasis placed on service learning by the NCA-HLC.

All mid-level assessment is course-embedded to motivate students to participate fully. Core Outcomes are as follows:

- **Core Outcome 1—Communication:** Effectively communicate electronically, verbally and in writing.
- **Core Outcome 2—Critical Thinking:** Demonstrate logical, systematic problem solving techniques.
- **Core Outcome 3—Ethics:** Develop and display a sense of personal, social and professional work ethics.

- **Core Outcome 4—Culture, History, and Diversity:** Explain the cultural heritage and primary elements of the history and government of the U.S. and its people, especially as it impacts one’s industry or field of study.
- **Core Outcome 5—Technology:** Access and use technology appropriate to one’s field of study.
- **Core Outcome 6— Service Learning:** Effectively utilize learned technologies and processes to aid various constituencies in both the campus community and local communities.

Mid-level assessment of general education Core Outcomes indicated that, at 74 percent level of attainment overall, OSUIT did not reach the 80 percent benchmark of students in the fall freshmen cohort achieving scores above a minimum 70 percent proficiency.

Program Outcomes Assessment

Assessment of program outcomes for the 2012-2013 academic year included capstone course assessments, portfolios, performance evaluations, end-of-instruction (EOI) assessments, certification exams, internship evaluations, and written exams as prescribed within each division. Overall results indicated that nearly 90 percent of students did attain at least a 70 percent competency level, which exceeds the 80 percent benchmark of students making a grade of “C” or higher.

Student Satisfaction Assessment

Students completed 5,480 in-house Instructor/Course Surveys for academic year 2012-2013 resulting in a 23 percent completion rate. Student satisfaction items have been added to the Graduation Survey, and efforts are underway to gather satisfaction feedback from alumni in a consistent manner. Feedback has led to upgrades in Student Union facilities, science laboratories, and reallocation of space as new facilities for the Natural Gas Compression program allow more space for other programs within the Diesel and Heavy Equipment Division.

Section I – Entry Level

I-1. Entry level, basic-skills assessment instruments were administered by members of the Assessment Services team in the Assessment and Testing Center. This team is dedicated to assessments for certification and licensing as well as career, academic and personal development.

I-2. During the 2012-2013 academic year, 1,015 subsequently enrolled students were administered the ACT National, 184 the ACT Residual, and 2,103 the ACT COMPASS. All first-time college students and transfer students with less than 24 college credit hours—with the exception of students who scored 19 or higher on the ACT, students who were admitted under “Special” or “Adult” admission, or concurrent high school students—took the ACT COMPASS after completing the admission application and before scheduling classes.

I-3. All secondary assessment of basic skills instruments (ACT COMPASS) were available for administration online at the OSUIT campus and at remote sites approved by the college. This allowed students access to testing with flexible hours and numerous sites, including students living abroad. Students were allowed to test three times on each of the ACT COMPASS subtests, except for students demonstrating “ability-to-benefit” who were only allowed to test twice.

ACT COMPASS software provided immediate results and subtest scores upon completion of the test. Student placement information and test scores were saved to a computer file and students were provided with a hard copy of test results. If students did not score at subtest proficiency level, but were within a predetermined range, they were allowed to retest again the same day. If their scores were significantly below the proficiency score levels, they were encouraged to retest after taking measures to improve performance by seeking assistance from advisors or staff in the Assessment Center or by pursuing self-directed review and study of the subjects.

Student Success camps sponsored by the Arts & Sciences division and the College Readiness Center (CRC) allowed students to work at their own pace where they could complete remediation in as little as one day. The camp was free; however, if students wished to stay on campus, they were responsible for the costs of their lodging and food.

If students chose not to seek assistance or to retest and the score remained below the proficiency level, they were enrolled in the recommended developmental courses taught by faculty through the CRC.

The *Tutorial Learning Center* was recently renamed the *Learning & Student Success Opportunity (LASSO) Center*; it was moved to the third floor of the Noble Center, the building housing the Arts & Sciences Division. Faculty members in the LASSO Center provided one-on-one mentoring, tutoring, and academic counseling to academically at-risk students while enrolled in developmental courses.

I-4. An analysis of entry-level assessment revealed that 465 students (28.3 percent) required one developmental course, 271 (28.3 percent) required two developmental courses, 103 (6.3 percent) required three developmental courses, and 70 (4.3 percent) required four developmental courses

prior to taking college level coursework. Some students in majors with more rigorous math requirements required remediation in more than one math course; these students were unduplicated and counted only once for this analysis. In sum, 55.4 percent of first-time college students and transfer students with less than 24 college credit hours attempted remediation in one or more subject areas.

I-5. In addition to midterm grades, OSUIT sought to improve its *Early Alert System*, an electronic intervention system used by faculty to alert the system when a student was in danger of failing or not attending classes. When the Early Alert System is activated, Arts & Sciences faculty sent an electronic notice to a student's advisor in his or her technical program of study. The advisor then set up an appointment with the student to discuss possible solutions, and then referred the student to appropriate academic support services available on the campus. In this way, students in college-level course work received support and encouragement to stay on track and receive academic or social interventions as needed.

I-6. The Assessment Committee and faculty in the College Readiness Center (CRC) reviewed the cut scores for entry-level assessment. Score indicators for the COMPASS placement tests were last revised on February 1, 2011. Although some fluctuation in an open-admission institution may be expected, results showed that there were continuing challenges with remediation and transitioning to college-level coursework with the increase in students requiring remediation,. This became more apparent when analyzing the mid-level general education assessment results.

I-7. During academic year 2012-2013, entry-level assessment was administered at the program level as well as the institutional level for some programs. Program testing was used to determine proficiency in skills needed for industry-specific areas of study. For example, the Nursing program in Allied Health Sciences required 50 percent or better on the Kaplan Admission Test for Reading and Math. Likewise, the Watchmaking & Microtechnology program required applicants to pass a hands-on mechanical aptitude test covering visualization, spatial relationships, direction following, reasoning, and problem-solving skills. This test focused more on spatial perception, observation, and the ability to follow directions than on manual dexterity. In addition, prospective students submitted a work resume and letters of recommendation, interviewed with faculty and industry advisors, and completed a 200-300 word essay on their preparation for the program as well as their goal and interests.

I-8. Results provided students with a sense of preparedness for the program and identified areas in which the students needed to develop or improve skill sets. As an open-enrollment institution, entry-level assessment did not prevent a student's admission to this university. However, like the programs in Nursing and Watchmaking & Microtechnology, other divisions are looking into using entrance examinations that might lead to improvements in the continuity of programs through better preparedness of students upon entrance into the programs.

I-9. The Assessment Committee and the CRC continued to monitor COMPASS cut scores for appropriate placement in college-level courses. Score indicators on the COMPASS placement test were revised as of February 1, 2011. Faculty remained responsive to student needs based on

review of the data and student feedback in the CRC. This campus continues to provide access to readiness programs prior to the start of the fall semester.

Students Served in the College Readiness Center

| Course | Semester | Students | # Passed | % Passed |
|-------------------------------------|--------------------|-------------|-------------|-------------|
| MATH0143 Math Fundamentals | Summer 2012 | 96 | 56 | 60.3 |
| | Fall 2012 | 332 | 246 | 74.1 |
| | Spring 2013 | 109 | 71 | 65.1 |
| | total | 537 | 373 | 69.5 |
| Course | Semester | Students | # Passed | % Passed |
| MATH0153 Algebra Fundamentals | Summer 2012 | 104 | 56 | 53.8 |
| | Fall 2012 | 337 | 224 | 66.5 |
| | Spring 2013 | 210 | 133 | 63.3 |
| | total | 651 | 413 | 63.4 |
| Course | Semester | Students | # Passed | % Passed |
| MATH0163 Intermediate Algebra | Summer 2012 | 76 | 50 | 65.8 |
| | Fall 2012 | 117 | 82 | 70.1 |
| | Spring 2013 | 128 | 71 | 55.5 |
| | total | 321 | 203 | 63.2 |
| Course | Semester | Students | # Passed | % Passed |
| ENGL0143 English Fundamentals | Summer 2012 | 108 | 50 | 46.3 |
| | Fall 2012 | 381 | 243 | 63.8 |
| | Spring 2013 | 136 | 63 | 46.3 |
| | total | 625 | 356 | 57.0 |
| Course | Semester | Students | # Passed | % Passed |
| READ0143 Reading Fundamentals | Summer 2012 | 66 | 28 | 58.3 |
| | Fall 2012 | 225 | 149 | 66.2 |
| | Spring 2013 | 79 | 32 | 40.5 |
| | total | 370 | 209 | 56.5 |
| | Grand Total | 2204 | 1554 | 70.5 |

Section II — Mid-Level/General Education

II-1. Mid-level assessment of general education competencies was conducted as described in each program's academic assessment plan. These assessments were developed by faculty specifically for each Program Outcome. Five Core Outcomes common to all programs of study, based on reading, writing, mathematics, critical thinking, ethics, diversity, and technical competencies grew from this process. All program outcomes were developed from division and program missions and visions, and these were directly linked to the college and system missions and visions. Student attainment of general education competencies was measured in alignment with these Core Outcomes.

- **Core Outcome 1—Communication:** Effectively communicate electronically, verbally and in writing.

- **Core Outcome 2—Critical Thinking:** Demonstrate logical, systematic problem solving techniques.
- **Core Outcome 3—Ethics:** Develop and display a sense of personal, social and professional work ethics.
- **Core Outcome 4—Culture, History, and Diversity:** Explain the cultural heritage and primary elements of the history and government of the U.S. and its people, especially as it impacts one’s industry or field of study.
- **Core Outcome 5—Technology:** Access and use technology appropriate to one’s field of study.
- **Core Outcome 6— Service Learning:** Effectively utilize learned technologies and processes to aid various constituencies in both the campus community and local communities.

A uniform college benchmark was set by faculty: *At least 80 percent of students will achieve each Core Outcome and Technical Program Outcome at the 70 percent level of competency or higher.* Mid-level assessments were developed and administered by Arts & Sciences faculty college-wide in collaboration with faculty from the technical programs of study as appropriate.

II-2. Formative mid-level assessments of general education competencies were faculty-developed, faculty-driven, and primarily course-embedded to motivate students to participate to their fullest abilities. Because it was possible for a student to pass a particular class while not passing the assessment, or to pass the assessment while not passing the class, faculty input the results of these assessments into Web-For-Faculty at the same time as they reported student course grades. Results were tabulated based upon faculty reported results in the database.

II-3. *Core Outcome 1, Communication* was assessed formatively with a faculty panel-reviewed student portfolio in *Technical Writing I, Freshman Composition I, and Introduction to Speech.* Faculty members required multiple essays and writing samples for this assessment which was course-embedded and motivated students to participate.

Core Outcome 2, Critical Thinking was assessed formatively in all mathematics courses, and was summatively assessed in all technical programs of study. The final exam (course-embedded) in *Business Math, College Algebra, and Trigonometry* serve as the mid-level assessment of critical thinking.

Core Outcome 3, Ethics was formatively assessed in PHIL 1213. The final exam served as the mid-level assessment in *Ethics.*

Core Outcome 4, Culture, History, & Diversity was formatively assessed in HIST 1483, HIST 1493, and POLS 1113. The final exams in *Political Science, History to 1865, and History Since 1865* served as the mid-level assessment of this Outcome.

Core Outcome 5, Technology was formatively assessed in either CS 1013 or ENGL 1213. An essay assigned in *Freshman Composition II,* course-embedded, served as the mid-level

assessment for Technology for programs with this option. Originally part of the Information Technologies curriculum, *Computer Literacy and Applications* was placed under the auspices of the Arts & Sciences Division as course CS 1013.

Core Outcome 6, Service Learning was formatively assessed in *Political Science* and *College Strategies*. Students participated in a service learning activity (a community donations activity involving winter holiday gifts) and wrote a paper to reflect on the experience. The requirements of the service learning activity and reflection were the same for all students, regardless of the instructor. These core Outcomes were also addressed summatively within each of the technical programs.

II-4. As prescribed in the college assessment plan, general education competencies and outcomes were evaluated and recorded using Web-for-Faculty to warehouse data. Programs of study with more developed assessment plans kept spreadsheets to record multiple assessments of outcomes. Members of the Assessment Committee continue to facilitate this process within their divisions and seek improvements to make it less labor intensive.

II-5. Mid-level assessment of general education core outcomes indicates that this campus did not achieve the overall benchmark of 80 percent of all students achieving a minimum 70 percent proficiency during the academic year. However, most areas showed improvement with higher pass rates over last year. An analysis of the general education core outcomes was implemented to identify courses where high percentages of students were receiving grades below the 70 percent level. Focused study of the student cohort, placement test score indicators, and remediation procedures were recommended to ameliorate this decline and affect improvements in this trend.

General Education Core Competencies Formative Assessment

Educational Standard: 80% of students will meet or exceed standard at 70% level of performance

| Outcome and Course in which Assessment Occurs | | | Assessment Results | |
|---|----------------------------------|-----------|--------------------|------------------|
| | | | Pass Ratio | Pass Percent |
| #1 Communication | Technical Writing I | ENGL 1033 | 203/252 | 80.6 |
| | Freshman Composition I | ENGL 1113 | 481/647 | 74.3 |
| | Freshman Composition II | ENGL 1213 | 331/454 | 72.9 |
| | Technical Writing II | ENGL 2033 | 137/193 | 71.0 |
| | Introduction to Speech | SPCH 1113 | 332/422 | 78.7 |
| | Subtotal | | | 1484/1968 |
| #2 Critical Thinking | College Algebra | MATH 1513 | 282/433 | 65.1 |
| | Trigonometry | MATH 1613 | 76/127 | 59.8 |
| | Business Math | MATH 2003 | 180/258 | 69.8 |
| | Discrete Math | MATH 3103 | 34/39 | 87.2 |
| | Subtotal | | | 572/857 |
| #3 Ethics | Ethics | PHIL 1213 | 536/690 | 77.7 |
| #4 Culture, History, and Diversity | US Government | POLS 1113 | 591/825 | 71.6 |
| | US History to 1865 | HIST 1483 | 120/181 | 66.3 |
| | US History Since 1865 | HIST 1493 | 580/725 | 80.0 |
| | Subtotal | | | 1291/1731 |
| #5 Technology | Computer Literacy & Applications | CS 1013 | 493/671 | 73.5 |
| #6 Service Learning | U.S. Government | POLS 1113 | 658/886 | 74.3 |
| TOTAL | | | 5034/6803 | 74.0 |

Section III-1: Program Outcomes

| Division | Program | #Assessments | %Passed | Assessment Measures |
|---|---|--------------|-------------|--|
| Allied Health Sciences Division | Nursing | 63 | 100 | Capstone Assessment, End of Instruction Assessment |
| | Orthotics & Prosthetics | 12 | 91.7 | |
| | Sub-total | 75 | 98.7 | |
| Arts & Sciences Division | Business A.S. | 46 | 65.2 | Core Competency Assessment, End of Instruction Assessment |
| | Office Information Systems | 5 | 80.0 | |
| | Pre-Education A.S. | 82 | 80.5 | |
| | Sub-total | 133 | 75.2 | |
| Automotive Service Technologies Division | Automotive Service | 70 | 91.4 | Capstone Assessment, End of Instruction Assessment |
| | Automotive Collision Repair | 38 | 100 | |
| | Sub-total | 108 | 94.4 | |
| Construction Technologies Division | Air Conditioning & Refrigeration | 47 | 83.0 | Industry Certification, Pre/Post-testing, Capstone Assessment, End of Instruction Assessment |
| | Construction Management | 18 | 94.4 | Capstone Assessment, End of Instruction Assessment |
| | Electrical | 31 | 100 | |
| | High Voltage Electricity | 68 | 97.1 | |
| | Residential Construction | 9 | 100 | |
| | Sub-total | 171 | 93.6 | |
| Culinary Arts Division | Culinary Arts | 47 | 95.7 | Capstone Assessment, End of Instruction Assessment |
| Diesel & Heavy Equipment Division | Heavy Equipment Vehicle Institute (HEVi) | 84 | 95.2 | Capstone Assessment, End of Instruction Assessment |
| Engineering Technologies Division | Civil Engineering B.T. | 2 | 100 | Capstone Assessment, End of Instruction Assessment |
| | Civil Engineering/Surveying | 18 | 83.3 | |
| | Engineering Graphics & Design Drafting Specialization | 29 | 89.7 | |
| | Engineering-Electrical/Electronics | 21 | 66.7 | |
| | Instrumentation Engineering Technologies B.T. | 19 | 100 | |
| | Manufacturing | 14 | 71.4 | |
| | Power Plant Technology | 25 | 84 | |
| | Sub-total | 128 | 83.6 | |
| Information Technologies Division | Information Technologies A.S./A.A.S. | 21 | 85.7 | Capstone Assessment, End of Instruction Assessment |
| | Information Technologies B.T. | 78 | 93.6 | |
| | Sub-total | 99 | 91.9 | |
| Visual Communications Technologies Division | Graphic Design* | 14 | 92.9 | Capstone Assessment, End of Instruction Assessment *Internship |
| | Multimedia | 13 | 92.3 | |
| | Photography | 13 | 100 | |
| | Sub-total | 40 | 95.0 | |
| Watchmaking Division | Watchmaking & Microtechnology | 3 | 100 | Capstone Assessment, End of Instruction Assessment |
| TOTAL | | 755 | 89.9 | |

III-2. Assessment of program outcomes for the 2012-2013 academic year included capstone course assessments, portfolios, performance evaluations, and written exams where appropriate, as well as end-of-instruction (EOI) assessments, certification exams, and internship evaluations. Overall results indicated that 89.9 percent (benchmark 80 percent) of students achieved at least a 70 percent competency level of student achievement. For individual programs, almost all pass rates met or exceeded the 80 percent of students exceeding a 70 percent competency level.

III-3. The Assessment Committee has renewed efforts to educate faculty on appropriate use of assessment measures, and emphasis was placed on helping faculty learn to record assessment data correctly. The assessment process is becoming standardized, more consistent, among faculty and across programs in both implementation and acceptance. The Assessment Committee made reporting of student outcomes a major point of emphasis. Most changes recommended and made by faculty consisted of procedural changes and adjustments to assessments.

The Assessment Committee has fought to improve this data gathering process by collecting the data for multiple assessments in spreadsheets until such time as the campus assessment and planning management software can be fully implemented or the system database becomes more accommodating. Currently, the assessment data as it resides in the system database does not provide for multiple assessment scores within a particular course, and many courses have multiple assessments embedded in the curriculum. Preparations are underway for a major migration to a more current database management system that should allow better documentation and analysis of assessment data in the foreseeable future.

Student Satisfaction

IV-1. Instructor/Course Surveys were available online to all classes each semester. Instructors were encouraged to have students complete the surveys online, though paper copies were available on request. No paper copies were requested. Just over 23 percent of degree-seeking students completed course evaluations for a total of 5,480 surveys.

IV-2. Instructor/Course Surveys were used by division chairs within their divisions to provide discussion points for feedback sessions with individual faculty. Students were also invited to provide comments regarding anything not covered by the survey. Graduate Exit Interviews also provided opportunities for graduating students to express themselves upon completion of their degrees through the comment section of the form. The Graduate Exit Interview was also renamed the *Graduation Survey* and updated to include a number of satisfaction items with results anticipated in the upcoming year. Student satisfaction and engagement have become a focus of efforts for the upcoming year as part of the overall strategic plan.

IV-3. Quality of life issues continue to be addressed with particular emphasis on wellness following the wellness initiatives of the main campus. Some of the benefits that OSUIT offers to students and employees include health screenings, workplace health and nutrition education, opportunities for physical fitness and wellness activities, management support for healthy

workplace environments, tobacco cessation programs, and leadership in wellness activities within local communities.

The new Chesapeake Energy Natural Gas Compression Training Center provided opportunities for expansion of other programs within the Diesel and Heavy Equipment Division.

OSUIT was in the process of developing a twenty-five year campus master plan; the process included extensive feedback from students, faculty, staff and external constituencies.

Renovations continued in service and lounge areas in the student union. These updates have made service and lounge areas more accessible and appealing to the OSUIT community. Further renovation plans include making upgrades to the serving area of the cafeteria.

Other campus improvements reaching or nearing completion this year included increased security lighting on campus, retrofitted fixtures in campus buildings for more efficient and effective lighting, and improvement to drainage and paving in front of the Wilson Commons at the Miller-Kamm dormitories. Updates to facilities included renovation of science/chemistry laboratories and reallocation of space as the Tutorial Learning Center was moved to the third floor of the Noble Center, the building where the Arts & Sciences Division is located. Renamed the *Learning & Student Success Opportunity (LASSO) Center*, the facility was developed as a convenient location for students to build the confidence and skills needed to be successful in their academic pursuits.



Annual Student Assessment Report 2012-2013 Activity

Reporting the assessment activities on your campus follows the regimen established with the 2006-07 survey format. As much as feasible, lists and numerical information will be collected using this form. Answers to narrative questions are to be submitted via email attachments or ftp.

Please submit your survey responses by **November 1, 2013**. The 2010-11 Annual Student Assessment Report can be viewed using the following link:

[Annual Student Assessment Report](#)

Institution

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SECTION I

Entry-Level Assessment

Select all methods used for entry-level course placement.

- ACT Subscore
- Interviews
- Secondary test
- Other, describe briefly
- Other, describe briefly
- Other, describe briefly

List the instruments and cut-scores used as secondary tests for each subject area and course.

Please report the cut-scores for each section if the instrument contains multiple sections. If tests are used in combination use multiple lines and explain in the Section I comments.

***NOTE: The three highlighted rows provide examples**

| TEST BATTERY | TEST | CUT-SCORE | COURSE |
|--------------|-----------------------|-----------|--------------------------------|
| COMPASS | Pre-Algebra | < 45 | Developmental Math |
| CPT | Elementary Algebra | 85-125 | College Algebra |
| ASSET | Writing Skills | > 76 | English Composition I |
| TEST BATTERY | TEST | CUT-SCORE | COURSE |
| ACT | English | <19 | COMPASS testing required |
| ACT | Math | <19 | COMPASS testing required |
| ACT | Reading | <19 | COMPASS testing required |
| ACT | Science Reasoning | <19 | COMPASS testing required |
| COMPASS | Reading Comprehension | >80 | May proceed based on other te |
| COMPASS | Reading Comprehension | <81 | READ0143 Reading Fundament |
| COMPASS | Writing Skills | >96 | Advanced Standing Credit (part |
| COMPASS | Writing Skills | >73 | ENGL1033 or ENGL1113 |
| COMPASS | Writing Skills | <74 | ENGL0143 English Fundamenta |
| COMPASS | Pre-Algebra | >45 | MATH2003 Business Math |
| COMPASS | Pre-Algebra | <46 | MATH0143 Math Fundamentals |
| COMPASS | Algebra | >67 | MATH1513 College Algebra |
| COMPASS | Algebra | 45-67 | MATH0163 Intermediate Algebra |
| COMPASS | Algebra | <45 | MATH0153 Algebra Fundament |

| | | | |
|---------|---------------------------|------|---------------------------------|
| | | | |
| COMPASS | Algebra + Reading | >148 | Entry level for science courses |
| COMPASS | College Algebra | >86 | Advanced Standing Credit |
| COMPASS | College Algebra | >44 | MATH1513 College Algebra |
| COMPASS | College Algebra + Reading | >125 | Entry level for science courses |
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In the space provided, please briefly (250 words or less) provide any details you feel are necessary regarding the information provided in SECTION I.

Entry level assessment criteria revised February 1, 2011. Science proficiency determined by adding COMPASS Reading score and Intermediate or College Algebra score with passing score requires for both reading and math components. Other qualifications may include industry-specific requirements such as interviews, essays, measures of manual and mechanical adeptness, and OSBI background checks.

SECTION II

Mid-Level Assessment/General Education

List measures used to assess reading, writing, mathematics, critical thinking, and other institutionally recognized general education competencies.

| MEASURE | # OF STUDENTS ASSESSED | HOW WERE STUDENTS SELECTED |
|---|------------------------|--|
| Communication – Assessments in following courses: Technical Writing I, Technical Writing II, Introduction to Speech Communication | 1968 | Assessments were embedded near or at the end of these courses. Students who completed these courses would be expected to complete the assessments as well. |
| Critical Thinking – Assessments in following courses: | 857 | Assessments were embedded near or at the end of these courses. Students who completed these courses would be expected to complete the assessments as well. |
| Ethics – Assessments in following courses: Et | 690 | Assessments were embedded near or at the end of these courses. Students who completed these courses would be expected to complete the assessments as well. |
| Culture, History, and Diversity -- Assessments | 1731 | Assessments were embedded near or at the end of these courses. Students who completed these courses would be expected to complete the assessments as well. |
| Technology -- Assessments in the following courses: | 671 | Assessments were embedded near or at the end of these courses. Students who completed these courses would be expected to complete the assessments as well. |

In the space provided, please briefly (250 words or less) provide any details you feel are necessary regarding the information provided in SECTION II.



SECTION III

License or Certification Assessment

For programs requiring license or certification, list the number of students taking the licensing exam and the number who passed for the ten programs with the largest number of completers.

| PROGRAM | # TAKING EXAM | # PASSING |
|---|----------------------|------------------|
| Nursing Program, NCLEX | 64 | 57 |
| Culinary Arts Program, ServSafe Certification | 50 | 40 |
| AC & Refrigeration Program, OK Journeyman's License | 36 | 36 |
| AC & Refrigeration Program, EPA License | 33 | 33 |
| AC & Refrigeration Program, N.A.T.E. Certification | 15 | 15 |
| Watchmaking Program, SAWTA Certification | 3 | 3 |
| Watchmaking Program, CW21 Certification | 3 | 3 |
| | | |
| | | |
| | | |

In the space provided, please briefly (250 words or less) provide any details you feel are necessary regarding the information provided in SECTION III.

SECTION IV

Student Satisfaction/Engagement Assessment

List assessment activities that were used to measure student satisfaction/engagement and how many students were assessed.

| ACTIVITIES | # OF STUDENTS |
|--|---------------|
| Course Evaluations: "Instructor/Course Survey" | 5480 |
| | |
| | |
| | |
| | |

In the space provided, please briefly (250 words or less) provide any details you feel are necessary regarding the information provided in SECTION IV.

Number of students listed above represents duplicated students. We implemented a new Graduation Survey to replace our Graduate Exit Interviews at the end of summer 2013. The new survey includes a number of items to elicit feedback on student satisfaction. These results will be reported for academic year 2013-2014.

SECTION V

Graduate Student Assessment

Only institutions that charged graduate students the student assessment fee in 2012-12 should respond to this section of questions.

| ACTIVITIES | # OF STUDENTS |
|-----------------|---------------|
| Not applicable. | |
| | |
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|--|--|
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In the space provided, please briefly (250 words or less) provide any details you feel are necessary regarding the information provided in SECTION V.

SECTION VI

Assessment Budget

PLEASE ROUND ALL AMOUNTS TO THE NEAREST WHOLE DOLLAR and EXCLUDE COMMAS.

List the amount of assessment fees collected at your institution. \$

How much was budgeted for assessment salaries (including benefits) within the assessment office? \$

How much was distributed to other departments for assessment activities? \$

How much was budgeted for operational costs (including licensing fees for test instruments)? \$

In the space provided, please briefly (250 words or less) provide any details you feel are necessary regarding the information provided in SECTION VI.

None.

To save your data or to submit the completed form, please verify that your assigned login and password are in the appropriate spaces below and click either the save or submit button.