OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY-OKMULGEE
ANNUAL STUDENT ASSESSMENT REPORT OF 2017-18 ACTIVITY

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Annual Student Assessment Report of 2017-18 Activity

Section I – Entry Level Assessment and Course Placement

Activities

I-1.   *What information was used to determine college-level course placement?*

Oklahoma State University Institute of Technology (OSUIT) uses the ACT and SAT exams as preliminary measures to evaluate first-time freshmen. Students with scores of 19-or-higher on either the ACT subtests, or a combination of 480-or-higher on the Reading/Writing subtest of the SAT, or a 530-or-higher on the Math subtest of the SAT are enrolled in college credit courses. Students scoring below the established placement score on any subtest are further assessed utilizing ACT COMPASS or ACCUPLACER as secondary testing methods prior to placement and enrollment. Students with secondary assessment scores below proficiency levels for basic skills are required to enroll in the developmental courses for remediation prior to enrollment in college credit courses. Program-specific methods such as interviews and essays are administered within academic departments.

I-2.   *What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)?*

OSUIT uses the same assessment procedures in determining co-requisite placement.

I-3.   *How were students determined to need remediation of deficiencies (e.g., cut scores, multiple-measure metrics, or advising process)?*

All first-time college students and transfer students with less than 24 college credit hours, with the exception of a) students who scored 19 or higher on each subject score of the ACT or higher than 480 on the Reading/Writing subset or 530 or higher on each subject score of the SAT, or b) students who are admitted under "Special" or "Adult" admission, are required to take the ACT COMPASS or ACCUPLACER exam after completing the admission application and before scheduling classes. These exams are administered as secondary or alternative assessments of basic skills. These instruments are administered online at the OSUIT campus and at remote sites approved by the university. This allows students access to testing with flexible hours and at numerous sites, including sites for students living abroad.

Placement scores for the ACT COMPASS test are as follows:

- Reading: Score of 81 or above indicates entry-level proficiency.

- Writing Skills: Score of 74 or above indicates entry-level proficiency.

- Pre-Algebra: Score of 46 or above indicates entry-level proficiency.

- College Algebra: Score of 45 or above indicates entry-level proficiency.

- Algebra: Score of 68 or above indicates entry-level proficiency.

- Science: A combined score of 126 on the Reading and College Algebra (may not be deficient in either area) or a combined score of a 149 on the Reading and Algebra (may not be deficient in either area) indicates entry-level proficiency.

Placement scores for the ACCUPLACER exam are as follows:

- Reading Comprehension: A score of 75 or above indicates entry-level proficiency; students may proceed with enrollment based on the outcome of the remaining assessments. Scores of 74 or below indicate a need for further development in Reading, so students must enroll in READ 0143 Reading Fundamentals.

- Writing Skills: A score of 80 or above *or* a score of 70-79 with a WritePlacer score of five (5) indicates entry-level proficiency; students may enroll in ENGL 1033 Technical Writing I or ENGL 1113 Freshman Composition I according to their program requirements. A score of 69 or below indicates need for further development in Writing, so students must enroll in ENGL 0143 English Fundamentals. However, with a score of 116 or above, students have satisfied the first step of the advanced standing process.

- Arithmetic: With a score of 70 or above indicating entry-level proficiency, students may enroll in MATH 2003 Business Math. A score of 69 or below indicates the need for further development in Math, so students must enroll in MATH 0143 Math Fundamentals.

- Elementary Algebra: With a score of 74 or above indicating entry-level proficiency, students may enroll in MATH 1513 College Algebra. A score of 50-73 indicates need for further development in Elementary Algebra, so students must enroll in MATH 0163 Intermediate Algebra. A score of 0-49 also indicates the need for further development in Elementary Algebra, so students must enroll in MATH 0153 Algebra Fundamentals to remediate. However, with a score of 108 or above, students qualify for Advanced Standing Credit for MATH 1513 College Algebra.

- Science: Students must meet entry-level proficiency scores for both Reading (75) and Elementary Algebra (74) to show entry-level proficiency in Science.

I-4.   *What options were available for students to remediate basic skill deficiencies?*

Student Success camps sponsored by the School of Arts & Sciences and the Learning and Student Success Opportunity (LASSO) Center allow new and prospective students to work at their own pace. It is possible for students to complete remediation in as little as one day in this manner. The camps are provided at no cost; however, if students wish to stay on campus, they are responsible for the cost of their lodging and food. If students are unable to meet the minimum requirements established to indicate academic proficiency, they are enrolled in the recommended developmental courses for remediation prior to enrollment in college credit courses. One-on-one mentoring, tutoring, and academic counseling are available to academically at-risk students while enrolled in developmental courses.

Students are allowed to test three (3) times on each of the ACT COMPASS and ACCUPLACER subtests. ACT COMPASS and ACCUPLACER testing provide subtest scores and immediate results upon completion of the test. Student placement information and test scores are saved to computer files, and students are provided with a hard copy of test results. If their scores are significantly below proficiency score levels, students are encouraged to improve performance by seeking assistance from advisors or staff in the Assessment Center, LASSO Center, or by pursuing self-directed review and study of the subjects and to retest.

I-5.   *Describe analyses and findings of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.*

Student success at OSUIT is defined as passing a class with an A, B, C, D or P letter grade.

Student Success, Remedial

Course	Title	Semester	Grade AW	Grade P	Grade U	Grade W	Total Students	# Passed	% Passed
ENGL0112*	Freshman Comp Strategies	Fall 17	1	17	2	3	23	17	73.91%
		Spr 18		11	1		12	11	91.67%
	ENGL0112 Subtotal		1	28	3	3	35	28	80.00%
ENGL0143	English Fundamentals	Sum 17		10	6		16	10	62.50%
		Fall 17		21	34	4	59	21	35.59%
		Spr 18		18	8	6	32	18	56.25%
	ENGL0143 Subtotal			49	48	10	107	49	45.79%
ENGL0153**	Applied English	Fall 17		16	3	1	20	16	80.00%
	ENGL0153 Subtotal			16	3	1	20	16	80.00%
ENGL Total			**1**	**93**	**54**	**14**	**162**	**93**	**57.41%**
MATH0143	Math Fundamentals	Sum 17		10	5		15	10	66.67%
		Fall 17	2	35	14	5	56	35	62.50%
		Spr 18		14	3	4	21	14	66.67%
	MATH0143 Subtotal		2	59	22	9	92	59	64.13%
MATH0152*	College Algebra Strategies	Fall 17		16	1	4	21	16	76.19%
		Spr 18		6	1	2	9	6	66.67%
	MATH0152 Subtotal			22	2	6	30	22	73.33%
MATH0153	Algebra Fundamentals	Sum 17		17	5	2	24	17	70.83%
		Fall 17		32	21	13	66	32	48.48%
		Spr 18		24	6		30	24	80.00%
	MATH0153 Subtotal			73	32	15	120	73	60.83%
MATH0163	Intermediate Algebra	Sum 17		23	9	7	39	23	58.97%
		Fall 17		25	19	4	48	25	52.08%
		Spr 18		18	16	8	42	18	42.86%
	MATH0163 Subtotal			66	44	19	129	66	51.16%
MATH0175**	Beg & Intermediate Algebra	Fall 17		16	3		19	16	84.21%
	MATH0175 Subtotal			16	3		19	16	84.21%
MATH0202*	Business Math Strategies	Fall 17		7	1	1	9	7	77.78%
		Spr 18		3			3	3	100.00%
	MATH0202 Subtotal			10	1	1	12	10	83.33%
MATH Total			**2**	**246**	**104**	**50**	**402**	**246**	**61.19%**
PHYS0123	Science	Sum 17		4	1		5	4	80.00%
		Fall 17		16	13	2	31	16	51.61%
		Spr 18		10	6	3	19	10	52.63%
	PHYS0123 Subtotal			30	20	5	55	30	54.55%
PHYS Total				**30**	**20**	**5**	**55**	**30**	**54.55%**
READ0143	College Reading I	Sum 17		4	5		9	4	44.44%
		Fall 17		42	27	6	75	42	56.00%
	Reading Fundamentals	Spr 18	1	16	7	5	29	16	55.17%
	READ0143 Subtotal		1	62	39	11	113	62	54.87%
READ0153**	Applied Reading	Fall 17		15	4		19	15	78.95%
	READ0153 Subtotal			15	4		19	15	78.95%
READ Total			**1**	**77**	**43**	**11**	**132**	**77**	**58.33%**
Grand Total			**4**	**446**	**221**	**80**	**751**	**446**	**59.39%**

* Corequisite Course
** Learning Community

In November 2016, a committee replaced COMPASS with ACCUPLACER as the primary test for entry-level placement. The committee included employees from the Assessment Center, Academic Affairs, and faculty who taught English or Math. The committee researched cut-scores used by other schools throughout the state of Oklahoma including four-year universities. Once completed, OSUIT faculty were invited to take the ACCUPLACER assessment to determine if the scores indeed reflected the correct placement for students. The committee agreed upon the methods, and the scores were set and implemented.

Student Success, College Level

Course	Title	Semester	Grade A	Grade AW	Grade B	Grade C	Grade D	Grade F	Grade I	Grade W	Total Students	# Passed	% Passed
BIOL1014	General Biology (Non-Majors)	Sum 17	8		7	2	1			2	20	18	90.00%
		Fall 17	8		8	1				1	18	17	94.44%
		Spr 18	13		9	1		1			24	23	95.83%
	BIOL1014 Subtotal		29		24	4	1	1		3	62	58	93.55%
BIOL1114	General Biology	Sum 17	13		13	9		2		2	39	35	89.74%
		Fall 17	27		33	26	8	8		5	107	94	87.85%
		Spr 18	19		13	10	7	15		1	65	49	75.38%
	BIOL1114 Subtotal		59		59	45	15	25		8	211	178	84.36%
BIOL Total			**88**		**83**	**49**	**16**	**26**		**11**	**273**	**236**	**86.45%**
ENGL1033	Technical Writing I	Sum 17	7		16	3	3	3		4	36	29	80.56%
		Fall 17	16		7	1	3	12		2	41	27	65.85%
		Spr 18	24		41	14	7	15		4	105	86	81.90%
	ENGL1033 Subtotal		47		64	18	13	30		10	182	142	78.02%
ENGL1113	Freshman Composition I	Sum 17	30		20	13	7	16		9	95	70	73.68%
		Fall 17	181	14	88	59	16	60		23	441	344	78.00%
		Spr 18	84	5	40	26	10	22		17	204	160	78.43%
	ENGL1113 Subtotal		295	19	148	98	33	98		49	740	574	77.57%
ENGL1213	Freshman Composition II	Sum 17	30		23	17	5	18		11	104	75	72.12%
		Fall 17	55		31	14	10	30	1	14	155	110	70.97%
		Spr 18	115	2	78	43	16	39	2	29	324	252	77.78%
	ENGL1213 Subtotal		200	2	132	74	31	87	3	54	583	437	74.96%
ENGL2033	Technical Wrtg II	Sum 17	28		42	9	7			2	88	86	97.73%
		Fall 17	8		4	6	1	2			21	19	90.48%
		Spr 18	8		8	6	5	7		2	36	27	75.00%
	ENGL2033 Subtotal		44		54	21	13	9		4	145	132	91.03%
ENGL Total			**586**	**21**	**398**	**211**	**90**	**224**	**3**	**117**	**1650**	**1285**	**77.88%**
HIST1483	U. S. History To 1865	Sum 17	14		10	1	1	5		1	32	26	81.25%
		Fall 17	37		20	4	3	11		3	78	64	82.05%
		Spr 18	6		12	5	3	7		3	36	26	72.22%
	HIST1483 Subtotal		57		42	10	7	23		7	146	116	79.45%
HIST1493	U. S. History Since 1865	Sum 17	76		40	23	13	10		7	169	152	89.94%
		Fall 17	118		91	39	18	24		10	300	266	88.67%
		Spr 18	68		56	32	9	26		8	199	165	82.91%
	HIST1493 Subtotal		262		187	94	40	60		25	668	583	87.28%
HIST Total			**319**		**229**	**104**	**47**	**83**		**32**	**814**	**699**	**85.87%**
MATH1513	College Algebra	Sum 17	17		19	12	6	21		16	91	54	59.34%
		Fall 17	92	1	97	56	25	61		34	366	270	73.77%
		Spr 18	42		17	23	14	30		16	142	96	67.61%
	MATH1513 Subtotal		151	1	133	91	45	112		66	599	420	70.12%
MATH2003	Business Mathematics	Sum 17	30		30	23	8	14		3	108	91	84.26%
		Fall 17	22		29	21	18	18	3	10	121	90	74.38%
		Spr 18	44		27	30	6	7	1	2	117	107	91.45%
	MATH2003 Subtotal		96		86	74	32	39	4	15	346	288	83.24%
MATH Total			**247**	**1**	**219**	**165**	**77**	**151**	**4**	**81**	**945**	**708**	**74.92%**
Grand Total			**1240**	**22**	**929**	**529**	**230**	**484**	**7**	**241**	**3682**	**2928**	**79.52%**

Section II –General Education Assessment

Administering Assessment

II-1.   *Describe the institutional general education competencies/outcomes and how they are assessed.*

Program-level assessment of general education outcomes is conducted as described in each program's academic assessment plan. These assessments were developed by faculty specifically for each Program Outcome. Six Core Outcomes common to all programs of study, based on reading, writing, mathematics, critical thinking, ethics, diversity, technical competencies, and service learning, grew from this process. All program outcomes were developed from school/program mission and vision statements and were directly linked to the university system missions and visions. These program outcomes are spelled out in the academic assessment plans. A number of courses were added to measure these Core Outcomes as a result of updates to the assessment plans. Student attainment of general education outcomes is measured in alignment with these Core Outcomes, which are also addressed summatively within each of the technical program's assessment plans.

- **Core Outcome 1 – Communication:** Effectively communicate electronically, verbally and in writing. Communication is assessed in ENGL 1033 Technical Writing I, ENGL 1113 Freshman Composition I, ENGL 1213 Freshman Composition II, SPCH 1113 Introduction to Speech Communications, and SPCH 2313 Small Group Communications.

- **Core Outcome 2 – Critical Thinking:** Demonstrate logical, systematic problem-solving techniques. *Critical Thinking* is assessed in BIOL 1114 General Biology and in specific mathematics courses, as determined by the student's program of study.

- **Core Outcome 3 – Ethics and Diversity:** Develop and display a sense of personal, social, and professional ethics, as well as an appreciation of and encouragement for diversity. *Ethics* is assessed in PHIL 1213 Ethics.

- **Core Outcome 4 – History and Government:** Explain the cultural heritage and primary elements of the history and government of the U.S. and its people, including diversity, especially as it impacts one's industry or field of study. *Culture, History, & Diversity* is assessed in HIST 1483 U.S. History to 1865, HIST 1493 U.S. History since 1865, and POLS 1113 U.S. Government.

- **Core Outcome 5 – Technology:** Access and use technology appropriate to one's industry or field of study. *Technology* is assessed in CS 1013 Computer Literacy and Applications.

- **Core Outcome 6 – Service Learning:** Effectively utilize learned technologies and processes to aid various constituencies in both the campus community and local communities. *Service Learning* is assessed in ORIE 1011 College Strategies as provided by the School of Arts and Sciences.

Faculty set a uniform college benchmark: At least eighty percent (80%) of students will complete each assessment at a seventy percent (70%) level of competency or higher (Exception: Additional, more rigorous external criteria were set for Nursing and Culinary Arts programs). OSUIT conducts general education measures for associate degree programs prior to the end of the degree program and for baccalaureate degree programs prior to the completion of seventy credit hours of instruction and at the end of the degree program. Measures include those chosen by faculty to improve teaching and learning in areas such as communication, critical thinking, mathematics, reading, and writing. These assessment

methods have been standardized to ensure that the same assessment instrument is utilized in each course section, regardless of faculty.

II-2.   *Describe how the assessments were administered and how students were selected.*

Formative mid-level assessments of general education outcomes are faculty-developed, faculty-driven, and primarily course-embedded to motivate students to participate to their fullest abilities. Because it is possible in some cases for a student to pass a particular class while not passing the assessment, or to pass the assessment while not passing the class, faculty enter the results of these assessments into the Banner Student Information System at the same time as they report student course grades. Results are tabulated based upon faculty reported results in the database and flagged as a numerical score representing "Pass," "Fail," or no score for "Non-Applicable" in the current Banner Student Information System. In addition, individual passing and failing scores are collected in order to utilize the information in revision of assessment processes. In most cases, a passing score is 70 percent or higher; however, the Nursing and Culinary Arts programs require a more rigorous 80 percent to pass.

II-3.   *Describe strategies used to motivate students to substantively participate in the assessment.*

The courses selected for inclusion in the assessment process are core requirements for each program area, thereby providing an opportunity for all students to participate in the assessment process. Assessments are developed as core elements within courses, and each assessment is integrated into the course structure. Assessment instruments are tied to required course components and curriculum requirements to motivate students to participate to their fullest abilities.

II-4.   *What instructional changes occurred or are planned in response to general education assessment results?*

A review of program assessment data takes place during the summer semester. Changes are made to assessment plans for the next academic year based on assessment data, program advisory group recommendations, classroom observations, and changes within industry. Each assessment is integrated into the course structure. Changes to specific assessment tools within courses, changes to course objectives, ordering of courses, and additional assessment tools occurred in various assessment plans.

No changes were made in response to general education outcomes. Critical Thinking objectives, particularly for *College Algebra* and *Business Math* were updated to reflect the course equivalency matrix used for student transfers. Other objectives remain the same. The current standards are appropriate for student learning in applicable courses.

Analyses and Findings

II-5.   *Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.*

Core Outcome Assessment Results

OBJECTIVE AND COURSE IN WHICH ASSESSMENT OCCURS			Assessment Results		
			Passed	Total	Pass Percent
#1 COMMUNICATION	ENGL1033	TECHNICAL WRITING I	125	147	85.03%
	ENGL1113	FRESHMAN COMPOSITION I	517	585	88.38%
	ENGL1213	FRESHMAN COMPOSITION II	386	451	85.59%
	ENGL2033	TECHNICAL WRITING II	120	135	88.89%
	ENGL3323	TECHNICAL WRITING III	42	46	91.30%
	SPCH1113	INDRODUCTION TO SPEECH	299	328	91.16%
	SPCH2313	SMALL GROUP COMMUNICATIONS	177	177	100.00%
		SUBTOTAL	**1666**	**1869**	**89.14%**
#2 CRITICAL THINKING	BIOL1114	GENERAL BIOLOGY	138	151	91.39%
	MATH1513	COLLEGE ALGEBRA	316	399	79.20%
	MATH1613	TRIGONOMETRY	38	67	56.72%
	MATH2003	BUSINESS MATH	174	200	87.00%
	MATH2144	CALCULUS I	24	41	58.54%
	MATH2153	CALCULUS II	10	22	45.45%
	MATH3103	DISCRETE MATH	11	19	57.89%
	STAT2013	ELEMENTARY STATISTICS	20	23	86.96%
		SUBTOTAL	**731**	**922**	**79.28%**
#3 ETHICS & DIVERSITY	PHIL1213	ETHICS	366	390	93.85%
		SUBTOTAL	**366**	**390**	**93.85%**
#4 HISTORY AND GOVERNMENT	POLS1113	US GOVERNMENT	411	440	93.41%
	HIST1483	US HISTORY TO 1865	6	6	100.00%
	HIST1493	US HISTORY SINCE 1865	336	352	95.45%
		SUBTOTAL	**753**	**798**	**94.36%**
#5 TECHNOLOGY	CS1013	COMPUTER LITERACY & APPLICAT	380	563	67.50%
	ENGL1213	FRESHMAN COMPOSITION II	386	451	85.59%
		SUBTOTAL	**766**	**1014**	**75.54%**
#6 SERVICE LEARNING	POLS1113	US GOVERNMENT	411	440	93.41%
	ORIE1011	COLLEGE STRATEGIES	240	293	81.91%
		SUBTOTAL	**651**	**733**	**88.81%**
		TOTAL	**4933**	**5726**	**86.15%**

II-6. *How is student performance tracked into subsequent semesters and what were the findings?*

Each program within each school has a unique assessment plan. These program-level assessment plans have been developed by faculty teaching courses within specific programs. Assessments are developed as core elements within courses. Each assessment is integrated into the course structure. Courses build upon the learning from previous courses. Students are assessed at multiple levels per the program assessment plan.

For each learning objective, methods are identified that will be used to measure student proficiency (a specific method may assess multiple objectives). Assessments are identified as either formative or summative. Findings are analyzed, and changes recommended, during the summer semester review of

program assessment data, which includes consideration of both formative and summative assessment results.

II-7.   *Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.*

Again, each program within each school has a unique assessment plan. These individual assessment plans have been developed by faculty teaching courses within specific programs. Assessments are developed as core elements within courses. Each assessment is integrated into the course structure.

Learning Outcomes - For each program assessment plan, faculty identify fifteen to thirty Program Level Outcomes needed by graduates to be successful working in the professional environment.

Learning Objectives - Learning Objectives are skills needed by graduates to meet each of the stated Program Level Outcomes successfully. Using the concepts of *Introduction*, *Reinforcement,* and *Mastery*, learning objectives are mapped to the appropriate course(s). Each objective is embedded and assessed within at least one (1) program course.

Assessment Methods - Assessment of program outcomes and objectives may include capstone projects, portfolios, performance evaluations, end-of-instruction (EOI) assessments, certification exams, internship evaluations, and written exams as prescribed within each school. These assessment methods have been standardized to ensure that the same assessment instrument is utilized in each course section, regardless of faculty.

Collection Methods - Data is collected each semester from predetermined assessment instruments built into individual courses. The assessment score is recorded by the faculty through the Banner Student Information System and is verified by the Assessment Coordinator.

Revisions – As mentioned previously, a review of program assessment data takes place during the summer semester. Changes to assessment plans for the next academic year are also based on program advisory group recommendations, classroom observations, changes within industry, as well as the assessment data from embedded assessments. Specific changes in general education courses are made to specific assessment tools and course objectives during the program assessment review.

Section III – Program Outcomes

Administering Assessment

III-1.   *List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.*

Assessment by Program

School/Program (Assessments vary by program and are course embedded)		Assessment Results		
School	Program	Total Passed	Total Assessed	Passed Percent
School of Arts & Sciences	AAS Office Info Systems Tech	3	6	50.00%
	AS Allied Health Sciences	340	398	85.43%
	AS Business	239	297	80.47%
	AS Enterprise Development	7	9	77.78%
	AS Pre-Education	73	85	85.88%
	AS Pre-Education (Elementary)	50	62	80.65%
	AS Pre-Education (Secondary)	80	98	81.63%
	AS Pre-Professional Studies	720	820	87.80%
	NDUG General Studies-GENN	16	16	100.00%
	UND General Studies	498	537	92.74%
School of Arts & Sciences Total		**2026**	**2328**	**87.03%**
School of Automotive Tech	AAS Auto Collision Repair Tech	88	112	78.57%
	AAS Auto Serv Tec-Toyota T-TEN	125	134	93.28%
	AAS Auto Srv Tech-Chrysler CAP	119	140	85.00%
	AAS Auto Srv Tech-Ford ASSET	170	187	90.91%
	AAS Auto Srv Tech-GM ASEP	129	142	90.85%
	AAS Auto Srv Tech-Pro-Tech	144	170	84.71%
School of Automotive Tech Total		**775**	**885**	**87.57%**
School of Construction Tech	AAS AC and Refrigeration Tech	391	474	82.49%
	AAS Const Tec-Hi Volt Lineman	626	688	90.99%
	AAS Constrctn Tec-Constrctn Mg	259	282	91.84%
	AAS Construction Technology	183	239	76.57%
	AAS Constructn Tech-Electrical	122	150	81.33%
School of Construction Tech Total		**1581**	**1833**	**86.25%**
School of Culinary Arts	AAS Culinary Arts	332	387	85.79%
School of Culinary Arts Total		**332**	**387**	**85.79%**
School of Diesel & Heavy Equip	AAS Diesel/Hvy Eqp-Aggreko ST	70	73	95.89%
	AAS Diesel/Hvy Eqp-CAT Dealer	135	152	88.82%
	AAS Diesel/Hvy Eqp-Komatsu ACT	147	151	97.35%
	Diesel & Heavy Equip/Truck Tec	68	84	80.95%
	Diesel & Heavy Equip/WEDA Tech	17	21	80.95%
	Diesel &Heavy Equip/WEDA Tech	71	75	94.67%
School of Diesel & Heavy Equip Total		**508**	**556**	**91.37%**
School of Energy Technologies	AAS Industrial Maint Tech	96	132	72.73%
	Natural Gas Compresssion	48	72	66.67%
	Pipeline Integrity Technology	53	66	80.30%
	Power Plant Technology	91	110	82.73%
School of Energy Technologies Total		**288**	**380**	**75.79%**

Assessment by Program (continued)

School/Program (Assessments vary by program and are course embedded)		Assessment Results		
School	Program	Total Passed	Total Assessed	Passed Percent
School of Engineering Tech	AAS Eng-Civil Eng/Surveying	130	170	76.47%
	AAS Eng-Electrical/Electronics	84	97	86.60%
	AAS Eng-Electromechanical Tech	0	0	0.00%
	AAS Eng-Eng Grphs: Desgn/Drft	196	223	87.89%
	AAS Engineering Technologies	215	259	83.01%
	AAS Engineering Technology	4	5	80.00%
	AAS Eng-Instrumental Tech	86	96	89.58%
	AAS Eng-Manufacturing Tech	63	83	75.90%
	AAS Watchmaking & Microtech	66	68	97.06%
	BT Civil Engineering Tech	58	72	80.56%
	BT Instrumentation Eng Tech	78	88	88.64%
School of Engineering Tech Total		**980**	**1161**	**84.41%**
School of Information Tech	AAS Information Technologies	713	854	83.49%
	AS Information Technologies	23	37	62.16%
	BT Information Technologies	645	734	87.87%
School of Information Tech Total		**1381**	**1625**	**84.98%**
School of Nursing & Health Sci	AAS Nursing	219	248	88.31%
	AAS Orthotics and Prosthetics	177	193	91.71%
School of Nursing & Health Sci Total		**396**	**441**	**89.80%**
School of Visual Communications	AAS 3D Modeling and Animation	121	123	98.37%
	AAS Graphic Design Technology	230	265	86.79%
	AAS Photography Technology	114	119	95.80%
School of Visual Communications Total		**465**	**507**	**91.72%**
Grand Total		**8732**	**10103**	**86.43%**

The assessment measures vary from program to program. The measures include portfolios, research papers, persuasive speeches, service learning projects, tests, labs, observation assessments, etc., and are tied to courses within each program. A review of program assessment data takes place during the summer semester. Changes are made to assessment plans for the next academic year based on this data, program advisory group recommendations, classroom observations, and changes within industry.

III-2.   *What were the analyses and findings from the program outcomes assessment?*

School of Arts & Sciences: Business faculty realized that there were differences in data reporting, particularly when students did not complete or submit all portions of an assessment assignment. Further, not all instructors were submitting assessment scores. With multiple fields for entering assessment scores in Banner, faculty will be able to enter data more consistently and will be able to detect patterns in results over time. Faculty in Pre-Professional Studies and Allied Health Sciences will review further in the 2018-2019 academic year in preparation for the fall 2019 change to a single degree (each) with multiple emphasis options.

School of Automotive Service Technologies: Due to last year's curriculum update, the process of teaching revised courses and reviewing outcomes continues.

School of Construction Technologies: In Air Conditioning & Refrigeration, the faculty found that the capstone course "ACR2616 Air Conditioning & Refrigeration Capstone" needed to be split into two courses. Faculty in Electrical Construction determined that the objectives for courses needed to be updated. Faculty in the High Voltage Lineman program found a need to update objectives both for earning a Class A Commercial Driver's License and in light of new variants in lab equipment.

School of Culinary Arts: Faculty determined that objectives needed to reflect information covered in courses, but that information was not apparent in assessments. New outcomes and objectives specifically for the new Baking and Pastry option would also be required.

School of Diesel and Heavy Equipment: After a programmatic review, the committee determined that further data collection was required for all programs.

School of Energy Technologies: Because of changes to the Natural Gas Compression program, faculty considered realignment based on the reduction in program credit hour requirements. The Pipeline Integrity and Power Plant Technology programs, along with Natural Gas Compression, will benefit next year from correct utilization of assessment data fields in the Banner Student Information System.

School of Engineering Technologies: Faculty recognized the need to make changes to programs and outcomes, objectives, and assessment tools were updated to reflect changes in programs. In Engineering Graphics & Design Drafting, faculty determined a particular test used for a number of outcomes did not provide sufficient rigor for the program. Civil Engineering BT is in the process of being phased out; however, analyses and subsequent changes were considered. Faculty found need for more targeted outcomes in both the Electrical/Electronics program and the Instrumentation BT program. No analyses were listed for Manufacturing program or Watchmaking & Microtechnologies program as these programs are being phased out.

School of Information Technologies: One performance indicator was found to only impact a subset of students. One performance indicator focused only on network trends and was considered too narrow in focus. Further, several pairs of performance indicators were determined to be redundant. Faculty considered feedback from ABET assessment team that recommended changes to improve overall measurement completeness.

School of Nursing and Health Sciences: Faculty in the Nursing program found their programs operating in alignment with established standards. In the Orthotics & Prosthetics program, faculty found that current objectives needed more clarity and alignment with accreditation standards, while other objectives were obsolete for the current program.

School of Visual Communications: Faculty found the 3D Animation, Graphic Design, and Photography programs operating according to current standards.

III-3.   *What instructional changes occurred or are planned in the programs in response to program outcomes assessment?*

School of Arts & Sciences: Allied Health Sciences program will be in review during the 2018-2019 academic year, and there will be several options/areas of emphasis associated with this program beginning fall 2019. The Business program competency levels of objectives were adjusted to reflect necessary skill levels. No changes were identified for the Pre-Education or Enterprise Development programs for this period. Pre-Professional Studies will officially have new areas of emphasis beginning in fall 2019; the programs and respective areas of emphasis will be in review during the 2018-2019 academic year.

School of Automotive Technologies: No changes were identified for the Chrysler CAP or Ford ASSET programs. In the PRO-TECH program, classes require additional monitoring and do not warrant changes at this time. General Motors ASEP and Toyota T-TEN have undergone a complete curricular overhaul.

School of Construction Technologies: In Air Conditioning & Refrigeration, the capstone course (ACR 2616) was replaced with Mechanical Codes (ACR 2623) and Capstone (ACR 2653). Construction Management courses were removed from the assessment plan for Electrical Construction and will be assessed using the Construction Management assessment plan; modified class/lab time ratio in several Construction Management courses was accomplished by decreasing the lecture time and increasing lab time accordingly. The High Voltage Lineman Program changed an objective from "Obtain knowledge to receive a Class A CDL License" to "Perform the skills necessary to obtain an Oklahoma Class A CDL License." In addition, variants of transformer equipment were added so students would gain a better understanding of different transformers and applications.

School of Culinary Arts: In Culinary Arts, objectives were added to reflect information covered in courses but not reflected in assessments. Further, new outcomes and objectives were created specifically for the new Baking and Pastry option.

School of Diesel & Heavy Equipment Technologies: After a programmatic review, changes were not made at this time due to the need for further data collection.

School of Energy: In the Natural Gas Compression program, the capstone "Professionalism" course was removed to align with reduction in program credit hour requirements. The Pipeline Integrity and Power Plant programs, after programmatic review, remain unchanged due to the need for further data collection.

School of Engineering Technologies: The Civil Engineering/Surveying program was left unchanged due to the need for further data collection. In the Electrical/Electronics program, targeted outcomes were established. Engineering Graphics and Design/Drafting updated a test used for a number of outcomes finding a need for increased rigor after evaluation; an architectural project was expanded to focus on student abilities to complete designs that work together to form a complete project rather than individual components. The Civil Engineering Technology (BT) program continues to use the GIS test with no content changes, but it is no longer used as a final examination; the new final examination is the previous civil design project—the Civil 3D Test—to promote design and problem solving skills. Instrumentation Engineering Technology (BT) reported that targeted outcomes were established for IET courses.

School of Information Technologies AAS, AS, BT: Starting in 2018, the Computing Accreditation Commission (CAC), which is the technical support for ABET in matters related to IT programs, will be releasing a set of changes to their student outcome and performance indicator guidelines. The ABET IT student outcome set (A – N) will be streamlined to six program outcomes in addition to the six institutional outcomes; this significantly modifies the assessment matrix for the IT program.

School of Nursing & Health Sciences: A majority of Nursing students found that printed textbooks led to improved testing success over e-text in core courses, though resource texts will continue to be provided as e-text. Each student will be allowed to choose their own electronic device as long as it meets certain requirements. Program outcome #2 was revised to state: "NCLEX-RN pass rate will be 80 percent or higher." New exams, or exams with greater than 10% new questions, need to have a pre-review process completed. Clinical paperwork was revised. The "Nursing Care of Families" course is being adapted to work better with new text. The Nursing program will initiate use of the "Shadow Health Digital Patient" simulation in spring 2019. In the Orthotics & Prosthetics program, some objectives were edited for

clarity and to align with accreditation standards, while other objectives were removed to reflect current program requirements.

School of Visual Communications Technologies: In 3-D Animation, Graphic Design, and Photography, no changes were reported based on program outcomes.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1.   *What assessments were used and how were the students selected?*

Course Evaluations - At the end of each term (based on eight-week or full semester classes), all students are asked to voluntarily complete a course evaluation for each class in which they are enrolled. Administration of course evaluations using the *Class Climate Course Evaluation System* (Scantron) for all for-credit classes began in summer 2017 and continues to present. The response rate for academic year 2017-2018 was 46.7 percent.

Graduation Survey - Each graduating student was asked to complete the *Graduation Survey* (previously the Graduate Exit Interview) during his or her last semester at OSUIT prior to graduation. Administrative assistants and program advisors direct students who have applied for graduation to complete a *Graduation Survey* preferably within the last two weeks before graduation. The response rate for academic year 2017-2018 was 70.4 percent, down from 84.8 percent the previous year.

Student Satisfaction Inventory (SSI) and Priorities Survey for Online Learners (PSOL) - The *SSI* and *PSOL* are nationally recognized instruments comparing institutional data with normative data collected from other institutions for benchmarking purposes. The instruments use Likert-type ratings of satisfaction for comparisons of means while also gathering data on the importance of the mean scores for context. Results from the OSUIT campus were compared to national norms, while single- and multi-year trends within the institution were identified from previous years' administrations of these instruments.

The paper version of the *SSI* was administered; 43 courses were selected using a stratified random sampling method. Administration of the 40-item paper version in spring 2018 yielded a response rate of 82.6 percent, up from 78.8 percent the previous year. The *PSOL* was implemented to gather satisfaction information based on the experiences of students in classes with an online component. All students enrolled in an online, blended, or hybrid course are invited to participate in the online administration of the *PSOL*. The response rate for the 2018 administration of the *PSOL* was 27.0 percent, down from 30.7 percent the previous year.

OSUIT Alumni Survey - The Alumni Survey was developed in-house and includes scales for satisfaction in retrospect with regard to 1) work-related skills, 2) the educational experience, and 3) educational goals, as well as three summary items reflecting overall satisfaction with OSUIT. The response rate for the 2018 Alumni Survey was 15.5 percent, down from 17.7 percent the previous year.

Community College Survey of Student Engagement (CCSSE) - Every third year beginning in 2015, OSUIT has participated in *CCSSE*, which assesses institutional practices and student behaviors that are highly correlated with student learning and student retention. As established by the Center for Community College Student Engagement, courses were randomly selected for participation in *CCSSE* during the spring term; non-credit, dual-enrollment, distance learning, and individual study courses were excluded.

The students enrolled in these courses were asked to participate in *CCSSE* during class time, which typically results in a relatively high response rate; with a target sample of 600, OSUIT reached a "percent of target" rate of 89 percent, down from 94 percent in 2015. OSUIT uses the results of this engagement survey to modify our practices to increase student learning and retention.

Survey of Online Student Engagement (SOSE) - OSUIT added the *Survey of Online Student Engagement (SOSE),* also produced by the Center for Community College Student Engagement, to supplement the *CCSSE* administration scheduled for spring 2018. The Office of Institutional Research administered the *SOSE* to students who took classes exclusively online during the administration period. In spring 2018, the participation rate for students taking online-only classes was 26.3 percent.

IV-2.   *What were the analyses and findings from the student engagement and satisfaction assessment?*

Course evaluations are used to elicit discussion between faculty and the deans of their respective schools regarding strengths, challenges, and overall classroom management. Results of course evaluations at OSUIT are not shared publicly.

The satisfaction scales on the Graduation Survey revealed an increase in favorable responses from graduating students regarding their Academic Programs, General Feedback, and Summary Items; results for Campus Services, Student Services, and Extracurricular Activities were mixed.

On the SSI, students reported higher satisfaction in 2018 over 2017 on seven of the eight scales used on Form B of the instrument. Students were most satisfied with Campus Services, Academic Advising Effectiveness, and Instructional Effectiveness. The most important identified strengths included students being well-prepared for their professions, quality of instruction, advisors who are knowledgeable about program requirements, and professionalism among instructors to name a few. Challenges included perceptions of the value of education, currency of lab equipment, timely feedback from faculty and, of course, parking issues.

For online students responding to the PSOL, our Brightspace Learning Management System was reported once again as easy to use; also, course registration and billing/payment was convenient for students taking classes online or with an online component. As a general trend over the past four years, students in online classes continue to be more satisfied. Students also found that there were sufficient course offerings and choices between online and traditional classes this year. More of a challenge this year were in the areas of the quality of online instruction and how clearly defined the assignments were for online students.

Alumni expressed the highest levels of satisfaction with their instructors' willingness to help students achieve their educational goals. Ethical behavior and professionalism developed at OSUIT were also highly regarded by alumni along with technical and analytical skills acquired at OSUIT. Lowest levels of satisfaction were reported in areas that may differentiate students in technical programs from those in general education majors, particularly in the areas of gaining off-campus field experience and student clubs and organizations, which are seldom part of the general education programs.

CCSSE 2018 revealed both strengths and challenges. OSUIT exceeded benchmarks in several areas including: Working with classmates outside of class to prepare class assignments; talking about career plans with instructors/advisors; working with instructors on activities other than coursework; and frequently using skill labs and computer labs. Recommendations for improvement included an increased emphasis by OSUIT on providing the financial support students need, students seeking access to academic advising/planning and career counseling, and increasing the number of books read for personal enjoyment.

IV-3.   *What changes occurred or are planned in response to the student engagement and satisfaction assessment?*

In response to feedback received through the instruments listed above, OSUIT completed related projects and has a number of new projects and initiatives in place.

School of Arts & Sciences: Previously, departmental administrative assistants did most of the student advisement. During the past year, faculty have picked up a substantial portion of the academic advising duties.

School of Automotive Technologies: The Ford ASSET program has purchased special tools for the Transmission class. The curricula for both the General Motors (GM ASEP) and Toyota (T-TEN) programs were completely overhauled. No changes were made in the Chrysler CAP and ProTech programs.

School of Construction Technologies: Faculty are making better use of the Learning Management System, and they are increasing the technology tools used in face-to-face classrooms. Feedback to students is being improved through grading assignments in the online classroom. Advisement and retention are being addressed with the addition of a new "Program Support Specialist" position. Many of the labs have received and/or updated equipment. The Air Conditioning & Refrigeration program's advisory committee will provide an industry professional to share at monthly club meetings.

School of Culinary Arts: Renovations have led to improved lab spaces, new lab equipment, and a more functional layout. Online blended and hybrid learning environments were created, and a faculty advising/mentor program was established. The Future Chefs of America (FCA) club has been promoted with incentives added for members. Real-world experiences with industry partners have been added. Regular field trips for all students to visit industry partners and internship sites have been added. New experiences for students include a garden studio and a culinary studio, and a pop-up restaurant concept has been added. Through the Cowboy Chefs Table program, students have opportunities for more scholarships and great experiences with guest chefs.

School of Diesel & Heavy Equipment: The Komatsu classroom and shop areas are getting new LED lighting supplied by the Komatsu Advisory Board. The Truck Technician Program added a classroom and shop area; Cummins Diesel is going to supply four engines for classes to overhaul, and Paccar Winch supplied an engine for overhaul; in addition, MHC Kenworth, Rush Enterprises, Empire Truck Lines, and Bruckner's Truck Sales will supply trucks as needed. No changes were made in CAT Dealer Prep or Western Equipment Dealers Association programs.

School of Energy Technologies: The Power Plant program increased the number of site visits from one to three; and, through discussions with their advisory board, plan to include special onsite projects that will give students opportunities to spend even more time in the plants visited.

School of Engineering Technologies: Updated lab equipment has been added in the Motors and Controls Lab. Additional field trip experiences have been included for Engineering students. The student club in Engineering has brought in industry guests and speakers to address the club and provide networking experiences for the club members.

School of Information Technologies: Quality of Instruction issues were addressed by including VMware in more classes to provide flexibility and expanded capabilities on computers, particularly when they need to run multiple operating systems simultaneously. Faculty are taking on more student advisement duties as a result of satisfaction and engagement outcomes. In addition, the Association of Information Technology Professionals (AITP), the primary club for IT students, was recently named "Club of the Year" for the third year in a row.

School of Nursing & Health Sciences: Pre-nursing students will be able to declare Pre-professional as their degree choice which will better prepare them to qualify for the Nursing program. The decision was made to use printed text books in the core courses versus e-text. The resource texts (drug book, diagnostic, etc.) will continue to be e-text. A majority of students have continued to purchase print copies of texts in core courses versus eText; they believe print is more conducive to study and improves testing success. The application deadline has been changed for both the traditional and LPN transition pathway to March 1–May 15 for the fall/summer LPN entry to the program; this will provide students the opportunity to receive credit for courses they are completing in the fall. Clinical paperwork was revised; faculty desire to have clinical paperwork that is valuable to the learning experience and does not distract from other course expectations. The med sheets are very time consuming and have shown no evidence of improving the students' understanding of medications at the foundation level; faculty suggested abandoning med sheets in Foundations, implement "how to" for the medication book in theory or clinical, continue to incorporate medications applicable to the disease process taught in lecture, and add medications to the course objectives. For the Orthotics & Prosthetics program, a blended course was added to improve student perceptions of the O&P program by increasing options for completion. Prior Learning Assessment (PLA) includes a greater variety of courses; this may help students recognize that the O&P program is doing everything possible to support program completion. Lab equipment was added including two 3D printers and a gait analysis system. Expanded in-field experiences now include for-profit and philanthropic organizations. Curriculum revisions were implemented to better align with emerging technologies. The student club added a standing sub-committee to manage Tech Fee spending.

School of Visual Communications: Faculty members who have completed "Quality Matters – Best Practices" training use this experience to augment communication with students. In addition, supplemental videos are being created so students can review lectures and demonstrations. Students in Visual Communications are given opportunities to interact with industry professionals beyond the advisory committees with additional guest presenters and industry site visits.

The Institutional Research page of the OSUIT website provides links for each of the satisfaction and engagement instruments mentioned above.

Assessment Budgets

State Regents policy states that academic service fees "shall not exceed the actual costs of the course of instruction or the academic services provided by the institution" (Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions).

Provide the following information regarding assessment fees and expenditures for 2017-18:

Assessment fees	$76,500
Assessment salaries	$97,679
Distributed to other departments	$0
Operational costs	$33,300
Total Expenditures	$130,979

Respectfully submitted December 3, 2018
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