



Appendix D:

Executive Summary of 2008 Assessment Report

SECTION I – ENTRY-LEVEL ASSESSMENT

Entry level assessment has been an area of high interest to the faculty and staff at OSU-Oklahoma City. Over the past three years many changes have been made in areas related to entry level assessment and course placement. The developmental coursework and associated faculty were collected into a single Department of Developmental Studies. Via a detailed report developed by ACT related to COMPASS cut scores, adjustments in cut scores were made effective with the fall 2006 academic term. Even though there have been significant personnel changes in the department of Developmental Studies over its existence, its commitment to improving the effectiveness of its programs and the educational experience of its students is strong and continues to solidify. The assessment of and proper placement of incoming students is important to the success of those students. Assessment of developmental programs remains a center point of the Developmental Studies Department. There is a renewed focus on all students at OSU-Oklahoma City, especially those just beginning. OSU-Oklahoma City is committed to delivering educational programs that “prepare individuals to live and to work in an increasingly technological and global community.” By continuously assessing these programs and their effectiveness, the institution actively works towards fulfilling that commitment.

Over 3800 COMPASS placement test or retests were administered during the 2007-2008 academic year. Out of 870 reading assessments, the highest percentage (46.78%) placed at college level reading. The writing placement did not fair quite as well with the highest percentage (49.62%) of the 784 assessments placing in ENGL 0123 (Basic composition). Math by far proved to be the most difficult. Out of 2149 assessments taken, 1261 (58.68%) placed in the Pre-Algebra course. These numbers do include those who took advantage of the re-testing option.

Developmental Studies continues its usage of pre and post testing to evaluate the effectiveness of its programs. Discussions of curricular adjustments are occurring based on this data. An on going matriculation study is showing some interesting demographic and success trends that will be of continued interest.

SECTION II – MID-LEVEL/GENERAL EDUCATION

In the 2007-08 academic year, the Assessment Committee used the ACT’s Collegiate Assessment of Academic Proficiency (CAAP) as a mid-level assessment instrument. The Assessment Committed reviewed the different methods of assessing Mid-Level General Education and decided to have a sample of students complete the ACT CAAP starting in the fall of 2007 and continuing in the spring of 2008. The fall 2007 administration included the Writing and Critical Thinking assessment. The administration of the Math and Reading was during the spring 2008 term. OSU-Oklahoma City administered the CAAP assessment to program courses whose instructors were approach by their respective division heads. The deciding factor was to assess students in courses had the respective general education prerequisite, so the likelihood the student having these skills was higher. Some findings included:



- African Americans tended to score lower in most assessed subjects. Hispanic group did not number enough to get a reportable measure.
- Fall 2007 had 103 self-reporting juniors take the assessment with 1 freshman. Spring 2008 had 100 freshmen with 15 juniors. Sophomores numbered 29 in the fall and 62 in the spring. The self-reporting education level was for cumulative college credit hours and not necessarily intuitional credit hours. This point is important, since OSU-Oklahoma City primarily grants associate degrees.
- Writing and Critical Thinking scores tended to improve with age and education level, while Math and Reading generally tracked opposite.

SECTION III – PROGRAM OUTCOMES

OSU – Oklahoma City is committed to continuous program improvement. Program outcomes data is being used as a road map to measure student learning achievement on campus. The Office of Academic Affairs works closely with the campus Assessment Committee and the newly created Coordinator of Retention and Assessment to gather data on program outcomes assessment. The result of this work is that each degree and certificate program has 1) a set of individualized program out come objectives that reflects the skills and knowledge that faculty believe each program graduate should possess, 2) an identified set of methods to assess these objectives (such as examinations, capstone courses, portfolios, etc.) and 3) an annual data report that gives faculty an opportunity to report and analyze the data obtained from assessment efforts in their departments.

OSU – Oklahoma City was accepted into the Higher Learning Commission of the North Central Association's Assessment Academy in the fall of 2007. The expected outcomes of our participation include: Assessment becomes a valued and used process across campus to improve student learning; data about our student learning is the primary consideration in all of our campus decision making and assessment processes that are used on campus are appropriate to the instructional delivery. In an effort to gain useful information on students' mastery of our general education outcomes, OSU – Oklahoma City decided to focus its assessment academy project efforts on integrating college level learning objectives across campus. In essence, **holistic student assessment = general education outcomes + program outcomes**. Through out this Academy project, the team hopes to create a cooperative effort between general education faculty and program faculty in the assessment of general education competencies.

SECTION IV – STUDENT SATISFACTION

OSU-Oklahoma City has developed over the years a multi-tiered approach to measure student satisfaction. OSU-Oklahoma City conducts Student Satisfaction surveys biennially. The last survey conducted was during the spring of 2008. The instrument administered was developed and scored by ACT. It was administered to 480 students randomly selected via a method that has proven to be the most effective at OSU-Oklahoma City. Willing faculty were approached via their respective academic division heads and then administered the survey via their classes. Each academic division was represented in the survey results. Another method of measuring student satisfaction is the Graduating Student Survey. This survey is taken by each student as he or she completes the application for graduation. Another exciting survey was initiated within the past couple of years, the Post Graduation Survey. This survey is administered several months post graduation and is intended as a way to get a better feel for the effectiveness of OSU-Oklahoma City. Each of these surveys affords the institution to measure student satisfaction at different points in the progression to graduation and beyond. It gives OSU-Oklahoma City a more global viewpoint as to how well it is fulfilling its educational mission.

The results and subsequent analysis of the various surveys will be continually and regularly reported to the appropriate administrative authorities on campus, as well as the appropriate department heads. These reports will give the individual department heads more needed information as they evaluate the services they provide, how they are provided, and what, if any, changes in delivery should, or can, be made.