



INSTITUTE OF TECHNOLOGY

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY-OKMULGEE ANNUAL STUDENT ASSESSMENT REPORT OF 2021-22 ACTIVITY

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Annual Student Assessment Report of 2021-2022 Activity

Section I – Entry Level Assessment and Course Placement

Activities

I-1. *What information was used to determine college-level course placement? Please report the specific multiple measures your institution used for FY 2021-2022 (e.g., high school GPA and CPT cut scores).*

While not required for admission, Oklahoma State University Institute of Technology (OSUIT) used the ACT[®] and SAT[®] exams as preliminary measures to evaluate first-time freshmen. OSUIT utilizes multiple placement measures – to include the student’s unweighted high school grade point average (GPA), Next-Generation ACCUPLACER[®] scores, ACCUPLACER[®] scores, and WritePlacer[®] scores. Students who failed to demonstrate academic proficiency in a given subject area through one of these placement methods were required to complete remediation prior to or as a corequisite to enrollment in college-level coursework in the respective subject area.

I-2. *How were students determined to need remediation of deficiencies (e.g., CPT cut scores or advising process)?*

OSUIT utilized multiple placement measures to determine a student’s academic proficiency in reading, writing, and mathematics. This academic proficiency could be demonstrated in one of the following six ways:

1. Transferring in college credits that demonstrate academic proficiency in a subject area.
2. Submitting ACT[®] subject scores of 19 or above in subject area(s).
3. Submitting SAT[®] test scores that demonstrate academic proficiency based upon the following subject scores.

Evidence-Based Reading and Writing	510
Math	510

4. Submitting a valid high school transcript reflecting an unweighted cumulative GPA of 2.50 or higher.
5. Submitting Next-Generation ACCUPLACER[®] scores at or above the minimum required score on each component as listed below.

Exam	College-Level Placement Score	Subject(s)
Reading	250	All
Writing <i>or</i> WritePlacer [®]	250 <i>or</i> 5	Freshman Composition I and Technical Writing I
Arithmetic	250	Math for Critical Thinking and Business Mathematics
Quantitative Reasoning, Algebra and Statistics (QAS)	250	College Algebra
Reading <i>and</i> Quantitative Reasoning, Algebra and Statistics (QAS)	250	Science

6. Submitting ACCUPLACER[®] scores at or above the minimum required score on each component as listed below.

Exam	College-Level Placement Score	Subject(s)
Reading Comprehension	75	All
Writing Skills	80 or 70-79 plus WritePlacer [®] score of 5 or above	Freshman Composition and Technical Writing
Arithmetic	70	Math for Critical Thinking and Business Mathematics
Elementary Algebra	74	College Algebra
Reading Comprehension <i>and</i> Elementary Algebra	75 <i>and</i> 74	Science

Prior to enrollment, students were required to meet with an academic advisor. During this advisement session, factors such as placement assessment scores, high school GPA, intervening time span since the student's last mathematics and/or writing classes, and student's comfort level with applicable course requirements were evaluated to determine the most advantageous plan of study for the student.

Based upon these factors, students were placed and/or opted into one of the following options:

- direct placement into the appropriate course, or
- enrollment into appropriate course plus corequisite strategies support course.

The Next-Generation ACCUPLACER[®] exam was administered online through the OSUIT's Assessment Center and at remote sites approved by the university. This allowed students access to testing with flexible hours and at numerous sites, including sites for students living abroad. OSUIT also provided students with additional flexibility in course placement processes by continuing to accept ACCUPLACER[®] scores for up to three years after the exam was administered.

I-3. *What options were available for identified students to complete developmental education within the first year or 24 college-level credit hours?*

If students were unable to meet the minimum requirements established to indicate academic proficiency, they were enrolled into an appropriate course plus corequisite strategies support course as a remediation pathway.

Except for students enrolled in corequisite developmental coursework, students could enroll in collegiate-level courses within the deficiency's discipline area only after the deficiency was satisfied. One-on-one mentoring, tutoring, and academic counseling were available to academically at-risk students while enrolled in developmental courses.

I-4. *What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2021-2022 (e.g., high school GPA and CPT cut scores).*

OSUIT has suspended the use of traditional 0-level developmental course sequences for academic remediation. As stated above, if students were unable to meet the minimum requirements established to indicate academic proficiency, they were enrolled into an appropriate course plus corequisite strategies support course as a remediation pathway. Students who met the minimum requirements established to indicate academic proficiency also had the option to opt in to corequisite strategies courses if they chose to do so.

I-5. *Describe the method used to place “adult” students who do not have ACT/SAT scores.*

Prior to enrollment, adult students are required to meet with an academic advisor, and those with fewer than 24 credit hours were sent to the Assessment Center for Next-Generation ACCUPLACER[®] testing. After testing they then meet with an academic advisor for an advisement session. During this advisement session, factors such as placement assessment scores, high school GPA, intervening time span since the student’s last mathematics and/or writing classes, and student’s comfort level with applicable course requirements were evaluated to determine the most advantageous plan of study for the student. Based upon these factors, a student was either placed or opted into one of the following options:

- direct placement into the appropriate course, or
- enrollment into appropriate course plus corequisite strategies support course.

The Next-Generation ACCUPLACER[®] exam is administered online through the OSUIT’s Assessment Center 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. OSUIT also provided students with additional flexibility in course placement processes by continuing to accept ACCUPLACER[®] scores for up to three years after the exam was administered.

I-6. *Describe analyses and findings of student success in both developmental 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, Developmental Coursework

COURSE	Title	Trimester	AW	GRADE			Total Students	# Passed	% Passed
				U	P	W			
ENGL 0102*	Technical Writing Strategies	Summer 2021							
		Fall 2021		2	5		7	5	71.42%
		Spring 2022							
ENGL 0112*	Freshman Composition Strategies	Summer 2021	1		3		4	3	75.00%
		Fall 2021	3	4	10	1	18	10	55.55%
		Spring 2022			1		1	1	100.00%
ENGL Total			4	6	19	1	30	19	63.33%
MATH 0142*	Math for Critical Thinking Strategies	Summer 2021			2		2	2	100.00%
		Fall 2021	1	1	4	1	7	4	57.14%
		Spring 2022	1		1	1	3	1	33.33%
MATH 0152*	College Algebra Strategies	Summer 2021			4		4	4	100.00%
		Fall 2021		6	6	3	15	6	40.00%
		Spring 2022			7	2	9	7	77.77%
MATH 0202*	Business Mathematics Strategies	Summer 2021							
		Fall 2021							
		Spring 2022							
MATH Total			2	7	24	7	40	24	60.00%
Grand Total			6	12	43	8	70	43	61.42%

*Corequisite support courses

AW = Administrative Withdrawal, U = Unsatisfactory/Not Passed, P = Passed, W = Withdrawal

Student Success, College-Level Coursework

Course	Title	Trimester	GRADE									Total Students	# Pass	% Pass	
			A	AW	B	C	D	F	I	N	P				W
BIOL 1014	General Biology (Non-Majors)	Summer 2021	13		14	8		1				2	38	35	92.11%
		Fall 2021	9		12	9	1	1				3	35	31	88.57%
		Spring 2022	24		13	4	6	1					48	47	97.92%
BIOL 1114	General Biology	Summer 2021	5		6	5	1	4				3	24	17	70.83%
		Fall 2021	31		33	24	11	14				4	117	99	99.00%
		Spring 2022	11		22	13	1	11				3	61	47	77.05%
BIOL Total			93		100	63	20	32			15	323	276	90.20%	
ENGL 1033	Technical Writing I	Summer 2021	5	1	10	5	3	7					31	23	74.19%
		Fall 2021	25	5	26	22	5	12				5	100	78	78.00%
		Spring 2022	42	1	25	15	7	3				3	96	89	92.71%
ENGL 1113	Freshman Composition I	Summer 2021	37	4	15	5	2	8				4	75	59	78.67%
		Fall 2021	134	8	66	46	30	31				14	329	276	83.89%
		Spring 2022	55	4	41	29	11	17	1			6	164	136	82.93%
ENGL 1213	Freshman Composition II	Summer 2021	43	2	30	15	2	18	1			3	114	90	78.95%
		Fall 2021	40		29	16	8	11				5	109	93	85.32%
		Spring 2022	93	3	69	36	14	15				19	249	212	85.14%
ENGL 2033	Technical Writing II	Summer 2021	22		29	19	4	5				4	83	74	89.16%
		Fall 2021	6		10	8	4	3					31	28	90.32%
		Spring 2022	13		21	11	4	3				2	54	49	90.74%
ENGL Total			515	28	371	227	94	133	2		73	1435	1207	84.11%	
HIST 1483	US History to 1865	Summer 2021	16		2	4	1						23	23	100.00%
		Fall 2021	30		12	17	6	8				5	78	65	83.33%
		Spring 2022	20		1		2					3	26	23	88.46%
HIST 1493	US History since 1865	Summer 2021	67		23	15	1	9				3	118	106	89.83%
		Fall 2021	137		57	27	7	20				3	251	228	90.84%
		Spring 2022	124	3	55	13	5	14				6	220	197	89.55%
HIST Total			394	3	150	76	22	51			20	716	642	89.66%	
MATH 1493	Math for Critical Thinking	Summer 2021	36		11	7	3	5				2	64	57	89.06%
		Fall 2021	48	2	21	15	7	8				2	103	91	88.35%
		Spring 2022	55	3	27	8	6	7				8	114	96	84.21%
MATH 1513	College Algebra	Summer 2021	27		9	3	2	9				9	59	41	69.49%
		Fall 2021	86	4	56	41	17	50		1		15	270	200	74.07%
		Spring 2022	61	1	18	14	5	15				13	127	98	77.17%
MATH 2003	Business Mathematics	Summer 2021													
		Fall 2021													
		Spring 2022													
MATH Total			313	10	142	88	40	94		1		49	737	583	79.10%
Grand Total			1315	41	763	454	176	310	2	1		149	3211	2708	84.33%

AW = Administrative Withdrawal, I = Incomplete, N = No Grade Reported, W = Withdrawn

Section II – General Education Assessment

Administering Assessment

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

The Assessment of Student Learning process at OSUIT is currently under revision. Beginning in 2020, the Institutional Core Outcomes underwent a review process to ensure that as a campus, OSUIT was identifying and utilizing fundamental aspects of students' learning. This review process has consisted of multiple steps that included the institutional Assessment of Student Learning Committee, school-level assessment committees, faculty, and administration.

Core Outcomes:

- **Communication:** Effectively communicate electronically, verbally, and in writing.
- **Critical Thinking:** Demonstrate logical, systematic critical thinking.
- **Ethics:** Demonstrate ethical behavior and decision-making.
- **Diversity and Inclusion:** Practice inclusivity by supporting individual and cultural diversity.
- **Civic Responsibility:** Contribute positively to community, society, and government.
- **Technology:** Utilize technology to aid in the discovery, development, and purposeful application of knowledge and skills.

As a result of recent changes to OSUIT's academic leadership, the institutional Assessment of Student Learning Committee was revitalized in the Fall of 2022. The committee has revised OSUIT's Assessment and Remediation policy, developed institutional procedures for Evaluating Assessment of Core Outcomes, and revised the Assessment of Student Learning definitions. The changes described here will be incorporated into OSUIT's 2023 Assessment Plan.

OSUIT's faculty are also in the process of aligning OSUIT's core outcomes and program outcomes with their course-level learning objectives. During this revision process, each school is working with faculty to review and revise program outcomes and to align course objectives with these revised program outcomes to ensure that our plan for student learning is reciprocal. This revision should be complete by July 2023.

The Assessment Committee is currently in the process of establishing Performance Indicators to assist in the implementation and evaluation of OSUIT's core outcomes in both general education courses and program-level curriculum. The projected timeline for full implementation of these performance indicators across OSUIT's programs (including development of the performance indicators, distribution for stakeholder feedback, revision, and implementation) is Fall 2024.

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

N/A

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

N/A

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

N/A

Analyses and Findings

OSUIT's 2021-22 Core Outcome Assessment Data is not available. Please see the explanation provided under Section II-General Education, under Administrating Assessment, question II-1.

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

N/A

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

N/A

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

N/A

Section III – Program Outcomes

OSUIT's 2021-22 Program Outcome Assessment Data is not available. Please see the explanation provided under Section II-General Education, under Administrating Assessment, question II-1.

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.

N/A

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

N/A

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

N/A

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 seven-week or full trimester classes), all students were asked to voluntarily complete a course evaluation for each class in which they were enrolled. Administration of course evaluations using the *Class Climate Course Evaluation System* (Scantron) for all credit-bearing classes began in summer 2017 and continues to present. The response rate for academic year 2021-2022 was 50.62 percent (down from 51.91 percent in 2020-2021).

Graduation Survey – Each graduating student was asked to complete the *Graduation Survey* during their last trimester at OSUIT prior to graduation. Administrative assistants and program advisors directed students who applied for graduation to complete a *Graduation Survey* preferably within the last two weeks before graduation. The response rate for academic year 2021-2022 was 40.30 percent (down from 42.75 percent in 2020-2021).

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 two-year and five-year trends within the institution were identified from previous years' administrations of these instruments.

An online version of the *SSI* was administered in the spring of 2022, a format change from previous years. All students who took courses in which less than 75 percent of the content took place online were emailed the *SSI*, and this survey population change more than doubled the number of students invited to participate in the survey. These changes had a substantial impact on the final response rate. The Spring 2022 administration had a 5.92 percent response rate, which was a 71.7 percent decline from the 2021 paper survey administration.

The *PSOL* was implemented to gather satisfaction information based on the experiences of students in classes with an online component. All students enrolled in a course in which 75 percent or more of the course content took place online were invited to participate in the online administration of the *PSOL*. The response rate for the 2022 administration of the *PSOL* was 6.70 percent. A 6.3 percent decline from the 2021 administration.

OSUIT Alumni Survey – The annual administration of the *Alumni Survey* has been temporarily paused while the survey items and collection methods are under review.

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. Typically, as established by the Center for Community College Student Engagement, courses are randomly selected for participation in CCSSE during the spring term with non-credit, dual-enrollment, distance learning, and individual study courses being excluded. However, as a result of the COVID-19 pandemic, schools were invited to participate in an online method of administering the CCSSE. All OSUIT students were invited by email to participate on their

own time. CCSSE typically results in a relatively high response rate; with the online version of CCSSE, the participation rate for the 2021 administration was 18.9 percent, far less than the previous in-class administrations of this survey. The next administration of this survey will be in 2024.

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

Course evaluations were used to elicit discussion between faculty and the deans of their respective schools regarding strengths, challenges, and overall classroom management. Reports identifying instructors with consistently high scores and those with challenges were provided to the Vice President of Academic Affairs. Results of course evaluations at OSUIT are not shared publicly, but they form the basis for educational changes on an individual basis via feedback for each instructor.

The satisfaction scales on the *Graduation Survey* revealed varied responses from graduating students in almost every area of the college experience. In terms of academics, highest satisfaction continues for *opportunities for practical experience in my chosen career field* and then *professionalism of instructors*. Highest satisfaction dealing with campus services was reported for the *cafeteria* and then *C-Store at Wilson Commons*. In Student Services, the highest satisfaction was found for the *Bursar's office* and then *Registrar's office/enrollment*. The most student involvement in extracurricular activities was reported for *free food events*. General feedback from students reveals the strongest certainty for *I would recommend OSUIT to my friends and family*.

On the *Student Satisfaction Inventory (SSI)*, OSUIT benchmark comparisons with the national group showed that OSUIT generally matched the national benchmark for *Academic Advising Effectiveness*. The year-to-year comparison at OSUIT revealed that satisfaction in 2022 increased in the area of *Campus Services* (mean difference = 0.39**). Students reported that the *information on the campus Web site, distance from campus, personal recommendations, and future career opportunities* were the most important factors in deciding to enroll at OSUIT.

For online learners responding to the *Priorities Survey for Online Learners (PSOL)*, satisfaction showed minimal changes from the 2021 administration on satisfaction and importance items. All 2022 survey items displayed similar satisfaction levels to the national comparison group, with only three survey items displaying statistically significant negative changes. OSUIT responses this year, as in most years, continue to reflect similar concerns as those of the national comparison group while also continuing to run slightly lower on importance. However, unlike previous years, the average levels of satisfaction were identical or higher than the national group in most areas. Online learners, placed the highest level of importance and satisfaction on *Canvas, the online classroom, is easy to use, program advisor accessibility, choices are available for taking classes either face-to-face or online, and billing and payment procedures are convenient*. Although *accessibility of program advisors by phone or email* was listed as a strength, *faculty and institutional responsiveness to students* was still seen as a challenge, and though *choices are available for taking classes either face-to-face or online* was a strength *there are sufficient online courses available through OSUIT* was a challenge area.

The *Alumni Survey* results for 2021 showed increased satisfaction for most items in the area of *work-related skills* with substantial increases in satisfaction with the development of

communication, leadership, and problem-solving skills. Alumni also reported generally higher satisfaction this year with their educational experiences at OSUIT and particularly for *instructors' knowledge of their subject areas and willingness to help students meet their educational goals.* Alumni were also generally satisfied with experiences that led to the attainment of educational goals in preparation for employment; however, alumni were less satisfied with OSUIT in terms of *gaining the proper skills needed for their chosen careers.* The survey ended with three summary items that provide an overall picture of alumni attitudes toward OSUIT; on these, alumni appeared more reserved about *recommending OSUIT to family and friends* and less satisfied with their education from OSUIT compared to results from the previous year. The *Alumni Survey* administration was temporarily paused in 2022 while the survey items and collection methods are under review.

Students who completed the *Community College Survey of Student Engagement (CCSSE)* reported on aspects of student engagement and comparison against national benchmarks led to these aspects being identified as either “strengths” or “weaknesses.” Strengths identified by OSUIT students included *collaboration with classmates, contributing to class discussions, academic rigor, classroom requirements for writing, prompt feedback from instructors, and integration with a diverse population was encouraged.* Areas of focus for student improvement included needing to be *more prepared for class* and needing to make *better use of academic services such as tutoring and computer labs.* Areas of focus for OSUIT improvement included *placing more emphasis on career counseling, academic advisement, and financial support.*

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

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

Due to the low 2021-2022 response rates to student engagement and satisfaction surveys and in reaction to the accelerated year-over-year decline in all survey response rates, current survey practices are under evaluation. The Graduation Survey will be updated during the Summer 2023 semester. New survey distribution and promotion methods are being enacted in collaboration with academic departments and marketing to improve response rates and new survey response analysis methods are forthcoming. The goal is to make survey outcomes and analysis user-friendly and accessible to faculty, university administrators, and the public.

Section V – Assessment Budgets

Provide the following information regarding assessment fees and expenditures for 2021-2022:

Assessment fees	\$65,000
Assessment salaries	\$104,616
Distributed to other departments	-0-
Operational costs	\$33,000
Total Expenditures	\$137,616

Respectfully submitted February 23, 2023
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