

CARL ALBERT STATE COLLEGE

2013-2014 EXECUTIVE SUMMARY

The assessment office of CASC is dedicated to providing clear, accurate, relevant, and unbiased data to our faculty, staff, students, and community. It is through a clear understanding of our institution that we can be assured that CASC is achieving the high standards we set for ourselves. Accountability and knowledge can be achieved by means of comprehensive assessment of student learning outcomes and the educational environment.

Understanding and staying true to our missions and goals, Carl Albert State College is dedicated to an ongoing model of assessment with a foundation in higher-order student learning outcomes which are tied to program goals clearly associated with the mission as a whole.

We believe that no matter how well we are doing that we can always improve. Assessment is the key to understanding how best to dedicate staff and faculty in order to achieve this improvement by aligning the services we provide with our goals and mission.

The mission of the Carl Albert State College (CASC) Office of Assessment is to develop ongoing cycles of comprehensive assessment to increasing the institution's knowledge about student learning outcomes, the educational environment, and institutional effectiveness in order to continuously improve courses, academic programs, student programs and services and to enhance student learning that fosters student success. Assessment provides accountability to the citizens of Oklahoma within a tax-supported educational system through measurement, monitoring, and reporting of students learning outcomes.

In 2014, the Institutional Action Council of the Higher Learning Commission continued the accreditation of Carl Albert State College with the next Reaffirmation of Accreditation to take place in 2022-23. In June, 2014, the position of Outcomes/Assessment Specialist was filled to work closely with the Vice President of Academic Affairs in the design of surveys, collection of data, and reporting to internal and external stake holders, analyses and findings of such reports.

Entry-Level Assessment

All first-time entering freshmen at Carl Albert State College (CASC) are assessed with either the ACT and/or the ACT Computer Adaptive Placement and Support System (COMPASS) placement tests to determine students' levels of competency in reading, writing, mathematics, science, and critical thinking. The cut-off score for remediation on each of the four ACT subtests (Mathematics, Reading, Writing, and Science) is 19. Traditional students (age 20 or younger) are required to participate in the ACT assessment, either national or residual.

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

Students scoring below 19 on any of the four ACT subtests are required to either participate in secondary placement testing through COMPASS or enroll in the corresponding remedial course. Students who do not meet the cut-score after secondary placement testing are required to enroll in the corresponding remedial course. COMPASS does not test for science proficiency therefore students must meet the cut-score of both the mathematics and reading modules of the COMPASS to be eligible for enrollment into an entry-level science course. We believe that students who pass the mathematics and reading components of the COMPASS possess the necessary foundation in algebra and reading comprehension to successfully pass an entry-level science course.

Placement instruments: COMPASS

Subtest	Cut-Score	Course
Reading	≥81	History
Writing	≥75	English Composition I
Pre-Algebra	0-46	Developmental Math
Pre-Algebra	47-65	Intermediate Algebra
Pre-Algebra	≥66	College Algebra
Algebra	0-29	Developmental Math
Algebra	30-41	Intermediate Algebra
Algebra	≥42	College Algebra

During the 2013-2014 academic year 1,402 students were enrolled in remedial courses. Of those students 166 first time freshman were enrolled in developmental mathematics, of which 114 passed the course. There were 377 first time freshman who enrolled in intermediate algebra of which 231 passed the course. There were 171 first time freshman who enrolled in remedial reading of which 119 passed the course. There were 416 first time freshman who enrolled in remedial writing of which 297 passed the course

REMDIAL COURSE ENROLLMENT

Number of Students Enrolled in Remedial Courses	1402
Number of First Time Freshman Enrolled in Remedial Courses	962
Number of First Time Freshman passed remedial courses	645
Number of First Time Freshman failed remedial courses	234
Number of First Time Freshman did not complete remedial courses	83
Number of First Time Freshman enrolled in remedial Developmental Math	166
Number of First Time Freshman passed remedial Developmental Math	114
Number of First Time Freshman failed remedial Developmental Math	37
Number of First Time Freshman did not complete Developmental Math	15
Number of First Time Freshman enrolled in remedial Intermediate Algebra	377

Number of First Time Freshman passed remedial Intermediate Algebra	231
Number of First Time Freshman failed remedial Intermediate Algebra	109
Number of First Time Freshman did not complete Intermediate Algebra	37
Number of First Time Freshman enrolled in remedial Reading	171
Number of First Time Freshman passed remedial Reading	119
Number of First Time Freshman failed remedial Reading	37
Number of First Time Freshman did not complete remedial Reading	15
Number of First Time Freshman enrolled in remedial Writing	416
Number of First Time Freshman passed remedial Writing	297
Number of First Time Freshman failed remedial Writing	88
Number of First Time Freshman did not complete remedial Writing	31

First-time entering freshmen levels of past academic experience were evaluated in order to assess educational readiness. Results from entry-level assessment were utilized during advisement and enrollment so that students could be given the best chance to succeed during their collegiate experience. Finally, results from entry-level assessment were used to evaluate and recommend any changes to the cut scores, orientation class, the developmental education curriculum, and the registration and advisement process.

In addition, the new Enrollment/Retention Center that is staffed with a Director of Enrollment/Retention, an Enrollment and Retention Specialist, and Recruiter/Enrollment Advisor to assist all students with everything from completing financial aid applications through to enrollment, and continued enrollment of subsequent semesters has increased retention rates at CASC.

Mid-Level (General Education) Assessment

The objectives of mid-level assessment are to assess all students who have attained 45+ hours in order to determine students' academic progress and learning competencies in the areas of reading, writing, mathematics, science reasoning, and critical thinking. The results from mid-level assessment will be used to evaluate, to improve, and to recommend any changes to the general education and academic program curricula.

Mid-level assessment is designed to assess the competencies gained by students in the college general education program. Institutions are required to assess students in the areas of reading, writing, mathematics, and critical thinking. Mid-level assessment normally occurs after completion of 45 semester hours and prior to completion of 70 semester hours. For associate degree programs, mid-level assessment

may occur halfway through the program or at the end of the program. More typically, this assessment occurs at the end of the program after students have had sufficient time to develop basic skills. Mid-level assessment is accomplished through standardized testing instruments such as the ACT Collegiate Assessment of Academic Proficiency (CAAP). These nationally validated instruments are useful, because they provide regional or national benchmark data from other participating institutions. Several institutions have developed local instruments for mid-level assessment in some subject areas.

Assessments at mid-level and in the major academic program provide important information to institutions about the degree to which their general education programs facilitate student achievement of desired knowledge and competencies. Results of this process have led some institutions to redesign their general education programs. The types of course and delivery method have been closely examined. During the fall and spring semesters of 2013-2014, all CASC students who had completed 45 or more hours were notified about the CAAP testing and asked to participate. Results show that CASC students scored higher than the national average in writing skills area of punctuation, organization, and style and lower than the national average in the other content areas.

Program Outcomes Assessment

Program outcomes assessment, or major field of study assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. As with other levels of assessment, selection of assessment instruments and other parameters (such as target groups, when assessment occurs, etc.) is the responsibility of the institution. Institutions are encouraged to give preference to nationally standardized instruments that supply normative data. The instrument selected should measure skills and abilities specific to the program and to higher level thinking skills. Results are used to revise curricula.

Based on examination of the various types of outcome data described below, institutions have made changes to include more direct assessment of student learning and assessment processes resulting in program improvement. Examples of changes made include providing annual funding for program assessment, implementing more direct communication with students and faculty members to provide feedback on program outcomes and assessments, and inclusion of available technology both in program outcomes as well as assessment tools.

1. Associate of Applied Science Physical Therapist Assistant (2013-2014)

Instruments used for Evaluation: FSBPT NPATAE (National Physical Therapist Assistant Exam) for PTA's Test Results; PTA CPI, Clinical Performance Instrument/PHTA 2534 Clinical Experience III; All course comprehensive finals; PTAEXAM Computer based exit examination.

Number of Participants: 2013- 18
2014- 17
Total- 35

Conclusions:

Based upon the Capstone evaluations utilized by the PTA education department, the program graduates are being adequately prepared to obtain licensure and join the healthcare workforce. Students and Clinical Instructors are required to make comments on the CPI that help guide the PTA program in making changes to the curriculum. For the Class of 2013 ~89% of students passed the CAPTE and for the class of 2014 ~87% of the of the student passed the CAPTE .

2. Program: Associate of Applied Science in Nursing (2013-2014)

Instrument used for evaluation: Standardized tests and the NCLEX-RN. The tests are from Assessment Technologies Institute (ATI), and include the following: RN Nursing Care of Children, RN Pharmacology, RN Medical-Surgical, RN Mental Health, RN Leadership, Critical Thinking Assessment: Exit and the RN Comprehensive Predictor, which is designed to predict licensing exam success. A benchmark of Level 2 is the goal for this group of students. A Level 2 has been shown to meet the national average.

The Major Content Areas for all the exams include: Safety & Infection Control; Health Promotion & Maintenance; Basic Care & Comfort; Pharmacological & Parenteral Therapies; Reduction of Risk Potential; and Physiological Adaptation. Each major content area is further broken down with numerous subtopics relating to the specific exam.

The results of the NCLEX_RN Exam are as follows

Nursing – NCLEX-RN Exam (only):

2013 – 29 graduates / 26 passed the first time / 3 passed the second time

2014 – 33 graduates / 33 passed the first time

3. Associate of Applied Science in Radiologic Technology (2013-2014)

Instruments used for evaluation: Standardized tests, case study presentation, competency portfolio, ARRT Registry results (American Registry of Radiologic Technologists).

The results of the RADT- ARRT Exam are as follows

RADT – ARRT Exam (only):

2013 – 10 graduates / 8 passed the first time

2014 – 10 graduates / 2 passed the first time / 3 passed the second time (5 total have pass the licensure exam)

Number of participants: 10

Conclusions:

1. The students' basic cumulative knowledge related to the curriculum is down by at least 10% over the past few years as expressed in the ARRT exam results.
2. The students' radiographic skills are at the level considered appropriate for entry level radiographers as demonstrated by their portfolios and completion of their terminal competencies.
3. The practice exams continue to aid the students in their preparation to take the certification exams even if this is not validated in this one year.
4. The mock registry exams continue aid the students in their successful completion the ARRT certification exam even though not validated in 2014.

5. The registry results have dropped dramatically for the class of 2014. The scaled score for 2010 was 86%, 2011 was 81%, and 2014 was 72%. (Our average for accreditation reporting is based upon the most recent 5 years.) The subset scores have primarily improved. The scores in the subset areas for all graduating classes since the program began are as follows:

Year	Rad. Prot.	E Q & A	IP & E	Rad. Proc.	Pt. Care	Mean Score
2005	74	69	67	72	83	72
2006	83	75	80	80	87	81
2007	85	80	80	81	89	83
2008	85	81	81	78	85	82
2009	85	77	83	85	88	84
2010	88	81	83	85	91	86
2011	85	79	77	80	89	81
2012	85	79	80	81	86	82
2013	86	78	75	82	87	81
2014	70	69	65	75	83	72

1. Scores on the practice exams for students graduating in May 2014 increased over the class of 2013.
2. The guest lecturers continue to be beneficial to the students so we will continue to utilize this strategy.
3. The class of 2014 participated in a Kettering Review course on the Poteau campus.

4. Business/Technology (2012-2013)

The Business/Technology Division was using a capstone. These were administered online in our business capstone class. In addition the division requires a portfolio to be completed and for our students to complete a division based satisfaction online exit interview. We utilize results of the exit interview to make overall departmental adjustments.

34 Students completed the capstone in spring of 2014

We look for trends and analyze based on test scores and general feedback from students both verbal and written. This information is shared with stakeholders and discussions are conducted for possible solutions when improvement can be made.

Program outcomes indicated that our incoming students were not prepared for Financial Accounting due to a lack of basic accounting skills. Feedback indicated a steep learning curve for students with little or no accounting experience. Typically we had allowed students to enroll in Financial Accounting without taking Fundamentals of Accounting if they had some high school accounting experience. What we are doing is changing the Financial Accounting class to include a prerequisite of Fundamentals of Accounting to try and solve this problem. We were able to change our enrollment software to prevent this from happening.

Other Assessment Plans

Assessment is currently under review to address ways to gather useful departmental and course specific data. Carl Albert State College made the decision in the fall of 2012 to implement the WEAVE assessment tool and currently the institution is in the deployment/data gathering phase. To insure success the institution has hired a full time assessment specialist and the result of this decision has led to progress in the gathering of data and a more systemic approach to assessment. Training sessions have been made available and the assessment specialist is always on call to provide guidance and management of this project.

Student Satisfaction Assessment

The CASC assessment team and assessment committee are in the works of producing a survey that will encompass the data that is most relevant to our institution. CASC will use their own survey to gather appropriate information about our students and their opinions of their learning experience, student life, and courses.

Results from the Student Evaluation of their courses indicate students are extremely satisfied with their CASC especially with the classrooms, faculty and facilities. Students expressed overall positive attitudes toward the institution in general.

The assessment committee is currently in the process of redesigning course evaluation tools to closely monitor information that is relevant to our particular institution.

CASC continues to grow and enhance services at both of its campuses. Focusing on the needs of students, improving student services and activities in an effort to improve the campuses will be done through the development of a new student survey. The new Deanna Reed Math and Science Center is a state-of-the-art facility and has received positive reactions from our students, impacting their opinion of our classrooms and lab facilities. CASC also opened the new Enrollment/Retention Center at the Poteau campus which focuses on evaluation, orientation, and enrollment of our new students after they have completed the admissions process. This has reduced the wait time in the admissions office for students, aiding in streamlining multiple processes in various offices. We have seen a positive response from our students with the addition of this new department.

Budget

Assessment Budgets

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)

Institution	Assessment Fees	Assessment Salaries	Distributed to other departments	Operational costs	Total Expenditures
Carl Albert State College	\$159,072	\$37,601	\$0	\$46,349	\$83,950