**Ozarks Technical Community College**

2012

**Institutional Assessment Report**

**Prepared by: Office of Academic Services and Office of Research and Strategic Planning**

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# INSTITUTIONAL ASSESSMENT REPORT

In order to document the results and value of assessment for all Ozarks Technical Community College constituencies, an annual Institutional Assessment Report is prepared by the Office of Academic Services and the Office of Research and Strategic Planning. This report (1) analyzes the results from all College assessment activities, (2) identifies institutional strengths and challenges, (3) summarizes the changes and/or improvements that were implemented as a result of previous assessment activities, and (4) presents those changes and/or improvements that will be implemented in the upcoming academic year.

# OTC MISSION DOCUMENT

**MISSION**

The mission of Ozarks Technical Community College is to promote student learning through accessible, high quality, and affordable learning opportunities that transform lives and strengthen the communities we serve.

**VISION**

The College vision is to serve our communities by expanding opportunities for personal and professional growth through our commitment to excellence and innovation.

**PURPOSE**

OTC fulfills its mission through the following programs and services:

Technical Education Programs – Provide certificate, associate, degree, and shorter programs which enable students to pursue a career or advance their education.

General Education – Provide courses which lead to accomplishment of certificates, Associate of Applied Science (A.A.S.) and Associate of Arts (A.A) degrees.

Developmental Education – Provide courses which develop basic skills in areas such as adult literacy, reading, writing, mathematics, and study skills.

Center for Workforce Development – Provide training to address specific needs of business and industry and further economic development in the region.

Continuing Education and Community Service – Provide a variety of non-credit courses and lifelong learning opportunities, which are responsive to the needs of the region.

Student Services – Provide services to assist students in fulfilling their educational goals: including orientation, assessment, advisement, financial aid, personal and career counseling, career employment opportunities, accommodation services for students with disabilities, and a learning resource center.

**CORE VALUES**

**⚫** Quality **⚫** Opportunity

**⚫** Accessibility **⚫** Learning

**⚫** Diversity **⚫** Innovation

**⚫** Community **⚫** Respect

**⚫** Integrity **⚫** Personal Growth

**STRATEGIC INITIATIVES**

1. Increase the number of full-time faculty and staff relative to the size of the student body.
2. Improve the success and progression of developmental education students through obtainment of their educational goals.
3. Increase the College’s physical and online capacity to enhance student learning and success.
4. Strengthen the College’s fiscal resources and sustainability through increased external funding.
5. Upgrade and expand support services available to students, regardless of instructional location or delivery method.

**STRATEGIC GOALS**

1. Quality: Enhance the quality of the faculty, staff, administration, and facilities to promote continuous responsiveness to the expanding learning needs of the community.
2. Effectiveness: Maintain and improve the integrity and quality of programs and services through continued assessment.
3. Community Collaboration: Develop and maintain meaningful relationships within the College’s service areas, allowing OTC to develop new programs that reflect the educational needs of the community stakeholders.
4. Retention and Graduation Rates: Increase student retention and graduation rates by encouraging faculty, staff, and administration to continually strive to improvement.
5. Graduate Performance: Promote high academic standards to enhance the success of graduates in transfer institutions and the workplace.
6. Innovation: Promote continued learning opportunities for students by providing innovative teaching strategies.
7. Affordability: Provide affordable learning opportunities to all community members.
8. Leaning Centered: Promote a learning-centered environment that focuses on student needs and reduces barriers for student success.

**INSTITUTIONAL LEARNING OUTCOMES**

The assessment of our institutional learning outcomes is designed to evaluate the effectiveness of programs, departments, and services in preparing our students to succeed in their personal, academic, and professional lives. OTC is dedicated to preparing students to become productive members of their community and recognize that the use of innovative technology is an important step in this process.

1. Communication - Students will demonstrate effective communication skills, including listening, speaking, and writing in order to advance academically and professionally.
2. Employability - Students will develop career competencies and self-management skills needed to gain employments in their chosen professions.
3. Professionalism - Students will develop personal and professional relationships by demonstrating ethical behavior, collaborative work, and constructive conflict resolution to promote success and advancement in their careers.
4. Critical Reasoning - Students will demonstrate the ability to contribute actively and successfully to their community through the processes of analyzing, reflecting, reasoning, and forming conclusions and judgments on a variety of ideas, issues, and information.
5. Information Management - Students will demonstrate how to create, retrieve, organize, analyze, and synthesize information, including information from digital and technological sources.
6. Culture and Global Awareness - Students will demonstrate the ability to recognize and respect the impact of differing cultures, ethnic groups, and values on society and the interdependence of people around the globe.

**PHILOSOPHY OF EDUCATION**

Ozarks Technical Community College’s general education philosophy reflects the belief in a core of learning experiences common to first-and second-year college students. The core curriculum provides an established body of knowledge that allows students to become productive, contributing, informed members of society.

The College is responsible for helping students in gain an understanding of themselves, their global community, and the physical universe. The college provides an environment where students can learn effective communication and critical thinking skills while developing the foundation necessary to become life-long learners.

The College’s mission recognizes its obligation to provide those learning experiences that are specialized in order to meet the needs of the community. The career and technical programs are complemented by the established body of knowledge in the core curriculum necessary in the workplace, the community, and in life.

# DESCRIPTION OF ASSESSMENT TOOLS and the USE OF RESULTS

**METHODS OF ASSESSMENT**

The following section is composed of two portions describing each assessment tool and how the results are used by the college. The first section describes the tools used to assess students at four-points—Point of Entry, In-Progress, Point of Exit, and After Graduation Follow-Up—within their educational careers. This first group of tools, listed in Table 1 (page 10), includes all the assessments that actively involve student participation. The second group, listed in Table 2 (page 18), describe the additional tools used at the program level, the institutional level, as well as the ad hoc instruments used by the college for special needs. This second group of tools does not involve active student participation: however, they are necessary to assess effectiveness and to determine needs. In addition, Tables 1 and 2 list when the assessment tool is administered and the area of the college responsible for administering and collecting the data.

**ASSESSMENT TOOLS: The Four-Points within Students’ Education Career which involve active student participation. (see Table 1 - page 10)**

POINT OF ENTRY ASSESSMENT

1. ASSET and COMPASS: The ASSET and COMPASS are placement exams for reading, writing, and math administered by Testing Services to entering students with fewer than 20 credit hours from another higher education institution. Currently, the COMPASS exam is the most commonly utilized point of entry assessment at OTC. The scores for incoming students that have taken the ACT are also utilized for placement purposes. Other tools utilized include a review of high school transcripts and a review of college transcripts for transfer students.
   1. Use of ASSET and COMPASS results: The results are disseminated to the faculty and administrators from the college’s database for comparative studies. Also, the results serve as a guide in determining placement cut-off scores, comparing student performance at entry with expected performance at completion, and making adjustment in developmental courses and curriculum.
2. Student Profile Information: This information is collected by Student Services upon entry into the college. This information is provided voluntarily by students and includes information such as age, ethnicity/race, and gender. This information is used to assess the demographics of OTC’s student population and is not utilized for placement purposes. Student intent is identified as the student enters the college. This data includes full versus part-time status, degree versus non-degree seeking students, and intended program of study.
   1. Use of student profile information and student intent data: This information is used by the college to better understand the demographics and desires of the population it serves and to provide the best possible educational opportunities.

#### Table 1. Assessment Tools: Four Points Within Student’s Educational Career Assessment Tools, Time of Assessment, and Data Collection

|  |  |  |  |
| --- | --- | --- | --- |
| **Point of**  **Assessment** | **Assessment**  **Instrument** | **Time/Frequency**  **of**  **Assessment** | **Responsible for**  **Administration/Data**  **Collection** |
|  |  |  |  |
| POINT OF ENTRY | ASSET, COMPASS, ACT | Student entry | Student Services |
| Student Profile Information | Student entry | Student Services |
|  |  |  |  |
| IN-PROGRESS | Classroom Assessment | Throughout the semester | Department and Program Faculty |
| Course Assessment | Throughout the semester | Department and Program Faculty |
| Capstone Courses | End of the degree or program | Department and Program Faculty |
| Student Course Evaluations | Between mid-point and end of each semester | Office of Research and Strategic Planning |
| Student Satisfaction Survey | 6th Week of each semester | Office of Research and Strategic Planning |
| Community College Survey of Student Engagement (CCSSE) | 5th Week of each spring semester |  |
|  |  |  |  |
| POINT OF EXIT | C.A.A.P | End of each semester | Testing Services |
| WorkKeys | End of each semester | Testing Services |
| A.S.K | End of each semester | Testing Services |
| C.B.A.S.E | End of each semester | Testing Services |
| Licensure and Professional Exams | Completion of program | Agency varies with the program |
| TSA Exams | Each semester | Agency varies with the program |
| Value-Added Linkage Report | Annual  (April) | Office of Research and Strategic Planning |
| Student Program Degree Survey | Completion of program | Office of Academic Services |
| Graduate Survey | End of each spring semester | Office of Research and Strategic Planning |
| Non-Returning Student Survey | Bi-annual | Office of Research and Strategic Planning |
|  |  |  |  |
| AFTER GRADUATION | 180 Day Graduate  Follow-Up Survey | 180 days after graduation | Office of Career Employment Services |
| Transfer Student Information | Annual | Office of Research and Strategic Planning |
| Employer Survey | Every two years | Office of Research and Strategic Planning |
| *Source: Office of Academic Services and Office of Research and Strategic Planning* | | | |

IN-PROGRESS ASSESSMENT

1. Classroom Assessment: Classroom assessment is a process that is carried out by individual instructors within course sections. This approach is based on the idea the more that is known about what and how students are learning the stronger the instructor will be in planning learning activities. The techniques are varied and can consist of non-graded class activities or graded activities such as exams and quizzes. Classroom assessment techniques provide immediate feedback to both instructors and students on the day-to-day learning process and on the level of student comprehension.
   1. Use of classroom assessment feedback: The immediate feedback provided by classroom assessment techniques is used to identify areas and concepts in which student learning has not taken place. This knowledge benefits both the faculty and the student. It allows faculty the opportunity to modify teaching strategies in order to enhance student learning. It also gives students the opportunity to identify concepts and material in which understanding has not been mastered. In addition, classroom assessment processes become the tested tools that can be utilized and incorporated into the course assessment process described below.
2. Course Assessment: The course assessment process is a type of assessment conducted in multiple sections of a given course. Unlike classroom assessment, it is a structured and standardized method of assessing student learning based on the course objectives as stated in the course abstract and syllabi. The course assessment process is pre-planned and all full-time and adjunct faculty members teaching the same course will follow the same course assessment plan and process. Each objective is assessed using preselected course embedded assessment tools such as exams, essays, research papers, oral presentations, internships, group projects, assignments, or in some cases, the student’s ability to

demonstrate a particular skill. If the assessment tool requires subjective grading processes, the course assessment plan contains the necessary predesigned grading rubrics. To keep subjective grading standardized, all faculty teaching the course will use the established grading rubric.

* 1. Use of Course Assessment: The generated data allow faculty members the ability to determine the level of student learning that took place in all sections of a course within a particular semester. Based on the results, alternative teaching methods and strategies are discussed among the faculty. As a result of faculty discussion, an action plan is formulated to address objectives in which the benchmark was not met. The action plan is incorporated into the course assessment plan and implemented during the next assessment cycle (Figure 2). This leads to new data and new adjustments creating a non-ending cycle that continuously strives to improve student learning. If necessary, the actions proposed by faculty to improve student learning are utilized to request budget needs and resources. The Office of Academic Services has designed a *Course Assessment Spreadsheet* to perform the necessary calculations required to determine the degree of student learning based on preset benchmarks. In addition, the spreadsheet also functions to map each course objective to program and department goals, map program and department goals to division learning outcomes, map division learning outcomes to institutional learning outcomes, and map institutional learning outcomes to strategic goals. Even though this process begins at the course level, it is utilized to demonstrate the degree of student learning throughout the different levels of assessment as shown in Figure 4.

1. Capstone Courses: All technical and allied health disciplines have incorporated a capstone course into their degree requirements unique to each discipline. Many capstone courses provide students with an opportunity for supervised work experience with practical application of the knowledge and skills attained. All capstone courses require students to apply the knowledge and skills they have acquired throughout their learning experience in the program.
   1. Use of Capstone Courses: The assessment of capstone courses provide faculty with results that are used to evaluate the effectiveness of the program. Through the assessment process, weakness within courses associated with the program can be identified to ultimately improve the student’s learning experience and strengthen the program.
2. Student Course Evaluations: Each fall and spring semester, all full-time and part-time faculty members are evaluated by students through the Student Course Evaluation Survey. This tool provides feedback to instructors and administration concerning student perceptions of the effectiveness of instructional methods and procedures used in the classroom. Students evaluate various aspects of the course including the instructor, their personal motivation, and course structure and procedures by responding to approximately 40 items in an online survey. Students are also encouraged to provide comments regarding the most and least effective element of the course and what they would tell another student taking the course next semester.
   1. Uses of Student Course Evaluation: Survey responses are tabulated and a summary report is prepared for each course section. A cumulative summary based on all courses evaluated within a department, program, and division are also prepared for comparative use. Each faculty member receives feedback on written comments and survey questions for their courses through the Office of Research and Strategic Planning following the end of the semester grade submission. Faculty division chairs also monitor the survey results for their respective departments and programs to detect any potential issues that could be addressed. The survey results and written comments provide faculty with feedback that can be used to determine possible modifications in teaching strategies.
3. Student Satisfaction Survey: The Student Satisfaction Survey is distributed each fall and spring semester through an online process. The primary purpose of the Student Satisfaction Survey is to gather feedback on faculty, programs, facilities and services. The survey results from campus and education site are separated to provide insight into the strengths and challenges at each location. The satisfaction rating for the items is used to gauge perceived satisfaction with the various aspects over time and to identify trends where ratings are either improving or declining in particular areas. The survey also offers students the opportunity to provide comments.
   1. Use of Student Satisfaction Survey: The data is one tool for suggesting areas that require attention to improve quality and the satisfaction of students. The comments and responses offered by students provide a means of promoting total quality management for the institution and is one of several indicators used to gauge overall institutional effectiveness.
4. Community College Survey of Student Engagement (CCSSE): The CCSSE is designed to provide information on learning-centered indicators pertaining to student engagement for community colleges. Results of the survey are published in a report which allows each participating community college the ability to compare their level of success with other community colleges across the nation.
   1. Use of CCSSE: The report can be used to identify areas in which the College can enhance students’ perception of engagement in light of national benchmarks for educational practice and performance in community colleges, document and improve institutional effectiveness over time, and demonstrate institutional results and progress in implementing good educational practice. The results of this report can be utilized by faculty, student support staff, and administrators to identify areas of weakness and design action plans that incorporate strategies for improvement.

POINT OF EXIT ASSESSMENT

1. Collegiate Assessment of Academic Proficiency Examination (CAAP): Each semester, Testing Services administers the Collegiate Assessment of Academic Proficiency (CAAP) Examination to students graduating with an Associate of Arts degree. Students are required to take four test modules: reading, writing, math, and science. The CAAP provides the institution with a “snapshot” of student learning on an individual and group basis at one point in time.
   1. Use of the CAAP: If the College is not satisfied with student achievement levels, the results can be used to determine what types of interventions may be needed and track the results on a longitudinal basis to determine the impact of interventions. CAAP provides an Institutional Summary Report which may be used to establish performance goals. The College determines if the average student scores are satisfactory or if standards of performance need to be raised to a higher level. If it is determined changes are needed, course and curricular improvements are implemented and the impact of these improvements on student learning outcomes over time is tracked.
2. WorkKeys: Each semester, Testing Services administers WorkKeys to students graduating with an Associate of Applied Science degree or a Certificate in a technical program. Students are required to take assessments in applied mathematics, locating information and reading for information. WorkKeys is a job skills assessment system measuring “real world” skills that employers believe are critical to job success. These skills are valuable for any skilled or professional occupation.
   1. Use of WorkKeys: The scores generated can be used to determine how well the College is preparing graduates for different occupations. Following test administration, the College receives an individual report indicating a student’s skill level for each test administered. In addition, a description of the tasks associated with the skill level and the strategies needed to improve performance of that skill are included in the report. Group reports allow the College to track performance for all students taking the assessment.
3. Applied Skills and Knowledge (A.S.K.): Each semester, Testing Services administers the A.S.K. exit exam to students completing degrees and certificates in business and accounting. This test is designed specifically to test competencies and skills specifically related to these degrees that are valuable to both the student and the employer.
   1. Use of A.S.K.: The scores generated can be used to determine how well the College is preparing graduates for business and accounting occupations. Following testing administration and faculty can use the results to determine how well students have mastered the skills necessary to be successful in these fields. Furthermore, the results can be used to evaluate the effectiveness of specific programs and courses. The College receives an individual report indicating a student’s skill level for each test administered. Group reports allow the College to track performance for all students taking the assessment.
4. College Basic Academic Subjects Examination (C.B.A.S.E.): Each semester, Testing Services administers the C.B.A.S.E. exit exam to students completing the A.A. degree in Teaching. This test is designed specifically to test competencies and skills specifically required for the teaching field. This is a transfer degree designed to provide students with the opportunity to transfer to a four-year institution in order to complete a four-year teaching degree.
   1. Use of C.B.A.S.E.: Following testing, administration and faculty can use the results to determine how well students have mastered the competencies required for the first two years of a teaching degree. Furthermore, the results can be used to evaluate the effectiveness of the teaching program as well as the general education core courses. The College receives an individual report indicating a student’s skill level for each test administered. Group reports allow the College to track performance for all students taking the assessment.
5. Licensure and Professional Exams: Each year graduates of Allied Health programs and several technical programs take licensure exams and/or professional exams prior to entering their respective areas of employment. The exams are designed to test the level of competency students have acquired in each field tested.
   1. Use of Licensure and Professional Exams: In addition to insuring employers that graduates have achieved the level of competency required to be successful in their career, the results are a valuable resource for faculty to assess and improve student learning. On many of the Allied Health licensure exams, results of the test are broken down categorically. Through the analysis of reported exam results, faculty can identify programmatic strengths and areas requiring improvement. Once identified, pedagogical and curriculum changes can be made to enhance and improve the student learning experience.
6. TSA Exam: Technical Skills Attainment Exams are administered by the technical education division and are given each semester as an exit exam for the technical education students. The exams are designed to test the level of competency students have acquired in each field t**e**sted.
   1. Use of the TSA Exam: In addition to insuring employers that graduates have achieved the level of competency required to be successful in their career, the results are a valuable resource for faculty to assess and improve student learning. On many of the exams, results of the test are broken down categorically. Through the analysis of reported exam results, faculty can identify programmatic strengths and areas requiring improvement. Once identified, pedagogical and curriculum changes can be made to enhance and improve the student learning experience.
7. Value-added Linkage Report: ACT provides a service that links students’ *CAAP* scores with their ACT or COMPASS placement scores providing a measure of “value-added”. Value-added is currently the most accurate way of calculating how well the College is performing. Value-added is a method used to estimate the College’s impact on student learning by measuring and comparing students’ knowledge and/or skills at two points in time. At Ozarks Technical Community College this occurs when students enter the institution and take their entrance/placement exam and upon graduation when students take the CAAP exit exam.
   1. Use of the Value-added Linkage Report: The Linkage report is designed to assist the College in answering questions related to the growth of students’ cognitive skills related to general education between the time they tested with COMPASS or ACT to the time they tested with CAAP. Based on the results, the College can determine the appropriate interventions needed in the learning process and track the impact of these interventions over time. The interventions may include modification at the course and department as well as changes in curriculum.
8. Student Degree Program Survey: This survey is distributed to graduates of each program prior to graduation by the Office of Academic Services. The survey provides data concerning the students’ perception on their level of learning for their program goals.
   1. Use of the Student Degree Program Survey: These results can be utilized by faculty to determine whether or not students believe they achieved the programs primary educational goals while enrolled at OTC. Results are used to gauge overall program effectiveness and provide feedback necessary to improve students’ learning experience.
9. Graduate Survey: The Graduate Survey is distributed to graduates prior to each graduation ceremony by the Office of Research and Strategic Planning. This survey provides demographic information such as race, sex, and age. In addition, it provides data on the type of degree received, number of hours the student worked while taking classes, and their future plans. The survey also provides data concerning the students’ perception on the contribution the college made on the six Institutional Learning Outcomes: communication, employability, professionalism, critical reasoning, information literacy, and culture and global awareness. The graduates also rank the quality of the education they received from OTC and why they chose to attend.
   1. Use of the Graduate Survey: The data generated from the survey provides demographic information on graduates. In addition, the results of the students’ perception can be utilized by faculty and administration to determine whether or not students believe they achieved the College’s primary educational goals while enrolled at Ozarks Technical Community College. Results are used to gauge overall institutional effectiveness and provide feedback necessary to improve students’ learning experience.
10. Non-returning Student Survey: In an attempt to assess goal attainment for students who leave the college before completing a degree or certificate, non-returning student surveys are conducted periodically. A sample of students who were once enrolled at the College but did not graduate are surveyed; and, data is generated regarding their educational goals, factors preventing them from reaching their educational goals, and their overall experience with Ozarks Technical Community College. Graduation rates are just one measure of student success. Student success can be measured in many ways, and one avenue is to compare individual goals with actual outcomes. In many cases students are pursing goals other than degrees. The nature of the goals of students who attend the College is relevant. In fact, if graduation rates were based on students’ expressing a clear intention of degree completion rather than simply enrolling in a degree program, graduation rates would be much higher.
    1. Use of Non-returning Student Survey: The non-returning student survey is one means of determining whether or not students achieved their primary educational goals while enrolled at Ozarks Technical Community College. Results are used to gauge overall institutional effectiveness and provide feedback necessary to improve students’ learning experience.

AFTER GRADUATION FOLLOW-UP ASSESSMENT

1. 180-day Graduate Follow-up: The Missouri Department of Elementary and Secondary Education (DESE), through the Division of Career Education requires a 180-day Graduate Follow-up survey be sent to all post-secondary graduates of approved technical and career education programs each semester. Follow-up data for secondary graduates from approved career education programs is similarly collected following the spring semester. The basic intent of this report is to determine employment status, military status, and continuing education patterns of graduates in all career program areas.
   1. Use of 180-day Graduate Follow-up Survey: The results of this survey show whether students are employed in a field that is related or non-related to their degree/certificate or training area, whether students are continuing their education in a related or non-related field of study, whether students are in the military in related or non-related areas, or whether students are not employed for various reasons. Internally this data is used as a reference for those individuals who work with students in an advising and career counseling capacity as job market and career selection questions arise. Having information on the employability of graduates is an important tool to improve curriculum and overall institutional effectiveness.
2. Transfer Student Information: OTC’s Associate of Arts degree, Associate of Arts in Teaching degree, and Associate of Science degree in Engineering, Chemistry, Biology, and Nursing are designed as a stepping stone for transfer to four-year institutions. The College tracks which institutions A.A. degree transfer to.
   1. Use of Transfer Student Information: Transfer results are used to track the institutions that OTC students most frequently transfer. This enables OTC to more closely articulate courses and programs and to more fully understand the needs of transfer students.
3. Employer Survey: An Employer Survey is distributed periodically to area employers who have been identified in the 180-day Graduate Follow-up survey. The employers are asked to provide feedback on employees who once graduated from OTC in the following areas: overall preparedness, communication skills, mathematics skills, dependability, motivation, honesty and integrity, cooperation, ability to learn, problem solving skills, knowledge of equipment, and computer skills.
   1. Use of Employer Survey: The results received from the employer survey provide feedback for faculty and administrators of the College’s technical and allied health disciplines. This information is used to determine if the current curriculum is meeting the needs of industry and allied health professions and if changes are needed to meet these needs.

**ASSESSMENT TOOLS: Program level, Department level, and Institution Level, and Ad Hoc. Assessment in which students do not directly participate (Table 2 - page 19)**

PROGRAM AND DEPARTMENT LEVEL

1. Annual Planning Report: All academic programs, academic departments, and service areas complete an Annual Planning Report. This process is designed to provide a review of the Mission statement developed specifically by the program, department, or service area and how it supports the Mission statement of the College and the strategic planning process. In addition, it serves to integrate assessment, planning, and resource allocation for the purpose of optimizing student learning and services. The review of all academic programs and departments provide a means by which proactive planning is promoted in order to improve the quality of the institution. This process has been designed to encompass the elements needed to provide the information necessary for effective planning and to meet other needs such as specialized accreditation. This report serves the following purposes:

* Promote assessment of student learning and services offered
* Improve teaching and student learning
* Critique and enhance curriculum design/revision
* Validate the need, usefulness, and quality of the courses within each program or service area
* Provide data for the justification of budgetary needs and resource allocation
* Improve student success directly or through the process of supporting faculty, and/or staff

1. Use of the Annual Planning Report: This report provides a tool for faculty, staff, and administrators to take an in-depth look at all aspects of the College’s academic programs and service areas. It is used as a basis for major program revisions in budget, staff, facilities, and equipment by providing the data necessary to make improvements in order to enhance student learning and success. In addition, it provides an opportunity for the technical and career programs to showcase their programs every three years. Though the process is approached as formative in nature, on occasion results may indicate the program or service is not contributing to the overall mission of the College in a meaningful way.
2. Kansas Study: The Kansas Study is a nation-wide effort by community colleges to establish

meaningful indicators of institutional performance that are authentic to the community college experience. This report compiles information on the cost delivery of technical programs such as cost per credit hour. The information can be benchmarked with similar community college nationwide and can be used to identify areas that College spending exceeds the national average.

* 1. Use of the Kansas Study: The report can be used to identify areas in which the College can improve the cost of technical programs in light of national benchmarks to improve institutional effectiveness. The results of this report can be utilized by faculty and administrators to develop action plans that incorporate strategies for improvement.

#### Table 2. Program Level, Department Level, Institution Level, and Ad Hoc Tools and Measures; Time of Assessment; and Data Collection

|  |  |  |  |
| --- | --- | --- | --- |
| **Level of**  **Assessment** | **Assessment**  **Instrument** | **Time/Frequency**  **of**  **Assessment** | **Responsible for**  **Administration/Data**  **Collection** |
|  |  |  |  |
| PROGRAM  AND  DEPARTMENT | Annual Planning Report | Annual  (February) | Offices of Institutional Effectiveness and Research and Strategic Planning/administration, faculty, and staff |
| Kansas Study | Bi-annual | Office of Research and Strategic Planning |
|  |  |  |  |
| INSTITUTION | Trend Data Report | Annual  (July) | Office of Research and Strategic Planning |
| National Community College Benchmarking Project (NCCBP) | Annual  (June) | Office of Research and Strategic Planning |
| Employee Satisfaction Survey | Annual | Office of Research and Strategic Planning |
| Economic Impact Study | Annual | Office of Research and Strategic Planning |
|  |  |  |  |
| EXTERNAL ASSESSMENT | Needs Survey | As needed | Office of Research and Strategic Planning |
| Demographic Data and Trends | As needed | Office of Research and Strategic Planning |
| Employment Data and Trends | As needed | Office of Research and Strategic Planning |
| Census Data | As needed | Office of Research and Strategic Planning |
| Socioeconomic Data | As needed | Office of Research and Strategic Planning |
| *Source: Office of Institutional Effectiveness and Office of Research and Strategic Planning* | | | |

INSTITUTIONAL LEVEL ASSESSMENT

1. Trend Data Report: The Trend Data Report provides data by program and department

on a semester bases for the last five years. The information included in the Trend Data Report includes the following: summary of program enrollment change, graduation rates by program, grade information by program and department, and failure to withdraw rates by program and department.

1. Use of Trend Data Report: The information reported in the Trend Data Report can be utilized by

faculty and administration for the purposes of reporting on the Annual Planning Report for academic areas. In addition, the information can be used to flag programs that are not contributing to the overall mission of the College or are no longer viable in the current technical or allied health fields. The grade information and failure to withdraw rates can be utilized by faculty for the purpose of determining the success rate of students within given programs and departments.

1. National Community College Benchmarking Project (NCCBP): NCCBP is a nation-wide effort by community colleges to establish meaningful indicators of institutional performance that are authentic to the community college experience. This report compiles information utilized to measure institutional effectiveness and student success in the following areas: the ethnic diversity of the student population, cost efficiency of cost per credit hour, next-term persistence rate, student performance at transfer institutions, student satisfaction and engagement, student goal attainment, and market penetration with respect to sports events. OTC currently only provides data for diversity, cost efficiency, and persistence rates. It is the goal of the college to expand the data provided to include student performance at transfer institutions, student satisfaction and engagement, and student goal attainment.
   1. Use of the NCCBP: This report can be used to identify areas in which the College rates below the national average. Also, the report can be used to identify areas in which the College can enhance students’ educational experiences, examining College specific results in light of national benchmarks for educational practice and performance in community colleges, document and improve institutional effectiveness over time, and demonstrating institutional results and progress in implementing good educational practice. The results of this report can be utilized by faculty, student support staff, and administrators to identify areas of weakness and design action plans that incorporate strategies for improvement.
2. Employee Survey: The Employee Survey is administered by the Office of Research and Strategic Planning. The purpose of this survey is to generate data on the perception of employees on a number of work and college related items. This survey is conducted annually.
   1. Use of the Employee Survey: The data generated from the Employee Survey is a tool for suggesting areas that require attention to improve quality and the satisfaction of employees. Overall, it is one means of promoting total quality management for the institution and is one of several indicators used to gauge overall institutional effectiveness. Both the survey responses and the comments offered by the employees provide the College with valuable information used to monitor overall institutional effectiveness and satisfaction.
3. Economic Impact Study: The study of Ozarks Technical Community College's economic and community impact was performed by Economic Modeling Specialists, Inc. EMSI provides socioeconomic impact and strategic planning tools for community and technical colleges throughout the United States and Canada. This is an independent study that details the economic and community impact of Ozarks Technical Community College
   1. Use of the Economic Impact Study: The data generated from the Economic Impact study can be used by administration for community relations, governmental relations, and long-term planning.

AD HOC ASSESSMENT

Ad hoc assessment at OTC is a process that involves making observations and gathering information regarding the changes that are taking place external to the institution and determining the potential factors, both favorable and adverse, that might have an impact on the College and its programs. Changes within the community, state, and federal government have a profound effect on the College. In order for the College to provide the most beneficial programs for students, these changes must be discovered and monitored. Changes in the following are commonly assessed:

* Technological environment, including the impacts of changes in information technology, manufacturing and industrial technologies, and medical technologies
* Economic environment
* Demographic environment
* Educational environment, including the impacts of expectations from government, program accrediting bodies, and the Higher Learning Commission
* Competitive environment, including initiatives of the for-profit segment of higher education
* Cooperative environment, including development of articulation agreements and two-plus-two programs.

At OTC, ad hoc assessment and evaluation can occur at any level of the institution. Methods for collecting this data include but are not limited to the following:

* Needs surveys
* Demographic data/trends
* Employment data/trends
* Census data
* Socioeconomic data

# ASSESSMENT RESULTS: FOUR POINTS WITHIN STUDENTS’ EDUCATIONAL CAREER

## Point of Entry Assessment

Ozarks Technical Community College (OTC) has a firm commitment to the appropriate placement of students based on their skills at the time of entry. Accurate placement is essential to the ultimate success of students. By effectively placing students, they will have the opportunity to enhance their skills and to be challenged at a level that is appropriate to their current ability. In Tables 3, 4, and 5 the top number represents the average score, while the number in parentheses represents the number of first time students who took the assessment. The percent of students who test into developmental courses is approximately 70%.

### ASSET

ACT describes the ASSET as a testing and advising program for placing students into postsecondary institutions. Academic skills are measured with timed tests in writing, reading and mathematics. The following table shows the number of first time students assessed using the ASSET as well as the average score for each subtest for Spring 2007 through Fall 2011. Possible scores range from 0 to 55.

* The ASSET Writing Skills Test is a 36 item, 25 minute test that measures the student’s understanding of the convention of standard written English in punctuation, grammar, sentence structure, strategy, organization, and style. Spelling, vocabulary, and rote recall of rules of grammar are not tested.
* The ASSET Reading Skills Test is a 24 item, 25 minutes test that measures reading comprehension as a product of skill in referring and reasoning. The test items require students to derive means from several tests by (1) referring to what is explicitly stated and determining the meaning of words through context and by (2) reasoning to determine implicit meanings and to draw conclusions, comparisons, and generalizations.
* The ASSET Numerical Skills Test is a 32 item, 25 minute test designed to assess basic numerical skills in the performance of operations with whole numbers, decimals, and fractions and basic work problem solving skills involving arithmetic.
* The ASSET Elementary Algebra Skills Test is a 25 item, 25 minute test designed to assess skills commonly acquired in the first high school algebra course.
* The ASSET Intermediate Algebra Skills Test is a 25 item, 25 minute test designed to assess skills commonly acquired in the second high school algebra course.
* The ASSET College Algebra Skills Test is a 25 item, 25 minute test designed to assess skills commonly acquired in a pre-calculus course.
* The ASSET Geometry Skills Test is a 25 item, 25 minute test designed to assess skills commonly acquired in a high school geometry course. The content areas tested include triangles, circles, lines, and other geometric figures.

#### Table 3. Average ASSET Writing, Reading, and Math Scores for First Time Students

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester** | **Writing**  **Score** | **Reading Score** | **Numerical Score** | **Elementary Algebra Score** | **Intermediate Algebra Score** | **College Algebra Score** |
| Spring 2007 | 42.7  (20) | 40.9  (16) | 38.5  (17) | 53.0  (1) | 42.0  (1) | 46.0  (1) |
| Fall 2007 | 38.1  (33) | 36.9  (30) | 38.1  (32) | 46.5  (4) | 40.0  (6) | 52.0  (1) |
| Spring 2008 | 43.8  (9) | 43.7  (9) | 43.4  (10) | 38.0  (2) | 37.0  (1) | -- |
| Fall 2008 | 41.6  (44) | 41.4  (41) | 39.2  (38) | 28.0  (2) | 36.8  (4) | 32.0  (1) |
| Spring 2009 | 43.8  (8) | 44.4  (8) | 41.3  (8) | 35.5  (2) | -- | -- |
| Fall 2009 | 41.6  (24) | 38.6  (24) | 37.5  (24) | 78.0  (1) | 44.3  (3) | -- |
| Spring 2010 | 39.1  (15) | 40.0  (14) | 41.3  (15) | 33.0  (1) | 39.0  (1) | -- |
| Fall 2010 | 40.4  (21) | 40.3  (20) | 37.6  (21) | 33.0  (3) | 33.0  (2) | 49.0  (1) |
| Spring 2011 | 38.9  (11) | 41.0  (10) | 39.1  (11) | 32.0  (1) | -- | 35.0  (1) |
| Fall 2011 | 39.1  (13) | 38.0  (10) | 37.3  (10) | 33.5  (2) | 37.6  (6) | 37.0  (2) |
| *Source: 4th Week Reports (Primary Enrollment)* | | | | | | |

### COMPASS

COMPASS placement measures are designed to assist the institution in placing students into appropriate standard level courses or into development courses as appropriate. COMPASS takes advantage of adaptive technology to measure students’ mathematics, reading, and writing skills and reports results immediately. The test is not timed and can be used to guide students into appropriate courses. Table 4 shows the number of first time students assessed using the COMPASS as well as the average score for each subtest for Spring 2007 through Fall 2011. The score range is from 0 to 100.

* The COMPASS Reading Placement Test is a multiple choice test that helps determine if students have the reading skills necessary to succeed in standard entry level college courses.
* The COMPASS Writing Placement Test is a multiple choice test that requires students to find and correct errors in essays in the areas of usage and mechanics, including basic grammar, punctuations and sentence structure, and rhetorical skills, including strategy, organization, and style.
* The COMPASS Math Placement Test is a multiple choice test that evaluates students’ ability levels in terms of basic skills such as performing a sequence of basic operations, application skills such as applying sequences of basic operations to novel settings or in complex ways, and analysis skills such as demonstrating conceptual understanding of principles and relationships for mathematical operations.

#### Table 4. Average COMPASS Writing, Reading, and Math Scores for First Time Students

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Semester** | **Writing**  **Score** | **Reading Score** | **Pre-Algebra Score** | **Algebra**  **Score** | **College Algebra Score** | **Trigonometry Score** |
| Spring 2007 | 66.1  (449) | 81.6  (441) | 43.0  (334) | 34.0  (132) | 41.0  (5) | 46.7  (3) |
| Fall 2007 | 66.8  (1,351) | 80.1  (1,272) | 42.3  (899) | 35.6  (483) | 46.0  (39) | 42.1  (21) |
| Spring 2008 | 67.5  (494) | 82.5  (487) | 41.5  (352) | 36.2  (150) | 43.9  (8) | 46.0  (3) |
| Fall 2008 | 65.8  (1,551) | 80.1  (1,486) | 42.3  (1,000) | 34.7  (559) | 44.4  (40) | 51.9  (18) |
| Spring 2009 | 68.2  (610) | 82.7  (604) | 41.93  (428) | 32.1  (181) | 43.5  (12) | 47.3  (4) |
| Fall 2009 | 67.1  (2,076) | 80.5  (2,024) | 40.9  (1,407) | 35.7  (669) | 47.4  (51) | 50.3  (22) |
| Spring 2010 | 67.0  (761) | 81.5  (759) | 41.4  (559) | 36.8  (218) | 37.3  (11) | 42.0  (1) |
| Fall 2010 | 68.0  (2,201) | 80.7  (2,149) | 40.2  (1,534) | 35.3  (674) | 46.7  (57) | 52.6  (16) |
| Spring 2011 | 68.2  (962) | 81.3  (955) | 39.7  (714) | 34.2  (254) | 46.5  (17) | 61.3  (4) |
| Fall 2011 | 65.6  (2027) | 79.4  (2002) | 39.4  (1394) | 35.6  (617) | 50.1  (55) | 47.6  (21) |
| *Source: 4th Week Files (Primary Enrollment)* | | | | | | |

### ACT

The ACT assessment is designed to assess high school students’ general educational development and their ability to complete college. The test covers four skill areas: English, Mathematics, Reading and Science. Table 5 lists the number of first time students assessed using the ACT as well as the average score for each subtest for Spring 2007 through Fall 2011. The scores range from 0 to 32.

* The ACT English Test is a 75 item, 45 minute test that measures standard written English and rhetorical skills.
* The ACT Mathematics Test is a 60 item, 60 minute test that measure mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.
* The ACT Reading Test is a 40 item, 35 minute test measures reading comprehension.
* The ACT Science Test is a 40 item, 35 minute test that measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.

#### Table 5. Average ACT Composite, English, Math, Reading, and Science Scores for First Time Students

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Semester** | **Composite**  **Score** | **English**  **Score** | **Math**  **Score** | **Reading**  **Score** | **Science**  **Score** |
| Spring 2007 | 20.6  (149) | 20.2  (150) | 19.4  (150) | 21.6  (150) | 20.7  (150) |
| Fall 2007 | 19.8  (1,170) | 19.5  (1,170) | 19.0  (1,168) | 20.7  (1,163) | 20.3  (1,161) |
| Spring 2008 | 20.5  (129) | 20.4  (132) | 19.7  (134) | 21.8  (135) | 20.9  (135) |
| Fall 2008 | 20.2  (1,203) | 19.7  (1,209) | 19.5  (1,214) | 21.1  (1,212) | 20.5  (1,190) |
| Spring 2009 | 20.4  (196) | 20.4  (199) | 19.4  (200) | 21.5  (199) | 20.5  (195) |
| Fall 2009 | 19.9  (1,525) | 19.6  (1,542) | 19.2  (1,541) | 20.9  (1,541) | 20.5  (1,519) |
| Spring 2010 | 20.6  (180) | 20.2  (181) | 19.5  (182) | 21.9  (182) | 20.8  (178) |
| Fall 2010 | 20.0  (1,560) | 19.5  (1,595) | 19.4  (1,594) | 20.9  (1,591) | 20.6  (1,556) |
| Spring 2011 | 19.5  (187) | 18.7  (189) | 19.0  (189) | 20.0  (188) | 19.8  (185) |
| Fall 2011 | 20.0  (1512) | 19.7  (1537) | 19.3  (1539) | 20.8  (1537) | 20.6  (1510) |
| *Source: 4th Week Files (Primary Enrollment)* | | | | | |

### Placement Test Cut Scores

Current OTC placement test guidelines for writing, reading, and mathematics are outlined in the Tables 6, 7, and 8.

#### Table 6. Writing Skills Placement Guidelines

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSET Scaled Scores** | **COMPASS Scores** | **ACT Scores** | **Course Recommended** |
| 23-34 | 01-37 | 0-14 | ENG 040 or AAC 018 |
| 35-39 | 38-64 | 15-18 | ENG 050 or AAC 019 |
| 40-54 | 65-100 | 19 and Above | ENG 101 |
| *Source: Speckman Tutoring & Learning Center and Student Services* | | | |

#### Table 7. Reading Skills Placement Guidelines

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSET Scaled Scores** | **COMPASS Scores** | **ACT Scores** | **Course Recommended** |
| 01-34 | 01-57 | 01-12 | RDG 040 Required |
| 35-39 | 58-79 | 13-18 | RDG 040 or RDG 050 |
| 40-54 | 80-100 | 19 and Above | No Reading Required |
| *Source: Speckman Tutoring & Learning Center and Student Services* | | | |

#### Table 8. Mathematics Skills Placement Guidelines

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSET** | **COMPASS** | **ACT** | **Course Recommended** |
| Numerical | Pre-Algebra | Mathematics |  |
| 23-39 | 01-38 | 01-15 | ACC 020  MTH 040 or ACC 021  MTH 070 or ACC 023 |
| 40-56 | 39-100 | 16-19 | MTH 050 or ACC 022  MTH 105 |
| Elementary Algebra | Algebra | Mathematics |  |
| 01-39  \*Use placement information from Numerical Subtest | 01-42 | 16-19 | MTH 050 or ACC 022  MTH 070 or ACC 023  MTH 105 |
| 40-55 | 43-60 | 20 | MTH 110  MTH 125 |
| Intermediate Algebra | Algebra | Mathematics |  |
| 01-34  \*Use placement information from Elementary Algebra Subtest | 43-60 | 20 | MTH 110  MTH 125 |
| 35-41 | 61-70 | 21 | MTH 126 |
| 42-55 | 71-100 | 22-23 | MTH 130 |
| College Algebra | College Algebra | Mathematics |  |
| 01-41  \*Use placement information from Intermediate Algebra Subtest | 01-45 | 22-23 | MTH 130 |
| 42-55 | 46-100 | 24-27 | MTH 131  MTH 138  MTH 210 |
| College Algebra | Trigonometry | Mathematics |  |
| 42-55 | 01-45 | 24-27 | MTH 131  MTH 138  MTH 210 |
| *Source: Speckman Tutoring & Learning Center and Student Services* | | | |

### Student Profile Information

Student profile information is collected by Student Services as a student enters into the college. It is provided voluntarily by students and includes information such as age, ethnicity/race, and gender. This information is shown in Table 9 and is used to assess the demographics of OTC’s student population and is not utilized for placement purposes. In addition, student intent is identified as the student enters the college. This data includes full versus part time status, degree versus non-degree seeking students, and intended program of study.

#### Table 9. Student Gender, Racial/Ethnic Group, and Age Group for Fall Semester

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Demographic** | | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** |
| *Gender* | |  |  |  |  |  |  |
| Male | | 4,437 | 4,626 | 4,780 | 5,591 | 5,936 | 6,364 |
| Female | | 5,320 | 5,623 | 6,336 | 7,293 | 7,971 | 8,815 |
| *Racial/Ethnic Group* | |  |  |  |  |  |  |
| Non-Resident Alien | | 9 | 6 | 5 | 8 | 4 | 4 |
| Black | | 189 | 210 | 273 | 383 | 319 | 480 |
| American Indian | | 91 | 112 | 117 | 163 | 134 | 156 |
| Asian/Pacific Islander | | 173 | 172 | 162 | 202 | 157 | 217 |
| Hispanic | | 210 | 218 | 223 | 309 | 247 | 313 |
| White | | 8,827 | 9,268 | 9,910 | 11,357 | 9,453 | 13,648 |
| Unknown | | 168 | 263 | 426 | 462 | 3,593 | 361 |
| *Age Group* | |  |  |  |  |  |  |
| Under 18 | | 524 | 633 | 630 | 656 | 613 | 738 |
| 18-19 | | 2,711 | 2,760 | 2,834 | 3,063 | 3,276 | 3,348 |
| 20-21 | | 2,154 | 2,305 | 2,401 | 2,559 | 2,658 | 2,936 |
| 22-24 | | 1,428 | 1,421 | 1,521 | 1,791 | 1,934 | 2,185 |
| 25-29 | | 1,132 | 1,247 | 1,451 | 1,730 | 1,902 | 2,064 |
| 30-34 | | 611 | 686 | 809 | 1,110 | 1,297 | 1,386 |
| 35-39 | | 430 | 448 | 560 | 711 | 830 | 866 |
| 40-49 | | 504 | 542 | 663 | 899 | 988 | 1,147 |
| 50-64 | | 170 | 199 | 237 | 352 | 390 | 490 |
| 65 and Over | | 3 | 8 | 10 | 13 | 18 | 19 |
| Age Unknown | | -- | -- | -- | -- | 1 | -- |
| *Average Male Age* | | 23 | 23 | 23 | 24 | 24 | 25 |
| *Average Female Age* | | 24 | 24 | 25 | 26 | 26 | 26 |
| *Average Student Age* | | 24 | 24 | 24 | 25 | 25 | 25 |
|  |

## IN-PROGRESS ASSESSMENT

### Course Assessment

**Course Assessment Initiative Fall 2008-Fall 2011**

The course assessment initiative was introduced in the fall of 2008.This initiative was designed to emphasize the assessment of student learning at the course level for the purposes of improving teaching and enhancing student learning. The initial initiative was conducted on an annual cycle using faculty selected courses from the four academic divisions. This process is standardized across all sections of selected courses. The course assessment plan for these selected courses is constructed by full-time faculty members and consists of pre-selected assessment tools designed to assess course objectives, grading rubrics for qualitative assessment tools, and established benchmarks. Course objectives are mapped to program and department goals, these goals are mapped to division learning outcomes, division learning outcomes are mapped to institutional learning outcomes, and institutional learning outcomes are mapped to strategic goals. The planning process promotes the participation of as many full-time faculty members as possible. The Office of Academic Services designs and updates the Course Assessment Spreadsheet which performs all the necessary calculations required to determine the degree of student learning for course objective and through mapping provides data for all levels of assessment.

The first two semesters were devoted to training faculty on how to design an assessment plan and how to utilize the Course Assessment Spreadsheet to assess their selected course. After three academic years, the faculty members have now generated assessment results on approximately 230 courses within the four academic divisions. Accomplished during the first two years (2008-2009 and 2009-2010) of the course assessment initiative include the following:

* Faculty revised program and department mission statements.
* Faculty revised and updated program and department goals.
* Faculty constructed Division Learning Outcomes.
* Faculty and administration constructed Institutional Learning Outcomes.
* Faculty revised course objectives for selected courses.
* Faculty trained on the construction of course assessment plans.
  + Selection of assessment tools.
  + Establishment of benchmarks.
* Faculty constructed their initial assessment plans for selected courses.
* Faculty trained on utilizing the Course Assessment Spreadsheet to generate assessment data.
* Faculty submitted Course Assessment Spreadsheet to the Office of Academic Services.
* Faculty and the Office of Academic Services established an annual assessment schedule for selected courses.
* Faculty developed actions plans to be incorporated in the next cycle based on course assessment results.
  + The actions were designed to enhance teaching and student learning based on assessment results. In addition, the date for implementation, the additional resources needed, and the additional budget required if necessary were given.

When selecting courses, the General Education Division assess the 42-hour block transfer courses as well as Math and English developmental courses. The Bus/Acc/Eco Division and the Technical Education Division assess courses that make up the first two semesters of each degree program. In many cases these are the courses required for a program certificate. The purpose for selecting the first two semester courses is to enhance student learning in lower-level courses which in many cases are prerequisites for second-year courses. The Allied Health Division assesses courses within each program that in many cases serve as prerequisites for later coursework.

Accomplishments for the 2010-2011 academic year included the following:

* Faculty continued to revise course objectives through the curriculum process as needed for selected courses to ensure course objectives are measurable, appropriately sequenced, and well worded.
* Administration promoted faculty support for the purpose of promoting discussions of actions needed based on assessment results to enhance student learning and improve teaching strategies.
* Faculty implemented actions into the course assessment plan for the next assessment cycle.
* Faculty training continued for course assessment planning and construction of the Course Assessment Spreadsheet as requested.
* Promoted more consistency in the online course assessment process and generation of assessment results.
* Results of the assessment helped to initiate a redesign of the development math and English programs at OTC.
* Included adjunct faculty in the course assessment process and defined their role.
* Implemented a faculty assessment survey to evaluate full-time and adjunct faculty perception of the assessment process.
* Restructured the Assessment Committee to include more faculty members and utilize administration as resource members.
* Assessment budget was increase to meet the needs of the process.

**Redesign of the assessment of student learning**

The College will begin revising and incorporating changes into the assessment of student learning according to the HLC 2011 site visit recommendations and the recommendations of an outside consultant. These will include the following:

* Move from a one-year cycle of assessment to a three-year cycle
* Incorporate additional direct and indirect assessment measures into the evaluation of effective teaching and student learning at the program/department, division, and institution levels
* Develop action plans based on program level assessment as well as course level
* Promote a stronger culture of assessment and assessment innovation
* Enhance professional development opportunities for faculty
* Incorporate the assessment of student learning results into the Annual Planning Report designed to assess the College’s Strategic Plan and to connect budget request to assessment results and strategic planning goals
* Evaluate of the General Education Learning Outcomes and revision if necessary
* Develop a comprehensive Assessment Webpage
* Participate in the HLC Academy for Assessment of Student Learning

Table 10 lists the percent of students meeting the Institutional Learning Outcomes for 2008-2009 to 2011-2012 academic years for all academic divisions combined. Table 11 lists the percent of students meeting the Institutional Learning Outcomes for 2008-2009 through 2011-2012 academic years for each of the four academic divisions. The benchmark for the Institutional Learning Outcomes is set at 70%. Tables 12 through 15 show the percent of student meeting the learning outcomes for the four academic divisions. The results given are for the 2008-2009 through 2011-2012 academic years. The benchmark is set at 70% with the exception of the Allied Health Division which is set at 80%.

It is important to note, the data generated from the assessment of the core general education courses affects all academic divisions. These core courses make up the general education requirements for the A.A. transfer degree and the 42-hour general education transfer block. In addition, the courses also become an important component of every degree program offered at OTC. While the general education courses vary from degree to degree, each includes a combination of basic general education courses in subject areas that include math, English, communication, science, history, political science, or sociology. Designing effective assessments and action plans affect all degree seeking students enrolled at OTC. Because of this, improving teaching and student learning in the core general education courses benefits all students.

#### Table 10. % of Students Meeting Institutional Learning Outcomes All Academic Divisions Combined using a 70% Benchmark

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Institutional Learning Outcomes: All Divisions Combined** | | **2008-2009** | **2009-2010** | **2010-2011** | **2011-2012** |
| 1 | Communication: Students will demonstrate effective communication skills, including listening, speaking, and writing in order to advance academically and professionally. | 73.7% | 76.4% | 77.0% | 78.4% |
| 2 | Employability: Students will develop career competencies and self-management skills needed to gain employment in their chosen professions. | 78.6% | 94.4% | 80.3% | 81.0% |
| 3 | Professionalism: Students will develop personal and professional relationships by demonstrating ethical behavior, collaborative work, and constructive conflict resolution to promote success and advancement in their careers. | 75.3% | 91.1% | 77.6% | 80.2% |
| 4 | Critical Reasoning: Students will demonstrate the ability to problem solve through the processes of analyzing, reflecting, reasoning, and forming conclusions and judgments on a variety of math concepts ideas, issues, and information. | 74.5% | 75.4% | 77.0% | 78.2% |
| 5 | Information Literacy: Students will demonstrate how to create, retrieve, organize, analyze, and synthesize information, including information from digital and technological sources. | 74.7% | 76.6% | 77.4% | 78.5% |
| 6 | Cultural and Global Awareness: Students will demonstrate the ability to recognize and respect the impact of differing cultures, ethnic groups, and values on society and the interdependence of people around the globe. | 85.0% | 74.2% | 90.4% | 73.8% |
| *Source: Office of Academic Services* | | | | |  |

#### Table 11. % of Student Meeting Institutional Learning Outcomes for each Academic Division using a 70% Benchmark

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Institutional Learning Outcomes** | | **General Education** | | | | **Allied Health** | | | | **Business/Accounting** | | | | **Technical Education** | | | | **Academic Services** |
|  | | **2008 2009** | **2009 2010** | **2010 2011** | **2011 2012** | **2008 2009** | **2009 2010** | **2010 2011** | **2011 2012** | **2008 2009** | **2009 2010** | **2010 2011** | **2011 2012** | **2008 2009** | **2009 2010** | **2010 2011** | **2011 2012** | **2011-2012** |
| 1 | Communication | 71.5% | 69.2% | 69.9% | 69.7% | 86.9% | 88.6% | 89.5% | 94.3% | 74.3% | 76.2% | 75.9% | 78.9% | 80.3% | 79.5% | 86.4% | 84.2% | 89.4% |
| 2 | Employability | 73.5% | Not Assessed | 69.0% | 75.6% | 82.7% | 89.8% | 89.6% | 93.8% | 77.4% | Not Assessed | 76.3% | Not Assessed | 84.5% | 80.6% | 85.5% | 84.4% | Not Assessed |
| 3 | Professionalism | 74.3% | Not Assessed | 74.2% | 75.4% | 88.7% | 91.1% | 90.8% | 94.9% | 74.2% | Not Assessed | 75.5% | Not Assessed | 81.9% | Not Assessed | 85.4% | 83.1% | 89.4% |
| 4 | Critical Reasoning | 73.3% | 72.8% | 75.1% | 76.4% | 88.1% | 89.2% | 91.1% | 93.0% | 76.7% | 79.0% | 76.0% | 78.7% | 80.8% | 91.0% | 84.5% | 83.4% | 89.4% |
| 5 | Information Literacy | 72.4% | 74.9% | 72.7% | 76.1% | 82.1% | 88.5% | 89.7% | 93.0% | 76.3% | 78.1% | 76.4% | 78.1% | 71.7% | 84.2% | 85.8% | 84.5% | 89.4% |
| 6 | Cultural and Global Awareness | Not Assessed | 72.6% | Not Assessed | 73.0% | 91.5% | Not Assessed | 90.9% | Not Assessed | 80.2% | 79.3% | 76.5% | 81.2% | 72.1% | Not Assessed | 83.0% | Not Assessed | Not Assessed |
| *Source: Office of Academic Services* | | | | | | | | | | | | | | | | | | |

#### Table 12. % of Students Meeting General Education Learning Outcomes using a 70% Benchmark

|  |  |  |
| --- | --- | --- |
| **General Education Division Outcomes** | | **2011-2012** |
| 1 | Communicating: Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness. | 69.7% |
| 2 | Higher-Order Thinking: Students should be able to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards. | 75.6% |
| 3 | Managing Information: Students should be able to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions. | 76.1% |
| 4 | Valuing: Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values. | 75.4% |
| 5 | Social and Behavioral Sciences: Students should develop knowledge of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. | 72.3% |
| 6 | Humanities and Fine Arts: Students should develop knowledge of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how the imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances. | 77.5% |
| 7 | Mathematics: Students should develop knowledge of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning. | 62.6% |
| 8 | Life and Physical Sciences: Students should develop knowledge of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. | 80.0% |
| *Source: Office of Academic Services* | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Division Outcomes** | | **2008-2009** | **2009-2010** | **2010-2011** |
| 1 | Written Communication | 72.8% | 70.6% | 70.6% |
| 2 | Oral Communication | 72.3% | 67.8% | 69.7% |
| 3 | Higher Order Thinking | 74.3% | 72.8% | 74.2% |
| 4 | Managing Information | 74.5% | 74.9% | 75.3% |
| 5 | Personal and Global Awareness | 70.2% | 72.6% | 72.3% |
| *Source: Office of Academic Services* | | | | |

#### Table 13. % of Students Meeting Allied Health Learning Outcomes using a 80% Benchmark

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Allied Health Learning Outcomes** | | **2008-2009** | **2009-2010** | **2010-2011** | **2011-2012** |
| 1 | Communication Skills: Demonstrate concise and accurate communication in written and oral forms with patients/clients, practitioners, and interdisciplinary team members. | 86.9% | 88.6% | 89.5% | 94.3% |
| 2 | Data Gathering Skills: Collect, maintain, and analyze health data according to professional standards and legal requirements. | 83.6% | 88.5% | 89.6% | 93.0% |
| 3 | Technical Skills: Demonstrate competency in entry-level skills related to a specific health care occupation. | 90.3% | 88.5% | 90.8% | 94.8% |
| 4 | Professionalism: Adhere to ethical and legal standards for healthcare professions. | 88.1% | 91.1% | 91.1% | 94.9% |
| 5 | Clinical Reasoning: Utilize evidence-based practices or best practice guidelines to make reasoned decisions in a specific health care occupation. | 83.1% | 89.2% | 89.7% | 93.0% |
| 6 | Employability: Prepare students to be eligible for employment in their field of study. | 91.5% | 91.7% | 90.9% | 92.9% |
| *Source: Office of Academic Services* | | | | |  |

#### Table 14. % of Students Meeting Business/Accounting Learning Outcomes All Academic Divisions Combined using a 70% Benchmark

|  |  |  |
| --- | --- | --- |
| **Business/Accounting Learning Outcomes** | | **2011-2012** |
| 1 | Communication: Students will demonstrate concise, accurate, and professional communication in written and oral forms. | 78.9% |
| 2 | Critical Reasoning: Students will demonstrate the ability to solve problems through critical thinking, analysis, and forming conclusions. | 78.7% |
| 3 | Applied Technology: Students will apply technology across the curriculum. | 78.8% |
| 4 | Knowledge Base: Students will remember how to create, retrieve, organize and process information. | 77.6% |
| 5 | Global Awareness: Students will display the ability to recognize how differing cultures and ethnic groups impact the global business environment. | 81.2% |
| *Source: Office of Academic Services* | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Business/Accounting Learning Outcomes** | | **2008-2009** | **2009-2010** | **2010-2011** |
| 1 | Written Communication | 74.3% | 74.5% | 75.9% |
| 2 | Oral Communication | 77.4% | 78.2% | 76.3% |
| 3 | Critical Thinking | 74.2% | 77.7% | 75.5% |
| 4 | Applies Technology | 76.7% | 78.1% | 76.0% |
| 5 | Demographic Analysis | 76.3% | 78.8% | 76.4% |
| 6 | Global Awareness | 80.2% | 79.9% | 76.5% |
| 7 | Critical Analysis | 73.9% | 79.0% | 75.9% |
| *Source: Office of Academic Services* | | | | |

#### Table 15. % of Students Meeting Technical Education Learning Outcomes using a 70% Benchmark

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Technical Education Learning Outcomes** | | **2008-2009** | **2009-2010** | **2010-2011** | **2011-2012** |
| 1 | Written Communication: Demonstrate concise and accurate communication in written forms with customers, co-workers and supervisors. | 80.3% | 77.8% | 86.4% | 89.3% |
| 2 | Oral Communication: Demonstrate concise and accurate communication in written forms with customers, co-workers and supervisors. | 84.5% | 80.6% | 85.5% | 84.4% |
| 3 | Critical Thinking: Demonstrate the ability to analyze, reflect, reason, and form conclusions when solving technical problems. | 81.9% | 91.0% | 85.4% | 83.4% |
| 4 | Managing Information: Collect and analyze information related to their field of study. | 80.8% | 84.2% | 84.5% | 84.5% |
| 5 | Technical Skills: Demonstrate competency in entry-level skills related to their career field. | 71.7% | 79.5% | 85.8% | 87.0% |
| 6 | Employability Skills: Prepare students for employment in their career field. | 72.1% | 80.5% | 83.0% | 83.1% |
| *Source: Office of Academic Services* | | | | |  |

### Student Course Evaluations

#### Student Course Evaluation Survey Task Force

A taskforce was established in 2009-2010 for the purpose of redesigning the Student Course Evaluation Survey. The taskforce was composed of faculty, administrators, and staff under the leadership of the Director of Research and Strategic Planning and the Dean of Academic Services. This taskforce has accomplished is initiative and the redesigned survey was administered online in the fall 2010 semester.

#### Student Course Evaluation Survey

Each fall and spring semester, all students evaluate all full-time and part-time faculty members. This tool provides feedback to instructors and administrators concerning student perceptions of the effectiveness of instructional methods and procedures used in the course. Students evaluate various aspects of the course including the instructor, their motivation, and course structure & procedures by responding to 38 items in an online survey form. Students are also encouraged to write comments regarding the most and least effective elements of the course and what they would tell another student taking the course next semester. Faculty and chairs can utilize the results to identify areas of concern that need to be addressed.

Tables 16 through 20 reflect the results for the redesigned Student Course Evaluation Survey. These tables include the results for Fall 2010 and Spring 2012.

Tables 21 through 25 lists the results from Fall 2006 to Spring 2010.These tables are composed of questions from the previous Student Course Evaluation Survey before the redesign occurred.

#### Table 16. OTC Course Evaluations by Semester – All Divisions Percentage who Strongly Agree or Agree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item Description | Fall 2010 | Spring 2011 | Fall  2011 | Spring 2012 |
| Did the instructor communicate in a clear and understandable manner? | 87% | 89% | 88% | 90% |
| Was the instructor helpful and responsive to the students? | 89% | 90% | 90% | 90% |
| Did you gain knowledge, skill, or ability from this instructor's course? | 89% | 91% | 90% | 91% |
| Did the instructor created a positive learning environment? | 90% | 91% | 91% | 91% |
| Would you recommend this instructor to another student? | 82% | 85% | 84% | 85% |
| Did you want to take this course? | 70% | 83% | 69% | 71% |
| Were you required to take this course? | 83% | 69% | 82% | 80% |
| The instructor used technology (i.e., slides, online resources, videos, BlackBoard, etc.) appropriately in the course. | 85% | 86% | 87% | 89% |
| The instructor expected students to take their share of responsibility for learning. | 95% | 96% | 95% | 95% |
| The instructor showed a willingness to answer questions and guide students through material and assignments. | 86% | 87% | 87% | 88% |
| The instructor was available for assistance via office hours in a seated course or responded to email messages and discussion questions within 36 hours. This response time excludes weekend and official college closures. | 84% | 83% | 82% | 84% |
| The instructor explained course material clearly and concisely through lecture/discussion. | 81% | 83% | 82% | 85% |
| The instructor graded assignments fairly and accurately. | 88% | 89% | 88% | 89% |
| The instructor provided constructive comments on assignments. | 79% | 80% | 81% | 82% |
| Graded material was returned before another assignment of the same type was due. | 80% | 81% | 81% | 81% |
| The instructor was prepared and organized when teaching this class. | 86% | 88% | 87% | 88% |
| Overall, I would rate this instructor as excellent | 80% | 81% | 80% | 83% |
| The requirements for this class were clearly presented at the beginning of class. | 93% | 93% | 93% | 94% |
| The required textbooks, software, etc. for this class were used. | 89% | 90% | 89% | 89% |
| The required textbooks, software, etc. for this class helped me learn the material. | 81% | 83% | 82% | 82% |
| A variety of assignments (e.g. text, projects, etc.) covered the most important points of the course. | 85% | 85% | 85% | 86% |
| This course included group work to facilitate learning. | 67% | 67% | 70% | 72% |
| This class included hands-on assignments such as research or real-life activities. | 77% | 76% | 77% | 79% |
| The standards in this class were high | 84% | 86% | 85% | 86% |
| Overall, I would rate this class as excellent | 78% | 80% | 79% | 81% |
| The amount and quality of lab equipment is sufficient\* | 67% | 78% | 68% | 72% |
| Lab assignments/projects were clear\* | 73% | 78% | 72% | 76% |
| Overall, I would rate this lab as excellent\* | 65% | 70% | 65% | 70% |
| **As a result of this class I have seen growth in:** | | |  |  |
| …my employability | 62% | 65% | 65% | 65% |
| …my professionalism | 65% | 67% | 68% | 68% |
| …my critical reasoning skills | 70% | 72% | 72% | 73% |
| …my awareness of culture and diversity | 60% | 62% | 62% | 62% |
| …my ability to analyze information from multiple sources | 70% | 72% | 73% | 73% |
| …my ability to use technology for educational purposes | 70% | 72% | 72% | 73% |
| …my ability to work cooperatively in a group | 60% | 62% | 63% | 64% |
| …my ability to work independently | 75% | 76% | 78% | 77% |
| …my ability to follow complex directions | 69% | 73% | 73% | 73% |
| …my communication skills | 68% | 71% | 70% | 71% |
| *Source: Office of Research and Strategic Planning* |  |  |  |  |

#### Table 17. OTC Course Evaluations by Semester – Allied Health Percentage who Strongly Agree or Agree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item Description | Fall 2010 | Spring 2011 | Fall 2011 | Spring  2012 |
| Did the instructor communicate in a clear and understandable manner? | 85% | 88% | 92% | 92% |
| Was the instructor helpful and responsive to the students? | 85% | 86% | 91% | 91% |
| Did you gain knowledge, skill, or ability from this instructor's course? | 91% | 95% | 96% | 93% |
| Did the instructor created a positive learning environment? | 84% | 87% | 93% | 93% |
| Would you recommend this instructor to another student? | 81% | 86% | 89% | 89% |
| Did you want to take this course? | 92% | 87% | 90% | 88% |
| Were you required to take this course? | 92% | 90% | 90% | 89% |
| The instructor used technology (i.e., slides, online resources, videos, BlackBoard, etc.) appropriately in the course. | 89% | 89% | 94% | 94% |
| The instructor expected students to take their share of responsibility for learning. | 94% | 97% | 98% | 98% |
| The instructor showed a willingness to answer questions and guide students through material and assignments. | 80% | 84% | 89% | 90% |
| The instructor was available for assistance via office hours in a seated course or responded to email messages and discussion questions within 36 hours. This response time excludes weekend and official college closures. | 78% | 86% | 87% | 88% |
| The instructor explained course material clearly and concisely through lecture/discussion. | 78% | 82% | 89% | 88% |
| The instructor graded assignments fairly and accurately. | 82% | 89% | 90% | 91% |
| The instructor provided constructive comments on assignments. | 75% | 79% | 87% | 89% |
| Graded material was returned before another assignment of the same type was due. | 80% | 86% | 88% | 84% |
| The instructor was prepared and organized when teaching this class. | 85% | 86% | 91% | 92% |
| Overall, I would rate this instructor as excellent | 77% | 81% | 87% | 88% |
| The requirements for this class were clearly presented at the beginning of class. | 92% | 93% | 96% | 95% |
| The required textbooks, software, etc. for this class were used. | 94% | 95% | 95% | 95% |
| The required textbooks, software, etc. for this class helped me learn the material. | 88% | 88% | 93% | 90% |
| A variety of assignments (e.g. text, projects, etc.) covered the most important points of the course. | 85% | 86% | 90% | 91% |
| This course included group work to facilitate learning. | 73% | 73% | 81% | 81% |
| This class included hands-on assignments such as research or real-life activities. | 75% | 79% | 87% | 87% |
| The standards in this class were high | 92% | 92% | 95% | 95% |
| Overall, I would rate this class as excellent | 79% | 82% | 87% | 90% |
| The amount and quality of lab equipment is sufficient\* | 69% | 81% | 72% | 77% |
| Lab assignments/projects were clear\* | 73% | 79% | 75% | 81% |
| Overall, I would rate this lab as excellent\* | 68% | 77% | 69% | 78% |
| **As a result of this class I have seen growth in:** | | |  |  |  |  |
| …my employability | 74% | 84% | 84% | 86% |
| …my professionalism | 68% | 77% | 84% | 85% |
| …my critical reasoning skills | 73% | 81% | 85% | 86% |
| …my awareness of culture and diversity | 54% | 64% | 66% | 72% |
| …my ability to analyze information from multiple sources | 67% | 78% | 84% | 83% |
| …my ability to use technology for educational purposes | 65% | 77% | 81% | 83% |
| …my ability to work cooperatively in a group | 65% | 71% | 77% | 79% |
| …my ability to work independently | 71% | 78% | 87% | 86% |
| …my ability to follow complex directions | 70% | 79% | 87% | 86% |
| …my communication skills | 65% | 78% | 81% | 82% |
| *Source: Office of Research and Strategic Planning* |  |  |  |  |

#### Table 18. OTC Course Evaluations by Semester – Business Percentage who Strongly Agree or Agree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item Description | Fall 2010 | Spring 2011 | Fall 2011 | Spring  2012 |
| Did the instructor communicate in a clear and understandable manner? | 85% | 87% | 86% | 88% |
| Was the instructor helpful and responsive to the students? | 85% | 86% | 87% | 89% |
| Did you gain knowledge, skill, or ability from this instructor's course? | 89% | 89% | 90% | 89% |
| Did the instructor created a positive learning environment? | 86% | 89% | 89% | 91% |
| Would you recommend this instructor to another student? | 79% | 80% | 81% | 84% |
| Did you want to take this course? | 80% | 77% | 78% | 80% |
| Were you required to take this course? | 74% | 76% | 77% | 70% |
| The instructor used technology (i.e., slides, online resources, videos, BlackBoard, etc.) appropriately in the course. | 82% | 83% | 82% | 86% |
| The instructor expected students to take their share of responsibility for learning. | 93% | 92% | 93% | 95% |
| The instructor showed a willingness to answer questions and guide students through material and assignments. | 83% | 84% | 85% | 84% |
| The instructor was available for assistance via office hours in a seated course or responded to email messages and discussion questions within 36 hours. This response time excludes weekend and official college closures. | 81% | 80% | 80% | 82% |
| The instructor explained course material clearly and concisely through lecture/discussion. | 75% | 76% | 78% | 79% |
| The instructor graded assignments fairly and accurately. | 88% | 90% | 89% | 88% |
| The instructor provided constructive comments on assignments. | 73% | 76% | 75% | 79% |
| Graded material was returned before another assignment of the same type was due. | 79% | 78% | 78% | 83% |
| The instructor was prepared and organized when teaching this class. | 80% | 82% | 82% | 87% |
| Overall, I would rate this instructor as excellent | 75% | 77% | 76% | 80% |
| The requirements for this class were clearly presented at the beginning of class. | 91% | 90% | 93% | 94% |
| The required textbooks, software, etc. for this class were used. | 93% | 92% | 93% | 91% |
| The required textbooks, software, etc. for this class helped me learn the material. | 84% | 85% | 86% | 87% |
| A variety of assignments (e.g. text, projects, etc.) covered the most important points of the course. | 83% | 83% | 84% | 86% |
| This course included group work to facilitate learning. | 58% | 66% | 68% | 73% |
| This class included hands-on assignments such as research or real-life activities. | 75% | 77% | 78% | 78% |
| The standards in this class were high | 76% | 84% | 81% | 83% |
| Overall, I would rate this class as excellent | 73% | 77% | 77% | 79% |
| The amount and quality of lab equipment is sufficient\* | -- | -- | 48% | 65% |
| Lab assignments/projects were clear\* | -- | -- | 60% | 75% |
| Overall, I would rate this lab as excellent\* | -- | -- | 49% | 64% |
| **As a result of this class I have seen growth in:** | | |  |  |  |  |
| …my employability | 61% | 71% | 70% | 67% |
| …my professionalism | 66% | 73% | 72% | 68% |
| …my critical reasoning skills | 69% | 72% | 70% | 71% |
| …my awareness of culture and diversity | 55% | 59% | 61% | 56% |
| …my ability to analyze information from multiple sources | 67% | 71% | 71% | 73% |
| …my ability to use technology for educational purposes | 71% | 74% | 72% | 72% |
| …my ability to work cooperatively in a group | 59% | 63% | 64% | 66% |
| …my ability to work independently | 67% | 80% | 76% | 76% |
| …my ability to follow complex directions | 66% | 74% | 73% | 71% |
| …my communication skills | 65% | 73% | 69% | 71% |
| *Source: Office of Research and Strategic Planning* | | |  |  |

#### Table 19. OTC Course Evaluations by Semester – General Education Percentage who Strongly Agree or Agree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item Description | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 |
| Did the instructor communicate in a clear and understandable manner? | 87% | 89% | 88% | 90% |
| Was the instructor helpful and responsive to the students? | 89% | 91% | 90% | 90% |
| Did you gain knowledge, skill, or ability from this instructor's course? | 88% | 90% | 89% | 90% |
| Did the instructor created a positive learning environment? | 90% | 92% | 91% | 91% |
| Would you recommend this instructor to another student? | 82% | 84% | 83% | 84% |
| Did you want to take this course? | 66% | 64% | 65% | 66% |
| Were you required to take this course? | 83% | 83% | 82% | 80% |
| The instructor used technology (i.e., slides, online resources, videos, BlackBoard, etc.) appropriately in the course. | 84% | 85% | 85% | 87% |
| The instructor expected students to take their share of responsibility for learning. | 95% | 96% | 95% | 95% |
| The instructor showed a willingness to answer questions and guide students through material and assignments. | 86% | 87% | 86% | 87% |
| The instructor was available for assistance via office hours in a seated course or responded to email messages and discussion questions within 36 hours. This response time excludes weekend and official college closures. | 83% | 83% | 82% | 84% |
| The instructor explained course material clearly and concisely through lecture/discussion. | 82% | 83% | 82% | 84% |
| The instructor graded assignments fairly and accurately. | 87% | 88% | 88% | 89% |
| The instructor provided constructive comments on assignments. | 80% | 80% | 80% | 82% |
| Graded material was returned before another assignment of the same type was due. | 81% | 81% | 81% | 81% |
| The instructor was prepared and organized when teaching this class. | 87% | 88% | 87% | 88% |
| Overall, I would rate this instructor as excellent | 80% | 82% | 80% | 82% |
| The requirements for this class were clearly presented at the beginning of class. | 92% | 94% | 93% | 94% |
| The required textbooks, software, etc. for this class were used. | 89% | 90% | 88% | 88% |
| The required textbooks, software, etc. for this class helped me learn the material. | 80% | 82% | 80% | 81% |
| A variety of assignments (e.g. text, projects, etc.) covered the most important points of the course. | 83% | 84% | 83% | 85% |
| This course included group work to facilitate learning. | 68% | 67% | 70% | 71% |
| This class included hands-on assignments such as research or real-life activities. | 75% | 74% | 74% | 77% |
| The standards in this class were high | 85% | 86% | 84% | 86% |
| Overall, I would rate this class as excellent | 78% | 80% | 78% | 80% |
| The amount and quality of lab equipment is sufficient\* | 78% | 78% | 64% | 67% |
| Lab assignments/projects were clear\* | 76% | 74% | 70% | 72% |
| Overall, I would rate this lab as excellent\* | 69% | 66% | 62% | 66% |
| **As a result of this class I have seen growth in:** | | |  |  |  |  |
| …my employability | 58% | 60% | 60% | 62% |
| …my professionalism | 63% | 64% | 65% | 65% |
| …my critical reasoning skills | 68% | 71% | 71% | 72% |
| …my awareness of culture and diversity | 62% | 63% | 63% | 64% |
| …my ability to analyze information from multiple sources | 70% | 71% | 71% | 73% |
| …my ability to use technology for educational purposes | 68% | 70% | 69% | 71% |
| …my ability to work cooperatively in a group | 61% | 61% | 62% | 63% |
| …my ability to work independently | 75% | 76% | 77% | 77% |
| …my ability to follow complex directions | 69% | 72% | 72% | 72% |
| …my communication skills | 68% | 70% | 69% | 71% |
| *Source: Office of Research and Strategic Planning* | | |  |  |

#### Table 20. OTC Course Evaluations by Semester – Technical Education Percentage who Strongly Agree or Agree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item Description | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 |
| Did the instructor communicate in a clear and understandable manner? | 90% | 92% | 90% | 90% |
| Was the instructor helpful and responsive to the students? | 91% | 92% | 91% | 92% |
| Did you gain knowledge, skill, or ability from this instructor's course? | 93% | 94% | 93% | 93% |
| Did the instructor created a positive learning environment? | 92% | 93% | 93% | 93% |
| Would you recommend this instructor to another student? | 85% | 88% | 86% | 86% |
| Did you want to take this course? | 79% | 83% | 80% | 79% |
| Were you required to take this course? | 83% | 84% | 81% | 82% |
| The instructor used technology (i.e., slides, online resources, videos, BlackBoard, etc.) appropriately in the course. | 90% | 92% | 92% | 92% |
| The instructor expected students to take their share of responsibility for learning. | 95% | 95% | 95% | 94% |
| The instructor showed a willingness to answer questions and guide students through material and assignments. | 88% | 88% | 88% | 89% |
| The instructor was available for assistance via office hours in a seated course or responded to email messages and discussion questions within 36 hours. This response time excludes weekend and official college closures. | 85% | 84% | 83% | 84% |
| The instructor explained course material clearly and concisely through lecture/discussion. | 84% | 85% | 84% | 87% |
| The instructor graded assignments fairly and accurately. | 90% | 90% | 90% | 88% |
| The instructor provided constructive comments on assignments. | 81% | 83% | 82% | 83% |
| Graded material was returned before another assignment of the same type was due. | 78% | 79% | 80% | 80% |
| The instructor was prepared and organized when teaching this class. | 88% | 88% | 88% | 89% |
| Overall, I would rate this instructor as excellent | 82% | 83% | 82% | 84% |
| The requirements for this class were clearly presented at the beginning of class. | 93% | 91% | 94% | 92% |
| The required textbooks, software, etc. for this class were used. | 90% | 91% | 92% | 88% |
| The required textbooks, software, etc. for this class helped me learn the material. | 82% | 83% | 84% | 81% |
| A variety of assignments (e.g. text, projects, etc.) covered the most important points of the course. | 89% | 90% | 90% | 90% |
| This course included group work to facilitate learning. | 66% | 70% | 70% | 73% |
| This class included hands-on assignments such as research or real-life activities. | 86% | 87% | 88% | 88% |
| The standards in this class were high | 84% | 86% | 85% | 84% |
| Overall, I would rate this class as excellent | 81% | 83% | 81% | 82% |
| The amount and quality of lab equipment is sufficient\* | 79% | 78% | 82% | 82% |
| Lab assignments/projects were clear\* | 84% | 87% | 81% | 83% |
| Overall, I would rate this lab as excellent\* | 79% | 80% | 76% | 78% |
| **As a result of this class I have seen growth in:** | | |  |  |  |  |
| …my employability | 74% | 74% | 74% | 70% |
| …my professionalism | 74% | 73% | 75% | 72% |
| …my critical reasoning skills | 73% | 71% | 72% | 71% |
| …my awareness of culture and diversity | 57% | 58% | 60% | 56% |
| …my ability to analyze information from multiple sources | 74% | 74% | 75% | 72% |
| …my ability to use technology for educational purposes | 81% | 79% | 79% | 77% |
| …my ability to work cooperatively in a group | 63% | 61% | 65% | 62% |
| …my ability to work independently | 79% | 78% | 79% | 76% |
| …my ability to follow complex directions | 76% | 74% | 77% | 75% |
| …my communication skills | 70% | 68% | 68% | 67% |
| *Source: Office of Research and Strategic Planning* | | |  |  |

#### Table 21. OTC Course Evaluations by Semester – All Divisions Percentage Who Strongly Agree or Agree

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item Description** | **Fall 2006** | **Spring 2007** | **Fall 2007** | **Spring 2008** | **Fall 2008** | **Spring 2009** | **Fall 2009** | **Spring 2010** |
| The course objectives were made clear to me. | 91% | 92% | 90% | 92% | 91% | 91% | 92% | 92% |
| I received a course syllabus at the beginning of class. | 98% | 98% | 95% | 96% | 96% | 96% | 97% | 97% |
| Grading standards were made clear at the beginning of the class. | 93% | 94% | 91% | 92% | 91% | 92% | 94% | 93% |
| My instructor was enthusiastic about the subject matter. | 90% | 91% | 89% | 91% | 90% | 92% | 93% | 91% |
| My instructor encouraged me to express myself. | 84% | 85% | 83% | 86% | 84% | 87% | 87% | 85% |
| The course material was explained clearly and to the point. | 81% | 82% | 80% | 83% | 81% | 84% | 86% | 83% |
| My instructor demonstrated a thorough knowledge of the subject matter. | 91% | 91% | 89% | 92% | 90% | 89% | 93% | 91% |
| My instructor kept me informed of my grades and progress in the class. | 75% | 77% | 74% | 78% | 74% | 79% | 79% | 76% |
| Classes started and dismissed on time. | 92% | 93% | 91% | 93% | 92% | 94% | 94% | 93% |
| Graded material and exams were returned within a reasonable amount of time. | 89% | 91% | 87% | 91% | 90% | 91% | 92% | 89% |
| The textbook was very helpful. | 64% | 67% | 65% | 69% | 69% | 74% | 69% | 69% |
| The exam questions were easily understood. | 71% | 66% | 72% | 76% | 73% | 76% | 79% | 83% |
| The exam questions covered material which was emphasized. | 80% | 82% | 79% | 83% | 81% | 83% | 85% | 82% |
| My instructor related the course material to real-life. | 80% | 79% | 78% | 80% | 79% | 82% | 83% | 82% |
| I worked harder on this course than other courses I have taken. | 57% | 58% | 56% | 60% | 57% | 61% | 60% | 57% |
| I have been graded fairly and accurately. | 88% | 88% | 85% | 89% | 88% | 90% | 90% | 89% |
| My instructor was available outside class time. | 74% | 73% | 70% | 74% | 73% | 77% | 77% | 76% |
| I would recommend this instructor to other students. | 81% | 81% | 78% | 82% | 81% | 84% | 85% | 83% |
| The instructional aides were high quality and helpful. | 72% | 74% | 70% | 75% | 74% | 78% | 80% | 78% |
| Lab activities were related to course objectives. | 82% | 83% | 82% | 82% | 82% | 81% | 85% | 79% |
| The amount and quality of lab equipment is sufficient. | 76% | 74% | 74% | 76% | 76% | 72% | 75% | 71% |
| Lab assignments were easy to understand. | 74% | 75% | 73% | 75% | 75% | 74% | 75% | 71% |
| Overall, I would rate this class as outstanding or above average. | 73% | 74% | 70% | 76% | 74% | 77% | 79% | 76% |
| Overall, I would rate the quality of instruction as outstanding or above average. | 78% | 78% | 73% | 80% | 78% | 81% | 81% | 80% |
| Overall, I would rate the lab as outstanding or above average. | 63% | 68% | 67% | 67% | 66% | 67% | 66% | 62% |
| *Source: Office of Research and Strategic Planning* | | | | | | | | |

#### Table 22. OTC Course Evaluations by Semester – Allied Health Percentage Who Strongly Agree or Agree

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item Description** | **Fall 2006** | **Spring 2007** | **Fall 2007** | **Spring 2008** | **Fall 2008** | **Spring 2009** | **Fall 2009** | **Spring 2010** |
| The course objectives were made clear to me. | 92% | 91% | 95% | 98% | 94% | 93% | 94% | 94% |
| I received a course syllabus at the beginning of class. | 99% | 100% | 98% | 100% | 98% | 99% | 94% | 97% |
| Grading standards were made clear at the beginning of the class. | 97% | 96% | 95% | 95% | 94% | 93% | 91% | 93% |
| My instructor was enthusiastic about the subject matter. | 91% | 89% | 94% | 89% | 92% | 94% | 93% | 93% |
| My instructor encouraged me to express myself. | 88% | 85% | 92% | 82% | 87% | 92% | 88% | 91% |
| The course material was explained clearly and to the point. | 82% | 80% | 89% | 85% | 81% | 83% | 89% | 80% |
| My instructor demonstrated a thorough knowledge of the subject matter. | 91% | 88% | 92% | 89% | 89% | 92% | 95% | 94% |
| My instructor kept me informed of my grades and progress in the class. | 82% | 80% | 90% | 85% | 80% | 83% | 85% | 77% |
| Classes started and dismissed on time. | 87% | 87% | 93% | 92% | 90% | 89% | 95% | 87% |
| Graded material and exams were returned within a reasonable amount of time. | 88% | 86% | 94% | 88% | 90% | 86% | 88% | 81% |
| The textbook was very helpful. | 65% | 68% | 72% | 69% | 78% | 69% | 63% | 77% |
| The exam questions were easily understood. | 68% | 68% | 76% | 69% | 72% | 70% | 80% | 77% |
| The exam questions covered material which was emphasized. | 79% | 78% | 83% | 81% | 80% | 81% | 89% | 86% |
| My instructor related the course material to real-life. | 92% | 89% | 91% | 90% | 89% | 92% | 90% | 95% |
| I worked harder on this course than other courses I have taken. | 70% | 61% | 67% | 73% | 66% | 66% | 71% | 69% |
| I have been graded fairly and accurately. | 90% | 88% | 93% | 88% | 88% | 88% | 90% | 91% |
| My instructor was available outside class time. | 86% | 84% | 77% | 82% | 81% | 84% | 74% | 80% |
| I would recommend this instructor to other students. | 84% | 84% | 85% | 84% | 83% | 86% | 81% | 87% |
| The instructional aides were high quality and helpful. | 87% | 88% | 84% | 81% | 79% | 84% | 85% | 82% |
| Lab activities were related to course objectives. | 93% | 72% | 92% | 94% | 88% | 77% | 93% | 92% |
| The amount and quality of lab equipment is sufficient. | 92% | 67% | 85% | 84% | 69% | 62% | 73% | 82% |
| Lab assignments were easy to understand. | 84% | 67% | 83% | 80% | 76% | 68% | 69% | 79% |
| Overall, I would rate this class as outstanding or above average. | 79% | 73% | 79% | 80% | 77% | 78% | 82% | 83% |
| Overall, I would rate the quality of instruction as outstanding or above average. | 82% | 79% | 83% | 82% | 78% | 81% | 83% | 84% |
| Overall, I would rate the lab as outstanding or above average. | 83% | 63% | 83% | 94% | 71% | 60% | 64% | 78% |
| *Source: Office of Research and Strategic Planning* | | | | | | | | |

#### Table 23. OTC Course Evaluations by Semester – Business Percentage Who Strongly Agree or Agree

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item Description** | **Fall 2006** | **Spring 2007** | **Fall 2007** | **Spring 2008** | **Fall 2008** | **Spring 2009** | **Fall 2009** | **Spring 2010** |
| The course objectives were made clear to me. | 92% | 94% | 88% | 94% | 90% | 93% | 90% | 93% |
| I received a course syllabus at the beginning of class. | 98% | 99% | 96% | 97% | 97% | 97% | 98% | 98% |
| Grading standards were made clear at the beginning of the class. | 93% | 94% | 91% | 93% | 91% | 93% | 93% | 94% |
| My instructor was enthusiastic about the subject matter. | 90% | 91% | 88% | 92% | 88% | 91% | 90% | 92% |
| My instructor encouraged me to express myself. | 83% | 85% | 80% | 84% | 82% | 86% | 83% | 86% |
| The course material was explained clearly and to the point. | 81% | 84% | 78% | 86% | 79% | 85% | 83% | 84% |
| My instructor demonstrated a thorough knowledge of the subject matter. | 92% | 92% | 88% | 92% | 89% | 92% | 92% | 92% |
| My instructor kept me informed of my grades and progress in the class. | 80% | 79% | 76% | 81% | 75% | 80% | 79% | 78% |
| Classes started and dismissed on time. | 91% | 94% | 92% | 93% | 90% | 91% | 90% | 91% |
| Graded material and exams were returned within a reasonable amount of time. | 92% | 92% | 86% | 91% | 91% | 90% | 89% | 89% |
| The textbook was very helpful. | 68% | 71% | 68% | 77% | 71% | 73% | 70% | 69% |
| The exam questions were easily understood. | 65% | 72% | 68% | 79% | 72% | 77% | 77% | 78% |
| The exam questions covered material which was emphasized. | 80% | 83% | 77% | 86% | 79% | 85% | 86% | 84% |
| My instructor related the course material to real-life. | 84% | 89% | 83% | 87% | 82% | 87% | 85% | 88% |
| I worked harder on this course than other courses I have taken. | 54% | 55% | 53% | 56% | 53% | 57% | 52% | 54% |
| I have been graded fairly and accurately. | 89% | 90% | 86% | 90% | 88% | 91% | 87% | 90% |
| My instructor was available outside class time. | 72% | 74% | 73% | 77% | 75% | 78% | 75% | 77% |
| I would recommend this instructor to other students. | 83% | 84% | 78% | 84% | 80% | 85% | 82% | 85% |
| The instructional aides were high quality and helpful. | 78% | 79% | 74% | 81% | 78% | 83% | 81% | 79% |
| Lab activities were related to course objectives. | 73% | 79% | 83% | 82% | 81% | 77% | 83% | 81% |
| The amount and quality of lab equipment is sufficient. | 66% | 77% | 79% | 79% | 75% | 66% | 71% | 73% |
| Lab assignments were easy to understand. | 64% | 71% | 70% | 77% | 75% | 68% | 77% | 73% |
| Overall, I would rate this class as outstanding or above average. | 76% | 74% | 67% | 77% | 72% | 79% | 77% | 76% |
| Overall, I would rate the quality of instruction as outstanding or above average. | 80% | 78% | 73% | 83% | 77% | 82% | 79% | 81% |
| Overall, I would rate the lab as outstanding or above average. | 62% | 67% | 68% | 74% | 70% | 64% | 65% | 68% |
| *Source: Office of Research and Strategic Planning* | | | | | | | | |

#### Table 24. OTC Course Evaluations by Semester – General Education Percentage Who Strongly Agree or Agree

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item Description** | **Fall 2006** | **Spring 2007** | **Fall 2007** | **Spring 2008** | **Fall 2008** | **Spring 2009** | **Fall 2009** | **Spring 2010** |
| The course objectives were made clear to me. | 89% | 91% | 89% | 92% | 90% | 92% | 93% | 91% |
| I received a course syllabus at the beginning of class. | 98% | 98% | 95% | 95% | 95% | 95% | 97% | 97% |
| Grading standards were made clear at the beginning of the class. | 92% | 94% | 91% | 92% | 91% | 92% | 95% | 93% |
| My instructor was enthusiastic about the subject matter. | 91% | 91% | 90% | 91% | 90% | 92% | 93% | 91% |
| My instructor encouraged me to express myself. | 84% | 85% | 83% | 86% | 85% | 87% | 87% | 85% |
| The course material was explained clearly and to the point. | 80% | 82% | 79% | 82% | 81% | 84% | 85% | 82% |
| My instructor demonstrated a thorough knowledge of the subject matter. | 91% | 92% | 89% | 92% | 90% | 93% | 93% | 91% |
| My instructor kept me informed of my grades and progress in the class. | 73% | 76% | 72% | 78% | 73% | 78% | 80% | 75% |
| Classes started and dismissed on time. | 92% | 93% | 91% | 93% | 92% | 94% | 95% | 93% |
| Graded material and exams were returned within a reasonable amount of time. | 90% | 92% | 88% | 92% | 90% | 92% | 93% | 89% |
| The textbook was very helpful. | 62% | 66% | 64% | 67% | 67% | 70% | 70% | 63% |
| The exam questions were easily understood. | 72% | 76% | 73% | 77% | 73% | 77% | 79% | 76% |
| The exam questions covered material which was emphasized. | 79% | 82% | 79% | 83% | 81% | 83% | 84% | 82% |
| My instructor related the course material to real-life. | 75% | 76% | 74% | 76% | 77% | 79% | 80% | 78% |
| I worked harder on this course than other courses I have taken. | 54% | 58% | 55% | 59% | 57% | 61% | 61% | 56% |
| I have been graded fairly and accurately. | 87% | 88% | 85% | 88% | 88% | 89% | 90% | 88% |
| My instructor was available outside class time. | 74% | 73% | 70% | 73% | 73% | 76% | 76% | 76% |
| I would recommend this instructor to other students. | 80% | 80% | 78% | 82% | 81% | 83% | 85% | 81% |
| The instructional aides were high quality and helpful. | 68% | 72% | 68% | 73% | 73% | 76% | 78% | 77% |
| Lab activities were related to course objectives. | 69% | 80% | 77% | 78% | 79% | 80% | 80% | 72% |
| The amount and quality of lab equipment is sufficient. | 62% | 71% | 68% | 72% | 73% | 73% | 71% | 66% |
| Lab assignments were easy to understand. | 58% | 73% | 71% | 70% | 72% | 75% | 70% | 64% |
| Overall, I would rate this class as outstanding or above average. | 72% | 74% | 68% | 74% | 74% | 76% | 78% | 74% |
| Overall, I would rate the quality of instruction as outstanding or above average. | 77% | 77% | 72% | 79% | 78% | 80% | 80% | 79% |
| Overall, I would rate the lab as outstanding or above average. | 49% | 67% | 61% | 60% | 61% | 61% | 59% | 54% |
| *Source: Office of Research and Strategic Planning* | | | | | | | | |

#### Table 25. OTC Course Evaluations by Semester – Technical Education Percentage Who Strongly Agree or Agree

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item Description** | **Fall 2006** | **Spring 2007** | **Fall 2007** | **Spring 2008** | **Fall 2008** | **Spring 2009** | **Fall 2009** | **Spring 2010** |
| The course objectives were made clear to me. | 93% | 93% | 92% | 91% | 92% | 89% | 95% | 94% |
| I received a course syllabus at the beginning of class. | 99% | 98% | 97% | 96% | 98% | 96% | 99% | 98% |
| Grading standards were made clear at the beginning of the class. | 92% | 93% | 90% | 92% | 91% | 91% | 95% | 93% |
| My instructor was enthusiastic about the subject matter. | 88% | 88% | 86% | 89% | 88% | 88% | 94% | 90% |
| My instructor encouraged me to express myself. | 85% | 86% | 82% | 86% | 86% | 86% | 90% | 87% |
| The course material was explained clearly and to the point. | 84% | 86% | 81% | 85% | 86% | 85% | 89% | 87% |
| My instructor demonstrated a thorough knowledge of the subject matter. | 91% | 91% | 89% | 90% | 92% | 92% | 95% | 91% |
| My instructor kept me informed of my grades and progress in the class. | 76% | 83% | 77% | 79% | 76% | 79% | 79% | 80% |
| Classes started and dismissed on time. | 92% | 90% | 88% | 91% | 92% | 93% | 92% | 94% |
| Graded material and exams were returned within a reasonable amount of time. | 87% | 90% | 87% | 87% | 87% | 89% | 91% | 90% |
| The textbook was very helpful. | 66% | 65% | 66% | 66% | 70% | 67% | 68% | 67% |
| The exam questions were easily understood. | 79% | 77% | 75% | 76% | 80% | 79% | 83% | 81% |
| The exam questions covered material which was emphasized. | 86% | 83% | 82% | 82% | 85% | 86% | 87% | 87% |
| My instructor related the course material to real-life. | 90% | 89% | 88% | 89% | 89% | 89% | 95% | 90% |
| I worked harder on this course than other courses I have taken. | 60% | 61% | 62% | 66% | 59% | 62% | 62% | 61% |
| I have been graded fairly and accurately. | 90% | 90% | 86% | 89% | 89% | 88% | 92% | 90% |
| My instructor was available outside class time. | 71% | 74% | 63% | 71% | 69% | 73% | 81% | 76% |
| I would recommend this instructor to other students. | 86% | 83% | 78% | 83% | 83% | 85% | 93% | 87% |
| The instructional aides were high quality and helpful. | 79% | 77% | 70% | 75% | 82% | 79% | 86% | 82% |
| Lab activities were related to course objectives. | 89% | 91% | 87% | 89% | 90% | 89% | 92% | 88% |
| The amount and quality of lab equipment is sufficient. | 83% | 80% | 78% | 81% | 86% | 79% | 84% | 76% |
| Lab assignments were easy to understand. | 79% | 81% | 80% | 83% | 82% | 82% | 86% | 83% |
| Overall, I would rate this class as outstanding or above average. | 78% | 78% | 73% | 80% | 79% | 80% | 85% | 79% |
| Overall, I would rate the quality of instruction as outstanding or above average. | 82% | 80% | 74% | 82% | 83% | 85% | 88% | 83% |
| Overall, I would rate the lab as outstanding or above average. | 78% | 73% | 75% | 76% | 77% | 77% | 81% | 71% |
| *Source: Office of Research and Strategic Planning* | | | | | | | | |

### Student Satisfaction Survey

The Student Satisfaction Survey is distributed each fall and spring semester through an online process. The primary purpose of the Student Satisfaction Survey is to gather feedback on faculty, programs, facilities, and services. The survey results from the education sites are separated to provide insight into the strengths and opportunities of each location. The resulting satisfaction rating for the items is used to gauge perceived satisfaction with the various aspects over time and to identify trends where ratings are either improving or declining in particular areas. The survey also offers students the opportunity to provide written comments. Tables 26 through 29 lists the results for all campuses and educations sites from Fall 2007 to Spring 2012.

#### Table 26. OTC Student Satisfaction Survey Comparison by Semester – Springfield Campus

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item Description** | **Fall**  **2007** | **Spring**  **2008** | **Fall**  **2008** | **Spring**  **2009** | **Fall**  **2009** | **Spring**  **2010** | **Fall 2010** | **Spring**  **2011** | **Fall 2011** | **Spring 2012** |
| Are you satisfied with: |  |  |  |  |  |  |  |  |  |  |
| The quality of instruction at OTC? | 93% | 94% | 93% | 96% | 96% | 95% | 94% | 95% | 95% | 94% |
| The overall willingness/attitude of faculty/staff to assist you? | 93% | 94% | 91% | 95% | 95% | 94% | 92% | 93% | 93% | 92% |
| Available office hours of faculty/staff? | 86% | 87% | 91% | 89% | 89% | 92% | 91% | 92% | 93% | 90% |
| The assistance you received outside of class from faculty/staff? | 85% | 84% | 87% | 88% | 85% | 91% | 89% | 89% | 90% | 89% |
| The range and variety of general education offerings? | 88% | 88% | 89% | 91% | 91% | 92% | 93% | 91% | 93% | 92% |
| The variety of career programs available? | 87% | 86% | 90% | 90% | 89% | 93% | 95% | 94% | 93% | 94% |
| The time that the courses were offered? | 86% | 87% | 82% | 87% | 87% | 82% | 87% | 83% | 86% | 85% |
| The classroom facilities at OTC? | 94% | 96% | 95% | 96% | 97% | 97% | 97% | 96% | 96% | 96% |
| The equipment provided in your classes? | 93% | 94% | 96% | 95% | 96% | 95% | 96% | 95% | 95% | 94% |
| The affordability of tuition and fees? | 85% | 83% | 85% | 86% | 86% | 88% | 90% | 90% | 89% | 88% |
| The service you receive when you visit the cashier’s window? | 90% | 89% | 93% | 92% | 91% | 93% | 86% | 90% | 88% | 88% |
| Study space? | 89% | 90% | 85% | 90% | 89% | 93% | 90% | 88% | 93% | 92% |
| Leisure space? | 88% | 87% | 84% | 89% | 90% | 94% | 90% | 88% | 92% | 93% |
| The bookstore? | 78% | 78% | 75% | 82% | 84% | 87% | 87% | 87% | 86% | 87% |
| The number of available computer labs? | 76% | 76% | 67% | 79% | 76% | 79% | 90% | 80% | 83% | 83% |
| The OTC café? | 82% | 83% | 75% | 84% | 86% | 83% | 76% | 79% | 82% | 83% |
| Availability of parking? | 37% | 36% | 37% | 36% | 27% | 37% | 52% | 50% | 51% | 52% |
| The OTC Fitness Center? | 87% | 86% | 90% | 89% | 89% | 90% | 91% | 73% | 95% | 94% |
| The Library collection/information sources in the Learning Resource  Center (LRC)? | 90% | 90% | 91% | 93% | 93% | 92% | 94% | 93% | 94% | 93% |
| The Library services/equipment provided in the LRC? | 93% | 92% | 95% | 93% | 94% | 95% | 95% | 95% | 96% | 94% |
| College sponsored tutorial services (Tutoring and Learning Center)? | 91% | 92% | 94% | 95% | 87% | 96% | 96% | 96% | 96% | 94% |
| The effort to provide “one-stop” assistance in Student Services? | 88% | 89% | 88% | 90% | 87% | 89% | 86% | 87% | 89% | 89% |
| The academic advisement you received in Student Services? | 83% | 83% | 81% | 85% | 81% | 83% | 83% | 81% | 85% | 81% |
| The services offered through Counseling and Career Resources? | 89% | 89% | 91% | 89% | 88% | 90% | 91% | 89% | 91% | 90% |
| Assistance from Career Employment Services? | 85% | 86% | 91% | 88% | 86% | 93% | 91% | 92% | 93% | 92% |
| The services offered through the Financial Aid Office? | 85% | 87% | 79% | 89% | 84% | 82% | 80% | 84% | 87% | 88% |
| The opportunities to participate in student organizations? | 78% | 85% | 87% | 87% | 86% | 94% | 93% | 92% | 92% | 94% |
| The general public information about the college provided to the  community? | 92% | 93% | 93% | 93% | 93% | 95% | 95% | 94% | 95% | 95% |
| Your decision to attend OTC? | 93% | 94% | 93% | 96% | 95% | 97% | 94% | 94% | 95% | 93% |
| Safety and Security? | -- | 85% | 97% | 94% | 94% | 98% | 96% | 96% | 95% | 97% |
| Facilities and Grounds? | -- | -- | 98% | 96% | 96% | 98% | 98% | 98% | 98% | 98% |
| Facility Cleanliness? | -- | -- | 98% | 97% | 97% | 98% | 98% | 97% | 98% | 96% |
| Computer Help Desk? | -- | -- | 93% | 96% | 94% | 96% | 96% | 96% | 96% | 96% |
| Percentage who selected “Yes” |  |  |  |  |  |  |  |  |  |  |
| Would you recommend OTC to a friend? | 99% | 93% | 100% | 93% | 93% | 97% | 95% | 95% | 96% | 93% |
| Do you feel secure on campus? | -- | 81% | 100% | 91% | 93% | 98% | 97% | 98% | 97% | 98% |
| *Source: Office of Research and Strategic Planning* |  |  |  |  |  |  |  |  |  |  |

#### Table 27. OTC Student Satisfaction Survey Comparison by Semester – Richwood Valley Campus

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item Description** | **Fall**  **2007** | **Spring**  **2008** | **Fall**  **2008** | **Spring**  **2009** | **Fall**  **2009** | **Spring**  **2010** | **Fall**  **2010** | **Spring**  **2011** | **Fall 2011** | **Spring 2012** |
| Are you satisfied with: |  |  |  |  |  |  |  |  |  |  |
| The quality of instruction at OTC? | 93% | 92% | 88% | 95% | 93% | 99% | 97% | 92% | 97% | 96% |
| The overall willingness/attitude of faculty/staff to assist you? | 95% | 95% | 83% | 97% | 94% | 97% | 97% | 95% | 95% | 93% |
| Available office hours of faculty/staff? | 90% | 88% | 89% | 91% | 91% | 97% | 94% | 96% | 96% | 96% |
| The assistance you received outside of class from faculty/staff? | 89% | 88% | 84% | 87% | 89% | 91% | 93% | 91% | 94% | 93% |
| The range and variety of general education offerings? | 86% | 80% | 85% | 85% | 86% | 90% | 93% | 87% | 84% | 90% |
| The variety of career programs available? | 83% | 80% | 895 | 86% | 87% | 91% | 96% | 94% | 88% | 90% |
| The time that the courses were offered? | 90% | 86% | 85% | 86% | 90% | 87% | 91% | 90% | 86% | 87% |
| The classroom facilities at OTC? | 98% | 98% | 98% | 97% | 97% | 98% | 99% | 98% | 100% | 98% |
| The equipment provided in your classes? | 98% | 96% | 100% | 97% | 99% | 98% | 95% | 96% | 98% | 97% |
| The affordability of tuition and fees? | 89% | 87% | 88% | 88% | 90% | 96% | 91% | 90% | 87% | 87% |
| The service you receive when you visit the cashier’s window? | 95% | 92% | 86% | 94% | 92% | 94% | 90% | 92% | 89% | 88% |
| Study space? | 89% | 90% | 82% | 90% | 88% | 88% | 92% | 91% | 88% | 86% |
| Leisure space? | 89% | 88% | 81% | 86% | 90% | 92% | 89% | 88% | 87% | 86% |
| The number of computers available in the student computer labs? | 89% | 87% | 96% | 82% | 83% | 85% | 90% | 88% | 87% | 88% |
| Availability of parking? | 97% | 95% | 91% | 74% | 74% | 90% | 87% | 83% | 93% | 90% |
| The library collection/information sources in the Learning Resource  Center (LRC)? | 89% | 85% | 91% | 86% | 87% | 85% | 92% | 92% | 90% | 90% |
| The library services/equipment provided in the LRC? | 94% | 94% | 100% | 85% | 95% | 92% | 97% | 95% | 96% | 94% |
| College sponsored tutorial services (Tutoring and Learning Center)? | 92% | 90% | 94% | 95% | 97% | 94% | 95% | 95% | 95% | 92% |
| The effort to provide “one-stop” assistance in Student Services? | 94% | 92% | 93% | 92% | 91% | 92% | 96% | 94% | 90% | 91% |
| The academic advisement you received in Student Services? | 89% | 88% | 77% | 91% | 86% | 88% | 89% | 91% | 85% | 82% |
| The services offered through Counseling and Career Resources? | 93% | 89% | 91% | 95% | 88% | 87% | 91% | 96% | 94% | 87% |
| Assistance from Career Employment Services? | 93% | 89% | 81% | 90% | 88% | 86% | 95% | 91% | 89% | 90% |
| The services offered through the Financial Aid Office? | 91% | 91% | 92% | 90% | 81% | 84% | 84% | 96% | 90% | 83% |
| The opportunities to participate in student organizations? | 87% | 82% | 85% | 86% | 86% | 96% | 94% | 90% | 91% | 90% |
| The general public information about the college provided to the  community? | 95% | 92% | 98% | 95% | 94% | 93% | 95% | 95% | 96% | 93% |
| Your decision to attend OTC? | 93% | 97% | 100% | 95% | 93% | 98% | 97% | 96% | 96% | 92% |
| Safety and Security? | -- | 91% | 98% | 94% | 96% | 98% | 99% | 98% | 98% | 97% |
| Facilities and Grounds? | -- | -- | 98% | 95% | 99% | 98% | 99% | 99% | 98% | 99% |
| Facility Cleanliness? | -- | -- | 100% | 97% | 99% | 100% | 98% | 98% | 100% | 97% |
| Computer Help Desk? | -- | -- | 82% | 94% | 96% | 99% | 98% | 98% | 96% | 96% |
| Percentage who selected “Yes” |  |  |  |  |  |  |  |  |  |  |
| Would you recommend OTC to a friend? | 99% | 93% | 100% | 87% | 92% | 98% | 98% | 97% | 94% | 91% |
| Do you feel secure on campus? | -- | 82% | 100% | 89% | 96% | 99% | 99% | 97% | 98% | 100% |
| *Source: Office of Research and Strategic Planning* |  |  |  |  |  |  |  |  |  |  |

#### Table 28. OTC Student Satisfaction Survey Comparison by Semester – Branson Education Center

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item Description** | **Fall**  **2007** | **Spring**  **2008** | **Fall**  **2008** | **Spring**  **2009** | **Fall**  **2009** | **Spring**  **2010** | **Fall**  **2010** | **Spring**  **2011** | **Fall 2011** | **Spring2012** |
| Are you satisfied with: |  |  |  |  |  |  |  |  |  |  |
| The quality of instruction at OTC? | 100% | 94% | 100% | 92% | 97% | 100% | 94% | 99% | 100% | 94% |
| The overall willingness/attitude of faculty/staff to assist you? | 99% | 93% | 100% | 99% | 96% | 96% | 94% | 95% | 91% | 93% |
| Available office hours of faculty/staff? | 92% | 92% | 94% | 97% | 91% | 100% | 94% | 94% | 90% | 97% |
| The assistance you received outside of class from faculty/staff? | 88% | 84% | 83% | 92% | 84% | 96% | 83% | 89% | 92% | 95% |
| The range and variety of general education offerings? | 70% | 68% | 78% | 83% | 79% | 93% | 83% | 81% | 81% | 79% |
| The variety of career programs available? | 78% | 78% | 88% | 87% | 88% | 89% | 93% | 90% | 92% | 94% |
| The time that the courses were offered? | 81% | 82% | 94% | 89% | 85% | 82% | 92% | 85% | 90% | 90% |
| The classroom facilities at OTC? | 91% | 90% | 94% | 93% | 93% | 97% | 92% | 93% | 98% | 92% |
| The equipment provided in your classes? | 93% | 89% | 100% | 94% | 93% | 90% | 92% | 92% | 88% | 84% |
| The affordability of tuition and fees? | 93% | 73% | 83% | 88% | 83% | 89% | 80% | 88% | 95% | 89% |
| The service you receive when you visit the cashier’s window? | -- | 88% | 88% | 91% | 89% | 90% | 86% | 95% | 90% | 95% |
| Study space? | 97% | 78% | 79% | 83% | 86% | 86% | 81% | 76% | 82% | 82% |
| Leisure space? | 89% | 74% | 64% | 87% | 87% | 86% | 81% | 74% | 86% | 77% |
| The number of computers available in the student computer labs? | 94% | 86% | 82% | 84% | 91% | 93% | 85% | 84% | 61% | 80% |
| Availability of parking? | 87% | 84% | 100% | 91% | 74% | 86% | 91% | 95% | - | 92% |
| The library services/equipment provided in the LRC? | 60% | 60% | 100% | 78% | 84% | 83% | 78% | 80% | 85% | - |
| College sponsored tutorial services (Tutoring and Learning Center)? | 79% | 77% | 80% | 91% | 91% | 89% | 88% | 96% | 85% | 84% |
| The effort to provide “one-stop” assistance in Student Services? | 86% | 75% | 100% | 90% | 88% | 96% | 88% | 89% | 90% | 91% |
| The academic advisement you received in Student Services? | 85% | 73% | 80% | 86% | 87% | 87% | 81% | 85% | 87% | 87% |
| The services offered through Counseling and Career Resources? | 81% | 80% | 75% | 84% | 91% | 92% | 83% | 86% | 81% | 87% |
| Assistance from Career Employment Services? | 86% | 70% | 75% | 89% | 89% | 93% | 85% | 90% | 82% | 90% |
| The services offered through the Financial Aid Office? | 78% | 75% | 92% | 84% | 79% | 87% | 79% | 86% | 85% | 88% |
| The opportunities to participate in student organizations? | 79% | 86% | 71% | 88% | 85% | 85% | 83% | 90% | 91% | 86% |
| The general public information about the college provided to the  community? | 91% | 84% | 89% | 95% | 93% | 89% | 85% | 94% | 95% | 95% |
| Your decision to attend OTC? | 95% | 93% | 94% | 95% | 96% | 100% | 92% | 96% | 99% | 90% |
| Safety and Security? | -- | 93% | 100% | 95% | 91% | 100% | 95% | 96% | 98% | 98% |
| Facilities and Grounds? | -- | -- | 94% | 93% | 93% | 93% | 98% | 88% | 95% | 89% |
| Facility Cleanliness? | -- | -- | 100% | 99% | 96% | 100% | 98% | 93% | 97% | 97% |
| Computer Help Desk? | -- | -- | 100% | 92% | 91% | 91% | 89% | 93% | 92% | 92% |
| Percentage who selected “Yes” |  |  |  |  |  |  |  |  |  |  |
| Would you recommend OTC to a friend? | 86% | 84% | 100% | 92% | 96% | 97% | 92% | 97% | 98% | 90% |
| Do you feel secure at this education center? | -- | 87% | 100% | 95% | 96% | 100% | 97% | 96% | 97% | 95% |
| *Source: Office of Research and Strategic Planning* |  |  |  |  |  |  |  |  |  |  |

#### Table 29. OTC Student Satisfaction Survey Comparison by Semester – Lebanon Education Center

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item Description** | **Fall**  **2007** | **Spring**  **2008** | **Fall**  **2008** | **Spring**  **2009** | **Fall**  **2009** | **Spring**  **2010** | **Fall**  **2010** | **Spring**  **2011** | **Fall 2011** | **Spring 2012** |
| Are you satisfied with: |  |  |  |  |  |  |  |  |  |  |
| The quality of instruction at OTC? | 94% | 100% | 100% | 85% | 94% | 94% | 96% | 92% | 98% | 98% |
| The overall willingness/attitude of faculty/staff to assist you? | 95% | 97% | 88% | 93% | 97% | 97% | 94% | 100% | 97% | 97% |
| Available office hours of faculty/staff? | 94% | 96% | 100% | 94% | 95% | 100% | 96% | 99% | 96% | 97% |
| The assistance you received outside of class from faculty/staff? | 84% | 90% | 100% | 82% | 88% | 97% | 95% | 87% | 90% | 97% |
| The range and variety of general education offerings? | 80% | 78% | 88% | 71% | 80% | 92% | 77% | 76% | 81% | 84% |
| The variety of career programs available? | 87% | 82% | 100% | 81% | 85% | 94% | 86% | 86% | 87% | 88% |
| The time that the courses were offered? | 83% | 74% | 82% | 74% | 86% | 81% | 75% | 79% | 87% | 81% |
| The classroom facilities at OTC? | 98% | 95% | 94% | 92% | 94% | 89% | 88% | 91% | 100% | 98% |
| The equipment provided in your classes? | 94% | 96% | 100% | 88% | 97% | 100% | 95% | 97% | 94% | 99% |
| The affordability of tuition and fees? | 82% | 85% | 88% | 84% | 87% | 94% | 83% | 91% | 86% | 89% |
| The service you receive when you visit the cashier’s window? | 90% | 91% | 100% | 87% | 87% | 100% | 85% | 95% | 93% | 97% |
| Study space? | 85% | 79% | 53% | 71% | 83% | 80% | 68% | 71% | 94% | 92% |
| Leisure space? | 64% | 75% | 71% | 59% | 74% | 66% | 61% | 60% | 88% | 92% |
| The number of computers available in the student computer labs? | 90% | 90% | 94% | 86% | 92% | 97% | 64% | 78% | 99% | 97% |
| Availability of parking? | 50% | 68% | 73% | 53% | 50% | 77% | 69% | 64% | 83% | - |
| The library services/equipment provided in the LRC? | 56% | 53% | 100% | 72% | 84% | 97% | 77% | 70% | 90% | - |
| College sponsored tutorial services (Tutoring and Learning Center)? | 79% | 75% | 100% | 83% | 88% | 100% | 92% | 83% | 91% | 95% |
| The effort to provide “one-stop” assistance in Student Services? | 88% | 91% | 100% | 84% | 90% | 100% | 89% | 95% | 96% | 95% |
| The academic advisement you received in Student Services? | 84% | 88% | 100% | 72% | 86% | 100% | 88% | 91% | 86% | 91% |
| The services offered through Counseling and Career Resources? | 83% | 88% | 100% | 84% | 90% | 100% | 90% | 90% | 89% | 84% |
| Assistance from Career Employment Services? | 77% | 85% | 100% | 77% | 87% | 100% | 89% | 87% | 90% | 93% |
| The services offered through the Financial Aid Office? | 77% | 80% | 100% | 79% | 87% | 97% | 83% | 87% | 92% | 95% |
| The opportunities to participate in student organizations? | 81% | 74% | 91% | 77% | 84% | 93% | 89% | 84% | 91% | 91% |
| The general public information about the college provided to the  community? | 86% | 92% | 94% | 84% | 94% | 97% | 96% | 94% | 95% | 98% |
| Your decision to attend OTC? | 92% | 96% | 100% | 96% | 94% | 100% | 96% | 93% | 99% | 99% |
| Safety and Security? | -- | 94% | 100% | 87% | 91% | 100% | 99% | 93% | 98% | 92% |
| Facilities and Grounds? | -- | -- | 82% | 81% | 92% | 94% | 91% | 90% | 99% | 96% |
| Facility Cleanliness? | -- | -- | 100% | 92% | 98% | 97% | 99% | 99% | 99% | 99% |
| Computer Help Desk? | -- | -- | 100% | 87% | 90% | 100% | 88% | 90% | 98% | 97% |
| Percentage who selected “Yes” |  |  |  |  |  |  |  |  |  |  |
| Would you recommend OTC to a friend? | 94% | 96% | 100% | 91% | 92% | 100% | 96% | 97% | 99% | 99% |
| Do you feel secure at this education center? | -- | 87% | 100% | 94% | 90% | 100% | 99% | 96% | 98% | 95% |
| *Source: Office of Research and Strategic Planning* |  |  |  |  |  |  |  |  |  |  |

### Community College Survey of Student Engagement (CCSSE)

The Community College Survey of Student Engagement (CCSSE) is designed to provide information on learning-centered indicators pertaining to student engagement for community colleges. Results of the survey are published in a report which allows each participating community college the ability to compare their level of success with other community colleges across the nation using benchmark scores. Benchmark scores provide a useful way to look at an institution’s data by creating groups of conceptually related items that address key areas of student engagement.

CCSSE addresses five key areas as seen below in Table 30. These are five areas that have been shown through research to be important in high-quality educational practice. Survey items are grouped according to related items to each of these areas. After statistical analysis, all of the benchmarks are on the same scale which enables comparisons and provides information about how an individual institution is doing relative to other institutions. When comparing scores it is immediately obvious that a particular score is either above or below those for other participating schools. The mean is 50 across all students in the sample.

This report is utilized to identify areas in which the college can enhance student perceptions of engagement. In this study, OTC is categorized as a large college. The first row is the scores for all OTC participating students. The second row is the scores for all participating students from Missouri community colleges, the third row is scores for students’ at large colleges and the fourth is for all students nationwide participating in the survey.

Tables 31 through 35 provide a trend analysis for the past five years.

#### Table 30. 2012 CCSSE Benchmark Comparisons

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Active & Collaborative Learning** | **Student Effort** | **Academic Challenge** | **Student-Faculty Interaction** | **Support for Learners** |
| OTC | 46.6 | 51.3 | 47.5 | 46.2 | 45.9 |
| Missouri Community Colleges |  |  |  |  |  |
| Large Colleges | 49.5 | 49.4 | 49.7 | 49.3 | 49.1 |
| All CCSSE Colleges | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 |
| *Source: Office of Research and Strategic Planning* | | | | | |

#### Table 31. CCSSE Trend Analysis for Active and Collaborative Learning 2008\_2012

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Active & Collaborative Learning** |  | **2008** | **2009** | **2010** | **2011** | **2012** |
| OTC |  | 48.9 | 47.7 | 51.6 | 46.6 | 49.2 |
| Missouri Community Colleges |  | -- | -- | -- | -- | -- |
| Large Colleges |  | 49.3 | 49.2 | 49.4 | 49.5 | 49.4 |
| All CCSSE Colleges |  | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 |
| *Source: Office of Research and Strategic Planning* | | | | | |  |

#### Table 32. CCSSE Trend Analysis for Student Effort 2008\_2012

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Effort** |  | **2008** | **2009** | **2010** | **2011** | **2012** |
| OTC |  | 48.4 | 48.2 | 56.5 | 51.3 | 50.9 |
| Missouri Community Colleges |  | -- | -- | 51.9 | -- | -- |
| Large Colleges |  | 49.4 | 49.5 | 49.4 | 49.4 | 49.2 |
| All CCSSE Colleges |  | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 |
| *Source: Office of Research and Strategic Planning* | | | | | |  |

#### Table 33. CCSSE Trend Analysis for Academic Challenge 2008\_2012

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Academic Challenge** |  | **2008** | **2009** | **2010** | **2011** | **2012** |
| OTC |  | 48.2 | 47.3 | 50.1 | 47.5 | 47.9 |
| Missouri Community Colleges |  | -- | -- | 49.5 | -- | -- |
| Large Colleges |  | 49.7 | 49.6 | 49.6 | 49.7 | 49.6 |
| All CCSSE Colleges |  | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 |
| *Source: Office of Research and Strategic Planning* | | | | | |  |

#### Table 34. CCSSE Trend Analysis for Student-Faculty Interaction 2008\_2012

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student-Faculty Interaction** |  | **2008** | **2009** | **2010** | **2011** | **2012** |
| OTC |  | 50.1 | 48.2 | 50.5 | 46.2 | 47.2 |
| Missouri Community Colleges |  | -- | -- | 49.9 | -- | -- |
| Large Colleges |  | 49.2 | 49.2 | 49.2 | 49.3 | 49.1 |
| All CCSSE Colleges |  | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 |
| *Source: Office of Research and Strategic Planning* | | | | | |  |

#### Table 35. CCSSE Trend Analysis for Support for Learners 2008\_2012

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Support for Learners** |  | **2008** | **2009** | | **2010** | **2011** | **2012** |
| OTC |  | 48.6 | | 48.3 | 47.9 | 45.9 | 44.9 |
| Missouri Community Colleges |  | -- | | -- | 51.3 | -- | -- |
| Large Colleges |  | 49.3 | | 49.5 | 49.4 | 49.1 | 48.8 |
| All CCSSE Colleges |  | 50.0 | | 50.0 | 50.0 | 50.0 | 50.0 |
| *Source: Office of Research and Strategic Planning* | | | | | | |  |

## POINT OF EXIT ASSESSMENT

### Collegiate Assessment of Academic Proficiency (CAAP) Examination

The CAAP assessment is given to all students graduating from Ozarks Technical Community College with an Associate of Arts degree. The CAAP is an indicator of overall effectiveness within OTC’s core curriculum in the areas of reading, writing, and mathematics. The college reviews the results to determine if changes need to be implemented in course and curriculum in order to enhance student learning. Graph 1 shows how OTC graduates compare to the national norm on CAAP. Tables 36, 37, and 38 show the results of the Content Analysis Report provided by ACT for writing, math, and reading. This information can be used to help better identify specific content areas in which students are strong or weak relative to a normative group of students. Overall, graduates of OTC performed above the national norm in all three disciplines. Two areas that were below the national average were sentence structure in writing and intermediate algebra in math.

* The CAAP Writing Skills Test is a 72 item, 40 minutes test measuring students’ understanding of the conventions of standard written English in punctuations, grammar, sentence structure, strategy, organization, and style.
* The CAAP Mathematics Test is a 35 item, 40 minute test designed to measure students’ proficiency in mathematical reasoning. The test assesses students’ proficiency in solving mathematical problems encountered in many postsecondary curricula. It emphasizes quantitative reasoning rather than the memorization of formulas.
* The CAAP Reading Test is a 36 item, 40 minute test that measures reading comprehension as a combination of skills that can be conceptualized in two broad categories – referring skills and reasoning skills. Referring skills test items require the student to derive meaning from text by identifying and interpreting specific information that is explicitly stated. Reasoning skills test items require students to determine implicit meanings and to go beyond the information that is explicitly presented.

#### Graph 1. Summary of CAAP Results 2011-2012

##### CAAP Writing Results

The 2011-2012 Writing Content Analysis is based upon 400 test scores. The Content Analysis provided by ACT indicates that OTC students performed moderately to significantly better than the national norm in all but one component of the writing portion of the CAAP exam.

###### **Table 36. CAAP Writing Results**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Area** |  | |  | **Fall 2011** | | **Spring 2012** | | **Overall** | |
|  | |  | **OTC** | **NATION** | **OTC** | **NATION** | **OTC** | **NATION** |
| Punctuation | | 68 | | | 57 | 71 | 57 | 70 | 57 |
| Basic Grammar and Usage | | 70 | | | 64 | 72 | 64 | 71 | 64 |
| Sentence Structure | | 73 | | | 60 | 74 | 60 | 74 | 60 |
| Strategy | | 71 | | | 56 | 74 | 56 | 73 | 56 |
| Organization | | 69 | | | 55 | 70 | 55 | 70 | 55 |
| Style | | 76 | | | 60 | 77 | 60 | 77 | 60 |
| *Source: CAAP Content Analysis* | | | | | | | | | |

##### CAAP Mathematics Results

The 2011-2012 Mathematics Content Analysis is based upon 400 test scores. OTC graduates performed better than the national norm in all but one component of the mathematics portion of the CAAP exam.

###### **Table 37. CAAP Mathematics Results**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Area** | **Fall 2010** | | **Spring 2011** | | **Overall** | |
| **OTC** | **NATION** | **OTC** | **NATION** | **OTC** | **NATION** |
| Pre-Algebra | 62 | 72 | 69 | 77 | 66 | 72 |
| Elementary Algebra | 72 | 64 | 78 | 64 | 75 | 64 |
| Intermediate Algebra | 54 | 44 | 56 | 44 | 55 | 44 |
| Coordinate Geometry | 58 | 43 | 59 | 43 | 59 | 43 |
| College Algebra | 28 | 24 | 33 | 24 | 31 | 24 |
| *Source: CAAP Content Analysis* | | | | | | |

##### CAAP Reading Results

The 2011-2012 Reading Content Analysis is based on 400 test scores and indicates that OTC’s graduate performed significantly better than the national norm in both reasoning and referring skills.

###### **Table 38. CAAP Reading Results**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Area** | **Fall 2010** | | **Spring 2011** | | **Overall** | |
| **OTC** | **NATION** | **OTC** | **NATION** | **OTC** | **NATION** |
| Reasoning Skills | 65 | 57 | 67 | 57 | 66 | 57 |
| Referring Skills | 64 | 59 | 67 | 59 | 66 | 59 |
| *Source: CAAP Content Analysis* | | | | | | |

### WorkKeys

Each semester, Testing Services administers WorkKeys to student graduating with an Associate of Applied Science degree or a Certificate in a technical program. Students are required to take assessment in applied mathematics, locating information, and reading for information. WorkKeys is a job skills assessment system measuring “real world” skills that employers believe are critical to job success. These skills are valuable for any skilled or professional occupation.

There are two types of scores – a level score which is based on the scale score. The level score can range from 3 (least complex) to 7 (most complex). The scale score is a calculation based on the number of correct answers. Table 39, page 54 contains the WorkKeys level and scale scores for Fall 2011 graduates while Table 40, page 55 contains the scores for Spring 2012 graduates. The generated scores are utilized to determine if curriculum modifications are needed to improve students’ performance in the various skill areas.

* The WorkKeys Mathematics Test is a 33 item, 45 minute test designed to measure the skill students’ use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the student to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. There are five levels of difficulty – level 3 is the least complex and level 7 is the most complex.
* The WorkKeys Locating Information Test is a 38 item, 45 minute test designed to measure the skill students’ use when they work with workplace graphics. There are four levels of difficulty – level 3 is the least complex and level 6 is the most complex.
* The WorkKeys Reading for Information Test is a 33 item, 45 minute test designed to measure the skill students’ use when they read and use written text in order to do a job. The written texts include memos, letter, directions, signs, notices, bulletins, policies, and regulations. There are five levels of difficulty – level 3 is the least complex and level 7 is the most complex.

#### Table 39. Fall 2011 A.A.S. and Certificate Graduates WorkKeys Results

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **N** | **Math**  **Level**  **Score** | **Math**  **Scale Score** | **Locating Information Level Score** | **Locating Information Scale Score** | **Reading for Information Level Score** | **Reading for Information Scale Score** |
| **A.A.S. Degrees** |  |  |  |  |  |  |  |
| Auto Collision Repair Technology | 1 | 5.50 | 81.00 | 4.50 | 80.00 | 4.50 | 86.00 |
| Automotive Technology | 3 | 5.60 | 78.00 | 4.20 | 77.67 | 5.20 | 80.00 |
| Computer Information Science | 3 | 6.33 | 84.33 | 4.67 | 81.33 | 5.67 | 82.00 |
| Construction Technology | 1 |  | 83.00 |  | 79.00 |  | 83.00 |
| Culinary Arts |  |  |  |  |  |  |  |
| Diesel Technology | 1 | 5.50 | 78.00 | 4.50 | 79.00 | 6.50 | 78.00 |
| Drafting & Design Technology | 1 |  | 81.00 |  | 79.00 |  | 83.00 |
| Early Childhood Development | 11 | 5.40 | 77.97 | 4.00 | 75.82 | 5.00 | 80.18 |
| Electronic Media Production | 1 | 5.33 | 72.00 | 4.67 | 75.00 | 5.67 | 73.00 |
| Emergency Medical Technician |  |  |  |  |  |  |  |
| Fire Science Technology | 5 | 4.00 | 79.6 | 4.00 | 77.4 | 5.00 | 82.00 |
| Graphic Design Technology | 9 | 5.67 | 78.67 | 4.33 | 79.33 | 5.67 | 80.33 |
| Health Information Technology | 11 | 5.16 | 81.91 | 4.33 | 80.36 | 5.83 | 82.27 |
| Heating, Refrigeration, and A.C. | 4 | 6.00 | 80.25 | 4.33 | 78.00 | 5.67 | 79.00 |
| Hospitality Management | 3 | 5.00 | 79.00 | 4.33 | 77.33 | 5.00 | 81.33 |
| Indust. Control & Automation | 9 | 5.00 | 81.22 | 4.00 | 77.89 | 5.00 | 78.00 |
| Machine Tool Technology | 2 | 6.00 | 84.5 | 4.67 | 79.5 | 5.67 | 82.5 |
| Manufacturing Technology | 2 |  | 80.00 |  | 80.00 |  | 78.5 |
| Networking Technology | 3 |  | 78.67 |  | 76.00 |  | 79.67 |
| Surgical Technology | 1 |  | 78.00 |  | 77.00 |  | 81.00 |
| Physical Therapy Assistant |  |  |  |  |  |  |  |
| Turf & Landscape Management | 1 |  | 81.00 |  | 75.00 |  | 77.00 |
| Welding | 3 | 4.50 | 80.33 | 4.00 | 78.67 | 4.50 | 81.33 |
| **Certificates** |  |  |  |  |  |  |  |
| Business | 1 |  | 77.00 |  | 77.00 |  | 81.00 |
| Coding Specialist | 1 | 5.33 | 83.00 | 4.00 | 79.00 | 5.33 | 83.00 |
| Drafting & Design Technology | 1 | 6.00 | 80.00 | 4.00 | 75.00 | 6.00 | 79.00 |
| Heating, Refrigeration, and A.C. | 1 | 6.00 | 79.00 | 5.00 | 79.00 | 6.00 | 83.00 |
| Hospitality Management | 1 | 7.00 | 82.00 | 5.00 | 83.00 | 7.00 | 83.00 |
| Nursing | 27 | 7.00 | 81.56 | 5.00 | 78.74 | 6.00 | 82.11 |
| Surgical Technology | 1 | 5.68 | 78.00 | 4.56 | 77.00 | 5.75 | 81.00 |
| Turf and Landscape Management | 1 |  | 73.00 |  | 72.00 |  | 77.00 |
| *Source: Office of Research and Strategic Planning* | | | | | | | |

#### Table 40. Spring 2012 A.A.S. and Certificate Graduates WorkKeys Results

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **N** | **Math**  **Level Score** | **Math**  **Scale Score** | **Locating Information Level Score** | **Locating Information Scale Score** | **Reading for Information Level Score** | **Reading for Information Scale Score** |
| **A.A.S. Degrees** |  |  |  |  |  |  |  |
| Auto Collision Repair Technology | 6 | 5.50 | 78.67 | 4.60 | 75.83 | 5.10 | 77.83 |
| Accounting | 2 |  | 82.5 |  | 81.5 |  | 84.00 |
| Automotive Technology | 19 | 5.67 | 82.32 | 4.33 | 78.11 | 5.42 | 80.47 |
| Computer Information Science | 6 | 5.83 | 82.67 | 5.00 | 81.5 | 5.00 | 82.5 |
| Construction Technology | 1 | 5.28 | 83.00 | 5.00 | 78.00 | 6.00 | 78.00 |
| Culinary Arts |  |  |  |  |  |  |  |
| Dental Assisting | 19 | 3.52 | 76.47 | 3.72 | 76.16 | 4.27 | 78.00 |
| Dental Hygiene | 19 | 4.10 | 78.05 | 3.70 | 76.47 | 4.57 | 78.58 |
| Drafting and Design Technology | 7 | 5.53 | 81.86 | 4.53 | 79.00 | 5.12 | 81.29 |
| Diesel Technology | 5 | 5.33 | 81.4 | 4.33 | 76.8 | 6.33 | 79.6 |
| Early Childhood Development | 23 | 5.10 | 77.87 | 4.40 | 76.96 | 5.55 | 80.22 |
| Electronic Media Production | 5 | 5.22 | 82.2 | 4.77 | 78.6 | 5.55 | 81.8 |
| Emergency Medical Technician | 1 | 5.00 | 73.00 | 5.00 | 77.00 | 6.00 | 80.00 |
| Fire Science Technology | 10 | 5.16 | 82.9 | 4.67 | 79.3 | 5.50 | 81.00 |
| Graphic Design Technology | 16 | 5.20 | 77.63 | 4.70 | 77.63 | 5.20 | 79.94 |
| Health Information Technology | 8 | 4.92 | 81.13 | 4.69 | 79.5 | 5.46 | 83.5 |
| Heating, Refrigeration, and A.C. | 6 | 5.62 | 81.5 | 4.63 | 77.67 | 5.25 | 79.33 |
| Hospitality Management | 29 | 4.58 | 78.62 | 4.16 | 76.97 | 4.83 | 79.62 |
| Indust. Control & Automation | 2 | 5.75 | 81.00 | 5.00 | 77.5 | 5.00 | 83.00 |
| Indust. Maintenance Technology | 1 | 6.00 | 79.00 | 5.00 | 75.00 | 7.00 | 81.00 |
| Machine Tool Technology | 3 |  | 85.67 |  | 78.67 |  | 82.00 |
| Manufacturing Technology | 1 | 6.33 | 82.00 | 5.00 | 80.00 | 5.67 | 85.00 |
| Medical Lab Technology | 8 | 5.91 | 78.25 | 5.09 | 77.5 | 6.27 | 81.75 |
| Networking Technology | 22 | 6.00 | 80.05 | 4.90 | 78.23 | 6.36 | 80.73 |
| Occupational Therapy Assistant | 17 | 5.09 | 79.06 | 4.43 | 77.94 | 5.57 | 82.06 |
| Physical Therapy Assistant | 22 | 5.05 | 80.95 | 4.71 | 78.86 | 5.33 | 80.82 |
| Printing & Graphics Technology |  |  |  |  |  |  |  |
| Respiratory Therapy Assistant | 18 | 5.67 | 77.67 | 4.83 | 76.17 | 5.33 | 79.22 |
| Surgical Technology | 4 | 3.60 | 77.25 | 4.00 | 77.5 | 5.60 | 78.5 |
| Turf & Landscape Management | 3 | 5.00 | 81.33 | 4.33 | 77.67 | 5.33 | 80.67 |
| Welding | 2 |  | 80.00 |  | 79.00 |  | 80.00 |
| **Certificates** |  |  |  |  |  |  |  |
| Automotive | 1 | 5.00 | 74.00 | 4.50 | 79.00 | 5.25 | 80.00 |
| Business | 1 |  | 83.00 |  | 78.00 |  | 78.00 |
| Coding Specialist | 1 | 3.00 | 79.00 | 4.00 | 79.00 | 5.00 | 81.00 |
| Computer Information Science | 1 |  | 82.00 |  | 81.00 |  | 81.00 |
| Dental Assisting | 3 |  | 78.33 |  | 76.67 |  | 78.00 |
| Drafting & Design Technology | 1 | 5.75 | 82.00 | 5.25 | 80.00 | 6.25 | 85.00 |
| Heating, Refrigeration, and A.C. | 3 | 4.00 | 81.33 | 4.88 | 80.67 | 5.00 | 79.67 |
| Hospitality Management | 18 |  | 79.06 |  | 77.16 |  | 79.94 |
| Surgical Technology | 9 | 4.78 | 73.67 | 4.67 | 75.56 | 5.33 | 75.78 |
| Welding | 4 |  | 77.5 |  | 75.5 |  | 79.5 |
| *Source: Office of Research and Strategic Planning* | | | | | | | |

### Value Added Linkage Report

ACT provides a service that links students’ CAAP scores with their ACT or COMPASS placement scores providing a measure of “value-added”, the increase in knowledge between the students’ placement and graduation. Value-added is currently the most accurate way of calculating how well the College is performing. Value-added is a method used to estimate the College’s impact on student learning by measuring and comparing students’ knowledge and/or skills at two points in time. At Ozarks Technical Community College this occurs when students enter the institution and take their entrance/placement exam and upon graduation when students take the CAAP exit exam. When calculating the “value added” for student learning from entrance to exit three categories are used - less than expected, expected, and greater than expected. The resulting percent for each category are listed in Tables 41, 42, and 43 for “value added” in writing, mathematics, and reading.

* In Writing, 77% of students who took the ACT progressed as expected or greater than expected between their entrance and exit. Seventy-seven percent of the students who took the COMPASS progressed as expected or greater than expected between entrance and exit.
* In Mathematics, 73% of students who took the ACT progressed as expected or greater than expected between their entrance and exit. Seventy-four percent of the students who took the COMPASS progressed as expected or greater than expected between entrance and exit.
* In Reading, 78% of students who took the ACT progressed as expected or greater than expected between their entrance and exit. Seventy-four percent of the students who took the COMPASS progressed as expected or greater than expected between entrance and exit.

#### Table 41. Value Added By Ozarks Technical Community College in Writing

|  |  |  |  |
| --- | --- | --- | --- |
| **Placement Exam Exam** | **Less Than Expected** | **Expected** | **Greater Than Expected** |
| ACT N=278 | 16% | 57% | 27% |
| COMPASS N=80 | 20% | 40% | 40% |
| *Source: Office of Research and Strategic Planning* | | | |

#### Table 42. Value Added by Ozarks Technical Community College in Mathematics

|  |  |  |  |
| --- | --- | --- | --- |
| **Placement Exam** | **Less Than Expected** | **Expected** | **Greater Than Expected** |
| ACT N=278 | 28% | 46% | 26% |
| COMPASS N=71 | 17% | 31% | 52% |
| *Source: Office of Research and Strategic Planning* | | | |

#### Table 43. Value Added by Ozarks Technical Community College in Reading

|  |  |  |  |
| --- | --- | --- | --- |
| **Placement Exam** | **Less Than Expected** | **Expected** | **Greater Than Expected** |
| ACT N=278 | 23% | 51% | 26% |
| COMPASS N=76 | 43% | 43% | 41% |
| *Source: Office of Research and Strategic Planning* | | | |

### C.B.A.S.E.

Each semester, Testing Services administers the C.B.A.S.E. exit exam to students completing the A.A. degree in Teaching. This test is designed specifically to test competencies and skills specifically required for the teaching field. This is a transfer degree designed to provide students with the opportunity to transfer to a four-year institution in order to complete a four-year teaching degree. Administration and faculty can use the results to determine how well students have mastered the competencies required for the first two years of a teaching degree. Group reports allow the College to track performance for all students taking the assessment. The resulting percent for each category are listed in Table 44.

#### Table 44. C.B.A.S.E. Exam Results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject Area (by Term)** | **# of Students Taking Exam** | **Score Needed to Pass** | **# of Students Passed** | **% of Students Passed** |
| **English Reading & Lit.** | | | | |
| Summer 2011 | 17 | 235 | 15 | 88% |
| Fall 2011 | 45 | 235 | 38 | 84% |
| Spring 2012 | 49 | 235 | 44 | 90% |
| **English Writing** | | | | |
| Summer 2011 | 17 | 235 | 16 | 94% |
| Fall 2011 | 45 | 235 | 41 | 91% |
| Spring 2012 | 49 | 235 | 45 | 92% |
| **Mathematics** | | | | |
| Summer 2011 | 14 | 235 | 14 | 100% |
| Fall 2011 | 38 | 235 | 34 | 89% |
| Spring 2012 | 41 | 235 | 39 | 95% |
| **Science** | |  |  |  |
| Summer 2011 | 16 | 235 | 14 | 88% |
| Fall 2011 | 39 | 235 | 32 | 82% |
| Spring 2012 | 48 | 235 | 44 | 92% |
| **Social Studies** | | | | |
| Summer 2011 | 16 | 235 | 15 | 94% |
| Fall 2011 | 45 | 235 | 34 | 76% |
| Spring 2012 | 53 | 235 | 41 | 77% |
| *Source: Office of Research and Strategic Planning* | | | | |

### A\*S\*K

Each semester, Testing Services administers the A.S.K. exit exam to students completing degrees and certificates in business and accounting. This test is designed specifically to test competencies and skills specifically related to these degrees that are valuable to both the student and the employer.

Administration and faculty can use the results to determine how well students have mastered the skills necessary to be successful in these fields. Furthermore, the results can be used to evaluate the effectiveness of specific programs and courses. The College receives an individual report indicating a student’s skill level for each test administered. Group reports allow the College to track performance for all students taking the assessment. The resulting percent for each category are listed in Table 45.

#### Table 45. A.S.K. Exit Exam Results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **# of Students Taking Exam** | **Score Needed to Pass** | **# of Students Passed** | **% of Students Passed** |
| Fall 2011 | 14 | 70% | 13 | 93% |
| Spring 2012 | 61 | 70% | 56 | 92% |
| Summer 2012 | 4 | 70% | 4 | 100% |
| *Source: Office of Research and Strategic Planning* | | | | |

### T.S.A.

Each semester, T.S.A. exams are administered by the technical education division and are given each semester as an exit exam for the technical education students completing a degree or certificate. The exams are designed to test the level of competency students have acquired in each field t**e**sted.

Administration and faculty can use these test results to evaluate how well the College is meeting its instructional goals. The resulting percent for each category are listed in Table 46.

#### Table 46. TSA Exit Exam Results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **# of Students Taking Exam** | **Score Needed to Pass** | **# of Students Passed** | **% of Students Passed** |
| Fall 2012 | 534 | 70% | 503 | 94% |
| *Source: Office of Research and Strategic Planning* | | | | |

### Graduate Survey

The Graduate Survey is distributed to graduates prior to each graduation ceremony by the Office of Research and Strategic Planning. This survey provides demographic information such as age, race and gender (Table 46, page 59). In addition, it provides information data on the number of hours the student worked while taking classes (Graph 3, page 61) and why they chose OTC (Graph 4, page 61). Table 47, page 60, provides data concerning the students’ perceptions on the contribution the college made on six college competencies: written communication, oral communication, mathematical problem solving, critical thinking, application of technology, and community awareness. The results are used to gauge overall institutional effectiveness and provide feedback necessary to improve the students’ perception of their learning experience.

#### Table 46. Demographic Information

|  |  |
| --- | --- |
| **Demographic Type** | **Percent of Respondents** |
| Age | Percent of Respondents |
| 18 to 19 | 2% |
| 20 to 21 | 23% |
| 22 to 24 | 16% |
| 25 to 29 | 18% |
| 30 to 34 | 15% |
| 35 to 39 | 9% |
| 40 to 49 | 10% |
| 50 to 64 | 6% |
| Over 65 | 0% |
| Race/Ethnicity | Percent of Respondents |
| Non-Resident Alien | 0% |
| American Indian/Alaskan Native | 2% |
| Black, Non-Hispanic | 2% |
| White, Non-Hispanic | 89% |
| Hispanic | 2% |
| Asian/Pacific Islander | 1% |
| Other | 1% |
| Prefer not to say | 3% |
| Gender | Percent of Respondents |
| Male | 36% |
| Female | 64% |
| *Source: Office of Research and Strategic Planning* | |

#### Graph 2. Primary Educational Objective

#### Table 47. OTC Contribution to College Competencies

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A Great Deal** | **Much** | **Somewhat** | **Little** | **None** |
| Communication | 40% | 34% | 21% | 4% | 1% |
| Employability | 42% | 35% | 16% | 4% | 3% |
| Professionalism | 37% | 38% | 19% | 3% | 2% |
| Critical Reasoning | 38% | 39% | 18% | 3% | 2% |
| Information Management | 32% | 42% | 20% | 4% | 2% |
| Culture & Global Awareness | 30% | 28% | 28% | 10% | 5% |
| *Source: Office of Research and Strategic Planning* | | | | | |

#### Table 48. OTC Contribution to Other Areas of Growth

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A Great Deal** | **Much** | **Somewhat** | **Little** | **None** |
| Working Cooperatively in a Group | 33% | 34% | 26% | 5% | 1% |
| Working Independently | 40% | 35% | 17% | 5% | 2% |
| Following Complex Directions | 37% | 36% | 20% | 5% | 2% |
| Increasing Reading Comprehension | 31% | 28% | 25% | 11% | 5% |
| Community Service | 26% | 22% | 27% | 15% | 11% |
| *Source: Office of Research and Strategic Planning* | | | | | |

#### Graph 3. Average Number of Hours Worked Per Week

#### Graph 4. Why Graduate Chose OTC

### Non-Returning Student Survey

In an attempt to assess goal attainment for students who leave the college before completing a degree or certificate, non-returning student surveys are conducted periodically. A sample of students who were once enrolled at the College but did not graduate were surveyed. Data was generated regarding their educational goals, Table 49, and factors preventing them from reaching their educational goals, Table 50. The results are used to determine whether or not students achieved their primary educational goals while at OTC. Almost 60% of the non-returning students enter OTC with the intent of transfer to another college or university.

#### Table 49. Primary Educational Objective Sought When Students Enrolled

|  |  |
| --- | --- |
| **Main Educational Goal** | **% of Respondents** |
| Prepare to Transfer to Another College or University | 59.3% |
| Prepare to Enter the Job Market | 12.7% |
| Improve Skills for Current Employment | 8.7% |
| Explore Courses to Decide on a New Career | 7.3% |
| Remedy or Review Basic Skills | 2.0% |
| Study Topics of Interest or for Self-Improvement | 2.0% |
| Prepare to Change Careers | 1.3% |
| Other | 6.7% |
| *Source: Office of Research and Strategic Planning* | |

#### Table 50. Reasons Cited for Not Completing a Degree

|  |  |
| --- | --- |
| **Reason** | **% of Respondents** |
| Completed Desired Coursework | 31.2% |
| Work Schedule Conflict | 22.9% |
| Family/Personal Problems | 17.7% |
| Financial Difficulties | 12.5% |
| Moved Out of Area | 10.4% |
| Lifestyle Change (i.e. marriage, pregnancy, etc.) | 8.3% |
| Transferred to Another College or University | 6.7% |
| Entered Military Service | 5.3% |
| Necessary Courses Were Not Offered | 3.3% |
| Coursework Too Difficult | 2.1% |
| Other | 23.7% |
| *Source: Office of Research and Strategic Planning* | |

## AFTER GRADUATION FOLLOW-UP ASSESSMENT

### 180 Day Graduate Follow-Up

The Missouri Department of Elementary and Secondary Education (DESE), through the Division of Career Education requires a 180 Day Graduate Follow-Up Survey be sent to all post-secondary graduates of approved technical and allied health career education programs each semester. Follow-up data for secondary graduates from approved career education programs is similarly collected following the spring semester. The basic intent of this report is to determine employment status. Related employment includes direct employment, military status, and continuing education patterns of graduating in all career program areas. Table 46 lists related placement and total placement for each Technical and Allied Health program. The information provided is an important tool utilized to improve curriculum and overall institutional effectiveness.

#### Table 51. Placement Summary – Post-Secondary Graduates

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Post-Secondary Program** | **Degrees & Certificates Earned** | **Total Related**  **Placement** | | **Total**  **Placement** | |
| Accounting | 22 | 6 | 60% | 10 | 45% |
| Auto Collision Repair Technology | 12 | 2 | 22% | 9 | 75% |
| Automotive Technology | 13 | 5 | 56% | 9 | 69% |
| Business & Marketing | 45 | 24 | 80% | 30 | 67% |
| Business Technology | 9 | 2 | 40% | 5 | 56% |
| Computer Information Science | 9 | 2 | 33% | 6 | 67% |
| Construction Technology | 11 | 4 | 50% | 8 | 73% |
| Culinary Arts | 23 | 13 | 81% | 16 | 70% |
| Baking Arts | 8 | -- | -- | -- | -- |
| Dental Assisting | 20 | 7 | 88% | 8 | 40% |
| Dental Hygiene | 13 | 13 | 100% | 13 | 100% |
| Diesel Technology | 8 | 4 | 67% | 6 | 75% |
| Drafting & Design Technology | 16 | 10 | 77% | 13 | 81% |
| Early Childhood Development | 26 | 20 | 91% | 22 | 85% |
| Electronic Media Production | 22 | 4 | 29% | 14 | 64% |
| Electronic & Computer Repair Technology | 1 | -- | -- | -- | -- |
| Emergency Medical Technician | 2 | 1 | 100% | 1 | 50% |
| Fire Science Technology | 8 | 5 | 71% | 7 | 86% |
| Graphic Design Technology | 19 | 7 | 58% | 12 | 63% |
| Health Information Technology | 17 | 12 | 80% | 15 | 88% |
| Coding Specialist | 8 | 0 | 0% | 5 | 63% |
| Heating, Refrigeration & A/C | 12 | 7 | 78% | 9 | 75% |
| Hospitality Management | 22 | 10 | 91% | 11 | 50% |
| Industrial Control & Automation | 5 | 4 | 100% | 4 | 80% |
| Machine Tool Technology | 7 | 5 | 100% | 5 | 71% |
| Manufacturing Technology | 4 | 2 | 100% | 2 | 50% |
| Medical Laboratory Technician | 9 | 9 | 100% | 9 | 100% |
| Networking Technology | 26 | 17 | 89% | 19 | 73% |
| Nursing – Practical | 91 | 46 | 72% | 64 | 70% |
| Nursing – Registered | 29 | 25 | 100% | 25 | 86% |
| Occupational Therapy Assistant | 17 | 16 | 100% | 16 | 94% |
| Physical Therapist Assistant | 18 | 17 | 100% | 17 | 94% |
| Printing & Graphics Technology | 4 | 0 | 0% | 0 | 0% |
| Respiratory Therapy | 18 | 17 | 100% | 17 | 94% |
| Surgical Technology | 12 | 11 | 100% | 11 | 92% |
| Turf & Landscape Management | 5 | 3 | 100% | 3 | 60% |
| Welding Technology | 4 | 3 | 75% | 4 | 100% |
| Master Welder | 28 | 9 | 64% | 14 | 50% |
| All Secondary Programs | 624 | 343 | 78% | 440 | 71% |
| *Source: Office of Career Employment Services* | | | | | |

### Employer Survey

An Employer Survey is distributed periodically to area employers who have been identified in the 180 Day Graduate Follow-Up Survey. These area employers are asked to provide feedback on employees who graduated from OTC in the following areas: overall preparedness, communication skills, mathematics skills, dependability, motivation, honesty and integrity, cooperation, ability to learn, problem solving skills, knowledge of equipment, and computer skills. The results in Table 52 are utilized by both faculty and administrators to determine if the current curriculum is meeting the needs of industry and health professions.

#### Table 52. Employer Satisfaction with OTC Graduates

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Item Description** | **Very**  **Satisfied** | **Satisfied** | **Neutral** | **Unsatisfied** | **Very**  **Unsatisfied** | **N/A** | **Avg.**  **Rating** |
| The graduates’ specific skills for which he/she/they were hired. | 50%  (25) | 40%  (20) | 10%  (5) | -- | -- | -- | 4.40 |
| The graduates’ writing skills. | 34%  (17) | 34%  (17) | 8%  (4) | 6%  (3) | 2%  (1) | 16%  (8) | 4.10 |
| The graduates’ mathematics skills. | 36%  (18) | 32%  (16) | 8%  (4) | -- | 2%  (1) | 22%  (11) | 4.28 |
| The graduates’ speaking skills. | 38%  (19) | 44%  (22) | 12%  (6) | -- | -- | 6%  (3) | 4.28 |
| The graduates’ listening skills. | 38%  (19) | 44%  (22) | 12%  (6) | -- | 6%  (3) | -- | 4.08 |
| The graduates’ dependability. | 54%  (27) | 34%  (17) | 12%  (6) | -- | -- | -- | 4.42 |
| The graduates’ overall motivation. | 48%  (24) | 46%  (23) | 6%  (3) | -- | -- | -- | 4.42 |
| The graduates’ honesty/integrity. | 62%  (31) | 36%  (18) | 2%  (1) | -- | -- | -- | 4.60 |
| The graduates’ skills in working cooperatively with others. | 60%  (30) | 26%  (13) | 12%  (6) | -- | -- | 2%  (1) | 4.49 |
| The graduates’ demonstrated capability to learn new techniques. | 52%  (26) | 36%  (18) | 10%  (5) | -- | -- | 2%  (1) | 4.43 |
| The graduates’ problem solving skills. | 30%  (15) | 44%  (22) | 22%  (11) | -- | -- | 4%  (2) | 4.08 |
| The graduates’ familiarity with current equipment. | 44%  (22) | 30%  (15) | 14%  (7) | 4%  (2) | -- | 8%  (4) | 4.24 |
| The graduates’ computer skills. | 42%  (21) | 34%  (17) | 10%  (5) | -- | -- | 14%  (7) | 4.37 |
| The graduates’ overall preparation for employment. | 46%  (23) | 44%  (22) | 10%  (5) | -- | -- | -- | 4.36 |
| *Source: Office of Research and Strategic Planning* | | | | | | |  |

# ASSESSMENT RESULTS: PROGRAM LEVEL, DEPARTMENT LEVEL, INSTITUTION LEVEL, AND AD HOC

## PROGRAM AND DEPARTMENT LEVEL

### Annual Planning Report

In the past, all academic programs/departments and all service areas of the college have completed and participated in a five-year program review process. Beginning in the fall 2011 semester, the college is moving to an Annual Planning Report.

All academic programs, academic departments, and service areas will complete an Annual Planning Report to be submitted every February. This process is designed to provide a review of the Mission statement developed specifically by the program, department, or service area and how it supports the Mission statement of the College and the strategic planning process. In addition, it serves to integrate assessment, planning, and resource allocation for the purpose of optimizing student learning and services. The review of all academic programs and departments provide a means by which proactive planning is promoted in order to improve the quality of the institution. This process has been designed to encompass the elements needed to provide the information necessary for effective planning and to meet other needs such as specialized accreditation. This report serves the following purposes:

* Promote assessment of student learning and services offered
* Improve teaching and student learning
* Critique and enhance curriculum design/revision
* Validate the need, usefulness, and quality of the courses within each program or service area
* Provide data for the justification of budgetary needs and resource allocation
* Improve student success directly or through the process of supporting faculty, and/or staff

The different academic programs and service areas of the college will be phased into the annual planning process. In addition, the technical and career programs will “Showcase” their programs every three years.

## INSTITUTIONAL LEVEL ASSESEMENT

### Trend Data Report

The Trend Data Report provides data by program and department on a semester basis for the last five years. The information includes the following: summary of program enrollment change, graduation rates by program, grade information by program and department, and failure and withdraw rates by program and department. This information is used for five-year reviews and to evaluate the validity of programs.

#### Table 53. Change in Declared Majors by Program 2007 -2011

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **# of Declared Majors** | | **Total Declared**  **Major Change** | **Total % Change**  **in Declared Majors** |
| **Fall 2007** | **Fall 2011** |
| Accounting | 171 | 213 | 42 | 24.6% |
| Agriculture |  | 18 | -- | -- |
| Associate of Arts | 5099 | 5806 | 707 | 13.9% |
| Auto Collision Repair | 73 | 85 | 12 | 16.4% |
| Automotive Technology | 106 | 203 | 97 | 91.5% |
| Business and Marketing | 401 | 485 | 84 | 20.9% |
| Coding Specialist | 34 | 57 | 23 | 67.6% |
| Computer Information Science | 102 | 272 | 170 | 166.7% |
| Construction | 56 | 31 | -25 | -44.6% |
| Culinary Arts | 158 | 330 | 172 | 108.9% |
| Dental Assistant | 32 | 22 | -10 | -31.3% |
| Dental Hygiene | 45 | 37 | -8 | -17.8% |
| Diesel Technology | 49 | 108 | 59 | 120.4% |
| Drafting and Design | 101 | 62 | -39 | -38.6% |
| Early Childhood Development | 175 | 293 | 118 | 67.4% |
| Electronic Media Production | 109 | 127 | 18 | 16.5% |
| Emergency Medical Technician | 49 | 45 | -4 | -8.16% |
| Fire Science Technology | 84 | 117 | 33 | 39.3 |
| Graphic Design Technology | 175 | 186 | 11 | 6.3% |
| Health Information Technology | 108 | 237 | 129 | 119.4% |
| Heating, Refrigeration, & A/C | 101 | 147 | 46 | 45.5% |
| Hospitality Management | 40 | 62 | 22 | 55% |
| Industrial Control & Automation | 1 | 51 | 50 | -- |
| Machine Tool Technology | 37 | 25 | -12 | -32.4% |
| Manufacturing Technology | -- | 36 | 36 | N/A |
| Medical Lab Tech | 8 | 15 | 7 | 87.5% |
| Networking | 151 | 195 | 44 | 29.1% |
| Nursing - Practical | 65 | 102 | 37 | 56.9% |
| Nursing - Registered | 27 | 35 | 8 | 29.6% |
| Occupational Therapy Assistant | 39 | 40 | 1 | 2.56% |
| Physical Therapist Assistant | 29 | 25 | -4 | -13.8% |
| Respiratory Therapy | 25 | 19 | -6 | -24% |
| Surgical Technology | 34 | 14 | -20 | -58.8% |
| Teaching | 35 | 1104 | 1069 | 3054.3% |
| Turf & Landscape Management | 43 | 36 | -7 | -16.3% |
| Welding | 79 | 99 | 20 | 25.3% |
| *Source: Office of Research & Strategic Planning and Computer Services* | | | | |

### National Community College Benchmarking Project (NCCBP)

The National Community College Benchmarking Project is a nation-wide effort by community colleges to establish meaningful indicators of institutional performance that are authentic to the community college experience. This report compiles information utilized to measure institutional effectiveness and student success in the following areas: the ethnic diversity of the student population, cost efficiency of cost per credit hour, next term persistence rate, student satisfaction and engagement, and student goal attainment. The percentile rank of a score is the percentage of scores in its frequency distribution which are lower than it. For example, a test score which is greater than 75% of the scores of people taking the test is said to be at the 75th percentile.

#### Table 54. NCCBP Findings with Reported Value, Percentile Rank, and Number of Colleges Reporting

|  |  |  |  |
| --- | --- | --- | --- |
| **NCCBP Area** | **Reported Value** | **Percentile Rank** | **N** |
| **Institution Information** | **Reported Value** | **Percentile Rank** | **N** |
| Service Area Total Population | 655,811 | 76% | 267 |
| Service Area Unemployment Rate | 6.80% | 27% | 267 |
| Service Area Median Household Income | $36,639 | 14% | 248 |
| IPEDS Enrollment (Fall 2010) | 13,907 | 81% | 267 |
| % Transfer Credit Hours (Fall 2010) | 57.00% | 52% | 237 |
| % Technical/Career Credit Hours (Fall 2010) | 33.00% | 58% | 242 |
| % Developmental Credit Hours (Fall 2010) | 10.00% | 43% | 249 |
|  |  |  |  |
| % Nonresident Alien (Fall 2010) | 0.00% | 31% | 267 |
| %Black, Non-Hispanic (Fall 2010) | 3.00% | 29% | 267 |
| % Am. Indian or Alaskan Native (Fall 2010) | 1.00% | 76% | 267 |
| % Asian (Fall 2010) | 1.00% | 43% | 267 |
| % Nat. Hawaiian, Pacific Islander (Fall 2010) | 0.00% | 45% | 267 |
| % Hispanic (Fall 2010) | 3.00% | 34% | 267 |
| % White, Non-Hispanic (Fall 2010) | 86.00% | 84% | 267 |
| % Race/Ethnicity Unknown (Fall 2010) | 4.00% | 52% | 267 |
|  |  |  |  |
| Tuition and Fees per Credit Hour (Fall 2010) | $98 | 47% | 261 |
| Unrestricted Operating Funds (FY 2011) | $62,685,576 | 79% | 253 |
| % Funds from Local Sources (FY 2011) | 13.00% | 43% | 246 |
| % Fund from State (FY 2011) | 20.00% | 43% | 251 |
| % Funds from Tuition and Fees (FY 2011) | 59.00% | 80% | 254 |
| **Proportion of Students that Completed a Degree or Certificate or Transferred within Three Years** | **Reported Value** | **Percentile Rank** | **N** |
| % Completed in Three Years |  |  |  |
| *Full-time, First-time in Fall, 2006* | 17.88% | 43% | 261 |
| %Transferred in Three Years |  |  |  |
| *Full-time, First-time in Fall 2006* | 18.06% | 54% | 239 |
| **Credit Student Who Enrolled Next Term and Next Fall (Fall 2008)** | **Reported Value** | **Percentile Rank** | **N** |
| Next-term Persistence Rate (Col 4) | 73.39% | 63% | 256 |
| Fall-fall Persistence Rate (Col 7) | 53.71% | 86% | 257 |
| **Credit, College-Level Course Retention and Success Rates (Fall 2010)** | **Reported Value** | **Percentile Rank** | **N** |
| Retention Rate | 84.20% | 9% | 265 |
| **Credit Developmental/Remedial Course Retention and Success Rates**  **(Fall 2010)** | **Reported Value** | **Percentile Rank** | **N** |
| Math Retention Rate | 77.23% | 18% | 261 |
| Writing Retention Rate | 79.66% | 16% | 251 |
| Reading Retention Rate | 79.26% | 10% | 242 |
| **Career Program Completers (Most Recent Data)** | **Reported Value** | **Percentile Rank** | **N** |
| Employed in Related Field | 67.92% | 78% | 195 |
| Pursuing Education | 9.81% | 24% | 185 |
| **Institution Wide Credit Grades (Fall 2010)** | **Reported Value** | **Percentile Rank** | **N** |
| Percent Withdrew | 16.44% | 93% | 265 |
| Percent Completed | 83.56% | 7% | 265 |
| Percent Completer Success | 83.24% | 58% | 265 |
| Percent Enrollee Success | 69.56% | 22% | 265 |
| Percent A and B Grades | 53.18% | 28% | 265 |
| **Minority Participation Rates (Fall 2010)** | **Reported Value** | **Percentile Rank** | **N** |
| % Minority Credit Students | 13.94% | 31% | 265 |
| % Minority Employees | 4.77% | 20% | 240 |
|  |  |  |  |
| Minority Student/Population Ratio | 1.9993 | 89% | 264 |
| Minority Employee/Population Ratio | 0.6846 | 56% | 239 |
| **Market Penetration: Credit and Non-Credit Students (AY 10-11)** | **Reported Value** | **Percentile Rank** | **N** |
| Credit Student Penetration Rate | 2.89% | 35% | 248 |
| Non-credit Student Penetration Rate | 0.58% | 30% | 227 |
| **Average Credit Section Size (Fall 2010)** | **Reported Value** | **Percentile Rank** | **N** |
| Average Credit Sections Size | 19.77 | 50% | 261 |
| **Credit Course Student/Faculty Ratio (Fall 2010)** | **Reported Value** | **Percentile Rank** | **N** |
| Student/Faculty Ratio | 19.41 | 60% | 256 |
| **Instructional Faculty Load (Fall 2010)** | **Reported Value** | **Percentile Rank** | **N** |
| % Credit Hours by Full-time Faculty | 39.86% | 23% | 244 |
| % Credit Hours by Part-time Faculty | 60.14% | 76% | 244 |
| % Sections by Full-time Faculty | 60.90% | 77% | 244 |
| % Sections by Part-time Faculty | 39.10% | 22% | 244 |
| **Credit Distance Learning Sections and Credit Hours (Fall 2010)** | **Reported Value** | **Percentile Rank** | **N** |
| DL % of Credit Hours | 17.14% | 68% | 255 |
| DL % of Total Credit Sections | 18.54% | 75% | 256 |
| *Source: Office of Research and Strategic Planning* | | | |

## Planning and Assessment

The Strategic Plan 2020 serves to promote continuous change and will require adjustments as the College responds to changing economic and community needs. In spring 2010, five new strategic initiatives were developed to meet these changing needs. The foundation for the Institution’s Strategic Plan and the assessment process for the College is its Mission statement. To promote support, it is imperative the mission is understood not only by faculty and staff but also by students and the community it serves. Ozarks Technical Community College must continually reexamine and communicate the important educational core values that define their existence and implement strategies to assess student learning and institutional performance with respect to those values. Assessment must be based on what OTC truly values as an institution.

Strategic planning at the College is coordinated by the Strategic Planning Council, which consists of administrators, faculty, and staff from across the College. The responsibility for the coordination of assessment and planning occurs through the Office of Academic Services and the Office of Research and Strategic Planning. Together, these two office’s assist all areas of the college in the design and implementation of assessment activities.

At Ozarks Technical Community College, assessment is integrated with institutional planning and budgeting at several different levels. This linkage begins at the departmental level, progresses to campus wide planning procedures, and culminates in administrative and Board of Trustees level. At each level, assessment results are used to develop plans and proposals for changes designed to enhance student achievement. Approved plans and proposals are implemented and monitored in order to determine whether planned outcomes are achieved.

Institutional planning is coordinated by the Strategic Planning Council, and in consultation with relevant planning committees, plans and proposals for changes and/or improvements in the relevant areas are designed and implemented. These plans and proposals are then considered by the full Council and by the College’s Board of Trustees, as necessary, for the determination of priority status for implementation and funding in the institutional budgeting process. As the plans, proposals, and budgets are executed, the President’s Cabinet monitors their progress in order to determine whether the desired outcomes are being accomplished.

Beyond the classroom a variety of individuals need to be involved in the assessment process as well as the implementation process, and the roles and responsibilities of those involved need to be communicated across campus. The individuals involved in any given assessment and their role and responsibility will be determined by the particular assessment process taking place. It is important for all areas of the college to be involved in assessment and the promotion of effective change. Strategies have been incorporated to encourage faculty and administration involvement and to help these individuals understand various assessment methods and how to select the most appropriate method for their need.

## SUMMARY

Assessment plays a vital role in the process of providing supporting evidence from all areas of the college to show how each unit promotes and supports the College’s Mission statement. It provides an avenue for identifying the institution’s strengths and weaknesses. As weaknesses are identified, actions can be proposed and incorporated into the assessment process that serves to make the necessary improvements. Assessment allows the College to collect and analyze data to help students become better learners, achieve educational goals, and become successful after leaving Ozarks Technical Community College. Through the assessment process, documentation needed to support administrative decisions and budget allocation is generated.

While there are a variety of tools, measurements, and processes utilized by the College to assess what is occurring in the academic and support areas of the college, careful evaluation is necessary to ensure that the resulting data are evaluated and used to develop effective strategies designed to promote necessary changes to enhance student learning and success. As goals at various levels of the institution are revised and modified, the assessment methods and processes designed to assess these goals will also need to be revised and modified to ensure that the information generated is useful and promotes enhancement of student success. Assessment is a continuous process necessary to produce results that must be used to support the change required for the College to continue to grow and meet the educational demands of the future.