OKLAHOMA CITY COMMUNITY COLLEGE
ANNUAL STUDENT ASSESSMENT REPORT
Fiscal Year 2005

ENTRY-LEVEL ASSESSMENT

1.   METHODS USED

The table below contains a listing of the tests used in entry-level assessment and the purpose of each test. The cut-off scores for placement into specific courses are available in Appendix A.

Name of Instrument	Purpose
ACT	Placement Remove deficiencies Admission to special application programs
COMPASS	Placement Remove deficiencies Admission to special application programs Post testing for zero level courses
Riverside Chemistry	Placement Remove deficiency
Riverside Biology	Placement Remove deficiency
Anatomy and Physiology Test (Locally Developed)	Placement

2.   ADMINISTRATION

Oklahoma City Community College provides entry-level assessment to all students entering credit classes. Entry-level assessment includes testing, a review of high school or college grades, ACT scores, and intake interview information.

This assessment information is an integral part of the enrollment process. After a new student is admitted to the college, he or she is referred to an Admissions Officer where his or her ACT scores are evaluated. Students with sufficiently high ACT scores are placed in appropriate classes according to the table in Appendix A. Those students who do not have test information or previous College experience must test and are referred to the College's Test Center. Interpretations of the assessment tests are completed in the Student Development office.

All of the tests, except the ACT and TOEFL tests, referred to in Appendix A can be taken at anytime in the College's Test Center. For those students needing the ACT

test, the College offers residual ACT testing in group sessions approximately once a week, more often during enrollment periods.

Students receive immediate information concerning their scores on the assessment instruments they take at the College. This immediate feedback allows students to determine their enrollment options. Students may decide to enroll in the class that their assessment scores indicate or they may decide that they will retake the assessment test. Re-testing is available to all students after they wait the appropriate time period.

Developmental classes are available to all students. Therefore, students who are unable to obtain a score that allows them to enroll in college-level work can enroll in a class which will help them prepare for college-level work in future semesters. The student's placement in developmental classes is based on their test scores.

Students who need only test in one area do not have to test until they are ready to enroll in the specific class. For example, a student may not take the math assessment test until the second semester if they do not plan on taking math in their initial semester. Each student is able to determine the timing for their testing, as long as it is done prior to enrolling in a college-level class that requires minimum reading, writing, or math and any deficiencies have been cleared.

3. ANALYSES OF FINDINGS

The Oklahoma State Regents' Student Remediation report reflects a total of 760 first-time freshmen in Fall 2001 with an ACT score of less than 19. Of these:

- Fourteen percent (108) passed secondary testing for placement in courses requiring college level reading, which is a *lower* secondary placement test rate into college-level classes with a reading prerequisite than in the previous two falls.
- Thirteen percent (97) of the students were placed in college-level composition classes based on secondary testing; which is a *lower* percent than in the previous two falls.
- Thirty-nine percent (299) of the students were placed in college-level math classes based on secondary testing, which is a *significantly higher* rate than the previous two falls.

The ACT COMPASS was used to place students starting in FY 2000. Data for FY 2005 is in Appendix B. A brief overview of these scores follows. In the area of reading, 56% of the 5,162 reading scores placed students into college-level classes. Thirty-eight

percent of the 5,289 writing test scores placed students into college-level classes requiring minimum writing. And over 13% of the 2,666 students who tested for Algebra or College Algebra were placed in college-level math classes. In comparing the above results with results from FY 2004, the writing and reading placement percentages are higher for students being placed in college-level classes, while the percentage being placed in college-level classes based on math was lower.

Non-native English speaking students are required to take the TOEFL for placement into credit classes. Those students who reach the score for admission then complete the COMPASS for placement. On July 17, 2000, the ESL/COMPASS became the instrument of choice for placing non-native English speaking students into both credit and non-credit classes. Prior to that time, the SLEP (Second Language English Placement) paper instrument was administered for non-credit students and the COMPASS was used for credit placement.

A total of 329 TOEFL tests were administered during FY 2005. Seventy percent of the scores fell below the criteria for enrollment into college-level classes. This is a one percent increase from the sixty-nine percent in FY 2004. The SLEP has been placed on inactive reserve since July 17, 2000. This means that it is only utilized when the COMPASS server is down or when the examinee is intimidated by the use of a computer for testing.

Students with a high school science deficiency may have it resolved by passing a standardized placement test published by Riverside for Chemistry and Biology. If a person with a deficiency reaches the cutoff score, the science deficiency is considered resolved and the student may enroll for science classes for which they meet the prerequisites. One Riverside Chemistry tests was given in FY 2005 and this individual did not pass. Twelve percent of the 43 Biology assessments yielded a score high enough for students to enroll in college-level Biology. This placement rate is ten percent higher than the FY 2004 placement rate.

Anatomy and Physiology placement is assessed by a locally developed test. Fifty percent of the 307 students taking the Anatomy and Physiology placement test scored high enough to enroll in Anatomy and Physiology I. This placement rate is one percent lower than the placement rate in FY 2004. The results of any of these science tests do not prevent enrollment by the student in other college-level courses if prerequisites are met.

4.   ANALYSES OF STUDENT SUCCESS

Oklahoma City Community College regularly reviews the placement of students. Information for the review is obtained from faculty surveys and from student completion rates in specific classes.   On a periodic basis, surveys are administered that request information on whether the faculty member believes each student in their class was placed appropriately, too high, or too low. The information from this survey is grouped to see if there is any pattern that can be addressed. If the grouped data reveals that more than 5% of the students are placed at the wrong level then the cut off scores are reviewed to see if they need to be adjusted. This survey is carried out once every three years, on request, or a year after a new test is implemented. This survey was conducted in the Fall 2002.

At the end of Fall 2002, the survey results from each section was paired with the pass rate for that section. The findings revealed that the instructor's assessment of students' placement did not always coincide with pass rates. This information was provided to the newly formed Entry Level Assessment Committee (ELAC) whose mission is to review the effectiveness of assessment measures used for entry level placement. ELAC requested that a more in-depth study be done by pairing each individual student's grade with the instructor's assessment of their placement. The ELAC continues to meet and discuss the placement of students based on testing.

Course completion rates are also reviewed. If more than a ten percent fluctuation in completion rates is experienced then a review is initiated to identify possible reasons for the fluctuation. If placement is determined to be a part of the problem, then information is presented to the Entry Level Assessment Committee for their review and possible recommendation to change placement scores.

The information from the faculty review of student placement and the review of course completion rates is given to the Entry Level Assessment Committee (ELAC) which then recommends changes in the system to both the Vice President for Student Services and the Provost/Vice President for Academic Affairs. A final decision on any changes comes through these two positions.

If the review of a standardized test shows that the test is no longer providing the desired results, the process of identifying a new test will begin. The ELAC will recommend an instrument with cut scores to the Vice President for Student Services and the Provost/Vice President for Academic Affairs. Any changes in the test instrument will occur at the beginning of an enrollment period so that the revised test will be administered

to all students enrolling for that specific semester. After the test has been used for at least one full academic year, a review of the cut scores will take place and adjustments will be made where necessary.

5. STUDIES OF ENTRY LEVEL ASSESSMENT

Each year the College analyzes the pass rates of students taking the developmental study courses. Below is a chart outlining the results for the past three years. The pass rates for the students in these developmental courses exceeds or meets the OSRHE benchmark in all three areas. The seven-year pass rate for developmental courses provides an additional comparison measure. This average pass rate includes student who re-took the course after having not successfully completed the class on the first attempt. A number of activities contribute to the success of students in developmental courses:

- o Specialized labs with free tutoring.
- o Specialized instructional strategies and instructional technology.
- o College success workshops for students.
- o Continued faculty development opportunities focused on improving teaching and learning in developmental courses.

Pass Rates for Students in Developmental Courses

	FY 2003	FY 2004	FY 2005	'99-'05 With Retakes*	OSRHE Benchmark**
Developmental Reading Courses	66%	63%	66%	70%	50%
Developmental Writing Courses	66%	66%	67%	69%	50%
Developmental Math Courses	50%	53%	50%	54%	50%
All Developmental Courses	55%	56%	55%	59%	50%

* The '99-'05 passing rate tracks students who took developmental courses during the past seven years and factors in retakes (students who previously were unsuccessful in the course then retook the course).

** The Oklahoma State Regents for Higher Education (OSRHE) has used 50% as its benchmark for successful remediation for colleges and universities in the state system.

The success of subsequent college-level courses is also quite positive. The chart below represents the results of the basic skills area for the students who previously successfully completed developmental courses. This chart indicates that the pass rate for students in college-level courses who previously completed a developmental course in reading or writing remained consistent with the previous year. The pass rate for students in college level math classes who previously completed a developmental math class declined slightly from the previous year. The Entry Level Assessment Committee is currently looking at COMPASS placement scores to ensure correct course placement within developmental math classes. The 7-year average pass rate for college-level courses provides an additional measure for comparison. This rate factors students who were not successful in the developmental level course on the first attempt and subsequently re-took the developmental level course. The fiscal year pass rates are higher in each area than the 7-year average pass rate indicating a continued improvement

College-Level Course Pass Rates for Students Who
Previously Successfully Completed Developmental Courses

	FY 2003	FY 2004	FY 2005	'99-'05 With Retakes*	Benchmark Rate**
Reading Area: All Freshman Level Courses	68%	61%	60%	76%	75%
Writing Area: English Composition Courses	70%	74%	74%	80%	75%
Math Area: College Algebra or Contemporary Math	62%	70%	67%	70%	71%
Combination of All Freshman Level Courses	72%	67%	66%	75%	75%

*   The '99-'05 passing rate tracks students who took developmental courses during the past seven years and factors in retakes (students who were previously unsuccessful in the course and then retook the course).

** The benchmark rate is the most recent three-year average passing rate of students enrolled in the college-level courses that were not required to take a developmental course prior to enrollment.

6. PLANNED INSTRUCTIONAL CHANGES

The information concerning lower completion rates for developmental math students in Math for Business Careers and College Algebra in FY 2003 was passed on to the Dean of Science and Mathematics and a committee was formed to review the curriculum and make changes if needed. The Committee reviewed the possibility of offering two different exams. One would be the continuation of Compass for reading and writing while the other would be Accuplacer for the math component. Unfortunately, it was not possible to offer two different tests – the Compass and Accuplacer – on campus. Therefore the Entry Level Assessment Committee (ELAC) and the Associate Vice President for Academic Affairs are seeking alternatives to address the student math scores on the Compass tests. The results of these efforts will be forwarded to the Student Learning Council (SLC) in the fall of 2005.

The data from the entry-level assessment is focused on determining the appropriate placement of students into classes. In FY 2005, the information did not lead to changes in instructional activities. Although the placement of students does change the mix and frequency with which classes are offered.

In the future if there is information that indicates changes need to be made within courses or to the placement cut scores, this information will be discussed by the ELAC Committee. If deemed appropriate, recommendations for change would be submitted by the Committee to the Provost/Vice President for Academic Affairs.

MID-LEVEL ASSESSMENT

7. MEASURES OF MID-LEVEL COMPETENCIES

HISTORY: In FY 1994, Oklahoma City Community College piloted CAAP as a measure of mid-level assessment. Over 600 students fell into the category of those who had completed their general education courses, and they were sent invitations to be part of this new program at the College. Only 11 students actually participated in the test. After a lengthy discussion in the Student Assessment Committee during Fall 1995 concerning the motivation of students, it was decided to find ways to measure the College's general education competencies that did not include additional testing for students. The decision was made that a standardized test was not the best way to determine whether a student had met their general education competencies.

The General Education Committee was given the task of identifying measures that did not require extra student time, but were valid in determining that students had the knowledge that would indicate they had met their general education competencies. Over the past five years, the General Education Committee has suggested and implemented a number of measures. Tracking student progress in campus classes has proved to be a useful measure of success.

In FY 2000, the General Education Committee completed a major project that increased the number and types of outcomes and measures related to each General Education competency. The General Education Outcomes Assessment Plan approved by the General Education Committee in September of 2001 can be found in Appendix C. This plan includes an implementation timeline. To fulfill this timeline, the competencies of Writing Essays & Using Scientific Methods were evaluated in depth in FY 2005.

In FY 2002 the General Education Committee decided to look at administering the Academic Profile Test to intact classes. In this pilot year, 100 students in two sophomore level classes were asked to take the test. The Academic Profile Tests measures general education in the areas of reading, writing, critical thinking, math, humanities, social science, and natural science. The results of this pilot test were positive and it was determined that the Academic Profile Test would be used annually to assess general education competencies. Therefore, in FY 2003 the test was given to 171 students in 12 sections of classes identified as having students who had potentially completed most of their general education classes. In FY 2004, the test was given to 201 students in 15 sections of classes identified as having students who had potentially completed most of their general education classes. In FY 2005, the decision was made to offer the test to students during a two week period. Students had the opportunity to complete the test any time during this time frame. There were 91 students who completed the test in FY 2005.

8. ASSESSMENT OF GENERAL EDUCATION COMPETENCIES

As in most two-year colleges, it is difficult to define where mid-level assessment should actually occur. Therefore, Oklahoma City Community College has chosen to define mid-level as the point at which students have acquired all of their general education competencies. This may happen at any point during the time they attend the College.

The General Education Committee with input from faculty revised the general education competencies in FY 1998 and 1999. In this process several competencies

were reworded and two were added. The statement of all general education competencies can be found within the General Education Outcomes Assessment Plan in Appendix C.

In Fall 1999, a list of outcomes and measures for each of these competencies was created. A system was developed in which information can be collected on a regular basis using these outcomes and measures. With the implementation of the plan in FY 2002, the evaluation of each general education competency is completed once every five years. The results of each year's evaluation are included in this report. In FY 2005, the competencies of Writing Essays & Using Scientific Methods were evaluated. In general the findings were very positive.

The results of the Academic Profiles Test were used to get a general indication of how well OKC Community College students were prepared in General Education in comparison to other two-year college students. As an overall measure of General Education, the Academic Profile test shows that OKC Community College students' total score was not significantly different than the norm group. On the subscale scores there was also no significant difference between the College and the norm group.

The Academic Profiles test will continue to be conducted in the fall and spring semester. The table below presents the summary of information provided by the Academic Profile.

ACADEMIC PROFILE RESULTS
STUDENTS WITH 30 OR MORE CREDIT HOURS
Fall 2002, Fall 2003, & Fall 2004

	Fall 2002	Fall 2003	Fall 2004
	N=77	N=108	N = 91
Total Score			
OKCCC Mean	442.95	438.29	441.3
Norm Group Mean	443.10	443.10	443.1
Critical Thinking			
OKCCC Mean	109.87	109.26	109.7
Norm Group Mean	108.8	110.80	110.8
Reading			
OKCCC Mean	118.21	117.31	118.0
Norm Group Mean	118.30	118.30	118.3
Writing			
OKCCC Mean	114.36	112.68	113.8
Norm Group Mean	115.0	115.00	115.0

ACADEMIC PROFILE RESULTS (Continued)
STUDENTS WITH 30 OR MORE CREDIT HOURS
Fall 2002, Fall 2003, & Fall 2004

Mathematics			
OKCCC Mean	113.26	112.45	113.3
Norm Group Mean	113.20	113.20	113.2
Humanities			
OKCCC Mean	114.12	113.01	113.4
Norm Group Mean	114.3	114.30	114.3
Social Science			
OKCCC Mean	112.7	112.66	113.3
Norm Group Mean	113.7	113.70	113.7
Natural Science			
OKCCC Mean	114.0	113.50	114.3
Norm Group Mean	115.9	115.90	115.9

The College faculty assesses two of the 10 required OKCCC specific general education competencies in a more in-depth manner every year. While the *Academic Profile Test* provides data to indicate that College is achieving the END, the data is limited in its use for curriculum improvement. The in-depth assessment process includes the development of a rigorous measurement that will not only determine the degree to which the specific competency is demonstrated, but also to provide information that can be used to improve instruction and increase the level of student achievement. The two areas of focus this year included Writing Essays and Scientific Methods of Inquiry.

Writing Essays

The writing essay general education competency was developed by the faculty. The English and Humanities faculty developed criteria to assess the writing general education competency on an essay written at the end of ENGL 1213. Two hundred and eighty students participated and 246 (88%) wrote the assigned essay at the satisfactory level or higher according to the measurement criteria. These results indicate that there is no need at this time to make any curricular changes

Using Scientific Methods

The Science faculty from Biology, Chemistry and Physics developed an assessment instrument to measure the student's knowledge of scientific methodologies. Six Hundred and eighty students who had completed their general education science

requirements took the assessment instrument. There were 97.6% of the students who passed the assessment instrument with the average score being 80%. These results are very positive and indicate that there is no need at this time to make any curricular changes.

9.   PROGRESSION OF STUDENTS and

10.   ANALYSES AND FINDINGS

The systematic plan for evaluating each of the general education competencies is providing valuable information on student acquisition of these skills. Two general education competencies are evaluated each year as outlined in The General Education Competency Outcomes Assessment Plan in Appendix C. The Academic Profile Test is conducted in the fall and spring to a sample of students who have completed at least 30 credits. The results of each year's evaluation are shared with the General Education Committee, faculty, and administration and are a part of each year's Annual Assessment Report.

In the Spring semester of 2005, the General Education Committee revised the College's general educational core competencies. Approval of these competencies is anticipated in the Fall semester of 2005. The College looks forward to the continued results of the new system developed for measuring general education outcomes, as they will provide information that allows changes to be made in the curriculum when necessary.

11.   INSTRUCTIONAL CHANGES

The General Education Committee plans to continue to look for effective and efficient ways of assessing the College's mid-level general education competencies. In accomplishing this objective, the General Education Committee is continuing to seek information on currently available outcome measures. Once information is available through the implementation of the General Education Outcomes Assessment Plan, the Plan outlines a process to make curricular changes when warranted.

PROGRAM OUTCOMES ASSESSMENT

12.   ASSESSMENT INFORMATION

As a part of Oklahoma City Community College's approved assessment plan, each program has stated outcomes that can be measured. The table below lists technical programs and some of the results of outcome measures for that program. Cooperative programs are reviewed separately at the end of the following table.

Program Outcomes

Program	Outcome Measures and Numbers Assessed
Accounting	▪ Survey of FY 2004 Graduates – 4 responses from 8 graduates. Seventy-five percent of the responding graduates rated the training received at OKCCC at "good" or "very good." ▪ Capstone course Intermediate Accounting II (Acct 2703) FY 2005 – 92% successful completion rate with 12 enrolled.
Administrative Office Technology	▪ Survey of FY 2004 Graduates - 1 response from 12 graduates. 100% rated the training as Very Good. ▪ Career Education Internship (AOT 2663) FY 2005 – 29 enrolled with a successful completion rate of 97%.
Automotive Tech	▪ Survey of FY 2004 Graduates – of the two people who completed the survey both (100%) rated the training as Very Good. ▪ Of the students graduating from the program that took the National ASE Certification Examination in one or more of the eights areas evaluated exceeded the national average by over 26%.

The survey of the FY 2004 graduates asked "How would you rate the training you received at OKCCC in relation to its usefulness in performing your job?" The optional responses included very good, good, neutral, poor and very poor. (Nursing and OTA used a separate survey.)

Program Outcomes (Continued)

Program	Outcome Measures and Numbers Assessed
Business	▪ Survey of FY 2004 Graduates – 5 respondents rated the training as very good, 9 rated the training as good and 1 rated the training as neutral. ▪ National Insurance Certification Exam: FY 2004 – Out of 11 sections, the average pass ratio was 82.44% compared to the national average of 73.5% for all courses. In 8 out 11 sections, over 70% of students passed the national certification exam, and 3 of those 8 had 100% pass ratio.
Child Development	▪ Survey of FY 2004 Graduates – 5 responses 100% rated training as Good to Very Good. ▪ Capstone course Child Development Fieldwork (CD 2083) FY 2005 – Successful completion rate of 87%, 15 enrolled.
Commercial Art /Graphic Communications	▪ Survey of FY 2004 Graduates – 4 responses with 100% rated training as Good to Very Good. ▪ Portfolio Evaluation. 16 of the 17 graduating students (94%) completed their portfolios in an acceptable manner.
Computer Aid Design	▪ Survey of FY 2004 Graduates – 3 responses with 1 very good, 1 good and 1 very poor. ▪ Capstone course Design Project (CAD 2924) FY 2005 —Successful completion rate of 90%, 20 enrolled.
Computer Science	▪ Survey of FY 2004 Graduates – 5 responses with 1 Very Good, 2 Good, and 4 neutral. ▪ Capstone course Systems Analysis and Design (CS 2223) FY 2005 – 75% successful completion rate, 8 enrolled.
EMT	• 100% of respondents rated the training as excellent. • In 2004 the National Registry Exam for Paramedics- 13 candidates, 13 passed on first attempt, 100% pass rate. • 100% of students successfully completed the Gatekeeper Course EMS 2179 (Paramedic Care IV).
Journalism & Broadcast	▪ Survey of FY 2004 Graduates – 4 responses with 2 very good and 2 neutral. ▪ The two submitted portfolios for broadcasting were excellent. ▪ Of the ten journalism portfolios 70% scored 8 points or higher on a 12 point scale.

Program	Outcome Measures and Numbers Assessed
Management	▪ Capstone course Management Applications (MGMT 2953) FY 2004 – 84.6% successful completion rate, 26 enrolled.
Nursing	▪ Survey of FY 2005 (Fall, 2004) Graduates – 9 responses from 43 graduates. Spring 2005 graduates not yet surveyed. 100% of the Fall, 2004 Graduates reported satisfaction with the nursing program. ▪ Survey of Employer Evaluations of Graduates (Fall, 2004). Six responses (43 graduates); all reported satisfaction with the graduates' performance. ▪ National Council Licensure Exam for Registered Nurses (NCLEX-RN) 2004 Calendar NCLEX-RN Pass Rates: 112 candidates, 97 passed on first attempt, 86.61% pass rate. National pass rate was 85.26%, Oklahoma pass rate was 83.68%.
Occupational Therapy Assistant	Survey of FY 2004 Graduates - 4 responses from 15 graduates. The combined total number of reportable items was 40. Out of 40, 17 items of respondents were rated at "5" (strongly agree), and 17 items were rated at "4" (agree). Two (2) items were rated at "3" (neutral) and there were 4 items with no rating applied. So, given the 40 reportable items, 34 were rated at "4" or above for a satisfaction rating of 85%. National Certification Exam in FY 2005 – 14 students were tested, 12 passed the test on the first attempt for an 85.7% pass rate compared to the national pass rate of 83%. Capstone courses Fieldwork IIA (OTA 2253) and Fieldwork IIB (OTA2263) course grades are based on observation of student performance in the work place. During FY 2005 the combined student enrollment was 36 with a total pass rate of "C or above" (first attempt) at 94.44%.
Physical Therapist Assistant	▪ Survey of FY 2004 Graduates – of 18 responses 100% rated the training Good to Very Good. ▪ Physical Therapist Assistant Licensure Exam. In FY 2004, 15 graduates were tested, 14 passed on first attempt (93%) compared to national pass rate of 74%. ▪ Capstone course PTA 2134 (Clinical Practicum II) FY 2005 – Completion rate 100% with 14 enrolled.

Cooperative Programs

Program	Outcome Measures and Numbers Assessed
Aviation General/Airframe/Powerplant	▪ FAA National Written Test –134
Medical Assistant	▪ Certified Medical Assistant– 28
Microcomputer Support Technology	▪ A+ Certification– 74 ▪ CIW Designer - 3 ▪ CIW Internet Business Foundations - 19 ▪ CIW Site Design Foundations- 15 ▪ CIW Network Technology Foundations- 7 ▪ IC3– 29 ▪ Network + – 19 ▪ I-Net + – 1 ▪ Linux + - 8 ▪ Security + - 1 ▪ Security Certified Programs - 11 ▪ Windows Professional – 12 ▪ Windows 2000 Server- 3 ▪ Windows Server 2003 - 3 ▪ Oracle Certified Professional– 25 ▪ Certified Cisco Network Administrator– 18 ▪ Certified Cisco Network Professional - 5 ▪ Certified C-Tech/network Cabling Specialists/Fiber–12 ▪ Certified C-Tech/network Cabling Specialists/Copper – 26
Orthotics/Prosthetics	▪ Orthotics Certification -2 ▪ Prosthetics Certification -3
Respiratory Care	▪ Certification for Respiratory Care– 29
Surgical Technician	▪ CST Certified Surgical Technologist– 2

In 1997, the Institutional Effectiveness Committee reviewed various forms for collecting and assessing academic outcomes used by other higher education schools. Synthesizing parts from several of these forms, the I.E. Committee created an Academic Outcomes Assessment form they felt would be effective at OKC Community College. During October 1998, the Chair of the I.E. Committee met with faculty in Division meetings to familiarize them with the form and the process. All academic programs identified goals, objectives, and instruments to measure program outcomes using this form. The FY 1999 Outcomes Assessment forms were collected and reviewed by the I. E. Committee in October 1999.

Using faculty input, revisions were made to the form for use in FY 2001. In April 2002 other small modifications were made to the form which would allow: names of all program faculty who assisted with the assessment be listed; and all program terminal objectives to be listed even if not evaluated that year. The improved Academic Outcomes Assessment form was used to assess outcomes in all academic programs from FY 2003 through today. The completed forms are due in December of each year. These forms are located in Appendix D.

The Academic Outcomes Assessment Committee (AOAC) reviewed initially completed forms for FY 2004 from each program in December 2004. Although in previous years the Institutional Effectiveness committee made suggestions for improvement or identified concerns about the program outcomes or instruments of measurement, this committee was discontinued and the final responsibility for reviewing these results were placed in the office of the Associate Vice President of Academic Affairs.

This annual process also allows for ongoing assessment within each program, which in turn allows program faculty to use the information gathered to make adjustments to their programs when deficiencies or concerns are identified. These adjustments might entail changes in course content, course sequence, methodology, mode of instruction, as well as other areas. The table below reflects some of the changes made from the FY 2005 Outcomes Assessment process.

Program Outcomes

Program	Outcome Measures and Number Assessed
Computer Science	Students in CS 1413 were assessed on their performance on a hands-on project requiring using a partitioning utility to install/upgrade and configure a hard drive so that an operating system could be installed on the drive. 90% of the students assessed performed at an acceptable level.
Sociology	An analysis of the capstone project which included the completion of a written project with an oral presentation showed that the students were well able to articulate the different perspectives. However, although they could identify Karl Marx as associated with the conflict perspective, they were generally blank when asked to name an interactionist, or functionalist sociologist, or a different conflict theorist. A greater emphasis will be placed on this aspect in the next semester.

Program	Outcome Measures and Number Assessed
Sociology (continued)	Students were also asked to engage in an analysis of their topic focusing on social structure, culture and society and their interrelationships. All faculty members were disappointed in the students' performance on the outcomes. Thirty-three percent of the students were able to address this at least a mastery level. The others did not. After reviewing the results the faculty concluded that these concepts were too abstract to the students. Therefore, the concepts will to be more concrete when presented and reinforced throughout the curriculum.
Accounting	Students in all sections of ACCT 2113 in the spring semester of 2005 were assigned a serial problem over the accounting cycle. A rubric developed by the full-time accounting faculty was used to evaluate the assignment. Of all the students who completed the serial problem, 62.7% earned a score of 75% or above. Although this percentage did not match the previous year of 82% success, faculty recognized this as a more realistic result due to the rigor of the rubric.
Economics	Pretests and posttests were given to macroeconomics students in the fall of 2004 and the spring of 2005. In the fall semester of 2004 students scores increased by 10.8%. In the spring semester, students scores increased by 33%. Faculty concluded that this assessment tool was an excellent method for assessing classroom outcomes but not for program outcomes. This process is currently under review.
Modern Languages	Students enrolled in SPAN 2223 and FREN 2223 engaged in an individual oral interview with a program faculty member during the last two weeks of the Spring semester. Ten of the 11 students in Spanish (91%) were rated at the Intermediate Mid level or above. All three (100%) of the students who were rated in the French class were rated higher than Intermediate Mid level.

Each college program is evaluated in detail once every five years. A large portion of that evaluation is to assess how students who complete the program are succeeding. Assessment information includes data from graduates reported in a survey one year after completing the program, results from licensure exams, transfer GPA at other institutions, advisory committee annual review, and any program specific information that may be

available.   These in-depth evaluations are used to improve the overall program. They require recommendations for improvement, and these recommendations are monitored to assure their accomplishment.

Graduates are surveyed to determine if they are continuing their education or employed. The survey is also designed to obtain information on the ease of transferring to a university and the level of the graduate satisfaction with their education as to how it pertains to their employment or education. This survey is conducted approximately 12 months after they have graduated.

The employer satisfaction survey has also been conducted at various times. During FY 2002, a survey was developed to ascertain information on student success from the various program advisory committees, which are comprised of employers within that career field. The survey asked what areas our students are best prepared and in what areas additional preparation would be helpful. Advisory Committee members were also asked to rate the importance of twelve personal skills and then evaluate our students' preparation in these areas. Responses indicated that our students are best prepared in the areas of listening and integrity and honesty, and could benefit from additional preparation in the areas of interpersonal communication and workplace diversity.

In the Fall semester of 2005, the 2004 Spring semester graduates who were surveyed were asked if the college could contact their supervisor. The survey instrument included the level of satisfaction with the graduate's work performance as well as the addition of the level of importance.

13.   ANALYSES AND FINDINGS

The results of the program outcome measures show that the programs are meeting their purpose. Graduate information was obtained from students who graduated in the Summer 2003, Fall 2003, and Spring 2004. Information is not yet available for FY 2005 since surveys are sent out 12 to 18 months after graduation. Graduates who respond to the survey appear to be very satisfied with their training. A copy of the survey instrument and a summary of the data are available in Appendix E.

This graduate information is reviewed annually for the College as a whole and by each program during their program review. The information is used to identify problem areas that need more in-depth study.

A number of the programs have capstone courses. These courses provide the student with the opportunity to combine all of the knowledge they have gained into a practical application. This application may be in the development of a comprehensive project or in lab or clinical experiences. The successful completion of capstone courses is an indication that the student has the knowledge and ability to be successful on the job. Eleven of the fifteen Associate of Applied Science programs at OKCCC have capstone courses. The completion rate ranges from 75% to 100%. With this as an indication of future success on the job, it appears that these programs are preparing students for employment.

Licensure examinations are another outcome measure used by a number of programs to indicate their success. Five of the above referenced fifteen programs use this as a measure of success. All five of the programs had a pass rate of over 80%. Passing a licensure exam is an indication that the graduate possesses the knowledge needed to be a successful employee. In all five programs, students from OKCCC had a higher licensure rate than the national licensure rate for that program. Licensure information is reviewed annually, and the program curriculum is adjusted if areas of weakness are identified.

The results of the graduate survey conducted of the graduates from FY 2004 are included in Appendix E. Twenty-nine percent of the students responded to the survey. Some of the results of this survey included: 1) 75 percent of the graduates were employed, 2) 28 percent were enrolled in another college or university, 3) 97 percent indicated that their degree at the college prepared them for continuing their education, and 4) 82% who were employed indicated that their training in relationship to its usefulness in performing their job was good or very good.

A copy of the survey instrument and the results of the employer survey conducted of the graduate supervisors from the Spring semester of 2004 are included in Appendix F. Seventy-three percent of the supervisors responded to the survey. Eighty-five percent of the employers indicated excellent or good on their overall rating of the education graduates received at OKCCC in relationship to their job. Ninety-seven percent would hire another graduate based on their experience.

The level of employer satisfaction ranged from a low of 3.74 to 4.68 on a five point scale with 1 being poor and 5 being excellent. When the level of graduate satisfaction was compared to the level of importance within each of the skill sets, there were five areas of satisfaction which exceeded the level of importance including scientific methods

of inquiry, cultural diversity, identifying appropriate technology, computer utilization and applying technology to tasks. A few areas with a negative gap between importance and satisfaction include listening, speaking, participating as a team member and conflict recognition & resolution.

14. INSTRUCTIONAL CHANGES

One of the sources highly valued in the process of evaluating program outcomes is the survey that is mailed to student's one year after completion of degree requirements. Graduates are given the opportunity to provide input regarding how well they believe the education they received at Oklahoma City Community College has prepared them for their specified career endeavor. Twenty-nine percent of the FY 2004 grads returned their surveys. The college has placed a priority on increasing the results to this survey to provide instructors with more information on their programs. The response rates for the past two years were 14 percent or less so the turnaround is beginning.

Curricular content of all programs is constantly being reviewed. Faculty are committed to staying abreast of updates, which impact their specific area and then incorporating the latest information into classroom instruction. Several programs, including transfer programs, are currently in the process of developing capstone courses or capstone projects within current courses that will both enhance the program and assist the students as they enter the workforce. The plan is to implement the proposed capstone courses or projects as they are designed and tested.

As the issue of student privacy continues to limit information sharing between institutions, it has become increasingly difficult to obtain information from transfer institutions concerning student success broken down into program or course specific levels. In addition, resource constraints at some transfer institutions have limited access to information even further. Therefore, new systems to determine transfer success need to be designed and implemented.

In addition, surveys are being developed to expand the information from businesses which have contracts with the college for training, students who are trained in these courses and suggestions to elicit various pieces of information from area businesses. The goal of this process is to better serve the needs of the community.

STUDENT SATISFACTION ASSESSMENT

15.   ASSESSMENT ACTIVITIES

The College uses two standardized measures of student satisfaction. Both measures have been used over a period of time and, therefore, longitudinal comparisons can be made.

The first measurement instrument is the ACT Student Opinion Survey. It is administered every other year in the spring to a stratified, random sample of enrolled students. The most recent administration of the ACT Student Opinion Survey was in Spring 2004. A total of 935 students completed surveys that could be used in this study. The next ACT Student Opinion Survey will be conducted in the Spring semester of 2006.

The second standardized measure seeks student input on individual classes. Students are requested to complete a Student Instructional Inventory (SII) in each class they are attending. In Spring 2005 a total of 6,980 evaluation forms were processed. The results of these surveys are listed below.

Student Instructional Inventory Results for the Spring of 2005

Question	Agree	Disagree	N/A	Percent Agree
1 Instructor made objectives clear.	6,630	276	35	96.0
2 Instructor made grading clear.	6,761	166	30	97.0
3 Instructor is prepared.	6,630	276	39	96.0
4 Instructor treats students with respect.	6,759	150	38	97.0
5 Instructor presents material understandably.	6,282	583	65	91.0
6 Classroom activities are relevant.	6,595	156	195	97.0
7 Instructor is available during office hours.	5,623	98	1193	98.0

As can be seen from the above table, 90% or above agree with each statement. However, it is important to note that number 7 has a large number who marked it "not applicable." With all of the responses above 90%, there is little that points to needed change. These numerical responses are reported back to the Deans of each division as

well as to the individual faculty. In addition, the survey is designed to capture student comments for each of the questions and two additional questions regarding the learning materials and suggested improvements. This information is used to change or enhance aspects of their teaching, and in some cases these results are used to determine individual faculty performance objectives.

16. ANALYSES AND FINDINGS and

17. INSTITUTIONAL CHANGES

A review of the ACT Student Opinion Survey results from the Spring semester of 2004 reveals that the students are relatively satisfied with the College. When asked how satisfied they were with the College in general, 84% indicated that they were satisfied or very satisfied. In commenting on the overall quality of the education at the College, 78% responded either very satisfied or satisfied. The percent rating individual services as satisfactory or very satisfactory ranged from 46% to 91% while those rating instructional areas as excellent or good ranged from 66% to 88%. The lowest areas dealt with parking facilities, academic advising/course placement services, student employment services, academic advising, personal counseling, financial aid services, and availability of financial aid information prior to enrolling.

The results of this survey have been shared with the areas of the College that were rated. Individual areas within the College have used the results in the annual planning process to make changes or they may carry out a more in-depth study of the particular service

Areas in the FY 2002 ACT Student Opinion Survey, which indicated low satisfaction, were addressed and the changes resulted in four of the six low scores having improved ratings on the FY 2004 survey. One of the two that still needs improvement is the registration process, which may have been caused by the problems of the implementation of the new Datatel computer system. It is anticipated that with the next administration of the Student Opinion Survey in the spring of 2006 the registration process will have an improved rating. The other area not showing improvement was parking, which continues to be a concern on campus. Additional parking places were added Fall 2004 which may improve response in the next administration of the Student Opinion Survey.

Two areas that were low, student voice in college policies and satisfaction with Financial Aid, in the FY 2002 Student Opinion Survey showed significant improvement in

the FY 2004 ACT Student Opinion Survey. This gives credence to the changes that were made from the information obtained on the FY 2002 survey.

Results of the SII (Student Instructional Inventory) are used in instructional program reviews and as a part of faculty evaluations. Overall, students are extremely satisfied with the instruction they received and their instructors. Individual faculty members have an opportunity to look at responses from the classes they taught along with comments made by students after the course is completed. From these reviews, faculty may make adjustments to their teaching style, presentation of content, multimedia use, or a myriad of other areas.

APPENDIX A
Cut-off Scores

COURSE PLACEMENT RECOMMENDATIONS

Placement guidelines are established for registration at Oklahoma City Community College. The placement chart below shows the recommendations which accompany each score from the designated instrument's results. Those who advise students may refer to this chart for preparing enrollment choices. The suggested category and course number are listed to the left. The score ranges appear to the right.

READING PLACEMENT RECOMMENDATIONS				
COURSE	COMPASS READING	ASSET READING	ACT READING	CPT READING
LS 0203 College Reading I	00-61	23-35	Reading 1-12 or Composite 0-14	0-49
LS 0213 College Reading II	62-79	36-40	Reading 12-18 or Composite 14-18	50-67
COM 1103 Effective Reading	75-99	40	Reading 19+ or Composite 19+	63-120
Core Course Placement	80-99	41+	Reading 19+ or Composite 19+ or Science Reasoning 19+	68-120

WRITING PLACEMENT RECOMMENDATIONS				
COURSE	COMPASS WRITING	ASSET WRITING	ACT WRITING	CPT WRITING
LS 0023 College Writing I	00-36	23-34	Writing 1-13	0-50
LS 0033 College Writing II	37-81	35-44	Writing 14-18 and Composite 14-18*	70-87
Core Course Placement	82-99	45+	Writing 19+	88+

CPT=Accuplacer

*or accompanying indicator of Reading II ability

MATH PLACEMENT RECOMMENDATIONS					
COURSE	COMPASS PRE-ALGEBRA	COMPASS INTERMED. ALGEBRA	COMPASS COLLEGE MATH	COMPASS TRIG.	ASSET NUMERICAL SKILLS
Math 0033 Basic Math	0-33	XXXX	XXXX	XXXX	0-34
Math 0113 Elementary Algebra	33-99	0-36	XXXX	XXXX	35-55
Bus 1323 Math for Business APPM 1313 Math for Health APPM 1223 Technical Math 1	33-99	0-44	XXXX	XXXX	
Math 0123 Intermediate Algebra		37-55	0-49	XXXX	
Math 1233 Technical Math 2		45-99	42-99	XXXX	
Math 1503 Contemp. Math Math 2013 Statistics Math 2023 Geometry		45-99	42-99	XXXX	
Math 1513 College Algebra Math 1533 Pre-Calculus		56-99	50-99	XXXX	
Math 1613 Trigonometry Math 1743 Business Calculus I			60-79	50-99	
Math 2103 Calculus and Analytic Geometry I			80-99 and Trig.	60-99	

COURSE	CPT/ACCUPL ARITHMETIC	CPT/ACCUPL ELEMENTARY ALGEBRA	CPT/ACCUPL COLL. LEVEL MATH	ACT MATH
Math 0033 Basic Math	0-63	XXXX	XXXX	0-15
Math 0113 Elementary Algebra	64-120	0-57	XXXX	16-17
Bus 1323 Math for Business APPM 1313 Math for Health APPM 1223 Technical Math 1	64-120	0-57	XXXX	16-17
Math 0123 Intermediate Algebra	XXXX	58-73	0-42	18-20
Math 1233 Technical Math 2		58-73	0-42	19+
Math 1503 Contemp. Math Math 2013 Statistics Math 2023 Geometry		64-120	29-120	19+
Math 1513 College Algebra Math 1533 Pre-Calculus		74-120	43-62	21+
Math 1613 Trigonometry Math 1743 Business Calculus I		XXXX	63-91	XXXX
Math 2103 Calculus and Analytic Geometry I		XXXX	92-120	XXXX

APPENDIX B
Testing and Assessment Services Annual Report:
Testing and Assessment Services Specialty Tests
1 July 2004 - 30 June 2005

MTH.	A&P		Bio-D*		TOEFL		NET		ACT	
FY2005	Taken	Passed	Taken	Passed	Taken	Passed	Taken	Passed	Taken	Passed^
Jul	28	14	11	2	64	24	51	35	13	6
Aug	34	21	6	1	28	11	96	46	131	58
Sep	9	6	1	0	0	0	51	30	7	3
Oct	29	11	2	0	38	14	0	0	56	19
Nov	26	11	0	0	73	19	0	0	66	27
Dec	19	11	5	1	0	0	0	0	29	11
Jan	26	15	4	0	0	0	64	33	20	8
Feb	1	1	3	0	40	15	72	46	27	12
Mar	12	8	0	0	31	5	86	45	21	5
Apr	35	20	6	0	18	3	10	2	14	8
May	33	13	2	1	37	9	0	0	99	32
Jun	55	23	3	0	0	0	0	0	11	9
TOTAL	307	154	43	5	329	100	430	237	494	198
		50.16%		11.63%		30.40%		55.12%		40.08%

MTH.	GED		COMP R		COMP W		COMP M**		SPAN	
FY2005	Taken	Passed	Total	Min	Total	Min	Total	Min	Total	Passed
Jul	160	68	677	380	742	271	360	35	1	0
Aug	100	54	875	455	958	337	482	71	3	3
Sep	105	68	227	138	199	82	105	12	0	0
Oct	99	71	258	140	272	96	116	8	2	1
Nov	59	35	374	216	363	159	178	20	0	0
Dec	87	51	499	240	376	146	184	30	0	0
Jan	86	62	473	271	532	203	287	49	0	0
Feb	105	65	200	139	175	84	79	7	0	0
Mar	77	68	300	231	288	151	173	25	0	0
Apr	156	43	378	188	403	136	191	23	2	2
May	78	45	389	204	408	141	240	41	0	0
Jun	122	64	512	288	573	181	271	27	0	0
TOTAL	1234	694	5162	2890	5289	1987	2666	348	8	6
		56.24%		55.99%		37.57%		13.05%		

*Chem-D deficiency resolution: one test, not passed.
**COMPASS Math figures based on Math 1513 placement
^Score of 19 Composite or higher
CLEP   95 completed   67 passed

APPENDIX C
General Education Outcome
Assessment Plan

INTRODUCTION

General Education is an integral component of each degree program at Oklahoma City Community College. Every student completing an Associate Degree in Applied Science will be able to show that they have the general education competencies of this degree. These competencies include the student being able to:

- Demonstrate reading comprehension at the college level.
- Write well-developed essays in standard American English, which demonstrate unity, coherence, and organization.
- Use analytical reasoning and appropriate methods and tools to solve applied problems in the major field of study and in additional situations in which mathematical solutions are applicable.
- Demonstrate critical thinking; that is the ability to carefully and deliberately determine whether to accept, reject, or suspend judgment about a claim.
- Demonstrate oral and nonverbal communication skills in an effective and contextually appropriate manner.
- Display an understanding of the interconnectedness of peoples and systems, a general knowledge of history and world events, and an acknowledgment of differing cultural values and attitudes.
- Demonstrate an understanding of the structure of American federal government and its impact on social, political, and economic issues.
- Demonstrate an understanding of the ideas, events, and values that have shaped American history.

For those students who complete an Associate in Art or an Associate in Science degree they will be able to demonstrate the competencies listed above as well as the following two additional competencies.

- Use of the scientific methods of inquiry.
- Demonstrated understanding of physical and biological processes.

The General Education Committee (see Attachment A for a description of the committee) has worked for a number of years to determine the best way to show that students who complete a degree at the College have the competencies listed above. To this end in FY 2000 the committee developed intended outcomes and measures of the outcomes for each of the ten competencies. The outcomes and measures were developed with input from the faculty in each of the five college divisions made through the members of the general education committee.

PROGRAM COMPETENCIES, INTENDED OUTCOMES, AND MEASURES

All associate degree graduates from Oklahoma City Community College will possess the following competencies at the time of graduation. The following competencies will be evaluated once every five years using the outcomes and measures listed below:

Competency I   Demonstrate reading comprehension at the college level
      Outcome- Ability to read at the college level
      Measures -

- Having read a college level passage, the student will paraphrase (or accurately summarize) the content of the passage in oral or written form.

- Given a brief college level passage, the student will read and correctly answer a series of questions pertaining to the content of the passage.

Competency II   Write well-developed essays in standard American English, which demonstrate unity, coherence, and organization
      Outcome – Ability to write an essay in standard English
      Measure -

- The student will be able to write an essay on a topic of his/her choice which contains a strong thesis statement supported by well-organized, unified paragraphs.

Competency III Use analytical reasoning and appropriate methods and tools to solve applied problems in the major field of study and in additional situations in which mathematical solutions are applicable.
      Outcome – Use mathematics to solve problems in life situations.
      Measures -

- The student will successfully complete at least one class that has college math as a prerequisite.

- The student will show evidence of using college level mathematics to solve problems at home or at work.

Competency IV Demonstrate critical thinking; that is the ability to carefully and deliberately determine whether to accept, reject, or suspend judgment about a claim.
      Outcome –
         a. Use critical thinking in decision making.
      Measures -

- Given a case study, students will provide a valid argument for accepting, rejecting, or suspending judgment about a claim.

- Given an essay that presents a position on an issue, the student will determine whether to accept, reject, or suspend judgment about the position taken in the essay and present reasons for doing so.

- The student will analyze facts related to a contemporary social problem and design a public policy response to the specific social problem.

      Outcome –
         b.   Be able to examine and evaluate alternative solutions to problems.
      Measures -

- Given an essay that presents a position on an issue, the student will determine whether to accept, reject, or suspend judgment about the position taken in the essay and present reasons for doing so.

- The student will analyze facts related to a contemporary social problem and design a public policy response to the specific social problem.

Competency V   Demonstrate oral and nonverbal communication skills in an effective and contextually appropriate manner.

Outcome –
a. Demonstrate the ability to listen attentively in a small group setting.

Measures -

- In a mock interview situation the student will demonstrate effective oral and nonverbal communication skills (i.e., applying for a job, asking survey questions, interviewing for a news story or article, etc.).

- As described by an observer (e.g. clinical supervisor, organization sponsor, advisor) the student will demonstrate the ability to listen attentively in a group setting.

Outcome –
b. Demonstrate the ability to orally convey his/her thoughts and ideas in an effective manner.

Measures -

- In a mock interview situation the student will demonstrate effective oral and nonverbal communication skills (i.e., applying for a job, asking survey questions, interviewing for a news story or article, etc.).

- As described by an observer (e.g. clinical supervisor, organization sponsor, advisor) the student will demonstrate the ability to orally convey his/her thoughts and ideas in an effective manner.

Outcome –
c. Demonstrate the ability to resolve conflicts in an effective manner.

Measure -

- As described by an observer (e.g. clinical supervisor, organization sponsor, advisor) the student will demonstrate the ability to resolve conflicts in an effective manner.

Outcome –
d. Display the ability to work cooperatively on a team.

Measure -

- As described by an observer (e.g. clinical supervisor, organization sponsor, advisor) the student will display the ability to work cooperatively on a team.

Outcome –
e. Display an awareness of nonverbal cues sent to and received from others.

Measures -

- In a mock interview situation the student will demonstrate effective nonverbal communication skills (i.e., applying for a job, asking survey questions, interviewing for a news story or article, etc.).

- As described by an observer (e.g. clinical supervisor, organization sponsor, advisor) the student will display an awareness of nonverbal cues sent to and received from others.

Competency VI Display an understanding of the interconnectedness of peoples and systems, a general knowledge of history and world events, and an acknowledgment of differing cultural values and attitudes.

Outcome –
a. Convey an understanding of the interconnectedness of people and systems.

Measure –

- The student will be able to give examples of customs and social structures that are shared in many cultures.

Outcome –
    b.   Display knowledge of history and world events.

Measures -

- Given a scenario depicting an event from a particular time and place, the student will write an essay on how the event might have unfolded and evolved during a different time and place.

- The student will submit an essay about multicultural topics, which require discussion of world events.

- The student will present an oral report or submit an essay about topics that require discussion of world events.

Outcome –
    c.   Show an understanding of differing cultural values and attitudes.

Measures –

- The student will be able to give examples of customs and social structures that are different from American culture.

- The student will submit an essay about multicultural topics, which require discussion of world events.

Competency VII Demonstrate an understanding of the structure of American federal government and its impact on social, political, and economic issues.

    Outcome – Show an understanding of American federal government.

    Measures -

- The student will be able to describe the process by which a proposed piece of legislation becomes law.

- The student will be able to make an informed judgment about whether to support or oppose a piece of legislation and will be able to demonstrate knowledge of how to convey that judgment to an elected representative.

- Given an idea for a law, the student will explain how the proposed legislation would be considered by the Congress and then, if enacted, what effect it might have on social, political, and economic issues.

Competency VIII Demonstrate an understanding of the ideas, events, and values that have shaped American history.

    Outcome – Show an understanding of American history.

    Measures -

- The student will use a timeline diagram to indicate an important date and event during a specified time in American history and will then describe how this event influenced the outcome in some specific situation.

- The student will be able to give examples of influential events, people, and ideas from America's history.

- The student will answer written questions about the referenced subjects of historical ideas, events, and values.

In addition graduates of the Associate Degree in Arts or the Associate Degree in Science (university parallel associate degrees) must possess the following competencies:

Competency IX Use scientific methods of inquiry.

    Outcome – Use the scientific method in appropriate settings

    Measures -

- The student will demonstrate the use of the scientific method.

- The student will successfully complete subsequent classes that require the use of the scientific method.

- The student will be able to write a report of research conducted using the scientific method.

Competency X Demonstrate an understanding of physical and biological processes.
      Outcome –
          a. Demonstrate an understanding of biological processes.
      Measures -

- The student will be able to show an understanding of various biological processes.

- The student will successfully complete subsequent classes that require the understanding of biological processes.

      Outcomes –
          b. Demonstrate an understanding of physical processes.
      Measures -

- The student will be able to show an understanding of various physical processes.

- The student will successfully complete subsequent classes that require the understanding of physical processes.

- The student will be able to explain the applications of physical principles to everyday objects and processes around them.

- The student will be able to apply physical principles to explain natural phenomena.

THE EVALUATION PROCESS

Each competency will be evaluated once every five years. A report will be produced containing the procedure used in the evaluation, a summary of the results and recommendations for changes in the competency or the instructional process.

The report will contain the following components:
      A.   Introduction
      B.   Competency and Outcome
      C.   Process Used to Evaluate Each Outcome
      D.   Results of the Evaluation
      E.   Recommendations for Change with Timeline

A preliminary outline of the evaluation to be carried out will be due in the Planning and Institutional Effectiveness office by September 15 of the academic year the evaluation is to take place. The final report for each competency evaluated will be submitted on July 15 to the Provost/Vice President for Academic Affairs. This cycle will allow each recommendation time to become part of the planning and budgeting process for the next fiscal year.

TIMELINE

The timeline below was developed by the General Education Committee to ensure that each competency will be evaluated once every five years. If an evaluation identifies a major concern then changes will be made and the competency may be evaluated again in less than five years.

FISCAL YEAR	COMPETENCY
2002	I Demonstrate reading comprehension at the college level. III Use analytical reasoning and appropriate methods and tools to solve applied problems in the major field of study and in additional situations in which mathematical solutions are applicable.
2003	IV Demonstrate critical thinking; that is the ability to carefully and deliberately determine whether to accept, reject, or suspend judgment about a claim. VIII Demonstrate an understanding of the ideas, events, and values that have shaped American history.
2004	V Demonstrate oral and nonverbal communication skills in an effective and contextually appropriate manner. VII Demonstrate an understanding of the structure of American federal government and its impact on social, political, and economic issues.
2005	II Write well-developed essays in standard American English, which demonstrate unity, coherence, and organization. IX Use scientific methods of inquiry.
2006	VI Display an understanding of the interconnectedness of peoples and systems, a general knowledge of history and world events, and an acknowledgment of differing cultural values and attitudes. X Demonstrate an understanding of physical and biological processes.

RESPONSIBILITY

The responsibility for the evaluation of the General Education Competencies is that of the Associate Vice President. It is critical to the success of this evaluation process that the office of the Chief Academic Officer be committed to the evaluation of General Education and provide the support faculty need in carrying out the evaluation.

The General Education Committee is responsible for reviewing the evaluation of each competency and for monitoring the implementation of recommendations made through the evaluation process. The Office of Planning and Institutional Effectiveness is responsible for working with faculty to complete the evaluation of each competency and for facilitating the development of a final report for each competency.

DRAFT 5-10-01
PASSED 9-24-01

THE GENERAL EDUCATION COMMITTEE

The purpose of the General Education Committee is to promote quality and excellence in the design and implementation of the general education component of Oklahoma City Community College's curriculum.

The General Education Committee will review and make recommendations to the Vice President for Academic Affairs regarding the development and assessment of general education competencies. The Committee will forward recommendations regarding changes in general education competencies to the Curriculum Committee.

The General Education Committee may also consider issues related to general education at the request of the Vice President for Academic Affairs.

The General Education Committee may seek consent of the Vice President for Academic Affairs to consider an issue. Once granted, the Committee will accept, seek out, and carefully examine information related to the matter. The Committee will develop and submit recommendations regarding the matter to the Vice President for Academic Affairs.

Typically, a General Education Committee recommendation will reflect a consensus of the committee, but each committee member will have the right to submit a dissenting opinion, which may include evidence and argument as well as additional proposals, concerns or other comments. A dissenting opinion shall be submitted to the Chairperson prior to the next Committee meeting. The Chairperson will announce at the next General Education Committee meeting that a dissenting opinion has been received and will be forwarded.

The General Education Committee will consist of the following members:

Voting Members:

- The faculty members from the divisions of Nursing, Business and Information Technology will each elect one faculty member to represent Associate in Applied Science programs. The remaining divisions may elect a faculty member from either an Associate in Applied Science or university parallel program.

- One faculty member from each of the following areas will be elected by the faculty of that area.
  - English
  - Mathematics
  - Humanities
  - Science
  - History or Government

- One division dean to be appointed annually by the Vice President for Academic Affairs

  If a voting member cannot attend a General Education Committee meeting, a designated substitute may attend. However, the substitute may not vote on matters before the Committee. No proxy votes are allowed.

Resource Members:
- One representative from the staff of Student Development will be appointed annually by the Dean of Student Development
- Dean of Planning and Instructional Effectiveness

- Director of Curriculum and Instructional Development
- One student will be selected annually by the Dean of Student Life
- Others by invitation

Ex Officio Member:
- Vice President for Academic Affairs

ORGANIZATION AND GENERAL OPERATION

a.   The faculty and other groups will select or elect new members no later than the end of the Fall Semester. The term of office for all faculty members will be two years and will begin with the Spring Semester. One half of the faculty membership will be elected every year. In general, members should not serve consecutive terms. In the event that a Committee member is unable to fulfill his or her Committee obligations, including attendance, a replacement member will be chosen by the affected faculty to complete that term of office in the same manner as his or her predecessor.

b.   The chairperson of the General Education Committee for the following calendar year will be elected by the voting members of the Committee by the end of the Fall Semester. The chairperson will be chosen from among the voting faculty members of the General Education Committee and will serve no more than two consecutive terms. The Chairperson will confer with the Vice President for Academic Affairs to determine reassignment time.

c.   The chairperson, with administrative assistance from the Director of Curriculum and Instructional Development, will:
- set and announce the times and locations of committee meetings
- prepare agendas
- ensure the timely posting and distribution of committee agendas
- preside over all meetings
- ensure that adequate minutes of committee meetings are prepared, distributed and kept. (Administrative assistance sufficient to prepare these minutes and other formal documents, e.g. recommendations, etc. will be provided by the Office of the Vice President for Academic Affairs.)
- appoint members of the subcommittees
- meet regularly with the Vice President for Academic Affairs to discuss activities of the Committee

d.   Subcommittees and/or ad hoc committees will be organized by and report to the full Committee for the purpose of expediting particular functions which cannot be performed as appropriately in meetings of the full Committee. Any such subcommittees and/or ad hoc committees will provide minutes of their meetings and/or any recommendations, etc. to the General Education Committee on a continuing basis so that the full membership is kept aware of their activities.

e.   Any member of the college community may attend General Education Committee meetings.

f.   All General Education Committee actions require a quorum of one half of the voting members. A simple majority vote will determine a matter.

g.   The Vice President for Academic Affairs will allow a reasonable amount of time for the General Education Committee to develop recommendations before acting on items regarding general education. In other areas related to the Committee's responsibilities, the Vice President for Academic Affairs will make a good faith effort to allow the Committee to consider fully such matters and to submit any recommendations.

h. Evaluation of the General Education Committee should include its design, operation, membership, guidelines and other relevant matters.

COMMITTEE ACTIONS

a. Once initiated, a proposal will be considered by the General Education Committee. The Committee will respond to formal proposals within a reasonable period of time. Only the originator may withdraw a proposal from consideration.

b. To be included on the Committee's agenda, any proposal or other item for consideration must be submitted to the chairperson in writing.

c. The originator, at the request of the Committee, may agree to amend the proposal at any time.

d. The Committee will make its recommendations in a timely fashion.

e. The results of the Committee review will be forwarded to the Vice President for Academic Affairs or the Curriculum Committee by way of the Director of Curriculum and Instructional Development.

APPENDIX D
STUDENT LEARNING OUTCOMES ASSESSMENT

FY XX REPORT

_____

(Program/Option/Emphasis)

_____   _____

Program Level (AA, AS, AAS, or certificate)   Date Submitted to Academic Division Dean)

Submitted By: _____

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

_____   _____

_____   _____

_____   _____

Submitted By: _____

(Academic Division Dean)   Date

OUTCOMES ASSESSMENT REPORT

PROGRAM: **PLAN YEAR:**

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the XXXXXXX PROGRAM are listed below:

Program:

Student Learning Outcomes

OUTCOME ASSESSMENT PLAN

PROGRAM _____   **PLAN YEAR** _____

PART I – MEASURES AND CRITERIA FOR SUCCESS

A.   STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1.

       Measure and Criteria for Success

       Evaluation and Results

       Recommendations

Outcome 2.

       Measure and Criteria for Success

       Evaluation and Results

       Recommendations

B.   PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1

       Measure and Criteria for Success

       Evaluation and Results

       Recommendations

Outcome 2.

       Measure and Criteria for Success

       Evaluation and Results

       Recommendations

APPENDIX E
Graduate Survey Results

GRADUATE SURVEY

DIRECTIONS: Please carefully read the information at the top of each section and respond accordingly.

GENERAL OKCCC INFORMATION

EVERYONE PLEASE COMPLETE THIS SECTION.

1. What was your primary purpose for completing your degree?
    - ☐ Improving existing employment skills
    - ☐ Preparation for employment to be obtained
    - ☐ University transfer credit
    - ☐ Personal enrichment courses
    - ☐ Other – describe:_____

2. What best describes your *present* employment status? **Please check only one.**
    - ☐ Employed full-time
    - ☐ Employed part-time
    - ☐ Unemployed and seeking work (skip to #16)
    - ☐ Unemployed and not seeking work
    - ☐ Enrolled in college
    - ☐ Other (describe)_____

3 What is your:
    Current Job title: _____

    Current Place of work _____

    May we contact your supervisor?
    - ☐ No
    - ☐ Yes, if yes what is:
        Your supervisor's name _____

        Your supervisor's telephone # _____

        Your supervisor's Address _____

4. Please rate the college services *that you utilized* according to how well they fulfilled your own individual needs.

		Very Good	Good	Neutral	Poor	Very Poor
a	Career Services	☐	☐	☐	☐	☐
b	Advisement & Counseling	☐	☐	☐	☐	☐
c	Faculty Advisement	☐	☐	☐	☐	☐
d	Library	☐	☐	☐	☐	☐

TRANSFER COLLEGE INFORMATION

Please complete this section if _after_ receiving your degree/certificate at OKCCC you continued your education at another college. If not, please skip to Employment Information.

5. What is the name of the college/university you transferred to after graduating from OKCCC?
    _____

6. What is your major? _____

7. Did you have problems transferring to the college indicated above?
    - ☐ No
    - ☐ Yes; why? ☐ Credit hours being accepted
        - ☐ Transcript problems
        - ☐ Admissions problems
        - ☐ Other (describe) _____

    _____
    _____

8. How many credit hours earned at OKCCC **were not** accepted at the college indicated above?
    - ☐ All credit hours accepted
    - ☐ Lost 1-3 credit hours
    - ☐ Lost 4-6 credit hours
    - ☐ Lost 7-12 credit hours
    - ☐ Lost 13-20 credit hours
    - ☐ Lost more than 20 credit hours

9. How well did the degree/certificate you **completed at OKCCC** prepare you for continuing your education?
    - ☐ My preparation was excellent
    - ☐ My preparation was satisfactory
    - ☐ Good in some areas only
    - ☐ Fair, but all areas could have been better
    - ☐ My preparation was inadequate

10. What is your current Grade Point Average (GPA)? ___

Please complete this section if you are employed. If you are not employed, please skip to Summary Information.

11. a. Is your *present* occupation related to the program you completed at OKCCC?
    - ☐ Yes, directly related
    - ☐ Yes, related
    - ☐ No

   b. If "no," have you been employed in an occupation **related** to the program you completed *since you graduated?*
    - ☐ Yes, directly related
    - ☐ Yes, related
    - ☐ No (if "no," please skip to question 17)

12. How would you rate the training you received at OKCCC in relation to its usefulness in performing your job?
    - ☐ Very good
    - ☐ Good
    - ☐ Neutral
    - ☐ Poor
    - ☐ Very poor

13. Please check below if the program you took at OKCCC helped you in your occupation in any of the following ways. **Check all that apply.**
    - ☐ Helped to obtain job
    - ☐ Helped performance on present job
    - ☐ Helped advance on present job
    - ☐ None of the above
    - ☐ Other (describe) _____
    _____

14. *If you are employed full-time*, please indicate your approximate average <u>monthly</u> salary range. This information, when combined with that from other members of your graduating class, will provide valuable information to other individuals as they plan their careers.
    - ☐ Up to $600
    - ☐ $600 to $899
    - ☐ $900 to $1,199
    - ☐ $1,200 to $1,499
    - ☐ $1,500 to $1,799
    - ☐ $1,800 to $2,099
    - ☐ $2,100 to $2,399
    - ☐ $2,400 and up

15. Were you employed in your current position prior to completing your degree/certificate at OKCCC?
    - ☐ Yes   ☐ No

16. How would you rate the availability of jobs for graduates from your program?
    - ☐ Very good
    - ☐ Good
    - ☐ Neutral
    - ☐ Poor
    - ☐ Very poor

17. If your current "primary field of employment" **is not related** to the degree/certificate you completed at our college, please check **each** reason which applies.
    - ☐ Transferred to a four-year college
    - ☐ Not sufficiently qualified for a job in my field
    - ☐ Preferred to work in another field
    - ☐ Found a better paying job in another field
    - ☐ Could not find a job in my field of preparation
    - ☐ Worked previously in field of preparation, but changed
    - ☐ Other – describe:
    _____
    _____

SUMMARY INFORMATION

EVERYONE PLEASE COMPLETE THIS SECTION.

18. How do you see the courses completed at our college in terms of your career plans?
    Please check all that apply.
    - ☐ Of immediate, direct benefit
    - ☐ Of long term, direct benefit
    - ☐ Of indirect benefit
    - ☐ Of no benefit

19. Are you interested in taking other courses at OKCCC? (You may include courses not presently offered by our college.)
    - ☐ No
    - ☐ Yes; what courses? _____
    _____
    _____

20. We would appreciate any comments regarding how we could improve the program you completed and/or services we have provided.
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

GRADUATE SURVEY RESULTS FROM FY 2004
Surveyed in fall of 2005
N = 312 (29% Response Rate)

General Information
1. What was your primary goal?

	Number	Percent
Improving existing job skills	33	17.0%
Preparation for employment to be obtained	55	28.4%
University transfer credit	86	44.3%
Personal enrichment courses	14	7.2%
Other	6	3.1%

2. What best describes your *present* employment status?

	Number	Percent
Employed full-time	165	53.2%
Employed part-time	67	21.6%
Unemployed and seeking work	16	5.2%
Unemployed and not seeking work	21	6.8%
Enrolled in college	37	11.9%
Other	4	1.3%

In addition, 51 students checked employed and enrolled in college.

3. What is your:
Job title
Administrative Asst. II
Administrative Manager
Aircraft Sheet Metal Mechanic
Assistant Manager (4)
Assistant Operations Manager
Assistant Security Manager
Associate Director of Marketing
Automotive Technician
AVA
Aviation Maintenance Instructor
Bilingual Career Tech Recruiter
Billing Department Associate
Billing Manager
Budget Analyst
Business Owner (2)
Business Personal Clerk, Co. Assessor
Casino Marketing
Certified Medical Assistant
Certified Occupational Therapy Assistant
Checker
CIA AGENT (Computer Tech)
Clinical RN (2)
Computer / Network Tech

Computer Lab Assistant
Computer Tech
Contractor
Customer Care Rep.
Data Entry/ Payment Processing
Daycare Provider
Director of Nurses
Director of a Daycare
Emergency Room Tech
Engineering Technician III
Environmental Technician
Executive Assistant
Family Childcare Provider
Financial Advisor
Financial Research Analyst
Graphic Designer
GRIP
I.T. Specialist
Information System Application Specialist
Laboratory Technician
Lead Teacher at Child Development
Legal Assistant
Licensed Personal Banker
LPN
Manufacturing Coordinator
Market Executive
Medical Analysis III
Motion Graphic Designer
National Certified Pharmacy Technician (Lead Tech)
Nurse Partner
Occupational Therapist Assistant (2)
Office Clerk
Office Mgr/Bookkeeper
Oil & Gas Accountant
Operations Specialist/ Acct.
Paramedic (2)
Parts Programmer
Patient Service Coordinator
Pawn Shop Owner
PC/LAN Support
Pharmacy Technician (2)
Physical Therapist Assistant (7)
Process Server
PTA, COTA
Quality Control
Receptionist
Receptionist/Trainer Assistant
Register Nurse - RN (17)
RN Case Mgr Supervisor
Rehab Technician
Research Assistant
Respiratory Therapist (5)

Retail Remittance Processor
Scrub Tech
Secretary
Security Officer
Self-employed
Senior Correctional Case Manager
Senior Fleet Maintenance Tech
Software Engineer
Supervisor
Systems Administrator
Teacher
Teacher, Pre-K
Teachers Assistant
Tools & Parts Attendant
Tutor/student Coordinator
Undergraduate Research Assistant
USAF Military Police
Vice President

4. Please rate the college services *that you utilized*.

Career Services

	Number	Percent
Very Good	11	22.9%
Good	12	25.0%
Neutral	23	47.9%
Poor	2	4.2%
Very Poor	0	0.0%
Mean = 3.67		

Advisement & Counseling

	Number	Percent
Very Good	35	23.6%
Good	51	34.5%
Neutral	36	24.3%
Poor	19	12.8%
Very Poor	7	4.7%
Mean = 3.59		

Faculty Advisement

	Number	Percent
Very Good	58	37.7%
Good	43	27.9%
Neutral	34	22.1%
Poor	12	7.8%
Very Poor	7	4.5%
Mean = 3.86		

Library

	Number	Percent
Very Good	95	54.3%
Good	61	34.9%
Neutral	19	10.9%
Poor	0	0.0%
Very Poor	0	0.0%
Mean = 4.43		

Transfer College Information

7. Did you have problems transferring to the college/university indicated above?

	Number	Percent
No	160	87.4%
Yes	23	12.6%

Credit hours being accepted	11	73.3%
Transcript problems	2	13.3%
Admissions problems	0	0
Other	2	13.3%

8. How many credit hours earned at OKCCC **were not** accepted at the college indicated above?

	Number	Percent
All credit hours accepted	69	58.5%
Lost 1-3 credit hours	12	10.2%
Lost 4-6 credit hours	13	11.0%
Lost 7-12 credit hours	12	10.2%
Lost 13-20 credit hours	5	4.2%
Lost more than 20 credit hours	7	5.9%

9. How well did the degree/certificate you **completed at OKCCC** prepare you for continuing your education?

	Number	Percent
My preparation was excellent	83	50.6%
My preparation was satisfactory	48	29.3%
Good in some areas only	28	17.1%
Fair, but all areas could have been better	3	1.8%
My preparation was inadequate	2	1.2%
Mean = 4.26		

10. What is your current Grade Point Average (GPA)? 3.43

Employment Information

11. a. Is your *present* occupation related to the degree/certificate you completed at OKCCC?

	Number	Percent
Yes, directly related	110	45.3%
Yes, somewhat related	54	22.2%
No	79	32.5%

b. If "no," have you been employed in an occupation **related** to the program you completed *since you graduated?*

	Number	Percent
Yes, directly related	3	5.7%
Yes, somewhat related	6	11.3%
No	44	83.0%

12. How would you rate the training you received at OKCCC in relation to its usefulness in performing your job??

	Number	Percent
Very good	82	43.6%
Good	75	39.9%
Neutral	29	15.4%
Poor	1	0.5%
Very poor	1	0.5%
Mean = 4.26		

13. Please check below if the program you took at OKCCC helped you in your occupation in any of the following ways. **Check all that apply.**

	Number	Percent
Helped to obtain job	61	19.6%
Helped performance on present job	74	23.7%
Helped advance on present job	39	12.5%
None of the above	16	5.1%
Other	8	2.6%

14. If you are employed *Full-Time*, please indicate your approximate average **annual** salary before taxes.

	Percent	Number
Up to $600	0	0.0%
$600 to $899	2	2.0%
$900 to $1,199	10	10.2%
$1,200 to $1,499	13	13.3%
$1,500 to $1,799	8	8.2%
$1,800 to $2,099	8	8.2%
$2,100 to $2,399	13	13.3%
$2,400 and up	44	44.9%
Mean = $1,800 to 2,099		

15 Were you employed in your current position prior to completing your degree/certificate at OKCCC?

	Number	Percent
Yes	67	51.9%
No	62	48.1%

16. How would you rate the availability of jobs for graduates from your program?

	Number	Percent
Very good	48	37.8%
Good	32	25.2%
Neutral	35	27.6%
Poor	9	7.1%
Very poor	3	2.4%
Mean = 3.89		

17. If your current "primary field of employment" is not related to the degree/certificate you completed at our college, please check each reason which applies.

	Number	Percent
Transferred to a four-year college	45	14.4%
Not sufficiently qualified for a job in my field	12	3.8%
Preferred to work in another field	4	1.3%
Found a better paying job in another field	3	1.0%
Could not find a job in my field of preparation	14	4.5%
Worked previously in field of preparation, but changed	0	0.0%
Other:	13	4.2%

Summary Information

18. How do you see the courses completed at our college in terms of your career plans?
    Please check all that apply.

	Number	Percent
Of immediate, direct benefit	89	28.5%
Of long term, direct benefit	100	35.3%
Of indirect benefit	35	11.2%
Of no benefit	6	1.9%

19. Are you interested in taking more courses at OKCCC?

	Number	Percent
No	81	43.8%
Yes	104	56.2%

Courses?

3D Studio Mas
Accounting (3)
Advanced Business
After Effects, 3D Animation & Modeling, Special Effects
Air brush
Anatomy
Art (5)
Astrology
AutoCAD
Bio informatics
Business (4)
Business English
Calculus
Cell Biology, Environmental Biology
Certification courses related to nursing.
Chemistry (4)
Classes for learning & enjoyment such as Dance & learning to play guitar.
Computer (4)
Computer programming or other computer. (undecided)
Continuing Education classes for required "LEUS" and a human "Codaver" class.
Developmental Psychology
Directors Certification of Mastery in Childcare Administration
EMT Basic
Finance
Foreign language

Geography
Geology
Health related
History
History
Human Physiology (2)
Human Relations
Information/Computer Technology - Continued growth.
Insurance classes, maybe related to adjusters if offered.
Introduction to Financial Institutions (2)
Leisure courses
Loans
Management (3)
MBA
Motorcycle fabrication or maintenance courses are offered I'd take them.
Nursing (4+A63)
Optometry Assistant Program
Organic Chemistry
Payroll Classes
Pharmacology, Shorthand
Physiology and Anatomy
Phonics English
Photography
Physics (3)
Physics II
Physiology II
Political Science, Philosophy
Pottery, Mosaics
Psychology
Reading and Elementary Harmony
Real Estate (2)
RN-BSN : both 4year degree programs
Sign Language I & II (2)
Sociology
Some courses are not available at OKCCC, like Cell Biology, General Requirements for
Major, areas about plant biology which are still 2000 level but you have not them.
Spanish (8)
Trig

20. Below is a sample of comments on how we could improve the degree/certificate you completed and/or
    services you received.

If I had known the degree was not transferable to just any college, I would have gone in another direction of study.
Help us find Jobs! The service that is supposed to help us find jobs has terrible hours. Why can't they be open longer?
Give an actual budget to the film program instead of making them beg for grants every year.
I love OKCCC the institution prepared me for success in Nursing School.
Financial Aid and the Bursar office gave mis-information regarding financial aid. Understaffed. Disregard for urgency, filed same forms multiple times.
I like to see changes on the exams at OKCCC. Try to give students some comprehensive exams, as it is the hardest thing to adjust when transfer to a 4-year college.
I think it would be great if you offered Air Brush. If you had it when I attended there, I would have

taken it. I also feel that a teacher that has you write a paper (i.e. research paper) should not be allowed to write their opinion all over the paper. You should be graded on how well you did. Not on your opinion on a certain subject.
Sometimes program seemed very unorganized and not geared to working adult as compared to other local Universities and Colleges. Most in Nursing program were not traditional aged students; most had families and full or pt time employment.
The LPN-RN fast -track needs to be more developmentally geared towards LPN'S. It was like just starting in at 2nd semester rather than LPN geared. Clinicals especially need to be changed.
The Oklahoma City Community College is an excellent College. The college has very helpful and very good teachers. Also faculty advisors and tutors too. They take time and have great patience to explain and help students if they have any problems or questions about homework. I had great time at this college and miss this very good college so much.
Everything is very good. Teachers maybe could give students a little more one-on-one time.
Very friendly staff. Counselors were no help what-so-ever. Class offering was fine. I got into most classes I needed in a timely manner.
I enjoyed my time at OKCCC. Thank you for the great memories.
Awesome!!!
Have more Instructors or Clinical Instructors who care about teaching as Susan Mann.
I have a lot of courses in chem., bio, math, at OKCCC. The problem is that faculty in UCO believe that there courses are not as hard as they teach in their school. Now I have bio chem. I and other biology and see that teachers are not harder than OKCCC, even biochem teacher is a worse one and very famous at UCO that is unfair and worse. Also, I have a suggestion for chemistry at OKCCC, because these courses are very hard to understand we need very very strong basic chem. Specially chem. II and organic I. I just experienced a good teacher Prof. Shore for my organic II, he was excellent. But for basic chem. level we need really teachers that can transfer the knowledge of chem. in better way for our future. We need better learning process. Also, I am against PowerPoint style. It is for lazy teachers and they don't detail it much for understanding.
Initial enrollment and testing was so prolonged and tedious. Two friends who started with me quit because it took too much time and was too frustrating
I really enjoyed attending the OTA program. It was a life changing experience and Tom Kraft is an excellent professor. I would highly recommend it to any person considering a career in Occupational Therapy.
My experience was wonderful at your college. The only thing I wish is that you had more classes online, but you have started to add more and more. Also if you were to ever consider radiography it would be great!!!
More focus on writing.
I have nothing but great things to say about my experience at OKCCC and I have and will recommend the college to anyone interested.
I have nothing but love for OKCCC and it's staff. I only wish that it was a four year college and I never would have left. OKCCC is the best college I know, even though I'm going to UCO, I rather be going to OKCCC. Keep up the good job.
Accounting classes could use some real world scenarios to properly prepare the student for a job. i.e.: A/P due is $40,000 the checking account balance is only $29,000. How would this problem be approached? Which bills would be paid? etc. As a bookkeeper, I face this problem weekly working for a small company & it's very challenging.
Focus more on creating web pages and full websites, rather than prints for web majors.
Since transferring to OU I realized how organized and easy it was to attend classes at OKCCC. The computer lab is excellent compared to OU. People seem to care more at OKCCC and be more helpful because of it. Only dislike about OKCCC was the lack of leisure activities available in the student union (not edu. related though).
Would like to be able to access computers occasionally after graduation.
My assoc. in Applied Science has done me **NO Good** in job favoritism. I have been seeking PT employment from many companies with no luck. I am still working very hard at my nursing degree which I know is guaranteed work. I at least have faith that Nursing is going to be a good field. * Help nursing students find flexible jobs.

Nothing really.   Thanks for everything.!!!!!
Make sure students are taking courses that apply to their degree… I ended up taking classes I did not need… but it all worked out.
Loved the OKCCC Comfy Chairs, small class size, very positive.
No need for your improvement other than offering students more advice on which courses will help them when they transfer or will save them money when they transfer. Keep up the good work.!!!!
Some classes didn't directly relate to real world. Counselors not accurate on credits, took some that not needed.   When counselors leave, make sure new counselors are on the same page. Enjoyed one on one w/Professor & night class.
Really Good School.
. . . . needs to go. He does not come to class prepared. He is a nice guy but I didn't learn anything from him. Otherwise, very good college. Excellent general education courses. My instructor in chemistry was excellent! You definitely need to keep her around.

APPENDIX F

Employer Assessment of
Oklahoma City Community College Graduates

In the following sections, please indicate first how important the skill is to your business. Then rate how well our graduate performed on that skill.	IMPORTANCE						RATING					
	Very Important	Important	Somewhat Important	Somewhat Not Important	Not Important	Don't Know	Excellent	Good	Average	Fair	Poor	Don't Know
GENERAL EDUCATION SKILLS												
1. Reading – understands and interprets written information	O	O	O	O	O	O	O	O	O	O	O	O
2. Writing – communicates thoughts and information in documents such as memos, letters, directions, manuals, reports and graphs	O	O	O	O	O	O	O	O	O	O	O	O
3. Listening – uses active listening skills	O	O	O	O	O	O	O	O	O	O	O	O
4. Speaking – organizes ideas and communicates clearly	O	O	O	O	O	O	O	O	O	O	O	O
5. Problem Solving/Creative thinking – recognizes problems, designs and takes action, and generates new ideas	O	O	O	O	O	O	O	O	O	O	O	O
6. Information acquisition – locates, through search, various forms of information, especially through new technologies such as Internet	O	O	O	O	O	O	O	O	O	O	O	O
7. Scientific methods of inquiry – understands use	O	O	O	O	O	O	O	O	O	O	O	O
8. Cultural diversity – understanding of differing cultures and values and works with people of different backgrounds	O	O	O	O	O	O	O	O	O	O	O	O
INTERPERSONAL SKILLS												
1. Participating as team member – contributes to a group effort	O	O	O	O	O	O	O	O	O	O	O	O
2. Customer service – works to satisfy customers' expectations	O	O	O	O	O	O	O	O	O	O	O	O
3. Exercising leadership – takes the initiative and has vision	O	O	O	O	O	O	O	O	O	O	O	O
4. Negotiating – works toward agreement on issues	O	O	O	O	O	O	O	O	O	O	O	O
5. Conflict recognition and resolution – recognizes conflicts and resolves it	O	O	O	O	O	O	O	O	O	O	O	O
6. Consensus building – assists others to see all sides of an issue and reach agreement	O	O	O	O	O	O	O	O	O	O	O	O
TECHNOLOGY SKILLS												
1. Computer utilization	O	O	O	O	O	O	O	O	O	O	O	O
2. Applying technology to tasks – understands how to use technology for better productivity	O	O	O	O	O	O	O	O	O	O	O	O
3. Identifying appropriate technology (procedures, tools or equipment)	O	O	O	O	O	O	O	O	O	O	O	O

What is your **overall rating** of the education received by OKCCC students as it relates to the requirements of their job?

○ Excellent   ○ Good   ○ Acceptable   ○ Lacking in Some Skills   ○ Totally Lacking

Based on your experience with OKCCC student(s), would you hire another student from OKCCC?
○ Yes
○ No

Comments

Employer Assessment of
OKC Community College Spring 2004 Graduates Results
N = 33 (73% Response Rate)

	Importance	Satisfaction	GAP
In the following sections, please indicate first how important the skill is to your business. Then rate how well our graduate performed on that skill.	Mean Rating	Mean Rating	Difference between Importance & Satisfaction
GENERAL EDUCATION SKILLS			
Scientific methods of inquiry – understands use	3.59	4.11	+.52
Cultural diversity – understanding of differing cultures and values and works with people of different backgrounds	4.07	4.40	+.33
Information acquisition – locates, through search, various forms of information, especially through new technologies such as Internet	4.32	4.27	-.05
Reading – understands and interprets written information	4.68	4.62	-.06
Writing – communicates thoughts and information in documents such as memos, letters, directions, manuals, reports and graphs	4.61	4.38	-.23
Problem Solving/Creative thinking – recognizes problems, designs and takes action, and generates new ideas	4.75	4.42	-.33
Listening – uses active listening skills	4.82	4.31	-.51
Speaking – organizes ideas and communicates clearly	4.79	4.27	-.52
INTERPERSONAL SKILLS			
Customer service – works to satisfy customers' expectations	4.79	4.68	-.11
Negotiating – works toward agreement on issues	4.21	4.00	-.21
Exercising leadership – takes the initiative and has vision	4.25	3.96	-.29
Consensus building – assists others to see all sides of an issue and reach agreement	4.11	3.74	-.37
Participating as team member – contributes to a group effort	4.82	4.38	-.44
Conflict recognition and resolution – recognizes conflicts and resolves it	4.39	3.76	-.63
TECHNOLOGY SKILLS			
Identifying appropriate technology (procedures, tools or equipment)	3.93	4.42	+.49
Computer utilization	4.25	4.61	+.36
Applying technology to tasks – understands how to use technology for better productivity	4.14	4.48	-.34

Importance scale = 5 Very Important   4 Important   3 Somewhat Important
        2 Somewhat Not Important   1 Not Important
Satisfaction scale = 5 Excellent   4 Good   3 Average   2 Fair   1 Poor

What is your **overall rating** of the education received by OKCCC students as it relates to the requirements of their job?

	Number	Percent
Excellent	20	63%
Good	8	25%
Acceptable	3	9%
Lacking in Some Skills	1	3%
Totally Lacking	0	0%
TOTAL	32	100%
Mean =	4.52	

Based on your experience with OKCCC student(s), would you hire another student from OKCCC?

	Number	Percent
Yes	28	97%
No	1	3%
TOTAL	29	100%

Comments
- Excellent work Great team player
- Interpersonal skills are a very important part of any job. Perhaps more emphasis should be focused on this area. Without teamwork, you accomplish little in all the other areas within a business.
- She has a good work ethic and is a good hard worker.
- Students in OTA should be required to take a course on communication skills with a patient. Graduates need to know the importance of communicating with patients.
- Very helpful to have around.
- This individual is always willing to improve and demonstrates a good basic nursing understanding.
- He is a self-motivated hard worker. Very creative.
- Anxious to get more graduates into the hospital.
- You should be proud of the professionalism and highly skilled the graduates of OKCCC display. Thank you.
- Would like to have contacts for candidates to hire for future employment.
- Thank you for your continued commitment to the members of the Oklahoma Air National Guard.
- Great program, I graduated from there as well.
- His skill set is outstanding and it is used daily at his current employer.
- She is a good nurse who still needs a lot of support. Normal for around 1 year as RN. She had a lot of difficulty knowing how to approach patients and how to instill confidence in them. They felt insecure with her lack of confidence. She didn't know how to effectively communicate with them. We pulled back and had her observe seasoned nurses in order for her to gain confidence and competency. She is doing very well now! She initially had 3 months orientation.