

Section II – Mid-Level/General Education (3 pages)

Administering Assessment – ACADEMIC PROFILE TEST

- II-1. Describe how assessment activities were linked to the institutional general education program competencies.

The Academic Profile Test is used to address several of the general education program competencies specifically critical thinking, reading, writing, mathematics, humanities, social sciences, and natural sciences.

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

Students were selected based on their completion of 30 credits at OCCC. A sample of 400 students received a letter requesting they complete the test in the testing center. Less than 30 students completed the test. Subsequently, several faculty members were requested to test their students in class. Students were asked in the classroom if they had completed at least 30 credits at OCCC. Students who did not meet these criteria were offered the opportunity to leave during the test.

- II-3. Describe strategies to motivate students to participate meaningfully.

An incentive of a 3-credit tuition fee waiver was offered to the students who scored at a specific level.

Analyses and Findings

- II-4. How was student progress tracked into future semesters and what were the findings?

Due to the low numbers of students responding, individual student results were not available.

- II-5. What were the analyses and findings from the 2005-06 mid-level/general education assessments?

The overall results were presented to the Board of Regents and are included on the next page. With the use of the 40-minute test rather than the 120-minute test, there were no individual scores. Therefore, OCCC has adopted the CAAP test to be administered during Assessment Week in April. (This will be the first year for this event.) The results of the CAAP test will be available by student and ACT will be able to link the results with the student's ACT and Compass scores.

**ACADEMIC PROFILE RESULTS
STUDENTS WITH 30 OR MORE CREDIT HOURS
Fall 2002, Fall 2003, Fall 2004, & Fall 2005**

	Fall 2002	Fall 2003	Fall 2004	Fall 2005
	N=77	N=108	N = 91	N = 57
Total Score				
OKCCC Mean	442.95	438.29	441.3	437.7
Norm Group Mean	443.10	443.10	443.1	441.0
Critical Thinking				
OKCCC Mean	109.87	109.26	109.7	108.4
Norm Group Mean	108.8	110.80	110.8	110.2
Reading				
OKCCC Mean	118.21	117.31	118.0	117.0
Norm Group Mean	118.30	118.30	118.3	118.0
Writing				
OKCCC Mean	114.36	112.68	113.8	113.0
Norm Group Mean	115.0	115.00	115.0	113.9
Mathematics				
OKCCC Mean	113.26	112.45	113.3	112.4
Norm Group Mean	113.20	113.20	113.2	112.6
Humanities				
OKCCC Mean	114.12	113.01	113.4	113.5
Norm Group Mean	114.3	114.30	114.3	114.2
Social Science				
OKCCC Mean	112.7	112.66	113.3	111.5
Norm Group Mean	113.7	113.70	113.7	112.8
Natural Science				
OKCCC Mean	114.0	113.50	114.3	112.7
Norm Group Mean	115.9	115.90	115.9	114.4

Administering Assessment – ORAL AND NONVERBAL COMMUNICATIONS

II-1. Describe how assessment activities were linked to the institutional general education program competencies.

Each year OCCC assesses at least one of the general education competencies. The general education competency for FY 2006 was used to demonstrate oral and non-verbal communication skills in an effective and contextually appropriate manner. Results are used to modify curriculum and teaching strategies.

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

During the spring semester of 2006 a total of 322 student performances were evaluated using a standardized Oral and Non-Verbal Competency rubric. Twenty-two classes participated in the assessment. There was a combination of public address classes and seven general education classes. Independent evaluators attended the classes during a regularly scheduled speech and assessed 322 student performances. The evaluators used a standardized Oral and Non-Verbal Competency rubric. The faculty pre-determined that 80% of students should score average or higher on the developed rubric to indicate a minimum acceptable competency in oral and nonverbal communication.

II-3. Describe strategies to motivate students to participate meaningfully.

Faculty members attended classes in which the students were required to give a speech. Therefore, they were graded in the classroom by their professor as well as by external faculty.

Analyses and Findings

II-4. How was student progress tracked into future semesters and what were the findings?

This was the first time this assessment was conducted.

II-5. What were the analyses and findings from the 2005-06 mid-level/general education assessments?

Almost 81% of the students (260 of 322) were judged to have performed at the level of average or above, meeting the goal of having 80% of the students perform at that level.

Success Rate of Students in the Public Address and General Education Classes

	Public Address	Gen Ed	Total
Outstanding	17%	14%	15%
Good	32%	24%	30%
Average	34%	35%	37%
Fair	14%	25%	17%
Poor	3%	2%	2%

Not surprisingly, students in Public Address classes generally performed at a higher level than students in the General Education classes.

- Eighty-three percent (196 of 234) of Public Address students were judged average or better in their speeches, while 73% (64 of 88) of the General Education students performed that well.
- Fifty percent of Public Address students were rated above average, either good or outstanding, while only 37% of the General Education students were judged to have performed above average.
- Students rated below average (fair or poor) totaled 17% among Public Address students, while 27% of General Education students were rated below average in their speech performance.

Recommendations:

Although competency in oral and nonverbal communication skills was attained, additional research is warranted on the following items:

- Possible creation of a speaking across the curriculum program
- Improvement of students' skill level in delivering speeches in setting outside of speech class
- Expectation that all students complete Public Address, as oral and nonverbal communication skills are best honed in that course.