2007 Student Learning Outcomes
Social Sciences

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Child Development				
Students of the Oklahoma City Community College Child Development Program will promote child development and learning by creating environments that are healthy, respectful, supportive and challenging for all children.	Via the use of a rubric, curriculum episode plans developed by students completing CD 2053 Integrated Curriculum Development (Fall, 2006 and Spring, 2007 Semesters) were used to measure this outcome. At a minimum, it was expected that seventy-five percent of those students completing this course would, at an 80% or better level of success, a. demonstrate evidence of knowing and understanding young children's characteristics and needs; b. know and understand the multiple influences on development and learning; and c. use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.		Of the twenty four projects used to measure this outcome, all submissions were used in measuring this competency. This resulted in a sample size of twenty-four (24). This represents a total of twelve students, completing two projects each. Results indicated that fifty-six percent (n = 14) of these assignments met this competency at a mastery rate of eighty percent. This did not meet the desired standard. Twelve percent (n = 3), met this competency at a 100% success level, twenty-four percent (n = 6) met this competency at a 90-99% success level, and twenty percent (n = 5) met this competency at an 80-89% success level. It is worth noting that seventy-five percent (n = 18) mastered this competency at the seventy-five percent level, although this figure is below the desired competency level.	The program faculty would like to see better results. Students were close to achieving desired mastery levels, but did not meet the desired criterion level. Students are able to use their knowledge to plan activities and environments for young children based on their knowledge of children, however, they seem to be limited in their knowledge about the importance of empowering children and providing them with a voice. Ideas that may be implemented to help students achieve the desired level of mastery include: 1) as an introductory activity, completing an acrostic about democracy; 2) reflections upon scenarios featuring appropriate/ inappropriate methods of providing children with choice and voting opportunities; and 3) reading about democracy and young children, with a follow-up written paper.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Students of the Oklahoma City Community College Child Development Program will observe, document and assess young children and families	Via the use of a rubric, observation/assessment projects developed by students completing CD 1053 Curriculum Activities (Spring and Summer, 2007 Semesters) and CD 2053 Integrated Curriculum Development (Spring and Summer, 2007 Semesters) were used to measure this outcome. At a minimum, it was expected that seventy-five percent of those students completing these courses would, at an 80% or better level of success, a. demonstrate evidence of understanding the goals, benefits, and uses of assessment; b. know about and use observation, documentation, and other appropriate assessment tools and approaches; c. understand and practice responsible assessment; and d. know about assessment partnerships with families and other professionals.		Fifteen assignments were used in measuring this competency (n = 15). One hundred percent (n = 15) of the students were able to demonstrate this competency at a mastery rate of 80% or higher. Eight percent (n = 12), met this competency at a 100% success level, thirteen percent (n = 2) met this competency at a 90-99% success level, and six and one-half percent (n = 1) met this competency at an 80-89% success level.	Program faculty are confident that, at least with this particular group of students, the program has served them well and they understand the purposes of assessment, are familiar with its many and varied forms, and are capable of assessing children in early care and education programs. Appropriate and authentic assessment of young children has been, and continues to be, a major focus of the program.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
History				
History program majors of the OCCC history program will demonstrate knowledge of historical research methods (Spring 2007, Spring 2009, Spring 2010)	Two examples of completed examinations Two examples of short writing assignments Evidence of a successfully completed oral presentation A research paper Student reflections on what they learned		Students enrolled in HIST 2303 Historical Research, Methods, and Writing during the Spring 2007 semester completed end of semester term papers to demonstrate their grasp of historical research methods and writing. One student received an incomplete, two students did not submit papers, and the rest of the students seven in all, submitted papers and were assessed using a rubric. The various rubrics are attached as part of this report but the names are omitted to protect the identities of the students.	Unsatisfactory results were obtained in testing General Education students in both U.S. History to the Civil War (1483) and U.S. History Since the Civil War (1493) in both the Spring 2006 semester and the Fall 2006 semester. Only 61.5% of those tested in U.S. History 1493 in the Spring 2006 semester scored seventy or above on a general education history exam developed by full-time history program faculty. According to *USA Today* (September 18, 2007, p. 7D) the Freshman average at Harvard University is only 63.59%). The Fall 2006 semester witnessed only 54% of our students enrolled in U.S. History 1483 succeeding at the seventieth percentile. The history faculty is at a loss as to how to increase the success rate of students without teaching to the exam.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
				The absence of college admission requirements, inadequate college preparation, and a general decline in civic literacy may be partially to blame for the low scores. In light of the history program findings the history faculty agreed to switch from testing general education students to gathering material for portfolios for history majors which we believe may be a more productive use of our time.
The student will exhibit examples of work and reflect on specific learning experiences and overall learning experience in the history program, with emphasis on the student's successes, deficiencies, and lessons learned from both.	The self-evaluation will facilitate the student's personal academic growth and success at a senior institution.			

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	The student may utilized the portfolio when seeking admission to the history program, or a related program, at a four year college or university. The student may choose to add to the portfolio as a graduate student in order to retrieve samples of work while seeking admission to graduate school or employment			

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes

Political Science

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Political Science graduates will demonstrate an understanding of the principles, structure, processes, and functions of the U.S. federal government.	Political Science program's portfolio process; item/task numbers (see Appendix B) from among the following applicable measurements: 1. A letter to a current state or federal officeholder espousing a clear position and a defense of that position on an issue of importance. 2. Research papers completed as required course work in a Political Science class, which received no less than a grade of B on a standard grading scale. 3. A written brief prepared for course work in a law class. 6. A lecture, including an annotated bibliography, prepared by a student under the guidance, supervision and evaluation of a faculty member. 7. An annotated bibliography of works compiled on a Political Science issue. 8. A PowerPoint or web-based project compiled on a Political Science issue, to include a bibliography. 13. A legislative analysis or proposal. 15. A written assignment analyzing a fiscal policy dilemma. 16. A written assignment comparing and contrasting an aspect of American federal government with that of a foreign nation-state. 17. A book review of a current, substantive work in the field of Political Science.		75 percent of program majors, who completed portfolios, met this outcome as demonstrated by student portfolio rating of "Satisfactory" (i.e. graded at "Proficient" or higher according to the "Rubric for Assessing Political Science Portfolios" – see Appendix A) by all full-time faculty members in Political Science.	In 2005, the Political Science program faculty submitted three requests to the College's Curriculum Committee that recommended: 1) adding a minimum writing competency requirement for POLSC1113--American Federal Government to improve student success in this required course; 2) establishing a prerequisite of POLSC1113 or Permission of the Instructor for all 2000 level Political Science courses; and 3) establishing a minimum writing competency of successful completion of ENGL1113-- English Composition for all 2000 level Political Science classes.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	In FY07, 60% of graduates' portfolios will be rated "Satisfactory" (i.e. graded at "Proficient" or higher according to the "Rubric for Assessing Political Science Portfolios" – see Appendix A) by all full-time faculty members in Political Science.			
Political Science graduates will demonstrate an understanding of how government affects individuals in a society and how internal and external factors affect government	Political Science program's portfolio process; item/task numbers (see Appendix B) from among the following applicable measurements: 3. A written brief prepared for course work in a law class. 4. A written assignment addressing a situational analysis completed as required course work in a class. 5. A courtroom observation of no less than 2-hour's duration, which identifies the parties to the case, the judge, and court observed, the nature of the dispute, and an evaluation of legal procedures and principles learned. 6. A lecture, including an annotated bibliography, prepared by the student under the guidance, supervision, and evaluation of a faculty member. 10. Written work completed in the course of a grant application, relevant to the field of Political Science. 11. An Internet assignment involving government websites. 12. A written assignment analyzing an international policy or dilemma, including United Nations resolutions. 15. A written assignment analyzing a fiscal policy dilemma. 17. A book review of a current, substantive work in the field of Political Science. 18. Evidentiary materials compiled in the completion of an internship		75 percent of program majors, who completed portfolios, met this outcome as demonstrated by student portfolio rating of "Satisfactory" (i.e. graded at "Proficient" or higher according to the "Rubric for Assessing Political Science Portfolios" – see Appendix A) by all full-time faculty members in Political Science	These three recommendations were approved and adopted by the College's Curriculum Committee. Implementation of this requirement began in the Summer semester, 2006. Although too early to quantify specific results, the Political Science program faculty believes that these three improvements to the writing skills of students enrolling in political science classes have enhanced overall student success in completing requirements of courses offered in the program and in the successful completion of the portfolios submitted for program assessment purposes.

2007 Student Learning Outcomes
Social Sciences

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	In FY07, 60% of graduates' portfolios will be rated "Satisfactory" (i.e. graded at "Proficient" or higher according to the "Rubric for Assessing Political Science Portfolios" – see Appendix A) by all full-time faculty members in Political Science.			
Political Science graduates will demonstrate a broad understanding of the overall discipline of Political Science and its major subfields.	Political Science program's portfolio process; item/task numbers (see Appendix B) from among the following applicable measurements: 2. Research papers completed as required course work in a Political Science class, which received no less than a grade of B on a standard grading scale. 4. A written assignment addressing a situational analysis completed as required course work in a class. 6. A lecture, including an annotated bibliography, prepared by the student under the guidance, supervision, and evaluation of a faculty member. 8. A PowerPoint or web-based project compiled on a Political Science issue, to include a bibliography. 9. Synthesized, annotated research materials compiled on a subject located in the materials of the University of Oklahoma's Carl Albert Congressional Research Center or a local law library. 12. A written assignment analyzing an international policy or dilemma, including United Nations resolutions. 14. A written assignment analyzing a global issue. 15. A written assignment analyzing a fiscal policy dilemma. 16. A written assignment comparing and contrasting an aspect of		75 percent of program majors, who completed portfolios, met this outcome as demonstrated by student portfolio rating of "Satisfactory" (i.e. graded at "Proficient" or higher according to the "Rubric for Assessing Political Science Portfolios" – see Appendix A) by all full-time faculty members in Political Science.	In the Fall semester of 2006, program faculty adopted an evaluative rubric for the assessment of portfolios submitted for program assessment purposes. The Political Science faculty believes this addressed a need for incorporating greater clarity and consistency in the measurement of Student Learning Outcomes. At present, each of the full-time Political Science faculty is able to read and rate every portfolio submitted; however, at some future date this may need to be reviewed and/or revised to accommodate increased numbers of portfolios being submitted for assessment purposes.

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	In FY07, 60% of graduates' portfolios will be rated "Satisfactory" (i.e. graded at "Proficient" or higher according to the "Rubric for Assessing Political Science Portfolios" – see Appendix A) by all full-time faculty members in Political Science.			
Political Science graduates will demonstrate knowledge of government on the local, state, national, and international levels.	Political Science program's portfolio process; item/task numbers (see Appendix B) from among the following applicable measurements: 2. Research papers completed as required course work in a Political Science class, which received no less than a grade of B on a standard grading scale. 4. A written assignment addressing a situational analysis completed as required course work in a class. 6. A lecture, including an annotated bibliography, prepared by a student under the guidance, supervision, and evaluation of a faculty member. 7. An annotated bibliography of works compiled on a Political Science issue. 8. A PowerPoint or web-based project compiled on a Political Science issue, to include a bibliography. 11. An Internet assignment involving government websites. 12. A written assignment analyzing an international policy or dilemma, including United Nations resolutions. 13. A legislative analysis or proposal. 14. A written assignment analyzing a global issue. 15. A written assignment analyzing a fiscal policy dilemma. 16. A written assignment comparing and contrasting an aspect of		75 percent of program majors, who completed portfolios, met this outcome as demonstrated by student portfolio rating of "Satisfactory" (i.e. graded at "Proficient" or higher according to the "Rubric for Assessing Political Science Portfolios" – see Appendix A) by all full-time faculty members in Political Science	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	In FY07, 60% of graduates' portfolios will be rated "Satisfactory" (i.e. graded at "Proficient" or higher according to the "Rubric for Assessing Political Science Portfolios" – see Appendix A) by all full-time faculty members in Political Science.			
				Based on three years of use, the Political Science program's portfolio assessment plan has produced mixed results. On the one hand, the assessment results obtained have met or exceeded expectations. On the other hand, greater participation by program majors would be highly desirable. The original plan anticipated that the program's majors would be REQUIRED to submit the portfolios; however, that has been disallowed as a condition of graduation. The program faculty is discussing other alternatives to increase portfolio submissions. For FY07, the Political Science faculty will expect 60% of graduates' portfolios to be rated "Satisfactory" for the Student Learning Outcomes assessed.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Political Science graduates, who choose to do so, will transfer successfully into a four-year program.	In FY07, 60% of Political Science graduates, who choose to do so, will	transfer successfully to a four-year program	Due to the program's inability to obtain statistical information from a State of Oklahoma source regarding program graduates, the Political Science faculty is unable to assess accurately the success of this measure. However, anecdotal information suggests this outcome was successfully met. The anecdotal information provided by the college was that on the survey of political science graduates of OCCC – only 3 Political Science graduates responded to the survey, in which all of them identified as successfully enrolled in college (i.e. 1 at Oklahoma State University, 1 at the University of Central Oklahoma, and 1 at the University of Oklahoma) as a political science major.	This aspect of the Student Learning Outcomes Assessment has been somewhat less than successful. The original plan anticipated that statistical information regarding the transfer success of program graduates would be readily available either from the College's own research resources or from an external source such as the OSRHE. In fact, neither source has obtained or made available to Political Science faculty the anticipated statistical information. Therefore, only anecdotal evidence is available for assessment at this time.
				The program faculty is unaware of any student who has been unsuccessful in transferring to a four-year program following their graduation from the College. Empirical evidence of student success in transferring to four-year programs would be highly desirable. The program faculty is discussing alternative means of obtaining this information. For FY07, the Political Science program faculty will expect 60% of graduates who choose to do so to transfer successfully to a four-year program.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Psychology				
Psychology program majors will be able to demonstrate tolerance for alternative, differing opinions	Due to the problems experienced in the previous year with obtaining accurate and meaningful assessment information, the Psychology faculty has begun a thorough review of its outcomes and measurement tools.			The Psychology faculty has begun thorough review outcomes with a goal of redefining the learning product in relevant and meaningful expectations for students in the early stages of their academic career. The result of such a review is expected to yield outcomes that are specific in quantifiable and measurable terms within a comprehensive and integrated assessment plan. As one faculty member stated, "There is a climate of change in the program."
The program is successful in preparing students to continue their education.	Previous data suggest that students give a positive response (70% or higher) to a question in the Graduate Survey for the College which asks them to rate the value of the psychology major at a transfer institution.			

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Social Sciences

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
The program is successful in enhancing student's job performance.	An additional question on the Graduate Survey for the College indicates that students give a positive response (70% or higher) to a question which asks them to rate how well the psychology program enhanced their job performance.			

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Technical Centers

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Surgical Technology				
Graduates will demonstrate comprehension of and the ability to apply knowledge to perform as an entry-level surgical technician.	Upon completion of their final semester in the Surgical Technology technical course work, students will take the national licensure examination. Students will have a pass rate that meets or exceeds the national average on the licensure examination. National licensure examination benchmark is 75%.	16	Data results indicate that the students did not meet or exceed the overall pass rate average benchmark of 75% on the national licensure examination. The pass rate was 67%.	Faculty will continue to evaluate the results of the licensure examination and update program accordingly.
Graduates will demonstrate competency at performing the clinical skills required of surgical technician as defined by national standards.	Surgical Technology students are evaluated in a clinical setting and must meet minimum proficiency requirements to successfully complete the program of study. This will be met with a 100% completion rate of all competency skills in a clinical setting.	16	Data collected indicates 100% of students successfully met minimum proficiency requirements of competency skills in a clinical setting.	Clinical settings' feedback regarding graduate skills will be used to continue to evaluate how well the Surgical Technology program prepared graduates for the workplace.
Graduates will demonstrate professional behavior in the clinical setting consistent with employer expectations.	Surgical Technology students are evaluated by employers through the Employer Survey. Employers will indicate satisfaction with the students' job performance by indicating on a Likert scale of 1-5 with 80% satisfied by indicating a 3 or above on the survey.	7	Data collected indicates 100% employer satisfaction with graduates' clinical skills. This was indicated by a rating of 3 or greater on a Likert scale of 1-5.	The faculty will continue to monitor and assess changes in industry and community needs, student performance, new technologies and procedures, and make changes or adjustments in the curriculum as needed.

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OCCC 2007 Program Outcomes Assessment
Technical Centers

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Aviation Maintenance Technology				
Graduates will demonstrate competency at performing the necessary skills required of aviation maintenance technicians as defined by national standards.	Graduates of the program are prepared to complete the FAA national certification examination and must meet minimum proficiency requirements to successfully complete the certification. Students will meet or exceed the national average.	20	Data collected indicates that the overall pass rate for the national certification is 94.5% as compared to the overall national average of 93.75%	Quarterly written test results are shared at the respective weekly staff meeting. Instructors take the data, note areas of weakness and should emphasize that area of instruction.
Graduates will demonstrate competency at performing the required skills consistent with employer expectations.	Student Follow-up Surveys are conducted during the first six months of completion of the program. 80% of graduates will be positively placed within the first of completing the program.	20	According to the Student Follow-up Survey, 99.29% of students were positively placed.	Continue to work with industry partners to ensure student will be positively placed.

OCCC 2007 Program Outcomes Assessment
Technical Centers

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Manufacturing - CIM				
Set up a batch processing line, which converts raw material into a finished product, utilizing the concepts learned in earlier courses and provide programming, interfacing and troubleshooting of an automated system.	1a. The graduates must take and successfully complete PRDT 2544- Computer Integrated Manufacturing at a pass rate of 80%.	6	Data indicates that 100% of graduates successfully completed PRDT 2544- Computer Integrated Manufacturing at a pass rate of 80%.	Evaluation of the program will be modified to include student competencies directly relating to program content. This will insure the program is assessed appropriately on an annual basis. New competency outcomes will be provided for the FY2008 assessment year.
Graduates of the Manufacturing Technology Program will be prepared for the workforce with the skills and education necessary by today's industry standards.	1b. 75% of the program graduates will be positively placed within the first year of graduation as indicated by the Student Follow-up Survey report.	19	According to the Student Follow-up Survey, 81% of students were positively placed.	Continue to work with industry partners to ensure student will be positively placed.

OCCC 2007 Program Outcomes Assessment
Technical Centers

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Manufacturing - CNC				
Develop basic set up and programming skills on computer numerical control (CNC) lathes, mills and machining centers, through cutting tool set up, fixturing alignment and set up, uploading and downloading of programs, minor program editing, identification application of various cutting tools and cutting tool configuration	Graduates of the CNC program will have successfully completed and passed MET 1143 with a rate of 80% or above.	1	Data indicates that graduates of the CNC program successfully completed and passed MET 1143 with a rate of 80% or above.	Evaluation of the program will be modified to include student competencies directly relating to program content. This will insure the program is assessed appropriately on an annual basis. New competency outcomes will be provided for the FY2008 assessment year.
Graduates of the Manufacturing Technology/Computer Numerical Control Program will be prepared for the workforce with the skills and education necessary by today's industry standards.	1b. 75% of the program graduates will be positively placed within the first year of graduation as indicated by the Student Follow-up Survey report.	12	Data indicates that 80% of graduates were positively placed within the first year of graduation as indicated by the Student Follow-up Survey.	Continue to work with industry partners to ensure student will be positively placed.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Database Management				
Student will be able us to successfully demonstrate the ability to create, manage and support a database using Oracle. (Competency #1)	Graduates must successfully complete DBM 1314-Introduction to SQL with a pass rate of 80% or higher.	19	Data indicates that 100% of the graduates successfully completed DBM 1314- Introduction to SQL with a pass rate of 80% or higher.	Based on industry input, program content and program outcomes will be examined as needed.
Graduates of the Database Administration Program will be prepared for the workforce with the skills and education necessary by today's industry standards	75% of the program graduates will be positively placed within the first year of graduation as indicated by the Student Follow-up Survey report.	1	Data indicates that 100% of graduates were positively placed within the first year of graduation as indicated by the Student Follow-up Survey.	Continue to work with industry partners to ensure students will be positively placed.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Enterprise Communication Systems				
Demonstrate the ability to set-up a local area network using various routers, switches, cable analyzers, smart remotes, and cable meters. (Competency #1)	Students in ECS 1314- Networking Fundamentals will successfully pass the course at an acceptable level of 85% or higher.	39	92% of the students in ECS 1314- Networking Fundamentals successfully passed the course at a level of 85% or higher.	Based on industry input, program content and program outcomes will be examined as needed.
Graduates of the ECS Program will be prepared for the workforce with the skills and education necessary by today's industry standards.	75% of the program graduates will be positively placed within the first year of graduation as indicated by the Student Follow-up Survey report.	3	Data indicates that 100% of graduates were positively placed within the first year of graduation as indicated by the Student Follow-up Survey.	Continue to work with industry partners to ensure student will be positively placed.

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Electronics - General				
Demonstrate knowledge of principles by solving problems relating to both DC and AC in subjects such as resistive circuits, reactance impedance, AC circuits and resonance.	Graduates of the program must take and successfully pass ET 1014-DC/AC Fundamentals with a rate of 80% or above.	5	Data indicates that 100% of the graduates successfully completed the Digital Logic Systems course with a minimum pass rate of 80% or above.	Course will be updated as needed or as dictated by industry standards.
Graduates of the Electronics-General Program will be prepared for the workforce with the skills and education necessary by today's industry standards.	75% of the program graduates will be positively placed within the first year of graduation as indicated by the Student Follow-up Survey Report	5	Data indicates that 100% of graduates were positively placed within the first year of graduation.	Continue to work with industry partners to ensure student will be positively placed.

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Technical Centers

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Electronics Instrumentation and Control				
Identify and troubleshoot operational procedures on electrical motor control circuits and electromechanical devices.	Graduates must take ET 2044-Electromechanical Devices with a pass rate of 85% or greater.	23	Data indicates that 100% of graduates passed ET 2044-Electromechanical Devices with a pass rate of 85% or greater.	Based on industry input, program content and program outcomes will be examined as needed.
Graduates of the Electronics-Instrumentation and Control Program will be prepared for the workforce with the skills and education necessary by today's industry standards.	75% of the program graduates will be positively placed within the first year of graduation as indicated by the Student Follow-up Survey report.	21	Data indicates that 91% of graduates were positively placed within the first year of graduation as indicated by the Student Follow-up Survey.	Continue to work with industry partners to ensure student will be positively placed.

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Networking				
Demonstrate a basic understanding of network structures network operating systems, network media, common components used in a network, common network protocols, configuration settings for workstations, and accepted practices and procedures for maintaining and supporting a network	Students will successfully complete and pass NT 1144-Introduction to Networking, at a rate of 80% or higher.	19	Data indicates that 92% of students successfully completed and passed NT 1144-Introduction to Networking, at a rate of 80% or higher.	Based on industry input, program content, and therefore program outcomes, will be examined as needed
Graduates of the Networking Program will be prepared for the workforce with the skills and education necessary by today's industry standards.	75% of the program graduates will be positively placed within the first year of graduation as indicated by the Student Follow-up Survey report.	1	Data indicates that 96% of graduates were positively placed within the first year of graduation as indicated by the Student Follow-up Survey.	Continue to work with industry partners to ensure student will be positively placed.

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Technical Centers

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Orthotics/Prosthetics Technician				
Graduates will demonstrate comprehension of and the ability to apply knowledge necessary to perform as an entry-level orthotic/prosthetic technician.	Graduates of the program will pass a mock examination, which will be used to assess their technical skills. All students must past pass this exam at a pass rate of 100% in order to graduate.	8	Data collected indicates that the pass rate for the mock exam was 100%.	Faculty will continue to evaluate and update the mock examination to meet program standards.
	Employer survey; responding employers will indicate satisfaction with the students' job performance by indicating on a Likert scale of 1-5 with 80% satisfied by indicating a 4 or above.	7	Data collected indicates that the overall employer satisfaction with students' job performance measured a rating of 4.8 on a Likert scale. Minimum result of 80% was met.	Employer Survey will be used to assess feedback regarding how well the O&P program prepared graduates of the workplace.
Graduates will demonstrate competency at performing the clinical skills required of advanced-level orthotic/prosthetic technician as defined by the community and the national standards.	Employer survey; 80% of responding employers will mark agree or strongly agree to student preparedness based on survey items related to knowledge base, technical competence, and employability skills.	7	Data collected indicates 100% overall employer satisfaction with students' knowledge base.	Data from the employer satisfaction survey will continue to be collected and used to make changes or improvements in the program as needed.
	Meet minimum proficiency requirements check list; 100% of the students will meet or exceed the minimum proficiency requirements to successfully complete the program.	8	Data collected indicates that 100% of the students have met or exceeded minimum proficiency requirements to successfully complete the program.	Faculty assesses student performance on the minimum proficiency requirements check list and if a student does not achieve minimum standards, they must repeat the skill evaluation before they are allowed to proceed.
Graduates will demonstrate professional behavior in the clinical setting consistent with employer expectations.	Clinical Site evaluation; responding clinical site evaluators will indicate satisfaction with the students professional behavior in the clinical setting by indicating on a Likert scale of 1-5 with 80% satisfied by indicating 4 or above.	8	Data collected indicates that 100% of clinical site evaluators rated students' professional behavior in the clinical setting at a 4 or above on a Likert scale of 1-5.	Data from the clinical site evaluations will continue to be collected and used to make changes or improvements in the program as needed.

OCCC 2007 Program Outcomes Assessment
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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Respiratory Care Therapist				
Graduates will demonstrate comprehension of and the ability to apply knowledge necessary to perform as an advanced level respiratory care practitioner.	Graduates of the program will meet or exceed the national certification average. Results will be taken from the National Board for Respiratory Care (NBRC) Registry Examinations.	29	Data collected indicates that the overall pass rate is 100% as compared to the overall national average of 76% for the Clinical Simulation Examination for Advanced Respiratory Therapy Practitioners.	No action will be taken at this time.
	Employer Survey; 80% of responding employers will indicate satisfaction with graduates' knowledge level. This will be indicated by a rating of 3 or greater on a Likert scale of 1-5, with 3 being acceptable.	15	Data collected indicates 100% employer satisfaction with graduates' knowledge level. This was indicated by a rating of 3 or greater on a Likert scale of 1-5	Employer Survey will be used to assess feedback regarding how well the RC program prepared graduates for the workplace.
Graduates will demonstrate competency at performing the clinical skills required of advanced level respiratory care practitioner as defined by the community and the national standards.	Employer Survey; 80% of responding employers will indicate satisfaction with graduates' clinical skills. This will be indicated by a rating of 3 or greater on a Likert scale of 1-5, with 3 being acceptable.	15	Data collected indicates 100% employer satisfaction with graduates' knowledge level. This was indicated by a rating of 3 or greater on a Likert scale of 1-5.	Employer Survey will be used to assess feedback regarding how well the RC program prepared graduates for the workplace
	Minimum proficiency requirements check list; In order to successfully complete the Respiratory Care Therapist program, graduates must demonstrate 100% competency in performing required skills.	29	Minimum proficiency requirements check list; In order to successfully complete the Respiratory Care Therapist program, graduates must demonstrate 100% competency in performing required skills.	Continue to monitor employer evaluation of graduates.
Graduates will demonstrate professional behavior in the clinical setting consistent with employer expectations.	Employer Survey; 80% of responding employers will indicate satisfaction with graduates' professional behavior. This will be indicated by a rating of 3 or greater on a Likert scale of 1-5, with 3 being acceptable.	15	Data collected indicates 100% employer satisfaction with graduates' knowledge level. This was indicated by a rating of 3 or greater on a Likert scale of 1-5	Employer Survey will be used to assess feedback regarding how well the RC program prepared graduates for the workplace

OCCC 2007 Program Outcomes Assessment
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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Medical Assistant				
Graduates will demonstrate comprehension of and the ability to apply knowledge necessary to perform as an entry-level medical assistant	Clinical Site evaluation; responding clinical site evaluators will indicate satisfaction with the students professional behavior in the clinical setting by indicating on a Likert scale of 1-5 with 80% satisfied by indicating 4 or above.	19	Clinical Site evaluation; responding clinical site evaluators will indicate satisfaction with the students professional behavior in the clinical setting by indicating on a Likert scale of 1-5 with 80% satisfied by indicating 4 or above.	The Clinical Site respondents were 100% satisfied with the Medical Assistant students' professional behavior in the clinical (Externship) setting by indicating 5 on a Likert scale of 1-5.
Graduates will demonstrate competency at performing the clinical skills required of a medical assistant as defined by the community and national standards.	Student Survey-Clinical Procedures I and II; on a scale of 1-5 with responses of 4 or above indicating satisfaction, 80% of participating students will indicate satisfaction with their preparation and the ability to perform the competencies of the Medical Assistant program.	21	The Medical Assistant Students performed 100% of the required competencies of the Medical Assistant program by the instructor indicating 4 on a Likert scale of 1-4.	No action will be taken at this time.
Graduates will demonstrate professional behavior in the clinical setting consistent with employer expectations.	Employer Survey; responding employers will indicate satisfaction with the students' performance by indicating on a Likert scale of 1-5 with 80% satisfied by indicating a 4 or above.	15	The Employer respondents were 100% satisfied with the Medical Assistant students' performance by indicating a 5 on a Likert scale of 1-5.	Employer Survey will be used to assess feedback regarding how well the MA program prepared graduates for the workplace.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Modern Languages				
Students will demonstrate speaking skills at the Intermediate Mid level or higher.	All students who complete the Modern Languages Program will be assessed in an oral proficiency interview based on the standards established by the American Council on the Teaching of Foreign Languages		Fifteen (15) Spanish students were interviewed. The instructors rated them as follows: Advanced 2, Intermediate High 4, Intermediate Mid 7, Novice High 2	The results for SPAN 2013 and 2223 students meet the goal of having 75% or more of the students performing at the Intermediate Mid level or higher in Speaking; however, for both classes the interviews were done by the classroom instructor, and the number of students interviewed is lower than last year.
				(1) We need to have interviews done by an instructor who is not the classroom instructor, in order to have a more objective evaluation.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
				(2) We must include French in our Student Learning Outcomes Assessment for Speaking every year, even though the number of French students completing the program is smaller than the number of Spanish students. This will require better communication and coordination with the French instructor.
Students will demonstrate listening skills at the Intermediate High level.	All students who complete the Modern Languages Program will be assessed in listening comprehension based on the standards established by the American Council on the Teaching of Foreign Languages		Sixteen (16) students in SPAN 2013 and 2223 took a Listening Comprehension test (the same for both classes) during the last two weeks of the Spring Semester. The test included both audio and audio with video sections	The number of students demonstrating Listening Skills at the Intermediate High level is only 50% rather than 75% as predicted. It is a smaller sample than in previous years, but the outcome should have been better. This result indicates that we need to emphasize listening comprehension to a greater degree in our classes.
				(1) We need to develop a better instrument for assessing Listening Skills and a more systematic way of administering the test.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
				(2) We must include French in our Student Learning Outcomes Assessment for Listening. This will require better communication and coordination with the French instructor.
Students will be able to transfer successfully to a four-year institution and continue their language studies.	A survey was mailed to 137 students who had either completed an A.A. Degree in Modern Languages (French or Spanish emphasis), a Certificate of Mastery in Spanish, or had completed either FREN 2223 or SPAN 2223 (the terminal course in the major) between 2003 and 2007.		There were 27 surveys completed; of these, 10 respondents indicated that they had transferred to another college or university. None reported having had any difficulties in transferring. When asked to rate the quality of preparation provided by the Modern Languages Program at OCCC, six (6) rated it as "Excellent" and four (4) rated it as "Very good." When asked to rate the overall quality of instruction in the program, five (5) rated it as "Excellent," four (4) as "Very good," and one (1) as "Good / Average."	There was a good response rate to the survey, and even though fewer than half the respondents had transferred, the information provided by those respondents was useful. (The information provided by those who took courses for career purposes or personal enrichment will also be useful in the continuing evaluation of the program.) The comments provided by the respondents are very positive overall, but a few identified areas that need development, such as the quality of audio materials, the inclusion of more diverse materials, and the coverage of some grammar concepts.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
				A survey should be completed every other year as prescribed in the Outcomes Assessment Plan.

Film and Video Productions

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Students will apply the foundational concepts involved in camera and lighting techniques. Specifically they will master lighting conditions and effects, types of camera lenses and focus, distances and perspective, and angles and camera movement.	1. We used our Camera and Lighting Techniques Rubric and applied it to the film projects made in the camera classes.		1. The numbers on the Camera and Lighting Techniques rubric we administered included: 23 students met the course competency requirements in their average score. 12 students exceeded the course competency requirements in their average score. 1 student failed to meet full course competency in his average score.	Thirty-five out of thirty-six students met or exceeded the course competency requirements. That's a good start. But hopefully in this next year we can get the percentage of students who exceed the course competency requirements up -- by inspiring and motivating them to the extra effort needed to do this. Part of this motivation process includes expanding our filmmaking courses here, narrowing the support electives to film courses -- and getting our students working on projects out in the field, where they can synthesize what they learn in class.
	2. I've had multiple opportunities during the 2006-2007 year to assess the camera and lighting skills of students and graduates in our program -- out in the field, while actually making films where they synthesized the training they received in their classes.		2. The in-the-field assessment of our students involved their participation in multiple projects.	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
			Students completed the Allied Arts campaign video, the Kirkpatrick documentary, their work on the Kerr documentary, the independent feature "Ivory", the 24-hour film festival and the first feature at OCU.	
Exit Survey			Only three out of twelve graduates have responded as of yet.	So in the future we will use the model used in GCOM for their exit surveys. Students will now receive these exit surveys and must complete them as part of their final project -- their Capstone Film.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Graphic Communications Demonstrate technical expertise in a variety of equipment (Computers, Printers, Photographic, and mounting equipment) used in the graphic arts industry.	All Graphic Communications students taking the program's final Portfolio Preparation and Presentation course in the fall or spring semester of FY07 will create a portfolio and present this portfolio to the instructor. Program faculty according to an established rubric will examine portfolios. 80% of students will demonstrate technical expertise in a variety of equipment used in the graphic arts industry by scoring "2" on the program rubric.		Review of the Fall and Spring FY07 of Graphic Communication students' portfolios shows 96% of the students demonstrated technical expertise by scoring "2" or above on the rubric.	Student learning outcomes (3b) criteria states that the students will be able to demonstrate production expertise in error free work. Error free work needs to be clarified to be able to effectively evaluate it on the rubric. This will be addressed in the five-year plan.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Demonstrate production expertise in error free work.	All Graphic Communications students taking the program's final Portfolio Preparation and Presentation course in the fall or spring semester of FY07 will create a portfolio and present this portfolio to the instructor. Program faculty according to an established rubric will examine portfolios. 80% of students will demonstrate production expertise in error free work by scoring "2" on the program rubric.		Review of the Fall and Spring FY07 Graphic Communication students' portfolios show that 78% of the students demonstrated production expertise in error free work by scoring "2" or above on the rubric. We were very close in meeting our goal, however this percent is under the desired criteria of 80%. Error free work needs to be redefined to effectively evaluate it on the rubric.	Contact adjunct faculty to discuss the quality of portfolio pieces that are created in their classes. Advise adjuncts to mark up errors found in final projects. This will encourage portfolio students to correct the final projects used in their portfolio.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Students enrolled in the Portfolio Preparation and Presentation class will be administered a Graphic Communications survey. Seventy five percent will rate the training received at Oklahoma City Community College as good or very good.	Seventy five percent will rate the training received at Oklahoma City Community College as good or very good.		We have exceeded our goal in this area. Analysis of the Graphic Communications survey has indicated that 97% of the portfolio students rate the training received in the Graphic Communications program as good or very good. The survey also shows that 89% of portfolio students rated the quality of instruction in degree program courses as good or very good, 89% of portfolio students rated the quality of advising in the degree program as good or very good, and 93% of portfolio students rated the quality of course content as good or very good.	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
On an annual basis, the Graphic Communications advisory committee will evaluate by means of an anonymous questionnaire whether the GCOM program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes.			The results of the Graphic Communications Advisory Board Questionnaire indicates that 100% agree that the GCOM program is meeting the needs of employers in the Oklahoma City metropolitan area, and 100% rated the overall effectiveness of the GCOM program as satisfactory or better.	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Journalism and Broadcasting				
Students will develop proficiency in English grammar, spelling and punctuation.	Seventy percent of JB 1133 News Writing I students who complete the course will score 70 percent or higher on a Language Skills Test at the University of Oklahoma.		Approximately 132 students completed JB 1133 News Writing I during the fall 2006, spring 2007 and summer 2007. Of those 73 students (55 percent of the total) scored 70 percent or higher on the Language Skills Test. This pass rate is significantly lower than our target number of 70 percent passing. Last year the pass rate was 70 percent and the previous year, the pass rate was 75 percent, so we are seeing a noticeable decline in performance on this test.	It appears that our students this year were significantly less successful in passing the Language Skills Test compared to previous years. This year 55 percent of the students who completed News Writing I passed the test. This is down from 70 percent the year before.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Graduates will demonstrate proficiency in their fields by preparing a portfolio of work relative to their area of emphasis.	**Broadcasting** graduates will prepare a broadcast reel or CD that demonstrates their technical skills in audio and/or video production. A satisfactory broadcast-quality product will contain at least two spots or features of at least 30-seconds in length. Each spot or feature must contain music, voice and sound effects. Video features also will include visuals. Eighty percent of graduates will score 30 points or higher on the broadcasting rubric.		The three students who submitted an audio portfolio scored very high, both earning 49.5 points of a possible 50 and the other earning 54.5 points of 55 points for the audio/video submission. This surpasses our expectation that 80 percent of our broadcasting graduates would score 30 points or higher on their portfolios.	The portfolios we evaluated showed good broadcasting skills. However, we were unable to locate a portfolio for one graduate. We would like to have a better system of procuring portfolios. We recommend reinstating a sentence to that effect in the graduation letter sent to students after their degree check.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	Journalism graduates will demonstrate basic reporting skills by submitting a portfolio of articles published in the Pioneer. This portfolio will constitute the string book, or portfolio of work, that a journalism graduate would present to a potential employee in the job-application process. The portfolio will demonstrate the graduate's ability to interview multiple sources about newsworthy topics and write publishable stories that include direct quotations and paraphrases. A journalism rubric will be used to gauge the quality of the portfolio. Eighty percent of journalism graduates will score 8.0 or higher.		A review of the portfolios showed that 10 of the 11 scored 8 points or higher on the journalism portfolio rubric. That means that 91 percent scored at or above the target number of 8, surpassing last year's figure of 86 percent. Our program goal is for 80 percent to score 8 points or higher.	The portfolios of journalism graduates continue to be impressive. This reflects on the seriousness of the students and their willingness to take advantage of the opportunities they are offered to develop a portfolio of published news stories. We know from professionals who hire journalism graduates that they only consider published stories when reviewing an application for employment. The use of the Pioneer as a training laboratory enhances the professional opportunities for our graduates. This is especially true for students who work on the student newspaper, but is also reflected in portfolios of students who wrote for the newspaper as part of their class work.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	Speech graduates will demonstrate proficiency by submitting a videotape of two performed speeches (5 to 10 minutes each). The tape will be acceptable if it contains one persuasive and one informative or demonstration speech. A speech-evaluation rubric will be used to gauge the proficiency of each performance. A score of 70 as a total of both speeches would demonstrate basic skills in public speaking. Eighty percent of speech graduates will score 70 points or higher on the evaluation rubric.		Only one of our 32 graduates chose the speech option. No videotaped speeches were available for that student.	The addition of a full-time speech professor to our faculty should provide a boost to the number of speech majors and speech graduates, which has been one per year for the past three years. Since the beginning in the fall 2006 semester, speech majors have had a faculty mentor to turn to for advice and counsel. Our speech professor should be able to develop a relationship with the speech graduates and ensure that they complete the required performance videotape. Speech Professor Julie Corff is developing, with Professor Faulconer-Lippert, the recommendation to create a speech laboratory where public speaking students can practice their speeches on camera. Students would then be able to critique their performance and improve future presentations.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	Public Relations graduates will submit a campaign portfolio which demonstrates effective use of a multimedia approach in promoting an activity, a cause or an institution. A satisfactory portfolio will include evidence of client research, as well as promotional material in at least two formats (radio, television, billboard, press release). Eighty percent of public relations graduates will score 35 points or higher on the rubric to evaluate a public relations campaign.		Of the 10 students submitting portfolios, all 10 scored 35 points or higher on the public relations rubric, surpassing our goal of having at least 80 percent of our graduates score 35 points or higher. Two portfolios were rated good, with scores of 35.5 and 39.5 respectively. Grammar and punctuation seemed to be the challenges both students faced. The eight remaining portfolios were rated outstanding, with one scoring 46.5 points, one scoring 47.5, two scoring 48, two scoring 49 and one scoring 49.5 out of 50 points. The top student made a presentation to the non-profit client's board of directors. The board was sufficiently impressed to ask the student to join the development and public relations committee of the non-profit organization.	The overall quality for the public relations portfolios can be attributed partly to our instructional handouts on public relations campaign projects. The checklist was designed to ensure that students developed the skills they needed to complete a good project and the persistence to work on the project until it had reached a level of professional competence. In short, our plan worked and the students showed they could meet the standards set by the program faculty.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Journalism and Broadcasting graduates will be prepared to succeed at a four-year transfer institution.	On OCCC graduate surveys, 75 percent of Journalism/Broadcasting graduates who say they have transferred to four-year programs will rate as excellent or satisfactory the program they completed at OCCC		Ten of 22 graduates from FY 2006 (who completed degrees in the summer 2005, fall 2005 or spring 2006) responded to the graduate survey sent out in May 2007. Eighty percent (8 of 10) said they were attending college, three at the University of Central Oklahoma, four at the University of Oklahoma and one at another (unnamed) college. On a scale of 1 to 5, with 5 being the highest rating, the students' responses averaged 4.88 to the question: How well prepared were you to continue your education in a bachelor's degree program? This indicates a high level of satisfaction with their training at OCCC. This surpasses our target of having 75 percent of graduates who transfer to four-year programs rating as excellent or satisfactory the program they completed at OCCC. This is slightly higher than the year	The graduate survey results this year came from 45 percent of the FY 06 Journalism and Broadcasting graduates (10 of 22), a decline from 71 percent the previous year (17 of 24). So we were looking at a much smaller sample of the total graduates.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
				Of those responding, 80 percent said they were continuing with their education, four at the University of Oklahoma, three at the University of Central Oklahoma, and one at another college. This may be the first time that half our graduates reported attending the University of Oklahoma, almost double the rate from the previous year. Yet they reported they were well prepared to transfer, with a rate of 4.88 on a 5.0 scale. This confirms our anecdotal evidence from students who come back to visit with faculty.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
				No student reported any difficulties with transferring. This is good, though the number reporting problems was down to 20 percent last year. This may be random luck or better academic advising. We'll want to watch these numbers for clues to how well our two-year degrees are dove-tailing into four-year programs.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Even though Journalism/Broadcasting is a transfer program, graduates will be prepared for entry-level positions in the Journalism/Broadcasting field.	On OCCC graduate surveys, 75 percent of Journalism/Broadcasting graduates who go straight to work after graduation will rate the training received at Oklahoma City Community College as either "good" or "very good."		Of the 10 graduates who responded to the graduate survey, nine reported they were working, five full time and four part-time. None reported that they were seeking employment. Of the nine respondents who reported they were employed, one third said their jobs were related to their academic field. On a scale of 1 to 4, with 4 being the highest rating, those employed assigned an average rating of 2.86 to the question: How well did your program prepare you for performing your job? This indicates they generally viewed their training as "good" preparation, below the rating last year of "very good."	Five of the ten Journalism and Broadcasting graduates reported they were working full time, while four reported they were working part-time. Only one third indicated they were working in jobs related to their fields. This is not surprising, given that 80 percent of these individuals also are still attending college so probably are not working in the journalism field.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
				There was a drop in the rating graduates gave to the question: How would you rate the training you received at OCCC in relation to its usefulness in performing your job? The rating for 2006 grads was 2.86 on a 4.0 scale, while the rating the previous year's grads was 4.0. This could be a worrisome development if it continued to decline. However, we suspect these numbers may reflect the fact that 80 percent of our graduates report they are continuing their educations at a four-year program and probably have not entered into their professional careers at this time

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Music				
Dictate simple time, major key melodies containing skips in the major triad.	Ninety percent of the program graduates will demonstrate the stated dictation skills via a *Music Dictation Evaluation Assessment* in Music Theory IV, the final music theory course. This assessment will be evaluated by program faculty. Students will complete this assessment at an 80% mastery level.		Six students from Theory IV completed the course in 2007; all six scored above 80%, with the lowest score 86%. This year's pass rate is 100%, an improvement from last year's 75% pass rate. Although this SLO is considerably easier than last year's objective (dictation vs. analysis), the result shows a clear and objective improvement. I believe this is caused by two reasons: Professor Staton's continued superb leadership in the classroom and the rehearsal hall and a vastly different set of students in the Theory IV section.	That being said, I still feel that the sample size is too small for objective analysis. At six students, we're still only one sub-80% score away from achieving our goals versus failure. Our student participation in this class and Music Literature continues to increase, with Music Literature increasing from 3 to 10 students this academic year.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Perform, vocally or instrumentally, in a musically-satisfying manner, repertoire appropriate to his/her level of advancement. "Musically satisfying" implies appropriate phrasing, dynamics, technical, and interpretational ffects. Performance will be evaluated by a jury comprised of program faculty.	Ninety percent of the program graduates will perform in a recital situation before a jury comprised of several program faculty. Jury performances will be evaluated as satisfactory or unsatisfactory, based upon the factors listed above. Jurors will complete written adjudication comments on each student performance, a sampling of which will be included in each annual update of the plan.		Summary: After observing an academic year's worth of recitals and reading the commentary from 2 sets of juries (final exams for our applied students), it is my opinion is that we must be more challenging in our assessment of results. Musically speaking, our students need to be studying more challenging repertoire and showing more command of a broader range of advanced techniques. To draw an appropriate parallel, the students should be expected to exhibit the same level of 'musical scholarship' that is expected of them in their (music-oriented) academic classes. It is my greatest concern that, for example, a graduate of our music program would pass the diagnostic examinations but fail the audition for the applied faculty.	I propose development of a more objective grading system based on the standard repertoire for the vocal and instrumental students. E.G., "at the completion of two years of applied study, the student will be able to perform <a movement from a Mozart piano concerto>" {brackets added to insert appropriate instrumental/vocal works} While we realize that this will present considerable challenges, we believe that it is in the best interest of our students. It will increase their potential for success in auditions when they transfer to a four-year institution.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
General Humanities Emphasis				
Upon completion of an Associate in Arts degree in Humanities—General Humanities Emphasis, students will exhibit a proficient knowledge of the fundamental analytical principals created by humanities scholars in their study of the various disciplines within the Humanities.	This outcome will be measured by a Course-Embedded Assessment Essay from one of the following designated courses in Humanities: HUM 2213 (Humanities—Classical and Medieval), HUM 2223 (Humanities—Modern), HUM 2243 (Film Studies), HUM 2143 (Mythology), or HUM 2423 (Advocates of Peace). By using the Humanities—General Humanities Emphasis Rubric, faculty members (from the Language Arts Department) will evaluate the Course-Embedded Assessment Essay. After the results from all faculty members are tabulated, we will consider the outcome achieved if 80% of the students in the Humanities emphasis score a 3 out of 4 on the rubric measuring Outcome 3.		We received twelve essays from our Humanities majors, and ten of the twelve (83 %) achieved competency in mastering the foundational concepts and vocabulary. Using the first set of criteria, one of the essays scored 4 out of 4. Two of the essays scored 3.5 out of 4. Three of the essays scored 3 out of 4. Four of the essays scored 2.5, and we decided it was appropriate to round these scores up. The scores of these ten essays serve as evidence that the Humanities program has achieved its competency score that at least 80% pass.	We recommend that the essay-scoring rubric be reviewed and revised to better assess the writing samples to be evaluated by the committee.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
				We recommend having a larger sample of essays to evaluate, we added to the list of designated Humanities courses from which essays would be collected. This list could be expanded further to include all of the courses in the Humanities program. We included the words "one or more of" before "the following works" to clarify that students would not need to demonstrate mastery of the concepts and vocabulary associated with all of the works mentioned.
Students who graduate from Oklahoma City Community College in Humanities—General Humanities Emphasis will participate in an Exit Interview with their advisor and complete an Exit Survey.			Only one survey of the Humanities program was returned. This student's response is overwhelmingly positive, in that nine of the ten items of the survey were scored 5 out of 5. The tenth item, Quality of Course Content, was scored at 4 out of 5.	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Learning Skills				
College Reading II Competency	80 percent of students completing College Reading II, LS-0213, will demonstrate reading comprehension at a tenth-grade level or above on the Nelson Denny Reading Test, or an assessment designed and approved by the reading faculty. Only data from one of the two possible assessment tests will be used each year.		A sample of Nelson-Denny Test scores was taken from the Fall 2006 and Spring 2007 semesters, but due to computer failure, many scores were lost. However, the scores available showed 58 percent of the students in the sample achieved tenth grade level. This data does not support our goal of 80 percent of students reaching tenth grade level on the Nelson-Denny Reading Test, but additional students did achieve minimum reading level (10th grade equivalent) on the Compass Test.	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
			The office of Institutional Effectiveness was not able to produce data on the number of students successfully completing English Composition (ENGL 1113) in time for this report. Therefore, this report will be updated when that information is available.	The reading faculty recognize the need for more emphasis on comprehension and vocabulary in the reading classes. Professors will continue to teach the importance of finding main ideas, drawing conclusions, and making inferences as they teach the reading classes. They will also try new methods of introducing more vocabulary in the College Reading II classes.
				Another recommendation from the reading faculty is to consider Accuplacer scores in addition to the Nelson-Denny Test. Some students can reach the equivalent of tenth grade level on the Accuplacer because it is not a timed test although they cannot reach that level on the Nelson-Denny because it is timed.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
				Finally, the Learning Skills faculty will meet to discuss changing the goal from eighty to seventy percent, which may be more realistic
College Writing II	Upon satisfactory completion of College Writing II, LS-0033, 70 percent of students will successfully complete English Composition, ENGL-1113, at the same rate as non-developmental students.			No recommendations can be made until the necessary data has been obtained from the office of Institutional Effectiveness.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Philosophy				
Upon completion of an Associate in Arts degree in Humanities—Philosophy Emphasis, students will exhibit a proficient knowledge of the fundamental analytical principles appropriate to the specific discipline.	This outcome will be measured by a Course-Embedded Assessment Essay from one of the following designated courses in Philosophy: PHIL 2000 (Special Topics in Philosophy), PHIL 2133 (Comparative Religions); PHIL 2153 (Introduction to Eastern Thought), PHIL 2173 (Beliefs and Believers), PHIL 2223 (Philosophy of Religions), or PHIL 2343 (Philosophy of Science). By using the Humanities—Philosophy Emphasis Rubric, faculty members (from the Language Arts Department) will evaluate the Course-Embedded Assessment Essay. We will consider the outcome achieved if 80% of the students in the Philosophy emphasis score a 3 out of 4 on the rubric measuring Outcome 3.		12 out of the 15 essays (80%) achieved a score of 3 or higher on the rubric; therefore, we did meet our target score that at least 80% pass. It should be noted, however, that 4 of the 15 essays were written by the same student, and all 4 essays received a passing score. If only one of this student's essays is included in the sample, then the sample size is reduced to 12 essays, of which 9 received a passing score. This results in an overall pass rate of 75%, falling just short of the 80% goal.	We recommend that students who earn a score of 2 on the essay should be said to have achieved proficiency. We feel that for sophomore level students, "emerging" knowledge, as we understand it, should be an appropriate threshold.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Exit Survey and Interview	We will consider the Program Output achieved if 80% of the surveys rank our program at an average of 3 out of 4 on the Survey scale.		As to the indirect measure (exit survey and interview), only 2 surveys were received by the committee. Even so, the student responses were quite good; one marked all 10 indicators at 5 (the highest level), and the other marked six indicators at 5 and the other four indicators at 4. The written comments were generally positive and offered a number of suggestions worth considering as the program evolves.	The rubric also includes measures for a research component. The essays that we evaluated were reflective in nature rather than research oriented. Faculty need to discuss whether the research component is necessary—or even appropriate. At the sophomore level, reflection may be of more value than straight research, particularly where philosophy is the subject matter. If faculty agree, then the research component should be removed from the rubric.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Literature				
Upon completion of an Associate in Arts degree in Humanities—Literature Emphasis, students will exhibit a proficient knowledge of the fundamental analytical principals appropriate to the specific discipline.	This outcome will be measured by a Course-Embedded Assessment Essay from one of the following designated courses in Literature: ENGL 2433 (World Literature Since 1700), ENGL 2653 (English Literature Since 1798), ENGL 2773 (American Literature to 1865) or ENGL 2883 (American Literature Since 1865). By using the Humanities—Literature Emphasis Rubric, two faculty members (from the English and Humanities Department) will evaluate the Course-Embedded Assessment Essay. After the results from all faculty members are tabulated, we will consider the outcome achieved if 80% of the students in the Literature emphasis score a 3 out of 4 on the rubric measuring Outcome 3.		We received seventeen essays from our Literature majors. Thirteen essays were rated at 3 or higher. We rounded up scores of 2.75 or higher to 3, of which there were five, and there were six over 3 and two right at 3. Four essays were below 2.75. By those numbers, 76.5% of our majors achieved the outcome evaluated, which is close to the desired 80% rate.	1. We recommend that our rubric for mastering the literary research process be changed permanently, for asking two-year college students to "contribute a new viewpoint" in literature may be too high of an expectation for undergraduates in general. Those lines should be stricken where they occur in the rubrics contained in the five-year document, and they occur in the 3 rating and the 4 rating for both bullets under Outcome 3.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
				2. We recommend better coordination between what the rubric asks for and the papers collected to judge the related outcomes. The outcome success rate is close enough to expectations already, and better coordination may aid in demonstrating full success.
Exit Survey and Interview	We will consider the Program Output achieved if 80% of the surveys rank our program at an average of 3 out of 4 on the Survey scale.			The survey suggests that majors are happy with the program, with an overall rating of 4.2 out of 5 (4 being good; 5 being excellent). Online offerings were praised, and one hoped for more on-campus offerings.

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Diversified Studies				
Students will show that they have met the learning competencies in General Education.	Diversified Studies majors will be recruited to sit for the CAAP (replacing the APT) during Assessment Week.		▪ *MATH:* Eight (8) students majoring in Diversified Studies completed the MATH portion; the total average of math scores was 57 which places OCCC students in Diversified Studies which ranked them at the 66%tile national average. The report further distinguished AA and AS degree seeking students with some slightly interesting results: those seeking an AA degree scored an average of 60 (90%tile national average) while those seeking an AS scored an average of 56 (54%tile national average), but to be fair there was only one AA degree seeking student.	No changes are being made to the program at this time.

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	Seventy percent of the Diversified Studies students will have scored at or above the average (median) score compared to national norms.		▪ ***Reading:*** Seventeen (17) students majoring in Diversified Studies completed the Reading portion; the total average reading score was 62 which places OCCC students in Diversified Studies just slightly below the 63%tile national average. The four AA degree seeking students scored slightly higher on the Reading portion than the thirteen AS degree seeking students, with the AA students scoring an average at the 64 and the AS students scoring an average at the 62. These scores were also broken into to two categories: Arts & Literature and Social Sciences and these ranked as follows: Arts & Literature (AA students) scored an average of 17 which is at the 82%tile national average, and Arts & Literature (AS students) scored an average of 15 which is at the 59%tile	

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
			■ *Science:* Fourteen (14) students majoring in Diversified Studies completed the Science portion; the total average Science score was 58 which places OCCC students in Diversified Studies at the 47%tile national average. The AA degree seeking students scored 58, and the AS degree seeking students scored 57 which places them at the 37%tile national average.	
Diversified Studies graduates will be prepared to succeed at four year transfer institutions and/or will be prepared to meet their educational goals.	Diversified Studies majors who completed their degree and graduated in FY07 will be sent the Graduate Survey, generated through the Institutional Effectiveness Office.		Insufficient data	
	On a scale of 1-5, seventy percent of the responding students will indicate an average level of 4 on the preparation OCCC provided to attain their goals.			

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Liberal Studies				
Liberal Studies students will show that they have met the learning competencies in General Education, including communication skills, writing, critical thinking, problem solving and civic responsibility.	Liberal Studies majors will be recruited to sit for the CAAP (replacing the APT) during Assessment Week.		*MATH:* Three (3) students majoring in Liberal Studies completed the MATH portion; the total average of math scores was 62.5 which places OCCC students in Liberal Studies which ranked them at the 96%tile national average. The report further distinguished AA Liberal Studies and AA LIB Studies degree seeking students with some slightly interesting results: the one student identified as seeking an AA degree in Liberal Studies scored an average of 66 (99%tile national average) while the two other students identified as seeking an AA in LIB Studies scored an average of 59 (84%tile national average), hardly a significant	No changes are being made to the program at this time.

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	Seventy percent of the Liberal Studies students who take the exam will have scored at or above the average (median) score compared to national norms.		*Reading:* Four (4) students majoring in Liberal Studies completed the Reading portion; the total average reading score was 57 which places OCCC students in Liberal Studies at the 32%tile national average. These scores were also broken into to two categories: Arts & Literature and Social Sciences and these ranked as follows: Arts & Literature scored an average of 13 which is at the 30%tile national average, and Social Sciences scored an average of 14 which is at the 40%tile national average.	
			Science: Four (4) students majoring in Liberal Studies completed the Science portion; the total average Science score was 60 which places OCCC students in Liberal Studies at the 64%tile national average.	

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Liberal Studies graduates will successfully complete their AA degree and transfer to a four year program of their choice.	Liberal Studies majors who completed their degree and/or who were scheduled to graduate in FY07 will be sent the Graduate Survey, generated through the Institutional Effectiveness Office.		Insufficient data	
	Seventy percent of those students who respond will rate their preparation for continued education least a 4 on a scale of 1-5.			

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Pre-Education				
For Pre-Education the primary student outcome is the student's general education	Pre-Education majors will be recruited to sit for the CAAP (replacing the APT) during Assessment Week.		▪ *MATH:* Four (4) students majoring in Pre-Education completed the MATH portion; the total average of math scores was 55 which places OCCC students in Pre-Education which ranked them at the 39%tile national average. The report further distinguished degree seeking students according to their intended transfer university with some slightly interesting results: the one student planning to transfer to OU scored an average of 50 (7%tile national average); the two students planning to transfer to UCO scored an average of 54 (31%tile national average); and the one student planning to transfer to USAO scored 61 (94%tile national average).	While it's not directly evident based on the data, we have learned that all universities require some or all of the General Education coursework completed before being admitted into Teacher Education programs at the universities must be at a grade of "C" or better. To assist students in achieving that goal, the Pre-Education program is proposing to add the requirement that students earn a "C" or better in all coursework completed for the Pre-Education degree. This proposal will be taken before the Curriculum Committee during the FY08 Academic Year.

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	Seventy percent of those will score at or above the median score for the national norm group.		▪ **_Reading:_** Six (6) students majoring in Pre-Education completed the Reading portion; the total average reading score was 64 which places OCCC students in Pre-Education at the 76%tile national average. The report further distinguished degree seeking students according to their intended transfer university with some slightly interesting results: the three students planning to transfer to OU scored an average of 63 (69%tile national average); the two students planning to transfer to UCO scored an average of 62 (63%tile national average); and the one student planning to transfer to USAO scored 67 (88%tile national average).	

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
			▪ *Science:* Two (2) students majoring in Pre-Education completed the Science portion; the total average Science score was 59.5 which places OCCC students in Pre-Education between the 56%tile and 64%tile national average. The report further distinguished degree seeking students according to their intended transfer university with some slightly interesting results: the one student planning to transfer to OU scored an average of 55 (21%tile national average); the one student planning to transfer to UCO scored an average of 64 (89%tile national average); there were no students planning to transfer to USAO who took the Science portion.	

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Students in Pre-Education will have successfully completed their AS degree and transferred to a four year program of their choice.	Pre-Education majors who will have completed their degree and/or who were scheduled to graduate in May 2006 or August 2006 will be sent the Graduate Survey, generated through the Institutional Effectiveness Office.		Insufficient data	
	On a scale of 1-5, students will show that the average preparation provided to them by OCCC in order to continue their education is at least a 4.			

Visual Arts Program

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Demonstrate an understanding of concepts and technical terminology used in 2D and 3D design, drawing and painting.	All Visual Arts students taking the program's final Portfolio and Preparation course in the fall or spring semester of FY07 must create a portfolio of their student work and present this portfolio to the instructor. This course includes a written/oral component to be included in the portfolio. Portfolios are to be evaluated by program faculty according to an established rubric. 80% of students will demonstrate an understanding of concepts and technical terminology used in 2D and 3D design, drawing and painting by scoring "2" on the program rubric.		Review of the Spring FY07 Visual Art Students' portfolios showed that 70% of the students demonstrated perceptual awareness and observational skill by scoring "2" or better on the rubric with 50% of the students exceeding the criterion by scoring "3". 30% of students' portfolios were insufficient for evaluation.	The Visual Arts Program Portfolio and Preparation course structure should be evaluated for changes that might increase its effectiveness for administering the student survey and compiling assessment data.

2007 Student Learning Outcomes
Arts Humanities

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Demonstrate technical expertise in the creation of 2D and 3D art forms using a variety of media.	All Visual Arts students taking the program's final Portfolio and Preparation course in the fall or spring semester of FY07 will create a portfolio and present this portfolio to the instructor. Portfolios are to be evaluated by program faculty according to an established rubric. 80% of students will demonstrate technical expertise in the creation of 2D and 3D art forms by scoring "2" on the program rubric.		Review of the Spring FY07 Visual Art Students' portfolios showed that 100% of the students demonstrated technical expertise in the creation of 2D and 3D art forms by scoring "2" or better on the program rubric, with 50 % exceeding the criterion by scoring "3".	Program faculty should consider the creation of an exam to be administered within the Portfolio and Presentation course for the purpose of assessing students' understanding of concepts and technical terminology in 2D and 3D design, drawing and painting.
70% of students who wish to transfer to a four-year institution upon completion of the A.A. degree in Visual Arts will successfully do so.	Program output will be gathered annually from a survey of students who have completed the A.A. degree in Visual Arts.		Analysis of Spring 07 graduating Visual Art student surveys has shown that 80% of Visual Arts graduates were planning to transfer to a four year institution upon graduation. 20% of students surveyed did not intend to transfer to a receiving institution or were unsure of their plans.	The Visual Arts program did not receive transfer data or graduate survey from the Office of Institutional Effectiveness for further program output assessment.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Accounting AS				
Graduates of the Oklahoma City Community College Business – A.S.. Program will demonstrate understanding of the fundamentals of business concepts.	Seventy percent of students who successfully complete ACCT 2113 (earn a passing grade) will earn an average of 70% or greater on eleven embedded test problems. These problems will be included on exams in all sections of ACCT 2113 in the fall and spring semesters.		Embedded questions were included on 11 financial accounting topics on exams given to ACCT 2113 students in both Fall 2006 and Spring 2007. In Fall 2006, reports were submitted for 14 of the 16 sections taught. Faculty submitted reports for all 14 sections taught in Spring 2007.	Beginning Spring 2007, some computerized homework was added to the online sections of ACCT 2113. However, providing the immediate feedback indicated no real improvement for the one-semester measured. We will continue to use this tool to determine if the immediate feedback on assignments improves student success.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
			The results indicated that students met the minimum competency on 7 of the 11 questions in both Fall 2006 and Spring 2007. This is up from 5 of the 11 questions in Fall 2005/Spring 2006. 82% of Fall 2006 students and 79% of Spring 2007 students completing the course earned 70% or more on the basic financial statement problem. 84% of Fall 2006 students and 87% of Spring 2007 students completing the course earned 70% or more on the general journal entry problem. 89% of Fall 2006 students and 77% of Spring 2007 students completing the course earned 70% or more on the adjusting entry problem. 85% of Fall 2006 and 81% of Spring 2007 students completing the course earned 70% or more on the closing entry problem. 75% of Fall 2006 and 80% of Spring 2007 students completing the course earned 70% or more on the merchandising transaction problem. 77% of Fall 2006 and 78% of Spring 2007 students completing the course earned 70% or more on the bank reconciliation problem. 82% of Fall 2006 and 83% of Spring 2007 students completing the course earned 70% or more on the corporate transaction	The Accounting Lab has developed several new handouts for students enrolled in ACCT 2113. However, students are still not performing at an acceptable level.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
			The results also indicated mixed results on 3 of the 11 questions. 75% of Fall 2006 and 67% of Spring 2007 students completing the course earned 70% or more on the perpetual inventory problem. 83% of Fall 2006 and 65% of Spring 2007 students completing the course earned 70% or more on the depreciation problem. 89% of Fall 2006 and 59% of Spring 2007 students completing the course earned 70% or more on the payroll entry problem.	The accounting faculty is planning to request permission to add an additional prerequisite of successful completion of 12 college credit hours before enrollment is permitted in ACCT 2113 – Accounting I/Financial. We strongly believe that this added prerequisite will produce a more prepared and thus, successful ACCT 2113 student.

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
			However, only 57% of Fall 2006 students and 48% of Spring 2007 students completing the course earned 70% or more on the estimation of bad debts problem.	Oklahoma City Community College is currently participating in a five-year program called "Achieving the Dream". By participating in this program the College has made a commitment to improve student achievement on the campus. The College identified five 2000-level courses with high enrollment and high failure rates. ACCT 2113 was one of those five courses. Data will be collected and analyzed to attempt to determine why students are not achieving at an acceptable level and what can be done to improve student performance. Accounting faculty will work with other college staff toward the accomplishment of improving student success.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
	Seventy percent of students who successfully complete ACCT 2123 (earn a passing grade) will earn an average of 70% or greater on embedded test problems covering managerial decision-making concepts. These problems will be included on the exams in all sections of ACCT 2123 in the fall and spring semesters.		Embedded questions were included on eight managerial accounting topics on exams given to ACCT 2123 students in both Fall 2006 and Spring 2007. Faculty submitted reports in 6 of the 7 sections taught in Fall 2006. In Spring 2007, reports were submitted in 7 of the 8 sections taught.	

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
			The results indicated that students met the minimum competency on three of the eight questions in both semesters. 79% of Fall 2006 students and 71% of Spring 2007 students completing the course earned 70% or more on the manufacturing statement problem. 84% of Fall students and 76% of Spring students completing the course earned 70% or more on the departmental accounting (allocation of cost) problem. 72% of Fall students and 70% of Spring students completing the course earned 70% or more on the standard costing problem.	The Accounting Lab has developed several new handouts for students enrolled in ACCT 2123. However, students are not performing at an acceptable level.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
			Mixed results were indicated on two of the eight questions. 75% of Fall students and 57% of Spring students completing the course earned 70% or more on the process cost accounting problem. 75% of Fall students and 65% of Spring students completing the course earned 70% or more on the cost-volume-profit analysis problem.	The accounting faculty is planning to request permission to add an additional prerequisite of successful completion of 12 college credit hours before enrollment is permitted in ACCT 2113 – Accounting I/Financial. We strongly believe that this added prerequisite will produce a more successful ACCT 2113 student and thus, a better prepared ACCT 2123 student.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
			However, only 54% of Fall students and 66% of Spring students completing the course earned 70% or more on the job order cost accounting problem. 66% of Fall students and 62% of Spring students completing the course earned 70% or more on the cash budget problem. 58% of Fall students and 61% of Spring students completing the course earned 70% or more on the capital budgeting problem.	Oklahoma City Community College is currently participating in a five-year program called "Achieving the Dream". By participating in this program the College has made a commitment to improve student achievement on the campus. The College identified five 2000-level courses with high enrollment and high failure rates. ACCT 2123 was one of those five courses. Data will be collected and analyzed to attempt to determine why students are not achieving at an acceptable level and what can be done to improve student performance. Accounting faculty will work with other college staff toward the accomplishment of improving student success.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Accounting AAS				
Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate decision-making using managerial accounting concepts.	70% of students who successfully complete ACCT 2123 – Accounting II/Managerial (earn a passing grade) will earn an average of 70% or greater on embedded test problems covering managerial decision-making concepts. These problems will be included on exams in all sections of ACCT 2123 in the fall and spring semesters.		Embedded questions were included on eight managerial accounting topics on exams given to ACCT 2123 students in both Fall 2006 and Spring 2007. Faculty submitted reports in 6 of the 7 sections taught in Fall 2006. In Spring 2007, reports were submitted in 7 of the 8 sections taught.	The Accounting Lab has developed several new handouts for students enrolled in ACCT 2123. However, students are not performing at an acceptable level.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
			The results indicated that students met the minimum competency on three of the eight questions in both semesters. 79% of Fall 2006 students and 71% of Spring 2007 students completing the course earned 70% or more on the manufacturing statement problem. 84% of Fall students and 76% of Spring students completing the course earned 70% or more on the departmental accounting (allocation of cost) problem. 72% of Fall students and 70% of Spring students completing the course earned 70% or more on the standard costing problem.	The accounting faculty is planning to request permission to add an additional prerequisite of successful completion of 12 college credit hours before enrollment is permitted in ACCT 2113 – Accounting I/Financial. We strongly believe that this added prerequisite will produce a more successful ACCT 2113 student and thus, a better prepared ACCT 2123 student.

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
			Mixed results were indicated on two of the eight questions. 75% of Fall students and 57% of Spring students completing the course earned 70% or more on the process cost accounting problem. 75% of Fall students and 65% of Spring students completing the course earned 70% or more on the cost-volume-profit analysis problem.	Oklahoma City Community College is currently participating in a five-year program called "Achieving the Dream". By participating in this program the College has made a commitment to improve student achievement on the campus. The College identified five 2000-level courses with high enrollment and high failure rates. ACCT 2123 was one of those five courses. Data will be collected and analyzed to attempt to determine why students are not achieving at an acceptable level and what can be done to improve student performance. Accounting faculty will work with other college staff toward the accomplishment of improving student success.

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
			However, only 54% of Fall students and 66% of Spring students completing the course earned 70% or more on the job order cost accounting problem. 66% of Fall students and 62% of Spring students completing the course earned 70% or more on the cash budget problem. 58% of Fall students and 61% of Spring students completing the course earned 70% or more on the capital budgeting problem.	
Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate proficiency in accounting applications on the computer.	100% of course completers in ACCT 2213 – Computerized Accounting will achieve a grade of 70% or above on a comprehensive problem using general ledger software.		ACCT 2213 – Computerized Accounting is offered in the fall semester only. In Fall 2006, 85% of the course completers earned 70% or more on the comprehensive problem.	The criteria was not met. Three of the twenty students completing the course failed to earn 70% or more. Because this is the first time we have measured the use of general ledger software, we have no comparative information. We will evaluate this measure again in the 2008 report.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
	Accounting majors enrolled in AOT 2473 – Office /Accounting Spreadsheet Applications will be able to score 70% or higher on an Excel spreadsheet completed on an exam.		All of the sections of AOT 2473 offered in Fall 2006 and Spring 2007 were reviewed. There were a total of six declared accounting majors in all three sections. Five of the six accounting majors (83%) earned more than 70% on the Excel spreadsheet.	The criteria was not met. The student who did not meet the criteria did not take the exam used for the measurement. All students who prepared the spreadsheet did meet the criteria.
	Accounting majors enrolled in AOT 2473 – Office/Accounting Spreadsheet Applications will demonstrate a minimum proficiency of 140 net key strokes per minute on a speed timing exam.		All of the sections of AOT 2473 offered in Fall 2006 and Spring 2007 were reviewed. There were a total of six declared accounting majors in all three sections. Three of the accounting majors (50%) demonstrated a proficiency of greater than 140 net key strokes.	Students have generally performed at or above the established criteria. The AOT professor who teaches this course believes that this is an anomaly, and does not see a pattern in students as a whole. We will continue to monitor the measurement.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Graduates of the Oklahoma City Community College Accounting Program will demonstrate the ability to prepare an individual tax return to include the satisfactory completion of basic tax forms.	90% of students enrolled in ACCT 2403 – Income Tax Accounting will achieve a grade of 80% or above on a comprehensive exam in which they will apply rules of law and place information on an individual federal tax return.		A comprehensive final examination was administered to the ACCT 2403 class in the Fall 2006 semester. Five of the nine students (56%) who took the exam earned 80% or higher.	The criteria for this measure was increased from 80% of students earning 70% or above to 90% of students earning 80% or above. Therefore, we did not expect to perform as well as in past years. However, we do believe that students can perform at the 80% or higher level. The outcome will be measured again Fall 2007.
Students will demonstrate their understanding of concepts of advanced principles of accounting relating to the accounting process, assets, and the time value of money.	70% of students who successfully complete ACCT 2603 – Intermediate Accounting I (earn a passing grade) will earn an average of 70% or greater on embedded test problems.		Five embedded test problems were given to all students in ACCT 2603 in the Fall 2006 semester. Students performed at the desired level on the assignment of accounts receivable problem. 88% of course completers (8 students) earned 70% or more.	Because this is the first time we have measured the use of general ledger software, we have no comparative information. The outcome will be measured again Fall 2007.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
			63% of the students earned 70% or more on the income statement problem. 38% of the students earned 70% or more on the balance sheet problem. 25% of the students earned 70% or more on the percentage-of-completion versus completed-contract problem. 63% of the students earned 70% or more on the time value of money problem.	
Students will demonstrate their understanding of generally accepted accounting principles related to liabilities, stockholders' equity, correction of errors, cash flow reporting and financial statement analysis.	70% of students who successfully complete ACCT 2703 – Intermediate Accounting II (earn a passing grade) will earn an average of 70% or greater on embedded test problems.		ACCT 2703 was cancelled for low enrollment in the Spring 2007 semester. Because it was not offered, no assessment activities could occur.	We will include the measure in the FY 08 assessment plan.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Administrative Office Technician				
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology – Administrative Office Specialist will demonstrate an understanding of the 10 ARMA filing rules by scoring 75% on an assigned project.	70% of Course Completers will be given a project to complete which will require them to apply the 10 ARMA filing rules, as well as, the computer application of these rules. They will demonstrate their understanding of the rules by scoring 75% on the project.		100% of the Course Completers scored 75% or above on the project.	Although we accomplished the assessment outcome, I did find that the Night students completed the project with 90% or above. The Day students did fine, but I find the Day students who scored the lowest on the project were the ones who had to miss class(es)) due to extenuating circumstances. To help who experience these circumstances, I am going to research the possibility to create a Business Lab that will allow these types of students obtain tutorial assistance.
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology-Administrative Office Specialist Option will produce a functional computer workbook by creating formulas and tables with 70% accuracy.	70% of Course Completers enrolled in AOT 2473 – Office /Accounting Spreadsheet Applications will be able to score 70% or higher on an Excel workbook completed on an exam.	31	Out of 31 students, 29 scored 70% or higher on the workbook.	We do not feel that changes are needed at this point. The AOT program will be changing to the Microsoft Office 2007 in the Fall 2008 semester. At that time, we may find the need to evaluate another outcome.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology-Administrative Office Specialist Option will demonstrate an understanding of an industry standard word processing program by completing selected examination problems with a minimum grade of 75%.	70% of Course Completers enrolled in Intermediate Word students will complete a serial problem over multiple word processing tasks with 75% accuracy.		65% of the Course Completers completed the serial problem with a 75% or better accuracy.	The 75% of the remaining 35% of the Course Completers who did not meet the outcome requirement experienced extensive class attendance problems. I feel this directly affected their ability to complete the course requirements. Although I stressed the need to class attendance, these students experienced circumstances that prevented their attendance.
				To help with attendance, the class format will be changed to a Web-Enhanced format which will require students to attend class only once a week instead of twice a week.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology-Administrative Office Specialist Option will demonstrate an understanding of industry office procedures by completing a capstone project with a minimum grade of 75%.	70% of Course Completers enrolled in Administrative Office Procedures will complete a serial problem over multiple office procedural tasks with 75% accuracy.		59% of Course Completers completed a serial problem over multiple office procedural tasks with 75% accuracy.	It appears a connection is not being made between the content of the book and the actual application of the material. The lectures will be rewritten to discuss more detail of what is expected on actual content application and how it is best applied to the office situation.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Banking and Finance				
The graduate will demonstrate a basic knowledge of how financial institutions affect the economy, why they are in business, what services they provide, and how they provide them.	Students enrolled in BF 1303 – Introduction to Financial Institutions will be given examinations with relevant embedded questions to measure this outcome. 70% of students will score 70% or higher on the questions.		Students were given a comprehensive final exam measuring this outcome. 100% of the students scored 70% or higher.	Continue to use the comprehensive final exam. Suggest to program faculty to do an analysis on each question to determine if specific topics are troublesome for better analysis.
The graduate will demonstrate a basic understanding of the legal terminology that financial institution workers should understand and be able to use in their jobs.	Students enrolled in BF 2113 – Law and Banking I will be given examinations with relevant embedded questions to measure this outcome. 70% of students will score 70% or higher on the questions.		Students were given a comprehensive final exam measuring this outcome. 100% of the students scored 70% or higher.	Continue to use the comprehensive final exam and do analysis on each question. Consider deleting Law and Banking from program since BUS 2073 – Legal of Business covers much of the content and BF 2113 has had very low enrollment for several semesters.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
The graduate will demonstrate a basic knowledge of business concepts as they apply to the financial and economic aspects of the banking environment and the American political economic system.	Students enrolled in ECON 2303 – Money and Banking will be given examinations with relevant embedded questions to measure this outcome. 70% of students will score 70% or higher on the questions.		Students were given three examinations with embedded questions. From the 31 embedded questions, 26 questions were assessed with a measurement of 70% or higher; 5 questions were assessed with a measurement less than 70%. 90% of the students scored an average of 82.8% on all embedded questions.	Continue to use embedded questions. Program faculty will review the questions to determine why more students miss those and to consider enhancing instruction in those content areas.
			The 5 questions with less than 70% dealt with the following topics and related measurements are shown: Definition of money 50%, Medium of exchange 60%, Recession 30%, Federal Reserve 40%, and Monetary Policy 66.67%	
Graduates of the Oklahoma City Community College Banking and Finance certificate program will be well prepared for an entry-level position	75% of banking and finance graduates responding to a graduate survey will rate the training received at Oklahoma City Community College as either "good" or "very good".		No data available at the time of this report	

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
	On an annual basis, the finance advisory committee will evaluate whether the banking and finance program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes.			
	75% of employers of banking and finance program graduates will indicate on a survey forwarded to them by the Business Division an average rating of "satisfactory" or "above" in response to the question "How well was your employee prepared for his/her position by Oklahoma City Community College?"			

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Graduates of the Oklahoma City Community College Banking and Finance certificate program already employed will improve their occupational competence.	75% of the respondents to the graduate survey who are already employed will indicate that the training received at Oklahoma City Community College either "helped their performance on their present job or helped them advance on their present job."		No data available at the time of this report	

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
.A.S.. in Business – Administrative Office Technology-Legal Secretary Option				
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology – Legal Secretary will demonstrate an understanding of the 10 ARMA filing rules by scoring 75% on an assigned project.	70% of Course Completers will be given a project to complete which will require them to apply the 10 ARMA filing rules, as well as, the computer application of these rules. They will demonstrate their understanding of the rules by scoring 75% on the project.		100% of the Course Completers scored 75% or above on the project.	Although we accomplished the assessment outcome, I did find that the Night students completed the project with 90% or above. The Day students did fine, but I find the Day students who scored the lowest on the project were the ones who had to miss class(es)) due to extenuating circumstances. To help who experience these circumstances, I am going to research the possibility to create a Business Lab that will allow these types of students obtain tutorial assistance.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology – Legal Secretary Program will demonstrate their ability to correctly spell and define legal terms and accurately transcribe legal documents such as summons, complaints, petitions and marital dissolution agreements with a net production score of 70%.	70% of Course Completers in AOT 2323 – Legal Terminology and Machine Transcription will score a net production score of 70% or higher on all course production examinations.		The results could not be obtained. The grade reports were not submitted.	We had a new adjunct teach this semester. The Program Coordinator will meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.

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Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
	70% of Course Completers in Legal Terminology and Machine Transcription will accurately spell legal terms in documents from three different specializations, with 70% accuracy.		The results could not be obtained. The grade reports were not submitted.	We had a new adjunct teach this semester. The Program Coordinator will meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.
	70% of Course Completers will define legal terms with 90% accuracy on all theory exams.		The results could not be obtained. The grade reports were not submitted.	We had a new adjunct teach this semester. The Program Coordinator will be meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology-Administrative Office Specialist Option will demonstrate an understanding of an industry standard word processing program by completing selected examination problems with a minimum grade of 75%.	70% of Course Completers enrolled in Intermediate Word students will complete a serial problem over multiple word processing tasks with 75% accuracy.		65% of the Course Completers completed the serial problem with a 75% or better accuracy.	The 75% of the remaining 35% of the Course Completers who did not meet the outcome requirement experienced extensive class attendance problems. I feel this directly affected their ability to complete the course requirements. Although I stressed the need to class attendance, these students experienced circumstances that prevented their attendance.
				To help with attendance, the class format will be changed to a Web-Enhanced format which will require students to attend class only once a week instead of twice a week.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology-Administrative Office Specialist Option will demonstrate an understanding of industry office procedures by completing a capstone project with a minimum grade of 75%.	70% of Course Completers enrolled in Administrative Office Procedures will complete a serial problem over multiple office procedural tasks with 75% accuracy.		59% of Course Completers completed a serial problem over multiple office procedural tasks with 75% accuracy.	It appears a connection is not being made between the content of the book and the actual application of the material. The lectures will be rewritten to discuss more detail of what is expected on actual content application and how it is best applied to the office situation.

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Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology – Legal Secretary Program will accurately produce legal billing documents with 75% accuracy.	Course Completers of the Legal Secretary program will create a client database, analyze the billing data, input and edit the billing data, and create a monthly invoice with 75% accuracy on 4 separate activities.		The results could not be obtained. The grade reports were not submitted.	We had a new adjunct teach this semester. The Program Coordinator will meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.

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Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Certificate of Mastery in Business – General Office Support Option				
70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option will produce a functional computer workbook by creating formulas and tables with 70% accuracy.	70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option enrolled in AOT 2473 – Office /Accounting Spreadsheet Applications will be able to score 70% or higher on an Excel spreadsheet completed on an exam.	31	Out of 31 students, 29 scored 70% or higher on the workbook.	We do not feel that changes are needed at this point. The AOT program will be changing to the Microsoft Office 2007 in the Fall 2008 semester. At that time, we may find the need to evaluate another outcome.

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Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option will key text at an acceptable rate of speed of 35 wpm or above, with 7 errors or less, on 5-minute timed writings to prepare for the job market.	70% of Course Completers enrolled in Computer Keyboarding will key text using proper keyboarding skills at a rate of speed of 25 wpm or above, with 7 errors or less, on three separate five minute timed writings.		82% of Course Completers met the outcome	Errors did not appear to be a problem for the students – it appears speed is more of an issue for the students. We will continue to work with the students to develop their speed, as well as, their accuracy.

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Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option will demonstrate an understanding of an industry standard word processing program by completing selected examination problems with a minimum grade of 75%.	70% of Course Completers enrolled in Intermediate Word students will complete a serial problem over multiple word processing tasks with 75% accuracy.		65% of the Course Completers completed the serial problem with a 75% or better accuracy.	75% of the remaining 35% of the Course Completers who did not meet the outcome requirement experienced extensive class attendance problems. I feel this directly affected their ability to complete the course requirements. Although I stressed the need to class attendance, these students experienced circumstances that prevented their attendance.
				To help with attendance, the class format will be changed to a Web-Enhanced format which will require students to attend class only once a week instead of twice a week.

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Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Graduates of the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option will be well prepared to perform their job in an office. (FY 07 – FY 11)	75% of Certificate of Mastery in Business – General Office Support Option graduates responding to a graduate survey will rate the usefulness of their training at Oklahoma City Community College as "good" or "very good."		On a scale of 1-4, 3.71 believed their training at OCCC prepared them to perform their job.	This question is not asked on the current graduate survey. A new question will be developed for next year's assessment.
Graduates of the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option will have an increased awareness of cultural differences. (FY 07 –	75% of Certificate of Mastery in Business – General Office Support Option graduates responding to a graduate survey will rate their knowledge of cultural differences as improved "greatly" or "somewhat."		On a scale of 1-4, 3.67 believed their education at OCCC improved their perspective of other cultures.	We will continue to increase the number of activities that incorporate discussions and applications of cultural differences, as well as, continue to enhance the current discussion and applications.

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Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Insurance				
The graduate will be able to apply basic concepts of personal money management.	Students enrolled in FIN 1013 – Personal Finance will be given examinations with relevant embedded questions to measure this outcome. 70% of the students will score 70% or higher on the questions.		Students enrolled in FIN 1013 – Personal Finance were given examinations with embedded essay questions. Following are scores: Q1 Setting Financial Goals = 84% scored 70% or higher, Q2 Money Management = 72% scored 70% or higher, Q3 Investment Strategy = 81% scored 70% or higher, and Q4 Investment(Stocks and Mutual Funds) = 71% scored 70% or higher	Program faculty will review questions in their respective sections that had less than 70% to consider enhancing instruction in those content areas. Track data from each section comparing online, fast track, and 16 week on campus instruction for comparison.
			In a fast track section of FIN 1013 – a pretest/posttest was given in Summer 05 and Fall 06 showing the following scores: Pretest Average – Summer 67% - Fall 70%, Posttest Average – Summer 93% - Fall 95%, Amount of Increase- Summer 26% - Fall 25%, and % students scoring >/ 90% on posttest- Summer 79% - Fall 83%	

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Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
The graduate will demonstrate a basic understanding of insurance terminology and how the insurance industry is regulated.	Students enrolled in INS 1103 – Principles of Insurance will be given examinations with relevant embedded questions to measure this outcome. 70% of the students will score 70% or higher on the questions.		Students enrolled in INS 1103 were given examinations with embedded questions. 70% of the students scored 70% or higher on the embedded questions.	Program faculty will review the results and report on each question instead of summary data to determine which content area needs instructional enhancement.
	75% of the students who sit for the national certification exam will pass.		64% of the students who sat for the national certification exam passed.	This was the average of two instructors pass rates (71.43% and 57.1%). Continue to promote importance of national certification exam to students and faculty.
The graduate will demonstrate a basic understanding of personal insurance, including property and liability loss exposures and personal risk management.	Students enrolled in INS 1113 – Principles of Personal Insurance will be given examinations with relevant embedded questions to measure this outcome. 70% of the students will score 70% or higher on the questions.		Students enrolled in INS 1113 were given examinations with embedded questions to measure this outcome. Following are scores: Q1 Fire Loss = 96% scored 70% or higher, Q2 Negligence Law = 60% scored 70% or higher, Q3 Automobile Insurance/high risk drivers = 43% scored 70% or higher, Q4 Personal Auto Policy coverage = 40% scored 70% or higher, Q5 General Policy Conditions = 47% scored 70% or higher	Program faculty will review questions that had less than 70% to consider enhancing instruction in those content areas

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
	75% of the students who sit for the national certification exam will pass.		86.67% of the students who sat for the national certification exam passed.	
The graduate will demonstrate a basic understanding of commercial insurance, including property, business income, commercial general liability, workers compensation, and miscellaneous coverages.	Students enrolled in INS 1203 – Principles of Commercial Insurance will be given examinations with relevant embedded questions to measure this outcome. 70% of the students will score 70% or higher on the questions.		Students enrolled in INS 1203 – Principles of Commercial Insurance were given an end of course survey with five questions to measure this outcome. Following are scores: Q1 - Use of commercial policy = 79% scored 70% or higher, Q2 - Occurrence/claims = 68.4% scored 70% or higher, Q3 - Aggregate/policy limits = 84% scored 70% or higher, Q4 – Miscellaneous coverage = 58% scored 70% or higher, and Q5 – Policy differences = 84% scored 70% or higher	Program faculty will review the questions 2 and 4 and make an effort to determine why more students miss those and to consider enhancing instruction in those content areas.
	75% of the students who sit for the national certification exam will pass.		70% of the students who sat for the national certification exam passed.	Continue to use the national exam pass results. It is a good tool to use as it provides a valid external source to measure assessment in the insurance courses which lead to professional certification in the industry.

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Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Graduates of the Insurance Certificate program will be well prepared for an entry level position.	75% of insurance graduates responding to a graduate survey will rate the training received at Oklahoma City Community College as either "good" or "very good"		No graduate data was available from Institutional Research at the time of this report.	This measure will continue to be used as graduates become available
	On an annual basis, the finance advisory committee will evaluate whether the finance program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes			

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
	75% of employers of insurance program graduates will indicate on a survey forwarded to them by the Business Division an average rating of "satisfactory" or "above" in response to the question "How well was your employee prepared for his/her position by Oklahoma City Community College?"			
Graduates of the Insurance Certificate program already employed in the financial industry will improve their occupational competency.	75% of the respondents to the graduate survey who are already employed in the insurance field will indicate that the training received at Oklahoma City Community College either "helped their performance on their present job or helped them advance on their present job.		No graduate data was available from Institutional Research at the time of this report	This measure will continue to be used as graduates become available

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Provide a source of continuing professional education to individuals employed in the financial and insurance industries.	Students successfully completing insurance courses approved by the Oklahoma Insurance Department will receive appropriate continuing education credits.		Students who successfully completed insurance courses approved by the Oklahoma Insurance Department received appropriate continuing education credits.	All insurance courses were submitted to the Oklahoma Insurance Department for renewal in summer 07.

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Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Certificate of Mastery in Business – Legal Office Procedures Option				
70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – Legal Office Procedures Option will demonstrate their ability to correctly spell and define legal terms and accurately transcribe legal documents such as summons, complaints, petitions and marital dissolution agreements with a net production score of 70%.	70% of the Course Completers in AOT 2323 – Legal Terminology and Machine Transcription will score a net production score of 70% or higher on all course production examinations.		The results could not be obtained. The grade reports were not submitted.	We had a new adjunct teach this semester. The Program Coordinator will meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.

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Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
	70% of Course Completers enrolled in Legal Terminology and Machine Transcription will accurately spell legal terms in documents from three different specializations, with 70% accuracy.		The results could not be obtained. The grade reports were not submitted.	We had a new adjunct teach this semester. The Program Coordinator will meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.
	70% of Course Completers will define legal terms with 7% accuracy on all theory exams.		The results could not be obtained. The grade reports were not submitted.	We had a new adjunct teach this semester. The Program Coordinator will meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.

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Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – Legal Office Procedures Option will accurately produce legal billing documents with 70% accuracy.	70% of Course Completers in the Legal Office Procedures program will create a client database, analyze the billing data, input and edit the billing data, and create a monthly invoice with 70accuracy on 4 separate activities.		The results could not be obtained. The grade reports were not submitted.	We had a new adjunct teach this semester. The Program Coordinator will meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.

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Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Certificate of Mastery-Legal Office Procedures Option will demonstrate an understanding of an industry standard word processing program by completing selected examination problems with a minimum grade of 75%.	70% of Course Completers enrolled in Intermediate Word students will complete a serial problem over multiple word processing tasks with 75% accuracy.		65% of the Course Completers completed the serial problem with a 75% or better accuracy.	The 75% of the remaining 35% of the Course Completers who did not meet the outcome requirement experienced extensive class attendance problems. I feel this directly affected their ability to complete the course requirements. Although I stressed the need to class attendance, these students experienced circumstances that prevented their attendance.
				To help with attendance, the class format will be changed to a Web-Enhanced format which will require students to attend class only once a week instead of twice a week.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Certificate of Mastery-Legal Office Procedures Option will demonstrate an understanding of industry office procedures by completing a capstone project with a minimum grade of 75%.	70% of Course Completers enrolled in Administrative Office Procedures will complete a serial problem over multiple office procedural tasks with 75% accuracy.		The results could not be obtained. The grade reports were not submitted.	We had a new adjunct teach this semester. The Program Coordinator will meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.
Graduates of the Oklahoma City Community College Certificate of Mastery in Business – Legal Office Procedures Option will be well prepared to perform their job in a legal office. (FY 07 – FY 11)	75% of Certificate of Mastery in Business – Legal Office Procedures Option graduates responding to a graduate survey will rate the usefulness of their training at Oklahoma City Community College as "good" or "very good."		On a scale of 1-4, 3.71 believed their training at OCCC prepared them to perform their job.	This question is not asked on the current graduate survey. A new question will be developed for next year's assessment.

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Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Graduates of the Oklahoma City Community College Certificate of Mastery in Business – Legal Office Procedures Option will have an increased awareness of cultural differences. (FY 07 – FY 11)	75% of Certificate of Mastery in Business – Legal Office Procedures Option graduates responding to a graduate survey will rate their knowledge of cultural differences as improved "greatly" or "somewhat."		On a scale of 1-4, 3.67 believed their education at OCCC improved their perspective of other cultures.	We will continue to increase the number of activities that incorporate discussions and applications of cultural differences, as well as, continue to enhance the current discussion and applications.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Medical Transcriptionist				
70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – Medical Transcriptionist Option will accurately transcribe medical documents such as clinic notes, hospital admissions and physicals, histories, etc. with a net score of 70%.	70% of Course Completers enrolled in Medical Transcription will complete a serial transcription problem with 75% accuracy on three different specialty fields.		The results could not be obtained. The grade reports were not submitted.	We had a new adjunct teach this semester. The Program Coordinator will meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.

2007 Student Learning Outcomes
Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business-Medical Transcriptionist Option will demonstrate an understanding of an industry standard word processing program by completing selected examination problems with a minimum grade of 75%.	70% of Course Completers enrolled in Intermediate Word students will complete a serial problem over multiple word processing tasks with 75% accuracy.		65% of the Course Completers completed the serial problem with a 75% or better accuracy.	The 75% of the remaining 35% of the Course Completers who did not meet the outcome requirement experienced extensive class attendance problems. To help with attendance, the class format will be changed to a Web-Enhanced format which will require students to attend class only once a week instead of twice a week.

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Business

Outcome	Assessment Measure	# of Students	Analysis and findings	Instructional Changes
Graduates of the Oklahoma City Community College Certificate of Mastery in Business – Medical Transcriptionist Option will be well prepared to perform their job in a medical Transcriptionist office. (FY 07 – FY 11)	75% of Certificate of Mastery in Business – Medical Transcriptionist Option graduates responding to a graduate survey will rate the usefulness of their training at Oklahoma City Community College as "good" or "very good."		On a scale of 1-4, 3.71 believed their training at OCCC prepared them to perform their job.	This question is not asked on the current graduate survey. A new question will be developed for next year's assessment.
Graduates of the Oklahoma City Community College Certificate of Mastery in Business – Medical Transcriptionist Option will have an increased awareness of cultural differences. (FY 07 – FY 11)	75% of Certificate of Mastery in Business – Medical Transcriptionist Option graduates responding to a graduate survey will rate their knowledge of cultural differences as improved "greatly" or "somewhat."		On a scale of 1-4, 3.67 believed their education at OCCC improved their perspective of other cultures.	We will continue to increase the number of activities that incorporate discussions and applications of cultural differences, as well as, continue to enhance the current discussion and applications.

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Health Professions

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Emergency Medical Sciences Program				
The Cognitive Objectives:				
Graduates of the Oklahoma City Community College Emergency Medical Sciences Program will demonstrate comprehensive knowledge of the National Standard Curriculum, and have the ability to apply this knowledge and evaluate results in the setting of an entry level Paramedic.	**Student:** The National Registry Paramedic written examination. Cut Score: 70% Program: The pass rate for the class to exceed the national average for first time test graduates.		55% first time candidates passed the National Registry Paramedic written exam on their first attempt. The national average pass rate for first time candidates was 62% for the calendar year 2006.	Continued review and update paramedic written examinations to reflect critical thinking items. This is starting to be implemented. A Paramedic Program comprehensive written exam has been administered for 3 semesters and the results appear to reflect the ability of the student to pass the National Registry on their first attempt. A blueprint has been established for each course and will begin to be implemented in the spring 2008. A study group for students has been initiated to increase student retention and success. Computer proficiency is being emphasized to allow students to become familiar with computers and to assist with new national registry computer based/
	The Oklahoma City Community College Emergency Medical Sciences Paramedic Program graduate survey. Criteria: 80% of respondents will indicate that the program prepared them as competent providers.		There is no new data since FY2006. The accrediting agency has gone to calendar year reporting. Therefore, new data will be collected in November for the December reporting period. CoAEMSP and CAAHEP, the EMS Accreditation agencies, were requiring online computer based surveys.	We will work with Janet Perry to improve graduate survey participation.

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	The Oklahoma City Community College Emergency Medical Sciences Paramedic Program employer survey. Criteria: 80% of respondents will mark "4" or above on a 5 point Likert Scale indicating that they agree that the program prepared graduates as competent providers.		There is no new data since FY2006. The accrediting agency has gone to calendar year reporting. Therefore, new data will be collected in November for the December reporting period. CoAEMSP and CAAHEP, the EMS Accreditation agencies, were requiring online computer based surveys	We will work with Janet Perry to improve employer survey participation. We will work with employers that attend the advisory committee meeting to assist them with any problems they may have with the computer based surveys.
	The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Medical Director Assessment. 90% of students will receive an initial rating of fully competent" on all terminal cognitive objectives.		1. 100% of students were rated as "fully competent" on all terminal cognitive objectives by the Medical Director.	The Medical Director will become more involved with student education by guest lecturing in at least one time in each paramedic course during a semester.

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	The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Gatekeeper Final Assessment. 90% of respondents will receive an initial rating of "fully competent" on all terminal cognitive objectives		100% of students were rated as "fully competent" on all terminal cognitive objectives by the Gatekeeper preceptors.	We will be meeting with EMS services to discuss preceptor education.
	The Oklahoma City Community College Emergency Medical Sciences Program comprehensive written examination. Cut Score: 80%		One student passed the OCCC program comprehensive final written exam	1. A test review is conducted with discussion of each question and rationale to assist with student understanding. 2. Critical thinking items will be integrated into paramedic exams throughout the program. 3. The exam will be administered one week before finals week to allow students a week of review and remediation in difficult content areas.
The Psychomotor Objectives:				
Graduates of the Oklahoma City Community College Emergency Medical Sciences Program will demonstrate technical proficiency in all of the National Standard Curriculum skills as an entry level Paramedic	The National Registry Paramedic practical exam. 80% of all students will earn a "Pass" on the paramedic practical exam on the first attempt.		Due to the move of the National registry from paper based to computer based/ adaptive testing the National Registry is currently not providing statistics on practical exams since 1/07. Of the data available, 25% of students passed the practical exam on their first attempt	1. A comprehensive program practical examination was implemented and is being used to identify areas of weakness prior to the National Registry exam. 2. Students in all paramedic courses to are required to attend the open lab to have all required skills evaluated by the open lab instructor.

	The Oklahoma City Community College Emergency Medical Sciences Program graduate survey. 80 of respondents will mark "4" or above on a 5 point Likert Scale indicating that they agree that the program prepared them to be competent providers.		There is no new data since FY2006. The accrediting agency has gone to calendar year reporting. Therefore, new data will be collected in November for the December reporting period. CoAEMSP and CAAHEP, the EMS Accreditation agencies, were requiring online computer based surveys.	We will work with Janet Perry to improve graduate survey participation.
	The Oklahoma City Community College Emergency Medical Sciences Paramedic Program employer survey. Criteria: 80% of respondents will mark "4" or above on a 5 point Likert Scale indicating that they agree that the program prepared graduates as competent providers		There is no new data since FY2006. The accrediting agency has gone to calendar year reporting. Therefore, new data will be collected in November for the December reporting period. CoAEMSP and CAAHEP, the EMS Accreditation agencies, were requiring online computer based surveys	1. We will work with Janet Perry to improve employer survey participation. 2. We will work with employers that attend the advisory committee meeting to assist them with any problems they may have with the computer based surveys.

	The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Medical Director Assessment. 90% of students will receive an initial rating of "fully competent" on all psychomotor objectives by the Medical Director.		100% of students were rated as "fully competent" on all psychomotor objectives by the Medical Director.	The Medical Director will become more involved with student psychomotor education by evaluating students in ACLS and PALS
	The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Gatekeeper Final Assessment. 90% of respondents will receive an initial rating of "fully competent" on all psychomotor objectives		100% of students were rated as "fully competent" on all psychomotor objectives by the Gatekeeper preceptors	We will be meeting with EMS services to discuss preceptor education
	The Oklahoma City Community College Emergency Medical Sciences Program comprehensive practical examination. Cut Score: 80%		One student passed the OCCC program practical final written exam	1. A comprehensive program practical examination was implemented and is being used to identify areas of weakness prior to the National Registry exam. 2. Students in all paramedic courses to are required to attend the open lab to have all required skills evaluated by the open lab instructor.

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The Affective Objectives:				
Graduates of the Oklahoma City Community College Emergency Medical Sciences Program will demonstrate professionalism, social, and personal behavior consistent with community of interest expectations of an entry level paramedic.	100% of students will receive a "competent" rating from instructors and preceptors by the completion of the program in all areas of the affective evaluation.		**100% of students were rated "competent" in all areas of the affective evaluation by all instructors and preceptors by the completion of the program**	All clinical instructors will continue to evaluate each student at each clinical rotation to assure that students are cognizant of the behaviors that the program expects students to demonstrate
	The Oklahoma City Community College Emergency Medical Sciences Program graduate survey. 80% of respondents will mark "4" or above on a 5 point Likert Scale indicating that they agree that the program prepared them to demonstrate professional behavior.		There is no new data since FY2006. The accrediting agency has gone to calendar year reporting. Therefore, new data will be collected in November for the December reporting period. CoAEMSP and CAAHEP, the EMS Accreditation agencies, were requiring online computer based surveys	1. We continue to emphasize the importance of the affective domain throughout the program. Students, instructors, and clinical instructors are provided with the affective evaluation tool and rubric. 2. We will work with Janet Perry to improve graduate survey participation.

	The Oklahoma City Community College Emergency Medical Sciences Paramedic Program employer survey. Criteria: 80% of respondents will mark "4" or above on a 5 point Likert Scale indicating that they agree that the program prepared graduates to demonstrate professional behavior.		There is no new data since FY2006. The accrediting agency has gone to calendar year reporting. Therefore, new data will be collected in November for the December reporting period. CoAEMSP and CAAHEP, the EMS Accreditation agencies, were requiring online computer based surveys	1. We will work with Janet Perry to improve employer survey participation. 2. We will work with employers that attend the advisory committee meeting to assist them with any problems they may have with the computer based surveys. 3. We continue to emphasize the importance of the affective domain throughout the program. Students, instructors, and clinical instructors are provided with the affective evaluation tool and rubric.
	The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Medical Director Assessment. 100% of students will receive an initial rating of "competent" on all affective objectives by the Medical Director.		100% of students were rated as "competent" on all affective objectives by the Medical Director	No action needed

	The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Gatekeeper Final Assessment. 100% of respondents will receive an initial rating of "competent" on all affective objectives.		100% of students were rated as "fully competent" on all affective objectives by the Gatekeeper preceptors	No action needed
	The Oklahoma City Community College Emergency Medical Sciences Program clinical instructor affective assessment. 100% of students will receive a "competent" in all areas of the affective domain criteria during their final semester.		100% of students were assessed by clinical instructors as "competent" in all areas of the affective domain criteria	No action needed

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Nursing				
The Cognitive Objectives:				
Graduates of the Oklahoma City Community College nursing program will demonstrate comprehensive knowledge of the nursing curriculum (as specified in program objectives) and utilize the knowledge to provide client care in the health care setting at the level of an entry level Registered Nurse.	**Student:** 80% or more of program graduates will pass the NCLEX exam on the first time they test.		**Student:** 85.71% of the calendar year 2006 graduates passed the NCLEX-RN exam on the first time they tested.	The data reflects improvement from 2005 results as the gap between OCCC program pass rate and the national pass rate for 2006 is 2.40 percentage points versus 3.82 (gap) for calendar year 2005 results. The evidence supports that plans to improve the program implemented in FY 2006 have been successful, and faculty believe that ongoing efforts will continue that trend. A primary component of the improvement plans has been utilization of a comprehensive assessment and review program through Assessment Technologies Institute, LLC. The learning system includes provision of books, DVDs, computerized practice tests, course progression exams with required minimal scores, and a final comprehensive exam with a required score that indicates 90% or higher likelihood of passing the NCLEX-RN exam. The program was begun in FY 2006 and licensure exam data is reported on calendar year so continued improvements are anticipated.

	Program: Graduates will perform at or above the national average pass rate on the NCLEX-RN licensure exam each year.		**Program:** The national average pass rate on the NCLEX-RN exam for first-time test-takers for 2006 was 88.11%.	Other strategies implemented to improve the program's licensure exam scores were curriculum revisions, development of more active learning methods for classroom teaching, and multiple learning assignments to promote critical thinking (e.g., care plans and other written work). Although many students claim to prefer lecture, national nursing education standards promote teaching activities that require students to learn at application and higher levels. This is supported by the fact that 100% of the licensure exam is written at application or higher levels.
				An additional important strategy that contributes to licensure exam performance improvements is the ongoing efforts to improve classroom exams. The Testing Committee has worked extensively in the past three years to design policies and practices which result in exams that are accurate measures of student learning, are reliable and valid, and that, in themselves, also promote student learning outcomes. The ParSystem provides critical support for improvements and is used for every exam. Decisions about specific items are facilitated by the

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	OCCC Nursing Graduate Survey.			
	A mean score of 2.5 (on a 5 point scale with 1 "strongly agree" to 5 "strongly disagree") will be attained on the item "Did the nursing program at OCCC prepare you to take the NCLEX-RN exam?"		For FY 2006, there were 45 respondents to the Nursing Graduate Survey item that asked "Did the nursing program prepare you to take the NCLEX-RN Exam?" Forty-one agreed that they were prepared, for 93%. Twenty-four responded "Strongly Agree", eleven responded "Agree", and six responded "Somewhat Agree." The mean score is 4.16 which exceeds the expected level of achievement (ELA). Overall, the data shows that graduates concur the program prepares them to be successful on the licensure exam.	The comprehensive and systematic plan for program evaluation continues to be in place to ensure ongoing quality improvement. Specific comments on the Graduate Survey have been reviewed by the program's Evaluation Committee with recommendations to the Nursing Faculty Organization for action, if any. Individual comments on the Survey (both positive and negative) are carefully considered and evaluated in light of overall results from ranked items.
	A mean score of 2.5 (5 point scale with 1 "very satisfied" to 5 "very dissatisfied") will be attained on the item "Overall, how satisfied with the nursing program at OKCCC?"		The mean score of 44 respondents (FY 2006) to the item on program satisfaction was 4.33, which exceeds the ELA of 3.0. 52.3% responded "Strongly Agree", 43.2% responded "Agree", and 4.5% responded "Somewhat Agree." Graduate satisfaction with the program is supported by the data.	

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	OCCC Nursing Survey of graduate employers.			
	Mean score of 3 or higher (5 point scale with 5 as "excellent" and 1 as "not acceptable") on General Education Skills items by all respondents.		Twenty-one of 34 employers responded to the Employer Survey of 2006 Nursing Graduates, for a 62% response rate. The mean score was 4.42 on General Education Skills by all respondents. High score was 4.67 on item "Reading-understands and interprets written information." Low score was 4.00 on item "Critical Thinking-recognizes problems, generates new ideas, organizes, and takes action." ELA is met.	Mean score demonstrates strengths in General Education Skills (Reading, Writing, Listening, Speaking, Critical Thinking, Computational Skills, and Cultural Diversity understanding) in OCCC nursing program graduates. However, low score on Critical Thinking item (.38 lower than any other item) as well as the gap between actual mean score of 4.00 and importance of skill (5.00, highest rank on importance of any skill) demonstrates need for continuing efforts to promote critical thinking development in students to prepare them for the realities of contemporary nursing practice. The result may also have significance for all general education and support courses in the nursing program's overall curriculum plan. Results will be shared with Health Professions Dean for consideration of sharing the data.

	Mean score of 3 or higher (5 point scale with 5 as "excellent" and 1 as "not acceptable") on Interpersonal Skills items by all respondents.		Mean score was 4.30 on Interpersonal Skills items by all respondents. High score was 4.67 on item "Client Service-works to satisfy clients' expectations." Low score was 3.90 on item "Leadership-takes initiative and has vision." ELA is met.	Mean score of 4.30 on Interpersonal Skills items also demonstrates strengths in the areas of performance by OCCC nursing graduates. The three lowest items were "Leadership-takes initiative and has vision" with mean score of 3.90; "Conflict resolution-recognizes and resolves conflicts" with mean score of 4.19; and "Consensus building-assists others to see all sides of an issue to reach agreement." The largest gap between performance and importance was .60 on the "Conflict resolution" item.
				The results support ongoing efforts to improve the leadership and management components of the nursing program curriculum, recognized through clinical evaluations, course exams, and ATI exam results as an area needing improvement in the program. In FY 2008, nursing faculty in NUR 2549 group revised and implemented a leadership/management unit, and plans exist to provide actual leadership clinical experiences for students in the final courses (NUR 2549) in spring 2008. In addition, skills such as conflict management, delegation, and team building will be added to all core nursing courses (some are already present) to promote leadership/management competencies for graduates.

	Mean score of 3 or higher (5 point scale with 5 as "excellent" and 1 as "not acceptable") on Nursing Process items by all respondents.		Mean score was 4.33 (by all respondents) on three items designated as Nursing Process items. High score of 4.39 on item "Develops, implements, and evaluates individualized plans of care." Low score of 4.28 on item "Incorporates teaching and learning goals in care." ELA is met.	Mean score of 4.33 on the 3 items designated for Nursing Process assessment demonstrates strengths in the performance of OCCC graduates. Faculty believe ongoing work to strengthen nursing process concepts in the curriculum, including revisions in care plans that are consistent through all courses, have promoted positive outcomes. Faculty work through the Nursing Process committee to develop graduate competencies in nursing process is ongoing. In FY 08, team leaders have been released from carrying a clinical teaching load to facilitate improved course clinical planning/consistency in teaching. This strategy is also anticipated to strengthen nursing process competencies of graduates as team leaders can now work with all clinical instructors in their courses to ensure consistency in grading/evaluation of care plans.

				The (lowest) mean score of 4.28 on "Incorporates teaching and learning goals in the care" represents both strengths and opportunities for ongoing growth. It is generally recognized in associate degree nursing education that teaching/learning competencies are more difficult ones for students to acquire. Reasons include the emphases on acute care competencies and the scope of other topics within the very full curriculum. However, contemporary nursing practice demands these competencies, and OCCC nursing faculty accept the challenges of continuing efforts to help our graduates develop them. More teaching/learning nursing diagnoses, goals, and interventions are now expected in care plans that students develop in each course. It will be recommended, based upon this Report's data, that additional test items be developed to assess our student's knowledge.

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	Mean score of 3 or higher (5 point scale with 5 as "excellent" and 1 as "not acceptable") on Nursing Knowledge/Critical Thinking item by all respondents.		Mean score was 4.44 (by all respondents) on item designated as Nursing Knowledge/Critical Thinking item "Makes decisions and takes actions that are consistent with current standards of nursing practice and licensing laws." ELA is met.	Mean score of 4.44 (performance mean of 5.0) on the item designated for Critical Thinking assessment presents interesting data to compare with the General Education Skills item "Critical Thinking-recognizes problems, generates new ideas, organizes, and takes action", which had a performance mean of 4.0 with an importance mean of 5.0. Although the ELA is met, the data suggests that faculty need to continue efforts to promote critical thinking development in graduates. The strategies which promote active learning in the classroom, the varied written and online assignments, and the ongoing efforts to strengthen assessment and remediation in the program are believed to be correct efforts to promote graduates critical thinking competencies. Results from the Assessment Plan which will be reviewed in fall 08 will provide important data to determine if the strategies in place are sufficient although there is data at this time to suggest that improvements are being made.

	Mean score of 3 or higher (5 point scale with 5 as "excellent" and 1 as "not acceptable") on Communication item by all respondents.		Mean score was 4.56 (by all respondents) on item designated as Communication item "Demonstrates knowledge of and respect for the needs of clients across the lifespan." ELA is met.	): The item designated to assess communication competencies for OCCC nursing graduates has a strong mean score suggesting that graduates have a high level of competence in communications. However, there is some concern that the item may not specifically assess communications skills, and it will be revised for the next Assessment Plan. It does seem reasonable to assume that since no nursing questions had mean scores below 4.21 AND that since communication skills have high importance in all areas of nursing practice that OCCC nursing graduates do develop/use in practice effective communications.
The Psychomotor Objectives				
Graduates of the Oklahoma City Community College nursing program will demonstrate technical proficiency in all of the nursing skills included in the program's curriculum for an entry level Registered Nurse.	All students will demonstrate proficiency in these skills prior to graduation from the program. Criteria: A "pass" for all clinical rotations during the nursing program.		All graduates of the nursing program in FY 2007 demonstrated proficiency in the specified skills.	The clinical evaluation tools, including a referral process for remediation of skills deficiencies, combined with revisions in campus lab learning units have resulted in improved skills proficiency of graduates. There were comments on the 2007 Graduate Surveys that suggest improvements in skills teaching using more current equipment (e.g., IV pumps) in the campus lab. These comments will be incorporated in requests for lab acquisitions.

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	The Oklahoma City Community College Nursing Program Post Graduation Survey. Criterion: Mean score of 2.5 or higher (1 as "strongly agree" and 5 as "strongly disagree) on item "Do you think the nursing program at OKCCC prepared you for clinical practice?"		The mean score of 3.98 on the specified item exceeds the ELA and validates that the majority of graduates found themselves well-prepared for clinical practice. There were 47 respondents with 34% (16) responding that they strongly agreed that they were well-prepared for clinical practice; 46.8% (22) responding that they agreed; 8.5% (4) responding that they somewhat agreed; 4.3% (2) responding somewhat disagreed; and 6.4% (3) responding that they strongly disagreed. There were three individual comments about the lack of clinical skills opportunities in the program.	Ongoing efforts to improve clinical skills have been made in the program, including through the clinical evaluation tools and referrals for additional practice/remediation. In addition, new equipment acquired for the campus lab will address some needs (e.g., the Omnicell computerized medication administration system). Faculty anticipate that the addition of six new patient simulators with more clinical scenarios in the curriculum will be positive methods to build skills competence and confidence. Also, the addition of teaching/practice opportunities (including week-end open lab hours) in FY 08 through campus lab adjunct instructors will help graduates build clinical skills competencies. The nursing campus clinical lab coordinator full-time position is now in the second year of implementation, and additional positive outcomes in skills competencies are anticipated for our students/graduates.

	The Oklahoma City Community College Nursing Program Graduate Evaluation by Employer Survey. Criterion: Mean score of 3 or higher (all respondents) on item "Demonstrates competence in nursing skills consistent with preparation and experience."		The item specified to measure nursing skills was not included in the Employer Survey of 2006 Nursing Graduates. However, two items are assumed to measure comparable competence, asking employers to rate the following: "Choosing appropriate technology (procedures, tools or equipment)" and "Applying technology to tasks-understands how to use technology for better productivity and to locate various forms of information." The mean score of the first of these two items was 4.45, and the mean score of the second was 4.43. In addition, there were no comments by employers which indicated skills deficiencies. The mean score of 4.53 on the item "What is your overall rating of the preparation received by OCCC graduates as it relates to job requirements" supports that our graduates are quite well prepared.	Ongoing efforts to continue program improvement in the area of skills competence are in place and will continue to be evaluated, including the implementation of new High Fidelity Patient simulators. It is not uncommon for nursing students/new graduates to believe that skills competence is the most important preparation for practice while employers consistently note that skills competencies are much more readily acquired in practice than critical thinking skills. The OCCC nursing faculty accept responsibility for preparing our graduates to have positive outcomes in both areas and believe the efforts to do so are, overall, successful.

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The Affective Objectives:				
Graduates of the Oklahoma City Community College nursing program will demonstrate professional behaviors consistent with the ethical and legal frameworks of nursing and with community expectations of an entry level Registered Nurse.	Clinical Evaluation Tool for each nursing process course. Criterion: All students will receive a passing grade on each criteria that pertains to professional behavior.		All students who graduated from the nursing program in academic year 2007 received a passing grade on the criteria that pertained to professional behavior.	The expected level of achievement was attained. Revisions in the Clinical Evaluation tool implemented in FY 07 have resulted in improved professional behavior outcomes. Ongoing efforts to teach/evaluate same are in place. In addition, the Nursing Student Association has grown in membership and in participation in varied activities for each of the past three years, which is cited as evidence that students are increasing their awareness of professional behaviors.

	Service Learning Projects and reflective papers required in each nursing course. Criterion: All students will receive a passing grade on required Service Learning Projects and reflective papers.		All students did receive a passing grade on required Service Learning Project and reflective papers in FY 2007. The Service Learning Center (Student Life) reported data from nursing students who completed the survey in AY 2007 related to the purposes of the Service Learning Projects in the nursing curriculum. The items and their mean scores are: The service increased my awareness of the larger community. (Mean 4.0) The service helped me better understand community needs. (Mean 4.14) The service helped me reflect on my life and goals. (Mean 3.64) The service has increased my interest in doing further service. (Mean 3.78)	Feedback from students on the Service Learning (SL) requirements from AY 2007 demonstrates continued overall success in meeting the goals and objectives of SL in the curriculum. New ways of presenting their reflective feedback from the SL projects were also implemented in AY 2007 with success. The methods included group presentations, poster presentations, and multi-media presentations. Nursing faculty continue to believe the Service Learning Projects have enhanced the affective learning of nursing students, although the drops in mean scores on two items (both below 4.0 but still exceeding ELA) will be carefully monitored.

	Graduate Evaluation by Employer Survey. Criterion: Mean score of 3 or higher (all respondents) on the Accountability items. Criterion: Mean score of 3 or higher (all respondents) on Professional Growth items.		The mean score on the first Accountability item included in the Employer Survey of 2006 Nursing Graduates ("Maintains accountability for own actions") was 4.41. The mean score on the second ("Demonstrates accountability for delegated nursing activities") is considered by faculty to be an important but more complex competence; the mean score was 4.21. The combined mean score (both items) was 4.31, which exceeds the ELA.	The results of the Employer Survey demonstrate that (for the graduates of FY 2006), employers note OCCC nursing program graduates have met the Affective objectives of the program. Faculty are pleased with the results while recognizing the ongoing need to assess for trends in the area.
			There were two items designated to measure graduates' competencies as rated by employers included in the 2006 Survey: "Practices within the ethical and legal frameworks of nursing" with a mean score of 4.61 and "Overall, demonstrates the professional, social, and personal behaviors consistent with expectations of an entry level registered nurse" which had a mean score of 4.50. The combined items mean score was 4.55, which exceeds the ELA.	Multiple strategies to obtain feedback on the preparation of OCCC nursing program graduates in the cognitive, psychomotor, and affective expectations of new graduates exist. The Systematic Plan for Program Evaluation details the assessment strategies. However, each of the areas included in the Student Learning Outcomes Assessment Plan are considered very important to creating an overall view of the program's effectiveness, and faculty are pleased with the results of the Plan which are included in this Report.

2007 Student Learning Outcomes
Health Professions

Occcupational Therapy Assistant				
Upon completion of the Occupational Therapy Assistant Program, the graduate(s) will possess the **cognitive** skills appropriate to effective entry-level practice	The total number of graduates who sit for the National Certification Examination for the Occupational Therapy Assistant will achieve a first time pass rate of 80% or better		During this reporting period, 14 graduates sat for the National Examination for the Occupational Therapy Assistant. All 14 passed for a first time success rate of 100%.	Continue to reinforce that graduates sit for the national exam at their earliest convenience. Additionally, continue to incorporate exam study guide materials (including the NBCOT Study Guide) in the 3rd semester "Program Support" course. Also, feedback from successful candidates indicates that taking the online NBCOT Practice Exam was a great assist. Therefore, we will be investigating incorporating into the curriculum the NBCOT Practice Exam. This exam can be purchased by educational programs at a group/bulk rate.
Upon completion of the Occupational Therapy Assistant Program, the graduate(s) will possess the cognitive, affective, and psychomotor skills appropriate to effective entry-level practice.	The total pass rate ("C" or above) for students enrolled in the two (2) terminal clinical Level II Fieldwork placements will be 85% or above on the first attempt.		During this reporting period, 19 students were enrolled in FW II A and 18 students in FW II B for a combined total student enrollment of 37. Of the 37 enrollments, the total pass rate ("C" or above) was 100% on the first attempt.	Continue to reinforce positive Level II FW preparation by orienting students in the 3rd semester to the national Level II FW Evaluation Form that is used to assess their performance in FW. Additionally, continued emphasis on the importance of each student's affective skills in FW will be stressed during the first 3 semesters of the OTA Program along with continued reinforcement throughout Level II FW.
Upon completion of the Occupational Therapy Assistant Program, the graduate(s) will possess the cognitive, affective, and psychomotor skills appropriate to effective entry-level practice.	Nine (9) months post graduation, the total number of graduates (surveyed and responding) will rate the OTA Program at "4" or above on 80% of the items listed on the "OTA Graduate Survey".		Of the 18 graduate surveys mailed to known addresses of the May 2006 graduates, six (6) were returned as of this reporting date. Survey results from respondents indicate a 100% "satisfied" ("4") rating with a reported average of 4.67 (1-5 scale).	Continue to stress the importance that graduates provide the College with current/updated addresses along with returning the surveys in a timely fashion. Additionally, collaborate with Ms. Janet Perry to refine the implementation plan ensuring that the survey is sent out in a timely fashion and meets both OTA Program and College needs.

2007 Student Learning Outcomes
Health Professions

	Nine (9) months post graduation, 85% of employers surveyed (with forms returned) will mark "Agree" on each item of the "<u>OTA Employer Survey</u>".		As of this reporting date, only two employers have returned surveys to Ms. Janet Perry's office. This has provided Ms. Perry's office with insufficient data for this assessment area. It should be noted however that each respondent rated their overall experience/ satisfaction with the OTA graduate at a 4 (1-5 scale) and that each would hire another Oklahoma City Community College OTA graduate.	Continue to stress with graduates the importance of providing the OTA Program with periodic employment updates and employer addresses. The importance of giving permission to Ms. Perry's office to survey employers in a timely/effective fashion will be stressed.

2007 Student Learning Outcomes
Health Professions

Physical Therapist Assistant Program				
Students will successfully complete a comprehensive practical examination prior to participation in PTA 1312, Initial Practicum; PTA 2034 Practicum I, and PTA 2134 Practicum II	Practical examination grading forms and faculty reports. 90% or better will pass on 1st attempt enabling participation on clinical practicums		17 out of 18 students did pass the comprehensive check out prior to beginning the initial practicum (this represents a 94.4% pass rate of the class of 2008 cohort). 19 out of 19 students did pass the comprehensive check out prior to the beginning of practicum I and practicum II (representing 100% pass rate for the class of 2007 cohort).	Currently the assessment tools are being reviewed by the faculty and the Advisory Committee so that the areas measured are specific and consistent among those assessing the students. A special subcommittee has been formed to review current curriculum along with the 2007 Normative Model for Physical Therapist Assistant Education, and the FSBPT exam content to check for any inconsistencies. If curriculum content needs to be added or changed, the process for that will be implemented.
	Clinical preceptor report – Clinical Performance Instrument (CPI) (grading tool) Zero students will be sent back for remediation within the first two weeks of clinical internship due to inept preparation.		One student was sent for remediation within the first two weeks of the clinical assignment for professional issues. He is successful in his second attempt of Practicum II – an acute care experience	One student had to repeat a clinical practicum for issues with professionalism rather than PTA skills. The faculty have decided to place a higher priority on the "soft skills" in the class content. The practicum coursework requires ongoing communication with the ACCE on a weekly basis with a focus on different professionalism areas the students encounter while on clinical assignment. The students are asked to respond to the ACCE indicating how they are demonstrating the professional trait in question. The APTA Core Values Self Assessment has been adopted as part of PTA 2113 Systems/Problems coursework.

Students will be adequately prepared to successfully complete three clinical practicums prior to receiving AAS in PTA degree	Clinical Performance Instrument (CPI); grading tool; Clinical preceptor reports. Not less than 90% will successfully complete each rotation on 1st attempt			A proposal has been made to increase lab fees for the students each year to allow them to become APTA members as part of their learning process. This will enable to students to have access to several resources and to attend State and National meetings for networking purposes, and modeling of professional behaviors. By becoming more involved in their chosen profession, the students will increase their awareness of issues in healthcare before they begin working in the field.

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Graduates and employers will report the ability to work under the supervision of a physical therapist in an ethical, legal, safe and effective manner.	Graduate surveys 90% of graduate respondents will strongly agree or agree with the statement: "The PTA Program at OCCC prepared me to work under the supervision of a physical therapist in an ethical, legal, safe and effective manner."		No current data available for FY 2007 as these surveys are mailed by the Office of Institutional Effectiveness to recent graduates six months after graduation to ensure they are working as licensed professionals. Five of fifteen graduates from the class of 2006 responded to the survey. Of those who responded, 100% of the graduates agreed with the statement "The PTA Program at OCCC prepared them to work under the supervision of a physical therapist in an ethical, legal, and effective manner."	The faculty will support the 2007 Normative Model and highlight the supervisory role of the Physical Therapist and review plans of care in depth to insure graduate PTA understanding of the role of the PTA and specific duties implied. Another planned change is to perform trial computer based exams for the students during the clinical processing meetings to help them determine a plan to study for the National Exam. Next year, this exam prep manual and CD of sample tests will be added to PTA 2113 as required course materials.
	Employer surveys 90% of employer respondents will strongly agree or agree with the statement: "The PTA Program at OCCC prepared the graduate to work under the supervision of the physical therapist in an ethical, legal and effective manner."		No current data available for FY 2007 as these surveys are mailed by the Office of Institutional Effectiveness to recent graduates six months after graduation requesting consent to contact their employers. Two of fifteen employers responded to the survey in FY 2006. The Office of Institutional Effectiveness did not believe this data was sufficient enough to report as it only represents 13% of those who received surveys.	

Licensure examination scores data will be equal or better than other accredited PTA programs with regard to pass rates	Licensure examination scores will be better than national average for first time pass rate.		Of the 17 graduates eligible to sit for the national board exam, 15 of 16 passed on the first attempt, representing 93.75% first time pass rate. This pass rate exceeds the national average of 85.30% for first time test takers. One student has not yet taken the exam, one student failed the exam on the first attempt by the equivalent of one question and two students are scheduled to complete the requirements for graduation by November and will be eligible to sit for the exam as of January 2008 when the degree is posted for a December graduation date.	

OCCC 2007 Program Outcomes Assessment
Information Technology

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Computer Aided Technology				
Students in the CAD Emphasis will be able to use a computer graphic system to develop engineering and architectural drawings.	Each student in CAT 1214 will be assigned an engineering or architectural final project. The final projects will be reviewed by the CAT faculty for completeness and accuracy. 80% of the students completing the course will score 75% or better on their final project.	42	Forty-two final projects were graded in CAT 1214 Computer-Aided Design. Four students scored less than 75% on the assignment. The average grade on the assignment was 91% Ninety-one percent of the students completed the final project with a grade greater than 75%.	Add additional disciplines as final projects. Students have the option of selecting an architectural or mechanical project. Giving them a civil or presentation drawing would be beneficial.
Upon completion of the CAT Program at Oklahoma City Community College the Student will be able to use the design process to develop a solution to a problem and develop a complete set of working drawings of the solution	During the last week of class students in the capstone course, Design Project (CAT 2924), will present their projects to members of the CAT advisory board and selected, invited professionals from the CAD industry. Students will make oral, printed and electronic presentations. The audience will evaluate quality, level of professionalism, relevant and current work place skills and scope. The audience will also be asked to provide comments and discussion concerning the course and program content. Input will be through a work sheet available by request. This input will be shown to the student, but will not affect the student's grade.	11	There were 11 students enrolled in the Design Project course. There were four architecture projects, two mechanical projects, 2 multimedia projects and 3 didn't complete the course resulting in an F Grade. The other 8 students passed the course with an 80 percent or better. The faculty that observed the presentation stated that some of the students working on the architecture projects were not completed and weren't prepared for their presentations. Students had a lot of positive comments; however some of them had some comments for improvements.	In the past, projects were presented on the 15th Friday of the semester. Many students waited until that deadline to get everything completed. A due day of the previous Tuesday should eliminate many of the incomplete presentations. Wednesday and Thursday should be used for preparing for the presentation. Since Doug is the lead teacher for the Inventor software, many faculty and staff have become negligent on using it. The same could be said for some of the other software programs being taught. Wow sessions could be created and taught to the current faculty and staff.

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
			1) There should be a set meeting time at the beginning of the year for all students to meet as a group. 2) One mechanical student indicated that she didn't understand the actual functionality of the part that she was drawing. She also indicated that Doug was the only one that could help her with Inventor. 3) Both multimedia students stated that they would like to see more advance courses in multimedia. 4) An architectural student suggests that we have more field trips and onsite visits.	
Graduates of the Oklahoma City Community College Computer-Aided Technology: CAD Emphasis certificate of mastery, will be prepared to work toward an A.A.S degree in CAD	80% of Students graduating with a certificate of mastery in CAD will be prepared to work toward an A.A.S degree in CAD or enter the job market.		There was 1 student graduating with a Certificate in CAD that continued to work toward his AAS degree. He completed his AAS degree the same year.	None

OCCC 2007 Program Outcomes Assessment
Information Technology

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Computer Science - Computer Systems Support				
Students will be able to diagnose and troubleshoot common hardware and operating systems problems associated with a computer. (FY07)	Measure: Students in CS 1353 Introduction to Operating Systems and Hardware will be assessed on their performance on a class assignment requiring them to diagnose and troubleshoot common hardware and operating systems problems associated with a computer. These measures will be taken and reported during the Spring 2007 term. At least 80% of assessed students will perform at a minimum of 80% level on the assessment. The student's performance will be measured using a competency checklist.	14	14 students in CS1353 were assessed. 93% (13) of the students assessed demonstrated proficiency by scoring 80% or more on the measured competency.	The course should continue to use the hands-on hardware approach to teach this concept.
Graduates of the Oklahoma City Community College Computer Science AAS degrees will improve their occupational competence	Graduate survey administered by Office of Institutional Effectiveness. Respondents to the Computer Science AAS degrees graduate survey will indicate that their overall satisfaction with the education received at Oklahoma City Community College a 4 or above on a 5 point scale.		The results of the 2006 graduate survey indicate that 77% were employed full-time, 50% were in a job related to their field, students had a mean score of 3 on a four point scale for preparing the graduate for performing on the job, and the annual salary was between $30,000 and $35,000.	The result falls below the criteria for success and indicates a need to improve. A follow-up survey is requested to discover the specific areas of skills that need to be improved upon in the curriculum

OCCC 2007 Program Outcomes Assessment
Information Technology

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Computer Science - Programming Emphasis				
Students will be able to perform input/output processing involving creation and modification of files.	Students in CS 1143 - Beginning Programming will be assessed on their performance on problems requiring input/output processing involving creation and modification of files. 70% of the students assessed will demonstrate proficiency by scoring 70% or more on the measured competency.	66	66 students in CS1143 were assessed. 72% (48) of the students assessed demonstrated proficiency by scoring 70% or more on the measured competency	The course should continue to use C++ language as the programming tool
Graduates of the Oklahoma City Community College Computer Science – Computer Science A.S. degree will be well prepared for continued education	Computer Science graduates in the AS degree program responding to a graduate survey will rate the prepared graduate for continued education question 3 or above on a 5 point scale.		The results of the 2006 graduate survey indicate that 60% were attending college - 1 at OCU, 1 at UCO and 1 at another college. Graduates rated their educational experience in preparation for college as a 4.0 on a 5 point scale.	The results meet the criteria for success and indicate that we should continue our current method of communication with the 4 year colleges to ensure continued success of our graduates.

2007 Student Learning Outcomes
Science and Mathematics

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Biology				
Students will recognize the role of genetics and the environment in the evolutionary process	Students in program courses - BIO 2114, General Botany; BIO 2125, Microbiology; and BIO 2215, General Zoology will be administered questions from previous GRE exams. These questions will be course dependent. 80% of the students should score 70% or higher on these questions.		In the Spring semester of 2007 the assessment for Outcome 1 of Plan Year 2007 was carried out. This assessment was given to one section of General Botany, six sections of Microbiology and seven sections of General Zoology as indicated by the outcome strategy. Microbilogy 23% scored above 70% Botany 47% scored above 70% Zoology 64% scored above 70%	Students did not meet the criteria for success for either outcome tested in the Spring of 2007. While there are some apparent differences in the scores of individual professors, it should be noted that this was the first time this instrument has been given. The science departments (including biology) intend to administer this instrument again in the near future to gather validity/trend data and investigate whether differences in scores between courses persist. The syllabus for all three courses needs to be evaluated to cover these objectives as they relate to the specific course. Possibly administering the assessment tool closer to the time in which the information is presented would eliminate any recall bias
Students will be able to apply concepts, principles, and techniques to the classification scheme of organisms	Students in program courses - BIO 2114, General Botany; BIO 2125, Microbiology; and BIO 2215, General Zoology will be administered questions from previous GRE exams. These questions will be related to the classification scheme specific to that particular course. 80% of the students should score 70% or higher on these questions.		In the Spring semester of 2007 the assessment for Outcome 1 of Plan Year 2007 was carried out. This assessment was given to one section of General Botany, six sections of Microbiology and seven sections of General Zoology as indicated by the outcome strategy. Microbilogy 57% scored above 70% Botany 20% scored above 70% Zoology 63% scored above 70%	

2007 Student Learning Outcomes
Science and Mathematics

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Students who take biology major classes at OKCCC will have an acceptance rate into professional programs comparable to students from other 2-year schools.	The acceptance rates for health professions schools will be compared for students from OKCCC and other 2-year schools. There will be no significant difference in acceptance rates between students from OKCCC and other 2-year schools.		Data unavailable	
Students who take biology major classes at OCCC will be successful in their subsequent biology classes at transfer institutions.	70% of the students that completed their biology courses at OCCC will have a GPA of 2.00 or higher in their biology courses at the transfer institution.		Data unavailable	
Students who take biology major classes at OKCCC will be successful in subsequent biology baccalaureate programs and/or professional programs at transfer institutions.	The degree/certificate completion percentage at transfer institutions for students who take biology major classes at OKCCC will be similar to the degree/completion percentage of all transfer students entering the transfer institution at that level		Data unavailable	

2007 Student Learning Outcomes
Science and Mathematics

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Biotechnology				
Graduates of the Biotechnology Program will be proficient in following protocols and standard operating	Internship supervisors will rate all program student interns as "competent" or "exceeded		Last academic year, 2006-07, was the first year where the biotechnology program students received instructions from three different instructors during their biotechnology classes. All three instructors graded the students on being able to follow protocols and SOPs in all classes as well as being able to perform calculations and make laboratory solutions and dilutions. These skills were a requirement for passing the courses. All five students passed their biotechnology coursework. Internship supervisors of the class of 2007 rated 3 students as "exceeded expectations" or "competent." One student was rated as "competent" or "not yet competent". This particular student had a documented disability related to communication. The internship of the fifth student has been delayed until the summer of 2008 due to knee surgery of the student.	The above results do not suggest the need for any major program changes. The program continues to be updated in response to new industry and industry trends as well as feedback from intern supervisors. The program has added new equipment and modified course content as well as course scheduling to meet emerging needs.
	80% of the respondents to the Biotechnology Graduate Survey will respond "very good" or "good"			
Graduates of the Biotechnology Program will exhibit the scientific work ethic, which includes honesty, punctuality, teamwork, reliability, attention to detail, self-motivation to learn.	Internship supervisors will rate all program interns as "competent" or "exceeded expectations" on the Integrity evaluation question and the Time Management evaluation question.			
All graduates of the Biotechnology Program will be proficient in calculating and making accurate laboratory solutions and dilutions.	Internship supervisors will rate all program students as "competent" or "exceeded expectations" on the "Calculations" evaluation question.			

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Graduates of the Biotechnology Program who seek employment in the field will obtain a job.	Program graduates will be contacted within 3 months and again in six months after graduation, and all those seeking employment in the field in the OKC metro area will be employed by the six month mark.		One measure of the desired output would be that program graduates would be contacted within 3 months and again in six months after graduation, and all those seeking employment in the field in the OKC metro area will be employed by the six month mark. For the class graduating in 2007, we are not yet six months from their graduation date, but results to date (two months after completion of internship) are that one student is employed full time, and two students are still looking for employment (one of the two has moved to Florida). Two students enrolled at local universities to obtain a four-year degree.	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Chemistry				
Students will be able to apply concepts, principles, and techniques of chemistry to solve chemically oriented problems.	Students in all program courses - CHEM 1115, CHEM 1215, CHEM 2115, and CHEM 2125 - will be given exit assessments covering important concepts, principles, and calculation techniques covered in each of those courses or course sequences. 80% of students should score 70% or higher on the exit assessment in all program courses.		Students in all sections were given a final exam designed by program faculty and covering key objectives for the course. A total of 24 sections and 510 students completing CHEM 1115 in Fall 2006, Spring 2007, and Summer 2007 semesters were assessed. Overall, 70.0% of the students scored at least 70% on the final exam, with pass rates ranging from 45.0% to 89.7% for the various sections. The 2007 "pass" rate is below the 80% goal established by program faculty and is somewhat lower than the 74.4% pass rate observed during 2006.	In order to improve the performance of CHEM 1115 and CHEM 1215 students in areas the chemistry faculty need to continue emphasizing the fundamental importance of inorganic nomenclature and other basic concepts such as Lewis structures, molecular geometry, and molarity. This approach seems to have led to some success in the area of stoichiometry where all full-time faculty (and some adjuncts) continually keep this topic "in front" of students. Faculty will also require students to write formulas and name compounds throughout the semester and to handle stoichiometry and molarity calculations throughout both CHEM 1115 and CHEM 1215 in the laboratory, on quizzes, and in unit tests.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
			Students completing CHEM 1215 in Fall 2006, Spring 2007, and Summer 2007 semesters were assessed using a departmental final exam covering key course objectives. A total of 192 students in 10 sections were assessed. Overall, 67.7% of the students assessed achieved a passing score of 70.0% or higher on the final exam (Table 2.). Pass rates for individual sections of CHEM 1215 ranged from 31.8% to 100.0%. The 2007 results were a significant improvement compared to the results obtained in 2006 (56.9%) and 2005 (60.9%).	Faculty will write objectives for Chem 2115 and 2125 to develop a new more indepth final exam rather than using a multiple choice exam.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
			Students completing CHEM 2115 (Organic Chemistry I) were given a fourteen question comprehensive final exam. In 2007, 93 students in 5 sections were assessed. Only 28.0% met the new success criterion established in 2006 (a score of 10 out of 14 correct, or 71%). "Pass" rates for individual sections varied from 0.0% to 57.9%. There was a dramatic difference in performance between students who took CHEM 2115 in the Fall 2006 semester compared to those taking the course during the Spring 2007 semester. In the fall, 25 out of 62 students (40.3%) met the benchmark compared to only 1 out	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
			Students in CHEM 2125 (Organic Chemistry II) were given a fourteen question comprehensive final. The same final exam has been used in three previous years. As in all program courses, the success criterion goal is having 80% of students scoring 70% or higher on the exit assessment. The 70% or higher score represents getting at least 10 of the 14 multiple choice questions correct. This is consistent with the success criterion used last year for CHEM 2125. Since successful completion of the CHEM 2125 final had been set as a score of at least 8 out of 14 correct in FY 2004 and FY 2005 and no detailed	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Students will be able to identify and apply standard chemical laboratory techniques to acquire and analyze empirical data that can be used to solve chemical problems.	Students in CHEM 2115 will be given a chemical problem that can be solved by applying standard lab techniques used earlier in the semester. The students will develop a detailed procedure and, after an initial evaluation of the student's plan to insure the safety and workability of the plan, the student will carry out their written procedure. At least 80% of the students will be able to identify and carry out appropriate techniques without redirection from the instructor. At least 80% of the students will be able to reach the correct conclusion from their collected data using the correct reasoning. (Note: This assessment tool will be used to collect data for both outcome 2 and outcome 3.)		Of the students assessed, 66.7% (vs. 76.7% in 2006) successfully identified two different methods for identifying their unknown compound without redirection by their instructor. 64.7% of the students obtained reasonable data from the two methods that they performed (vs. 80.0% in 2006).	The decrease in students' ability to identify suitable lab techniques that can be used to identify an unknown solid or liquid in CHEM 2115 is unexpected. Additional trend data is needed to determine if this is an anomaly or whether curriculum modifications are needed. Once additional data is available, suitable recommendations will be developed if appropriate.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Students will be able to develop and report conclusions drawn from an analysis of laboratory experiments.	Students in CHEM 1115 and CHEM 1215 will be able to correctly identify an unknown compound and support their conclusions with data. At least 80% of students will be able to identify their unknown compound and properly use their data to write supporting statements in their conclusions.		Chem 1215 In general, students were able to analyze the data successfully. 89.4% of the students correctly determined the volume of base at the final equivalence point. 96.5% of the students determined the correct number of equivalence points, and 88.2% of the students calculated a reasonable molar mass. Of the students assessed, 94.1% of the students correctly identified their unknown acid. However, only 31.8% of the students wrote a convincing conclusion that was completely supported using data for both the unknown and the standards compared to the benchmark of 80%. An additional 40.0% of the students provided partial support for their conclusion while the other 28.8% either incorrectly supported their conclusion or simply made a lucky guess. A small number of students (5.9%) were not able to correctly identify their unknown.	One of the major problems uncovered during the CHEM 2115 lab practical in 2006 was the inability of the students to write a conclusion that provided clear and convincing evidence that the unknown had been identified correctly. This difficulty was not really surprising since the program curriculum did not emphasize this skill in earlier courses. In order to improve performance in this area, students must be taught to write such conclusion statements beginning in CHEM 1115 and CHEM 1215. During the 2007 academic year, students in CHEM 1115 and CHEM 1215 were given "formal" lab assignments that modeled appropriate conclusion paragraphs and then provided them with the opportunity to practice this skill. As described in the results section for this outcome, students in CHEM 1215 actually outperformed students in CHEM 2115 in terms of writing well supported conclusions. Since the results for CHEM 1215 are still quite far from the benchmark, additional practice and emphasis on this skill is needed. In CHEM 2115, only a small number of experiments require a formal lab report. Instructors can improve student performance in this area by continually modeling acceptable conclusion

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
			Of the students assessed in Chem 2115, 66.7% (vs. 76.7% in 2006) successfully identified two different methods for identifying their unknown compound without redirection by their instructor. 64.7% of the students obtained reasonable data from the two methods that they performed (vs. 80.0% in 2006). 11.8% of the students successfully identified their unknown and completely supported their conclusion with the data they had collected (vs. 45.5% in 2006). An additional 58.8% correctly identified their unknown but either did not support their conclusion adequately.	
Students who take chemistry major classes at OCCC will have an acceptance rate into professional programs comparable to students from other 2-year schools.	The acceptance rates for medical school, pharmacy school, and dental school will be compared for students from OCCC and other 2-year schools. The percentage of students from OCCC who are accepted will be equal to or greater than those accepted from other 2-year colleges.		Data not available	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Pre-pharmacy students will be well prepared for the standardized Pharmacy College Admissions Test (PCAT).	Students who take the PCAT will be asked to provide an unofficial copy of their PCAT scores to the chemistry faculty. Alternative ways of obtaining copies of the test will be explored if few students volunteer to share their scores. Students who take the PCAT should rank in the 50th percentile or better on the chemistry portion of the PCAT.		Data not available	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Mathematics				
The student will demonstrate an understanding of the relationship between differential and integral calculus.	The Mathematics department calculus faculty will administer an assessment tool designed to measure how well students (a) understand the concept of the Fundamental Theorem of Calculus and (b) can correctly evaluate an integral by applying the Fundamental Theorem of Calculus. The assessment will be done at the beginning of MATH 2214 (Calculus and Analytic Geometry II). Seventy percent of those students from our calculus sequence will perform at the satisfactory mastery level of 70% on the selected problem(s).		Of the 40 students who had taken MATH 2104 (Calculus and Analytic Geometry I) in the Spring or Summer terms of 2007, 26 of them (65%) demonstrated a satisfactory understanding of the concept of the Fundamental Theorem of Calculus. Only 10 of the 40 (25%) were able to satisfactorily evaluate at least 70% of the integrals.	The expectations were not met, and were extremely disappointing in the computational portion of the assessment. There are two sets of observations and subsequent recommendations to be made. First, the topics of integration, antidifferentiation and the Fundamental Theorem of Calculus occur at the end of MATH 2104. Many students expressed that those topics were covered quickly and tested very lightly or easily compared to the other material in MATH 2104. The objectives in MATH 2104 need to be revisited to guarantee that the Fundamental Theorem and basic antidifferentiation concepts are not crammed into the end of the course because they are so vital to success in MATH 2214. Second, the assessment tool was adapted from a Concept Worksheet that was originally designed to be a group exercise and exploration-assisted review of integration topics. It did not include antidifferentiation of some basic functions, and it did include functions for which calculating the antiderivatives involve common clerical errors (minus signs, fractional coefficients, etc.) While these computations are not difficult, students may have been able to

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Upon completion of the Calculus Sequence of the Mathematics Program, students should be prepared for physics and engineering classes that require calculus as a prerequisite.	The Mathematics department calculus faculty will request information to determine the success of our calculus students in their engineering courses. Seventy percent of students from our calculus sequence will attain grades of C or better in engineering courses with calculus prerequisites.		Of the 59 Students in engineering classes in the Spring and Summer terms who had taken calculus at Oklahoma City Community College, 30 (51%) attained grades of C or better. When investigated further and split into two groups, one who had taken the second calculus class within one year of the engineering classes and the other who had taken the second calculus class more than one year before the engineering classes, there is a slightly different result. Of the 22 students taking engineering classes within one year of the second calculus class, 13 (59%) attained grades of C or better. Of the 37 students taking engineering more than one year removed from the second calculus class, 17 (46%) attained grades of C or better. The results are consistent with data from the previous two years.	The goal was not met. Two sets of observations and subsequent recommendations can be made. First, the results reflect that students who get themselves out of sequence and wait too long between their calculus classes and their engineering classes have a much worse chance at succeeding in the engineering curriculum. Many of the students in this study began their academic study at Oklahoma City Community College during the period when there was not a full-time engineering program director and when the mathematics department was offering the three-credit Calculus I and II courses in one semester in back-to-back eight-weeks. The same data needs to be tracked over the next two years to determine the effects of the newer calculus sequence and the improved advising opportunities in the engineering program. Second, the results reflect the habits of students to compartmentalize their knowledge and to believe that learning mathematics is equivalent to learning basic steps and methods to solve problems. The challenge for us as mathematics, physics and engineering instructors is to convince students through how we teach and assess

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Physics				
Analyze problems drawn from the physical sciences and mathematics, recognize the appropriate principles involved, synthesize solution strategies, and apply concepts and techniques from program courses (physics, chemistry, mathematics) to solve the problems.	Utilize class average scores on comprehensive final examinations for PHYS 2014 and PHYS 2114. Individual success is indicated by scores of 80% or better on each test, as program credit is only given for course grades of 'B' or higher. Course success is indicated by 70% of students achieving 80% or better on each test.		PHYS 2014 --- 4% of students taking the comprehensive final test scored at least 80%. PHYS 2114 --- 27% of students taking the comprehensive final test scored at least 80%.	The metric for success of first learning outcome (70% of students scoring 80% or better on the comprehensive final) was completely missed this last academic year. This was the first year using the new metric, and some shortcomings in both it as well as the assessment process are noted: The original rationale for the metric was that, in consideration of the fact that students in the Physics *program* only receive credit for the class with a final grade of B or above, *program* success should rightly be measured as this competency in cumulative knowledge. The shortcoming in this reasoning lies in the fact that virtually 100% of enrolled students are not in the Physics AS program, but are engineering majors.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Apply standard laboratory techniques to acquire and analyze experimental data.	Each course coordinator will identify a particular laboratory experiment that falls after the midterm of the course. Student reports will be evaluated based upon departmentally determined criteria for acquisition and analysis of the data as outlined in the laboratory manuals. Success is indicated by a score of 80% or better by 70% of students on the Experimental Method and Data Analysis sections of the reports.		PHYS 2014 --- 94% of students scored above 80% on Laboratory 4, chosen for its detailed experimental methods as well as thorough error analysis. PHYS 2114 --- 95% of students scored above 80% on Laboratory 3, chosen for the requirement of students to build circuits and take accurate data of the resulting parameters.	Successful completion of the course only requires a C (70%) average, so perhaps a 70% score on the cumulative final is a more appropriate benchmark. This will be revisited in the next iteration of the assessment plan. Nevertheless, the scores on the metric lagged significantly behind the average scores on the previous exams; this is interesting in that the questions on the final were drawn faithfully from the previous tests. The most likely causes for this are (a) student fatigue --- the final exam is given in the class period immediately after the final unit test during the last week of school, when a final project is also due, (b) lack of student respect for the cumulative nature of the test, and (c) by the end of the semester, students know roughly what they need to achieve a desired grade, so overall grade optimization tends to dull the drive towards outstanding performance. These three are probably related.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Develop and report conclusions drawn from an analysis of laboratory experiments	Each course coordinator will identify a particular laboratory experiment that falls after the midterm of the course. Student reports will be evaluated based on departmentally determined criteria for drawing conclusions from the data as outlined in the laboratory manuals. Success will be indicated with a score of 80% or better by 70% of students on the Conclusions sections of the reports.		PHYS 2014 --- 98% of students scored above 80% on Laboratory 5, chosen for the reliance on the analysis of fundamental energy principles to form a reasonable conclusion. PHYS 2114 --- 92% of students scored above 80% on Laboratory 6, chosen because the principles involved in the analysis and conclusions of the microwave data spanned much of the latter 2 units of study in the course.	The laboratory metrics are routinely met successfully --- students have an opportunity (mostly a mandate) to record correct lab data during the experimental session (occasionally with the help of a lab assistant) as well as come for help during the writeup of their analysis and conclusions.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Upon transfer to Baccalaureate Granting Institutions, students will be prepared for further study in Physics or related fields. (FY 06-10)	For PHYS 2014, the Force Concept Inventory will be used as a pre-test before instruction and a post-test before the final test to assess general understanding of physical principles. Normalized gain will be computed for each student, and the average gain for the class as a whole can be compared to national results from widely varying institutions to gauge efficacy of instruction and preparedness. Success is indicated by a normalized gain score statistically similar to or larger than those at comparable institutions.		Normalized gain for the Fall 2006 semester was PHYS 2014 --- 32% PHYS 2114 --- N/A	The only unambiguously clear measure of program output is a comparison of GPA for our program students compared to others at times subsequent to their transfer, correcting for differing initial conditions (students at OU, for example, are generally better prepared when entering the program; they may have higher GPAs later even if they are subject to poorer preparation). We do not, as far as I know, have access to this transfer data. An estimate of preparatory skill is seen in the normalized gain (% increase divided by possible % increase) of students taking pre- and post-instructional standardized tests and comparing these scores with the identical tests around the country. These scores are well in line with typical gains in knowledge seen at other institutions, and correlate well with future aptitude and success. The test for PHYS 2114 was not available last academic year, but it has been acquired for this year and will be administered to Fall 07 students. Data will be reported next year.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
	For PHYS 2114, faculty will select questions from a standard inventory of problems in electricity and magnetism to likewise compare to those results from other institutions. Success is indicated by a normalized gain score statistically similar to or larger than those at comparable institutions.		Normalized gain for the Spring 2007 semester was PHYS 2014 --- 25% PHYS 2114 --- N/A	

Pre-Engineering

Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Students will demonstrate knowledge, comprehension, and application of basic engineering topics. (FY 07 – FY 11)	ENGR 2333 - students will be given assessment instruments covering important concepts, principles, and calculation techniques covered in each of those courses. 80% of students should score 70% or higher on the assessment exam.		All seven students in the SP07 section were asked ten true/false questions, designed to test their knowledge and comprehension of basic thermodynamics topics, as part of their final exam. The percentage of students scoring 70% or higher on this portion of the exam was 100%, with the average score being 87%.	Students need to be repeatedly asked to define basic engineering terms and discuss basic engineering concepts. Regular quizzes covering these items will be given.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Students will demonstrate their ability to analyze and solve moderately complex engineering problems that require breaking the complex problem into parts and then determine the relationship between the parts. (FY 07 – FY 11)	Students in ENGR 2133 will be given assessment instruments requiring them to solve moderately complex engineering problems that require breaking the complex problem into parts and then determining the relationship between the parts. 80% of students should score 70% or higher on the assessment exam.		ENGR 2333 – The first problem required students to determine the work and heat transfer for each process in an ideal Stirling power cycle with regeneration, along with the overall efficiency of the cycle. The average score on this problem was 41% with only one of seven students (14%) scoring 70% or better. Three of the seven students had no understanding of the cycle. The second problem required the students to determine the thermal efficiency of an ideal air-standard diesel cycle analyzed on a cold-air basis. The average score on this problem was 61% with four of ten students (57%) scoring 70% or better. Major issues involved incorrect determination of state properties for various processes. The third problem required students to use the main three governing principles of thermodynamics to analyze a desuperheater. The average score on this problem was 56% with three of ten students (43%) scoring 70% or better. Two of the seven students failed to correctly interpret the physical parameters of the process based on the description.	Students need to learn how to organize and relate thermodynamics concepts and methods. Emphasis on problem-solving strategies will be reinforced during lecture. Development of visual aids in the form of decision trees or information outlines will be given as an in-class, group exercise with 3-4 students per group.

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Students will demonstrate their ability to synthesize solutions to relatively simple engineering-design (open-ended) problems. (FY 07 – FY 11)	Students in ENGR 2133 will be given a simple engineering design problem that is open-ended and does not have a single correct answer. At least 50% of the students should be able to solve the problem without re-direction or prompting by the instructor.		The average score on this portion of the exam was 39%, up from 21.5% last year. The highest scores were 68%. Only one of the ten students (10%) was able to correctly place the initial and final states on P-v and T-s diagrams without errors. Only three of the seven students (43%) were able to choose the appropriate pieces of equipment to achieve the processes. Only two of he seven students (29%) were able to correctly describe the processes.	Students need additional exposure to open-ended design problems. These types of problems will occasionally be assigned for homework and/or given as an in-class group exercise with 3-4 students per group
Students who take engineering classes at OCCC will be successful in their subsequent engineering classes at transfer institutions. (FY 07 – FY 11)	The grade point average for program completers at OCCC will be equal to or greater than the average GPA for students in comparable programs at the transfer institutions.		Difficulties in tracking transfer students resulted in no assessment of student success after they left OCCC. The State Regents are reportedly developing a new program to facilitate tracking students that transfer between institutions.	

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Outcome	Assessment Measure	# of Students Assessed	Analysis and findings	Instructional Changes
Pre-Engineering students will be well prepared for the Fundamentals of Engineering Exam (FE). (FY 07 – FY 11)	Students who expect to graduate with an AS in Pre-Engineering during a given semester will be asked to take a practice exam for the FE as provided in many FE practice manuals. Each student will be expected to answer topical questions pertaining to engineering courses they have taken at OCCC. 80% of students should score 70% or higher on the practice FE exam.			Issues concerning the application of the FE practice exam were not resolved prior to the conclusion of the spring semester. Those issues will be discussed efore determining whether to continue this goal.