

# **Oklahoma City Community College Annual Assessment Report Summary for FY2008**

## **Section I Entry-Level**

Oklahoma City Community College (OCCC) provides entry-level assessment to all students entering credit classes. Entry-level assessment includes testing, a review of high school or college grades, and interview information. The ACT test, the Computer-Adaptive Placement Assessment and Support System (COMPASS) test, and Accuplacer were used to place students in appropriate classes. Students with science deficiencies take the Riverside Chemistry test for placement into college-level chemistry, the Riverside Biology test for placement into college-level biology, and a locally developed Anatomy and Physiology test for placement into college-level anatomy and physiology. Students with English as a second language demonstrate proficiency in English through the Test of English as a Foreign Language (TOEFL). Students who need to test in only one area do not have to test until they are ready to enroll in the specific class. For example, a student may not take the mathematics assessment test until the second semester if they do not plan to take mathematics in their initial semester. Individuals admitted as Associate in Arts or Associate in Science degree-seeking students who do not meet the high school curricular requirements must make up deficiencies within their first 24 credit hours of college level work, or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed.

Oklahoma City Community College regularly reviews the placement of students. Information for the review is obtained from faculty surveys and student completion rates in specific classes. On a periodic basis, surveys are administered that request information on whether the faculty member believes each student in their class was placed appropriately. The information from this survey is reviewed for patterns or trends. If the grouped data reveals that more than five percent of the students are placed at the wrong level then the cut off scores are reviewed for possible adjustment. This survey is carried out once every three years, upon request, or a year after a new test is implemented.

Course completion rates are also reviewed. If more than a ten percent fluctuation in completed rates is experienced then a review is initiated to identify possible reasons for the fluctuation. If placement is determined to be a part of the problem, then a recommendation to change placement scores may be made.

## **Section II Mid-Level/General Education**

Mid-level assessment at Oklahoma City Community College examines the student's academic progress and learning on the four general education student learning outcomes including: 1) Human Heritage, Culture, Values and Beliefs, 2) Communication and Symbols, 3) Social, Political and Economic Institutions, and 4) Science. Mid-level assessment occurs when a student has completed the required course work to meet their general education competencies.

The Collegiate Assessment of Academic Proficiency (CAAP) written test was administered during Assessment Week in February of 2008 to address part of the communication and symbols general education student learning outcome. Assessment Week was created to encourage the students and faculty to recognize the importance of assessment and how it affects everyone in the college.

The CAAP test was designed to determine student's academic proficiency in writing essays. Students completed a demographics page and answered two essay questions. To obtain the support from faculty members to administer the test, faculty members who were to administer the test were selected from a random sample of faculty members and notified in December of 2007 so they could adjust their syllabus to reflect the time for the test. Selection of courses was based on the upper level courses, level 2000. The number of students in the classroom was determined by the number of students listed on the class roster.

Six hundred and four students completed the test. Demographics provided student information regarding ethnicity, gender, age English as a first language, enrollment as freshmen, education level, student status, cumulative GPA, and educational plans. There were two ways to interpret the results. The first method used was to categorize the score using the numerical evaluation provided by CAAP. There were three ranges used in this process, the upper-range papers, the mid-range papers and the lower-range papers. The second method used was to rate the test scores according to the overall percent of the national norm.

A summary of student demographics included the following: a) 64% white, 13% Asian, and 8% African American, b) 55% female, c) 34% ages 21-25 and 29% 19-20, d) 66% enrolled as Freshmen at OCCC, e) 54% sophomores f) 71% full-time g) 44% intend to transfer to a different school and 42% plan to return to OCCC in the fall

There were two essays which were scored and combined into a composite score. The two essays were evaluated using a scale of 1 through 6 with 1 being inadequate and 6 being exceptional. Sixty-one percent of the students were rated in the midrange as competent and adequate.

### **Section III Program Outcomes**

Since 1998, a process has been in place to assess program and student outcomes in each academic program. Academic program faculty prepare a five year Assessment Plan and an Annual Assessment Report. The plans include the program outcomes and a timetable for the assessment of these outcomes. Each year the Annual Assessment Report includes at least two program outcome assessments. The outcomes are presented with the assessment tool, student success on the assessment, and plans for curriculum changes if applicable.

In addition, each academic program is evaluated in detail every five years. A large portion of the evaluation assesses how students who complete the program are succeeding. Assessment information includes results from a graduate survey including continuing education and employment, licensure exams, and assessments conducted during that time frame. Faculty members also identify any program specific information which may be pertinent for the review. A number of Associate in Applied Science programs have capstone courses which provide students with the opportunity to combine knowledge gained in a practical application. Successful completion of

capstone courses is an indication the student has the knowledge and ability to be successful on the job.

#### **Section IV Student Satisfaction**

Oklahoma City Community College uses four measures of student satisfaction. The ACT Student Opinion Survey (SOS) is administered every even numbered fiscal year. The Community College Survey of Student Engagement (CCSSE) is administered every odd numbered fiscal year. The Student Input on Instruction (SII) is administered every Fall and Spring Semester and the graduate survey is administered every year.

In FY2008, OCCC administered the ACT Student Opinion Survey. The ACT Student Opinion Survey has been administered at Oklahoma City Community College every other year since 1996. The results of this survey are analyzed to determine the areas which need to be addressed. This analysis is used to develop plans to improve various services across the campus.

The Student Opinion survey was administered to a stratified random sample of classes based on meeting time and type of class (remedial, technical/occupational, university parallel). This technique provided a sample of students which reflected the College's on-campus credit student population.

The survey was conducted in the Spring of 2008. There were 1016 survey forms completed. This response represented 8% of the total credit student population for the semester.

The demographic information included 44 percent under the age of 21, 41 percent minorities, 53 percent females, 75 percent working (23 percent working 31 to 40 hrs a week and 16 percent working over 40 hrs a week), 64 percent enrolled full-time, 49 percent intend to transfer and 33 percent intend to obtain an associate degree. The top five reasons for attending OCCC included 1) Low cost, 2) Offered the courses I wanted, 3) Could work while attending, 4) Good chance of personal success, and 5) Convenient location. The overall impression of the quality of Education at OCCC included 88% of the students who selected good or excellent.

There were 21 items on the list in 2008 that were statistically higher than the national norm including academic calendar, athletic facilities, attitude of teaching staff, availability of courses, cafeteria/food services, class size, classroom facilities, college media, computer services, condition of buildings and grounds, flexibility in designing program, laboratories, library/learning resources center, OCCC in general, opportunities for involvement in College activities, parking facilities and services, racial harmony, rules governing student conduct, student union, study areas, and variety of courses offered. There were three items in which the College decreases declined statistically significantly when compared to the national norm. These items include financial aid information provided before enrolling, quality of instruction in the student's major, and student employment

services. This was the first year that the quality of instruction in the student's major appeared on the list.

The Student Input on Instruction was conducted in the Fall and Spring Semester of FY2008. Students were requested to complete the survey instrument in each class they attended. There were a total of 19,946 evaluation forms processed. Results are reported to the deans. Deans use this information to assist faculty member on improving their courses.

The graduate survey was conducted during the FY2008 of the FY2007 graduates. OCCC has continued to emphasize the importance of this survey which generated a 55 percent response rate of the FY2007 graduates. The results of the survey were very encouraging. Ninety-Eight percent of the Associate in Arts and Associate in Science students continued their education. Ninety percent had no problems transferring. Ninety-one percent of the Associate in Applied Science and Certificate completers indicated their job occupation was related to the degree/certificate they completed. Thirty-three percent of the graduates were the first one in their family to graduate, Ninety-nine percent of the graduates would recommend the OCCC to a friend.

#### **Section VI Assessment Budget**

For the second year in a row, the college celebrated Assessment Week. This provided an opportunity for staff, faculty and students to recognize the importance of assessment. The primary operational costs were attributed to the tests and surveys administered during this week. Salaries are associated with those working with the faculty and the implementation of indirect assessments. It is also important to note that faculty members spend a portion of their time working on the Annual Assessment Reports, updating the 5-Year Assessment Plan and conducting assessment activities. These activities are not recorded in the salaries associated with assessment.