

OKLAHOMA CITY COMMUNITY COLLEGE
ANNUAL STUDENT ASSESSMENT REPORT
Fiscal Year 2004

ENTRY-LEVEL ASSESSMENT

1. METHODS USED

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

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

2. ADMINISTRATION

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

This assessment information is an integral part of the enrollment process. After a new student is admitted to the college, he or she is referred to an Admissions Officer where his or her ACT scores are evaluated. Students with sufficiently high ACT scores are placed in appropriate classes according to the table in Appendix A. Those students who do not have test information

or previous College experience must test and are referred to the College's Test Center. Interpretations of the assessment tests are completed in the Student Development office.

All of the tests, except the ACT and TOEFL tests, referred to in Appendix A can be taken at anytime in the College's Test Center. For those students needing the ACT test, the College offers residual ACT testing in group sessions approximately once a week, more often during enrollment periods.

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

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

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

3. ANALYSES OF FINDINGS

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

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

The ACT COMPASS was used to place students starting in FY 2000. Data for FY 2004 follows. In the area of reading, 48% of the 2,595 reading scores placed students into college-level classes. Thirty-three percent of the 2,557 writing test scores placed students into college-level classes requiring minimum writing. And over 29% of the 1,605 students who tested for Algebra or College Algebra were placed in college-level math classes. In comparing the above results with results from FY 2003, the writing and reading placement percentages are lower for students being placed in college-level classes, while the percentage being placed in college-level classes based on math remained the same.

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

A total of 349 TOEFL tests were administered during FY 2004. Sixty-nine percent of the scores fell below the criteria for enrollment into college-level classes. This is a one percent decrease from the seventy percent in FY 2003. The SLEP has been placed on inactive reserve since July 17, 2000. This means that it is only utilized when the COMPASS server is down or when the examinee is intimidated by the use of a computer for testing.

Students with a high school science deficiency may have it resolved by passing a standardized placement test published by Riverside for Chemistry and Biology. If a person with a deficiency reaches the cutoff score, the science deficiency is considered resolved and the student may enroll for science classes for which they meet the prerequisites. No Riverside Chemistry tests were given in FY 2004. Two percent of the 98 Biology assessments yielded a score high enough for a student to enroll in college-level Biology. This placement rate is **considerably lower** than the FY 2003 placement rate of 12.5%.

Anatomy and Physiology placement is assessed by a locally developed test. Fifty-one percent of the 500 students taking the Anatomy and Physiology placement test scored high enough to enroll in Anatomy and Physiology I. This placement rate is **slightly lower** than the 53% placement rate in FY 2003. The results of any of these science tests do not prevent enrollment by the student in other college-level courses if prerequisites are met.

Comment [O1]: Cutoff score for core courses requiring writing is 82+. Taken from Summer 2002, Fall 2002, and Spring 2003. Summer 2002 - 1052 total with 113 scoring 82+. Fall 2002 - 1315 total with 457 scoring 82+. Spring 2002- 1316 total with 458 scoring 82+. Total of 3,006 with 1,028 scoring 82+.

Comment [O2]: Cutoff for core courses requiring reading is 80+. Taken from Summer 2001, Fall 2001, and Spring 2002. Summer 2001 - 337 total with 187 scoring 80+. Fall 2001 - 1167 total with 715 scoring 80+. Spring 2002 - 1412 total with 816 scoring 80+. Total of 2,916 with 1,718 scoring 80+.

Comment [O3]: Cutoff for Math for Tech Careers II, Contemporary Math, and Intro to Stats of Algebra 45 or College Algebra 42 used. Summer 2001 - total of 192 with 51 scoring 45+ or 42+. Fall 2001 - Total 838 with 252 scoring 45+ or 42+. Spring 2002 - Total 836 with 251 scoring 45+ or 42+. Total of 1866 with 554 scoring 45+ or 42+.

4. ANALYSES OF STUDENT SUCCESS

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

At the end of Fall 2002, the survey results from each section was paired with the pass rate for that section. The findings revealed that the instructor's assessment of students' placement did not always coincide with pass rates. This information was provided to the newly formed Entry Level Assessment Committee (ELAC) whose mission is to review the effectiveness of assessment measures used for entry level placement. ELAC requested that a more in-depth study be done by pairing each individual student's grade with the instructor's assessment of their placement. The ELAC continues to meet and discuss the placement of students based on testing. This committee has reviewed a number of standardized tests and will have recommendations for changes in the placement process in Spring 2005.

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

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

If the review of a standardized test shows that the test is no longer providing the desired results, the process of identifying a new test will begin. The ELAC will recommend an

instrument with cut scores to the Vice President for Student Services and the Provost/Vice President for Academic Affairs. Any changes in the test instrument will occur at the beginning of an enrollment period so that the revised test will be administered to all students enrolling for that specific semester. After the test has been used for at least one full academic year, a review of the cut scores will take place and adjustments will be made where necessary.

5. STUDIES OF ENTRY LEVEL ASSESSMENT

A comprehensive tracking system to determine how well students do in developmental classes and then how they do in college-level classes after completing developmental classes is completed each year. The Developmental Student Tracking Report follows the progress of students who began in developmental classes from FY 1997 through FY 2003 and can be found in Appendix C. A brief summary follows.

- Students who completed developmental reading classes had completion rates between 55% and 95% in college-level classes that have been identified as requiring minimum reading competency.
 - * This is a slightly *higher* completion rate in **2 of the 5** college-level classes identified as requiring reading competency than students who were directly placed in these classes; however, in **3 of the 5** identified college-level classes, completion rates were *lower* than for students who did not complete a developmental reading class.
- Students who completed developmental writing classes had completion rates of 78% to 87% in college-level classes that have been identified as requiring writing competency.
 - * This is a slightly *higher* completion rate in college-level classes identified as requiring writing competency than students who did not take an associated developmental class.
- Students who completed developmental math classes had completion rates of 64% to 88% in college-level math classes.
 - * This is a *higher* completion rate in Contemporary Math, but *lower* in Math for Business Careers and College Algebra than students who did not take an associated developmental class.

These findings basically support the validity of the course placement cut scores used in the entry-level assessment system, as well as show that developmental classes are in most cases successfully preparing students to move into college-level classes.

6. PLANNED INSTRUCTIONAL CHANGES

The information concerning lower completion rates for developmental math students in Math for Business Careers and College Algebra in FY 2003 was passed on to the Dean of Science and Mathematics and a committee was formed to review the curriculum and make changes if needed. The Committee is still looking at the curriculum with changes to be implemented in FY 2005. Also, concerns over lower completion rates for developmental students was provided to the Entry Level Assessment Committee (ELAC) and the Associate Vice President for Academic Affairs. The Committee studied entry level assessment tests, the cut scores and student success in classes they are placed in. The results of this Committee's work will be presented to the Associate Vice President in the Spring of 2005.

The data from the entry-level assessment is focused on determining the appropriate placement of students into classes. In FY 2004, this information did not lead to changes in instructional activities. Although the placement of students does change the mix and frequency with which classes are offered.

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

MID-LEVEL ASSESSMENT

7. MEASURES OF MID-LEVEL COMPETENCIES

HISTORY: In FY 1994, Oklahoma City Community College piloted CAAP as a measure of mid-level assessment. Over 600 students fell into the category of those who had completed their general education courses, and they were sent invitations to be part of this new program at the College. Only 11 students actually participated in the test. After a lengthy discussion in the

Student Assessment Committee during Fall 1995 concerning the motivation of students, it was decided to find ways to measure the College's general education competencies that did not include additional testing for students. The decision was made that a standardized test was not the best way to determine whether a student had met their general education competencies.

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

In FY 2000, the General Education Committee completed a major project that increased the number and types of outcomes and measures related to each General Education competency. The General Education Outcomes Assessment Plan approved by the General Education Committee in September of 2001 can be found in Appendix D. This plan includes an implementation timeline. In FY 2004, the competencies of Political Science and Physical and Biological Processes were evaluated in depth.

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

8. ASSESSMENT OF GENERAL EDUCATION COMPETENCIES

As in most two-year colleges, it is difficult to define where mid-level assessment should actually occur. Therefore, Oklahoma City Community College has chosen to define mid-level as

the point at which students have acquired all of their general education competencies. This may happen at any point during the time they attend the College.

The General Education Committee with input from faculty revised the general education competencies in FY 1998 and 1999. In this process several competencies were reworded and two were added. The statement of all general education competencies can be found within the General Education Outcomes Assessment Plan in Appendix D.

In Fall 1999 a list of outcomes and measures for each of these competencies was developed. A system has been developed in which information can be collected on a regular basis using these outcomes and measures. With the implementation of the plan in FY 2002, the evaluation of each general education competency will be completed once every five years. The results of each year's evaluation will be part of this report.

In FY 2004 the competencies of Political Science and Physical and Biological Processes were evaluated. The results of this study can be found in Appendix E. In general the findings were very positive. The table below is a summary of the information provided by the Academic Profile.

ACADEMIC PROFILE RESULTS
Fall 2003

	Freshmen 30 hours or less N=43	Sophomore 31 – 60 hours N=108	Upper Classmen 61+ hours N=50
Total Score			
OKCCC Mean	440.20	438.29	444.45
Norm Group Mean	435.70	443.10	443.20
Critical Thinking			
OKCCC Mean	108.93	109.26	110.82
Norm Group Mean	108.80	110.80	110.70
Reading			
OKCCC Mean	118.10	117.31	118.72
Norm Group Mean	115.10	118.30	118.50
Writing			
OKCCC Mean	112.85	112.68	113.80
Norm Group Mean	112.80	115.00	115.10
Mathematics			
OKCCC Mean	113.78	112.45	114.61
Norm Group Mean	111.40	113.20	113.20
Humanities			
OKCCC Mean	113.3	113.01	114.51
Norm Group Mean	111.70	114.30	114.30
Social Science			
OKCCC Mean	112.30	112.66	113.40
Norm Group Mean	111.40	113.70	113.60
Natural Science			
OKCCC Mean	114.05	113.50	115.02
Norm Group Mean	113.50	115.90	116.10

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

Freshman group scored high on all subscales. Although not significant, the fact that the Sophomore group scored lower than the norm group is of concern and will be monitored.

The Academic Profiles test will continue to be given, but the students to be assessed will be within one semester of graduation. It is anticipated that this will increase the number of students who participate and that these students will better represent the student completing General Education at OKCCC.

Political Science

The Political Science faculty identified the basic concepts that all students should have at the end of their American Federal Government class (PS 1113). A 16 question multiple-choice assessment of these concepts was given to students at the end of PS 1113 in Spring 2004. A total of 659 students took the 16 question test. The results showed that 74.2% of the students had a score of 60% or better on the assessment.

The General Education Committee will review the results in the Fall of 2004 and make recommendations on the use of these results. It is anticipated the test will be reviewed to determine its validity and reliability, and the Political Science faculty will be reviewing the information from the test to determine if there are specific concepts that students were missing.

Physical and Biological Processes

In the fall of 2003 the faculty in the biology and physical science departments created instruments designed to evaluate if students were meeting the science general education competency. The instruments focused on a few important concepts linked to biological and physical processes that the faculty believed a student should understand if they were to meet the science general education competency. In the spring of 2004, 335 students in the two biology courses and 555 in the six physical science courses were assessed. The results showed that 68% of the students had a score of 60% or better on the assessment.

The General Education Committee will review the results in the Fall of 2004 and make recommendations on the use of these results. The science faculty were not pleased with the results and are currently looking at courses to determine changes that could be made to improve the students' understanding of the basic concepts.

9. PROGRESSION OF STUDENTS and

10. ANALYSES AND FINDINGS

The systematic plan for evaluating each of the general education competencies is providing valuable information on student acquisition of these skills. Two general education competencies are evaluated each year as outlined in The General Education Competency Outcomes Assessment Plan in Appendix D. Also, the Academic Profile Test is given annually to a sample of students who have completed the majority of their general education courses. The results of each year's evaluation are shared with the General Education Committee, faculty, and administration and are a part of each year's Annual Assessment Report.

At the present time, the General Education Committee is reviewing the College's general educational core competencies. Based on the results of the assessments listed in this report and recent curriculum revisions, the Committee is looking at redefining general education competencies to ensure that there are courses in each degree program teaching each competency. The College looks forward to the continued results of the new system developed for measuring general education outcomes, as they will provide information that allows changes to be made in the curriculum when necessary.

11. INSTRUCTIONAL CHANGES

The General Education Committee plans to continue to look for effective and efficient ways of assessing the College's mid-level general education competencies. In accomplishing this objective, the General Education Committee is continuing to seek information on currently available outcome measures.

Once information is available through the implementation of the General Education Outcomes Assessment Plan, the Plan outlines a process to make curricular changes when warranted.

PROGRAM OUTCOMES ASSESSMENT

12. ASSESSMENT INFORMATION

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

Program	Outcome Measures and Numbers Assessed
Accounting	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 0 responses from 2 graduates. ▪ Capstone course Intermediate Accounting II (Acct 2703) FY 2004 – 91% successful completion rate with 11 enrolled.
Automotive Tech	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 1 response from 17 graduates. 100% rated training as Very Good. ▪ Capstone course ASE Certification (AT 2101) FY 2004 – Successful completion rate of 86%, 22 enrolled.
Child Development	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 3 responses from 40 graduates. 100% rated training as Good to Very Good. ▪ Capstone course Child Development Fieldwork (CD 2083) FY 2004 – Successful completion rate of 95%, 19 enrolled.
Commercial Art /Graphic Communications	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 2 responses from 18 graduates. 100% rated training as Good. ▪ Portfolio Evaluation. 100% have an acceptable portfolio
Computer Aid Design	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 1 response from 33 graduates. 100% rated the training Good. ▪ Capstone course Design Project (CAD 2924) FY 2004 — Successful completion rate of 85%, 20 enrolled
Computer Science	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 5 responses from 62 graduates. 80% rated the training Good to Very Good and 20% rated the training neutral. ▪ Capstone course Systems Analysis and Design (CS 2223) FY 2004 – 59% successful completion rate, 12 enrolled.
Electronics	<ul style="list-style-type: none"> ▪ Survey of FY 2004 Graduates – 0 responses from 16 graduates. ▪ Capstone course Digital Logic System (ET 2334) FY 2004 – Successful completion rate of 100%, 2 enrolled.

Program	Outcome Measures and Numbers Assessed
EMT	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 0 responses from 38 graduates. ▪ Due to the implementation of the new curriculum, only one group of six students completed in FY 2003. Of the six, four passed the Registry Examination on the first attempt (67%), and the remaining two were successful on the second attempt (100%).
Finance and Insurance	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 1 response from 1 graduates. 100% rated the training as Good. ▪ National Insurance Certification Exam: FY 2003 – In all but 2 sections, over 75% of students passed national certification exam. Average pass rate 85% compared to national average of 76% for all courses
Journalism & Broadcast	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 0 responses from 15 graduates. ▪ Internship positions – 100% successfully completed the internship
Management	<ul style="list-style-type: none"> ▪ Capstone course Management Applications (MGMT 2953) FY 2004 – 80% successful completion rate, 40 enrolled.
Nursing	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 11 responses from 88 graduates. 100% rated the training as Very Good to Good. ▪ National Council Licensure Exam for Registered Nurses (NCLEX-RN) – 110 candidates, 95 passed on first attempt, 86% pass rate ▪ Capstone course Nursing Processing IV (NUR 2549) FY 2004 – 95% successfully completed of 118 enrolled.
Occupational Therapy Assistant	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates - 1 response from 11 graduates. 100% rated the training as Good. ▪ National Certification Exam in FY 2004 – 17 students were tested, 15 passed the test, 88% passing rate. ▪ Capstone course Fieldwork (OTA 2263) course grade based on observation of the student in the work place in FY 2004 – 19 enrolled with a 95% successful completion rate.
Administrative Office Technology	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates - 1 response from 12 graduates. 100% rated the training as Good. ▪ Career Education Internship (AOT 2663) FY 2004 – 29 enrolled with a successful completion rate of 83%.

Program	Outcome Measures and Numbers Assessed
Physical Therapist Assistant	<ul style="list-style-type: none"> ▪ Survey of FY 2003 Graduates – 3 responses from 14 graduates. 100% rated the training Good to Very Good. ▪ Physical Therapist Assistant Licensure Exam. In FY 2004, 15 graduates were tested, 14 passed on first attempt (93%) compared to national pass rate of 74%. ▪ Capstone course PTA 2134 (Clinical Practicum II) FY 2004 – Completion rate is 95% with 19 enrolled.

Cooperative Programs

Program	Outcome Measures and Numbers Assessed
Aviation General/Airframe/Powerplant	<ul style="list-style-type: none"> ▪ FAA National Written Test –due to changes in the way the FAA reports certification completion, data is unavailable for the FY 2004 academic year. Steps are being taken to gain access to the data for FY 2005.
Medical Assistant	<ul style="list-style-type: none"> ▪ Certified Medical Assistant FY 2004 – 1 students certified
Microcomputer Support Technology	<ul style="list-style-type: none"> ▪ A+ Certification FY 2004 – 30 students certified ▪ CIW Designer FY 2004 - 2 students certified ▪ IC3 FY 2004 - 76 students certified ▪ Network + FY 2004 – 9 students certified ▪ I-Net + FY 2004 – students certified ▪ Linux + - 3 students certified ▪ Server + - 2 students certified ▪ Security + - 1 student certified ▪ Windows Professional – 2 students certified ▪ Windows Server Administrator FY 2004- 1 student certified ▪ Network Administrator – 1 student certified ▪ Network Infrastructure – 1 student certified ▪ Directory Services – 1 student certified ▪ Oracle Certified Professional FY 2004 – 25 students certified ▪ Certified Cisco Network Administrator FY 2004 – 6 students certified ▪ Certified Cisco Network Professional FY 2004- 5 students certified ▪ Certified C-Tech/network Cabling Specialists/Fiber Optics FY 2004 –11 students certified ▪ Certified C-Tech/network Cabling Specialists/Copper FY 2004 – 18 students certified
Respiratory Care	<ul style="list-style-type: none"> ▪ Certification for Respiratory Care FY 2004– 18 students certified
Surgical Technician	<ul style="list-style-type: none"> ▪ CST Certified Surgical Technologist FY 2004 – 11 students certified

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

Using faculty input, revisions were made to the form for use in FY 2001. In April 2002 other small modifications were made to the form which would allow: names of all program faculty who assisted with the assessment be listed; and all program terminal objectives to be listed even if not evaluated that year. The improved Academic Outcomes Assessment form will be used to assess outcomes in all academic programs during FY 2003. This form and instructions on how to complete the form are located in Appendix F.

The Academic Outcomes Assessment Committee (AOAC) reviewed initially completed forms for FY 2004 from each program in December 2003, and will review the same program forms when finalized in December 2004. These two review times allow the I.E. Committee an opportunity to make suggestions for improvement or to discuss concerns about the program outcomes or instruments of measurement.

This annual process also allows for ongoing assessment within each program, which in turn allows program faculty to use the information gathered to make adjustments to their programs when deficiencies or concerns are identified. These adjustments might entail changes in course content, course sequence, methodology, mode of instruction, as well as other areas. The table below reflects some of the changes made from the FY 2003 Outcomes Assessment process. The Outcome Assessment forms for FY 2004 will not be available until the end of Nov. 2004 and will be included in the FY 2005 Annual Assessment Report.

Program	Outcome Measures and Numbers Assessed
Administrative Office Technology	Program faculty reviewed the final post-test for the Automated Records Management students. After this review and discussion with the Advisory Committee, additional coding/computer activities were added to the Fall 2001 curriculum.

Program	Outcome Measures and Numbers Assessed
Computer-Aided Design and Drafting	<p>A review of the projects submitted in the Multimedia capstone course by instructors and practicing professionals indicated students did not have a clear understanding of the scope and focus of the project they were to complete. The general program direction was on track, but there was not enough data to determine major revisions in the program now. In an effort to clarify the project:</p> <ol style="list-style-type: none"> 1. Project requirements were expanded and clarified with an emphasis on a client (not student) centered project. 2. Specific deadlines and measurable progress points were established. 3. Advisor meeting and project review sessions will be revised to provide broader review of program outcomes for FY 2002.
Emergency Medical Technology	<p>In a Paramedic Program Survey, the employers rated the program as adequate in all areas with the exception of documentation. Two program faculty did externships with two area ambulance providers to explore this issue, and it was found that documentation was good, however, students lacked knowledge of necessary items required to assure reimbursement by Medicare and HMO's. These items have now been introduced into the curriculum.</p>
Graphic Communications	<p>Meeting with Graphic Communications Advisory Board to discuss the needs of employers in the field and follow up meetings with further discussions with members, along with collecting written input in the form of surveys from Advisory Board members resulted in recommendations that more web page instruction should be included in the GCOM program and that additional equipment be purchased to deal with the transfer of large video files. As a result of this recommendation, a new class called Web Page Animation was added to the curriculum in FY 2002. This class teaches the software program Flash! which is the industry standard for web page animation. A CDW drive was purchased for the instructor computer in the multimedia classroom to help the instructors deal with large video and Photoshop files.</p>

Program	Outcome Measures and Numbers Assessed
Journalism and Broadcasting	Based on an informal survey of employers, it was determined that the J&B program is on track for preparing students to succeed in the work place; however, ways to promote “convergence” of print and broadcast journalism was an employer suggestion.. The goal of “converging” the news writing lab with the broadcast lab has been identified as a way to accomplish this so students would have the opportunity to develop news stories in both print and broadcast formats for presentation on the Pioneer Online website.
Modern Language	Students enrolled in Intermediate Spanish II, the highest level course in the Modern Languages Program: Spanish Emphasis, were interviewed in Spring 2001. The interviews were a modified version of the Oral Proficiency Interview. Three students were clearly at the Advanced level, but they were either native speakers or speakers who had extensive experience with the language outside the classroom. Of the remaining students, about 1/3 were at the Intermediate High level, which is the goal for the course; about 1/3 were at the Intermediate Mid level; and about 1/3 were at the Intermediate Low level. There was one student whose oral skills were probably still in the Novice category. These results suggest a strong need for more oral practice in all levels of Spanish. It is apparent that we need to provide students with more opportunities for development of oral language skills in every Modern Language course. As a result, more class time is devoted to oral practice in both Spanish and French.
Physics	Program faculty conducted exit interviews with a sample of Physic students who had completed the Physics Program courses. Results showed that participants had a firm grasp on laboratory techniques and data analysis methods. The concept of maximum accountable error and validity of data was adequately covered by the participants, although the finer points were a bit shaky. To address this weakness, a tutorial video on Maximum Accountable Error and validity was developed for use in FY 2002.

The above table is only a sample of the changes that are occurring and being documented due to an organized outcomes assessment process.

In addition, each college program is evaluated in detail once every five years. A large portion of that evaluation is to assess how students who complete the program are doing. Assessment information includes data from graduates reported in a survey one year after

completing the program, results from licensure exams, transfer GPA at other institutions, advisory committee annual review, and any program specific information that may be available. These in-depth evaluations are used to improve the overall program. They require recommendations for improvement, and these recommendations are monitored to assure their accomplishment.

13. ANALYSES AND FINDINGS

The results of the program outcome measures show that the programs are meeting their purpose. Graduate information was obtained from students who graduated in Summer 2002, Fall 2002, and Spring 2003. Information is not yet available for FY 2004 since surveys are sent out 12 to 18 months after graduation. Graduates who respond to the survey appear to be very satisfied with their training. A summary of the data is available in Appendix G.

This graduate information is reviewed annually for the College as a whole and by each program during their program review. The information is used to identify problem areas that need more in-depth study. The response rate for these surveys is in need of improvement so that individual programs can have better information to use in decision-making.

A number of the programs have capstone courses. These courses provide the student with the opportunity to combine all of the knowledge they have gained into a practical application. This application may be in the development of a comprehensive project or in lab or clinical experiences. The successful completion of capstone courses is an indication that the student has the knowledge and ability to be successful on the job. Eleven of the fifteen Associate of Applied Science programs conducted exclusively at OKCCC have capstone courses. The completion rate (students who receive a D or better) in ten of eleven courses range from 80% to 100%. With this as an indication of future success on the job, it appears that these programs are preparing students for employment. Computer Science capstone course, “Systems Analysis and Design (CS 2223)” has a completion rate of 59% for FY 2004; this will be brought to the attention of the program faculty and the I. E. Committee.

Licensure examinations are another outcome measure used by a number of programs to indicate their success. Five of the above referenced fifteen programs use this as a measure of success. All five of the programs had a pass rate of over 80%. Passing a licensure exam is an indication that the graduate possesses the knowledge needed to be a successful employee. In all

five programs, students from OKCCC had *a higher licensure rate than the national licensure rate for that program*. Licensure information is reviewed annually, and the program curriculum is adjusted if areas of weakness are identified.

14. INSTRUCTIONAL CHANGES

One of the sources highly valued in the process of evaluating program outcomes is the survey that is mailed to student's one year after completion of degree requirements. Graduates are given the opportunity to provide input regarding how well they believe the education they received at Oklahoma City Community College has prepared them for their specified career endeavor. Thirteen percent of the FY 2003 grads returned their surveys.

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

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

It is apparent that information is needed from employers on the OKCCC students they employ. During FY 2002, a survey was developed to ascertain information on student success from the various program advisory committees, which are comprised of employers within that career field. The survey asked what areas our students are best prepared and in what areas additional preparation would be helpful. Advisory members were also asked to rate the importance of twelve personal skills and then evaluate our students' preparation in these areas. Responses indicated that our students are best prepared in the areas of listening and integrity and honesty, and could benefit from additional preparation in the areas of interpersonal communication and workplace diversity. Results from this survey can be found in Appendix H.

In addition, a survey is being developed to elicit various pieces of information from area businesses, such as type of training needed in the future, satisfaction with prior training, satisfaction with OKCCC graduates, and suggestions on improving graduate skills.

STUDENT SATISFACTION ASSESSMENT

15. ASSESSMENT ACTIVITIES

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

The first measurement instrument is the ACT Student Opinion Survey. It is administered every other year in the spring to a stratified, random sample of enrolled students. The most recent administration of the ACT Student Opinion Survey was in Spring 2004. A total of 935 students completed surveys that could be used in this study. The results of the Spring 2004's survey are contained in Appendix I.

The second standardized measure seeks student input on individual classes. Students are requested to complete a Student Instructional Inventory (SII) in each class they are attending. In Spring 2004 a total of 7,233 evaluation forms were processed. The results of these surveys are listed below.

Question	Agree	Disagree	N/A	Percent Agree
1 Instructor made objectives clear	6,912	266	27	95.6
2 Instructor made grading clear.	7,049	138	35	97.5
3 Instructor is prepared.	6,962	208	34	96.3
4 Instructor treats students with respect	7,006	145	67	96.9
5 Instructor presents material understandably	6,530	607	64	90.3
6 Classroom activities are relevant	6,883	169	154	95.2
7 Instructor is available during office hours	5,863	94	1,235	81.1

As can be seen from the above table, 90% or above agree with each statement except number 7, which has a large number who marked it "not applicable." With this type of response, there is little that points to needed change. Responses are reported back to the Deans of each

division as well as to the individual faculty. This information is used to change or enhance aspects of their teaching, and in some cases these results are used to determine individual performance objectives.

16. ANALYSES AND FINDINGS and

17. INSTITUTIONAL CHANGES

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

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

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

Two areas that were low, student voice in college policies and satisfaction with Financial Aid, in the FY 2002 Student Opinion Survey showed significant improvement in the FY 2004 ACT Student Opinion Survey. This gives credence to the changes that were made from the information obtained on the FY 2002 survey.

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