

Oklahoma City Community College Annual Assessment Report Summary for FY2010

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 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 and these competencies are measured.

Overview: In FY2009 the faculty General Education Committee decided to initiate a review which would include using rubrics to evaluate student artifacts. The General Education Committee created interdisciplinary teams with members from multiple divisions. Each team consisted of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member was a representative of the General Education Committee. The goal of this process was to

evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCCC. Faculty members on each team were compensated.

Method: Rubrics were developed to provide common criteria for assessing “artifacts” gathered from various courses. Some examples of artifacts included recorded performances, PowerPoint presentations, essays, lab reports, capstone projects, research projects, service-learning projects, or any assignment preexisting in a faculty's course. Artifacts adhered to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

The underlying principle of this method was to (1) reduce the intrusive nature of assessment within faculty courses, (2) create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) collect artifacts already designed and administered by our professional faculty at OCCC.

The collection process was interdisciplinary. If an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objective(s) for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

Process:

1. Faculty will submit a copy of student artifacts from their courses.
2. The Office of Institutional Effectiveness will receive the list of courses and identify students completing at least 35 college credit hours.
3. Selected individuals from Academic Affairs will separate the artifacts into two areas: those students meeting and not meeting 35 credit hours.
4. Selected individuals will also separate the artifacts under the various General Education Outcome Categories.
5. Assessment Teams will receive the artifacts with the assurance of student and professor privacy.
6. Assessment Teams will evaluate the Outcomes based on a rubric.
7. Assessment Teams will submit and present a report (with actions or recommendations) to the General Education Committee. Actions and recommendations will also originate from faculty programs and other interdisciplinary meetings at various times during the semester, such as Orientation Week.
8. The final reports with specific actions and recommendations will be displayed on the General Education Committee website.

Results:

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 FY2009, OCCC administered the Community College Survey of Student Engagement. This is the second time the CCSSE has been administered. The results of this survey have been 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 CCSSE was administered to a stratified random sample of classes selected by CCSSE. The College initially sent the list of courses which met the criteria of CCSSE. 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 2009. There were 796 survey forms completed. This response represented approximately 6% of the total credit student population for the semester.

The demographic information included 62% full-time students, 84% English as a native language, and 64% planning on transferring to a four year university. Forty-six percent intend to complete an internship, field experience, coop experience, or clinical assignment. Twenty-three percent plan on taking an honors course. Ninety-six percent would recommend the college to a friend or family member. Eighty-nine percent gave the College an excellent or good in evaluating their entire educational experience.

There were 36 items which increased statistically significantly at OCCC from 2007 to 2009 and 5 items decreased significantly at OCCC from 2007 to 2009. Compared to Achieving the Dream (AtD) colleges, OCCC was above in one item and below in two items. Compared to Other Large Colleges, OCCC was up in three areas and down in one.

The Student Input on Instruction was conducted in the Fall and Spring Semester of FY2009. Students were requested to complete the survey instrument in each class they attended. There were a total of 18,334 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 FY2009 of the FY2008 graduates. OCCC has continued to emphasize the importance of this survey which generated a 38 percent response rate of the FY2008 graduates. Ninety percent of the graduates indicated that their preparation for continuing their education was good or excellent. Five percent had some difficulties transferring. One hundred percent of the graduates indicated that their educational preparation to its usefulness on the job was very good or good. Nine-eight percent of the graduates indicated that their satisfaction with their educational experience was very satisfied, somewhat satisfied or satisfied. Ninety-seven percent would recommend OCCC to a friend.

Section VI Assessment Budget

The primary operational costs were attributed to the tests and surveys administered during this year. 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.