

## **Oklahoma City Community College Fall 2010 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 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.

An example of this review, occurred during FY2010 during which time the math faculty reviewed student developmental math course placements. One of the results of this review was to determine that neither the Compass nor the Accuplacer tests were adequate to place students in the appropriate math level. Therefore, math faculty developed their own test to place students. In addition, student course success in math was also relatively low. Therefore, the math faculty redesigned the developmental math curriculum using a "spiral" methodology and multiple learning formats for students with different learning styles. The new curriculum, College Prep Math (CPM) was implemented in Fall 2010.

### **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.

This is the second year that OCCC has used artifacts to determine student general education competencies. Rubrics were used to provide common criteria for assessing these artifacts. 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 member's course. Artifacts adhered to the specific objectives of Student Learning Outcomes established by the General Education component of OCCC's curriculum. 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. The collection of these artifacts occurred in the fall and spring semesters with summer months used to evaluate them. The goal of the General Education Assessment process is for students to score at least a 70%. The results follow:

#### Human Heritage, Culture, and Value

97 Artifacts were evaluated. Artifacts originated across the discipline. Seventy percent (68 out of 97 artifacts) met the requirements of the evaluation rubric.

#### Public Speaking

46 speeches were evaluated, Artifacts originated across the discipline. Sixty-one percent (28 out of 46 speeches) met the requirements of the evaluation rubric.

#### Writing

105 essays were evaluated. Artifacts originated across the discipline. Ninety percent (94 out of 105 essays) met requirements of the evaluation rubric.

#### Social Institutions

66 essays were evaluated. Artifacts originated across the discipline. Eighty percent (53 out of 66) met the requirements of the evaluation rubric.

#### Mathematical Methods

105 artifacts were evaluated. Artifacts originated across the discipline. Some artifacts did not contain all objectives of the evaluation rubric. Therefore, not all artifacts were evaluated in each category.

97 out of 105 (about 92%) met the requirements for Mathematical Properties.

84 out of 104 (about 81%) met the requirements for Mathematical Applications.

42 out of 72 (about 58%) met the requirements for Mathematical Conclusions.

30 out of 62 (about 48%) met the requirements for Mathematical Evaluation.

#### Science

71 artifacts were evaluated. Eighty-four percent (57 out of 68) met the requirements for critical thinking in Science.

Based on the results, the General Education Committee suggested the following actions:

1. We continue to provide student opportunities for successful communication skills through Student Life. In November, Professor Jeff Cleek will present a Brown Bag Luncheon Series on Overcoming Fears in a Public Speaking environment.
2. We encourage faculty and students to support the Public Speaking Lab open to all students at OCCC to practice speeches before they give them, to record speeches for an online environment, and/or to record speeches with other

colleagues for group projects. By the Spring Semester, student workers will be hired to operate the Public Speaking Lab.

3. We encourage the continued success of the Cooperative Learning training for faculty development. Cooperative Learning provides pedagogical approaches to active learning, cooperation, collaborative learning, and various kinds of communication skills (including listening skills) within the classroom. Training sessions continue during FY2011.
4. We encourage each Academic Division to review their curriculum to decide how communication skills can be integrated into their current or future syllabi and courses. In line with this goal, our recent Leisure Services Management degree requires COM 2213: Introduction to Public Speaking for the program.
5. We support the actions of the General Education Committee to review the current outcome related to communication skills. This outcome includes the following areas:
  - a. Students will demonstrate effective writing and public speaking skills
  - b. Students will demonstrate analytical reasoning and logic skills by using mathematical methods and tools.

### **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 program outcomes and a timetable for the assessment of these outcomes. Each year faculty must implement at least two program outcome assessments which are presented in the program Annual Assessment Reports. 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 through the program review process. Faculty must include an overview of the program assessment activities over the last five years. A portion of the evaluation addresses how program graduates are succeeding in areas such as continuing education, employment, and licensure exam results. Faculty members also identify any program specific information which may be pertinent for the review.

### **Section IV Student Satisfaction for FY2010**

Oklahoma City Community College uses multiple 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 to all faculty and Spring Semester to adjunct faculty and new faculty. The graduate survey is administered every year to students who had graduated six months before. Last year was the first time the college administered the five year graduate survey of students who had graduated five years ago.

#### **ACT Student Opinion Survey**

In FY2010, 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 were analyzed to determine areas

which need to be addressed. This analysis is used to develop plans to improve various services across 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 2010. There were 1136 survey forms completed. This response represented about 8% of the total credit student population for the semester. The demographic information included 40% under the age of 21, 40% minorities, 57% females, 68% working, 70% enrolled full-time, 51% intend to transfer and 31% 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 33 items on the list in 2010 that were statistically higher than the national norm. There were three items in which the College decreases declined statistically significantly when compared to the national norm. In addition, there were 21 items that were statistically higher than the OCCC norm in 2008. Only one item within OCCC declined from 2008 to 2010.

#### Student Input on Instruction

Student Input on Instruction was conducted in the Fall and Spring Semester of FY2010. Students were requested to complete the survey instrument. There were about 20,000 evaluation forms processed. Results are reported to the deans. Deans use this information to assist faculty members to improve their courses.

#### Graduate Survey of the FY2009 Graduates

The graduate survey was conducted during the FY2010 of the FY2009 graduates. OCCC has continued to emphasize the importance of this survey which generated a response rate of 45%. The results of the survey were very encouraging. Ninety-two percent had no problems transferring. Eighty-eight 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-eight percent of the graduates would recommend the OCCC to a friend.

#### Graduate Survey of the FY2005 Graduates

This was the first year OCCC conducted a survey of their graduates who graduated five years ago. The response rate was 38% (374 of 986). Ninety-six percent of the graduates who identified another educational institution that they were attending either graduated or continued their education. Ninety-nine percent of the graduates would recommend OCCC to a friend.

### **Section VI Assessment Budget**

The primary operational costs were attributed to tests and surveys administered during the year and Achieving the Dream activities. 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.

Achieving the Dream as a major thrust of the college is used to aid in improving student success. These five initiatives included the following:

1. Developmental Math Education – The developmental math curriculum was redesigned using “spiral” methodology and multiple learning formats for students with different learning styles. The New Curriculum, College Prep Math (CPM) was implemented in Fall 2010.
2. Gateway Courses - Faculty developed best practices of instruction and implemented the Cooperative Learning teaching style.
3. Online Learning – The Angel server performance capacity was reviewed to reduce downtime and problems at peak usage. A new online orientation was developed for new students, which was implemented Fall 2010 for Spring 2011 students.
4. Advisement Policy - An Early Alert system designed to assist students who are having difficulty in their classes was implemented fall 2009. The use of the Angel Gradebook for faculty was available in FY2010. A new process was also initiated with faculty advising students during the summer months. Finally, a Probation Outreach program was developed and implemented in 2009.
5. Financial Aid – The financial aid department was reorganized to expand the number of full-time staff working on the front counter. Staff increased the number of joint recruitment and financial aid presentations to schools. Staff worked on increasing the total number of students receiving some form of financial aid and increasing the amount of financial aid dollars awarded to students.