Academic Outcome Assessment Report

2009-2010

Contents

Arts and Humanities Division

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN REPORT

FOR FY 2009

Diversified Studies

_____AA_and AS_____ _____Fall 09_____

Program Level (AA, AS, AAS, Date Submitted to Division Dean

Submitted By: _____Bertha Wise_____

Department Chair or Faculty Assessment Representative

OUTCOMES ASSESSMENT REPORT

PROGRAM Diversified Studies **PLAN YEAR FY 09**

Summary Report FY09

PART I – MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcomes and program outputs for each program will be evaluated using the measures and criteria for success identified below:

A. STUDENT OUTCOMES/DIRECT MEASURES

Upon completion of an Associate of Science or Associate of Arts in Diversified Studies, students will demonstrate that they have met the learning competencies in General Education. The General Education learning outcomes are undergoing some revision, but they include the following:

- Mathematical methods—to demonstrate analytical reasoning and logic skills by using mathematical methods and tools
- Scientific methodology—to demonstrate critical thinking by using scientific methodology
- Social institutions—to demonstrate an understanding of the function of major social institutions
- Writing—to demonstrate effective writing and public speaking skills
- Public speaking skills—to demonstrate effective writing and public speaking skills
- Global communities—to demonstrate an understanding of the ideas, events, and values that have shaped global communities

At least 37 credit hours of General Education are required in Diversified Studies, and many of the support courses students take as part of their degree plan (contract) are classified under the General Education category, with some exceptions. Students' degree plans (or contracts) are individualized according to individual needs and goals, so it is impossible to devise a process to assess the learning outcomes beyond the General Education they receive.

For the next 3-5 years, every General Education learning outcome is to be assessed.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output: 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 will have completed their degree and/or who were scheduled to graduate in May 2008 or August 2008 will be sent the Graduate Survey, generated through the Institutional Effectiveness Office.
- Seventy percent of those students who respond will rate their preparation for continued education at least a 4 on a scale of 1-5.

PART II – EVALUATION AND RESULTS

The following data were reported for the General Education Assessment for FY2008 and the information provided has been extracted from the Report provided by the General Education Assessment Committee.

Social Institutions:

9% (1 student) is proficient in Social Institutions Outcome based on Social Institutions Rubric.

91% (10 students) scored a 2 on the Social Institutions Rubric

Writing Skills:

82% (83 out of 101) of the students are proficient in writing skills.

Other Data:

11.88% (12 out of 101) scored a perfect 5.

31.68% (32 out of 101) scored a 4.

38.61% (39 out of 101) scored a 3.

15.84% (16 out of 101) scored a 2, which is below proficiency.

1.98% (2 out of 101) scored a 1, which is below proficiency.

0% (0 out of 101) scored a 0.

Mathematical Methods:

93.5% (72 out of 77) are proficient in Mathematical Properties

96% (74 out of 77) are proficient in Application of Mathematical Properties/Calculations

Scientific Methodology:

89% (17/19) of the students scored proficiency in drawing reasonable conclusions.

100% (19 out of 19) scored proficiency in supporting conclusions logically and communicating them effectively.

Human Heritage, Culture, and Values:

71% (37 out of 52) of the students achieved proficiency according to the Human Heritage, Culture, and Values Rubric.

Public Speaking:

Data: 61% (28 out of 46) students scored a 14 or higher on the Public Speaking Rubric.

Evaluation relevant to Diversified Studies

At this time, no changes in the Diversified Studies program are recommended based on the General Education Assessment.

Program Outputs:

The following results were obtained from specific questions, included with the Graduate Surveys sent to students who had graduated in 2008. The information covers the three programs in Multi-Divisional Programs (Pre-Education, Liberal Studies and Diversified Studies):

1. Sixty-nine (69) students reported that their major was Diversified Studies out of 234 surveys that had been sent out to students who had majored in Liberal Studies, Pre-Education, or Diversified Studies. This is a significant increase in responses from the 2007 group of graduates who responded (33).
2. The number of credits completed before the students declared their major was as follows (without breaking out which ones were just Diversified Studies):

    - 12 students reported they had completed 5 to 20 hours before declaring, 10 more than the 2007 group of graduates
    - 8 students reported they had completed 21 to 30 hours before declaring, 5 more than the 2007 group of graduates
    - 3 students reported they had completed 31-40 hours before declaring, 1 less than the 2007 group of graduates
    - 9 students reported they had completed 41-50 hours before declaring, 1 more than the 2007 group of graduates
    - 7 students reported they had completed 51-60 hours before declaring, 3 more than the 2007 group of graduates
    - 18 students reported they had completed more than 60 hours before declaring, 8 more than the 2007 group of graduates

3. Means of learning about the major as a potentially appropriate program:
    - 23 from the college catalog (17 more than 2007)
    - 42 from college faculty or staff (21 more than 2007)
    - 5 from the college website (2 more than 2007)
    - 9 from friends or relatives (4 more than 2007)
    - 9 from other sources (6 more than 2007)

4. The following reports what location or individual the student found most (5) to least (1) helpful with advisement:
    - Advising and Career Services: 3.66 (2007—3.59)
    - Assigned Faculty Advisor: 3.57 (2007—3.29)
    - Coordinator of Multi-Divisional Programs: 2.69 (2077—2.64)
    - Other Faculty or Staff: 3.56 (2007—3.33)
    - College Catalog: 3.80 (2007—3.76)
    - Webpage: 3.46 (2007—3.44)
    - Other: 2.70 (2007—2.95)

5. Challenges students identified in meeting the requirements of their degree fall into the following categories of concern:
    - Advising Issues
        - Advisors told me contradicting things so I had lots of problems and didn't graduate when I should have
        - Couldn't contact faculty advisor at all, not helpful.
        - My first choice for major was Liberal Studies when my faculty advisor added the credits up I was short, but I had enough for a degree in Science Diversified Studies.
        - Overlapping course work, useless coursework, and frustration levels of staff was low and many times I was treated poorly and often saw or heard others treated poorly.

- Problems with getting a faculty advisor at first, then I had two advisors, but the one I used was not the one listed as my advisor. Before I finally got an advisor, I wasn't sure I was taking the correct classes, the classes themselves were not the problem
- Sometimes I was confused about which classes I really needed.
- When I first enrolled my advisor had not yet been assigned and the lady who helped me in student services was rude and guided me in the wrong direction for class selections.

- Course Requirements
  - All the math requirements.
  - Classes
  - Completing class work.
  - Finding courses that would transfer to another college/university
  - Enrolling in classes and getting into the school of education at OU.
  - I had to take one class (Earth Science) at UCO because it was needed, but not offered at OCCC
  - Learning to write for my different professors was a challenge
  - Making sure my classes transferred so I would be able to use those with my college
  - My biggest challenge was getting through college algebra followed by biology. That's about it.
  - Some of the classes I needed to complete were not offered at a good time for a working adult. My economics instructor from Russia was very hard to get along with. Would never take class again.
  - Taking business statistics online was a challenge because the teacher did not explain class well and it was hard. Also, accounting I was hard.
  - The requirements changed and the class I could use to meet my requirements.
  - Trying to figure out which classes will transfer to other colleges.
- Employment and Family Responsibilities
  - As a full time employee and father of 2 boys, it is a tremendous challenge just to get to class, complete assignments, and reach my goals.
  - Being able to work full-time and go to class full-time.
  - I have never had the opportunity to go to school without also having to work. So there seemed to be less challenges this time. I did however get married last summer so that was a challenge.
  - My personal life and work schedule didn't leave me time to study in depth to earn as good of grades as I am capable
  - Owning my own business & home, and paying out of pocket for school was tough. I will now utilize a loan to continue for my bachelor's degree at UCO
  - Trying to balance work, school, and having a child.
  - Working 40 hr/wk, driving 25 miles to campus, finding study time to devote to more difficult courses
  - Working full time, raising family, took a long time.
  - Working, raising and maintaining a family, while trying to get good grades, also paying for school myself posed a challenge for how long it took for me to finish.
- Logistics such as travel, time and financial need
  - Driving to Oklahoma City, because I live in Norman
  - finances but financial aid helped
  - Finding the time
  - I didn't have enough time to take classes
  - Location and time
  - Time at home to study
- Scheduling was the only real challenge. I am a stay at home mom with no child care.
- Other
  - I found out a week after classes started my final semester that the class my faculty advisor approved for my math requirement would not fulfill the math requirement. I was ping-ponged around from department to department, no one willing to help me settle the issue. The only reason I found out was because I kept the communication lines open. I went to grad. services and found out what was happening.
  - I intended to get into OCCC's nursing program but after 3 semesters of applying and not getting accepted I changed my major to diversified studies and applied to UCO's nursing program and got accepted.
  - I was initially a nursing major, so there were some challenges in matching up some of the courses I had already taken for nursing to substitute for some of the Pre Ed required courses.

    - JAVA was too difficult and time consuming for me at this time. I had to withdraw from that class. I have 2 Associates degrees from OCCC and close to a 3rd.
    - LD students from high school
    - My prior academic record was a huge setback and obstacle to overcome, but I managed to graduate with over a 3.0
    - The only thing I can think of was when I needed my final transcript sent to my new college, I filled out a form for them to send it as soon as it was completed. It did not happen, I had no idea, and so I had to wait even longer for my classes at my new college.
- None
    - I did not meet any challenges.
    - None, I have taken so many courses that my counselor recommended the degree
    - None, I picked diversified studies so all of my classes would count towards a degree
    - None. This was not my first degree plan at OCCC. I was going to go into the nursing program. It was too difficult to get in, so I switched to whatever I could to graduate.
    - Work schedule. The online classes really helped me avoid challenges because I could do the work on my own time.
    - Did not experience any problems.
    - I did not have challenges because I was able to plan out my own major

6. Significant challenges identified by students:
    - Algebra was my most significant challenge (3 comments)
    - Balancing school and work full-time.
    - Class times
    - Classes
    - Classes changing when I had already completed one of them.
    - Dealing with young and immature fellow students and a rude demeaning science professor who was prejudice and showed favoritism towards "whites" in the classroom.
    - Driving to Oklahoma City, because I live in Norman
    - Dropping behavioral stats and joining math stats class a week and a half after the semester started.
    - Finding study time due to also working 40 hr/wk-some courses had to be dropped and reattempted due to this
    - Finding time and motivation to go to class and study around work.
    - Foreign credits
    - Graduating on time.
    - Having to deal with Charlie Hackeards (????)
    - High gas prices and the commute. The majority of my professors were excellent at motivating me to attend classes. My biggest challenge was a small medical emergency during the semester
    - Just making sure the credit hours applied to a particular degree
    - Maintaining mental and physical endurance to complete credits and good grades
    - Making sure everything would transfer
    - Making sure I had everything ready and prepared. I was having trouble getting a definite response from my assigned advisor. Maybe he wasn't sure what could be accepted as courses from my nursing major to substitute required Pre Ed. Courses.
    - Money (3 comments)
    - My chemistry teacher
    - My current challenge is still completing school
    - Obtaining financial aid and getting helpful advisement
    - O-Trip made me feel like any career path was possible. I've been to a lot of other schools and O-Trip is still my top choice to recommend to everyone.
    - Putting together a list of classes I needed to complete to receive my diversified studies degree
    - Schedule of classes 4 work.
    - School work along with a full-time job.
    - Staff attitude
    - Staying in school

- Studying hard enough to bring up my GPA
- There were no challenges.
- Time (3 comments)
- Working full time

PART III – RECOMMENDATIONS

- A system of tracking majors in order to obtain an even distribution of students completing surveys and general education assessments would be helpful to be able to compare results for Diversified Studies.
- Continue efforts to communicate to the general student population about declaring the Diversified Studies as their major and the need to have a degree plan completed, approved and on file much earlier in their college experience.
- Continued training and/or information for faculty and staff may provide more effective support as well as earlier intervention with students planning to major in Diversified Studies, either from the beginning of their college career or in the case of their changing career paths part way through.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2009

Graphic Communications
(Print, Photography and Multimedia Emphases

_____AAS_____ _____09/30/09_____

Date Submitted to Division Dean

Submitted By: _Randy Anderson_____

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Submitted By: _____

Dean Date

Student Outcomes Assessment Plan

Graphic Communications Program

FY09

Part II Evaluation and Results

Student Learning Outcome (2a)

Upon completion of the Graphic Communications program, students will be able to:

Demonstrate an understanding of design/photography appropriate to project and purpose.

Measurement and Criteria for Success

All Graphic Communications students taking the program's final Portfolio Preparation and Presentation course in the fall, summer, or spring semester of FY09 will create a portfolio and present this portfolio to the instructor. Program faculty will examine portfolios according to an established rubric.

Print/Multimedia Emphases:

80% of students will demonstrate an understanding of design appropriate to project and purpose by scoring "2" on the program rubric.

Photography/Digital Imaging Emphasis:

80% of students will demonstrate an understanding of photography appropriate to project and purpose by scoring "2" on the program rubric.

Evaluation and Results: Review of the Fall, Summer, and Spring FY09 of Graphic Communication students' portfolios shows 90% of the students demonstrated an understanding of design/photography appropriate to project and purpose by scoring "2" or above on the rubric.

Student Learning Outcome 2b)

Upon completion of the Graphic Communications program, students will be able to:

Demonstrate an understanding in the effective use of compositional elements to create an original design or image.

Measurement and Criteria for Success

All Graphic Communications students taking the program's final Portfolio Preparation and Presentation course in the fall, summer, or spring semester of FY09 will create a portfolio and present this portfolio to the instructor. Program faculty will examine portfolios according to an established rubric.

Print/Multimedia Emphases:

80% of students will demonstrate an understanding in the effective use of design

elements and typography to create an original design by scoring "2" on the program rubric.

Photography/Digital Imaging Emphasis:

80% of students will demonstrate an understanding in the effective use of framing, composition, and lighting to create an original image by scoring “2” on the program rubric.

Evaluation and Results: Review of the Fall, Summer, and Spring FY09 Graphic Communication students’ portfolios show that 85% of the students demonstrated understanding in the effective use of compositional elements to create an original design or image by scoring “2” or above on the rubric.

Program Output

Students enrolled in the Portfolio Preparation and Presentation class will be administered a Graphic Communications survey. 75% will rate the training received at Oklahoma City Community College as good or very good.

On an annual basis, the Graphic Communications advisory committee will evaluate by means of an anonymous questionnaire whether the Graphic Communications program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes.

Evaluation and Results: We have exceeded our goal in this area. Analysis of the Graphic Communications survey has indicated that 100% of the portfolio students rate the training received in the Graphic Communications program as good or very good. The survey also shows that 95% of portfolio students rated the quality of instruction in degree program courses as good or very good, 95% of portfolio students rated the quality of advising in the degree program as good or very good, and 95% of portfolio students rated the quality of course content as good or very good.

The results of the Graphic Communications Advisory Board Questionnaire indicates that 100% agree that the Graphic Communications program is meeting the needs of employers in the Oklahoma City metropolitan area, and 100% rated the overall effectiveness of the Graphic Communications program as satisfactory or better.

Part II–Recommendations:

We exceeded our goals for FY09. I recommend that we continue to use our current rubric to collect additional data. This additional data will be used to determine if any future rubric or curriculum changes will be required.

OUTCOMES ASSESSMENT REPORT

Film and Video Production

Student Learning Outcomes

Upon completion of the Associate in Arts Degree program, the Associate in Applied Science degree program, or the Certificate of Mastery program, the graduating student should demonstrate competency in the following learning outcomes in the year 2008-2009: Sound Techniques.

Program Outputs

Output 1: Exit Survey

Output 2: In-the-field assessment.

PART 1-MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT OUTCOMES/DIRECT MEASURES

Sound Techniques: 1. Students will apply the foundational concepts involved in sound techniques. Specifically, they will master microphone technology and placement, sound enhancements and volume, location and studio recording techniques, on-screen and off-screen dialogue and narration, sound effects, and musical score and source music.

The outcome will be measured by the Sound Rubric. If 80% of the students achieve a 2 (meets the course competency) out of 3 on the rubric, then the Outcome is achieved.

B. MEASURES AND CRITERIA FOR SUCCESS:

1. We used our Sound Techniques Rubric from Appendix D of our Five-Year-Assessment Plan, and applied it to projects made in the Sound and Sound Editing classes.
2. I've had multiple opportunities during the 2008-2009 year to assess the sound techniques skills of students and graduates in our program – in Capstone course films, in Documentary course films, and out in the field, where students synthesized the training they received in their classes.

EVALUATION AND RESULTS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

1. The numbers on the Sound Techniques rubric we administered broke down this way.

* 38 students exceeded the course competency requirements in their average score.

* 5 students met the course competency requirements in their average score.

* No student failed to meet full course competency in their average score.

2. The filmmaking assessment of our students involved their participation in multiple projects.

CAPSTONE COURSE PROJECTS

Students made Capstone films during the fall of 2008 that demonstrated mastery of microphone technology and placement, sound enhancements and volume, location and studio recording techniques, on-screen and off-screen dialogue and narration, sound effects, and musical score and source music.

One of these Capstone films was a documentary on sustainable farming made by Stefanie Leland, FOOD FOR THOUGHT. It was especially challenging in terms of sound recording, her narration had to be re-recorded to make it less “hot”, she had to blend original musical recordings with voice-narration and sound-effects and interviews. She had to work with both boom and wireless mikes. It was a complex sound project, as well as complex visually.

After a challenging but successful audio-mix, the film was screened at the DeadCenter Film Festival. As a result of that screening, she received funding for an hour-long documentary that she’s shooting right now, about what happened to the horned toad in Oklahoma. The funding is paying for trips she’s making to horned toad habitats in Oklahoma and Texas, as well as buying her a camera and sound equipment, for future films. Her cameraman, editor – and husband, is a graduate of ours, Beau Leland.

DOCUMENTARY COURSE PROJECTS

Students made documentary films during the spring of 2009 that demonstrated mastery of sound recording techniques and sound editing techniques. One of these documentary films, LOOKED OVER BUT NEVER OVERLOOKED has been accepted into the BareBones film festival in Tulsa. It was a challenging experience in terms of sound techniques, focusing on the lives of two “small people”, brothers who had troubled lives but evolved into rappers who perform at their church, and tour schools helping reach young people with their message of hope. The student filmmaker had to handle sound recording and sound editing for a large number of interviews, archival material, and rap performances – blending it all in his final mix into a successful and compelling film.

UNITED WAY

David Greene and our students helped the United Way shoot the campaign video for the United Way in 2009. Our students demonstrated a mastery of sound techniques in both exterior and interior location sound-recording techniques during this shoot, which helped the United Way reach their campaign fund-raising goals.

PSYCHOLOGIST PROJECT

Our students demonstrated mastery of sound recording techniques and sound editing techniques in filming and editing the first of a proposed series of shoots for a University of Oklahoma psychologist, Dr. Donna Nelson, who was extremely pleased with the results. We look forward to future projects with her.

CREATIVITY PROJECT

We reduced the 13 ½ minute version of the film we did last year for the Oklahoma Creativity Project to a 5 minute version at the request of Tom Searls, head of the Oklahoma Creativity Project, so they could use this shortened version for new fund-raising purpose. This required the student we assigned to this project to demonstrate a mastery of sound-editing and sound-mixing techniques, which he did. Tom Searls was extremely happy with the shortened version we gave him, and which is being used right now to raise funds for the Creativity Project.

DISCOVER OKLAHOMA

Several of our students had to demonstrate mastery of sound recording techniques and sound editing techniques when they shot, recorded and edited video segments for the magazine, Distinctly Oklahoma, which are being broadcast across the internet.

DEADCENTER FILM FESTIVAL

The Grand Jury Winner of the DeadCenter Film Festival, which won against competition from 90 other feature films, was YEEVTE, directed and edited by a graduate of ours, Rogelio Almeida. He demonstrated a mastery of sound recording techniques and sound editing techniques in this film, having to blend on-set recordings with ADR (Automatic Dialogue Replacement), and then blend his dialogue tracks with multiple sound-effects tracks and original music. The result was an award-winning film, and a powerful cinematic experience that went on to win Best Family Film at the Trail Dance Film Festival, and won the Bare Bones Film Festival in Tulsa for best Foreign Film.

The DeadCenter Film Festival's award for Best Short went to a student of ours, Zac Davis. In his film STARVATION DOCTRINE, Zac demonstrated a mastery of sound and sound editing techniques in this film, which focused on letting real people tell their own stories without any narration.

So on-set recording was crucial and Zac did an excellent job with this – as he did with the editing and sound-editing, which were quite complex since he had no narration to string sequences together, just the people themselves. And again, the result was award-winning and a testament to his mastery of sound techniques, as well as film techniques.

BARE BONES AND TAMPA INTERNATIONAL FILM FESTIVALS

Another graduate of ours, Siham Rachid, demonstrated mastery of sound recording techniques and sound editing techniques in her film made in our documentary course, A PLACE SHE CALLS HOME, about what it's like to be homeless on the streets of Oklahoma City. Siham won Best Short at the Bare Bones Film Festival, and she also won Best Short at the Tampa International Film Festival.

In addition, Siham's film was screened at a film festival in Toronto, and will be used as a fund-raising tool for a group in Santa Monica, California, that raises money to help rehabilitate women who've fallen into street prostitution and drugs. Now that's film and sound mastery at work – for the good of the community and the rehabilitation of people's lives. I couldn't be prouder of her.

PART III-RECOMMENDATIONS

Outcome #1: Sound Techniques Rubric Results.

38 out of 43 students exceeded the course competency average score, another 5 met the course competency score, and no one failed. We had three incompletes.

So we more than met our outcome. Our outcome was 80% of the students receiving an average score of 2 or better. We had 100% receiving an average score of 2 or better, and almost 90% receiving an average score of 3, which is far exceeding and not just meeting the outcome.

That's a very good and strong performance. In this next year, we'll continue to make our learning as experiential as we can, to help engage our students. That's why I've brought an increased focus on hands-on filmmaking experiences here for the students.

And we will certainly get into more hands-on experiential learning for sound and sound editing students here in our new studio facility, with our new editing room and sound stage – and the new sound mixing room, which is coming together as a combined effort of music and film, of Professor Michael Boyle and myself.

Part of this includes getting our students working on projects out in the field, where they can synthesize what they learn in class. But supervision is important for field recording, and due to a lack of what I felt was proper supervision of our students, I replaced the sound instructor we had last year with a very strong and dedicated faculty member, who once taught sound here, Bart Fluegels. Bart now teaches both sound and sound editing.

He has his own business however, and this Spring he will continue with sound editing, and Travis Palmer will teach sound.

Output #1: Exit Survey.

The college's data-system is being retooled. No exit surveys were sent out. But in the future these exit surveys will go out much earlier and be sent out through the college, which will be a big help to our program.

But in terms of the areas of consideration on the exit survey:

I have learned that to maximize student success in the Capstone course, I will make another curriculum change and require those interested in doing a narrative film, as opposed to a documentary, to have taken the screenplay writing course. Right now I've done this informally, by addressing all new incoming students.

I've had the opportunity to advise many many students -- during office hours, after class, during make-up classes, and during special appointment times. This has allowed me to help in a variety of ways, from gaining financial aid for students in need, to working with students so they could complete courses and not drop out.

I made sure that working professionals taught the courses here, and am very happy with the team I have now: Sean Lynch and Travis Palmer to teach Cinematography 1; David Greene to teach Cinematography 2; Sean Lynch to teach Production Design; Gray Frederickson to teach Film Production and Business; Bart Fluegels to teach Sound and Sound Editing; Harry Fogarty to teach Film Editing -- and when she comes back, Stephanie Claxton to teach Screenplay Interpretation.

I have worked diligently to expand opportunities for our students in the past year, and am in talks with Bob Blackburn to perhaps do a series of short films here for the History Center. I have also brought in over the last year another grant from the Kirkpatrick Foundation for a very much needed $25,000 – funds the college did not have to match, as the college had to last year. This current grant is a little more than what the college gave our program – in effect doubling our funds.

I also wrote a grant, with the help of Joe Swalwell, to the NEH for a Wiley Post project that we would film here in our sound stage, as well as do location work on. This is the first time our college has ever applied for such a grant. I also worked with Joe and Pat Berryhill to apply for another grant for our program from the Singer Foundation, and we're waiting to hear on that as well.

We've worked hard on marketing our program in a whole variety of ways last year, from demonstrations for high school counselors to demonstrations in high school classrooms, tours for those high school counselors, tours for local tech-schools like Moore-Norman, tours for businesses like Acquerman/McQueen and others, tours for civic and state leaders and parents and their children. We've gotten the word out through interviews Gray Frederickson has given local papers, and appearances he's done on local TV stations. We also had our program featured in an article in the magazine Distinctly Oklahoma, and displayed student work at the VPAC Dedication Ceremony.

The result of all this is that our enrollment is higher now than it's ever been. That's good but we're just going to keep building on this. We'll keep pushing to get the word out about our two Red Cameras and the lens packages that go with them. This is the camera that is revolutionizing the film industry, a camera that only the top film schools in the nation have – and now we are one of them. It is a great incentive for producers and directors, to help draw productions into our new studio in the Visual and Performing Arts Complex.

Also during this past year we've spent significant dollars on purchasing an Avid Network and the computers and software to go with it – and we're in talks with Avid to see if we can't become an official Avid Certification Center, as we once were. We have also collaborated with the music department to acquire the equipment needed to

create a mixing studio in our new Arts Complex. We've just bought the speakers for this room, and will collaborate with Michael Boyle on getting the sound-proofing.

This along with our new studio will mean that very soon we will have all the equipment needed to make feature films, right here, with facilities that are unrivaled in the entire state of Oklahoma – and that's according to Jill Simpson, head of the Oklahoma Film Commission.

This has had a huge uplifting impact on our students and program.

I've also worked hard to boost the collaborative atmosphere here by getting our students working with each other in the classes I teach -- and by getting our students working together as a team out in the field, and with other departments – as in the filming and sound-recording we did recently for the play ART.

Our students and graduates have been able to excel in excellence over the last year. One of our former students, John Aspinall, continues to be production coordinator for Sky News. Another graduate, Laura Marshala, works as an editor and coproducer for Fox Channel 25, and another graduate, Siham Rachid, works for Channel 9 as an editor.

Another graduate, Ilea Shutler, works at OETA. Another graduate, Beau LeLand, is working on editing a multi-hour History of Rock n' Roll documentary for Bob Blackburn and the History Center.

Another former student, Garrett King, continues to work for a production company in New York. Another graduate, Kory Malcom, works steadily in commercials around OKC. Carrie Johnson, a former student now working in California, continues active in our Alumni Association, and made a recent visit to our facility. After a tour, she ended up donating crates of rubberized broken glass to our program for students to use.

A former student, Jeff Boyd, continues to be an active Director of Photography on independent films shot in OKC. Jeff was the producer and DP for the film that partnered with the Oklahoma Film Institute, Blood Memory.

I've already enumerated some of our film festival successes. And there are more successes happening every day.

OVERALL ASSESSMENT

Our students, given proper supervision, are doing very well in demonstrating mastery of sound techniques.

These skills will grow and be enhanced in the coming year by opening up even more sound techniques educational opportunities in our new recording studio we're outfitting in our Visual and Performing Arts Complex. And by drawing in professional productions to our sound stage, we will give our students additional real-world sound techniques experience and work.

The curriculum changes that were made will continue to take our students and program to the next level -- where students are able to produce quality work on their own, without much supervision, due to increased in-the-field filmmaking experiences. This is one of the things I've made sure to give as many of our students as I could this past year.

By narrowing degree support electives to filmmaking courses, students now receive far more hands-on training in editing, cinematography, sound techniques, production design and documentary and theatrical filmmaking/storytelling.

I am very proud of the hands-on learning experiences I was able to bring our students during the past year. I am also extremely proud of what our students achieved this past year.

We really are expanding our connections out into our community, and helping to form the networks that lead to student success and the recognition for OCCC that can help boost enrollment – and DID in fact boost enrollment this fall to a historic high -- as a result of the excellence of our sound techniques courses, among many others. And we are close to being finished with our new website to market the excellence of our work and achievements to an even wider audience.

I look forward to what we and our students can achieve together in the coming year, in the wonderful new studio and editing facilities we are enjoying in our new Visual and Performing Arts Complex.

REFERENCE

Appendix D:

Sound Techniques Rubric

Evaluator's Name: _____

The student enrolling in FVP 2253: Film Sound must score an average of 2 (out of 3) on the Sound Techniques Rubric to demonstrate competency in sound techniques.

Rating Scale: 1 = Does not meet the course competency

2 = Meets the course competency

3 = Exceeds the course competency

Breakdown of Sound Techniques	**Points (1-3)**
Microphone technology and placement	
Sound enhancements and volume	
Location and studio recording techniques	
On-screen and off-screen dialogue and narration	
Sound effects	
Musical score and source music	
Total (add numbers from section 1-6)	
Average (divide total by 6)	

Explanation of Sound Rubric

A score of 1 means that the project does not meet the course competency.

The film

- Contains audio that is cut-off or inconsistent in clarity (too loud, garbled, or soft)
- Lacks overall sound design or contains audio tracks that are insufficiently recorded to communicate the idea of the story
- Depicts little to no evidence of sound mixing (background, sound effects, walla, folley, or additional audio elements) beyond basic production dialogue and music tracks
- Lacks a consistent use of on-screen and off-screen dialogue or sound to enhance the mood of the story

A score of 2 means that the project meets the course competency.

The film

- Contains clear audio but only partially assists in communicating the main idea of the story
- Communicates aural information with proper technical requirements but is incomplete in creating a full audio environment to enhance images
- Depicts a mostly balanced background audio tracks that do not overpower the primary audio
- Contains music that underlines and communicates emotions and story subtexts
- Produces effective use of audio mixing but sometimes it is uneven
- Balances on-screen and off-screen sound or dialogue, though it does not always enhance the mood of the story

A score of 3 means that the project exceeds the course competency.

The film

- Contains clear audio that effectively assists in communicating the main idea of the story
- Communicate aural information with proper technical requirements and a full audio environment to enhance images
- Depicts a clear balance of sound effects, walla, folley, and additional audio tracks that do not overpower the primary audio
- Contains music that underlines and communicates emotions and story subtexts
- Produces effectively balanced and mixed audio
- Balances on-screen and off-screen sound or dialogue that enhances the mood and rhythm of the story

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FY 09

Humanities Program: General Humanities, Literature, and Philosophy

Program/Option/Emphasis

AA 10-15-09

Program Level (AA, AS, AAS, Date Submitted to Division Dean

Submitted By Faculty Assessment Representatives: Marybeth McCauley, General Humanities; Mark Schneberger, Literature; and Michael Punches, Philosophy

Assisted By: General Humanities Faculty: Jeff Cleek, Mike Franco, and Clay Randolph. Literature Faculty: Mary Punches, Pamela Stout, Chris Verschage, and Bertha Wise. Philosophy Faculty: Jon Inglett, Stephen Morrow, and Nina Smith.

Submitted By: _____

Dean Date

PART I – MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcome and program output for the Humanities Program: General Humanities, Literature, and Philosophy Emphases will be evaluated using the measures and criteria for success identified below:

This outcome will be measured by a Course-Embedded Assessment Artifact (Essay for Humanities) from one of the following designated courses in General Humanities: HUM 2000 and above, Literature: ENGL 2123 and above, and Philosophy: PHIL 2000 and above. By using the Rubrics from the three emphases, faculty members (from the Language Arts Department) will evaluate the Course-Embedded Assessment Artifact/Essay. After the results are tabulated, we will consider the outcome achieved if 80% of the students in the General Humanities Emphasis score a 3 out of 4, students in the Literature emphasis score "yes" in at least five categories, and students in the Philosophy emphasis scores a 2 out of 4. (Philosophy recommends that students who earn a score of 2 on the artifact should be said to have achieved proficiency because "emerging" knowledge should be an appropriate threshold for sophomore level students.)

A. STUDENT OUTCOME/DIRECT MEASURE

Student Learning Outcome

Outcome 2.

Upon completion of an Associate in Arts degree in Humanities, students will critically think and write about their specific disciplines. This may include demonstrating an understanding of major works and movements and their historical and social impact	General Humanities Emphasis: • General Humanities students will critically think and write about their specific disciplines. This may include demonstrating an understanding of major works and movements and their historical and social impact.	Literature Emphasis: • Literature students will exhibit the ability to think and write critically and analytically about literature texts.	Philosophy Emphasis: • Philosophy students will demonstrate a critical engagement of Philosophy texts, including the various levels of Bloom's taxonomy of cognitive skills (knowledge, comprehension, application, analysis, synthesis, and evaluation). • Philosophy students will explain how philosophy parallels the intellectual history and its cultural, economic, historical, scientific, and social dimensions.

B. PROGRAM OUTPUT/INDIRECT MEASURE

Program Output
Output 1.

Program Output: Exit Survey and Interview for Humanities Program: General Humanities, Literature, and Philosophy Emphases

Students who graduate from Oklahoma City Community College in Humanities: General Humanities, Literature, and Philosophy Emphases will participate in an Exit Interview with their advisor and complete an Exit Survey. The interview will not focus on students' knowledge of the discipline; instead, faculty advisors will ask questions related to the strengths and weaknesses of the Humanities Program and the three emphases. Similar to the interview, the survey will provide our department with practical feedback for strengthening and revising our program. It will pinpoint the reasons why the students decided to purse an A.A. degree in Humanities in one of the three emphases at Oklahoma City Community College. Also, the survey will ask students to rate our program on the following ideas:

- Overall experience of the degree program;
- Quality of instruction in degree program courses;
- Quality of advising in the degree program;
- Quality of course content;
- Availability of literature courses;
- Grading and testing procedures;
- Flexibility of teaching styles;
- Use of instructional media or technology;
- Effective classroom interaction;
- Preparation for four-year degree in a specific major.

Beyond rating our program on a rubric scale, students will also answer four brief questions related to their experiences in our program. 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.

PART II – EVALUATION AND RESULTS

General Humanities

Student Learning Outcome 2:

- Students will critically think and write about their specific disciplines. This may include demonstrating an understanding of major works and movements and their historical and social impact.

The Humanities—General Humanities Emphasis Program Assessment Committee solicited essays by which to assess the program. Instead, we received fourteen artifacts that are journal assignments. We rewrote Outcomes 2 and 3 to be parallel with the revised Outcome 1, and all three emphases in the program adopted these rewritten versions of our Outcomes.

Of the artifacts we received for assessment, seven received a score of 3, four received a score of 2.5, two received a score of 2, and 1 received a score of 1. After rounding up the 2.5s, 78.57% of the artifacts scored 3 out of 4. It is our belief that this small sample of artifacts does not accurately reflect the Humanities program.

The committee did not receive any Exit Interview Surveys.

Literature

Student Learning Outcome 2:

- Literature students will exhibit the ability to think and write critically and analytically about literature texts

The assessment team received 11 essays from Literature majors. Of those artifacts, the team determined that 8 of 11 (72 percent) met the level of proficiency expected of majors. These results indicate that the students sampled are not meeting the 80 percent threshold set for the emphasis.

This is not to say that the majority of program Lit majors are below the measurement threshold, however. Because of the very small sample, and the recognition that students from only one professor's classes were measured, the group was skeptical about the results—both positives and negatives.

The group also noted the newly created rubric used to assess the outcome may have been worded incorrectly in determining how students were to be measured in one of the benchmarks--their use of sources. Fifty-four percent of the students sampled scored below this benchmark that required that students have no MLA documentation errors. The majority of students had at least one error in MLA documentation. The group determined the too-restrictively worded assessment tool may have been an integral cause of the students' not meeting the assessment threshold overall.

The team also found students needed more work in mechanics (grammar, spelling and punctuation) and felt this was an area the emphasis could work on. Fifty-eight percent of the students sampled fell below this benchmark.

Aside from the two lower-than-expected results, the group was pleased that students assessed seemed to be mastering the concepts of organization, quality of information, critical analysis and synthesis needed to write critically and analytically about literature. However, they still were skeptical about all results because of the small sample size.

Program Output 1: Exit Survey and Interview

The output was not measured as no faculty formally interviewed students about the strength of the program. The group felt that results from a faculty-student interview would be positively skewed. The members did feel the anonymous survey sent with holiday cards was a good practice and, likewise, agreed to work with the Office of Institutional Effectiveness.

Philosophy

Student Learning Outcomes 2:

- Philosophy students will demonstrate a critical engagement of Philosophy texts, including the various levels of Bloom's taxonomy of cognitive skills (knowledge, comprehension, application, analysis, synthesis, and evaluation).
- Philosophy students will explain how philosophy parallels the intellectual history and its cultural, economic, historical, scientific, and social dimensions.

In the absence of artifacts to assess, no direct assessment was possible. This issue is addressed in the recommendation sections below.

PART III – RECOMMENDATIONS

General Humanities

Recommendations:

1. To achieve parallelism, we rewrote Outcomes 2 and 3 to better correspond with our revised Outcome 1. The other 2 emphases, Literature and Philosophy, adopted these revised Outcomes. We recommend these changes in language become permanent.

   Revised Outcome 2: Students will critically think and write about their specific disciplines. This may include demonstrating an understanding of major works and movements and their historical and social impact.

   Revised Outcome 3: Students will demonstrate proficient knowledge and application of the scholarship, principles, concepts, and vocabulary of their disciplines.

2. Because we cannot effectively assess the program unless we have an agreed upon standard by which to assess, our committee recommends that the Language Arts faculty address the issue of artifacts to be assessed. Because our committee agrees that essays are the method by which we should gauge student learning, we solicited essays. We did not, however, receive essays to assess. Therefore, we assessed journal assignments. The Language Arts faculty must come to an agreement about the types of artifacts to be utilized for program assessment. We believe the implications of moving away from essays, the benefits of using other course-embedded artifacts, and the future of our assessment activities must be discussed by the full-time faculty of the Language Arts department.

3. In an attempt to garner more responses from Humanities graduates, Dr. Janet Perry and the Office of Institutional Effectiveness will be responsible for mailing and receiving Exit Interview Surveys next year. We recommend that the Language Arts department consider other options for Program Outputs if we again receive no responses.

Literature

Recommendations:

Short-term

1. The assessment team has made plans to change the rubric to allow students to make some errors in the very difficult and ever changing MLA documentation style. While the team would like all Lit emphasis students to be experts and make no errors in using sources, the group found that expectation unreasonable.

2. The group found an avenue to streamline the assessment process while reassessing Lit emphasis students' use of mechanics and sources. The group agreed to merge Outcome 3 with Outcome 4 and assess the students in the FY 10 year with this new outcome: *Students will exhibit the ability to recognize and apply the foundational concepts and vocabulary of the discipline, think and write critically and analytically about literature texts and, when applicable, use MLA format.* The group would begin working on a new assessment tool that will address the concerns from the FY 09 assessment period and provide more insight into the students' abilities to master the foundational concepts and vocabulary.

3. Additionally, the group agreed to begin assessing a mixture of artifacts starting in FY 10. This would allow the group to assess essays as well as tests, discussion postings, journals and other student works to measure mastery of program emphasis outcomes. The group felt the use of multiple artifact styles will yield many more submissions for the process and should result in results that more accurately represent the program emphasis students.

Long-term

The group agreed to evaluate all three outcome rubrics and make minor and substantive changes so they better align with the outcomes.

Program Output 1: Exit Survey and Interview

The Office of Instructional Effectiveness should be solicited to conduct the graduation survey, and the committee should look at the five-year trend in student opinion as data becomes available.

Philosophy

Recommendations:

The assessment team undertook a broad review of (1) the philosophy program itself and (2) the assessment process. While some have expressed concern about the number of philosophy majors, team members agreed that the program is serving not merely discipline majors but all students who take philosophy courses. This fact seems to support re-evaluating what an "artifact" is as well as redefining the student pool from whom these artifacts are being solicited. The matter of increasing philosophy majors and fine-tuning the assessment process are closely related but are addressed separately below.

Majors

Philosophy classes have enjoyed a robust enrollment. Recently Comparative Religions, originally a humanities course, was cross-listed as a philosophy course. In addition, in Spring 2010, we are adding two additional sections of Comparative Religions and three sections of Introduction to Philosophy. Philosophy of Science will also be offered, and a new Critical Thinking course will be piloted. These additions will increase the access of students to philosophy courses, drive up our overall philosophy enrollment, and perhaps result in an increase in the number of philosophy majors.

The Philosophy Program

The assessment team is recommending that we broaden the definition of "artifact" to include journals, discussion board postings, reflection papers, PowerPoint presentations, and oral reports; all of these can provide the kind of information needed for assessment while also providing us with a larger pool of artifacts. The team also recommends that we temporarily suspend the 30-hour rule and accept samples from students in all 2000-level philosophy courses. This will also increase our sample size to the point that it is statistically significant and give us a broader view of the quality of our program, its strengths and its weaknesses.

General Education

Finally, the outcomes assessment process has identified a college-wide weakness among students in their knowledge of world geography. Beginning in Spring 2010, the

Comparative Religions classes will add an "Atlas of World Religions" as a required text. The team recommends (1) that such an atlas also be adopted for Advocates of Peace and Eastern Thought, and (2) that a course competency related to world geography be added to syllabi for those courses. Knowledge of world geography is a necessary component of these three courses; at the same time, this recommendation may simultaneously address a college-wide general education deficiency.

Addendum 1

Humanities—General Humanities Emphasis Program

General Humanities Rubric

Assessment of Learning Outcome 2

Student Name: _____

Directions: A faculty member will read the Course-Embedded Assessment Essay from one of the following designated courses in Humanities: HUM 2000 through HUM 2423 A faculty member will score the submission based upon the rubric scale listed below and the Student Learning Outcome 2 for the Humanities Major. If the student is proficient (a score of 3 on the rating scale), then the student has achieved the Learning Outcome 2 requirements. This evaluation will have no impact on student grades.

Rating Scale: 1=Limited

2=Emerging

3=Proficient

4=Outstanding

Learning Outcome 2:

Upon completion of an Associate in Arts degree in Humanities, students will exhibit the ability to think and write critically and analytically about their specific disciplines. This may include demonstrating an understanding of major works and movements and their historical and social impact.

	Criteria				Points
	1	2	3	4	
• General Humanities students will critically think and write about their specific disciplines. This may include demonstrating an understanding of major works and movements and their historical and social impact.	Exhibits a limited critical engagement of texts and presents inconsistent and inadequate support or examples.	Exhibits critical engagement of texts and presents limited support or examples.	Exhibits proficient critical engagement of texts and presents consistent and adequate support or examples.	Exhibits distinguished critical engagement of texts and presents exceptional support or example.	____
				Total---->	____

Comments _____

_____

_____

Addendum 2

Humanities—Literature Emphasis Program

Literature Rubric

Assessment of Learning Outcome 2

Student Name: _____

Directions:

A faculty member will read the Course-Embedded Assessment Artifact from one of the following designated courses in Literature: ENGL 2433 (Survey of World Lit II), ENGL 2653 (Survey of English Lit II), or ENGL 2883 (Survey of World Lit II). A faculty member will score the submission based upon the rubric scale listed below and the Student Learning Outcome 2 for the Literature Major. If the student is proficient (a score of 80 percent or higher on the rating scale), then the student has achieved the Learning Outcome 2 requirements. This evaluation will have no impact on student grades.

Learning Outcome 2:

Students will be able to exhibit the ability to think and write critically and analytically about literature texts.

CATEGORY	Yes	No	Comments
Organization: Information is well structured and appropriate for the assignment.			
Quality of Information: The information clearly relates to the main topic. It includes supporting details and/or examples.			
Critical Analysis: Student demonstrates knowledge and comprehension in critically analyzing literary texts.			
Synthesis: Student combines materials and/or ideas in an effective and academic manner.			
Sources: Sources, when applicable, (information and graphics) are well documented in MLA format.			
Mechanics: Grammar, spelling and punctuation errors do not detract from the overall effectiveness of the presentation.		.	

Addendum 3

Humanities—Philosophy Emphasis Program

Philosophy Rubric

Assessment of Learning Outcome 2

Student Name: _____

Directions:

A faculty member will read the Course-Embedded Assessment Artifact/Essay from one of the following designated courses in Philosophy: PHIL 2000 and above. A faculty member will score the submission based upon the rubric scale listed below and the Student Learning Outcome 2 for the Philosophy Major. If the student scores a 2 on the rating scale, then the student has achieved the Learning Outcome 2 requirements. We recommend that students who earn a score of 2 on the artifact/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.

This evaluation will have no impact on student grades.

Rating Scale: 1=Unacceptable

2=Emerging Proficiency

3=Proficient

4=Distinguished

Learning Outcome 2:

Upon completion of an Associate in Arts degree in Humanities, students will exhibit the ability to think and write critically and analytically about their specific disciplines. This may include demonstrating an understanding of major works and movements and their historical and social impact.

	Criteria				Points
	1	2	3	4	Totals
• Philosophy students will demonstrate a critical engagement of philosophical texts, including the various levels of Bloom's taxonomy of cognitive skills (knowledge, comprehension, application, analysis, synthesis, and evaluation).	Exhibits a limited critical engagement of texts and presents inconsistent and inadequate support or examples.	Exhibits a limited critical engagement of texts and presents limited support or examples.	Exhibits proficient critical engagement of texts and presents consistent and adequate support or examples.	Exhibits distinguished critical engagement of texts and presents exceptional support or examples.	____
• Philosophy students will explain how philosophy parallels the intellectual history and its cultural, economic, historical, scientific, and social dimensions	Incorporates a limited, superficial knowledge of the history and development of philosophy and analyzes the concepts with some fluency and effectiveness.	Incorporates knowledge of the history and development of philosophy and analyzes the concepts with some fluency and effectiveness.	Incorporates knowledge of the history and development of philosophy and analyzes the concepts with a proficient level of fluency and effectiveness.	Incorporates knowledge of the history and development of philosophy and analyzes the concepts with a distinguished level of fluency and effectiveness.	____
				Total	____
				Total Divided By 2	____
				Assessment Total-->	____

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN

WITH MEASURED RESULTS

FOR FY 2009

Journalism and Broadcasting:

Broadcasting, Journalism, Public Relations, Speech

Program/Option/Emphasis

A.A. September 30, 2009

Sue Hinton, Gwin Faulconer-Lippert, Julie Corff

Submitted By: _____

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Clay Randolph

Mark Schneberger

Submitted By: _____ _____

Dean Date

Outcome Assessment

Journalism and Broadcasting

(Broadcasting, Journalism, Public Relations and Speech options)

FY 09

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs**.** All student learning outcomes in the Journalism and Broadcasting Program will be evaluated annually. The program outputs will be evaluated annually. They are listed below:

Student Learning Outcomes

Outcome 1: Students will develop proficiency in English grammar, spelling and punctuation.

Measurement: Seventy percent of JB 1133 News Writing I students who complete the course will score 70 percent or higher on a Language Skills Test used at the University of Oklahoma.

Outcome 2: Graduates will demonstrate proficiency in their fields by preparing a portfolio of work relative to their area of emphasis.

Measurement:

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. (Rubric attached)

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. (Rubric attached.)

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. (Rubric attached.)

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 used to evaluate a public relations campaign. (Rubric attached.)

Program Outputs

(To be measured annually)

Output 1: Journalism and Broadcasting graduates will be prepared to succeed at a four-year transfer institution.

Measurement and Criteria for Success: 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.

Output 2: Even though Journalism/Broadcasting is a transfer program, graduates will be prepared for entry-level positions in the Journalism/Broadcasting field.

Measurement and Criteria for Success: 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.”

Submitted by: **Date:** September 30, 2009

Sue Hinton, Professor of Journalism

Gwin Faulconer-Lippert, Professor of Mass Communications

Julie Corff, Professor of Speech Communications

Clay Randolph, Professor of English and Journalism

Mark Schneberger, Professor of English

Evaluation and Results

Student Learning Outcomes:

Outcome 1: Students will develop proficiency in English grammar, spelling and punctuation.

Of the 103 students who completed JB 1133 News Writing during the fall 2008, spring 2009 and summer 2009, 68 students (67 percent) scored 70 percent or higher on the Language Skills Test. This pass rate is lower than last year (FY 08), when 84 percent passed the test. In FY 07 the pass rate was 55 percent, in FY 06 it was 70 percent. Although these scores seem volatile, the past year saw a noticeable decline in the pass rate. It is more typical of the average of previous years.

Outcome 2: Portfolios

Broadcasting:

Twenty-six OCCC students graduated with a degree in the Journalism and Broadcasting program this year, with six selecting the Broadcasting emphasis. All six, or 100 percent, of the students presented video portfolios and audio portfolios.

The broadcasting portfolios scored high on the evaluation rubric, earning 45 to 52 points of a possible 55 points. Five of the six were in the Outstanding category with one scoring 45 which is the low end of outstanding and high end of the Good on our rating scale. The specific breakdown of the scores is: one scored 45, one 50, two 51s, one 52, and one 53 of a possible 55 points. These scores rate them in the Outstanding category. The scores differed primarily in the level of sophistication of the video images and image editing in the video portion of the portfolio. This surpasses our expectation that 80 percent of our broadcasting graduates would score 30 points or higher on their portfolios.

Once again, the broadcasting students worked hard on their portfolios, which reflect considerable skill in video and audio technology, as well as good planning and organizational skills. Although all six students submitted both video and audio portfolios, the audio portfolios typically scored higher than the video projects. This discrepancy is partly due to the audio students choosing to redo their projects until they received high marks, while the video students seemed to have had more time constraints on their personal schedules. Apparently they could not dedicate the amount of time it takes to do their projects to perfection. The top students showed superb attention to time management, detail and planning which resulted in standout products. Some students even chose to take an advanced video editing class which added to the quality of their video portfolios.

Journalism:

Ten of our 26 graduates chose the journalism option of the Journalism and Broadcasting program. Nine had portfolios available for evaluation while one graduate apparently failed to publish any news stories. A review of the portfolios showed that seven of the 10 graduates scored 8 points or higher on the journalism portfolio rubric. That means that 70 percent scored at or above the target number of 8. This score of 70 percent is below last year's figure of 73 percent. In FY 07, 91 percent reached the target number of 8. Our goal is for 80 percent of journalism graduates to earn a rating of 8 or higher in the portfolio evaluation.

On the lower end, one journalism graduate failed to publish at all. She was enrolled in News Writing in the fall of 1998, so she spent more than a decade earning her associate degree. Beyond that, we know little about her.

Two of the 10 students earned portfolio scores of 6. One graduate published one story with only one source, indicating a lack of depth and complexity in the reporting. However, the writing was clear and coherent. Another

student published two stories, both of which were relatively simple, with little expertise in development or research.

Two graduates earned portfolio scores of 8. One student published only one story, even though that story was quite readable and interesting. It was a feature story about a local musician and former OCCC student who had moved to Nashville and signed with a major record label. Unfortunately that piece was the extent of the portfolio. The other student had published three stories. Although the stories were readable, and dealt with worthwhile topics, they tended to be one-source stories with little depth of development. That graduate has since gone on to work as a reporter for the local Spanish-language television station, so she must have mastered the basic skills to build on in broadcast journalism.

The remaining five graduates earned portfolio scores of 10, 11 or 12. All of these journalism students submitted portfolios of three or more published news stories. The stories showed a range of sophistication, but almost all showed the essential levels of competence: multiple sources, many direct quotes, appropriate paraphrases.

Three of the five students scoring 10 or above had served at least one semester as a staff writer for the Pioneer, our student newspaper. Naturally this gave them the opportunity to hone their journalism skills on a weekly basis. It also allowed them to accumulate a portfolio of 10 stories or more, a respectable stringbook to present to any potential employer.

However, two of the five students scoring 10 or above did not work for the Pioneer. They accumulated their publications through work in the News Writing class and, in some cases, contributing freelance stories to the student newspaper. One student worked at the professional level, writing feature stories for the local media and doing newsletters for her employer.

With the exception of one student who completed News Writing more than a decade ago, all the journalism graduates published at least one story and more than half had quite respectable portfolios. We will continue to emphasize the value of news publication in the hope of seeing more and better stories.

Speech:

No speech graduates were among the 26 students who completed degree programs this year.

Public Relations:

Ten of our 26 graduates completed the Public Relations option. Of the 10, six had portfolios available for evaluation. Three students received a course substitution for the degree and did not have a PR portfolio to submit. One student failed to submit a portfolio before moving out of the area. Of the six students submitting portfolios, all 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. In fact, five of the six portfolios were rated Outstanding with scores ranging from 42 to 50. Specifically there was one that rated Good at 42 points, two 47s and three 50's. Three scored a perfect 50 out of 50 points because not only were they right on the mark for quality, but also they paid the extra attention to detail that makes the difference in a PR portfolio. Students provided documentation for extra planning, designs and outreach ideas to make the portfolios valuable resources for their clients.

The campaigns were a great representation of service learning projects for three different non-profit agencies. The clients were from three different semesters. Each of the campaigns was highly praised by the respective client who appreciated the students creating thorough and innovative campaigns to meet the non-profit client's unique needs and goals. The application of skills and ideas by the students for the benefit of the client through this real world application of public relations expertise creates an invaluable experience. These portfolios were of

great benefit to the students, the professor and the client. There seemed to be a great sense of pride in these portfolios as the students worked hard to perfect the portfolios to make them industry worthy.

Program Outputs

Output 1: Journalism and Broadcasting graduates will be prepared succeed at a four-year transfer institution.

Eleven of 23 graduates from FY 2008 (who completed degrees in the summer 2007, fall 2007 and spring 2008) responded to the graduate survey sent out in May 2009. This is a survey return rate of 48 percent. Of the 11, 100 percent reported that they had continued in college. One was at Oklahoma City University, two were at the University of Oklahoma, seven were at the University of Central Oklahoma, and one was at another (unnamed) university. One reported having some difficulty transferring, while 10 of the 11 reported no difficulties.

On a scale of 1 to 5, with 5 being the highest rating, the students' responses averaged 4.55 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 lower than the year before when the score was 4.65, but the difference is probably statistically insignificant. One hundred percent of the respondents reported that they met their educational goals at OCCC.

Output 2: Even though Journalism/Broadcasting is a transfer program, graduates will be prepared for entry-level positions in the Journalism/Broadcasting field.

Of the 11 graduates who responded to the question on employment, nine reported they were working, two full time and seven part-time. Two reported they were not seeking employment.

Of the nine respondents who reported they were employed, 56 percent said their jobs were related to their academic training. This result is somewhat higher than we have seen over the past three years. On a scale of 1 to 4, with 4 being the highest rating, those employed assigned a rating 4.0 to the question: How well did your program prepare you for performing your job? This is a bit higher than the 3.3 assigned by FY 07 graduates, and the 2.86 assigned by FY 06 graduates. It equals the 4.0 rating of FY 05 graduates.

Recommendations

Outcome 1: Students will develop proficiency in English grammar, spelling and punctuation.

A disappointing 67 percent of students this year reported passing grades on the Language Skills Test. This is much lower than the 84 percent pass rate reported last year. However, last year's high scores were unusual and perhaps an anomaly. Since we have been collecting this data, the pass rate has been 67 percent for FY 09, 84 percent for FY 08, 55 percent for FY 07, and 70 percent for FY 06.

The volatility in Language Skills Test pass rates is a bit hard to explain. Since these tests are taken during class time, it is possible some students are rushing through the questions because the outcome does not affect their grade. However, the sample test and test results give students some idea of what they would need to study to pass the test at OU. News Writing students who do poorly are allowed to take the test two or three times, but not all students avail themselves of this opportunity.

There is no doubt that having skills in grammar, spelling and punctuation is essential in this field, a fact that some students fail to recognize. However, all the journalism professors emphasize this in their classes. Further, passing the Language Skills Test is a requirement for admission to the Gaylord College of Journalism at the University of Oklahoma, to which about 20 percent of our graduates reported they transferred in the graduate survey.

Outcome 2: Portfolios

Broadcasting:

The broadcasting portfolios we evaluated generally showed good skills. The most notable deficiencies had to do with the capturing of good quality images or the editing of the images for the finished project. This may be connected to time management issues. Either the student did not have the time to improve the project, or the subject of the video was no longer available to allow for a more complete package. It will always be our goal to encourage students to present the best possible video or audio project.

The fact that all broadcasting students submitted both video and audio portfolios indicates that having a sentence in the letters sent out to students who have applied for graduation has helped in the collection of portfolios. The letters sent to students who are about to graduate encourages them to provide a portfolio to their JB adviser.

Journalism:

For the second year in a row, we could evaluate a complete set of portfolios from journalism graduates. The fact that one student never published any stories is information worth knowing, even if we wished it were not the case. Although not all the portfolios met our standards, we are encouraged to see that students have used the basic skills they have developed to pursue their goals in the industry. Once again the Pioneer student newspaper demonstrates its value as a publication outlet for news stories written by our students.

Furthermore, most of the portfolios showed good skills in journalism news writing, which is the most fundamental skill in the business. The students plied their craft in a realistic setting that comes close to replicating the circumstance they would face in a commercial news outlet.

We know from professionals who hire journalism graduates that they only consider published stories when reviewing an applicant for potential 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 the respectable portfolios of students who wrote for the newspaper as part of their class work.

We have found that the Pioneer Online has added another useful outlet for students seeking the opportunity to publish their work. More news stories written by News Writing students can be published, especially at the end of the semester, through the online format. This is a publication avenue that we would like to expand, not only for print products but also for broadcast news packages. The demand for online journalism is on the rise, while the print product is in relative decline.

To achieve our mission of having every journalism student publish news articles, some adjustments have been made to the grading system in the News Writing course. News articles written and published in the Pioneer are now worth 200 points, whereas most other assignments are worth 100 points. Our hope is that the increased incentive will improve the chances that all our graduates will have a publication portfolio at the end of their stay at OCCC.

Speech:

From Julie Corff

There have been no graduates this year; however, the Speech program has three majors currently, indicating that the presence of a full-time speech professor attracts a student following, albeit small at the moment.

The speech program plays a vital supportive role to other departments and in general education classes, since many programs require a speech class. This year Professor Julie R. Corff, lead instructor for Introduction to Public Speaking, developed a way for all students to be videotaped while speaking, using the student's flash drive device in order to enhance student learning. The speeches are recorded on a special laptop computer and camera. The speeches are uploaded onto the student's flash drive device and given to the student right after the

speech presentation. The student is then required to view the speech, critique him/herself by typing a self-critique of what they did with excellence and include what they need to improve for the next presentation.

Previously only Professor Corff's speech sections and Professor Gwin Faulconer-Lippert's sections were able to use this new learning process. (This was due to insufficient equipment and IVS staff.) This led to Professor Corff writing a budget proposal to purchase special equipment for the flash drive taping and to add a work-study employee. Her budget was approved and new equipment has been ordered and two new work-study positions were added. This now empowers all of the 20 on-campus sections of Intro to Public Speaking to tape their three major speeches. It is a new requirement for all sections to videotape at least two major speeches. All students are to complete and give to the instructor a typed self-critique. The results of the SII's show that students believe the flash drive taping is beneficial and helpful to their overall learning experience in public speaking.

Public Relations:

The overall quality of the public relations portfolios was outstanding. The students understood the mission and set out to develop a public relations campaign that would meet the client's need. The thoughtfulness and creativity were notable and students recognized the value of having a portfolio without typos when job hunting; therefore, they worked to perfect the portfolio to industry standards.

In their first rendition, however, the PR portfolios showed a lax attitude toward language mechanics such as grammar, spelling and punctuation. This would not be tolerated in a professional setting. Language skills are essential tools of the business, and many public relations practitioners will work in one-person offices, without an editor or proofreader to double check a publication before it goes to a client. Because the additional effort and more attention to this detail was made by the professor and the students to underscore the importance of this reality, the language mechanics in the final portfolios was much improved.

We also recommend compressing the PR rubric from seven multifaceted categories to five. Additionally, we simplified the appearance of the categories of the revised rubric so it will still measure the main competencies in a precise yet targeted way, use the same scoring and be more user friendly. The updated rubric design is attached. The total score values will remain the same, and the year-to-year comparison will be little affected.

Program Outputs

Output 1: Journalism and Broadcasting graduates will be prepared to succeed at a four-year transfer institution.

Over time our graduate survey results have shown that more students are transferring to a four-year program after completing their Journalism and Broadcasting degrees at OCCC. This makes sense considering that the Journalism and Broadcasting program is a transfer program. This year 100 percent of students responding to the graduate survey reported they were attending college.

In FY 05, 65 percent of graduates reported they were attending college one year after graduation from OCCC. That number increased to 80 percent in FY 06, 90 percent in FY 07, and 100 percent in FY 08 (this year's survey). This underscores the importance of our program preparing students to be successful when they transfer.

On a scale of 1 to 5, with 5 being the highest, respondents rated the quality of their preparation to transfer to another college at 4.55. This is about the same as previous years, and shows a high level of satisfaction with the OCCC program.

Eleven of 23 FY 08 graduates responded to the survey. Ten reported they had no difficulty transferring. One reported having difficulties with credits transferring. This is the first time since the FY 05 graduate survey that anyone has reported have difficulty transferring credits. All the survey respondents in FY 06 and FY 07 reported

no difficulties in transferring credits. This leads us to believe most JB graduates experience a reasonably smooth transition when transferring to a university.

As mentioned earlier, of the FY 08 graduates, two students reported transferring to OU, seven transferred to UCO, one transferred to OCU, and one transferred to another (unnamed) university. OCCC's journalism program has a good transfer relationship with UCO, OU and OCU.

Output 2: Even though Journalism/Broadcasting is a transfer program, graduates will be prepared for entry-level positions in the Journalism/Broadcasting field.

Eighteen percent of respondents (two of 11) reported they were working full time, while 64 percent (7 of 11) reported they were working part-time. Two reported they were not working and not seeking employment. About 56 percent of those working reported they were working in jobs related to their fields. In rating how well their degree program had prepared them to successfully perform their jobs, respondents gave a perfect 4.0 rating on a scale of 1 to 4 with 4 being the highest level. Again this shows a high level of satisfaction with the program.

All the graduates responding to the survey said they met their educational goals at OCCC and would recommend OCCC to another person.

BROADCASTING RUBRIC

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 30-second spots or video features. Each 30-second spot must contain music, voice and sound effects. Eighty percent of graduates will score an average of 30 or higher on the broadcasting rubric.

(Scoring: **5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor)**

1. The designated spot or feature length _____ points
2. Audio quality and levels of the sound _____ points
3. Effective use of music _____ points
4. Effective use of voice _____ points
5. Effective use of sound effects _____points
6. Effective creative writing _____points
7. Professionalism _____points
8. Longevity effect (memorability) _____points
9. Effective editing techniques _____points
10. Overall impression _____points

10a. Effective use of video (where applicable) _____points

Total

Professional quality means:

(A) NO dead air or silences.
(B) NO bad edits or distortions or jumping camera moves.
(C) NO pops, "wow's", or foreign noises on projects.
(D) VOICE presentation of a professional broadcaster
(E) OVERALL sound and video quality, attention to creativity, degree of complexity and writing skill will be considered on all broadcasting projects.

Range: 50 to 45=Outstanding; 45 to 35=Good; 35 to 30=Average 30 to 25 =Fair

Video Projects range: 55 to 45=Outstanding; 45 to 35=Good; 35 to 30=Average 30 to 25 =Fair

JOURNALISM RUBRIC

For Evaluating the Writing Portfolio of Graduates

Fair = 1 point Good = 2 points Excellent = 3 points

Measurement	**Fair**	**Good**	**Excellent**
Number of published stories	one	two	three or more
		Sub-total_____	
Average number of sources	one	two	three or more
(per story)		Sub-total_____	
Average number of direct quotes	one	two	three or more
(per story)		Sub-total_____	
Average number of paraphrases	one	two	three or more
(per story)		Sub-total_____	
		Total_____	

Eighty percent of journalism graduates from Oklahoma City Community College will earn 8 points or more on this evaluation of their writing portfolio.

Published stories will be defined as bylined news articles published in the Pioneer student newspaper or other news publication, such as a local newspaper or magazine. Published stories shall not include editorials, reviews or letters-to-the-editor.

Sources will be defined as people the reporter interviewed in order to write the news article. The sources may be interviewed in person, by telephone or by e-mail. They must be identified by name and title (e.g. college vice president or nursing student). Web sites shall not be counted as sources for the purpose of this evaluation.

Direct quotes shall be defined as word-for-word quotations that capture what the sources said to the reporter. They shall be identified by quotation marks and attribution to the source. Quotations from web sites shall not be counted as direct quotes for the purpose of this evaluation.

Paraphrases shall be defined as information provided by a source and attributed to the source, but not in the exact words of the source.

SPEECH RUBRIC

The scale for measuring speech performances is:

5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor

Categories to be considered:

1) Audience Orientation:

The speaker was audience-centered and adapted to the listeners.

Comments: _____ (points 5-1)

2) Introduction:

The introduction gained and maintained attention, motivated us to listen, established the speaker's credibility, oriented us to the organization.

Comments: _____ (points 5-1)

3) Topic Selection

The topic was appropriate for the audience, for the occasion, for the speaker and for the time limit.

Comments: _____ (points 5-1)

4) Purpose

The purpose was clear, appropriate for the audience and was achieved.

Comments: _____ (points 5-1)

5) Organization

The speech had an introduction, body and conclusion, with transitions and signposts and the main ideas were clear.

Comments: _____ (points 5-1)

6) Supporting Materials

The supporting materials were credible, varied and interesting.

Comments: _____ (points 5-1)

7) Visual Aids

The visual aids were large enough to be seen clearly, attractive, understandable, and introduced at appropriate points.

Comments: _____(points 5-1)

8) Delivery

The speaker made good eye contact with the audience, varied tone of voice appropriately, used appropriate gestures, had good posture and meaningful body movement.

Comments: _____(points 5-1)

9) Conclusion

Speaker summarized key points, ended speech in a memorable, effective way.

Comments: _____(points 5-1)

10) Ethics

The speaker cited sources appropriately, presented viewpoints other than own, and was clear about the true purpose of the speech.

Comments: _____(points 5-1)

TOTAL POINTS = _____ (50 points max)

Range: 50 to 45=Outstanding; 44 to 40=Good; 39 to 35=Average 34 to 30 =Fair

Public Relations Portfolio: Publicity Campaign

The scale for measuring portfolio project is:

5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor

Categories to be considered:

1) Client Research:

The portfolio project presents the client's history, economic demographics, target audience perception, strengths and weaknesses, and improvement ideas.

Comments: _____ (points 5-1)

2) Campaign Development / Media Strategy

The portfolio project creates a campaign theme, slogan and appeal and explains its relevance to the client's goals and media strategy.

Comments: _____ (points 5-1)

The portfolio project has a rationale for the plan and explains the reasons behind the media choices and strategies.

Comments: _____ (points 5-1)

3) Create Media scripts/samples:

The portfolio project has complete campaign creative media script samples for each of the media listed. Each of these will be evaluated based on the correct media formatting, relevance to theme, effectiveness of the message, professionalism and creativity.

Electronic media:

a. **Radio**-one 30-second commercial script and one 60-second commercial script

Comments:

b. **TV**-one 30-second commercial script and one 60-second commercial script

Comments:

Electronic Media total points _____ (points 5-1)

Print Media:

a. **Billboard layout**

Comments:

b. **Print**-brochure or newspaper/magazine ad

Comments:

c. **Press release** (special event)

Comments:

Print Media total points: _____ (points 5-1)

4) Create the Publicity Plan: Special Promotional Event:

The portfolio project has a special promotional event to call attention to the theme. Total planning of the event should include various aspects. Each of these will be evaluated based on the correct media formatting, relativity to theme, effectiveness of the message, professionalism and creativity.

(Scoring: **5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor)**

Special Promotional Event

a. **Rationale of theme**, event and expectations of the event.

comments: _____ (points 5-1)

b. **Opening speech** for spokesperson for event _____ (points 5-1)

Comments:

c. **Press kit** information with activities etc.

Comments: _____ (points 5-1)

d. **Media coverage solicitation strategy**

Ideas to get media involved and innovative media strategies

Comments: _____ (points 5-1)

5) Overall Portfolio Impression of Professionalism

Portfolio project made a strong favorable persuasive impression of message.

Comments: _____(points 5-1)

TOTAL POINTS = _____ (50 points max)

Range: 50 to 42=Outstanding; 41 to 35=Good; 34 to 30=Average 29 to 25 =Fair

PROPOSED P**UBLIC RELATIONS RUBRIC**

Public Relations Portfolio: Publicity Campaign

The scale for measuring portfolio project is:

10 = Outstanding 8=Good 5=Average 2=Fair 1= Poor

Categories to be considered:

1) Client Research and Campaign Development: Student name:

The portfolio project presents the client's history, economic demographics, target audience perception, strengths and weaknesses, and improvement ideas. The portfolio project creates a campaign theme, slogan and appeal and explains its relevance to the client's goals.

Comments: _____ (points 10-1)

2) Create the Media Strategy:

The portfolio project has a rationale for the plan and explains the reasons behind the media choices and strategies.

Comments: _____ (points 10-1)

3) Media scripts/samples for Electronic media and Print Media:

The portfolio project has complete campaign creative media script samples for each of the media listed and evaluated based on the correct media formatting, relevance to theme, effectiveness

effectiveness of the message, professionalism and creativity.

a. **Radio and TV** - one 30-second commercial script and one 60-second script.
b. **Billboard and Print Ad layout**
c. **Press release** and **Speech** (special event)

Comments: _____ (points 10-1)

4) Create the Publicity Plan: Special Promotional Event:

The portfolio project has a special promotional event to call attention to the theme. Total planning of the event should include various aspects. Each of these will be evaluated based on the correct media formatting, relativity to theme, effectiveness of the message, professionalism and creativity.

Special Promotional Event

a. **Rationale of theme**, event and expectations of the event AND
b. Opening speech for spokesperson for event
c. Press kit information with activities etc.
d. Media coverage solicitation strategy

Ideas to get media involved and innovative media strategies

Comments: _____ (points 10-1)

5) Campaign effectiveness and Overall Portfolio Impression of Professionalism

Portfolio project made a strong favorable persuasive impression of message.

Comments: _____ (points 10-1)

TOTAL POINTS = _____ (50 points max)

Range: 50 to 42=Outstanding; 41 to 35=Good; 34 to 30=Average; 29 to 25 =Fair Below 25= Poor

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN

FOR FY 2009

Learning Skills
Program Level (AA, AS, AAS, Date Submitted to Division Dean

September 30, 2009

Submitted By: Linda Robinett

Learning Skills Program Coordinator

Assisted By Program Faculty: Carlotta Hill, Lori Farr, and Amy Wilson

Submitted By: _____ _____

Dean Date

OUTCOMES ASSESSMENT PLAN

PROGRAM Learning Skills PLAN YEAR 09

PART I – MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcomes and program outputs for each program will be evaluated using the measures and criteria for success identified below:

A. STUDENT OUTCOMES/DIRECT MEASURES[i]

Student Learning Outcomes

- Outcome 1: College Reading II Competency: 70 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 the Accuplacer Test.
- Measurement: These competencies will be evaluated during the FY 09, FY 11, and FY 13 years. To meet this standard, students will be able to:

  Demonstrate effective and contextually appropriate vocabulary and comprehension on at least a tenth-grade reading level.

  Demonstrate an ability to find main ideas in written communication when given a written passage

B. PROGRAM OUTPUTS/INDIRECT MEASURES[ii]

- College Writing II Output 2: 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.

  Measurement: This output will be measured during the FY 09, FY 11and FY 13 years. Number of successful completers will be collected from the Office of Institutional Effectiveness.

PART II – EVALUATION AND RESULTS FY09

Student Outcomes/Direct Measures

College Reading II Outcome:

Students in College Reading II classes took the Nelson-Denny Reading Test and/or the Accuplacer. The following are percentages of students who scored 10th grade level or above on at least one of the tests.

Fall 2008: 41%

Spring 2009: 59%

Summer 2009: 70%

We achieved our goal during the summer semester. We did not reach our goal of 70% during the fall and spring semesters. However, the data may not be reliable. Possible root causes may be a lack of systematic data collection and the textbook used in the fall and spring semesters. It is important to note that the old textbook was used during that time period, and a new text was used in summer.

Program Output/Direct Measures

College Writing II Output:

The Office of Institutional Effectiveness has not responded to our request for data yet, so this section will have to be completed when the data is available.

PART III – RECOMMENDATIONS

College Reading II Outcome:

Since the classes are now using a new textbook that includes more content area readings and exercises similar to the questions on the Accuplacer, the Learning Skills faculty is hopeful that success rates will increase. We intend to be more persistent in the collection of data, and a check system may need to be implemented for data collection.

College Writing II Output:

No recommendations can be made until data is available.

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN REPORT

FOR FY 2009

Liberal Studies
Program/Option/Emphasis

_____AA_____ _____Fall 09_____

Date Submitted to Division Dean

Submitted By: _____Bertha Wise_____

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Bertha Wise

Submitted By: _____ _____

Dean Date

OUTCOMES ASSESSMENT REPORT

PROGRAM **Liberal Studies** **PLAN YEAR FY 09**

Summary Report FY09

Introduction

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the Liberal Studies Program are listed below:

Student Learning Outcomes

Upon completion of an Associate of Science in Liberal Studies, students will demonstrate that they have met the learning competencies in General Education. The General Education learning outcomes are undergoing some revision, but they include the following:

- Mathematical methods—to demonstrate analytical reasoning and logic skills by using mathematical methods and tools
- Scientific methodology—to demonstrate critical thinking by using scientific methodology
- Social institutions—to demonstrate an understanding of the function of major social institutions
- Writing—to demonstrate effective writing and public speaking skills
- Public speaking skills—to demonstrate effective writing and public speaking skills
- Global communities—to demonstrate an understanding of the ideas, events, and values that have shaped global communities

At least 37 credit hours of General Education are required in Liberal Studies, and many of the support courses students take as part of their curriculum are classified under the General Education category, with some exceptions.

For the next 3-5 years, every General Education learning outcome is to be assessed.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Program Output: transfer or continuing education

Students graduating with an Associate of Arts in Liberal Studies will be prepared to succeed at a four year institution or continue to meet their educational goals. Each year the Institutional Effectiveness Office sends out a Graduate Survey to all graduates of the previous year. In addition to the general questions asked on the Graduate Survey, the following specific questions will be added for those graduates who completed a degree in Liberal Studies:

____ Number of credits completed before you declared your major?

How did you learn about your major as a potential appropriate program for you?

- ☐ College catalog
- ☐ College faculty or staff
- ☐ College website

☐ Friend or relative
☐ Other, please specify _____

From what location or individual did you receive the most helpful advisement? Rate each of area listed in the table:

Most Helpful				Least Helpful	
5	4	3	2	1	a. Advising and Career Services
5	4	3	2	1	b. Assigned Faculty Advisor
5	4	3	2	1	c. Coordinator of Multi-Divisional Programs
5	4	3	2	1	d. Other Faculty or Staff
5	4	3	2	1	e. College Catalog
5	4	3	2	1	f. Webpage
					g. Other

What were some, if any; of the challenges you had in meeting the requirements of your major?

Seventy percent of those students who were Liberal Studies majors will rate their satisfaction with their preparation to transfer or continue their education at least a four (4). The added survey questions will provide other information useful in making any changes or decisions related to the Liberal Studies program.

PART II – EVALUATION AND RESULTS

The following data were reported for the General Education Assessment for FY2009 and the information provided has been extracted from the Report provided by the General Education Assessment Committee.

Social Institutions:

9% (1 student) is proficient in Social Institutions Outcome based on Social Institutions Rubric.

91% (10 students) scored a 2 on the Social Institutions Rubric

Writing Skills:

82% (83 out of 101) of the students are proficient in writing skills.

Other Data:

11.88% (12 out of 101) scored a perfect 5.

31.68% (32 out of 101) scored a 4.

38.61% (39 out of 101) scored a 3.

15.84% (16 out of 101) scored a 2, which is below proficiency.

1.98% (2 out of 101) scored a 1, which is below proficiency.

0% (0 out of 101) scored a 0.

Mathematical Methods:

93.5% (72 out of 77) are proficient in Mathematical Properties

96% (74 out of 77) are proficient in Application of Mathematical Properties/Calculations

Scientific Methodology:

89% (17/19) of the students scored proficiency in drawing reasonable conclusions.

100% (19 out of 19) scored proficiency in supporting conclusions logically and communicating them effectively.

Human Heritage, Culture, and Values:

71% (37 out of 52) of the students achieved proficiency according to the Human Heritage, Culture, and Values Rubric.

Public Speaking:

Data: 61% (28 out of 46) students scored a 14 or higher on the Public Speaking Rubric

Program Outputs:

The following results were obtained from specific questions, included with the 234 Graduate Surveys sent to students who had graduated in 2008 in Multi-Divisional Programs (Diversified Studies, Pre-Education and Liberal Studies):

1. Five (5) students reported that their major was Liberal Studies out of eighty-nine surveys that had been returned by students who had majored in Liberal Studies, Pre-Education, or Diversified Studies. This is one (1) more student reporting than in FY08.
2. The number of credits completed before the students declared their major was as follows (without breaking out which ones were just Liberal Studies):
    - 12 students reported they had completed 5 to 20 hours before declaring, 10 more than the 2007 group of graduates
    - 8 students reported they had completed 21 to 30 hours before declaring, 5 more than the 2007 group of graduates
    - 3 students reported they had completed 31-40 hours before declaring, 1 less than the 2007 group of graduates
    - 9 students reported they had completed 41-50 hours before declaring, 1 more than the 2007 group of graduates
    - 7 students reported they had completed 51-60 hours before declaring, 3 more than the 2007 group of graduates
    - 18 students reported they had completed more than 60 hours before declaring, 8 more than the 2007 group of graduates
3. Means of learning about the major as a potentially appropriate program:
    - 23 from the college catalog (17 more than 2007)
    - 42 from college faculty or staff (21 more than 2007)
    - 5 from the college website (2 more than 2007)

- 9 from friends or relatives (4 more than 2007)
- 9 from other sources (6 more than 2007)

4. The following reports what location or individual the student found most (5) to least (1) helpful with advisement:
   - Advising and Career Services: 3.66 (2007—3.59)
   - Assigned Faculty Advisor: 3.57 (2007—3.29)
   - Coordinator of Multi-Divisional Programs: 2.69 (2077—2.64)
   - Other Faculty or Staff: 3.56 (2007—3.33)
5. Challenges students identified in meeting the requirements of their degree:

- Advising Issues
  - Advisors told me contradicting things so I had lots of problems and didn't graduate when I should have
  - Couldn't contact faculty advisor at all, not helpful.
  - My first choice for major was Liberal Studies when my faculty advisor added the credits up I was short, but I had enough for a degree in Science Diversified Studies.
  - Overlapping course work, useless coursework, and frustration levels of staff was low and many times I was treated poorly and often saw or heard others treated poorly.
  - Problems with getting a faculty advisor at first, then I had two advisors, but the one I used was not the one listed as my advisor. Before I finally got an advisor, I wasn't sure I was taking the correct classes, the classes themselves were not the problem
  - Sometimes I was confused about which classes I really needed.
  - When I first enrolled my advisor had not yet been assigned and the lady who helped me in student services was rude and guided me in the wrong direction for class selections.
- Course Requirements
  - All the math requirements.
  - Classes
  - Completing class work.
  - Finding courses that would transfer to another college/university
  - Enrolling in classes and getting into the school of education at OU.
  - I had to take one class (Earth Science) at UCO because it was needed, but not offered at OCCC
  - Learning to write for my different professors was a challenge
  - Making sure my classes transferred so I would be able to use those with my college
  - My biggest challenge was getting through college algebra followed by biology. That's about it.
  - Some of the classes I needed to complete were not offered at a good time for a working adult. My economics instructor from Russia was very hard to get along with. Would never take class again.
  - Taking business statistics online was a challenge because the teacher did not explain class well and it was hard. Also, accounting I was hard.
  - The requirements changed and the class I could use to meet my requirements.
  - Trying to figure out which classes will transfer to other colleges.
- Employment and Family Responsibilities
  - As a full time employee and father of 2 boys, it is a tremendous challenge just to get to class, complete assignments, and reach my goals.
  - Logistics such as travel, time and financial need
  - Driving to Oklahoma City, because I live in Norman
  - finances but financial aid helped
  - Finding the time
  - I didn't have enough time to take classes
  - Location and time
  - Time at home to study
  - Scheduling was the only real challenge. I am a stay at home mom with no child care.
- Other
  - I found out a week after classes started my final semester that the class my faculty advisor approved for my math requirement would not fulfill the math requirement. I was ping-ponged

around from department to department, no one willing to help me settle the issue. The only reason I found out was because I kept the communication lines open. I went to grad. services and found out what was happening.
    - I intended to get into OCCC's nursing program but after 3 semesters of applying and not getting accepted I changed my major to diversified studies and applied to UCO's nursing program and got accepted.
    - I was initially a nursing major, so there were some challenges in matching up some of the courses I had already taken for nursing to substitute for some of the Pre Ed required courses.
    - JAVA was too difficult and time consuming for me at this time. I had to withdraw from that class. I have 2 Associates degrees from OCCC and close to a 3rd.
    - LD students from high school
    - My prior academic record was a huge setback and obstacle to overcome, but I managed to graduate with over a 3.0
    - The only thing I can think of was when I needed my final transcript sent to my new college, I filled out a form for them to send it as soon as it was completed. It did not happen, I had no idea, and so I had to wait even longer for my classes at my new college.
- None
    - I did not meet any challenges.
    - None, I have taken so many courses that my counselor recommended the degree
    - None, I picked diversified studies so all of my classes would count towards a degree
    - None. This was not my first degree plan at OCCC. I was going to go into the nursing program. It was too difficult to get in, so I switched to whatever I could to graduate.
    - Work schedule. The online classes really helped me avoid challenges because I could do the work on my own time.
    - Did not experience any problems.
    - I did not have challenges because I was able to plan out my own major

6. Significant challenges identified by students:
    - Algebra was my most significant challenge (3 comments)
    - Balancing school and work full-time.
    - Class times
    - Classes
    - Classes changing when I had already completed one of them.
    - Dealing with young and immature fellow students and a rude demeaning science professor who was prejudice and showed favoritism towards "whites" in the classroom.
    - Driving to Oklahoma City, because I live in Norman
    - Dropping behavioral stats and joining math stats class a week and a half after the semester started.
    - Finding study time due to also working 40 hr/wk-some courses had to be dropped and reattempted due to this
    - Finding time and motivation to go to class and study around work.
    - Foreign credits
    - Graduating on time.
    - Having to deal with Charlie Hackeards (????)
    - High gas prices and the commute. The majority of my professors were excellent at motivating me to attend classes. My biggest challenge was a small medical emergency during the semester
    - Just making sure the credit hours applied to a particular degree
    - Maintaining mental and physical endurance to complete credits and good grades
    - Making sure everything would transfer

- Making sure I had everything ready and prepared. I was having trouble getting a definite response from my assigned advisor. Maybe he wasn't sure what could be accepted as courses from my nursing major to substitute required Pre Ed. Courses.
- Money (3 comments)
- My chemistry teacher
- My current challenge is still completing school
- Obtaining financial aid and getting helpful advisement
- O-Trip made me feel like any career path was possible. I've been to a lot of other schools and O-Trip is still my top choice to recommend to everyone.
- Putting together a list of classes I needed to complete to receive my diversified studies degree
- Schedule of classes 4 work.
- School work along with a full-time job.
- Staff attitude
- Staying in school
- Studying hard enough to bring up my GPA
- There were no challenges.
- Time (3 comments)
- Working full time

PART III – RECOMMENDATIONS

- The changes being made in the assessment methods used for General Education will be forthcoming, so it is hoped that clearer information will be available related to Liberal Studies majors.
- A system of tracking majors in order to obtain an even distribution of students completing surveys and general education assessments would be helpful too.
- A better effort of communicating to the general student population should be made so that perhaps more students who declare the Liberal Studies program as their major will have consulted with a faculty advisor much earlier in their college experience. Waiting until they have 30 credit hours or more makes it much more difficult for students to schedule appropriate classes to fit their goals and meet the requirements specific to Liberal Studies.
- Additional training and/or information for faculty and staff may provide more effective support as well as earlier intervention with students planning to major in Liberal Studies, either from the beginning of their college career or in the case of their changing career paths part way through.
- No other changes to curriculum related to the program are planned.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2009

Modern Languages
Program/Option/Emphasis

AA September 30, 2009

Date Submitted to Division Dean

Submitted By: J. Dianne Broyles

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

J. Dianne Broyles

Dr. Ginnett Rollins

OUTCOMES ASSESSMENT REPORT

MODERN LANGUAGES 2008--2009

Student Learning Outcomes

Outcome 1. Students will demonstrate speaking skills at the Intermediate Mid level or higher.

- They will be able to handle uncomplicated communicative tasks in social situations, on topics related to self, family, home, daily activities, interests, personal preferences, physical and social needs (including shopping, meals, travel and lodging).
- They will be able to respond to direct questions or requests for information.
- They will be able to ask questions to satisfy basic needs, including directions, prices and services.
- They will be able to create with language and speak in sentences and groups of sentences.
- They will be understood by sympathetic native speakers who are accustomed to dealing with non- natives.

Outcome 2. Students will demonstrate listening skills at the Intermediate High level.

- They will be able to sustain understanding of connected discourse on a variety of topics pertaining to different times and places.
- They will have some comprehension of discourse involving description and narration in different time frames or aspects, including interviews, short lectures on familiar topics, and news items and reports dealing mainly with factual information.

Outcome 3. Students will demonstrate reading skills at the Intermediate High level.

- They will be able to read simple connected texts dealing with personal and social needs, topics about which they have personal interest and/or knowledge. They may be able to get the main ideas and some details from texts including description and narration.

Outcome 4. Students will demonstrate writing skills at the Intermediate Mid level or higher.

- They will be able to meet practical writing needs such as letters, note taking, biographical and autobiographical data.
- They will describe and narrate in paragraph form.
- Their writing will generally be comprehensible to natives accustomed to the writing of non-natives.

NOTE: The learning outcomes described above are adapted from the Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages, 1986, 1999)

Program Outputs

Students will be able to transfer successfully to a four-year institution and continue their language studies.

PART 1—MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcomes for the Modern Languages program will be evaluated in FY08 using the measures and criteria for success identified below:

A. STUDENT OUTCOMES/DIRECT MEASURES

Outcome 1. Students will demonstrate speaking skills at the Intermediate Mid level or higher.

- They will be able to handle uncomplicated communicative tasks in social situations, on topics related to self, family, home, daily activities, interests, personal preferences, physical and social needs (including shopping, meals, travel and lodging).
- They will be able to respond to direct questions or requests for information.

- They will be able to ask questions to satisfy basic needs, including directions, prices and services.
- They will be able to create with language and speak in sentences and groups of sentences.
- They will be understood by sympathetic native speakers who are accustomed to dealing with non- natives.

Measure and Criteria for Success:

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.*

Students enrolled in SPAN 2013 and/or 2223 or FREN 2223 will be required to have an individual oral interview with a program faculty member. This interview will take place during the last two weeks of the Spring Semester. A rubric will be used which will assist the interviewer in documenting the interviewee's ability to perform the following speaking functions:

They will be able to handle uncomplicated communicative tasks in social situations, on topics related to self, family, home, daily activities, interests, personal preferences, physical and social needs (including shopping, meals, travel and lodging).

They will be able to respond to direct questions or requests for information.

They will be able to ask questions to satisfy basic needs, including directions, prices and services.

They will be able to create with language and speak in sentences and groups of sentences.

They will be understood by sympathetic native speakers who are accustomed to dealing with non- natives.

The rubric will indicate a range of performance according to the ACTFL scale: Novice Low, Medium, High; Intermediate Low, Medium, High; Advanced Low, Medium, High. It is expected that 75% of students will demonstrate speaking proficiency at the Intermediate Mid level or higher.

http://www.actfl.org/files/public/Guidelinesspeak.pdf

Outcome 4. Students will demonstrate writing skills at the Intermediate Mid level or higher. (2009, 2012)

- They will be able to meet practical writing needs such as note taking, letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest.
- They can write simple and descriptions and narrations of paragraph length on everyday events and situations in different time frames, but with some inaccuracies and inconsistencies.
- Their vocabulary, grammar and writing style will correspond to the spoken language.
- Their writing will generally be comprehensible to natives accustomed to the writing of non-natives.

Measure and Criteria for Success:

All students who complete the Modern Languages Program will be assessed in writing based on the standards established by the American Council on the Teaching of Foreign Languages. (See link below.)

Students enrolled in SPAN 2223 or FREN 2223 will submit their final composition of the course for evaluation according to the ACTFL Guidelines. A rubric will be used which will assist in the evaluation of the students' writing. Although these compositions will be graded by the instructor of the course, we will have them evaluated separately by other instructors (full or part-time) in order to provide more objective assessment. It is expected that 75% of students tested will attain a score of Intermediate Mid or higher.

http://www.actfl.org/files/public/writingguidelines.pdf

PART II—EVALUATION AND RESULTS

A. Student Learning Outcomes/Direct Measures

Outcome 1. Students will demonstrate speaking skills at the Intermediate Mid level or higher.

Students enrolled in SPAN 2223 engaged in an individual oral interview with program faculty members during the last two weeks of the Spring Semester.

The rubric on the following page was used to assist the interviewer in documenting the interviewee's ability to perform the speaking functions listed in Part 1-A.

SPANISH

Ten (10) students were interviewed. The instructor rated them as follows:

Intermediate High	2
Intermediate Mid	4
Intermediate Low	2
Novice High	2

Six (6) of the 10 students (60%) were rated at the Intermediate Mid level or above.

FRENCH

No interviews were conducted in Spring 2009.

Observations and Concerns:

These results show that fewer than 75% of the Spanish students who were interviewed met the goal of performing at the Intermediate Mid level or higher in Speaking. It should be noted that this is a smaller sample than usual, due to lower enrollment in SPAN 2223 and SPAN 2013 (most of the SPAN 2013 students were included in the SPAN 2223 interviews).

There were no interviews conducted in FREN 2223 this spring, so it continues to be problematic to obtain data on the French students.

The results are a matter of concern because speaking skills are so essential to student success in Modern Languages. We need to continue our efforts t in all Modern Language classes to emphasize speaking skills.

NAME _____ **Date of Interview** _____

Rubric for Evaluation of Speaking Skills

Intermediate MID:

The student demonstrates that s/he is able to perform ALL of the following:

1._____Participate in a simple, direct conversation on topics of daily activities and personal environment

2._____Communicate personal meaning by creating with the language in sentences or strings of sentences

3._____Answer direct questions

4._____Ask direct questions

5._____Satisfy personal needs and social demands in survival situations (*i.e.*, food, shopping, travel, lodging)

(A student who can perform all of these functions except for #2 will be rated as Intermediate LOW. A student who cannot perform those four functions will be rated in the NOVICE category. See description in Assessment Plan.)

Intermediate HIGH:

The student demonstrates that s/he is able to perform 1-5 and two or more of the following:

6._____Participate in conversation on topics involving public interest

7._____Narrate in present, past, and future

8._____Deal with complications or unexpected language situations

9._____Communicate in sustained discourse of paragraph length

10._____Satisfy demands of work and/or school situations

(A student who can perform all the functions 6-10 will be rated in the ADVANCED category. See description in Five-year Assessment Plan.)

This student demonstrates speaking skill at the _____ level.

_____ INTERVIEWER

Outcome 4. Students will demonstrate writing skills at the Intermediate Mid level or higher.

The final compositions of students enrolled in SPAN 2223 were evaluated by the course instructor according to the Revised Rubric that appears on the following page. There were only eight papers submitted.

These are the results of the evaluation:

Intermediate High	1
Intermediate Mid	3
Intermediate Low	3
Novice High	1

In this group of eight students, 50% met the goal of demonstrating writing skills at the Intermediate Mid level or higher.

Observations and Concerns:

The number of writing samples is very low; it does not include all the students enrolled in that section, nor does it include any writing by French students.

The quality of the writing submitted by the Spanish students is below expectations; therefore the program faculty must continue to seek ways to provide more writing practice and increase writing skills.

Student _____ Instructor _____

REVISED Rubric for Assessing Writing Skills in Modern Language Program

Intermediate MID:

The student is able to write a composition in the target language that demonstrates ALL of the following:

1._____Appropriate word usage

2._____Correct spelling

3._____Correct grammar, including agreement of articles, adjectives and nouns; subjects and verbs

4._____Narration primarily in present tense

5._____Coherent sentences

(A student who can perform all of these functions except for #5gg will be rated as Intermediate LOW. A student who cannot perform those three functions will be rated in the NOVICE category. See description in Assessment Plan.)

Intermediate HIGH:

The student is able to write a composition in the target language that demonstrates 1-5 above and two or more of the following:

6._____Sentences organized into coherent paragraphs

7._____Narration in present, past, and future

8._____Appropriate use of aspect in the past tense

9._____Writing comprehensible to natives not used to writing of non-natives.

(A student who can perform all the functions 1-9 will be rated in the ADVANCED LOW category. See description in Five-year Assessment Plan.)

This student demonstrates writing skill at the _____ level.

Evaluator: _____

Date: _____

B. PROGRAM OUTPUTS/INDIRECT MEASURES (2009, 2011)

Students will be able to transfer successfully to a four-year institution and continue their language studies.

Measure and Criteria for Success

We will seek data from program completers/graduates by means of personal contact and surveys. We will use this anecdotal and statistical information to identify areas in the program that need improvement. We will seek to make needed changes so that students can transfer without difficulty and with no loss of credit.

A survey was sent to students in fall of 2008; survey forms were sent to 41 students who had graduated with an Associate Degree with French or Spanish Emphasis or who had completed the Certificate of Mastery in Spanish (a non-transfer option). Two forms were undeliverable; 14 graduates responded to the survey. Of those 14, nine reported successful transfer to a four-year institution (seven in Oklahoma, two out of state). No student

experienced any problems upon transferring. When asked about the preparation they received at OCCC, 12 students responded: 11 students rated it as "Excellent" and one student rated it as "Good." When asked about the quality of instruction in the courses they took in the Modern Languages Program, 13 students responded: ten rated it as "Excellent" and three as "Very good."

Observations and Concerns:

It appears that the students who complete the Modern Languages Program are successful when they transfer to four-year institutions, and that they found their preparation to be satisfactory and the quality of instruction to be very good. It is usually the very best students who continue their studies in a foreign language, so it is not surprising that these students have been successful.

PART III—RECOMMENDATIONS

A. Student Learning Outcomes

Outcome 1:

We need to have interviews done by an instructor who is not the classroom instructor, in order to have a more objective evaluation. We also need to find ways to involve the French instructors in the process.

Outcome 4:

We need to have writing samples evaluated by an instructor who is not the classroom instructor, in order to have a more objective evaluation. We also need to find ways to involve the French instructors in the process.

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN

FOR FY 2009 – FY 2013

Music

AA	October 1, 2009
Program Level (AA, AS, AAS, or certificate)	Date Submitted to Division Dean

Submitted By: Michael Boyle

Music Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Ron Staton

Dave Archer, emeritus

Submitted By: _____ _____

Date

OUTCOMES ASSESSMENT PLAN

PROGRAM Music **PLAN YEARS FY 09 – FY 13**

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the **Music** are listed below:

Student Learning Outcomes

FY '09 SLO No. 5 Perform at the keyboard, major and minor scales. (hands separately, two octaves, ascending and descending; followed by a I – IV – I –V7 – I cadence in the key of the respective scale).

FY '10 SLO No. 1 Part-write, in SATB voicing, from a given figured bass and/or soprano line, demonstrating knowledge of accepted part-writing procedures.

FY '11 SLO No. 2 Harmonically analyze a tonal composition from the common-practice period. This analysis will include chords, inversions, cadences, non-harmonic devices, and key relationships.

FY '12 SLO No. 3 Dictate simple time, major key melodies containing skips in the major triad..

FY '13 SLO No. 4 Sight-sing a melody similar to a hymn tune as commonly found in any standard church hymnal.

FY '05 – '10 SLO No. 6 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 effects. Performance will be evaluated by a jury comprised of program faculty.

Program Outputs

FY '09 Transfer successfully to a four-year institution for completion of a baccalaureate degree. Graduates will be asked to complete an **EXIT SURVEY** at the time of graduation and a **FOLLOW-UP SURVEY** after one year of residence at the transfer institution. One question on the Follow-up Survey will be to report GPA at the transfer institution.

The completion of the annual assessment plan[iii] for each fiscal assessment period requires (1) identification and (2) measurement of either of the following:

- at least two student learning outcomes; OR
- one student learning outcome and one program output.

All of the outputs and outcomes should be measured over a five-year period.

The assessment plan will be updated each fiscal year for new program outputs, student learning outcomes and their measurement.

The assessment plan will also accumulate prior outputs, outcomes and their measures, and will serve as the source document to the 5 year plan submitted for the technical occupational review and program review.

OUTCOMES ASSESSMENT PLAN

PROGRAM **Music** **PLAN YEAR FY 08/09**

PART I – MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcomes and program outputs for each program will be evaluated using the measures and criteria for success identified below:

A. STUDENT OUTCOMES/DIRECT MEASURES[iv]

Student Learning Outcomes

SLO No. 1:

Part write, in SATB voicing, from a given figured bass and/or soprano line, demonstrating knowledge of accepted part-writing procedures.

Measurement and Criteria for Success:

Ninety percent of the program graduates will demonstrate mastery of part-writing skills via a *Part-Writing 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.

SLO No. 2:

Harmonically analyze a tonal composition from the common-practice period. This analysis will include identification of chords, inversions, cadences, non-harmonic devices, and key relationships.

Measurement and Criteria for Success:

Ninety percent of the program graduates will demonstrate mastery of stated analytical skills via a *Musical Analysis 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.

SLO No. 3:

Students (including program graduates) will dictate simple-time, major-key melodies containing skips within the major triad.

Measurement and Criteria for Success:

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.

SLO No. 4:

Students (including program graduates) will sight-sing melodies similar to a hymn tune as commonly found in any standard church hymnal.

Measurement and Criteria for Success:

Ninety percent of the program graduates will demonstrate the stated sight-singing skills via a *Sight-singing 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.

SLO No. 5:

Perform at the keyboard, major and minor scales. Scales are to be performed hands together, two octaves, ascending and descending. Each scale is to be followed with a I – IV – I – V7 – I cadence in the key of the respective scale.

Measurement and Criteria for Success:

Ninety percent of the program graduates will demonstrate stated keyboard skills via a *Keyboard Skills 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.

SLO No. 6:

Program graduates will perform, vocally or instrumentally, in a musically-satisfying manner, repertoire appropriate to the individual level of advancement. "Musically satisfying" implies appropriate phrasing, dynamics, technical, interpretational effects, and effective vocal production. Performance will be evaluated by a jury comprised of program faculty.

Measurement and Criteria for Success:

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.

(List all outcomes, measures used, and the criteria for success)

B. PROGRAM OUTPUTS/INDIRECT MEASURES[v]

1. Ninety percent of program graduates will report satisfaction with their professional coursework at OKCCC as evidenced by their responses to the EXIT SURVEY
2. Ninety percent of program graduates will report successful academic progress at the transfer institution as evidenced by their responses to the FOLLOW-UP SURVEY.

SLO No. 5:
Summary: Four students from Theory IV completed the course in 2009; all four scored above 80%, with the lowest score 90%. This year's pass rate is 100%, maintaining last year's 100% pass rate. Although this SLO is considerably harder than last year's objective (keyboard skills are a difficult mastery), the result shows consistent performance.

That being said, I still feel that the sample size is too small for objective analysis. At 4 students, each student represents 25% of the class sample. Five students began the course, but one was granted a medical withdrawal.

Our theory curriculum begins with 20-30 students in Theory I and winnows downs to 4 or 5 who end up with Associate's Degrees. While this type of drop may seem dramatic, and OCCC's rate may be higher than the national norm, it is hardly unusual and not surprising.

SLO No. 6:

Our juries should challenge our students in a more substantial fashion. A new set of adjuncts (Tom Anderson, Christian Morren, Larry Larson) helps this somewhat as this has historically been as challenging subject. This will

be addressed in the Recommendations section. While our juries proceed as they have in the past, I've been encouraging a more critical approach to the grading and commentary.

PART III – RECOMMENDATIONS

SLO No. 5:
Action plan: Increase the sample pool (increase enrollment).

Increasing the enrollment will be a matter of recruiting more talented local students to enroll at OCCC for our outstanding Music program.

SLO No. 6:

Recommendation: Summary: We are 'in the process' of revamping our guidelines for objectives listed in our applied teachers syllabi. For example, a new syllabus may read

"First semester- 2 songs, one in English, one in a foreign language"

"Second semester- 4 songs, 2 in English, 2 in a foreign language"

This provides a more specific objective for assessment. Further, we are considering adding recital participation and recital attendance requirements for applied students.

The above section was recommended last year. This year I plan on drafting a statement to be included in all applied syllabi to address these recommendations.

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN REPORT

FOR FY 2009

Pre-Education
Program/Option/Emphasis

_____AS_____ _____Fall 09_____

Date Submitted to Division Dean

Submitted By: _____Bertha Wise_____

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Bertha Wise

Submitted By: _____ _____

Dean Date

OUTCOMES ASSESSMENT REPORT

PROGRAM **Pre-Education** **PLAN YEAR FY 09**

Summary Report FY09

Introduction

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the Pre-Education Program are listed below:

Student Learning Outcomes

Upon completion of an Associate of Science in Pre-Education, students will demonstrate that they have met the learning competencies in General Education. The General Education learning outcomes are undergoing some revision, but they include the following:

- Mathematical methods—to demonstrate analytical reasoning and logic skills by using mathematical methods and tools
- Scientific methodology—to demonstrate critical thinking by using scientific methodology
- Social institutions—to demonstrate an understanding of the function of major social institutions
- Writing—to demonstrate effective writing and public speaking skills
- Public speaking skills—to demonstrate effective writing and public speaking skills
- Global communities—to demonstrate an understanding of the ideas, events, and values that have shaped global communities

At least 37 credit hours of General Education are required in Pre-Education, and many of the support courses students take as part of their curriculum are classified under the General Education category, with some exceptions.

For the next 3-5 years, every General Education learning outcome is to be assessed.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Program Output: transfer or continuing education

Students graduating with an Associate of Science in Pre-Education will be prepared to succeed at a four year institution or continue to meet their educational goals. Each year the Institutional Effectiveness Office sends out a Graduate Survey to all graduates of the previous year. In addition to the general questions asked on the Graduate Survey, the following specific questions will be added for those graduates who completed a degree in Pre-Education:

____ Number of credits completed before you declared your major?

How did you learn about your major as a potential appropriate program for you?

☐ College catalog

☐ College faculty or staff
☐ College website
☐ Friend or relative
☐ Other, please specify _____

From what location or individual did you receive the most helpful advisement? Rate each of area listed in the table:

Most Helpful				Least Helpful	
5	4	3	2	1	a. Advising and Career Services
5	4	3	2	1	b. Assigned Faculty Advisor
5	4	3	2	1	c. Coordinator of Multi-Divisional Programs
5	4	3	2	1	d. Other Faculty or Staff
5	4	3	2	1	e. College Catalog
5	4	3	2	1	f. Webpage
					g. Other

What were some, if any, of the challenges you had in meeting the requirements of your major?

Seventy percent of those students who were Pre-Education majors will rate their satisfaction with their preparation to transfer or continue their education at least a four (4). The added survey questions will provide other information useful in making any changes or decisions related to the Pre-Education program.

PART II – EVALUATION AND RESULTS

The following data were reported for the General Education Assessment for FY2009 and the information provided has been extracted from the Report provided by the General Education Assessment Committee.

Social Institutions:

9% (1 student) is proficient in Social Institutions Outcome based on Social Institutions Rubric.

91% (10 students) scored a 2 on the Social Institutions Rubric

Writing Skills:

82% (83 out of 101) of the students are proficient in writing skills.

Other Data:

11.88% (12 out of 101) scored a perfect 5.

31.68% (32 out of 101) scored a 4.

38.61% (39 out of 101) scored a 3.

15.84% (16 out of 101) scored a 2, which is below proficiency.

1.98% (2 out of 101) scored a 1, which is below proficiency.

0% (0 out of 101) scored a 0.

Mathematical Methods:

93.5% (72 out of 77) are proficient in Mathematical Properties

96% (74 out of 77) are proficient in Application of Mathematical Properties/Calculations

Scientific Methodology:

89% (17/19) of the students scored proficiency in drawing reasonable conclusions.

100% (19 out of 19) scored proficiency in supporting conclusions logically and communicating them effectively.

Human Heritage, Culture, and Values:

71% (37 out of 52) of the students achieved proficiency according to the Human Heritage, Culture, and Values Rubric.

Public Speaking:

Data: 61% (28 out of 46) students scored a 14 or higher on the Public Speaking Rubric

Program Outputs:

The following results were obtained from specific questions, included with the 234 Graduate Surveys sent to students who had graduated in 2008 in Multi-Divisional Programs (Diversified Studies, Pre-Education and Pre-Education):

- Eleven (11) students reported that their major was Pre-Education out of eighty-nine surveys that had been returned by students who had majored in Pre-Education, Pre-Education, or Diversified Studies. This was ten (10) more than the previous FY08 survey.
- The number of credits completed before the students declared their major was as follows (without breaking out which ones were just Pre-Education):

  a. 12 students reported they had completed 5 to 20 hours before declaring, 10 more than the 2007 group of graduates
  b. 8 students reported they had completed 21 to 30 hours before declaring, 5 more than the 2007 group of graduates
  c. 3 students reported they had completed 31-40 hours before declaring, 1 less than the 2007 group of graduates
  d. 9 students reported they had completed 41-50 hours before declaring, 1 more than the 2007 group of graduates
  e. 7 students reported they had completed 51-60 hours before declaring, 3 more than the 2007 group of graduates
  f. 18 students reported they had completed more than 60 hours before declaring, 8 more than the 2007 group of graduates

- Means of learning about the major as a potentially appropriate program:

  a. 23 from the college catalog (17 more than 2007)
  b. 42 from college faculty or staff (21 more than 2007)
  c. 5 from the college website (2 more than 2007)
  d. 9 from friends or relatives (4 more than 2007)
  e. 9 from other sources (6 more than 2007)

- The following reports what location or individual the student found most (5) to least (1) helpful with advisement:

  a. Advising and Career Services: 3.66 (2007—3.59)

b. Assigned Faculty Advisor: 3.57 (2007—3.29)
c. Coordinator of Multi-Divisional Programs: 2.69 (2077—2.64)
d. Other Faculty or Staff: 3.56 (2007—3.33)

- Challenges students identified in meeting the requirements of their degree:

- Advising Issues
  a. Advisors told me contradicting things so I had lots of problems and didn't graduate when I should have
  b. Couldn't contact faculty advisor at all, not helpful.
  c. My first choice for major was Pre-Education when my faculty advisor added the credits up I was short, but I had enough for a degree in Science Diversified Studies.
  d. Overlapping course work, useless coursework, and frustration levels of staff was low and many times I was treated poorly and often saw or heard others treated poorly.
  e. Problems with getting a faculty advisor at first, then I had two advisors, but the one I used was not the one listed as my advisor. Before I finally got an advisor, I wasn't sure I was taking the correct classes, the classes themselves were not the problem
  f. Sometimes I was confused about which classes I really needed.
  g. When I first enrolled my advisor had not yet been assigned and the lady who helped me in student services was rude and guided me in the wrong direction for class selections.
- Course Requirements
  a. All the math requirements.
  b. Classes
  c. Completing class work.
  d. Finding courses that would transfer to another college/university
  e. Enrolling in classes and getting into the school of education at OU.
  f. I had to take one class (Earth Science) at UCO because it was needed, but not offered at OCCC
  g. Learning to write for my different professors was a challenge
  h. Making sure my classes transferred so I would be able to use those with my college
  i. My biggest challenge was getting through college algebra followed by biology. That's about it.
  j. Some of the classes I needed to complete were not offered at a good time for a working adult. My economics instructor from Russia was very hard to get along with. Would never take class again.
  k. Taking business statistics online was a challenge because the teacher did not explain class well and it was hard. Also, accounting I was hard.
  l. The requirements changed and the class I could use to meet my requirements.
  m. Trying to figure out which classes will transfer to other colleges.
- Employment and Family Responsibilities
  a. As a full time employee and father of 2 boys, it is a tremendous challenge just to get to class, complete assignments, and reach my goals.
  b. Being able to work full-time and go to class full-time.
  c. I have never had the opportunity to go to school without also having to work. So there seemed to be less challenges this time. I did however get married last summer so that was a challenge.
  d. My personal life and work schedule didn't leave me time to study in depth to earn as good of grades as I am capable
  e. Owning my own business & home, and paying out of pocket for school was tough. I will now utilize a loan to continue for my bachelor's degree at UCO
  f. Trying to balance work, school, and having a child.
  g. Working 40 hr/wk, driving 25 miles to campus, finding study time to devote to more difficult courses
  h. Working full time, raising family, took a long time.
  i. Working, raising and maintaining a family, while trying to get good grades, also paying for school myself posed a challenge for how long it took for me to finish
- Logistics such as travel, time and financial need
  a. Driving to Oklahoma City, because I live in Norman
  b. finances but financial aid helped
  c. Finding the time

d. I didn't have enough time to take classes
e. Location and time
f. Time at home to study
g. Scheduling was the only real challenge. I am a stay at home mom with no child care.

- Other
  a. I found out a week after classes started my final semester that the class my faculty advisor approved for my math requirement would not fulfill the math requirement. I was ping-ponged around from department to department, no one willing to help me settle the issue. The only reason I found out was because I kept the communication lines open. I went to grad. services and found out what was happening.
  b. I intended to get into OCCC's nursing program but after 3 semesters of applying and not getting accepted I changed my major to diversified studies and applied to UCO's nursing program and got accepted.
  c. I was initially a nursing major, so there were some challenges in matching up some of the courses I had already taken for nursing to substitute for some of the Pre Ed required courses.
  d. JAVA was too difficult and time consuming for me at this time. I had to withdraw from that class. I have 2 Associates degrees from OCCC and close to a 3rd.
  e. LD students from high school
  f. My prior academic record was a huge setback and obstacle to overcome, but I managed to graduate with over a 3.0
  g. The only thing I can think of was when I needed my final transcript sent to my new college, I filled out a form for them to send it as soon as it was completed. It did not happen, I had no idea, and so I had to wait even longer for my classes at my new college.
- None
  a. I did not meet any challenges.
  b. None, I have taken so many courses that my counselor recommended the degree
  c. None, I picked diversified studies so all of my classes would count towards a degree
  d. None. This was not my first degree plan at OCCC. I was going to go into the nursing program. It was too difficult to get in, so I switched to whatever I could to graduate.
  e. Work schedule. The online classes really helped me avoid challenges because I could do the work on my own time.
  f. Did not experience any problems.
  g. I did not have challenges because I was able to plan out my own major
    - Significant challenges identified by students:
    - Algebra was my most significant challenge (3 comments)
    - Balancing school and work full-time.
    - Class times
    - Classes
    - Classes changing when I had already completed one of them.
    - Dealing with young and immature fellow students and a rude demeaning science professor who was prejudice and showed favoritism towards "whites" in the classroom.
    - Driving to Oklahoma City, because I live in Norman
    - Dropping behavioral stats and joining math stats class a week and a half after the semester started.
    - Finding study time due to also working 40 hr/wk-some courses had to be dropped and reattempted due to this
    - Finding time and motivation to go to class and study around work.
    - Foreign credits
    - Graduating on time.
    - Having to deal with Charlie Hackeards (????)
    - High gas prices and the commute. The majority of my professors were excellent at motivating me to attend classes. My biggest challenge was a small medical emergency

during the semester

- Just making sure the credit hours applied to a particular degree
- Maintaining mental and physical endurance to complete credits and good grades
- Making sure everything would transfer
- Making sure I had everything ready and prepared. I was having trouble getting a definite response from my assigned advisor. Maybe he wasn't sure what could be accepted as courses from my nursing major to substitute required Pre Ed. Courses.
- Money (3 comments)
- My chemistry teacher
- My current challenge is still completing school
- Obtaining financial aid and getting helpful advisement
- O-Trip made me feel like any career path was possible. I've been to a lot of other schools and O-Trip is still my top choice to recommend to everyone.
- Putting together a list of classes I needed to complete to receive my diversified studies degree
- Schedule of classes 4 work.
- School work along with a full-time job.
- Staff attitude
- Staying in school
- Studying hard enough to bring up my GPA
- There were no challenges.
- Time (3 comments)
- Working full time

PART III – RECOMMENDATIONS

- The changes being made in the assessment methods used for General Education will be forthcoming, so it is hoped that clearer information will be available related to Pre-Education majors.
- A system of tracking majors in order to obtain an even distribution of students completing surveys and general education assessments would be helpful too.
- A better effort of communicating to the general student population should be made so that perhaps more students who declare the Pre-Education program as their major will have consulted with a faculty advisor much earlier in their college experience. Waiting until they have 30 credit hours or more makes it much more difficult for students to schedule appropriate classes to fit their goals and meet the requirements specific to Pre-Education.
- Additional training and/or information for faculty and staff may provide more effective support as well as earlier intervention with students planning to major in Pre-Education, either from the beginning of their college career or in the case of their changing career paths part way through.
- No other changes to curriculum related to the program are planned.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2009

Theatre Arts

_____AA_____ Program Level (AA, AS, AAS, or certificate)

_____10/01/09_____Date Submitted to Division Dean

Submitted By: Brent Noel_____

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Submitted By: _____ _____

Dean Date

Student Outcomes Assessment Plan

Theatre Arts Program

FY09

OUTCOME ASSESSMENT PLAN

PROGRAM	PLAN YEARS
Theatre Arts	FY 09-13

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the Theatre Arts Program are listed below:

Student Learning Outcomes

1. Upon completion of an Associate in Arts degree in Theatre Arts, students will exhibit a satisfactory knowledge of basic theatre history and purpose. (FY 09, 11, 13)

2. Upon completion of an Associate in Arts degree in Theatre Arts, students will exhibit the basic skills necessary to successfully audition for/apply for employment in the Theatre Arts field. (FY 10, 12)

Program Output

1. Upon completion of an Associate in Arts degree in Theatre Arts, students will complete an exit survey concerning the quality of instruction they received at OCCC. (FY 09-13)
2. Upon completion of participation in a production, student will be asked to fill out a survey on their experience. The goal is to make sure the program is supporting the needs of the students, college and community. (FY09-13)

Student Learning Outcomes

1. Upon completion of an Associate in Arts degree in Theatre Arts, students will exhibit a satisfactory knowledge of basic theatre history and purpose.
3. Upon completion of participation in a production, student will be asked to fill out a survey on their experience. The goal is to make sure the program is supporting the needs of the students, college and community.

Measures and Criteria for Success

A. Students will participate in an exit interview conducted by the program director to discuss the student's scope of learning at completion of the program. Seventy-five percent of students should be able to exhibit 5 out of 10 on the exit interview.
B. A standard list of criteria will be used. Any deficiencies will be noted and used for planning course revisions/syllabus planning in the future.

PART II-EVALUATION AND RESULTS

We had three graduates in May.

Of the three graduates, all completed significant work toward application beyond their OCCC career. Two have successfully transferred to UCO and one student is accepted to OCU, but is continuing to work on acceptance into their theatre program.

All three students successfully completed the final project, two with a practical directing project, one with a development of his acting experience and audition portfolio.

Only two of the three graduates completed the survey and exit interview. Both students were incoming transfers from other institutions and neither had taken Intro to the Theatre at OCCC. Both students who participated in the survey struggled to get a satisfactory 5 out of 10. This could be due to a variety of reasons, including length of time since exposure to the material, no exposure to the material at previous institution, or perceived lack of value of the material by the student.

Of the two surveys completed, one was positive and one negative. The negative response was in regard to what she perceived as a lack of preparation for a career in theatre. She felt that her experience at her previous school was better at forcing her to develop her skills as an actor.

The positive respondent indicated that one of the things she appreciated most about the program was the opportunity to participate in a variety of productions. She claims to have learned about the practical aspects of theatre by participating in the productions where she had the opportunity to apply theories and skills developed in the classroom.

PART III-RECOMMENDATIONS

The thing that seems to come up over and over is that the students tend to feel challenged and fulfilled more when they participate in productions. Classroom experience is an important component of the education, but just as labs are to science classes, productions provide the “hands-on” experience that hardens knowledge into understanding. I’m considering replacing the Acting Two requirement with 3 one-hour credits in “Theatre Participation.” Even the student who felt negatively about the program as a whole, considered her practicum to be the most valuable part of her education.

I am also working to increase the number of students that complete the program. There is a pattern among our students to be not as completion oriented because success in the field does not require licensure or certification. Many of our students feel comfortable here, and see it as a safe place for them to continue what they enjoy without having to test their acumen in a less nurturing environment. Because of this I am starting to lean toward not casting former students or students who are not currently enrolled. This is not an absolute, but I want to try to make the nest a little less comfortable for dawdlers. Those who are either involved in the program currently or have graduated from it tend to succeed outside OCCC. Our people are good, we just aren’t getting as many of them graduated as we would like.

Student Outcomes Assessment Plan

Visual Arts Program
FY 09

Part II Evaluation and Results

Student Learning Outcome (2a)

Students will produce visual art that exhibits perceptual awareness and observational skill.

Measure and Criteria for Success

All Visual Arts students taking the program's final Portfolio Development and Presentation course will create a portfolio containing artifact works of art from their major program courses. The portfolios will be evaluated by program faculty according to an established rubric. 80% of students will exhibit perceptual awareness and observational skill in their artwork by scoring "2" on the program rubric.

Evaluation and Results: Review of the student portfolios from the Fall 08 and Spring 09 semesters resulted in an assessment that 65% of students met or exceeded the outcome by producing art the exhibited perceptual awareness and observational skill.

Student Learning Outcome (2b)

Students will produce visual art that exhibits expertise with the elements and principles of design in 2D and 3D art forms.

Measure and Criteria for Success

All Visual Arts students taking the program's final Portfolio Development and Presentation course will create a portfolio containing artifact works of art from their major program courses. The portfolios will be evaluated by program faculty according to an established rubric. 80% of students will demonstrate expertise with the elements and principles of design in 2D and 3D art forms by scoring "2" on the program rubric.

Evaluation and Results: Review of the student portfolios from the Fall 08 and Spring 09 semesters resulted in an assessment that 70% of students met or exceeded the outcome by producing art that exhibited perceptual awareness and observational skill.

Part II continued:

Program Output

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.

Evaluation and Results: Student surveys indicate that 76% of students were committed to transferring to a four-year institution, and 12% were considering transferring. There is not sufficient data for determining student success in transferring.

Part III – Recommendations

1. Students are not necessarily including appropriate course artifacts in their portfolios for adequate program assessment, leading to unreliable assessment. Greater emphasis needs to be placed on advising students within program courses regarding the inclusion of appropriate artifacts in their portfolios.
2. The portfolio course is undergoing evaluation to better facilitate portfolio development and program assessment.

Business Division

Association of Collegiate Business Schools and Programs (ACBSP)

Associate Degree Commission Accredited Institutions

Quality Assurance (QA) Report (Rev G – January 2008)

Institution: Oklahoma City Community College

Academic Division of Business

Year Accredited/Reaffirmed: 2005

List All Accredited Programs:

A.S. Business **Degree Programs:**

Business

Management Emphasis

Aviation Management Emphasis

A.A.S. Business **Degree Programs**

Accounting Option

A.O.T. – Administrative Office Specialist Option

A.O.T. – Legal Secretary Option

Business Management Option

Finance/Banking Option

Finance/General Option

Person completing report: Anita Williams

Kayla Fessler

Dr. Germain Pichop

Kristi Fields

Phone: (405) 682-7550

E-mail address: awilliams@occc.edu

ACBSP Champion name: Dr. Jim Schwark

ACBSP Co-Champion name: Dr. Felix Aquino

Items to be Addressed

Faculty Qualifications

1. Complete the following tables **for <u>new full-time and part-time faculty members only since last Report</u> (Table VI)**:

   TABLE VI New Full-time and Part-time Faculty Qualifications (Use enclosed table at the end of this document)

A. Curriculum

1. List any existing accredited associate degree programs/curricula that have been **substantially revised** since your last report and attach a Table VII – Curriculum Summary for each program. **None**
2. List any **new** degree programs that have been developed and attach a Table VII – Curriculum Summary for each new program since your last report. **None**
3. List any accredited programs that have been terminated since your last report. **None**

B. Organization

1. List any organizational or administrative personnel changes within the business unit since your last report.
   Dr. John Boyd accepted an administrative position in the Fall of 2008.

2. List all new sites where students can earn an accredited business degree (off-campus or on campus, on-line) that have been added since your last report?
   None

C. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed (*Either for accreditation or from feedback by commissioners for the Quality Assurance Report*)

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report. **None**

E. Program Outcomes

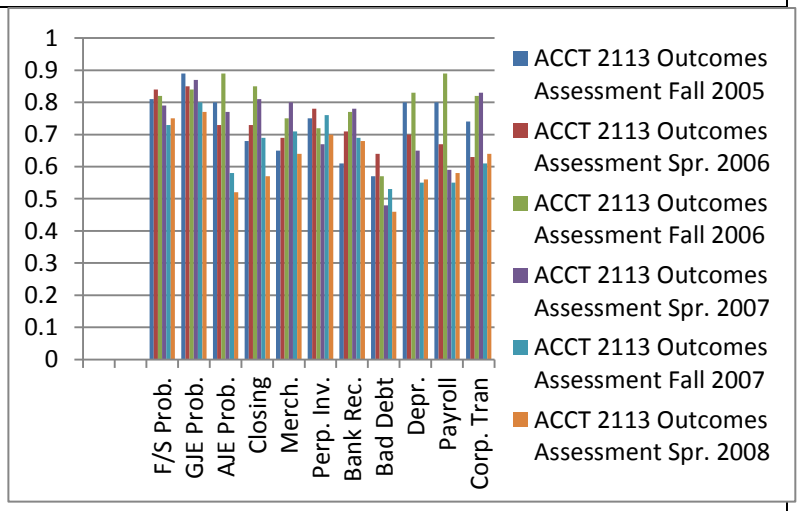
List program outcomes for each accredited program.

F. Performance Results

The following tables list the five performance indicators and the definitions of the outcomes (not all inclusive, just examples). Tables 1 -5 must be used to report your performance results.

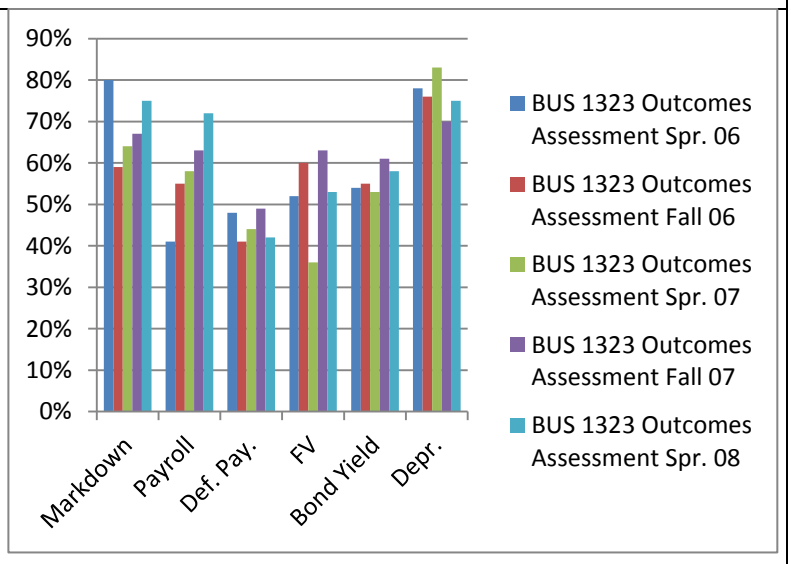
Table I Student Learning Results (Required for each accredited program)

Performance Indicator	Definition
1. Student Learning Results **(Required for each accredited program)**	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs. Add these to the description of the measurement instrument in column two: Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument** **to include** Formative, summative, internal, external, or comparative.	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Graduates of the Oklahoma City Community College Business – A.S.. Program and A.A.S. Program will demonstrate understanding of the fundamentals of business accounting 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 2007 and Spring 2008. In Fall 2007, reports were submitted for all of the 15 sections taught. Faculty submitted reports for all 14 sections taught in Spring 2008. The results indicated that students met the minimum competency on 4 of the 11 questions in Fall 2007 and on 3 of the 11 questions in Spring 2008. This is down from 7 of the 11 questions on both Fall 2006 and Spring 2007. 73% of Fall 2007 students and 75% of Spring 2008 students on the final grade report earned 70% or more on the basic financial statement problem. 80% of Fall 2007 students and 77% of Spring 2008 students earned 70% or more on the general journal entry problem. 76% of Fall 2007 students and 70% of Spring 2008 students earned 70% or more on the	Accounting faculty members presented a proposal to the OCCC Curriculum Committee requesting a prerequisite of "successful completion of 12 college credit hours". The committee denied the request. Therefore, the change was not made.	

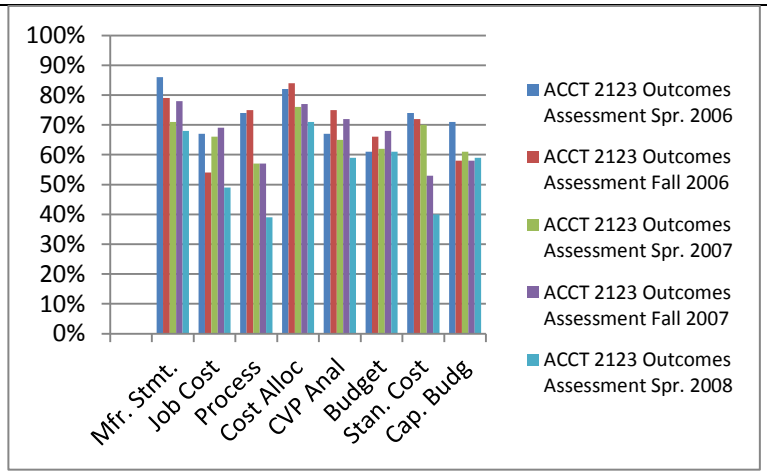
			perpetual inventory problem. The reports indicated mixed results on 1 of the 11 questions. 71% of Fall 2007 students and 64% of Spring 2008 students earned 70% or more on the merchandising transactions problem. Fewer than 70% of students earned 70% or greater on the remaining embedded problems in both semesters. 58% of Fall 2007 students and 52% of Spring 2008 students earned 70% or more on the adjusting entries problem. 69% of Fall 2007 and 57% of Spring 2008 earned 70% or more on the closing entry problem. 69% of Fall 2007 and 68% of Spring 2008 students earned 70% or more on the bank reconciliation problem. 53% of Fall 2007 and 46% of Spring 2008 students earned 70% or more on the estimation of bad debts problem. 55% of Fall 2007 and 56% of Spring 2008 students earned 70% or more on the depreciation problem. 55% of Fall 2007 and 58% of Spring 2008		

			students earned 70% or more on the payroll entry problem. 61% of Fall 2007 and 64% of Spring 2008 students earned 70% or more on the corporate transactions problem. The decrease in scores was expected because we made a change in the number of students measured. Prior to Fall 2007, we had measured only students who earned a passing grade for the course. During an ACBSP conference in Summer 2007, a faculty member had a discussion with a presenter on outcomes assessment. The presenter suggested that the department use all students on the final grade report instead of just students passing. Beginning Fall 2007, we used all students who were listed on the final class grade report. This included students earning failing grades regardless of whether they continued to attend and take exams. We believed this would give us a more accurate picture of student success. Please refer to the attached graphs for a comparison of semesters from Fall 2005 – Spring 2008.		

			Because of the change in the student population being measured, it is difficult to determine if previous changes made in the accounting program were successful. The accounting faculty plans to seek approval from the Curriculum Committee to add an additional prerequisite for ACCT 2113 of "successful completion of 12 college credit hours". If approved, this would go into effect Fall 2009. Based on data received from the college Achieving the Dream initiative, we believe there will be a significant improvement in student success.		
Graduates of the Oklahoma City Community College Business – A.A.S. Program will demonstrate understanding of the fundamentals of business concepts.	**Seventy percent of students completing Math for Business Careers BUS 1323 will earn an average of 70% or greater on six (6) embedded test questions. These questions will be included on exams in all sections of BUS 1323 in Fall 2007 and Spring 2008.**		Embedded questions were included on six exams given to BUS 1323 students in both Fall 2007 and Spring 2008. In Fall 2007, reports were submitted for 3 of the 4 sections taught. Faculty submitted reports for 2 of the 4 sections taught in Spring 2008. The results indicated that students met the minimum competency in both the fall and spring semesters on one of the six questions. 70% of Fall 2007 and 75% of Spring 2008 students	Program faculty has discussed the problem of unprepared students enrolling in BUS 1323. We believe this issue has been resolved, and student success will show an improvement on the Fall 2009 outcomes assessment report. The supervisor of the business lab has advertised for a business	

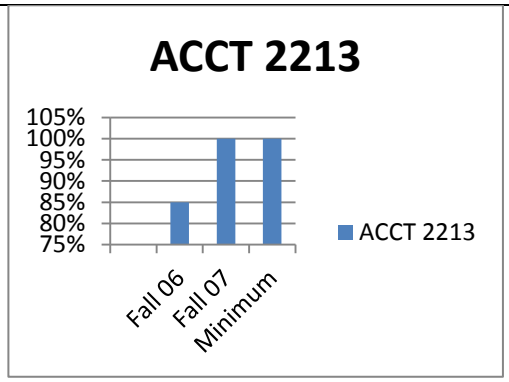
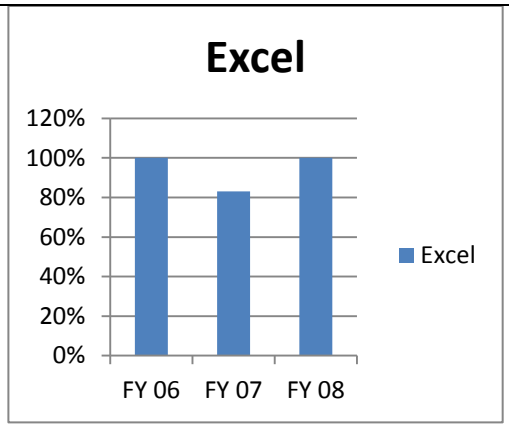
			completing the course earned 70% or more on the problem concerning depreciation. However, only 67% of Fall 2007 and 75% of Spring 2008 students earned more than 70% on the markdown percentage problem. 63% of Fall 2007 and 72% of Spring 2008 students earned more than 70% on the payroll problem. 49% of Fall 2007 and 42% of Spring 2008 students earned more than 70% on the deferred payment problem. 63% of Fall 2007 and 53% of Spring 2008 students earned more than 70% on the future value problem. 61% of Fall 2007 and 58% of Spring 2008 students earned more than 70% on the bond yield problem. The decrease in scores was expected because we made a change in the number of students measured. Prior to Fall 2007, we had measured only students who earned a passing grade for the course. During an ACBSP conference in Summer 2007, a faculty member had a discussion with a presenter on outcomes assessment. The presenter suggested that the department use all students on the final	math tutor.	

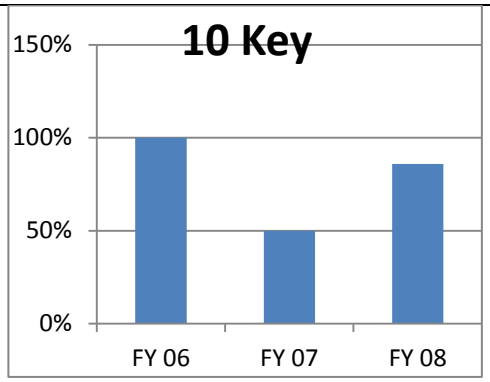
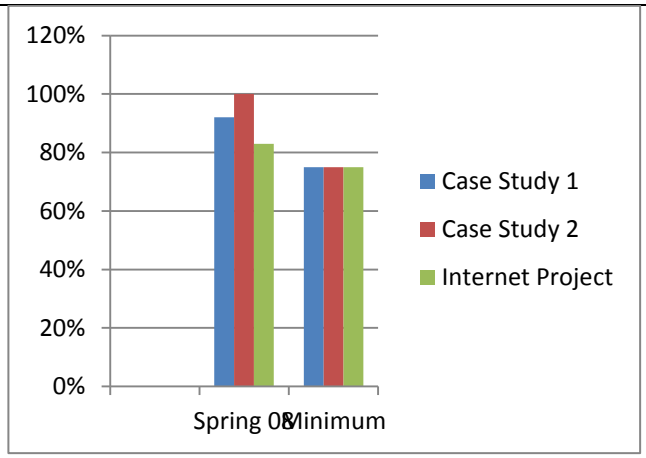
			grade report instead of just students passing. Beginning Fall 2007, we used all students who were listed on the final class grade report. This included students earning failing grades regardless of whether they continued to attend and take exams. We believed this would give us a more accurate picture of student success. Program faculty continue to have a concern that some students enrolled in BUS 1323-Math for Business Careers are not adequately prepared. We will continue to monitor the process of the college verifying that students have met the prerequisite of MATH 0033 or adequate Math Placement Test Score, either within the last year. Program faculty have also added more emphasis at the beginning of the course on a review of basic skills with a separate quiz covering that material at the end of the first week. Over the last few years, tutorial support for BUS 1323 students in the Math Lab has been dwindling. Now that the Division of Business has a Business Lab, program faculty will pursue the addition of Math for		

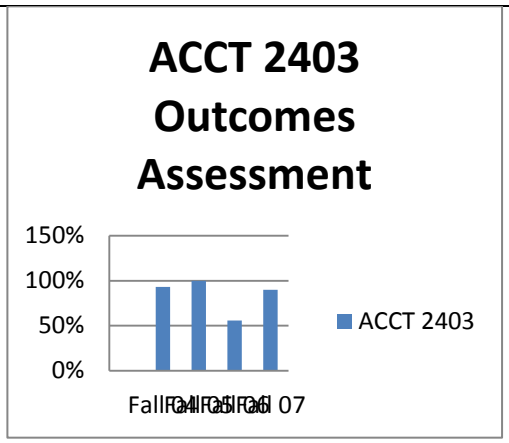
			Business Careers tutors there.		
Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate decision-making using managerial accounting concepts.	**Seventy percent of students who successfully complete ACCT 2123 (earn a passing grade) will earn an average of 70% or 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 2007 and Spring 2008. Faculty submitted reports in 5 of the 6 sections taught in Fall 2007. In Spring 2008, reports were submitted in all 8 of the sections taught. The results indicated that students met the minimum competency on 1 of the 8 questions in both semesters. This is down from 3 of the 8 questions in both Fall 2007 and Spring 2008. 77% of Fall 2007 and 71% of Spring 2008 students earned more than 70% on the allocation of	Accounting faculty members presented a proposal to the OCCC Curriculum Committee requesting a prerequisite of "successful completion of 12 college credit hours". The committee denied the request. Therefore, the change was not made.	

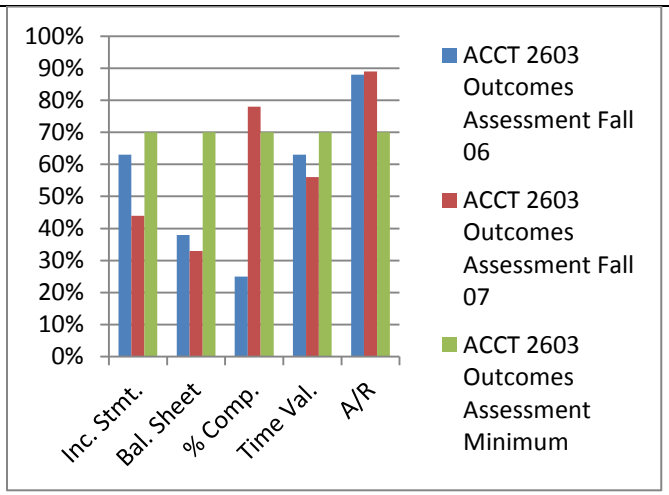
			cost problem. Mixed results were indicated on 2 of the embedded problems. 78% of Fall 2007 and 68% of Spring 2008 students earned more than 70% on the manufacturing statement problem. 72% of Fall 2007 and 59% of Spring 2008 students earned more than 70% on the cost-volume-profit analysis problem. Fewer than 70% of the students earned 70% or greater on the remaining 5 embedded problems. 69% of Fall 2007 and 49% of Spring 2008 students earned more than 70% on the job order cost accounting problem. 57% of Fall 2007 and 39% of Spring 2008 students earned more than 70% on the process cost accounting problem. 68% of Fall 2007 and 61% of Spring 2008 students earned more than 70% on the cash budget problem. 53%of Fall 2007 and 40% of Spring 2008 students earned more than 70% on the standard costing problem. 58% of Fall 2007 and 59% of Spring 2008 students earned more than 70% on the capital budgeting		

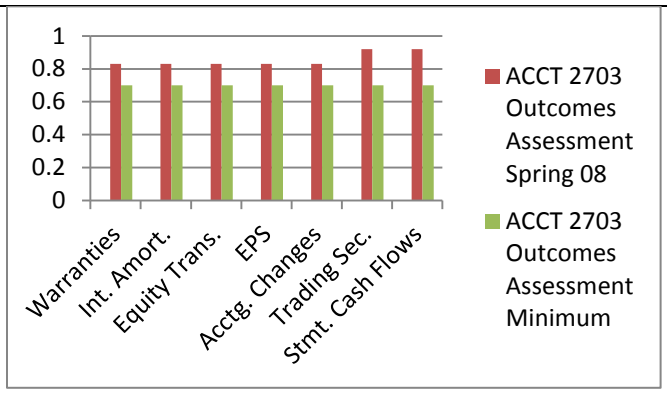
			problem. The decrease in scores was expected because we made a change in the number of students measured. Prior to Fall 2007, we had measured only students who earned a passing grade for the course. During an ACBSP conference in Summer 2007, a faculty member had a discussion with a presenter on outcomes assessment. The presenter suggested that the department use all students on the final grade report instead of just students passing. Beginning Fall 2007, we used all students who were listed on the final class grade report. This included students earning failing grades regardless of whether they continued to attend and take exams. We believed this would give us a more accurate picture of student success. Please refer to the attached graphs for a comparison of the semesters from Spring 2006 through Spring 2008. Because of the change in the student population being measured, it is difficult to determine if previous changes made in the accounting		

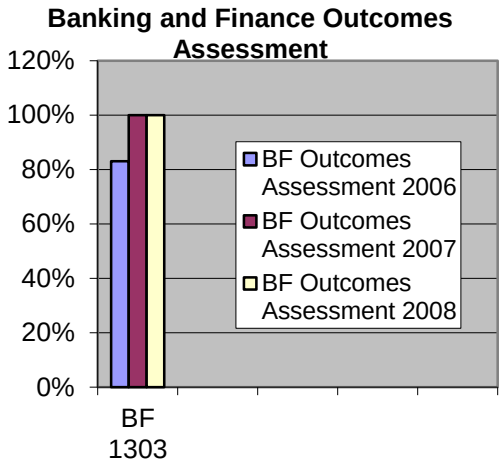
			program were successful. The accounting faculty plans to seek approval from the Curriculum Committee to add an additional prerequisite for ACCT 2113 of "successful completion of 12 college credit hours". If approved, this would go into effect Fall 2009. Based on data received from the college Achieving the Dream initiative, we believe there will be a significant improvement in student success for ACCT 2113 which should produce a better prepared ACCT 2123 student.		
Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate proficiency in accounting applications on the computer.	**(Measure A) 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.**	All students assessed met the criteria for this proficiency.	ACCT 2213 – Computerized Accounting is offered in the fall semester only. In Fall 2007, 100% of the students on the final grade report earned 70% or more on the comprehensive problem.	No changes were made. This outcome will be measured again.	
Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate proficiency in accounting applications on the computer	**(Measure B)** **Accounting majors completing AOT 2473 – Office /Accounting Spreadsheet Applications will be able to score 70% or higher on an Excel spreadsheet completed on an exam**.	All students met the criteria.	All of the sections of AOT 2473 offered in Fall 2007 and Spring 2008 were reviewed. There were a total of seven declared accounting majors in all three sections. All seven of the accounting majors (100%) earned more than 70% on the Excel spreadsheet.		

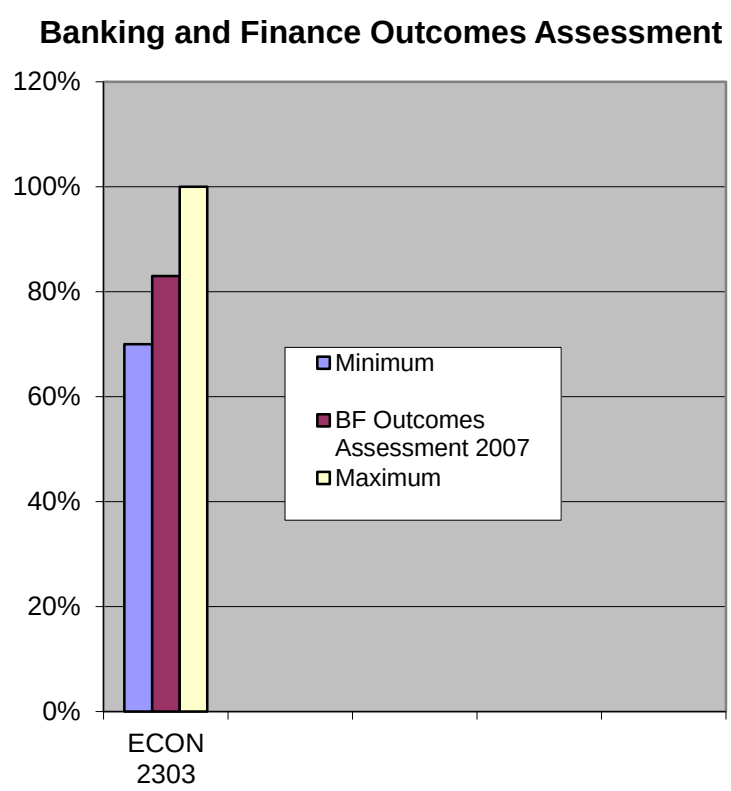
Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate proficiency in accounting applications on the computer	**(Measure C)** **Accounting majors completing AOT 2473 – Office/Accounting Spreadsheet Applications will demonstrate a minimum proficiency of 140 net key strokes per minute on a speed timing exam.**	Although our goal of 100% of accounting majors was not achieved, we have experienced an improvement of 36% over last year's 50% success rate.	All of the sections of AOT 2473 offered in Fall 2007 and Spring 2008 were reviewed. There were a total of seven declared accounting majors in all three sections. Six of the accounting majors (86%) demonstrated a proficiency of greater than 140 net key strokes.	The criteria will be measured again Fall 2009.	
Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate the ability to produce relevant costing information for a manufacturing operation.	**75% of students completing ACCT 2303 – Cost Accounting will earn an average of 70% or above on case studies which will demonstrate their ability to analyze and classify costs and complete the related statement of cost of goods manufactured.**	All criteria were met.	In Spring 2008, students completed two case studies and one Internet research problem to determine their proficiency in the outcome. 92% of the 12 students on the final grade report earned more than 70% on the first case study. 100% of the students earned more than 70% on the second case study. 83% of the students earned more than 70% on the Internet research problem.	The criteria were met. However, this is the first year that this outcome has been measured. Therefore, it will be measured again.	

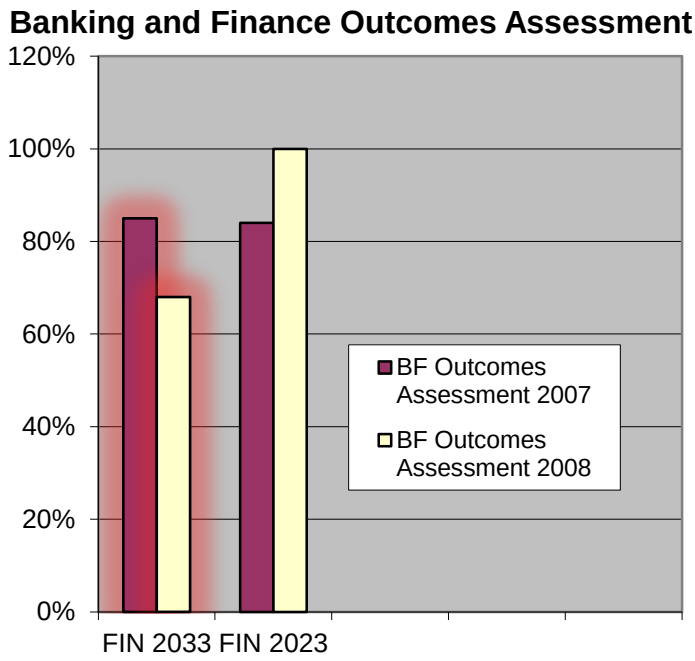
Graduates of the Oklahoma City Community College Accounting Program will demonstrate the ability to prepare an individual tax return to include the satisfactory completion of basic tax forms.	**90% of students enrolled in ACCT 2403 – Income Tax Accounting will achieve a grade of 80% or above on a comprehensive exam in which they will apply rules of law and place information on an individual federal tax return.**	Student success on this criteria increased from 56% in 2006 to 90% in 2007.	A comprehensive final examination was administered to the ACCT 2403 class in the Fall 2007 semester. Nine of the ten students (90%) on the final grade report earned 80% or higher. Students met the criteria. This is up from 56% in 2006 to 90% in 2007. There were only 10 students so we will continue to measure this outcome.	No changes were made. This outcome will be measured again.	

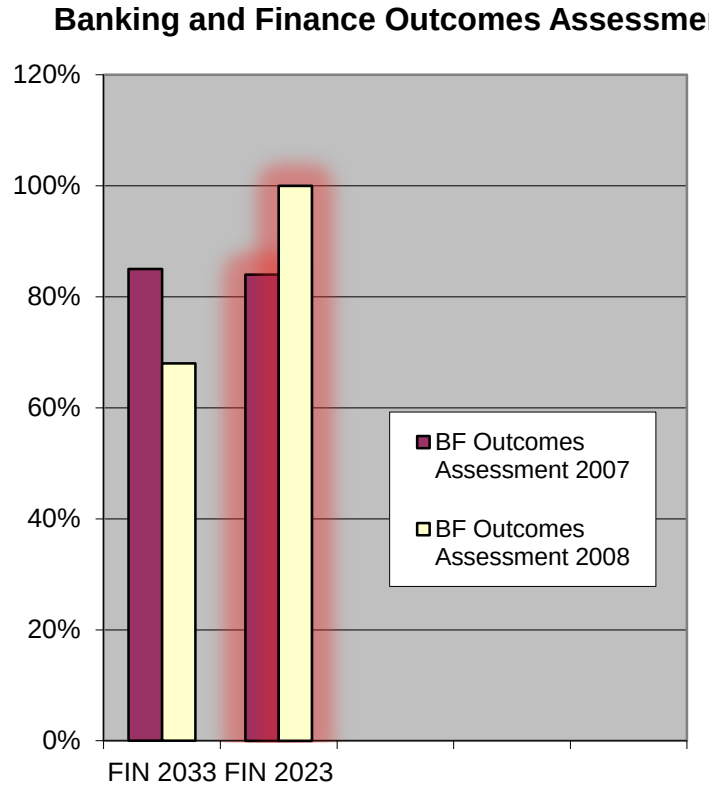
Graduates of Graduates of the Oklahoma City Community College Accounting Program will demonstrate their understanding of concepts of advanced principles of accounting relating to the accounting process, assets, and the time value of money.	**70% of students who successfully complete ACCT 2603 – Intermediate 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 2007 semester. Students performed at the desired level on the assignment of accounts receivable problem and the percentage of completion problem. 89% of the 9 students on the final grade report earned 70% or more on the accounts receivable problem. 78% of the students earned 70% or more on the percentage of completion problem. 44% of the students earned 70% or more on the income statement problem. 33% of the students earned 70% or more on the balance sheet problem. 56% of the students earned 70% or more on the time value of money problem. Students improved on both the Accounts Receivable and percentage of completion problems. However, results were lower for the income statement, balance sheet, and time value of money problems.	Supplemental handouts covering topics in the weak areas will be prepared for students in ACCT 2603. This outcome will be measured again.	

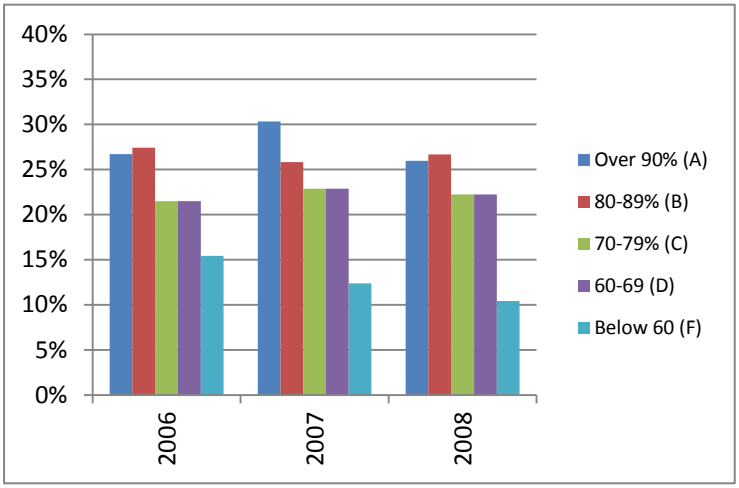
Graduates of the Oklahoma City Community College Accounting Program will demonstrate their understanding of generally accepted accounting principles related to liabilities, stockholders' equity, correction of errors, cash flow reporting and financial statement analysis.	**70% of students who successfully complete ACCT 2703 – Intermediate Accounting II (earn a passing grade) will earn an average of 70% or greater on embedded test problems.**	All criteria were met.	Seven embedded problems were included on exams in ACCT 2703 in Spring 2008. 83% of the 12 students on the final grade report earned more than 70% on the warranties problem, bond interest/amortization problem, equity transactions problem, earnings per share problem, and the accounting changes problem. 92% of the 12 students earned more than 70% on the trading securities problem and the statement of cash flows problem.	The criteria were met. However, this is the first year we have measured these criteria. This outcome will be measured again.	

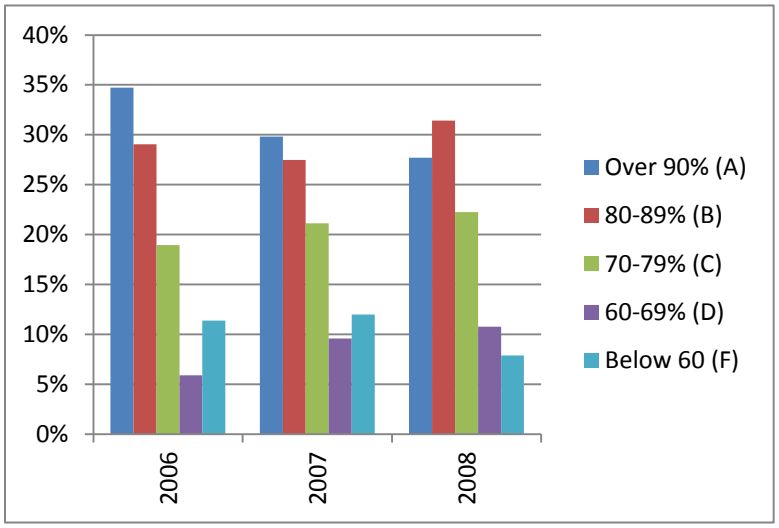
Graduates of the Oklahoma City Community College Business Finance Program will demonstrate a basic knowledge of how financial institutions affect the economy, why they are in business, what services they provide, and how they provide them.	Students enrolled in BF 1303 – Introduction to Financial Institutions will be given examinations with relevant embedded questions to measure this outcome. 70% of students will score 70% or higher on the questions.		2007 and 2008 - 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.	

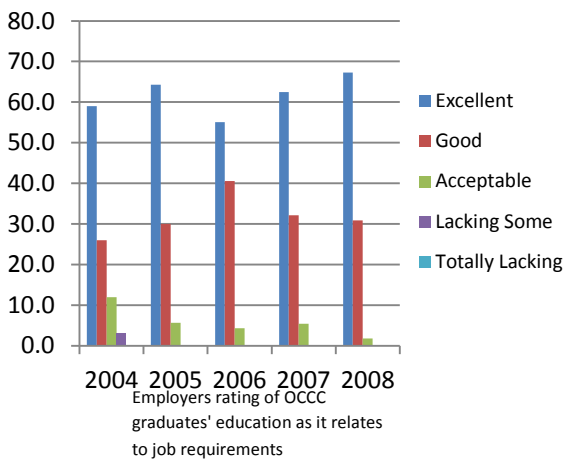
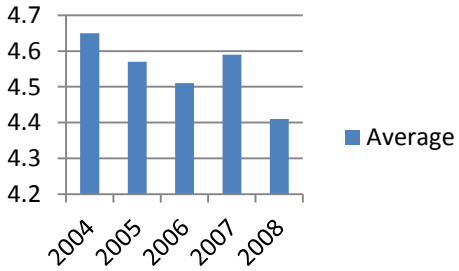
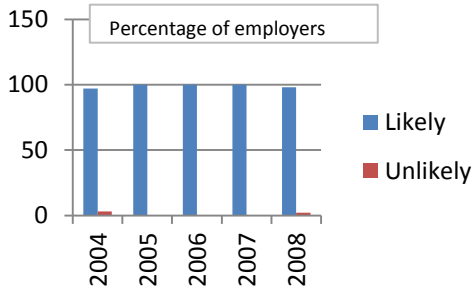
Graduates of the Oklahoma City Community College Business Finance Program will demonstrate a basic knowledge of business concepts as they apply to the financial and economic aspects of the banking environment and the American political economic system.	Students enrolled in ECON 2303 – Money and Banking will be given examinations with relevant embedded questions to measure this outcome. 70% of students will score 70% or higher on the questions.		2007 - Students were given three examinations with embedded questions. 90% of the students scored an average of 82.8% on all embedded questions; however, 26 out of 31 questions were assessed with a measurement of 70% or higher. 2008 – no data reported/new adjunct	Continue to use the embedded questions and do more analysis on questions missed. Program faculty will discuss and consider ways to increase student learning in those areas.	

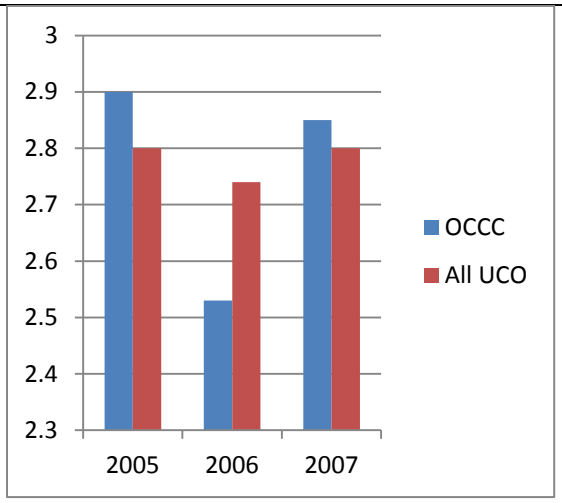
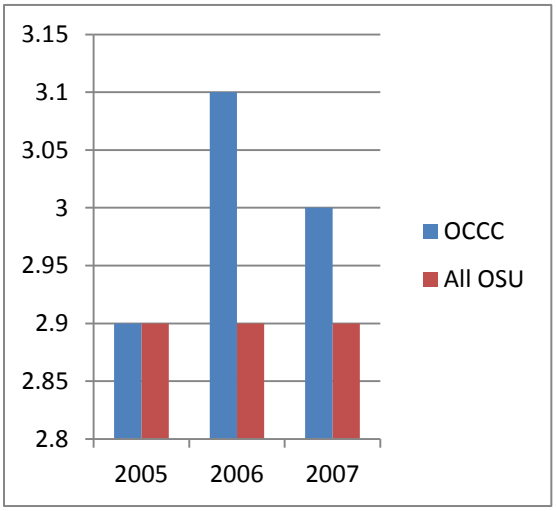
Graduates of the Oklahoma City Community College Business Finance Program will be able to apply basic concepts of investing and will demonstrate an understanding of methods for evaluating risk and return with various types of instruments.	Students enrolled in FIN 2033 – Fundamentals of Investments will be given examinations with relevant embedded questions to measure this outcome. 70% of the students will score 70% or higher on the questions.	75% of the students scored an average of 85% or higher on all of the embedded questions in 2007. The class average in 2008 was 75.79%.	2007 – 85% of embedded questions were assessed with 70% or higher. Students were given four exams with 40 embedded questions. 2008 – 68.5% of embedded questions were assessed with 70% or higher.	2007 results were higher, but also with a larger class. Program faculty will continue to review these questions and make an effort to determine why more students miss those and to consider enhancing instruction in those content areas, possibly adding resources to the Business Lab.	

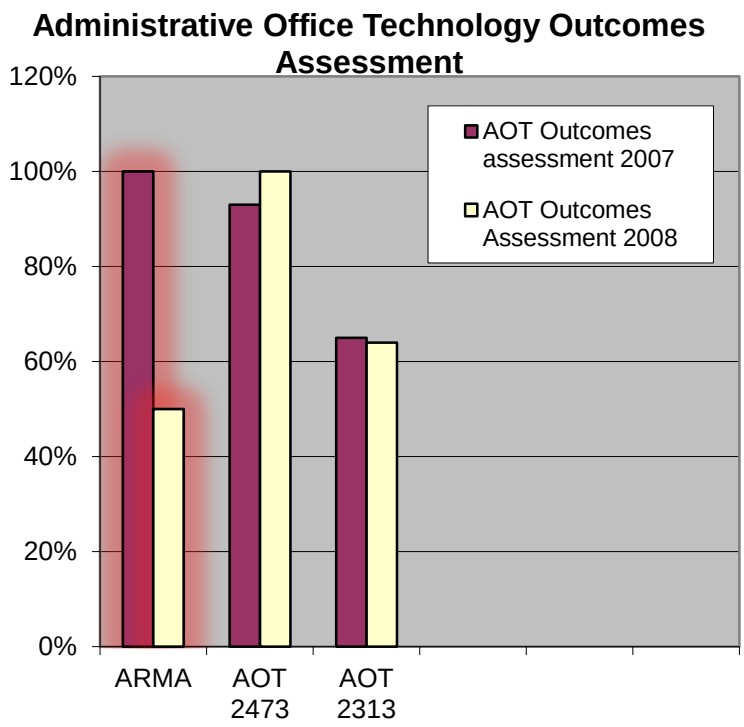
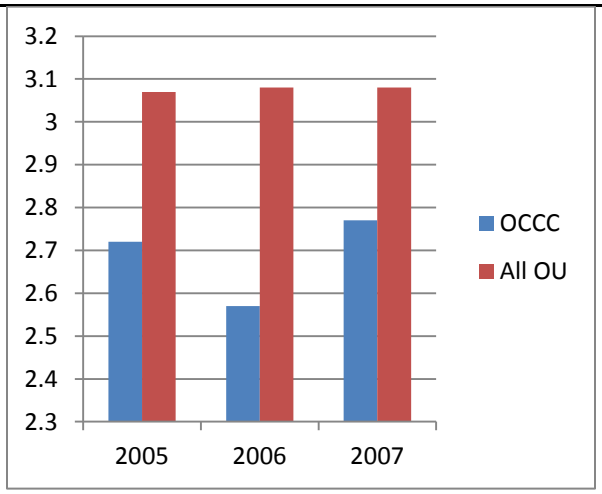
Graduates of the Oklahoma City Community College Business Finance Program will demonstrate a basic understanding of key components of business finance and how these component assist the decision making process in the financial environment.	Students enrolled in FIN 2023 – Introduction to Business Finance will be given examinations with relevant embedded questions to measure this outcome. 70% of the students will score 70% or higher on the questions.		2007 – 85% of embedded questions were assessed at 70% or higher. 2008 – All questions (100%) were assessed with a measurement of 70% or higher.	Significant improvement was seen in the capital structure assessment in Spring 08. Program faculty will continue to review these questions and make an effort to determine why more students miss those and to consider enhancing instruction in those content areas.	

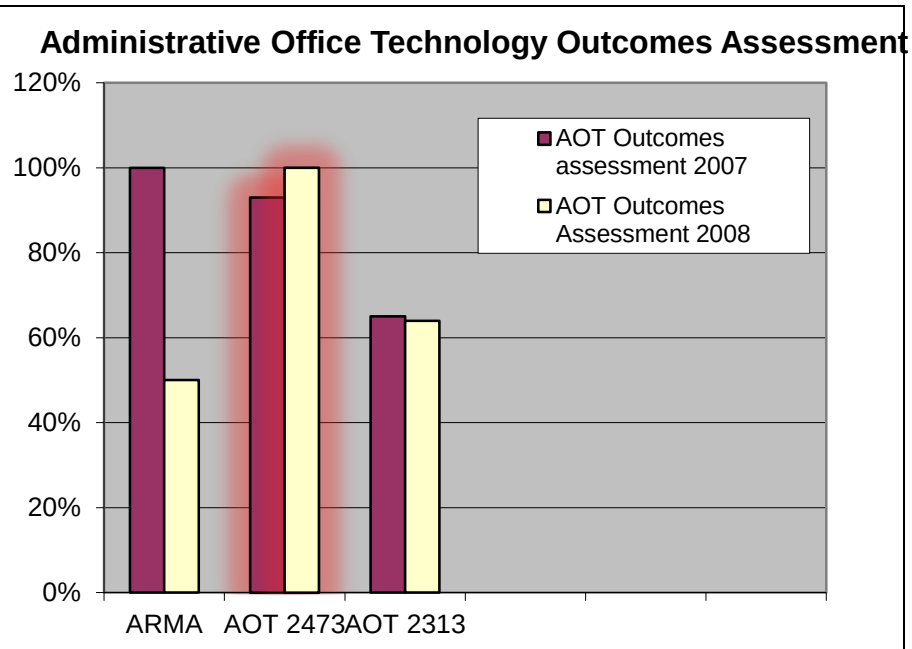
		Analysis of Results			
Graduates of the Oklahoma City Community College Business – A.S. and A.A.S. Programs will demonstrate understanding of the fundamentals concepts of macroeconomics .	**Seventy percent of students who effectively complete ECON 2113 courses (receive a valid letter grade other than W or I) will earn an average of 70% or greater on the Principles of Macroeconomics course.** **Embedded questions covering all the basic principles of macroeconomics and covering predefined competencies were included on exams in all sections of ECON 2113 in the fall and spring semesters.**	All students enrolled in ECON 2113 who completed tests with embedded questions earned a 70% or greater on the said questions. Scores on these questions ranged from 60 to 80%	Embedded questions were included on exams given to ECON 2113 students, covering all important macroeconomics topics. However, not all sections used this instrument. Results indicated that students met the minimum competencies required. Overall results show that 70 % of students met the minimum competency. Based on embedded questions results, student performances ranged from 60 to 80%. Overall, 77% of those students who effectively completed the course achieved a grade of 70% or above in ECON 2113. There was an increase in the pass rate from 2006 (76%) to 2007 (79%). However, the pass rate fell to 75% in 2008. Performances were below average, if all students who enrolled in the course were taken into account. Only 63% of students that effectively enrolled in the course achieved a passing grade (70% or above).	A comprehensive test covering all basic microeconomic principles and concepts will be administered to all ECON 2113 beginning Fall 2009. Instructors were encouraged to post additional resources online in order to assist ECON 2113 students in their effort to master the macroeconomics principles and concepts. A comprehensive test covering all basic macroeconomic principles and concepts will be administered to all ECON 2113 beginning Fall 2009. The economics faculty will propose to Curriculum Committee an additional prerequisite of successful completion of 12 college credit hours. This added prerequisite will produce a more prepared and thus, successful ECON 2113 student. There is also an effort to make tutors available to student in an attempt to improve pass rates on ECON 2113.	 Econ 2113 Results

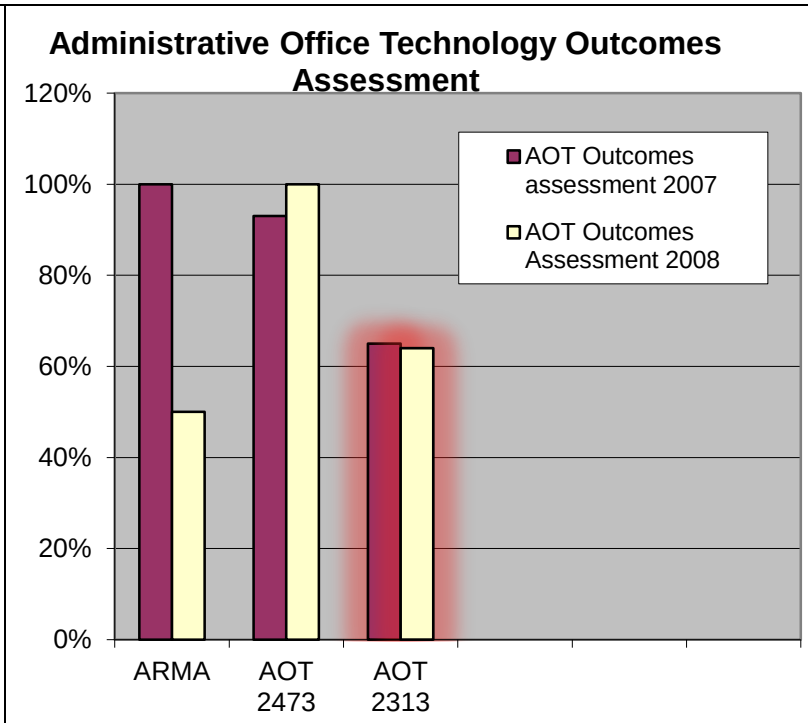
Graduates of the Oklahoma City Community College Business Program will be able to demonstrate decision-making using microeconomics concepts.	**Embedded questions covering all the basic principles of microeconomics and covering predefined competencies were included on exams in all sections of ECON 2123 in the fall and spring semesters.**		Embedded questions were included on microeconomics exams given to ECON 2123 students, and covered all important microeconomics topics. However, not all instructors used this instrument.	A comprehensive test covering all basic microeconomic principles and concepts will be administered to all sections of ECON 2113. The economics faculty will propose to Curriculum Committee an additional prerequisite of successful completion of 12 college credit hours. This added prerequisite will produce a more successful ECON 2123 student.	 Econ 2123 Results
			Overall results show that 72 % of students met the minimum competency. Based on embedded questions results, student performances ranged from 70 to 75%. Overall, 81% of the students who effectively completed the ECON 2123 course achieved a grade of 70%. There was a decrease in the pass rate from 2006 (83%) to 2007 (78%). However, the pass rate rose again to 81% in 2008. Performances were below average, if all students who enrolled in the course were taken into account. Only 67% of students that effectively enrolled in the course achieved a passing grade (70% or above).	There is an effort to make tutors available to students in an attempt to improve pass rates on econ 2123.	

Graduates of the Oklahoma City Community College Business – A.A.S.. Program will demonstrate above average competencies in the following areas: • Reading comprehension ; • Technical report writing; • Critical thinking; • Interpersonal; communication • Computational skills; • Leadership and decision making; • Cultural diversity.	**Graduates of the Oklahoma City community college Business programs will receive an average rate rating of 4 out of 5 for their performanc e at their workplace.** **At least 70% of the of graduating business students will received a grade of 70% on the major field test in business upon completion of their various degree programs**		An employer survey was conducted (n=126). Employers were asked to rate Oklahoma City Community College graduates' performances on the aforementione d areas. The ratings were excellent (5), Good (4); acceptable (3); lacking in some skills (2), and totally lacking (1). On average, employer rated graduates of Oklahoma City Community College as follow: Reading comprehension (4.5); Technical and report writing (4.4); interpersonal communication (4.4); critical thinking (4.3); Computational skills (4.4); Leadership and decision making (4.1) and cultural diversity (4.5). An E.T.S. major field pilot test was administered in 2007, but the data obtained turned out to be unusable.	Oklahoma City Community college will continue to use the employer survey to assess the adequacy of the training and education provided to students. A major field test for business majors will also be administered to random students in order to assess the students' mastery of a predetermine d set of competencies and skills necessary to be successful in the field of business.	 Employers rating of OCCC graduates' education as it relates to job requirements **Average employer's rating (scale of 1 to 5)**  Rating of OCCC graduates by employers  Employers Likelihood to hire future OCCC graduates

		Analysis of Results			
OCCC A.S. Business graduates who transfer to OU, OSU, or UCO will have a grade point average equal to or better than the grade point average in that institution.	Transfer data will reflect 100% of OCCC graduates who transfer to OU, OSU, or UCO will have a GPA equal or better than the GPA in that institution.		OCCC transfer GPA increased in 07 for UCO and OU transfers, but decreased for OSU transfers. OCCC GPA is higher than all undergraduates at UCO and OSU, but lower at OU	Continue to monitor these results and work with transfer institutions on admission requirements, etc. May need to reevaluate measurement criteria for this output.	 Comparing OCCC transfer to UCO Students  Comparing OCCC transfer to OSU Students

70% of Course Completers in the Oklahoma City Community College Administrative Office Technology – Administrative Office Specialist and the Legal Secretary options 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.	Business Lab Created	2007 - 100% of the Course Completers scored 75% or above on the project. 2008 – 50% of the Course Completers scored 75% or above on the project.	The 50% who did not meet the minimum measurement were students who did not attend class regularly. A Business Lab has been created that allows these students to obtain tutorial assistance. Staffing hours are very limited, but we hope to expand next year.	
					 Comparing OCCC transfer to OSU Students

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.	Criteria Met	2007 – 93% scored 70% or higher on the Excel workbook. 2008 – 100% scored 70% or higher.	Continue to monitor this, but no changes are recommended at this time.	

70% of course completers in the Administrative Office Specialist Option and the Legal Secretary 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.		2007 - 65% of the Course Completers completed the serial problem with a 75% or better accuracy. 2008 – 64% of the Course Completers completed the serial problem with 75% or better accuracy.	Program faculty have realized the purpose of the assignment has not met the needs for the courses that follow. Other projects will be considered for this assessment.	

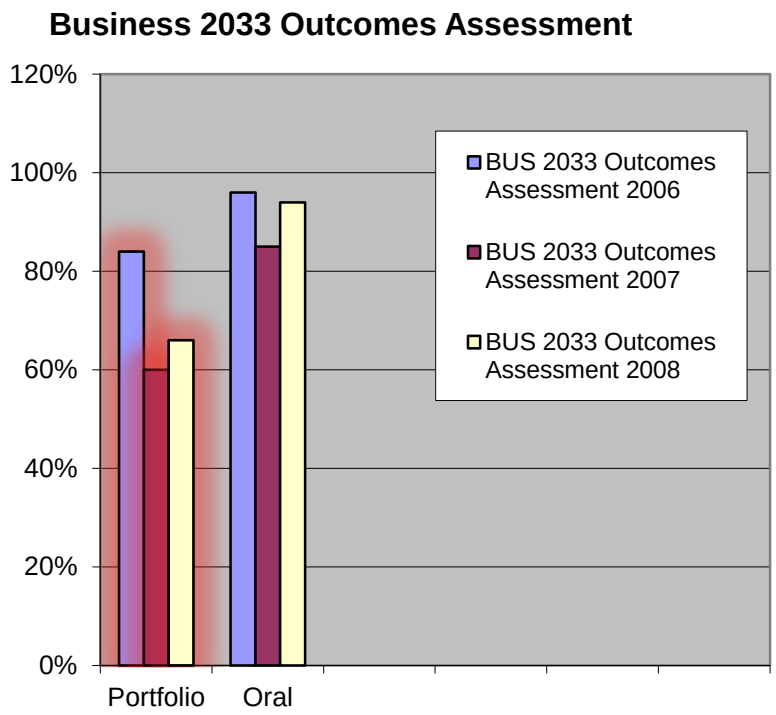
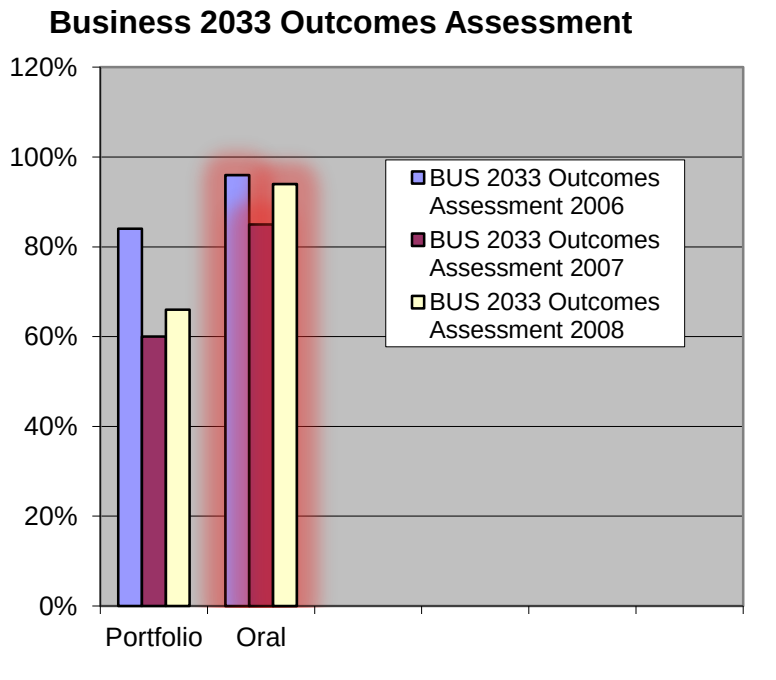
		Analysis of Results			
Graduates of the Oklahoma City Community College Business – A.S. and AAS Programs will demonstrate the ability to effectively communicate both orally and in writing in a professional business environment.	Outcome 1 80% of a sample of Business Communication students will demonstrate effective written communication skills by creating a portfolio of various business documents with 100% accuracy.		2007 – 120 out of 200 students scored 100% on their portfolio which resulted in 60% 2008 – 125 out of 191 students scored 100% on their portfolio which resulted in 66%.	The portfolio results show an increase in the number of students who scored 100%. We will continue to inform program faculty about the need to emphasize the portfolio project to students. Note: The 2006 measurement was from one full-time professor's sections; 2007 and 2008 results are from all sections, full-time and adjunct.	
	Outcome 2 80% of students assessed in Business Communication will score 80% or better on the final oral presentation critiqued for Content, Nonverbal Skills, Voice, and Visual Aids	Criteria Met	2007 – 230 out of 268 students scored 80% or higher on the final oral presentation which resulted in 85%. 2008 - 175 out of 185 students assessed in Business Communication scored 80% or better on the final oral presentation which resulted in 94%.	This was a 9% increase from previous year. Continue to use these measures but also survey other BCOM faculty for good assessment measures. Consider feasibility of external evaluators	

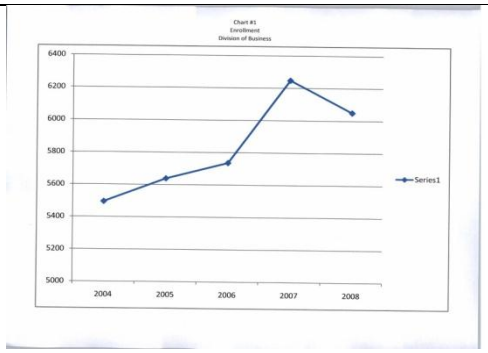
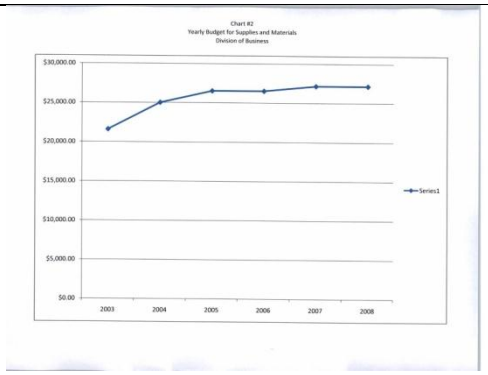
Table II Student and Stakeholder-Focused Results

2. Student- and Stakeholder-Focused Results	Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. *Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.* Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board. Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions. .

		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Graduate Surveys	Survey	See attached results	Data reviewed for changes	Continue Survey	See Attached Graduates Report (Data for FY 08, not yet available.)
Student Evaluation	S.I.I. (Student Input on Instructor.)	Course preparation	Reviewing syllabi each semester	All syllabi reviewed	See Attached Student Evaluation Report
Partnerships	Yearly grants	Continued grants and partnerships	Improved communication with partners	Grants - $10,000.00 In-Kind Donations $100,000.00	

Table III Budgetary, Financial, and Market Results

3. Budgetary, Financial, and Market Performance Results	Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments. *Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.*

		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Student Enrollments	Number of enrollments in business	Increase in management, accounting and economics	Additional course offerings	Additional online and classroom offerings	
Budget	Annual Budget FY 07 - $27,135 FY 08 - $27,135	Additional needs None	Budget Increased No increase	Additional $ No additional money requested.	

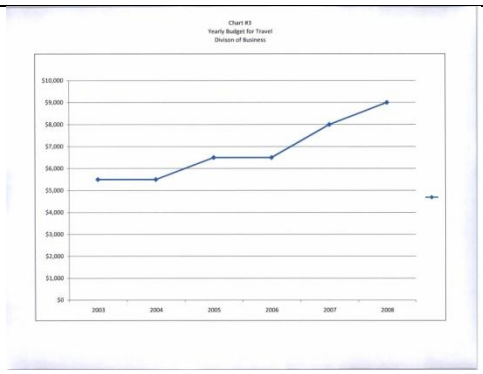
Conference Travel	Annual Budget	Additional Needs	Budget Increased	Additional $	
	FY 07 - $8,000 FY 08 - $9,000	Additional funds for travel/ conference	$1,000 Additional yearly	$1,000 Additional requested and received yearly	

Table IV Faculty- and Staff-Focused Results

4. Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism turnover, or complaints.*

		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Turnover	Loss of Faculty	1 Loss	Faculty member promoted to a college Vice President position.	Position advertised for replacement.	2005 – 1 loss 2006 – no losses 2007 – no losses 2008 – 1 loss
Tuition Refund Program	Payment of tuition to continue education	Four faculty participating: 3 – Doctoral level 1 – Master's level			

Table V Organizational Performance Results

5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, graduation and retention rates by program, and what you report to governing boards and administrative units.*

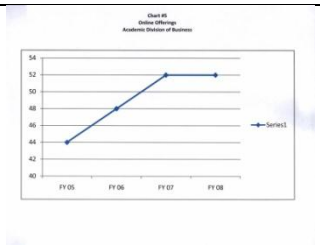
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years))**
Online offerings	Number of Online class offerings	Increased by 10%	Continue to review and track usage	Additional online courses	
Partnerships	Development of additional partnerships	Firestone, Metro Auto Dealers, Hibdon	Developed offerings for employees	Additional programs being developed	

TABLE VI

NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITIERA • 18 Graduate Cr. Hrs in Field • Two Years Work Experience • Teaching Excellence • Publications • Professional Certifications	ACBSP QUALIFICATION 1. Master 2. Doctorate 3. Professional 4. Exception
Donald Anderson PT	Accounting	ACCT 2113 Accounting I /Financial	M.B.A.		1
Michelle Anderson PT	Business	BUS 1013 Introduction to Business	M.B.A.		1
Daniel Benton PT	Statistics	BUS 2023 Business Statistics	M.A. Mathematics		1
Robert Dambold PT	Management	MGMT 2003 Purchasing Mgmt Tech	M.B.A.		1
Robert Farrah PT	Business	BUS 1013 Intro to Bus; FIN 1013 Personal Finance; MGMT 2053 Prin. Of Mgmt.	M.B.A.		1
Sarah Funk PT	A.O.T.	AOT 2413 Medical Transcription	B.S. Organizational Leadership	Two Years Work Experience	3
Ernest Gobert PT	Statistics	BUS 2023 Business Statistics	M.S. Applied Math		1
John Harding PT	Statistics	BUS 2023 Business Statistics	B.S. Microbiology	Two Years Work Experience	4
Niloufar Hedrick PT	Statistics	BUS 2023 Business Statistics	M.S. Applied Math		1
Narges Koranloo PT	Business	BUS 1013 Introduction to Business	M.B.A.		1

Michael Machiorlatti FT	Economics/ Statistics	ECON 2113 Prin. of Macro; ECON 2123 Prin. of Micro; BUS 2023 Business Statistics	M.S. Economics		1
Chris Meredith PT	Insurance	INS 1113 Prin. of Personal Insurance	B.S. Biology	INS, AIC, Field Claims Manager	3
Kisuk Mitchell PT	Accounting	ACCT 2123 Accounting II/ Managerial	M.B.A.		1
Jackie Moffett PT	Marketing	MKT 2043 Prin. of Marketing	M.B.A.		1
Mary Morrow PT	A.O.T.	AOT 2413 Medical Transcription	B.S. Elementary Education	Two Years Work Experience	3
Serguei Moskalonov PT	Economics/ Statistics/ Business	ECON 2113 Prin. of Macro; ECON 2123 Prin. of Micro; BUS 2023 Business Statistics; BUS 1013 Intro. to Business	Ph.D. Political Economics		2
Randall Myster	Statistics	BUS 2023 Business Statistics	Ph.D. Biology B.S. Mathematics		3
Litti Nguyen	Statistics	BUS 2023 Business Statistics	M.A. Mathematics		1
Patricia Pate	A.O.T.	AOT 2323 Legal Terminology and Machine Transcription	A.A.S. Business Administration		3
Janet Perry	Economics	ECON 2123 Prin. of Micro	Ed.D. M.A. Economics		1
David Pfaff	Insurance	INS 1203 Prin. of Commercial Insurance	B.A. Anthropology	GCA, FCLA, AIC, AIS, INS	3

Health Professions Division

FORM A

STUDENT LEARNING OUTCOMES ASSESSEMENT PLAN

FOR FY 2009- FY 2014

Program Division-Health (A.A.S.)

Diagnostic Medical Sonography

Program/Option/Emphasis

A.A.S	October 26, 2009
Program Level	Date Submitted to Division Dean

Submitted By: Molly Henderson and Alexa C. Mashlan

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted):

Meleah Meadows

Approved and Submitted By:

Academic Division Dean Date

FORM A

INTRODUCTION – All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs are listed below:

Student Learning Outcomes/ Program Outputs

Upon completion of the program the student will be able to:

1) Demonstrate routine patient care procedures, professional scopes of practice and proper patient skills.

2) Identify normal sonographic anatomy in cross section views of the human body and develop an understanding for mechanics, scanning techniques, and protocols.

3) Demonstrate an understanding of transabdominal and transvaginal ultrasounds of the pregnant and non-pregnant female pelvis, and identify the normal measurements of the uterus, ovaries, cervix, and endometrium.

4) Identify the areas of ultrasound propagation principles, transducer parameters, interactive properties of ultrasound with human tissue, and possible biological effects, types of equipment and quality control.

5) Perform basic scanning techniques in abdominal sonography and other specialty areas such as small parts, and OB/GYN.

6) Identify normal anatomy of small parts such as the thyroid, parathyroid, breast, prostate, and scrotum. Describe the function and physiology of the small parts, examine pathology, pathophysiology, and recognize tests and values associated with abnormalities and pathologies of these organs.

7) Demonstrate an understanding of the biological effect processes, related to thermal, mechanical, and cavitational bioeffect principles, and identify regulations, recommendations and safety guidelines.

8) Develop an understanding of non-invasive vascular ultrasound and develop basic skills and knowledge in the areas of image orientation, patient set up, and sonographic performance of vascular exams.

9) Identify normal and pathologic states of pediatric and vascular anatomy during ultrasonic examination.

10) Identify and describe normal/abnormal sonographic appearance of neonatal brains, neonatal surgical conditions and transcranial Doppler.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1 Graduates will demonstrate comprehension of and the ability to apply knowledge to perform as an entry-level diagnostic medical sonographer.

Measure and Criteria for Success-

1a. Upon completion of their final semester in the Diagnostic Medical Sonography program, students will take the national licensure examination—the ARDMS. Students will have a pass rate that meets or exceeds the national average on the licensure examination, on their first attempt. National licensure examination benchmark is 60%.

PART II – EVALUATION AND RESULTS

1a. Data indicates an overall pass rate of 89% for graduates who took the ARDMS on first attempt. The Graduates exceeded the national average on the licensure examination.

PART III – RECOMMENDATIONS

1a. Faculty will continue to evaluate the results of the licensure examination and update program accordingly.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 2 Graduates will demonstrate competency at performing the clinical skills required of the diagnostic medical sonographer as defined by national standards.

Measure and Criteria for Success-

2a. Diagnostic medical sonography 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.

PART II – EVALUATION AND RESULTS

2a. Data indicates that 100% of the graduates met minimum proficiency requirements to successfully complete the DMS program of study.

PART III – RECOMMENDATIONS

2a. No action will be taken at this time.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 3 Graduates will demonstrate professional behavior in the clinical setting consistent with employer expectations.

Measure and Criteria for Success-

3a. Diagnostic Medical Sonography 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.

PART II – EVALUATION AND RESULTS

3a. Data indicates 100% employer satisfaction with the students' job performance. This was indicated by a rating of 3 or greater on a Likert scale of 1-5.

PART III – RECOMMENDATIONS

3a. Employer Survey will be used to assess feedback regarding how well the Diagnostic Medical Sonography program prepared graduates for the workplace.

ACADEMIC OUTCOMES ASSESSMENT REPORT

FY 2009

EMS
Program/Option/Emphasis

AAS	October 26, 2009
Program Level	Date Submitted to Division Dean

Submitted By: Leaugeay Barnes

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Submitted By: _____ _____

Dean Date

FORM A

ACADEMIC OUTCOME ASSESSMENT REPORT FY 2009

EMS

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the Emergency Medical Sciences Program are listed below:

Intended Educational Objectives:

1. **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**.**
2. **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.
3. **The Affective Objectives:** Graduates of the Oklahoma City Community College Emergency Medical Sciences Paramedic Program will demonstrate professionalism, social, and personal behavior consistent with community of interest expectations of an entry level Paramedic.

ACADEMIC OUTCOME ASSESSMENT REPORT

I. **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**.**

First Means of Assessment (Student/Program):

1a. Means of Program Assessment & Criteria for Success:

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.

1a. Summary of Assessment Data Collected:

1. 94% (15/16) first time candidates passed the National Registry Paramedic written exam on their first attempt for calendar year 2008.
2. The national average pass rate for first time candidates was 68% for the calendar year 2008.

1a. Use of Results to Improve Instructional Program:

1. Continued review and update paramedic written examinations to reflect critical thinking items. We will continue to utilize item analysis in test development. No Action needed.
2. A Paramedic Program comprehensive written exam has been administered for 4 semesters. EMSCAT, testing software, has been purchased for student use.
3. A blueprint has been established for each course all courses will meet the established blueprint by Aug 2010.
4. A peer mentor program has been initiated to increase student retention and success.
5. Computer proficiency is being emphasized to allow students to become familiar with computers and to assist with new national registry computer based/ adaptive testing.
6. All courses have a web-based platform.

Second Means of Assessment (Program):

1b. Means of Program Assessment & Criteria for Success: The Oklahoma City Community College Emergency Medical Sciences Paramedic Program graduate 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.

1b. Summary of Assessment Data Collected:

1. 100% of graduates rated themselves a 4 or higher on a 5 point Likert Scale. Mean +/-SD 4.7 +/- 0.6 (5 point Likert Scale) (Total Responses 4)

1b. Use of Results to Improve Instructional Program:

1. Although 100% of graduates rated themselves a 4 or higher on a 5 point Likert Scale graduate survey participation continues to be low.
2. Two graduates rated "prepared me to collect data from charts and patients" as a 3 on a 5 point Likert Scale.

Third Means of Assessment (Program):

1c. Means of Program Assessment & Criteria for Success: 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.

1c. Summary of Assessment Data Collected:

1. 100% of employers rated graduates a 4 or higher on a 5 point Likert Scale. Mean +/-SD 4.4 +/- 0.6 (5 point Likert Scale) (Total Responses 8)
2. One employer rated "Is able to recommend appropriate diagnostic and therapeutic procedures" as a 3 on a 5 point Likert Scale.
3. Two employers rated "Uses sound judgement while functioning in a healthcare setting" as a 3 on a 5 point Likert Scale.

1c. Use of Results to Improve Instructional Program:

1. Critical thinking is being emphasized throughout the program as well as in the Medical Director Gatekeeper clinical.
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.

Fourth Means of Assessment (Student):

1d. Means of Program Assessment & Criteria for Success: The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Medical Director Assessment.

Criteria: 90% of students will receive an initial rating of fully competent" on all terminal cognitive objectives.

1d. Summary of Assessment Data Collected:

1. 100% of students were rated as "fully competent" on all terminal cognitive objectives by the Medical Director.

1d. Use of Results to Improve Instructional Program:

1. 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.

2. The Medical Director has developed a series of evaluations students must complete in order to successfully complete the Gatekeeper clinical.

Fifth Means of Assessment (Student):

1e. Means of Program Assessment & Criteria for Success: The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Gatekeeper Final Assessment.

Criteria: 90% of respondents will receive an initial rating of "fully competent" on all terminal cognitive objectives

1e. Summary of Assessment Data Collected:

1. 100% of students were rated as "fully competent" on all terminal cognitive objectives by the Gatekeeper preceptors.

1e. Use of Results to Improve Instructional Program:

1. We will be meeting with EMS services to discuss preceptor education.

Sixth Means of Assessment (Student):

1f. Means of Program Assessment & Criteria for Success:

Student: The Oklahoma City Community College Emergency Medical Sciences Program comprehensive written examination. Cut Score: 80%

1f. Summary of Assessment Data Collected:

1. 100% of students passed the OCCC program comprehensive final written exam on the remedial exam.

1f. Use of Results to Improve Instructional Program:

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.

II. **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.

First Means of Assessment (Student):

2a. Means of Program Assessment & Criteria for Success: The National Registry Paramedic practical exam.

Criteria: 80% of all students will earn a "Pass" on the paramedic practical exam on the first attempt.

2a. Summary of Assessment Data Collected:

1. 75% (12/16) first time candidates passed the National Registry Paramedic practical exam on their first attempt for calendar year 2008.
2. 100% (16/16) passed on the second attempt.

2a. Use of Results to Improve Instructional Program:

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.

Second Means of Assessment (Program):

2b. Means of Program Assessment & Criteria for Success: The Oklahoma City Community College Emergency Medical Sciences Program graduate survey.

Criteria: 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.

2b. Summary of Assessment Data Collected:

1. 100% of graduates rated themselves a 4 or higher on a 5 point Likert Scale. Mean +/-SD 4.8 +/- 0.4 (5 point Likert Scale) (Total Responses 4)

2b. Use of Results to Improve Instructional Program:

1. We will work with Janet Perry to improve graduate survey participation.

Third Means of Assessment (Program):

2c. Means of Program Assessment & Criteria for Success: 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.

2c. Summary of Assessment Data Collected:

1. 100% of employers rated graduates a 4 or higher on a 5 point Likert Scale. Mean +/-SD 4.3 +/- 0.6 (5 point Likert Scale) (Total Responses 8)
2. One employer rated "Effectively performs a broad range of clinical skills." as a 3 on a 5 point Likert Scale.
3. One employer rated "Is able to perform approved therapeutic procedures and modalities." as a 3 on a 5 point Likert Scale.
4. One employer rated "Is able to perform and interpret diagnostic procedures" as a 3 on a 5 point Likert Scale.

2c. Use of Results to Improve Instructional Program:

1. 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.
2. Information provided in Advisory Committee meetings have not identified any problem areas. We will continue to monitor employers and request feedback.

Fourth Means of Assessment (Student):

2d. Means of Program Assessment & Criteria for Success: The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Medical Director Assessment.

Criteria: 90% of students will receive an initial rating of "fully competent" on all psychomotor objectives by the Medical Director.

2d. Summary of Assessment Data Collected:

2. 100% of students were rated as “fully competent” on all psychomotor objectives by the Medical Director.

2d. Use of Results to Improve Instructional Program:

1. The Medical Director performs as an evaluator during ACLS and PALS.
2. The Medical Director acts as an evaluator in the program final psychomotor test.

Fifth Means of Assessment (Student):

2e. Means of Program Assessment & Criteria for Success: The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Gatekeeper Final Assessment.

Criteria: 90% of respondents will receive an initial rating of “fully competent” on all psychomotor objectives.

2e. Summary of Assessment Data Collected:

1. 100% of students were rated as “fully competent” on all psychomotor objectives by the Gatekeeper preceptors.

2e. Use of Results to Improve Instructional Program:

1. We will be meeting with EMS services to discuss preceptor education.

Sixth Means of Assessment (Student):

2f. Means of Program Assessment & Criteria for Success:

Student: The Oklahoma City Community College Emergency Medical Sciences Program comprehensive practical examination. Cut Score: 80%

2f. Summary of Assessment Data Collected:

1. 81% (13/16) of students passed the OCCC program practical exam on the first attempt.
2. 100% of students passed the OCCC program practical test on the second attempt.

2f. Use of Results to Improve Instructional Program:

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.

III. **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.

First Means of Assessment (Student):

3a. Means of Program Assessment & Criteria for Success: The affective evaluation tool.

Criterion: 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.

3a. Summary of Assessment Data Collected:

1. 100% of students were rated “competent” in all areas of the affective evaluation by all instructors and preceptors by the completion of the program.

3a. Use of Results to Improve Instructional Program:

1. Course instructors will do an affective evaluation on all students at least twice during the semester. Once will be a formative evaluation in the eighth week and one will be in week fifteen at the completion of the course.
2. Students will receive an affective evaluation any time they do not meet program policies and procedures.
3. 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.

Second Means of Assessment (Program):

3b. Means of Program Assessment & Criteria for Success: The Oklahoma City Community College Emergency Medical Sciences Program graduate survey.

Criteria: 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.

3b. Summary of Assessment Data Collected:

1. 100% of graduates rated themselves a 4 or higher on a 5 point Likert Scale. Mean +/-SD 4.8 +/- 0.4 (5 point Likert Scale) (Total Responses 4)

3b. Use of Results to Improve Instructional Program:

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.

Third Means of Assessment (Program):

3c. Means of Program Assessment & Criteria for Success: 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.

3c. Summary of Assessment Data Collected:

1. 100% of employers rated graduates a 4 or higher on a 5 point Likert Scale. Mean +/-SD 4.6 +/- 0.6 (5 point Likert Scale) (Total Responses 4)
2. One employer rated “Communicates effectively within the healthcare setting.” as a 3 on a 5 point Likert Scale.
3. One employer rated “Functions effectively as a member of the healthcare team.” as a 3 on a 5 point Likert Scale.
4. One employer rated “Is self directed and responsible for his/her actions.” as a 3 on a 5 point Likert Scale.

3c. Use of Results to Improve Instructional Program:

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.

Fourth Means of Assessment (Student):

3d. Means of Program Assessment & Criteria for Success: The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Medical Director Assessment.

Criteria: 1000% of students will receive an initial rating of "competent" on all affective objectives by the Medical Director.

3d. Summary of Assessment Data Collected:

1. 100% of students were rated as "competent" on all affective objectives by the Medical Director.

3d. Use of Results to Improve Instructional Program:

1. No action needed.

Fifth Means of Assessment (Student):

3e. Means of Program Assessment & Criteria for Success: The Oklahoma City Community College Emergency Medical Sciences Paramedic Program Gatekeeper Final Assessment.

Criteria: 100% of respondents will receive an initial rating of "competent" on all affective objectives.

3e. Summary of Assessment Data Collected:

1. 100% of students were rated as "fully competent" on all affective objectives by the Gatekeeper preceptors.

3e. Use of Results to Improve Instructional Program:

1. No action needed.

Sixth Means of Assessment (Student):

3f. Means of Program Assessment & Criteria for Success:

Student: The Oklahoma City Community College Emergency Medical Sciences Program clinical instructor affective assessment.

Criterion: 100% of students will receive a "competent" in all areas of the affective domain criteria during their final semester.

3f. Summary of Assessment Data Collected:

1. 100% of students were assessed by clinical instructors as "competent" in all areas of the affective domain criteria.

3f. Use of Results to Improve Instructional Program:

1. No action needed.

STUDENT LEARNING OUTCOMES ASSESSEMENT PLAN

FOR FY 2009- FY 2014

Program Division-Health (A.A.S.)

Medical Assistant
Program/Option/Emphasis

A.A.S	October 26, 2009
Program Level	Date Submitted to Division Dean

Submitted By: Molly Henderson and Alexa C. Mashlan

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted):

Meleah Meadows

Approved and Submitted By:

Academic Division Dean Date

FORM A

INTRODUCTION - Upon completion of this program the student will be able to:

Student Learning Outcomes/ Program Outputs

Demonstrate proper office professionalism and respect with regards to patient care and service.

Effectively maintain work area, equipment, and supplies as well as all patient records for purposes of billing, diagnosis, and follow-up procedures.

Understand and apply medical terminology appropriate to the setting.

Complete screenings as appropriate to the role of a Medical Assistant.

Perform fundamental principles of clinical procedures related to the proper aseptic techniques and sanitizing procedures.

Demonstrate effective oral and verbal reporting of patient's initial medical assessment.

Demonstrate responsibility to maintain patient confidentiality while providing accurate documentation to patient's file.

Assist or administer, report and record standardized diagnostic orders in accordance with established policies and guidelines.

Demonstrate responsibility for the performance of general patient care with regards to initial patient assessment, administration of medications and explanation of policies and procedures.

Coordinate patient care information with other health care providers and apply established policies when dealing with the health care contract.

Obtain employment and be prepared to assume the duties of a Medical Assistant and satisfy the employer's needs in this field.

Demonstrate the ability to adjust to the needs of the industry as dictated by the field practitioners' input through the advisory committee.

Perform as well as demonstrate an understanding of the identified competencies through situational simulations.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES

Outcome 1 Graduates will demonstrate comprehension of and the ability to apply knowledge necessary to perform as an entry-level medical assistant

Measure and Criteria for Success-

1a. 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.

PART II – EVALUATION AND RESULTS

1a. The Clinical Site respondents were 99% satisfied with the Medical Assistant students' professional behavior in the clinical setting by indicating 5 on a Likert scale of 1-5.

PART III – RECOMMENDATIONS

1a. Employer Survey will be used to assess feedback regarding how well the MA program prepared graduates for the workplace.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES

Outcome 2 Graduates will demonstrate competency at performing the clinical skills required of a medical assistant as defined by the community and national standards.

Measure and Criteria for Success-

2a. 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.

PART II – EVALUATION AND RESULTS

2a. Data collected indicates that 100% of the Medical Assistant Students indicated satisfaction with their preparation and the ability to perform the competencies of the Medical Assistant program.

PART III – RECOMMENDATIONS

2a. No action will be taken at this time.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 3 Graduates will demonstrate professional behavior in the clinical setting consistent with employer expectations.

Measure and Criteria for Success-

3a. 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

PART II – EVALUATION AND RESULTS

3a. Data collected indicates the Employer respondents were 100% satisfied with the Medical Assistant students' performance by indicating a 5 on a Likert scale of 1-5.

PART III – RECOMMENDATIONS

3a. Employer Survey will be used to assess feedback regarding how well the MA program prepared graduates for the workplace.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2009

Nursing
Program/Option/Emphasis

AAS October 1, 2008

Program Level, Date Submitted to Division Dean

Submitted By: Rosemary Klepper

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Jacqueline Frock

Monica Holland

Valerie McCartney

Robin McMurry

Deborah Myers

Beverly Schaeffer

Terri Walker

Submitted By: _____

Dean Date

FORM A

ACADEMIC OUTCOME ASSESSMENT REPORT

NURSING

FY 2009

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes for the nursing program are:

Educational Objectives:

4. **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.
5. **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.
6. **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.

ACADEMIC OUTCOME ASSESSMENT PLAN

COGNITIVE

TERMINAL OBJECTIVES

The following objectives must be successfully met by completion of the nursing program of learning. Students will demonstrate competence in theory, clinical, and campus lab components of the courses. Assessment of objectives' attainment will be through class assignments, written examinations, and performance evaluations during clinical and campus lab learning experiences.

Upon completion of the program the nursing student will:

1. Utilize the nursing process (assessment, analysis, planning, implementation, and evaluation) to provide care for clients across the lifespan and from diverse cultural groups.
2. Use nursing knowledge, critical thinking, current technology, and nursing skills to care for clients with health care problems, from simple to complex.
3. Integrate communication skills and knowledge with teaching-learning principles to collaborate with individuals, significant others, communities, and the interdisciplinary health care team.
4. Use management skills and knowledge to delegate tasks appropriately, follow workplace policies and chains of command, participate in evaluation of health care delivery, and supervise assistive personnel as well as licensed practical nurses.
5. Maintain accountability for own actions.

ACADEMIC OUTCOME ASSESSMENT PLAN

PSYCHOMOTOR

TERMINAL OBJECTIVES

The following objectives must be successfully accomplished during the nursing program. The student will demonstrate competence in skills in theory, clinical, and campus lab components of the nursing courses. Assessment will be accomplished by skills demonstration, faculty observation in the clinical area, class assignments, and through written examination. Competency will be demonstrated in each of these areas.

1. Upon completion of the program, the student will be able to perform safely and effectively, according to given standards, the following nursing skills:

    h. Vital signs
    i. Personal hygiene and bedmaking
    j. Application of antiembolism stockings
    k. Administration of medications (oral, topical, intramuscular, subcutaneous, intradermal, and inhalation routes)
    l. Charting and documentation
    m. Use of body mechanics in meeting activity needs (transfers, positioning, performing ROM)
    n. Application of restraints
    o. Aseptic technique
    p. Feeding clients
    q. Measuring and recording intake and output
    r. FSBS
    s. Urinary catheterization
    t. Bowel care
    u. Wound care and dressings
    v. Applications of heat and cold
    w. Oropharyngeal and nasopharyngeal suctioning
    x. Administering oxygen
    y. Using a pulse oximeter
    z. History and physical exam with documentation of the following: skin (inspection and palpation); HEENT (inspection and palpation); visual acuity and fields; hearing acuity; respiratory (inspection, palpations, auscultation); cardiovascular (inspection, palpation of carotid, apical/PMI, brachial, femoral, popliteal, pedal pulses with grading of pulses; also auscultation of apical pulse and of normal heart sounds); breast and axillae (inspection and palpation); abdomen (inspection, auscultation, and palpation); female and male genitalia (inspection and palpation); musculoskeletal (inspection and palpation and ROM in all joints and muscle strength/tone); neurologic (general appearance, mental status; balance and gait; sensory function).
    aa. Placement/maintenance of nasogastric tubes
    bb. Venipuncture (including blood cultures)
    cc. IV therapy, including piggybacks and peripheral pushes
    dd. Infant care (bathing, cord care, circumcision care, heel sticks, positioning)
    ee. Breast care (including assisting the nursing mother)
    ff. Palpation of bladder
    gg. Surgical scrub, sterile gowning and gloving, sterile field set-up
    hh. Monitoring contractions and progression of labor (cervical dilatation)
    ii. Monitoring uterine involution

jj. History and physical exam of the following: breast and axillae (inspection and palpation with focus on OB considerations); male and female genitalia (inspection and palpation with focus on OB considerations); deep tendon reflexes (palpation).
kk. Ostomy care
ll. Tracheostomy care and suctioning
mm. Central line dressing changes
nn. Give medications through central lines
oo. Obtain blood samples from central lines
pp. Removing central lines
qq. Chest tube care
rr. Artificial airway maintenance
ss. Ventilator management
tt. Cardiopulmonary ("code") nursing responsibilities
uu. History and physical exam: Glascow Coma Scale; coordination; posturing; and cranial nerve function.

ACADEMIC OUTCOME ASSESSMENT PLAN

AFFECTIVE

TERMINAL OBJECTIVES

The following objectives must be successfully accomplished during the nursing program. The student will demonstrate competence in these objectives in theory, campus lab, and clinical components of the nursing courses. Assessment will be accomplished by class assignments such as written reflective papers, participation in group activities, faculty observation in the clinical area, and through written examination. Assessment will also include employer evaluations of graduates. Competency will be demonstrated in each of these areas.

Upon completion of the program, graduates will:

1. Maintain accountability for own actions.
2. Demonstrate commitment to professional growth and high standards of nursing practice while functioning within the legal and ethical parameters of nursing.
3. Demonstrate the professional, social, and personal behaviors consistent with expectations of an entry level registered nurse.

ACADEMIC OUTCOME ASSESSMENT REPORT

1. **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.

First Means of Assessment (Student/Program):

1a. Means of Program Assessment & Criteria for Success:

Student: 80% or more of program graduates will pass the NCLEX-RN exam on the first time they test.

Program: Graduates will perform at or above the national average pass rate on the NCLEX-RN licensure exam each year.

1a. Summary of Assessment Data Collected:

Student: 92.78% of calendar year 2008 program graduates passed the NCLEX-RN licensure exam on the first time they tested.

Program: The national average pass rate on the NCLEX-RN licensure exam for 2008 was 86.73%.

1a. Use of Results to Improve Instructional Program:

The data reflects the trend of ongoing improvements in licensure exam performance for OCCC nursing graduates. The evidence supports multi-level strategies that include curricular improvements in core nursing courses; implementation of more active teaching/learning strategies in the core courses; efforts to improve course tests, including improvements in group testing activities and use of data provided through the ParSystem; and implementation of a comprehensive assessment and review program through Assessment Technologies Institute, LLC (ATI). The ATI program consists of additional learning tools for students which include computerized content-specific practice tests; comprehensive remediation programs; course progression exams with required benchmark scores; and a final comprehensive exam with a required score that predicts a 91-92% or higher likelihood of passing the NCLEX-RN exam. The ATI program was initiated in FY 2006, and licensure exam results continue an upward trend. Faculty believe each of the strategies cited contribute to the positive trend of (increasing percentiles for) licensure exam results.

More content specific reports from the NCLEX-RN exam support the actions taken in FY 08 to revise the program's total curriculum plan, incorporating Principles of Chemistry and Principles of Lab Chemistry and BIO 2535 Microbiology. One hundred percent of the licensure exam is written at applications or higher levels of knowledge, and the standard for the exam is revised upward every three years due to increasingly complex nursing practice role expectations. Nursing faculty believe the Chemistry and Microbiology requirements will provide academic preparation in critical knowledge areas which will contribute to ongoing success of graduates on the licensure exam and in practice. Licensure exam results program graduates in FY 2010 (BADNAP and CLP) will be the first to reflect the revisions in the total curriculum plan.

Second Means of Assessment (Program):

1b. Means of Program Assessment & Criteria for Success:

The Oklahoma City Community College Nursing Graduate Survey.

Criterion 1): A mean score of 3.5 (5 point scale with 5 "strongly agree" to 1 "strongly disagree") will be attained on the item "Did the nursing program at OCCC prepare you to take the NCLEX-RN exam?"

Criterion 2): A mean score of 3.5 (5 point scale with 5 "very satisfied" to 1 "very dissatisfied") will be attained on the item "Overall, how satisfied were you with the nursing program at OKCCC?"

1b. Summary of Assessment Data Collected:

Criterion 1): A total of 55 of 181 graduates (FY 08) responded on the NURSING Graduate Survey for FY 2008 for a response rate of 30.6%. On the item "Did the nursing program at OCCC prepare you to take the NCLEX-RN exam", 21.6% responded Strongly Agree; 27.5% responded Agree; 27.5% responded

Somewhat Agree; 16.0% responded Somewhat Disagree; and 7.8% responded Strongly Disagree. The mean score on the item was 3.39, which falls below the ELA of 3.5. The data shows that graduates in AY 2008 had concerns about the preparation the program provided them to be successful on the licensure exam, which lacks congruence with the licensure exam first time pass rate of 92.78%.

Criterion 2): The question "Overall, how satisfied were you with the nursing program at OCCC?" was included on the NURSING Graduate Survey for FY 2008. 16.0% responded Strongly Agree; 50.0% responded Agree; 30.0% responded Somewhat Agree; one graduate responded Somewhat Disagree; and one graduate responded Strongly Disagree. The mean score on the item was 3.76 which continues to exceed the ELA of 3.5 but is down from the 2007 mean of 4.20. The data shows that graduates are, overall, satisfied with the OCCC nursing program, though a downward trend is noted.

1b. Use of Results to Improve Instructional Program:

The comprehensive and systematic plan for program evaluation which is in place continues to provide data which directs continuous quality improvement. The results on the item related to preparation for the licensure exam are somewhat concerning although no major conclusions can be reached. It is (possibly) significant that a lower number of graduates responded to the survey in FY 2008 than in the previous three years of the survey's administration. Faculty take the graduate concerns seriously, though, and, given the positive trend on actual licensure exam results, recognize that rapport with students may be an area where improvement is indicated. Discussion took place on the topic at the August NFO meeting, at which the program director presented a goal for the year to improve faculty-student rapport. Faculty also recognize that the licensure exam is very challenging, and that may be a factor in the results seen on the FY 2008 survey related to satisfaction with preparation for the licensure exam. Faculty also suggest that the changes in the program's overall curriculum plan (adding the Chemistry requirement and requiring BIO 2125 Microbiology instead of BIO 1514 Microbiology of Infectious Disease) may help graduates feel better prepared for the licensure exam. Without question, the results on this item will continue to be monitored.

The results on the second item related to overall satisfaction with the program also reflect a downward trend even though the mean of 3.76 is considered a positive result. As noted in the previous paragraph's discussion, faculty support a goal to improve relationships with students through multiple ways. An example includes implementation of "community building" where students have the opportunities to present questions, concerns, and accomplishments at the beginning of each class period. The goal is more positive student perceptions of faculty support which, in turn, will result in learning gains. Another possible explanation for the 2008 results may be increasing dissonance between what students think nursing education "should be like" and what nursing education "must be like." Nursing faculty continue to hear comments about "your teaching is nothing like what we have had before." Another factor suggested by faculty may be the increasing numbers of nursing student enrollments in courses and the faculty/student ratio, making personalized attention less possible for faculty to provide. Monitoring of data related to both items will be ongoing.

Importantly, the processes involved in data evaluation result in heightened awareness of issues and strategies to continue program improvement throughout each academic year. At this time, faculty concur that the plans for curricular and testing improvements and utilization of the ATI assessment and review program are the **primary** strategies needed to ensure graduate preparation for the licensure exam and their overall satisfaction with the program although attention to more positive faculty-student relationships will be implemented in FY 2010.

Third Means of Assessment (Program):

1c. Means of Program Assessment & Criteria for Success:

The Nursing Assessment of OCCC Graduates.

Criterion 1): Mean score of 3.5 or higher (5 point scale with 5 as “excellent” and 1 as “not acceptable”) on each General Education Skills item.

Criterion 2): Mean score of 3.5 or higher (5 point scale with 5 as “excellent” and 1 as “not acceptable”) on each Interpersonal Skills item.

Criterion 3): Mean score of 3.5 or higher (5 point scale with 5 as “excellent” and 1 as “not acceptable”) on Nursing Questions 1, 2, and 3 (Nursing Process items).

Criterion 4): Mean score of 3.5 or higher (5 point scale with 5 as “excellent” and 1 as “not acceptable”) on Nursing Question 4 (Knowledge/Critical Thinking item).

Criterion 5): Mean score of 3.5 or higher (5 point scale with 5 as “excellent” and 1 as “not acceptable”) on Nursing Question 5 (Communication item).

1c. Summary of Assessment Data Collected:

Nineteen of thirty-three employers responded to the Employer Assessment of OCCC FY 2008 Nursing Graduates, for a 58.6% response rate (down from 74.2% response rate in FY 2007). The items were scaled on a 5 point scale with 5 as “excellent” and 1 as “not acceptable.”

Criterion 1): Mean scores on the General Education Skills are:

1. Reading: 4.47
2. Writing: 4.42
3. Listening: 4.47
4. Speaking: 4.50
5. Critical Thinking: 4.28
6. Computational Skills: 4.58
7. Cultural Diversity: 4.44

The benchmark mean score was exceeded on each item for General Education Skills although slight downward trend is noted for items 1, 2, 3, and 7.

Criterion 2): Mean scores on the Interpersonal Skills are:

1. Team Work: 4.37
2. Client Service: 4.63
3. Leadership: 4.16
4. Negotiating: 4.05
5. Conflict Resolution: 4.00
6. Consensus Building: 4.11

The benchmark mean score was exceeded on each item for Interpersonal Skills, with a slight downward trend on all items.

Criterion 3): Mean scores on Nursing Process Items are:

1. Individualized Plans of Care: 4.32
2. Basis for decision-making: 4.42
3. Respect for needs of clients across the lifespan: 4.53

The benchmark mean score was exceeded on each item for Nursing Process although (again) a slight downward trend is noted.

Criterion 4): Mean score on Nursing Knowledge/Critical Thinking Item is:

4. Decisions and actions consistent with current standards/licensing laws: 4.44

The mean score was exceeded on the item for Nursing Knowledge/Critical Thinking and reflects a slight upward trend.

Criterion 5): Mean score on Communication Item is:

5. Incorporates teaching and learning goals in care: 4.33

The mean score was exceeded on the item for Communication with a slightly higher result than FY 08.

1c. Use of Results to Improve Instructional Program:

Criterion 1): Mean scores continues to point to strengths in General Education Skills in program graduates, although a slight (probably insignificant) downward trend was noted and will continue to be monitored. Of importance, the slight gain in graduates' critical thinking skills as rated by employers is noted (4.28 compared to 4.23 in FY 2007) as well as the continuing highest average importance (5.0) given to that skill by employers. Nursing faculty are encouraged to see that our graduates continue to do well in the area of critical thinking and find support for the educational efforts (previously discussed) in the program to build same.

Criterion 2): Mean scores on Interpersonal Skills items also exceed the ELA although slight downward trends are noted in each area. That trend causes faculty to consider whether this group of graduates may have been somewhat less positive (in general) and may account for perceptions of these graduates in terms of preparation for the licensure exam and overall program satisfaction. It is noted that the areas for teamwork, client service, leadership, negotiating, conflict resolution, and consensus are all lower than FY 2007 means. Clearly, no great conclusions are warranted because all means scores exceeded the ELA. The greatest gap (performance minus importance) was in the area of conflict management. Faculty believe that strategies implemented in spring 2008 to strengthen leadership content in the curriculum may have been late to impact these students but will monitor the results for FY 2009 graduates. In addition, the community building strategies previously discussed may help address the outcomes as well.

Criterion 3): The mean scores on the three Nursing Process items (the lowest mean was 4.32) provide ongoing evidence that OCCC nursing graduates are knowledgeable and proficient in using nursing process to plan individualized care, as a basis for decision-making, and to show respect for needs of clients across the lifespan. Faculty are encouraged by the results as the nursing process is the method nurses use for problem-solving. The evidence supports ongoing efforts to teach and evaluate nursing process in the curriculum. No major changes are planned as these results, combined with the licensure exam results, substantiate strengths in the area.

Criterion 4): The mean score on Nursing Knowledge/Critical Thinking also demonstrates that graduates are performing well in areas requiring sound nursing knowledge underscoring decisions and actions

taken. Multiple methods to build critical thinking skills in students/graduates have been implemented in the nursing curriculum in the past four years, and the results continue to validate the program's ability to produce graduates with critical thinking skills as applied to nursing decisions. As noted previously, faculty believe the changes in the program's overall curriculum plan will also contribute to graduate abilities to make nursing decisions incorporating critical thinking principles.

Criterion 5): The Communication item relates to teaching and learning goals in patient care, activities which are anchored in communication knowledge/skills. The mean score (4.33, which is the highest mean received on this item to date) supports success of the program's curriculum in promoting positive communications outcomes as well as client teaching skills in graduates. Again, improvements in curriculum will help ensure future positive scores.

ACADEMIC OUTCOME ASSESSMENT PLAN

2. **<u>The Psychomotor Objectives:</u>** 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.

First Means of Assessment (Student):

2a. **Means of Program Assessment & Criteria for Success:** All students will demonstrate proficiency in these skills prior to graduation from the program.

Criterion: A "pass" for all clinical rotations during the nursing program.

2a. **Summary of Assessment Data Collected:**

All graduates of the nursing program in FY 2008 demonstrated proficiency in the specified skills.

2a. **Use of Results to Improve Instructional Program:**

The following strategies have been implemented to ensure technical proficiency in all of the nursing skills included in the program's curriculum:

- Revisions (past and ongoing) to clinical evaluation tools have resulted in improved evaluation of students' clinical performance.
- Laboratory learning units continue to be updated/improved.
- Campus laboratory coordinator role provides more continuity and improved availability of instructional time (including skills remediation) for students. She has also developed a simulations repository which contributes to positive outcomes in this area.
- Two experienced, master's prepared adjunct campus lab instructors provide excellent resources to strengthen skills acquisition by our students.
- Acquisition of campus laboratory supplies/equipment has created improved laboratory learning opportunities for students.
- Acquisition/implementation of human patient simulators has strengthened skills proficiency of graduates as well as a growing repository of actual simulations in the curriculum.

Each of these strategies will be continued with ongoing attention to the need to ensure skills proficiency in graduates.

Second Means of Assessment (Program):

2b. Means of Program Assessment & Criteria for Success: Nursing Graduate Survey

Criterion: Mean score of 3.5 or higher (1 as "strongly agree" and 5 as "strongly disagree") on item "Did the nursing program prepare you for clinical practice?"

2b. Summary of Assessment Data Collected:

A mean score of 3.28 was obtained on the specified item from the NURSING Graduate Survey in FY 2008, which is below the ELA. The item asks: "Did the nursing program prepare you for clinical practice?" 11.3% of graduates responded "Strongly Agree"; 35.9% responded "Agree"; 32.1% responded "Somewhat Agree"; 11.3% responded "Somewhat Disagree"; and 9.4% responded "Strongly Disagree." Specific comments from seven respondents were reviewed and serve to underscore a (possible) more negative tone on the Graduate Survey by a few (11-12) graduates. E.g., "after talking to grads from other area schools, I found they are all about the same;" "clinicals served only to expose me to the nursing environment….overwhelmed floor nurses were generally resentful of added responsibility;" "there is no way a nursing program can prepare everyone for clinical practice…..nursing is too diversified."

2b. Use of Results to Improve Instructional Program:

Efforts to improve laboratory learning experiences, both campus and clinical, are ongoing**.** These efforts include improvements in the campus laboratory settings and in the support of adjunct campus lab instructors who are readily available to help students with skills development or other clinical practice issues.. The utilization of human patient simulators to support acquisition of real-world skills has increased each year for the past five years, and the opportunities for students to acquire necessary skills are enhanced. Further, strategies to enhance clinical site partnerships and the quality of available clinical experiences are also ongoing.

Third Means of Assessment (Program):

2c. Means of Program Assessment & Criteria for Success:

The Employer Assessment of OCCC Nursing Graduates.

Criterion: Mean score of 3.5 or higher (5 as "excellent" and 1 as "not acceptable") on each Technology Skills item.

2c. Summary of Assessment Data Collected:

The mean score on the Technology items for FY 2008 are:

1. Computer Utilization: 4.50
2. Choosing Appropriate Technology: 4.42
3. Applying Technology to Tasks: 4.47

The mean scores on each item exceed the expected level of achievement. In addition, each mean is higher than the FY 08 results.

2c. Use of Results to Improve Instructional Program:

Data from the Employer Assessment continue to validate preparation of graduates with appropriate skills in the area of technology. Faculty believe that utilization of web components in all nursing courses (both preference point classes and core courses) helps ensure that graduates have positive technology skills.

However, faculty continue to recognize the challenges associated with updating strategies in the program to prepare graduates with appropriate technology skills as well as other nursing skills. As the results from the survey highlight (i.e., incongruence between graduate perceptions and employers), we recognize that the challenges of continuing to ensure strong opportunities to develop skills essential to safe practice in clinical (including ever important technology competencies) are ever-present in nursing education.

It is also significant to note that the ongoing improvements in the nursing campus clinical lab (including development of the practice lab area in FY 08) as well as the additional availability of computer resources (new Division computer lab) are strategies that support graduate development of necessary nursing skills. Carl Perkins funded additions which will become available in FY 09 include TVs with DVD players (and new skills DVD) placed above the beds in the campus lab to facilitate student practice of skills. In addition, a software program supporting the development of computer based documentation as well as other lab enhancements will be added. The nursing campus clinical lab available for the support of OCCC nursing skills instruction is among the best in the state of Oklahoma and, in fact, would compare favorably with labs throughout the region/nation as well.

ACADEMIC OUTCOME ASSESSMENT PLAN

3. **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.

First Means of Assessment (Student):

3a. **Means of Program Assessment & Criteria for Success:** Clinical Evaluation Tool for each nursing process course.

Criterion: All students will receive a passing grade on each criteria that pertains to professional behavior.

3a. **Summary of Assessment Data Collected:**

All FY 2008 graduates received a passing grade on the criteria that pertain to professional behavior. As is inevitable, there were several significant issues that occurred in FY 2008 related to professional behavior issues which were challenging to manage/correct.

3a. **Use of Results to Improve Instructional Program:**

Efforts are ongoing to explain the importance of policies related to professional behaviors, both to students and to higher levels of academic administration. Understandably, administrators sometimes lack awareness of the profession's legal and ethical frameworks. The Health Professions Dean, along with the Divisions program directors, developed a report to support administrative understanding of the policies which exist in the programs and their relationship to critical affective outcomes which graduates must attain. Each of the nursing program policies are related to those included in the College Student Handbook. Importantly they are also clearly related to the profession's ethical and legal frameworks, including the Oklahoma law as presented in the Oklahoma Nurse Practice Act.

Second Means of Assessment (Student):

3b. **Means of Program Assessment & Criteria for Success:** 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.

3b. Summary of Assessment Data Collected:

All students in the program (FY 2009) received a passing grade on required Service Learning Projects and reflective papers/activities. The Service Learning Center (Student Life) reported data from nursing students who completed the survey in AY 2009 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 4.08
- The service helped me better understand community needs. Mean 4.09
- The service helped me reflect on my life and goals. Mean 3.65
- The service has increased my interest in doing further service. Mean 3.77

The expected level of achievement was met for each item.

3b. Use of Results to Improve Instructional Program:

Creative ways for presenting reflective feedback from Service Learning Projects continue to be implemented (some have even used youtube for their presentations), and faculty believe the consistency in mean scores indicate that, overall, students understand and support Service Learning within the program. Faculty also continue to believe SL promotes gains in affective learning, some of which may not be fully realized until after graduation. Faculty remain firm in their commitment to Service Learning within the curriculum, both to:

- expand student understanding of community needs and opportunities AND
- provide a non-traditional methodology for students to explore/express/re-enforce their commitment to affective qualities such as integrity, self-motivation, respect, and honesty which must be incorporated in their SL reports.

First Means of Assessment (Program)

3c. Means of Program Assessment & Criteria for Success:

The Assessment of OCCC Nursing Graduates.

Criterion: Mean score of 3.5 or higher (5 as “excellent” and 1 as “unacceptable) on Nursing Questions 6 and 7 (Accountability items).

Criterion: Mean score of 3.5 or higher (5 as “excellent” and 1 as “unacceptable”) on Nursing Questions 8 and 9 (Professional Growth items).

3c. Summary of Assessment Data Collected:

Criterion 1): Mean scores on designated items from the FY 2008 Employer Assessment of OCCC Nursing Graduates are:

1. Maintains accountability for own actions: 4.33
2. Demonstrates accountability for delegated nursing activities: 4.28

The mean scores on both items exceed the expected level of achievement although a slight downward trend is noted from FY 2007 results (4.59 and 4.50 respectively). Significance of the trend is questionable.

Criterion 2): Mean scores on designated items from the FY 2008 Employer Assessments are:

1. Practices with ethical and legal nursing frameworks: 4.72.
2. Demonstrates behaviors consistent with expectations: 4.72.

The mean scores on both items exceed the expected level of achievement and are also higher than those reported from the FY 2007 Assessments (4.67 and 4.64).

3c. Use of Results to Improve Instructional Program:

The results provide evidence that the program's graduates are, overall, well-prepared to meet the legal and ethical parameters of nursing practice. Faculty conclude that the efforts to ensure these outcomes (affective objectives on the Clinical Evaluation tools; policy requirements for students; Service Learning within the curriculum) are successful. The slight declines on the accountability items will be monitored as the mean scores continue to be significantly higher than the ELA, substantiating the preparedness of graduates to meet affective expectations. It is also important to note that the importance assigned by employers to accountability is quite high.

When considering the items in Criterion 2, it is noted that gains in FY 2008 results reflect a (slight) upward trend since the Employer Assessments were initiated in FY 2006. Although the response rate was lower for FY 2008, those results are encouraging….particularly the 4.72 mean on the item "Overall, (our graduate) demonstrates the professional, social, and personal behaviors consistent with expectations of an entry level registered nurse." The feedback is well-received by nursing faculty, will continue to be considered, but, at this time, supports the conclusion that the nursing program has appropriate measures in place to ensure that our graduates are well-prepared for the affective requirements of nursing practice.

ACADEMIC OUTCOMES ASSESSMENT REPORT

FOR FY 2009

Occupational Therapy Assistant Program
Program/Option/Emphasis

AAS November 03, 2009

Date Submitted to Division Dean

Submitted By: *Thomas H. Kraft, M.Ed., OTR/L*

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Reeca Young, COTA/L

Submitted By: _____

Dean Date

FORM A

PART II – EVALUATION AND RESULTS

PART III - RECOMMENDATIONS

Outcome 1. Upon completion of the Occupational Therapy Assistant Program, the graduate(s) will possess the **cognitive** skills appropriate to effective entry-level practice.

Measure and Criteria for Success –

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.

Evaluation and Results-

During this reporting period, 22 graduates sat for the National Examination for the Occupational Therapy Assistant. Nineteen (19) graduates passed on first attempt for a first time success rate of 86.4%.

Two of the three graduates who failed on first attempt retook the exam at first opportunity and passed. The other graduate's status is unknown at the time of this report.

Recommendations-

Continue to reinforce that graduates sit for the national exam at their earliest convenience. Additionally, investigate incorporating exam study guide materials (including the NBCOT Study Guide) into the new 4th semester "Professional Development and Support" course. Also, feedback from successful candidates indicates that taking the online NBCOT Practice Exam has been 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.

It should be noted that two of the three graduates who were unsuccessful on the first attempt were May 2009 graduates who were very successful on their Level II Fieldwork placements and therefore took the exam without due study and preparation. Being unsuccessful the first time, and given proper study and preparation, both were successful on their retake. The other graduate who was unsuccessful is a May 2008 graduate who for whatever reason (anxiety primarily) put off taking the exam till late-spring of 2009. At last contact he was using a variety of study resources in order to re-take the exam. This graduate's status is unknown at the time of this report.

Outcome 1,2,3. 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.

Measure and Criteria for Success –

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.

Evaluation and Results-

During this reporting period, 18 students were enrolled in FW II A and 19 students in FW II B for a combined total student enrollment of 37. Of the 37 enrollments, the total pass rate ("C" or above) for 36 enrollments was 100% on the first attempt. There is 1 enrollment that has yet to finish the assigned FW II experience at the time of this report.

Recommendations-

Continue to reinforce positive Level II FW preparation through content delivery in the fall of 2nd year course, OTA 2141 – Special Topics and Fieldwork. This new OTA course will introduce all the "performance" forms (both OTA Program and national) that will be used during the student's Level II FW placements. Additionally, continued emphasis on the importance of each student's affective skills (including communication with co-workers, supervisors, and clients) in FW will be stressed during the first 3 semesters of the OTA Program along with continued reinforcement throughout Level II FW.

Output 1. 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.

Measure and Criteria for Success –

*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**".*

Evaluation and Results-

Of the 18 graduate surveys mailed to known addresses of the May 2008 graduates, thirteen (7) were returned as of this reporting date.

Survey results from respondents indicate a 100% "satisfied" ("4") rating with a reported average of 4.6 (1-5 scale).

Recommendations-

Continue to stress the importance that graduates provide the College with current/updated addresses along with returning the surveys in a timely fashion. Additionally, continue the collaboration with Ms. Janet Perry ensuring that survey instruments are sent out in a timely fashion and meet both OTA Program and College needs.

*Nine (9) months post graduation, 85% of employers surveyed (with forms returned) will mark "Agree" on each item of the "**OTA Employer Survey**".*

Evaluation and Results-

As of this reporting date, there have been an insufficient number of surveys returned (3) to Ms. Janet Perry's office. This has provided Ms. Perry's office with insufficient data for this assessment area.

Recommendations-

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.

STUDENT LEARNING OUTCOMES ASSESSEMENT PLAN

FOR FY 2009- FY 2014

Program Division-Health (A.A.S.)

Orthotics and Prosthetics Technician

Program/Option/Emphasis

A.A.S	October 26, 2009
Program Level	Date Submitted to Division Dean

Submitted By: Molly Henderson and Alexa C. Mashlan

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted):

Joe Young

Approved and Submitted By:

Academic Division Dean Date

FORM A

INTRODUCTION - This program is designed to prepare individuals to enter the profession of Orthotics/Prosthetics as well trained, credential eligible practitioners. In order to accomplish these outcomes, the curriculum and program is structured to meet the following objectives.

Student Learning Outcomes/ Program Outputs

Upon completion of the program the student will be able to:

1. Describe the occupational duties of the Orthotic and Prosthetic Technician.
2. Classify and describe the general areas of the fabrication laboratory.
3. Identify the tools and equipment used in Orthotics/Prosthetics fabrication.
4. Describe the function of Orthotic/Prosthetic Tools.
5. Demonstrate basic power tool operation.
6. Identify and describe the materials commonly used in Orthotic/Prosthetic fabrication processes and application.
7. Identify basic Orthotic/Prosthetic operational components.
8. Demonstrate a clear understanding of safety rules and practices in an Orthotic/Prosthetic fabrication lab.
9. Demonstrate basic Orthotic/Prosthetic metalworking skills as it relates to apparatus development and fabrication processes.
10. Correctly interpret all Orthotic/Prosthetic Measurement Charts for proper interpretation of patient's apparatus needs.
11. Fabricate a variety of appropriate Orthotic/Prosthetic devices for upper and lower body components according to the patient Orthotic/Prosthetic Measurement Charts data.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES

Outcome 1.

Criteria for Success –

Graduates will demonstrate comprehension of and the ability to apply knowledge necessary to perform as an entry-level orthotic/prosthetic technician.

Measure and Criteria for Success-

1a. 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.

PART II – EVALUATION AND RESULTS

1a. Data collected indicates 100% employer satisfaction with students' job performance. This was indicated by a rating of 3 or greater on a Likert scale of 1-5.

PART III – RECOMMENDATIONS

1a. Employer Survey will be used to assess feedback regarding how well the ORPR program prepared graduates at the workplace.

Outcome 2

Criteria for Success –

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.

Measure and Criteria for Success-

2a. 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.

2b. Meet minimum proficiency requirements check list; 100% of the students will meet or exceed the minimum proficiency requirements to successfully complete the program.

PART II – EVALUATION AND RESULTS

2a. Data collected indicates 100% of employers agreed or strongly agreed to student preparedness.

2b. Data collected indicates that 100% of students met or exceeded the minimum proficiency requirements to successfully complete the program.

PART III – RECOMMENDATIONS

2a. Data from the employer satisfaction survey will continue to be collected and used to make changes or improvements in the program as needed.

2b. Faculty will assess 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.

Outcome 3

Criteria for Success –

Graduates will demonstrate professional behavior in the clinical setting consistent with employer expectations.

Measure and Criteria for Success-

3a. 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.

PART II – EVALUATION AND RESULTS

3a. Data indicates that 100% of clinical site evaluators were satisfied with students' professional behavior in a clinical setting.

PART III – RECOMMENDATIONS

3a. Data from the clinical site evaluations will continue to be collected and used to make changes or improvements in the program as needed.

ASSESSMENT RECORD FOR ACADEMIC DIVISION OF

Health Professions

(Academic Division Name)

FY 2009 10/01/09

(Assessment Period Covered) (Date Submitted to Academic Division Dean)

Title of Instructional Degree Program Degree Level

Physical Therapist Assistant A.A.S.

Submitted By: Jennifer Ball, PT/ATC, MHR

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Approved and Submitted By: _____

(Academic Division Dean) Date

FORM A

Outcome Assessment Report

Physical Therapist Assistant Program FY 2009

Student Learning Outcomes

1. Students will successfully complete a comprehensive practical examination, that demonstrates competency in cognitive, psychomotor, and affective program areas, prior to participation in PTA 1312, Initial Practicum; PTA 2034 Practicum I, and PTA 2134 Practicum II.

2. Students will be adequately prepared to successfully complete three clinical practicums, demonstrating competency in cognitive, psychomotor, and affective areas, prior to receiving AAS in PTA degree.

3. Students will demonstrate growth in the area of professionalism on the generic abilities scale, comparing data from the second and fourth semesters in the program, prior to receiving the AAS in PTA degree.

Program Outputs

1. Graduates and employers will report the ability to work under the supervision of a physical therapist in an ethical, legal, safe and effective manner.

2. Licensure examination scores data will be equal or better than other accredited PTA programs with regard to first time pass rates.

A. STUDENT OUTCOMES/DIRECT MEASURES[vi]

Student Learning Outcomes

Outcome 1. Students will successfully complete a comprehensive practical examination, that demonstrates competency in cognitive, psychomotor, and affective program areas, prior to participation in PTA 1312, Initial Practicum; PTA 2034 Practicum I, and PTA 2134 Practicum II.

Measure I: Practical examination grading forms and faculty reports.

Criteria: 90% or better will pass on 1st attempt enabling participation on clinical practicums.

Measure II: Clinical preceptor report – Clinical Performance Instrument (CPI) (grading tool)

Criteria: Zero students will be sent back for remediation within the first two weeks of clinical internship due to inept preparation.

Outcome 2. Students will be adequately prepared to successfully complete three clinical practicums, demonstrating competency in cognitive, psychomotor, and affective areas, prior to receiving AAS in PTA degree.

Measure I: Clinical Performance Instrument (CPI); grading tool; Clinical preceptor reports

Criteria 1: Not less than 90% will successfully complete each rotation on 1st attempt.

Outcome 3. **Students will demonstrate growth in the area of Professionalism throughout the Program and prior to receiving the AAS in PTA degree.**

Measure I: The Generic Abilities Rating Scale used by the student, faculty, and clinical faculty, and the APTA Core Values Self Evaluation Form.

Criteria 1: 80% of all students will be rated at the developing level at the end of the second semester of the Program.

Criteria 2: 80% of all students will be rated at the entry level by the end of the fourth semester of the Program.

Criteria 3: At the completion of the Program, each student will demonstrate progress in the area of Professionalism as evident by the APTA Core Values Self Evaluation Form completed in the fourth and fifth semesters.

B. PROGRAM OUTPUTS/INDIRECT MEASURES[vii]

Output 1. Graduates and employers will report the ability to work under the supervision of a physical therapist in an ethical, legal, safe and effective manner.

Measure I: Graduate surveys

Criteria: 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."

Measure II: Employer surveys

Criteria: 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."

Output 2. Licensure examination score aggregate data will be equal or above other accredited PTA programs with regard to pass rates.

Measure I: Licensure examination scores will be better than national average for first time pass rate.

PART II – EVALUATION AND RESULTS

Student Outcome I/Measure I: For the Graduates of the Class of 2010, 20 out of 21 students or 95% were able to successfully pass the comprehensive skills check on the first attempt. One student did not pass the practical examination on the first attempt, but was able to successfully pass on the second attempt and participate in PTA 1312, Practicum I. For the class of 2009, 19 of 20 students completed the second comprehensive checkout successfully (95%) on the first attempt. One student did not pass the practical examination on the first attempt, but was able to successfully pass on the second attempt and was able to participate in PTA 2034 and PTA 2134 Practicum I and II. Goal Met!

Student Outcome I/Measure II: Zero students were sent back in the first two weeks due to inadequate preparation. This data included the cohort graduating in 2009 for Practicum I and II and cohort graduating in 2010 for Initial Practicum. Goal Met!

Student Outcome II/Measure I:100% of the students successfully completed each clinical practicum on the first attempt. The 2009 cohort 20 out of 20 students and the 2010 cohort 21 out of 21 students completed the practicums without a need for remediation. Goal MET.

Student Outcome III/ Measure I: 19 out of 20 students (95%) of the cohort graduating in 2009 were rated at the developing or higher level on the Generic Abilities Rating Form at the end of the second semester in the PTA Program. Goal MET.

Student Outcome III/ Measure I: (criteria 2) 10 out of 20 students (50%) of the cohort graduating in 2009 were rated at the entry level or higher on the Generic Abilities Rating Form at the end of the fourth semester in the PTA Program. This did not meet the goal of 80%.

Student Outcome III/ Measure I: (criteria 3) The students performed a self assessment after the Initial Practicum and after the Practicum II experiences. The results indicated that the student's self assessment were equal or higher in all but 4 categories: Accountability 100% improvement, Altruism 95% improvement (1/20 students reported a decline), Compassion/Caring 100% improvement, Excellence 100% improvement, Integrity 95% improvement (1/20 students reported a decline), Professional Duty 95% improvement (1/20 students reported a decline), and Social Responsibility 85% improvement (3/17 students reported a decline). However the original goal may not be attainable as the students learn more about the process as they evolve as clinicians and may be more accurate with the self-reflection at the end of the program.

Program Output I/Measure I: Five out of 17 students (29% return) who graduated in 2008 returned the graduate surveys. One person was listed as a December graduate and was not included in this mail out. Of those who responded, 100% agreed or strongly agreed 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."

Program Output I/Measure II: No employer surveys are available at this time to review.

Program Output II/Measure I: For the 2009 cohort, 15 of 17 graduates have passed on the first attempt and three graduates have not taken the exam yet. This represents an 88% first time pass rate and is higher than the national average. The national average for the first time test takers is 85.30%. Goal MET.

Last year I reported the data for the class of 2008 graduates indicates 9 out of 14 passed on the first attempt, representing 67% pass rate and 0/1 of the December 2008 graduates passed on the first attempt. UPDATE: The ultimate pass rate for this cohort is 87%, two students have failed the exam twice and have not yet taken the exam for the final time.

PART III - RECOMMENDATIONS

The PTA Program Faculty proposed a course sequence change to promote better student preparation for PTA 1312, Initial Practicum in the areas of dressing changes and electrotherapy. This was approved by the OCCC Curriculum Committee and will be implemented with the fall 2009 cohort (2011 graduates)..

Due to repeated requests from graduates and clinical instructors, we continuing to assess the PTA curriculum and are planning to add pharmacology and laboratory values by expanding the pathology class and/or developing a new course that will have topics relating to the acute care setting/critically ill patients. This may take a year to complete the process. We will ask for support from the PTA Advisory Committee and the Dean of Health Professions during this process. The goal is to present this information to the committee in the spring 2010 semester.

Due to concerns with professionalism, the faculty decided to place a higher emphasis on the "soft skills", in the next five year plan, a new student output will be in place to measure progress in this area. The Generic Abilities will continue to be used by the students and faculty and the APTA Core Values Document will be introduced in the fourth and fifth semesters of the Program to assess professional development. The first cohort of data was observed this year with the Class of 2010. From the data, it is evident that more training in using the form needs

to occur with the faculty. It is my belief that the faculty are reluctant to mark the students at “entry level”. Possibly include a visual analog scale with the form to promote accurate assessment. It is also a hypothesis that the students are more accurate in their self assessment using the APTA Core Values Form at the end of the PTA Program which may describe the decline in the four areas noted. However, more data will be needed to describe trends. For now, the Program will continue to promote and encourage Social Responsibility.

The PTA National Licensure Exam changed last year (2008). The ultimate pass rate for the 2008 cohort is now at 88%. The data for the first time pass rate for the 2009 cohort is also 88% which exceeds the national average for first time pass rate for the PTA exam. The FSBPT Exam Content Area Subscription Reports and Enhanced Reports are being used to identify the OCCC students’ weak areas. We will continue to use the data to assess the curriculum and determine if a trend exists. This year a comprehensive examination was implemented as a requirement to complete the OCCC PTA Program. This model is being used by Tulsa Community College and Carl Albert State College also.

Another change to promote success with the PTA graduates and the Licensure Examination involves the grading scale of the PTA Program. The information was obtained by comparing the grading scales of the COTA Program and the Nursing Program at OCCC. The PTA Program increased the standards for achieving a grade of C with the current class (graduates of 2010 and the new incoming class). This change is more congruent with the other Health Professions Programs at OCCC. All students were notified of the change at orientation and the information is printed in the Fall 2009 PTA student handbook.

Respectfully submitted,

Jennifer Ball, PT/ATC

STUDENT LEARNING OUTCOMES ASSESSEMENT PLAN

FOR FY 2009- FY 2014

Program Division-Health (A.A.S.)

Respiratory Care Therapist
Program/Option/Emphasis

A.A.S	October 26, 2009
Program Level	Date Submitted to Division Dean

Submitted By: Molly Henderson and Alexa C. Mashlan

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted):

Lezli Heyland

Approved and Submitted By:

Academic Division Dean Date

FORM A

INTRODUCTION - This program is designed to prepare individuals to enter the profession of Respiratory Care as well trained, credential eligible practitioners. In order to accomplish these outcomes, the curriculum and program is structured to meet the following objectives.

Student Learning Outcomes/ Program Outputs

Each graduate should be able to correctly and safely:

1. Control and prevent the spread on infection by utilizing infection transmission and isolation procedures.
2. Collect, record and communicate pertinent patient information.
3. Communicate with and educate the patient.
4. Assess the cardiopulmonary status of the patient by performing and/or evaluating appropriate bedside and laboratory tests.
5. Administer therapeutic gases.
6. Perform airway clearance and lung inflation techniques.
7. Administer inhaled medications.
8. Perform electrocardiograms
9. Perform airway management techniques.
10. Obtain, analyze and interpret blood gas samples.
11. Perform Basic and Advanced Cardiac Life Support.
12. Stabilize and transport a patient.
13. Set-up, monitor and adjust mechanical ventilation systems.
14. Evaluate appropriate non-respiratory diagnostic data.
15. Make appropriate suggestions for therapy to the physician and other members of the health care team.
16. Develop and implement patient care plans, respiratory protocols, pulmonary rehabilitation and home care plans.
17. Monitor and troubleshoot pleural drainage devices.
18. Set-up, monitor and troubleshoot indwelling hemodynamic monitoring lines.
19. Correctly adapt perform respiratory care modalities for the pediatric and neonatal patient.
20. Develop an understanding of the major cardiopulmonary diseases and be able to recommend or implement appropriate respiratory care.
21. Manage the patient's cardiopulmonary status by utilizing the skills of assessment, interpretation, therapeutic intervention and problem solving.
22. Perform polysomnography and exercise testing.
23. Assist the physician with appropriate invasive procedures such as percutaneous tracheostomy, bronchoscopy and thoracentesis.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES

Outcome 1

Criteria for Success –

Graduates will demonstrate comprehension of and the ability to apply knowledge necessary to perform as an advanced level respiratory care practitioner.

Measure and Criteria for Success-

1a.Graduates of the program will meet or exceed the national certification average, on their first attempt. Results will be taken from the National Board for Respiratory Care (NBRC) Registry Examinations.

1b. 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.

PART II – EVALUATION AND RESULTS

1a. Data collected indicates that the overall pass rate is 100% as compared to the overall national average of 77% for the Clinical Simulation Examination for Advanced Respiratory Therapy Practitioners.

1b. 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.

PART III – RECOMMENDATIONS

1a. No action will be taken at this time.

1b. Employer Survey will be used to assess feedback regarding how well the RC program prepared graduates for the workplace.

Outcome 2

Criteria for Success –

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.

Measure and Criteria for Success-

2a. 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.

2b. Minimum proficiency requirements check list; In order to successfully complete the Respiratory Care Therapist program, graduates must demonstrate 100% competency in performing required skills.

PART II – EVALUATION AND RESULTS

2a. 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.

2b. Data collected indicates graduates demonstrated 100% competency in performing required skills

PART III – RECOMMENDATIONS

2a. Employer Survey will be used to assess feedback regarding how well the RC program prepared graduates for the workplace.

2b. Continue to monitor employer evaluation of graduates.

Outcome 3

Criteria for Success –

Graduates will demonstrate professional behavior in the clinical setting consistent with employer expectations.

Measure and Criteria for Success-

3a. 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.

PART II – EVALUATION AND RESULTS

3a. Data collected indicates 100% employer satisfaction with graduates' professional behavior. This was indicated by a rating of 3 or greater on a Likert scale of 1-5.

PART III – RECOMMENDATIONS

3a. Employer Survey will be used to assess feedback regarding how well the RC program prepared graduates for the workplace.

STUDENT LEARNING OUTCOMES ASSESSEMENT PLAN

FOR FY 2009- FY 2014

Program Division-Health (A.A.S.)

Surgical Technology
Program/Option/Emphasis

A.A.S	October 26, 2009
Program Level	Date Submitted to Division Dean

Submitted By: Molly Henderson and Alexa C. Mashlan

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted):

Kim Shannon

Approved and Submitted By:

Academic Division Dean Date

FORM A

INTRODUCTION - All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs are listed below.

Student Learning Outcomes/ Program Outputs

Upon completion of this program the student will be able to:

- Describe the role, function, and relationship of the surgical technologist to other members of the surgical team.
- Demonstrate knowledge of appropriate medical vocabulary as it relates to the duties and context of the surgical technologist's function and responsibility in a surgical station.
- Effectively verbalize the physical and psychological responses to the individuals undergoing surgical intervention.
- Identify microbiological principles underlying the prevention and control of infection, sterilization and disinfecting methods and aseptic methods.
- Demonstrate the proper preparation of the operating room and patient for a surgical procedure.
- Be prepared to assist the surgeon as a scrubbed team member as well as with minor surgical procedures.
- Actively participate in clinical assignments in an operating room that demonstrate the student's ability to handle a surgical technologist's responsibilities.
- Prepare instruments using proper sterilization techniques of an autoclave system.
- Properly identify the procedures, surgical instruments, accessory items, and sutures in a variety of surgical procedures.
- Demonstrate proper gloving and gowning techniques for the surgical operating room.
- Demonstrate the ability to function as a member of the surgical team during a variety of surgical procedures.
- Actively participate in becoming socialized to new facility environment to aid in the role transformation from student to graduate.
- Be able to function within the scope of practice of a surgical technologist on legal, moral, ethical, and safety issues.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1 Graduates will demonstrate comprehension of and the ability to apply knowledge to perform as an entry-level surgical technician.

Measure and Criteria for Success-

1a. 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, on their first attempt. National licensure examination benchmark is 66%.

PART II – EVALUATION AND RESULTS

1a. Data collected indicates that the students did met or exceeded the overall pass rate average benchmark of 66% with an overall pass rate of 75%.

PART III – RECOMMENDATIONS

1a. Faculty will continue to evaluate the results of the licensure examination and update program accordingly.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 2 Graduates will demonstrate competency at performing the clinical skills required of surgical technician as defined by national standards.

Measure and Criteria for Success-

2a. 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.

PART II – EVALUATION AND RESULTS

2a. Data collected indicates 100% of students successfully met minimum proficiency requirements of competency skills in a clinical setting.

PART III – RECOMMENDATIONS

2a. Clinical settings' feedback regarding graduate skills will be used to continue to evaluate how well the Surgical Technology program prepared graduates for the workplace.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 3 Graduates will demonstrate professional behavior in the clinical setting consistent with employer expectations.

Measure and Criteria for Success-

3a. 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.

PART II – EVALUATION AND RESULTS

3a. 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.

PART III – RECOMMENDATIONS

3a. 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.

Information Technology Division

FORM A

STUDENT LEARNING OUTCOMES ASSESSEMENT

Program Division-Information Technology (A.A.S.)

Computer Science AAS
Program/Option/Emphasis

A.A.S	October 2, 2009
Program Level	Date Submitted to Division Dean

Submitted By: (Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted):

Approved and Submitted By:

Academic Division Dean Date

FORM A

PART I – MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcomes and program outputs for each program will be evaluated using the measures and criteria for success identified below:

A. STUDENT OUTCOMES/DIRECT MEASURES

Student Learning Outcomes

Outcome 1. Students will write XHTML code to create external, internal, and email hyperlinks in a web page.

Measure and Criteria for Success –

- Students in CS 2413 – Web Site Development will be assessed on their performance on creating a web page that includes external, internal and email links. 70% of students assessed will perform at an acceptable level (70%) or higher on the assessment.

Outcome 2. Students will demonstrate an understanding of basic network concepts and terminology

Measure and Criteria for Success –

- Students in CS 2303 – Networking Technologies will be assessed on their knowledge of basic network concepts and terminology using a written test. 70% of students assessed will perform at an acceptable level (70%) or higher on the assessment.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Program Outputs

No Program Outputs were measured

PART II – EVALUATION AND RESULTS

Student Learning Outcomes

Outcome 1. Students will write XHTML code to create external, internal, and email hyperlinks in a web page.

Measure and Criteria for Success –

- Students in CS 2413 – Web Site Development will be assessed on their performance on creating a web page that includes external, internal and email links. 70% of students assessed will perform at an acceptable level (70%) or higher on the assessment.

These measures will be taken and reported during the Spring 2009 term.

Criteria for Success: At least 70% of the students assessed will demonstrate understanding by scoring 70% or more on the measured competency. The student's performance will be measured using a competency checklist.

Results:

36 students in two sections (1 on-line, 1 on-campus) of CS2413 were assessed.

95 % (34 of 36) of the students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

Outcome 2. Students will demonstrate an understanding of basic network concepts and terminology.

Measure and Criteria for Success –

- Measure and criteria for success will be provided by the FY 09 due date for submission. Current plans call for assessments to be made in CS 2303 –Networking Technologies. This is subject to change pending program changes.

These measures will be taken and reported during the Spring 2009 term.

Criteria for Success: At least 70% of the students assessed will demonstrate understanding by scoring 70% or more on the measured competency. The student's performance will be measured using a competency checklist.

Results:

15 students in one section of CS 2303 were assessed.

80 % (12 of 15) of the students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

PART III – RECOMMENDATIONS

Student Learning Outcomes

Recommendation: The current course structure is an appropriate way to teach these concepts.

STUDENT LEARNING OUTCOMES ASSESSEMENT

Program Division-Information Technology (A.A.S.)

Computer Science AS/AAS

Program/Option/Emphasis

A.A.S	October 2, 2009
Program Level	Date Submitted to Division Dean

Submitted By: (Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted):

Approved and Submitted By:

Academic Division Dean Date

FORM A

PART I – MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcomes and program outputs for each program will be evaluated using the measures and criteria for success identified below:

A. STUDENT OUTCOMES/DIRECT MEASURES

Student Learning Outcomes

Outcome 1. Students will be able to perform necessary operations to compile and execute programs.

Measure and Criteria for Success –

Students in CS 1143 – Beginning Programming will be assessed on their performance on problems requiring necessary operations to compile and execute programs. 70% of students assessed will perform at an acceptable level (70%) or higher on the assessment.

Outcome 2. Students will be able to use the proper control structure to solve a problem.

Measure and Criteria for Success –

Students in CS 1143 – Beginning Programming will be assessed on their performance on problems requiring use of the proper control structure to solve a problem. 70% of students assessed will perform at an acceptable level (70%) or higher on the assessment.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Program Outputs

No measures were taken

PART II – EVALUATION AND RESULTS

Outcome 1. Students will be able to perform necessary operations to compile and execute programs.

Measure: Students in CS 1143 – Beginning Programming will be assessed on their performance on problems requiring necessary operations to compile and execute programs. 70% of students assessed will perform at an acceptable level (70%) or higher on the assessment.

These measures were taken and reported during the Spring 2009 term.

Criteria for Success: 70% of the students assessed will demonstrate proficiency by scoring 70% or more on the measured competency.

Results: 69 students in CS1143 were assessed. 94% (65) of the students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

Measure: Students in CS 1143 – Beginning Programming will be assessed on their performance on problems requiring use of the proper control structure to solve a problem. 70% of students assessed will perform at an acceptable level (70%) or higher on the assessment.

These measures were taken and reported during the Spring 2009 term.

Criteria for Success: 70% of the students assessed will demonstrate proficiency by scoring 70% or more on the measured competency.

Results: 86 students in CS1143 were assessed. 71% (61) of the students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

PART III – RECOMMENDATIONS

Student Learning Outcomes

Recommendation Outcome 1: The course should continue to use C++ language as the programming tool.

Recommendation Outcome 2: The course should continue to use the current text and methods to teach control structures.

STUDENT LEARNING OUTCOMES ASSESSEMENT PLAN

FOR FY 2009- FY 2014

Program Division-Information Technology

(A.A.S.)

Database Management
Program/Option/Emphasis

A.A.S	October 26, 2009
Program Level	Date Submitted to Division Dean

Submitted By: Molly Henderson and Alexa C. Mashlan

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted):

Valerie Frye

Approved and Submitted By:

Academic Division Dean Date

FORM A

INTRODUCTION – All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs are listed below:

Student Learning Outcomes/ Program Outputs

Upon completion of this program the student will be able to:

1) Identify the basic components of Oracle database architecture, database creation, database management, object management, user management, exporting/importing data and strategies to support different linguistic languages
2) Perform fundamental SQL Server database administration tasks
3) Demonstrate basic understanding of relational database concepts, SQL, and database design
4) Use basic operating system commands and the fundamental command line features of Linux environment including file system navigation, file permissions, the vi text editor, command shells and basic network usage
5) Demonstrate skills applicable to file system management, backup, process control, user administration and device management
6) Use SQL to create database structures, store data, retrieve data and manipulate data in an Oracle database
7) Use various database design software to design databases, manipulate data and produce queries
8) Identify standard data access language for relational databases to allow data manipulation and query statements of SQL to be included in block-structured and procedural units of code.
9) How to create, modify, save, and view reports using visual report designer
10) Demonstrate skills in developing cross-tab reports, report templates, custom functions, advanced formulas and data access/SQL
11) Query a database, create tables and other schema objects, insert data and delete data

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES

Outcome 1 Student will be able us to successfully demonstrate the ability to create, manage and support a database using Oracle. (Competency #1)

Measure and Criteria for Success-

1a. Students must successfully complete DBM 1314-Introduction to SQL with a pass rate of 80% or higher.

B. PROGRAM OUTPUTS

Output 1 Graduates of the Database Administration Program will be prepared for the workforce with the skills and education necessary by today's industry standards

Measure and Criteria for Success-

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.

PART II – EVALUATION AND RESULTS

1a. Data indicates that 100% of students successfully completed DBM 1314- Introduction to SQL with a pass rate of 80% or higher. 11 students were assessed.

1b. Data indicates that 94% of students were positively placed. 25 students were assessed.

PART III – RECOMMENDATIONS

1a. Based on industry input, program content and program outcomes will be examined as needed.

1b. Continue to work with industry partners to ensure student will be positively placed.

STUDENT LEARNING OUTCOMES ASSESSEMENT PLAN

FOR FY 2009- FY 2014

Program Division-Information Technology

(A.A.S.)

Enterprise Communication

Program/Option/Emphasis

A.A.S	October 26, 2009
Program Level	Date Submitted to Division Dean

Submitted By: Molly Henderson and Alexa C. Mashlan

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted):

J.R. Wythe

Approved and Submitted By:

Academic Division Dean Date

FORM A

INTRODUCTION – All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs are listed below:

Student Learning Outcomes/ Program Outputs

Upon completion of the program the student will be able to:

1) Demonstrate specific competencies in various routers, switches, cable analyzers, smart remotes, and cable meters to set-up a local area network

2) Identify the OSI reference model, the basics of network layout and function, and the elements of TCP/IP.

3) Demonstrate basic understating of virtual LANs, data-link layer network addressing, simple network management protocols.

4) Identify basic programming languages associated with the development, management and support of local and wise area network systems

5) Design and implement multilayer switched, remote access and scalable networks

6) Use configuration examples to demonstrate management and troubleshooting techniques for numerous LAN and WAN designs

7) Correctly determine proper termination for copper and fiber cabling requirements for local and wise area networks

8) Basic understanding of issues associated with securing network systems and troubleshooting security issues across networks

9) Identify various hardware and software components of microcomputer systems

10) Troubleshoot system hardware installation, system diagnostic issues and software installation processes

11) Demonstrate 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.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. Demonstrate the ability to set-up a local area network using various routers, switches, cable analyzers, smart remotes, and cable meters. (Competency #1)

Measure and Criteria for Success-

1a. Students in ECS 1314 Networking Fundamentals will successfully pass the course at an acceptable level of 85% or higher.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1. Graduates of the ECS Program will be prepared for the workforce with the skills and education necessary by today's industry standards.

Measure and Criteria for Success-

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.

PART II – EVALUATION AND RESULTS

1a. Data indicates that 65% of students passed ECS 1314- Networking Fundamentals at an acceptable level of 85% or higher. 23 students were assessed.

1b. Data collected indicates that 93% of students were positively placed. 61 graduates/successful completers were assessed.

PART III – RECOMMENDATIONS

1a. Based on industry input, program content and program outcomes will be examined as needed.

1b. Continue to work with technology center partners to obtain positive placement data.

STUDENT LEARNING OUTCOMES ASSESSEMENT PLAN

FOR FY 2009- FY 2014

Program Division-Information Technology

(A.A.S.)

Networking Technology
Program/Option/Emphasis

A.A.S	October 26, 2009
Program Level	Date Submitted to Division Dean

Submitted By: Molly Henderson and Alexa C. Mashlan

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted):

Darin Lackey

Approved and Submitted By:

Academic Division Dean Date

FORM A

INTRODUCTION – All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs are listed below:

Student Learning Outcomes/ Program Outputs

Upon completion of this program the student will be able to:

-Identify various hardware components of microcomputer systems

-Identify various software components of microcomputer systems

-Troubleshoot system hardware installation, system diagnostic issues and software installation processes

-Demonstrate installation techniques of basic copper and fiber-based computer networking cable terminations

-Install and configure a Linux operating system, network services

-Access rights, manage users, file systems, services and devices as well monitor processes, network interfaces, systems logs and security operations

-Resolve end-user requests for configuring and troubleshooting desktop application running Microsoft XP Professional

-Demonstrate 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.

-Configure TCP/IP properties, monitor network activity, and manage local, Active Directory and IP security policies.

-Install and configure the DHCP service, create and manage DNS zones, install and configure and troubleshoot IP routing

-Identify and address firewall issues, Web caching, Web hosting strategies and the implications of separating internal clients, resources, public and other external access.

-Basic understanding of common desktop applications such as WORD, EXCEL, ACCESS and POWERPOINT and the installation of Office Professional to a local hard drive

-Successfully complete a variety of national industry–related and recognized information technology certifications

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. 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

Measure and Criteria for Success-

1a. Students will successfully complete and pass NT 1144-Introduction to Networking, at a rate of 80% or higher.

B. PROGRAM OUTPUTS

Output 1. Graduates of the Networking Program will be prepared for the workforce with the skills and education necessary by today's industry standards.

Measure and Criteria for Success-

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.

PART II – EVALUATION AND RESULTS

1a. Data indicates that 89% of students passed NT 1144- Introduction to Networking, at a rate of 80% or higher. 36 students were assessed.

1b. Data indicates that 80% of graduates were positively placed within the first year of graduation. 116 graduates/successful completers were assessed.

PART III – RECOMMENDATIONS

1a. Based on industry input, program content, and therefore program outcomes, will be examined as needed.

1b. Continue to work with industry partners to ensure student will be positively placed.

Science and Mathematics Division

FORM A

ASSESSMENT RECORD FOR
ACADEMIC DIVISION OF

Science and Mathematics

(Academic Division Name)

FY 2009

(Assessment Period Covered)

October 2009

(Date Submitted to Academic Division Dean)

Biology, Pre-Nursing

Submitted By: Brenda Breeding
(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Brenda Breeding

Anthony Stancampiano

John McMurray

Ron Scribner

Approved and Submitted By: C. Max Simmons January, 2010

(Academic Division Dean) Date

FORM A

OUTCOME ASSESSMENT PLAN

PROGRAM: Biology, Pre-Nursing

PLAN YEAR: FY 2009

STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. Measure and Criteria for Success

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; BIO 2215, General Zoology; and BIO 2404, Comparative Vertebrate Anatomy 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.

Outcome 2. Measure and Criteria for Success

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; BIO 2215, General Zoology; and BIO 2404, Comparative Vertebrate Anatomy 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.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1. Measure and Criteria for Success
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.

Output 2. **Measure and Criteria for Success**

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.

Output 3. **Measure and Criteria for Success**

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.

PART II – EVALUATION AND RESULTS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1.

In the Spring semester of 2009 the assessment for Outcome 1 of Plan Year 2009 was carried out. This assessment was given to one section of General Botany, nine sections of Microbiology, five sections of General Zoology, and one section of Comparative Vertebrate Anatomy as indicated by the outcome strategy.

This assessment was accomplished through course specific examinations written by the coordinator of each course to include genetics and the environment in the evolutionary process specific to the specific course content. Results are presented in Table 1, Biology Results for the Evolutionary Process.

Outcome 2.

In the Spring semester of 2009 the assessment for Outcome 1 of Plan Year 2009 was carried out. This assessment was given to one section of General Botany, nine sections of Microbiology, five sections of General Zoology, and one section of Comparative Vertebrate Anatomy as indicated by the outcome strategy.

This assessment was accomplished through course specific examinations written by the coordinator of each course to include classification scheme specific to the course content. Results are presented in Table 2, Biology Results for the Classification Scheme.

Table 1. Biology Results for Evolutionary Processes.

Course	# of sections	Number of students	Average Score	Percentage of Students scoring above 70%
Microbiology	9	152	55.72%	33.55%
Botany	1	9	67.59%	44.44%
Zoology	5	79	79.01%	81.01%
CVA	1	15	80.87%	80.00%
TOTAL	**16**	**255**		**51.37%**

51.37% of students passed the exam at the 70% level.

Table 2. Biology Results for the Classification Scheme.

Course	# of sections	Number of students	Average Score	Percentage of Students scoring above 70%
Microbiology	9	152	70.33%	63.82%
Botany	1	9	54.55%	22.22%
Zoology	5	79	80.05%	79.75%
CVA	1	15	84.93%	86.67%
TOTAL	**16**	**255**		**68.63%**

68.63% of students passed the exam at the 70% level.

B. STUDENT LEARNING OUTCOMES/ INDIRECT MEASURES

Output 1.

This data is unavailable.

Output 2.

This data is unavailable.

Output 3.

This data is unavailable.

PART III – RECOMMENDATIONS

Students did not meet the criteria for success for either outcome tested in the Spring of 2009 (Tables 3 and 4). However, an improvement is noted for Zoology, possibly reflecting the updated objectives enacted in the Fall, 2008. Unfortunately a drop in success was noted for both Botany and Microbiology. Possibly the drop in Botany is due to sample variation as only 9 students were assessed. Microbiology's drop may reflect an increase in the numbers of sections that were assessed this year as opposed to just a few sections in previous years. Therefore it is essential that all instructors of Microbiology be made aware that an emphasis of both evolutionary and classification concepts be presented to their students.

Table 3. Comparison of 2007 through 2009 Evolutionary Processes.

Course	Avg Score 2007	Percentage of Students scoring above 70% (2007)	Avg Score 2008	Percentage of Students scoring above 70%(2008)	Avg Score 2009	Percentage of Students scoring above 70%(2009)
Microbiology	50%	23%	63.39%	49.30%	55.72%	33.55%
Botany	67%	47%	71.89%	55.56%	67.59%	44.44%
Zoology	na	64%	77.00%	78.00%	79.01%	81.01%
CVA	na	na	na	na	80.87%	80.00%
TOTAL		**43%**		**58.62%**		**51.37%**

Table 4. Comparison of 2007 through 2009 Classification Schemes.

Course	Avg Score 2007	Percentage of Students Scoring above 70% (2007)	Avg Score 2008	Percentage of Students scoring above 70% (2008)	Avg Score 2009	Percentage of Students scoring above 70% (2009)
Microbiology	67%	57%	76.03%	78.87%	70.33%	63.82%
Botany	53%	20%	60.11%	22.22%	54.55%	22.22%
Zoology	na	63%	77.00%	60.00%	80.05%	79.75%
CVA	na	na	na	na	84.93%	86.67%
TOTAL		**57%**		**70.73%**		**68.63%**

Data for all outputs is currently unavailable. These outputs need to be reviewed and rewritten. One possibility is to simply ask the OSRHE for the aggregate GPA's of our students who have transferred to other state institution.

Generally speaking, by reducing the number of Student Learning Outcomes the Biology Department will be better able to detect data trends in their assessment. More frequent assessment of repeated outcomes provides a greater number of results over a shorter period of time.

By limiting the number of Student Learning Outcomes, we can assess each outcome as frequent as every year.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2009

Biotechnology
Program/Option/Emphasis

A.A.S — October 1, 2009

Program Level — Submitted to Division Dean

Submitted By: Dr. Fabiola Janiak-Spens

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Submitted By: C. Max Simmons — January, 2010

Dean — Date

PROGRAM A.A.S. in Biotechnology

OUTCOME ASSESSMENT REPORT

PLAN YEAR FY09

PART I – MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

- **Outcome 1.** Graduates of the Biotechnology Program will be able to conduct and communicate a laboratory research mini project.

Measure and Criteria for Success –

1. At the close of their internship, all students will have completed a mini research project and will prepare and present a poster on their project.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1. Graduates of the Biotechnology Program who seek employment in the field will obtain a job.

Measure and Criteria for Success –

1. 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.

PART II – EVALUATION AND RESULTS.

- **Student Learning Outcomes:** Graduates of the Biotechnology Program will be able to conduct and communicate a laboratory research mini project.

Results: During the past academic year, 2008-09, the biotechnology program students prepared scientific posters to communicate the results of the mini research project they conducted as part of their internship in a biotechnology company. The posters are on display outside the biotechnology laboratory area as evidence of their ability to conduct and communicate a research project. Furthermore, the students from the previous academic year, 2007-08, participated in the OCAST Oklahoma Research Day poster exhibit at Northeastern State University, November 2008 and presented their research posters. The students from this academic year, who will have completed their posters, will present them on November 13, 2009, at this year's Oklahoma Research Day at NSU.

- **Program Outputs:** Graduates of the Biotechnology Program who seek employment in the field will obtain a job.

Results: 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 that graduated or will graduate from the biotechnology program in 2009, we are not yet six months from their summer graduation date, but results to date (two months after completion of internship) are as follows. Three of the five students who have completed all of their coursework except the capstone

internship are currently (Fall 2009) doing their internship at biotechnology companies. These students are making good progress and will graduate in December 2009. Of the two students who have completed their internships and thus their degrees during the summer, one completed the AAS degree in Biotechnology and has obtained employment in the field. The other student has obtained the Certificate of Mastery in Biotechnology and is currently seeking employment.

Two students from the previous group of biotechnology students (2007-2008) graduated in December 2008. One of these two students has moved out of state to pursue a BS in biosciences. The other student was employed at a local biotechnology company within two weeks of graduation.

Table: Summary of 2008-2009 Biotechnology Program Graduate Employment Status

# of students graduated in 2008-2009	# of graduates employed in field	# continuing education	# seeking full-time employment in the field
4 (2 AAS, 2 Cert)	**2** (1 AAS, 1 Cert)	**1** (AAS)	**1** (Cert)

PART III - RECOMMENDATIONS

The Office of Institutional Effectiveness should administer the graduate survey to biotechnology program graduates this year, and the results can be incorporated into next year's assessment. However, the program director stays in regular contact with previous students and thus stays informed about employment status and further educational degrees of the biotechnology program graduates.

Other results do not suggest the need for any major program changes as all internship supervisors stated that they are very impressed with the skills of the program students. The biotechnology program continues to add new equipment and laboratory exercises in response to new industry and industry trends as well as based on feedback from the program's internship partners to ensure that the students have the necessary skills that make them valuable entry level employees.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2009

Chemistry
Program/Option/Emphasis

AS October 2009

Program Level Date Submitted to Division Dean

Submitted By: Dr. Bruce Bailey, Dr. Kristy Bailey, Dr. Courtney Dodd, Dr. Steven Shore, Dr. Changjiang Zhu, Dr. Fabiola Janiak-Spens,

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Submitted By: C. Max Simmons (Dean)

Date: January, 2010

2008 OUTCOME ASSESSMENT REPORT

PROGRAM: Chemistry, Pre-Dentistry, Pre-Medicine, Pre-Pharmacy

PLAN YEAR FY 09 – FY 13

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for Chemistry, Pre-Dentistry, Pre-Medicine, Pre-Pharmacy are listed below:

Student Learning Outcomes

- Students will be able to apply concepts, principles, and techniques of chemistry to solve chemically oriented problems. (FY 09 – FY 13)
- 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. (FY 09 – FY13)
- Students will be able to develop and support conclusions drawn from an analysis of data. (FY 09 – FY 13)
- Students will be able to follow written laboratory procedures to safely and correctly complete a laboratory experiment. (FY 09 and FY 12)

Program Outputs

- Students who take chemistry major classes at OCCC will have an acceptance rate into professional programs comparable to students from other 2-year schools. (FY 09 – FY 13)
- Students who take chemistry major classes at OCCC will be successful in their subsequent chemistry classes at transfer institutions. (FY 09 – FY 13)
- Pre-pharmacy students will be well prepared for the standardized Pharmacy College Admissions Test (PCAT). (FY 09 – FY 13)

OUTCOME ASSESSMENT PLAN

PROGRAM: Chemistry, Pre-Dentistry, Pre-Medicine, Pre-Pharmacy

PLAN YEAR FY 09

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. Students will be able to apply concepts, principles, and techniques of chemistry to solve chemically oriented problems.

Measure and Criteria for Success –

Students in all program courses - CHEM 1115, CHEM 1215, CHEM 2115, and CHEM 2125 – as well as in CHEM 1123 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.

Outcome 2. 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.

Measure and Criteria for Success –

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.)

Outcome 3. Students will be able to develop and report conclusions drawn from an analysis of laboratory experiments.

Measure and Criteria for Success –

One or more of the following measurements will be used:

Measurement 1: 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.)

Measurement 2: Students in 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.

Outcome 4. Students will be able to follow written laboratory procedures to safely and correctly complete a laboratory experiment.

Measure and Criteria for Success –

One or more of the following measures will be used:

Measurement 1: Students in a lab will be given a laboratory procedure. Working in pairs, 80% of the students will be able to execute the procedure properly the first time.

Measurement 2: An instructor or outside observer will use a check list to evaluate how well students in the lab follow safety protocols. 100 % of the students will be able to complete a laboratory experiment without committing a safety violation.

Measurement 3: An instructor or outside observer will use a check list to evaluate how well students in lab follow a laboratory procedure. At the end of the course 80% of the students will be able to complete a laboratory experiment without requiring re-direction or prompting from the instructor.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1: Students who take chemistry major classes at OCCC will have an acceptance rate into professional programs comparable to students from other 2-year schools.

Measure and Criteria for Success –

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.

Output 2: Students who take chemistry major classes at OCCC will be successful in their subsequent chemistry classes at transfer institutions.

Measure and Criteria for Success –

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.

Output 3: Pre-pharmacy students will be well prepared for the standardized Pharmacy College Admissions Test (PCAT).

Measure and Criteria for Success –

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.

PART II – EVALUATION AND RESULTS

OUTCOME 1: Ability to solve Chemistry problems

CHEM 1115 Students in all sections were given a final exam designed by program faculty and covering key objectives for the course. A total of 23 sections and 609 students completing CHEM 1115 in the Fall 2008, Spring 2009, and Summer 2009 semesters were assessed. Overall, 79.3% of the students scored at least 70% on the final exam, with pass rates ranging from 60% to 100% for the various sections. The overall 2009 "pass" rate is the highest pass rate that has been observed and is only slightly below the 80% goal established by program faculty (Table 1).

Table 1. CHEM 1115 Summary and Trend Data

	% Meeting Criterion*						
	2009	**2008**	**2007**	**2006**	**2005**	**2004**	**2003**
Overall	79.3	63.3	70.0	74.4	75.0	67.2	49.2
Full-time	81.0	58.4	72.8	83.8	86.8	-	-
Adjunct	77.2	67.2	66.0	69.6	64.8	-	-

* Benchmark: ≥ 80% of students will score 70% or higher on an exit assessment.

Dramatic improvements were observed in both the sections taught by full-time and adjunct faculty members. A small and probably insignificant difference was observed between full-time faculty who taught 13 sections and adjunct faculty who taught 10 sections. When looking at data for individual sections, it is interesting to note that

nearly half of the sections (11 out of the 23) met the departmental benchmark described above. Of those sections 73% (8 out of 11) were taught by full-time faculty.

Although the reason for the dramatic increase in performance is not clear, two factors may have contributed. First, with one exception, all sections of CHEM 1115 were taught by experienced full-time or adjunct faculty. Another change that occurred during FY09 was the use of MasteringChemistry. This mandatory on-line homework/quiz system forces students to complete a minimum of 15 problems for each unit. Based on experience, the more practice students have in solving problems, the better problem solvers they become. Before celebrating the successes of FY09, however, we need to make sure that they are real and not an aberration.

Analysis of errors. Two final exams from each section were randomly selected for analysis. This sample contained 9 exams (20%) with scores of less than 70% and 37 exams (80%) with score of 70% or higher. The concepts missed most often during FY09 included identifying the correct group name for hydrogen (48%), omitting the charge on a Lewis structure (48%), incorrectly depicting the valence electrons of an atom or ion (35%), drawing an incorrect Lewis structure (33%), and reporting calculated values using the incorrect number of significant figures (27%). Detailed results and comparisons to previous years are summarized in Table 10.

Inorganic nomenclature also continued to be a source of higher errors (11 to 39%). In general, these errors were a direct result of students' unwillingness to learn the most common ions. These errors are serious because they indicate that students have not learned the "vocabulary" of inorganic chemistry. This also led to higher error rates when students were asked to predict the products of metathesis reactions.

Although students still had difficulty drawing the correct Lewis structure for a simple polyatomic ion, there was obvious improvement (error rates of 33% vs. 51% in FY08). Along with this improvement, however, came an increase in the number of students who forgot to indicate the charge on the structure.

Another encouraging outcome from this year's data analysis was a drop in the number of students who made no attempt or took the wrong approach to calculation problems such as density, stoichiometry, and molarity. Overall, the errors observed in these calculations remained relatively low, an indication that the repeated emphasis on such problems has paid dividends.

CHEM 1215

Final Assessment: Students completing CHEM 1215 in Fall 2008, Spring 2009, and Summer 2009 semesters were assessed using a departmental final exam covering key course objectives. A total of 214 students in 10 sections were assessed. Overall, 54% of the students assessed achieved a passing score of 70% or higher on the final exam (Table 2). Pass rates for individual sections of CHEM 1215 ranged from 30% to 81%. The 2009 results were down from 2008 (59%) and, in fact, were the lowest observed since beginning this assessment tool. Why? To be honest, program faculty have no real explanation for the continuing decrease in performance.

Table 2. CHEM 1215 Summary and Trend Data

	2009	2008	2007	2006	2005	2004	2003
% Meeting Criterion*	54	59	68	57	61	74	70
Average Score	68.8%						

* Benchmark: ≥ 80% of students will score 70% or higher on an exit assessment.

This year, 68 (32%) randomly selected final exams from CHEM 1215 students were analyzed. As described in the CHEM 1115 section of this report, error analyses for each set of exams were completed. Detailed results and comparison to previous years are summarized in Table 11.

The concepts missed most often during 2009 were related to thermodynamic units, inorganic nomenclature, activation energy, redox reactions, pH, hybrid orbitals, and electron domain geometry.

The biggest offender was expressing a simple ΔG calculation with the correct units (kJ instead of kJ/mol). The high error rate of 82% reflects the fact that not all faculty who taught the class were aware of (and therefore did not emphasize) the difference. It also includes those students who failed to put any units at all. While the majority of students missed the units, they actually computed ΔG correctly. All CHEM 1215 faculty are now aware of this situation, and this particular error rate should drop significantly in the 2010 academic year.

Inorganic nomenclature continues to be an on-going problem. In CHEM 1215, students tend to focus on the calculations and neglect nomenclature and definitions. Keeping nomenclature in front of students by incorporating it into every exam is important in addressing this problem.

Finding the activation energy from a reaction energy diagram is a problem for 50% of the CHEM 1215 students and is up from 35% in 2008. CHEM 1215 students also continued to struggle with identifying elements oxidized or reduced and identifying oxidizing and reducing agents in redox reactions, with the error rates being comparable to those of 2008.

Calculating the pH of a strong base solution continued to challenge students, with 43% of students not correctly determining the concentration of the hydroxide ion. This latter issue is an on-going problem. The good news is that most students (94%) at least tried to work the problem and used the right overall approach, a big improvement over 2008 and a return to the level seen in 2007.

CHEM 1215 students had difficulty correctly identifying the electron domain geometry and the hybrid orbitals used by a particular carbon atom when given the name of an organic compound. Errors on these questions may relate either to a lack of knowledge of hybrid orbitals and their geometry or a lack of knowledge of organic nomenclature. Either area is a concern since many CHEM 1215 students will advance to the Organic I course in the following semester.

An area where improvement has occurred is in calculating the molarity of an aqueous solution. The error rate for 2009 is 25%, a noticeable improvement over the 37% and 38% error rates for 2008 and 2007, respectively.

Initial Assessment: An initial assessment covering critical concepts from CHEM 1115 was administered on the first day of class to students in 10 sections of CHEM 1215. Topics covered on the assessment were chosen because they are fundamental to the concepts that are covered in CHEM 1215. These included stoichiometry, nomenclature, molarity, density and dimensional analysis, predicting products of neutralization reactions, Lewis structures, and molecular geometry. During the Fall 2008, Spring 2009, and Summer 2009 semesters, results were submitted by instructors of 9 out of the 10 sections. Detailed analysis of this data follows.

The distribution of initial assessment scores was determined for students who completed CHEM 1115 at OCCC and for those taking CHEM 1115 at another college or university (Table 3). This year, 32% of the students who took CHEM 1115 at OCCC scored 70% or higher (25+ points), and 63% of the students scored at least 50% (18+ points). Since the exam is given "cold," (i.e., no time to study for it), it reflects the knowledge retained by OCCC CHEM 1115 students. As seen over the last few years, students who took CHEM 1115 at another college or university performed poorly, in general, on the initial assessment. This year the percentage of students who successfully completed CHEM 1215 with a grade of C or better was only marginally higher for students taking CHEM 1115 at OCCC versus other schools (Table 4). This, as well as the fact that more students successfully completed CHEM 1215 during FY08, *may* be an indication that the review “lab” that has been incorporated into

the course helps all students recall some of the basic skills from Chem 1115 that are critical to success in CHEM 1215.

Table 3. Distribution of Initial Assessment Scores

Initial Assessment Score	Students Taking CHEM 1115 at OCCC			Students Who Did Not Take CHEM 1115 at OCCC		
	2009	2008	2007	2009	2008	2007
25-36	32 %	36 %	30 %	9 %	15 %	9 %
18-24	31 %	26 %	22 %	28 %	11 %	17 %
0-17	37 %	38 %	48 %	63 %	74%	74 %

Table 4. CHEM 1215 Course Completion Rates – Students Achieving a C or Higher

	2009	2008	2007
Students completing CHEM 1115 at OCCC	68%	62%	49%
Students completing CHEM 1115 elsewhere	62%	40%	28%

CHEM 2114/CHEM 2115

The Organic Chemistry course sequence underwent a significant change during this assessment cycle. Previously, Organic I included both lecture and laboratory components. Beginning with the Spring 2009 semester, the lecture and laboratory were separated into separate courses with students being required to successfully complete Organic I lecture prior to taking the lab. The goal of this change was to allow students to focus on learning the key concepts of organic chemistry without the demands and distraction of the laboratory portion of the course. Along with this change, a significant change in the first two units of the lecture was instituted. Beginning in the Spring 2009 semester, Infrared Spectroscopy was incorporated as a lecture topic at the end of Unit 1/start of Unit 2. In order to have enough time for this new topic, less time was spent reviewing concepts such as intermolecular forces, electron domain geometry, and hybrid orbitals which are covered in detail in General Chemistry II.

Based on recommendations made as a result of the assessment results obtained over the last few years, the Organic I final exam was changed as well. Although many of the questions included on the exam last year are still present on the new version of the exam, the exam was lengthened, providing better opportunity to more thoroughly explore students' understanding of topics such as stereochemistry, reactions and their mechanisms, and IR spectroscopy. The new exam is now worth 100 points (versus 50 points in the Fall), the same number of points as a unit exam, and is given on a separate day from the last unit exam. The higher point value was intended to encourage students to take the exam seriously and prevent students from simply "coasting" at the end of the semester.

A total of five sections (59 students from the three sections during the Fall 2008 semester and 32 students from the two sections during the Spring 2009 semester) were assessed (Table 5). Two different comprehensive final exams which were developed by program faculty were used this year. The one used during the Fall semester was identical to the FY 08 exam. The results obtained during the Fall semester showed a moderate increase in performance compared to last year, with 32% of the students scoring at least 70% on the final exam versus only 24% last year. "Pass" rates for individual sections during the Fall semester were also better than the previous years, varying from 17% to 57% (versus 7% to 39% last year).

During the Spring 2009 semester, the new 100 point comprehensive final exam was administered to two sections of Organic I (32 students). The results obtained are, by far, the best ever observed in this course. Nearly 66% of the students who completed the course scored at least 70% on the comprehensive final. "Pass" rates varied from 47% to 82% for the two sections. Although the results for the Spring 2009 semester are very encouraging, they are still quite far from the departmental goal of an 80% pass rate.

Table 5. CHEM 2115/CHEM 2114 Summary and Trend Data

	100 pt exam	50 pt exam		14 question multiple choice exam		
	2009	2009	2008	2007	2006	2005
% Meeting Criterion	66[a]	32[a]	24[a]	28[b]	23[b]	41[c]
Average Exam Score	73.8%	59.6%	57.8%			

[a]Benchmark: > 80% of students will score at least 70%

[b]Benchmark: $\geq$ 80% of students will answer at least 10 out of 14 questions correctly.

[c]Benchmark: $\geq$ 50% of students will answer at least 8 out of 14 questions correctly.

The average grade on the comprehensive final exam also provides another indicator of progress towards improving students' understanding of key course concepts (Table 5). The average on the 50 point final given during the Fall semester was 59.6% (with section averages varying from 52.6% to 71.4%), a modest increase over the 57.8% average for the previous year on this same exam. The average on the 100 point final given during the Spring semester was 73.8% (with averages for individual sections varying from 67.5% to 79.4%).

Error Analysis: Since the 100 point final exam will be used in future years, a detailed analysis of common errors made by students was performed only with this version of the exam. A comparison with similar questions or concepts from previous exams is presented in Table 12. As would be expected, a significant drop in error rates was observed in most areas due to the higher scores observed on the 100 point final exam. Highlights of important findings from the error analysis are presented below.

Resonance is an important concept in both Organic I and in the subsequent Organic II course. Previous final exams indicated that students generally had a good working knowledge of converting from one carbocation resonance structure to another. The expanded (100 pt) final exam allowed us to assess students' knowledge of not only carbocation resonance structures but also carbanion resonance structures. The results revealed that students have considerably more difficulty drawing resonance structures of carbanions versus carbocations (error rates of 41% vs. 16%). This difficulty is most likely due to the fact that students work predominately with carbocation intermediates during Organic I. However, an understanding of carbanion resonance structures is very important for students taking the subsequent course.

Students continue to struggle with the details of reaction mechanisms. On the expanded exam, students were asked to draw two mechanisms and answer questions related to two other mechanisms. Only 34% of the students were able to correctly draw the mechanism for acid catalyzed hydrolysis while only 25% of the students could correctly draw the mechanism for the Williamson ether synthesis. The latter is especially surprising since this mechanism is a combination of an acid/base reaction and a simple S_N2 mechanism, both of which the students have studied extensively during the course. Students had the greatest difficulty with correctly representing the acid/base portion of the reaction, with 50% of the students making errors ranging from incorrectly

using arrows to represent the movement of electrons, not showing lone pairs of electrons or the charge on the alkoxide ion, or completely misrepresenting the reaction that occurred. In a third question related to reaction mechanisms, students had difficulty distinguishing between termination and propagation steps of free radical halogenation reactions (41% error). In a final mechanistic question, 31% of the students had trouble correctly identifying an S_N2 mechanism and its associated intermediates.

The overall improvement in performance on the comprehensive final exam led to an overall improvement in students' abilities to predict the correct products formed by common organic reactions. Of note, students seemed to have a better understanding of the limitations of weak reducing agents like sodium borohydride with only 9% of the students reducing the ester functional group compared to 57% last year. Other positive areas include students' recognition of the need for rearrangement to form the more stable carbocation and their abilities to correctly identify the correct stereochemistry and regiochemistry of the products. One particular reaction, the anti-Markovnikov addition of HBr to an alkene, gave many students (47%) difficulty.

This year a multistep synthetic scheme was incorporated into the comprehensive final exam. This is one of the most difficult types of questions for many students. In this question, students must not only successfully identify an intermediate product that can be used to convert the given reactant into the desired final product but also identify the reagents needed for each step of the process. A surprisingly large number (87%) of students were able to identify the correct intermediate product. Students had the greatest difficulty identifying the best reagents for the first step in the process, with most students (62%) forgetting to use a bulky base to obtain the desired Hoffmann product. Students were more successful in remembering the correct conditions for obtaining the anti-Markovnikov alcohol with only 34% making errors on this step.

Students continued to have difficulty (50% vs. 73% in FY08) identifying the most stable conformer of a specific disubstituted cyclohexane. The magnitude of this result is potentially misleading since three fourths of the students who missed this question actually selected the most stable compound from the list. It just was not the isomer that was the focus of the question.

Infrared Spectroscopy was incorporated into the comprehensive final for the first time this year. Students were given a copy of the major IR absorption bands and asked to identify the major bands present in the spectrum of an organic compound. The error rates were generally low. Surprisingly, students had the greatest difficulty (28%) with assigning the alcohol O – H peak. Most of those errors came when students either incorrectly assigned the peak to a carboxylic acid O – H peak or simply stated that it was an alcohol.

In a second IR problem, students were asked to select the structure that best matched the given IR spectrum. Again, students performed well with 69% of the students selecting the correct structure. Approximately half of the students who selected an incorrect structure had difficulty distinguishing between a ketone and an ester, one of the more challenging distinctions that must be made at this level.

Chem 2125

Students in CHEM 2125 (Organic Chemistry II) were given a comprehensive final designed by one of the full time faculty. Use of the current final exam started in FY 08. To be consistent with other program courses, the point total on the final exam was 50 points and was administered the same day as the last full unit exam. Because of the low point value of the final it is thought that many students do not put sufficient effort into preparing for the exam and as a result do not perform will on this comprehensive exam. Starting in the Fall 2009 semester the point value of the final exam will be increased to 100 points to gives to students an increased incentive to perform well on the final exam.

The goal for this final assessment, as with all of our other classes, is to have 80% of students score at least 70% (35 out of 50) on the final assessment. This success criterion is consistent with the success criterion used the last two years for CHEM 2125 although the test design has changed markedly. 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

item analysis was done those years, the trend data that can be analyzed is therefore limited to the past three years.

In the Fall 2008 and Spring 2009 semesters, 58 students in three sections were assessed. Eighteen (18) students out of the 58 students scored at least 70% (31.0%). While this is a significant improvement over previous years (see Table 6), the results show that we are still far from our benchmark. The improvement seen in FY 09 is a little misleading because of the exceptional performance of one particular SP09 section, which had 37.5% of the students meeting the program objective. The other sections that were assessed had 25.0% and 27.3% of students who scored 70% or better on the final, which is still a slight improvement over the average seen in FY 08. Interestingly, the average score on the final exam was similar for all three sections (59.8%, 62.8% and 66.0%). It is also interesting to note that the section with the highest "pass" rate did not have the highest average exam score.

Table 6. CHEM 2125 Summary and Trend Data

	2009	2008	2007	2006
% Meeting Criterion	31.0	23.1	15.1	5.8
Average Exam Score	62.3 %			

Error Analysis: Comparing the FY09 results to those observed in FY08 shows a wide range of variations in the errors being made by students on the final assessment. Large improvements were seen in several areas while many areas were essentially unchanged. A detailed comparison is shown in Table 13.

One of the biggest areas of improvement was in general nomenclature where only 12.1% of students failed to correctly assign the configuration of an alkene and 25.9% failed to correctly assign the configuration on an enantiomer. This is an exceptional improvement over the error rates of 61.5% and 71.8% seen respectively for these items in FY 08. The reason for this and other similar improvements are not clear but are probably related to an increased emphasis on these areas during lecture.

Mixed results were obtained when students were asked to identify a material as being aromatic. More students identified the tropylium ion as being aromatic during FY 09, while fewer students recognized that an sp^3 carbon in a ring made it a non-aromatic system. On a very positive note students were much better at identifying the pyridine and phenol ring structures and using the term phenyl correctly.

Although there was significant emphasis on the mechanism of electrophilic aromatic substitution, there was little change in the ability of students to demonstrate an understanding of this concept. This difficulty in drawing valid mechanisms is consistent with that observed during the Organic I final as well.

The ability to predict the products from a chemical reaction, a key component of organic chemistry, continues to be an area where students struggle. When presented with a reaction using a conjugated diene, 62.1% failed to give a correct product or to recognize that two products are possible from the reaction. For other reactions that were tracked, the error rates were lower. For example, 39.7% of students failed to give the correct product when an alcohol was treated with an oxidizing agent.

The ability to relate the structure of a molecule with its physical properties is an area of mixed student performance. Students continue to have a poor ability to recognize the differences in the basicity of different nitrogen containing compounds, with 72.4% failing to identify the most basic material in a list of compounds. In contrast to this finding, 89.7% of the students were able to identify the compound that had the most acidic hydrogen.

CHEM 1123

Since the nursing program at OCCC now requires CHEM 1123 and CHEM 1131 for admission, the number of students taking these courses has increased dramatically. Consequently, starting in Spring 2009 the number of sections of CHEM 1123 increased from two per Spring and Fall semester to six or seven per semester. The course is now offered during the summer as well. Although CHEM 1123 is generally not taken by chemistry program students, it is important to monitor the outcomes of the course to insure that it meets the needs of the nursing program and to insure the quality of the course overall.

Students in all twelve sections in Fall 2008, Spring 2009, and Summer 2009 were given a final exam designed by program faculty and covering key objectives for the course. Unlike in CHEM 1115 and CHEM 1215, the final is administered on a separate day rather than immediately after the last unit exam.

Eleven of the twelve sections reported results for a total of 255 students. Overall, 55.3% of the students scored at least 70% on the final exam with rates ranging from 0% to 76.7% for the various sections (Table 7). The 0% pass rate is something of a statistical fluke – this was for a very small late evening section that ended up with only four students completing the course, none of whom managed to score above 70% on the final. The overall pass rate for all sections is well below the goal established by program faculty ($\geq$ 80% of students will score 70% or higher on an exit assessment). At the end of the Spring 2008 semester, 62.9% of the students in CHEM 1123 scored 70% or higher on the comprehensive final exam. However, this was for only one section and both the test and rubric were revised considerably, making any kind of comparison to the previous year difficult.

Table 7. CHEM 1123 Summary Data

	2009		
	# of Sections Assessed	# of Students Assessed	% Meeting Criterion*
Overall	11	255	55.3
Full-time	4	120	62.5
Adjunct	7	135	48.9

* Benchmark: $\geq$ 80% of students will score 70% or higher on an exit assessment.

Analysis of errors. Three exams per section were pulled at random for a detailed error analysis. Of these 33 exams, 12 had a score of 70% or better while 21 had a score below 70%. The error analysis shows that students in CHEM 1123 have some of the same difficulties as students in CHEM 1115. For instance, misidentifying the group classification for hydrogen is one of the most common errors in both courses (76% for CHEM 1123 and 46% for CHEM 1115). Students in both courses seem reluctant to use the "none of these" category when classifying hydrogen.

The rate of errors in calculating molarity were the highest of any area with 82% of the sampled papers showing one or more errors. Failing to convert grams to moles (52%) and failing to convert milliliters to liters (33%) were the most common errors in the molarity calculation with some students committing both errors (thus the percentages of the separate errors do not add up to 82%). These errors indicate that students simply did not remember the basic definition of molarity. The other major areas where students had trouble were in calculating a new concentration using the dilution equation (58%), correctly predicting products and balancing an acid-base neutralization reaction (76%), and identifying organic functional groups (42% for aldehyde and ketone, 39% for alcohol). Finally, some students had trouble with the basic concept of a chemical versus physical change. Misidentifying dissolving sugar as a chemical change (39%) and water boiling as a chemical change (18%) were the most frequent errors in this area.

Areas where students did well included performing unit conversions using dimensional analysis, calculating mass from volume and density, and classifying elements (with the exception of hydrogen as noted above). The vast majority of students also determined correctly that calcium ions should have a 2+ charge and recognized the correct relationship between temperature and volume for a gas. The error rate in all these areas was generally less than 15%.

Table 14 shows a detailed breakdown of the errors made in key areas.

OUTCOME 2: Ability to apply lab techniques

Students in all sections of CHEM 2115 were asked to identify and use laboratory techniques to identify an unknown solid or liquid. During the first lab session, the students identified and wrote procedures for two laboratory techniques that could be used together to identify an unknown. The instructor then evaluated the procedures and provided redirection as necessary. During the second session, the students were required to carry out the procedures, collect and interpret the data, and write a well-supported conclusion that identified the unknown.

Based on recommendations made by the Chemistry program faculty, the lecture and laboratory portions of the Organic Chemistry course sequence were divided into separate courses beginning in the Spring 2009. As a result, the only data available was gathered during the Fall 2008 semester from three sections. A significant increase in the number of students who successfully identified two different methods for identifying their unknown compound was observed (88% vs. 70% in 2008). The majority of students (80% vs. 78.5% in 2008) were then able to collect reasonable data using these techniques. The conclusions that students drew regarding the identity of their unknown were analyzed as part of the assessment of Outcome 3 and are described below. A detailed breakdown of the results from the CHEM 2115 lab practical is shown in Table 8.

OUTCOME 3: Developing and Reporting Conclusions

CHEM 2115: As described in Outcome 2, students in the three Fall 2008 sections of CHEM 2115 were asked to identify and use laboratory techniques to determine the identity of an unknown solid or liquid. During the first lab session, the students identified and wrote procedures for two laboratory techniques that could be used together to identify an unknown. During the second session, the students were required to carry out the procedures, collect and interpret the data, and write a well-supported conclusion that identified the unknown.

As in previous years, the majority (70%) of students were able to successfully identify their unknown compound (Table 8). This year, however, a significant increase in the number of students who not only identified their unknown successfully but also completely supported their conclusion with the data they had collected was observed (45% vs. 25 % in 2008). An additional 21% of the students correctly identified their unknown but did not support their conclusion completely. This is a significant improvement and seems to indicate that requiring students to write conclusions for all lab experiments is paying off. It should be noted that conclusions classified as “completely supported” were written perfectly. Many of the conclusions which were classified as “incompletely supporting” were missing only a single piece of data.

Table 8. CHEM 2115 Lab Practical

	% of Students			
Method Identification	2009	2008	2007	2006
≥ 2 methods	88	70.3	66.7	76.7
1 method	11	25.7	29.4	21.1
0 methods	2	4.1	3.9	2.2

Date Reasonable				
Both methods	80	78.5	64.7	80.0
One method	18	19.0	29.4	18.9
None	2	2.5	5.9	1.1
Conclusions – Correctly identified unknown				
Completely supported	45	25.3	11.8	45.5
Incompletely supported	21	40.5	58.8	31.1
Incorrectly supported	4	5.1	0	2.2
Lucky guess	0	1.3	0	1.1
Conclusions – Incorrectly identified unknown				
Reasonable based on bad data	0	7.6	11.8	5.6
Narrowed down to small group using 1 data point	21	13.9	9.8	8.9
No clue	9	7.6	7.8	5.6

CHEM 1215: A new exercise in which students analyze data, draw conclusions, and write a well-supported conclusion paragraph was introduced during the Spring 2007 semester. This is the second full academic year in which CHEM 1215 students have performed this exercise. In this activity the students analyze information from the titration of an unknown polyprotic acid, identify the acid from a list of standards, and write a well-supported conclusion paragraph. 194 students in fourteen sections of CHEM 0220 (the CHEM 1215 lab) completed the exercise. The results are summarized in Table 9. The benchmark for this outcome is that 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.

Table 9. CHEM 1215 Polyprotic Acid Assessment

	% of Students		
Calculations	**2009**	**2008**	**2007**
Correct volume at last equiv. point	80	85	89
Correct # of equivalence points	84	84	96
Correct calculated molar mass	75	76	88
Conclusions – Correctly identified unknown			
Completely supported	40	43	32
Incompletely supported	37	27	40
Incorrectly supported	6	11	19
Lucky guess	0	1	4
Conclusions – Incorrectly identified unknown			

Reasonable based on bad data	6	12	4
Narrowed down to small group using 1 data point	7	4	1
No clue	4	3	1

In order to identify the unknown, students needed to analyze a titration curve, determining the volume at the last equivalence point, the correct number of equivalence points, and the experimental molar mass. In general, students were able to analyze the data successfully. 80% of the students correctly determined the volume of base at the final equivalence point. 84% of the determined the correct number of equivalence points, and 75% of the students calculated a reasonable molar mass. These numbers are comparable to those for the students assessed in the 2008 academic year.

Of the students assessed, 83% of the students correctly identified the unknown acid, again comparable to the 2008 result. The percentage of students who wrote a convincing conclusion that was completely supported using data for both the unknown and the standards is 40% this year. An additional 37% of the students provided partial support for their conclusion. The other 6% either incorrectly supported their conclusion or simply made a lucky guess. Finally, 17% of the students were not able to correctly identify their unknown.

In analyzing the exercises written by the students in 2008-2009, it was clear that many of the exercises classified as “incompletely supported” were very close to being “completely supported,” with perhaps one series of data not stated explicitly in the report.

OUTCOME 4: Ability to safely and correctly follow procedures

Due to lack of manpower and time, no data was collected on this important outcome. Data will be collected during the upcoming fiscal year.

OUTPUT 1: Acceptance rate in professional programs

Data is not available at this time.

OUTPUT 2: Transfer Success

Data is not available at this time.

OUTPUT 3: Pre-pharmacy students prepared for the PCAT

Data is not available at this time.

PART III – RECOMMENDATIONS

Outcome 1: Ability to solve chemistry problems:

CHEM 1115/CHEM 1215: In order to improve the performance of CHEM 1115 and CHEM 1215 students in areas the chemistry faculty consider most important, the full time faculty and adjunct faculty need to continue emphasizing the fundamental importance of inorganic nomenclature and other basic concepts such as Lewis structures and molecular geometry. This approach seems to have led to some success in nomenclature, stoichiometry, and molarity where all full-time faculty (and some adjuncts) continually keep this topic "in front" of students.

One of the keys to success in any chemistry class is getting students to practice the skills and concepts that are covered in class. Beginning in the Fall 2008 semester, the chemistry faculty adopted the use of an on-line homework system that "forces" students to practice the important skills and concepts. The problems selected

include tutorials with hints as well as problems from the end of the chapter. Since many problems are algorithmic, each student must complete his/her own assignment. The system also allows faculty to examine wrong answers, determine how much of the problem was attempted, how much time a student spent on the assignment, and the difficulty level of OCCC students compared to "national" averages. MasteringChemistry is currently being used in CHEM 1115, CHEM 1123, and CHEM 1215.

MasteringChemistry not only encourages the student to do more homework, but also is an effective tool for keeping the critical concepts mentioned above “in front of” students as the semester progresses. In particular, quizzes for the later units include review questions concerning these concepts, thus keeping them in the students’ awareness even if they are not mentioned again in class. As the MasteringChemistry assignments are developed for future semesters, further review questions should be incorporated throughout the semester, not only during the later units.

Given the increased performance observed in CHEM 2114 when the point value for the comprehensive final exam was increased to 100 points, it may be time to consider taking the same approach in CHEM 1215. It is not clear at this time whether the poor performance is related primarily to students who have already solidified their grade before the final exam or some other fundamental instructional issue. In order to implement such an approach, the exam would have to be given during a separate class period instead of combining it with the last unit exam. While this is possible during the Fall semester, it is not during the Spring semester when Monday/Wednesday sections are already short one day of class due to the MLK holiday. Faculty need to consider the options available for implementing such a recommendation.

CHEM 2115/CHEM 2114: Increasing the point value on the comprehensive final exam appears to have resulted in a major step forward in Organic I. Since this approach and the separation of the lecture and laboratory components of the course were just implemented during the Spring 2009 semester, no new changes are anticipated at this time. Faculty need to continue to re-visit and emphasize important concepts throughout the semester. Of all concepts, the importance of reaction mechanisms needs to be stressed. Weakness in this area appears to carry over into Organic II so convincing students of its importance in Organic I may help with the same issues in Organic II.

CHEM 2125: Beginning in the Fall 2009, this course will become CHEM 2124, Organic Chemistry II, and will not include a lab component. As described previously, the lab component of the Organic course sequence will become a separate course. The intent of this change is to allow students to focus on the concepts covered during lecture without the time commitment of the lab. At the same time this change is made, this course will begin using a 100 point final exam in order to emphasize the importance of learning and retaining the concepts covered during the semester. Since this is the last program lecture course taken by chemistry students, faculty have begun discussing the idea of including questions from General Chemistry I and II as well as Organic Chemistry I in the comprehensive final exam.

CHEM 1123: Given the number of topics in common with CHEM 1115, the strategies used to improve pass rates on the comprehensive final in CHEM 1115 should work with CHEM 1123 as well. The main strategy there has been to continually test students over key topics to keep those topics and calculations in front of students once those topics are introduced. To that end the syllabus for CHEM 1123 was revised at the start of the Summer 2009 semester to include an objective at the end of each unit, starting with Unit 2, similar to what appears in the syllabus for CHEM 1115 and CHEM 1215. This objective states that students are still responsible for past material and should be able to integrate past material with material from the current unit. The course coordinator for CHEM 1123 should remind all instructors that they should employ this strategy to keep key concepts fresh in the minds of students. Instructors should periodically review key topics that might be repeated on future exams as time permits and should work examples of how past topics integrate with current material. Additionally, MasteringChemistry assignments should incorporate review questions in all units for these topics. For example, once molarity and dilution (two concepts that were especially challenging for students in CHEM 1123) have been covered during lecture, each subsequent MC assignment should include questions that review these topics.

The final exam and the grading rubric for the final in CHEM 1123 underwent fairly significant revisions from when the final was first administered in the Spring 2008 semester. This was in response to the observations and recommendations made in last year's assessment report that the rubric especially needed to be in line with how instructors most commonly graded. The format and content of the final for this coming year should remain pretty much unchanged so that we can see if the strategy of frequently reminding students of key topics in fact improves mastery of those topics and to see if a trend for improvement can be established.

Outcome 3: Developing and Reporting Conclusions

As described previously, students at OCCC are quite capable of drawing correct conclusions given appropriate data. Their greatest difficulty lies in writing a completely supported conclusion. Although the numbers reported here do not necessarily reflect it, there has been a significant improvement in students' conclusions. Many conclusions that are classified as "incompletely supported" are missing a single data point. According to the rubric currently used to evaluate conclusions, a "completely supported" conclusion is essentially perfect. It includes every pertinent data point and effectively explains the meaning of each in the context of the problem. Using this same rubric, a conclusion that is "incompletely supported" includes not only those that miss including just one single data point but also those that simply state "this compound was the closest." Clearly, there is a large difference in ability between these two extremes and yet the current approach treats them both equally. With this problem in mind, the program faculty plan to search for more meaningful classifications such as developing, competent, and superior. Descriptions and examples of each would then be made available to all faculty responsible for teaching and evaluating students' conclusions.

Table 10. CHEM 1115 Error Analysis Results

	% of All Students		
Problem Area	**2009**	**2008**	**2007**
Inorganic Nomenclature			
Incorrect formulas for common monatomic ions	11	13	19
Incorrect formulas for common polyatomic ions	26	27	45
Incorrect formula for sodium bicarbonate	39	45	40
Incorrect formula for metal hydroxide	22	23	36
Incorrect formula for $Fe_3(PO_4)_2$ or $Fe_2(SO_4)_3$	33	30	34
Gas Laws			
Incorrect relationships between variables	13	16	23
Periodic Trends and Families of Elements			
Incorrectly considered H as an alkali metal	22	38	28
Incorrectly considered H as a noble gas	24	13	32
Incorrect family name	4	9	10
Incorrect periodic trend	28	35	26
Stoichiometry			
No attempt or wrong approach	0	10	6

Incorrect grams to moles conversion (or vice versa)	22	18	7
Missing or incorrect stoichiometric ratio	4	18	5
Molarity			
No attempt or wrong approach	9	12	8
No gram to mole conversion	13	15	12
No mL to L conversion	11	6	8
Wrong g to mole conversion	2	10	6
Incorrect equation (mass x d or other)	4	10	10
Density			
No attempt or wrong approach	0	14	2
Incorrect or missing mL to L conversion	11	11	15
Incorrect relationship between mass and density	13	18	13
Diatomic Elements			
Incorrect elements	16	16	24
Lewis Structures			
Wrong structure	33	51	48
No charge	48	29	16
Molecular Geometry	13	32	35
Electron Configuration			
Wrong valence electrons	35	35	29
Metathesis Reactions			
At least one wrong formula	17	6	19
At least one wrong physical state	15	11	20
Not balanced	13	21	14
Significant figures	27	26	14

Table 11. CHEM 1215 Error Analysis Overall Results

	% Students with Error		
	2009	**2008**	**2007**
Hybrid Orbitals	38	46	37
Electron Domain Geometry	38	42	
Inorganic Nomenclature			

Incorrect formula for sodium bicarbonate	38	41	36
Incorrect formula for common oxyacids	28	40	35
Incorrect formula for metal hydroxide	22	20	16
Incorrect formula for $Ca_3(PO_4)_2$ or $Al_2(SO_4)_3$	57	46	43
Oxidation-Reduction Reactions			
Incorrect element oxidized or reduced	38	45	34
Incorrect oxidizing or reducing agent	44	44	31
pH Problems			
No attempt or wrong approach	6	28	8
Incorrect hydroxide ion concentration	43	40	36
Molarity			
No attempt or wrong approach	3	3	0
Incorrect grams to moles conversion	25	37	38
No gram to mole conversion	9	5	3
Energy Diagrams			
Could not distinguish endothermic vs. exothermic	28	25	14
Incorrect activation energy	50	35	40
Thermodynamic Quantities			
Incorrect units	82	58	45
Incorrectly predicted sign of entropy change	29	20	19
Wrong equation	13	7	0
Incorrect stoichiometry	12	12	
Stoichiometry			
Molarity: no attempt or wrong approach	9	5	6
Molarity: incorrect use of or missing NaOH molarity	12	14	14
Molarity: incorrect/missing molar ratio	10	11	5
Enthalpy: no attempt or wrong approach	19	14	
Enthalpy: incorrect / missing molar ratio	24	20	
Equilibrium			
No attempt or wrong approach	10	15	3
Incorrect formula for equilibrium constant	28	15	17
Intermolecular Forces			

Incorrect identification of ion-dipole force	22	30	37
Vapor pressure	24	18	
Significant Figures	17	11	4
Phase Diagram			
Cannot identify a phase-change point,e.g., a freezing point, among 4 choices	28	30	

Table 12. CHEM 2115 Error Analysis

Subject Area		2009	2008
Functional Groups	Incorrect	9	22
Resonance structures	C	16	37
	Carbanion	41	
Acid/Base Reaction Products			
	Incorrect product (alkoxide, acetylide or carboxylate)	25	47
	Incorrect product (H_2, NH_3 or H_2O)	19	56
Conformational Analysis			
	Incorrect ID of more stable conformation (total)	50	73
	Chose most stable material but was wrong isomer	38	54
	Chose high energy conformation(s)	12	20
Stereochemistry	Incorrect determination of cc	30	33
	Stereochemical relationships	38	48
	# of asymmet	38	
Nomenclature	Incorrect/missing EZ c	19	63
	Incorrect numbering	16	38
Kinetics and Transition States	Could not identi	25	32
	Concentration vs. Rate for S_N2	34	36
	Hammond Postulate	63	
Reaction Mechanism			
Acid Hydrolysis		19	29
	One or more errors	66	

Williamson Ether Synthesis		9	
	One or more errors	75	
Free radical	Incorrectly chose termination process	41	43
Substitution	Chose wrong reaction type Sn1/Sn2	31	33
	Incorrect intermediates	31	39
	Incorrect stereochemistry	25	32
Predicting Products of Reactions			
Elimination	Incorrect stereochemistry	9	26
	Incorrect/no rearrangement	13	54
	Overall error rate	24	
Free radical halogenation	Pc	6	27
Addition	overa	42	
	Incorrect stereochemistry / did not show	25	51
	Did not apply Markovnikov rule / wrong	25	55
Substitution	Incorrect product v	28	51
	Incorrect product w/3^{o} amine	22	
	Omitted charge on quat. N	59	
	Incorrect choice of reagents for ether synthesis	22	42
Organometallic error rate	Overall	31	46
Hydride reduction error rate	Overall	31	57
Oxidation	Chose wror	9	29
Two Step Synthesis	Incorrect intermedi	13	
	Did not use bulky base	63	
	Did not use anti-Mark conditions for alcohol	34	
IR Spectroscopy – Peak Label		28	
	Aromatic vs. C=C	19	
IR Spectroscopy – ID Structure	All incorre	31	
	Chose ester vs. ketone	16	

Table 13. CHEM 2125 Error Analysis

		% of Students with Error Described	
Unit	**Problem area**	**2009**	**2008**
-	**General problems with nomenclature**		
	Incorrect/missing configuration assignment for an alkene	12.1	61.5
	Incorrect/missing configuration assignment for an enantiomer	25.9	71.8
1	**Recognizing aromatic rings**		
	Failed to recognize tropylium ion as aromatic	43.1	53.8
	Failed to recognize a ring with an sp^3 atom as nonaromatic	37.9	28.2
1	**Nomenclature of aromatic ring structures**		
	Incorrect structure for pyridine ring	37.9	56.4
	Failed to use "phenyl" as a substituent name correctly	12.1	17.9
	Did not recognize phenol as main part of structure	6.9	20.5
1	**Mechanism of electrophilic aromatic substitution**		
	All errors	**50.0**	**46.1**
	Incorrect/missing arrow from ring to electrophile	37.9	28.2
	Incorrect/missing arrow to show bond breaking within electrophile	12.1	17.9
2	**Hydrobromination of conjugated diene**		
	Only one of two products correct	62.1	28.2
	All other errors	12.1	43.6
3	**Predicting number of signals in NMR**		
	Chose too many or too few	19.0	15.4
3	**Predicting downfield shifts in NMR**		
	All errors	**65.5**	**61.6**
	Failed to correctly identify most deshielded protons	24.1	23.1
	Reversed second and third most deshielded protons	32.8	35.9
	Failed to correctly identify most shielded protons	8.6	2.6
4	**Nomenclature of ketones and aldehydes**		
	One or more errors in naming a bifunctional compound	15.5	53.8
	Failed to give priority to aldehyde over ketone	1.7	23.1
	Failed to recognize aldehyde functional group in chain	0	12.8
4	**Oxidation reactions**		

	Failed to oxidize an aldehyde to an acid	53.4	64.1
	Failed to oxidize an 2° alcohol to a ketone	39.7	51.3
5	**Basicity of primary amines**		
	Total errors	**72.4**	**66.6**
	Failed to recognize basicity of primary amines versus other nitrogen-containing compounds	50.0	61.5
	Failed to recognize basicity of primary amines versus ethers (i.e. clueless or guessing)	22.4	5.1
6	**Nomenclature of amides**		
	Incorrect structure for an amide functional group	43.1	59.0
7	**Acidity of carbonyl-containing compounds**		
	Failed to recognize greater acidity of dicarbonyl	10.3	41.0

Table 14. CHEM 1123 Error Analysis

Problem Area	% error
Dimensional Analysis	
Incorrect significant figures	27
Families of Elements	
Incorrectly identified H as alkali metal	39
Incorrectly identified H as noble gas	27
Incorrectly identified H as halogen	9
Ions	
Incorrect charge or symbol for oxide	30
Incorrect charge or symbol for chloride	18
Covalent Compounds	
Incorrect name for CCl_4 or SCl_5	42
Incorrect name for CO or CO_2	36
Chemical and Physical Changes	
Identified dissolving as chemical change	39
Identified boiling as chemical change	18

Balancing Equations Given All Formulas	
One or more incorrect coefficient	18
Molarity	
One or more errors	82
No gram to mole conversion	52
No mL to L conversion	33
Did not divide by volume	27
No attempt / All other errors	18
Dilution	
Wrong equation / Incorrect approach	42
All other errors	15
Acid-Base Neutralization	
One or more errors	76
Incorrect formula for salt	61
Incorrect formula for water	21
Correct formulas but wrong coefficients	12
pH	
Incorrectly identified acidic pH	15
Functional Groups	
Wrong ID for aldehyde or ketone	42
Wrong ID for alcohol	39

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN

Mathematics: Calculus Sequence
Program/Option/Emphasis

Support of AS programs in Sci./Eng. — December 22, 2009 (Revised)

Program Level — Date Submitted to Division Dean

Submitted By: Chris Oehrlein, Professor of Mathematics

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Daniel Benton, Professor of Mathematics

Paul Buckelew, Professor of Mathematics

Ernest Gobert, Professor of Mathematics

Ken Harrelson, Professor of Mathematics

Greg Holland, Professor of Engineering

Gary Houlette, Professor of Engineering

Gail Malmstrom, Professor of Mathematics

Jay Malmstrom, Professor of Mathematics

Charles Nunley, Professor of Mathematics

Sherry Ray, Professor of Mathematics

Tad Thurston, Professor of Physics

Submitted By: C. Max Simmons — January, 2010

Dean — Date

OUTCOME ASSESSMENT REPORT

PROGRAM Mathematics/Calculus Sequence **PLAN YEAR FY 09**

PART I – MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. The learner will apply calculus techniques to the solution of physics or engineering problems.

Measure and Criteria for Success –

Computational problems and conceptual questions that require the use and understanding of basic differential and integral calculus techniques and concepts will be embedded into and Engineering Physics I exam. Computational problems and conceptual questions involving the application of basic multivariable differentiation definitions and concepts will be administered as a Calculus & Analytic Geometry III classroom exercise. Seventy percent of those students who have taken the calculus sequence at OCCC will perform at the satisfactory mastery level of 70% on the selected problems.

PART II – EVALUATION AND RESULTS

Of the 24 students who took the identified Engineering Physics I exam, 20 of them (83%) were able to complete at least 70% of the computational problems successfully, while 14 of them (58%) were able to answer the conceptual questions correctly. Of the 33 students who participated in the Calculus & Analytic Geometry III classroom exercise, 30 of them were able to complete at least 70% of the computational problems successfully, while 16 of them (48%) were able to answer the conceptual questions correctly.

PART III – RECOMMENDATIONS

The expectations were met for the computational aspect of the assessment, but were not met for the conceptual part. More emphasis needs to be made on teaching the concept of derivative as rate of change and integral as accumulation of total change in multiple modalities, not just symbolically and computationally. While the instructors of the calculus courses do need to broaden the approach to teaching the course, compared to other institutions in the region, our calculus sequence already emphasizes the geometric and applied aspects of the subject more than the others (this judged by the selections of textbooks used at other institutions). With this information in mind, we should have asked for some demographic information along with the assessment tools. We do not know where all of the students had taken their prerequisite calculus courses to have complete knowledge about our teaching methods or to do a sufficient comparison of our approach to that of other institutions with which we share many calculus, physics and engineering students.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1. Upon completion of the Calculus Sequence of the Mathematics Program, students should be prepared for sophomore level physics and engineering classes that require calculus as a prerequisite.

Measure and Criteria for Success –

The Mathematics department calculus faculty will request information to determine the success of our calculus students in their physics and engineering courses. Seventy percent of students from

our calculus sequence will attain grades of C or better in engineering courses with calculus prerequisites.

PART II – EVALUATION AND RESULTS

This information has not been received. Informally through our full-time colleagues in the physics and pre-engineering programs, we gather that our students are performing well, though the same concerns typically surface about the deficiency in ability to explain physical phenomena conceptually using the language of calculus as applied to the scientific and engineering disciplines.

PART III – RECOMMENDATIONS

Based on the informal discussions referenced above, the recommendations mirror those of the direct measure.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FY 2009

Science (Physics Concentration)
Program/Option/Emphasis

AS	October, 2009
Program Level	Date Submitted to Division Dean

Submitted By: Tad Thurston

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Submitted By: C. Max Simmons January, 2010

Dean Date

OUTCOMES ASSESSMENT REPORT

PROGRAM Science (Physics Concentration) PLAN YEAR FY 2009

The outcomes/outputs for Science (Physics Concentration) are listed below:

PART I – MEASURES AND CRITERIA FOR SUCCESS

Student Learning Outcomes

Outcome 1. 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.

Measure and Criteria for Success –

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.

Outcome 2. Apply standard laboratory techniques to acquire and analyze experimental data.

Measure and Criteria for Success –

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.

Outcome 3: Develop and report conclusions drawn from an analysis of laboratory experiments

Measure and Criteria for Success –

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.

Program Outputs

Output 1. Upon transfer to Baccalaureate Granting Institutions, students will be prepared for further study in Physics or related fields. (FY 06-10)

Measure and Criteria for Success –

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.

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.

PART II – EVALUATION AND RESULTS

STUDENT OUTCOMES/DIRECT MEASURES[1]

Student Learning Outcomes

Outcome 1. 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.

Results: PHYS 2014 --- 8% of students taking the comprehensive final test scored at least 80%.

PHYS 2114 --- 20% of students taking the comprehensive final test scored at least 80%.

Outcome 2. Apply standard laboratory techniques to acquire and analyze experimental data.

Results: PHYS 2014 --- 55% of students scored above 80% on Laboratory 4, chosen for its detailed experimental methods as well as thorough error analysis.

PHYS 2114 --- 100% of students scored above 80% on Laboratory 3, chosen for the requirement of students to analyze data gathered in the electron mass lab and derive the mass of the electron from the slope of the data obtained.

Outcome 3: Develop and report conclusions drawn from an analysis of laboratory experiments

Results: PHYS 2014 --- 75% 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 --- 90% 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.

Program Outputs

Output 1. Upon transfer to Baccalaureate Granting Institutions, students will be prepared for further study in Physics or related fields. (FY 07-11)

Results: Normalized gain <g> in standardized tests for the two sections:

PHYS 2014 --- 39%

PHYS 2114 --- 38%

PART III – RECOMMENDATIONS/DISCUSSION

Scores on Outcome 1 were dismal; this is interesting in that the questions on the final were drawn faithfully from the previous homework problems and 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. Note that in PHYS 2114 the scores are scaled since the national average on the exam is a raw score of about 45%. This is scaled as an 80% for this report.

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 write-up of their analysis and conclusions. Students also work together in groups to help each other with the analysis.

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 4-year universities and typically correlate well with future aptitude and success.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2009

Pre-Engineering
Program/Option/Emphasis

AS October 2009

Program Level Date Submitted to Division Dean

Submitted By: Dr. Gregory Holland

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Submitted By: C. Max Simmons

Date: January, 2010

OUTCOME ASSESSMENT PLAN

PROGRAM: Pre-Engineering

PLAN YEAR FY 09 – FY 13

I. INTRODUCTION

All programs at Oklahoma City Community College (OCCC) must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for Pre-Engineering are listed below:

Student Learning Outcomes

1. Students will demonstrate knowledge, comprehension, and application of basic engineering topics. (FY 09 – FY 13)
2. Students will demonstrate their ability to analyze and solve moderately complex engineering problems that must be broken down into less-complex parts and solved separately to achieve an answer for the overall problem. (FY 09 – FY 13)
3. Students will demonstrate their ability to synthesize solutions to relatively simple engineering design (open-ended) problems. (FY 09 – FY 13)

Program Outputs

1. Students who take engineering classes at OCCC will be successful in their subsequent engineering classes at transfer institutions. (FY 09 – FY 13)
2. Pre-Engineering students will be well prepared for the Fundamentals of Engineering Exam (FE). (FY 09 – FY 13)

PROGRAM: Pre-Engineering

PLAN YEAR FY 09 – FY 13

II. OUTCOME ASSESSMENT PLAN

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. Students will demonstrate knowledge, comprehension, and application of basic engineering topics. (FY 09 – FY 13)

Measure and Criteria for Success –

Students in one of the following program courses – ENGR 2133, ENGR 2333, and ENGR 2613 - 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.

Outcome 2. 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 09 – FY 13)

Measure and Criteria for Success –

Students in one of the following program courses – ENGR 2133, ENGR 2333, and ENGR 2613 - 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.

Outcome 3. Students will demonstrate their ability to synthesize solutions to relatively simple engineering-design (open-ended) problems. (FY 09 – FY 13)

Measure and Criteria for Success –

Students in one of the following program courses – ENGR 2133, ENGR 2333, and ENGR 2613 - 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.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1: Students who take engineering classes at OCCC will be successful in their subsequent engineering classes at transfer institutions. (FY 09 – FY 13)

Measure and Criteria for Success –

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.

Output 2: Pre-Engineering students will be well prepared for the Fundamentals of Engineering Exam (FE). (FY 09 – FY 13)

Measure and Criteria for Success –

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.

PROGRAM: Pre-Engineering

PLAN YEAR FY 09 – FY 13

III. OUTCOME ASSESSMENT

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. Students will demonstrate knowledge, comprehension, and application of basic engineering topics. 80% of students should score 70% or higher on the assessment exam.

ENGR 2333 – Thermodynamics

All nine students in the SP09 section were evaluated on their knowledge and comprehension of basic thermodynamics topics, as part of their final exam. Concepts evaluated included: recognition of an isometric process, recognition of an adiabatic process, and recognition of a transient process. Only 44.4% of the students correctly recognized all three processes (100%) while 100% of the student correctly recognized at least two of the three process (67%).

Isometric process: 9 out of 9 students correctly recognized this process.

Adiabatic process: 9 out of 9 students correctly recognized this process.

Transient process: 4 out of 9 students correctly recognized this process.

ENGR 2133 – Rigid Body Mechanics

No assessment was performed.

ENGR 2613 – Electrical Science

No assessment was performed.

Outcome 2. Students will demonstrate their ability to analyze and 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 – Thermodynamics

All nine students in the SP09 section were asked to solve a moderately complex engineering analysis problem as part of their final exam.

The problem required students to use the 1st and 2nd laws of thermodynamics to analyze a device. The average score on this problem was 41.7% with zero of nine students (0%) scoring 70% or better. The primary failure was not applying the 2nd law of thermo to the problem at hand as none of the nine students used the 2nd law on the problem in question.

ENGR 2133 – Rigid Body Mechanics

No assessment was performed.

ENGR 2613 – Electrical Science

No assessment was performed.

Outcome 3. Students will demonstrate their ability to synthesize solutions to relatively simple engineering-design (open-ended) problems.

ENGR 2333 – Thermodynamics

No assessment using a design problem was performed. Instead, students were instructed in the use of Excel for solving thermodynamics problems. All nine students in the SP09 section were asked to use Excel to analyze a problem as part of their final exam.

The average score on this problem was 86.7% with nine of nine students (100%) scoring 70% or better.

ENGR 2133 – Rigid Body Mechanics

No assessment was performed.

ENGR 2613 – Electrical Science

No assessment was performed.

IV. RECOMMENDATIONS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

None of the student learning outcome goals was reached. Changes in the instrument or assessment criteria will be considered for revisions to the FY 10 – FY 14 plan.

Outcome 1. Students seemed to benefit from being repeatedly asked to define basic engineering terms and discuss basic engineering concepts. Regular quizzes covering these items will continue to be given.

Outcome 2. Students showed a distinct deficiency in recognizing the need to use the 2nd law of thermodynamics. Students need more experience recognizing when the 2nd law applies. Emphasis on problem-solving strategies will continue to be reinforced during lecture.

Outcome 3. Students seemed to learn how to use Excel for analysis of thermodynamics problems fairly well. These types of problems will continue to be assigned for homework.

V. OUTPUT ASSESSMENT

A. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1: Students who take engineering classes at OCCC will be successful in their subsequent engineering classes at transfer institutions. (FY 09 – FY 13)

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.

Output 2: Pre-Engineering students will be well prepared for the Fundamentals of Engineering Exam (FE). (FY 09 – FY 13)

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 before determining whether to continue this goal for the FY 10 – FY 14 plan.

Social Sciences Division

OUTCOMES ASSESSMENT REPORT

For FY 2009

EVALUATIONS, RESULTS AND RECOMMENDATIONS

Child Development
Program/Option/Emphasis

Associate of Arts & Associate of Applied Science — October 31, 2009

Program Level — Date Submitted to Division Dean

Submitted By: Cecilia Pittman Program Director

Assisted by: Dawn Ladiski

Submitted By: Susan Tabor October 31, 2009

Dean — Date

PROGRAM **Child Development** **PLAN YEAR FY 2009**

PART I – MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcomes and program outputs for each program were evaluated using the measures and criteria for success identified below:

A. STUDENT OUTCOMES/DIRECT MEASURES[8]

Student Learning Outcomes

Outcome 3. Observe, Document and Assess Young Children to Support Them as Well as Their Families

Via the use of a rubric which will be developed, observation/assessment projects developed by students completing CD 2533 Integrated Curriculum Development II and CD 2353 Health, Safety and Nutrition (Fall, 2008 and Spring, 2009 Semesters) will be used to measure this outcome. Seventy-five percent of those students completing this course will, at an 70% or better level of success, demonstrate evidence of understanding, the goals, benefits, and uses of assessment; knowing about and using observation, documentation, and other appropriate assessment tools and approaches; understanding and practicing responsible assessment; and knowing about assessment partnerships with families and other professionals.

Outcome 5. Demonstrate Professionalism

Via the use of a rubric which will be developed, portfolios developed by students completing CD 2633 Child Development Fieldwork (Fall, 2008 and Spring, 2009 Semesters) will be used to measure this outcome. Seventy-five percent of those students completing this course will, at an 70% or better level of success, demonstrate evidence of identifying and involving oneself with the early childhood field; knowing about and upholding ethical standards and other professional guidelines; engaging in continuous, collaborative learning to inform practice; and integrating knowledgeable, reflective, and critical perspectives on early education.

Program Outputs

Output 1. Graduates of the Oklahoma City Community College Child Development Program will be well prepared for entry into the early childhood profession at the Associate degree level (2009).

Output 2. Graduates of the Oklahoma City Community College Child Development Program currently employed in the early childhood field will improve their occupational competence (2009).

Output 3. Graduates of the Oklahoma City Community College Child Development Program entering four-year institutions in the early childhood/child and family studies fields will be well-prepared for junior level coursework (2009).

PART II – EVALUATION AND RESULTS

A. STUDENT OUTCOMES/DIRECT MEASURES[9]

Student Learning Outcomes

Outcome 3. Observe, Document and Assess Young Children to Support Them as Well as Their Families

Via the use of a rubric which will be developed, observation/assessment projects developed by students completing CD 2533 Integrated Curriculum Development II and CD 2353 Health, Safety and Nutrition (Fall, 2008 and Spring 2009 Semesters) will be used to measure this outcome. Seventy-five percent of those students completing this course will, at an 70% or better level of success, demonstrate evidence of understanding, the goals, benefits, and uses of assessment; knowing about and using observation, documentation, and other appropriate assessment tools and approaches; understanding and practicing responsible assessment; and knowing about assessment partnerships with families and other professionals.

Response:

Only one sample was submitted, making review of this data inappropriate, due to the small sample size. This situation is a result of adjunct faculty error.

Outcome 5. Demonstrate Professionalism

Via the use of a rubric which will be developed, portfolios developed by students completing CD 2633 Child Development Fieldwork (Fall, 2008 and Spring, 2009 Semesters) will be used to measure this outcome. Seventy-five percent of those students completing this course will, at an 70% or better level of success, demonstrate evidence of identifying and involving oneself with the early childhood field; knowing about and upholding ethical standards and other professional guidelines; engaging in continuous, collaborative learning to inform practice; and integrating knowledgeable, reflective, and critical perspectives on early education.

Response:

Of the ten submissions used to measure this outcome, all were used to measure this competency. This resulted in a sample size of ten (10). This represents a total of ten students, completing one submission each.

To achieve the specified standard, seventy-five percent of the scores (n=7.5) must have achieved a score of 2.1. Results indicated that seventy-three percent achieved a score of 3.0. Twelve percent achieved a score of 2.0. This did not meet the desired standard, although results were very close to the desired standard.

Program Outputs

Output 1. Not addressed this FY

Output 2. Not addressed this FY

Output 3. Not addressed this FY

PART III – RECOMMENDATIONS

Recommendations for Outcomes:

Regarding Outcome 3, corrective has been taken and will continue to be taken to ensure data is submitted by all faculty in a timely fashion.

Regarding Outcome 4, students were close to achieving desired mastery level, but did not meet the desired criterion level. Students were able to demonstrate knowledge about identifying and involving oneself with the early childhood field, knowing about and upholding ethical standards and other professional guidelines, engaging in continuous, collaborative learning to inform practice, integrating knowledgeable, critical and reflective perspectives on early education, and engaging in informed advocacy for children and the profession.

Recommendations for Outputs:

Output 1:

Not addressed this FY

Output 2:

Not addressed this FY

Output 3:

Not addressed this FY

Student Learning Outcomes Assessment Report
FY 2009

History

Associate Arts October 18, 2009

Submitted By: Ray McCullar, Department Chair

Assisted By: Dr. Ron Gray, Professor Melinda Barr, Dr. Jeff Carlisle, Professor John Ehrhardt

Submitted By: __Susan Tabor_____ ___11-16-09_____

Susan Tabor, Dean Date

Introduction

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the History program are listed below:

Student Learning Outcomes

1. History majors will demonstrate factual knowledge of United States history. (Spring 2010, Spring 2011, Spring 2012, Spring 2013).
2. History program majors will demonstrate knowledge of historical research methods and writing by writing research papers or biographies in upper division history classes. (Spring 2009, Spring 2010, Spring 2011, Spring 2012).
3. All OCCC history program majors will demonstrate through samples of their individual work that they had mastered historical bibliographic methods, essay writing ability, and ability to complete historical research papers. Portfolios containing individual works will be stored and maintained in the files of the Professor who teaches the capstone History 2303 Historical Research and Writing Methods. The purpose of the portfolios is to assemble the best work of history program majors in history and related courses. (Spring 2010, Spring 2012).

Program Outputs

1. All Oklahoma City Community College history majors will be successful as history majors in senior institution programs. (FY2012)

Part I – Measure and Criteria for Success

Program: History **Plan Years: Fiscal 2009-2013**

A. Student Outcomes/Direct Measures

<u>Student Learning Outcomes</u>

Outcome 1. Graduates of the OCCC history program will demonstrate knowledge of historical research methods. (Spring 2009, Spring 2010).

Measure and Criteria for Success

a. Upon completion of History 2303 Historical Research Methods and Writing; history program majors will write a historical research paper. Using presentation conventions established by the instructor, utilizing five research collections, with organized content judged substantial by the instructor. The papers are assessed with a standardized rubric. (Spring 2009, 2010)
b. The completion of History 2313 Great American Biographies requires the completion of a fifteen page research biography using presentation conventions established by the instructor, five research options, with content deemed adequate. The papers are assessed with a standardized rubric. (Spring 2009 or Spring 2010).

Following are the assessed rubrics for students completing History 2213 in the Spring 2009 semester:

Assessment Rubric for Great American Biographies 2213
Inner City

Length of Paper 15	Paper is one to fifteen pages with at least ten pages of text and five "stand alone pages"(15 points)	Paper is between one and nine pages of text with five "stand alone" pages (12 points)	Paper is between one and eight pages of text with five "stand alone" pages (10 points)	Paper is less than eight pages of text and has less than five "stand alone" pages (five points)
Paper is presented in MLA format 10	Paper meets all requirements of MLA format(10 points)	Paper partially meets requirements of MLA format (five points)	Paper is not presented in MLA format (0 points)	
Paper incorporates elements of world, national, state, and local events as part of the biography20	Paper incorporates all four elements as part of the biography (25 points)	Paper incorporates three of the four elements as part of the biography (20 points)	Paper refers to only two of the four elements as part of the biography (15 points)	Paper makes no effort to incorporate any of the four elements as part of the biography (0 points)
Paper is neatly typed, readable, correct grammar and spelling20	Paper is neat with no grammatical or spelling errors (20 points)	Paper is neat with no more three grammatical or spelling errors (15 points)	Paper is neat with four to five spelling or grammatical errors (10 points)	Paper is neat with more than five spelling or grammatical errors (0 points)
Content of the paper (This part of the paper is based upon subjective judgment of the instructor)25	Paper is extremely well-written, holds the interest of the reader and creates a desire to learn more about the person (30points)	Paper is well-written, sometimes stimulates the reader and at certain points makes the reader curious to know more(25 points)	Paper informs the reader of a person's life but only with rudimentary, uninteresting things that does not stimulate much interest (20 points)	Paper is written as an obvious class assignment in which the writer has little or no special interest (fifteen points)

Mr._____: Your biography is obviously a labor of love. Your grade is 90 and I really enjoyed reading about your father.

Assessment Rubric for Great American Biographies 2213
Of an Aunt

Length of Paper 10	Paper is one to fifteen pages with at least ten pages of text and five "stand alone pages"(15 points)	Paper is between one and nine pages of text with five "stand alone" pages (12 points)	Paper is between one and eight pages of text with five "stand alone" pages (10 points)	Paper is less than eight pages of text and has less than five "stand alone" pages (five points)
Paper is presented in MLA format 5	Paper meets all requirements of MLA format(10 points)	Paper partially meets requirements of MLA format (five points)	Paper is not presented in MLA format (0 points)	
Paper incorporates elements of world, national, state, and local events as part of the biography	Paper incorporates all four elements as part of the biography (25 points) 20	Paper incorporates three of the four elements as part of the biography (20 points)	Paper refers to only two of the four elements as part of the biography (15 points)	Paper makes no effort to incorporate any of the four elements as part of the biography (0 points)
Paper is neatly typed, readable, correct grammar and spelling	Paper is neat with no grammatical or spelling errors (20 points) 15	Paper is neat with no more three grammatical or spelling errors (15 points)	Paper is neat with four to five spelling or grammatical errors (10 points)	Paper is neat with more than five spelling or grammatical errors (0 points)
Content of the paper (This part of the paper is based upon subjective judgment of the instructor)	Paper is extremely well-written, holds the interest of the reader and creates a desire to learn more about the person (30points)35	Paper is well-written, sometimes stimulates the reader and at certain points makes the reader curious to know more(25 points)	Paper informs the reader of a person's life but only with rudimentary, uninteresting things that does not stimulate much interest (20 points)	Paper is written as an obvious class assignment in which the writer has little or no special interest (fifteen points)

Ms. _____: I enjoyed your paper but got the idea that it was completed in somewhat of a hurry. Your grade on your very interesting subject is 75 but I know with revision your paper can be much better.

Assessment Rubric for Great American Biographies 2213
The Life and Times

Length of Paper 12	Paper is one to fifteen pages with at least ten pages of text and five "stand alone pages"(15 points)	Paper is between one and nine pages of text with five "stand alone" pages (12 points)	Paper is between one and eight pages of text with five "stand alone" pages (10 points)	Paper is less than eight pages of text and has less than five "stand alone" pages (five points)
Paper is presented in MLA format 0	Paper meets all requirements of MLA format(10 points)	Paper partially meets requirements of MLA format (five points)	Paper is not presented in MLA format (0 points)	
Paper incorporates elements of world, national, state, and local events as part of the biography20	Paper incorporates all four elements as part of the biography (25 points)	Paper incorporates three of the four elements as part of the biography (20 points)	Paper refers to only two of the four elements as part of the biography (15 points)	Paper makes no effort to incorporate any of the four elements as part of the biography (0 points)
Paper is neatly typed, readable, correct grammar and spelling20	Paper is neat with no grammatical or spelling errors (20 points)	Paper is neat with no more three grammatical or spelling errors (15 points)	Paper is neat with four to five spelling or grammatical errors (10 points)	Paper is neat with more than five spelling or grammatical errors (0 points)
Content of the paper (This part of the paper is based upon subjective judgment of the instructor)20	Paper is extremely well-written, holds the interest of the reader and creates a desire to learn more about the person (30points)	Paper is well-written, sometimes stimulates the reader and at certain points makes the reader curious to know more(25 points)	Paper informs the reader of a person's life but only with rudimentary, uninteresting things that does not stimulate much interest (20 points)	Paper is written as an obvious class assignment in which the writer has little or no special interest (fifteen points)

Mr._____: The grade on your biography is 72. You had an interesting subject but your biography, I think, was hurried.

Assessment Rubric for Great American Biographies 2213
Mary

Length of Paper 15	Paper is one to fifteen pages with at least ten pages of text and five "stand alone pages"(15 points)	Paper is between one and nine pages of text with five "stand alone" pages (12 points)	Paper is between one and eight pages of text with five "stand alone" pages (10 points)	Paper is less than eight pages of text and has less than five "stand alone" pages (five points)
Paper is presented in MLA format 10	Paper meets all requirements of MLA format(10 points)	Paper partially meets requirements of MLA format (five points)	Paper is not presented in MLA format (0 points)	
Paper incorporates elements of world, national, state, and local events as part of the biography20	Paper incorporates all four elements as part of the biography (25 points)	Paper incorporates three of the four elements as part of the biography (20 points)	Paper refers to only two of the four elements as part of the biography (15 points)	Paper makes no effort to incorporate any of the four elements as part of the biography (0 points)
Paper is neatly typed, readable, correct grammar and spelling20	Paper is neat with no grammatical or spelling errors (20 points)	Paper is neat with no more three grammatical or spelling errors (15 points)	Paper is neat with four to five spelling or grammatical errors (10 points)	Paper is neat with more than five spelling or grammatical errors (0 points)
Content of the paper (This part of the paper is based upon subjective judgment of the instructor)25	Paper is extremely well-written, holds the interest of the reader and creates a desire to learn more about the person (30points)	Paper is well-written, sometimes stimulates the reader and at certain points makes the reader curious to know more(25 points)	Paper informs the reader of a person's life but only with rudimentary, uninteresting things that does not stimulate much interest (20 points)	Paper is written as an obvious class assignment in which the writer has little or no special interest (fifteen points)

Ms._____: Your grandmother is a fascinating person. I hope that you enjoyed the research and writing as much as I enjoyed the reading. Your score is 90.

Assessment Rubric for Great American Biographies 2213
Austin Nunn

Length of Paper 15	Paper is one to fifteen pages with at least ten pages of text and five "stand alone pages"(15 points)	Paper is between one and nine pages of text with five "stand alone" pages (12 points)	Paper is between one and eight pages of text with five "stand alone" pages (10 points)	Paper is less than eight pages of text and has less than five "stand alone" pages (five points)
Paper is presented in MLA format 0	Paper meets all requirements of MLA format(10 points)	Paper partially meets requirements of MLA format (five points)	Paper is not presented in MLA format (0 points)	
Paper incorporates elements of world, national, state, and local events as part of the biography	Paper incorporates all four elements as part of the biography (25 points) 20	Paper incorporates three of the four elements as part of the biography (20 points)	Paper refers to only two of the four elements as part of the biography (15 points)	Paper makes no effort to incorporate any of the four elements as part of the biography (0 points)
Paper is neatly typed, readable, correct grammar and spelling	Paper is neat with no grammatical or spelling errors (20 points) 20	Paper is neat with no more three grammatical or spelling errors (15 points)	Paper is neat with four to five spelling or grammatical errors (10 points)	Paper is neat with more than five spelling or grammatical errors (0 points)
Content of the paper (This part of the paper is based upon subjective judgment of the instructor)	Paper is extremely well-written, holds the interest of the reader and creates a desire to learn more about the person (30points)25	Paper is well-written, sometimes stimulates the reader and at certain points makes the reader curious to know more(25 points)	Paper informs the reader of a person's life but only with rudimentary, uninteresting things that does not stimulate much interest (20 points)	Paper is written as an obvious class assignment in which the writer has little or no special interest (fifteen points)

Mr. _____: I enjoyed reading your biography. I did not find a works cited page. Your grade for the biography is 80.

Assessment Rubric for Great American Biographies 2213
A Life Well Lived

Length of Paper	Paper is one to fifteen pages with at least ten pages of text and five "stand alone pages"(15 points)	Paper is between one and nine pages of text with five "stand alone" pages (12 points)	Paper is between one and eight pages of text with five "stand alone" pages (10 points)	Paper is less than eight pages of text and has less than five "stand alone" pages (five points)
Paper is presented in MLA format	Paper meets all requirements of MLA format(10 points)	Paper partially meets requirements of MLA format (five points)	Paper is not presented in MLA format (0 points)	
Paper incorporates elements of world, national, state, and local events as part of the biography	Paper incorporates all four elements as part of the biography (25 points)	Paper incorporates three of the four elements as part of the biography (20 points)	Paper refers to only two of the four elements as part of the biography (15 points)	Paper makes no effort to incorporate any of the four elements as part of the biography (0 points)
Paper is neatly typed, readable, correct grammar and spelling	Paper is neat with no grammatical or spelling errors (20 points)	Paper is neat with no more three grammatical or spelling errors (15 points)	Paper is neat with four to five spelling or grammatical errors (10 points)	Paper is neat with more than five spelling or grammatical errors (0 points)
Content of the paper (This part of the paper is based upon subjective judgment of the instructor)	Paper is extremely well-written, holds the interest of the reader and creates a desire to learn more about the person (30points)	Paper is well-written, sometimes stimulates the reader and at certain points makes the reader curious to know more(25 points)	Paper informs the reader of a person's life but only with rudimentary, uninteresting things that does not stimulate much interest (20 points)	Paper is written as an obvious class assignment in which the writer has little or no special interest (fifteen points)

Mrs. _____: The grade for your paper is 100. It is publication quality and I hope that it is published. It is not only a life well-lived but a biography well-written.

Assessment Rubric for Great American Biographies 2213
A Father's Vision

Length of Paper 15	Paper is one to fifteen pages with at least ten pages of text and five "stand alone pages"(15 points)	Paper is between one and nine pages of text with five "stand alone" pages (12 points)	Paper is between one and eight pages of text with five "stand alone" pages (10 points)	Paper is less than eight pages of text and has less than five "stand alone" pages (five points)
Paper is presented in MLA format 10	Paper meets all requirements of MLA format(10 points)	Paper partially meets requirements of MLA format (five points)	Paper is not presented in MLA format (0 points)	
Paper incorporates elements of world, national, state, and local events as part of the biography20	Paper incorporates all four elements as part of the biography (25 points)	Paper incorporates three of the four elements as part of the biography (20 points)	Paper refers to only two of the four elements as part of the biography (15 points)	Paper makes no effort to incorporate any of the four elements as part of the biography (0 points)
Paper is neatly typed, readable, correct grammar and spelling10	Paper is neat with no grammatical or spelling errors (20 points)	Paper is neat with no more three grammatical or spelling errors (15 points)	Paper is neat with four to five spelling or grammatical errors (10 points)	Paper is neat with more than five spelling or grammatical errors (0 points)
Content of the paper (This part of the paper is based upon subjective judgment of the instructor)25	Paper is extremely well-written, holds the interest of the reader and creates a desire to learn more about the person (30points)	Paper is well-written, sometimes stimulates the reader and at certain points makes the reader curious to know more(25 points)	Paper informs the reader of a person's life but only with rudimentary, uninteresting things that does not stimulate much interest (20 points)	Paper is written as an obvious class assignment in which the writer has little or no special interest (fifteen points)

Mr._____: I enjoyed your paper. I knew nothing about the Appalachian Trail. Your score is 80. You did a very good job in the class discussions. Thank you.

Assessment Rubric for Great American Biographies 2213
A Life Transformed

Length of Paper 15	Paper is one to fifteen pages with at least ten pages of text and five "stand alone pages"(15 points)	Paper is between one and nine pages of text with five "stand alone" pages (12 points)	Paper is between one and eight pages of text with five "stand alone" pages (10 points)	Paper is less than eight pages of text and has less than five "stand alone" pages (five points)
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Paper incorporates elements of world, national, state, and local events as part of the 18biography	Paper incorporates all four elements as part of the biography (25 points)	Paper incorporates three of the four elements as part of the biography (20 points)	Paper refers to only two of the four elements as part of the biography (15 points)	Paper makes no effort to incorporate any of the four elements as part of the biography (0 points)
Paper is neatly typed, readable, correct grammar and spelling15	Paper is neat with no grammatical or spelling errors (20 points)	Paper is neat with no more three grammatical or spelling errors (15 points)	Paper is neat with four to five spelling or grammatical errors (10 points)	Paper is neat with more than five spelling or grammatical errors (0 points)
Content of the paper (This part of the paper is based upon subjective judgment of the instructor)30	Paper is extremely well-written, holds the interest of the reader and creates a desire to learn more about the person (30points)	Paper is well-written, sometimes stimulates the reader and at certain points makes the reader curious to know more(25 points)	Paper informs the reader of a person's life but only with rudimentary, uninteresting things that does not stimulate much interest (20 points)	Paper is written as an obvious class assignment in which the writer has little or no special interest (fifteen points)

This is really an interesting biography. An excellent job! Final grade is 98.

Assessment Rubric for Great American Biographies 2213

Liberia's Father

Length of Paper 15	Paper is one to fifteen pages with at least ten pages of text and five "stand alone pages"(15 points)	Paper is between one and nine pages of text with five "stand alone" pages (12 points)	Paper is between one and eight pages of text with five "stand alone" pages (10 points)	Paper is less than eight pages of text and has less than five "stand alone" pages (five points)
Paper is presented in MLA format 0	Paper meets all requirements of MLA format(10 points)	Paper partially meets requirements of MLA format (five points)	Paper is not presented in MLA format (0 points)	
Paper incorporates elements of world, national, state, and local events as part of the 20biography	Paper incorporates all four elements as part of the biography (25 points)	Paper incorporates three of the four elements as part of the biography (20 points)	Paper refers to only two of the four elements as part of the biography (15 points)	Paper makes no effort to incorporate any of the four elements as part of the biography (0 points)
Paper is neatly typed, readable, correct grammar and spelling 15	Paper is neat with no grammatical or spelling errors (20 points)	Paper is neat with no more three grammatical or spelling errors (15 points)	Paper is neat with four to five spelling or grammatical errors (10 points)	Paper is neat with more than five spelling or grammatical errors (0 points)
Content of the paper (This part of the paper is based upon subjective judgment of the 20instructor)	Paper is extremely well-written, holds the interest of the reader and creates a desire to learn more about the person (30points)	Paper is well-written, sometimes stimulates the reader and at certain points makes the reader curious to know more(25 points)	Paper informs the reader of a person's life but only with rudimentary, uninteresting things that does not stimulate much interest (20 points)	Paper is written as an obvious class assignment in which the writer has little or no special interest (fifteen points)

Mr. _____: Your paper was very interesting. It does not follow MLA format nor does it have a works cited page. The score for your paper is 70.

Assessment Rubric for Great American Biographies 2213

Wanderlust: Jack Kerouac

Length of Paper	Paper is one to fifteen pages with at least ten pages of text and five "stand alone pages"(15 points) 15	Paper is between one and nine pages of text with five "stand alone" pages (12 points)	Paper is between one and eight pages of text with five "stand alone" pages (10 points)	Paper is less than eight pages of text and has less than five "stand alone" pages (five points)
Paper is presented in MLA format	Paper meets all requirements of MLA format(10 points)10	Paper partially meets requirements of MLA format (five points)	Paper is not presented in MLA format (0 points)	
Paper incorporates elements of world, national, state, and local events as part of the biography	Paper incorporates all four elements as part of the biography (25 points)20	Paper incorporates three of the four elements as part of the biography (20 points)	Paper refers to only two of the four elements as part of the biography (15 points)	Paper makes no effort to incorporate any of the four elements as part of the biography (0 points)
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Content of the paper (This part of the paper is based upon subjective judgment of the instructor)	Paper is extremely well-written, holds the interest of the reader and creates a desire to learn more about the person (30points)30	Paper is well-written, sometimes stimulates the reader and at certain points makes the reader curious to know more(25 points)	Paper informs the reader of a person's life but only with rudimentary, uninteresting things that does not stimulate much interest (20 points)	Paper is written as an obvious class assignment in which the writer has little or no special interest (fifteen points)

The grade for this paper is 95 of 100; it is an excellent biography of a difficult subject.

2. History majors will demonstrate factual knowledge of United States history. (Spring 2010, Spring 2011, Spring 2012, Spring 2013).

Twenty-two history majors in the capstone Historical Research, Methods and Writing (History 2303) class completed two twenty-five item multiple-choice exams covering U.S. History. Seventeen of the twenty-two students completed both U.S. History surveys and five of the students had taken one or the other survey. The average score on the exams was 54. The highest score was 78 and the lowest score was 18.

These scores were compared to the test results of thirty-three college graduates who took the same exams. The average score for those was 62. The highest score was 92 and the lowest was 36.

Speculations as to the discrepancies:

a. College graduates are older and have more personal history and thus have a greater interest even than a young Freshman history major
b. College graduates have more experience in taking multiple-choice exams
c. Young students tend to over simplify possible answers
d. Multiple-choice exams are not the best way to assess historical information as the scores for both groups were low
e. The exam questions may have been too specific and therefore too difficult

At any rate, multiple-choice exams do not appear to be a feasible way to assess the amount of understanding achieved by majors and this will be dropped as an assessment tool.

Outcome 2. All OCCC history program majors will have samples of their work collected in a portfolio which will be stored and maintained in the files of the Professor who teaches the capstone History 2303 Historical Research, Methods and Writing. (Spring 2010, 2012)

Measure and Criteria for Success

1) Completion of the capstone course History 2303 involves the assembling of a portfolio of work done by history majors. The portfolio may include graded exams from various courses, essay assignments, term papers, biographies or work from other courses.
2) The portfolios are assessed using the rubric that follows:

Criteria for assessing portfolios	Excellent	Satisfactory	Unsatisfactory
Two examples of completed examinations (three portfolios out of nineteen lacked two examples of exams)	Reflections on succeeded on the exam and how the student study and test taking strategies	Reflection on how student succeeded OR how the student could improve test taking strategies	No reflection on how the student succeeded or how the student could improve test taking strategies
Two examples of short (2-5) page writing assignments (book report, book review, critical essay) all portfolios had two writing samples	Reflections on how the student succeeded in the writing assignments, what the student learned while completing the assignment and reading the instructor's comments. A revised paper based on the instructor's comments as part of the portfolio.	Reflections on how the student succeeded in the writing assignments, what the student learned while completing the assignment and reading the instructor's comments.	No reflections or revision of the paper.
Evidence of a successfully completed oral presentation Four portfolios had no evidence of	Reflections on research, content and delivery, a presentation outline, bibliography, or print out of a Powerpoint presentation, instructor's comments on the	Evidence of a successfully completed oral presentation with instructor's comments on a completed rubric.	No evidence of a successfully completed oral presentation.

any oral presentation.	completed rubric.		
Research paper produced in Hist 2303 One portfolio had no research paper and five had completed research papers without reflections on what was learned	Reflection on the process of producing the paper to include choosing topic, doing research, analyzing data, forming a thesis, composing the paper, student successes in the paper and the way the paper could be improved. A graded rubric included with a revision of the paper based on instructor comments.	A graded rubric included with a revision of the paper based on the instructor comments.	No graded rubric or revision of the paper based on instructor comments.
Reflection of what student learned at OCCC Six portfolios lacked reflections of what was learned at OCCC.	Reflection on what the history student learned at OCCC how student improved during time in the program and to what extent the student is prepared for further study in history at a senior institution.	Minimal reflection on what the student learned or improved during time in the history program.	No reflections on what the student learned while in the program or how the program prepared the student for further study.

a. Ten assessed portfolios were deemed adequate
b. Three portfolios were assessed as excellent
c. Six portfolios were assessed as inadequate by the rubric standard

Portfolios are being dropped for the following considerations:

A. If Portfolios are maintained they should be maintained electronically by the student for easy transferability
B. Portfolios make more sense at the upper division level so that the historical work done by students is reflective of their work as a maturing student

Proposed changes for Outcomes Assessment for History

1. The history faculty will not utilize multiple choice assessment exams in the future as they do not serve as a reliable assessment tool.
2. Portfolios will also be dropped as an assessment tool, with a continued search for a better method to assess freshmen and sophomore history majors
3. The history faculty proposes to adopt assessment artifacts in lieu of assessment exams and portfolios.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2009

Political Science (Associate of Arts) October 1, 2009

Submitted By: Professor Rick Vollmer

Faculty Assessment Representative

Assisted By: Professor Dana Glencross

Professor Randy Hopkins

Professor Markus Smith

Submitted By: _____ Susan Tabor_____ ____11-16-09_____

Dean Date

PROGRAM: Political Science PLAN YEAR: FY2009

INTRODUCTION:

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the Political Science program are listed below:

Student Learning Outcomes: Report Year 2009

1) Political Science graduates will demonstrate an understanding of the principles, structure, processes, and functions of the U.S. federal government.

2) Political Science graduates will demonstrate an understanding of how government affects individuals in a society and how internal and external factors affect the government.

3) Political Science graduates will demonstrate a broad understanding of the overall discipline of Political Science and its major subfields

4) Political Science graduates will demonstrate knowledge of government on the local, state, national, and international levels.

5) Political Science graduates will demonstrate an ability to do some research; to critically analyze government issues; and to have developed good writing skills.

Program Outputs: Report Year 2009

Political Science outputs not measured this fiscal year.

PART I—MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcomes and program outputs for Political Science graduates will be evaluated using the measures and criteria for success identified below:

A. STUDENT OUTCOMES/DIRECT MEASURES[1]

Outcome 1. Political Science graduates will demonstrate an understanding of the principles, structure, processes, and functions of the U.S. federal government.

Measure and Criteria for Success-

In FY09 a student portfolio must receive a composite score of 3.00 in order to be considered satisfactory. Political Science program's portfolio process; item/task numbers (see Appendix B) from among the following:

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.

Outcome 2. Political Science graduates will demonstrate an understanding of how government affects individuals in a society and how internal and external factors affect government.

Measure and Criteria for Success-

In FY09 a student portfolio must have received a composite score of 3.00 in order to be considered satisfactory. Political Science program's portfolio process; item/task numbers (see Appendix B) from among the following:

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 (paid or unpaid), campaign volunteer work, or volunteer activities for a not-for-profit institution, to include a brief summary of Political Science concepts learned or employed in the work and a signed statement from an immediate supervisor attesting to the nature of responsibilities and performance. This summary should be no less than three pages and the activities should constitute no less than twenty-five hours of fieldwork.

Outcome 3. Political Science graduates will demonstrate a broad understanding of the overall discipline of Political Science and its major subfields.

Measure and Criteria for Success-

In FY09 a student portfolio must have received a composite score of 3.00 in order to be considered satisfactory. Political Science program's portfolio process; item/task numbers (see Appendix B) from among the following:

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.

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 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.

19. Any original project completed for fulfillment of the requirements of a 2000 level Political Science class.

Outcome 4. Political Science graduates will demonstrate knowledge of government on the local, state, national, and international levels.

Measure and Criteria for Success-

In FY09 a student portfolio must have received a composite score of 3.00 in order to be considered satisfactory. Political Science program's portfolio process; item/task numbers (see Appendix B) from among the following:

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 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.

19. Any original project completed for fulfillment of the requirements of a 2000 level Political Science class.

B. PROGRAM OUTPUTS[2]

Output 1. Political Science graduates, who choose to do so, will transfer successfully into a four-year program.

Measure and Criteria for Success-

Political Science outputs not measured this fiscal year.

PART II--EVALUATION AND RESULTS

Outcome 1: Political Science graduates will demonstrate an understanding of the principles, structure, processes, and functions of the U.S. federal government.

Measure and Criteria for Success-

In FY09 71.4% (5 of 7 total) of program majors that submitted portfolios met this outcome as demonstrated by a rating of "Satisfactory" by all full-time faculty members in Political Science.

Outcome 2: Political Science graduates will demonstrate an understanding of how government affects individuals in a society and how internal and external factors affect government.

Measure and Criteria for Success-

In FY 09 71.4% (5 of 7 total) of program majors that submitted portfolios met this outcome as demonstrated by a rating of "Satisfactory" by all full-time faculty members in Political Science.

Outcome 3: Political Science graduates will demonstrate a broad understanding of the overall discipline of Political Science and its major subfields.

Measure and Criteria for Success-

In FY09 71.4% (5 of 7 total) of program majors that submitted portfolios met this outcome as demonstrated by a rating of "Satisfactory" by all full-time faculty members in Political Science.

Outcome 4: Political Science graduates will demonstrate knowledge of government on the local, state, national, and international levels.

Measure and Criteria for Success-

In FY 09 71.4% (5 of 7 total) of program majors that submitted portfolios met this outcome as demonstrated by a rating of "Satisfactory" by all full-time faculty members in Political Science.

Summary of the Conclusions from the Above Measurements:

Outcome 1 is designed to assist faculty in measuring student success in the capstone course for entry and success in this major as well as the likelihood of success in additional course work in the program. Program faculty believe the measurement in Outcome 2 enables them to better prepare students to apply knowledge of Political Science within a multitude of prospective government occupations as well as prepare them for possible

experiences in not-for-profit settings and with external business relations to government situations. Program faculty believe the success ratios measured by Outcomes 3 & 4 enable majors to demonstrate success at many levels of government and in many of the program's fields. This leads to better overall success in the program's 2000 level coursework, the ability to succeed at transferring institutions in this major, and ultimately, increased likelihood of employability.

The summary of Portfolio evaluations by full-time program faculty is found in Appendix C.

Output 1: Political Science outputs not measured this fiscal year.

Measure and Criteria for Success-

In FY09 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.

PART III--RECOMMENDATIONS

General Recommendations:

Political Science 2613, Scope and Methods of Political Science, was added to the required core of Political Science courses during the 2008 – 2009 academic year. Based on early results, the Political Science program faculty believes that this curriculum change has enhanced overall student success. The number of academic portfolios submitted for program assessment purposes should continue to increase thereby improving the validity and reliability of the Program Assessment process.

In the Fall semester of 2006, program faculty adopted an evaluative rubric for the assessment of portfolios submitted for program assessment purposes. (See Appendix A) The Political Science faculty believes this addressed a need for incorporating greater clarity and consistency in the measurement of Student Learning Outcomes. We anticipate making some slight modifications to the rubric for FY09 to more adequately reflect evaluative criteria. (See Appendix E) In addition, some revisions have been made to the Portfolio process including some additional tasks/items. (See Appendix D) At the present time, 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.

Student Learning Outcomes:

Based on five years of use, the Political Science program's portfolio assessment plan has produced mixed results. The assessment results obtained met or exceeded expectations. However, participation by program majors was too low to produce valid results. With the addition of Political Science 2613 as approved by the Curriculum Committee, program faculty believe this problem is being addressed and resolved. Beginning with FY08 the Political Science faculty require all potential Political Science graduates to submit a portfolio as a course requirement in Political Science 2613. This process should allow for a more accurate Student Learning Outcomes assessment.

Program Outputs:

Political Science outputs not measured this fiscal year.

[1]Student learning outcomes represent a body of knowledge and/or skills that a student is expected to know, think, demonstrate, or apply upon program completion.

[2]Program outputs consist of the demonstrable results of an academic program identified through indirect measures (e.g., transfer GPA).

Appendix A

Rubric for Assessing Political Science Portfolios

Portfolio #: _____ Reviewer: _____ Year: _____

Outcome Measured	Novice (=1)	Apprentice (=2)	Satisfactory (=3)	Distinguished (=4)
Demonstrated understanding of the principles, structure, processes, and functions of the U.S. federal government	Demonstrates middle school (grades 7, 8, 9) awareness of the principles, structure, processes and functions of the U.S. federal government.	Expresses awareness of the principles, structure, processes and functions of the U.S. federal government.	Applies some awareness of the principles, structure, processes and functions of the U.S. federal government.	Takes applied knowledge of most of the principles, structures, processes and functions of the U.S. federal government and creates self-initiated examples.
Demonstrated understanding of how government affects individuals in a society and how internal and external factors affect government	Demonstrates middle school (grades 7, 8, 9) understanding of how government affects individuals in a society and how internal and external factors affect government.	Demonstrates high school (grades 10, 11, 12) understanding of how government affects individuals in a society and how internal and external factors affect government.	Applies a collegiate level understanding of how government affects individuals in a society and is able to specifically demonstrate how internal and external factors affect government.	Not only possesses a keen understanding of how government affects individuals in a society but is able to create self-initiated examples of how internal and external factors affect government.
Demonstrated broad understanding of the discipline of political science and its major subfields	Demonstrates middle school (grades 7, 8, 9) awareness of the fundamental discipline of political science and its major subfields	Expresses awareness of the fundamental discipline of political science and its major subfields but they appear not to be applied.	Applies a collegiate level understanding to the overall discipline of political science well, including its major subfields, and demonstrates application.	Takes applied knowledge of most of the fundamental discipline of political science and its subfields and creates self-initiated examples.
Demonstrated knowledge of government on the local, state, national, and international levels	Demonstrates middle school (grades 7, 8, 9) knowledge of government on the local, state, national, and international levels	Expresses high school (grades 10, 11, 12) knowledge of government on the local, state, national, and international levels	Applies a collegiate level understanding of government on the local, state, national and international levels	Takes an applied understanding of government on the local, state, national and international levels and creates self-initiated examples.
Additional Measures	Novice (=1)	Apprentice (=2)	Satisfactory (=3)	Distinguished (=4)
Application of Political Theory	Does not apply political theory, or there is a limited, unclear connection of theory to a government system.	Expresses some connection between political theory and a government system.	Develops perspective based on both political theory and a government system.	Takes own perspective based on political theory and applies it beyond the curriculum.
Writing Ability	Demonstrates middle school (grades 7, 8, 9) written abilities and possibly demonstrates	Expresses a high school (grades 10, 11, 12) ability to communicate ideas and concepts in	The ability to write is well developed with few grammatical errors although the overall communication of ideas	Written work is grammatically accurate and evidences a high level of ability to communicate ideas

	grammatical errors.	writing.	may lack conciseness or clarity.	effectively.
Critical Thinking	Accepts things at face value, as if all opinion were created equal. Opinions are stated without argument.	Begins to ask questions and tries to see different perspectives.	Begins to argue for conclusions based on evidence. Arguments are concrete.	Expresses abstract level of reasoning: requires objective evidence, demonstrates awareness of different perspectives, weighs evidence to successfully argue to a conclusion/opinion.

Composite Score Assessed:_____

Appendix B

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.
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 hours 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 the 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.
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.
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.
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 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.
18. Evidentiary materials compiled in the completion of an internship (paid or unpaid), campaign volunteer work, or volunteer activities for a not-for-profit institution, to include a brief summary of political science concepts learned or employed in the work and a signed statement from an immediate supervisor attesting to the nature of responsibilities and performance. This summary should be no less than three pages and the activities should constitute no less than twenty-five hours of field work.
19. Any original project completed for fulfillment of the requirements of a 2000 level political science class.

APPENDIX C

Political Science Program Assessment Report FY 09			
Program Faculty Portfolio Evaluation - Statistical Analysis*			

	Professor 1:	Professor 2:	Professor 3:	Professor 4:	Average:
Portfolio # 1:	3	3	3.5	2.5	3
Portfolio # 2:	3.5	3	3	3	3.125
Portfolio # 3:	3	2	2.5	3	2.625
Portfolio # 4:	2	4	3.5	3.5	3.25
Portfolio # 5:	1.5	4	2.5	0.5	2.125
Portfolio # 6:	3	2	3.5	3.5	3
Portfolio # 7:	3.5	4	3.5	4	3.75
Portfolios meeting criteria average of "3" (Satisfactory) (Scale = 1-4) =					5
Portfolios failing to meeting criteria average of "3" (Unsatisfactory) (Scale = 1-4) = 2					
*For purposes of this report, submitted portfolios were alphabetized by student for comparative analysis.					

Appendix D

Portfolio Process/Tasks/Items—Suggested Revisions For FY09

A submitted portfolio must contain at least one component from EACH of the five sections below, and must reflect course work from at least 2 different program faculty.

A. Political Science graduates will demonstrate an understanding of the principles, structures, processes, and functions of the U.S. federal government.

1. A lecture, including an annotated bibliography, prepared by the student under the guidance, supervision, and evaluation of the faculty member.
2. A PowerPoint or web-based project compiled on a political science issue, to include a bibliography.
3. An Internet assignment involving government websites.
4. A legislative analysis or proposal.
5. A written assignment analyzing a fiscal policy dilemma.
6. A written assignment comparing and contrasting an aspect of American federal government with that of a foreign nation state.

B. Political Science graduates will demonstrate an understanding of how government affects individuals in a society and how internal and external factors affect the government.

1. A courtroom observation of no less than 2 hours 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.
2. Synthesized, annotated research materials compiled on a subject locate in the materials of the University of Oklahoma's Carl Albert Congressional Research Center or a local law library.
3. A written assignment in the form of a reflection paper based on a minimum of 3 hours of community service.

C. Political Science graduates will demonstrate a broad understanding of the overall discipline of political science and its major subfields.

1. A written brief prepared for course work in a law class.
2. Written work completed in the course of a grant application, relevant to the field of political science.
3. A written allegory analysis based on a political philosopher or theorist.
4. A written assignment which identifies a problem within a specific public policy, and using the policy stages to outline a solution.
5. Any original project completed for fulfillment of the requirements of a 2000 level political science class.

D. Political science graduates will demonstrate an understanding of government on the local, state, national, and international levels.

1. A written assignment analyzing an international policy or dilemma, including United Nations resolutions.
2. A written assignment analyzing a global issue.
3. Evidentiary materials compiled in the completion of an internship (paid or unpaid), campaign volunteer work, or volunteer activities for a not-for-profit institution, to include a brief summary of political science concepts learned or employed in the work and a signed statement from an immediate supervisor attesting to the nature of responsibilities and performance. This summary should be no less than three pages and the activities should constitute no less than twenty-five hours of field work.

E. Political science graduates will demonstrate competency in applying political theory; to critically analyze government issues; and to demonstrate competent writing skills.

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 assignment addressing a situational analysis completed as required course work in a political science class.
4. An annotated bibliography of works compiled on a political science issue.
5. A book review of a current, substantive work in the field of political science.
6. A critique from an article from a scholarly journal or credible news source.

Appendix E

Rubric for Assessing Political Science Portfolios—Suggested Revisions for FY10

Portfolio #: _____ **Reviewer:** _____ **Year:** _____

Outcome Measured	Novice (=2)	Satisfactory (=3)	Distinguished (=4)
Demonstrated understanding of the principles, structure, processes, and functions of the U.S. federal government	Expresses awareness of the principles, structure, processes and functions of the U.S. federal government.	Applies some awareness of the principles, structure, processes and functions of the U.S. federal government	Takes applied knowledge of most of the principles, structures, processes and functions of the U.S. federal government and creates self-initiated examples.
Demonstrated understanding of how government affects individuals in a society and how internal and external factors affect government	Demonstrates minimal understanding of how government affects individuals in a society and how internal and external factors affect government.	Applies a collegiate level understanding of how government affects individuals in a society and is able to specifically demonstrate how internal and external factors affect government.	Not only possesses a keen understanding of how government affects individuals in a society but is able to create self-initiated examples of how internal and external factors affect government.

Demonstrated broad understanding of the discipline of political science and its major subfields	Expresses awareness of the fundamental discipline of political science and its major subfields but they appear not to be applied.	Applies a collegiate level understanding to the overall discipline of political science well, including its major subfields, and demonstrates application.	Takes applied knowledge of most of the fundamental discipline of political science and its subfields and creates self-initiated examples.
Demonstrated knowledge of government on the local, state, national, and international levels	Expresses minimal knowledge of government on the local, state, national, and international levels	Applies a collegiate level understanding of government on the local, state, national and international levels	Takes an applied understanding of government on the local, state, national and international levels and creates self-initiated examples.
Additional Measures	Novice (=2)	Satisfactory (=3)	Distinguished (=4)
Application of Political Theory	Expresses some connection between political theory and a government system.	Develops perspective based on both political theory and a government system.	Takes own perspective based on political theory and applies it beyond the curriculum.
Writing Ability	Expresses a minimal ability to communicate ideas and concepts in writing.	The ability to write is well developed with few grammatical errors although the overall communication of ideas may lack conciseness or clarity.	Written work is grammatically accurate and evidences a high level of ability to communicate ideas effectively.
Critical Thinking	Begins to ask questions and tries to see different perspectives.	Begins to argue for conclusions based on evidence. Arguments are concrete.	Expresses abstract level of reasoning: requires objective evidence, demonstrates awareness of different perspectives, weighs evidence to successfully argue to a conclusion/opinion.

Composite Score Assessed:_____

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2009

Psychology
Program

5-Year Plan Year: FY09

Date Submitted to Division Dean: October 9, 2009

Program Level: Associates in Arts

Submitted By: Bruce Cook

Department Chair

Assessment Team:

Trish Bilcik

Bruce Cook

Stephanie Hayes

Peggy Jordan

Yuthika Kim

Greg Parks

Submitted By: __Susan Tabor_____11-16-09_____

Susan Tabor, Dean Date

Revised 10-19-09

PROGRAM: Psychology PLAN YEAR: FY 09

I. OUTCOMES / OUTPUTS MEASURED

A. STUDENT LEARNING OUTCOMES - - - DIRECT MEASURES

Outcome 5: Distinguish among the major theoretical perspectives: biological, psychodynamic, behavioral, humanistic, cognitive, cross-cultural, and evolutionary.

Outcome 6: Recognize the differences between Clinical Psychology, Psychiatry, and Psychoanalysis.

B. PROGRAM OUTPUTS - - - INDIRECT MEASURES

The next Program Output to be assessed is scheduled for FY11.

II. EVALUATION AND RESULTS

General Assessment Plan: The Psychology Faculty decided the assessment tool would be administered to students in enrolled in 2000 level psychology courses taught on-campus by adjunct and fulltime faculty. All assessments were conducted in May of the spring 2009 semester to students attending class on the administration day selected by the instructors who could work it into the class schedule. In addition, it was decided to assess 2000 level online courses taught by fulltime faculty with those assessments also conducted in May of 2009. The students in the following courses were assessed: PSY 2123 (Behavioral Statistics), PSY 2193 (Personality Theories), PSY 2403 (Developmental Psychology), PSY 2703 (Social Psychology).

Each student answered one (1) question to identify his/her major, and ten (10) questions related to the outcome measured.

Outcome 5: Measures and Criteria for Success: The Psychology Faculty created an evaluation tool consisting of seven (7) multiple-choice questions addressing the seven (7) major theoretical perspectives. Students were instructed to read the question and select the best answer from among the options provided. Seventy percent (70%) was established as criteria for success.

Outcome 6: Measures and Criteria for Success: The Psychology Faculty created an evaluation tool consisting of three (3) multiple-choice questions addressing the differences between three (3) professional areas of mental health. Students were instructed to read the question and select the best answer from among the options provided. Seventy percent (70%) was established as criteria for success.

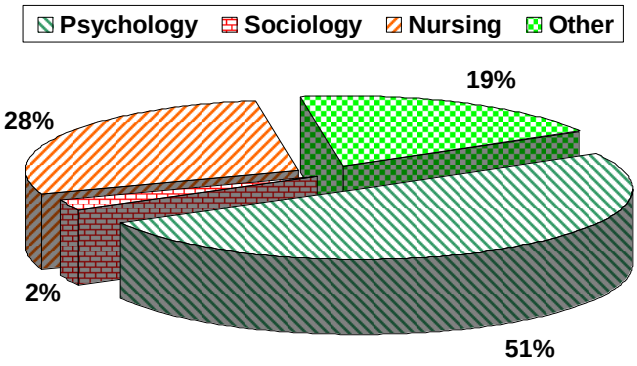
PROGRAM: Psychology PLAN YEAR: FY 09

Assessment Results:

Demographics:

Item 1: Major Area Of Study

Graph 1 displays the percentage of psychology majors to non-psychology majors in each of the 2000 level courses assessed. Not surprisingly, the preponderance of students in those courses were psychology majors. Overall (Graph 1), psychology majors comprised 51% of the total students in the 2000 level courses participating in the assessment. The second largest major was nursing at 28%. Two percent (2%) of the students were majoring in sociology, and the remaining 19% of the students marked the “other” category for major. Informal feedback indicates the other” category was a broad mix of majors.

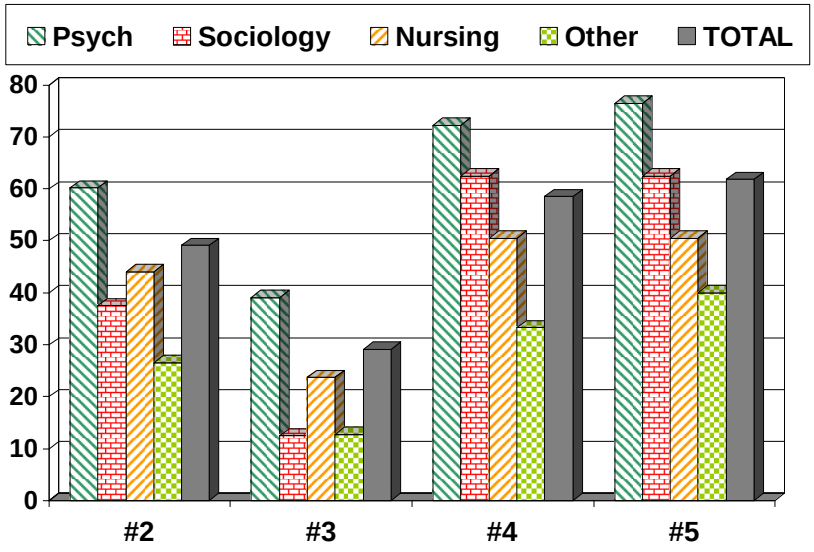


Graph 1
Major Area of Study of Students

Objective #5:

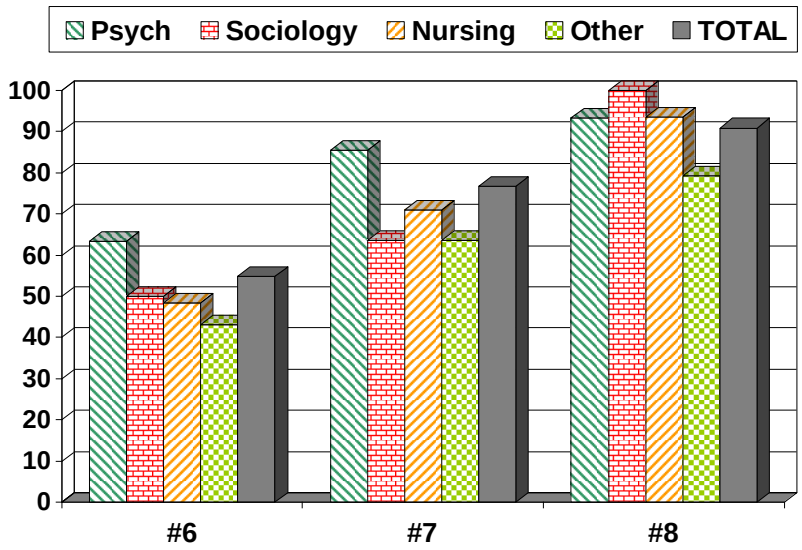
Distinguish among the major theoretical perspectives: biological, psychodynamic, behavioral, humanistic, cognitive, cross-cultural, and evolutionary. Items 2 through 8 on the assessment tool were designed to assess this objective.

Graphs 2 and 3 display the results of this objective in terms of percent correct for each item 2 through 8 by major area of study. Graph 4 displays the percent correct for the total of items 2 through 8 by major area of study. The 70.1% performance for psychology majors meets the criteria for success for the objective; however, the 60.1% performance for all majors is below the success threshold (Graph 4).

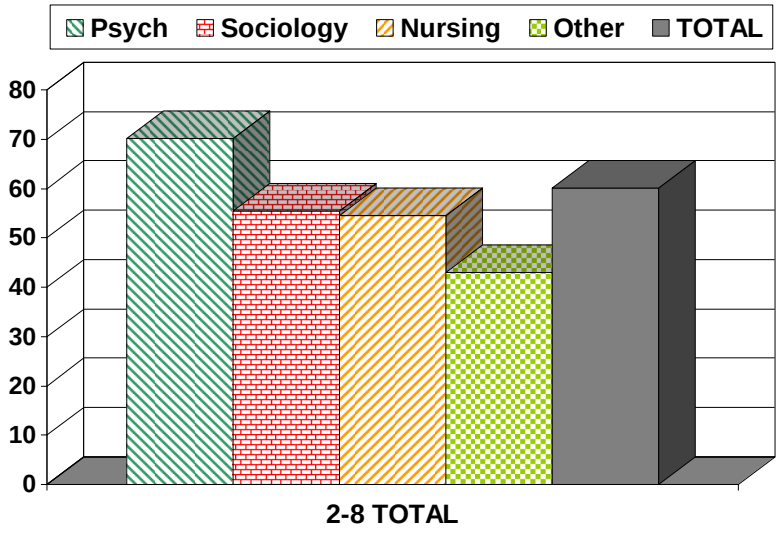


Graph 2
Percent Correct on Items 2-5 by Major

PROGRAM: Psychology PLAN YEAR: FY 09



Graph 3
Percent Correct on Items 6-8 by Major



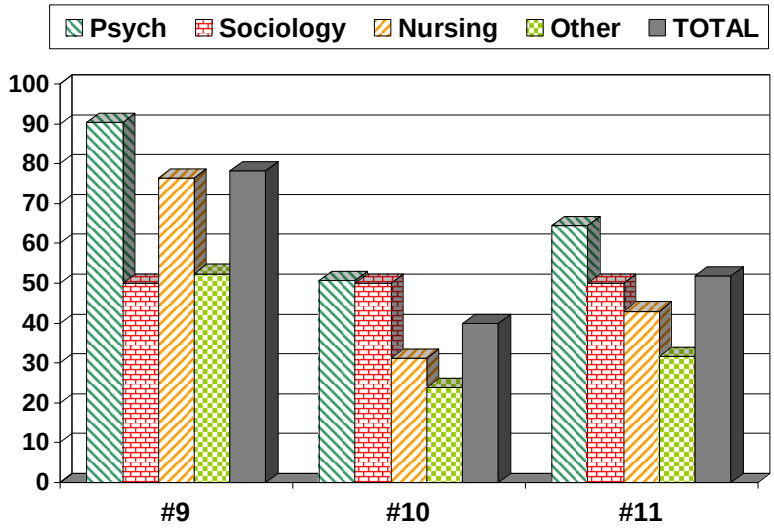
Graph 4
Percent Correct on Items by Objective and Major

PROGRAM: **Psychology** **PLAN YEAR:** **FY 09**

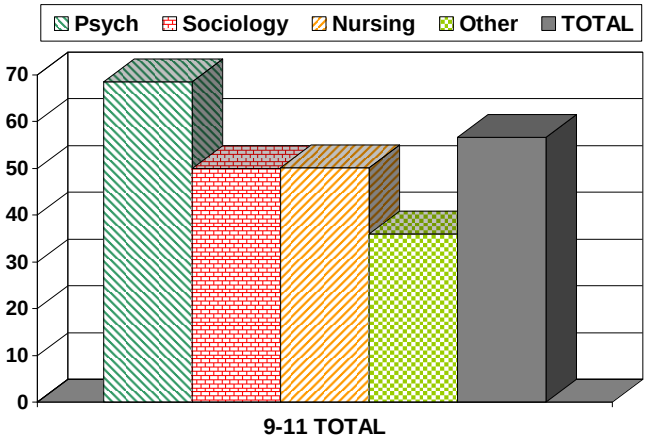
Objective #6:

Recognize the differences between Clinical Psychology, Psychiatry, and Psychoanalysis. Items 9 through 11 on the assessment tool were designed to assess this objective.

Graph 5 displays the results of this objective for each item 9 through 11 reported by major area of study in terms of percent correct. Graph 6 displays the percent correct for the total of items 2 through 8 by major area of study. The 68.5% performance for psychology majors and the 56.7% performance for all majors are both below the success threshold.



Graph 5
Percent Correct on Items 9-11 by Major



Graph 6
Percent Correct on Items by Objective and Major

Summary of Results:

A total of 330 students were assessed from 2000 level psychology courses in the spring 2009 semester (PSY 2123, PSY 2193, PSY 2403, and PSY 2743). Of those, 166 students were psychology majors, and 164 were non-psychology majors (8 sociology, 93 nursing, 63 other).

For Objective #5, *distinguish among the major theoretical perspectives: biological, psychodynamic, behavioral, humanistic, cognitive, cross-cultural, and evolutionary,* 70.1% of psychology majors correctly identified those perspectives. The criterion for success for the objective was met.

For Objective #6, *recognize the differences between Clinical Psychology, Psychiatry, and Psychoanalysis,* 68.5% of psychology majors correctly identified the differences. The criterion for success, however, was not met for this objective.

III. RECOMMENDATIONS

1. The program will utilize the results of this annual assessment to introduce ongoing, informed programmatic modifications to both course content and delivery systems. For these current assessment results, the criterion for success was set at seventy percent (70%) by the Psychology Faculty previous to assessment. The criterion for success was met for one objective and not for the other.
    - Objective #5, identifying seven different theoretical perspectives of psychology, was at the low end of success. All fulltime and part-time psychology faculty members will be encouraged to place additional emphasis on definitions and applications via examples of theoretical perspectives.
    - Objective #6, identifying differences between three professional areas of mental health, was below the success point. Discussion among fulltime faculty revolved around whether this objective was actually a valuable outcome for the field of psychology. Further discussion is planned regarding either revising the objective or eliminating it.
2. The annual analysis of the data collected will be utilized to generate ongoing revisions to the present array of student outcomes and outputs measured. The program will continue its exploration of alternative outcomes for future assessment to better measure the goals of the program, and to develop a coordinated effort to ensure such outcomes are addressed within program courses.
3. Each outcome and output measured, including any modifications, will be programmatically reviewed for congruency with the institutional mission.
4. All of the outcomes and outputs will continue to be assessed on a five year cycle coordinating with the program review cycle.

APPENDIX

PROGRAM: **Psychology** **PLAN YEAR:** **FY 09**

Table 1:

Frequency and Percent Correct on Items 2 through 8 by Major and Total

		OBJECTIVE ITEMS							
MAJOR		**#2**	**#3**	**#4**	**#5**	**#6**	**#7**	**#8**	**TOTAL**
Psychology	*f*	100	65	120	127	105	142	155	814
n = 166	%	60.2	39.1	72.2	76.5	63.3	85.5	93.4	70.1
Sociology	*f*	3	1	5	5	4	5	8	31
n = 8	%	37.5	12.5	62.5	62.5	50.0	62.5	100	55.4
Nursing	*f*	41	22	47	47	45	66	87	355
n = 93	%	44.0	23.7	50.5	50.5	48.4	71.0	93.5	54.5
Other	*f*	18	8	21	25	27	40	50	189
n = 63	%	28.6	12.7	33.3	40.0	43.0	63.5	79.3	42.9
Total	*f*	162	96	193	204	181	253	300	1389
n = 330	%	49.1	29.1	58.5	61.8	54.8	76.7	90.9	60.1

Table 2:

Frequency and Percent Correct on Items 9 through 11 by Major and Total

		OBJECTIVE ITEMS			
MAJOR		**#9**	**#10**	**#11**	**TOTAL**
Psychology	*f*	150	84	107	341
n = 166	%	90.4	50.6	64.5	68.5
Sociology	*f*	4	4	4	12
n = 8	%	50.0	50.0	50.0	50.0
Nursing	*f*	71	29	40	140
n = 93	%	76.3	31.2	43.0	50.2
Other	*f*	33	15	20	68
n = 63	%	52.4	23.8	31.7	36.0
Total	*f*	258	132	171	561
n = 330	%	78.2	40.0	51.8	56.7

PROGRAM: **Psychology** **PLAN YEAR: FY 09**

Assessment Tool

Psychology Program Assessment FY09

April 22, 2009 version

OCCC Student:

Each year the Psychology Program assesses itself against program objectives. Thank you for answering the 11 questions below. Although the accuracy of your choices will not affect your grade in this course, please give serious effort to each question. The total result across students assists the program in monitoring its progress in meeting objectives.

1. What is your major?

   A. Psychology

   B. Sociology

   C. Nursing

   D. Other major

2. The _____ approach to therapy seeks to resolve past conflicts and unacceptable desires that have been suppressed into the unconscious.

   A. behavioral

   B. biological

   C. psychodynamic

   D. humanistic

   E. cognitive

3. Dr. Jackson is studying changes in the brain after stressful experiences. Dr. Jackson is most likely to subscribe to the _____ perspective.

   A. behavioral

   B. cross-cultural

   C. psychoanalytic

   D. biological

   E. cognitive

4. Contentions that psychology should study the laws of learning and outwardly observable behavior forms the basis of which perspective in contemporary psychology?

A. cognitive

B. psychodynamic

C. humanistic

D. behavioral

E. cross-cultural

5. Dr. Barongon is a psychotherapist who helps people develop choices and self-direction in striving to reach their fullest potential. Dr. Barongon probably subscribes to the _____ perspective of psychology.

A. cross-cultural

B. psychodynamic

C. cognitive

D. humanistic

E. evolutionary

6. Psychologists who adopt the _____ perspective often compare how humans process information to the way computers operate: information is inputted, saved, and later retrieved.

A. psychodynamic

B. behavioral

C. cognitive

D. evolutionary

E. humanistic

7. Psychologists who take the evolutionary perspective _____.

A. believe that psychological processes that help individuals adapt to their environment also help them survive, reproduce, and pass those abilities on to future generations.

B. study how behavior develops over the lifespan.

C. study how different languages evolved.

D. search for the tools, artifacts, and drawings of our earliest ancestors.

E. have correlational research documenting the evolution of the ego from the id.

8. As a psychology researcher, you have found that the public expression of emotions differs among people from the United States, Japan, Switzerland, and Israel. This type of research fits best with which perspective in psychology?

A. evolutionary perspective

B. cross-cultural perspective

C. cognitive perspective

D. humanistic perspective

E. psychodynamic perspective

9. A _____ is usually a clinical psychologist or psychiatrist who has received additional training in using the specific techniques of the form of psychotherapy originated by Sigmund Freud.

A. psychiatric nurse

B. psychoanalyst

C. psychiatric social worker

D. marriage and family therapist

E. cognitive-behavioral therapist

10. Typically, a clinical psychologist holds a(an) _____.

A. medical degree and may prescribe medications, electroconvulsive therapy, and other medical procedures in treating mental and emotional disorders.

B. master's degree and has had extensive supervised experience in couple or family therapy.

C. master's degree in social work and has had an internship in a social service agency or mental health center.

D. academic doctorate and has had extensive training in psychological testing and evaluation, psychotherapy, and the prevention of mental and emotional disorders.

E. honorary doctorate in psychology with extensive internship training in mental disorders.

11. The primary difference between a psychologist and a psychiatrist is that _____.

A. psychologists have more formal education than do psychiatrists.

B. psychiatrists are physicians who specialize in psychological disorders.

C. psychologists have a master's degree in social work and an internship experience in a social service agency or mental health center.

D. psychologists are not likely to have education beyond the bachelor's degree.

E. psychiatrists are clinical psychologists who have advance training in the physiology and anatomy of mental disorders.

OUTCOMES ASSESSMENT REPORT: FY 2009

EVALUATIONS, RESULTS AND RECOMMENDATIONS

Sociology

Program/Option/Emphasis

AA — Program Level (AA, AS, AAS,

10 - 9 - 2009 — Date Submitted to Division Dean or certificate)

Submitted By: Chuck Carselowey, Jerry Ludlow, and M'Lou Smith

_____

Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Chuck Carselowey, Jerry Ludlow, and M'Lou Smith

Submitted By: __ Susan Tabor_____11-16-09_____

Dean — Date

OUTCOME ASSESSMENT

PROGRAM: Sociology **YEARS:** FY 09-13

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the Sociology Program are listed below:

Student Learning Outcomes

1. Demonstrate an understanding of the major theoretical perspectives and identify sociologists associated with these perspectives. (FY 13)
2. Identify the basic steps of scientific research and generate a sociological research project that demonstrates use of these steps. (FY 13)
3. Identify the basic components of social structure, culture, and society, and their inter-relationships. (FY 11)
4. Specify the nature of social problems, sociological explanations of their causes, and sociological proposals for their solution. (FY11)
5. Analyze the process through which one learns to function in society (e.g. the process of socialization). (FY 12)
6. Identify and describe the types of social groups and analyze social dynamics and organizations, including bureaucracies. (FY 12)
7. Analyze and describe the interplay among social stratification, social inequality, and social conflict. (FY 09)
8. Identify and analyze core aspects of ethnocentrism, cultural relativism, and cultural diversity and how these phenomena are manifested in society. (FY 09)
9. Identify and describe the functions of major institutions, their inter-relatedness, and how they relate to social and cultural change. (FY 10)
10. Analyze specific ways social phenomena impact individual life experiences in a variety of social roles (e.g. family, work, religion, politics, and education). (FY 10)

Program Outputs

Sociology program graduates will be academically successful in parallel programs at public baccalaureate degree-granting institutions in Oklahoma (FY10).

OUTCOME ASSESSMENT PLAN

PROGRAM: Sociology **PLAN YEAR:** FY 09

Note: Assessment will be conducted through SOC. 2903-Sociology Seminar, required for all graduates.

PART I – MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT OUTCOMES/DIRECT MEASURES

Outcome 1. Analyze and describe the interplay among social stratification, social inequality, and social conflict.

Measure and Criteria for Success –

- Each student will complete an analysis of social stratification, social inequality, and social conflict.

- Each student will describe and identify examples of the interplay among the three phenomena in society.

Instructing faculty evaluated the student assignments using a rubric with the criteria identified below:

100-90 – Excellence in meeting the measure

89-80 – High Competency in meeting the measure

79-70 – Competency in meeting the measure

69-60 – Low Competency in meeting the measure

59 - 0 – Deficient in meeting the measure

Student outcomes assessment data included students who completed all assignments selected for outcomes measure. To outcome success, the combined measures must have averaged 75%. This was measured by totaling student scores and arriving at a measure's average. The three outcome measures were then combined into an outcome average score.

The Sociology Program has established 75% as the benchmark for outcome success. It was reasoned that since the school has established that a grade of "C" was an indicator of student success that the Sociology Program would set a standard somewhat higher than general expectations (i.e.; the grade of "C" typically equates to a minimum 70% ranking).

Outcome 2. Identify and analyze core aspects of ethnocentrism, cultural relativism, and cultural diversity and how these phenomena are manifested in society.

Measure and Criteria for Success –

- Each student will complete an analysis of ethnocentrism, cultural relativism and cultural diversity.
- Each student will demonstrate, including the use of examples, understanding of how the three phenomena are manifested in society.

Instructing faculty evaluated the student assignments using a rubric with the criteria identified below:

100-90 – Excellence in meeting the measure

89-80 – High Competency in meeting the measure

79-70 – Competency in meeting the measure

69-60 – Low Competency in meeting the measure

59 - 0 – Deficient in meeting the measure

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PART II – EVALUATION AND RESULTS

Outcome 1. Analyze and describe the interplay among social stratification, social inequality, and social conflict.

The score of measure one was 81.59 (n = 29), and the score of measure two was 91.35 (n=26). The combined outcome measures average was 86.47. Therefore, the program outcome was met.

Outcome 2. Identify and analyze core aspects of ethnocentrism, cultural relativism, and cultural diversity and how these phenomena are manifested in society.

The score of measure one was 80.52 (n = 29), and the score of measure two was 95.81 (n=27). The combined outcome measures average was 88.17. Therefore, the program outcome was met.

PART III – RECOMMENDATIONS

There is a consensus among the program faculty that the results of the outcomes assessment reflect a high level of student learning for the program. The results also suggest an increasing coordination between the assessment process and the instrument of assessment, the Social Seminar, a capstone course for the Program. In addition, the results indicate increased effectiveness in the overall academic coordination of the Program, and improvements to the assessment process.

As part of the continuing efforts toward improvement, the Sociology Program met throughout this past summer to complete a major redesign of the assessment process. During these meetings it was determined that by consolidating the program outcomes to reflect the core areas emphasized in the sociology curriculum, and adding more quantifiable sub-outcomes, the outcomes assessment process could be enhanced. As a result, a new set of five primary outcomes was created, each with sub-measures that assess the specific goals of student learning for the program.

This revision of the core program outcomes is now being translated into the course content of the Seminar. A new custom text has been created that reflects these core outcomes, and outcome sub-measures are the focus of the Seminar. The expected result will be that student success on the outcome measures will be assessed with more objective and quantifiable artifacts that allow for greater standardization of data across student groups, producing more reliable overall findings.

The Program recommends the adoption of the revised outcomes and sub-outcomes, and their integration into the assessment process as it is carried out in the capstone course. Details regarding the revision of the program outcomes assessment process will be presented in the new Student Learning Outcomes Assessment plan.

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[i] Student learning outcomes represent a body of knowledge and/or skills that a student is expected to know, think, demonstrate or apply upon program completion.

Direct measures **–** A measurement of student learning outcomes showing what they have learned. Examples of such measures include but are not limited to: licensure test results; capstone course portfolios; entry and exit test results.

[ii] Program outputs consist of the demonstrable results of an academic program generally identified through indirect measures, e.g., transfer GPA or employer satisfaction.

Indirect measures – A measurement of program outputs using student performance information. Examples of such measures include, but are not limited to: number of students successfully transferring; graduation rates; placement data; advisory committee evaluation; and feedback from students, graduates, or employers.

[vi] Direct measures **–** A measurement of student learning outcomes showing what they have learned. Examples of such measures include but are not limited to: licensure test results; capstone course portfolios; entry and exit test results.

[vii] Program outputs consist of the demonstrable results of an academic program generally identified through indirect measures, e.g., transfer GPA or employer satisfaction.

Indirect measures – A measurement of program outputs using student performance information. Examples of such measures include, but are not limited to: number of students successfully transferring; graduation rates; placement data; advisory committee evaluation; and feedback from students, graduates, or employers.

Student learning outcomes represent a body of knowledge and/or skills that a student is expected to know, think, demonstrate or apply upon program completion. Direct measures **–** A measurement of student learning outcomes showing what they have learned. Examples of such measures include but are not limited to: licensure test results; capstone course portfolios; entry and exit test results.

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