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Arts and Humanities Division

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN REPORT

FOR FY 2008

Diversified Studies
Program/Option/Emphasis

_____ AA_ and AS _____ Fall 08 _____

Program Level

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 Diversified Studies

PLAN YEAR FY 08

Summary Report FY08

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: Upon completion of an Associate of Arts or an Associate of Science in Diversified Studies, students will demonstrate that they have met the learning competencies in General Education. The General Education Core program covers the following areas:

1. Human Heritage, Culture, Values and Beliefs
2. Communication and Symbols
3. Social, Political, and Economic Institutions
4. Relationships in Nature and Science

All students majoring in Diversified Studies must complete at least 37 credit hours of General Education; however, many complete additional coursework as part of the degree plan (contract) which is chosen from General Education.

Each year of the Assessment Plan may have a different set of measurements determined by the Office of Academic Affairs. At the present time, CAAP is being used to measure General Education competencies.

- Students take the CAAP during Assessment Week.
- Those students who take the CAAP will have their scores collected as a group.
- Seventy percent of the Diversified Studies students who take the CAAP will have scored at or above the average (median) score compared to the national norms in those areas over which they are tested.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Program Output: transfer or continuing education

Students graduating with an Associate of Arts or Associate of Science in Diversified 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 Diversified 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 Diversified 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 Diversified Studies program.

PART II – EVALUATION AND RESULTS

General Information related to the CAAP:

The selection process for students taking the CAAP was done by the Institutional Effectiveness Office. Students took the CAAP and those who had completed at least 30 credit hours of coursework at OCCC with a “C” or better GPA were to be evaluated. In 2008, the writing portion of the CAAP was administered during Assessment Week to assess the Communication

learning competency of General Education. The methodology and results are summarized as follows (see appended report with complete information):

Scores by Numerical Evaluation

There were two essays which were scored and combined into a composite score. The two essays were evaluated using a scale of 1 through 6 with 1 being inadequate and 6 being exceptional.

One point five percent (2%) of the student composite scores were rated as inadequate, 1% of the students were superior and a majority of students, 58%, were rated as adequate.

Students who did not enroll at OCCC as freshmen had slightly higher scores than those who did enroll as freshmen. (See Appendix D) The percent of superior composite scores was 2% of students who did not enroll as freshmen compared to 1% of students who did enroll. Of those enrolled as freshmen, 61% of their scores were rated adequate and 22% were rated competent while 54% of those who did not attend as freshmen were rated adequate and 29% were rated competent.

Some students indicated that English was their second language. (See Appendix E) These students' composite scores were less than those students whose first language was English. Twelve percent (12%) of students with a second language had papers that were scored competent compared to 26% of the students who spoke English as their first language. Those whose papers were scored adequate represented 62% of students using English as a second language compared to 58% of those who spoke English as their first language.

There were also differences between freshmen and students who were sophomores or at a higher level of education. (See Appendix F) Freshmen scoring inadequate or weak represented 18% of the freshmen population compared to 16% of the other students. In addition, freshman scoring superior and competent represented 22% of the freshmen population compared to 26% for the other students.

Conclusions

As expected OCCC test results were very similar to the national norm. However, there were some slight differences that emerged when data was divided by several categories including students who started at OCCC as freshmen and those who did not, students who indicated that English was their second language compared to students who spoke English as their first language, and students who were freshmen compared to students who were sophomores or higher education levels.

Conclusion:

While Institutional Effectiveness does not break out the test results by major, it could be extrapolated that Diversified Studies students perform at the same or similar levels as all students completing a degree at OCCC.

Program Outputs:

The following results were obtained from specific questions, included with the Graduate Surveys sent to students who had graduated in 2007:

1. Thirty-three (33) students reported that their major was Diversified Studies out of eighty-five surveys that had been sent out to students who had majored in Liberal Studies, Pre-Education, or Diversified Studies.
2. The number of credits completed before the students declared their major was as follows (without breaking out which ones were just Diversified Studies):
 - 2 students reported they had completed 30 credit hours when declaring
 - 2 students reported they had completed 40 credit hours when declaring
 - 4 students reported they had completed 45 credit hours when declaring
 - 3 students reported they had completed 50 credit hours when declaring
 - 4 students reported they had completed 60 credit hours when declaring
 - 2 students reported they had completed 62 credit hours when declaring
 - 2 students reported they had completed 65 credit hours when declaring
3. Means of learning about the major as a potentially appropriate program:
 - 6 from the college catalog
 - 21 from college faculty or staff
 - 3 from the college website
 - 5 from friends or relatives
 - 3 from other sources: brown bag seminar, “fell into it,” “got it just to graduate, figured it out on my own,” read a newsletter
4. The following reports what location or individual the student found most (5) to least (1) helpful with advisement:
 - Advising and Career Services: 3.59
 - Assigned Faculty Advisor: 3.29
 - Coordinator of Multi-Divisional Programs: 2.64
 - Other Faculty or Staff: 3.33
 - College Catalog: 3.76
 - Webpage: 3.44
 - Other: 2.95
5. Challenges students identified in meeting the requirements of their degree:
 - Advisor said I needed two classes last semester that I didn't even need, went back & forth with advisor. Was very confused
 - Certain professor did not address the material of the course in an understandable manner, some professors were not approachable to discuss problems in regards to class materials
 - Changing from history to DIVS
 - Chose my major later so I had to stay at OCCC a little longer to finish before transferring to OU

- Enrolling into a college credit level math course. I had to retest because it had been over two years since I completed Elementary Algebra. I got an over ride from a professor into Cont. Math & got an A
 - Lost interest in my previous biology major. In order to receive my degree as quickly as possible, I had to take more classes I wasn't interested in.
 - None
 - none as I was working for nursing degree & got this in the meantime
 - prerequisites - faculty advisor not helpful
 - Selection of online classes, particularly 2000 level, was poor. I am mom & relied heavily on online learning.
 - Time for work/school
 - Time on job & traveling out of town
 - To make sure I was enrolled in the correct classes and balance school/work
 - Transfer credits from other schools
 - Wasn't aware of major until I had it
 - Wasn't aware the anatomy/physiology courses don't transfer to a 4-yr college until it was too late. I was ripped off.
6. Significant challenges identified by students:
- Balancing school and work
 - choosing a major
 - Dealing w/inconsistencies w/professors.
 - Earning an A in the college level math course.
 - getting an associate degree
 - making sure I had the right classes
 - Math
 - None
 - Not being aware of degrees offered
 - paper work, getting things finalized
 - Picking a major
 - Prerequisites
 - Seeing it through
 - Selection of online classes, particularly 2000 level.
 - self discipline
 - single parent w/work & school
 - Time Crunch
 - Time to study
 - Understanding that I will not be a nurse.

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 Diversified 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 declare the Diversified Studies as their major and have a degree plan completed, approved and on file much earlier in their college experience.

Waiting until they have 45 credit hours or more to have a plan makes it much more difficult for students to schedule appropriate classes to fit their goals.

- 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 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 2008

Film and Video Production
Program/Option/Emphasis

AA, AAS, Certificate October 6, 2008

Program Level

Date Submitted to Division Dean

Submitted By: Greg Mellott

Department Chair or Faculty Assessment Representative

Assisted By:

Submitted By: _____

Dean

Date

OUTCOMES ASSESSMENT REPORT: Film and Video Production

PART 1-MEASURES AND CRITERIA FOR SUCCESS

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 2007-2008: Location/Production Design.

1. Students will apply the foundational concepts involved in location design. Specifically, they will master exterior and interior art direction and construction (including stage sets, props, signage, and set decoration) and wardrobe (including costume, makeup, and hairdressing

Program Outputs

Output 1: Exit Survey

Output 2: In-the-field assessment.

A. STUDENT OUTCOMES/DIRECT MEASURES

Location/Production Design: Students will apply the foundational concepts involved in location design. Specifically, they will master exterior and interior art direction and construction (including stage sets, props, signage, and set decoration) and wardrobe (including costume, makeup, and hairdressing).

The outcome will be measured by the Location Design 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 Location/Production Design Rubric from Appendix C of our Five-Year-Assessment Plan, and applied it to projects made in the Production Design classes.
2. There have been multiple opportunities during the 2007-2008 year to assess the location/production design 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 Location/Production Design rubric we administered broke down this way.

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

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

* 1 student failed to meet full course competency in his 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 2007 that demonstrated mastery of exterior and interior art direction, including the use of existing sets, locations, props and set decoration. They also demonstrated mastery of the use of wardrobe, including costume, make-up and hair-dressing.

One of these Capstone films has already been accepted as an entry into the Bare Bones Film Festival in Tulsa.

DOCUMENTARY COURSE PROJECTS

Students made Documentary films during the spring of 2008 that demonstrated mastery of exterior and interior art direction – through the selection of exterior and interior locations that added character, power and meaning to their films. Some films even involved the mastery of wardrobe, especially make-up and hair-dressing, as subjects/participants were made-up prior to filmed interviews.

ALLIED ARTS

David Greene, Adjunct Professor of Camera Techniques and Film Lighting, who is a graduate of our program, and Greg Mellott, Professor and Program Coordinator of Film and Video Production worked with three of our students to make the campaign video for Allied Arts in 2007.

Our students demonstrated a mastery of exterior and interior art direction through the selection of exterior and interior locations to shoot, along with controlling angles to render the best “set” in any given location, which would add to the characters and story we were telling on behalf of Allied Arts.

This was especially crucial in filming a number of different events, all happening at the same time, on Opening Night, on New Year’s Eve.

Our students produced images of professional quality with well designed frames and sets, producing images of strong emotional content.

As a result, the campaign video we made, which was shown to hundreds of corporations in Oklahoma City to help raise money for twenty arts groups, helped Allied Arts exceed the highest money-raising goal in their entire history--2.7 million dollars.

CREATIVITY PROJECT

David Greene, Greg Mellott and three students made a 13 ½ minute film describing the goals and mission of the Oklahoma Creativity Project. Our students demonstrated a mastery of exterior and interior art direction through helping us select the right exterior and interior locations to film in, as well as the use of color and design within them. All of this added to the character and emotional content of the film. At times students had to demonstrate mastery of wardrobe by helping with hair and make-up on interviewees prior to the interview being filmed.

The result was a tremendous success and a film that will be streamed on the Creative Oklahoma website, shown around the state to help raise funds, and even be screened at the next meeting of the International Creativity Districts Forum.

OKLAHOMA MUSEUM NETWORK PROJECT

Two students and Greg Mellott made an 8 ½ minute film for the Oklahoma Museum Network, showing the work of this new network and what it means to the people and state of Oklahoma. The students demonstrated a mastery of exterior and interior art direction through the selection of the appropriate exterior and interior locations, as well as the angle and frame in which to capture them, in order to give the best use of color, design and image so that the work of these museums comes alive for audiences in a very emotional way.

The result was another tremendous success that everyone was extremely pleased with, and the Oklahoma Museum Network will be coming back to us to help them film another project in the not too distant future.

KERR DOCUMENTARY

Last year Greg Mellott wrote and directed *Dream No Little Dream*, a documentary about Robert S. Kerr for the Centennial Commission, Chesapeake Oil Company, and the family of Robert S. Kerr.

Three students worked on this along with three graduates of our program, including adjunct instructors Travis Palmer and David Greene.

The students all demonstrated mastery of exterior and interior art direction, and helped in the reenactments in set decoration, signage, props, and wardrobe, including costume, make-up and hairdressing. With their help, the film won the 2007 Heartland Regional Emmy Award for best historical documentary.

LOS ANGELES/OKLAHOMA

A number of former students with whom Gray Fredericksen maintains contact are still working in professional productions in Los Angeles, ranging from the TV-show "24", to reality film shows to independent features. Several are involved in Art Direction and Property Master work.

PART III-RECOMMENDATIONS

Outcome #1: Location/Production Design Rubric Results.

15 out of 19 students exceeded the course competency average score, another 2 met the course competency score, and only one failed. 90% of the students received an average score of 2 or better, and 78% received an average score of 3. This exceeded the predicted outcome of 80% of the students receiving an average score of 2 or better.

That's a very good performance, but hopefully in this next year we can get even those two who met the requirements up to exceeding the course competency requirements -- by inspiring and motivating them to the extra effort needed to do this.

The increased focus on hands-on filmmaking experiences will benefit all the students. There will certainly be more hands-on experiential learning for production design students in our new studio facility, where they soon may actually be able to build and dress sets. That will be exciting!

Part of this motivation process also includes the curriculum changes we've implemented: expanding our filmmaking courses here, narrowing the support electives to film courses -- and getting our students working on projects out in the field, where they can synthesize what they learn in class.

Output #1: Exit Survey.

Only one of our graduates has responded. That graduate was either satisfied or very satisfied with every aspect of our program. He was also our student equipment manager and editor on several of our film projects, which gave him extremely valuable real-world hands-on experience that enhanced his education here -- and he got to work with an Emmy-award winning writer/director who helped guide the growth of his editorial skills.

In the future we will send these surveys out in May, right when students graduate, before they move away to continue their education or pursue employment.

The curriculum changes submitted and approved in spring 2008 consolidated the Tech and Equipment Overview, Camera, and Lighting courses into Cinematography courses. There is only one Film Production Business course, and film support electives have been narrowed down to film courses only, to improve students' filmmaking education.

Now every student is required to make a Capstone film before they graduate, along with two documentary films. In this way, students' filmmaking experiences here will be greatly intensified and enhanced, to help maximize student success.

In order to maximize student success in the Capstone course, we 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.

One of the comments written by one of the exit survey responders from 2007 continues to encourage the FVP faculty. He urged this program to push our students, give them more challenges with higher expectations and motivation.

OVERALL ASSESSMENT

The FVP students, given proper supervision, are doing very well in demonstrating mastery of location/production design skills. These skills will grow and be enhanced in the coming year by opening up hands-on set design and construction opportunities in our new studio in the new Visual and Performing Arts Complex. By drawing in professional productions to our new studio, that will give our students additional real-world location/production design experience and work.

The curriculum changes that were made will take our students and program to the next level--where students will be able to produce quality work on their own, without much supervision, due to increased in-the-field filmmaking experiences. By narrowing degree support electives to filmmaking courses, we provide students more training with additional editing, cinematography, documentary and theatrical filmmaking courses.

By expanding our connections out into the community, we are helping to form the networks that lead to student success and the recognition for OCCC that can help boost enrollment--as a result of the excellence of our location/production design course, among many others. We are also focusing on building a new website to market the excellence of the program and its achievements to a wider audience than ever.

We look forward to what we and our students can achieve together in the coming year, in the wonderful new studio and editing facilities we will be enjoying in the new Visual and Performing Arts Center.

REFERENCE

Appendix C:

Location Design Rubric

Evaluator's Name: STEPHANIE CLAXTON

The student enrolled in FVP 1133: Production Design must score an average of 2 (out of 3) on the Location Design Rubric to demonstrate competency in location design.

Rating Scale: 1 = Does not meet the course competency

2 = Meets the course competency

3 = Exceeds the course competency

Breakdown of Location Design	Points (1-3)
Exterior and interior art direction and construction (including stage sets, props, signage, and set decoration)	
Wardrobe (including costume, make-up, and hair dressing)	
Total (add numbers from section 1-2)	
Average (divide total by 2)	15 students-3 3 students-2 1 student-1

Explanation of Location Design Rubric

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

The film

- Contains no design scheme or minimally uses the design scheme to impact the overall mood of the story.
- Lacks an effective use of set design, props, location selection, color schemes for backgrounds, costume and set decorations, and wardrobe

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

The film

- Contains a design scheme to impact the mood of the story, although it is not original or unique in its variety.
- Contains an effective use of set design, props, location selection, color schemes for backgrounds, costume and set decorations, and wardrobe, though at times the entire design scheme is not always integrated effectively

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

The film

- Contains an original and unique design scheme that is fully integrated and impacts the mood of the story
- Contains a creative, original, effective, and fully integrated use of set design, props, location selection, color schemes for backgrounds, costume and set decorations, and wardrobes

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2008

Graphic Communications
(Print, Photography and Multimedia Emphases)

_____ AAS _____ 10/06/08 _____

Program Level

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

FY08

Part II Evaluation and Results

Student Learning Outcome (1a)

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

Demonstrate technical expertise in page layout, drawing, and photo-editing software.

Measurement and Criteria for Success

All Graphic Communications students taking the program's final Portfolio Preparation and Presentation course in the Fall or Spring semester of FY08 will create a portfolio and present this portfolio to the instructor. Program faculty will examine portfolios according to an established rubric. 80% of students will demonstrate technical expertise in page layout, drawing, and photo-editing software by scoring "2" on the program rubric.

Evaluation and Results: Review of the Fall and Spring FY08 of Graphic Communication students' portfolios shows 95% of the students demonstrated technical expertise by scoring "2" or above on the rubric.

Student Learning Outcome (3a)

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

Demonstrate expertise in the proper production for commercial output.

Measurement and Criteria for Success

All Graphic Communications students taking the program's final Portfolio Preparation and Presentation course in the Fall or Spring semester of FY08 will create a portfolio and present this portfolio to the instructor. Program faculty will examine portfolios according to an established rubric. 80% of students will demonstrate production expertise in the proper production for commercial output by scoring "2" on the program rubric.

Evaluation and Results: Review of the Fall and Spring FY08 Graphic Communication students' portfolios show that 95% of the students demonstrated production expertise in the proper production for commercial output 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. Seventy five percent 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 100% 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 92% agree that the Graphic Communications program is meeting the needs of employers in the Oklahoma City metropolitan area, and 92% rated the overall effectiveness of the Graphic Communications program as satisfactory or better. This is down from last year. On the questionnaire that rated both as poor there was not any explanation concerning the areas where there were problems. At the Fall Advisory Committee meeting we will ask for details of any areas where we are not meeting employers needs and what issues we have that impact the effectiveness of our program.

Part II–Recommendations:

1. Student learning outcomes are based heavily on the Print emphasis. To effectively evaluate all students on the rubric, we need to develop student learning outcomes that cover all three emphases in the Graphic Communications program. This will be addressed in the five-year plan.
2. Meet with the Advisory Committee this Fall to discuss any areas where the program is not meeting employers needs and what issues we have that impact the overall effectiveness of the program.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FY 08

Humanities/General Humanities Emphasis
Program/Option/Emphasis

AA

9-26-08

Program Level

Date Submitted to Division Dean

Submitted By: Marybeth McCauley

Assisted By:

Michael Franco

Clay Randolph

Jeff Cleek

Submitted By: _____

Dean

Date

PART I – MEASURES AND CRITERIA FOR SUCCESS

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

A. STUDENT OUTCOME/DIRECT MEASURE

Student Learning Outcome

Outcome 1

Upon completion of an Associate in Arts degree in Humanities—General Humanities Emphasis, students will exhibit a proficient knowledge of the appropriate disciplinary canon (the selected readings). Specifically, they will

- recognize the histories, major authors, and philosophical principles relevant to the production of those works and evolution of the civilizations in which those works are produced
- demonstrate knowledge of one or more of the major works of philosophy, art, music, literature, architecture, and the performing arts.

This outcome will be measured by a Course-Embedded Assessment Essay from one of the following designated courses in Humanities: HUM 2000 (Humanistic Studies), HUM 2103 (Music Masterpieces), HUM 2120 (Museum Studies), HUM 2133 (Comparative Religions), HUM 2143 (Mythology), HUM 2153 (Intro to Eastern Thought), HUM 2163 (Leadership Development), HUM 2173 (Beliefs and Believers), HUM 2213 (Humanities—Classical and Medieval), HUM 2223 (Humanities—Modern), HUM 2243 (Film Studies), HUM 2253 (Documentary Films), HUM 2263 (American Cinema), HUM 2273 (International Cinema), HUM 2283 (Film Genre), HUM 2333 (European Film Classics), HUM 2353 (History of Science), HUM 2373 (Intro to World Music), or HUM 2423 (Advocates of Peace). By using the Humanities—General Humanities Rubric, faculty members (from the Language Arts Department) will evaluate the Course-Embedded Assessment Essay. After the results from all faculty members are tabulated, we will consider the outcome achieved if 80% of the students in the General Humanities Emphasis score a 3 out of 4 on the rubric measuring Outcome 1.

B. PROGRAM OUTPUT/INDIRECT MEASURE

Program Output

Output 1

Program Output: Exit Survey and Interview

Students who graduate from Oklahoma City Community College in Humanities—General Humanities Emphasis 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 General Humanities program. 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 pursue an A.A. degree in Humanities—General Humanities Emphasis 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

The Humanities—General Humanities Emphasis Program Assessment Committee received only three essays by which to assess the program, and this is an insufficient sample. In order to assess the three essays, we determined we needed to rewrite Outcome 1 and revise the rubric used for scoring these essays. Of the three essays, one scored a 3, one scored a 2.75, and one scored a 2. After rounding up the 2.75 score, 66% of the student essays score a 3 out of 4. Because our sample was so small, this cannot accurately reflect the Humanities program.

The committee did not receive any Exit Interview Surveys.

PART III – RECOMMENDATIONS

1. Utilizing knowledge gained from Dr. Susan Hatfield's presentation during our HLC kick-off at the beginning of the fall semester, the committee rewrote Learning Outcome 1 to simplify the language of the Outcome and more accurately assess our sample. We recommend that these changes become permanent.
2. In addition, we revised the Rating Scale on the rubric used to score the student essays. We recommend these changes in language become permanent.

- The following section within quotation marks reflects our changes:
“Rating Scale: 1=Limited

2=Emerging

3=Proficient

4=Outstanding

Learning Outcome 1: Students will demonstrate a proficient knowledge of the appropriate disciplinary canon (or selected reading).

1= Demonstrates a limited knowledge of the subject and does not analyze it with fluency and effectiveness.

2= Demonstrates an emerging knowledge of the subject and analyzes it with some fluency and effectiveness.

3= Demonstrates proficient knowledge of the subject and analyzes it with an adept level of fluency and effectiveness.

4= Demonstrates outstanding knowledge of the subject and analyzes it with a superior level of fluency and effectiveness.”

3. In an effort to simplify the language and make the Outcomes parallel, the committee recommends similar changes to Outcomes 2 and 3.
4. The committee recommends that the faculty teaching courses in the Humanities decide if the writing of essays should be required in all Humanities courses. Currently, the rubric requires the scoring of course-embedded essays to assess the program.

We must determine if we should continue to ask faculty for essays for the purpose of program assessment, or if it would be appropriate to change the language on the rubric to “written assignment” instead of “essay”.

5. The committee recommends that we investigate methods to increase our sample to more accurately assess the Humanities—General Humanities Emphasis Program.

FY 08

Humanities/Literature Emphasis
Program/Option/Emphasis

AA

10-06-08

Program Level

Date Submitted to Division Dean

Submitted By: Dave Charlson

Faculty Assessment Representative

Assisted By: Mary Punches, Mark Schneberger, Pamela Stout, and Chris
Verschage,

Submitted By: _____

Dean

Date

PART I – MEASURES AND CRITERIA FOR SUCCESS

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

A. STUDENT OUTCOME/DIRECT MEASURE

Student Learning Outcome

Outcome 1.

Upon completion of an Associate in Arts degree in Humanities—Literature Emphasis, students will exhibit a proficient knowledge of the appropriate disciplinary canon (the selected readings).

Specifically, they will

- recognize the histories, major authors, and guiding principles in literary movements relevant to the specific course work
- demonstrate knowledge of major literary works and authors, including, but not limited to the standard canon (selected readings).

This outcome will be measured by a Course-Embedded Assessment Essay from one of the following designated courses in Literature: ENGL 2433 (World Literature Since 1700), ENGL 2653 (English Literature Since 1798), or ENGL 2883 (American Literature Since 1865). By using the Humanities--Literature Rubric, two faculty members (from the Language Arts Department) will evaluate the Course-Embedded Assessment Essay. After the results from all faculty members are tabulated, we will consider the outcome achieved if 80% of the students in the Literature emphasis score a 3 out of 4 on the rubric measuring Outcome 1.

B. PROGRAM OUTPUT/INDIRECT MEASURE

Program Output

Output 1

Program Output: Exit Survey and Interview

Students who graduate from Oklahoma City Community College in Humanities—Literature Emphasis 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 Literature program. 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 pursue an A.A. degree in Humanities—Literature Emphasis 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

Student Learning Outcome 1:

We received nine essays from our Literature majors. Seven essays were rated at 3 or higher. We rounded up scores of 2.8 to 3, of which there were two, and there was one at 3.2 and four right at 3. The two essays under 3 were rated at 2.7 and 2.5. By those numbers, 77.7% of our majors achieved the outcome evaluated, which is close to the desired 80% rate. The two under 3 weren't far under at all.

We discovered a glitch in the rubric to measure knowledge of the canon such that there was no difference between “proficient” and “distinguished,” so we revised accordingly.

Program Output 1: Exit Survey and Interview

The Department of Institutional Effectiveness sent a self-reporting survey to 13 Humanities graduates, with 7 responding. Six students who identified themselves as students at four-year universities responded that they were well prepared for continuing education, 4.67 on a scale of 1-5. One student who self-identified as working full time rated the preparation for performing the job at 3.5, on a scale of 1-5. One hundred percent of the seven graduates responded that would recommend Oklahoma City Community College to another; and they ranked their overall satisfaction as 4.86, on a scale of 1-5.

PART III – RECOMMENDATIONS

Student Learning Outcome 1

Short-term

1. We discovered that the rubric to measure knowledge of the canon contained an error in that “proficient” and “distinguished” were essentially identical, so we revised accordingly for this year’s evaluation. We also redesigned the rubric so that it fits nicely onto one page, and that will make rating easier in the future *if* this rubric is used. See “Long-term” concerns below for more on outcomes and rubrics.
2. Expecting one essay to demonstrate knowledge of the literary canon seems unrealistic, so the committee suggests that we consider the gathering of other artifacts, possibly to include multiple samples of student work.

Long-term

3. The committee has concerns that this year’s stated outcome, basically a knowledge of the literary canon, is a rather lofty goal for a sophomore anywhere, and other outcomes are similarly lofty. Revisiting these outcomes may be necessary, not just by the committee but by Language Arts. This committee is hesitant to recommend substantial revisions without consulting Language Arts first.
4. If such revisions are undertaken on the outcomes, care needs to be taken that the rubrics match the outcomes well.

Program Output 1: Exit Survey and Interview

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

Addendum 1

Humanities—Literature Emphasis

FY08

PART I – MEASURES AND CRITERIA FOR SUCCESS

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

A. STUDENT OUTCOME/DIRECT MEASURE

Student Learning Outcome

Outcome 1.

Upon completion of an Associate in Arts degree in Humanities—Literature Emphasis, students will demonstrate knowledge of selected seminal readings in literature. Specifically, students will

- demonstrate knowledge of the histories, major authors, and guiding principles in literary movements.
- demonstrate knowledge of major literary works and authors.

This outcome will be measured by a Course-Embedded Assessment Essay from one of the following designated courses in Literature: ENGL 2433 (World Literature Since 1700), ENGL 2653 (English Literature Since 1798), or ENGL 2883 (American Literature Since 1865). By using the Humanities--Literature Rubric, two faculty members (from the Language Arts Department) will evaluate the Course-Embedded Assessment Essay. After the results from all faculty members are tabulated, we will consider the outcome achieved if 80% of the students in the Literature emphasis score a 3 out of 4 on the rubric measuring Outcome 1.

B. PROGRAM OUTPUT/INDIRECT MEASURE

Program Output

Output 1

Program Output: Exit Survey and Interview

Students who graduate from Oklahoma City Community College in Humanities—Literature Emphasis 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 Literature program. 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 pursue an A.A. degree in Humanities—Literature Emphasis 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

(This section will be completed as part of your assessment report prepared by October of the following year. It contains comments/suggestions pertaining to the listed program outputs, student outcomes and their measures to ascertain whether said outputs, outcomes and measures satisfy the criteria established in defining outputs, outcomes, and measures)

PART III – RECOMMENDATIONS

(This section also will be completed as part of your assessment report prepared by October of the following year. It provides the program responders the opportunity to respond to part II and document any specific actions taken or implemented)

Addendum 2

Humanities—Literature Emphasis Program

Literature Rubric

Assessment of Learning Outcome 1

Student Name: _____

Rating Scale: 1=Unacceptable

2=Emerging

3=Proficient

4=Distinguished

Learning Outcome 1: Students will demonstrate knowledge of selected seminal readings in literature.

Students will demonstrate knowledge of the histories, major authors, and guiding principles in literary movements.

Points (1-4) _____

1. An unacceptable score means that students do not comprehend the complexity of the historical, literary period. They may mention the concepts, but their prose depicts a serious struggle in applying these guiding principles. Also, they do not understand how the historical period influences the author's works.
2. An emerging score means that students are beginning to comprehend the complexity of the historical, literary period, but they still struggle with applying the guiding principles with acceptable academic prose. Also, they understand how the historical period influences the author's work, but sometimes they do not grasp the scope of the literary period.
3. A proficient score means that students have a basic understanding of the complexity of this historical, literary period, and they successfully apply these guiding principles with acceptable academic prose. Also, they understand how the historical period influences the author's work and have a grasp of the scope of the literary period.
4. A distinguished score means that students completely understand the complexity of this historical, literary period, and they successfully apply these guiding principles with fluent, effective, and academic prose. Also, they understand how the historical period influences the author's work and can synthesize the entire scope of the literary period.

Students will demonstrate knowledge of major literary works and authors. **Points (1-4)** _____

1. An unacceptable score means that students do not comprehend the complexity of an author's major literary works. They may mention the basic elements of the works, but their prose depicts a serious

struggle with applying these elements. Also, they do not demonstrate an understanding of the author's contribution to literary culture.

2. An emerging score means that students are beginning to comprehend the complexity of an author's literary works, but they still struggle with applying the elements with acceptable academic prose. Also, they recognize the author's contribution to literary culture, but sometimes they do not grasp the scope of the author's accomplishments.
3. A proficient score means that students have a basic understanding of the complexity of an author's literary works, and they successfully apply the elements with acceptable academic prose. Also, they recognize the author's contribution to literary culture and have a grasp of the scope of the author's accomplishments.
4. A distinguished score means that students completely comprehend the complexity of an author's literary works, and they successfully apply the elements with a fluid, effective, and academic prose. Also, they recognize the author's contribution to literary culture and synthesize the entire scope of the author's accomplishments.

Total Average (Total Points divided by 2) _____

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FY 08

Humanities/Philosophy Emphasis
Program/Option/Emphasis

AA

10-15-08

Program Level

Date Submitted to Division Dean

Submitted By: Michael Punches, Professor of English

Faculty Assessment Representative

Assisted By: Nina Smith, Professor of English

Jon Inglett, Professor of English

Stephen Morrow, Professor of English

Submitted By: _____

Dean

Date

PART I – MEASURES AND CRITERIA FOR SUCCESS

The identified student learning outcome and program output for the Humanities Program —Philosophy Emphasis will be evaluated using the measures and criteria for success identified below:

A. STUDENT OUTCOME/DIRECT MEASURE**Student Learning Outcome****Outcome 1.**

Upon completion of an Associate in Arts degree in Humanities—Philosophy Emphasis, students will exhibit a proficient knowledge of selected seminal readings in philosophy.

- Students will recognize the origins and development of philosophical inquiry, the central questions that arise in the study of philosophy, and the assertions made regarding those questions by selected philosophers.
- Students will demonstrate knowledge of major philosophical works and authors relevant to course readings

This outcome will be measured by a Course-Embedded Assessment Essay from one of the following designated courses in Philosophy: PHIL 2000 (Special Topics in Philosophy), PHIL 2133 (Comparative Religions); PHIL 2153 (Introduction to Eastern Thought), PHIL 2173 (Beliefs and Believers), PHIL 2223 (Philosophy of Religions), or PHIL 2343 (Philosophy of Science). ¹ By using the Humanities—Philosophy Emphasis Rubric, faculty members (from the Language Arts Department) will evaluate the Course-Embedded Assessment Essay. After the results from all faculty members are tabulated, we will consider the outcome achieved if 80% of the students in the Philosophy emphasis scores a 2 out of 4 on the rubric measuring Outcome 1. We recommend that students who earn a score of 2 on the 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.

B. PROGRAM OUTPUT/INDIRECT MEASURE**Program Output****Output 1**

Program Output: Exit Survey and Interview

¹ The AH assessment committee has decided against creating a separate capstone course to accomplish the Learning Outcomes requirements. The committee believes also that designating one major course as a capstone course would not work feasibly, for students may take a variety of courses during their final semesters. However, we have pinpointed two courses mentioned above; all students are required to pass one of the three courses before receiving an A.A. degree in Humanities—General Humanities Emphasis.

Students who graduate from Oklahoma City Community College in Humanities—Philosophy Emphasis 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 philosophy program. 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 pursue an A.A. degree in Humanities—Philosophy Emphasis 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 philosophy 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

This report of results should be read and evaluated in light of the recommendations section which follows. As to the direct measure, the committee received only two essays. Both of them scored a 3 or higher on the rubric; therefore, we did meet our target score that at least 80% pass, recognizing that the small sample size renders the results statistically insignificant.

As to the indirect measure (exit survey and interview), no surveys were received.

PART III – RECOMMENDATIONS

SECTION A:

1. The committee remarked that the outcome statements listed on the rubric generally do not match well with the assignments to which the students were responding. Two remedies were suggested:
 - a. Encourage faculty to familiarize themselves with specific outcomes to be measured, and ensure that essay assignments respond to stated outcomes;

OR

 - b. Change the rubric to measure a wider range of assignments.
2. The committee recommended that students be encouraged to use direct quotations in their essays.

3. Members endorsed including artifacts from Introduction to Philosophy and Introduction to Ethics in the assessment process.
4. The committee wishes to ensure that relevant artifacts be solicited from adjunct faculty.

SECTION B:

Obviously, not all eligible essays were available for evaluation. The committee determined that the problem likely lies in the method used to collect and maintain these essays. Members will identify a common repository for essays to be assessed and inform faculty.

SECTION C:

The philosophy program has been identified as one of the programs with a decline in enrollment from Fall 07 to Fall 08. This decline may be explained in part by the fact that many of our philosophy courses are cross-listed with humanities. Anecdotal evidence suggests that the vast majority of students in such courses elect to take them for humanities credit. An enhanced and more accurate method of data collection and analysis should be implemented to account for this phenomenon. In addition, our recruitment efforts could be enhanced by (1) making posters and brochures about the program available around the campus; (2) expanding our course offerings; two specific courses were suggested: Aesthetics (2000-level) and Critical Thinking (1000-level).

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2008

Learning Skills
Program/Option/Emphasis

October 1, 2008

Program Level

Date Submitted to Division Dean

Submitted By: Linda Robinett, Learning Skills Coordinator

Assisted By

Carlotta Hill

Lori Farr

Amy Wilson

Submitted By: Susan VanSchuyver

Dean

Date

OUTCOMES ASSESSMENT PLAN

PROGRAM Learning Skills

PLAN YEAR FY 08

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 MEASURES²

Student Learning Outcomes

- ◆ **Outcome 2: College Writing II Competency:** 80 percent of students completing College Writing II LS-0033 will be able to write a well developed paragraph in Standard American English, which will demonstrate unity, coherence, and organization in a sixty-minute period of time on a given topic.

Measurement: These competencies will be evaluated during the FY 08, FY 10, and FY 12 years. As measured using the College Writing II assessment rubric, the students will be able to write paragraphs that demonstrate effective topic sentences, strong support sentences that comprise the body, and a concluding sentence that brings the paragraph full-circle. Additionally, the students will demonstrate the ability to:

Adhere to the selected topic and pattern

Use appropriate transition words for coherence

Write in complete sentences

Demonstrate a variety of sentence beginnings

Correctly use subject-verb patterns

Use correct American English spelling

Use commas correctly

B. PROGRAM OUTPUTS/INDIRECT MEASURES³

2 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.

- ◆ **College Reading II Output 1:** Upon satisfactory completion of College Reading II, LS-0213, and College Writing II, LS-0033, 70 percent of students will successfully complete HIST-1483 or HIST-1493 at the same rate as non-developmental students

Measurement: This output will be measured during the FY 08, FY 10, and FY 12 years. Number of successful completers will be collected from the Office of Planning and Institutional Effectiveness.

PART II – EVALUATION AND RESULTS FY08

Student Outcomes/Direct Measures

College Writing II Outcome:

Students in College Writing II classes wrote final assessment paragraphs, and instructors evaluated those paragraphs using a rubric. 91% of College Writing II students demonstrated the ability to write a well developed paragraph that met the criteria.

Program Output/Direct Measures

College Reading II Output:

The office of Planning and Institutional Effectiveness reported that 54.9% of students who had taken LS 0213 and LS 0033 passed HIST 1483 or HIST 1493 with a grade of “C” or higher while 61.4% of students who had not taken developmental classes passed history with a grade of “C” or higher. This exceeds the goal of 70% of developmental students completing history at the same rate as non-developmental students.

PART III – RECOMMENDATIONS

College Writing II Outcome:

Students appear to be doing well in College Writing II classes, so instructors should continue teaching and assessing in the same manner. However, the Learning Skills faculty has designated one person to be responsible for collection of data (rubrics) in hopes that a larger sample can be used for reporting purposes in future years.

College Reading II Output:

3 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.

The current developmental program appears to provide a strong foundation for students' future success in history courses. However, the reading faculty will be choosing a new textbook to use in LS 0213. Perhaps a textbook that includes more content area (history, political science) readings would benefit students. The Learning Skills faculty will meet to discuss ideas that might contribute to an even higher success rate for developmental students in future classes. The group will also discuss whether the current output is an appropriate measure of our program's success.

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN REPORT

FOR FY 2008

Liberal Studies
Program/Option/Emphasis

_____ AA _____ Fall 08 _____

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 08

Summary Report FY08

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: Upon completion of an Associate of Arts in Liberal Studies, students will demonstrate that they have met the learning competencies in General Education. The General Education Core program covers the following areas:

1. Human Heritage, Culture, Values and Beliefs
2. Communication and Symbols
3. Social, Political, and Economic Institutions
4. Relationships in Nature and Science

All students majoring in Liberal Studies must complete at least 37 credit hours of General Education; however, many complete additional coursework as part of the course curriculum for Liberal Studies.

Each year of the Assessment Plan may have a different set of measurements determined by the Office of Academic Affairs. At the present time, CAAP is being used to measure General Education competencies.

- Students take the CAAP during Assessment Week.
- Those students who take the CAAP will have their scores collected as a group.
- Seventy percent of the Liberal Studies students who take the CAAP will have scored at or above the average (median) score compared to the national norms in those areas over which they are tested.

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

General Information related to the CAAP:

The selection process for students taking the CAAP was done by the Institutional Effectiveness Office. Students took the CAAP and those who had completed at least 30 credit hours of coursework at OCCC with a “C” or better GPA were to be evaluated. In 2008, the writing portion of the CAAP was administered during Assessment Week to assess the Communication learning competency of General Education. The methodology and results are summarized as follows (see appended report with complete information):

Scores by Numerical Evaluation

There were two essays which were scored and combined into a composite score. The two essays were evaluated using a scale of 1 through 6 with 1 being inadequate and 6 being exceptional.

One point five percent (2%) of the student composite scores were rated as inadequate, 1% of the students were superior and a majority of students, 58%, were rated as adequate.

Students who did not enroll at OCCC as freshmen had slightly higher scores than those who did enroll as freshmen. (See Appendix D) The percent of superior composite scores was 2% of students who did not enroll as freshmen compared to 1% of students who did enroll. Of those enrolled as freshmen, 61% of their scores were rated adequate and 22% were rated competent while 54% of those who did not attend as freshmen were rated adequate and 29% were rated competent.

Some students indicated that English was their second language. (See Appendix E)

These students' composite scores were less than those students whose first language was English.

Twelve percent (12%) of students with a second language had papers that were scored competent compared to 26% of the students who spoke English as their first language. Those whose papers were scored adequate represented 62% of students using English as a second language compared to 58% of those who spoke English as their first language.

There were also differences between freshmen and students who were sophomores or at a higher level of education. (See Appendix F) Freshmen scoring inadequate or weak represented 18% of the freshmen population compared to 16% of the other students. In addition, freshman

scoring superior and competent represented 22% of the freshmen population compared to 26% for the other students.

Conclusions

As expected OCCC test results were very similar to the national norm. However, there were some slight differences that emerged when data was divided by several categories including students who started at OCCC as freshmen and those who did not, students who indicated that English was their second language compared to students who spoke English as their first language, and students who were freshmen compared to students who were sophomores or higher education levels.

Conclusion:

While Institutional Effectiveness does not break out the test results by major, it could be extrapolated that Liberal Studies students perform at the same or similar levels as all students completing a degree at OCCC.

Program Outputs:

The following results were obtained from specific questions, included with the Graduate Surveys sent to students who had graduated in 2007:

1. Four (4) students reported that their major was Liberal Studies out of eighty-five surveys that had been sent out to students who had majored in Liberal Studies, Pre-Education, or Diversified Studies.
2. The number of credits completed before the students declared their major was as follows (without breaking out which ones were just Liberal Studies):
 - 2 students reported they had completed 30 credit hours when declaring
 - 2 students reported they had completed 40 credit hours when declaring
 - 4 students reported they had completed 45 credit hours when declaring
 - 3 students reported they had completed 50 credit hours when declaring
 - 4 students reported they had completed 60 credit hours when declaring
 - 2 students reported they had completed 62 credit hours when declaring
 - 2 students reported they had completed 65 credit hours when declaring
3. Means of learning about the major as a potentially appropriate program:
 - 6 from the college catalog
 - 21 from college faculty or staff
 - 3 from the college website
 - 5 from friends or relatives
 - 3 from other sources: brown bag seminar, “fell into it,” “got it just to graduate, figured it out on my own,” read a newsletter
4. The following reports what location or individual the student found most (5) to least (1) helpful with advisement:

- Advising and Career Services: 3.59
 - Assigned Faculty Advisor: 3.29
 - Coordinator of Multi-Divisional Programs: 2.64
 - Other Faculty or Staff: 3.33
 - College Catalog: 3.76
 - Webpage: 3.44
 - Other: 2.95
5. Challenges students identified in meeting the requirements of their degree:
- Advisor said I needed two classes last semester that I didn't even need, went back & forth with advisor. Was very confused
 - Certain professor did not address the material of the course in an understandable manner, some professors were not approachable to discuss problems in regards to class materials
 - Changing from history to DIVS
 - Chose my major later so I had to stay at OCCC a little longer to finish before transferring to OU
 - Enrolling into a college credit level math course. I had to retest because it had been over two years since I completed Elementary Algebra. I got an over ride from a professor into Cont. Math & got an A
 - Lost interest in my previous biology major. In order to receive my degree as quickly as possible, I had to take more classes I wasn't interested in.
 - None
 - none as I was working for nursing degree & got this in the meantime
 - prerequisites - faculty advisor not helpful
 - Selection of online classes, particularly 2000 level, was poor. I am mom & relied heavily on online learning.
 - Time for work/school
 - Time on job & traveling out of town
 - To make sure I was enrolled in the correct classes and balance school/work
 - Transfer credits from other schools
 - Wasn't aware of major until I had it
 - Wasn't aware the anatomy/physiology courses don't transfer to a 4-yr college until it was too late. I was ripped off.
6. Significant challenges identified by students:
- Balancing school and work
 - choosing a major
 - Dealing w/inconsistencies w/professors.
 - Earning an A in the college level math course.
 - getting an associate degree
 - making sure I had the right classes
 - Math
 - None
 - Not being aware of degrees offered
 - paper work, getting things finalized
 - Picking a major
 - Prerequisites
 - Seeing it through
 - Selection of online classes, particularly 2000 level.

- self discipline
- single parent w/work & school
- Time Crunch
- Time to study
- Understanding that I will not be a nurse.

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.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2008

Modern Languages
Program/Option/Emphasis

AA October 6, 2008

Program Level

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

Patricia Jiménez Brooks

Dr. Ginnett Rollins

OUTCOMES ASSESSMENT REPORT

MODERN LANGUAGES

2007-2008

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/Guidelinespeak.pdf>

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

(2008, 2011)

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.

Measure and Criteria for Success:

All students who complete the Modern Languages Program will be assessed in reading comprehension 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 be required to take a Reading Comprehension Test during the last two weeks of the Spring Semester. Questions will be objective and will be designed to show varying levels of comprehension.

In order to attain the minimum score that demonstrates reading skills at the Intermediate High level on the ACTFL scale, the student will answer 80% of the questions correctly.

The student who answers a minimum of 70% but fewer than 80% of the questions correctly will be rated as Intermediate Mid.

The student who answers a minimum of 60% but fewer than 70% of the questions correctly will be rated as Intermediate Low.

It is expected that 75% of students tested will attain a score of 80% or higher.

<http://www.silinternational.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/ACTFLGuidelinesReading.htm>

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 2013 and 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

Sixteen (16) students were interviewed. The instructor rated them as follows:

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

Twelve (12) students in SPAN 2013 and 2223 took a Reading Comprehension test during the last two weeks of the Spring Semester. The test included two readings, one a non-fiction article and the other a short story.

These were the results:

<u>Number of students</u>	<u>Correct answers/20</u>
2	19
1	18
3	17
3	15
1	14
1	13
1	11

Sixteen (16) correct answers out of 20 produces a score of 80%. Six (6) students, or

50% of those tested, had scores of 80% or above, and based on this test, they demonstrated Reading Skills at the Intermediate High level.

Four (4) students scored less than 80% but more than 70%, demonstrating Reading Skills at the Intermediate Mid level.

One (1) student scored less than 70% but more than 60%, demonstrating Reading Skills at the Intermediate Low level.

One (1) student scored less than 60%, demonstrating Reading Skills at the Novice level.

FRENCH

Eight (8) students in FREN 2223 took a Reading Comprehension test during the last two weeks of the Spring Semester. The test included two readings, one a non-fiction article and the other a short story.

These were the results:

<u>Number of students</u>	<u>Correct answers/16</u>
2	14
3	13
3	12

Five (5) students, or 63% of those tested, scored more than 80%, and based on this test, they demonstrated Reading Skills at the Intermediate High level.

Three (3) students, or 37% of those tested, scored less than 80% but more than 70%, demonstrating Reading Skills at the Intermediate Mid level.

Observations and Concerns:

Of the 20 Modern Language students who were tested, fewer than 75% achieved a score indicating Reading Comprehension skills at the Intermediate High level. This result indicates that we need to emphasize reading comprehension to a greater degree in our classes.

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.

Outcome 3:

We need to develop a better instrument for assessing Reading Skills and a more systematic way of administering the test.

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR 2007/2008

Music

Program/Option/Emphasis

AA October 16, 2008

Program Level

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

Christian Morren, adjunct

Submitted By: _____

Dean

Date

OUTCOMES ASSESSMENT REPORT

PROGRAM Music

REPORT YEAR 07/08

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:

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

FY '05	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 '06	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 '07	SLO No. 3	Dictate simple time, major key melodies containing skips in the major triad.
FY '08	SLO No. 4	Sight-sing a melody similar to a hymn tune as commonly found in any standard church hymnal.
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 '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 '08	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
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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.

PART II - EVALUATION AND RESULTS

A. STUDENT OUTCOMES/DIRECT MEASURES

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. 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.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

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. 4:

Summary: Five students from Theory IV completed the course in 2007; all six 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 (sight-singing vs. dictation), the result shows consistent performance.

SLO No. 6:

Summary: Our juries continue to improve in quantity and quality. As we add more adjunct applied faculty, our performance numbers increase as well. This forms a more varied and objective judging panel as well as a more diverse performance pool.

PART III – RECOMMENDATIONS

SLO No. 4:

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.

We are in the process of creating a rubric for our jurors which will make our jury critiques more objective.

Our juries should challenge our students in a more substantial fashion. A new group of adjuncts helps this substantially. While our juries proceed as they have in the past, we have been encouraging a more critical approach to the grading and commentary. The above mentioned steps will help to objectify this process.

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN REPORT

FOR FY 2008

Pre-Education
Program/Option/Emphasis

_____ AS _____ Fall 08 _____

Program Level 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 08

Summary Report FY08

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: Upon completion of an Associate of Science in Pre-Education Studies, students will demonstrate that they have met the learning competencies in General Education. The General Education Core program covers the following areas:

1. Human Heritage, Culture, Values and Beliefs
2. Communication and Symbols
3. Social, Political, and Economic Institutions
4. Relationships in Nature and Science

All students majoring in Pre-Education must complete at least 37 credit hours of General Education; however, all of the course curriculum for Pre-Education with the exception of two MATH support electives is from General Education.

Each year of the Assessment Plan may have a different set of measurements determined by the Office of Academic Affairs. At the present time, CAAP is being used to measure General Education competencies.

- Students take the CAAP during Assessment Week.
- Those students who take the CAAP will have their scores collected as a group.
- Seventy percent of the Pre-Education students who take the CAAP will have scored at or above the average (median) score compared to the national norms in those areas over which they are tested.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Program Output: transfer or continuing education

Seventy percent of the Pre-Education majors who apply for entry into the Professional Teacher Education program at their chosen university will be accepted to complete a baccalaureate degree in Education. This data is unavailable at this date, as to whether this occurs; however, based on anecdotal information from transfer institutions such as OU, UCO and USAO, students from OCCC are well prepared to continue their Teacher Education program.

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?

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

General Information related to the CAAP:

The selection process for students taking the CAAP was done by the Institutional Effectiveness Office. Students took the CAAP and those who had completed at least 30 credit hours of coursework at OCCC with a “C” or better GPA were to be evaluated. In 2008, the writing portion of the CAAP was administered during Assessment Week to assess the Communication learning competency of General

Education. The methodology and results are summarized as follows (see appended report with complete information):

Scores by Numerical Evaluation

There were two essays which were scored and combined into a composite score. The two essays were evaluated using a scale of 1 through 6 with 1 being inadequate and 6 being exceptional.

One point five percent (2%) of the student composite scores were rated as inadequate, 1% of the students were superior and a majority of students, 58%, were rated as adequate.

Students who did not enroll at OCCC as freshmen had slightly higher scores than those who did enroll as freshmen. (See Appendix D) The percent of superior composite scores was 2% of students who did not enroll as freshmen compared to 1% of students who did enroll. Of those enrolled as freshmen, 61% of their scores were rated adequate and 22% were rated competent while 54% of those who did not attend as freshmen were rated adequate and 29% were rated competent.

Some students indicated that English was their second language. (See Appendix E) These students' composite scores were less than those students whose first language was English. Twelve percent (12%) of students with a second language had papers that were scored competent compared to 26% of the students who spoke English as their first language. Those whose papers were scored adequate represented 62% of students using English as a second language compared to 58% of those who spoke English as their first language.

There were also differences between freshmen and students who were sophomores or at a higher level of education. (See Appendix F) Freshmen scoring inadequate or weak represented 18% of the freshmen population compared to 16% of the other students. In addition, freshman scoring superior and competent represented 22% of the freshmen population compared to 26% for the other students.

Conclusions

As expected OCCC test results were very similar to the national norm. However, there were some slight differences that emerged when data was divided by several categories including students who started at OCCC as freshmen and those who did not, students who indicated that English was their second language compared to students who spoke English as their first language, and students who were freshmen compared to students who were sophomores or higher education levels.

Conclusion:

While Institutional Effectiveness does not break out the test results by major, it could be extrapolated that Pre-Education students perform at the same or similar levels as all students completing a degree at OCCC.

Program Outputs:

The following results were obtained from specific questions, included with the Graduate Surveys sent to students who had graduated in 2007:

1. One (1) student reported that his/her major was Pre-Education out of eighty-five surveys that had been sent out to students who had majored in Liberal Studies, Pre-Education, or Diversified Studies.
2. The number of credits completed before the students declared their major was as follows (without breaking out which ones were just Pre-Education):
 - 2 students reported they had completed 30 credit hours when declaring
 - 2 students reported they had completed 40 credit hours when declaring
 - 4 students reported they had completed 45 credit hours when declaring
 - 3 students reported they had completed 50 credit hours when declaring
 - 4 students reported they had completed 60 credit hours when declaring
 - 2 students reported they had completed 62 credit hours when declaring
 - 2 students reported they had completed 65 credit hours when declaring
3. Means of learning about the major as a potentially appropriate program:
 - 6 from the college catalog
 - 21 from college faculty or staff
 - 3 from the college website
 - 5 from friends or relatives
 - 3 from other sources: brown bag seminar, "fell into it," "got it just to graduate, figured it out on my own," read a newsletter
4. The following reports what location or individual the student found most (5) to least (1) helpful with advisement:
 - Advising and Career Services: 3.59
 - Assigned Faculty Advisor: 3.29
 - Coordinator of Multi-Divisional Programs: 2.64
 - Other Faculty or Staff: 3.33
 - College Catalog: 3.76
 - Webpage: 3.44
 - Other: 2.95
5. Challenges students identified in meeting the requirements of their degree:
 - Advisor said I needed two classes last semester that I didn't even need, went back & forth with advisor. Was very confused
 - Certain professor did not address the material of the course in an understandable manner, some professors were not approachable to discuss problems in regards to class materials
 - Changing from history to DIVS
 - Chose my major later so I had to stay at OCCC a little longer to finish before transferring to OU
 - Enrolling into a college credit level math course. I had to retest because it had been over two years since I completed Elementary Algebra. I got an over ride from a professor into Cont. Math & got an A
 - Lost interest in my previous biology major. In order to receive my degree as quickly as possible, I had to take more classes I wasn't interested in.
 - None
 - none as I was working for nursing degree & got this in the meantime

- prerequisites - faculty advisor not helpful
 - Selection of online classes, particularly 2000 level, was poor. I am mom & relied heavily on online learning.
 - Time for work/school
 - Time on job & traveling out of town
 - To make sure I was enrolled in the correct classes and balance school/work
 - Transfer credits from other schools
 - Wasn't aware of major until I had it
 - Wasn't aware the anatomy/physiology courses don't transfer to a 4-yr college until it was too late. I was ripped off.
6. Significant challenges identified by students:
- Balancing school and work
 - choosing a major
 - Dealing w/inconsistencies w/professors.
 - Earning an A in the college level math course.
 - getting an associate degree
 - making sure I had the right classes
 - Math
 - None
 - Not being aware of degrees offered
 - paper work, getting things finalized
 - Picking a major
 - Prerequisites
 - Seeing it through
 - Selection of online classes, particularly 2000 level.
 - self discipline
 - single parent w/work & school
 - Time Crunch
 - Time to study
 - Understanding that I will not be a nurse.

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.

**STUDENT LEARNING OUTCOMES ASSESSMENT PLAN
WITH MEASURED RESULTS**

FOR FY 2008

Journalism and Broadcasting:

Broadcasting, Journalism, Public Relations, Speech

Program/Option/Emphasis

A.A.

October 6, 2008

Program Level

Date Submitted to Division Dean

Submitted By: Sue Hinton, Gwin Faulconer-Lippert, Julie Corff

Department Chair or Faculty Assessment Representative

Assisted By:

Clay Randolph

Mark Schneberger

Submitted By: _____

Dean

Date

Outcome Assessment

Journalism and Broadcasting

(Broadcasting, Journalism, Public Relations and Speech options)

FY 08

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 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 to evaluate a public relations campaign.

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: October 6, 2008

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.

By our count 115 students completed JB 1133 News Writing I during the fall 2007, spring 2008 and summer 2008. Of those, 97 students (84 percent of the total) scored 70 percent or higher on the Language Skills Test. This pass rate is significantly higher than our target number of 70 percent passing. Last year the pass rate was 55 percent and the previous year, the pass rate was 70 percent, so we saw a noticeable improvement in performance on this test.

Outcome 2: Portfolios

Broadcasting:

Of the 24 graduates in the Journalism and Broadcasting program this year, five selected the Broadcasting emphasis. Two of the students presented video portfolios and two submitted audio portfolios. We had no portfolio for one student because the student had taken the required class before we started collecting our repository of portfolios.

The two video portfolios scored high in their portfolio evaluation, both earning 44 points of a possible 55 points. This puts them in the Good category on our rating scale. The two audio portfolios rated very high. One student scored 50 of a possible 50 points and the second rated 49 of the 50 points. These scores rate them in the Outstanding category. This surpasses our expectation that 80 percent of our broadcasting graduates would score 30 points or higher on their portfolios.

The broadcasting students work hard on their portfolios, which reflect considerable skill in video and audio technology, as well as good planning and organizational skills. The discrepancy in the video ratings versus the audio scores is partly due to the audio students choosing to redo the 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.

Journalism:

Eleven of our 24 graduates chose the journalism option of the Journalism and Broadcasting program. All 11 had portfolios available for evaluation. A review of the portfolios showed that eight of the 11 scored 8 points or higher on the journalism portfolio rubric. That means that 73 percent scored at or above the target number of 8. This score of 73 percent is below last year's figure of 91 percent, and also below the level of 86 percent recorded two years ago. Our program goal is for 80 percent to score 8 points or higher.

Three portfolios earned a rating of 7. Of the three, one student had published only one article. The article showed basic competence, with two sources and quotes from two people, but it lacked depth of development. The two other students who scored 7 points had a portfolio of two articles. However, the news stories tended to be short one-source stories that dealt with the topic on a somewhat superficial level.

One student earned a portfolio score of 8. This outcome resulted from the student having only one news article to submit. The article involved covering a professional storyteller who performed on campus. Although it was a one-source story, the writer did a good job of taking the reader to the scene and included many colorful details about the performance and its accoutrements. She also included a number of effective quotations from the speaker. Clearly the writer was at the scene. It is unfortunate that this student did not complete more articles for publication as she certainly shows talent for the field.

The remaining seven students earned portfolio scores of 10, 11 or 12. All of these journalism students submitted portfolios of three or more published 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 seven 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, four of the seven 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 for her hometown newspaper after completing News Writing, thus collecting a portfolio of publications in a commercial news setting. This certainly is a credit to her work ethic and her talent.

This is the first year we have been able to evaluate a portfolio for every journalism graduate. It is gratifying to know that each one published at least one story in the course of completing a journalism degree. 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 24 students who completed degree programs this year.

Public Relations:

Eight of our 24 graduates completed the Public Relations option. Of the eight, seven had portfolios available for evaluation. One student received a course substitution for the degree and did not have a PR portfolio to submit. Of the seven students submitting portfolios, all seven 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. Four portfolios were rated good, with scores of 41 and 40 and two 39s respectively.

Three remaining portfolios were rated outstanding, with one scoring 42 points, one scoring 49 and two scoring a perfect 50 out of 50 points.

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 and a portfolio of great benefit to the students, the professor and the client.

Program Outputs

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

Nineteen of 31 graduates from FY 2007 (who completed degrees in the summer 2006, fall 2006 and spring 2007) responded to the graduate survey sent out in May 2008. Of the 19, 89 percent (17 of 19) reported that they had continued in college. One was at Oklahoma City University, five were at the University of Oklahoma, eight were at the University of Central Oklahoma, and three were at other unnamed colleges. None reported having any difficulties transferring.

On a scale of 1 to 5, with 5 being the highest rating, the students' responses averaged 4.65 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 4.88, but is close to the 4.6 recorded two years before. However, the difference is probably statistically insignificant. Ninety 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 18 graduates who responded to the question on employment, 10 reported they were working, five full time and five part-time. One reported that he or she was seeking employment.

Of the 10 respondents who reported they were employed, one-third said their jobs were related to their academic training. This result has been consistent over the past three years. On a scale of 1 to 4, with 4 being the highest rating, those employed assigned an average rating of 3.3 to the question: How well did your program prepare you for performing your job? Last year's respondents gave a slighter lower rating of 2.86 to the same question, while the score two years before was a higher 4.0.

Recommendations

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

Students this year passed the Language Skills Test at a significantly higher rate than last year. Having 84 percent reach a score of 70 percent or higher is probably the highest pass rate since we began collecting this data. We are more or less at a loss to explain this spike and suspect the result is largely coincidental, however much we might prefer to attribute it to improved teaching.

There is no doubt that having skills in grammar, spelling and punctuation is essential in this field, a fact that all the journalism professors emphasize 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 30 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 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.

We also would like to see a sentence included into letters sent to students who are about to graduate to encourage them to provide a portfolio to their JB adviser.

Journalism:

For the first time since we began this outcomes assessment process, we had a complete set of portfolios from journalism graduates. Although not all the portfolios met our standards, we are encouraged to see that the Pioneer student newspaper serves as a publication outlet for news stories written by our students.

Furthermore, most of the portfolios showed good skills in journalism news writing, still 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 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 stories 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.

Speech:

Although we had no graduates in the speech option this year, the Speech Communications program plays a supportive role to other departments and in general education classes, since many programs require a speech class. Speech Professor Julie Corff has developed a way for students to be videotaped in a way that enhances their learning process. The speeches are recorded and uploaded onto the student's Flash Drive, so the student has immediate feedback and can view the speeches on a home computer. This also aids in privacy not being an issue for the student. The student is required to watch and critique himself or herself. The results are improved presentations and the student having a record of all presentations given. The professor uploads all presentations to keep as an archive of student presentations. All departments and classes can benefit from this new technology.

Public Relations:

The overall quality of the public relations portfolios was good to 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.

In too many instances, 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. An effort will be made to underscore the importance of this reality with students.

We also recommend compressing the PR rubric from seven multifaceted categories to five. The revised rubric will measure the main competencies in a more precise yet targeted way. The 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.

This year we had a higher rate of surveys returned by our graduates at 61 percent, compared to 45 percent last year. (Nineteen of 31 graduates returned surveys.) Also a larger percentage, 89 percent, reported they are continuing their education at a four-year program compared to 80 percent last year. We saw a return to a more typical pattern of about half our graduates going to the University of Central Oklahoma, compared to about 30 percent attending the University of Oklahoma. One student reported going to Oklahoma City University and three did not name the university they are attending. For the second year in a row, none reported having any difficulties transferring credits.

Students reported they were well prepared to transfer, with a rate of 4.65 on a 5.0 scale. This is slightly below last year's score of 4.88. Nevertheless, this confirms our anecdotal evidence from students who come back to visit with faculty, that students are experiencing less difficulty in the transfer process.

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

Forty-five percent (five of 11) of our journalism graduates reported they are working full time, while another forty-five percent reported working part-time, and one reported he or she was seeking employment. One third said they are working in a job related to their journalism education, a number that has remained constant over the past three years. Since most graduates are still working toward their bachelor’s degree, most are not yet in the field. It’s heartening to know that even a third are employed in a field related to their profession.

There was a rise in the rating graduates gave to the question: How would you rate the training you received at OCCC in relation to its usefulness in performing your job? The rating for 2007 graduates was 3.3, compared 2006 grads which was 2.86 on a 4.0 scale. The rating for 2005 grads was 4.0. This seems to show a high level of satisfaction with the training our students have received.

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 (per story)	one	two	three or more
		Sub-total	_____
Average number of direct quotes (per story)	one	two	three or more
		Sub-total	_____
Average number of paraphrases (per story)	one	two	three or more
		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 RUBRIC

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

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

Comments: _____ (points 5-1)

3) 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 5-1)

4) 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:

c. **Billboard layout**

Comments:

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

Comments:

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

Comments:

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

5) 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 AND

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)

6) Campaign effectiveness

a. Measurement of the campaign effectiveness and new strategies

(how you will measure campaign success)

Comments:

b. Application of results and strategies to promote new images

Comments: _____ (points 5-1)

7) 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 PUBLIC RELATIONS RUBRIC

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:

c. **Billboard layout**

Comments:

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

Comments:

e. **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

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2008

Theatre Arts

AA

10/06/08

Program Level

Date Submitted to Division Dean

Submitted By: Brent Noel

Department Chair or Faculty Assessment Representative

Assisted By:

Submitted By: _____

Dean

Date

OUTCOMES ASSESSMENT REPORT

PROGRAM

Theatre Arts

PLAN YEAR

FY 08

PART I--MEASURES AND CRITERIA FOR SUCCESS

Student Learning Outcomes

1. 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.

Measures and criteria for success

- a. Graduating students will present a final project related to their field of interest, including but not limited to an audition video, a technical theatre portfolio, an original script, an acting journal, or a directing project.
- b. This project will be assessed according to an established criteria by the program director and any other faculty members related to the field of student's interest
- c. 80% or above of the final projects submitted should be assessed as satisfactory for to be considered successful.

PART II-EVALUATION AND RESULTS

We had one major graduate in Dec. '07 and three in May '08.

One student graduated with a double major in TA and FVS and did the capstone project for FVP rather than TA. This student has transferred to UCO and is currently working within their theatre program.

Each of the other three graduates completed significant work toward application beyond their OCCC career.

Student 1 participated in aspect of theatre education, by leading several of the acting sessions in the acting class. He researched and compared historical and contemporary styles of acting, methods of acting pedagogy and presentation. He presented and conducted improvisational exercises that were developed by Viola Spolin and her creative dramatics program. It was well presented and well received by the students.

This student is auditioning for various local theatres.

Student 2 produced and directed *The Vagina Monologues* for the second year in a row. This second time proved much more difficult for her than her first effort. In her assessment of her work, she noted that she underestimated the work, because much of her support for the first project was not available. She seemed to think that things would just fall in place the way they had the previous year, not realizing

that much of what fell together was the result of the hard work of others. She didn't have the same support system and ran into a variety of difficulties through miscommunications and assumption.

This student is working with YWCA and their battered women's program as a direct result of her work on *The Vagina Monologues*.

Student 3 worked as an intern news announcer for a local radio station. The emphasis of her analysis deals largely with the routine of the work. She went in thinking it was going to be a glamorous experience and learned that, as an intern, she was expected to do the work no one else would do. This student's internship turned into a paying job as news announcer, but she recently left that position.

PART III-RECOMMENDATIONS

Many of our acting students take the classes without ever participating in a production. Part of that is due to the nature of the community college atmosphere. Many have jobs, night classes, family obligations, etc. that prohibit their participation. One of the criteria for graduation might be a requirement for production experience before they get into the professional work place. This may better prepare them for the level of commitment that is expected. If our student's performance experience is limited to high school or church, where the volunteer nature is coddled, they will be rudely met with reality of the fact that talent doesn't make up for hard work and commitment.

OUTCOME ASSESSMENT PLAN

PROGRAM	PLAN YEAR
Theatre Arts	FY 08-12

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)
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 08, 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.

OUTCOME ASSESSMENT PLAN

PROGRAM

PLAN YEAR

Theatre Arts

FY 08

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

Measures for criteria and success

1. Students will participate in an exit survey.
2. A rank of 3 out of 5 or better is desired to show our students are satisfied with our program.
3. All deficiencies will be noted and used to improve the curriculum or syllabus planning in the future.

PART II-EVALUATION AND RESULTS

Of the four students who completed the program last year, only two finished the exit survey. Of the two, one ranked the program as 4 (very satisfied) in every category except equipment and technology, where we were rated 3 (satisfied). The other gave us a 4 in every category except performance opportunities, where we were given a 2 (neutral). This person suggested that more musical theatre opportunities be available.

As far as strengths of the program, the first student said “opportunity for participation” is the main strength of the program, while the other student stated that it was “the hands on approach to the classes.” Neither indicated a class they thought was missing from the program, but it’s hard to know what’s missing if all you know is what you know.

PART III-RECOMMENDATIONS

There is not enough data through this survey to recommend substantial changes to the program, but a production requirement does seem in order.

OUTCOME ASSESSMENT PLAN

PROGRAM	PLAN YEAR
Theatre Arts	FY 08

Student Learning Outcomes

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.

Measures and criteria for success

- a. Graduating students will present a final project related to their field of interest, including but not limited to an audition video, a technical theatre portfolio, an original script, an acting journal, or a directing project.
- b. This project will be assessed according to an established criteria by the program director and any other faculty members related to the field of student's interest
- c. 80% or above of the final projects submitted should be assessed as satisfactory for to be considered successful.

PART II-EVALUATION AND RESULTS

One student graduated with a double major in TA and FVS and did the capstone project for FVP rather than TA. This student has transferred to UCO and is currently working within their theatre program.

Each of the other three graduates completed significant work toward application beyond their OCCC career.

Student 1 participated in aspect of theatre education, by leading several of the acting sessions in the acting class. He researched and compared historical and contemporary styles of acting, methods of acting pedagogy and presentation. He presented and conducted improvisational exercises that were developed by Viola Spolin and her creative dramatics program. It was well presented and well received by the students.

This student is auditioning for various local theatres. He received a score of 85 for the overall project: with the creative aspect garnering a 90, and the reportage of the research an 82 for completeness and professionalism.

Student 2 produced and directed *The Vagina Monologues* for the second year in a row. This second time proved much more difficult for her than her first effort. In her assessment of her work, she noted that she underestimated the work, because much of her support for the first project was not available. She seemed to think that things would just fall in place the way they had the previous year, not realizing that much of what fell together was the result of the hard work of others. She didn't have the same support system and ran into a variety of difficulties through miscommunications and assumption.

This student is working with YWCA and their battered women's program as a direct result of her work on *The Vagina Monologues*.

Her written work of the experience was indicative of her frustration with her project. It received a score of 89, although she felt that it was less deserving. The fact that she was trying to recapture the success from the previous year led her to base it, not on its own merit, but through comparison to the initial production. The written work was more complete than the production work scoring her a 92. The production work was more creative than the written work, but lacked a completeness of communication with others, causing much of the frustration she experienced. This scored her an 87.

Student 3 worked as an intern news announcer for a local radio station. The emphasis of her analysis deals largely with the routine of the work. She went in thinking it was going to be a glamorous experience and learned that, as an intern, she was expected to do the work no one else would do. This student's internship turned into a paying job as news announcer, but she recently left that position. Her description of the experience is largely provided with a journal, a work schedule, and an analysis of her expectations and how they differed from the actual requirements. The presentation was late, but when it was finally turned in, was a rather comprehensive document. She got an 82, largely based on the tardiness of the project. Overall, this student has a hard time meeting deadlines and following up on commitment, and I hope it is something she can overcome. Her talent is abundant, her work ethic is less than professional at this point.

Of the four students who completed the program last year, only two finished the exit survey. Of the two, one ranked the program as 4 (very satisfied) in every category except equipment and technology, where we were rated 3 (satisfied). The other gave us a 4 in every category except performance opportunities, where we were given a 2 (neutral). This person suggested that more musical theatre opportunities be available.

As far as strengths of the program, the first student said "opportunity for participation" is the main strength of the program, while the other student stated that it was "the hands on approach to the classes." Neither indicated a class they thought was missing from the program.

PART III-RECOMMENDATIONS

Many of our acting students take the classes without ever participating in a production. Part of that is due to the nature of the community college atmosphere. Many have jobs, night classes, family obligations, etc. that prohibit their participation. One of the criteria for graduation might be a requirement for production experience before they get into the professional work place. This may better prepare them for the level of commitment that is expected. If our student's performance experience is limited to high school or church, where the volunteer nature is coddled, they will be rudely met with reality of the fact that talent doesn't make up for hard work and commitment.

I should also make a more concerted effort to get the students to participate in the survey. There is really not enough feedback in that area to determine areas of improvement. However, production survey feedback has been exclusively positive, noting that diversity of casting and stylistic variety fit with what the students' and college's goals.

Criteria for projects:

1. Projects must be completed by the end of the semester student is graduating.
2. Projects must be formatted to comply with industry standards.
 - a. Auditions: Video tape with two contrasting monologues, five minutes total length.
 - b. Directing: 30 minute play presentation with director's script properly annotated.
 - c. Playwriting: Script format- double-spaced with character names
 - d. Make-up: Picture portfolio with journal/character sketches
 - e. Acting: Journal including character creation homework (GOTE, interior monologues) and personal assessment of production.
3. Projects will be assessed on
 - a. Completeness
 - b. Creativeness
 - c. Professional presentation

Exit Survey

Purpose: This exit survey, administered to OKCCC graduates of the Theatre Arts Program, will provide us with practical feedback for strengthening and revising our program. The survey focuses specifically on courses you have accomplished in your degree program and does not relate to other general education courses such as Composition I or Biology.

1. Why did you choose to pursue your AA in the Theatre Arts program?

2. If you are transferring to a 4-year institution, which school do you plan to attend?

Rating your Degree Program

Directions: For the following questions, rate and circle the quality of your program by the following scale.

4= Very Satisfied 3=Satisfied 2= Neutral 1= Dissatisfied 0= Very dissatisfied

Item	Rating Statement	4	3	2	1	0
1	Overall experience with the degree program	4	3	2	1	0
2	Quality of instruction in degree program	4	3	2	1	0
3	Quality of advising in the degree program	4	3	2	1	0
4	Quality of course content	4	3	2	1	0
5	Performance opportunities	4	3	2	1	0
6	Collaborative Atmosphere	4	3	2	1	0
7	Equipment and Technology	4	3	2	1	0
8	Preparation for a career in theatre	4	3	2	1	0

Student Feedback

1. Identify and explain one strength of the Theatre Arts Program.

2. Identify and explain how we can improve a student’s academic experience in this program.

3. Is there a particular course in your degree program that you would like for us to teach in the future?

4. If you have other feedback that you would like to express, please do so.

Assessment survey – Theatrical Production

As part of an ongoing attempt to improve our methods, experiences and opportunities, we would appreciate you taking a moment to fill out this brief survey. Thank you.

1) Name of the production: **Productions included *Piece of My Heart, Arsenic and Old Lace, The Resistible Rise of Arturo Ui, and Shakespeare in Pieces.***

2) In what capacity did you participate (actor, technical, other)?

We got feedback from participants at every level.

3) Why did you choose to participate in this production?

Answers ranged from “It’s my major” to “I’ve never been in a play before and thought it would be fun” to, “I wanted to work on Shakespeare and try something new.”

4) Would you participate in future productions? Why or why not?

Everyone who answered said yes, some qualifying it by saying “if I have time” or “if I get cast again.” Reasons for included “it’s fun” and “I love performing” to “you make a lot of friends in the theatre.”

5) What, if anything, did you learn from your participation in the production?

Depending on the production, answers include:

“to embrace the discomfort”

“how to do Shakespeare”

“not everyone in a cast has to get along”

“it takes a lot of energy to put on a show”

“you really have to know your lines.”

6) Do you feel you were sufficiently prepared for the public performance of this production?

Interestingly, not everyone felt they were. (Again, depending on the production)

Some accepted responsibility for lack of preparations, some blamed others – including the director of one of the shows.

42 of 47 felt they were sufficiently prepared.

7) Do you feel you were treated fairly and with respect by the director and other members of the production company? Please explain.

The vast majority (44 of 47) thought they were treated fairly and with respect. One wasn't happy with the director: “ –is a tyrant, she's always yelling”, one thought the technical director overstepped his bounds. “[he] doesn't have to be so mean.” And one made a disparaging comment about a fellow actor.

8) Do you believe this production met goals relevant to the mission of OCCC? Please explain.

Comments include:

“We gave them something to think about.”

“I'm not sure what the goals are.”

“It gave a lot of people the chance to participate.”

“The audience seemed to enjoy it. It was fun for everyone.”

Comments (feel free to use the other side if needed)

Most didn't comment, but those who did, tended to be rather ingratiating with things like:

“Brent Rocks”

“We kicked some [butt]!”

“We need to do more comedies like this.”

“I love everybody.”

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

FOR FY 2008

Visual Art
Program/Option/Emphasis

AA _____ October 6, 2008

Program Level

Date Submitted to Division Dean

Submitted By: Doug Blake

Department Chair or Faculty Assessment Representative

Assisted By:

Mary Ann Moore

Submitted by: _____

Dean

Date

Student Outcomes Assessment Report

Visual Arts Program

FY08

Part I Measures and Criteria for Success

Student Learning Outcomes

Upon completion of the Visual Arts program, students will be able to:

1. Demonstrate an understanding of knowledge in the visual arts including:
 - a. Art History (Western Heritage emphasis) (FY08, FY11).
 - b. Technical terminology and conceptual comprehension in 2D and 3D design, drawing and painting (FY10).
2. Produce visual art that exhibits:
 - a. Perceptual awareness and observational skills (FY09, FY12).
 - b. Competent use of design elements and principles in 2D and 3D media (FY09, FY12).
3. Produce visual art that exhibits:
 - a. Technical expertise in a variety of 2D and 3D media (FY10).
 - b. Originality of content (FY08, FY11).

Measurement and Criteria for Success

Measurements of Visual Arts student success with the student learning outcomes will be measured via portfolio reviews which are a required component of the Visual Arts program for completion of the Associates degree in Visual Arts. The reviews will be conducted by program faculty according to an established rubric within the context of a Portfolio Development and Presentation course.

The Art History student learning outcome will be measured via analysis of success in required university parallel Art History Survey I and Art History Survey II courses.

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.

Part II Evaluation and Results

Student Learning Outcome (1a)

Upon completion of the Visual Arts program, students will be able to:

Demonstrate an understanding of Art History (emphasis on Western Heritage).

Measure and Criteria for Success

80% of Visual Arts students will earn a grade of “C” or better in the required university parallel Art History Survey I and Art History II courses. Assessment will be compiled from transcripts and/or degree audits of students who are enrolled in the program’s final Portfolio and Preparation course in the fall or spring semester of FY 08.

Evaluation and Results: Review of FY 08 Visual Arts Portfolio students’ Art History Survey I and Art History Survey II grades showed that 100% of the students achieved a grade of “C” or better in both courses. 80% of the students received a grade of “B” or better in both Art History Survey courses.

Student Learning Outcome (3b)

Upon completion of the Visual Arts program, students will be able to:

Produce visual art that exhibits originality of content in 2D and 3D art forms.

Measure and Criteria for Success

All Visual Arts students taking the program’s final Portfolio and Preparation course in the fall or spring semester of FY08 will create a portfolio and present this portfolio to the instructor. Portfolios are to be evaluated by program faculty according to an established rubric. 80% of students will demonstrate originality of content by scoring “2” on the program rubric.

Evaluation and Results: Review of the FY08 Visual Art Students’ portfolios showed that 75% of the students demonstrated originality of content in the creation of 2D and 3D art forms by scoring “2” or better on the program rubric, with 45% exceeding the criterion by scoring “3”.

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: Analysis of FY 08 graduating Visual Art student surveys has shown that 88% of Visual Arts graduates were planning to transfer to a four year institution upon graduation. 11% of students surveyed did not intend to transfer to a receiving institution or were unsure of their plans.

The Visual Arts program did not receive transfer data or graduate survey from the Office of Institutional Effectiveness for further program output assessment.

Part III Recommendations

1. The Visual Arts Program Assessment is not a direct measure of student understanding of Art History. The Visual Arts program faculty should develop an assessment protocol of Student Learning Outcome 1a

based on artifacts from the Art History Survey courses or from the Portfolio Development and Presentation course.

2. Foundations Visual Art training emphasizes the development of basic skills, concepts, processes and aesthetic awareness. Program faculty should consider changing Student Learning Outcome 3b to the more relevant Student Learning Outcome of originality of style.

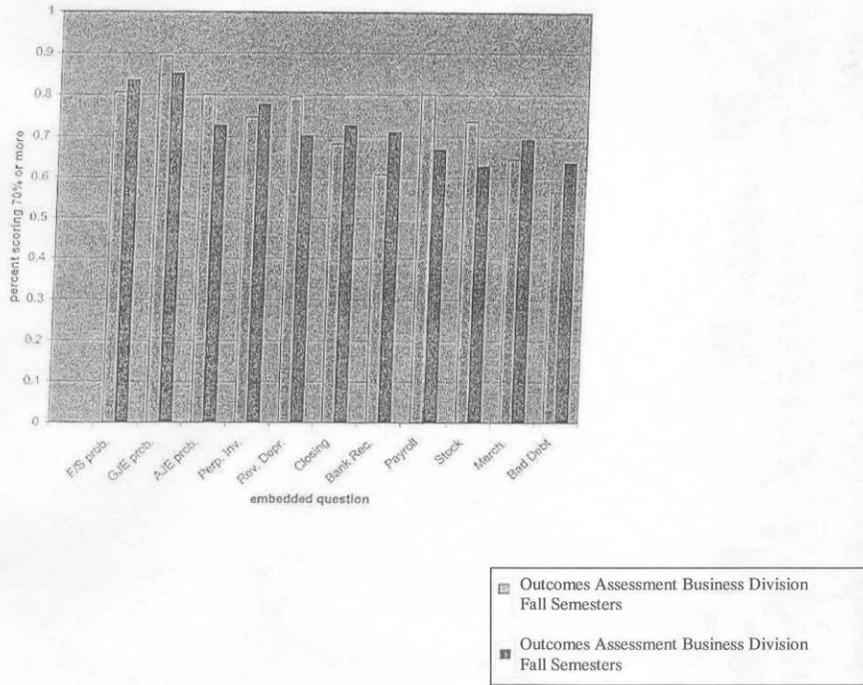
Business Division

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

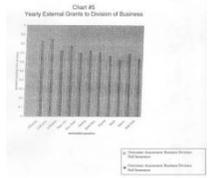
Academic Division of Business Business Degree Outcome Assessment Data

		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)												
<p>Graduates of the Oklahoma City Community College Business – A.S.. Program will demonstrate understanding of the fundamentals of business accounting concepts.</p>	<p>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.</p>		<p>Embedded questions were included on 11 financial accounting topics on exams given to ACCT 2113 students in both Fall and Spring. However, the immediate feedback indicated no real improvement for the semesters measured. We will continue to use this tool to determine if the immediate feedback on assignments improves student</p>	<p>Computerized homework was added to the online sections of ACCT 2113.</p>	<p style="text-align: center;">Chart #5 Yearly External Grants to Division of Business</p> <table border="1"> <caption>Yearly External Grants to Division of Business</caption> <thead> <tr> <th>Semester</th> <th>Yearly External Grants</th> </tr> </thead> <tbody> <tr> <td>Fall 08</td> <td>80</td> </tr> <tr> <td>Fall 09</td> <td>85</td> </tr> <tr> <td>Fall 10</td> <td>90</td> </tr> <tr> <td>Fall 11</td> <td>95</td> </tr> <tr> <td>Fall 12</td> <td>100</td> </tr> </tbody> </table>	Semester	Yearly External Grants	Fall 08	80	Fall 09	85	Fall 10	90	Fall 11	95	Fall 12	100
Semester	Yearly External Grants																
Fall 08	80																
Fall 09	85																
Fall 10	90																
Fall 11	95																
Fall 12	100																

Chart #5
Yearly External Grants to Division of Business



			Results indicated that students met the minimum competency on 7 of the 11 questions in both Fall and Spring. This is up from 5 of the 11 questions in previous Fall/Spring semesters. However, students are still not performing at an acceptable level.	The Accounting Lab has developed several new handouts for students enrolled in ACCT 2113.	
			Results also indicated mixed results on 3 of the 11 questions. 75% of Fall and 67% of Spring students completing the	The accounting faculty is planning to request permission to add an additional prerequisite of successful completion of 12	

			course earned 70% or more on the perpetual inventory problem. 83% of Fall and 65% of Spring students completing the course earned 70% or more on the depreciation problem. 89% of Fall and 59% of Spring students completing the course earned 70% or more on the payroll entry problem.	college credit hours before enrollment is permitted in ACCT 2113 – Accounting I/Financial. We strongly believe that this added prerequisite will produce a more prepared and thus, successful ACCT 2113 student.	
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 and Spring.		
			The results indicated that students met the minimum competency on three of the eight questions in both semesters. However, students are not performing at an acceptable level.	The Accounting Lab has developed several new handouts for students enrolled in ACCT 2123.	
			Mixed results were indicated on two of the eight questions. 75% of	The accounting faculty is planning to request permission to add	

			<p>Fall students and 57% of Spring students completing the course earned 70% or more on the process cost accounting problem. 75% of Fall students and 65% of Spring students completing the course earned 70% or more on the cost-volume-profit analysis problem.</p>	<p>an additional prerequisite of successful completion of 12 college credit hours before enrollment is permitted in ACCT 2113 – Accounting I/Financial. We strongly believe that this added prerequisite will produce a more successful ACCT 2113 student and thus, a better prepared ACCT 2123 student.</p>	
	<p>70% of students who successfully complete ACCT 2123 – Accounting II/Managerial (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 exams in all sections of ACCT 2123 in the fall and spring semesters.</p>		<p>Embedded questions were included on eight managerial accounting topics on exams given to ACCT 2123 students in both Fall and Spring . However, students are not performing at an acceptable level.</p>	<p>The Accounting Lab has developed several new handouts for students enrolled in ACCT 2123.</p>	
			<p>The results indicated that students met the minimum competency on three of the eight questions in both semesters.</p>	<p>The accounting faculty is planning to request permission to add an additional prerequisite of successful completion of 12 college credit hours before enrollment is permitted in ACCT 2113 – Accounting I/Financial.</p>	

			Mixed results were indicated on two of the eight questions. 75% of Fall students and 57% of Spring students completing the course earned 70% or more on the process cost accounting problem. 75% of Fall students and 65% of Spring students completing the course earned 70% or more on the cost-volume-profit analysis problem.		
			However, only 54% of Fall students and 66% of Spring students completing the course earned 70% or more on the job order cost accounting problem. 66% of Fall students and 62% of Spring students completing the course earned 70% or more on the cash budget problem. 58% of Fall students and 61% of Spring students completing the course earned 70% or more on the capital budgeting problem.		
Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate proficiency in accounting applications on the	100% of course completers in ACCT 2213 – Computerized Accounting will achieve a grade of 70% or above on a comprehensive problem using general ledger		ACCT 2213 – Computerized Accounting is offered in the fall semester only. In Fall, 85% of the course completers earned 70% or more on the comprehensive problem. The	We will evaluate this measure again.	

computer.	software.		criteria was not met. Three of the twenty students completing the course failed to earn 70% or more. Because this is the first time we have measured the use of general ledger software, we have no comparative information.		
	Accounting majors enrolled in AOT 2473 – Office /Accounting Spreadsheet Applications will be able to score 70% or higher on an Excel spreadsheet completed on an exam.		All of the sections of AOT 2473 offered in Fall and Spring were reviewed. There were a total of six declared accounting majors in all three sections. Five of the six accounting majors (83%) earned more than 70% on the Excel spreadsheet. The criteria was not met. The student who did not meet the criteria did not take the exam used for the measurement.	All students will be required to prepare the spreadsheet.	
	Accounting majors enrolled in AOT 2473 – Office/Accounting Spreadsheet Applications will demonstrate a minimum proficiency of 140 net key strokes per minute on a speed timing exam.		All of the sections of AOT 2473 offered in Fall and Spring were reviewed. There were a total of six declared accounting majors in all three sections. Three of the accounting majors (50%) demonstrated a proficiency of greater than 140 net key strokes. Students have generally performed at or above the	We will continue to monitor the measurement.	

			established criteria. The AOT professor who teaches this course believes that this is an anomaly, and does not see a pattern in students as a whole.		
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.		A comprehensive final examination was administered to the ACCT 2403 class in the Fall semester. Five of the nine students (56%) who took the exam earned 80% or higher. The criteria for this measure was increased from 80% of students earning 70% or above to 90% of students earning 80% or above. Therefore, we did not expect to perform as well as in past years. However, we do believe that students can perform at the 80% or higher level.	The outcome will be measured again.	
Students 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 semester. Students performed at the desired level on the assignment of accounts receivable problem. 88% of course completers (8 students) earned 70% or	The outcome will be measured again.	

			more. Because this is the first time we have measured the use of general ledger software, we have no comparative information.		
			63% of the students earned 70% or more on the income statement problem. 38% of the students earned 70% or more on the balance sheet problem. 25% of the students earned 70% or more on the percentage-of-completion versus completed-contract problem. 63% of the students earned 70% or more on the time value of money problem.		
Students 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.		ACCT 2703 was cancelled for low enrollment in the Spring semesters. Because it was not offered, no assessment activities could occur.		
Graduates of the Oklahoma City Community College Business – A.S. Program will demonstrate the ability to effectively communicate both	80% of a sample of Business Communication students will demonstrate effective written communication skills by creating a portfolio of various		120 out of 200 students scored 100% on their portfolio which resulted in 70%.	The portfolio results show a decrease in the number of students who scored 100%. We will inform program faculty about the need to	

orally and in writing in a professional business environment.	business documents with 100% accuracy.			emphasize the portfolio project to students. The oral presentation results are still above the 80% measure.	
	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		230 out of 268 students assessed in Business Communication scored 80% or better on the final oral presentation which resulted in 86%.	Continue to use these measures but also survey other BCOM faculty for good assessment measures. Consider feasibility of external evaluators.	
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology – Administrative Office Specialist 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.		100% of the Course Completers scored 75% or above on the project. Although we accomplished the assessment outcome, we did find that the Night students completed the project with 90% or above. The Day students did fine, but we find the Day students who scored the lowest on the project were the ones who had to miss class(es) due to extenuating circumstances.	To help the students that experience these circumstances, we are going to research the possibility to create a Business Lab that will allow these types of students to obtain tutorial assistance.	
	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		Out of 31 students, 29 scored 70% or higher on the workbook. We do not feel that changes are needed at this point.	The AOT program will be changing to the Microsoft Office 2007 in the Fall 2008 semester. At that time, we may find the need to evaluate another outcome.	

	exam.				
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 Intermediate Word students will complete a serial problem over multiple word processing tasks with 75% accuracy.		65% of the Course Completers completed the serial problem with a 75% or better accuracy. 75% of the remaining 35% of Course Completers who did not meet the outcome requirement experienced extensive class attendance problems. I feel this directly affected their ability to complete the course requirements. Although I stressed the need for class attendance, these students experienced circumstances that prevented their attendance.	To help with attendance, the class format will be changed to a Web-Enhanced format which will require students to attend class only once a week instead of twice a week.	
70% of Course Completers in the Oklahoma City Community College Administrative Office Technology-Administrative Office Specialist Option will demonstrate an understanding of industry office procedures by completing a project with a minimum grade of 75%.	70% of Course Completers enrolled in Administrative Office Procedures will complete a serial problem over multiple office procedural tasks with 75% accuracy.		59% of Course Completers completed a serial problem over multiple office procedural tasks with 75% accuracy.	It appears a connection is not being made between the content of the book and the actual application of the material. The lectures will be rewritten to discuss more detail of what is expected on actual content application and how it is best applied to the office situation.	
	70% of Course Completers in AOT 2323 – Legal Terminology and		The results could not be obtained. We had a new adjunct teach this	Restudy	

	Machine Transcription will score a net production score of 70% or higher on all course production examinations.		semester. The Program Coordinator will be meeting with all AOT adjuncts to explain the importance of submitting reports and the need for this information for Outcome Assessments.		
	70% of Course Completers in Legal Terminology and Machine Transcription will accurately spell legal terms in documents from three different specializations, with 70% accuracy.		The results could not be obtained. We had a new adjunct teach this semester. The Program Coordinator will be meeting with all AOT adjuncts to explain the importance of submitting reports and the need for this information for Outcome Assessments.	Restudy	
	70% of Course Completers will define legal terms with 90% accuracy on all theory exams.		The results could not be obtained. We had new adjuncts teaching this class. The Program Coordinator will be meeting with all AOT adjuncts to explain the importance of submitting grade reports and the need for this information for Outcome Assessments.	Restudy	
	70% of Course Completers enrolled in Intermediate Word will complete a serial problem over multiple word processing tasks		65% of the Course Completers completed the serial problem with a 75% or better accuracy.	75% of the remaining 35% of the Course Completers who did not meet the outcome requirement experienced extensive class	

	with 75% accuracy.			attendance problems. I feel this directly affected their ability to complete the course requirements. Although I stressed the need for class attendance, these students experienced circumstances that prevented their attendance.	
The graduate 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.		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.	The graduate 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.
The graduate will demonstrate a basic understanding of the legal terminology that financial institution workers should understand and be able to use in their jobs.	70% of Course Completers enrolled in Administrative Office Procedures will complete a serial problem over multiple office procedural tasks with 75% accuracy.		59% of Course Completers completed a serial problem over multiple office procedural tasks with 75% accuracy. It appears a connection is not being made between the content of the book and the actual application of the material.	The lectures will be rewritten to discuss more detail of what is expected on actual content application and how it is best applied to the office situation.	
The graduate 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	Course Completers of the Legal Secretary program will create a client database, analyze the billing data, input and edit the billing data, and create a monthly invoice with 75% accuracy on 4 separate activities.		The results could not be obtained. We had new adjuncts teaching this course. The Program Coordinator will meeting with all AOT adjuncts to explain the importance of submitting reports and the need for this information for Outcome Assessments.		

system.					
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OUTCOME ASSESSMENT PLAN
PROGRAM
Aviation Maintenance Technology
REPORT YEAR FY 08

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:

Calculate and measure capacitance and inductance; electrical power; voltage, current, resistance, and continuity. Inspect and service batteries.

Determine the relationship of voltage, current, and resistance in electrical circuits; Read and interpret electrical circuits, diagrams, including solid state devices and logic functions.

Draw sketches of repairs and alteration; correctly utilize drawings, symbols, system schematics, blueprint information, charts and graphs to determine repair procedures.

Perform complete weight and balance check of aircraft and correctly record data.

Fabricate and install rigid and flexible fluid lines and fittings.

Perform dye penetrant, eddy current, ultrasonic and magnetic particle inspections; basic heat-treating processes; precision measurements.

Identify and select appropriate nondestructive testing methods; identify and select aircraft hardware and materials; inspect and check welds.

Identify and select appropriate fuels. Demonstrate the ability to start, ground operate, move, service and secure aircraft and typical ground operation hazards.

Inspect, identify, remove and treat aircraft corrosion and perform aircraft cleaning using appropriate cleaning materials.

Demonstrate understanding of mathematical applications appropriate to situation.(i.e. extract roots/raise numbers to a given power; determine areas and volumes of various geometrical shapes; solve ratio, proportion and percentage problems.)

Perform algebraic operations involving addition, subtraction, multiplication and division of positive and negative numbers.

Demonstrate an understanding of correct completion and processing of aircraft inspection and maintenance forms.

Use and understand the principles of simple machines; sound, fluid and heat dynamics; basic aerodynamics; aircraft structures; and theory of light.

Demonstrate ability to read, comprehend, and apply information contained in FAA and manufacturer's aircraft maintenance specifications, data sheets, manuals, publications, and related Federal Aviation Regulations, Airworthiness Directives and Advisory materials.

Identify wood defects, inspect wood structures; service and repair wood structures.

Properly select and apply fabric and fiberglass aircraft covering materials. Inspect, test and repair fabric and fiberglass applications.

Demonstrate the ability to apply a variety of aircraft finishes.

Demonstrate proper procedures for sheet metal and non-metallic airframe structures. Use proper welding techniques appropriate to the aircraft fabrication.

Perform a variety of techniques with regards to assembly and rigging of the aircraft and airframe components.

Inspect, check, service and repair landing gear, retraction systems, shock struts, brakes, wheels, tires and steering systems.

Inspect, check, service, troubleshoot and repair hydraulic and pneumatic power systems.

Inspect, check, service, troubleshoot and repair heating, cooling, air-conditioning, pressurization and air cycle machines and oxygen systems.

Demonstrate an understanding and the ability to maintain the: aircraft instrument systems; communication and navigation systems; aircraft fuel systems; aircraft electrical systems; position and warning systems; ice and rain control systems; and fire and protection systems.

Inspect, check, service, and repair turbine engines and turbine engine installations.

Perform general powerplant inspections.

Troubleshoot, service, and repair electrical and mechanical fluid rate-of-flow indicating systems; temperature, pressure and RPM systems; fire detection and extinguishing systems; engine lubrication systems.

Install, check and service engine electrical wiring, controls, switches, indicators, and protective devices.

Demonstrate the ability to identify, repair, troubleshoot and service a variety of ignition and starting systems; fuel metering systems; engine fuel systems; induction and engine airflow systems; cooling systems; and exhaust and reverser systems.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES

Outcome Graduates will demonstrate competency at performing the necessary skills required of aviation maintenance technicians as defined by national standards.

Measure and Criteria for Success-

1a. Graduates of the program are prepared to complete the FAA national certification examination and must meet minimum proficiency requirements to successfully complete the certification. Students will meet or exceed the national average.

B. PROGRAM OUTPUTS

Output Graduates will demonstrate competency at performing the required skills consistent with employer expectations.

Measure and Criteria for Success-

1b. Student Follow-up Surveys are conducted during the first six months of completion of the program. 80% of graduates will be positively placed within the first of completing the program.

PART II – EVALUATION AND RESULTS

1a. Data collected indicates that the overall pass rate for the national certification is 93.6% as compared to the overall national average of 93.5%

1b. Data collected indicates that 98% of graduates were positively placed.

PART III – RECOMMENDATIONS

1a. Quarterly written test results are shared at the respective weekly staff meeting. Instructors take the data, note areas of weakness and should emphasize that area of instruction.

1b. Continue to work with industry partners to ensure student will be positively placed.

General Office Support Option

OUTCOME ASSESSMENT PLAN

PLAN YEAR FY 08 – FY 12

PART I – MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

- ◆ **Outcome 1.** 70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option will produce a functional computer workbook by creating formulas and tables with 70% accuracy.

Measure and Criteria for Success –

1a. 70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option enrolled in AOT 2473 – Office /Accounting Spreadsheet Applications will be able to score 70% or higher on an Excel spreadsheet completed on an exam.

Evaluation and Results –

1a. 100% of course completers in the General Office Support option scored 70% or higher on an Excel workbook completed on an exam.

Recommendations –

1a. We will not make any changes at this time. We've just incorporated Microsoft Office 2007 into the program. Once we've taught the first year of the new software, we will have a better idea of the changes that should be made.

Outcome 2. 70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option will key text at an acceptable rate of speed of 35 wpm or above, with 7 errors or less, on 5-minute timed writings to prepare for the job market.

Measure and Criteria for Success –

2a. 70% of Course Completers enrolled in Computer Keyboarding will key text using proper keyboarding skills at a rate of speed of 25 wpm or above, with 7 errors or less, on three separate five minute timed writings.

Evaluation and Results –

2a. 100% of course completers enrolled in Computer Keyboarding key text at a rate of 25 wpm or above with 7 errors or less on 3 separate timed writings.

Recommendations –

2a. We will continue to encourage students to increase their speed throughout the semester. They will be encouraged to repeat lessons when possible to build the keying skills that is need to increase typing speed.

Outcome 3. 70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option will demonstrate an understanding of an industry standard word processing program by completing selected examination problems with a minimum grade of 75%.

Measure and Criteria for Success –

3a. 70% of Course Completers enrolled in Intermediate Word students will complete a serial problem over multiple word processing tasks with 75% accuracy.

Evaluation and Results –

3a. Of the 14 Course Completers, 9 students (64%) met the outcomes criteria.

Recommendations –

3a. In the past year, I've come to realize the purpose of this assignment is not meeting my needs for the courses that follow AOT 2313 – Intermediate Word. I will change the software in the Spring 2009 semester to Microsoft Word 2007. With the new software, the projects will be examined to determine what should be changed to help students proceed through the program.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1. Graduates of the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option will be well prepared to perform their job in an office. (FY 08 – FY 12)

Measure and Criteria for Success –

1a. 75% of Certificate of Mastery in Business – General Office Support Option graduates responding to a graduate survey will rate the usefulness of their training at Oklahoma City Community College as “good” or “very good.”

Evaluation and Results –

1a. The latest information on the web site is for summer 2006, fall 2006 and spring 2007. Institutional Effectiveness is currently following up on summer 2007 and fall 2007. They will begin surveying spring 2008 before Christmas 2008, but the report will not be completed until sometime in May 2009.

There were insufficient numbers returning the surveys to include in the data.

Recommendations –

1a. If this is the case, then all data used for the Outcomes next year will be a year late. I will contact Institutional Effectiveness to see when data will be matched to the year.

Output 2. Graduates of the Oklahoma City Community College Certificate of Mastery in Business – General Office Support Option will have an increased awareness of cultural differences. (FY 08 – FY 12)

Measure and Criteria for Success –

2a. 75% of Certificate of Mastery in Business – General Office Support Option graduates responding to a graduate survey will rate their knowledge of cultural differences as improved “greatly” or “somewhat.”

Evaluation and Results –

2a. The latest information on the web site is for summer 2006, fall 2006 and spring 2007. Institutional Effectiveness is currently following up on summer 2007 and fall 2007. They will begin surveying spring 2008 before Christmas 2008, but the report will not be completed until sometime in May 2009.

There were insufficient numbers returning the surveys to include in the data.

Recommendations –

2a. If this is the case, then all data used for the Outcomes next year will be a year late. I will contact Institutional Effectiveness to see when data will be matched to the year.

OUTCOME ASSESSMENT PLAN

PROGRAM Electronics-General REPORT for FY 08

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:

- Demonstrate knowledge of principles by solving problems relating to both DC and AC in subjects such as resistive circuits, reactance impedance, AC circuits and resonance.
- Demonstrate and solve problems relating to various sold state devices and associated circuits such as diodes, transistors, F.E.T.'s power supplies, filters, regulators, and amplifiers.
- Demonstrate digital logic fundamentals by applying digital devices in a laboratory setting and by solving problems related to circuit theory, number systems, and Boolean algebra. Specific devices included are basic gates, combination logic, flip-flops and MSI devices.
- Use hand tools to construct, solder and desolder electrical circuitry. In addition, the student will use electronic measuring instruments such as oscilloscopes, multimeters, and function generators to measure and record voltages, currents, frequencies, resistances, and other circuit values.
- Analyze electronic circuits associated with amplitude modulation, frequency modulation, transmission lines, antennas and fiber optics.
- Apply digital fundamentals to the design of logic systems such as counters, arithmetic circuits, memory circuits, analog/digital converters, digital/analog converters, and microprocessors.
- Apply basic electronic principles to solve problems concerning operational amplifier specifications and applications in inverting and non-inverting amplifiers, summing circuits, differential amplifiers, integrators, differentiators, and other waveshaping circuits.
- Use microprocessors and support devices to evaluate microcontrollers and support devise to evaluate microcontroller applications related to the electronics industry. Microcontroller drive capabilities related to input/out interfacing, programming, motion control, A/D and D/A conversions, and embedded controller applications will be analyzed and tested.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/PROGRAM OUTPUTS

Outcome 1.

Demonstrate knowledge of principles by solving problems relating to both DC and AC in subjects such as resistive circuits, reactance impedance, AC circuits and resonance.

Measure and Criteria for Success-

1a. Graduates of the program must take and successfully pass ET 1014-DC/AC Fundamentals with a rate of 80% or above.

B. PROGRAM OUTPUTS

Outcome 2.

Graduates of the Electronics-General 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 graduates successfully passed ET 1014- DC/AC Fundamentals with a rate of 80% or above.

1b. Data indicates that 100% of graduates were positively placed.

PART III – RECOMMENDATIONS

1a. Course will be updated as needed or as dictated by industry standards.

1b. Continue to work with industry partners to ensure student will be positively placed.

OUTCOME ASSESSMENT PLAN

PROGRAM

Electronics-Instrumentation and Control

REPORT FOR FY 08

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:

- Demonstrate knowledge of basic industrial electronic principles and devices by solving problems and constructing lab experiments in subjects such as resistive circuits, Ohms law and power, series and parallel circuits, DC and AC circuits, solid state circuits and devices, and operational amplifiers.
- Analyze, construct, test and interface fundamental digital circuits including logic gates, combinational logic circuits, Flip-flops, counters, encoders and decoders, shift registers arithmetic circuits, digital to analog conversions, and analog to digital conversions.
- Demonstrate characteristics of industrial control devices.
- Demonstrate problem maintenance and troubleshooting procedures on various types of electrical motors and electromechanical systems.
- Demonstrate the characteristics of an industrial control system consisting of transmitters, controllers, control valves, and transducers.
- Demonstrate system operations by proper measurement and control techniques of flow, pressure, temperature and level control with the system.
- Demonstrate pneumatic logic components within a pneumatic system and integrate each component into a control loop.
- Use hydraulic pumps and motors and make hydraulic connections, measurements, and calculations.
- Demonstrate the operation of a programmable controller by writing a program to control on-delay and off-delay timers, test the program for correct, operation and apply troubleshooting techniques as necessary.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/PROGRAM OUTPUTS

Outcome 1.

Identify and troubleshoot operational procedures on electrical motor control circuits and electromechanical devices.

Measure and Criteria for Success-

1a. Students must take ET 2044- Electromechanical Devices with a pass rate of 85% or greater.

B. PROGRAM OUTPUTS

Outcome 2.

Graduates of the Electronics-Instrumentation and Control 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 collected indicates that 78% of students passed ET 2044- Electromechanical Devices with a pass rate of 85% or higher.

1b. Data collected indicates that 96% of graduates were positively placed within the first year of graduation as indicated by the Student Follow-up Survey report.

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 ASSESSMENT REPORT
FOR FY 2008

A.A.S. in International Studies/A.S. in Business/A.S. in Business-
Management/A.A.S. Business
Program/Option/Emphasis

AS, AAS _____ September 2, 2006

Program Level _____ Date Submitted to Division Dean _____

Submitted By: Gary D. Tucker, Jr.

Department Chair or Faculty Assessment Representative

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

Lisa Adkins

Gyanendra Baral

Dr. John Boyd

Myra Decker

Kayla Fessler

Jenean Jones

Anita Williams

Submitted By: _____

Dean

Date

OUTCOMES ASSESSMENT REPORT

REPORT YEAR FY 08

INTRODUCTION

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs.

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 – Report Year 2008

Outcome 1. Graduates of the Oklahoma City Community College Business Program will demonstrate the ability to effectively communicate both orally and in writing in a professional business environment.

Measure and Criteria for Success –

- 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.
- 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.

Outcome 2. Graduates of the Oklahoma City Community College Business – A.S. Program will demonstrate understanding of the fundamentals of business concepts.

Measure and Criteria for Success –

1a. Seventy percent of students completing ACCT 2113 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 Fall 2007 and Spring 2008

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Program Outputs – Report Year 2008

Output 1. **Target:** OCCC 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.

PART II – EVALUATION AND RESULTS

Outcome 1.

- 125 out of 191 students scored 100% on their portfolio which resulted in 65%.
- 175 out of 185 students assessed in Business Communication scored 80% or better on the final oral presentation which resulted in 95%.

1a. Students in all sections of ACCT 2113 in the spring semester of 2005 were assigned a serial problem over the accounting cycle. A rubric developed by the full-time accounting faculty was used to evaluate the assignment. Of all of the students who completed the serial problem, 62.7% earned a score of 75% or above.

1b. Pretests and posttests were given to macroeconomics students in the fall of 2004 and the spring of 2005. In the fall semester of 2004, student scores increased by 10.8%. In the spring semester, students scores increased by 33%.

1c. Pre-tests were given to microeconomics students in the fall of 2004 and Spring of 2005 however no post-tests were given in those periods therefore no measurement can be evaluated.

Outcome 2.

1a. 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 2007 and Spring 2008.

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 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.

Output 1.

OCCC student GPA compared to all two-year transfer students was higher at all the universities in 2006.

A comparison of OCCC student GPA performance with all undergraduate student GPA performance at four-year universities has been relatively steady, with OCCC students doing slightly better in 2006 than the average student at OSU and UCO and slightly below the average at OU.

(OCCC Graduate Survey Report)

Transfer Student Performance				
OCCC Transfer	2.9	2.9	2.77	
All Two-Year Transfers	2.9	2.8	2.75	
All Undergraduates	2.8	2.8	2.74	
OCCC Transfer	2.9	2.9	2.9	3.1
All Two-Year Transfers	2.8	2.8	2.8	2.9
All Undergraduates	2.9	2.9	2.9	2.9
OCCC Transfer	2.71	2.69	2.67	2.72
All Two-Year Transfers	2.67	2.66	2.70	2.67
All Undergraduates Transfers	2.75	2.76	2.71	2.76
All Undergraduates	3.04	3.07	3.07	3.08

PART III –

RECOMMENDATIONS

Outcome 1.

The portfolio results are below last year in the number of students who scored 100%. Inform program faculty about the need to emphasize the portfolio project to students and consider changing the portfolio point value. The oral presentation results are still well above the 80% measure.

Continue to use these measures but also survey other BCOM faculty for other good assessment measures. Consider feasibility of external evaluators.

Outcome 2.

1a. 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.

PROGRAM A.A.S.

Automotive Technology

PLAN YEAR FY 08

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. Graduates of the Oklahoma City Community College Automotive Program will demonstrate competency in the areas of Engine Repair, Automatic Transmission/Transaxle, Manual Drive Trains, Brakes, Suspension & Steering, Electrical, Heating & Air Conditioning and Engine Performance by passing the National Certification ASE examination. The students will also show success by employment and the employers evaluation.

Measure and Criteria for Success –

1a. Students will pass the National ASE Certification examination at a rate equal to or higher than the national average in the areas of Engine Repair, Automatic Transmission/Transaxle, Manual Drive Trains, Brakes, Suspension & Steering, Electrical, Heating & Air Conditioning, and Engine Performance.

1b. 80% of students will show success in employment by a satisfactory employer evaluation. This will be measured by examining the students Career Experience final grade which reflects a combination of the students proficiency and human relation skills on the job.

2b. Employers of the Automotive Technology Program graduates, in the five county service area, will find the education received by their employees to be acceptable, and meeting employers expectations.

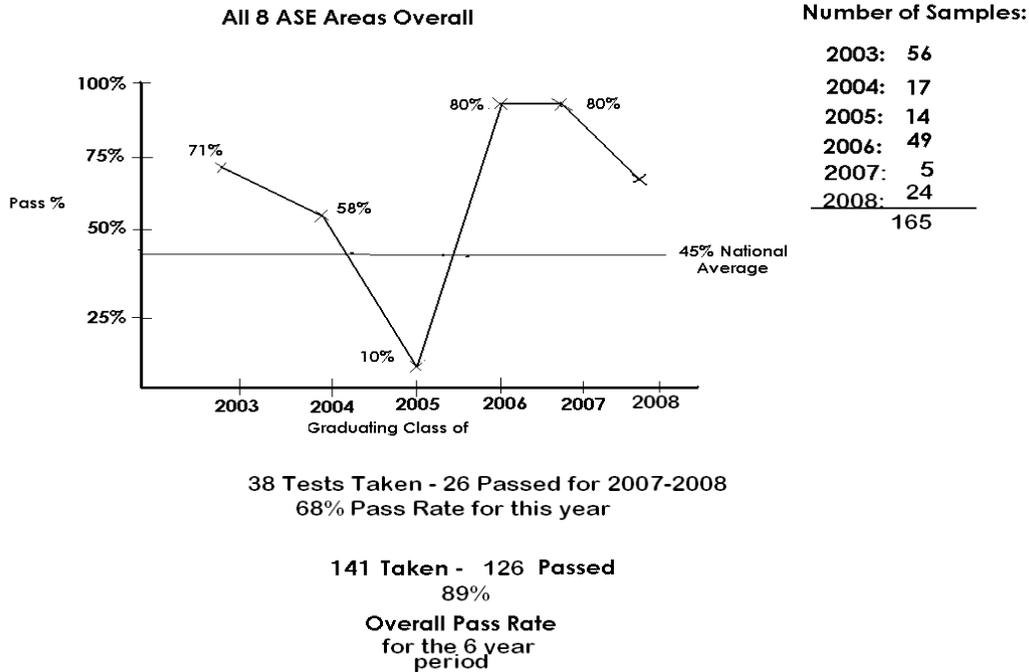
Evaluation and Results –

1a. Oklahoma City Community College surveys each graduating class for each ASE test area to determine the pass/fail rate. Twenty Four Students responded for the 2007-2008 Class.

Results

Students graduating from the program that took the National ASE Certification Examination in one or more of the eight areas evaluated exceeded the national average.

On the following page is a graph depicting the relationship of the percentage of graduates passing the ASE exam by the year the student graduated. The average pass rate as per information from ASE is 45 %. Graduates from Oklahoma City Community College have an average pass rate of approximately 68.4%, which exceeds the National Average. Areas where students are most challenged for the last year (2007-2008) appear to be Automatic Transmission..



1b. 100% of the students that graduated received satisfactory Career Experience evaluations. These Career Experience Evaluations are available.

2b. Employers found the education received by their employees to be acceptable and the

Program was given “good to excellent” ratings for the following areas: Curriculum,

Communications, Advisory Committee Meetings, Contacts, and an overall

“excellent” rating for the education provided in light of the industry partners

expectations.

Recommendations –

1a. The results above shows the graduating students that took one or more of the ASE National Certification Examination passed at a rate higher than the national average when all eight areas are considered and averaged. Oklahoma City Community College can not require ASE certification, but highly encourages students to seek this National Certification. The ASE National Certification Examination is an essential tool as a third party evaluation to determine if we are meeting our outcome assessment goals by measuring the technical proficiency of our graduates. In order to obtain a more accurate survey we have determined to survey all eight areas and to survey four years back.

The Automotive Department has evaluated the current curriculum in an effort to strengthen the low areas and see if a higher pass rate can be achieved.

We have changed the curriculum to achieve higher scores in the areas that have produced low scores on the ASE examination including Automatic Transmission, Manual Drive Trains and Suspension and Steering. This is an ongoing process with a curriculum change last year in the ATIP program and a change in ASEP curriculum this year . We feel this will improve our numbers and continue to achieve a higher than average pass rate. These changes will take a few years before showing up in a good number of sample surveys.

1b. It is also a continued recommendation that we measure student success by collecting data from the Career Experience station which includes the students technical experiences and human relation skills as observed by a third party. These evaluations are available upon request.

2b. The evaluation of the College by the employer shows the school doing a good to excellent job in all areas. The area that can be improved upon is the curriculum according to the employers. It should be noted that the lowest rating on the curriculum was a "good" rating.

PROGRAM

Certificate of Mastery in Business

Legal Office Procedures Option

OUTCOME ASSESSMENT PLAN

PLAN YEAR FY 08 – FY 12

PART I – MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. 70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – Legal Office Procedures Option will demonstrate their ability to correctly spell and define legal terms and accurately transcribe legal documents such as summons, complaints, petitions and marital dissolution agreements with a net production score of 70%.

Measure and Criteria for Success –

1a. 70% of the Course Completers in AOT 2323 – Legal Terminology and Machine Transcription will score a net production score of 70% or higher on all course production examinations.

Evaluation and Results –

1a. *100% of Course Completers scored a B or better on their final score; however, a production examination could not be determined because a grade sheet was not submitted with the course grades.*

Recommendations –

1a. *The program coordinator will instruct all adjuncts that the course exams must be kept on file on the OCCC campus. The coordinator will collect and store the exams until the results are obtained.*

Measure and Criteria for Success –

1b. 70% of Course Completers enrolled in Legal Terminology and Machine Transcription will accurately spell legal terms in documents from three different specializations, with 70% accuracy.

Evaluation and Results –

1b. *100% of Course Completers scored a B or better on their final score; however, a production examination could not be determined because a grade sheet was not submitted with the course grades.*

Recommendations –

1b. *The program coordinator will instruct all adjuncts that the course exams must be kept on file on the OCCC campus. The coordinator will collect and store the exams until the results are obtained.*

Measure and Criteria for Success –

1c. 70% of Course Completers will define legal terms with 70% accuracy on all theory exams.

Evaluation and Results –

1c. *100% of Course Completers scored a B or better on their final score; however, a production examination could not be determined because a grade sheet was not submitted with the course grades.*

Recommendations –

1c. *The program coordinator will instruct all adjuncts that the course exams must be kept on file on the OCCC campus. The coordinator will collect and store the exams until the results are obtained.*

Outcome 2. 70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – Legal Office Procedures Option will accurately produce legal billing documents with 70% accuracy.

Measure and Criteria for Success –

2a. 70% of Course Completers in the Legal Office Procedures program will create a client database, analyze the billing data, input and edit the billing data, and create a monthly invoice with 70% accuracy on 4 separate activities.

Evaluation and Results –

2a. *100% of Course Completers scored a C or better on their final score; however, a production examination could not be determined because a grade sheet was not submitted with the course grades.*

Recommendations –

2a. *The program coordinator will instruct all adjuncts that the course exams must be kept on file on the OCCC campus. The coordinator will collect and store the exams until the results are obtained.*

Outcome 3. 70% of Course Completers in the Oklahoma City Community College Certificate of Mastery-Legal Office Procedures Option will demonstrate an understanding of an industry standard word processing program by completing selected examination problems with a minimum grade of 75%.

Measure and Criteria for Success –

3a. 70% of Course Completers enrolled in Intermediate Word students will complete a serial problem over multiple word processing tasks with 75% accuracy.

Evaluation and Results –

3a. *Of the 14 Course Completers, 9 students (64%) met the outcomes criteria.*

Recommendations –

3a. In the past year, I've come to realize the purpose of this assignment is not meeting my needs for the courses that follow AOT 2313 – Intermediate Word. I will change the software in the Spring 2009 semester to Microsoft Word 2007. With the new software, the projects will be examined to determine what should be changed to help students proceed through the program.

Outcome 4. 70% of Course Completers in the Oklahoma City Community College Certificate of Mastery-Legal Office Procedures Option will demonstrate an understanding of industry office procedures by completing a capstone project with a minimum grade of 75%.

Measure and Criteria for Success –

4a. 70% of Course Completers enrolled in Administrative Office Procedures will complete a serial problem over multiple office procedural tasks with 75% accuracy.

Evaluation and Results –

4a. This could not be measured this year. I did not save the correct material to measure.

Recommendations –

4a. I've marked documents to remind me what should be saved so the outcome can be measured next year.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1. Graduates of the Oklahoma City Community College Certificate of Mastery in Business – Legal Office Procedures Option will be well prepared to perform their job in a legal office. (FY 08 – FY 12)

Measure and Criteria for Success –

1a. On a scale of 1-4, 3.5 or above of Certificate of Mastery in Business – Legal Office Procedures Option graduates responding to a graduate survey will state the education received at OCCC will prepare them to perform their job.

Evaluation and Results –

1a. The latest information on the web site is for summer 2006, fall 2006 and spring 2007. Institutional Effectiveness is currently following up on summer 2007 and fall 2007. They will begin surveying spring 2008 before Christmas 2008, but the report will not be completed until sometime in May 2009.

There were insufficient numbers returning the surveys to include in the data.

Recommendations –

1a. If this is the case, then all data used for the Outcomes next year will be a year late. I will contact Institutional Effectiveness to see when data will be matched to the year.

Output 2. Graduates of the Oklahoma City Community College Certificate of Mastery in Business – Legal Office Procedures Option will have an increased awareness of cultural differences. (FY 08 – FY 12)

Measure and Criteria for Success –

2a. 75% of Certificate of Mastery in Business – Legal Office Procedures Option graduates responding to a graduate survey will rate their knowledge of cultural differences as improved “greatly” or “somewhat.”

Evaluation and Results –

2a. The latest information on the web site is for summer 2006, fall 2006 and spring 2007. Institutional Effectiveness is currently following up on summer 2007 and fall 2007. They will begin surveying spring 2008 before Christmas 2008, but the report will not be completed until sometime in May 2009.

There were insufficient numbers returning the surveys to include in the data.

Recommendations –

2a. If this is the case, then all data used for the Outcomes next year will be a year late. I will contact Institutional Effectiveness to see when data will be matched to the year.

OUTCOME ASSESSMENT PLAN

PROGRAM Manufacturing/CIM REPORT FOR FY 08

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:

- Demonstrate knowledge of basic industrial electronic principles and devices by solving problems and constructing lab experiments in subjects such as resistive circuits, Ohms law and power, series and parallel circuits, DC and AC circuits, solid state circuits and devices, and operational amplifiers.
- Analyze, construct, test and interface fundamental digital circuits including logic gates, combinational logic circuits, Flip-flops, counters, encoders and decoders, shift registers arithmetic circuits, digital to analog conversions, and analog to digital conversions.
- Demonstrate problem maintenance and troubleshooting procedures on various types of electrical motors and electromechanical systems.
- Use hydraulic pumps and motors and make hydraulic connections, measurements, and calculations.
- Demonstrate the operation of a programmable controller by writing a program to control on-delay and off-delay timers, test the program for correct, operation and apply troubleshooting techniques as necessary.
- Write a program for a programmable controller, implementing a multiple input/output system to control the operation of an external electromechanical device. Interface photosensitive device as detectors in the system and run the program to verify proper operation.
- Develop programs to control servo and non-servo robots as well as continuous path servo robots, to interface robots into an automated system, and to maintain the operation of multi-task robotic systems within operating parameters.
- Set up a batch processing line which converts raw material into a finished product, and provide programming, interfacing and troubleshooting of an automated system.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/PROGRAM OUTPUTS

Outcome 1.

Set up a batch processing line, which converts raw material into a finished product, utilizing the concepts learned in earlier courses and provide programming, interfacing and troubleshooting of an automated system.

Measure and Criteria for Success-

1a. Students must take and successfully complete PRDT 2544- Computer Integrated Manufacturing at a pass rate of 80%.

B. PROGRAM OUTPUTS

Outcome 2.

Graduates of the Manufacturing Technology/Robotics 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 collected indicates that 100% of students successfully completed PRDT 2544- Computer Integrated Manufacturing at a pass rate of 80%.

1b. Data collected indicates that 97% of graduates were positively placed within the first year of graduation as indicated by the Student-Follow-up Survey report.

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.

OUTCOME ASSESSMENT REPORT

PROGRAM

Manufacturing/CNC

REPORT FOR FY 08

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:

- Apply the principles of precision measurement through the systematic study of precision measuring tools, such as vernier-calipers, micrometers, dial indicators, optical comparators, electronic and air gauges.
- Develop basic set up and programming skills on computer numerical control (CNC) lathes, mills and machining centers, through cutting tool set up, fixturing alignment and set up, uploading and downloading of programs, minor program editing, identification application of various cutting tools and cutting tool configurations.
- Describe the sources, preparation and properties of various ferrous and non-ferrous metals.
- Apply the principles of computer numerical control programming by writing simple to complex computer numerical control (CNC) programs, using program preparation systems including geometry, code processor and simulator software packages.
- Apply geometric tolerancing principles to special projects that will reflect various work-based opportunities.
- Prepare and apply control procedures and devices, including coordinate measuring machines, which are typically used in manufacturing. Develop sampling and acceptance plans, control charts and various other statistical process control functions.
- Prepare and apply control procedures and devices, including coordinate measuring machines and profile projects, which are typically used in manufacturing complex shapes.
- Apply principles of computer-aided machining (CAM) and apply these principles in the development of computer numerical control (CNC) programs for machine tools, using an integrated software system.
- Recognize and industrial environment that could be injurious to personnel, systems and processes and demonstrate familiarity with industrial accidents, accident investigations, safety inspection, hazardous materials, preventive measures, associated costs, and federal, state and local health and safety regulations.

PART I - MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/PROGRAM OUTPUTS

Outcome 1.

Develop basic set up and programming skills on computer numerical control (CNC) lathes, mills and machining centers, through cutting tool set up, fixturing alignment and set up, uploading and downloading of programs, minor program editing, identification application of various cutting tools and cutting tool configuration

Measure and Criteria for Success-

1a. Graduates of the CNC program will have successfully completed and passed MET 1143 with a rate of 80% or above.

B. PROGRAM OUTPUTS

Output 1.

Graduates of the Manufacturing Technology/Computer Numerical Control 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 graduates of the CNC program successfully completed and passed MET 1143 with a rate of 80% or above.

1b. Data indicates that 99% of graduates were positively placed within the first year of graduation as indicated by the Student Follow-up Survey.

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.

Medical Transcriptionist Option

OUTCOME ASSESSMENT PLAN

PLAN YEAR FY 07 – FY 12

PART I – MEASURES AND CRITERIA FOR SUCCESS

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. 70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business – Medical Transcriptionist Option will accurately transcribe medical documents such as clinic notes, hospital admissions and physicals, histories, etc. with a net score of 70%.

Measure and Criteria for Success –

1a. 70% of Course Completers enrolled in Medical Transcription will complete a serial transcription problem with 75% accuracy on three different specialty fields.

Evaluation and Results –

2a. 100% of Course Completers scored a minimum of 75% of three different specialties.

Recommendations –

2a. A grade sheet was submitted for this class; however, it only gave test scores. The program coordinator will instruct all adjuncts that the course exams must be kept on file on the OCCC campus. The coordinator will collect and store the exams until the results are obtained.

Outcome 2. 70% of Course Completers in the Oklahoma City Community College Certificate of Mastery in Business-Medical Transcriptionist Option will demonstrate an understanding of an industry standard word processing program by completing selected examination problems with a minimum grade of 75%.

Measure and Criteria for Success –

2a. 70% of Course Completers enrolled in Intermediate Word students will complete a serial problem over multiple word processing tasks with 75% accuracy.

Evaluation and Results –

2a. Of the 14 Course Completers, 9 students (64%) met the outcomes criteria.

Recommendations –

2a. In the past year, I've come to realize the purpose of this assignment is not meeting my needs for the courses that follow AOT 2313 – Intermediate Word. I will change the software in the Spring 2009 semester to Microsoft Word 2007. With the new software, the projects will be examined to determine what should be changed to help students proceed through the program.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Output 1. Graduates of the Oklahoma City Community College Certificate of Mastery in Business – Medical Transcriptionist Option will be well prepared to perform their job in a medical transcriptionist office. (FY 08 – FY 12)

Measure and Criteria for Success –

1a. On a scale of 1-4, 3.5 or above of Certificate of Mastery in Business – Medical Transcriptionist Option graduates responding to a graduate survey will state the education received at OCCC will prepare them to perform their job.

Evaluation and Results –

1a. The latest information on the web site is for summer 2006, fall 2006 and spring 2007. Institutional Effectiveness is currently following up on summer 2007 and fall 2007. They will begin surveying spring 2008 before Christmas 2008, but the report will not be completed until sometime in May 2009.

There were insufficient numbers returning the surveys to include in the data.

Recommendations –

1a. If this is the case, then all data used for the Outcomes next year will be a year late. I will contact Institutional Effectiveness to see when data will be matched to the year.

Output 2. Graduates of the Oklahoma City Community College Certificate of Mastery in Business – Medical Transcriptionist Option will have an increased awareness of cultural differences. (FY 08 – FY 12)

Measure and Criteria for Success –

2a. 75% of Certificate of Mastery in Business – Medical Transcriptionist Option graduates responding to a graduate survey will rate their knowledge of cultural differences as improved “greatly” or “somewhat.”

Evaluation and Results –

2a. The latest information on the web site is for summer 2006, fall 2006 and spring 2007. Institutional Effectiveness is currently following up on summer 2007 and fall 2007. They will begin surveying spring 2008 before Christmas 2008, but the report will not be completed until sometime in May 2009.

There were insufficient numbers returning the surveys to include in the data

Recommendations –

2a. If this is the case, then all data used for the Outcomes next year will be a year late. I will contact Institutional Effectiveness to see when data will be matched to the year.

Health Professions

OUTCOME ASSESSMENT PLAN

PROGRAM

Diagnostic Medical Sonography

REPORT YEAR FY 08

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 cavitation 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 collected indicates that the overall pass rate is 60% as compared to the overall national average of 60% for the ARDMS.

PART III – RECOMMENDATIONS

1a. No action will be taken at this time.

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 collected indicates that an 100% completion rate of all competency skills in a clinical setting were met by sonography students.

PART III – RECOMMENDATIONS

2a. Continue to monitor evaluation of graduates.

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 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

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

ACADEMIC OUTCOMES ASSESSMENT REPORT

FY 2008

EMS
Program/Option/Emphasis

AAS

October 10, 2008

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

ACADEMIC OUTCOME ASSESSMENT REPORT

EMS

FY 2008

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

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.

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. 88% (14/16) first time candidates passed the National Registry Paramedic written exam on their first attempt.
2. The national average pass rate for first time candidates was 64% for the calendar year 2007.

1a. Use of Results to Improve Instructional Program:

1. Continued review and update paramedic written examinations to reflect critical thinking items. This is starting to be implemented.
2. A Paramedic Program comprehensive written exam has been administered for 4 semesters and the results appear to reflect the ability of the student to pass the National Registry on their first attempt.
3. A blueprint has been established for each course however, has not yet been implemented. Item analysis was implemented Sp08.
4. The AtD Peer Mentoring Program was initiated F08 to utilize peer mentors to enhance student success.
5. Computer proficiency is being emphasized to allow students to become familiar with computers and to assist with new national registry computer adaptive testing.

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 indicate that the program prepared them as competent providers.

1b. Summary of Assessment Data Collected:

1. 100% of respondents indicated that the program prepared them as competent providers.

1b. Use of Results to Improve Instructional Program:

1. No action needed.

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 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. Use of Results to Improve Instructional Program:

1. No action needed.

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 gives at least one presentation per semester in each paramedic care course.

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. No action needed.

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. 28% (5/18) student passed the OCCC program comprehensive final written exam on the first attempt.

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.

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. 94% (15/16) of all students will earn a “Pass” on the paramedic practical exam on the first 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 will continue to be required to have all required paramedic skills evaluated by the open lab instructor. Basic skills may be evaluated by a peer mentor.

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 respondents indicated that the program prepared them to be competent providers.

2b. Use of Results to Improve Instructional Program:

1. No action needed.
- 2.

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 respondents indicated that the program prepared graduates as competent providers.

2c. Use of Results to Improve Instructional Program:

1. No action needed.

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:

1. 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. Due to the Medical Director's schedule we are exploring the possibility of a co-medical director to assist with lecturing, ACLS and PALS evaluation, and gatekeeper assessment.

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. No action needed.

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. 0% (0/18) of students passed the OCCC program practical final written exam.

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 will be remediated and have three attempts to pass the comprehensive program practical examination.
3. Students in all paramedic courses will continue to be required to have all required paramedic skills evaluated by the open lab instructor. Basic skills may be evaluated by a peer mentor.

4. **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. 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.
2. Instructors in each paramedic care course will utilize the affective evaluation tool with each student a minimum of twice during the course. One will be a formative and one a summative evaluation.

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 indicated that the program prepared them to demonstrate professional behavior.

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 required to utilize the affective evaluation tool and rubric. 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. 60% of respondents indicated that the program prepared graduates to demonstrate professional behavior.

3c. 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 required to utilize the affective evaluation tool and rubric.
2. Employers were queried at the Advisory Committee Meeting and we will continue to engage in discussion concerning professional behaviors.
3. Students may be required to repeat clinical work if the minimum score of (3) is not achieved on the affective evaluation tool.
4. Students will not successfully complete the course if a minimum competency of "3" is not achieved on the affective evaluation tool in the classroom, lab, and clinical areas.

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.

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 MEASURES⁴

Student Learning Outcomes

4 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.

Outcome 1. Students will be able to apply basic physics and mathematical techniques to analyze coplanar force systems, calculate moments of inertia, compare stresses in structural and mechanical systems, and apply basic properties of materials in the selection of structural members

OUTCOME ASSESSMENT PLAN

PROGRAM

Medical Assistant

REPORT FY 08

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 polices 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 100% satisfied with the Medical Assistant students’ professional behavior in the clinical (Externship) 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 99% 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.

ACADEMIC OUTCOME ASSESSMENT REPORT

NURSING

FY 2008

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:

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.
2. **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.
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.

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:
 - a. Vital signs
 - b. Personal hygiene and bedmaking
 - c. Application of antiembolism stockings

- d. Administration of medications (oral, topical, intramuscular, subcutaneous, intradermal, and inhalation routes)
- e. Charting and documentation
- f. Use of body mechanics in meeting activity needs (transfers, positioning, performing ROM)
- g. Application of restraints
- h. Aseptic technique
- i. Feeding clients
- j. Measuring and recording intake and output
- k. FSBS
- l. Urinary catheterization
- m. Bowel care
- n. Wound care and dressings
- o. Applications of heat and cold
- p. Oropharyngeal and nasopharyngeal suctioning
- q. Administering oxygen
- r. Using a pulse oximeter
- s. 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).
- t.. Placement/maintenance of nasogastric tubes
- u. Venipuncture (including blood cultures)
- v. IV therapy, including piggybacks and peripheral pulses

- w. Infant care (bathing, cord care, circumcision care, heel sticks, positioning)
- x. Breast care (including assisting the nursing mother)
- y. Palpation of bladder
- z. Surgical scrub, sterile gowning and gloving, sterile field set-up
- aa. Monitoring contractions and progression of labor (cervical dilatation)
- bb.. Monitoring uterine involution
- cc. 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).
- dd. Ostomy care
- ee. Tracheostomy care and suctioning
- ff. Central line dressing changes
- gg. Give medications through central lines
- hh. Obtain blood samples from central lines
- ii. Removing central lines
- jj. Chest tube care
- kk. Artificial airway maintenance
- ll. Ventilator management
- mm. Cardiopulmonary (“code”) nursing responsibilities
- nn. History and physical exam: Glasgow 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: 89.55% of calendar year 2007 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 2007 was 85.5%.

1a. Use of Results to Improve Instructional Program:

The data reflects 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 positive 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.

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 46 of 134 graduates (FY 08) responded on the NURSING Graduate Survey for FY 2007 for a response rate of 34.3%. On the item “Did the nursing program at OCCC prepare you to take the NCLEX-RN exam”, 31.1% responded Strongly Agree; 51.1% responded Agree; 13.3% responded Somewhat Agree; none responded Somewhat Disagree; and 4.4% responded Strongly Disagree. The mean score on the item was 4.04. The data shows that graduates concur the program prepares them to be successful on the licensure exam.

Criterion 2): The question “Overall, how satisfied were you with the nursing program at OCCC?” was included on the NURSING Graduate Survey for FY 2007. 31.8% responded Strongly Agree; 56.8% responded Agree; 11.4% responded Somewhat Agree; and no graduates responded Somewhat Disagree or Strongly Disagree. The mean score on the item was 4.20. The data shows that graduates are satisfied with the OCCC nursing program.

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. Although the response rates for the two Graduate Survey items presented in 1b. are positive, it is noted that a slight downward trend exists from 2006 and 2005 Surveys. By trending this data, faculty are able to explore possible contributing factors and determine significance, if any, of the trends. The processes involved in evaluation of data 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.

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:

Twenty-three of thirty-one employers responded to the Employer Assessment of OCCC FY 2007 Nursing Graduates, for a 74.2% response rate. 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: 4.76
2. Writing: 4.45
3. Listening: 4.62
4. Speaking: 4.45
5. Critical Thinking: 4.23
6. Computational Skills: 4.36
7. Cultural Diversity: 4.50

The benchmark mean score was exceeded on each item for General Education Skills.

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

1. Team Work: 4.68
2. Client Service: 4.73
3. Leadership: 4.27
4. Negotiating: 4.18
5. Conflict Resolution: 4.05
6. Consensus Building: 4.14

The benchmark mean score was exceeded on each item for Interpersonal Skills.

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

1. Individualized Plans of Care: 4.36
2. Basis for decision-making: 4.50
3. Respect for needs of clients across the lifespan: 4.59

The benchmark mean score was exceeded on each item for Nursing Process.

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

4. Decisions and actions consistent with current standards/licensing laws: 4.41

The mean score was exceeded on the item for Nursing Knowledge/Critical Thinking.

Criterion 5): Mean score on Communication Item is:

5. Incorporates teaching and learning goals in care: 4.27

The mean score was exceeded on the item for Communication.

1c. Use of Results to Improve Instructional Program:

Criterion 1): Mean scores demonstrate strengths in General Education Skills in program graduates. For the third year in a row, the low mean score (4.23) as well as the gap between Average Performance and Average Importance of the skill (-0.66%) provide data to support increasing strategies for building critical thinking skills in graduates. Faculty believe the previously described program improvement strategies address the need and find that the data strongly supports the changes in the overall curriculum plan which adds Chemistry and replaces Microbiology for Infectious Diseases with 2000 level Microbiology course. Those changes will be implemented in Fall 2009.

Criterion 2): Mean scores on Interpersonal Skills items also demonstrate strengths. It is noted that the areas for building leadership skills; negotiating skills; conflict resolution skills; and consensus building skills are the Interpersonal Skills with lowest means and highest gaps between Performance and Importance. In spring 2008, leadership content was strengthened in each section of Nursing Process IV, including adding preceptor experiences in one section of NP IV. Starting fall 2008, leadership content will be covered each week in NP IV classes, including guest speakers from clinical practice. Improvement in specified Interpersonal Skills items are anticipated as a result of these interventions. The need for addressing related content in all core courses is under consideration.

Criterion 3): The mean scores on the three Nursing Process items provide 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 strength of these responses 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 although

ongoing improvements are anticipated through a Nursing Process sub-committee of the Nursing Faculty Organization.

Criterion 4): The mean score on Nursing Knowledge/Critical Thinking also demonstrates that graduates are performing well in areas requiring sound nursing knowledge underscored by critical thinking skills. Multiple methods to build critical thinking skills in students/graduates have been implemented in the nursing curriculum in the past three years, and the results (though slightly lower than AY 07) 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. The OCCC Nursing Program Advisory Committee also supports the curricular changes and emphasized in Fall 08 meeting the ongoing need for new nurses "who can make appropriate clinical decisions."

Criterion 5): The Communication item relates to teaching and learning goals in care, activities which are anchored in communication knowledge/skills. The mean score supports success of the program's curriculum in promoting positive communications outcomes in graduates. Again, improvements in curriculum will help ensure future positive scores.

ACADEMIC OUTCOME ASSESSMENT PLAN

2. **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.

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 2007 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 have been revised/improved
- Campus laboratory coordinator role has been made a full-time faculty position, resulting in more continuity in lab instruction
- Utilization of adjunct campus lab instructors provides added supervised practice time for 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

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 3.91 was obtained on the specified item from the NURSING Graduate Survey in FY 2007, providing evidence that a majority of graduates were well-prepared for (entry) clinical

practice. 20.0% of graduates responded “Strongly Agree”; 57.8% responded “Agree”; 17.8% responded “Somewhat Agree”; 2.2% responded “Somewhat Disagree”; and 2.2% responded “Strongly Disagree.” Specific comments from four respondents were related to needing more clinical time and not enough opportunities for lab practice of IV skills.

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 addition of adjunct campus lab instructors. The utilization of human patient simulators to maximize acquisition of real-world skills has increased each year for the past four years, and the opportunities for students to acquire necessary skills are enhanced. Further, strategies to improve clinical teaching such as recruitment of more master’s prepared faculty (or individuals enrolled in graduate work) and required orientation sessions/team meetings for adjuncts are underway.

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 2007 are:

- a. Computer Utilization: 4.18
- b. Choosing Appropriate Technology: 4.36
- c. Applying Technology to Tasks: 4.23

The mean scores on each item exceed the expected level of achievement.

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 also recognize the challenges associated with updating strategies in the program to prepare graduates with appropriate technology skills. There is concern that the availability of computers available in the nursing area does not match the significant growth in numbers of nursing students served. In addition, faculty are facing technological challenges associated with changing the e-mail delivery system

and online teaching platform simultaneously. IT support has been increasingly hard to obtain d/t the workloads of that College staff. Nursing faculty are making reasonable efforts to ensure that these challenges do not negatively impact graduates' performance in technology skills. The availability of 25 additional computers in the new Health Professions Education Center will be helpful for instructional purposes as well as adding five computers to the nursing campus clinical laboratories.

- 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. However, 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 nursing program director, in concert with the Division Dean, have developed a report to support administrative understanding. Importantly, too, faculty developed and included in the 2008-2009 Nursing Student Handbook a new component referred to as Integrity Policies. The Policies are clearly related to those included in the College Student Handbook. They are also clearly related to the profession's ethical and legal frameworks.

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 2008) 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 2008 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 4.06
- ☐ The service helped me better understand community needs. Mean 4.14
- ☐ The service helped me reflect on my life and goals. Mean 3.79
- ☐ The service has increased my interest in doing further service. Mean 3.78

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 have improved student understanding and support of Service Learning within the program. Faculty continue to believe SL promotes gains in affective learning, some of which may not be fully realized until after graduation. For FY 2009, the specific ethical values which students must relate to their SL projects were revised. Interesting outcomes have been noted, as there have been a few student complaints that seem to suggest they were using previous student experiences in the projects to guide their written assignments. Faculty are firm in their commitment in requiring such activities which help promote affective learning and believe requiring students to have original thoughts/expressions of their commitment to values such as integrity, self-motivation, respect, and honesty are critical components of well-rounded nursing education.

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 2007 Employer Assessment of OCCC Nursing Graduates are:

1. Maintains accountability for own actions: 4.59
2. Demonstrates accountability for delegated nursing activities: 4.50

The mean scores on both items exceed the expected level of achievement and are higher than those reported from the FY 2006 Assessments (4.41 and 4.21 respectively).

Criterion 2): Mean scores on designated items from the FY 2007 Employer Assessments are:

1. Practices with ethical and legal nursing frameworks: 4.67
2. Demonstrates behaviors consistent with expectations: 4.64

The mean scores on both items exceed the expected level of achievement and are also higher than those reported from the FY 2006 Assessments (4.61 and 4.50).

3c. Use of Results to Improve Instructional Program:

The results provide evidence that the program's graduates are 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 gains noted in the FY 2007 results (though relatively small since the numbers were also high in FY 2006) are well-received affirmations of program requirements for affective behaviors consistent with professional expectations.

ACADEMIC OUTCOMES ASSESSMENT REPORT

FOR FY 2008

Occupational Therapy Assistant Program
Program/Option/Emphasis

AAS

October 09, 2008

Program Level

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

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, 15 graduates sat for the National Examination for the Occupational Therapy Assistant. Fourteen (14) graduates passed on first attempt for a first time success rate of 93.33%.

The graduate who failed on first attempt retook the exam at first opportunity and passed.

Recommendations-

Continue to reinforce that graduates sit for the national exam at their earliest convenience. Additionally, continue to incorporate exam study guide materials (including the NBCOT Study Guide) in the 3rd semester “Program Support” course. Also, feedback from successful candidates indicates that taking the online NBCOT Practice Exam was 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 the graduate who was unsuccessful on the first attempt conveyed a message to the currently enrolled third semester students that he did not feel he had to study texts or other learning materials prior to the first attempt. He studied prior to the retake and passed.

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, 22 students were enrolled in FW II A and 23 students in FW II B for a combined total student enrollment of 45. Of the 45 enrollments, the total pass rate (“C” or above) for 42 enrollments was 100% on the first attempt. There are 3 enrollments that have yet to finish their assigned FW II experience at the time of this report.

Recommendations-

Continue to reinforce positive Level II FW preparation by orienting students in the 3rd semester to the national Level II FW Evaluation Form that is used to assess their performance in FW. 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 20 graduate surveys mailed to known addresses of the May 2007 graduates, thirteen (13) were returned as of this reporting date.

Survey results from respondents indicate a 100% “satisfied” (“4”) rating with a reported average of 4.77 (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 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.

Outcome Assessment Report

Physical Therapist Assistant Program FY 2008

Student Learning Outcomes

1. Students will successfully complete a comprehensive practical examination 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 prior to receiving 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 pass rates.

A. STUDENT OUTCOMES/DIRECT MEASURES

Student Learning Outcomes

Outcome 1. Students will successfully complete a comprehensive practical examination prior to participation in PTA 1312; Initial Practicum; PTA 2034 & 2134; Practicum I & 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 prior to receiving AAS in PTA degree.

5

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.

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

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

B. PROGRAM OUTPUTS/INDIRECT MEASURES

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 Class of 2009, 19 out of 20 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 2010, 15 out of 16 students or 94% of the students passed 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 2034, and PTA 2134, Practicum I and II.

6 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 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 Initial Practicum and those graduating in 2008 for Practicum I and II.

Program Output I/Measure I: Eight out of 14 (57%) students who graduated in 2007 returned the graduate surveys. Two persons were listed as December graduates and were not included in this mail out. Of those who responded, 100% 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 2007 graduates, 15 out of 16 passed on the first attempt, representing a 93.75% first time pass rate. The national average for the first time test takers is 85.30%. For the December 2007 graduates, 2 out of 2 passed on the first attempt, representing 100% first time pass rate. Current data for the class of 2008 graduates indicates that 12 students out of 16 graduates have taken the exam. Of those students 8 out of 12 passed on the first attempt, representing 67% pass rate.

PART III - RECOMMENDATIONS

With respect to the practical examinations, the program performed an internal audit to determine inter-rater reliability between graders. This data will be assessed and reported to faculty at the next faculty meeting to ensure consistency between faculty assessors during comprehensive skills checks. The PTA Advisory Committee reviewed the new assessment tools and supported the changes to indicate safety concerns as automatic opportunities for reassessment. The students are given the checklists prior to each practical examination so they are aware of the safety requirements.

The curriculum has been reviewed with respect to the 2007 Normative Model of Physical Therapist Assistant Education document and some minor changes have occurred in the content of BIO 1314, Human Anatomy I to include the scientific method. This information was inadvertently left off the curriculum. For the class graduating in 2008, this information was added to BIO 2102, Clinical Anatomy to ensure understanding. The PTA Program Faculty will be proposing a course sequence change to promote better student preparation for PTA 1312, Initial Practicum in the areas of dressing changes and electrotherapy. Due to repeated requests from graduates and clinical instructors, we are planning to add pharmacology and laboratory values into the curriculum by expanding the pathology class. This may take a year to complete the process. We will ask for support from the PTA Advisory Committee.

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 PTA National Licensure Exam changed this year (2008). I am not sure if the decline in first time pass rate is due to the difference in the exam, or to issues with the curriculum. We have ordered the FSBPT Exam Content Area Subscription Report which will help to identify the OCCC students' weak areas. We will begin to assess the curriculum and determine if a trend exists. The data generated may indicate a need to change the curricular content or delivery. During the fall semester (2008) in PTA 2113, Systems/Problems, examination preparation has become an objective. Some examples of assignments include: developing a self-directed study plan with journal entries relating to progress, sample testing in the test center in November and a follow up mock exam between PTA 2034, Practicum I and PTA 2134, Practicum II.

Respectfully submitted,

Jennifer Ball, PT/ATC

OUTCOME ASSESSMENT PLAN

PROGRAM

Orthotics/Prosthetics Technician

REPORT YEAR FY 08

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.

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.

OUTCOME ASSESSMENT PLAN

PROGRAM

Respiratory Care Therapist

REPORT YEAR FY 08

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 91% as compared to the overall national average of 76% 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' knowledge level. 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' knowledge level. 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.

OUTCOME ASSESSMENT PLAN

PROGRAM

Surgical Technology

REPORT YEAR FY 08

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 meet or exceeded the overall pass rate average benchmark of 66% with an overall pass rate of 74%.

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

OUTCOME ASSESSMENT PLAN

PLAN YEAR FY 2008

Computer-Aided Technology

Department

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 MEASURESⁱ

Student Learning Outcomes

Outcome 1. Students will be able to apply basic physics and mathematical techniques to analyze coplanar force systems, calculate moments of inertia, compare stresses in structural and mechanical systems, and apply basic properties of materials in the selection of structural members

Measure and Criteria for Success –

- 80% of all Students in the Design Mechanics course will solve the following problems.
 - Exam 2 – Problem 2 - Resultants
 - Exam 2 – Problem 3 – Components
 - Exam 2 – Problem 5 - Moment
 - Exam 5 – Problem 1 – Centroid
 - Exam 5 – Problem 2 – Moment of Inertia

Outcome 2. Upon completion of the CAT Program at Oklahoma City Community College the student will be able to use the design process to develop a solution to a problem and develop a complete set of working drawings of the solution.

Measure and Criteria for Success –

- During the last week of class students in the capstone course, Design Project (CAT 2924), will present their projects to members of the CAT advisory board and selected, invited professionals from the CAD industry. Students will make oral, printed and electronic presentations. The audience will evaluate quality, level of professionalism, relevant and current work place skills and scope. The audience will also be asked to provide comments and discussion concerning the course and

program content. Input will be through a work sheet available by request. This input will be shown to the student, but will not affect the student's grade.

B. PROGRAM OUTPUTS/INDIRECT MEASURESⁱⁱ

Outcome 1. Graduates of the Oklahoma City Community College Computer-Aided Technology: CAD Option A.A.S. degree, will be well prepared for an entry-level position.

Measure and Criteria for Success –

- ◆ 75% of CAT- CAD graduates responding to a graduate survey will rate the education received at Oklahoma City Community College as either “good” or “very good”.

PART II – EVALUATION AND RESULTS

(This section will be completed as part of your assessment report prepared by October of the following year. It contains comments/suggestions pertaining to the listed program outputs, student outcomes and their measures to ascertain whether said outputs, outcomes and measures satisfy the criteria established in defining outputs, outcomes, and measures)

Outcome A1. Students will be able to apply basic physics and mathematical techniques to analyze coplanar force systems, calculate moments of inertia, compare stresses in structural and mechanical systems, and apply basic properties of materials in the selection of structural members.

1. Average Grade for all students was 88.96
2. Analysis of Math and Physics problems identifying the following objectives:

Objective	Exam	Problem (s)	Average Score
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Right Angle Trig (Math Review)	1	2,3 and 6	89.89%
Multi Step Right Angle Trig (Math Review)	1	5	92.50%%
Law of Sin and Cosine (Math Review)	1	4	78.89%
Conversion (Physics Review)	1	7	93.33%
Newton's 3 Laws of Motion (Physics Review)	2	1	90.77%
Component and Result Force Vectors	2	2 and 3	94.0%
Moments	2	4, 5 and 6	86.9%
Equilibrium (Single support, Double support and Multiple Forces)	3	1,2, and 3	93.2%
Equilibrium (Frame Analysis)	3	4	87.27%
Equilibrium (Truss Analysis)	4	1	70.37%
Stress and Strain	6	1,2 and 3	87.85%
Material Analysis	6	4	84.89%

Outcome A2. Upon completion of the CAT Program at Oklahoma City Community College the student will be able to use the design process to develop a solution to a problem and develop a complete set of working drawings of the solution.

1. There were 10 students enrolled in the Design Project course in Fall 2007 and 10 in Spring 2008. Three students withdrew from the course. There were eight architecture projects, five mechanical projects and five multimedia projects. Two students did not complete the course resulting in an F Grade. Four students completed the course with a grade of C. Five students completed the course with a grade of B. The other six students passed the course with a grade of A. better.
 - 83% passed with a 70% or better grade.
 - 61% passed with a 80% or better grade.
 - 33% passed with a 90% or better grade.
2. During the fall presentations the faculty observed the students focusing more on their project rather than the oral presentation.

3. With the additional of the Game Design Option and a new instructor, the department should divide the students according to their discipline.
4. Students had many positive comments; however some of them had some comments for improvements.
 - a. The equipment is too slow and does not have enough memory to handle their projects.
 - b. Students stated that they would like some storage space on the CAT network for their projects.
 - c. Students stated that they would like to see some improvement on the multimedia room.
 - d. At 5:00 on Monday and Wednesday, there is no lab assistant on duty on the CAT side of the student computer center.
5. Faculty, Advisory Board and other guest had many positive comments as well as constructive criticism about the presentations.
 - a. Listed below are some of the positive comments:
 - i. Resource notebook was well organized with a good final summary.
 - ii. Looks great, very professional.
 - iii. Nice drawings, great introduction
 - iv. Very original, no one has ever done a stop animation. Great job.
 - v. Best story board all day. Well detailed & professional looking resource notebook.
 - vi. Well organized.
 - vii. Very professional. Wow even on the notebook.
 - viii. You should be able to find a great job.
 - b. Listed below are some of the constructive criticism:
 - i. Shy, nervous, speak up, look at the audience, need an introduction
 - ii. Need more multimedia in the presentation
 - iii. Resource notebook need to be better organized. Use dividers.
 - iv. Video clips were too long and had poor sound quality.
 - v. Student lack effort.
 - vi. Need to improve resource material including storyboard

Outcome B1. Graduates of the Oklahoma City Community College Computer-Aided Technology: CAD Option A.A.S. degree, will be well prepared for an entry-level position.

1. Eleven surveys were sent out and four graduates responded. Two graduates plans to attend the University of Oklahoma and the other two is working full-time in their respected fields.
 - a. In the area of “prepared graduate for performing their job”, each graduate mark a 4. (1-4 scale).
 - b. In the area of “Met their educational goal at OCCC”, each graduate mark a 4. (1-4 scale).

PART III – RECOMMENDATIONS

(This section also will be completed as part of your assessment report prepared by October of the following year. It provides the program responders the opportunity to respond to part II and document any specific actions taken or implemented)

Outcome A1. Students will be able to apply basic physics and mathematical techniques to analyze coplanar force systems, calculate moments of inertia, compare stresses in structural and mechanical systems, and apply basic properties of materials in the selection of structural members.

1. The Math requirements of College Algebra (MATH 1613) and Trigonometry (MATH 1613) are preparing students well for CAT 2023.
2. The Physics requirement of College Physics I (PHYS 1114) is preparing students well for CAT 2023.
3. Increase time and technique to the section on Truss Analysis. This section is a major objective and is central to what the students need upon completion of this course.

Outcome A2. Upon completion of the CAT Program at Oklahoma City Community College the student will be able to use the design process to develop a solution to a problem and develop a complete set of working drawings of the solution.

1. For the spring presentations, the students were given specific guidelines on how to do their presentations. The presentations were videotaped and given to the communication department for evaluation.
2. Create three sections of Design Project for each option. Instructors can tailor their section to meet the needs of their field.
 - a. Game Design and Multimedia students enroll in the section that Professor Taghavi-Burris leads.
 - b. CAD students working on mechanical design projects enroll in the section that Professor Gregory leads.
 - c. CAD students working on architectural, civil and GIS projects enroll in the section that Professor Helton leads.
3. Recommendations based on students comments.
 - a. New computers were purchased and installed at the beginning of the spring semester.
 - b. A 2-Terabyte external storage drive was installed in September 2008.
 - c. Move the 3D printer and the manufacturing process tools into one of the vacant offices on the 3rd floor of the library.
 - d. The Student Computer Center Supervisor added a step tutor to cover 30 minutes of the time. At this point it is not possible to have someone cover the full hour.
4. Recommendations base on observer's comments.
 - a. All comments positive and negative are shared with the students.
 - b. Need more positive comments.

5. Recommendations base on observer's comments.
 - a. All comments positive and negative are shared with the students.
 - b. Students should have more opportunities in other classes to give oral presentations.
 - c. Student in Multimedia are now under the direction of the Gaming and Multimedia Instructors.
 - d. Purchase wireless microphones for the cameras.
 - e. Stress the importance of the storyboard and the resource notebooks.

Outcome B1. Graduates of the Oklahoma City Community College Computer-Aided Technology: CAD Option A.A.S. degree, will be well prepared for an entry-level position.

1. Prepare an employer survey that will satisfy ABET requirements.

OUTCOME ASSESSMENT PLAN

PLAN YEAR FY 2008

PROGRAMS: Computer Science (A.S & A.A.S.)

Computer Science Programming Emphasis (A.A.S.)

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 write object-oriented programs.

Measure and Criteria for Success –

- ◆ Students in CS 2163 - Java will be assessed on their performance on class assignments requiring use of object-oriented programming. At least 70% of assessed students will perform at least a 70% level on the assessment. The students' performance will be measured using a competency checklist.
- ◆ Students in CS 2453 – Visual Basic.NET will be assessed on their performance on a given problem requiring them to write an object-oriented program. At least 70% of assessed students will perform at least a 70% level on the assessment.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Program Outputs

Output 1. Graduates of the Oklahoma City Community College Computer Science – Computer Science A.S. degree will be satisfied with their education.

Measure and Criteria for Success –

- ◆ 75% of the respondents to the AS graduate survey will indicate that their overall satisfaction with the education received at Oklahoma City Community College is a 3 or above on a 4 point scale.

PART II – EVALUATION AND RESULTS

Student Learning Outcomes

Outcome 1: Students will be able to correctly use object-oriented programming.

Measure 1: Students in CS 2163 - Java will be assessed on their performance on class assignments requiring use of object-oriented programming.

Measure 2: Students in CS 2453 – Visual Basic.NET will be assessed on their performance on a given problem requiring them to write an object-oriented program.

The students' performance will be measured using a competency checklist.

These measures will be taken and reported during the Spring 2008 term.

Criteria for Success: 70% of the students assessed will demonstrate proficiency by scoring 70% or more on the measured competency.

Results:

Measure 1: 26 students in CS 2163 were assessed. 84% (22) of the students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

Measure 2: 15 students in CS 2453 were assessed. 60% (9) of the students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

Program Outputs

Output 1: Graduates of the Oklahoma City Community College Computer Science – Computer Science A.S. degree will be well prepared for continued education.

Measure: Graduate survey administered by Office of Institutional Effectiveness

Criteria for Success:

Computer Science graduates in the AS degree program responding to a graduate survey will rate the prepared graduate for continued education question 3 or above on a 4 point scale.

Result:

Continuing Education	
Attending College	83.3%
OCU	
OU	-
UCO	5
Other	5
Average = Prepared graduate for continued education (1-5 scale)	3.8

PART III – RECOMMENDATIONS

Student Learning Outcomes

Recommendation: CS 2163 should continue the current method of instruction. CS 2453 has moved the concept earlier in the semester to allow more time for explanation and application.

Program Outputs

Recommendation: The results meet the criteria for success and indicate that we should continue our current method of communication with the 4 year colleges to ensure continued success of our graduates.

OUTCOME ASSESSMENT PLAN

PLAN YEAR FY 2008

PROGRAMS: Computer Science – Computer Systems Support (A.A.S.)
 Computer Science – Computer Systems Support Certificate of Mastery
 Computer Science – Network Support Certificate of Mastery
 Computer Science – Web Design and Development
 Computer Science - Cyber/Information Security (A.A.S.)
 Computer Science – Cyber/Information Security Certificate of Mastery

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 demonstrate an understanding of the Confidentiality, Integrity, and Availability (C.I.A) triangle as it relates to information security.

Measure and Criteria for Success –

- ◆ Students in CS 2713 – Principles of Information Security will be assessed on their understanding of the C.I.A. triangle by completing a paper outlining the components of the triangle and the affect non-compliance has on the information security of an organization.

At least 70% of the students assessed will demonstrate understanding by scoring 70% or more on the measured competency.

B. PROGRAM OUTPUTS/INDIRECT MEASURES

Program Outputs

Output 1. Graduates of the Oklahoma City Community College Computer Science AAS degrees will improve their occupational competence

Measure and Criteria for Success –

- ◆ Respondents to the Computer Science AAS degrees graduate survey will indicate that their overall satisfaction with the education received at Oklahoma City Community College a 3 or above on a 4 point scale.

PART II – EVALUATION AND RESULTS

Student Learning Outcomes

Outcome 1: Students in CS 2713 – Principles of Information Security will be assessed on their understanding of the C.I.A. triangle by completing a paper outlining the components of the triangle and the affect non-compliance has on the information security of an organization. (FY08)

Measure: Students in CS 2713 Principles of Information Security will be assessed on their performance on a paper requiring them to complete a paper outlining the C.I.A. triangle including components of the triangle and the affect non-compliance has on the information security of an organization.

These measures will be taken and reported during the Spring 2008 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:

30 students in two sections (1 on-line, 1 on-campus) of CS2713 were assessed.

87.5 % (14 of 16) of the on-campus students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

85.7 % (12 of 14) of the on-line students assessed demonstrated proficiency by scoring 70% or more on the measured competency.

Program Outputs

Output 1: Graduates of the Oklahoma City Community College Computer Science AAS degrees will improve their occupational competence

Measure: Graduate survey administered by Office of Institutional Effectiveness

Criteria for Success:

Respondents to the Computer Science AAS degrees graduate survey will indicate that their overall satisfaction with the education received at Oklahoma City Community College a 3 or above on a 4 point scale.

Result:

Graduate survey 2007

Employed full-time	80.0%(8)
Employed part-time	---
Unemployed but seeking	20.0%(2)
Not seeking	1
Other	1
% working in job related to education	75.0%
Average = Prepared graduate from performing job (1-4 scale)	3.50

PART III – RECOMMENDATIONS

Student Learning Outcomes

Recommendation: The current course structure is an appropriate way to teach this concept.

Program Outputs

Recommendation: The result show improvement over the previous year and indicates we should continue in the current direction.

OUTCOME ASSESSMENT PLAN

PROGRAM

Database Management

REPORT YEAR FY 08

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. Graduates 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. 6 students enrolled in the program for college credit were assessed.

1b. Data indicates that there were no graduates for the year, but 93% of technical occupational completers were positively placed. Program completers are being placed prior to earning the degree.

PART III – RECOMMENDATIONS

1a. Based on industry input, program content and program outcomes will be examined as needed.

1b. Continue to work with the technology centers and industry partners to ensure students will earn degrees and be positively placed.

OUTCOME ASSESSMENT PLAN
PROGRAM
Enterprise Com. Systems
REPORT YEAR FY 08

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 understanding 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 wide 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 wide 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 80% of students passed ECS 1314- Networking Fundamentals at an acceptable level of 85% or higher. 20 students were assessed.

1b. Data collected indicates that 100% of students were positively placed. 3 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.

OUTCOME ASSESSMENT PLAN

PROGRAM

Network Technology

REPORT YEAR FY 08

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 88% of students passed NT 1144- Introduction to Networking, at a rate of 80% or higher. 18 students were assessed.

1b. Data indicates that 96% of graduates were positively placed within the first year of graduation. 6 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.

Social Sciences

OUTCOMES ASSESSMENT REPORT

For FY 2008

EVALUATIONS, RESULTS AND RECOMMENDATIONS

Child Development

Program/Option/Emphasis

Associate of Arts & Associate of Applied Science

October 7, 2008

Program Level

Date Submitted to Division Dean

Submitted By: Cecilia Pittman

Program Director

Assisted by: Susan Tabor

Submitted By: Susan Tabor _____ October 28, 2008 _____

Dean

Date

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 MEASURESⁱⁱⁱ

Student Learning Outcomes

Outcome 2. Build Family and Community Relations

Via the use of a rubric, projects developed by students completing CD 2213 - Child and Family in Society (Summer 2008) were used to measure this outcome. To show successful completion of this outcome a figure of seventy-five percent of students scoring an eighty percent or better level of success was selected to demonstrate a knowledge of community characteristics; supporting and empowering families and communities through respectful, reciprocal relationships; and involving families and communities in their children's development and learning. This is represented by a score of 2.4.

Rubric Sample

	Superior (3) All response items present. Responses are thoughtful &/or innovative; there is sufficient evidence the skill is fully developed. The instructor is convinced the student will consistently perform the skill in a setting which meets or exceeds NAEYC/Head Start Performance Standards	Competent (2) All response items present; most items represent best practice. Responses are acceptable; there is evidence the skill has developed.	Developing (1) Only some response items present. Items are limited in scope. There is evidence the skill is developing. The skill may be demonstrated inconsistently or there isn't enough documentation to determine a higher level of competence	Unacceptable (0) Response items absent or do not demonstrate understanding. There is evidence behaviors evidencing this standard are in conflict.
Family Project Part I	The paper evidenced more than three family-friendly characteristics of own community	The paper evidenced three family-friendly characteristics of own community;	The paper evidenced one or two family-friendly characteristics of own community;	The paper did not evidence family-friendly characteristics of own community;
	Score:	Comments:		
	research regarding "diverse" family is informative and interesting, based on at least two sources of sound research, includes reference list of three family resources	2) research regarding "diverse" family is informative and based on one source of sound research and includes a reference list of 1-2 family resources	research regarding "diverse" family is based on opinion as opposed to sound research; no resources included	No research regarding "diverse" family; negative bias is indicated
	Score:	Comments:		
	Effects on family according to all four systems of the bio-ecological theory;	Effects on family according to two-three systems of the bio-ecological theory;	Effects on family according to one of the systems of the bio-ecological theory	No reference to bio-ecological theory;
	Score:	Comment:		

	Discussion of how the "diverse" family would fit into the community with at least three examples	Discussion of how the "diverse" family would fit into the community with 1- 2 examples	Discussion of how the "diverse" family would fit into this community with no example	No discussion of how the "diverse" family would fit into this community
	Score:	Comments:		

	<p>personal reflection includes demonstration of : how becoming this family facilitated understanding of diversity; the role of personal values ; beliefs in interactions with societal diversity; connections between current & historical views on diversity</p>	<p>Includes 2 of the following: personal reflection includes demonstration of : how becoming this family facilitated understanding of diversity; the role of personal values ; beliefs in interactions with societal diversity; connections between current & historical views on diversity</p>	<p>Includes 1 of the following: personal reflection includes demonstration of : how becoming this family facilitated understanding of diversity; the role of personal values ; beliefs in interactions with societal diversity; connections between current & historical views on diversity</p>	<p>personal reflection not included</p>
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	Score:	Comments:
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<p>2.b. Support and empower families and communities through respectful, reciprocal relationships locally and globally</p> <p>Family Project</p> <p>Part II</p>	<p>The paper evidences</p> <p>1) research of a global or local issue concerning public policy related to young children & families that address the issue thoughtfully, are current & meaningful;</p> <p>2) three main points.</p>	<p>The paper evidences</p> <p>1) research of a global or local issue concerning public policy related to young children & families;</p> <p>2) a minimum of three main points.</p>	<p>The paper evidenced just one of the following (but not both)</p> <p>1) research of a global or local issue concerning public policy related to young children & families;</p> <p>2) a minimum of three main points.</p>	<p>The paper did not evidence</p> <p>1) research of a global or local issue concerning public policy related to young children & families;</p> <p>2) a minimum of three main points.</p>
	<p>Score:</p>	<p>Comments:</p>		
<p>2.c. Involve families and communities in their children's development and learning</p> <p>Family Project</p> <p>Part III</p>				
<p>service learning project that involves young children & families</p>	<p>ten contact hours completed</p>	<p>6-9 hours completed</p>	<p>1-5 hours completed</p>	<p>Project not completed</p>
	<p>Score:</p>	<p>Comments:</p>		
	<p>written reflection includes:</p> <p>how families benefited from being involved with their children's development and learning in four ways</p>	<p>written reflection includes:</p> <p>how families benefited from being involved with their children's development and learning in three ways</p>	<p>written reflection includes:</p> <p>how families benefited from being involved with their children's development and learning in 1-2 ways</p>	<p>No written reflection</p>
	<p>Score:</p>	<p>Comments:</p>		
	<p>Written reflection of student's involvement is fully developed through the use of elaboration and information</p>	<p>Written reflection of student's involvement is developed through information</p>	<p>Written reflection of student's involvement is minimally includes elaboration and information</p>	<p>No written reflection</p>
	<p>Score:</p>	<p>Comments:</p>		

	Written reflection documents students' understanding and growth regarding parent's involvement in children's development and learning in four ways	Written reflection documents students' understanding and growth regarding parent's involvement in children's development and learning in three ways	Written reflection documents students' understanding and growth regarding parent's involvement in children's development and learning in 1-2 ways	No written reflection
	Score:	Comments:		
	Includes photographs, organizational literature, other multiple sources, as documentation	Includes two forms of documentation	Includes one form of documentation	Includes no documentation
	Score:	Comments:		

Outcome 4. Demonstrate Ability to Teach Effectively and Promote Children’s Learning

Via the use of a rubric implementation of a curriculum episode by students completing CD 2633 – Child Development Fieldwork (Summer 2008) were used to measure this outcome. To show successful completion of this outcome a figure of seventy-five percent of students scoring an eighty percent or better level of success was selected to demonstrate a knowledge of positive relationships and supportive interactions; knowing, understanding, and using appropriate, effective approaches and strategies for early education; knowing and understanding the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines; using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes. This is represented by a score of 2.4.

Rubric Sample

	Name: _____			
<p>4.a. Connect with children & families.</p> <p><i>Use positive relationships and supportive interactions as the foundation for their work with young children.</i></p>	<p>Superior</p> <p>(3)</p> <p>All response items present.</p> <p>Responses are rich, thoughtful &/or innovative;</p> <p>there is sufficient evidence the concept/skill is fully developed. The instructor is convinced the student will consistently perform the concept/skill in a setting which meets or exceeds NAEYC or the Head Start Performance Standards.</p>	<p>Competent</p> <p>(2)</p> <p>All response items present; most items represent best practice.</p> <p>Responses are acceptable;</p> <p>there is evidence the skill has developed.</p>	<p>Developing</p> <p>(1)</p> <p>Only some response items present.</p> <p>Items are limited in scope.</p> <p>There is evidence the skill is developing. The skill may be demonstrated inconsistently or there isn't enough documentation to determine a higher level of competence.</p>	<p>Unacceptable</p> <p>(0)</p> <p>Response items absent or do not demonstrate understanding.</p> <p>There is evidence behaviors evidencing this standard are in conflict.</p>
<p>Curriculum Episode</p>	<p>Uses children's interests as the basis for planning;</p> <p>A deep, thoughtful reflection explains why this curriculum episode is appropriate for the children's ages, meets their needs & is respectful of culture. The reflection draws connections between theory & practice or cites others' writings regarding developmentally appropriate practice, the importance of meeting a child's needs, and response/consideration of culture</p>	<p>Uses children's interests as the basis for planning;</p> <p>Reflection explains why this curriculum episode is appropriate for the children's ages, meets their needs & is respectful of culture</p>	<p>Considers only children's interests as the basis for planning or only explains why this curriculum episode is appropriate for the children's ages, meets their needs & is respectful of culture</p> <p>The plan sometimes evidences inappropriate consideration of age, culture</p>	<p>Does not use children's interests;</p> <p>Does not explain how the curriculum episode is appropriate for the children's ages, meets their needs, & respects culture</p>
	Score: Comments:			
	<p>Recognizes families as partners;</p> <p>Families have multiple opportunities to participate</p> <p>meaningfully; Connections are drawn between the importance of recognizing the role of the family in</p>	<p>Recognizes families as partners</p> <p>Families have opportunities to participate</p>	<p>Families are not recognized as partners or</p> <p>Families have just one opportunity to Participate in the</p>	<p>Does not recognize families as partners</p> <p>Families have no opportunity to</p>

	the child's development &/or how critical is to ensure families are recognized as successful in the life of the program	meaningfully	throughout the episode	participate meaningfully
	Score: Comments:			
	An activity is specifically planned to promote prosocial behavior & seems able to accomplish its intent; The activity is respectful. & Thoughtful consideration is given to the theory behind the activity. Thoughtful consideration is given to meeting the needs of the child for whom it was designed.	An activity is specifically planned to promote prosocial behavior & seems able to accomplish its intent; The activity is respectful	An activity planned to promote prosocial behavior seems unable to accomplish its intent; The activity is respectful	An activity to promote prosocial behavior is not planned or seems unable to accomplish its intent; or a lack of respect is evidenced
	Score: Comments:			
4.b. Uses developmentally effective approaches. <i>Uses a wide array of approaches, strategies, and tools to positively influence children's development and learning</i> Curriculum Episode				
	Project 1) serves as basis of curriculum 2) phases (outlined as to best guess) 3) connections are drawn between theory & practice.	Project 1) serves as basis of curriculum 2) phases (outlined as to best guess)	Project phases inappropriately arranged (e.g., field site visit serves as culminating event)	Project not included or does not serve as base of curriculum
	Score: Comments:			
	Center plans include 1) blocks, sensory table, table toys, art, dramatic play, library, writing, cooking/nutrition; outdoors, music; & 2) multiple strategies are used in multiple centers; 3) connections are drawn	Center plans include 1) blocks, sensory table, table toys, art, dramatic play, library, writing, cooking/nutrition; outdoors, music; & 2) one center evidences multiple strategies.	Plans for centers includes blocks, sensory table, table toys, art, dramatic play, library, writing, cooking/nutrition; outdoors, music but a variety of strategies is not evidenced in any of the center plans.	A suggested plan for each center is not provided

	between theory & practice.			
	Score: Comments:			
	<p>Group times</p> <p>1) are clearly appropriate to age group;</p> <p>2) promote literacy at least 3 X weekly;</p> <p>3) promote numeracy at least 3X weekly;</p> <p>4) effective alternative group activities are based on assessment results</p> <p>5) rationale for modifications is provided</p> <p>6) connections are drawn between theory & practice.</p>	<p>Group times</p> <p>1) are clearly appropriate to age group;</p> <p>2) promote literacy at least 3X weekly;</p> <p>3) promote numeracy at least 3X weekly;</p> <p>4) effective alternative group activities are based on assessment results</p> <p>5) rationale for modifications is provided</p>	<p>Group times</p> <p>may be</p> <p>1) inappropriate for age group; or</p> <p>2) promote literacy fewer than 3X weekly; or</p> <p>3) promote numeracy fewer than 3X weekly; or</p> <p>4) effective alternative group activities based on assessment results are not provided.</p>	<p>Group times</p> <p>1) are inappropriate for age group; or</p> <p>2) do not promote literacy or numeracy; or</p> <p>4) alternative group activities are not provided.</p>
	Score: Comments:			
	<p>Documentation</p> <p>1) innovative, technological methods explaining how children’s work will be documented are provided;</p> <p>2) children are actively involved;</p> <p>3) a clear explanation of how documentation serves to further development in all domains is provided;</p> <p>4) a clear, thoughtful explanation of how the documentation would be of interest to family & the community is provided; &</p> <p>5) connections are drawn between theory & practice.</p>	<p>Documentation</p> <p>1) explanations of how children’s work will be documented are provided (they need not utilize technology);</p> <p>2) a clear explanation of how documentation serves to further development in all domains is provided;</p> <p>3) a clear explanation of how the documentation would be of interest to family or the community is provided</p>	<p>Documentation</p> <p>(any of the following is not provided):</p> <p>1) explanations of how children’s work will be documented;</p> <p>2) an explanation of how documentation serves to further development in all domains;</p> <p>3) an explanation of how the documentation would be of interest to family or the community.</p>	<p>Means of documenting children’s work is not provided</p>
	Score: Comments:			
	<p>Promotes learning through play</p> <p>1) multiple opportunities for dramatic play are provided,</p>	<p>Promotes learning through play</p> <p>1) multiple opportunities for</p>	<p>Promotes learning through play</p> <p>1) limited opportunities for dramatic play are</p>	<p>Dramatic play is given limited consideration</p>

	<p>with thoughtful consideration given to a variety of ways to promote reflection, representation, literacy, social interaction;</p> <p>2) other centers (e.g., sensory table, blocks) are set up to promote play;</p> <p>3) an area promoting gross motor development is available indoors; &</p> <p>3) connections are drawn between theory & practice.</p>	<p>dramatic play are provided, with thoughtful consideration given to a variety of ways to promote reflection, representation, literacy, social interaction;</p> <p>2) other centers (e.g., sensory table, blocks) are set up to promote play.</p>	<p>provided; or</p> <p>2) limited opportunities for play in other centers is provided</p>	
	Score: Comments:			
	<p>Transitions</p> <p>1) are mentioned in terms of providing appropriate individual & group support;</p> <p>2) group entrance transitions signal a beginning & group exit transitions are imaginative & promote cognitive development;</p> <p>3) otherwise limited & justified in terms of developmentally appropriate guidance principles; &</p> <p>4) connected to theory.</p>	<p>Transitions</p> <p>1) are mentioned in terms of providing appropriate individual & group support;</p> <p>2) group entrance transitions signal a beginning & group exit transitions promote cognitive development;</p> <p>3) otherwise limited & justified in terms of developmentally appropriate guidance principles.</p>	<p>Group entrance transitions vary from one day to the next; or group exit transitions are meaningless.</p>	<p>Transitions are not provided</p>
	Score: Comments:			
	<p>The overall episode is 1) is based on what known about how children learn & develop;</p> <p>2) provides for social interaction with peers & teachers;</p>	<p>The overall episode</p> <p>1) is based on what is known about how children learn & develop;</p> <p>2) provides for social interaction with peers & teachers; &</p>	<p>The overall episode</p> <p>1) has a limited basis in what is known about how children learn & develop;</p> <p>2) provides for limited social interaction with peers & teachers; &/or</p> <p>3) provides few, if any adjustments for the</p>	<p>The overall episode is not based on what is known about how children learn & develop &/or does not provide for social interaction with peers & teachers.</p>

	<p>3) is based on knowledge of the individual child, with changes suggested accordingly, & a rationale for modifications is provided;</p> <p>4) explanations & references are provided regarding the importance of each.</p>	<p>3) is based on knowledge of the individual child, with changes suggested accordingly, & a rationale for modifications is provided.</p>	<p>individual child.</p>	
	Score: Comments:			
<p>4.c. Understands content knowledge in early education.</p> <p><i>Understand the importance of each content area in young children’s learning. Know the essential concepts, inquiry tools and structure of content areas including academic subjects and identifies resources to deepen understanding.</i></p>				
<p>Curriculum Episode</p>	<p>Ideas from Chaille & Britain are extensively utilized with incorporation of the student’s ideas--</p> <p>1) Science serves as the basis of the curriculum;</p> <p>2) Movement, change, or fitting into the world (as identified by Chaille & Britain) is emphasized;</p> <p>3) Active;</p> <p>4) Apparent in areas such as sensory table, art, cooking</p>	<p>1) Science serves as the basis of the curriculum;</p> <p>2) Movement, change, or fitting into the world (as identified by Chaille & Britain) is emphasized</p> <p>3) Active;</p> <p>4) Apparent in areas such as sensory table, art, cooking</p>	<p>One or two of the following is met:</p> <p>1) Science serves as the basis of the curriculum;</p> <p>2) Movement, change, or fitting into the world (as identified by Chaille & Britain) is emphasized</p> <p>3) Active;</p> <p>4) Apparent in areas such as sensory table, art, cooking</p>	<p>Science is not the basis of the curriculum; or</p> <p>Movement, change, or fitting into the world (as identified by Chaille & Britain) is not emphasized; or</p> <p>Science is one area only/inactive</p>
	Score: Comments:			
	<p>Numeracy is evidenced via</p> <p>1) teaching all kinds of relationships;</p> <p>2) thinking about number & quantities in ways that are meaningful</p>	<p>Numeracy is promoted via</p> <p>1) teaching all kinds of relationships</p> <p>2) thinking about number & quantities in ways that are meaningful</p>	<p>Numeracy is evidenced via one of the following (but not both)</p> <p>1) teaching all kinds of relationships</p> <p>2) thinking about</p>	<p>Numeracy – is evidenced via strategies such as flashcards, worksheets, non-meaningful counting, addition, subtraction inappropriate games</p>

	<p>to the child;</p> <p>3) encourages children to quantify objects logically</p> <p>4) games, mention of incorporation of numeracy in everyday activities such as setting the table & voting</p> <p>5) autonomy</p> <p>6) connections drawn between theory & practice (Kamii)</p>	<p>to the child</p> <p>(Kamii)</p>	<p>number & quantities in ways that are meaningful to the child</p> <p>(Kamii)</p>	<p>(Kamii)</p>
	Score: Comments:			
	<p>Creative expression-</p> <p>1) art is evidenced as creative/process;</p> <p>2) art materials are offered in a variety of mediums</p> <p>3) reflects consideration of others' opinions regarding the use of art materials (such as food);</p> <p>4) art sometimes is utilized as a means of reflection or representation;</p> <p>5) art sometimes promotes scientific thinking</p> <p>6) music is available as a choice</p>	<p>Creative expression-</p> <p>1) art is evidenced as creative/process</p> <p>2) art materials are offered in a variety of mediums</p> <p>3) reflects consideration of others' opinions regarding the use of various art materials (such as food)</p> <p>4) music is available as a choice</p>	<p>Creative expression is evidenced as one or two of the following (but not all)</p> <p>1) art is evidenced as creative/process</p> <p>2) art materials are offered in a variety of mediums</p> <p>3) music is available as a choice</p>	<p>Art is not creative but product oriented;</p> <p>Music or art is very limited in availability</p>
	Score: Comments:			
	<p>Language/Literacy -</p> <p>1) is critical to the success of the episode;</p> <p>2) is regarded and promoted as emergent;</p> <p>3) selected literature is of the highest quality;</p>	<p>Language/Literacy-</p> <p>1) is critical to the success of the episode;</p> <p>2) selected literature is of the highest quality;</p> <p>3) provides for vocabulary expansion;</p>	<p>Language/Literacy is evidenced as just one or two of the following:</p> <p>1) critical to the success of the episode;</p> <p>2) high quality literature selections;</p>	<p>Language/literacy is not critical to the success of the episode; or</p> <p>Books selected are of poor quality; or</p> <p>Writing development is suggested via writing alphabet or "tracing"</p>

	<p>4) provides for vocabulary expansion;</p> <p>5) promotes phonological awareness</p> <p>6) promotes motivation to read</p> <p>7) writing promotes written expression in a multitude of ways</p> <p>8) writing promotes letter knowledge</p> <p>9) connections drawn between theory & practice</p>	<p>4) promotes phonological awareness</p> <p>5) promotes motivation to read</p> <p>6) writing promotes written expression in a multitude of ways</p> <p>7) writing promotes letter knowledge</p>	<p>3) limited written expression</p>	<p>letters</p>
	Score: Comments:			
	<p>The overall curriculum episode -</p> <p>1) demonstrates an understanding of what children should learn in each discipline;</p> <p>2) promotes development through integration of content;</p> <p>3) draws connections between theory & practice.</p>	<p>The overall curriculum episode</p> <p>1) demonstrates an understanding of what children should learn in each discipline; &</p> <p>2) promotes development through integration of content.</p>	<p>The overall curriculum episode</p> <p>(only one of the following)</p> <p>1) demonstrates an understanding of what children should learn in each discipline;</p> <p>2) promotes development through integration of content.</p>	<p>The overall curriculum episode does not</p> <p>1) demonstrate an understanding of what children should learn in each discipline; or</p> <p>2) promote development through integration of content.</p>
	Score: Comments:			
	<p>References are provided evidencing</p> <p>1) quality;</p> <p>2) ability to search appropriate references;</p> <p>3) APA documentation, without error.</p>	<p>References are provided evidencing</p> <p>1) quality;</p> <p>2) ability to search appropriate references;</p> <p>3) APA documentation with minor errors in punctuation, italics.</p>	<p>Only 1 references is provided evidencing or only 1 or 2 of the following is provided:</p> <p>1) quality;</p> <p>2) ability to search appropriate references;</p> <p>3) APA documentation with minor errors in punctuation, italics</p>	<p>References are not provided</p>
	Score: Comments:			

<p>4.d. Builds meaningful curriculum.</p> <p><i>Use own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.</i></p>				
<p>Curriculum Episode</p>	<p>The Curriculum Episode evidences</p> <ol style="list-style-type: none"> 1) a rationale; 2) goals &/or outcomes; 3) five ways in which the curriculum episode meets the Oklahoma PASS or Early Learning Guidelines; 4) the promotion of interactive teaching. 5) connections drawn between goals & assessment & quality educational experiences. 	<p>The Curriculum Episode evidences</p> <ol style="list-style-type: none"> 1) a rationale; 2) goals &/or outcomes; 3) five ways in which the curriculum episode meets the Oklahoma PASS or Early Learning Guidelines; 4) the promotion of interactive teaching. 	<p>The Curriculum Episode evidences one or two of the following (but not all)</p> <ol style="list-style-type: none"> 1) a rationale 2) goals &/or outcomes 3) five ways in which the curriculum episode meets the Oklahoma PASS or Early Learning Guidelines 4) the promotion of interactive teaching. 	<p>The Curriculum Episode does not evidence a purpose for its existence.</p>
<p>Score: Comments:</p>				
	<p>The Curriculum Episode evidences</p> <p>opportunities to</p> <ol style="list-style-type: none"> 1) contribute meaningfully; 2) problem solve; 3) engage in democratic thinking, (including vote) 4) express choices; 5) the use of open-ended questions multiple times; 6) experience depth of 	<p>The Curriculum Episode evidences</p> <p>opportunities to</p> <ol style="list-style-type: none"> 1) contribute meaningfully; 2) problem solve; 3) engage in democratic thinking, (including vote) 4) express choices; 5) the use of open-ended questions multiple times; 6) experience depth of 	<p>The Curriculum Episode evidences</p> <p>children are provided one or two of the following (but not all) opportunities to</p> <ol style="list-style-type: none"> 1) contribute meaningfully; 2) problem solve; 3) engage in democratic thinking, (including vote) 4) express choices; 5) experience depth of understanding. 	<p>The Curriculum Episode does not evidence</p> <p>opportunities to</p> <ol style="list-style-type: none"> 1) contribute meaningfully; 2) problem solve; 3) engage in democratic thinking; 4) express choices; 6) experience depth of understanding.

	<p>understanding;</p> <p>7) connections are drawn between democratic thinking & quality experiences.</p>	<p>understanding.</p>		
	<p>Score: Comments:</p>			
	<p>The Curriculum Episode evidences it</p> <p>1) is child-originated & teacher-framed;</p> <p>2) involves all developmental domains;</p> <p>3) especially considered how children develop within cultures & communities;</p> <p>4) focuses on health, supporting & challenging children;</p> <p>5) is based on individual needs & interests of children;</p> <p>6)) connections are drawn consideration for the child & quality experiences.</p>	<p>The Curriculum Episode evidences it</p> <p>1) is child-originated & teacher-framed;</p> <p>2) involves all developmental domains;</p> <p>3) especially considered how children develop within cultures & communities;</p> <p>4) focuses on health, supporting & challenging children;</p> <p>5) is based on individual needs & interests of children.</p>	<p>The Curriculum Episode evidences one or two of the following (but not all)</p> <p>1) is child-originated & teacher-framed;</p> <p>2) involves all developmental domains;</p> <p>3) especially considered how children develop within cultures & communities;</p> <p>4) focuses on health, supporting & challenging children;</p> <p>5) is based on individual needs & interests of children.</p>	<p>The Curriculum Episode does not evidence it</p> <p>1) is child-originated & teacher-framed;</p> <p>2) involves all developmental domains;</p> <p>3) considered how children develop within cultures & communities;</p> <p>4) focuses on health, supporting & challenging children;</p> <p>5) is based on individual needs & interests of children.</p>
	<p>Score: Comments:</p>			

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 (2008).

Output 2. Graduates of the Oklahoma City Community College Child Development Program currently employed in the early childhood field will improve their occupational competence (2008).

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 (2008).

PART II – EVALUATION AND RESULTS

A. STUDENT OUTCOMES/DIRECT MEASURES^{iv}

Student Learning Outcomes

Outcome 2. Build Family and Community Relations

Via the use of a rubric, projects developed by students completing CD 2213 - Child And Family in Society (Summer 2008) were used to measure this outcome. To show successful completion of this outcome a figure of seventy-five percent of students scoring an 80% or better level of success was selected to demonstrate a knowledge of community characteristics; supporting and empowering families and communities through respectful, reciprocal relationships; and involving families and communities in their children's development and learning.

Response:

Of the three projects used to measure this outcome, all submissions were used in measuring this competency. This resulted in a sample size of eighteen (18). This represents a total of six students, completing three projects each.

To achieve the specified standard, eighty percent of the scores (n=14) must have achieved a score of 2.4. Results indicated that sixty-seven percent met this competency at a mastery rate of 2.0 or better. This did not meet the desired standard. Sixty-one percent (n = 11), met this competency by scoring 3.0 (which exceeded expectations), six percent (n = 1) met this competency by scoring 2.0, twenty-two percent (n = 4) met this competency by scoring 1.0, and eleven percent (n=2) scored 0.

Outcome 4. Demonstrate Ability to Teach Effectively and Promote Children’s Learning

Via the use of a rubric implementation of a curriculum episode by students completing CD 2633 – Child Development Fieldwork (Summer 2008) were used to measure this outcome. To show successful completion of this outcome a figure of seventy-five percent of students scoring an 80% or better level of success was selected to demonstrate a knowledge of positive relationships and supportive interactions; knowing, understanding, and using appropriate, effective approaches and strategies for early education; knowing and understanding the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines; using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

Response:

Of the two projects used to measure this outcome, all submissions were used in measuring this competency. This resulted in a sample size of twelve (12). This represents a total of six students, completing two projects each.

To achieve the specified standard, eighty percent of the scores (n=10) must have achieved a score of 2.4. Results indicated that twenty-five percent met this competency at a mastery rate that exceeded a score of 2.4. This did not meet the desired standard. Fifty percent (n = 6) achieved a score ranging from 2.0 – 2.4. Thirty-three percent scored between 1.0 and 1.9.

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 (2008).

Out of a four-point scale, respondents believed at a 3.67 level they were prepared for entry into the early childhood profession. However, this response is limited in its scope due to the sample size of 3.

Output 2. Graduates of the Oklahoma City Community College Child Development Program currently employed in the early childhood field will improve their occupational competence (2008).

In the fall of 2007, students were asked what they believed was important about learning and their occupation. They reported that they needed to be able to use what they learned. They were all satisfied that the knowledge they had acquired had increased their understanding as it relates to their work with young children.

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 (2008).

Since 2003, OCCC has graduated 38 AA students. These students average a GPA of

3.25 from OCCC. Also, our AA graduates are welcomed into Child and Family Studies and Early Childhood Education at the University of Central Oklahoma, and Early Childhood Education at the University of Oklahoma.

PART III – RECOMMENDATIONS

Recommendations for Outcomes:

During this process, the grading scale was modified from a four-point scale to a three-point scale. This affected results in that criterion selected to achieve success did not reflect the grading scale. Therefore,

a new standard of success needs to be selected while taking into account that student scores still need to improve. In the future a standard rate of 70% scoring a mean of 2.0 or better will be utilized.

Regarding Outcome 2, students were close to achieving desired mastery level, but did not meet the desired criterion level. Students were able to demonstrate knowledge about and understanding of family characteristics; supporting and empowering family and communities through respectful and reciprocal relationships and involving families and communities in their children's learning. New projects have already been created to enable students to demonstrate this standard.

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 connecting with children and families; using developmentally affective approaches; understanding content knowledge in early education; and building meaningful curriculum. In the future the students will be very familiar with this rubric which should also improve students' scores. Modifications have been made to this assignment to help students meet the outcome.

Recommendations for Outputs:

Output 1:

With accreditation, students must demonstrate mastery of nationally recognized outcomes. Accreditation of the program is currently in process. Five students have completed the program utilizing these standards and all have demonstrated mastery. This will continue to be under review.

Output 2:

Beginning fall 2008, students entering the Child Development program will complete the Teacher Belief Scale (Buchanan, Burts, Bidner, White & Charlesworth, 1998), a nationally validated scale regarding developmentally appropriate practices. They will also complete the same scale as they exit the program. This will enable greater understanding of graduates' effectiveness in working with young children.

Output 3:

Outcomes used for the two-year institutions are the same as the early childhood education outcomes used at the four- year institutions. Students demonstrating mastery of these outcomes should be successful and we will continue efforts toward continuous improvement.

OUTCOMES ASSESSMENT REPORT

For FY 2008

EVALUATIONS, RESULTS AND RECOMMENDATIONS

HISTORY

Program/Option/Emphasis

Associate of Arts

October 7, 2008

Program Level

Date Submitted to Division Dean

Submitted By: Ray McCullar

Department Chair or Faculty Assessment Representative

Assisted by: Dr. Ron Gray, Dr. Jeff Carlisle, Professor John Ehrhardt, Professor Melinda Barr

Submitted By: Susan Tabor _____ October 28, 2008 _____

Dean

Date

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^v**Student Learning Outcomes**

Outcome 1. History Program majors will demonstrate knowledge of historical research methods by writing research papers or biographies in upper division history courses.

Measure and Criteria for Success –

Research papers written by students in HIST 2303 Historical Research, Methods, and Writing were assessed via rubrics developed by the instructor. The expectation was that 75% of those completing the courses would complete the research and writing paper at percentile of 80% or above as measured by a rubric. Elements of the rubric for HIST 2303 included a) use of conventions in *Chicago Manual* or *Turabian's Style Manual*; b) use of research collections; c) paper content; and d) paper organization. The instructor for HIST 2123 African-American History did not use a rubric to assess the research papers but has been asked to develop one for future assessment. The instructor did assemble materials in folders to be part of the student portfolios.

Rubric used for HIST 2303 Research, Methods & Writing – Spring Term 2008

Criteria	Did not meet (10-15 pts.)	Partially met (15-20 pts.)	Met (20-25 pts.)
Use of conventions in <i>Chicago Manual</i> or <i>Turabian's Manual</i> (25 pts. max)			
Use of research collections (25 pts. max)			
Paper content (25 pts. max)			
Paper organization			

(25 pts. max)			
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Total possible points = 100

Comments:

Program Outputs

Program Outputs are not scheduled for measurement this fiscal year.

PART II – EVALUATION AND RESULTS

A. STUDENT OUTCOMES/DIRECT MEASURES^{vi}

Student Learning Outcomes

Outcome 1. History program majors will demonstrate knowledge of historical research methods by writing research papers or biographies in upper division history courses.

Research papers written by students enrolled in HIST 2303 Historical Research, Methods and Writing were assessed via a rubric developed by the instructor. The expectation was that 75% of those completing the course would complete the research and writing rubric at a percentile of 80% or above.

Response:

Forty-nine research papers were used to measure this outcome, and all submissions were used in measuring this competency. This resulted in a sample size of forty-nine (49). This represents a total of seven students completing seven research papers each. All of the students completed the research project at the 70% percentile or above.

PART III – RECOMMENDATIONS:

The history program desires to see a greater sampling of research papers assessed by using a rubric. The biographies that are written by students enrolled in HIST 2213 Great American Biographies during the Spring, 2009 semester will be assessed using a rubric. We are encouraging all upper division history instructors that require a research paper use a rubric. The history program is working on a standardized rubric to be used in assessing these papers.

I. OUTCOMES / OUTPUTS MEASURED

A. STUDENT LEARNING OUTCOMES - - - DIRECT MEASURES

Outcome 7: Distinguish between statements of opinion versus statements of fact that are based on empirical research.

Outcome 8: Demonstrate an understanding that a given behavior can have many different causes.

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 to administer the assessment tool 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 2008 semester to students attending class on the administration day selected by the instructor. In addition, it was decided to assess 2000 level online courses taught by fulltime faculty with those assessments also conducted in May of 2008. 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 three (3) questions to provide demographic information regarding how many college psychology courses he/she has taken including the current one, what grade she/he received in the Introduction to Psychology course, and what is his/her major.

Outcome 7: Measures and Criteria for Success: The Psychology Faculty created an evaluation tool consisting of two (2) research scenarios with five (5) items each. Each item was either a “fact” or “opinion” based on the research description. Students were instructed to read the scenario, then read each of the five statements and to mark “A” on a scantron if the statement was a fact and mark “B” if it was an opinion. Seventy percent (70%) was established as criteria for success.

Outcome 8: Measures and Criteria for Success: The Psychology Faculty created an evaluation tool consisting of four (4) scenarios of people experiencing problems. At the end of each scenario, three (3) explanations were offered to the student who was asked to select any of which might explain the cause of the problem. The scenarios were written so that all of the offered explanations could reasonably have caused the problem. Students were instructed to read the scenario, read each of the three statements, and then to mark “A” on a

scantron if none of the statements were possible causes, to mark “B” if one of the statements was a possible cause, or mark “C” if two or more were possible causes. Seventy percent (70%) was established as criteria for success.

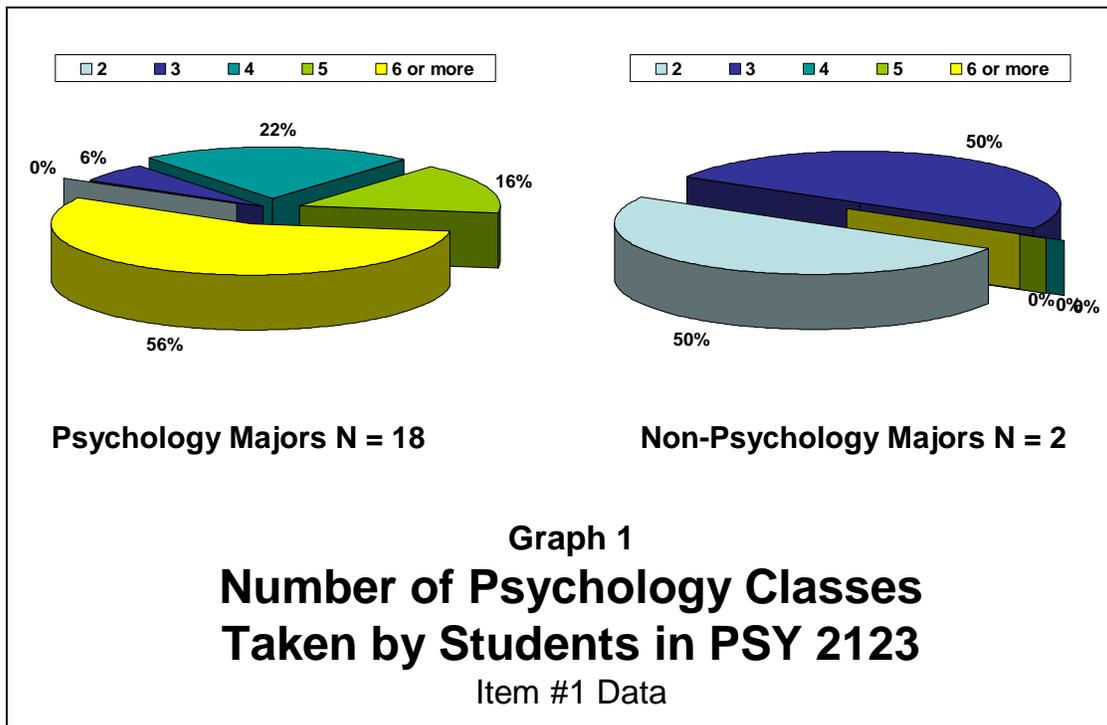
Assessment Results:

Demographics:

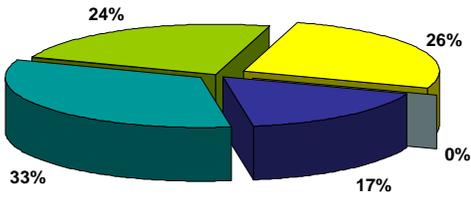
Item 1: Number of Psychology Courses Taken

The number of psychology courses taken by the students, including the current course where the assessment took place, spans the range from two (2) to six (6) or more. Graph 5 displays the collapsed data for the four courses for psychology majors and indicates ¼ of those students have had 3 courses, another ¼ have had 4 courses, another ¼ have had 5 courses, and ¼ have had 6 or more courses (each of those being approximates).

Reviewing the data for each of the courses separately (Graphs 1, 2, 3, 4) indicates that students in non-psychology majors taking the 2000 level courses essentially had fewer than 5 psychology courses while a significant number of psychology majors had 5 or more psychology courses at the time of the assessment.

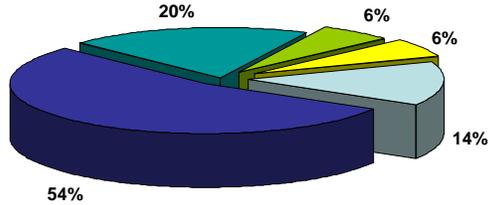


2 3 4 5 6 or more



Psychology Majors N = 63

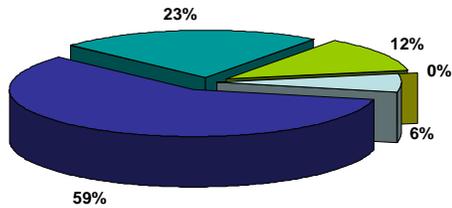
2 3 4 5 6 or more



Non-Psychology Majors N = 15

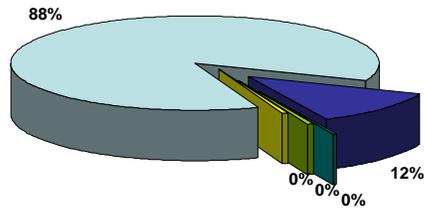
Graph 2
**Number of Psychology Classes
 Taken by Students in PSY 2193**
 Item #1 Data

2 3 4 5 6 or more



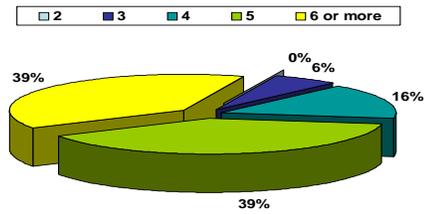
Psychology Majors N = 43

2 3 4 5 6 or more

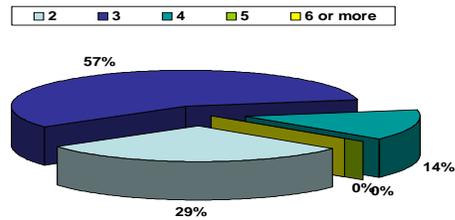


Non-Psychology Majors N = 209

Graph 3
**Number of Psychology Classes
 Taken by Students in PSY 2403**
 Item #1 Data

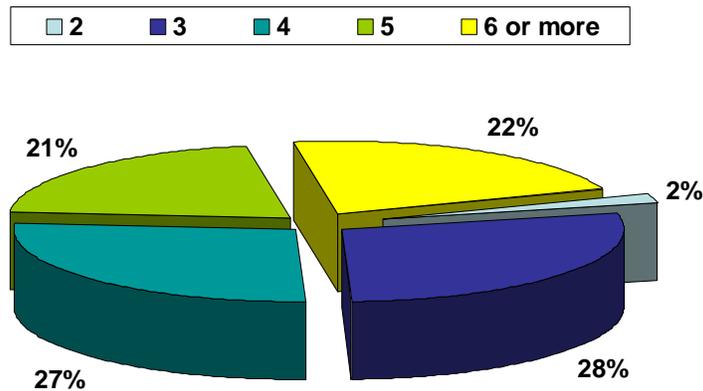


Psychology Majors N = 18



Non-Psychology Majors N = 7

Graph 4
Number of Psychology Classes
Taken by Students in PSY 2743
 Item #1 Data



Psychology Majors Only N = 147

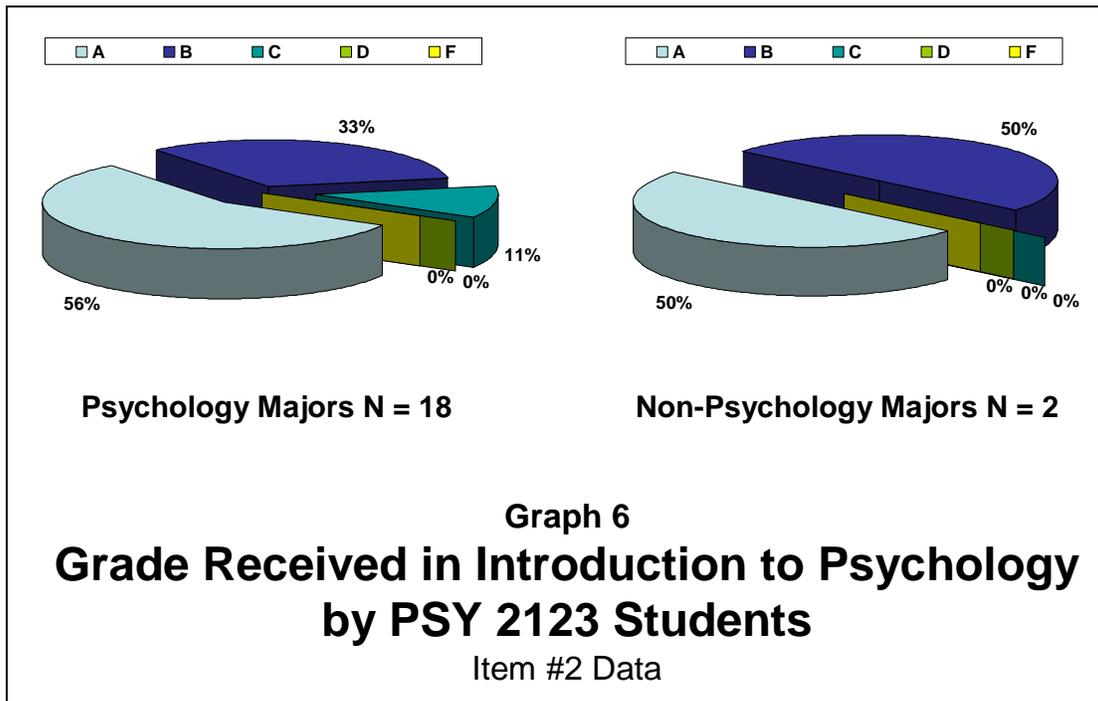
Graph 5
Number of Psychology Classes Taken
by Psychology Majors in 2000 Level Courses
 Item #1 Data

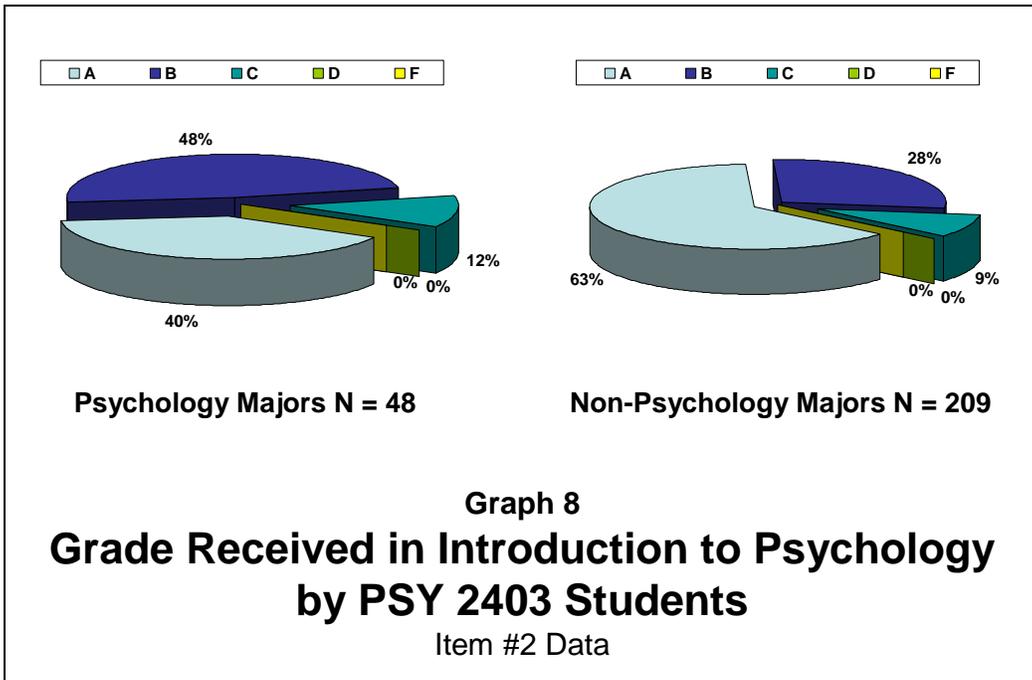
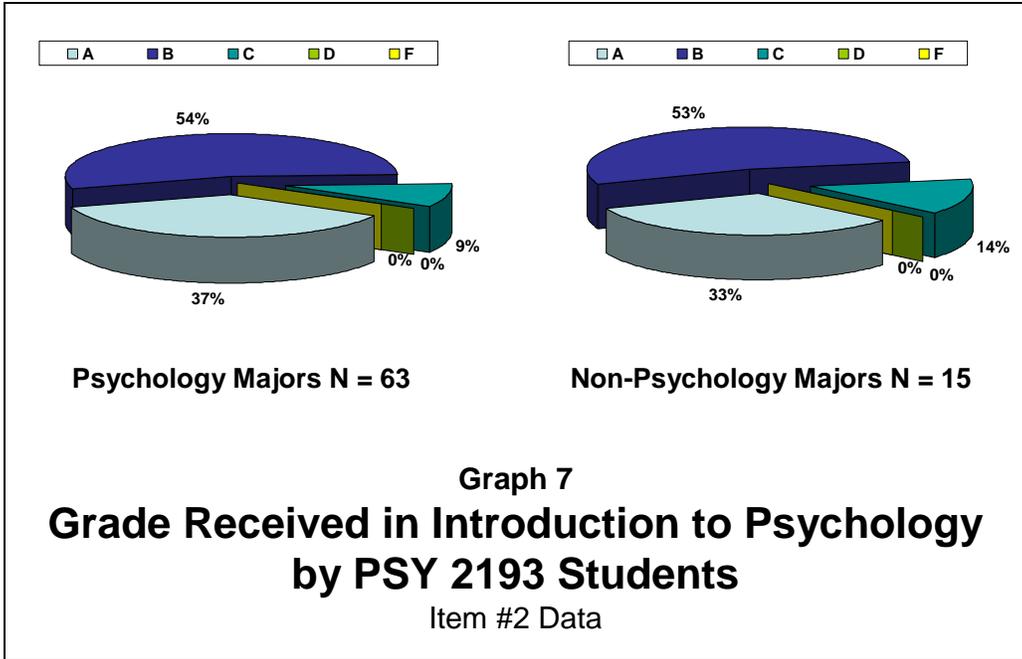
Demographics:

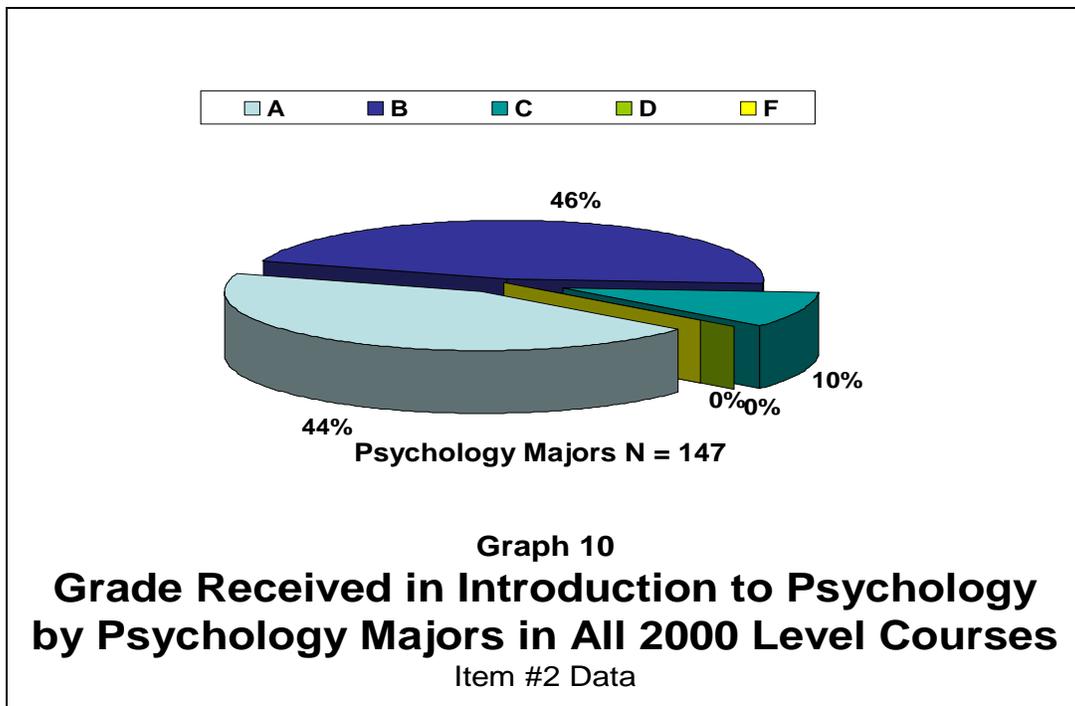
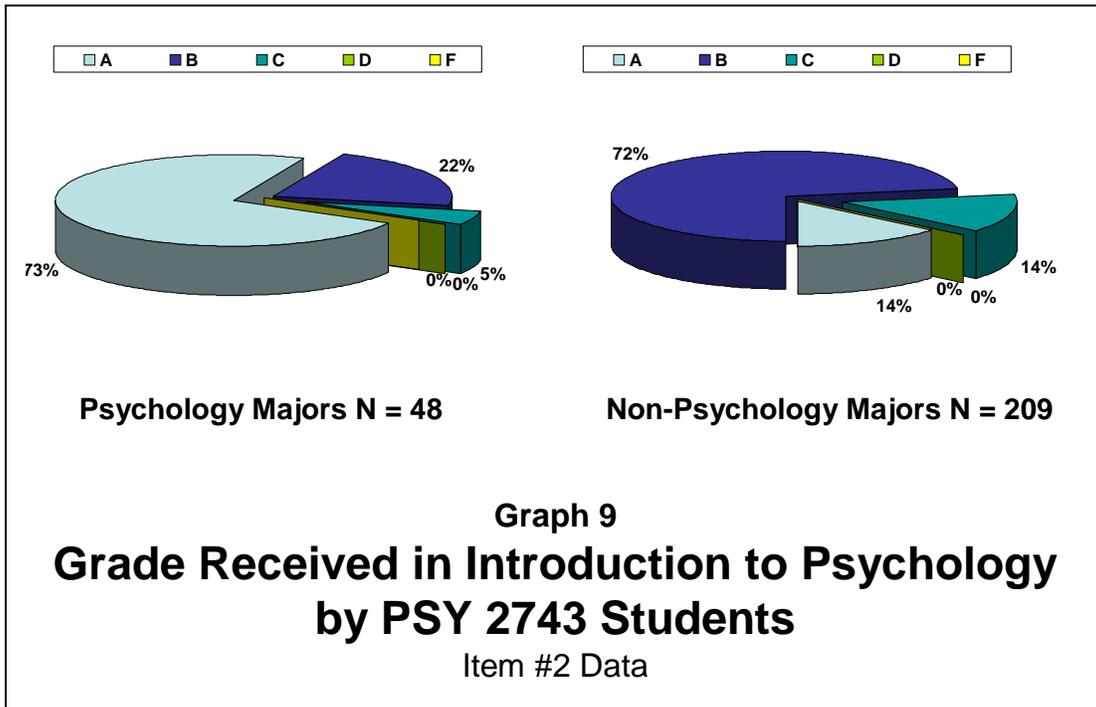
Item 2: Grades Received In Introduction To Psychology

The grades received by the students in their Introduction to Psychology course ranged from A through C. Graph 10 displays the collapsed data for the four courses for psychology majors and indicates that only 10% of the students made a C with the remaining 90% essentially being evenly split between an A and a B.

Of some interest is the data for the Developmental Psychology course (PSY 2403, Graph 8) which indicates that most non-psychology major students (63%) received an A in their Introduction to Psychology course compared to 40% for psychology majors. Graph 9 for Social Psychology (PSY 2743) displays the reverse pattern with 73% of psychology majors having received an A in Introduction to Psychology while 72% of the non-psychology majors had received a B.





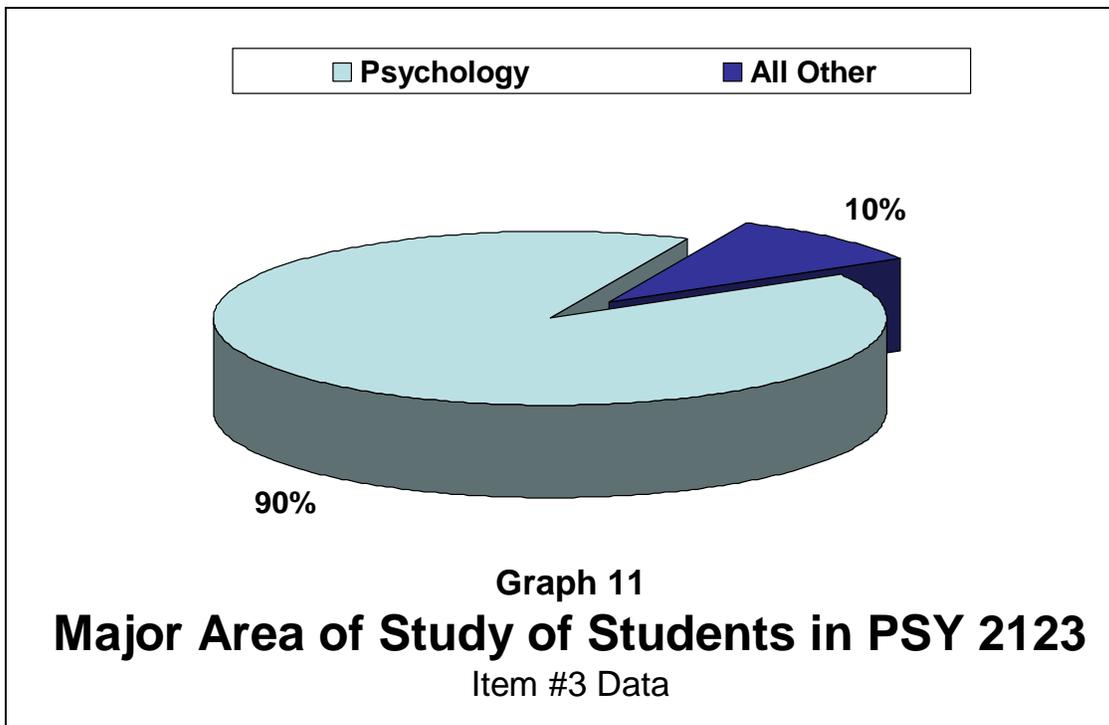


Demographics:

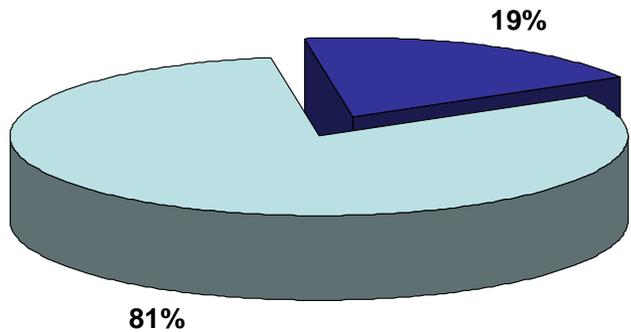
Item 3: Major Area Of Study

Graphs 11 through 14 display the percentage of psychology majors to non-psychology majors in each of the 4 2000 level courses assessed. Not surprisingly, the preponderance of students in those courses are psychology majors with the exception of Developmental Psychology (PSY 2403, Graph 13). In that course, the bulk of the students are non-psychology majors with an overwhelming number of them being students reporting “nursing” as the major area of study.

Overall (Graph 15), psychology majors comprised only 39% of the total students in the four 2000 level courses being assessed.

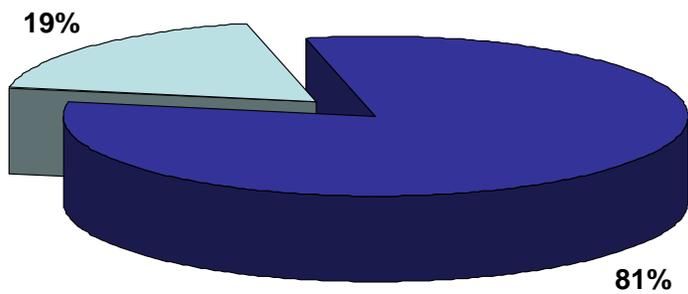


Psychology All Other

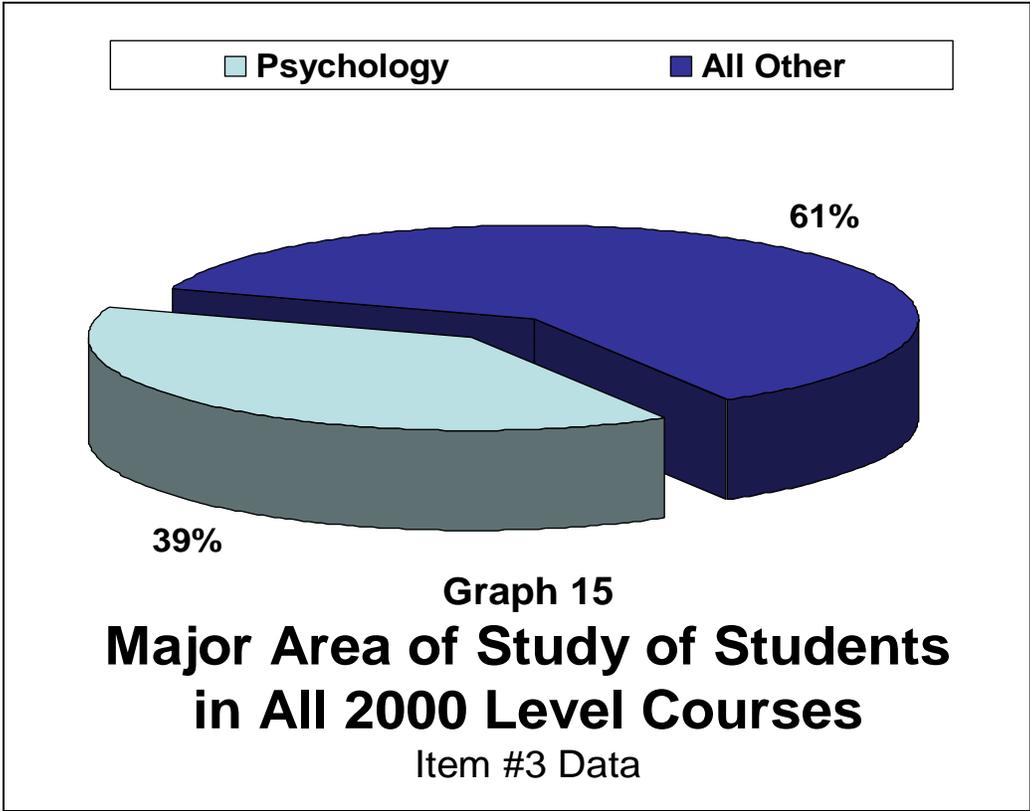
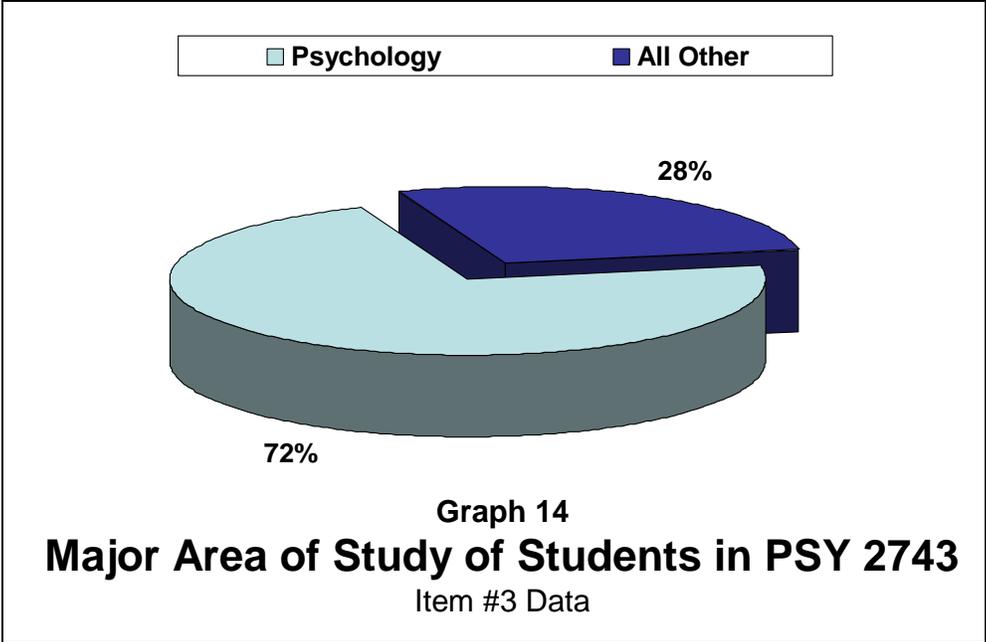


Graph 12
Major Area of Study of Students in PSY 2193
Item #3 Data

Psychology All Other



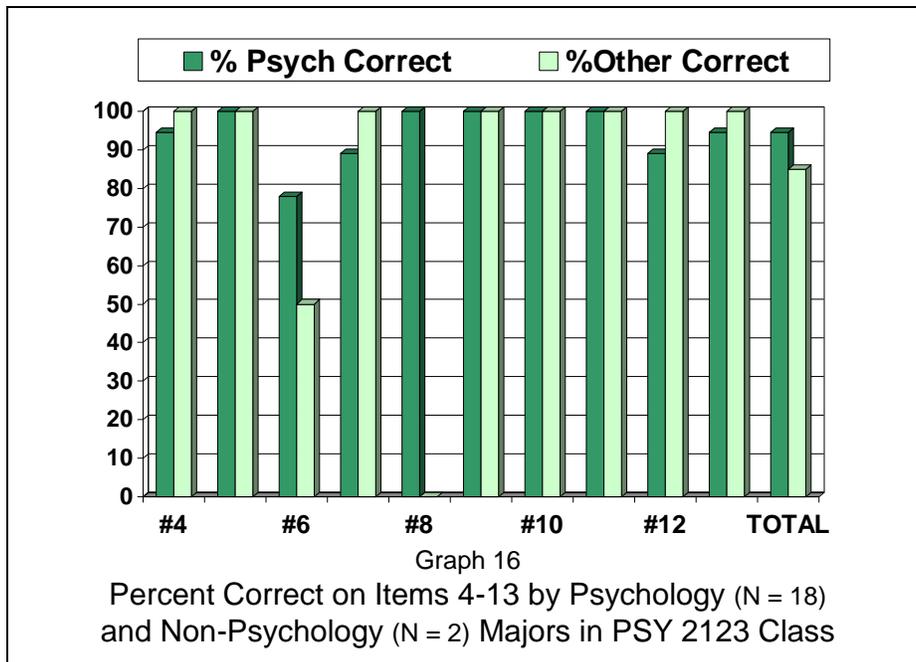
Graph 13
Major Area of Study of Students in PSY 2403
Item #3 Data

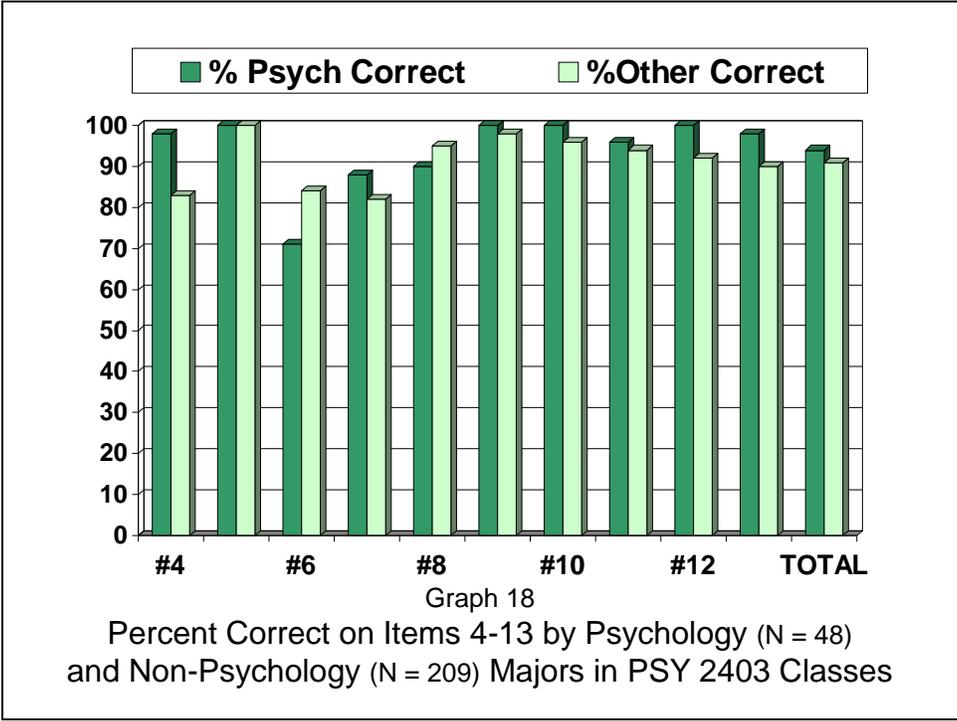
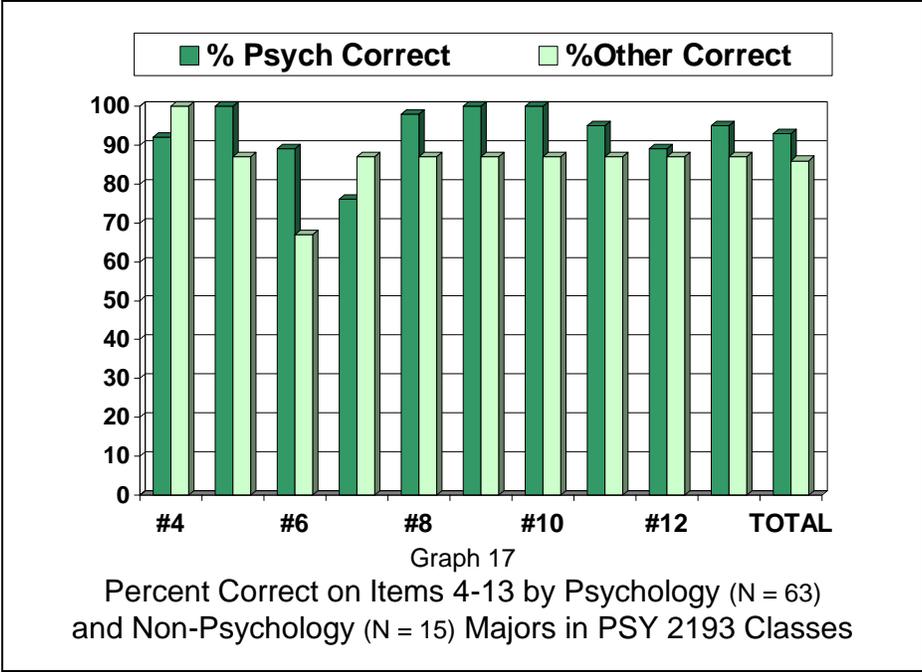


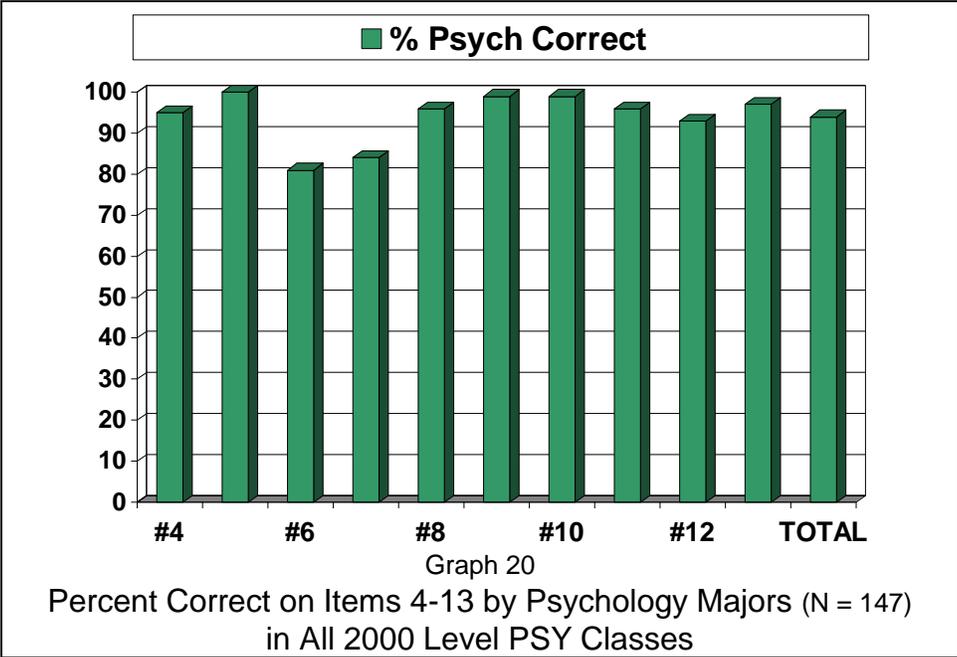
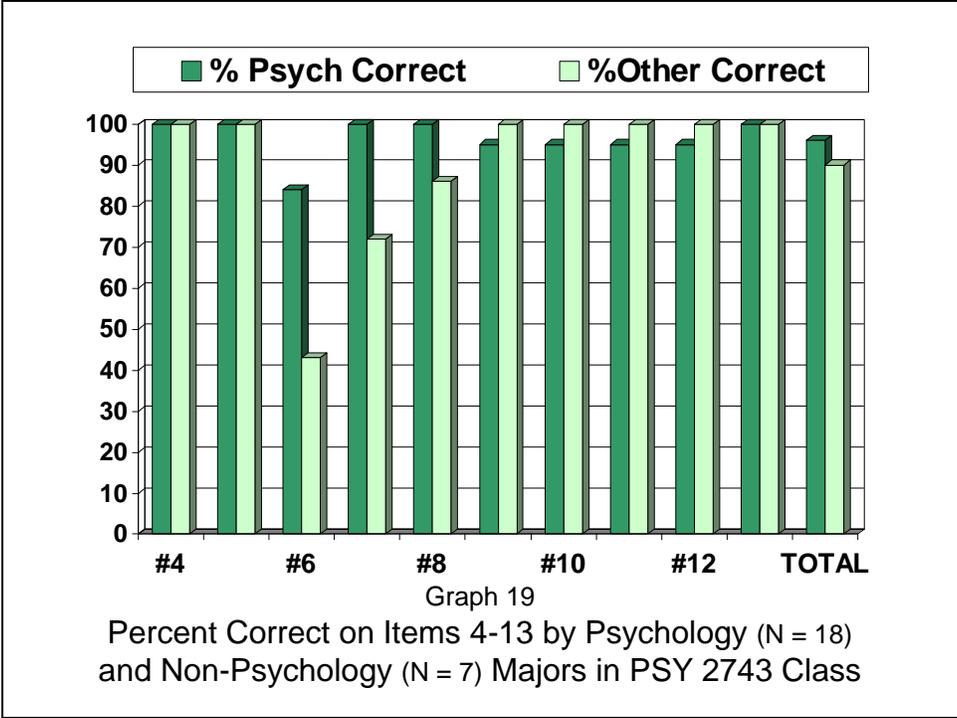
Objective #7:

Distinguish between statements of opinion versus statements of fact that are based on empirical research. Items 4 through 13 on the assessment tool were designed to assess this objective.

Graphs 16 through 19 display the results of this objective for each of the four courses comparing the performance of psychology majors to non-psychology majors. Graph 20 displays the collapsed data for the four courses for psychology majors. The overall performance is 94%, thus meeting the criteria for success on Objective #7.



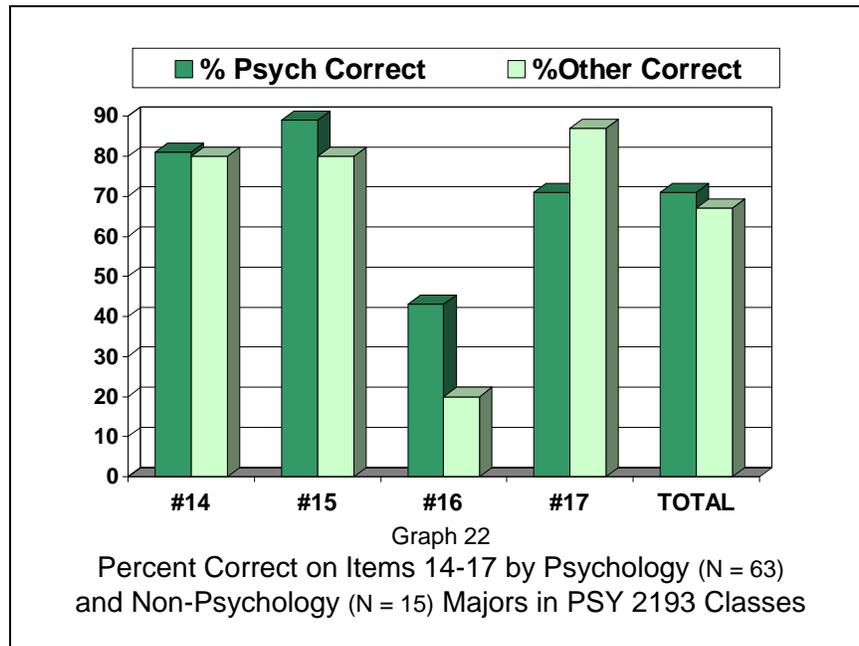
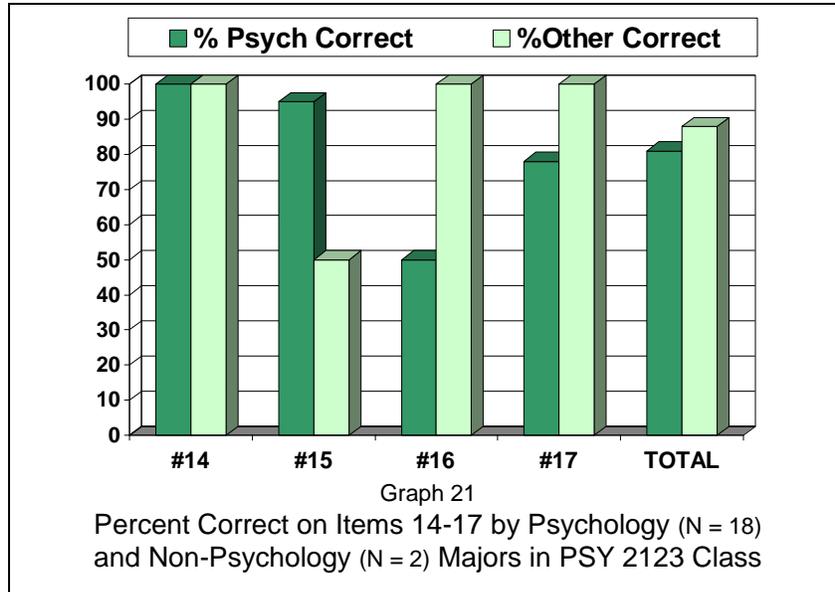


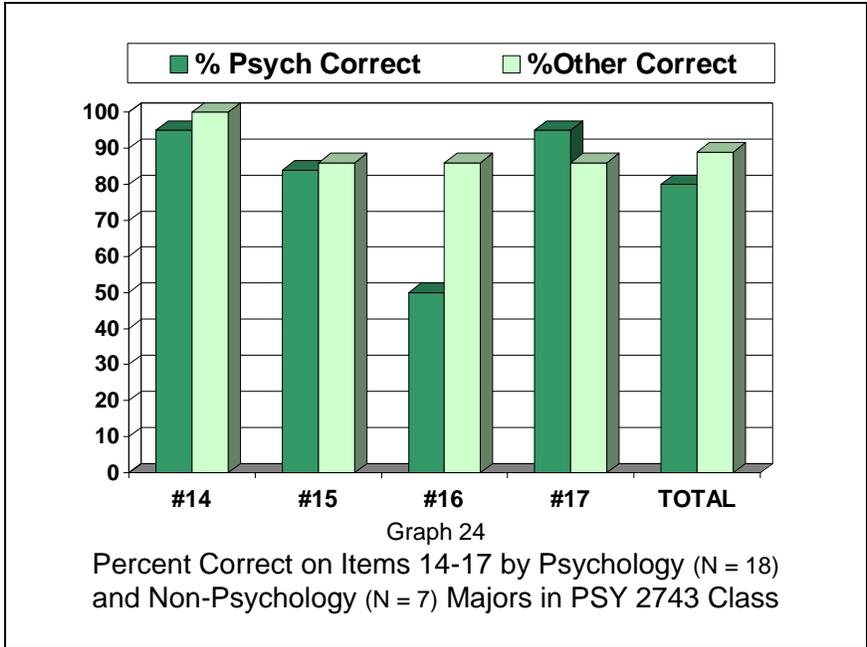
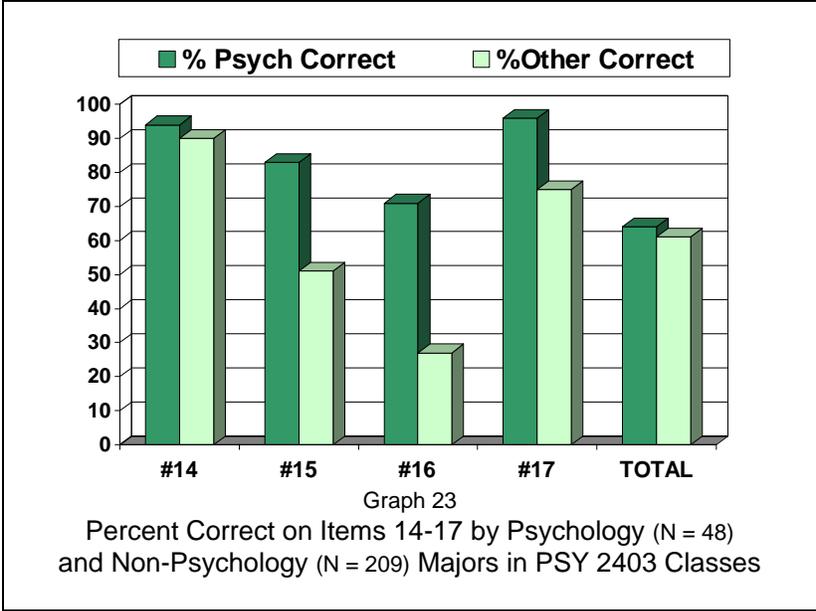


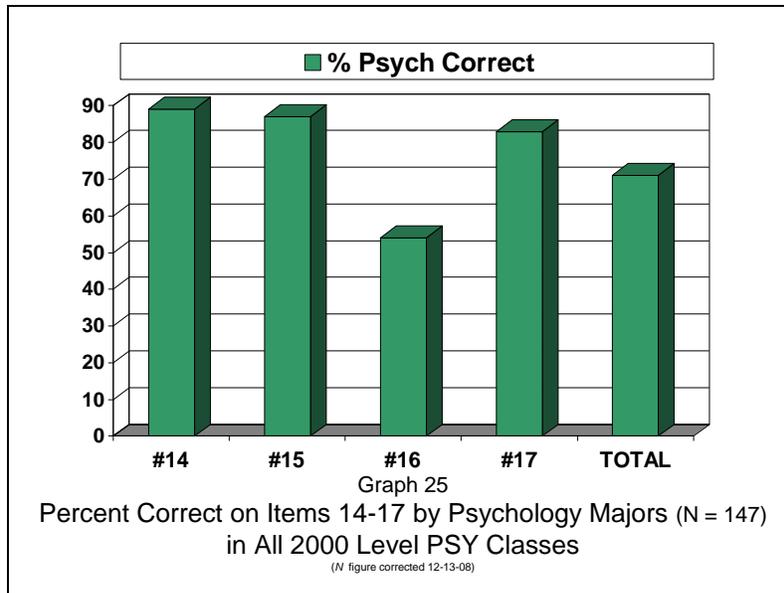
Objective #8:

Demonstrate an understanding that a given behavior can have many different causes. Items 14 through 17 on the assessment tool were designed to assess this objective.

Graphs 21 through 24 displays the performance between psychology and non-psychology majors in each of the four courses. Graph 25 displays the total performance for psychology majors collapsed across the four courses. The 71% performance meets the criteria for success for Objective 8.







Summary of Results:

A total of 380 students were assessed from 2000 level psychology courses, PSY 2123, PSY 2193, PSY 2403, and PSY 2743. Of those, 147 students were psychology majors and 233 students were non-psychology majors.

For Objective #7, *Distinguish between statements of opinion versus statements of fact that are based on empirical research*, 94% of psychology majors in all four courses met the criteria for success.

For Objective #8, *Demonstrate an understanding that a given behavior can have many different causes*, 71% of psychology majors met the criteria for success.

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 criteria for success was set at seventy percent (70%) by the Psychology Faculty previous to assessment. While the criteria for success was met for both objectives, Objective #8, understanding behavior can have different causes, was at the low end of success. In a culture where society and the media look for quick explanations for behavioral causation, it is crucial that psychology students understand multi-causality. All fulltime and part-time psychology faculty members will be encouraged to place additional emphasis on discussion about multiple causes for behavior.
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

Table 1:

PSY 2123 Behavioral Statistics – Campus Classes (no online classes)

Table 2:

PSY 2193 Personality Theories – Campus & Online Classes Combined

Table 3:

PSY 2403 Developmental Psychology – Campus & Online Classes Combined

Table 4:

PSY 2743 Social Psychology – Campus Classes (no online classes)

Table 5:

2000 Level Classes Combined (PSY 2123 + PSY 2193 + PSY 2403 + PSY 2743)

Assessment Tool

Outcomes Assessment FY08 – Table 1

FREQUENCY and PERCENT DATA

PSY 2123 Behavioral Statistics – Campus Classes

Psychology Majors N = 18					
Item No.	Response Options				
	A	B	C	D	E
Demographic items (1 – 3)					
1	0 0%	1 5.5%	4 22%	3 16.5%	10 56%
2	10 56%	6 33%	2 11%	0 0%	0 0%
3	18 100%				
Outcome Number 7 (Items 4 – 13)					
4	1 5.5%	17 94.5%			
5	18 100%	0 0%			
6	14 78%	4 22%			
7	2 11%	16 89%			

All Other Majors N = 2					
Item No.	Response Options				
	A	B	C	D	E
Demographic items (1 – 3)					
1	1 50%	1 50%	0 0%	0 0%	0 0%
2	1 50%	1 50%	0 0%	0 0%	0 0%
3		2 100%			
Outcome Number 7 (Items 4 – 13)					
4	0 0%	2 100%			
5	2 100%	0 0%			
6	1 50%	1 50%			
7	0 0%	2 100%			

8	18 100%	0 0%		
9	18 100%	0 0%		
10	0 0%	18 100%		
11	0 0%	18 100%		
12	16 89%	2 11%		
13	1 5.5%	17 94.5%		
TOTALS for 4-13			10 5.5%	170 94.5%
Outcome Number 8 (Items 14 – 17)				
14	0 0%	0 0%	18 100%	
15	0 0%	1 5.5%	17 94.5%	
16	0 0%	9 50%	9 50%	
17	0 0%	4 22%	14 78%	
0 0%		14 19.5%	58 80.5%	TOTALS for 14-17

8	0 0%	2 100%		
9	2 100%	0 0%		
10	0 0%	2 100%		
11	0 0%	2 100%		
12	2 100%	0 0%		
13	0 0%	2 100%		
TOTALS for 4-13			3 15%	17 85%
Outcome Number 8 (Items 14 -17)				
14	0 0%	0 0%	2 100%	
15	0 0%	1 50%	1 50%	
16	0 0%	0 0%	2 100%	
17	0 0%	0 0%	2 100%	
0 0%		1 12.5%	7 87.5%	TOTALS for 14-17

BOLD	= correct response
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Survey conducted May 2008

Student Learning Outcomes:

Number 7: Distinguish between statements of opinion versus statements of fact that are based on empirical research.

Number 8: Demonstrate an understanding that a given behavior can have many different causes.

Outcomes Assessment FY08 – Table 2

FREQUENCY and PERCENT DATA

PSY 2193 Personality Theories – Campus & Online Classes Combined

Psychology Majors N = 63					
Item No.	Response Options				
	A	B	C	D	E
Demographic items (1 – 3)					
1	0 0%	11 17%	21 33%	15 24%	16 26%
2	23 37%	34 54%	6 9%	0 0%	0 0%
3	63 100%				
Outcome Number 7 (Items 4 – 13)					
4	5 8%	58 92%			
5	63 100%	0 0%			
6	56 89%	7 11%			
7	15 24%	48 76%			

All Other Majors N = 15					
Item No.	Response Options				
	A	B	C	D	E
Demographic items (1 – 3)					
1	2 14%	8 53%	3 20%	1 6.5%	1 6.5%
2	5 33%	8 53%	2 14%	0 0%	0 0%
3		15 100%			
Outcome Number 7 (Items 4 – 13)					
4	0 0%	15 100%			
5	13 87%	2 13%			
6	10 67%	5 33%			
7	2 13%	13 87%			

8	62 98%	1 2%		
9	63 100%	0 0%		
10	0 0%	63 100%		
11	3 5%	60 95%		
12	56 89%	7 11%		
13	3 5%	60 95%		
TOTALS for 4-13			41 7%	589 93%
Outcome Number 8 (Items 14 – 17)				
14	1 3%	11 17%	51 81%	
15	3 5%	4 6%	56 89%	
16	8 13%	28 44%	27 43%	
17	7 12%	11 17%	45 71%	
TOTALS for 14-17			19 8%	54 21%
			179 71%	

8	13 87%	2 13%		
9	13 87%	2 13%		
10	2 13%	13 87%		
11	2 13%	13 87%		
12	13 87%	2 13%		
13	2 13%	13 87%		
TOTALS for 4-13			21 14%	129 86%
Outcome Number 8 (Items 14 -17)				
14	0 0%	3 20%	12 80%	
15	0 0%	3 20%	12 80%	
16	2 13%	10 67%	3 20%	
17	1 6.5%	1 6.5%	13 87%	
TOTALS for 14-17			3 5%	17 28%
			40 67%	

BOLD	= correct response
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Survey conducted May 2008

Student Learning Outcomes:

Number 7: Distinguish between statements of opinion versus statements of fact that are based on empirical research.

Number 8: Demonstrate an understanding that a given behavior can have many different causes.

Outcomes Assessment FY08 – Table 3

FREQUENCY and PERCENT DATA

PSY 2403 Developmental Psychology – Campus & Online Classes Combined

Psychology Majors N = 48					
Item No.	Response Options				
	A	B	C	D	E
Demographic items (1 – 3)					
1	3 6.2%	28 58.4%	11 22.9%	6 12.5%	0 0%
2	19 39.6%	23 47.9%	6 12.5%	0 0%	0 0%
3	48 100%				
Outcome Number 7 (Items 4 – 13)					
4	1 2%	47 98%			
5	48 100%	0 0%			
6	34 71%	14 29%			
7	6 12.5%	42 87.5%			

All Other Majors N = 209					
Item No.	Response Options				
	A	B	C	D	E
Demographic items (1 – 3)					
1	182 87%	24 12.1%	1 0.3%	1 0.3%	1 0.3%
2	132 63%	58 28%	19 9%	0 0%	0 0%
3		209 100%			
Outcome Number 7 (Items 4 – 13)					
4	36 17%	173 83%			
5	209 100%	0 0%			
6	176 84%	33 16%			
7	38 18%	171 82%			

8	43 89.6%	5 10.4%	
9	48 100%	0 0%	
10	0 0%	48 100%	
11	2 4%	46 96%	
12	48 100%	0 0%	
13	1 2%	47 98%	
TOTALS for 4-13			29 6% 451 94%
Outcome Number 8 (Items 14 – 17)			
14	1 2%	2 4%	45 94%
15	1 2%	7 14.5%	40 82.5%
16	7 14.5%	7 14.5%	34 71%
17	1 2%	1 2%	46 96%
TOTALS for 14-17			10 5% 60 31% 122 64%

8	199 95%	10 5%	
9	205 98%	4 2%	
10	9 4%	200 96%	
11	13 6%	196 94%	
12	192 92%	17 8%	
13	20 10%	189 90%	
TOTALS for 4-13			180 9% 1910 91%
Outcome Number 8 (Items 14 -17)			
14	0 0%	21 10%	188 90%
15	14 7%	88 42%	107 51%
16	29 14%	123 59%	57 27%
17	6 2%	47 22%	156 75%
TOTALS for 14-17			49 6% 279 33% 508 61%

BOLD	= correct response
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Survey conducted May 2008

Student Learning Outcomes:

Number 7: Distinguish between statements of opinion versus statements of fact that are based on empirical research.

Number 8: Demonstrate an understanding that a given behavior can have many different causes.

Outcomes Assessment FY08 – Table 4

FREQUENCY and PERCENT DATA

PSY 2743 Social Psychology – Campus Classes

Psychology Majors N = 18					
Item	Response Options				
No.	A	B	C	D	E
Demographic items (1 – 3)					
1	0 0%	1 5.5%	3 16.5%	7 39%	7 39%
2	13 72.5%	4 22%	1 5.5%	0 0%	0 0%
3	18 100%				
Outcome Number 7 (Items 4 – 13)					
4	0 0%	18 100%			
5	18 100%	0 0%			
6	15 83.5%	3 16.5%			
7	0 0%	18 100%			

All Other Majors N = 7					
Item	Response Options				
No.	A	B	C	D	E
Demographic items (1 – 3)					
1	2 29%	4 57%	1 14%	0 0%	0 0%
2	1 14%	5 72%	1 14%	0 0%	0 0%
3		7 100%			
Outcome Number 7 (Items 4 – 13)					
4	0 0%	7 100%			
5	7 100%	0 0%			
6	3 43%	4 57%			
7	2 28%	5 72%			

8	18 100%	0 0%		
9	17 94.5%	1 5.5%		
10	1 5.5%	17 94.5%		
11	1 5.5%	17 94.5%		
12	17 94.5%	1 5.5%		
13	0 0%	18 100%		
TOTALS for 4-13			7 4%	173 96%
Outcome Number 8 (Items 14 – 17)				
14	0 0%	1 5.5%	17 94.5%	
15	0 0%	3 16.5%	15 83.5%	
16	2 11%	7 39%	9 50%	
17	0 0%	1 5.5%	17 94.5%	
TOTALS for 14-17			2 3%	12 16.5%
			58 80.5%	

8	6 86%	1 14%		
9	7 100%	0 0%		
10	0 0%	7 100%		
11	0 0%	7 100%		
12	7 100%	0 0%		
13	0 0%	7 100%		
TOTALS for 4-13			7 10%	63 90%
Outcome Number 8 (Items 14 -17)				
14	0 0%	0 0%	7 100%	
15	0 0%	1 14%	6 86%	
16	0 0%	1 14%	6 86%	
17	1 14%	0 0%	6 86%	
TOTALS for 14-17			1 4%	2 7%
			25 89%	

BOLD	= correct response
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Survey conducted May 2008

Student Learning Outcomes:

Number 7: Distinguish between statements of opinion versus statements of fact that are based on empirical research.

Number 8: Demonstrate an understanding that a given behavior can have many different causes.

Outcomes Assessment FY08 – Table 5

FREQUENCY and PERCENT DATA

2000 Level Classes Combined (PSY 2123 + PSY 2193 + PSY 2403 + PSY 2743)

<i>Psychology Majors</i> N = 147					
Item	Response Options				
No.	A	B	C	D	E
Demographic items (1 – 3)					
1	3 2%	41 28%	39 27%	31 21%	33 22%
2	65 44%	67 46%	15 10%	0 0%	0 0%
3	147 100%				
Outcome Number 7 (Items 4 – 13)					
4	7 5%	140 95%			
5	147 100%	0 0%			
6	119 81%	28 19%			
7	23 17%	124 84%			

8	141 96%	6 4%		
9	146 99%	1 1%		
10	1 1%	146 99%		
11	6 4%	141 96%		
12	137 93%	10 7%		
13	5 3%	142 97%		
	TOTALS for 4-13		87 6%	1383 94%
Outcome Number 8 (Items 14 – 17)				
14	2 2%	14 9%	131 89%	
15	4 3%	15 10%	128 87%	
16	17 11%	51 35%	79 54%	
17	8 5%	17 12%	122 83%	
	31 5%	140 24%	417 71%	TOTALS for 14-17

BOLD	= correct response
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Survey conducted May 2008

Student Learning Outcomes:

Number 7: Distinguish between statements of opinion versus statements of fact that are based on empirical research.

Number 8: Demonstrate an understanding that a given behavior can have many different causes.

Assessment Tool

OCCC Psychology Program Assessment

Student:

Although your performance on this assessment will not affect your course grade, *the Psychology Faculty asks that you do your best.* The results will be used by the faculty to assess program objectives. Your Professor will be awarding 3 bonus points to those students completing this anonymous assessment.

Do **NOT** write your name or your student ID on the Scanton.

DO NOT WRITE ON THIS SHEET

1. How many college Psychology courses have you taken (including this one)?
 - A. 2
 - B. 3
 - C. 4
 - D. 5
 - E. 6 or more

2. What grade did you receive in your *Introduction to Psychology* course?
 - A. "A"
 - B. "B"
 - C. "C"
 - D. "D"
 - E. "F"

3. What is your major?
 - A. Psychology
 - B. Sociology
 - C. Nursing
 - D. Other major

DO NOT WRITE ON THIS SHEET

Read the following and then answer numbers 4 through 8 on the scantron.

A psychologist conducted research on the relationship between stress and susceptibility to becoming ill. She administered a questionnaire to four hundred (400) healthy volunteers assessing their level of exposure to stress in their lives. Based on their responses and total scores, she categorized these subjects into low, average, and high levels of stress exposure. Subjects in each of the three groups agreed to be exposed to the virus which causes the common cold and were administered nasal drops containing the virus. After seven days there was an almost perfect correlation in the results with those categorized as low stress having the least percentage of colds and those with high stress having the greatest percentage of colds. The researcher was interviewed by a television station and stated: "People should not be exposed to stressful situations since exposure to high levels of stress causes illness."

Determine if the following statements are "fact" or "opinion" based on the above.

4. People should not be exposed to stress.	A. Fact	B. Opinion
5. 400 people volunteered to participant in the research.	A. Fact	B. Opinion
6. Exposure to high levels of stress influences illness.	A. Fact	B. Opinion
7. It is unethical to expose research subjects to a cold virus.	A. Fact	B. Opinion
8. Subjects with high levels of exposure to stress had the greatest percentage of colds.	A. Fact	B. Opinion

Read the following and then answer numbers 9 through 13 on the scantron.

Researchers wanted to study the effects of positive reinforcement on already existing behaviors that were intrinsically (internally) motivated. A group of 3rd grade children were observed each day during "free time" in the classroom for a month. During free time, children could participate in any activity of his/her choice. An average daily amount of time each child spent coloring or drawing was calculated based on the recorded observations. This represented the baseline of the internally motivated behavior of coloring and drawing. Next, the researchers told the children they could earn twenty-five cents for every picture they produced during free time up to \$5 per day. The amount of time each child spent coloring and drawing was once again recorded, and it was no surprise that most children dramatically increased the amount of time spent making pictures. After two weeks, the research told the children

they no longer could pay for pictures. This was followed by more observations of the amount of time each child spent making pictures. When compared to the original time, the children now spent less than half the time coloring or drawing. The researchers concluded that external reinforcement (money) of already existing internally motivated behavior will ultimately damage internal motivation.

Determine if the following statements are “fact” or “opinion” based on the above.

9. Third grade children were subjects of the research.	A. Fact	B. Opinion
10. Third grade children should not be research subjects.	A. Fact	B. Opinion
11. Twenty-five cents is too little to pay for a child’s picture.	A. Fact	B. Opinion
12. There was a decrease in the amount of time spent drawing after the external reinforcement was stopped.	A. Fact	B. Opinion
13. Reinforcement is bad for third grade children being researched.	A. Fact	B. Opinion

Read each scenario and answer the question at the end of each one.

Ten year old Frankie seems unable to restrain himself. He runs around the house, crashing into walls and objects, frequently breaking items or destroying house plants. These activities become more pronounced just after meals and when he is angry or disappointed. Attempts to discipline him have mixed effects. Although he quickly becomes bored with most activities, he can spend many hours playing computer games. The enjoyment he got playing with the family dog, Jessie, ended when the dog unexpectedly died. Frankie’s high activity level is now broken up by periods of quiet sadness.

14. *Do any of the statements listed below explain the possible causes of Frankie’s behaviors?*

- His behaviors could have a biological cause (e.g., Attention Deficit Hyperactivity Disorder (ADHD/ADD)).
- His behaviors could have an environmental cause (e.g., poor parenting).
- His behaviors could have an emotional cause (e.g., anger / depression).

- A.** none of the above statements are possible causes.
- B.** one of the above statements is a possible cause.
- C.** two or more of the above statements are possible causes.

Carrie works the evening shift and she often does not get home until 3:00a.m. at which time she falls asleep until 1:00p.m. Recently, she has lost interest in cleaning her house, seldom cooks for herself, and also attends less to her personal grooming. Carrie also has lost interest in furthering her education. She now avoids seeing both her friends and parents, fearing that they will disapprove of her.

15. *Do any of the statements listed below explain the possible causes of Carrie's depressive tendencies?*

- Her depression could have a biological cause like a chemical imbalance.
- Her depression could have a cognitive cause like maladaptive and self-defeating thoughts.
- Her depression could have a situational cause like poor coping strategies.

A. none of the above statements are possible causes.

B. one of the above statements is a possible cause.

C. two or more of the above statements are possible causes.

Read each scenario and answer the question at the end of each one.

Mary fell off a stepstool while dusting the framed picture of her mother that is displayed on the top shelf. Family rushed into the room trying to help her and insisted she lie down while they finished cleaning the house. Two days later she began to have trouble standing and eventually couldn't walk. Her physician has told her they can find nothing physically wrong to which she replies, "The pain in my back tells me something is seriously wrong."

16. *Do any of the statements listed below explain the possible causes for Mary's inability to walk?*

- Her problem could have a biological cause (e.g., soft neurological damage).
- Her problem could be caused by learning (e.g., avoiding tasks if sick).
- Her problem could be emotional (e.g., unresolved feelings about mother).

A. none of the above statements are possible causes.

B. one of the above statements is a possible cause.

C. two or more of the above statements are possible causes.

Sandra is in her second year of college and is undecided about her major. She was enrolled in 17 college credit hours, which included algebra, zoology, developmental psychology, and a humanities course. She is also working thirty hours a week and experiencing problems in her marriage of three years. At mid-term, Sandra was surprised to find she was earning grades of C and D in all her courses. In her first year of college, Sandra earned grades of A and B in all her courses.

17. *Do any of the statements listed below explain the possible causes for the drop in Sandra's grades from A and B to grades of C and D?*

- Personal problems have interfered with her concentration in class.
- Working too many hours while attending college does not leave enough time to adequately study.
- Being undecided, Sandra has difficulty staying motivated in classes that did not seem connected to the rest of her life.

A. none of the above statements are possible causes.

B. one of the above statements is a possible cause.

C. two or more of the above statements are possible causes.

**STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
FOR FY 2008**

Political Science

(Associate of Arts)

October 1, 2008

Submitted By: Professor R. A. Hopkins

Faculty Assessment Representative

Assisted By: John C. Hughes, Sr., Ph.D.

Professor Dana Glencross

Professor Rick Vollmer

Professor Markus Smith

Submitted By: _____

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 Political Science program are listed below:

Student Learning Outcomes: Report Year 2008

- 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.

Program Outputs: Report Year 2008

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 MEASURES¹

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 FY08 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 FY08 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:

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 FY08 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:

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 FY08 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:

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 OUTPUTS²

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 FY07 one hundred percent (1 of 1) 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 07 one hundred percent (1 of 1) 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 FY07 one hundred percent (1 of 1) 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 07 one hundred percent (1 of 1) 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.

Output 1: Political Science outputs not measured this fiscal year.

Measure and Criteria for Success-

In FY08 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. The anecdotal information provided by the college was that on the survey of graduates of OCCC – only 3 Political Science graduates responded to the survey, in which all of them identified as successfully enrolled in college (i.e. 1 at Oklahoma State University, 1 at the University of Central Oklahoma, and 1 at the University of Oklahoma).

PART III--RECOMMENDATIONS

General Recommendations:

In 2007 the Political Science program faculty submitted a request to the College's Curriculum Committee that recommended adding a capstone course to the required curriculum. One of the required assignments in this course would be the completion and submission of an academic portfolio.

Political Science 2613, Scope and Methods of Political Science, was added to the required core of courses during the 2008 – 2009 academic year. Although too early to quantify specific results, the Political Science program faculty believes that this curriculum change will enhance overall student success. The number of academic portfolios submitted for program assessment purposes should greatly increase.

In the Fall semester of 2006, program faculty adopted an evaluative rubric (see Appendix A) for the assessment of portfolios submitted for program assessment purposes. The Political Science faculty believes this addressed a need for incorporating greater clarity and consistency in the measurement of Student Learning Outcomes. At present, 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 four years of use, the Political Science program's portfolio assessment plan has produced mixed results. The assessment results obtained have met or exceeded expectations. However, greater participation by program majors would be highly desirable. The original plan anticipated that the program's majors would be REQUIRED to submit the portfolios. That requirement has been disallowed as a condition of graduation. With the addition of Political Science 2613 as approved by the Curriculum Committee this problem should be resolved. Beginning with FY08 the Political Science faculty will expect 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.

¹Student learning outcomes represent a body of knowledge and/or skills that a student is expected to know, think, demonstrate, or apply upon program completion.

²Program 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: _____

<u>Outcome Measured</u>	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	Expresses awareness of the fundamental discipline of political science and its major subfields but they appear not	Applies a collegiate level understanding to the overall discipline of political science well, including its major subfields, and demonstrates	Takes applied knowledge of most of the fundamental discipline of political science and its subfields and creates self-initiated examples.

	subfields	to be applied.	application.	
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.
<u>Additional Measures</u>	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 grammatical errors.	Expresses a high school (grades 10, 11, 12) 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	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.
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Composite Score Assessed: _____

Appendix B

A submitted portfolio must contain at least five but not more than ten items from 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.
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.**

OUTCOMES ASSESSMENT REPORT: FY 2008

EVALUATIONS, RESULTS AND RECOMMENDATIONS

SOCIOLOGY
Program/Option/Emphasis

AA

10 -10 - 2008

Program Level

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:

Chuck Carselowey, Jerry Ludlow, and M'Lou Smith

Submitted By: Susan Tabor

October 28, 2008

Dean

Date

OUTCOME ASSESSMENT

PROGRAM: Sociology

YEARS: FY 08-12

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 08)
2. Identify the basic steps of scientific research and generate a sociological research project that demonstrates use of these steps. (FY 08)
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).

PROGRAM: Sociology

PLAN YEAR: FY 08

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

Student Learning Outcomes

Outcome 1. Demonstrate an understanding of the major theoretical perspectives and identify sociologists associated with these perspectives. (FY08)

Measure and Criteria for Success –

Measure #1 - The student will successfully complete a literature review of a selected sociological topic.

Measure #2 - The student will identify, in a summary paper, the major theoretical perspectives, their appropriate application, and key theorists associated with these perspectives.

Measure #3 - The student will complete a presentation demonstrating his/her knowledge of the 3 major sociological perspectives and the significant theorists of these perspectives.

Students will be scored on the above measures using the following criteria:

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 will include students who complete all assignments selected for outcomes measure. The criteria for outcome success will be that the combined measures average is 75% or higher. This will be achieved by totaling student's scores on a measure and arriving at a measure's average. The three outcome measures will then be 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 (ie; the grade of "C" typically equates to a minimum 70% ranking).

Outcome 2. Identify the basic steps of scientific research and generate a sociological research project that demonstrates use of these steps. (FY 08)

Measure and Criteria for Success

Measure #1 - The student will complete the review of a sociological study, identifying the steps of the scientific method used by the author.

Measure #2 - The student will complete a written paper demonstrating appropriate use of one or more of the steps involved in scientific research.

Measure #3 – The student will complete a project utilizing steps of the scientific method.

Students will be scored on the above measures using the following criteria:

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. Demonstrate an understanding of the major theoretical perspectives and identify sociologists associated with these perspectives. (FY08)

The combined outcome measures average was 83.7. Therefore, the program outcome was met.

Outcome 2. Identify the basic steps of scientific research and generate a sociological research project that demonstrates use of these steps. (FY 08)

The combined outcome measures average was 82.2. Therefore, the program outcome was met.

PART III – RECOMMENDATIONS

The Sociology Program faculty is satisfied with the results of the assessment and notes that, in addition to being an indication of student success with an effective curriculum, the results also reflect improvements in the program outcomes assessment process. The Sociology Program worked diligently to develop more clearly defined program outcomes, outcome measures that accurately reflect student performance, rubrics that provide meaningful data, and implemented all this through a capstone course.

Last year involved a significant revision of the previous plan. Based on assessment data from the previous year, faculty determined that the program needed to work on the outcomes related to theory and methods, which were deemed central to student success in the program and therefore, other program learning outcomes. The program also revised the assessment tools being utilized in the capstone course. The outcomes were then assessed with new measures and a more clearly defined rubric.

As a result of the revisions, the capstone course had more clearly defined assignments utilized in outcome measures. Because program measures were more clearly defined and more effectively linked to the measurement tool (capstone course assignments), the program was able to get a more accurate read on outcome success. The faculty concludes that, as a result of the revisions in the outcomes process, students were more able to clearly demonstrate their knowledge related to the outcome measures.

While the outcomes selected for measure were met, it is the view of the program faculty that the number and complexity of Program Outcomes is unmanageable and therefore recommends that they be simplified and consolidated. This change will be applied to the update of the program plan.

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.

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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Buchanan, T., Burts, D., Bidner, J., White, V., & Charlesowrth, R., (118). Predictors of the developmental appropriateness of the beliefs and practices of first, second and third grade teachers. *Early Childho0d Research Quarterly*, 13(3), 459-483.

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