

OKLAHOMA CITY
COMMUNITY COLLEGE

General Education Assessment

**Developed by the Office of Institutional Effectiveness
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October, 2007

Table of Contents

History of General Education Assessment	1
General Education Core Competencies.....	1
The Evaluation Process	2
Timeline for Evaluating General Education Core Competencies	2
Responsibility	3
Academic Profile Test	3
New General Education Core Competencies	4
Replacing the Academic Profile Test	6
Collegiate Assessment of Academic Proficiency (CAAP).....	6
Response Rate.....	7
Summary of Results	7
MATHEMATICS	8
Subset Scores	8
Content Categories	8
READING	13
Subset Scores	13
Content Categories	13
SCIENCE	15
Content Categories	15
Internally Generated Tests.....	17
Political Science – Spring Semester 2004.....	17
Physical and Biological Processes – Spring Semester 2004	17
Writing Essays – Spring Semester 2005	17
Using Scientific Methods – Spring Semester 2005.....	18
Oral and Nonverbal Communications Assessment – Spring Semester 2006	18
Global – Fall Semester 2005	19
Global Education – Spring Semester 2007.....	20
Analysis of Findings.....	21
Institutional Changes	21

Appendices

Appendix A General Education Committee	23
Appendix B General Education Core Competencies and Courses	26
Appendix C Assessment Week Review	30
Appendix D Global Education Assessment Questionnaire	33
Appendix E Global Education Rubric	35

History of General Education Assessment

In FY 1994, Oklahoma City Community College piloted the Collegiate Assessment of Academic Proficiency (CAAP) as a measure of general education assessment. Over 600 students fell into the category of those who had completed their general education courses, and they were sent invitations to be part of this new process at the College. Only 11 students actually participated in the test. After a lengthy discussion in the Student Assessment Committee during Fall 1995 concerning the motivation of students, it was decided to find ways to measure the College's general education competencies that did not include additional testing for students. The decision was made that a standardized test was not the best way to determine whether a student had met their general education competencies.

The General Education Committee was given the task of identifying measures that did not require extra student time, but were valid in determining that students had the knowledge that would indicate they had met their general education competencies. From FY 1995 to FY 2000, the General Education Committee suggested and carried out a number of measures.

General Education Core Competencies

In FY 2000, the General Education Committee completed a major project that increased the number and types of outcomes and measures related to each General Education competency. General Education is an integral component of each degree program at Oklahoma City Community College. Every student completing an Associate Degree in Applied Science would demonstrate general education competencies. The following competencies were scheduled to be evaluated once every five years.

Competency I	Demonstrate reading comprehension at the college level
Competency II	Write well-developed essays in standard American English, which demonstrate unity, coherence, and organization
Competency III	Use analytical reasoning and appropriate methods and tools to solve applied problems in the major field of study and in additional situations in which mathematical solutions are applicable.
Competency IV	Demonstrate critical thinking; that is the ability to carefully and deliberately determine whether to accept, reject, or suspend judgment about a claim.
Competency V	Demonstrate oral and nonverbal communication skills in an effective and contextually appropriate manner.
Competency VI	Display an understanding of the interconnectedness of peoples and systems, a general knowledge of history and world events, and an acknowledgment of differing cultural values and attitudes.
Competency VII	Demonstrate an understanding of the structure of American federal government and its impact on social, political, and economic issues.
Competency VIII	Demonstrate an understanding of the ideas, events, and values that have shaped American history.

For those students who complete an Associate in Art or an Associate in Science degree they will be able to demonstrate the competencies listed above as well as the following two additional competencies.

- Competency IX Use scientific methods of inquiry.
- Competency X Demonstrate an understanding of physical and biological processes.

The Evaluation Process

The evaluation process was designed to monitor the student progress within each competency. Each competency is evaluated once every five years with the results reportable to the General Education Committee. The report contained the procedure used in the evaluation, a summary of the results and recommendations for changes in the competency or the instructional process. To be more specific, the report contained the following components.

- A. Introduction
- B. Competency and Outcome
- C. Process Used to Evaluate Each Outcome
- D. Results of the Evaluation
- E. Recommendations for Change with Timeline

Timeline for Evaluating General Education Core Competencies

The timeline below was developed by the General Education Committee to ensure that each competency would be evaluated once every five years. If an evaluation identified a major concern then changes would be made and the competency could be evaluated again in less than five years.

Fiscal Year	Competency
2002	I Demonstrate reading comprehension at the college level. III Use analytical reasoning and appropriate methods and tools to solve applied problems in the major field of study and in additional situations in which mathematical solutions are applicable.
2003	IV Demonstrate critical thinking; that is the ability to carefully and deliberately determine whether to accept, reject, or suspend judgment about a claim. VIII Demonstrate an understanding of the ideas, events, and values that have shaped American history.
2004	V Demonstrate oral and nonverbal communication skills in an effective and contextually appropriate manner. VII Demonstrate an understanding of the structure of American federal government and its impact on social, political, and economic issues.
2005	II Write well-developed essays in standard American English, which demonstrate unity, coherence, and organization. IX Use scientific methods of inquiry.
2006	VI Display an understanding of the interconnectedness of peoples and systems, a general knowledge of history and world events, and an acknowledgment of differing cultural values and attitudes. X Demonstrate an understanding of physical and biological processes.

Responsibility

The responsibility for the evaluation of the General Education Competencies is that of the Associate Vice President. It is critical to the success of this evaluation process that the office of the Vice President for Academic Affairs be committed to the evaluation of General Education and provide the support faculty need in carrying out the evaluation. The General Education Committee is responsible for reviewing the evaluation of each competency and for monitoring the implementation of recommendations made through the evaluation process (See Appendix A for the General Education Committee Structure).

Academic Profile Test

In FY 2002 the General Education Committee decided to look at administering the Academic Profile Test within the classroom setting. In this pilot year, 100 students in two sophomore level classes were asked to take the test. The Academic Profile Tests measured general education in the areas of reading, writing, critical thinking, math, humanities, social science, and natural science. The results of the pilot test were positive and it was determined that the Academic Profile Test would be used annually to assess general education competencies. Therefore, in FY 2003 the test was given to 171 students in 12 sections of classes identified as having students who had potentially completed most of their general education classes. In FY 2004 the test was given to 201 students in 15 sections of classes identified as having students who had potentially completed most of their general education classes. Starting in FY 2004, the Office of Institutional Effectiveness sent letters to students who had completed 30 or more credits. The letters requested students to volunteer to complete the Academic Profile Test in the OKCC Testing Center. There were 91 students who completed the survey in the Fall of 2004 and 57 students who completed the survey in the Fall of 2005. The results are found in the table below.

**Academic Profile Results
Students With 30 Or More Credit Hours
Fall Semester 2002 Through Fall Semester 2005**

	Fall 2002	Fall 2003	Fall 2004	Fall 2005
	N=77	N=108	N = 91	N = 57
Total Score				
OKCCC Mean	442.95	438.29	441.3	437.7
Norm Group Mean	443.10	443.10	443.1	441.0
Critical Thinking				
OKCCC Mean	109.87	109.26	109.7	108.4
Norm Group Mean	108.8	110.80	110.8	110.2
Reading				
OKCCC Mean	118.21	117.31	118.0	117.0
Norm Group Mean	118.30	118.30	118.3	118.0
Writing				
OKCCC Mean	114.36	112.68	113.8	113.0
Norm Group Mean	115.0	115.00	115.0	113.9
Mathematics				
OKCCC Mean	113.26	112.45	113.3	112.4

	Fall 2002	Fall 2003	Fall 2004	Fall 2005
	N=77	N=108	N = 91	N = 57
Norm Group Mean	113.20	113.20	113.2	112.6
Humanities				
OKCCC Mean	114.12	113.01	113.4	113.5
Norm Group Mean	114.3	114.30	114.3	114.2
Social Science				
OKCCC Mean	112.7	112.66	113.3	111.5
Norm Group Mean	113.7	113.70	113.7	112.8
Natural Science				
OKCCC Mean	114.0	113.50	114.3	112.7
Norm Group Mean	115.9	115.90	115.9	114.4

The results of the Academic Profiles Test were used to identify how well OCCC students were prepared in General Education in comparison to other two-year college students. As an overall measure of General Education, the Academic Profile test showed that students' total score was not significantly different than the norm group.

New General Education Core Competencies

After several years of using the General Education ten Core Competencies, the General Education Committee met to determine if these could be further refined. The goal was to write them more succinctly and identify assessment activities to address each of these areas. Initially, the Committee identified the following five competencies.

- **Understanding of Human Heritage and Culture**
 - An inquiry into the roots of civilization including the ideas and events that have shaped history is needed to understand the present.
 - An understanding of any culture requires appreciation of its art and the interrelationships between ideas and culture.
- **Values and Beliefs**
 - Human beings need an understanding of how values are formed, transmitted and revised. It is also helpful for all individuals to identify the source of their own beliefs and to analyze the basis of their personal, moral, and ethical choices.
- **Communication and Symbols**
 - Human beings are cognitive creatures and as such the alphabet forms the basis for communication through reading and writing. The production of sounds forms the basis for communicating through speaking and listening.
 - A second dimension of communication is through numerical symbols. Numbers are a universally accepted system of symbols.
- **Social, Political, and Economic Institutions**
 - Human beings develop and participate in social, political, and economic institutions.
- **Understanding of Nature and Human Kind's Place Therein**
 - Human beings need an understanding and appreciation of both the facts and methods used in science.
 - A second dimension of science focuses on the development and maintenance of life long health.

These five core competencies were reduced to four to reflect the Oklahoma State Regents of Higher Education list. The General Education Committee also identified each of the courses that may be considered for these competencies. (See Appendix B) Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following three areas indicating a general understanding of that area. The AA and AS degree students must also complete the fourth core competency to ensure students are prepared to transfer to a four year educational institution.

I) Human Heritage, Culture, Values and Beliefs

- An inquiry into the roots of civilization including the ideas and events that have shaped history is needed to understand the present.
- An understanding of any culture requires appreciation of its art and the interrelationships between ideas and culture.
- Human beings need an understanding of how values are formed, transmitted and revised. It is also helpful for all individuals to identify the source of their own beliefs and to analyze the basis of their personal, moral, and ethical choices.

II) Communication and Symbols

- Human beings are cognitive creatures and as such the alphabet forms the basis for communication through reading and writing. The production of sounds forms the basis for communicating through speaking and listening.
- A second dimension of communication is through numerical symbols. Numbers are a universally accepted system of symbols.

III) Social, Political, and Economic Institutions

- Human beings develop and participate in social, political, and economic institutions.

IV) Relationships in Nature and Science (For A.A. and A.S. degree students only)

- Human beings need an understanding and appreciation of both the facts and methods used in science.

Replacing the Academic Profile Test

The Educational Testing Services (ETS) which developed the Academic Profile Test decided to rewrite the test in FY 2005. Therefore during the summer of 2006 a team comprised of faculty, a dean and the Director of Institutional Effectiveness began to evaluate a variety of assessment tools including the Measure of Academic Proficiency and Progress (MAPP) which was developed to replace the Academic Profile Test.

Faculty were particularly interested in receiving individual student data and a more detailed report from the test results. The MAPP test could provide individual student data if the college administered the two hour test, however, since the college was using the forty minute test detailed student data was not available.

After studying several tests the decision was made to change from the Academic Profile Test/Measure of Academic Proficiency and Progress to the American College Testing (ACT) Collegiate Assessment of Academic Proficiency (CAAP). Instead of a 40 minute and 2 hour test option, the CAAP is available in 40 minute tests in specific topic areas. These topic areas include Critical Thinking, Mathematics, Reading, Science, Writing (Essay) and Writing Skills. One of the major flaws in administering the tests in the prior two years was the process of sending letters to OCCC students to invite them to

complete the tests in the Testing Center. The response was abysmal. Therefore, the administration decided to administer the tests in the classroom. The decision was made to hold an Assessment Week to administer the CAAP tests and other assessment requirements.

Assessment Week was established to increase student, faculty and staff awareness of assessment. During April 2 through April 7, 2007 the first annual Assessment Week was held. As part of this process the college conducted three CAAP tests in the classroom including Math, Reading and Science. (See Appendix for a review of the Assessment Week Activities) In addition, the college also administered a Global Education Test. The results for the Global Education test can be viewed in the Internally Generated Assessments. (See Page 20)

Collegiate Assessment of Academic Proficiency (CAAP)

The CAAP tests were administered in the classroom during Assessment Week. Assessment Week took place April 2nd through April 7th of 2007. The purpose of Assessment Week was to provide an avenue for faculty, students and staff to learn about the significance of assessment. The Collegiate Assessment of Academic Proficiency (CAAP) tests (Mathematics, Reading, and Science) were administered during that week. The CAAP was designed to test student's general knowledge and measure the College's general education core competencies. The results of these tests provided the College with an opportunity to measure student performance. This information was also used to satisfy the requirements of the Higher Learning Commission, the Oklahoma State Regents of Higher Education, the OCCC Board of Regents and the President's Cabinet.

Students were identified based on their completion of 30 OCCC credits prior to the start of the Spring 2007 Semester. The tests were developed by the American College Testing (ACT). CAAP is a "standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance the outcomes of their general education programs."¹ ACT graded these tests.

Response rate

The CAAP test was administered to 900 students within approximately 132 classes.

- Overall 757 of 900 students responded for an 84% response rate
 - Math 252 (84% response rate)
 - Reading 273 (91% response rate)
 - Science 247 (82% response rate)

Summary of Results

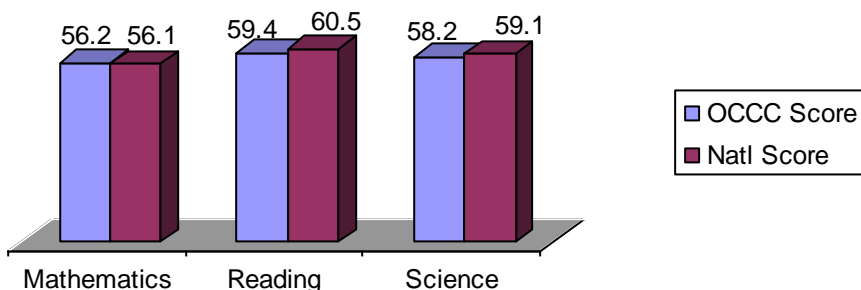
- Eighty-four percent of the respondents started at OCCC as freshman.
- Seventy percent of the respondents were full-time.
- Sixty-two percent of the respondents were sophomores.
- Forty-four percent of the respondents plan to return and 43% plan to transfer.
- The Math mean score was 56.2 for OCCC students compared to 56.1 for the norm.

¹ This quote is from the CAAP web page <http://www.act.org/caap/> August 1, 2007.

- The Math subset scores were very similar to the norm with a 14.3 for Basic Algebra for OCCC students and 14.2 for the norm. College Algebra was 14.2 at OCCC and 14.0 for the norm.
- Math scores were also separated by six content categories. The comparison of five of the six categories to the norm was negligible including Prealgebra, Elementary Algebra, Coordinate Geometry, College Algebra and Trigonometry. The sixth category of Intermediate Algebra showed that the OCCC students were substantially less than the norm. The Intermediate Algebra section questions included Systems of Linear Equations in two Variables and Exponents, Rational Expressions, the Quadratic Formula, and Absolute Value Inequalities.
- The Reading mean score for OCCC students was 59.4 compared to 60.5 for the norm.
 - The OCCC Reading subset scores were 14.3 for Arts and Literature compared to 14.9 for the norm and 15.2 for Social Science compared to 15.5.
 - Reading scores were also separated by two content categories. The difference in reasoning skills and referring skills of OCCC students compared to the norm was negligible.
- The Science mean score for OCCC students was 58.2 compared to 59.1 for the norm.
 - Science scores were separated into three content categories. The differences within two of the categories, analysis and understanding, were negligible. The third one, generalization for OCCC students, was moderately different than the norm. Generalization items included assessing students' ability to extend given information to a broader or different context, to generate models that are consistent with given information, and to develop new procedures to gain additional information. Also tested was the student's ability to go beyond given information to predict outcomes based on that information.

Figure 1 provides the results of the three primary CAAP tests – Mathematics, Reading and Science. The College results are very similar to the norms.

**Figure 1
CAAP Results**

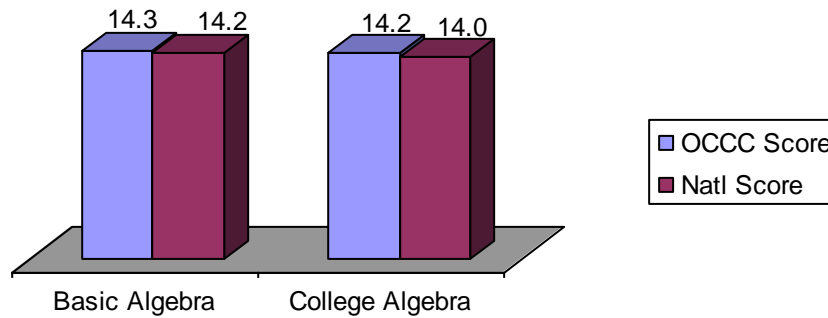


MATHEMATICS

- Overall scores ranged from 47 to 71
- Average OCCC Math score was 56.2 compared to 56.1 for the national

- Subsets
 - Basic Algebra was 14.3 compared to 14.2
 - College Algebra was 14.2 compared to 14.0

Figure 2
Math Subset Scores



Math Content Categories

The Mathematics results are from the CAAP Mathematics form 12-G. Valid scores were obtained for 236 students. The table below shows differences in percentages between the local and normative groups. Differences with magnitudes less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively. Negative differences indicate areas where local students had more difficulty with content category items than did the normative group, whereas positive differences indicate that local students found items easier than did the normative group.²

Math Comparison Highlights

Content Category	Local –Normative Group Differences in Percent Correct		
	Bottom 25%	Middle 50%	Top 25%
1. Prealgebra	-7%	0%	-1%
2. Elementary Algebra	-6%	-8%	-9%
3. Intermediate Algebra	-10%	-22%	-23%
4. Coordinate Geometry	2%	0%	3%
5. College Algebra	-1%	0%	4%
6. Trigonometry	6%	0%	-11%

1. Prealgebra

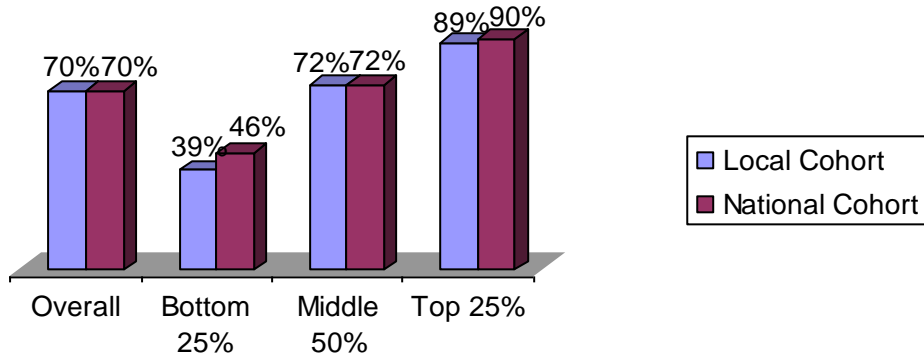
The results in Figure 3 are based on students' responses to the Prealgebra items on the CAAP Mathematics test. There are four items in this content category, constituting approximately 11% of the Mathematics test. These items focus on knowledge and skills that are considered a prerequisite for further algebra courses (e.g., Operations with Integers, Conversions between Fractions and Decimals, Multiples and Factors of Integers, and Exponents (e.g., Scientific Notation)).

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Mathematics scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top

² This section and the subsequent sections explaining the CAAP content categories are copied directly from the CAAP Content Analysis Report.

students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

Figure 3
% Correct Answers in PREALGEBRA

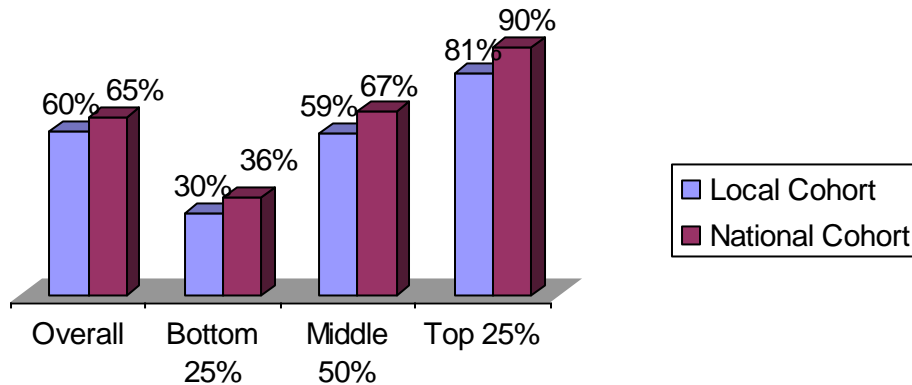


2. Elementary Algebra

The results in Figure 4 are based on your students' responses to the Elementary Algebra items on the CAAP Mathematics test. There are five items in this content category, constituting approximately 14% of the Mathematics test. These items focus on knowledge and skills that are considered a prerequisite for further college mathematics courses (e.g., Basic Operations with Polynomials, Linear Equations in one Variable, Substituting Values into Algebraic Expressions, and Exponents).

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Mathematics scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

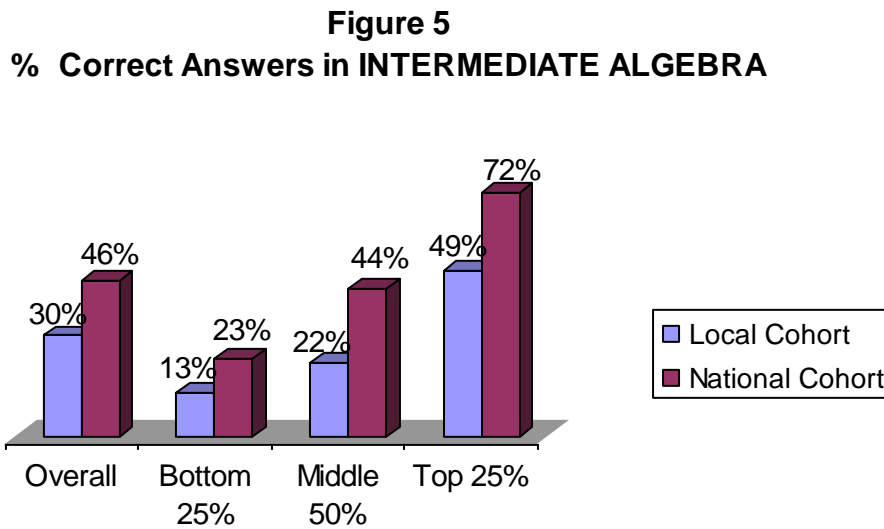
Figure 4
% Correct Answers in ELEMENTARY ALGEBRA



3. Intermediate Algebra

The results in Figure 5 are based on your students' responses to the Intermediate Algebra items on the CAAP Mathematics test. There are two items in this content category, constituting approximately 6% of the Mathematics test. These items focus on knowledge and skills that are considered a prerequisite for more advanced college mathematics courses (e.g., Systems of Linear Equations in two Variables and Exponents, Rational Expressions, the Quadratic Formula, and Absolute Value Inequalities).

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Mathematics scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

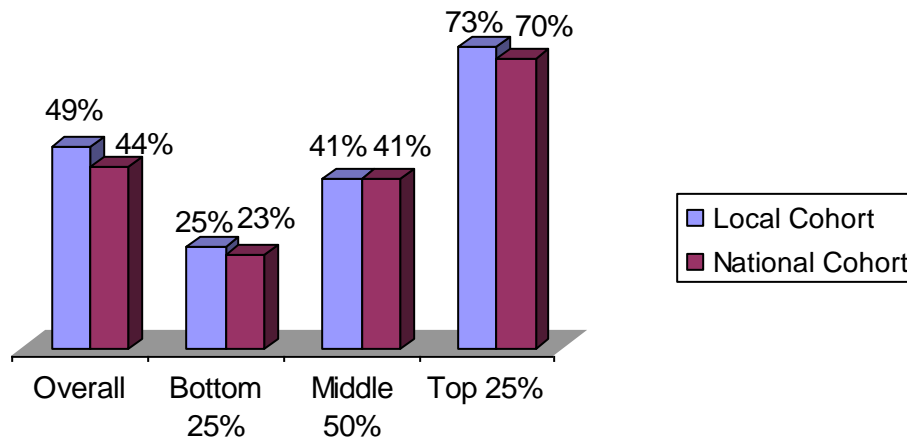


4. Coordinate Geometry

The results in Figure 6 are based on your students' responses to the Coordinate Geometry items on the CAAP Mathematics test. There are five items in this content category, constituting approximately 14% of the Mathematics test. These items focus on knowledge and skills that are considered a prerequisite for more advanced college mathematics courses (e.g., Graphing on the Real Number Line, Distance Formula in the Plane, Graphing Conics, Linear Equations in Two Variables, and Graphing Equations in the Plane).

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Mathematics scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

Figure 6
% Correct Answers in COORDINATE GEOMETRY

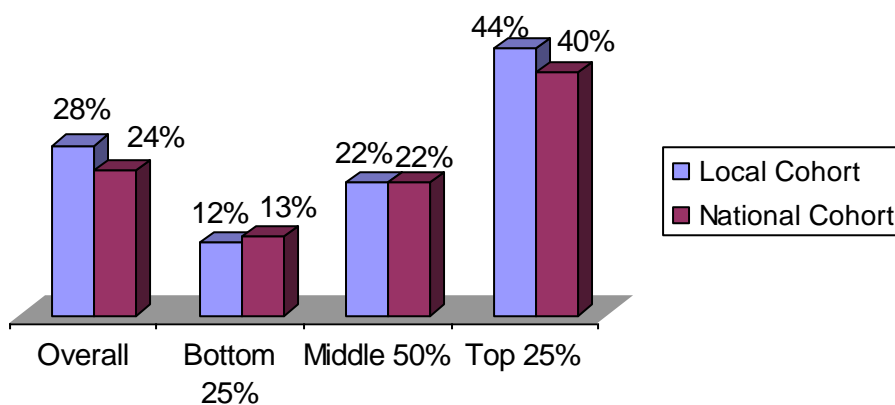


5. College Algebra

The results in Figure 7 are based on your students' responses to the College Algebra items on the CAAP Mathematics test. There are 15 items in this content category, constituting approximately 43% of the Mathematics test. These items focus on knowledge and skills that are considered important to mastery of Algebra at the college level (e.g., Exponents, Functions, Logarithmic Functions, Geometric Sequences & Series, Matrices, and Complex Numbers).

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Mathematics scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

Figure 7
% Correct Answers in COLLEGE ALGEBRA

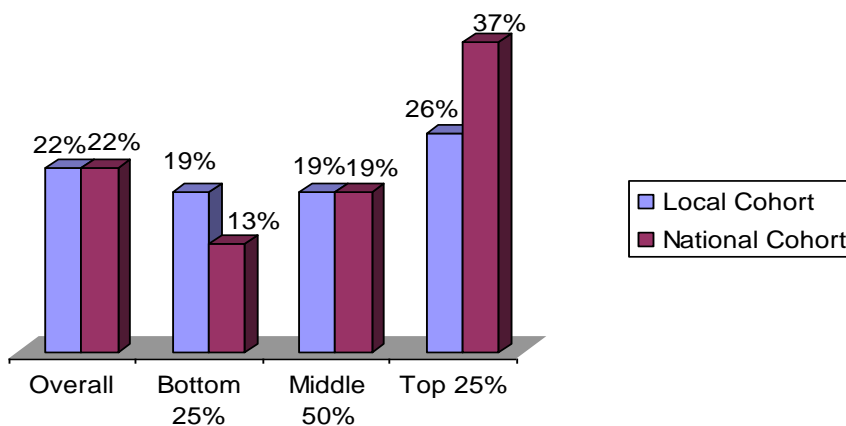


6. Trigonometry

The results in Figure 8 are based on your students' responses to the Trigonometry items on the CAAP Mathematics test. There are four items in this content category, constituting approximately 11% of the Mathematics test. These items focus on knowledge and skills that are considered important to mastery of Trigonometry at the college level (e.g., Trigonometric Equations and Inequalities, Trigonometric Functions and Identities, and Special Angles).

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Mathematics scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

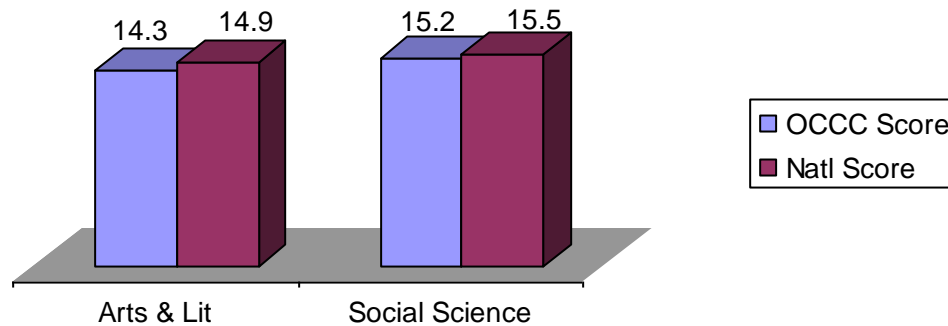
Figure 8
% Correct Answers in TRIGONOMETRY



READING

- Overall scores ranged from 47 to 73
- Average OCCC Reading score was 59.4 compared to 60.5 for the national
- Subsets
 - Arts & Literature was 14.3 compared to 14.9
 - Social Science was 15.2 compared to 15.5

Figure 9
Reading Subset Scores



Content Categories

This report contains results from CAAP Reading form 12-A. Valid scores were obtained for 260 students. The table below shows differences in percentages between the local and normative groups. Differences with magnitudes less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively. Negative differences indicate areas where local students had more difficulty with content category items than did the normative group, whereas positive differences indicate that local students found items easier than did the normative group.

Reading Comparison Highlights

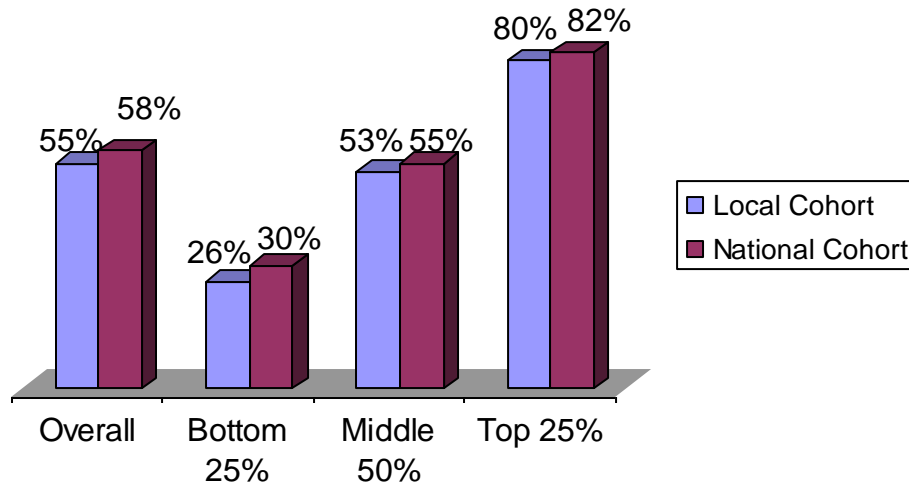
Content Category	Local –Normative Group Differences in Percent Correct		
	Bottom 25%	Middle 50%	Top 25%
1. Reasoning Skills	-4%	-2%	-2%
2. Referring Skills	-8%	-1%	2%

1. Reasoning Skills

The results in Figure 10 are based on your students' responses to the Reasoning Skills items on the CAAP Reading test. There are 26 items in this content category, constituting approximately 72% of the Reading test. These items focus on knowledge and skills that are considered a prerequisite for more advanced college reading (e.g., Making Appropriate Inferences, Technique (of Author), Critical Understanding, and Applying Information).

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Reading scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

Figure 10
% Correct Answers in REASONING SKILLS

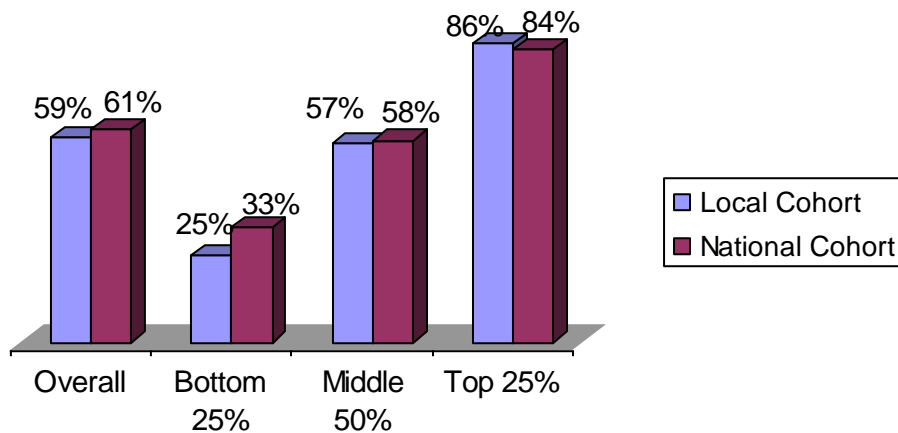


2. Referring Skills

The results in Figure 11 are based on your students' responses to the Referring Skills items on the CAAP Reading test. There are ten items in this content category, constituting approximately 28% of the Reading test. These items focus on knowledge and skills that are considered a prerequisite for more advanced college reading (e.g., Identifying and Locating Specific Details, Recognizing and Understanding Explicitly Stated Relationships).

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Reading scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

Figure 11
% Correct Answers in REFERRING SKILLS



SCIENCE

- Overall scores ranged from 47 to 70
- Average OCCC Reading score was 58.2 compared to 59.1 for the national norm

Content Categories

The report contains results from CAAP Science form 12-A. Valid scores were obtained for 238 students. The table below shows differences in percentages between the local and normative groups. Differences with magnitudes less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively. Negative differences indicate areas where local students had more difficulty with content category items than did the normative group, whereas positive differences indicate that local students found items easier than did the normative group.

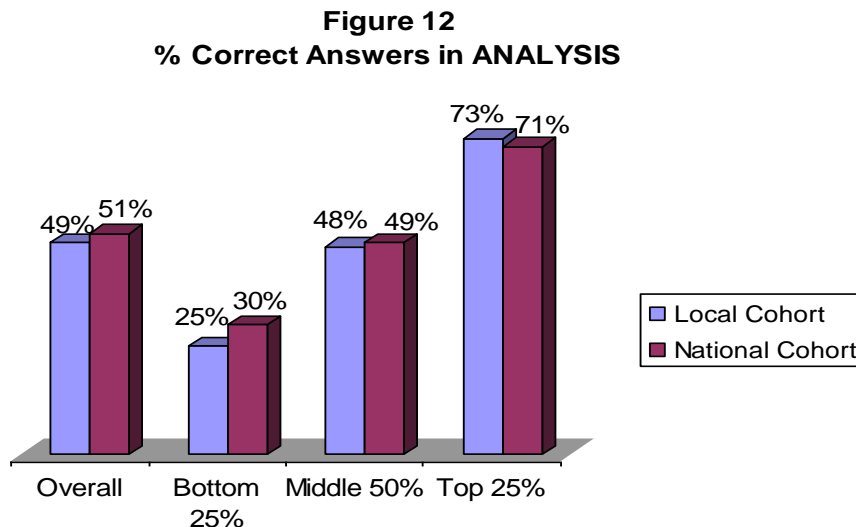
Science Comparison Highlights

Content Category	Local –Normative Group Differences in Percent Correct		
	Bottom 25%	Middle 50%	Top 25%
1. Analysis	-5%	-1%	2%
2. Generalization	-4%	-8%	-6%
3. Understanding	-4%	-1%	0%

1. Analysis

The results in Figure 12 are based on your students' responses to the Analysis items on the CAAP Science test. There are 22 items in this content category, constituting approximately 49% of the Science test. Items in this category assess students' ability to process information needed to formulate hypotheses and draw appropriate conclusions. These items also assess students' capabilities in evaluating scientific information to determine whether it supports a given hypothesis or conclusion. Students are also assessed regarding their ability to evaluate, compare, and contrast experimental designs or viewpoints, and to specify alternative ways of testing hypotheses.

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Science scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

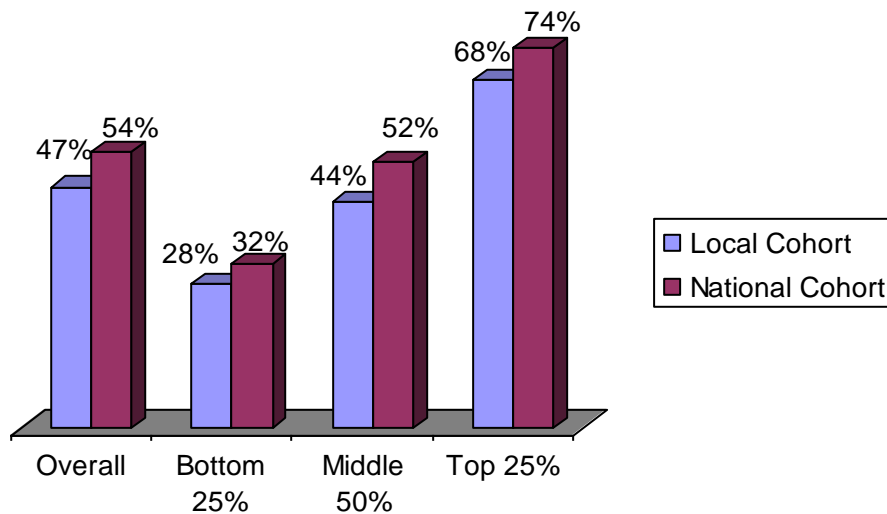


2. Generalization

The results in Figure 13 are based on your students' responses to the Generalization items on the CAAP Science test. There are 15 items in this content category, constituting approximately 33% of the Science test. These items assess students' ability to extend given information to a broader or different context, to generate models that are consistent with given information, and to develop new procedures to gain additional information. Also tested is their ability to go beyond given information to predict outcomes based on that information.

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Science scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

Figure 13
% Correct Answers in GENERALIZATION

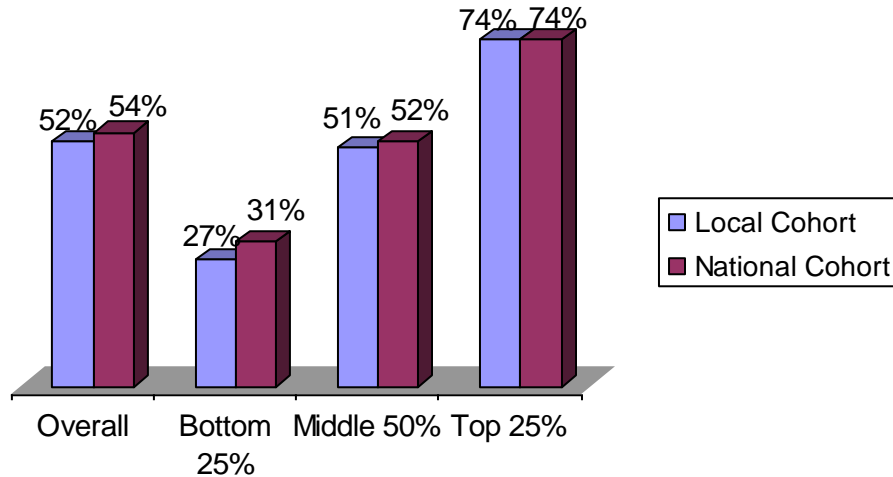


3. Understanding

The results in Figure 14 are based on your students' responses to the Understanding items on the CAAP Science test. There are eight items in this content category, constituting approximately 18% of the Science test. Items in this category assess students' knowledge and skills relevant to their understanding of scientific concepts and assumptions, and their ability to identify and evaluate components of an experimental design or process. Also tested are students' abilities to identify and evaluate data presented in graphs, figures, or tables, and to translate given data into alternate forms.

Overall results and results for the bottom 25%, middle 50%, and top 25% of total CAAP Science scores for the local and normative groups are provided. This is to enable you to compare bottom, middle, and top students in the local cohort to the bottom, middle, and top students in the normative group. Any differences less than 5%, between 5% and 10%, and greater than 10% are considered negligible, moderate, and substantial, respectively.

Figure 14
% Correct Answers in UNDERSTANDING



Internally Generated Assessments

OCCC also has developed internal assessments to address specific areas within the General Education Core Competencies. A summary of the results of these tests follows.

Political Science – Spring Semester 2004

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

Physical and Biological Processes – Spring Semester 2004

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

Writing Essays – Spring Semester 2005

The writing essay general education competency was developed by the faculty. The English and Humanities faculty developed criteria to assess the writing general education competency on an essay written at the end of ENGL 1213. Two hundred and eighty students participated and 246 (88%) wrote the assigned essay at the satisfactory level or higher according to the measurement criteria. These results indicate that there is no need at this time to make any curricular changes.

Using Scientific Methods – Spring Semester 2005

The Science faculty from Biology, Chemistry and Physics developed an assessment instrument to measure the student's knowledge of scientific methodologies. Six Hundred and eighty students who had completed their general education science requirements took the assessment instrument. There were 97.6% of the students who passed the assessment instrument with the average score being 80%. These results are very positive and indicate that there is no need at this time to make any curricular changes.

Oral and Nonverbal Communications Assessment – Spring Semester 2006

During the spring semester of 2006 a total of 322 student performances were evaluated using a standardized Oral and Non-Verbal Competency rubric. Twenty-two different classes participated in the assessment.

The General Education course group was supplemented by a specific course group that directly teaches the oral and non-verbal competencies in their curriculum. A total of fifteen Public Address sections were evaluated.

Almost 81% of the students (260 of 322) were judged to have performed at the level of average or above, meeting our goal of having 80% of the students perform at that level. Students were assessed by independent evaluators who attended the classes during a regularly scheduled speech.

Success Rate of Students in the Public Address & General Education Classes

	Public Address	Gen Ed	Total
	# %	# %	# %
	Successful	Successful	Successful
25 to 22 = Outstanding	42/17.5%	12/13.6%	54/15.1%
21 to 18 = Good	75/32%	21/23.8%	96/29.8%
17 to 14 = Average	79/33.7%	31/35.2%	110/37.2%
13 to 10 = Fair	32/13.7%	22/25%	54/16.8%
below 10 = Poor	6/2.99%	2/2.27%	8/2.48%
Total number of students	234/83%	88/24.2%	322/80.7%

Students in Public Address classes generally performed at a higher level than students in the General Education classes.

- Eighty-three percent (196 of 234) of Public Address students were judged average or better in their speeches, while 73% (64 of 88) of the General Education students performed that well.
- Fifty percent of Public Address students were rated above average, either good or outstanding, while only 37% of the General Education students were judged to have performed above average.
- Students rated below average (fair or poor) totaled 17% among Public Address students, while 27% of General Education students were rated below average in their speech performance.

The individual assessment categories are identified below. The scale for measuring speech performances is: 5 = Outstanding 4=Good 3=Average 2=Fair 1= Poor

Speech Category Results

	Public Address	Gen Ed
1) Audience Orientation	801.5 pts. (rank 4th)	316 pts. (rank #1)
2) Introduction	826 pts. (rank #2)	293 pts. (rank #3)
3) Organization	839 pts. (rank #1)	301 pts. (rank #2)
4) Delivery: Verbal and Nonverbal	759 pts. (rank #5)	276 pts. (rank #4/5)
5) Conclusion	803.3 pts. (rank #3)	276 pts. (rank # 4/5)

Strengths

Overall: Students generally seemed to have acceptable skills in oral and nonverbal communication skills. When combining Public Address students with General Education students, they showed the greatest strength in organization, according to our evaluators. Organization included clear ideas, logical structure and helpful transitions.

By Category: Public Address students received the highest ranking in speech organization. Their second ranked skill was introductions. Among students in General Education classes, their greatest strength was judged to be audience orientation. Audience orientation includes being centered on the listeners with a clear purpose, appropriate for the speaker and the occasion and of suitable length. They ranked second highest in organization.

Weaknesses

Overall, delivery was the skill ranked lowest among both Public Address students and General Education students. Among General Education students, conclusions tied with delivery as the lowest ranked skill. Among Public Address students, the second lowest ranked skill was audience orientation. Delivery includes eye contact, varied tone of voice, appropriate gestures, good posture and meaningful body movement.

Recommendations

Oral and nonverbal communication skills seem better developed among students in Public Address courses when compared to students in General Education courses. Thought should be given to improving the skill levels of students who deliver speeches in settings outside of speech class. Finding the right instructional strategy might hinge on discovering the reasons for the discrepancies such as requiring a Public Address class or teaching general education faculty the basic elementary skills of public speaking, so they could foster those skills among their students (several professors expressed interest in the speech rubric and said they planned to incorporate its content into future classes).

Global – Fall Semester 2005:

In the Fall semester of 2005, a global assessment instrument was added to the Academic Profile Test. There were 46 students who completed this assessment. Below are the quantitative results of the exam in which students had the opportunity to agree with the statement.

Global Education Assessment Report FY 2006

	YES	NO
Have the courses you have taken at OCCC improved or increased your knowledge of world events?	74%	26%
Have the courses you have taken at OCCC improved or increased your knowledge of history?	72%	28%
Have you learned new information about the religions and belief systems of people in other parts of the world?	64%	36%
Have you learned information about other geographic areas of the world from your courses at OCCC?	57%	43%
Has your perception of other cultures, countries, people and their beliefs changed as a result of your taking courses at OCCC?	54%	46%

The numerical results indicate that the students have identified some areas of strengths and others needing improvement.

- Three fourths of the students indicated that the courses they took improved their knowledge of history and world events.
- Two thirds of the students learned new information about religions and belief systems.
- Half of the students learned information about other geographic areas of the world and changed their perception of other cultures, countries, people and their beliefs as a result of taking courses at OCCC.

Global Education – Spring Semester 2007

Due to the relatively low response rate from the initial Global Survey, the faculty revised the test. The new Global Education test was administered in the classroom during Assessment Week. (Please see Appendix D and Appendix E for the Global Education Instrument and the rubric respectively.) Each student identified to take the test had completed 30 or more credits at OCCC. This internal instrument was designed to determine student's ability to "thrive in an increasingly global society." The tests were evaluated during the summer of 2007 by several faculty members who had been trained using a predetermined rubric. Two faculty members were assigned per test. If the two faculty members could not agree on the results a third faculty member was requested to review the paper. There were 432 students who were assigned to complete the test with 349 responding for a response rate of 81%. There were 200 tests which were graded.

Global Education Results – Survey Portion

- 90% learned information from one or more countries
- 87% were exposed to other countries or cultures
- 85% increased their knowledge of history and world events
- 73% learned new information about religions in other parts of the world
- 72% learned new information about other geographic regions of the world
- 70% viewed cultures, countries, people, or beliefs differently

Global Education Results – Written Portion

The written section scoring was based on a five point rubric including the ability of students to be analytical/evaluative (5), accomplished application and knowledge (4),

acceptable application (3), minimal application (2), and low comprehension (1). There were three elements on the test which were reviewed including interconnectedness of people and systems, general knowledge of history and world events, and appreciation of differing cultural values and attitudes.

- The overall pass rate was 67% or 133 students passed
- The overall total average score for all three categories was 2.51
 - Interconnectedness of people and systems score was 2.70
 - Appreciation of differing cultural values and attitudes score was 2.58
 - General knowledge of history and world events score was 2.27

Analyses and Findings

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

Instructional Changes

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

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

Appendices

Appendix A

The General Education Committee

The purpose of the General Education Committee is to promote quality and excellence in the design and implementation of the general education component of Oklahoma City Community College's curriculum.

The General Education Committee will review and make recommendations to the Vice President for Academic Affairs regarding the development and assessment of general education competencies. The Committee will forward recommendations regarding changes in general education competencies to the Curriculum Committee.

The General Education Committee may also consider issues related to general education at the request of the Vice President for Academic Affairs.

The General Education Committee may seek consent of the Vice President for Academic Affairs to consider an issue. Once granted, the Committee will accept, seek out, and carefully examine information related to the matter. The Committee will develop and submit recommendations regarding the matter to the Vice President for Academic Affairs.

Typically, a General Education Committee recommendation will reflect a consensus of the committee, but each committee member will have the right to submit a dissenting opinion, which may include evidence and argument as well as additional proposals, concerns or other comments. A dissenting opinion shall be submitted to the Chairperson prior to the next Committee meeting. The Chairperson will announce at the next General Education Committee meeting that a dissenting opinion has been received and will be forwarded.

The General Education Committee will consist of the following members:

Voting Members:

- The faculty members from the divisions of Nursing, Business and Information Technology will each elect one faculty member to represent Associate in Applied Science programs. The remaining divisions may elect a faculty member from either an Associate in Applied Science or university parallel program.
- One faculty member from each of the following areas will be elected by the faculty of that area.
 - English
 - Mathematics
 - Humanities
 - Science
 - History or Government
- One division dean to be appointed annually by the Vice President for Academic Affairs

If a voting member cannot attend a General Education Committee meeting, a designated substitute may attend. However, the substitute may not vote on matters before the Committee. No proxy votes are allowed.

Resource Members:

- One representative from the staff of Student Development will be appointed annually by the Dean of Student Development
- Dean of Planning and Instructional Effectiveness
- Director of Curriculum and Instructional Development
- One student will be selected annually by the Dean of Student Life
- Others by invitation

Ex Officio Member:

- Vice President for Academic Affairs

ORGANIZATION AND GENERAL OPERATION

- a. The faculty and other groups will select or elect new members no later than the end of the Fall Semester. The term of office for all faculty members will be two years and will begin with the Spring Semester. One half of the faculty membership will be elected every year. In general, members should not serve consecutive terms. In the event that a Committee member is unable to fulfill his or her Committee obligations, including attendance, a replacement member will be chosen by the affected faculty to complete that term of office in the same manner as his or her predecessor.
- b. The chairperson of the General Education Committee for the following calendar year will be elected by the voting members of the Committee by the end of the Fall Semester. The chairperson will be chosen from among the voting faculty members of the General Education Committee and will serve no more than two consecutive terms. The Chairperson will confer with the Vice President for Academic Affairs to determine reassignment time.
- c. The chairperson, with administrative assistance from the Director of Curriculum and Instructional Development, will:
 - set and announce the times and locations of committee meetings
 - prepare agendas
 - ensure the timely posting and distribution of committee agendas
 - preside over all meetings
 - ensure that adequate minutes of committee meetings are prepared, distributed and kept. (Administrative assistance sufficient to prepare these minutes and other formal documents, e.g. recommendations, etc. will be provided by the Office of the Vice President for Academic Affairs.)
 - appoint members of the subcommittees
 - meet regularly with the Vice President for Academic Affairs to discuss activities of the Committee

- d. Subcommittees and/or ad hoc committees will be organized by and report to the full Committee for the purpose of expediting particular functions which cannot be performed as appropriately in meetings of the full Committee. Any such subcommittees and/or ad hoc committees will provide minutes of their meetings and/or any recommendations, etc. to the General Education Committee on a continuing basis so that the full membership is kept aware of their activities.
- e. Any member of the college community may attend General Education Committee meetings.
- f. All General Education Committee actions require a quorum of one half of the voting members. A simple majority vote will determine a matter.
- g. The Vice President for Academic Affairs will allow a reasonable amount of time for the General Education Committee to develop recommendations before acting on items regarding general education. In other areas related to the Committee's responsibilities, the Vice President for Academic Affairs will make a good faith effort to allow the Committee to consider fully such matters and to submit any recommendations.
- h. Evaluation of the General Education Committee should include its design, operation, membership, guidelines and other relevant matters.

COMMITTEE ACTIONS

- a. Once initiated, a proposal will be considered by the General Education Committee. The Committee will respond to formal proposals within a reasonable period of time. Only the originator may withdraw a proposal from consideration.
- b. To be included on the Committee's agenda, any proposal or other item for consideration must be submitted to the chairperson in writing.
- c. The originator, at the request of the Committee, may agree to amend the proposal at any time.
- d. The Committee will make its recommendations in a timely fashion.

The results of the Committee review will be forwarded to the Vice President for Academic Affairs or the Curriculum Committee by way of the Director of Curriculum and Instructional Development.

Appendix B

General Education Core Competencies and Courses

General Education at Oklahoma City Community College is an integral component of each degree program. Every student completing an Associate Degree will be able to show that they have acquired a general understanding of each of the five areas listed below.

- **Understanding of Human Heritage and Culture**

An inquiry into the roots of civilization including the ideas and events that have shaped history is needed to understand the present. Students may develop skills in this competency by taking one or more of the following courses.

- HIST 1483 U.S. History to the Civil War
- HIST 1493 U.S. History from the Civil War to the Present
- HIST 1000 Special Topics in History
- HIST 2000 Special Topics in History
- HIST 1613 Early Western Civilization
- HIST 1623 Modern Western Civilization
- HIST 2103 Oklahoma—Land of the Red Man
- HIST 2123 African-American History
- HIST 2203 The American Indian
- HIST 2213 Great American Biographies
- GEOG 2603 World Regional Geography

An understanding of any culture requires appreciation of its art and the interrelationships between ideas and culture. Students may develop skills in this competency by taking one or more of the following courses.

- ART 1013 Art History Survey I
- ART 1023 Art History Survey II
- ART 1053 Art Appreciation
- HUM 1113 Music Appreciation
- HUM 2000 Humanistic Studies
- HUM 2103 Music Masterpieces
- HUM 2120 Museum Studies
- HUM 2133 Comparative Religions
- HUM 2143 Mythology
- HUM 2153 Introduction to Eastern Thought
- 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 2353 History of Science
- HUM 2373 Introduction to World Music
- HUM 2423 Advocates of Peace
- TA 1103 Introduction to Theatre

Human beings need an understanding of how values are formed, transmitted and revised. It is also helpful for all individuals to identify the source of their own

beliefs and to analyze the basis of their personal, moral, and ethical choices. Students may develop skills in this competency by taking one or more of the following courses.

PHIL 1013 Introduction to Philosophy
PHIL 1213 Introduction to Ethics
PHIL 2173 Beliefs and Believers
PHIL 2223 Philosophy of Religion
BUS 2043 Business Ethics (*general education elective*)
PSY 1113 Introduction to Psychology (*general education elective*)
PSY 2193 Personality Theories (*general education elective*)
PSY 2403 Developmental Psychology (*general education elective*)
PSY 2743 Social Psychology (*general education elective*)

- **Communication and Symbols**

Human beings are cognitive creatures and as such the alphabet forms the basis for communication through reading and writing. The production of sounds forms the basis for communicating through speaking and listening. Students may develop this competency by taking one or more of the following courses.

ENGL 1113 English Composition I
ENGL 1213 English Composition II
ENGL 2110 Readings
ENGL 2123 Introduction to Literature
ENGL 2133 Introduction to Poetry
ENGL 2323 The Shakespeare Plays
ENGL 2333 Introduction to the Novel
ENGL 2343 Introduction to the Short Story
ENGL 2353 Native American Literature
ENGL 2363 African American Literature
ENGL 2413 Women in Literature
ENGL 2423 World Literature to 1700
ENGL 2433 World Literature since 1700
ENGL 2543 English Literature to 1798
ENGL 2653 English Literature since 1798
ENGL 2773 American Literature to 1865
ENGL 2883 American Literature since 1865
PHIL 1603 Introduction to Logic
BUS 2033 Business Communication (*general education elective*)
COM 1123 Interpersonal Communications (*general education elective*)
COM 2213 Public Address (*general education elective*)
ENGL 2000 Creative Writing (*general education elective*)
JB 1013 Introduction to Mass Communication (*general education elective*)
SPAN 1013 Conversational Spanish I (*general education elective*)
SPAN 1115 Elementary Spanish I (*general education elective*)
SPAN 1123 Conversational Spanish II (*general education elective*)
SPAN 1225 Elementary Spanish II (*general education elective*)
SPAN 2013 Conversational Spanish III (*general education elective*)
SPAN 2113 Intermediate Spanish I (*general education elective*)
SPAN 2223 Intermediate Spanish II (*general education elective*)
FREN 1115 Elementary French I (*general education elective*)
FREN 1225 Elementary French II (*general education elective*)

FREN 2113 Intermediate French I (*general education elective*)
FREN 2223 Intermediate French II (*general education elective*)
GRMN 1115 Elementary German I (*general education elective*)
GRMN 1225 Elementary German II (*general education elective*)
GRMN 2113 Intermediate German I (*general education elective*)
GRMN 2223 Intermediate German II (*general education elective*)
COM 1103 Effective Reading (*general education elective*)

A second dimension of communication is through numerical symbols. Numbers are a universally accepted system of symbols. Students may develop skills in this competency by taking one or more of the following courses.

MATH 1503 Contemporary Math
MATH 1513 College Algebra
MATH 2013 Introduction to Statistics
Any course with a MATH prefix having MATH 1513 as a prerequisite
BUS 2023 Business Statistics (*general education elective*)
CS 1103 Introduction to Computers and Applications (*general education elective*)

- **Social, Political, and Economic Institutions**

Human beings develop and participate in social, political, and economic institutions. Students may develop skills in this competency by taking one or more of the following courses.

POLSC 1113 American Federal Government
ECON 2113 Principles of Macroeconomics (*general education elective*)
ECON 2123 Principles of Microeconomics (*general education elective*)
POLSC 1000 Special Topics in Political Science (*general education elective*)
POLSC 2103 Introduction to Public Administration (*general education elective*)
POLSC 2113 Introduction to State and Local Government (*general education elective*)
POLSC 2223 Introduction to Law (*general education elective*)
POLSC 2303 Introduction to International Relations (*general education elective*)
POLSC 2603 Introduction to Comparative Politics (*general education elective*)
POLSC 2613 Introduction to Political Science (*general education elective*)
SOC 1113 Introduction to Sociology (*general education elective*)
SOC 1203 Introduction to the Criminal Process (*general education elective*)
SOC 2013 Marriage and Family Relationships (*general education elective*)
SOC 2023 Social Problems (*general education elective*)
SOC 2063 Crime and Delinquency (*general education elective*)
SOC 2143 Minorities, Ethnicity and Cultural Diversity (*general education elective*)
SOC 2213 Cultural Anthropology (*general education elective*)

- **Understanding of Nature and Human Kind's Place Therein (For A.A and A.S degree students only)**

Human beings need an understanding and appreciation of both the facts and methods used in science. Students may develop skills in this competency by taking one or more of the following courses.

ASTR 1504 General Astronomy
ASTR 1514 General Astronomy w/Lab
BIO 1113 General Biology
BIO 1114 General Biology
BIO 2114 General Botany
BIO 2125 Microbiology
BIO 2215 General Zoology
BIO 2343 Genetics and Man
BIO 2403 Ecology and Environmental Issues
BIO 2404 Ecology and Environmental Issues
CHEM 1103 Chemistry Around Us
CHEM 1115 General Chemistry I
CHEM 1123 Principles of Chemistry
CHEM 1131 Principles of Laboratory Chemistry
CHEM 1215 General Chemistry II
GEOL 1063 Earth Science
GEOL 1064 Earth Science
GEOL 1114 General Geology
PHYS 1013 Physical Science
PHYS 1014 Physical Science
PHYS 1034 General Geology
PHYS 1063 Earth Science
PHYS 1064 Earth Science
PHYS 1114 College Physics I
PHYS 1214 College Physics II
PHYS 1504 General Astronomy
PHYS 1514 General Astronomy w/Lab
PHYS 2014 Engineering Physics I
PHYS 2114 Engineering Physics II
PSY 2403 Developmental Psychology (*general education elective*)
CD 1013 Introduction to Child Development (*general education elective*)

Appendix C
ASSESSMENT WEEK– April 2 – 7, 2007
MEASURING UP!
A Review

Assessment of Student Learning

Assessment at OCCC is the continuous improvement of student learning through clear statements of student learning objectives, explicit measures of these objectives, established criteria for success, and defined methods of how the college will use the results. Assessment also takes place for the continual improvement of student services, community services and other areas of the college.

Assessment Week Activities

- In-class assessment tests and surveys were conducted in **135 classes** during Assessment Week. Faculty will receive packets one week prior to Assessment Week.
 - ✓ General education outcomes in reading, math, and science were measured using the **Collegiate Assessment of Academic Proficiency (CAAP)**. It was administered to 900 students in selected classes. The response was 758 or 84.1%.
 - ✓ Quality in community college education was evaluated using the **Community College Survey of Student Engagement (CCSSE)**. It was administered to 1300 students in selected classes. The response was
 - ✓ **Global Education** outcomes were assessed with an in-house instrument which was administered to 468 students in selected classes. The response was 349 students or 74.5%.
- An **Online Learning Survey** was administered to students taking online classes to determine their perspective of the online learning experience. Online faculty received a link to send to their students to access the survey. **432 students** submitted the survey with a response rate of approximately 10%.
- The **Assessment Fair** took place in the College Union (CU-3) from 9am to 6pm on Tuesday and Wednesday, April 3 and 4. It included posters, displays and demonstrations illustrating student outcomes and assessment practices. Approximately **500** students and employees attended the Fair.
 - ✓ **Demonstrations** of student outcomes took place from 11am to 1pm each day of the Fair. The **13 demonstrations** included Blood pressure by Nursing, Cyber/Information Security, Computer Applications, Photoshop, Multimedia,

EMS Resuscitation, A Student's Point of View on Assessment, Student Success: Meeting Everyone's Needs, Acting Scenes and Monologues, New OCCC Jazz Combos, Child Development reading by children, OCCC Chamber Singers.

- ✓ **Poster and displays** were exhibited at the fair. Poster input was obtained from **32 programs and departments**. The input was placed in bullet format by Public Relations within pre-printed, color poster shells. The posters were arranged on 17 tri-fold displays. Headers for the displays were prepared at Kinkos.
- ✓ An **Awareness Contest** was conducted in which Assessment Fair participants answered questions about information present in the poster displayed at the Fair. There were **360 students and employees** who entered the contest. The **6 prizes** included \$25 gift cards to Olive Garden and Outback, two \$40 punch pass to the Wellness Center and Pool, and two cups of goodies from the Bookstore.
- ✓ There was also a computer available at the Fair for entering the **online contest**.
- ✓ **Promotional items**, including pencils, rulers, bookmarks and brochures were given away at the Fair. Candy was also given away at the Fair.
- An **Online Assessment Contest** took place from Monday through Saturday of Assessment Week. 360 students participated.
 - ✓ The contest was open to **students only**.
 - ✓ Students were required to **answer questions about OCCC assessment**.
 - ✓ The **6 prizes** had a total value of **\$500**; they consisted of Wal-Mart gift cards: 3@\$100; 2@\$75; 1@\$50.
 - ✓ The contest was accessed through a **link on the OCCC homepage**.
 - ✓ An **email** was sent to student's OCCC email accounts with information about Assessment Week and a link to the contest.
 - ✓ The contest was promoted within the posters, bookmarks, and ads in the *Pioneer*.
- **Promotion of Assessment Week** included ads in the *Pioneer*, outdoor banners, posters, emails, brochures, bookmarks, pencils and rulers.
 - ✓ **Two ads** appeared in the *Pioneer*. A small banner ad appeared in the March 26th edition. A half-page ad appeared in the April 2nd edition.

- ✓ An Assessment Week **poster shell** was designed and **50 posters** printed. The shells contained information about Assessment Week activities such as the Fair and Online Contest. Assessment facts were added to the body of posters. **20 Posters** with general assessment facts and “What to Expect” were displayed on easels and poles at entrances and key locations throughout the College. Other posters with departmental assessment facts were displayed at the Fair.
- ✓ Promotional **pencils (2500)** and **rulers (1000)** were designed and purchased. And **2000 bookmarks** were designed and printed in house. These items and the **Academic Assessment Brochures** were distributed on counters frequented by students in the Library, Bookstore, Information Desk, Student Services areas. They were also distributed at the Assessment Fair. The pencils were also distributed within the assessment packets for use on tests and surveys. Remaining pencils and rulers will be available for assessment weeks in the future.
- ✓ An Assessment Week **PowerPoint** presentation was produced and displayed on the Student Services TV Monitor and on a screen at the Fair.
- ✓ An **email was sent to students** through their OCCC email accounts; it included information about Assessment Week and a link to the contest.
- ✓ There was a **link on the OCCC homepage** to the online contest and assessment information.
- ✓ **Three 3’x10’ banners** were designed and purchased. Two banners were displayed at the main entrances to the college at May Avenue and 74th Street. The third banner was hung from the 2nd floor in the Main Building. The banners may be reused.
- ✓ The **electronic sign** at May and 74th displayed “Assessment Week April 2 to 7” and “Assessment Fair on April 3 and 4”.

Appendix D
Global Education Assessment Questionnaire

Name: _____

ID or SS#: _____

Current Major: _____

Approximate hours completed at OCCC: _____

Have you completed English Composition I at OCCC? _____

Have you completed at least one Humanities course at OCCC? _____

1. In your courses at OCCC have you been exposed to other countries and cultures?
 Yes
 No

2. In your courses at OCCC have you learned new information about:
 no other countries
 1 – 5 other countries
 6 or more other countries

3. Has your knowledge of history and world events grown or improved from taking courses at OCCC?
 Yes
 No

4. Has the way you view other cultures, countries, people, or beliefs changed by taking courses at OCCC?
 Yes
 No

5. If you marked “Yes” for the above question, was the change:
 Positive
 Negative

6. Have you learned new information about other geographic regions of the world during your courses at OCCC?
 Yes
 No

7. Have you learned new information about religions in other parts of the world during your courses at OCCC?
 Yes
 No

Please Turn the Page to Continue

Global Society Assignment

PART 1: Read all six of the job descriptions below. Choose the ONE job for which you can provide the best answer. Then decide which country in the world you would like to work in and write about. After you have done these things, move on to Part 2.

1. Your city library asks you to prepare a presentation on a philosophy, religion, music, film, literature or an aspect of another country.
2. Your company sends you to work in its overseas office for a year where you will meet and work with the native population.
3. You open your home and host a student from another country for the next school year.
4. Your company wants to modify its product line (restaurant, computer, soft drink, automobile, film, music, etc.) for another country.
5. The President of your culture has asked you to act as an Ambassador to another country and help resolve an issue or conflict between two countries.
6. You serve as a member (medical, military, administrative, etc.) of a team being sent to an area of unrest in another country.

PART 2: Once you have chosen a job and a country as described above, answer ALL of the following questions in your essay:

1. What do you already know about the people and country that will help you to be successful in your job? For example, what do you know about its culture, government, politics, environment, social issues, health care issues, economics, religion(s), technology, sciences, communications, languages, music, film or other arts? (Focus on at least two areas.) How will your knowledge of these areas make your job successful?
2. What do you already know about the country's historical or current world events? How might these events influence your job positively and/or negatively? Based on these influences, will you need to make adjustments to be successful in your job?
3. What do you already know about the country's values, beliefs, customs, or attitudes? Will you be able to do your job better from understanding these areas? If so, how? If not, why?

Helpful Suggestions:

- Follow all directions carefully.
- Plan and write for the entire time allotted.
- Consider ideas from your course work at OCCC.
- Cover all three essay guidelines.
- Put the situation number at the top of this page.
- Length Requirement: 4 – 6 pages in your bluebook (put your name and question number you selected on the top page of your bluebook)
- INSERT THIS SHEET INSIDE OF YOUR BLUEBOOK WHEN YOU TURN IT IN

Thank You for Your Participation

Appendix E Global Education Rubric

5-Analytical/Evaluative	4-Accomplished Application and Knowledge	3-Acceptable Application	2-Minimal Application	1-Low Comprehension
Interconnectedness of People and Systems				
<ul style="list-style-type: none"> • Analyzes and evaluates the complexity of two systems within a country • Applies at least two systems to their job situation 	<ul style="list-style-type: none"> • Understands background knowledge of two systems within a country but does not analyze or evaluate them with complexity • Applies at least one system to their job situation 	<ul style="list-style-type: none"> • Understands background knowledge of one system within a country but does not analyze or evaluate it with complexity • Applies one system to their job situation 	<ul style="list-style-type: none"> • Struggles with an understanding of background knowledge of a system within a country and does not analyze or evaluate effectively. • Struggles with applying a system to their job situation 	<ul style="list-style-type: none"> • Does not understand background knowledge of a system within a country and does not analyze or evaluate effectively. • Does not apply a system to their job situation.
General Knowledge of History and World Events				
<ul style="list-style-type: none"> • Analyzes and evaluates with complexity an historical or current event from another country • Recognizes how the event impacts their job • Adjusts the job performance based on this event's impact 	<ul style="list-style-type: none"> • Describes and applies an historical or current event from another country but does not evaluate or analyze its complexity • Recognizes how the event impacts their job • Struggles with adjusting the job performance based on the event's impact 	<ul style="list-style-type: none"> • Describes and applies an historical or current event from another country but does not evaluate or analyze its complexity • Struggles with recognizing how the event impacts their job • Struggles with adjusting the job performance based on the event's impact 	<ul style="list-style-type: none"> • Describes an historical or current event from another country but provides inaccurate, false, or biased information • Does not apply, evaluate, or analyze its complexity • Cannot effectively recognize how the event impacts their job • Cannot effectively adjust the job performance based on the event's impact 	<ul style="list-style-type: none"> • Cannot describe an historical or current event from another country • Provides inaccurate, false, or biased information • Cannot recognize how the event impacts the job • Cannot adjust the job performance based on the event's impact.

Appreciation of Differing Cultural Values and Attitudes

<ul style="list-style-type: none"> • Evaluates and analyzes the complexity of a country's values and attitudes • Could successfully identify and integrate into another country • Demonstrates a pluralistic view of reality • Shows no ethnocentric biases 	<ul style="list-style-type: none"> • Describes, appreciates, and understands the complexity of a country's values and attitudes • With further training, could successfully integrate into another country • Understands some components or pluralism and different cultural perspectives • Shows no ethnocentric biases 	<ul style="list-style-type: none"> • Describes, appreciates, and understands a country's values and attitudes. • Would struggle at integrating successfully into the country • Struggles with identifying a pluralistic view of reality • Demonstrates minor ethnocentric biases 	<ul style="list-style-type: none"> • Struggles at describing, appreciating, or understanding a country's values and attitudes • Could not integrate successfully into another country • Shows no signs of pluralistic view of reality • Shows signs of ethnocentric biases 	<ul style="list-style-type: none"> • Does not describe, appreciate, or understand a country's cultural values and attitudes • Could not integrate successfully into another country • Shows no signs of a pluralistic view of reality • Shows signs of ethnocentric biases.
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