

General Education Assessment

General Education assessment at Oklahoma City Community College examines student's academic progress and learning on the four general education student learning outcomes including: 1) Human Heritage, Culture, Values and Beliefs, 2) Communication and Symbols, 3) Social, Political and Economic Institutions, and 4) Science.

Overview: In FY2009 the faculty General Education Committee decided to initiate a review which would include using rubrics to evaluate student artifacts. The General Education Committee created interdisciplinary teams with members from multiple divisions. Each team consisted of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member was a representative of the General Education Committee. The goal of this process was to evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCCC. Faculty members on each team were compensated.

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

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

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

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

Goals: Rubrics were developed by the faculty to evaluate several components which would meet the four general education student outcomes. These rubrics covered the following areas: social institutions; writing; mathematical methods; scientific methodology; human heritage, culture, and value; and public speaking. Specific goals were set for each of these rubrics including:

- Social Institutions – 70% of the students will score at least 3 out of 4

- Writing – 70% of the student will score 3 out of 5
- Mathematical Methods – 70% of the students will exhibit proficiency (at least a 3 out of 5)
- Scientific Methodology – 70% of the student will score proficiency
- Human Heritage, Culture, and Value – 70% of the students will achieve proficiency
- Public Speaking – 70% of the student will score a 14 or higher

Summary of the Process:

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

Results: The results varied by area. Some were not as expected while others excelled. The results are listed below.

- Social Institutions – one or 9% was proficient
- Writing –
 - 82% (83 out of 101) of the students were proficient in writing skills
 - 85% (86 out of 101) of the students were proficient in developing a thesis or purpose for an essay
 - 90% (91 out of 101) of the students were proficient in developing evidence or detail for an essay
 - 86% (87 out of 101) students are proficient in paragraph development for an essay
 - 81% (82 out of 101) students are proficient in using Standard Edited English for an essay
- Mathematical Methods –
 - 93.5% (72 out of 77) are proficient in mathematical properties
 - 96.1% (74 out of 77) are proficient in application of mathematical properties/calculations
- Scientific Methodology –
 - 89% (17 out of 19) of the students scored proficiency in drawing reasonable conclusions
 - 100% (19 out of 19) of the students scored proficiency in supporting conclusions logically and communicating them effectively
- Human Heritage, Culture, and Value – 71% (37 out of 52) of the students achieved proficiency

- Public Speaking –
 - 61% (28 out of 46) students scored a 14 or higher on Public Speaking Rubric
 - 70% (32 out of 46) students scored proficiency on the introduction
 - 98% (45 out of 46) students scored proficiency on the body of the speech
 - 11% (5 out of 46) students scored proficiency on the conclusion
 - 59% (27 out of 46) students scored proficiency on the audience orientation

Implementation of Changes – Each of the faculty teams which scored the artifacts developed a strategy to address the weaknesses. This plan was reviewed by the General Education Committee and forwarded to the Vice President of Academic Affairs.