

**Criterion Three Student Learning and Effective Teaching**

Criterion Statement **The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

**Core Component – 3a The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

<ul style="list-style-type: none"> <li>• The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.</li> </ul>	<p>Faculty have identified program outcomes for every academic program which are measured through the Annual Assessment Reports. Each program also has an Assessment Plan which is established for five years and reviewed on an annual basis.</p> <p>General education core competencies have been developed. The general education core competencies apply across the curriculum. These are assessed based on a rotation system with at least one assessed each calendar year.</p> <p>Transfer programs – the College student services staff have developed a chart for students to review as they select their programs for transfer. Staff review these transfers regularly to determine the needs for courses based on the university requirements.</p>	<p><b>Responsible Committee Member:</b> Catherine Kinyon</p> <p>Doug Gregory and Mike Reeves</p> <p>Peggy Jordan and Mary Turner</p>
<ul style="list-style-type: none"> <li>• Assessment of student learning provides evidence at multiple levels: course, program, and institutional.</li> </ul>	<p>Evidence is primarily in program outcomes which are reported on annually within the Assessment Reports.</p> <p>General education core competencies are addressed at the institution level based on annual assessments. Historically the College has used the Academic Profile, Test the Collegiate Assessment of Academic proficiency, and internal exams. Starting in FY 2008-09 the college initiated an internal process in which selected student projects were evaluated by a group of instructors.</p> <p>Students complete entry level tests (Accuplacer) to determine the appropriate level of math, reading, and science courses.</p>	<p><b>Responsible Committee Member:</b> Catherine Kinyon</p> <p>Doug Gregory and Mike Reeves</p> <p>Peggy Jordan and Mary Turner</p>
<ul style="list-style-type: none"> <li>• Assessment of student learning includes multiple direct</li> </ul>	<p>The annual assessment reports provide detailed assessment information on at least two of the program</p>	<p><b>Responsible Committee Member:</b> Kayla Fessler</p>

<p>and indirect measures of student learning.</p>	<p>outcomes. These include both direct and indirect measures.</p>	
<ul style="list-style-type: none"> <li>• Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.</li> </ul>	<p>Results of the academic program reviews, annual academic program assessment reports, academic program plans are NOT AVAILABLE ON THE WEB AT THIS TIME – NEEDS TO BE PLACED ON THE WEB FOR EASY ACCESS</p>	<p><b>Responsible Committee Member:</b> Catherine Kinyon Kayla Fessler</p>
<ul style="list-style-type: none"> <li>• The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, pass rates on licensing exams, placement rates, transfer rates).</li> </ul>	<p>The OCCC Board of Regents receives updates through the Monitoring Reports. These reports address the ENDS which covers assessment activities including graduation rates, pass rates on licensing exams, placement rates, and transfer rates. This information is also provided to the Oklahoma State Regents for Higher Education.</p>	<p><b>Responsible Committee Member:</b> Anita Williams</p>
<ul style="list-style-type: none"> <li>• The organization's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs</li> </ul>	<p>As previously stated the assessment of student learning for credit programs is extensive with Annual Assessment Reports and Assessment Plans required of each academic program.</p> <p>Corporate Learning provides a variety of professional courses which are taught by trained professionals from the field (for example, Pharmacists who teach the Pharmacy Technician course).</p> <p>Other training includes certificates for the Para Professional Teacher Assistant, Payroll Professional, and Fiber Optic Technician.</p>	<p><b>Responsible Committee Member:</b> Kayla Fessler Anita Williams</p>

	<p>The College also is a member of the Downtown Consortium which offers a variety of courses with some examples including business writing for court clerks, conversational Spanish, and ballroom dancing.</p> <p>The College also expanded its recreational courses from noncredit to credit courses.</p> <p>Each of these offerings are reviewed and evaluated.</p>	
<ul style="list-style-type: none"> <li>• Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.</li> </ul>	<p>Faculty members develop the Annual Assessment Report and the Assessment Plan.</p>	<p><b>Responsible Committee Member:</b> Catherine Kinyon</p>
<ul style="list-style-type: none"> <li>• Faculty and administrators routinely review the effectiveness and uses of the organization's program to assess student learning.</li> </ul>	<p>One of the College's goal is student success. In the fall of 2006 the college identified a team of people to define the term and identify the appropriate assessment activities to monitor this goal. There are a multitude of activities associated with this process include monitoring the academic Annual Assessment Reports, the academic Assessment Plans, and the academic Program Reviews.</p> <p>As a result of the College level ongoing assessment of activities, there have been several major thrusts implemented to assist students. These thrusts included the implementation of the Learning Communities and the Success in College and Life course in the Fall of 2007. Both of these efforts were designed to assist the</p>	<p><b>Responsible Committee Member:</b> Catherine Kinyon Kayla Fessler</p> <p>Susan VanSchuyver</p>

	<p>students in adopting to the college experience.</p> <p>The Faculty and administrators are also very involved with the variety of academic program accreditation reviews.</p>	<p>Kayla Fessler – List in catalog</p>
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