



MONITORING REPORT

May 28, 2004

MONITORING REPORT OF THE ASSESSMENT PROGRAM

**FOR THE
HIGHER LEARNING COMMISSION
NORTH CENTRAL ASSOCIATION
OF COLLEGES AND SCHOOLS**

OKLAHOMA CITY COMMUNITY COLLEGE

May 28, 2004

TABLE OF CONTENTS

MONITORING REPORT

BACKGROUND	1
Introduction	1
Description of Oklahoma City Community College	1
A Brief History of Assessment at Oklahoma City Community College 1972 to 2001	1
Visiting Team Recommendation	2
ASSESSMENT OF STUDENT LEARNING	5
A Comprehensive Assessment Plan, Faculty Ownership, and Faculty Participation	5
The Assessment of General Education	11
Entry-Level Assessment	16
Administrative Oversight and Commitment	17
Compilation, Dissemination and Use of Assessment Results	19
Summary	20

BACKGROUND

Introduction

In 2001, Oklahoma City Community College submitted a Self-Study Report for continued accreditation and was visited by a team of Consultant-Evaluators. In summary, the team's recommendation was to continue the institution's accreditation for ten years, with the next comprehensive visit scheduled in academic year 2011-2012. In conjunction with this recommendation, the team also recommended a Monitoring Report be submitted to The Higher Learning Commission in May 2004. This Monitoring Report is in response to the Team's recommendation and includes significant evidence that the College has developed a comprehensive plan for the assessment of student learning and has implemented a plan that incorporates "good practices" of assessment.

Description of Oklahoma City Community College

Oklahoma City Community College primarily serves the Oklahoma City metropolitan area. However, the student body includes students from 63 counties in Oklahoma, from 32 states, territories and provinces, and from 80 nations. Enrolling its first students in 1972, the College has been focused on its commitment to be the comprehensive two-year college for Oklahoma City.

The Constitution of the state of Oklahoma mandates the Oklahoma State Regents for Higher Education (OSRHE) authorize and regulate all public institutions of higher learning. From recruitment through commencement, Oklahoma City Community College consistently interacts with the OSRHE to:

- ensure ethical practices, quality curricula and effective programs,
- award associate degrees and certificates of mastery, and
- provide developmental and lifelong learning experiences for all constituent communities.

Oklahoma City Community College is approved by the OSRHE to offer Associate in Arts and Associate in Science degrees in 18 areas, Associate in Applied Science degrees in 23 areas, and Certificates of Mastery in 18 areas. In the fall of 2003 there were 12,157 students enrolled in 105,720 credit hours in approved academic programs, and another 1,200 students attending non-credit continuing education and recreational classes.

A Brief History of Assessment at Oklahoma City Community College 1972 to 2001

Oklahoma City Community College from its beginnings in 1972 has valued assessment as a critical part of ensuring the success of students in classes and programs. Students have always been assessed upon entry into the College for class placement and in classes

to determine learning and are now assessed for all programs at their completion. All programs at the College are developed on a set of expected student outcomes.

In the late 1980's, there was a renewed emphasis on academic assessment activities from both The Higher Learning Commission and the OSRHE. With this emphasis on assessment, the College developed a process of evaluation that responded to questions concerning how successfully the College's Mission was being met. A portion of this assessment included measurement of the success of students and graduates.

In the spring of 1991, the OSRHE published its "Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability" (**Appendix 1**). This policy required that each institution submit an assessment plan and an assessment report annually. The Annual Assessment Report includes information on the effectiveness of entry level assessment, mid-level assessment (general education), program outcome assessment, and student satisfaction.

The Institutional Effectiveness Committee (now the Academic Outcomes Assessment Committee [AOAC]) was formed to respond to the increased need for assessment information. The Committee developed a system to measure on an ongoing basis the degree to which students meet the faculty-identified program competencies.

Visiting Team Recommendation

The team report indicated that Oklahoma City Community College is a fine institution with well organized resources and qualified employees who have a genuine commitment to student success. Also, the College provides sound educational programs along with a broad array of support services and a well defined mission understood by its many constituencies. In addition, the report indicated the College is well positioned to fulfill its mission within the standards and guidelines of The Higher Learning Commission's expectations.

Commendations included the recent efforts of the College in the assessment of student learning:

- The College has general education competencies that are widely disseminated and accepted;
- Measurable objectives for each of the general education competencies have recently been defined;
- Some programs have capstone projects and others have certification exams that document student learning at the program level;
- Faculty members are becoming more knowledgeable about the practices of assessment and some are committed to providing leadership for the program;
- Progress has been made in documenting indirect measures of student learning, such as student and employer satisfaction, and student success at transfer institutions;

- Recent College actions have been taken to realign the roles of the various leadership responsibilities for assessment, which will help to move the process forward.

The visiting team also indicated that while the College had made progress in the assessment of student learning, there is still much work to be done.

- A comprehensive college-wide plan for the assessment of student learning across all programs has not been fully defined and implemented;
- While measurable objectives have been defined for each of the general education competencies, measurement tools aligned with those competencies have not been fully developed and implemented to assess student learning;
- The vocabulary of assessment is confusing to the College. Distinctions among assessment of student learning, program review, and institutional effectiveness are not clear;
- The committee structure for assessment of student learning does not provide for a focused approach to assessment of student learning;
- There is no summary report that specifically addresses direct measures of student learning across the curriculum;
- Results of assessment are not systematically used to inform planning and budgeting decisions.

The team report required a monitoring report of the assessment program which provides significant evidence of the following concerns:

1. A comprehensive plan for the assessment of student learning has been defined and implemented;
2. Evidence that the vocabulary of assessment of student learning is clearly defined and understood;
3. Appropriate measurement tools aligned with general education competencies are being used to systematically collect and examine assessment data to document and improve student learning in general education;
4. There is broad ownership and participation in assessment of student learning among the faculty;
5. The administration demonstrates a commitment to the assessment of student learning and regularly articulates its value to the College community;
6. There is appropriate academic administrative oversight of the assessment of student learning program;
7. Outcomes assessment results are being compiled and disseminated;
8. Outcomes assessment results are being used in planning and decision making and to improve student learning.

The report also noted that should the monitoring report not demonstrate that the College has developed and implemented an assessment plan that appropriately reflects characteristics of good practice as cited above, it is recommended that the Commission staff call for another institutional response – ranging from requiring another report of some type or requiring that a focused visit be conducted in not less than six and not more than 12 months.

To address the concerns, a review of the academic outcomes assessment system was conducted in December of 2001. The purpose of this review was to determine appropriate changes to the system to address both institutional concerns and those concerns expressed by the Higher Learning Commission visiting team during their November 2001 site visit.

This review resulted in significant changes in the process of assessment of student learning. The remainder of this Monitoring Report responds directly to the eight areas listed above. The responses provide significant evidence of addressing the issues of concern identified in the team report.

ASSESSMENT OF STUDENT LEARNING

A Comprehensive Assessment Plan, Faculty Ownership, and Faculty Participation

This section of the report responds to the following concerns.

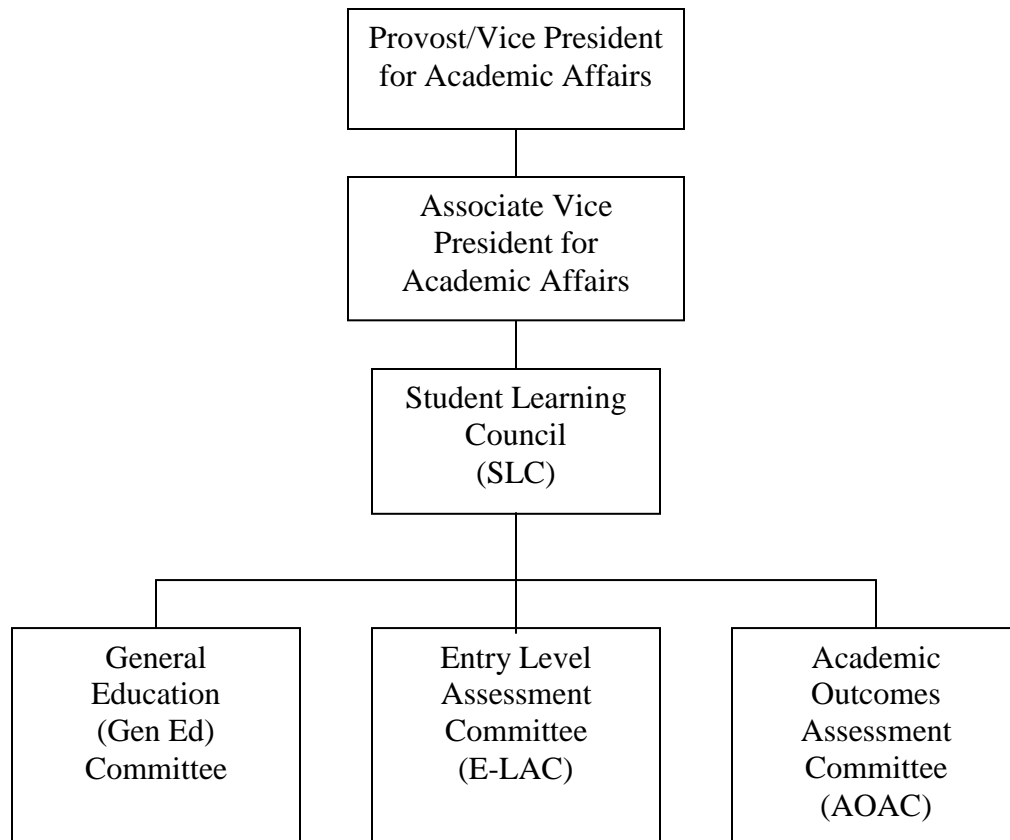
1. A comprehensive plan for the assessment of student learning has been defined and implemented.
2. Evidence that the vocabulary of assessment of student learning is clearly defined and understood.
4. There is broad ownership and participation in assessment of student learning among the faculty.

Oklahoma City Community College is committed to the assessment of student learning. This is the vehicle through which the faculty demonstrate and document student learning and align it to the overall College Mission. Assessment improves effectiveness and focuses the allocation of resources and development.

After the 2001 Higher Learning Commission site visit, the planning began for improving and strengthening assessment efforts on campus. Responsibility for assessment was moved to the Office of Academic Affairs. The Associate Vice President for Academic Affairs was charged with the responsibility of student learning assessment. Over the next few months the institutional assessment plans were finalized under the direction of the Associate Vice President for Academic Affairs and the Dean for Planning and Institutional Effectiveness in conjunction with the Chair of the AOAC.

The revised organizational structure includes the Student Learning Council (SLC), a new council, whose function is to provide oversight and communication between the three assessment-related committees and between faculty and academic staff in the assessment of student learning. The Council's membership includes the Academic Outcomes Assessment Committee (AOAC), the Entry Level Assessment Committee (E-LAC), the General Education (Gen Ed) Committee, and Deans' Council. The Associate Vice President for Academic Affairs chairs the meetings. The agenda for the meetings includes reports from each of the participating committees on their previous year's assessment results and plans for the current year. In addition to updates from the previously mentioned committees, a summation of the OSRHE Assessment Report is incorporated. This structure allows members to communicate relevant assessment information to their colleagues and enhance ownership among the faculty.

The following chart provides the key committees, organization structure, and administrative oversight of the assessment of student learning at the College.



A full description of each key student learning assessment committee can be found in Appendix 2.

Academic Outcomes Assessment

At the same time the SLC was developed, the AOAC was restructured. The committee established their purpose as providing guidance to faculty and oversight for the Office of the Provost/Vice President for Academic Affairs in the following areas: (1) developing and implementing Student Learning Outcomes Assessment Plans; (2) analyzing and interpreting assessment results; (3) developing appropriate reports; and (4) disseminating assessment results to the College community.

The revisions also directed that committee membership be comprised of faculty members, one academic dean and two students, with co-chairs from the faculty ranks. The committee's responsibilities are to: (1) address issues regarding assessment of student learning; (2) review and make recommendations regarding Student Learning Outcomes Assessment Plans to the Associate Vice President for Academic Affairs, the appropriate academic dean and program faculty; (3) review accreditation reports and address issues regarding student learning; and (4) keep the *Faculty Assessment Handbook* current.

The procedural changes for the AOAC included the appointment of co-chairs, identification of the AOAC Steering Committee (made up of the co-chairs, the past chair, the Dean of Learning Resources, the Dean of Planning and Institutional Effectiveness, and the Associate Vice President for Academic Affairs), and a renewed emphasis on

faculty ownership in the development and implementation of student learning outcomes assessment.

In 2002-03, the chair of the AOAC led the AOAC Steering Committee in the revision of the mission, goals and responsibilities of the AOAC and the assessment of student learning. The AOAC Steering Committee sought to provide a structure and process that would meet the goal of insuring participation in assessment of student learning among the faculty and ownership and involvement by the entire Academic Affairs Unit.

The assessment process begins during the program review that occurs once every five years. The program outputs and student learning outcomes are reviewed and updated during the program review for the next five-year period. These program outputs and student learning outcomes are developed by the program faculty and reviewed and approved by the appropriate academic dean and the Associate Vice President for Academic Affairs.

Faculty develop their five-year assessment plan after completing their individual program review. For this initial assessment cycle all programs re-affirmed their program outputs and student learning outcomes and developed a five-year assessment plan regardless of where they were in the program review cycle. The program outputs and the student learning outcomes will be reviewed at the next regular program review and within three years all programs will be on the five-year cycle.

Annually, each program assesses one or all of its program outputs and student learning outcomes with the intent that all program outputs and student learning outcomes are evaluated at least once in the five years between program reviews. The recommendations from each assessment process are used to improve the program.

The annual assessment process has the following timeline:

1. In the fall, the faculty in each program submit a program assessment five-year plan to their academic dean. These plans contain the program outputs and the student learning outcomes to be assessed, the measurement, and an indication of an acceptable level for the specific measurement, and the year they will be addressed.
2. After the plans are received the AOAC Steering Committee reviews the plans and meets with each academic division dean and the respective AOAC representatives to strengthen that division's plans. The dean then follows up with the program faculty concerning any revisions needed in their plan.
3. Between November and October, program faculty conduct the measurement activities, determine if the data meet the established criteria for success, and if warranted, identify changes to improve the program based on the assessment data.
4. The results of the assessment activities and recommendations may be used by the academic deans in the development of their division plans for the next fiscal year. In this way any recommendations requiring resources may become part of the annual planning and budgeting process.

The process described above has now been in place for two years. During these two years, a five-year plan, two annual plans and an annual report have been developed for each academic program. **Appendix 3 contains the 2003-04 five year plan, the 2002-03 annual plan and its report from one program in each of the six academic divisions of the College.**

In 2001-02 a presentation on writing appropriate outcomes and developing reliable measurements was made to Department Chairs and Program Directors by the Associate Vice President for Academic Affairs. Also, on two different occasions workshops were conducted by faculty members from the University of Arkansas-Fort Smith. In January of 2003, Dr. Henry Rinne and Dr. Jo Blondin met with the AOAC, made a general presentation to the faculty, and facilitated a roundtable discussion with the academic deans.

The second workshop, in August of 2003 with Drs. Rinne and Blondin, reviewed the topics from the previous presentation and included examples of outcomes from current Oklahoma City Community College program assessment plans. Also, discipline-specific groups reviewed their plans to ensure their outcomes were measurable and direct. The presenters recommended that faculty examine the statements from the Higher Learning Commission regarding direct versus indirect measures. Topics included learning what can be assessed, accrediting bodies' statements on student learning and outcomes, standards and goals for student success in learning, the role of program faculty, and the communication of assessment activities to faculty, students, and staff.

In 2003-04, the AOAC under the direction of the faculty co-chairs has:

- Developed a mission statement with goals and objectives for academic outcomes assessment at Oklahoma City Community College. The Mission statement is: "The purpose of the Academic Outcomes Assessment Committee is to facilitate faculty participation in the design and implementation of the outcomes assessment component of Oklahoma City Community College's academic programs and to promote quality and excellence in the identification and measurement of student learning outcomes." **Appendix 4 has the complete document.**
- Disseminated Oklahoma City Community College's assessment terms glossary, which was developed in 2002-2003. The faculty on the committee worked on definitions and then took the developed glossary to their division meetings to solicit input from a large number of faculty on the clarity of the definitions. The assessment glossary has been made available to faculty in a number of formats, including hard copy in the *Faculty Assessment Handbook*, and on line at <http://www.okccc.edu/institutionalcommittees/Academic/handbook.pdf>. **A copy of the Assessment Glossary can be found in Appendix 5.**
- Developed the *Faculty Assessment Handbook* and made it available on the website as well as in hard copy. The handbook includes the history of assessment at Oklahoma City Community College, definitions and glossary, and structure and general instructions for completing the assessment process.

- Revised the annual assessment process to better serve the needs and desires of the program faculty and revised the method of review of the plans that increases the involvement of the academic deans in the review process.

A statement from the AOAC 2003-04 co-chairs concerning the year's activities can be found in Appendix 6.

Although each of the above activities has increased faculty knowledge of and participation in the assessment of student learning, the most successful activity was the “WHY and HOW” assessment workshop attended by nearly all full-time faculty. **Copies of the announcement and the agenda can be found in Appendix 7.** The Provost/Vice President for Academic Affairs opened the workshop with words of support and encouragement to the faculty regarding their role in the assessment of student learning.

The remainder of the workshop was facilitated by the committee co-chairs and focused on an overview of current issues in assessment. Activities included opportunities for program faculty to update their student learning outcomes and program outputs and refine assessment measures. The workshop provided faculty an opportunity to complete their five-year plan for their program, including: identifying all Program Outputs, Student Learning Outcomes, Measurements, Criteria for Success, and a timeline for completion. For programs that had already completed five-year plans, this workshop provided the opportunity for review and refinements of Program Outputs, Student Learning Outcomes, Measurements, and Criteria for Success.

At the “WHY and HOW” assessment workshop, faculty were asked to define program assessment in seven words or less. The results provided evidence that faculty understand assessment and have made it part of their vocabulary. Below are a few of the definitions faculty submitted:

- Measurement of knowledge acquired in a program.
- Measuring an outcome or output.
- Determining if educational goals are accomplished.
- Providing evidence of student learning at the course, program, and curriculum level.
- Determining how well students have mastered learning objectives of the program.

This workshop proved to be a revelatory experience for faculty. It was through the activities at this workshop that it became evident they had moved to a new level of understanding and ownership in the assessment of student learning. There is now broad ownership and participation in assessment of student learning among the faculty.

The following are samples of assessment results and their use in the improvement of student learning.

- In response to assessment concerns in the developmental mathematics program a task force was formed with a goal of creating and implementing guidelines/procedures to be used by all mathematics faculty members to improve the success rate of students in mathematics courses. Initially, the task was to develop recommendations to improve the success of developmental students in

sequential mathematics courses. After much review and research the task force made two recommendations. First, curriculum changes were identified to make the classes more cohesive, ensure consistency throughout the multiple delivery methods, and promote student success in sequential calculus courses. Also class size was reduced in Basic Mathematics classes.

- The Child Development program goals and objectives were developed and are periodically reviewed by the Advisory Committee. The goals and objectives are compared to the terminal competencies recommended by the National Association for the Education of Young Children and changes are recommended. In 2002, the Advisory Committee reviewed the objectives for the degree and recommended the level of competence each graduate should demonstrate.
- The Biotechnology Program “best practices” for assessment enhance the learning environment of the science students, contribute to the economic development of the community through workforce development, and serve as a resource in biotechnology to area high school students and teachers. With support from the Advisory Committee two major workshops for the industry were conducted, and faculty have enacted two curriculum changes in the program within the last few years. One change was to add one more credit hour to our media and solutions course. The second change was to divide a single course, BIOT 2916 Biotechnology Lab II, into two separate courses of 3 credit hours each.
- The General Motors ASEP Program is monitored on an annual basis and curriculum changes occur each year to accommodate new systems. The “embedded” courses are monitored closely by our partner in the program, General Motors. The ASEP Dealer Contact Surveys identified other areas to be addressed. One is the dealer concern for screening and “getting the right people in the program”. This is an ongoing concern with the increasing complexity of automobiles. The survey also is used to obtain information on program strengths and weaknesses.

The Assessment of General Education

This section of the report responds to the following concerns.

3. Appropriate measurement tools aligned with general education competencies are being used to systematically collect and examine assessment data to document and improve student learning in general education.

General education at Oklahoma City Community College is an integral component of each degree program. The assessment of student learning outcomes in general education takes on two forms. First students who are near completion of their degrees are asked to complete the Academic Profile Test, which measures the areas of Critical Thinking, Reading, Writing, Mathematics, Humanities, Social Science, and Natural Science. This test was first administered to 100 students in 2001-02, again in 2002-03 to 250 students, and to 379 students in 2003-04. It is planned that approximately four hundred students will be administered this instrument each fall. The Academic Profile Test has provided an annual overview of student competence in general education.

The second measure of general education, designed by the faculty through the Gen Ed Committee, is an in-depth assessment of each general education competency once every five years. This plan, presented below, was developed in 1999-00 and approved in 2000-01, with implementation beginning in 2001-02.

General Education Outcome Assessment Plan

The Gen Ed Committee worked for a number of years to determine the best way to show that students who complete a degree at the College have met their general education competencies. To this end in 1999-00, the committee developed intended outcomes and measures of the outcomes for each of the ten competencies. The outcomes and measures were developed with input from the faculty in each of the six college divisions through their representatives on the Gen Ed Committee.

Each competency is evaluated once every five years. A report is produced containing the procedure used in the evaluation, a summary of the results, and recommendations for changes in the competency or the instructional process.

A preliminary outline of the evaluation to be carried out is due in the Planning and Institutional Effectiveness office by September 15 of the academic year the evaluation is to take place. The final report for each competency evaluated is submitted by July 15 of each year to the Provost/Vice President for Academic Affairs. This cycle allows each recommendation time to become part of the planning and budgeting process for the next fiscal year.

It is critical to the success of this evaluation process that the office of the Chief Academic Officer be committed to the evaluation of general education and provides the support faculty need in carrying out the evaluation. Although the responsibility for the evaluation

of general education is that of the Provost/Vice President for Academic Affairs, the Associate Vice President for Academic Affairs has been charged with its execution.

The Gen Ed Committee is responsible for reviewing the evaluation of each competency and for monitoring the implementation of recommendations made through the evaluation process. The Office of Planning and Institutional Effectiveness is responsible for working with faculty to complete the evaluation of each competency and for facilitating the development of a final report for each competency.

It was determined that the Academic Profile Test would be used to identify trends in student achievement of the general education competencies. Also, each competency would have an in-depth evaluation every five years.

In February of 2002, the Academic Profile Test was piloted using 100 students in two sophomore level class sections. This pilot project was carried out to determine if the Academic Profile Test could be used as a measure of general education. Eighty-six usable assessments were collected from the two intact classes that volunteered to administer the test. The short form of the Academic Profile Test was used since this 30-question, 45-minute test allowed it to be administered in a single class period.

The results were compiled and reviewed by the Gen Ed Committee, the Associate Vice President for Academic Affairs, and the Provost/Vice President for Academic Affairs. After this review, it was determined that the Academic Profile Test could provide important information on the status of general education at the College, and therefore, it would be completed on a sample of students each fall semester.

Based on this recommendation, 403 students were identified in 18 class sections to participate in the general education testing program in the fall of 2002. A total of 171 usable assessments were collected from the 12 classes that agreed to participate. Since less than half of the total number of students identified were able to participate, the test was given again in spring 2003 to 79 students.

The Gen Ed Committee made the following recommendations based on the results of the 2002-03 administration of the Academic Profile Test.

- Continue to administer the Academic Profile annually so that trends can be identified.
- Increase the number in the sample so that 400 usable tests are available annually.
- Monitor the areas of writing and social science and, if they continue to be lower than the norm group in both the sophomore and upper class level, then an in-depth review of these areas should be undertaken.
- Move the in-depth assessment of the competency “Demonstrate an understanding of physical and biological processes” to 2003-04 from 2005-06 since the results show scores below the norm group in both sophomore and upper classmen. Move the in-depth assessment of the competency “demonstrate oral and nonverbal communication skills in an effective and contextually appropriate manner” from 2003-04 to 2005-06.

A copy of the full report can be found in Appendix 8.

The Academic Profile Test was given again in the fall of 2003 to 379 students in 15 class sections. A total of 201 usable assessments were collected from the administration.

In summary, the information from the fall 2003 administration of the Academic Profile Test shows an increase in the general education knowledge base from freshmen to upper classmen. The freshmen and upper classmen tested better than the norm group in most areas. The sophomores tested were somewhat lower than the norm group in most areas, but when the means were evaluated the differences were not significant ($p \leq .05$).

The Gen Ed Committee made the following recommendations based on the results of the fall 2003 administration of the Academic Profile Test.

- Continue to administer the Academic Profile Test annually so that trends can be identified.
- Increase the number in the sample so that usable assessments number 400.
- Monitor the areas of writing, social science and natural science and if they continue to be lower than the norm group in both the sophomore and upper class level then an in-depth review of these areas should be undertaken in 2005-06.

2001-02 In-depth Assessment Results

Reading Competency Assessment

To assess the reading area, a number of 2000-level classes were identified to participate in the evaluation. Faculty teaching the identified classes were asked to provide student papers for projects where students were to produce a summary of a college-level article or story they had read. Thirty student papers from those received were selected for inclusion; 12 were from a literature class, and 18 were from a business finance class.

Each student paper in the sample was rated by two evaluators. The evaluators used a scoring rubric designed by members of the Gen Ed Committee in the spring of 2002.

The results of the evaluation showed the following:

- The total mean score on the rubric was 2.41 (on a scale of 0 to 3).
- Individual students mean scores ranged from 1.5 to 3.0.
- 90.0% of the students had an average score of 2.0 or above.
- 70.0% of the students had an average score of 2.25 or above.
- 46.7% of the students had an average score of 2.5 or above.

The results listed above show that the majority of the students (90%) fell at the second level on the scoring rubric. Students at a Level 2 can be said to have developed the minimal amount of knowledge necessary to meet the reading competency.

The Gen Ed Committee reviewed the results and determined that results of the in-depth study, along with the scores in reading on the Academic Profile Test, did not warrant any

changes in the curriculum. **A copy of the rubric and the full results can be found in Appendix 9.**

Mathematics Competency Assessment

To assess the mathematics competency, capstone projects from College Algebra sections were evaluated using a rubric that was designed by members of the Gen Ed Committee in the spring of 2002. A stratified random sample of 40 capstone projects was selected to be scored by three outside evaluators. The sampling process ensured that capstone projects from each section providing the projects were represented proportionally in the sample. Each capstone project in the sample was rated by two of the three evaluators.

The results of the evaluation showed the following:

- The total mean score on the rubric was 1.82 (on a scale of 0 to 3).
- Individual students' mean scores ranged from 0.5 to 3.0.
- 73.0% of the students had an average score of 1.5 or above.
- 54.1% of the students had an average score of 2.0 or above.

The results listed above show that over half of the students (54.1%) fell at the second level on the scoring rubric. Students at a Level 2 can be said to have developed the minimal amount of knowledge necessary to meet the mathematics competency.

The Gen Ed Committee reviewed the results of the in-depth study along with the scores in mathematics on the Academic Profile Test. The committee did not recommend any changes at this time since the Academic Profile mathematics test score was above the national norm, and there are committees looking at placement in mathematics classes and at the mathematics curriculum. **A copy of the scoring rubric and the full results can be found in Appendix 10.**

2002-03 In-depth Assessment Results

Critical Thinking Competency Assessment

The Gen Ed Committee discussed critical thinking and the measurement that could be used to assess this competency. In the spring of 2003, the committee decided to use the Academic Profile Test to measure critical thinking and not to do any additional assessment in this area.

The results on the critical thinking subscale of the Academic Profile Test were reviewed by the Gen Ed Committee in the spring of 2003, and the committee chose not to make any recommendation for change at this time. However, they recommended that the Academic Profile Test be continued and that the critical thinking score be monitored to be sure that it does not fall below the score of the norm group.

American History Competency Assessment

The faculty teaching American history designed an assessment instrument that was used in all classes taught in the fall and spring of 2002-03. Classes taught by both full- and part-time faculty participated in this assessment process. A ten-question multiple-choice

assessment was given to students at the completion of American history (HIST 1483 or HIST 1493). A total of 326 students completing HIST 1483 (U.S. History to the Civil War) and 806 students completing HIST 1493 (U.S. History from the Civil War) took the ten question test.

The results of the assessment showed that neither history class met the established measurement criterion of 60% correct; although, 57.2% of the students in HIST 1483 met the criteria and 50.7% met the cut-off in HIST 1493. The Gen Ed Committee has seen the results of this study and has asked that the study be completed again in the spring semester of 2003-04 after there has been a review of the reliability and validity of the questions. **A copy of the results can be found in Appendix 11.**

2003-04 In-depth Assessment Results

The two general education competencies being evaluated in 2003-04 are (1) students will demonstrate an understanding of physical and biological processes and (2) students will demonstrate an understanding of the structure of American federal government and its impact on social, political, and economic issues. The results of the in-depth assessment and the Academic Profile test for this year are still in the process of being tabulated for review by the Gen Ed Committee in the fall of 2004.

Entry-Level Assessment

This section of the report responds to the following concerns.

8. Outcomes assessment results are being used in planning and decision making and to improve student learning.

In the development of the revised assessment structure, concerns related to entry-level assessment and placement were discovered. Therefore, in the fall of 2003 the E-LAC was formed to review and research the process of entry-level assessment and placement.

The purpose of this committee is to provide a structure and process to ensure entry-level assessment enhances the success of students. The committee is chaired by a faculty member, and its membership includes: (1) two faculty members from each of the disciplines of mathematics, reading, and writing; (2) three staff members from Student Services; (3) one academic dean to be alternated between the Arts and Humanities Division and the Science and Mathematics Division; and (4) two students.

During the fall of 2003, the committee reviewed the entry-level assessment instruments used by the College. This allowed each member to become knowledgeable regarding the assessment instruments and their content. In the spring, the committee focused on mathematics, reviewing information on placement and completion rates in courses. The mathematics completion rates did not meet minimum standards; therefore the committee is currently investigating various assessment instruments.

Administrative Oversight and Commitment

This section of the report responds to the following concerns.

4. The administration demonstrates a commitment to the assessment of student learning and regularly articulates its value to the College community.
5. There is appropriate academic administrative oversight of the assessment of student learning program.

The Provost/Vice President for Academic Affairs serves as the chief academic officer for the College, providing executive leadership in areas including Academic Affairs. As the Chief Academic Officer, he provides leadership among the College's faculty and implements necessary change for effective and efficient assessment of student learning. The Associate Vice President for Academic Affairs is charged with the responsibility of ensuring appropriate assessment of student learning and provides administrative oversight for the academic deans, department chairs, program directors, and faculty. With the revision of the mission, goals and responsibilities of the entire academic outcomes assessment process, the academic deans now monitor the development and submission of academic outcomes assessment plans and reports relative to their disciplines. This organizational procedure allows for utilization of assessment data in developing each area's unit plan, which is an integral step in the budget development process. **The new structure described in detail in Appendix 2 represents an organization that is responsible to the Provost/Vice President for Academic Affairs.**

The Provost/Vice President for Academic Affairs is directly responsible for five of the College's six general outcomes, or ENDS Statements, which in turn fosters a commitment to the assessment of student learning and student success. This commitment ensures students (1) are prepared to succeed in college-level courses, (2) demonstrate competency in general education skills and knowledge, (3) succeed in achieving their individual educational goals, (4) are prepared for transfer to baccalaureate granting colleges and universities, and (5) are prepared to enter the workforce.

Student success is a focus of the College from the Board of Regents to administrators, faculty, and staff. This commitment to student success and other outcomes by the Board is passed to the President to make operational. In turn, all College faculty and staff have outcomes and their assessment as a priority. It is the responsibility of the Provost/Vice President for Academic Affairs to update the Board at least annually on each of the ENDS providing the Board with student learning outcomes and assessment data collected through the assessment process.

The Office of the Provost/Vice President for Academic Affairs has provided resources to support on-going workshops for faculty throughout the past five semesters. The workshops cited above, the two workshops by Dr. Henry Rinne and Dr. Jo Blondin, and the January 2004 workshop all received financial support from the Provost's Office. In addition to the workshops, the Provost/Vice President for Academic Affairs has provided financial support in the form of salary enhancements and release time for the faculty co-

chairs of the AOAC. Academic Affairs also provided financial resources for the steering team to attend the 2003 Assessment Institute hosted by Indiana University/Purdue University in Indianapolis, Indiana, and the 2004 Higher Learning Commission Annual Meeting in Chicago, Illinois. In addition, an assessment line item has been added to the FY2005 budget to ensure continued resources.

Compilation, Dissemination and Use of Assessment Results

This section of the report responds to the following concerns.

7. Outcomes assessment results are being compiled and disseminated.
8. Outcomes assessment results are being used in planning and decision making and to improve student learning.

The results of the academic program assessments are submitted to the academic dean and then on to both the Associate Vice President for Academic Affairs and the Dean of Planning and Institutional Effectiveness. The assessment results are available for use by the academic deans in the development of division plans and by the Associate Vice President for Academic Affairs and the Provost/Vice President for Academic Affairs in the development of the Academic Affairs Unit Plan.

The Planning and Institutional Effectiveness Office also reviews the academic program assessment recommendations and determines if there are any recommendations that respond to accreditation concerns or are institutional in nature. Those identified as belonging in one of these categories become part of the Planning and Institutional Effectiveness Unit Plan.

Both of these unit plans are used in the development of the annual institutional plan and in turn in the development of the annual operating budget. With this process in place, recommendations from the annual assessment process are an integral part of the institutional planning and budgeting process. **Appendix 12 contains a copy of the planning and budgeting process in place for Fiscal Year 2004.**

A second way that recommendations from the annual assessment process can become part of the planning and budgeting process is through the academic program review process. Assessment information concerning student outcomes and program outputs from the previous five years is a part of the program review. Recommendations made in the program review address areas of concern which may come from the assessment information. Recommendations made in the program review become part of the department and division planning and thereby become part of the unit plan for Academic Affairs. **A description of the program review process can be found in Appendix 13.**

In addition to the above processes of disseminating the assessment information through their use in the annual planning and budgeting process, the results are tracked from year to year by the Planning and Institutional Effectiveness Office. **A copy of the tracking document for a sample of programs in the Arts and Humanities Division can be found in Appendix 14.** This information is made available to all faculty annually on the Planning and Institutional Effectiveness web site <http://www.okccc.edu/pie/> (select Institutional Effectiveness).

Summary

It is evident from the information presented that the College has a comprehensive college-wide plan for the assessment of student learning across all programs that is fully defined and implemented; that each of the general education competencies is being measured and the information is being used to make changes where needed; that the vocabulary of assessment is fully defined and disseminated to all faculty and staff; that the committee structure for assessment of student learning is now integrated; and the results of assessment activities are being reported and are being systematically used to form planning and budgeting decisions.

The evidence and information presented in the sections above briefly describe the changes that have been made to the assessment process at Oklahoma City Community College over the last three years. The College has a commitment from all levels of management to the assessment of student learning. Knowledge and understanding of the faculty have increased greatly to a level that all programs have student learning outcomes and program outputs clearly stated in their five-year assessment plans. Results of assessment activities are now being used in the development of the annual Academic Affairs Unit Plan and, therefore, in the institutional plan and budget development process.

All of the individual changes at program and department levels are not recounted in this report. And it is not possible with paper and pen to show the positive changes in attitudes and deepened level of faculty ownership that have come about with the change in structure and with the education that has taken place the last three years. But they have occurred and with these grass root changes assessment is now an integral part of the College and its every day activity.

APPENDICES

TABLE OF CONTENTS

APPENDICES

OKLAHOMA CITY COMMUNITY COLLEGE

MONITORING REPORT

APPENDIX 1	Oklahoma State Regents for Higher Education Policy Statement On the Assessment of Students for Purposes of Instructional Improvement and State System Accountability
APPENDIX 2	Oklahoma City Community College Assessment of Student Learning Structure
APPENDIX 3	2002-03 Annual Plan and Report and 2003-04 Five-Year Plan for One Program in Each Academic Division
APPENDIX 4	FY 2004 Academic Outcomes Assessment Committee Mission, Goals, and Objectives
APPENDIX 5	Glossary of Student Learning Outcomes Assessment Terms
APPENDIX 6	Oklahoma City Community College Academic Outcomes Assessment Committee Co-Chair Statement on Assessment
APPENDIX 7	WHY and HOW Assessment Workshop
APPENDIX 8	Academic Profile Test Results
APPENDIX 9	Evaluation of the Reading General Education Competency
APPENDIX 10	Evaluation of Mathematics General Education Competency
APPENDIX 11	Evaluation of American History General Education Competency
APPENDIX 12	The College Planning Process
APPENDIX 13	Program Review Process and Timeline
APPENDIX 14	Arts and Humanities Four Year Program Assessment Summary

APPENDIX 1

II-2-192
Policy Date: 6/28/96

Oklahoma State Regents for Higher Education **POLICY STATEMENT ON THE ASSESSMENT OF STUDENTS FOR PURPOSES OF INSTRUCTIONAL IMPROVEMENT AND STATE SYSTEM ACCOUNTABILITY**

The Constitution of Oklahoma charges the Oklahoma State Regents for Higher Education with responsibility for prescribing standards for admission, retention, and graduation applicable to each institution in The Oklahoma State System of Higher Education. The State Regents also have the responsibility to provide leadership in the coordination of the orderly transfer of students between and among institutions of the State System. Inherent in such responsibilities is the prescribing of mechanisms to monitor and facilitate the assessment of students for purposes of instructional improvement and State System accountability.

Statement of Accountability:

Accountability to the citizens of Oklahoma within a tax-supported educational system is of paramount importance. The public has both the need and right to know that their tax dollars are being used wisely, and most importantly, producing tangible, measurable outcomes of learning for individual students enrolled within the State System. Improvement in student learning and on-going faculty development, measurable through assessment programs, are achievable and essential outcomes, and the responsibility of the State System to the public.

Definition and Purpose:

Assess: The original definition of *assess* was *to sit down beside*. The term has evolved to mean careful evaluation based on the kind of close observation that comes from *sitting down beside*.¹ Such a definition captures the desired relationship between teacher and student and the spirit of the following policy statement.

For purposes of this policy, student assessment in The Oklahoma State System of Higher Education is defined as *a multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements*.

Assessment is not an end in and of itself. Similarly, to document performance is not necessarily to improve performance. Thus the purpose of assessment is to **maximize student success** through the assessment process by the systematic gathering, interpretation, and use of information about student learning/achievement to improve instruction. The results of assessment contribute to and are an integral part of the institution's strategic planning and program review process to improve teaching and learning. As previously noted, it also is one mechanism to monitor the effectiveness of the State's System of Higher Education. Finally, student assessment is designed to contribute to assuring the integrity of college degrees, and other educational activities/goals, to increasing the retention and graduate rates of college students, to enhancing the quality of campus life in general, and to encouraging high school students to improve their academic preparation for college.

¹Assessment at Alverno College by the Alverno College Faculty, page 1.

Institutional Requirements:

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement; mid-level assessment to determine basic skill competencies; exit assessment to evaluate the outcomes in the student's major; and student perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies.

In recognition of varying institutional missions and clientele served, such assessment components will be campus based under the leadership of the local faculty and administrators providing that the procedures meet the requirements detailed in the following sections. Assessment programs should consider the needs of special populations in the development of policies and procedures. Finally, as institutions develop criteria and select assessment mechanisms, each program component should be coordinated and complement the whole.

Entry Level Assessment and Placement

The purpose of entry-level assessment is to assist institutional faculties and counselors in making decisions that will give students the best possible chance of success in attaining their academic goals. Each institution will use an established ACT score in the four subject areas of science reasoning, mathematics, reading, and English as the "first cut" in determining individual student readiness for college level course work.² Should a student score below the level, s/he will be required to remediate in the discipline area or, consistent with institution's approved assessment plan, undergo additional testing to determine his/her level of readiness for college level work. Similarly, institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. These subject test score requirements will be communicated to college bound students, parents, and common schools for the purpose of informing them of the levels of proficiency in the basic skills areas needed to be adequately prepared for college level work. Additionally, these ACT subscores provide a standard yardstick for measuring student readiness across the State System.

For high school students wishing to enroll concurrently in college courses the established ACT score² in the four subject areas will apply as follows: A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English).

² The appropriate subtest level for each subject area (one system score for each subject area) will be set by the State Regents following staff work with ACT staff and the Council on Instruction. Implementation of this requirement will be fall 1994. Students admitted under the Special Adult Admission provision may be exempt from this requirement.

Institutional entry level assessment programs should include an evaluation of past academic performance, educational readiness (such as mental, physical, and emotional), educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process to ensure that students enroll in courses appropriate for their skill levels. Tracking systems should be implemented to ensure that information from assessment and completion of course work is used to evaluate and strengthen programs in order to further enhance student achievement and development. The data collection activities should be clearly linked to instructional improvement efforts.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents in the following format:

1. the number of students participating in entry-level assessment and the assessment results including a frequency distribution;
2. the number of students requiring additional basic skills development by area;
3. a summary and explanation of the assessment results; and
4. the methodologies (courses, tutoring, etc.) by which students were required to participate in the improvement of basic skills.

The tracking of these students in future semesters is expected.

Mid-Level Assessment

Generally, mid-level assessment competencies are gained through the student's general education program. Thus, the results of mid-level assessment should be used to improve the institution's program of general education. Assessment at mid-level is designed to assess the student's academic progress and learning competencies in the areas of reading, writing, mathematics, and critical thinking.

Mid-level assessments will normally occur after the student has completed forty-five semester hours and prior to the completion of seventy semester hours for students in baccalaureate programs. For associate degree programs assessments may occur at mid-level or at the end of the degree program.

Examples of appropriate measures include academic standing, GPA, standardized and institutionally developed instruments, portfolios, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

The tracking of these students in future semesters is expected.

Program Outcomes Assessment

Program Outcomes Assessment, or major field of study assessment, is the third component of the State Regents' policy. Such assessments should be designed to measure how well students are meeting institutionally stated program goals and objectives.

As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) is the responsibility of the institution subject to State Regents' approval as previously specified. Preference should be given to nationally standardized instruments. The following criteria are guidelines for the selection of assessment methodologies:

- a) Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives;
- b) Instrument(s) should assess higher level thinking skills in applying learned information; and
- c) Instrument(s) should be demonstrated to be reliable and valid.

Nationally normed instruments required for graduate or professional study or those that serve as prerequisites to practice in the profession may be included as appropriate assessment devices. Examples are the GRE (Graduate Record Exam), NTE (National Teacher Exam), and various licensing examinations.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

- 1. the number of students assessed and the assessment results including a frequency distribution;
- 2. a summary and explanation of the assessment results; and
- 3. detailed plans for any instructional changes due to the assessment results.

Assessment of Student Satisfaction

Perceptions of students and alumni are important in the evaluation of and the enhancement of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data are to be used to provide feedback for the improvement of programs and services.

Examples of programs/activities to be included in this level of assessment are satisfaction with student services, quality of food services, access to financial aid, residence hall facilities, day care, parking, etc.

Annual Reporting Requirements

Aggregate data will be reported annually to the State Regents as follows:

1. the number of students assessed and the assessment results including a frequency distribution;
2. a summary and explanation of the assessment results; and
3. detailed plans for any instructional changes due to the assessment results.

Graduate Student Assessment

Higher education institutions that charge their graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. An institution that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan.

Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.

The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. Emphasis should be placed on assessing student learning and evaluating student satisfaction with instruction and services. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, Graduate Record Exams, course grades, and comprehensive exams). Departmental pre-tests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.

Adopted October 4, 1991. Revised April 15, 1994, and June 28, 1996.

APPENDIX 2

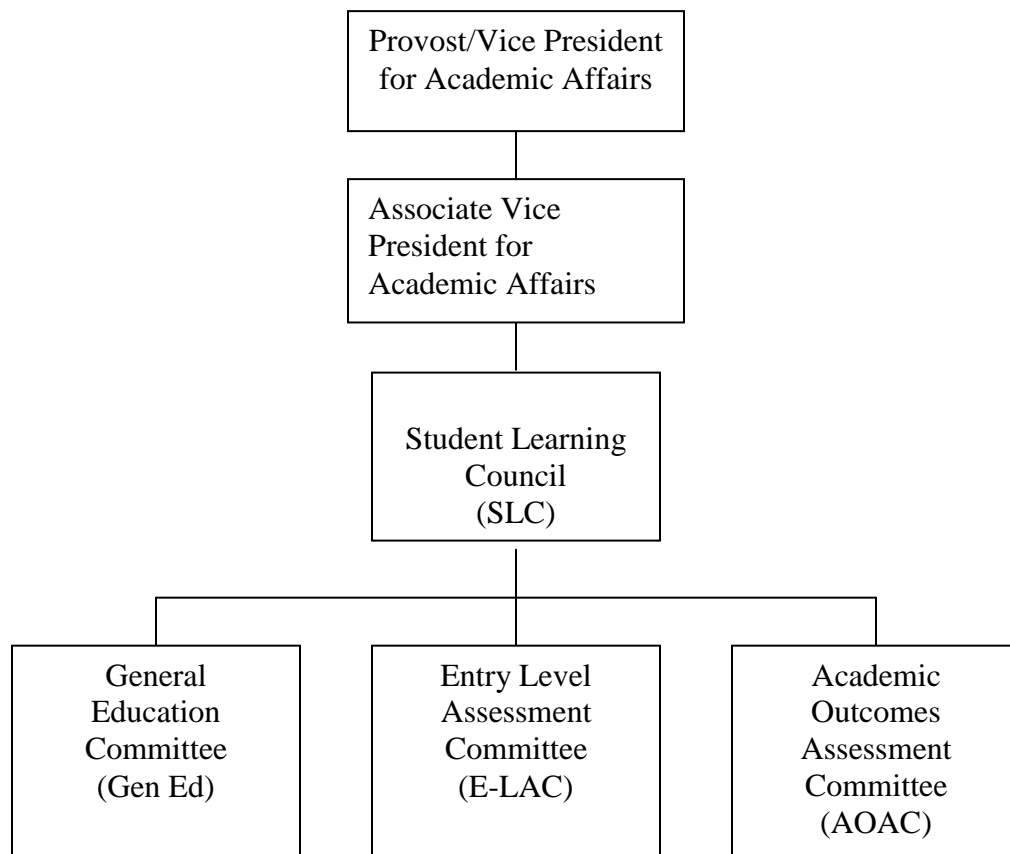
Oklahoma City Community College Assessment of Student Learning Structure

Philosophical Base:

Oklahoma City Community College is committed to the assessment of student learning. This is the vehicle through which the faculty demonstrate and document student learning and tie them to the overall College Mission. Assessment improves effectiveness and establishes the need for resources and development.

Organizational Chart

To implement the assessment philosophy stated above the following structure has been developed.



STUDENT LEARNING COUNCIL (SLC)

Purpose:

To provide a structure and process that will insure involvement by the entire Academic Affairs Unit in the assessment of student learning.

Responsibilities:

- Members communicate to their constituency relevant assessment information.
- Keep SLC Website current

Membership:

- Academic Outcomes Assessment Committee (AOAC)
- Entry Level Assessment Committee (E-LAC)
- General Education Committee (Gen Ed)
- Deans' Council

Meetings:

The Associate Vice President for Academic Affairs will chair the semiannual SLC meetings. At the first meeting of the year, the chairpersons of the AOAC, ELAC, and Gen Ed Committee will report on findings from the previous year and plans for the current year. At the second meeting of the year, the chairpersons of those committees will provide an update and the Oklahoma State Regents for Higher Education (OSRHE) Assessment Report will be presented.

THE ACADEMIC OUTCOMES ASSESSMENT COMMITTEE (AOAC)

Purpose:

To provide guidance to faculty and oversight for the Office of the Provost/Vice President of Academic Affairs in the following areas:

- developing and implementing Student Learning Outcomes Assessment Plans (SLOAPs)
- analyzing and interpreting assessment results
- developing appropriate reports
- disseminating assessment results to the College community

Responsibilities:

- Address issues regarding assessment of student learning
- Review and make recommendations regarding Student Learning Outcomes Assessment Plans to the Associate Vice President for Academic Affairs, the appropriate academic dean and program faculty
- Review accreditation reports and address issues regarding student learning
- Keep *Faculty Guide* current

The AOAC will consider issues related to outcomes assessment at the request of the Provost/Vice President for Academic Affairs. The Committee may also seek the consent of the Provost/Vice President for Academic Affairs to consider relevant issues. Once granted, the Committee will accept, seek out, and carefully examine information related to the issue. The Committee will develop and submit recommendations regarding the issue to the Associate Vice President for Academic Affairs.

Membership:

Voting Members:

- Two faculty members from each Academic Division, appointed by the Academic Dean
- One Academic Dean, appointed by the Provost/Vice President for Academic Affairs
- Two students, appointed by the Director of Student Life

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

Resource Members:

- Associate Vice President for Academic Affairs
- One representative from the Entry Level Assessment Committee
- One representative from the General Education Committee
- All academic deans
- Dean of Planning and Institutional Effectiveness

- Dean of Division of Learning Resources
- Director of Center for Learning and Teaching
- One representative from Student Services appointed by the Vice President for Student Services
- Others as needed

Organization and General Operation:

- a. Members will be appointed no later than the end of the spring semester. The term of office for all voting members will be three years and will begin with the Fall Semester. One third of the membership will be appointed 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 to complete that term of office in the same manner as his or her predecessor.
- b. The Provost/Vice President for Academic Affairs will appoint the Chair and the Vice Chair of the AOAC for a three-year term. The Chair and the Vice Chair of the Academic Outcomes Assessment Committee will be committed to assessment and knowledgeable of assessment processes. The Chair will confer with the Provost/Vice President for Academic Affairs to determine reassignment time.
- c. The Chair, with administrative assistance from the office of the Provost/Vice President for Academic Affairs, has the following responsibilities:
 - Chair meetings
 - Actively solicit assessment issues
 - Maintain continuous communication with faculty
 - Provide assistance with preparing the annual program plans and reports
 - Review of program plans and reports.
 - Review all accreditation reports and identify issues to be addressed by committee
 - Assist with development of Oklahoma State Regents Assessment Report
 - Report at SLC meeting
 - Visit with each department chair and program director at least once a year
 - Plan at least one assessment workshop per semester
 - Attend workshops per direction of Provost/Vice President of Academic Affairs
 - Attend division/department meetings as requested
 - Participate in department chair and program director meeting
 - Meet with Associate Vice President of Academic Affairs and Dean of Planning and Institutional Effectiveness, Dean of Division of Learning Resources, and the Vice Chair monthly
- d. The Vice Chair, with administrative assistance from the office of the Provost/Vice President for Academic Affairs, has the following responsibilities:

- Execute functions at the direction of the Chair
 - Assumes responsibility in the absence of the Chair
 - Keep Faculty Guide current
 - Keep information on Web site current
 - Ensure all meetings are ready – minutes, agenda, etc.
 - Assist faculty in the timely submission of program plans and reports
 - Visit with each department chair and program director at least once a year (as assigned by the Chair)
 - Maintain continuous communication with faculty
 - Attend workshops per direction of Provost/Vice President for Academic Affairs
 - Meet with Associate Vice President for Academic Affairs, Dean of Planning and Institutional Effectiveness, Dean of Division of Learning Resources and the Chair monthly
- e. 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 subcommittee and/or ad hoc committees will provide minutes of their meetings and/or recommendations to the AOAC on a continuing basis so that the full membership is kept aware of their activities.
- f. Any member of the college community may attend AOAC meetings.
- g. AOAC actions require a quorum of one half of the voting members. A simple majority vote will determine a matter. Typically, an AOAC 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 Chair prior to the next Committee meeting. The Chair will announce at the next meeting that a dissenting opinion has been received and will be forwarded to the Provost/Vice President for Academic Affairs.
- h. Evaluation of the AOAC should include its design, operation, membership, guidelines, and other relevant matters.

Committee Actions:

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

ENTRY-LEVEL ASSESSMENT COMMITTEE (E-LAC)

Purpose:

To provide a structure and process to ensure Entry-Level Assessment enhances the success of students.

Responsibilities:

- Address issues regarding entry-level student placement.
- Review, evaluate, and make recommendations regarding the entry-level student placement process.

The Entry Level Assessment Committee (E-LAC) will consider issues related to Entry-Level Assessment at the request of the Provost/Vice President for Academic Affairs. The Committee may also seek consent of the Provost/VPAA to consider relevant issues. Once granted, the Committee will accept, seek out, carefully examine information related to the issue. The Committee will develop and submit recommendations regarding the matter to the Office of the Provost/Vice President for Academic Affairs.

Membership:

Voting members:

- Two faculty members from each of the disciplines of mathematics, reading, and writing appointed by the appropriate academic dean
- Three staff members from Student Services appointed by the Vice President for Student Services
- One academic dean to be alternated between Arts and Humanities and Science and Math and appointed by the Provost/Vice President for Academic Affairs
- Two students appointed by the Director of Student Life

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

Resource Members:

- Vice President for Student Services or designee
- Associate Vice President for Academic Affairs
- Dean of Planning and Institutional Effectiveness
- Director of Institutional Research
- Others by invitation

Organization and General Operation:

- a. Members will be appointed no later than the end of the spring semester. The term of office for all voting members will be three years and will begin with the Fall Semester. One-third of the membership will be appointed 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 to complete that term of office in the same manner as his or her predecessor.

- b. The Provost/Vice President for Academic Affairs will appoint the chairperson of the E-LAC for a three-year term. Moreover, the chairperson shall serve no more than two consecutive terms.
- c. The chairperson, with administrative assistance from the Office of the Provost/Vice President Academic Affairs, 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.
 - appoint members of the subcommittees
 - meet regularly with the Associate Vice President for Academic Affairs and other support personnel 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 subcommittee and/or ad hoc committees will provide minutes of their meetings and/or recommendations to the E-LAC on a continuing basis so that the full membership is kept aware of their activities.
- e. Any member of the college community may attend E-LAC meetings.
- f. E-LAC actions require a quorum of one half of the voting members. A simple majority vote will determine a matter. It is anticipated that typically, an E-LAC 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 before the next Committee meeting. The Chair will announce at the next E-LAC meeting that a dissenting opinion has been received and will be forwarded to the Office of the Provost/Vice President for Academic Affairs.
- g. Evaluation of the E-LAC should include its design, operation, membership, guidelines, and other relevant matters.

Committee Actions:

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

THE GENERAL EDUCATION COMMITTEE

Purpose:

The General Education Committee promotes quality and excellence in the design, implementation, and assessment of the general education component of Oklahoma City Community College's curriculum.

Responsibilities:

The General Education Committee will review and make recommendations to the Provost/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 Provost/Vice President for Academic Affairs.

The General Education Committee may seek consent of the Provost/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 Associate 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 Chair prior to the next Committee meeting. The Chair will announce at the next General Education Committee meeting that a dissenting opinion has been received and will be forwarded.

Membership:

The General Education Committee will consist of the following members:

Voting Members:

- One faculty members from each division representing an Associate in Applied Science or university parallel program.
- Health Professions, Business, and Information Technology divisions will each elect a second faculty member representing an Associate in Applied Science programs.
- One faculty member from each of the following disciplines will be elected by the faculty of that discipline.
 - English
 - Mathematics
 - Humanities
 - Science
 - History
 - Political Science

- One division dean to be appointed annually by the Provost/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 Institutional Effectiveness
- Dean, Division of Learning Resources
- Two students will be selected annually by the Director of Student Life
- Others by invitation

Ex Officio Member:

- Associate Vice President for Academic Affairs

Organization and General Operation:

- a. The faculty and other groups will select or elect new members at the beginning of the Fall Semester. The term of office for all faculty members will be two years and will begin with the Fall 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 Provost/Vice President for Academic Affairs following a request from faculty for interested applicants will appoint the chairperson of the General Education Committee. Recommendations from the Associate Vice President for Academic Affairs and the voting faculty members of the General Education Committee will be considered. The Chair of the General Education Committee will serve no more than two consecutive three-year terms. The Chair will confer with the Provost/Vice President for Academic Affairs to determine reassignment time.
- c. The Chair (with administrative assistance from the office of Provost/Vice President for Academic Affairs) 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 Provost/Vice President for Academic Affairs).

- appoint members of the subcommittees.
 - meet regularly with the Associate Vice President for Academic Affairs to discuss activities of the Committee.
 - coordinate with faculty the assessment of the general education program and the required competencies.
 - prepare the annual assessment reports related to general education.
 - serve on the Academic Institutional Effectiveness Committee.
 - attend Department Chairs/Program Directors meetings.
- 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 Provost/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 Associate 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.

Guidelines For General Education Proposals:

- 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.
- e. The results of the Committee review will be forwarded to the Associate Vice President for Academic Affairs or the Curriculum Committee, by way of the chair of the General Education Committee.

APPENDIX 3
2002-03 Annual Plan and Report and 2003-04 Five Year Plan
for One Program in Each Academic Division

Arts and Humanities – Film Video

Plan:

**ASSESSMENT RECORD FOR
ACADEMIC DIVISION OF**

Arts and Humanities

(Academic Division Name)

FY 2003

(Assessment Period Covered)

Nov. 18, 2002

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Degree Level

(Certificate or Associate)

Film and Video Production

A.A.S.

Film and Video Production

Certificate

Submitted By:

Professor Fritz Kiersch

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Approved and Submitted By:

(Academic Division Dean)

/

Date

ASSESSMENT PLAN FOR

Film and Video Production

(Instructional Degree Program)

A.A.S. /Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

Nov. 18, 2002

(Date Submitted to Academic Division Dean)

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

1. The students will develop the technical skills to successfully enter the filmed entertainment industry labor force in positions having job descriptions and responsibilities above entry level.
2. The students will transfer successfully to the film and video production programs at four-year educational institutions.

ASSESSMENT PLAN FOR

Film and Video Production

(Instructional Degree Program)

A.A.S. /Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

Nov. 18, 2002

(Date Submitted to Academic Division Dean)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission or End Statement Reference: The College, with an emphasis on student success, is committed to making a significant and positive difference in the lives of individuals and in the community as a whole.

Program Terminal Competencies: (List ONLY competencies evaluated this year)

1. The students will develop the technical skills to successfully enter the filmed entertainment industry labor force in positions having job descriptions and responsibilities above entry level.

2. The students will transfer successfully to the film and video production programs at four-year educational institutions.

3.

4.

5.

ASSESSMENT PLAN FOR

Film and Video Production

(Instructional Degree Program)

A.A.S. /Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

Nov. 18, 2002

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

 1 The students will develop the technical skills to successfully enter the filmed entertainment industry labor force in positions having job descriptions and responsibilities above entry level.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Each candidate must complete a Capstone Project in which their individual contribution demonstrates an overall knowledge of industry practices and procedures while additionally exemplifying applied skills in various technical and non-technical disciplines of industry job classifications. Evaluation of the portfolio/showreel by OKCCC Faculty, industry professionals and FVP Board of Advisor members will measure the competency of the candidate against current market standards and labor force expectations. Emphasis of the evaluation will be based on technical achievements over creative merit.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Results from an intensive, fast track seminar/course in Career Planning and Employment Search will be analyzed to measure the preparedness of the graduating student candidates in advance of their job search and labor market entrance.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Third Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

A follow-up, written survey questionnaire submitted to both Program graduates (and working Program enrollees) and their employers evaluating the individual's educational preparedness, technical knowledge strengths, weaknesses and overall performance will be used.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

ASSESSMENT PLAN FOR

Film and Video Production

(Instructional Degree Program)

A.A.S. /Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

Nov. 18, 2002

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

 2 The students will transfer successfully to the film and video production programs at four year educational institutions.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☒ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

After the first year of matriculation, a follow-up, written survey questionnaire will be submitted to the receiving institution's Department Chair to evaluate the student graduate's educational preparation and successes in that receiving institution's degree program.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

REPORT:

**ASSESSMENT RECORD FOR
ACADEMIC DIVISION OF**

Arts and Humanities

(Academic Division Name)

FY 2003

(Assessment Period Covered)

Sept. 29, 2003

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Degree Level

(Certificate or Associate)

Film and Video Production

A.A.S.

Film and Video Production

Certificate

Submitted By:

Professor Fritz Kiersch

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Approved and Submitted By:

(Academic Division Dean)

/

Date

ASSESSMENT REPORT FOR

Film and Video Production

(Instructional Degree Program)

A.A.S. /Certificate

(Degree Level)

FY 2004

(Assessment Period Covered)

Sept. 29, 2003

(Date Submitted to Academic Division Dean)

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

1. The students will develop the technical skills to successfully enter the filmed entertainment industry labor force in positions having job descriptions and responsibilities above entry level.
2. The students will transfer successfully to the film and video production programs at four-year educational institutions.

ASSESSMENT REPORT FOR

Film and Video Production

(Instructional Degree Program)

A.A.S. /Certificate

(Degree Level)

FY 2004

(Assessment Period Covered)

Sept. 29, 2003

(Date Submitted to Academic Division Dean)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission or End Statement Reference: The College, with an emphasis on student success, is committed to making a significant and positive difference in the lives of individuals and in the community as a whole.

Program Terminal Competencies: (List ONLY competencies evaluated this year)

1. The students will develop the technical skills to successfully enter the filmed entertainment industry labor force in positions having job descriptions and responsibilities above entry level.

2. The students will transfer successfully to the film and video production programs at four-year educational institutions.

3.

4.

5.

ASSESSMENT REPORT FOR

Film and Video Production

(Instructional Degree Program)

A.A.S. /Certificate

(Degree Level)

FY 2004

(Assessment Period Covered)

Sept. 29, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

 1 The students will develop the technical skills to successfully enter the filmed entertainment industry labor force in positions having job descriptions and responsibilities above entry level.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) Program ☐ Student ☒

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Each candidate must complete a Capstone Project in which their individual contribution demonstrates an overall knowledge of industry practices and procedures while additionally exemplifying applied skills in various technical and non-technical disciplines of industry job classifications. Evaluation of the portfolio/showreel by OKCCC Faculty, industry professionals and FVP Board of Advisor members will measure the competency of the candidate against current market standards and labor force expectations. Emphasis of the evaluation will be based on technical achievements over creative merit.

Summary of Assessment Data Collected: Analysis of the submitted Capstone projects demonstrated that all but one qualifying student met or exceeded the expected competency (from a candidacy class of 8). This student was deficient in three of the seven categories of evaluation. However, the overall level of technical knowledge and achievement in each Capstone continues to increase each year reflecting the growth and development of the program.

Use of Results to Improve Academic Program: The Capstones demonstrated that the Program has succeeded very well in the visual presentation but not as well in the aural presentation of filmed information. More emphasis is needed in sound recording and sound editing. To accommodate this refocusing, the Internship requirement is being replaced with a required course in Sound Editing and the Film Sound course is being distilled to a more fundamental study of sound technology basics.

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Results from an intensive, fast track seminar/course in Career Planning and Employment Search will be analyzed to measure the preparedness of the graduating student candidates in advance of their job search and labor market entrance.

Summary of Assessment Data Collected: The first fast track courses have not yet been offered.

Use of Results to Improve Academic Program: In advance of regularly scheduled courses, semester class time and lectures have been devoted to these important topics of career preparedness. Anecdotal information derived from exchanges with past students reflects the knowledge gained from the classroom discussions, lectures and presentations has proved extremely valuable for those applying the taught skills.

Third Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

A follow-up, written survey questionnaire submitted to both Program graduates (and working Program enrollees) and their employers evaluating the individual's educational preparedness, technical knowledge strengths, weaknesses and overall performance will be used.

Summary of Assessment Data Collected: All data has not yet been reviewed and analyzed. Anecdotal evidence and casual third party exchanges supports and surpasses the achievement of expected goals and planned preparedness of the Program's recent graduates and attendees.

Use of Results to Improve Academic Program: Gathered information and data will help redirect the coursework and Special Topics offerings to allow the enrolled student more focused study in current labor market practices and procedures.

ASSESSMENT REPORT FOR

Film and Video Production

(Instructional Degree Program)

A.A.S. /Certificate

(Degree Level)

FY 2004

(Assessment Period Covered)

Sept. 29, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

 2 The students will transfer successfully to the film and video production programs at four year educational institutions.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☒ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

After the first year of matriculation, a follow-up, written survey questionnaire will be submitted to the receiving institution's Department Chair to evaluate the student graduate's educational preparation and successes in that receiving institution's degree program.

Summary of Assessment Data Collected: All data has not yet been reviewed and analyzed. Anecdotal evidence and casual third party exchanges supports and surpasses the achievement of expected goals and planned preparedness of the Program's recent graduates and attendees.

Use of Results to Improve Academic Program: A new degree program, an A.A. in Film and Video is being prepared at this time. This is a direct result of the growth, success and direction of the Program's graduates and their needs. This new degree will better prepare the student interested in continuing education and advanced degrees in this discipline.

Business – Accounting

Plan:

**ASSESSMENT PLAN FOR
ACADEMIC DIVISION OF**

Business

(Academic Division Name)

FY 2003

(Assessment Period Covered)

February 28, 2003

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Degree Level

(Certificate or Associate)

Accounting Office Assistant

Certificate

Kayla Fessler, Department Coordinator

Submitted By:

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Myra Decker

John Boyd

Ron Summers

Approved and Submitted By:

(Academic Division Dean)

/

Date

ASSESSMENT PLAN FOR

Accounting Office Assistant

(Instructional Degree Program)

FY 2003

(Assessment Period Covered)

Certificate

(Degree Level)

February 28, 2003

(Date Submitted to Academic Division Dean)

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be well prepared for a position in a one-person office.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program already employed in an office will improve their occupational competence.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will demonstrate their understanding of the accounting cycle.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be able to demonstrate the fundamental concepts of general ledger accounting applications on the computer.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be able to satisfactorily complete a spreadsheet on the computer.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be competent in ten-key by touch.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will demonstrate competence in the use of database software.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will demonstrate the ability to effectively communicate both orally and in writing in a professional business environment.

ASSESSMENT PLAN FOR

Accounting Office Assistant

(Instructional Degree Program)

FY 2003

(Assessment Period Covered)

Certificate

(Degree Level)

February 28, 2003

(Date Submitted to Academic Division Dean)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission or End Statement Reference:

Student Success – Oklahoma City Community College students succeed in achieving their individual educational goals.

Workforce Preparation – Oklahoma City Community College students are prepared to enter the workforce.

Program Terminal Competencies: (List ONLY competencies evaluated this year)

1.

Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be well prepared for a position in a one-person office.

2.

Graduates of the Oklahoma City Community College Accounting Office Assistant Program already employed in an office will improve their occupational competence.

3.

Graduates of the Oklahoma City Community College Accounting Office Assistant Program will demonstrate their understanding of the accounting cycle.

4.

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

5.

ASSESSMENT PLAN FOR

Accounting Office Assistant

(Instructional Degree Program)

Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

February 28, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be well prepared for a position in a one-person office.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☒ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

75% of the accounting office assistant graduates responding to a graduate survey will rate the training received at Oklahoma City Community College as either “good” or “very good”.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) x Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

On an annual basis, the accounting advisory committee will evaluate whether the accounting office assistant program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Third Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) x Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Employers of accounting office assistant program graduates will indicate on a survey forwarded to them by the Business Division an average rating of “satisfactory” or “above” in response to the question “How well was your employee prepared for his/her position by Oklahoma City Community College?”

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

ASSESSMENT PLAN FOR

Accounting Office Assistant

(Instructional Degree Program)

Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

February 28, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

Graduates of the Oklahoma City Community College Accounting Office Assistant Program already employed in an office will improve their occupational competence.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☒ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

75% of the respondents to the graduate survey who are already employed in an office will indicate that the training received at Oklahoma City Community College either “helped their performance on their present job or helped them advance on their present job”.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

ASSESSMENT PLAN FOR

Accounting Office Assistant

(Instructional Degree Program)

Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

February 28, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

Graduates of the Oklahoma City Community College Accounting Office Assistants Program will demonstrate their understanding of the accounting cycle.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

A sample of accounting students enrolled in ACCT 2113 – Accounting I/Financial will complete a serial problem over the accounting cycle with 75% accuracy.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

ASSESSMENT PLAN FOR

Accounting Office Assistant

(Instructional Degree Program)

Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

February 28, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

____ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will demonstrate the ability to effectively communicate both orally and in writing in a professional business environment.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students assessed in a specific Business Communication section will demonstrate effective written communication skills by creating a portfolio of various business documents.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

75% of students assessed in Business Communication will demonstrate effective oral communication skills with an oral presentation critiqued for Content, Nonverbal Skills, Voice, and Visual Aids.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

REPORT:

**ASSESSMENT REPORT FOR
ACADEMIC DIVISION OF**

Business

(Academic Division Name)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Degree Level

(Certificate or Associate)

Accounting Office Assistant

Certificate

Kayla Fessler, Department Coordinator

Submitted By:

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Myra Decker

John Boyd

Ron Summers

Approved and Submitted By:

(Academic Division Dean)

/

Date

ASSESSMENT REPORT FOR

Accounting Office Assistant

(Instructional Degree Program)

FY 2003

(Assessment Period Covered)

Certificate

(Degree Level)

October 1, 2003

(Date Submitted to Academic Division Dean)

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be well prepared for a position in a one-person office.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program already employed in an office will improve their occupational competence.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will demonstrate their understanding of the accounting cycle.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be able to demonstrate the fundamental concepts of general ledger accounting applications on the computer.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be able to satisfactorily complete a spreadsheet on the computer.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be competent in ten-key by touch.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will demonstrate competence in the use of database software.
- ◆ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will demonstrate the ability to effectively communicate both orally and in writing in a professional business environment.

ASSESSMENT REPORT FOR

Accounting Office Assistant

(Instructional Degree Program)

FY 2003

(Assessment Period Covered)

Certificate

(Degree Level)

October 1, 2003

(Date Submitted to Academic Division Dean)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission or End Statement Reference:

Student Success – Oklahoma City Community College students succeed in achieving their individual educational goals.

Workforce Preparation – Oklahoma City Community College students are prepared to enter the workforce.

Program Terminal Competencies: (List ONLY competencies evaluated this year)

1.

Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be well prepared for a position in a one-person office.

2.

Graduates of the Oklahoma City Community College Accounting Office Assistant Program already employed in an office will improve their occupational competence.

3.

Graduates of the Oklahoma City Community College Accounting Office Assistant Program will demonstrate their understanding of the accounting cycle.

4.

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

5.

ASSESSMENT REPORT FOR

Accounting Office Assistant

(Instructional Degree Program)

Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

Graduates of the Oklahoma City Community College Accounting Office Assistant Program will be well prepared for a position in a one-person office.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☒ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

75% of the accounting office assistant graduates responding to a graduate survey will rate the training received at Oklahoma City Community College as either "good" or "very good".

Summary of Assessment Data Collected:

There were no Summer 2002 or Fall 2003 graduates of this program. There was one spring graduate who will be surveyed this fall and included in the FY 04 report.

Use of Results to Improve Academic Program:

There were no results for this reporting period.

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) x Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

On an annual basis, the accounting advisory committee will evaluate whether the accounting office assistant program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes.

Summary of Assessment Data Collected:

The accounting advisory committee met in October 2002. There were no changes recommended by the committee for this certificate.

Use of Results to Improve Academic Program:

Because there were no changes recommended at the last meeting, there are no proposed changes to the program. The accounting program will have an advisory committee meeting during this academic year and plan to evaluate this measure again in FY 04.

Third Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) x Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Employers of accounting office assistant program graduates will indicate on a survey forwarded to them by the Business Division an average rating of “satisfactory” or “above” in response to the question “How well was your employee prepared for his/her position by Oklahoma City Community College?”

Summary of Assessment Data Collected:

There were no Summer 2002 or Fall 2003 graduates of this program. There was one spring graduate who will be surveyed this fall and included in the FY 04 report.

Use of Results to Improve Academic Program:

There were no results for this reporting period.

ASSESSMENT REPORT FOR

Accounting Office Assistant

(Instructional Degree Program)

Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

Graduates of the Oklahoma City Community College Accounting Office Assistant Program already employed in an office will improve their occupational competence.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☒ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

75% of the respondents to the graduate survey who are already employed in an office will indicate that the training received at Oklahoma City Community College either “helped their performance on their present job or helped them advance on their present job”.

Summary of Assessment Data Collected:

There were no Summer 2002 or Fall 2003 graduates of this program. There was one spring graduate who will be surveyed this fall and included in the FY 04 report.

Use of Results to Improve Academic Program:

There were no results for this reporting period.

ASSESSMENT REPORT FOR

Accounting Office Assistant

(Instructional Degree Program)

Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

Graduates of the Oklahoma City Community College Accounting Office Assistants Program will demonstrate their understanding of the accounting cycle.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

A sample of accounting students enrolled in ACCT 2113 – Accounting I/Financial will complete a serial problem over the accounting cycle with 75% accuracy.

Summary of Assessment Data Collected:

The accounting faculty reviewed the serial problems of nine sections of ACCT 2113 – Accounting I/Financial completed in the spring semester of 2003. Ninety-seven serial problems were completed. Of those, 93 had an accuracy rate of 75% or above. That represents 96%.

Use of Results to Improve Academic Program:

The accounting faculty are satisfied with the results and plan no program or course changes based on this assessment.

ASSESSMENT REPORT FOR

Accounting Office Assistant

(Instructional Degree Program)

Certificate

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

____ Graduates of the Oklahoma City Community College Accounting Office Assistant Program will demonstrate the ability to effectively communicate both orally and in writing in a professional business environment.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students assessed in a specific Business Communication section will demonstrate effective written communication skills by creating a portfolio of various business documents.

Summary of Assessment Data Collected:

From 20 students, 8 submitted complete portfolios with a grade of 100%; 1 submitted a partial portfolio with a grade of 86%; 4 submitted partial portfolios with a grade of 71%, and 4 submitted incomplete portfolios.

Use of Results to Improve Academic Program:

Faculty needs to evaluate the effectiveness of this as a measurement. This assignment is the last project due in the course and is worth only 35 pts. Consideration will be given for more weight to be placed on the project and some type of external review.

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

75% of students assessed in Business Communication will demonstrate effective oral communication skills with an oral presentation critiqued for Content, Nonverbal Skills, Voice, and Visual Aids.

Summary of Assessment Data Collected:

93% of students assessed in all Business Communication sections for Spring 03 demonstrated effective oral communication skills with a score of 87% or higher on the final oral presentation.

Use of Results to Improve Academic Program:

From the evaluations, 7 students read their report. Instructor will emphasize instructions with heavy penalty assessed for reading.

Social Sciences – Psychology

Plan:

**ASSESSMENT RECORD FOR
ACADEMIC DIVISION OF**

Social Sciences

(Academic Division Name)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Psychology

Degree Level

(Certificate or Associate)

Associate of Arts

Submitted By: Cecilia Yoder

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Approved and Submitted By:

(Academic Division Dean)

/

Date

ASSESSMENT PLAN FOR

Psychology

(Instructional Degree Program)

A.A.

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

PROGRAM OBJECTIVES

1. To provide the required courses to prepare students for transfer to a Baccalaureate degree-granting institution by offering an Associate Degree in Psychology
2. To provide the support courses necessary for other major programs.
3. To provide the appropriate general education courses to prepare students in other majors for transfer to other institutions of higher education.
4. To provide academic and career advisement and expanded opportunities for learning through campus speakers, activities and field trips.
5. To provide an ongoing system of program self-assessment as part of the institution's outcomes assessment process.

Student Outcome Objectives

Upon completion of the Psychology Program, a student will be able to demonstrate competence with respect to the general education competencies, as well as the following outcome objectives.

An understanding of basic concepts from the following major areas of study within the field of psychology:

- | | | |
|--------------------------------|---------------------------|---------------------------------|
| a. Nature of Modern Psychology | g. Learning Theories | m. Health Psychology |
| b. h. Consciousness | h. Consciousness | n. Sex and Gender |
| c. History of Psychology | i. Memory | o. Personality |
| d. Psychology as a Science | j. Cognition and Language | p. Abnormal Psychology |
| e. Developmental Psychology | k. Motivation | q. Psychotherapy and Counseling |
| f. Biological Psychology | l. Emotion | r. Social Psychology |

ASSESSMENT PLAN FOR

Psychology

(Instructional Degree Program)

Associate of Arts

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

The College, with an emphasis on student success, is committed to making a significant and positive difference in the lives of individuals and in the community as a whole.

College/University Goal(s) Supported: Student Success is achieved through strong educational programs and services in which students are provided opportunities to and supported in the identification and meeting of their educational objectives

Intended Educational (Student) Outcomes:

1. That program students are successful on transferring to other institutions.

2. That program students are successful in demonstrating knowledge of Student Outcome Objectives upon completion of the program.

3.

4.

5.

ASSESSMENT PLAN FOR

Psychology

(Instructional Degree Program)

Associate of Arts

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1. That students are successful on transferring to other institutions

First Means of Assessment for Outcome Identified Above:

1a. Means of Program Assessment & Criteria for Success: "Successful on transferring" is operationally defined as graduates (a) completing one or more semester at the transfer institution following graduation from Oklahoma City Community College (OKCCC); and (b) maintaining a grade point average at the transfer institution that is comparable to their OKCCC GPA.

The University of Central Oklahoma is the only baccalaureate institution that reports back to us the performance of our graduates. We currently have data for the years FY 96 – FY 01. We are going to add to these data with data from FY 02 and attempt to get data from other institutions.

1a. Summary of Assessment Data Collected:

1a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

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

___ **b. Summary of Assessment Data Collected:**

___ **b. Use of Results to Improve Instructional Program:**

ASSESSMENT PLAN FOR

Psychology

(Instructional Degree Program)

Associate of Arts

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

2. That program students are successful in demonstrating knowledge of Student Outcome Objectives upon completion of the program.

First Means of Assessment for Outcome Identified Above:

2a. Means of Program Assessment & Criteria for Success: We are going to develop an instrument for measuring the Student Outcome Objectives.

2a. Summary of Assessment Data Collected:

2a. Use of Results to Improve Instructional Program:

Second Means of Assessment for Outcome Identified Above:

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

___ b. Summary of Assessment Data Collected:

___ b. Use of Results to Improve Instructional Program:

REPORT:

**ASSESSMENT RECORD FOR
ACADEMIC DIVISION OF**

Social Sciences

(Academic Division Name)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Psychology

Degree Level

(Certificate or Associate)

Associate of Arts

Submitted By: Cecilia Yoder

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Approved and Submitted By: _____

(Academic Division Dean)

/ _____
Date

ASSESSMENT REPORT FOR

Psychology

(Instructional Degree Program)

A.A.

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

PROGRAM OBJECTIVES

1. To provide the required courses to prepare students for transfer to a Baccalaureate degree-granting institution by offering an Associate Degree in Psychology
2. To provide the support courses necessary for other major programs.
3. To provide the appropriate general education courses to prepare students in other majors for transfer to other institutions of higher education.
4. To provide academic and career advisement and expanded opportunities for learning through campus speakers, activities and field trips.
5. To provide an ongoing system of program self-assessment as part of the institution's outcomes assessment process.

Student Outcome Objectives

Upon completion of the Psychology Program, a student will be able to demonstrate competence with respect to the general education competencies, as well as the following outcome objectives.

An understanding of basic concepts from the following major areas of study within the field of psychology:

- | | | |
|--------------------------------|---------------------------|---------------------------------|
| g. Nature of Modern Psychology | g. Learning Theories | m. Health Psychology |
| h. h. Consciousness | h. Consciousness | n. Sex and Gender |
| i. History of Psychology | i. Memory | o. Personality |
| j. Psychology as a Science | j. Cognition and Language | p. Abnormal Psychology |
| k. Developmental Psychology | k. Motivation | q. Psychotherapy and Counseling |
| l. Biological Psychology | l. Emotion | r. Social Psychology |

ASSESSMENT REPORT FOR

Psychology

(Instructional Degree Program)

Associate of Arts

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

The College, with an emphasis on student success, is committed to making a significant and positive difference in the lives of individuals and in the community as a whole.

College/University Goal(s) Supported: Student Success is achieved through strong educational programs and services in which students are provided opportunities to and supported in the identification and meeting of their educational objectives

Intended Educational (Student) Outcomes:

1. That program students are successful on transferring to other institutions.

2. That program students are successful in demonstrating knowledge of Student Outcome Objectives upon completion of the program.

3.

4.

5.

ASSESSMENT REPORT

FOR

Psychology

(Instructional Degree Program)

Associate of Arts

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1. That students are successful on transferring to other institutions

First Means of Assessment for Outcome Identified Above:

1a. Means of Program Assessment & Criteria for Success: "Successful on transferring" is operationally defined as graduates (a) completing one or more semester at the transfer institution following graduation from Oklahoma City Community College (OKCCC); and (b) maintaining a grade point average at the transfer institution that is comparable to their OKCCC GPA.

The University of Central Oklahoma is the only baccalaureate institution that reports back to us the performance of our graduates. We currently have data for the years FY 96 – FY 01. We are going to add to these data with data from FY 02 and attempt to get data from other institutions.

1a. Summary of Assessment Data Collected: As of now, we have not received transfer data for our graduates from UCO for FY '02. We have a request in to them for this information and will file an updated report as soon as we receive it. The only school from which we receive individual transfer information is OSU. In their most recent report, only one of our program graduates was listed as enrolled. Her overall GPA at OKCCC was 3.95; she has successfully completed at least one semester at OSU with a GPA of 4.00.

1a. Use of Results to Improve Instructional Program: None proposed at this time.

ASSESSMENT REPORT FOR

Psychology

(Instructional Degree Program)

Associate of Arts

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

2. That program students are successful in demonstrating knowledge of Student Outcome Objectives upon completion of the program.

First Means of Assessment for Outcome Identified Above:

2a. Means of Program Assessment & Criteria for Success: We are going to develop an instrument for measuring the Student Outcome Objectives.

2a. Summary of Assessment Data Collected: The Psychology Department has spent nearly a year in discussion of ideas regarding an evaluation instrument. We were hoping that we might use the CLEP test as an outcomes assessment instrument; however, for a variety of reasons, including that of cost, we decided the CLEP test that was not a workable option. We then decided to develop our own instrument and to that end, constructed a 75-question test covering basic concepts from the major areas of study listed above under Student Outcomes Objectives. We are in the process of developing a procedure for using this instrument to collect the outcomes assessment data that we want.

2a. Use of Results to Improve Instructional Program: At this point we cannot report any results since we have not had the opportunity to administer the instrument. We are hoping that the proposed instrument will provide us with valuable information that will allow us to evaluate our program and make any improvements that might be indicated.

Information Technology – Computer Science

PLAN:

ASSESSMENT RECORD FOR ACADEMIC DIVISION OF

Information Technology

(Academic Division Name)

FY 2003

(Assessment Period Covered)

February 28, 2003

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Degree Level

(Certificate or Associate)

Computer Science

A.A.S.

Computer Science

A.S.

Computer Science

Certificate of Mastery

Submitted By: Albert C. Heitkamper, Computer Science Department Chair
(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Tom Ashby

Sara Mathew

Kathy Cupp

Anita Philipp

Tim Green

Pete Weaver

Vicki Gibson

Mary Williams

Hiafeng Ji

Approved and Submitted By:

/

(Academic Division Dean)

Date

ASSESSMENT PLAN FOR

Computer Science

(Instructional Degree Program)

FY 2003

(Assessment Period Covered)

A.A.S./A.S./Certificate of Mastery

(Degree Level)

February 28, 2003

(Date Submitted to Academic Division Dean)

STUDENT LEARNING OUTCOMES:

The Computer Science Department has identified the following two student learning outcomes as our goal for students completing the listed emphases:

Microcomputer Specialist Emphasis

The learner will install, configure and support microcomputer and network systems

Computer Information Systems, Computer Science, and Programming Emphases

The learner will use structured programming techniques to write modular programs expected of the entry-level programmer.

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

The following is a list of the assessment measures we will use as program terminal competencies for the Computer Science degrees listed above:

The following terminal competencies are for the Computer Science – Microcomputer Specialist Emphasis A.A.S. degree, the Computer Science – Microcomputer Technician Certificate of Mastery, and the Computer Science – Network Technician Certificate of Mastery:

1. Students will demonstrate positive, effective techniques for human and interpersonal relations in their association with other individuals.
2. Students will demonstrate an understanding of the role of a support technician in a Help Desk environment.
3. Students will be able to install, configure and upgrade microcomputer hardware components.
4. Students will be able to install, configure and maintain microcomputer operating systems and software.

5. Students will be able to diagnose and troubleshoot common hardware and operating systems problems associated with a microcomputer.
6. Students will demonstrate an understanding of basic network concepts and terminology.
7. Students will be able to install and configure common network hardware components and associated cabling.

The following terminal competencies are for the Computer Science Programming Emphasis A.A.S. and Computer Science A.S. & A.A.S degrees:

1. Students will be able to apply the software development life cycle.
2. Students will be able to use the proper control structure to solve a process.
3. Students will be able to subdivide a complex problem into appropriate program modules, with parameter passing.
4. Students will be able to perform input/output processing involving addition, deletion, and modification of files and record structures.
5. Students will be able to write object-oriented programs.
6. Students will be able to perform necessary operations to compile and execute programs.

ASSESSMENT PLAN FOR

Computer Science

A.A.S./A.S.

(Instructional Degree Program)

(Degree Level)

FY 2003

(Assessment Period Covered)

(Date Submitted to Academic Division Dean)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission or End Statement Reference:

Mission Statement:

OKCCC will be the premier center for developing skills in using high-tech communications systems and accessing worldwide information.

End Statements:

Community- Oklahoma City Community College responds to the needs of its community

Student Success - Oklahoma City Community College students succeed in achieving their individual educational goals.

Transfer Preparation - Oklahoma City Community College students are prepared to transfer to baccalaureate granting colleges and universities.

Workforce Preparation - Oklahoma City Community College students are prepared to enter the workforce

Program Terminal Competencies: (List ONLY competencies evaluated this year)

1. Students will be able to install, configure and upgrade microcomputer hardware components.
2. Students will be able to install, configure, and maintain microcomputer operating systems and software.
3. Students will be able to use the proper control structure to solve a process.
4. Students will be able to subdivide a complex problem into appropriate program modules, with parameter passing.

ASSESSMENT PLAN FOR

Computer Science - Microcomputer Specialist

A.A.S./Certificate of Mastery

(Instructional Degree Program)

(Degree Level)

FY 2003

February 28, 2003

(Assessment Period Covered)

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

1. Students will be able to install, configure and upgrade microcomputer hardware components.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 1413, Microcomputer Technology, will be evaluated on a hardware assignment that includes correctly installing, configuring and maintaining a microcomputer hardware component.

This measure will be documented measured using a competency completion checklist.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 2303, Local Area Networking will install, configure and support microcomputer and network systems.

Students will successfully complete at least 80% of the following classroom lab activities:

- 1) CAT5 cable building
- 2) NIC installation and configuration
- 3) Room cabling activity
- 4) Hub installation and management
- 5) Server-based configuration and management

Students will also successfully complete a home networking project.

This measure will be documented measured using a competency completion checklist.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

ASSESSMENT PLAN FOR

Computer Science - Microcomputer Specialist

(Instructional Degree Program)

FY 2003

(Assessment Period Covered)

A.A.S./Certificate of Mastery

(Degree Level)

February 28, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

2. Students will be able to install, configure, and maintain microcomputer operating systems and software.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 1353, Microcomputer Operating Systems, will be evaluated on an operating system assignment that includes correctly installing, configuring and maintaining an operating system and a software utility program..

This measure will be documented measured using a competency completion checklist.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 2303, Local Area Networking will install, configure and support microcomputer and network systems.

Students will successfully complete at least 80% of the following classroom lab activities:

- 1) Windows 98 Client configuration
- 2) Windows 2000 Pro installation and client configuration
- 3) Windows 2000 client administration
- 4) Peer-to-Peer configuration and management
- 5) TCP/IP utilities

Students will also successfully complete a home networking project.

This measure will be documented measured using a competency checklist.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Third Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 2503, Network Administration will be able to score at least 80% on the hands on project in which they install and configure a Network Operating System.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

ASSESSMENT PLAN FOR

**Computer Science – Computer Information
Systems, Computer Science, Programming**
(Instructional Degree Program)

A.S./A.A.S
(Degree Level)

FY 2003
(Assessment Period Covered)

February 28, 2003
(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

3. Students will be able to use the proper control structure to solve a process.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students in CS 1143, Beginning Programming will be assessed on their performance on a given problem requiring application of appropriate control structures.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students will be evaluated on a programming assignment that includes Selection structures. This includes implementing both simple and complex structures.

This measure will be documented measured using a competency checklist.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

ASSESSMENT PLAN FOR

**Computer Science – Computer Information
Systems, Computer Science, Programming**
(Instructional Degree Program)

A.S./A.A.S
(Degree Level)

FY 2003
(Assessment Period Covered)

February 28, 2003
(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

- | | |
|----|--|
| 4. | Students will be able to subdivide a complex problem into appropriate program modules, with parameter passing. |
|----|--|

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) <input type="checkbox"/> Program <input checked="" type="checkbox"/> Student
--

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 2453, Visual Basic will be evaluated on a programming assignment that includes one or more modules (procedures/functions) where parameters are passed by reference or by value.

This measure will be documented measured using a competency checklist.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

REPORT:

**ASSESSMENT RECORD FOR
ACADEMIC DIVISION OF**

Information Technology

(Academic Division Name)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Degree Level

(Certificate or Associate)

Computer Science

A.A.S.

Computer Science

A.S.

Computer Science

Certificate of Mastery

Submitted By:

Albert C. Heitkamper, Computer Science Department Chair
(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Tom Ashby

Sara Mathew

Kathy Cupp

Anita Philipp

Tim Green

Pete Weaver

Vicki Gibson

Mary Williams

Hiafeng Ji

Approved and Submitted By:

(Academic Division Dean)

Date

ASSESSMENT REPORT FOR

Computer Science

(Instructional Degree Program)

FY 2003

(Assessment Period Covered)

A.A.S./A.S./Certificate of Mastery

(Degree Level)

October 1, 2003

(Date Submitted to Academic Division Dean)

STUDENT LEARNING OUTCOMES:

The Computer Science Department has identified the following two student learning outcomes as our goal for students completing the listed emphases:

Microcomputer Specialist Emphasis

The learner will install, configure and support microcomputer and network systems

Computer Information Systems, Computer Science, and Programming Emphases

The learner will use structured programming techniques to write modular programs expected of the entry-level programmer.

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

The following is a list of the assessment measures we will use as program terminal competencies for the Computer Science degrees listed above:

The following terminal competencies are for the Computer Science – Microcomputer Specialist Emphasis A.A.S. degree, the Computer Science – Microcomputer Technician Certificate of Mastery, and the Computer Science – Network Technician Certificate of Mastery:

1. Students will demonstrate positive, effective techniques for human and interpersonal relations in their association with other individuals.
2. Students will demonstrate an understanding of the role of a support technician in a Help Desk environment.
3. Students will be able to install, configure and upgrade microcomputer hardware components.
4. Students will be able to install, configure and maintain microcomputer operating systems and software.

5. Students will be able to diagnose and troubleshoot common hardware and operating systems problems associated with a microcomputer.
6. Students will demonstrate an understanding of basic network concepts and terminology.
7. Students will be able to install and configure common network hardware components and associated cabling.

The following terminal competencies are for the Computer Science Programming Emphasis A.A.S. and Computer Science A.S. & A.A.S degrees:

- 1 Students will be able to apply the software development life cycle.
2. Students will be able to use the proper control structure to solve a process.
3. Students will be able to subdivide a complex problem into appropriate program modules, with parameter passing.
4. Students will be able to perform input/output processing involving addition, deletion, and modification of files and record structures.
5. Students will be able to write object-oriented programs.
6. Students will be able to perform necessary operations to compile and execute programs.

ASSESSMENT REPORT FOR

Computer Science

A.A.S./A.S.

(Instructional Degree Program)

(Degree Level)

FY 2003

(Assessment Period Covered)

(Date Submitted to Academic Division Dean)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission or End Statement Reference:

Mission Statement:

OKCCC will be the premier center for developing skills in using high-tech communications systems and accessing worldwide information.

End Statements:

Community- Oklahoma City Community College responds to the needs of its community

Student Success - Oklahoma City Community College students succeed in achieving their individual educational goals.

Transfer Preparation - Oklahoma City Community College students are prepared to transfer to baccalaureate granting colleges and universities.

Workforce Preparation - Oklahoma City Community College students are prepared to enter the workforce

Program Terminal Competencies: (List ONLY competencies evaluated this year)

1. Students will be able to install, configure and upgrade microcomputer hardware components.
2. Students will be able to install, configure, and maintain microcomputer operating systems and software.
3. Students will be able to use the proper control structure to solve a process.
4. Students will be able to subdivide a complex problem into appropriate program modules, with parameter passing.

ASSESSMENT REPORT FOR

Computer Science - Microcomputer Specialist

(Instructional Degree Program)

FY 2003

(Assessment Period Covered)

A.A.S./Certificate of Mastery

(Degree Level)

October 1, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

1. Students will be able to install, configure and upgrade microcomputer hardware components.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 1413, Microcomputer Technology, will be evaluated on a hardware assignment that includes correctly installing, configuring and maintaining a microcomputer hardware component.

This measure will be documented measured using a competency completion checklist.

Summary of Assessment Data Collected:

Wrote down the activity completed on each individuals roll sheet.

Use of Results to Improve Academic Program:

Need to apply to new technology.

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 2303, Local Area Networking will install, configure and support microcomputer and network systems.

Students will successfully complete at least 80% of the following classroom lab activities:

- 1) CAT5 cable building
- 2) NIC installation and configuration
- 3) Room cabling activity
- 4) Hub installation and management
- 5) Server-based configuration and management

Students will also successfully complete a home networking project.

This measure will be documented measured using a competency completion checklist.

Summary of Assessment Data Collected:

Measures	Section 1	Section 2	Section 3	Totals		Enrollment
Hardware						
Measure 1	13	10	9	32	97%	33 enrolled
Measure 2	12	10	9	31	94%	
Measure 3	10	11	7	28	85%	
Measure 4	10	11	7	28	85%	
Measure 5	12	10	8	30	91%	
					90%	(Average)

Use of Results to Improve Academic Program:

- Completion of classroom lab activities was very high, yet it was determined that an open lab for further practice and make-up activities would improve the completion rate. A full-time faculty member is staffing the classroom as a lab two hours per week.
- An 80% completion rate has been made a requirement for course completion.
- It was determined that activities could improve with additional equipment and tools.
- At the time of this measurement, the home network project was optional for additional course points. It has now been made a requirement.

ASSESSMENT REPORT FOR

Computer Science - Microcomputer Specialist

A.A.S./Certificate of Mastery

(Instructional Degree Program)

(Degree Level)

FY 2003

October 1, 2003

(Assessment Period Covered)

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

2. Students will be able to install, configure, and maintain microcomputer operating systems and software.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 1353, Microcomputer Operating Systems, will be evaluated on an operating system assignment that includes correctly installing, configuring and maintaining an operating system and a software utility program..

This measure will be documented measured using a competency completion checklist.

Summary of Assessment Data Collected:

Each student's progress was observed and documented through each of the phases listed above.

Use of Results to Improve Academic Program:

It was determined that the newest operating systems and software programs should be used.

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 2303, Local Area Networking will install, configure and support microcomputer and network systems.

Students will successfully complete at least 80% of the following classroom lab activities:

- 1) Windows 98 Client configuration
- 2) Windows 2000 Pro installation and client configuration
- 3) Windows 2000 client administration
- 4) Peer-to-Peer configuration and management
- 5) TCP/IP utilities

Students will also successfully complete a home networking project.

This measure will be documented measured using a competency checklist.

Summary of Assessment Data Collected:

Software

Measure 1	12	10	8	30	91%	33 enrolled
Measure 2	12	10	8	30	91%	
Measure 3	12	10	8	30	91%	
Measure 4	12	10	8	30	91%	
Measure 5	12	10	8	30	91%	
					91%	(Average)

Home Network Project	67% completion
----------------------	----------------

Use of Results to Improve Academic Program:

- Completion of classroom lab activities was very high, yet it was determined that an open lab for further practice and make-up activities would improve the completion rate. A full-time faculty member is staffing the classroom as a lab two hours per week.
- An 80% completion rate has been made a requirement for course completion.
- It was determined that activities could improve with additional equipment and tools.
- At the time of this measurement, the home network project was optional for additional course points. It has now been made a requirement.

Third Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 2503, Network Administration will be able to score at least 80% on the hands on project in which they install and configure a Network Operating System.

Summary of Assessment Data Collected:

In the Spring semester of 2003 two sections of CS 2503 were given a project to install and configure a Windows 2000 Server to listed specifications. All the students were able to complete the project with at least 80% of the steps completed correctly. The most frequent errors occurred in the area of authority to join the domain.

Use of Results to Improve Academic Program:

This topic will be reworked and tested again this year.

ASSESSMENT REPORT FOR

**Computer Science – Computer Information
Systems, Computer Science, Programming**
(Instructional Degree Program)

A.S./A.A.S
(Degree Level)

FY 2003
(Assessment Period Covered)

October 1, 2003
(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

3. Students will be able to use the proper control structure to solve a process.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students in CS 1143, Beginning Programming will be assessed on their performance on a given problem requiring application of appropriate control structures.

Summary of Assessment Data Collected:

Students in CS 1143, Beginning Programming were given as assessment requiring them to apply the correct control structures to solve a given problem. Sixty-eight students were assessed. Twenty-five students completed the assessment with a perfect solution. Fifty-two students completed the assessment at an acceptable performance level. Only sixteen students demonstrated an unacceptable level of performance.

Use of Results to Improve Academic Program:

Analysis of student performance on the assessment of their performance on a given problem requiring application of appropriate control structures determined that an overwhelming majority of students performed very well. We constantly strive for continuous improvement in instructional quality and materials to foster student learning. Although the course has been very effective, the faculty felt that a change in textbook might benefit students who have difficulty grasping programming logic. A textbook with more emphasis on programming language has been exchanged for a textbook emphasizing programming logic. Students are given detailed instructor notes intended to reinforce the connection between programming logic and program code. The old textbook is available to students via the computer lab. Students are also directed to the internet for additional sources related to Turbo Pascal tutorials, industry-standard programming logic tools and best practice programming techniques.

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students will be evaluated on a programming assignment that includes Selection structures. This includes implementing both simple and complex structures.

This measure will be documented measured using a competency checklist.

Summary of Assessment Data Collected:

This measurement was assessed in the First Means of Assessment listed above.

Use of Results to Improve Academic Program:

ASSESSMENT REPORT FOR

**Computer Science – Computer Information
Systems, Computer Science, Programming**

(Instructional Degree Program)

A.S./A.A.S

(Degree Level)

FY 2003

(Assessment Period Covered)

October 1, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

- | |
|---|
| 4. Students will be able to subdivide a complex problem into appropriate program modules, with parameter passing. |
|---|

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) <input type="checkbox"/> Program <input checked="" type="checkbox"/> Student
--

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

Students enrolled in CS 2453, Visual Basic will be evaluated on a programming assignment that includes one or more modules (procedures/functions) where parameters are passed by reference or by value.

This measure will be documented measured using a competency checklist.

Summary of Assessment Data Collected:

All students across the CS2453 classes were assessed on the above in Question 2 of Test2 of the Visual Basic.Net course. Each faculty for their individual classes submitted checklists and we found that across the CS2453 classes out of the students, 62% successfully implemented modules (procedures/functions) and parameter passing, 22% did not, and 16% were not tested.

Use of Results to Improve Academic Program:

Since about 20-22 % of students were not able to successfully implement the use of procedures and parameter passing, we felt that may be a few more in-class practice exercises may help them. Students are currently being made to do a Programming assignment incorporating procedures/functions and parameter passing, and the practice exercises will be in addition to it. This may make them more confident in handling the procedures/functions and parameter passing, which is an integral part of programming in most programming languages.

Science and Math – Mathematics-Calculus Sequence

PLAN:

**ASSESSMENT RECORD FOR
ACADEMIC DIVISION OF**

Science and Mathematics

(Academic Division Name)

FY 2003

(Assessment Period Covered)

September 29, 2003

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Degree Level

(Certificate or Associate)

Mathematics

A.S.

Calculus Sequence

Calculus I, II, III, and IV

Submitted By: Ken Harrelson/ Chris Oehrlein

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Paul Lewis

Lisa Buckelew

Paul Buckelew

Betty Coleman

Sherry Ray

Marsha Austin

Jay Malmstrom

David Palkovich

Mike Turegun

John Barker

Judy Mee

Linda Knox

Approved and Submitted By:

(Academic Division Dean)

/

Date

FORM A

ASSESSMENT PLAN FOR

Mathematics

(Instructional Degree Program)

A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

September 29, 2003

(Date Submitted to Academic Division Dean)

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

Upon completion of the Mathematics Program, students should be able to:

- Perform the computational skills necessary to the solution of mathematical problems.
- Apply concepts, principles, and techniques of mathematics to the solution of problems.
- Analyze given problems and synthesize appropriate problem solution strategies.

Upon completion of the Calculus Sequence of the Mathematics Program, the learner

- Will demonstrate an understanding of the relationship between differential and integral calculus geometrically, numerically, conceptually, and symbolically.
- Will accurately represent physical and engineering models using derivatives, integrals, and differential equations.
- Will apply calculus techniques to the solution of applied math, physics, and engineering problems geometrically, numerically, and symbolically.

ASSESSMENT PLAN FOR

Mathematics

(Instructional Degree Program)

A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

September 29, 2003

(Date Submitted to Academic Division Dean)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission or End Statement Reference:

Transfer Preparation – Our math and engineering students are prepared to transfer to baccalaureate granting colleges and universities.

Program Terminal Competencies: (List ONLY competencies evaluated this year)

1. The learner will apply calculus techniques to the solution of applied math, physics, and engineering problems geometrically, numerically, and symbolically.

2.

3.

4.

5.

ASSESSMENT PLAN FOR

Mathematics

(Instructional Degree Program)

A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

September 29, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

1. The learner will apply calculus techniques to the solution of applied math, physics, and engineering problems geometrically, numerically, and symbolically.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

The faculty teaching Calculus II will administer a project/lab requiring the solution of an optimization problem (an application of objectives in Calculus I) to students who have completed Calculus I at OKCCC. Seventy percent of those students will perform at the satisfactory mastery level of 70% on the assignment.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program: Please see attached page.

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

The faculty teaching Calculus III will administer a project/lab requiring the solution of an engineering problem using integration (an application of objectives learned in Calculus II) to students who have completed Calculus I and Calculus II at OKCCC. Seventy percent of those students will perform at the satisfactory mastery level of 70% on the assignment.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program: Please see attached page

Third Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

The faculty teaching Calculus IV will administer a project/lab requiring the solution of an optimization problem using Lagrange Multipliers (an application of objectives learned in Calculus III) to students who have completed Calculus I, II, and III at OKCCC. Seventy percent of those students will perform at the satisfactory mastery level of 70% on the assignment.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program: Please see attached page.

REPORT:

**ASSESSMENT RECORD FOR
ACADEMIC DIVISION OF**

Science and Mathematics

(Academic Division Name)

FY 2003

(Assessment Period Covered)

September 29, 2003

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Degree Level

(Certificate or Associate)

Mathematics

A.S.

Calculus Sequence

Calculus I, II, III, and IV

Submitted By: Ken Harrelson/ Chris Oehrlein

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Paul Lewis

Lisa Buckelew

Paul Buckelew

Betty Coleman

Sherry Ray

Marsha Austin

Jay Malmstrom

David Palkovich

Mike Turegun

John Barker

Judy Mee

Linda Knox

Approved and Submitted By: _____

/

(Academic Division Dean)

Date

ASSESSMENT REPORT FOR

Mathematics

(Instructional Degree Program)

A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

September 29, 2003

(Date Submitted to Academic Division Dean)

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

Upon completion of the Mathematics Program, students should be able to:

- Perform the computational skills necessary to the solution of mathematical problems.
- Apply concepts, principles, and techniques of mathematics to the solution of problems.
- Analyze given problems and synthesize appropriate problem solution strategies.

Upon completion of the Calculus Sequence of the Mathematics Program, the learner

- Will demonstrate an understanding of the relationship between differential and integral calculus geometrically, numerically, conceptually, and symbolically.
- Will accurately represent physical and engineering models using derivatives, integrals, and differential equations.
- Will apply calculus techniques to the solution of applied math, physics, and engineering problems geometrically, numerically, and symbolically.

ASSESSMENT REPORT FOR

Mathematics

(Instructional Degree Program)

A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

September 29, 2003

(Date Submitted to Academic Division Dean)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission or End Statement Reference:

Transfer Preparation – Our math and engineering students are prepared to transfer to baccalaureate granting colleges and universities.

Program Terminal Competencies: (List ONLY competencies evaluated this year)

1. The learner will apply calculus techniques to the solution of applied math, physics, and engineering problems geometrically, numerically, and symbolically.

2.

3.

4.

5.

ASSESSMENT REPORT FOR

Mathematics

(Instructional Degree Program)

A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

September 29, 2003

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

1. The learner will apply calculus techniques to the solution of applied math, physics, and engineering problems geometrically, numerically, and symbolically.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

The faculty teaching Calculus II will administer a project/lab requiring the solution of an optimization problem (an application of objectives in Calculus I) to students who have completed Calculus I at OKCCC. Seventy percent of those students will perform at the satisfactory mastery level of 70% on the assignment.

Summary of Assessment Data Collected: Out of 49 students in a Calculus II class who had successfully completed (grade of C or better) the Oklahoma City Community College Calculus I course, and whose Calculus II course was taught by a different instructor than their Calculus I instructor, 43 (approx. 88%) at the satisfactory level of 70% or above on the Optimization project.

Use of Results to Improve Academic Program: Please see attached page.

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

The faculty teaching Calculus III will administer a project/lab requiring the solution of an engineering problem using integration (an application of objectives learned in Calculus II) to students who have completed Calculus I and Calculus II at OKCCC. Seventy percent of those students will perform at the satisfactory mastery level of 70% on the assignment.

Summary of Assessment Data Collected: Out of 28 students in a Calculus III class who had successfully completed (grade of C or better) the Oklahoma City Community College Calculus I and Calculus II courses, and whose Calculus III course was taught by a different instructor than their Calculus II instructor, 20 (approximately 71%) performed at the satisfactory level of 70% or above on the Applications of Integration project.

Use of Results to Improve Academic Program: Please see attached page

Third Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success:

The faculty teaching Calculus IV will administer a project/lab requiring the solution of an optimization problem using Lagrange Multipliers (an application of objectives learned in Calculus III) to students who have completed Calculus I, II, and III at OKCCC. Seventy percent of those students will perform at the satisfactory mastery level of 70% on the assignment.

Summary of Assessment Data Collected: Out of 7 students in the Calculus IV class (offered for the first time in the Summer 2003 term) who had successfully completed (grade C or better) the Oklahoma City Community College Calculus I, Calculus II and Calculus III courses, and whose Calculus IV course was taught by a different instructor than their Calculus III instructor, all 7 (100%) performed at the satisfactory level of 70% or above on the Lagrange Multiplier project. There are currently 16 students in the Fall 2003 Calculus IV class who have successfully completed Calculus I – III at Oklahoma City Community College. They will submit their Lagrange Multiplier projects on Oct. 8.

Use of Results to Improve Academic Program: Please see attached page.

Use of Results to Improve Academic Program: Conclusions from all Three Means of Assessment for Program Terminal Competency

While these results are encouraging, it is difficult to distinguish whether they reflect sound knowledge of applications of the calculus principles or competence in using the chosen computer algebra system and other resources. The projects that the department is using have been written for a computer algebra system on which the students follow a set of keystroke commands, repeat them for other problems, and then interpret their results. The modeling that is involved and the application of calculus principles to the effective use of the resources needed are minimal, and where better modeling skills are needed, students had more trouble with successful completion. Some calculus instructors have also raised academic honesty as an issue in the completion of these projects. Nobody has accused any students of blatant cheating, but the aid rendered by fellow and former students and the math lab staff could have skewed the results enough to call their validity into question.

How do we, the calculus instructors, plan to address these issues?

First, acknowledging that the projects were written when computer algebra systems and programmable calculators were new to the market and to this campus, we need to rewrite the projects to reflect the technological sophistication that our science and engineering students possess. The projects should be less of a “user’s manual” for doing calculus on a computer, and should require more open-ended problem-solving activities. We should ask students for a complete abstract model of the physical situation before they begin with any calculations or programming. The students should then be led through a minimal step-by-step exploration of a few programs or subroutines that could prove useful in helping them to solve the problem that they have modeled. As part of the project, students should be left to determine (and later justify their decisions) which of the programs and subroutines of the computer algebra system or programmable calculator they need to use to solve the problem. Our current computer algebra system, Derive 5TM, does not provide the instructors or the students with enough of this programming and subroutine-calling capability. So to improve the projects as a teaching, learning and assessment tool, we need better software. Fulfilling that need may also address our other most pressing issue.

We can tackle the perceived danger of academic dishonesty and the need for better software with a more engineering-based computer algebra system. Products like Maple, Mathematica, MathCad, MatLab, etc. provide the programming capability the instructors and students need to improve the quality of the projects. These products could also provide the instructors the flexibility to write projects that provide each student with a slightly different set of data or situation to be modeled through algorithmically-based randomization of parameters in the problems. Students could still discuss their projects with each other and with the math lab staff, but there would not be one answer key or method to which everyone could refer and copy. The students would then have to rely more on their knowledge of calculus to successfully model and interpret the results of the problems in the projects. The department is in the process of securing a site license for a new computer algebra system. New projects will be designed and piloted in the Spring 2004 semester. (We may need to get the computers in our math lab and classroom 1R1 upgraded to be able to handle the speed and memory requirements of a new system.)

Health Professions – Nursing

PLAN:

**ASSESSMENT RECORD FOR
ACADEMIC DIVISION OF**

Health Professions

(Academic Division Name)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Degree Level

(Certificate or Associate)

Nursing

A.A.S.

Submitted By: Lea Ann Loftis, RN, MSN

(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Approved and Submitted By:

(Academic Division Dean)

/

Date

ASSESSMENT REPORT FOR

Nursing

(Instructional Degree Program)

A.A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

COGNATIVE SKILLS: Graduates of the Oklahoma City Community College Nursing Program will demonstrate comprehension of the Nursing Curriculum, and have the ability to apply this knowledge and evaluate results in the setting of an entry level Registered Nurse.

Upon completion of the program the nursing student will:

1. understand the roles and responsibilities of the registered nursing within the nursing profession and the health care system.
2. apply the basic concepts of the nursing process to the care of all clients under their supervision.
3. administer medications properly.
4. communicate effectively with all members of the health care team including the client they are caring for.
5. be able to take a proper history and perform comprehensive physical assessment on any client and communicate the findings of this assessment to others.
6. be able to integrate pathophysiological principles and assessment findings to formulate a plan of care utilizing the nursing process which can be implemented and evaluated for all clients under their care, including neonatal, pediatric, geriatric, psychiatric, maturity, and clients with general and critical medical/surgical needs.

PSYCHOMOTOR SKILLS: Graduates of the Oklahoma City Community College Nursing Program will demonstrate technical proficiency in all of the skills learned as an entry level Registered Nurse.

Upon completion of the program the nursing student will:

1. safely administer medications.
2. safely perform venipuncture on clients of all age groups.
3. safely perform sterile procedures as required on all clients under care.
4. maintain safety while administering all care required for all clients.
5. monitor IV therapy on all clients requiring this treatment.
6. perform a comprehensive assessment on pediatric, neonatal, geriatric, psychiatric, maturity, and clients with general and critical medical/surgical needs.
7. be able to supervise all members of the health care team in order to coordinate the care for a team of clients.
8. formulate and implement a plan of care utilizing the nursing process for neonatal, pediatric, geriatric, psychiatric, maturity, and clients with general and critical medical/surgical needs.

AFFECTIVE SKILLS: Graduates of the Oklahoma City Community College Nursing Program will demonstrate professionalism social and personal behavior consistent with community expectations of an entry level Registered Nurse.

Upon completion of the program the nursing student will demonstrate competency in the following areas of affective behavior:

1. Integrity
2. Empathy
3. Self-Motivation
4. Appearance and Personal Hygiene
5. Self-Confidence
6. Communication
7. Time Management
8. Teamwork and Diplomacy
9. Respect
10. Patient Advocacy
11. Patient Teaching
12. Leadership
13. Management
14. Group Dynamics
15. Change
16. Conflict Management
17. Delegation/Supervision
18. Legal Decision Making
19. Ethical Decision Making
20. Licensure Issues
21. Scope of Nursing Practice
22. Quality Management

ASSESSMENT PLAN FOR

Nursing

(Instructional Degree Program)

A.A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission or End Statement Reference:

Institutional Mission: Oklahoma City Community College exists to enhance and improve the productivity and quality of life for individuals and the community as a whole by being:

The recognized leader in central Oklahoma for health technologies and pre-health professional programs.

End Statements: Student Success: Oklahoma City Community College students succeed in achieving their individual educational goals. **Workforce Preparation:** Oklahoma City Community College students are prepared to enter the workforce.

Program Terminal Competencies: (List ONLY competencies evaluated this year)

1. The Cognitive Skills: Graduates of the Oklahoma City Community College Nursing Program will demonstrate comprehension of the Nursing Curriculum, and have the ability to apply this knowledge and evaluate results in the setting of an entry level Registered Nurse. The Cognitive Terminal Objectives include:

1. Understanding the roles and responsibilities of the registered nurse within the nursing profession and the health care system.
2. Applying the basic concepts of the nursing process to the care of all clients under their supervision.
3. Administration of medications properly.
4. Communicating effectively with all members of the health care team including the client they are caring for.
5. Being able to take a proper history and performing comprehensive physical assessments on any client and communicating the findings of this assessment to others.
6. Being able to integrate pathophysiological principles and assessment findings to formulate a plan of care utilizing the nursing process which can be implemented and evaluated for all clients under their care, including neonatal, pediatric, geriatric, psychiatric, maturity, and clients with general and critical medical/surgical needs.

2. The Psychomotor Skills: Graduates of the Oklahoma City Community College Nursing Program will demonstrate technical proficiency in all of the skills learned as an entry level Registered Nurse. The Psychomotor Terminal Objectives include:

1. The safe administration of medications.
2. The safe performance of venipuncture on clients of all age groups.
3. The safe performance of sterile procedures as required on all clients under care.
4. Maintenance of safety while administering all care required for all clients.
5. The monitoring of IV therapy on all clients requiring this treatment.
6. The performance of a comprehensive assessment on pediatric, neonatal, geriatric, psychiatric, maturity, and clients with general and critical medical/surgical needs.
7. The ability to supervise all members of the health care team in order to coordinate the care of a team of clients.
8. The ability to formulate and implement a plan of care utilizing the nursing process for neonatal, pediatric, geriatric, psychiatric, maturity, and clients with general and critical medical/surgical needs.

3. The Affective Skills: Graduates of the Oklahoma City Community College Nursing Program will demonstrate professionalism social and personal behavior consistent with community expectations of an entry level Registered Nurse. The graduate of the nursing program will demonstrate competency in the following areas: Integrity, Empathy, Self-Motivation, Appearance and Personal Hygiene, Self-Confidence, Communication, Time Management, Teamwork and Diplomacy, Respect, Client Advocacy, Client Teaching, Leadership, Management, Group Dynamics, Change, Conflict Management, Delegation/Supervision, Legal Decision Making, Ethical Decision Making, Licensure Issues, Scope of Nursing Practice, and Quality Management.

4.

5.

ASSESSMENT PLAN FOR

Nursing

(Instructional Degree Program)

A.A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

1. The Cognitive Skills: Graduates of the Oklahoma City Community College Nursing Program will demonstrate comprehension of the Nursing Curriculum, and have the ability to apply this knowledge and evaluate results in the setting of an entry level Registered Nurse.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) X ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success: Measurement: The NCLEX exam. Performance Level: Above the national average

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☒ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success: Measurement: The graduate nursing follow up survey. Performance: 80-90% of those surveyed will answer yes to the following question: “Do you think that our program prepared you to take the NCLEX exam?”.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

ASSESSMENT REPORT FOR

Nursing

(Instructional Degree Program)

A.A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

2. The Psychomotor Skills: Graduates of the Oklahoma City Community College Nursing Program will demonstrate technical proficiency comprehension in all of the Nursing Curriculum skills an entry level Registered Nurse.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) X ☐ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success: Measurement: Portfolio maintained in the nursing office throughout the program. Performance: All students will demonstrate proficiency in these skills prior to graduation from the program.

Summary of Assessment Data Collected:

Use of Results to Improve Academic Program:

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☒ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success: Measurement: Graduate follow-up survey. Performance: 80-90% of those surveyed will answer yes to the following questions: “Do you think that our program prepared you for your clinical practice?”

Summary of Assessment Data Collected

Use of Results to Improve Academic Program:

ASSESSMENT REPORT FOR

Nursing

(Instructional Degree Program)

A.A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

3. The Affective Skills: Students of the Oklahoma City Community College Nursing Program will demonstrate professionalism social and personal behavior consistent with the program's expectations of a student in training.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success: Measurement: Clinical Evaluation tool for each semester. Performance Level: Students must receive a passing grade on each criteria which pertains to professional behavior.

Summary of Assessment Data Collected

Use of Results to Improve Academic Program:

REPORT

ASSESSMENT RECORD FOR ACADEMIC DIVISION OF

Health Professions

(Academic Division Name)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

Title of Instructional Degree Program

Degree Level

(Certificate or Associate)

Nursing

A.A.S.

Submitted By: Lea Ann Loftis, RN, MSN
(Departmental Chair or Faculty Assessment Representative)

Assisted By: (List all program faculty who assisted)

Approved and Submitted By: _____ / _____
(Academic Division Dean) Date

ASSESSMENT REPORT FOR

Nursing

(Instructional Degree Program)

A.A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

PROGRAM TERMINAL COMPETENCIES: (List ALL competencies for the program listed above.)

COGNATIVE SKILLS: Graduates of the Oklahoma City Community College Nursing Program will demonstrate comprehension of the Nursing Curriculum, and have the ability to apply this knowledge and evaluate results in the setting of an entry level Registered Nurse.

Upon completion of the program the nursing student will:

1. understand the roles and responsibilities of the registered nursing within the nursing profession and the health care system.
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4. communicate effectively with all members of the health care team including the client they are caring for.
5. be able to take a proper history and perform comprehensive physical assessment on any client and communicate the findings of this assessment to others.
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18. Legal Decision Making
19. Ethical Decision Making
20. Licensure Issues
21. Scope of Nursing Practice
22. Quality Management

ASSESSMENT REPORT FOR

Nursing

(Instructional Degree Program)

A.A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission or End Statement Reference:

Institutional Mission: Oklahoma City Community College exists to enhance and improve the productivity and quality of life for individuals and the community as a whole by being:

The recognized leader in central Oklahoma for health technologies and pre-health professional programs.

End Statements: Student Success: Oklahoma City Community College students succeed in achieving their individual educational goals. **Workforce Preparation:** Oklahoma City Community College students are prepared to enter the workforce.

Program Terminal Competencies: (List ONLY competencies evaluated this year)

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4. Maintenance of safety while administering all care required for all clients.
5. The monitoring of IV therapy on all clients requiring this treatment.
6. The performance of a comprehensive assessment on pediatric, neonatal, geriatric, psychiatric, maturity, and clients with general and critical medical/surgical needs.
7. The ability to supervise all members of the health care team in order to coordinate the care of a team of clients.
8. The ability to formulate and implement a plan of care utilizing the nursing process for neonatal, pediatric, geriatric, psychiatric, maturity, and clients with general and critical medical/surgical needs.

3. The Affective Skills: Graduates of the Oklahoma City Community College Nursing Program will demonstrate professionalism social and personal behavior consistent with community expectations of an entry level Registered Nurse. The graduate of the nursing program will demonstrate competency in the following areas: Integrity, Empathy, Self-Motivation, Appearance and Personal Hygiene, Self-Confidence, Communication, Time Management, Teamwork and Diplomacy, Respect, Client Advocacy, Client Teaching, Leadership, Management, Group Dynamics, Change, Conflict Management, Delegation/Supervision, Legal Decision Making, Ethical Decision Making, Licensure Issues, Scope of Nursing Practice, and Quality Management.

4.

5.

ASSESSMENT REPORT FOR

Nursing

(Instructional Degree Program)

A.A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

1. The Cognitive Skills: Graduates of the Oklahoma City Community College Nursing Program will demonstrate comprehension of the Nursing Curriculum, and have the ability to apply this knowledge and evaluate results in the setting of an entry level Registered Nurse.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) X ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success: Measurement: The NCLEX exam. Performance Level: Above the national average

Summary of Assessment Data Collected: The traditional class of Dec. 2002 had an 88% passage rate, the traditional class of May 2003 had a passage rate of 100%, the first LPN to RN track class graduated 26, at the time of this report only 19 have tested with 5 having failed, giving a passage rate of 74%. The national passage rate for the period of January 1-December 31, 2002 was 86.66%

Use of Results to Improve Academic Program: The faculty will continue to monitor these passage rates and incorporate changes as needed to continue the trend of increasing passage rates on the NCLEX.

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) X ☐ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success: Measurement: The graduate nursing follow up survey. Performance: 80-90% of those surveyed will answer yes to the following question: “Do you think that our program prepared you to take the NCLEX exam?”.

Summary of Assessment Data Collected: 88% of the students surveyed in 2002 answered that they were satisfied with the program’s preparation for the NCLEX.

Use of Results to Improve Academic Program: The faculty will continue to examine ways to assist the students in their preparation for the NCLEX by the continued monitoring of the program content and teaching methods through the Nursing Program Evaluation Plan.

ASSESSMENT REPORT FOR

Nursing

(Instructional Degree Program)

A.A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

2. The Psychomotor Skills: Graduates of the Oklahoma City Community College Nursing Program will demonstrate technical proficiency comprehension in all of the Nursing Curriculum skills an entry level Registered Nurse.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☒ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success: Measurement: Portfolio maintained in the nursing office throughout the program. Performance: All students will demonstrate proficiency in these skills prior to graduation from the program.

Summary of Assessment Data Collected: 100% of the graduating students tested by skills examination successfully demonstrated the critical elements of the skills tested. The students' records maintained in the nursing office contain evidence of these check-offs.

Use of Results to Improve Academic Program: The faculty will continue to monitor and improve the verification of skills required to function as a registered nurse. The faculty will update skills as needed from results of the Nursing Program Evaluation Plan.

Second Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) X ☐ Program ☐ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success: Measurement: Graduate follow-up survey. Performance: 80-90% of those surveyed will answer yes to the following questions: “Do you think that our program prepared you for your clinical practice?”

Summary of Assessment Data Collected: 80% of the graduates surveyed stated that they felt that the program prepared them for clinical practice.

Use of Results to Improve Academic Program: The faculty will continue to utilize various learning environments and tools to reinforce the students’ preparation for clinical practice. They will improve this preparation according to the results of the Nursing Program Evaluation Plan.

ASSESSMENT REPORT FOR

Nursing

(Instructional Degree Program)

A.A.S.

(Degree Level)

FY 2003

(Assessment Period Covered)

10-1-03

(Date Submitted to Academic Division Dean)

Program Terminal Competency:

NOTE: There should be one Form C for each program terminal competency listed on Form B. Program terminal competency should be restated in the box immediately below and the number entered in the blank space.

3. The Affective Skills: Students of the Oklahoma City Community College Nursing Program will demonstrate professionalism social and personal behavior consistent with the program's expectations of a student in training.

First Means of Assessment for Program Terminal Competency Identified Above:

Type of measurement (Check one) ☐ Program ☒ Student

Measurement Used to Assess Program Terminal Competency and Criteria for Success: Measurement: Clinical Evaluation tool for each semester. Performance Level: Students must receive a passing grade on each criteria which pertains to professional behavior.

Summary of Assessment Data Collected: 100% of graduating students have demonstrated a passing grade on each criteria which pertains to professional behavior.

Use of Results to Improve Academic Program: The faculty will continue to reinforce professional behavior in the clinical areas and in the classroom during the students' educational process.

APPENDIX 4
FY 2004 Academic Outcomes Assessment Committee
Mission, Goals and Objectives

MISSION STATEMENT

THE PURPOSE OF THE ACADEMIC OUTCOMES ASSESSMENT COMMITTEE IS TO FACILITATE FACULTY PARTICIPATION IN THE DESIGN AND IMPLEMENTATION OF THE OUTCOMES ASSESSMENT COMPONENT OF OKLAHOMA CITY COMMUNITY COLLEGE'S ACADEMIC PROGRAMS AND TO PROMOTE QUALITY AND EXCELLENCE IN THE IDENTIFICATION AND MEASUREMENT OF STUDENT LEARNING OUTCOMES.

GOALS:

- FACILITATE FACULTY PARTICIPATION IN OUTCOMES ASSESSMENT
- ENGAGE FACULTY IN USE OF ASSESSMENT MEASUREMENTS INTO TEACHING CURRICULUM
- IDENTIFY AND DOCUMENT ASSESSMENT PROCESSES AND LINKAGES TO MEASUREMENTS OF OUTCOMES OF STUDENT LEARNING AND INDIVIDUAL PROGRAMS
- FACILITATE FACULTY INTEGRATION OF GENERAL EDUCATION INTO ASSESSMENT OF STUDENT LEARNING OUTCOMES

OBJECTIVE: PREPARE ASSESSMENT PLAN BY COLLEGE PROGRAM

- IDENTIFY PROGRAM OUTPUTS
- DEFINE MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS FOR PROGRAM OUTPUTS
- IDENTIFY STUDENT LEARNING OUTCOMES
- DEFINE MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS FOR STUDENT LEARNING OUTCOMES

APPENDIX 5

Glossary Of Student Learning Outcomes Assessment Terms

Accountability – The expectation of the community for the College to demonstrate that investments in education lead to measurable learning.

Assessment – Continuous improvement of and commitment to student learning through clear statements of student learning outcomes, explicit measures of these outcomes, established criteria for success, and defined methods of how the program will use the results.

Assessment Plan – A summary of assessments, including outcomes, measures, and criteria for success that will be implemented the following year.

Assessment Report – A summary assessment results and how these results will be used to modify programs and increase student learning.

Closing the Loop/Feedback Loop – The process by which assessment results are used in programmatic and campus-wide decisions to impact student learning.

Criteria for Success – Criteria indicate what is valued in students' responses, products or performances. They are the standard (guidelines, rules, characteristics, or dimensions) against which the measurement is compared.

Measurement – A systematic process providing meaningful, understandable, and dependable information.

Outcomes – Refer to Student Learning Outcomes.

Program – An organized group of courses that lead to the awarding of a Certificate or Associate Degree

Program Outputs—The demonstrable results of an academic program generally identified through indirect measures (e.g. transfer GPA or employer satisfaction).

Student Learning Outcomes – A body of knowledge and/or skills that a student is expected to know, think, demonstrate or apply upon program completion.

Types of Assessment

- 1. Competency-Based Assessment** – An assessment of a student’s performance as compared to a specific learning objective or performance standard.
- 2. Norm-Referenced Assessment** – An assessment of a student’s performance or performances as compared to a larger group. Usually the larger group or “norm group” is a national sample representing a wide and diverse cross-section of students.

Types of Measurement

- 1. Indirect Measurement** – 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.
- 2. Direct Measurement** – 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.

APPENDIX 6

Oklahoma City Community College Academic Outcomes Assessment Committee Co-Chair Statement on Assessment

During academic year 2004, the Oklahoma City Community College (“OKCCC”) Academic Outcomes Assessment Committee (“AOAC”) resolved to initiate specific actions to establish an assessment program that was faculty owned and faculty driven. The AOAC is currently in the process of developing a long term strategic plan on assessment which it believes will enhance a culture of assessment consistent with the mission of OKCCC.

These initiatives included developing an AOAC mission statement setting forth assessment of student learning as the focus of the AOAC, identifying goals and objectives for the academic year, and approving a faculty development handbook for distribution to all faculty members. The AOAC remains committed to assessing student learning and manifested this commitment by requiring all departments to submit a 5 year assessment plan identifying student learning outcomes, program outputs, and their respective criteria for measurement. The AOAC also facilitated its first in-house assessment day workshop attended by all faculty.

In our opinion, the activities supported by academic affairs and the actions initiated by the AOAC has and will continue to enhance a faculty owned, faculty driven assessment program and sustain a culture of assessment consistent with the mission of OKCCC.

Dr. John W. Boyd, JD, CPA
Professor of Accounting
Co-chair AOAC

Kayla J. Fessler, CPA
Professor of Accounting
Co-chair AOAC

APPENDIX 7

January 2005 Assessment Meeting



The Academic Outcomes Assessment Committee is planning an interactive assessment workshop as part of the General Faculty Meeting to be held Tuesday, January 13.

Those attending will receive a continental breakfast and a free t-shirt as well as an opportunity to win one of the door prizes to include a \$200 travel voucher on Delta Airlines and a \$50 gift certificate to the Full Circle Bookstore.

We look forward to seeing you at 8:30 a.m. on January 13. Please check the Orientation Schedule that you should receive over break for the exact location.

Happy Holidays!

WHAT? HOW?

Oklahoma City Community College Spring 2004 – Outcome Assessment Day Workshop College Union Room 2 & 3 January 13, 2004

8:30 a.m. – 9:00 a.m.	Continental Breakfast	
9:00 a.m. – 9:30 a.m.	Welcome and Opening Remarks	Dr. Paul Sechrist
9:30 a.m. – 10:15 a.m.	Assessment Overview	Dr. John Boyd\Kayla Fessler
	Committee goals/objectives Assessment Activity Assessment Webpage	
10:15 a.m. – 10:30 a.m.	Break	
10:30 a.m. – 12:00 p.m.	Interactive Assessment Workshop	AOAC Committee & Faculty

This workshop will provide faculty an opportunity to complete the 5 year plan for their program(s) including identifying all Program Outputs, Student Learning Outcomes, Measurements, Criteria for measurement, and a timeline for completion. For programs that have a completed a 5 year plan, this workshop will provide the opportunity for review and refinements, if necessary, of Program Outputs, Student Learning Outcomes, Measurements, and Criteria for measurement

APPENDIX 8
Report of
ACADEMIC PROFILE TEST RESULTS
FY 2003

In the Fall of FY 2002, 403 students were identified in 18 class sections to participate in the General Education testing program. In the Spring of FY 2003, 386 students in 15 class sections were identified to participate in the General Education testing program. Table I contains a complete listing of the sections identified for participation and the enrollment in each.

The College Board's Academic Profile test was the instrument used to measure seven areas of General Education. A total of 250 usable assessments were collected from two administrations. The number of tests administered was less than the 789 identified since prior to administration the students were asked to participate only if they met the following two criterion:

- They had been attending Oklahoma City Community College for at least one full semester; and
- They had taken the majority of their General Education classes at the College.

The short form of the Academic Profile was used since this 30 question test allowed for administration in a single class period. The results presented are divided into three categories based on the students self report of the number of credit hours they had completed. Of the usable results 89 indicated they were freshmen [completed 30 hours or less], 106 indicated they were sophomores [completed 31 to 60 hours], and 58 indicated they were upper classmen [completed over 60 hours]. The test provides a norm group for comparison. A copy of the colleges included in this norm group and the testing results for the group can be found in Table III.

Table II contains a summary of the results of the two administrations. The mean scores for OKC Community College students and the community college norm group are presented for each of the three class levels in terms of an overall general education score and the score on each of the seven sub-scales. The overall mean score falls between 400 and 500 while each of the sub-scale means fall between 100 and 200.

As can be seen from Table II, OKC Community College students' overall mean score was higher than the norm groups mean score for the freshmen and upper classmen, and there was a continual increase in the mean from freshmen to sophomore and sophomore to upper classmen. On the individual scale scores, freshmen means were above the norm group means on each of the seven areas measured. Sophomore means on the sub-scales were above the norm group in math. The upper classmen were above on four of the seven area sub scales, and they had a mean greater than the freshman in all areas but Social Science.

In summary the information from the FY 03 administration of the Academic Profile test shows a steady increase in the General Education knowledge base from freshmen to sophomore and from sophomore to upper classmen. The freshmen and upper classmen tested did better than the norm group in most areas. The sophomores tested were somewhat lower than the norm group in most areas, but when the means were evaluated the differences were not significant ($p \leq .05$).

Recommendations

- Continue to administer the Academic Profiles annually so that trends may be developed.
- Increase the number in the sample to 400.
- Monitor the areas of writing, social science and natural science and if they continue to be lower than the norm group in both the sophomore and upperclass level then an in-depth review of these areas should be undertaken.

TABLE I

**Classes to Administer the Academic Profile
as a General Education Measure for FY 2003**

<i>Name of Course</i>	<i>Number Enrolled</i>
Science and Math	
Human Anatomy& Physiology II	26
Human Anatomy& Physiology II	29
Human Anatomy& Physiology II	29
Human Anatomy& Physiology II	29
Microbiology	23
Microbiology	24
Human Physiology	35
Human Physiology	31
General Chemistry II	23
General Chemistry II	20
General Chemistry II	23
General Chemistry II	24
Organic Chemistry I	31
Organic Chemistry I	31
Engineering Physics I	26
Engineering Physics I	30
College Physics II	30
Business	
Business Law	27
Business Law	25
Business Ethics	18
Business Ethics	24
Business Ethics	26
Information Technology	
Advanced Visual Basic	11
Social Science	
World Civilization	15
World Civilization	30

Arts and Humanities

Advocates of Peace	27
Film Studies	30
Principles of Public Relations	24
Intermediate Spanish I	25
Music Theory III	4
Video Production	17

Health Professions

Program Support (OTA)	11
PTA Systems / Problems	<u>11</u>

TOTAL	789
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TABLE II
ACADEMIC PROFILE RESULTS
Fall 2002 and Spring 2003

	Freshmen 30 hours or Less N=71	Sophomore 31 – 60 hours N=121	Upper Classmen 61+ hours N=58
<i>Total Score</i>			
OKCCC Mean	440.70	442.51	444.97
Norm Group Mean	435.70	443.10	443.20
<i>Critical Thinking</i>			
OKCCC Mean	110.42	109.84	111.27
Norm Group Mean	108.80	110.80	110.70
<i>Reading</i>			
OKCCC Mean	118.21	118.15	119.12
Norm Group Mean	115.10	118.30	118.50
<i>Writing</i>			
OKCCC Mean	113.39	113.89	114.11
Norm Group Mean	112.80	115.00	115.10
<i>Mathematics</i>			
OKCCC Mean	112.41	113.61	113.70
Norm Group Mean	111.40	113.20	113.20
<i>Humanities</i>			
OKCCC Mean	114.34	113.64	115.72
Norm Group Mean	111.70	114.30	114.30
<i>Social Science</i>			
OKCCC Mean	113.05	112.97	112.83
Norm Group Mean	111.40	113.70	113.60
<i>Natural Science</i>			
OKCCC Mean	114.38	114.18	115.77
Norm Group Mean	113.50	115.90	116.10

TABLE III

LISTING OF NORM GROUP COLLEGES AND SCORE INFORMATION

List Of Colleges In The Norm Group

Freshmen

Bay Path College, MA
Camden County Community College, NJ
Central Virginia Community College, VA
Chatfield College, OH
Community College of Denver, Co
Fisher College, MA
Howard Community College, MD
Kishwaukee College, IL
Lamar Community College, Co
Montclam Community College, MI
Morton College, IL
North Central Michigan College, MI
North Iowa Area Community College, IA
Rappahannock Community College, VA
Seminole Community College, FL
Southern Ohio College, OH
Spartanburg Methodist College, SC
Sullivan College, Lexington KY
Sullivan College, Louisville, KY
Sullivan County Community College, NY
Truckee Meadows Community College, NV
Tulsa Community College, OK
University of Akron-Wayne College, OH
West VA Univ. at Parkersburg, WV
Wood College, MS
Young Harris College, GA

Sophomores

Austin Community College, TX
Bossier Parish Community College, LA
Camden County Community College, NJ
Central Virginia Community College, VA
Coastal Georgia Community College, GA
Community College of Denver, CO
Darton College, GA
Delaware County Community College, PA
Eastern Shore Community College, VA
Fisher College, MA
Howard Community College, MD
J. Sargeant Reynolds Community College, VA
Kishwaukee College, IL
Lamar Community College, Co
Lord Fairfax Community College, VA
Martin Methodist College, TN
Morton College, IL
North Central Michigan College, MI
North Iowa Area Community College, IA
Paul D. Camp Community College, VA
Polk Community College, FL
Rappahannock Community College, VA
South Georgia College, GA
Spartanburg Methodist College, SC
State Fair Community College, MO
Sullivan College-Louisville, KY
Sullivan County Community College, NY
Truckee Meadows Community College, NV
Tulsa Community College, OK
Vernon Reginal Junior College, TX
Sullivan College-Louisville, KY
Sullivan County Community College, NY
Truckee Meadows Community College, NV
Tulsa Community College, OK
Young Harris College, GA

Upperclassmen

Austin Community College, TX
Bossier Parish Community College, LA
Central Virginia Community College, VA
Chatfield College, OH
Coastal Georgia Community College, GA
Community College of Denver, CO
Dabney Lancaster Community College, VA
Darton College, GA
Eastern Shore Community College, VA
Glendale Community College, AZ
Howard Community College, MD
J. Sargeant Reynolds Community College, VA
Kishwaukee College, IL
Knoxville Business College, TN
Lamar Community College, CO
Lord Fairfax Community College, VA
Martin Methodist College, Tn
Morton College, IL
Mount Wachusett Community College, MA
North Central Michigan College, MI
Paul. D Camp College, Fl
Rappahannock Community College, VA
Seminole Community College, Fl
South Georgia College, GA
Spartanburg Methodist College, MO
St. Vincent's Community College, SC
State Fair Community College, MO
Sullivan College-Louisville, KY
Sullivan County Community College, NY
Truckee Meadows Community College, NV
Tulsa Community College, OK Sullivan College-Louisville, KY
Sullivan County Community College, NY
Truckee Meadows Community College, NV
Tulsa Community College, OK

National Norm Group Mean Scores

	Humanities	Social Science	Natural Science	Reading	Writing	Critical Thinking	Math	Total
Freshman	111.7	111.4	113.5	115.1	112.8	108.8	111.4	435.7
Sophomore	114.3	113.7	115.9	118.3	115.0	110.8	113.2	443.1
Upper Classmen	114.3	113.6	116.1	118.5	115.1	110.7	113.2	443.2

APPENDIX 9

Evaluation of the Reading General Education Competency

The stated Reading General Education Competency is: Every student completing an Associate Degree will be able to demonstrate reading comprehension at the college level.

A number of 2000 level classes were identified to participate in this evaluation. Faculty teaching the identified classes were asked to provide student papers if they assigned a project where students were to produce a summary of a college level article or story they had read. Thirty student papers from 66 received were selected for inclusion, 12 were from a literature class and 18 were from a business finance class.

Each student paper in the sample was rated by two evaluators. The evaluators used a scoring rubric that was designed by members of the General Education Committee in the spring of 2002. A copy of the Rubric can be found in Appendix A. It is anticipated that if students have developed the reading competency they will score at at least a level 2 which indicates they have understanding on each of the four outcomes on the rubric. The results of the scoring can be found in Appendix B and C.

The results of the evaluation follow:

- ❖ The total mean score received by the 30 students was 2.41.
- ❖ Individual students mean scores ranged from 1.5 to 3.0.
- ❖ 90.0% of the students had an average score of 2.0 or above.
- ❖ 70.0% of the students had an average score of 2.25 or above.
- ❖ 46.7% of the students had an average score of 2.5 or above.
- ❖ The mean levels for the sample on the four outcomes were 2.50, 2.45, 2.23, and 2.43.

The results listed above show that the majority of the students (90%) fell at the second level on the scoring rubric. Students at a Level 2 as defined in the scoring rubric can be said to have developed the minimal amount of knowledge necessary to meet the reading competency. The mean score on each of the four outcomes is above 2 and on all but one they are above 2.40. This finding indicates that for each of the outcomes the students are functioning above a level 2, which is the indication of a minimal level of competency.

Appendix A
Reading Assessment Rubric

OUTCOME	Level 0	Level 1	Level 2	Level 3	Score (0 – 3)
The student will demonstrate a complete, developed understanding of the total text to include identifying the main idea plus extensive and accurate supporting information.	Unable to score because the paper was: ___Not readable ___Project was not completed seriously ___Other_____	The student demonstrates <u>little understanding</u> with many <u>errors</u> in text-based facts.	The student demonstrates <u>some understanding</u> with <u>a few errors</u> in text-based facts.	The student demonstrates a <u>complete understanding</u> with <u>no errors</u> in text-based facts.	
Demonstrates a thorough understanding of the primary purpose of the text.	Unable to score because the paper was: ___Not readable ___Project was not completed seriously ___Other_____	The student demonstrates <u>no understanding</u> of the primary purpose of the text.	The student demonstrates <u>some understanding</u> of the primary purpose of the text.	The student demonstrates a <u>thorough understanding</u> of the primary purpose of the text.	
Demonstrates evidence of abstract thinking (reading between the lines)	Unable to score because the paper was: ___Not readable ___Project was not completed seriously ___Other_____	The student demonstrates <u>no evidence</u> of abstract thinking.	The student demonstrates <u>some evidence</u> of abstract thinking.	The student demonstrates <u>extensive evidence</u> of abstract thinking.	

Demonstrates ability to use micro-skills of reading to detect meaning: employing contextual clues, predicting, selecting main ideas, and sequencing	Unable to score because the paper was: ___Not readable ___Project was not completed seriously ___Other_____	The student demonstrates <u>no ability</u> to use micro-skills of reading to detect meaning.	The student demonstrates <u>some ability</u> to use micro-skills of reading to detect meaning.	The student demonstrates <u>extensive ability</u> to use micro-skills of reading to detect meaning	
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TOTAL SCORE_____

Appendix B

Reading General Education Evaluation

Student	First Evaluation	Second Evaluation	Mean Score
1	1.75	2.75	2.25
2	1.75	2.25	2.00
3	2.75	2.50	2.63
4	2.25	2.75	2.50
5	2.00	3.00	2.50
6	2.00	2.25	2.13
7	3.00	3.00	3.00
8	2.00	2.50	2.25
9	1.75	2.00	1.88
10	1.25	2.50	1.88
11	3.00	3.00	3.00
12	2.00	2.00	2.00
13	2.00	2.50	2.25
14	1.50	1.50	1.50
15	2.00	2.50	2.25
16	1.75	2.50	2.13
17	2.50	2.00	2.25
18	3.00	3.00	3.00
19	2.00	3.00	2.50
20	2.75	2.75	2.75
21	2.00	2.25	2.13
22	3.00	3.00	3.00
23	2.00	2.75	2.38
24	2.00	3.00	2.50
25	2.00	2.75	2.38
26	2.75	3.00	2.88
27	2.50	2.75	2.63
28	1.50	2.50	2.00
29	2.75	3.00	2.88
30	2.75	2.75	2.75
Sample Mean Score			2.41

APPENDIX C - Reading General Education Evaluation by Outcome

STUDENT	OUTCOME			
	Demonstrate a complete, developed understanding of the total text to include identifying the main idea plus extensive and accurate supporting information.	Demonstrates a thorough understanding of the primary purpose of the text.	Demonstrates evidence of abstract thinking (reading between the lines)	Demonstrates ability to use micro-skills of reading to detect meaning: employing contextual clues, predicting, selecting main ideas, and sequencing
1	2.5	1.5	2.5	2.5
2	2.5	1.5	2.0	2.0
3	2.5	2.5	3.0	2.5
4	2.5	3.0	2.0	2.5
5	2.5	2.5	2.5	2.5
6	2.5	2.5	1.5	2.0
7	3.0	3.0	3.0	3.0
8	2.0	2.0	2.5	2.5
9	2.0	2.0	1.5	2.0
10	2.5	2.0	1.5	1.5
11	3.0	3.0	3.0	3.0
12	2.0	2.0	2.0	2.0
13	2.0	2.0	2.5	2.5
14	2.0	1.5	1.0	1.5
15	2.0	2.0	2.5	2.5
16	2.5	2.5	1.5	2.0
17	2.5	2.0	2.0	2.5
18	3.0	3.0	3.0	3.0
19	2.5	2.5	2.5	2.5
20	3.0	3.0	2.0	3.0
21	2.0	2.5	2.0	2.0
22	3.0	3.0	3.0	3.0
23	2.5	2.5	2.0	2.5
24	2.5	2.5	2.5	2.5
25	2.5	2.5	2.5	2.0
26	3.0	3.0	2.5	3.0
27	2.0	3.0	2.5	3.0
28	2.5	2.5	1.5	1.5
29	3.0	3.0	2.5	3.0
30	3.0	3.0	2.0	3.0
Mean Score	2.50	2.45	2.23	2.43

APPENDIX 10

Evaluation of Mathematics General Education Competency

The stated Mathematics General Education Competency is: Every student completing an Associate Degree will be able to 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. The General Education Committee has identified College Algebra as a way a student can develop this general education math competency.

For the last 5 semesters students in a number of College Algebra sections have completed a capstone project. See Appendix A for a copy of the project. As one measure of the general education math competency these capstone projects were used to determine if students had developed the competency.

A stratified random sample of 40 capstone projects was selected to be scored by three outside evaluators. The sampling process ensured that capstone projects from each section providing the projects to the Planning and Institutional Effectiveness Office were represented proportionally in the sample.

Each capstone project in the sample was rated by two of the three evaluators. Evaluators used a scoring rubric that was designed by members of the General Education Committee in the spring of 2002. A copy of the Rubric can be found in Appendix B. The results of the scoring can be found in Appendix C.

The results of the evaluation follow:

- ❖ The total mean score received by the 37 students was 1.82.
- ❖ Individual students mean scores ranged from 0.5 to 3.0.
- ❖ 73.0% of the students had an average score of 1.5 or above
- ❖ 54.1% of the students had an average score of 2.0 or above.

The results listed above show that over half of the students (54.1%) fell at the second level on the scoring rubric. Students at a Level 2 as defined in the scoring rubric can be said to have developed the minimal amount of knowledge necessary to meet the mathematics competency. Seventy-three percent of the students had at least one evaluator score their project at a Level 2.

Appendix A
College Algebra Capstone Project

Appendix B

Math General Education Assessment Rubric

Course _____

Evaluator _____

Date _____

SCORE _____

OUTCOME	Level 0	Level 1	Level 2	Level 3
The student demonstrates evidence of being able to using mathematical processes to solve problems at home or work.	Unable to score because the paper was: <div style="margin-left: 20px;"> ___Not readable ___Project was not completed seriously ___Other_____ </div>	The student demonstrates basic number sense and skills in arithmetic operations and relationships and in elementary geometry and measurement. A student at this level can read and interpret information from simple equations or evaluate expressions, solve simple and routine word problems.	The student meets Level 1 and demonstrates an understanding of number systems, including order, magnitude, and relationship of integers, fractions, and decimals. A student at this level can solve moderately difficult equations and inequalities, evaluate complex formulas, compare and apply information from more complex charts and graphs, and apply reasoning, geometry, and measurement skills in solving moderately complex problems including word problems.	The student meets Levels 1 and 2 and demonstrates the ability to generalize and apply mathematical knowledge and skills in non-routine situations, and demonstrates real comprehension of exponents, variables, geometry, and measurements. A student at this level demonstrates an understanding of functions and formulas which require the use of logarithmic or exponential functions such as: problems of population growth or compound interest

Appendix C - Mathematics General Education Evaluation

Student *	First Evaluation	Second Evaluation	Mean Score
1	1	1	1.0
2	1	2	1.5
3	1	1	1.0
4	2	2	2.0
5	1	1	1.0
6	2	1	1.5
7	2	2	2.0
8	2	2	2.0
9	2	1	1.5
10	1	2	1.5
11	1	0	0.5
12	2	3	2.5
13	2	3	2.5
14	3	3	3.0
15	2	3	2.5
16	0	2	1.0
17	3	3	3.0
18	0	1	0.5
19	3	2	2.5
20	3	3	3.0
22	3	2	2.5
23	3	2	2.5
24	0	1	0.5
25	3	2	2.5
26	0	1	0.5
27	2	1	1.5
28	3	1	2.0
29	3	2	2.5
31	3	3	3.0
32	3	2	2.5
33	2	1	1.5
34	3	2	2.5
35	2	1	1.5
36	3	2	2.5
37	0	1	0.5
38	3	2	2.5
40	1	0	0.5
Sample Mean Score			1.82

- Students 21, 30, and 39 were removed because both evaluators felt they could not score the paper.

APPENDIX 11

General Education Competency American History FY 2003 Assessment

Competency: Demonstrate an understanding of the ideas, events, and values that have shaped American history.

The information presented in the table below reflects the results of a ten-question multiple-choice assessment given to students at the end of their American History class (1483 and 1493) in the fall and spring of FY 2003. The full time history faculty teaching US History designed the assessment instrument. Classes taught by both full and part time faculty participated in this assessment process. A total of 326 students completing History 1483 and 806 students completing History 1493 took the ten question test. A copy of the two tests is contained in Appendix A.

Total Questions Correct	History 1483 Percent Correct	History 1493 Percent Correct
10	5.4	0.3
9	16.9	5.4
8	12.4	11.8
7	10.9	17.4
6	11.6	15.8
5	13.8	16.9
4	10.6	12.5
3	12.6	9.8
2	3.6	6.4
1	1.5	2.0
0	1.2	2.0

Using a cut-off of 60% correct which would be a passing score in the class, the results show that 57.2% of the students in History 1483 met the criteria and 50.7% met the cut-off in History 1493.

APPENDIX A

HIST 1483 United States History to the Civil War

Please answer the following multiple choice questions by darkening the appropriate space on the Scantron answer sheet provided.

1. The difference between the English and Indian understandings of land ownership and property rights can best be described as:
 - a. their competing monetary systems made their paper currencies incompatible
 - b. the Indians could not understand the British practice of open-field farming
 - c. the Indians saw property as collective while the English believed in private property
 - d. the English only wished to farm in areas that were unused by Indians
2. The Sugar Act resulted in
 - a. very strict British enforcement of anti-mercantilist policies
 - b. smuggling of sugar products by New England merchants
 - c. a boycott of all British woolen goods
 - d. the resignation of the British Exchequer of the Treasury
3. The principle of Judicial Review is
 - a. the right of state courts to have the final say on federal laws
 - b. the method used to settle elections that are tied
 - c. the system of funding the American court system
 - d. the Supreme Court's right to overturn an Act of Congress
4. Many Anti-federalists were concerned that the original draft of the Constitution did not
 - a. make attempts to end slavery
 - b. include a bill of rights
 - c. provide specific language about judicial review
 - d. create a bicameral national legislature
5. The Missouri Compromise attempted to
 - a. ease sectional differences regarding protective tariffs
 - b. bar free blacks from entering Missouri
 - c. calm growing differences over the issue of slavery
 - d. strengthen the Bank of the United States
6. Under the Articles of Confederation, the American states were
 - a. bound by strict statutes of economic and trade policies
 - b. had little power compared to the federal government
 - c. subject to the rule of the national judiciary
 - d. created as a loose association of autonomous states
7. Which president was elected first?
 - a. Abraham Lincoln
 - b. Franklin Delano Roosevelt
 - c. John Adams
 - d. Andrew Jackson

8. The Emancipation Proclamation
 - a. was widely opposed in the North
 - b. did not provide any military advantages for the Union
 - c. freed the slaves of all states in rebellion
 - d. emancipated only the slaves of the border states
9. In the controversial Dred Scott decision, the Supreme Court declared that
 - a. blacks were not citizens of the United States
 - b. blacks were only free when they entered free territory
 - c. Dred Scott had the right to sue, but not the right to freedom
 - d. only the national government could end slavery in new territories
10. Which event happened first?
 - a. War of 1812
 - b. Revolutionary War
 - c. Ratification of the Constitution
 - d. Emancipation Proclamation

HIST 1493 United States History since the Civil War

Please answer the following multiple choice questions by darkening the appropriate space on the Scantron answer sheet provided.

1. United States forces commanded by Colonel Custer were massacred
 - a. at Hamburg, South Carolina.
 - b. soon after the Compromise of 1877 took effect.
 - c. at the Battle of the Little Big Horn.
 - d. because conservative white southerners despised carpetbaggers.
2. The federal government tried to curtail monopolies with the:
 - a. Sherman Anti-Trust Act.
 - b. Pure Food and Drug Act.
 - c. Federal Trade Commission.
 - d. Interstate Commerce Commission.
3. Choose the CORRECT historical sequence of the following:
 - a. Fourteen Points, Stock Market Crash, 13 Million Americans Unemployed, Pearl Harbor
 - b. Fourteen Points, Pearl Harbor, Stock Market Crash, 13 Million Unemployed
 - c. Stock Market Crash, Fourteen Points, 13 Million Unemployed, Pearl Harbor
 - d. Fourteen Points, 13 Million Unemployed, Stock Market Crash, Pearl Harbor
4. The most important element in President Woodrow Wilson's Fourteen Points was the call for:

- a. a reduction of armaments.
 - b. a League of Nations.
 - c. respect for neutral rights.
 - d. the right of self-determination.
5. The National Association for the Advancement of Colored People
- a. spoke exclusively for the southern sharecropper.
 - b. refused to accept people of other nationalities.
 - c. fought for the reversal of discrimination in the courts.
 - d. emphasized separation and segregation of the races.
6. The atomic bomb dropped on Hiroshima and Nagasaki
- a. was meant to shorten the war.
 - b. was airlifted by the Enola Boy.
 - c. was the brainchild of Albert Einstein
 - d. was never tested before it was used on Japan.
7. Choose the CORRECT historical sequence for the following:
- a. Baby Boom, Kennedy Election, Watergate, Iran-Contra Scandal
 - b. Kennedy election, Iran-Contra Scandal, Baby Boom, Watergate
 - c. Baby Boom, Watergate, Iran-Contra Scandal, Kennedy Election
 - d. Watergate, Baby Boom, Iran-Contra Scandal, Kennedy Election
8. The anti-war candidates that forced Lyndon Baines Johnson out of the presidential race in 1968 were
- a. Richard Nixon and Ronald Reagan.
 - b. Hubert Humphrey and John Lindsay.
 - c. Robert Kennedy and Eugene McCarthy.
 - d. George Wallace and Curtis LeMay.
9. A woman's right to choose whether to terminate a pregnancy is protected by the Supreme Court's decision on
- a. Miranda v. Arizona.
 - b. Roe v. Wade.
 - c. Engle v. Vitale.
 - d. Plessy v. Ferguson.
10. Choose the CORRECT historical sequence for presidential elections from the following:
- a. Reagan, Carter, Bush Jr., Clinton, Bush, Sr.
 - b. Clinton, Reagan, Bush Jr., Carter, Bush, Sr.
 - c. Carter, Reagan, Bush, Sr., Clinton, Bush, Jr.
 - d. Reagan, Carter, Bush, Sr., Clinton, Bush Jr.

APPENDIX 12

The College Planning Process

The planning process for the development of the College Vision, Mission, END statements and Key END Outcomes for any one-year starts a year and a half before the planning year begins.

I. College Vision, Mission and END Statements

The President receives input from Executive Council concerning changes that they feel might need to be made to the College Vision, Mission, and END statements. These recommendations are presented to the College Board of Regents at their annual retreat in January. The Board reviews, discusses, and provides direction on the Vision, Mission, and END statements. The Board then provides the College Vision, Mission, and END Statements to the President.

II. Recommended Unit Goals, Objectives, and Activities

During the summer the updated Vision, Mission, and END statements are shared with Executive Council and draft Key END Outcomes are developed. This information is then shared with all College units so that individual units can develop and submit their recommended goals, objectives and activities by November 1.

III. Development of Draft Institutional Plan

Between November 1st and January 15th Executive Council reviews the individual unit goals, objectives and activities and determines the activities that will help to accomplish the draft Key END Outcomes. From this analysis a Draft Institutional Plan is developed.

IV. Budget Development

The Draft Institutional Plan is used in the development of the budget. From February to May the budget is developed and then adjusted based on the information from the Oklahoma State Regents, which is forwarded after the State Legislature has appropriated funds.

V. Finalize Institutional Plan

The Institutional Plan is finalized as soon as funding is known. Information on the objectives and activities funded in the Institutional Plan is sent back to the units. This occurs in June prior to the Plan being implemented in July.

VI. Finalize Unit Plans

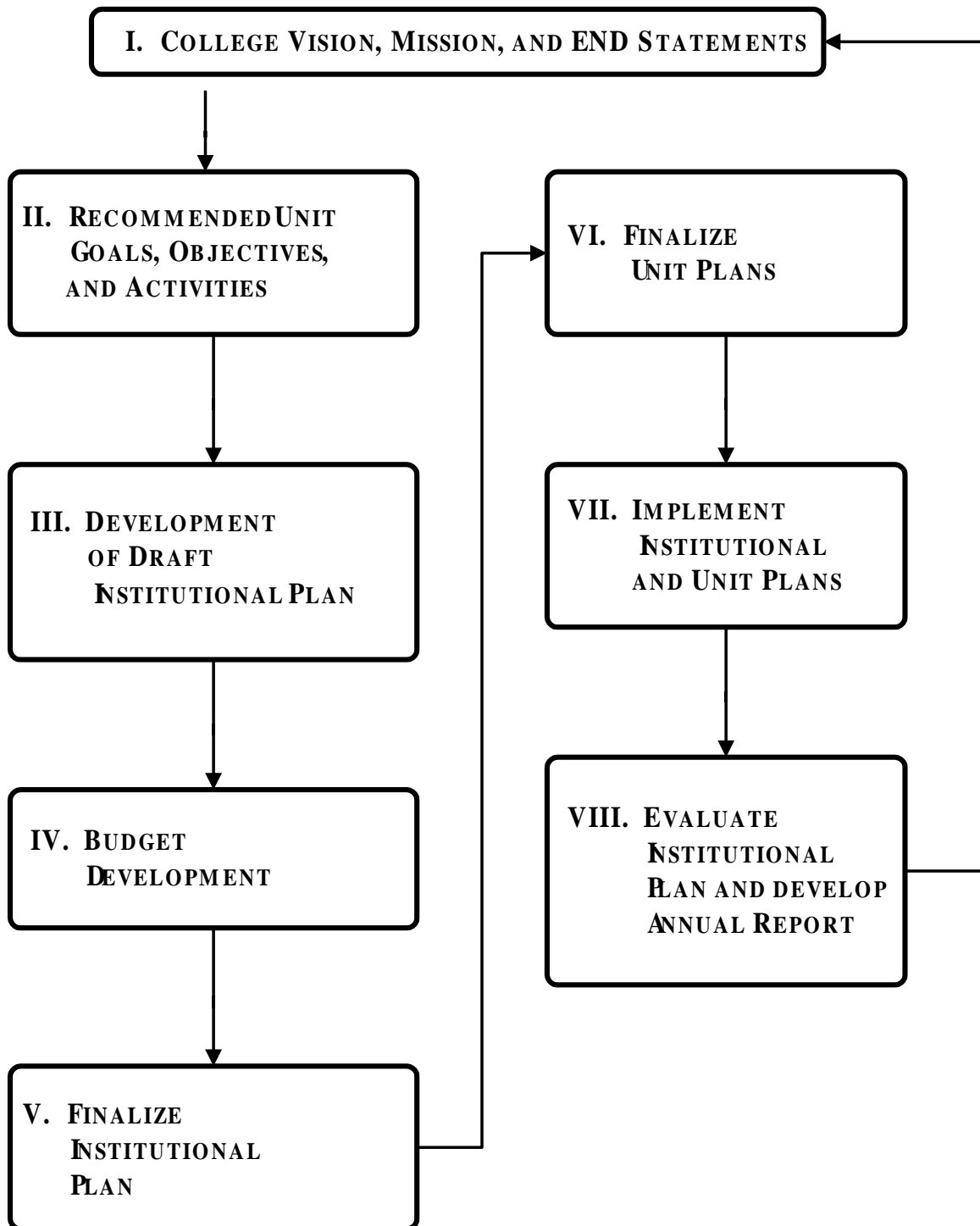
With the Institutional Plan finalized the recommended unit goals, objectives and activities are reviewed to determine if the objectives and activities will be part of the Institutional Plan, part of the final unit plan or not accomplished this year. A final Unit Plan is then developed.

VII. Implementation of the Institutional and Unit Plans

The plans are implemented from July 1st through June 30th.

VIII. Evaluation of the Institutional Plan

Information is requested from Executive Council in July as to what has been accomplished on that year's Institutional Plan.



Revised 7/23/2002

APPENDIX 13

PROGRAM REVIEW PROCESS AND TIMELINE

Process

At Oklahoma City Community College, faculty and staff review each degree program every five years. Analyses of all technical-occupational programs take place during one year and the university parallel program reviews recur cyclically during the remaining four years of the five-year cycle. Oklahoma City Community College and the Oklahoma State Regents for Higher Education cooperate in the development of the schedule for reviews.

Under the direction of the Dean of Learning Resources and the Dean of Planning and Institutional Effectiveness, the appropriate division deans, program faculty and staff gather information about the program under review. The review includes examination of the recommendations from the previous program review; updates on the library collection; graduation data; and, where appropriate, transfer data.

Changes in curriculum resulting from the review go to the Curriculum Committee which then recommends changes to the Provost/Vice President for Academic Affairs. Changes in courses and other “non-substantive” changes are effective upon approval of the Provost/Vice President for Academic Affairs.

The Provost/Vice President for Academic Affairs forwards “substantive” changes to the President and the Oklahoma City Community College Board of Regents for approval. Substantive changes include additions or deletions of program options, changes in requirements such as an increase in credit hours or GPA required for graduation, or program entrance requirements. The Oklahoma City Community College Board of Regents considers recommended changes and forwards these for final approval to the Oklahoma State Regents for Higher Education.

The program review relies heavily on assessment of student outcomes. The program review form consists of 18 categories of evidence. One requires the program to show that it engages in systematic efforts to evaluate the success of its students and former students. Another requires the program to improve the efficiency of instruction. A third requires programs to keep instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities.

Other program review questions require programs to show they have objectives that are measurable, well defined, and used in the implementation of the program. Evidence includes proof of regular evaluations. The results should also show that graduates and former students are successful in transferring or upon entering employment. Finally, programs must show evidence that the “program level student outcome assessment measures...are consistent with program objectives and the institutional mission.”

The responsibility for tracking program review recommendations lies with the program faculty and the dean of the division. There is no formalized system to ensure that programs deal with recommendations in a timely manner. An analysis of program reviews shows that

generally the College accomplishes the recommendations. Lack of physical or financial resources is the most frequent reason for inability to accomplish a recommendation.

TimeLine

- **Information Session** August
Explanation of the process – questions answered
- **Library Collection Evaluation Provided** October
- **Program review report, including an Executive Summary, is submitted to the Dean of Learning Resources** November
- **Program Review Conference** Spring Semester
Program review report provided to conference
Participants (All program faculty, Department Chair, Division Dean, Dean of Learning Resources, Dean of Planning and Institutional Effectiveness, Associate Vice President for Academic Affairs, and Library representative) at least one week prior to the meeting.
- **Curriculum change proposals submitted to division dean** March
- **Division Dean drafts an Institutional Response to Recommendations** Two Weeks after Review Conference
- **Final report is forwarded to the State Regents and a copy is delivered to the division office.**

APPENDIX 14

Arts and Humanities Program Assessment Summary

DIVERSIFIED STUDIES

STUDENT LEARNING OUTCOME 1: Articulation of OKCCC students with Diversified Studies degrees to baccalaureate state institutions will be efficient and effective.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Not Assessed		
FY 2001	Results of Graduate Survey 1998-2000	Twenty-two percent of the students who graduated with degrees in diversified studies from Spring 1998 to Summer 2000 returned completed surveys. Twenty-five percent reported that their relationship with advisement and counseling had been good while fifty percent reported faculty advisement to be very good and/or good. Thirty-eight percent reported that their academic preparation had been excellent. Eight-one percent of the students reported that they had encountered no problems transferring from OKCCC to the university of his/her choice.	Faculty advisors and counselors will continue to fine-tune the registration process and encourage majors to seek guidance before completing their enrollment during any given semester. Interviews with the nineteen percent who had problems transferring revealed that courses that would not transfer had been taken prior to the students' entering the diversified studies program.
FY 2002	Not Assessed		
FY 2003	Not Assessed		

STUDENT LEARNING OUTCOME 2: Demonstrate critical thinking, that is, the ability to carefully and deliberately determine whether to accept, reject or suspend judgment about a claim.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2003	<i>The level achieved in this competency will be determined by an evaluation of a subscale of the Academic Profile Test.</i>	The assessment data showed OKCCC students were above the norm grade point average.	No changes to the program were recommended.

STUDENT LEARNING OUTCOME 3: Demonstrate an understanding of the ideas, events, and values that have shaped American history.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2003	<i>The faculty will administer an instrument to students who have completed their American history course. Students should pass the ten item test to show that they have achieved this competency</i>	Just over 54% of the students passed the test.	The history faculty is reviewing these results to determine if changes in the curriculum are needed.

FILM AND VIDEO PRODUCTION

STUDENT LEARNING OUTCOME 1: Students having completed the AAS degree will be properly trained in technical knowledge and work skills to successfully enter the film industry work force in a variety of above entry level through mid level job classifications. (Program was added in FY00.)			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2002	As a degree requirement, each candidate must complete a Capstone Project in which their individual contribution demonstrates an overall knowledge of industry practices and procedures while additionally exemplifying applied skills in one emphasized discipline of an industry job classification.	With only one graduate to date (FVP has just completed its second full year), only one Capstone project has been successfully completed. Review of this exercise demonstrated an extremely high degree of technical and academic knowledge surpassing the basic competencies required for direct entrance into the industry work force as well as exceeding the minimum requirements of the program expectations.	Review of the finished Capstone Project immediately demonstrated the caliber of skills and competency was at a level that did not require any program changes.

<i>FY 2003</i>	<i>The students will develop the technical skills to successfully enter the filmed entertainment industry labor force in positions having job descriptions and responsibilities above entry level</i>	Analysis of the submitted Capstone projects demonstrated that all but one qualifying student met or exceeded the expected competency (from a candidacy class of 8). This student was deficient in three of the seven categories of evaluation. However, the overall level of technical knowledge and achievement continues to increase each year reflecting the growth and development of the program.	The Capstones demonstrated that the Program has succeeded very well in the visual presentation but not as well in the aural presentation of filmed information. More emphasis is needed in sound recording and sound editing. To accommodate this refocusing, the Internship requirement is being replaced with a required course in Sound Editing and the Film Sound course is being distilled to a more fundamental study of sound technology basics.
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STUDENT LEARNING OUTCOME 1: Students having completed the AAS degree will be properly trained in technical knowledge and work skills to successfully enter the film industry work force in a variety of above entry level through mid level job classifications.

YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2003</i>	<i>Results from an intensive, fast track seminar/course in Career Planning and Employment Search will be analyzed to measure the preparedness of the graduating candidates in advance of their job search and labor market entrance.</i>	Fast Track courses have yet to be offered.	

STUDENT LEARNING OUTCOME 1: Students having completed the AAS degree will be properly trained in technical knowledge and work skills to successfully enter the film industry work force in a variety of above entry level through mid level job classifications.			
YEAR	THIRD MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2003	<i>A follow-up written survey questionnaire submitted to both program graduates (and working program enrollees) and their employers evaluating the individual's educational preparedness, technical knowledge strengths, weaknesses and overall performance will be used</i>	All data has not yet been reviewed and analyzed. Anecdotal evidence and casual third party exchanges supports and surpasses the achievement of expected goals and planned preparedness of the program's recent graduates and attendees.	Gathered information and data will help redirect the coursework and Special Topics offerings to allow the enrolled student more focused study in current labor market practices and procedures.

STUDENT LEARNING OUTCOME 2: Students having completed the AAS degree will be able to transfer successfully to a four-year baccalaureate-degree-granting institution for further study in this or any other related discipline.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2002	<i>Follow-up (via personal interview, written survey questionnaire and/or receiving institution transfer questionnaire) with program graduates concerning their training and educational preparation for transfer to receiving institutions.</i>	Having just finished the second year of this new program, there has been to date, only one fully graduated student successfully transferring to a four-year baccalaureate-degree-granting institution for further study and one non-graduate also successfully transferring to a different four-year degree-granting institution. Informal interview was held.	No program changes are being considers at this time, however with the establishment of the Oklahoma Cinema Studies Consortium, Fall 03, all Program enrollees will have the ability to cross register with two, local, four year degree-granting institutions for coursework at those institutions and will be guaranteed acceptance of all successfully completed coursework in the film Studies curriculum towards degrees at those institutions if the student desires. This will increase the educational preparedness, transfer rate, in-state retention of potential work force candidates as well as simplify written follow up for outcome identification.
FY 2003	<i>After the first year of matriculation, a follow-up, written survey questionnaire will be submitted to the receiving institution's Dept. Chair to evaluate the graduate's educational preparation and successes in that receiving institution's degree program.</i>	All data has not yet been reviewed and analyzed. Anecdotal evidence and casual third party exchanges supports and surpasses the achievement of expected goals and planned preparedness of the Program's recent graduates and attendees.	A new degree program, an A.A. in Film and Video is being prepared at this time. This is a direct result of the growth, success and direction of the Program's graduates and their needs. This new degree will better prepare the student interested in continuing education and advanced degrees in this discipline.

STUDENT LEARNING OUTCOME 3: Non degree seeking students and/or certificate-seeking students of the Film and Video Studies program will successfully achieve their personal goals. These goals may include enhancement of professional skills, other job related skills improvement and the retraining or redirection of career interests for successful employment with the film industry.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2002</i>	<i>Follow up (via personal interview, written survey questionnaire and/or direct contact) with program enrollees and their current and potential employers concerning their training and educational preparation.</i>	Direct contact with students and their employers has been the most successful method of assessment. Logged statistics demonstrate 1000's of hours of fully employed man-hours have been completed by program enrollees with most having succeeded in becoming a returning, if not, early call, employee by these contract project employers.	Master Class courses are planned as fast track curriculum to enhance work force preparedness through interview, resume and job placement skills study. Increased awareness and preparation In these vital employment basics will increase successful program attendee's employment market successes.
<i>FY 2003</i>	<i>Not Assessed.</i>		

GRAPHIC COMMUNICATIONS

STUDENT LEARNING OUTCOME 1: Students will develop necessary skills in Graphic Communications to enable them to enter the job market in an entry-level position.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	<i>Students are contacted by mail or telephone by program faculty after graduation, and information about employment is gathered. Students are queried about software they are using, starting salaries, and recommendations for changes in the program.</i>	Twenty-three students responded to a phone survey. All students were working in the field making from \$8.50 to \$14 an hour. None recommended program changes.	No changes were made to the program.
FY 2001	<i>Meeting with Graphic Communications Advisory Board and discussing the needs of the employers in the field, following up meetings with further discussions with members, and collecting written input in the form of surveys from Advisory Board members.</i>	Advisory Board members advised that more web page instruction should be included in the GCOM program. (See minutes of Spring 2001 Advisory Board Meeting). They suggested that some additional equipment be purchased to deal with the transfer of large video files. Some members felt we should offer more advanced Photoshop training.	A new class called Web Page Animation was added to the curriculum. This class teaches the software program Flash! which is the industry standard for web page animation. A CDS drive was purchased for the instructor computer in the multimedia classroom to help the instructors deal with large video and Photoshop files. It was determined by program faculty to postpone further Photoshop class developments until there was more investigation into whether or not there was a need for another course.

FY 2002	<i>Meeting with Graphic Communications Advisory Board and discussing the needs of the employers in the field, following up meetings with further discussions with members, and collecting written input in the form of surveys from Advisory Board members.</i>	Although overall, employers feel the Graphic Communications students are ready to enter the job market at an entry-level position, members recommended several course changes to increase student skills and to better use their time. Add Photoshop II as a required course to the Print Media Emphasis. Increase the credit hours on the Portfolio Preparation and Presentation course for Print and Photography emphases. Remove Advertising Layout from the Photography/Digital Imaging Emphasis. Develop another photography course for the Photography/Digital Imaging Emphasis. Add a Video and Sound Editing II course to the curriculum for Multimedia Emphasis.	These recommendations will be included in the program changes sent to the Curriculum Committee in the Spring of 2003.
FY 2003	<i>Students will produce a collection of projects in a professional portfolio that will be examined by program faculty according to a set of criteria. At least 80% of students will produce a satisfactory portfolio</i>	All graduating students (100%) completed the Portfolio Preparation and Presentation course and received at least a “B” grade.	No changes

STUDENT LEARNING OUTCOME 2: Students will create a professional portfolio and resume that will enable them to demonstrate their knowledge and skills to potential employers.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Faculty and industry representatives check portfolios, and feedback is given to students for making possible alterations to their portfolios or resumes.	All students (15 students) developed acceptable portfolios.	No changes recommended.
FY 2001	Students are required to take a capstone course "Portfolio Preparation and Presentation." Must receive a "B" grade before they can graduate from the program	All but one student has successfully completed this course with grade of "B" or higher.	There have been no changes recommended.
FY 2002	Students are required to take a capstone course "Portfolio Preparation and Presentation" Must receive a "B" grade	All graduating students met the criteria with the exception of one who failed to meet with the Program Director at scheduled times and is repeating the course.	Although results were satisfactory in most cases, students complained about the workload for a one credit hour course. After discussion with the Advisory Committee members and faculty, we have decided to increase the credit hours to three for the course.

	<i>before they can graduate from the program</i>		
<i>FY 2003</i>	<i>Not Assessed</i>		

STUDENT LEARNING OUTCOME 2: Students will create a professional portfolio and resume that will enable them to demonstrate their knowledge and skills to potential employers.

YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2001</i>	<i>Portfolios are reviewed by program faculty and industry representatives and subsequently evaluated.</i>	All portfolios reviewed in this course were deemed professional and passed the grade requirements of the course. Students were encouraged to put web development projects on CDs for preview by prospective employers	CD burners are now available in both classrooms for students to burn their projects for review by prospective employers.
<i>FY 2002</i>	<i>This measure not used this year.</i>		

HUMANITIES, LITERATURE, AND PHILOSOPHY

STUDENT LEARNING OUTCOME 1: Continue to meet the needs of students who are either in the Humanities program or taking humanities courses to meet requirements/electives for other programs			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Survey students who are completing any course which carries a HUM, LIT or PHIL prefix with a questionnaire	<p>The survey asked students to respond to the following statements: 1) Humanities courses increased my awareness & understanding of cultures other than my own; 2) Humanities courses helped make other courses outside of the humanities area more meaningful; 3) Humanities courses helped me see the relationships and connections among different academic subjects; 4) I would recommend the humanities courses that I have taken at OKCCC to other students. Data collected was sorted in three ways: by question number; by number of humanities courses taken; and by course prefix (HUM, LIT, PHIL). While, more than half the total number of students surveyed responded positively to each statement, the overall response was not positive enough to indicate we are completely achieving our desired outcome. Strongest positive responses were to statements 1 (88%) and 4 (86.5%); most students felt humanities courses increased their awareness and understanding of cultures other than their own and would recommend the humanities courses they have taken to other students. However, the number of positive responses to questions 2 & 3 are lower (65.9% and 70.5%, respectively), which would seem to indicate that a substantial number of students are not experiencing all the desired outcomes we have established for humanities courses. Sorting responses by the number of humanities courses taken indicates a direct correlation between achieving our desired outcomes and the number of humanities courses taken. For every statement, the number of students responding positively increases with the number of humanities courses taken. Since most students take six hours of humanities, responses from students who have taken 2-3 humanities courses will be most telling. Again, positive responses to statements 1 and 4 are high (89.5% and 86%) while positive responses to statements 2 and 3 are not (64.6% and 66.7%). Sorting responses by prefix mirrors previous results with one exception. Relatively few students in philosophy courses responded positively to statement 1 (76.3%). Since philosophy courses surveyed dealt almost exclusively with Western philosophy, its not surprising students did not feel the course increased their awareness of cultures other than their own.</p>	Clearly our focus should be on improving students' awareness of the interrelatedness of academic disciplines and the relevance of the humanities to other subjects. We will review course objectives in humanities courses and, wherever possible, enhance overt treatment of these issues.

<i>FY 2001</i>	<i>not assessed this year.</i>		
<i>FY 2002</i>	<i>not assessed this year.</i>		
<i>FY 2003</i>	<i>not assessed this year.</i>		

STUDENT LEARNING OUTCOME 2: Increase the number of students who are declared majors in the Humanities program.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2000</i>	<i>Obtain an accurate accounting of the number of true majors in the Humanities program.</i>	The number of major in the three humanities programs (General Humanities, Literature, Philosophy) for the past three years are as follows: FY 2000 – 25 FY 1999 – 31 FY 1998 – 27	The number of humanities majors at colleges and universities across the country is traditionally small compared to some other disciplines, mainly because they lead to college teaching and research jobs, and the number of these scholarly positions available is severely limited. However, many students pursue majors that lead them to secondary teaching positions. A number of features of our humanities degree programs have made them unattractive to students intending to teach in secondary schools, and those students often complete Diversified Studies degrees at OKCCC instead of degrees in the humanities. To remedy this situation, we have changed degree requirements in our humanities degrees to eliminate unnecessary barriers to secondary education students and facilitate transfer to colleges of education at local universities.
<i>FY 2001</i>	<i>Not Assessed</i>		
<i>FY 2002</i>	<i>Not Assessed</i>		
<i>FY 2003</i>	<i>Not Assessed</i>		

STUDENT LEARNING OUTCOME 3: Students who graduate from OKCCC in one of the Humanities options and transfer to a state college or university will exhibit, upon graduation for the receiving institution, GPAs in major courses equal to or better than other graduates in the same program at the same time.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2001	<i>This outcome will be measured using statistical data from the OKCCC Planning and Institutional Effectiveness Office.</i>	While we previously thought this information would be available from OSRHE, it is not.	We will carry this outcome through to next year in hopes the needed data will become available.
FY 2002	<i>This outcome will be measured using statistical data from the OKCCC Planning and Institutional Effectiveness office.</i>	Data were not available.	Without data, we cannot use this assessment to improve the instructional program. We will try this means of assessment one more year. If data are still not available, we will revise the means of assessment.
FY 2003	<i>This outcome will be measured using statistical data from the OKCCC Planning and Institutional Effectiveness office. We will consider the outcome achieved if the average GPA in major courses of OKCCC graduates completing degrees at the receiving institutions is equal to or better than the overall average GPA in major course of all graduates in the relevant program</i>	The data upon which this assessment is based is not available.	Considering that the data mentioned have never been available, we see little hope they will be in the future and will revise our Outcomes Assessment procedures to include a more feasible measure.

STUDENT LEARNING OUTCOME 4: Upon completion of an Associate in Arts degree in one of the Humanities options, students will exhibit an adequate knowledge of the appropriate disciplinary canon.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2001	<i>This outcome will be measured in exit interviews of graduating students with academic advisors on the Faculty of English and the Humanities. Interviewers will record a mark of satisfactory or unsatisfactory for each student interviewed. Results from all faculty members will be tabulated, and we will consider the outcome achieved if 85% of the graduates receive a mark of satisfactory</i>	Only one student graduated with a degree in Humanities in either Fall 2000 or Spring 2001. Unfortunately, this students' faculty advisor retired and left campus before the exit interview could be conducted. In lieu of the exit interview, we polled faculty in English and the Humanities who had this student in their classes. These faculty were in unanimous agreement that this student had an excellent grasp of the fundamental principles of philosophy.	Considering the small size of the sample, it is difficult to regard these results as an accurate assessment of the program. We intend to carry this outcome through to next year when we will have more graduates.
FY 2002	<i>Same as FY 2001</i>	All students interviewed received a mark of satisfactory.	We will refine the process of conducting exit interviews to provide more meaningful data.

<p><i>FY 2003</i></p>	<p><i>Same as FY 2001</i></p>	<p>Full-time faculty report that two students who graduated in school year 2002-2003 fall into the population we intended to evaluate; that is, they graduated last year and were advised by full-time faculty in English and the Humanities. In the estimations of their faculty advisors both exhibited satisfactory knowledge of the fundamental analytic principles appropriate to their disciplines.</p>	<p>The Department of English and the Humanities will use these results in two ways to improve academic programs in Humanities, Literature, and Philosophy, both having to do with clearly inadequate sample of graduates. The principle problem seems to be that most of our graduates are self-advised; consequently, full-time faculty simply do not have the opportunity to conduct the exit interview. We will revise our Outcomes Assessment procedures to include some measure not dependent on students receiving faculty advisement. Second, we will form study group composed of students and members of the full-time faculty to determine why more students majoring in the Humanities do not seek faculty advisement and what steps we might take to improve the situation.</p>
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JOURNALISM AND BROADCASTING

STUDENT LEARNING OUTCOME 1: Students will transfer successfully to four-year programs			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Informal surveys of students after transfer	Of 30 students who graduated in 1998 and 1999, the Journalism and Broadcasting faculty have talked to about 25. Of those, 22 have transferred into 4-year programs. Others have gone to work, moved away or pursued other options. Of the 22 who transferred, 20 successfully completed their first year at a 4-year university.	Based on feedback from transfer students, J&B faculty have modified the Journalism degree to include Magazine Feature Writing instead of News Writing II. The broadcasting and public relations options were revised to reduce the total number of JB credits and increase flexibility.
FY 2001	Informal surveys of students after transfer	Reviewed the list of 27 J&B grads for FY 00 and FY 01. Approximately 2/3 have transferred to a 4-year program. We have talked to about 1/2 of those.	After talking to our graduates who have transferred, as well as to other students who have transferred without completing degrees, we have learned of the increased emphasis in combining print and broadcast journalism especially at OU. As a result, we have taken steps to promote this “convergence” in our curriculum. We are encouraging journalism students to complete at least once course in broadcasting.
FY 2002	Informal surveys of students after transfer	Of the 22 students who graduated between the summer of 2001 and the summer of 2002, 14 have continued their education by transferring to another college or university. Informal surveys of those students have indicated that they have been successful in making the transition from the community college to 4-year programs. One student has suggested that more emphasis might be placed on language mechanics, so students feel better prepared for the Language Skills Test at OU.	As a result of student feedback, both from graduates and transfer students, we have decided to use the sample Language Skills Test on the OU website to pretest our students on language mechanics, then suggest areas of study to improve their skills. We plan to retest the students near the end of the term to see if they have made improvements.
FY 2003	Not Assessed		

STUDENT LEARNING OUTCOME 1: Students will transfer successfully to four-year programs

YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2000</i>	<i>Student transfer data collected by P & IE</i>	3 J&B graduates from 1998 and 2 graduates from 1999 returned their grad survey forms. Two of the five have transferred to 4-year programs and indicate no trouble transferring.	Based on small sample, it appears that our students are not having difficulty transferring to 4-year programs in OK. J&B professors should continue to maintain open dialogue with receiving institutions to be sure OKCCC students are taking coursework that will transfer smoothly. As a result of communications with receiving institutions, JB programs have been modified to require no more than 12 credit hours of major coursework.

STUDENT LEARNING OUTCOME 2: Students will learn necessary skills to perform entry-level jobs in Journalism & Broadcasting.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2000</i>	<i>Informal surveys of employers and potential employees of our JB students</i>	J&B faculty have had informal communication with total of 14 central OK employers, including newspapers, radio stations, television stations, advertising agencies and public relations firms, about qualification for new hires. All have employed at least one of our students in the past 2 years. Generally employers are satisfied with the skills of our students. Employers have always expressed satisfaction with our students' work ethic and dependability. Employers across the spectrum have stressed the importance of strong language skills in every facet of the industry. One student, who applied with a public relations firm in Washington, D.C. got her job after successfully completing a 3-hour writing test.	As a result of this data, the J&B faculty have added more writing assignments in all classes.
<i>FY 2001</i>	<i>Informal surveys of employers and potential employers of our JB students</i>	Conversations with employers and potential employers of OKCCC students show a generally high level of satisfaction with the skills of our grads. Both our News 9 and the daily Oklahoman contacts have told us that students need to be cross trained for print and broadcast journalism, since that seems to be the direction the industry is headed.	As a result of our communication, we have decided our program is on track for preparing students to succeed in the workplace. However, we are looking for ways to promote "convergence" of print and broadcast journalism. We have identified the goal of "converging" the news writing lab with the broadcast lab, so students would have the opportunity to develop news stories in both print and broadcast formats for presentation on the Pioneer Online website.
<i>FY 2002</i>	<i>Informal surveys of employers and potential employers of our JB students</i>	We have surveyed The Daily Oklahoman, The OU Daily, the Shawnee News-Star, Clear Channel Broadcasting, Citadel Broadcasting, KWTW News 9, Jordan Associates and the Oklahoma Centennial Commission. The employers have expressed satisfaction with our students, and in some cases have asked us to refer more students to them. Some comments from employers have emphasized the importance of students having sufficient technology skills to work in the	Partly as a result of these comments, we are continuing our quest for designated lab space so broadcasting students will have opportunity to develop their technology skills.

STUDENT LEARNING OUTCOME 2: Students will learn necessary skills to perform entry-level jobs in Journalism & Broadcasting.			
		industry.	
<i>FY 2003</i>	<i>Not Assessed</i>		

STUDENT LEARNING OUTCOME 3: Students will complete their associate degree at OKCCC

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2000</i>	<i>Will review graduation data to determine if at least eight students per year complete their degree</i>	Twelve students graduated.	No change.
<i>FY 2001</i>	<i>Will review graduation data to determine if at least eight students per year complete their degree</i>	In 2001, 16 students completed their associate degrees in J&B.	We are proud to have so many graduates.
<i>FY 2002</i>	<i>Will review graduation data to determine if at least eight students per year complete their degree</i>	Our graduation numbers indicate that 15 students completed their program in the past year.	To accommodate increased student enrollment, in the past year we have added a third section of JB 1133 News Writing I during the spring and fall semesters, plus adding a summer class. Also, we have added a section of JB 1013 Intro Mass Communications in the summer.
<i>FY 2003</i>	<i>Graduation data will be reviewed to determine the number of graduates</i>	Eighteen students completed their program this year.	No changes recommended.

STUDENT LEARNING OUTCOME 4: Students will develop proficiency in language mechanics so they can transfer successfully to receiving institutions.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2003</i>	<i>Student will complete a language skills tests</i>	70% of students should score 70% or higher on the test. In the fall 2002, 18 students passed the language skills test of the 35 students who completed the News Writing I course. In the spring of 2003, 26 students passed the test of the 46 students who completed the course. In the summer 2003, 15 students passed the test of the 23 students who completed the course.	The professors teaching the News Writing I course have decided to be more aggressive in encouraging students to pay attention to language mechanics. After our first testing experience in the fall of 2002, we were disappointed in the results. Nevertheless, we recognized that we had had little time to prepare ourselves or our students for the type of test they would be taking. In the spring of 2003, we gave the test twice – once at the beginning of the semester and again at the end. Students who did poorly at the beginning were counseled to complete the language exercises on the testing website. They were also encouraged to study on the <i>Media Writer's Handbook: A Guide to Common Writing and Editing Problems</i> by George T. Arnold. In addition, the master-spelling list for our weekly spelling tests was revised to include all the spelling words included in the language skills test. In just a short time, we've seen some improvement and hope to see more in the future.

STUDENT LEARNING OUTCOME 5: Graduates will prepare a portfolio of work relative to their area of emphasis that demonstrates the basic skills of the industry and qualifies them for entry-level work.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2003	<i>Journalism Grads will demonstrate mastery by submitting a portfolio of published articles. A satisfactory portfolio will contain a minimum of two articles, each of which contain at least two sources of information or quotes. Major professors will review the portfolio during the students last year of attendance at OKCCC. Major professors will review portfolios during student's last year of attendance at OKCCC.</i>	Nine students earned Journalism and Broadcasting degrees with a Journalism emphasis during the reporting period. Of the nine, seven had published two or more articles in the student newspaper, the Pioneer. Two of them, both serving stints as Pioneer editor, had dozens of news articles. One had published only one article. One student had no data to report, although he had published articles in the Pioneer years before. He had completed most of his course work more than a decade ago and could not supply a portfolio.	The results indicate that most of the journalism graduates at OKCCC are publishing multiple news articles in the student newspaper. To improve the program, we will need to do more to encourage all journalism majors to submit articles for publication. Apparently, it is possible for journalism students on the periphery of college life to graduate without taking advantage of opportunities to publish their work. The student who published only one article told her professor that she had decided not to pursue journalism as her career.

FY 2003	<p>Broadcasting Grads will prepare a broadcast reel or CD that demonstrates their technical skills in audio and/or video production. A satisfactory product will contain at least two 30-second spots or features that demonstrate the grad's announcing and editing proficiency. Major Professors will review the reel or CD during the student's last year of attendance at OKCCC.</p>	<p>All six Journalism and Broadcasting graduates with an emphasis in broadcasting completed the required audio and/or video demo reel or CD.</p>	<p>The professors are satisfied with their performance and have no plans to make changes at this time.</p>
FY 2003	<p>Public relations grads will submit a campaign portfolio that 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). Major professors will review the portfolio during the students' last year of attendance at OKCCC.</p>	<p>All nine Journalism and Broadcasting graduates with an emphasis in public relations submitted portfolios of their professional work that met the minimum criteria.</p>	<p>After reviewing the portfolios, the professor decided to require future students to complete a check-off list before submitting their portfolios to ensure that all the necessary components are included.</p>

<i>FY 2003</i>	Speech grads will demonstrate proficiency by submitting a videotape of two performed speeches (5 to 10 minutes). The tape will be acceptable if it contains one persuasive speech and one information or demonstration speech.	Only one student completed the degree requirements for the speech emphasis in Journalism and Broadcasting.	The student's videotape of his speech performances was well done. No changes are planned at this time.
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LIBERAL STUDIES

STUDENT LEARNING OUTCOME 1: Demonstrate critical thinking, that is, the ability to carefully and deliberately determine whether to accept, reject or suspend judgment about a claim. (New program FY01)			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2003	The level achieved in this competency will be determined by an evaluation of a subscale of the Academic Profile Test.	No data are available at this time.	No changes are anticipated for this program

STUDENT LEARNING OUTCOME 2: Demonstrate an understanding of the ideas, events, and values that have shaped American history.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2003</i>	<i>The faculty will administer an instrument to students who have completed the two American history courses. Students should score or better to show that they have achieved this competency.</i>	No data are available at this time.	No changes are anticipated for this program.

MODERN LANGUAGES

STUDENT LEARNING OUTCOME 1: Students will be able to transfer successfully to a four-year institution and continue their language studies. They should be able to complete a bachelor's degree.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	<i>Survey of graduates accompanied by letter from program faculty</i>	A survey was sent to students who had completed any courses at the 2000 level in French or Spanish in FY 99 and 2000. A total of 58 surveys were sent and 20 were completed and returned. Of those 20 students, 8 had transferred to a four-year university. None reported problems transferring. When asked how well the Modern Languages program at OKCCC prepared them for continuing their education, 22% said their preparation was excellent and 78% said it was satisfactory. There were many favorable comments about the program, individual classes and instructors. It also should be noted that the percentage of responses returned was very high, particularly since the turnaround time was short.	The results of the survey indicate a general level of satisfaction with the Modern Languages Program by students who have transferred as well as by those who have not. The percentage of transferring students who rated the program as "excellent" was not as high as we would like it to be. The program faculty will examine the program curriculum and the syllabi of each course to see whether there are areas that need to be modified.
FY 2001	<i>Not Assessed</i>		
FY 2002	<i>Students who have completed the program and have transferred to a four-year institution will be surveyed to determine how they assess the preparation they received at OKCCC.</i>	A survey was sent to 26 students who graduated with an Associate in Arts degree in Modern Languages in the past five years. As of November 6, 2002, seven surveys were completed and returned. Of those seven, six completed the Associate degree in Spanish and one in French. Three had transferred to other institutions, one to the University of Oklahoma and two to the University of Central Oklahoma. None reported any difficulties in transferring. Three graduates rated the Modern Languages program as "Very Good" and four rated it as "Excellent." When asked about the quality of instruction in courses in the program, two graduates rated them as "Very Good" and five rated them as "Excellent."	The sample was small, and there were no suggestions for improvement. We need to gather more data from students who transfer without a degree, and we need to seek feedback from the receiving institutions about the preparation of our students. The number of graduates in Spanish far exceeds the number in French. We need to promote the French program and increase the number of graduates in that emphasis.
FY 2003	<i>Not Assessed.</i>		

STUDENT LEARNING OUTCOME 1: Students will be able to transfer successfully to a four-year institution and continue their language studies. They should be able to complete a bachelor's degree.			
YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	<i>Interviews and other personal contact with graduates</i>	Informal communication with individual students who have completed the program is ongoing, and most students tell us that they are pleased with the language learning experiences they had at OKCCC. Some have told us that our instructors and our courses are better than those they have taken at four-year institutions. Both current and former students have told us that they wish we offered more courses at the 2000 level, either in culture or literature.	In response to requests for more courses at the 2000 level, we have added a Special Topics course entitled "Introduction to Spanish Culture and Civilization" in the Spring semester of 2001.

STUDENT LEARNING OUTCOME 2: Students will achieve an appropriate level of proficiency in the language emphasis. Students should be able to perform at the Intermediate High level according to the ACTFL Proficiency Guidelines.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2000</i>	<i>Individual interviews, which measure the skills appropriate to a language speaker at the Intermediate High level.</i>	Students who are completing the Associate Degree in Modern Languages must participate in a final oral interview (usually as part of the final assessment in French or Spanish 2223). In the past two academic years, those students have been able to communicate orally at the Intermediate High level on the ACTFL Proficiency Scale, as interpreted by program faculty.	The two full-time Modern Language faculty members applied for and received a Student Success Grant for the Fall semester 2001 for the purpose of attending an Oral Proficiency Interview Training workshop sponsored by the American council on the Teaching of Foreign Languages. Following completion of the workshop, the instructors will apply for certification as Oral Proficiency testers. Students who are tested by certified testers will have results that are recognized at any academic institution.
<i>FY 2001</i>	<i>Not Assessed</i>		
<i>FY 2002</i>	<i>All students who complete the Modern Language program will be interviewed using the standards of the ACTFL Oral Proficiency Interview to determine their level of oral proficiency</i>	In the spring of 2002 only one student in SPAN 2223 (the terminal course) was interviewed and evaluated for oral proficiency. That student demonstrated proficiency at an appropriate level for his experience. Some graduates from this academic year had taken their last Spanish course the previous year. The French graduates were not interviewed because of logistical problems. This process needs to be improved so that all graduates are interviewed and evaluated.	The need to help students reach an appropriate level of Oral Proficiency is ongoing. In my beginning classes I am using the target language more and more, and I am requiring students to produce language orally in more systematic ways.
<i>FY 2003</i>	<i>Not Assessed</i>		

STUDENT LEARNING OUTCOME 3: Students will demonstrate speaking skills at the Intermediate High level or higher.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2003</i>	<i>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 for the Teaching of Foreign Languages.</i>	In the Spring semester of 2003, there was a group of seven students who completed the Spanish program (by completing SPAN 2223: Intermediate Spanish II). Two of these students received Associate Degrees and one received a certificate of Mastery in May 2003. All were interviewed individually at the end of the semester in an oral proficiency interview based on the standards established by the American Council for the Teaching of Foreign Languages. It should be emphasized that this was not an official Oral Proficiency Interview by a certified tester. A program faculty member conducted the interviews. Based on this informal interview, the following observations were made: Two of the students were Intermediate High or above; these students are heritage speakers of Spanish. Two are Intermediate Mid, and the other three are Intermediate Low. NOTE: There were several students who completed the French program (i.e., completed FREN 2223), but they were not interviewed in the Spring of 2003.	Obviously, the sample is small, but the results tell us that we need to find ways to help our students develop their oral skills at a higher level. We need to encourage adjunct instructors to use Spanish in the classroom and provide opportunities for their students to use the language orally in activities that go beyond structured grammar exercises. We need to provide incentives for students to make greater use of the resources available in our Communications Lab. We must include the French program in our next assessment. This will involve coordination with an adjunct instructor.

STUDENT LEARNING OUTCOME 4: Students will demonstrate writing skills at the Intermediate High level or higher.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2003	<i>All students who complete the Modern Languages program will write a final assessment composition as part of their terminal course which program faculty will evaluate based on the standards established by the American Council for the Teaching of Foreign Languages.</i>	In the Spring semester of 2003, there was a group of seven students who completed the Spanish program (by completing SPAN 2223: Intermediate Spanish II). Two of these students received Associate Degrees and one received a Certificate of Mastery in May 2003. The students' final composition of the semester was used as a final assessment. Two students produced writing at the Intermediate High level. Two produced writing at the Intermediate Mid level, and three at the Intermediate Low level. NOTE: There were several students who completed the French program (i.e., completed FREN 2223), but no writing samples were collected in the Spring of 2003.	As with the results for Speaking, the results in Writing are somewhat disappointing, and they followed the same patten of distribution. We need to encourage all instructors to work on building writing skills, particularly in regard to constructing coherent paragraphs and learning to check and correct their work before turning it in. It is also essential that we gather data from students who complete the French program.

MUSIC

STUDENT LEARNING OUTCOME 1: Students having completed the AA degree will be able to transfer successfully to a four-year baccalaureate-degree granting institution.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Follow-up (via personal interview and/or written questionnaire) with program grads concerning their training and educational preparation for transfer to receiving institution.	Although no data was available from last year (no graduates), graduate surveys from graduates in recent years indicate no particular problems concerning transfer.	No program changes are being considered at present
FY 2001	Same as FY 2000	Though limited, feedback from graduates regarding preparation has been positive.	No program or curricular changes are currently being proposed.
FY 2002	Same as FY 2000	Letters and questionnaires were sent out but none were returned.	Input from questionnaires will be used in future curricular planning.
FY 2003	Graduate Follow up Survey	Five graduate surveys were returned. None reported any problems upon transfer and all rated their preparation as satisfactory or excellent.	No major curricular changes are anticipated at present. Students will be increasingly encouraged to take advantage of opportunities to perform.

STUDENT LEARNING OUTCOME 1: Students having completed the AA degree will be able to transfer successfully to a four-year baccalaureate-degree granting institution.			
YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Communication with faculty or administration of the receiving institution(s) concerning the success of OKCCC music program graduates upon transfer.	No data collected from faculty at receiving intuitions.	
FY 2001	Communication with faculty or administration of the receiving institution(s) concerning the success of OKCCC music program graduates upon transfer.	No data collected from faculty at receiving intuitions.	
FY 2002	Communication with faculty or administration of the receiving institution(s) concerning the success of OKCCC music program graduates upon transfer.	No data collected from faculty at receiving intuitions.	
FY 2003	Grads of the OKCCC Music program will receive a "C" or better in upper level music courses at transfer institutions. Measurement: State Regents' data.	Data has not been made available at this time.	

STUDENT LEARNING OUTCOME 2: Non-degree-seeking students of the music program will successfully achieve their personal goals. These goals may include enhancement of skills in the area of church music, other job-related skills, or the improvement of musical performance of theoretical skills.			
YEA R	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Annual distribution of questionnaire to all students enrolled in music classes (music theory, appreciation, literature, an applied music courses).	Questionnaire has been prepared and mailing list assembled for a large number of past students of the music program. An attempt was made with MIS to find all students. This questionnaire is being prepared for mailing in November 2000.	Questionnaires returned will be examined and the results tabulated. A decision will be made, based on responses, as to whether changes will be proposed for the program.
FY 2001	Annual distribution of questionnaire to all students enrolled in music classes (music theory, appreciation, literature, an applied music courses).	A questionnaire was mailed to approximately 160 former students of the music program. Although many addresses (supplied by MIS) were no longer valid, a significant number of responses have been received.	Information from the above questionnaire will be analyzed for the purposes of program evaluation.

<i>FY 2002</i>	<i>Annual distribution of questionnaire to all students enrolled in music classes (music theory, appreciation, literature, and applied music courses).</i>	Questionnaire has not been distributed as yet. We plan to do so during the current semester.	
<i>FY 2003</i>	<i>Not Assessed</i>		

STUDENT LEARNING OUTCOME 2: Non-degree-seeking students of the music program will successfully achieve their personal goals. These goals may include enhancement of skills in the area of church music, other job-related skills, or the improvement of musical performance of theoretical skills.			
YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Some students of the music program, who do not actually attain a degree, will become professional musicians, or use the skills learned at OKCCC in various types of employment. Through direct contact with these students, their employers, or general observation, their experiences will be used to assess the effectiveness of the music program	Although there are likely many more examples of students who are employed in musical positions, several are now teaching music in the metro area, one is well-known classical guitarist in the area, some are teaching privately and in colleges, one is a diaconal minister of music for the United Methodist Church.	Information gathered was used in assessing the curriculum, activities, and offerings of the program, and no changes were made.
FY 2001	Same as FY 2000	Ongoing	Information gathered was used in assessing the curriculum, activities, and offerings of the program, and no changes were made.
FY 2002	Same as FY 2000	No recent graduates have entered the music workplace instead of transferring	
FY 2003	Not Assessed.		

STUDENT LEARNING OUTCOME 3: Harmonically analyze a tonal composition from the common practice period: include chords, inversions, cadences, non-harmonic devices, and key relationships.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2003	Program students will demonstrate stated analytical skills in Music Theory IV, the final theory courses. Measurement will be by written examination and evaluated by program faculty	Students enrolled in the capstone course, Music Theory IV, were all deemed proficient in the skill of harmonic analysis of given musical examples.	Program students will continue to be evaluated in skills of harmonic analysis, as well as related theoretical skills.

PRE-EDUCATION

STUDENT LEARNING OUTCOME 1: Articulation of OKCCC student with pre-education degrees to baccalaureate state institutions will be efficient and effective.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Assessment by informal graduate survey	Met with 15 members of Future Teachers group on 10/04/00. Seven of these students are concurrently attending OU and UCO. All seven reported seamless transfer. Two students had concern that OKCCC's Contemporary Math lacks a component that is taught at UCO and needed later in a methodology course.	Program director will meet with UCO math coordinator to determine whether a component needs to be added to OKCCC's Contemporary Math course. If this component is needed, Program director will work with OKCCC math coordinator to add missing component.
FY 2001	A survey will be designed and mailed to the 24 students who graduated with pre-education degrees from Spring 1998 to Summer 2000. This survey will be designed to elicit information concerning to what extent articulation was efficient and effective from OKCCC to various 4-year state institutions.	38% of the students who graduated with pre-education degrees from Spring 1998 to Summer 2000 returned completed surveys. 33% reported that their relationship with advisement and counseling had been good, while 60% reported faculty advisement to be very good and/or good. 83% reported that their academic preparation had been excellent. None of the student reported problems transferring from OKCCC to the university of his/her choice.	Faculty advisors and counselor will continue to fine tune the registration process and encourage majors to seek guidance before completing their enrollment during any given semester. We believe our curriculum is structured in such a sway that few students if any would encounter difficulties with transferring to universities.
FY 2002	Not Assessed		
FY 2003	Not Assessed		

STUDENT LEARNING OUTCOME 1: Articulation of OKCCC student with pre-education degrees to baccalaureate state institutions will be efficient and effective.			
YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Program director will meet with Langston, OU, UCO, & USAO colleges of education personnel on a regular basis to ensure that as baccalaureate programs are modified, OKCCC degree plans are updated.	Letters, telephone notes, and emails between OKCCC Program director and education personnel at baccalaureate institutions are used as guidelines to update OKCCC's degree sheets.	Because OKCCC's degree sheets are updated on a regular basis and these changes are made known to advisors and counselors, OKCC students are able to follow a course of study that ensures seamless articulation.

STUDENT LEARNING OUTCOME 2: Demonstrate critical thinking, that is, the ability to carefully and deliberately determine whether to accept, reject or suspend judgment about a claim.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2003	<i>The level achieved in this competency will be determined by an evaluation of a subscale of the Academic Profile Test.</i>	The assessment data showed OKCCC students were above the norm grade point average.	No changes to the program were recommended.

STUDENT LEARNING OUTCOME 3: Demonstrate an understanding of the ideas, events, and values that have shaped American history.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2003	<i>The faculty will administer an instrument to students who have completed the two American history courses. Students should score or better to show that they have achieved this competency</i>	Just over 54% of the students passed the test.	The history faculty is reviewing these results to determine if changes in the curriculum are needed.

THEATRE ARTS

STUDENT LEARNING OUTCOME 1: Articulation of OKCCC students with theater degree to baccalaureate state institutions will be efficient and effective.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Assessment by graduate survey and acceptance of Associate Degree by baccalaureate institution	Although few graduate surveys from Theater majors have been returned, those surveys that have been received report no problems with transferring to a state or private baccalaureate institution.	Since no problems have been reported, no changes are being made at this time.
FY 2001	Assessment by graduate survey	No Theatre graduate responded.	
FY 2002	Not assessed.		

<i>FY 2003</i>	<i>Grads will receive a survey concerning their time spent at OKCCC and the value of the classes and projects with which they were associated. The ease of acceptance and transition to a 4-year program will be a section of the survey. The program head will assess the results. An overall positive survey will be successful. Any problems raised by the survey will be noted and analyzed for future changes in the program</i>	Surveys have not been returned yet.	No changes planned at this time.
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STUDENT LEARNING OUTCOME 1: Articulation of OKCCC students with theater degree to baccalaureate state institutions will be efficient and effective.			
YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2001	<i>Interviews and other personal contacts with grads</i>	I have recently joined the program this fall. No interviews or other personal contact has been made with recent grads.	

STUDENT LEARNING OUTCOME 2: Students will be advised to follow the theater degree plan of study.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2000</i>	<i>Assessment by transcripts. 2.5 or higher grad point</i>	In 1998-99 there were 4 Theater grads and all had higher GPAs than the recommended 2.5: 3.38, 2.71, 3.08, and 3.41	Because all graduates met the criteria for success, no changes are recommended for the Theater program.
<i>FY 2001</i>	<i>Not Assessed</i>		
<i>FY 2002</i>	<i>Not Assessed</i>		
<i>FY 2003</i>	<i>Not Assessed</i>		

STUDENT LEARNING OUTCOME 2: Students will be advised to follow the theater degree plan of study.

YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2000</i>	<i>Interviews and other personal contact with graduates</i>	The anecdotal evidence from grads collected by interviews, phone calls, and email messages support that following the theater degree plan of study has been effective.	No changes in the degree plan are being planned at this time. The program faculty will continue to review the degree plan, so changes may be made in the future.

STUDENT LEARNING OUTCOME 3: Students will achieve an appropriate level of proficiency in the theater arts.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2000</i>	<i>Assessment by graduate survey</i>	The responses on the graduate survey vary from satisfactory preparation to excellent preparation	One suggestion on the grad survey was to offer more specialty courses, and so Writing the 10 Minute Play was added as a special topics course. It was marginally successful because of limited enrollment; however, the participants felt it was helpful, so other special courses will probably be offered as warranted in the future.
<i>FY 2001</i>	<i>Final directing projects for graduating students which measure the skills appropriate at the Associate Degree level</i>	No record was made of final projects for 2001.	
<i>FY 2002</i>	<i>Not Assessed</i>		

<p>FY 2003</p>	<p>Grads will present a final project related to their field of interest, including but not limited to an audition video, a technical theater portfolio, an original script, or a directing project. The program head will assess the project and one other faculty member in a related field for proficiency and potential to achieve placement in the student's given area of interest.</p> <p>Audition video – approximately 5 minutes in length, containing two contrasting monologues. The video should be of a quality suitable to send to prospective employers.</p> <p>Original script – students will follow publication guidelines to format and bind their script.</p> <p>Directing – <i>students will direct a play no shorter than 30 minutes in length for public presentation. The student is responsible for all technical needs (sets, costumes, props) and will work with the cooperation of the theater program.</i></p>		
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STUDENT LEARNING OUTCOME 3: Students will achieve an appropriate level of proficiency in the theater arts.

YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2000</i>	<i>Final directing projects for graduating students which measure the skills appropriate at the Associate Degree level</i>	Plans are still being developed for a capstone acting or directing project.	Since a capstone directing or acting project for graduating majors is still in the planning stages, no other changes are being planned.

VISUAL ARTS

STUDENT LEARNING OUTCOME 1: Students who graduate from the Visual Arts program will successfully transfer to a baccalaureate program in visual arts.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2000	Verify with the State Board of Regents and/or by contacting graduated students the number of successful transferees and any problems they may have encountered in transferring. 80% will successfully transfer	Data not available.	
FY 2001	Verify with the State Board of Regents and/or by contacting grad the number of successful transferees and any problems they may have encountered in transferring.	State Board of Regents data was unavailable to program faculty. The art faculty contacted five students who graduated, all five transferred to OU and UCO without problems.	One visual arts program faculty is a member of the State Board of Regents Faculty Transfer Curriculum Committee and continues to work on improving the transfer process for its students.

FY 2002	<i>Verify with the State Board of Regents and/or by contacting grad the number of successful transferees and any problems they may have encountered in transferring.</i>	Out of 8 students that graduated, 6 successfully transferred into a university art program and not information is available on the remaining two.	We need a better tracing system to keep up with where Visual Arts students go after graduation.
FY 2003	<i>Not Assessed</i>		

STUDENT LEARNING OUTCOME 2: 30% of its graduating students complete a baccalaureate degree.

YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2000</i>	<i>Verify with the State Board of Regents and/or by contacting grads the numbers of successful transferees and any problems they may have encountered in transferring into baccalaureate degree program.</i>	Not Available	
<i>FY 2001</i>	<i>Not Assessed.</i>		
<i>FY 2002</i>	<i>Not Assessed.</i>		
<i>FY 2003</i>	<i>Not Assessed.</i>		

STUDENT LEARNING OUTCOME 3: Non-degree seeking students of the Visual Arts program will successfully achieve their personal goals. These goals may include enhancement of skills in the areas of improving job-related skills, personally improving art skills, or enrichment of their life through art appreciation.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2001	Create a survey and give at the end of 2001 in each Visual Arts course	520 students enrolled in Visual Art classes were surveyed to evaluate the Visual Arts program and assess students' educational goals. 19 were taking art courses for fun, 88 for personal interest rather than employment purposes, and 9 to improve job skills. The students indicated they would like to see new courses added to the Visual Art program class schedule, including the following: portrait and color photography, fashion and interior design, stained glass, weaving, and sculpture.	Art faculty have discussed the survey and are doing research on the possibility of adding new courses suggested by the student survey.
FY 2002	Survey students at the end of the academic year in each Visual Art course.	Data not available	
FY 2003	Not assessed		

STUDENT LEARNING OUTCOME 4: All students who complete the Visual Arts program will demonstrate that they have expertise in the use of the visual elements and principles of design in 2D and 3D art form.			
YEAR	FIRST MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
FY 2001	<i>The students' final portfolio will be used as a means of assessment</i>	This was the first year a final portfolio course was required and only three students needed the course to complete their program. Two students showed a weakness In the quantity of work for a strong portfolio, which indicated the students needed to complete more projects in the art courses or have more outside assignments.	Lead program faculty visited and continues to visit with all instructors about adding projects to courses.
FY 2002	<i>The students' final portfolio will be used as a means of assessment</i>	After reviewing 4 students' portfolios, a weakness in originality was identified.	Add new course projects to the Drawing, Painting, 2D and 3D Design course that will encourage originality of content.
FY 2003	<i>Student portfolio review by program faculty according to established criteria.</i>	After reviewing seven portfolios, four had weakness in the area of originality and perceptual awareness.	Faculty will look at the objectives in each core course to insure they are addressing the concern for improved originality and perceptual awareness.

YEAR	SECOND MEANS OF ASSESSMENT	SUMMARY OF DATA	USE OF RESULTS
<i>FY 2001</i>	<i>Review of students' final portfolio</i>	These three students work revealed some weakness in drawing.	Lead program faculty visited with all drawing instructors about changing drawing course objectives and projects to improve drawing skills of students.