

General Education Assessment Plan Oklahoma City Community College

Objective

To assess and recommend actions for the General Education component of Oklahoma City Community College's curriculum.

General Strategy

The General Education Committee will create interdisciplinary teams with members from multiple divisions. Each team will consist of three to six members, typically faculty. Each member of the team is compensated for his or her work.

Once a year these teams will each evaluate one hundred artifacts from students having completed at least 35 hours of OCCC Courses. This evaluation currently occurs in the summer, and the results from each team are compiled by the Chair of the Gen Ed Committee and shared with the Vice President for Academic Affairs, the members of the Gen Ed committee, and the OCCC faculty. Recommendations based on these results are made in a timely fashion.

Method

Developed rubrics will provide common criteria for assessing artifacts gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint presentations, essays, lab reports, test questions, capstone projects, or any assignment preexisting in a course.

The underlying principle of this method is 1) to reduce the intrusive nature of assessment within faculty courses, 2) to create a real environment of student performance within a classroom or online setting instead of the contrived environment of a forced examination (especially if the exam does not count for the course grade), and 3) to collect artifacts already designed and administered by our professional faculty at OCCC.

The collection process is interdisciplinary. If the outcome is Mathematical methods, then both Math courses and courses beyond a Math prefix could be used. Examples of these other courses are Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Engineering, Accounting, or Physical Science. Likewise, writing artifacts could come from any course involving writing, including a scientific lab report.

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

Assessment Process

1. The Chair of the Gen Ed Committee, about six weeks into the semester, gets a spreadsheet from Institutional Effectiveness. From this spreadsheet, students who have a minimum of 35 OCCC hours can be listed by course section.
2. The Chair sends a list of qualified students to faculty members who have volunteered to submit artifacts. There is one list per each course section that the faculty volunteers.
3. The Chair then sorts the artifacts by outcome and gives them to the appropriate assessment teams. This typically takes place in the summer months.
4. The teams evaluate the artifacts and report a) a detailed tally of the students displaying competency (and of those who did not) in the specific outcome, and b) any relevant trends that they see in the data or recommendations based on their evaluations of the artifacts.
5. The General Education Chair assembles the results, adds them to those of previous years, and reports them to the Vice President of Academic Affairs (who subsequently reports them to the faculty) and to the General Education Committee.
6. The General Education Committee then discusses the results and makes any recommendations that appear necessary. These recommendations are made to the faculty through division meetings as well as being posted on the General Education website.