

Meeting of the
OKLAHOMA CITY COMMUNITY COLLEGE BOARD OF REGENTS
November 12, 2007

AGENDA ITEM 15 B:

Report on the College END: “Student Success: Our students achieve their individual educational aspirations.” – General Education Assessment Annual Report

- General Education competencies are those which all students, irrespective of major, should have acquired by graduation.
- Student general education competencies are evaluated using three measures:
 - Successful completion of specific courses;
 - Results of the *Collegiate Assessment of Academic Proficiency* (CAAP), a national standardized exam used to assess general education knowledge;
 - Faculty-developed assessment measures that provide a review of general education competencies specific to Oklahoma City Community College.
- This is the first year that Oklahoma City Community College has administered the CAAP.
- The faculty-developed assessment measure examined students’ global education and it was administered for the first time.
- Both the CAAP and the global competencies assessments were administered for the first time during Assessment Week in Spring 2007.
- A detailed summary report is attached.

Oklahoma City Community College

GENERAL EDUCATION ASSESSMENT ANNUAL REPORT

November 12, 2007

Introduction

This report is a response to the degree the College is meeting the END: “Student Success: Our students achieve their individual educational aspirations.”

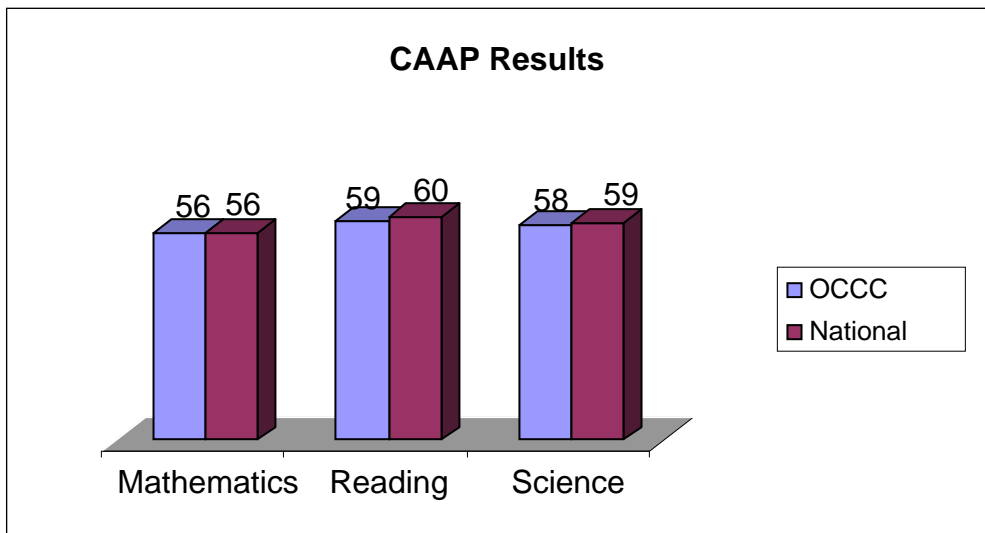
- General Education competencies relate to specific courses which are required for graduation and those competencies which all students, irrespective of major, should have acquired by graduation.
- These general education competencies are evaluated using three measures:
 - successful completion of specific courses;
 - the *Collegiate Assessment of Academic Proficiency* (CAAP) evaluations, a national standardized exam used to assess general education knowledge; and
 - Faculty-developed assessment measures that provide a review of general education competencies specific to OCCC.

Successful Completion of Courses

- In FY2007, the percent of students taking specific general education courses¹ who achieved a C or better was 64%. The institutional goal was 70%. It should be noted that defining success as C or better is a departure from past practice (where it was defined as D or better) and brings OCCC in line with *Achieving the Dream*. Successful completion of courses is an *Achieving the Dream* success measure and strategies to increase success in this area will be identified.

Collegiate Assessment of Academic Proficiency (CAAP) Evaluation

- The goal of the *Collegiate Assessment of Academic Proficiency* (CAAP) evaluation is to illustrate the comparison of OCCC students to the national norm.
- CAAP evaluations were administered to the students during Assessment Week in the spring of 2007. The disciplines administered were reading, mathematics, and science.
- The CAAP results compared the average of the Oklahoma City Community College student scores to the national norm.
- It should be noted that all scores were within one percentage point of the national norm.



¹ These courses are:

American Federal Government
College Algebra
English Composition I
Intro to Computers/Application
Intro to Psychology

POLS 1113
MATH 1513
ENGL1113
CS1103
PSY1113

Intro to Sociology
Public Address
U.S. History to the Civil War
U.S. History Since the Civil War

SOC1113
COM 2213
HIST1483
HIST1493

Global Education

The faculty-developed competency for FY2007 was global education.

Outcome

Students will identify how people and societies are interconnected through global issues affecting: the environment, health care, communications, religion, technology, politics, economics, geography, the arts, languages, and science.

Measure and Criteria for Success

Seventy (70) % of a sample consisting of 200 students enrolled in two-thousand level courses will achieve a passing score or higher through preparation of a written essay evaluated in accordance with a five-point rubric.

Evaluation and Results

Sixty-seven (67) % of the sample passed the Global essay examination with a minimum competency of 70%.

Since this is the first time the test was administered, the College will now proceed with establishing strategies to improve the pass rate.

Next steps

The Global Education Committee is considering ways to increase the students' ability to identify how people and societies are interconnected through global issues. One possibility, for example, is to make three hours of the six-hour humanities requirement be fulfilled with a course designated as "non-western." In addition, a new initiative, the OCCC Institute for Global Excellence will take steps to address this issue through its two component parts: the Center for World Languages and Cultures and the Center for International Business. Taken as a whole this new initiative promises to greatly increase the exposure of OCCC students to global issues.