



OAKLAND  
COMMUNITY  
COLLEGE

**REVISED**

**STUDENT OUTCOMES  
ASSESSMENT PLAN**

Prepared by

Vice Chancellor of Academic & Student Affairs  
and  
College Academic Senate Student Outcomes Assessment Committee

March 13, 1998

## **Revised Student Outcomes Assessment Plan**

### **Introduction**

In 1994 Oakland Community College presented a report to North Central Association describing its Student Outcomes Assessment Plan. Over the last three years the College has learned that outcomes assessment is a dynamic process. It has continually assessed the plan and its methods. A number of changes were made based on these assessments. The modifications in the plan reflect the size and complexity of the institution. The changes seek to maximize the strengths of the plan and minimize its weaknesses. These shifts moved the plan into closer alignment with the stated Mission and Purposes of Oakland Community College.

### **Revised Plan's relationship to College Mission, Values and Purposes.**

In October 1996 the College adopted a new mission statement, revised its six purposes and then incorporated these with the existing Vision/Value Statements.

### **Mission Statement:**

Oakland community College is a student-centered institution which provides quality learning opportunities for individuals, communities, and organizations on an acceptable, affordable basis.

### **Purposes:**

Oakland Community College provides quality

- Educational experiences enabling students to transfer to other institutions of higher education.
- Occupational and technical learning opportunities to improve students' employability.
- Community services, including cultural, social and enrichment opportunities for lifelong learning.
- Opportunities in developmental education to prepare students for college-level studies.
- Workforce development training and learning opportunities to meet the needs of business and industry.
- General Education opportunities enabling student to learn independently and develop skills for personal and career success.

In 1991, a Vision/Value Statement was created that stated, "Oakland Community College is a dynamic, accessible, learning-centered community dedicated to excellence."

This community values:

- Shared responsibility, open communication, collaboration;
- Personal empowerment, integrity, ethical commitment;
- Diversity, global awareness, responsiveness to community needs.

The revised Student Outcomes Assessment Plan helps move the College from content- to learner-centered and from teacher- to student-centered. Students become active participants in their learning experiences. Assessing student academic achievement is integral to meeting the six stated Purposes. It supports the development of an educational experience that makes it more likely for students to transfer to four-year institutions, improves their employability, and increases their opportunities for lifelong learning. The assessment process creates a teaching and learning environment that encourages students to become co-producers in the learning process.

The goal of this plan is to reach to all levels of the institution to have an impact on faculty, students, staff, and the learning environment.

The mission of the College-wide Student Outcomes Assessment Committee is to implement student outcomes and assessment at all levels of the institution. As it moves the College from content-centered to learner-centered, and from teacher-centered to student-centered, the assessment outcomes process enhances the quality of the learning experience of students.

The goals of the committee are:

- To lead the College community in developing and implementing a comprehensive process of student outcomes assessment to support the student experience.
- To support and reinforce assessment practices in the classroom.
- To develop and maintain effective means of communication with the College community.
- To implement a comprehensive plan to assess the out of class learning experience.
- To facilitate the development and implementation of student outcomes assessment plans at the discipline, program and classroom level.
- To develop and implement a comprehensive institutional outcomes assessment plan that reflects the total student experience at Oakland Community College.

### **Revision of the 1994 Plan**

The 1994 Student Outcomes Assessment Model focused on five arenas of assessment within the College: college-wide assessment, campus assessment, discipline assessment, curriculum/program assessment, and administrative and support services assessment. The College intended to focus the majority of its attention on these areas. Each arena would formulate specific statements of intended student outcomes, design and implement assessment techniques, and conduct data collection. Analysis of each student outcome would be reported to the College Student Outcomes Assessment Committee. Suggested matrices were provided to each area. They included the following categories: intended student outcomes, assessment activity, person responsible, results distributed to, use of results, time schedule, and current status.

The multi-campus environment presented a unique set of challenges to the implementation of the plan. There was not consistent communication and collaboration between sites. For example, faculty from disciplines meet formally only twice a year. Some staff felt the plan was cumbersome given the limitations on their time and the resources available to them. After careful review, the College Student Outcomes Committee decided to simplify the process for the staff, consolidate some areas and include a comprehensive staff development plan. The revisions were consistent to the framework established within the original plan. However, the modifications recognized other changes occurring within the organizational structure in the migration to a learner-centered environment.

### **Institutional Assessment**

The 1994 Plan developed twelve specific outcomes statements to assess students' educational and career goals:

1. Students will identify their long term educational goals.
2. Students will achieve their OCC educational goals.
3. Students will identify their career goals.
4. Students will perceive that they have made progress toward achieving their career goals.
5. Students will be retained at OCC for their expected length of stay.
6. Students will perceive that they have gained specific knowledge and skills related to their goals.
7. Under prepared students will successfully complete their developmental courses.
8. Students intending to transfer will successfully do so.
9. Students intending to take state licensing exams will be certified.
10. Students who seek employment will obtain job placement in a training related area.
11. Students who have met OCC General Education requirements will perceive they have made progress toward achieving the College core competencies.
12. Students who have met OCC General Education requirements will demonstrate that they have made progress towards achieving the College's core competencies.

The original plan indicated that a longitudinal model to assess the above student outcomes would be developed. Two 800-entering-student cohort longitudinal studies of 1994 and 1996 have assessed eleven of the above outcomes. Information from these studies allow the College to track the student experience from admission through graduation, transfer, or departure. The College will continue to follow these students for a five-year period or until there is 80 percent attrition within a cohort group. The information is shared with administration, deans, and some faculty. The College has not established a formalized structure to integrate the information into the teaching-learning environment. Two focus groups composed of deans and faculty were asked to review the data and make some recommendations to the Office of Analysis and Planning on ways that this could occur. However, at the present time, the recommendations have not been implemented.

In March 1997 the College Academic Senate adopted a new statement for General Education at Oakland Community College.

General Education is the foundation of every student's program, regardless of his or her area of emphasis, and is intended to impart common knowledge, intellectual concepts, and attitudes.

General Education for Oakland Community College students exists to expand their abilities and skills and to develop ideas and values to prepare them to address the issues, problems, and technology across fields of studies.

General Education will introduce educational experiences (attributes) that will encourage students:

- To learn independently and collaboratively
- To think critically and creatively
- To acquire interpersonal and personal development skills
- To solve problems analytically, systematically, and insightfully
- To be technologically and scientifically literate
- To appreciate diversity and commonality
- To develop a strong commitment to social responsibility
- To understand the global environment
- To develop an aesthetic awareness

Measures to assess intended student outcome #12 were to be developed by the Vice Chancellor of Curriculum and Professional Development and faculty. Though the Vice Chancellor's position was vacant from 1995-1997, the Student Outcomes Assessment Committee explored a number of assessment alternatives. They reviewed commercially norm-referenced standardized assessment measures (ACT/ETS). These measures did not include all of the General Education competencies. Capstone testing presented many of the same difficulties of norm-referenced testing. The committee spoke to institutions using capstone assessment and found in larger schools there were few incentives for students to become involved. Given the enrollment and retention patterns of the College's students, traditional portfolio samples would not have been an effective assessment measure.

With the change in the General Education philosophy and attributes, a subcommittee from the Student Outcomes Assessment Committee was charged with reviewing and developing appropriate assessment measures for #12 of the institutional student outcomes statements. The subcommittee believed that assessment of this outcome should integrate the totality of the student learning experience at the College. Though the process is still in the formative stages, cohort student groups will provide periodic self-reflections of their educational career at Oakland Community College.

In this assessment process:

Students will begin with an orientation to assessment including its goals, methods, and philosophy.

Students will choose six general education attributes.

Students will develop an initial self-assessment of their strengths and weaknesses of these outcomes.

Throughout their educational career, they will work with faculty and advisors from selected disciplines and courses in developing their self-assessment portfolio.

There will be multiple approaches to the way students can assess their experience.

In their final semester, students will complete a capstone self-reflection.

Their portfolio self-assessments will then be presented to an assessment committee for review.

Using the General Education attributes, each student's portfolio will demonstrate evidence of learning in each of the areas selected:

- evidence of written and oral communication (papers, videos, documents, evaluations)
- evidence of critical and creative thinking (papers, documents, tests, projects, artifacts)
- evidence of problem solving (math, sciences, other writings, projects)
- evidence of aesthetic appreciation (artifacts, recordings, paper)
- evidence of interpersonal and personal development skills (peer evaluations, videos, project time lines, life and career plan)
- evidence of ability to learn independently and collaboratively (group projects)
- evidence of technological and scientific literacy (science projects, technology products, writings connecting major with technology)
- evidence of appreciation of diversity and commonality (writings, philosophy statement, attendance at certain events, memberships, activities)
- evidence of social responsibility (memberships, service learning, community service, college activities)
- evidence of understanding global environment (memberships, projects, writings)

A student should be capable of defining in his/her own words how the kinds of learning achieved at Oakland Community College connect together along the themes defined by the General Education attributes.

The student should be able to connect the attributes to his/her future career plans, life plans, relationships, and personal philosophy.

A subcommittee composed of members from the Student Outcomes Assessment Committee, appropriate faculty, and staff are reviewing the process. The first student cohort group should begin in the Fall semester of 1998.

### **Out-of-Classroom Assessment**

The 1994 plan asked that each of the four campuses identify their own unique assessment features. Campuses would develop campus-based specific statements of intended student outcomes as described in the original Student Outcomes Model. Their focus should include but not be limited to student retention; course and program completion rates; student participation in programs, workshops, and other student activities.

During the 1994-95 academic year, focus would be given to the development of statements and activities for Student Outcomes Assessment in the Administrative and Support Services arenas of the College. By the end of the 1994-95, little progress had been made in these arenas.

Consistent with the College Mission and Purposes of being student-centered in all facets of the College environment, the committee then moved toward consolidating these two arenas into the Out-of-Classroom experience. The committee understood that learning occurs in many domains of the College and is not the sole proprietorship of the classroom and the teaching faculty. The goal was to develop a set of student outcomes and assessment measures that would bridge the student experience in and out-of-the classroom at Oakland Community College. The committee acknowledged that the out-of-class environment is an important factor in learning, development, academic achievement, and retention. (Upcraft and Schuh, p.8).

The Out-of-Classroom Assessment Committee, a subcommittee of the Student Outcomes Assessment Committee was formed in February 1996. The committee is made up of representatives for the Learning Resource Centers (LRCs), Programs for Academic Support Services (PASS), Individual Instruction Centers (IIC), Counseling, the International Center, Cooperative Education, Enrollment Services, and Financial Services. The committee is charged with defining and assessing out-of-classroom outcomes for students. It is to explore the multifaceted student experience at Oakland Community College and to determine how it contributes to the overall development of the student.

The committee has identified three out-of-classroom student outcomes that are appropriate to the student experience at the College.

1. The student should identify institutional programs and services that meet his/her social, educational, and developmental needs and demonstrate his/her ability to effectively access them.
2. The student should demonstrate the acquisition of skills that allow him/her to function in a variety of life roles.
3. The student should demonstrate and report increased awareness and appreciation for cultures different from his/her own.

The committee has identified quantitative and qualitative assessment instruments to measure these outcomes including focus groups, interviews, surveys, and traffic studies.

Information sessions for personnel involved in the out-of-class experience will occur during the Winter semester, 1998. Multiple sessions held on the four campuses will focus on:

- The student perspective of his/her out of class experiences.
- The College Mission: How we are servicing the student?
- Who are we servicing: Demographics of Student Population.
- Introduction to Out of Classroom Assessment.
- Developing Assessment Matrices For the Benefit of Student, Self, and Institution.

Matrices that are similar to the ones used for classroom instruction will be used for this process.

#### **Discipline/Instructional Assessment**

The 1994 Plan called for the development of stated student outcomes and assessment measures for discipline/department and program/curriculum arenas. The goal was to provide for action based upon the results of specific assessment activity. A matrix format was developed for defining the student outcomes assessment process. The columns included:

- Intended Student Outcomes
- Assessment Activity
- Person Responsible
- Results Distributed To
- Use Of Results
- Time Schedule
- Current Status

At the winter 1994 Discipline Day, disciplines were asked to complete a matrix. However, this proved difficult with the lack of centralized coordination of the process, many changes in administration at the campus and district level, five campus sites, the learning curve associated with a new process, resistance to change, and misunderstandings and miscommunications about outcomes.

In the fall of 1995, the Student Outcomes Assessment Committee modified the original matrix to three columns:

- Intended Student Outcome
- Assessment Activity
- Use of Result

Individual faculty were asked to complete the simplified matrix for one course. The emphases was on developing outcomes and assessment measures that were linked to the



learning occurring within their classroom. To support the process, a staff development plan was implemented at the micro (campus) and macro (district) level that was associated with the Cross/Angelo Classroom Assessment/ Classroom Research Techniques. It was believed that this process would be most easily assimilated into the teaching/learning culture of the College. Faculty would control the design of the process within their classroom, have various assessment techniques to choose from, and be provided immediate assessment feedback. It would support their ability to respond to the needs of a diverse student population with different learning styles.

The goal of the Staff Development Plan is to institutionalize in conception and scope Student Outcomes Assessment for all faculty and staff. The Staff Development Plan included:

Workshops for faculty and staff on Classroom Assessment Techniques with leading national authorities.

Workshop for department chairs and Deans on supporting the outcomes assessment process.

Adjunct faculty workshops on Student Outcomes Assessment.

Faculty and Staff surveys.

A video assessment library for each campus.

Campus brown bags lunches and dinners where faculty could work together on their matrices.

Campus newsletters and bulletin boards devoted to Outcomes Assessment.

Campus and College administration support to attend major assessment and instructional conferences.

Affiliation with the Department Chairs/Deans Strategic Planning Retreats.

As part of the instructional structure of the College, Student Outcomes Assessment should be:

1. Incorporated into the syllabus guidelines.
2. Integrated into the curriculum review process.
3. Integrated into curriculum development.
4. Integrated into the Teaching Learning Technology Roundtable process.
5. Integrated into the implementation of General Education.

### **Program Assessment**

Program Assessment has been maintained through a regular reporting structure to federal, state, and other external agencies including Program Review for Occupational Education (PROE), Perkins Standards and Measures, and Perkins Program Assessment. Program assessment also occurs through the research activities of the Office of Planning and Analysis. These activities focus on graduate follow-up surveys, employers' surveys, needs assessment, and program review as part of the curriculum review process.

In 1994 the College Curriculum Review Committee was formed. Its purpose is to review all programs and disciplines of the College systematically. Part of the process of the review includes an analysis of student outcomes assessment matrices from the discipline/program facilitator. These will be followed by yearly updates to the committee by the discipline/program facilitator. These reports will also be shared with the Student Outcomes Assessment Committee.

The 1994 plan called for a program assessment format that identified four major statements for student assessment. These included that student completers will attain appropriate employment, meet expected employer outcomes, successfully continue their education at four-year institutions in related areas, and attain work experience in their field while at Oakland Community College. This format was not adopted by the Student Outcomes Assessment Committee. However, as noted above, a number of these outcomes are incorporated into the reports, survey and curriculum review process.

The committee developed a plan to work with a cohort group of programs in the implementation of their Student Outcomes Assessment Plan. Each program area would create assessment measures that were consistent with the purposes and success of their program. Responsibility for the development and implementation of the plan would reside with the appropriate program coordinator. In 1996 the first group to participate included Business Information Systems, Allied Health, Mental Health, and Early Childhood Development. In 1997 Allied Health and Business Information Systems completed matrices for their respective areas. The committee has begun to identify a second group of programs to work with in the 1998-99 school year.

#### **Appropriate Administration of the Plan**

The Student Outcomes Assessment Committee is a standing committee of the College Academic Senate. Its membership should include three representatives from each campus (one administrator), the Vice Chancellor of Academic and Student Affairs, and the chair of the Out-of-Classroom subcommittee. It was to retain two-thirds of its membership each year, thus providing continuity and responsibility for the Plan. During the last three years, there have been changes in the administrative personnel of the campus and the College. The Vice Chancellor's position remained vacant for over a year and was filled in June 1997. Presently there are two campus deans serving on the committee with a tenure of service of less than two years. One campus has no representation on the committee, and one campus has only two representatives. There is not consistency from campus to campus on the activity of a campus-based Student Outcomes Assessment Committee. However, the new Vice Chancellor is the former chair of the committee and continues to be an active member as well as a representative to other councils and arenas of the College. The faculty chair is well respected among her colleagues and peers. The members have been strong advocates for the process at the College level and at their respective campuses. The College Academic Senate has supported the plan and its

implementation. Regular reports are given by the committee chair at the monthly College Academic Senate meetings.

It is the goal of the Senate leadership to create a seamless web among the Curriculum, Curriculum Review, and Student Outcomes Assessment Committees. The Senate chair has asked that these committee chairs meet monthly to discuss activities within their respective committees. It is the goal of the Student Outcomes Assessment Committee that outcomes assessment be integrated into all facets of curricula development, curriculum review, and general education.

The College administration has provided support to implement the plan particularly in the area of staff development. The Chancellor is provided regular updates by the Vice Chancellor of Academic and Student Affairs. Recent changes in the College's planning process will allow outcomes assessment to be integrated into these procedures. The number of deans who have been replaced since 1994 has impacted administrative support for the plan. Presently only four deans were here when the plan was instituted in 1994. However, the deans are becoming more involved in the process by reviewing syllabi, encouraging the development of departmental objectives, and maintaining interaction with the faculty.

The Office of Planning and Analysis continues to provide information on student achievement through its qualitative and quantitative survey work. The loss of two full-time research analysts has meant that surveys are being done less frequently. However, the office continues to place a high priority on all work that is related to assessment of student success at the College. Analysis is being completed of the cohort studies of 1994 and 1996. A report will be ready for the College community at the end of the Winter semester, 1998. Based on these experiences, modifications are being made to the structure of the next cohort study which will begin in the Fall semester of 1998.

### **Summary**

- The College plan has moved through a series of phases since 1994 to impact faculty, staff, students, and the learning environment.
- The College plan to assess student academic achievement has been built upon multiple levels within the College structures and utilizes direct and indirect indicators.
- The plan is dynamic and multifaceted as it examines a number of alternative measures to be aligned to the College Mission, Purposes, and Values.
- Staff development at all levels of the College has been integral to the implementation of the plan.
- Institutional Outcomes Assessment has focused on quantitative measures but is beginning to integrate qualitative measures.
- The Student Outcomes Assessment Plan is articulated, understood, and enacted in varying degrees by different segments of the institution.

- The College community has begun to communicate about student learning.

The Committee concurs with Thomas Angelo that assessment “ is a means for focusing our collective attention, examining our assumptions and creating a shared culture dedicated to continuously improving the quality of higher learning.”

Based on the assumptions of the Revised Student Outcomes Assessment Plan, the Vice Chancellor and the College Academic Senate Student Outcomes Assessment Committee have agreed to focus on the following areas for the 1998-99 academic year.

1. Faculty Development:
  - A. Provide practical professional development opportunities for faculty who want to begin using student outcomes assessment in the classroom.
  - B. Provide further professional development opportunities for faculty who have been “doing” outcomes assessment during the past years and who want to move ahead.
2. Administrative Development
  - A. Provide additional professional development for deans on classroom, discipline, program, and out-of-classroom assessment.
  - B. Provide professional development for mid-level administrators and managers on out-of-classroom assessment.
3. Better integration of outcomes assessment into new curriculum development, curriculum review, and curriculum revision.
  - A. Monthly meeting of Vice Chancellor for Academic & Student Affairs, College Academic Senate Chair, and chairs of Curriculum Committee, Curriculum Review Committee, General Education Committee, and Student Outcomes Assessment Committee.
  - B. The above group would develop a plan of integration for consideration by the College Academic Senate and the administration.

Community Needs  
\*  
Trends

Professional Research

**College**  
**\*Mission**  
**\*Purpose**  
**\*Vision**

**Catalog Course Description**  
**General Education Attributes**

**Classroom Instruction**

Outcome  
**Matrices**      **\*Syllabi**

**Assessment**

*College Planning Process*  
\*

\*\* Curriculum Development & Review

Steps/Process

Steps/Process

- \* Staff Development
- Strategic Directions
- Planning Councils
- Academic Senate Leadership

- \*\* Department Meetings
- Discipline Review
- Conversations
- Department Chair Meetings
- Curriculum Development



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## STUDENT OUTCOMES MATRIX

|                          | COURSE:             |                |
|--------------------------|---------------------|----------------|
| INTENDED STUDENT OUTCOME | ASSESSMENT ACTIVITY | USE OF RESULTS |
|                          |                     |                |
|                          |                     |                |
|                          |                     |                |
|                          |                     |                |
|                          |                     |                |