ONONDAGA
COMMUNITY COLLEGE

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OFFICE *of the* PRESIDENT

September 18, 2014

Dr. Elizabeth H. Sibolski
President
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19204

Dear Dr. Sibolski:

I am pleased to submit, as requested, Onondaga Community College's Progress Report documenting further evidence that assessment results are used to improve teaching and learning. We continue to benefit from the feedback we receive from our partners at the Commission and continue to be energized by the inherent, creative talent of all college stakeholders – students, faculty, staff, alumni, employers, and community members- as they work to advance the College's mission.

Onondaga Community College is fully committed to our assessment process. Our success continues to grow, and the benefits from assessment activities continue to spread throughout the teaching learning environment at OCC.

Sincerely,

Casey Crabill, Ed.D.
President

Progress Report to the
Middle States Commission on Higher Education
from
Onondaga Community College
Syracuse, N.Y. 13215

Casey Crabill, Ed.D. – President
Chief Executive Officer

Wendy Tarby, AVP, Institutional Effectiveness and Planning
Accreditation Liaison Officer

October 1, 2014

Subject of the Follow-Up Report:
*To request a progress report, due October 1, 2014, documenting
further evidence that assessment results are used to improve teaching and
learning (Standard 14).*

Date the PRR Was Submitted: June 1, 2013

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APPENDICES

I. INTRODUCTION AND BACKGROUND

History and Overview of Assessment

Onondaga Community College is authorized by the SUNY Board of Regents to award Associate of Arts (A.A.), Associate of Science (A.S.), Associate of Applied Science (A.A.S.) degrees and certificates. A.A.S. degree and certificate programs are designed to prepare students for immediate employment upon graduation, while A.A. and A.S. degree programs prepare students for transfer or further study at other educational institutions.

Onondaga Community College offers nearly 50 degree and certificate programs, recently adding American Sign Language, Alcohol and Substance Abuse Counseling, and Advanced Manufacturing programs in response to workforce needs. SUNY guarantees transfer from two-year colleges to SUNY senior institutions with full junior status when graduates transfer to parallel programs.

Prior to 2008 and the last Middle States visit, Onondaga Community College attended to assessment responsibilities through:

- Learning Outcomes Assessment Committee work, supported by a faculty member on a reduced work load;
- Well-established program review processes; and
- SUNY-mandated assessment of general education.

The evaluation team noted the College's commitment to assessing student learning but recommended making its assessment efforts systematic and comprehensive, linking it to institutional effectiveness indicators.

The President took immediate action towards an increased focus on assessment and continuous improvement. The President:

- Organizationally elevated and expanded the scope of the Office of Institutional Planning, Assessment and Research.
- Established a direct reporting relationship with the Chief Planning, Assessment and Research Officer to promote and strengthen assessment efforts and the College's ability to maximize the use of data for institutional improvement and assessment.
- Hired an experienced professional to work with all campus constituents to develop a comprehensive, systematic institutional effectiveness and learning outcomes assessment plan.
- Appointed an Assessment Task Force to build upon current processes in place, such as the Learning Outcomes Assessment, Program Mix Review, Divisional Master Plans and Operational Plans, in order to develop a highly effective, comprehensive assessment plan that will enable the College to engage in continuous improvement in all areas of operation relative to its mission and strategic plan.

Since 2008, Onondaga Community College has developed a comprehensive system of assessment of student learning focused on a set of common student learning outcomes. The college community uses assessment results to identify areas of strength and opportunities for improvement to enhance student learning and success.

The program includes the following components:

- Standardized planning and assessment framework with documented evidence of implementation and use:

  - Common glossary of assessment terms;
  - Clearly-articulated institutional, department- and program-level goals;
  - Learning outcomes at the course, program and institutional levels;
  - Implemented strategies to achieve those goals; and
  - Use of assessment results to improve teaching and learning, and inform planning and resource allocation.

- Web-based software application to track and monitor planning and assessment activities:

  - Centralized authority source for documenting evidence of continuous improvement;
  - Campus-wide responsibility for compiling and analyzing data; and
  - Campus-wide open and transparent communication of plans and results.

Onondaga Community College's assessment of student learning is, without a doubt, at a more advanced stage. In the last six years, our concentrated and rigorous efforts have established a *culture* of assessment; most of the faculty equates assessment with continuous improvement. Faculty and administrators continue to collaborate on the development and implementation of the program. Assessment has shifted from 'pilot' activities, to using results to inform department and institutional planning.

Through improved information gathering and analysis with WEAVEonline, the College has an institutional view of how each entity contributes to advancing the mission and goals of the College, as well as identifying opportunities for improvement. Achievements associated with the implementation of WEAVE include:

- Centralized planning and assessment documentation - all published in a web-based platform using a standardized framework and reporting cycle.
- Improved transparency and communications – information viewable by all campus leadership, employees and Board of Trustees.
- Integrated standardization and discipline with the planning and assessment processes - campus focused on planning strategies and regular documentation with purpose and value to the reader.
- Strategic and institutional learning outcomes - alignment built into the framework.
- Streamlined and improved workflow - central electronic repository houses all mission-critical documentation aligned with the strategic plan.

Finally, a variety of assessment results are presented annually on Assessment Day, in department meetings, or through professional development offerings coordinated by the Teaching Center. These opportunities have grown substantially over the last five years, and are well attended. The entire campus is informed through various communications, including e-mail, posters, and WEAVE demonstrations. They are examples of the fundamental changes, as evidenced in this report.

Organizational Structure for Assessment

The mission of assessment and program review at Onondaga Community College is to support best practices in assessment of student learning at the institutional, program and general education/course levels, resulting in sustainable, continuous improvement in teaching and learning. The Office of Institutional Planning, Assessment and Research works in conjunction with the Learning Outcomes Assessment Committee (consisting of faculty representatives from each college discipline) to achieve this mission. Key assessment initiatives are outlined below:

Institutional Level Assessment

Nationally Normed Assessments

The Office of Institutional Planning, Assessment and Research indirectly assesses student experiences at Onondaga through the Community College Survey of Student Engagement (CCSSE) and Student Opinion Survey (SOS). Over the years, results have been used to drive continuous improvement in various campus operations.

Local Assessments

The Office of Institutional Planning, Assessment and Research administers post-graduate satisfaction surveys. In addition to asking students to share their satisfaction with various aspects of their Onondaga experience, the survey asks them to share their future plans, i.e. employment, higher education, etc. Data are collected in such a way that the Office is able to share results with each academic and administrative department.

Program Level Assessment

External Program Review and Student Learning Assessment within Academic Disciplines

The purpose of Program Review and Student Learning Assessment is to provide programs and academic leadership with an objective critique of programs and a basis for improvement. The focus of the review is on the academic enterprise and on steps that could—and should—be taken to improve the program within available funding levels. In carrying out their assessment plan, all programs:
- Complete one cycle of assessment every six years or on a cycle of programmatic accreditation of ten years or less;
- Include measures of student learning outcomes;

- Seek review of their final assessment report by an external review team, including a campus visit and report to the Chief Academic Officer; and
- Include a strategy for measuring, specific to designated learning outcomes, change in students' knowledge and skills over time.

For all new programs a mid-point (third year) academic program assessment is conducted. All new programs follow the guidelines outlined above and substitute an internal peer review for the external review process.

Administrative Program Mix Review

An administrative program mix review is conducted annually. Program data—including new and returning student enrollment; student interest (admission data); persistence and graduation rates; competitive analysis; cost information; and labor demand—are used to assist in identification of academic programs in need of a comprehensive review.

This process:

- Identifies current programs to be evaluated in order to determine a particular program's efforts toward promoting a healthy mix of/within OCC programming;
- Provides for an impartial and thorough administrative review of those programs completed in cooperation with program faculty, which takes into account a wide range of criteria that contribute to making a program a productive part of the range of offerings at the College;
- Identifies areas of potential opportunity for new programs and certificates; and
- Provides processes and tools for conducting program feasibility analyses (i.e. long-term sustainability and community need/value) *prior* to proposal submission for faculty consideration.

Annual Academic Program and Administrative Division Reports and Updates

Each academic program and administrative division prepares annual plans, which consist of strategies to be undertaken during the year. These plans include specific outcomes/objectives, measures and action steps that are related to the goals and initiatives specified in the strategic plan. Progress is monitored throughout the year and shared with key stakeholders and constituent groups annually.

General Education/Course-Level Assessment

Onondaga Community College's General Education courses aspire to complement curriculum specific initiatives across academic disciplines, and meet SUNY system expectations. Among the diverse curricula, General Education seeks to specify a common ground by enabling students to acquire knowledge and skills in the areas of quantitative literacy and critical thinking, communications, diversity, and technology. Courses are assessed on a three-year cycle.

Assessment Day

Five years ago, Onondaga instituted a College-wide Planning and Assessment Day: a half-day event of expert presentations, informal poster/multi-media sessions and participatory dialog about continuous improvement strategies at Onondaga. It is an opportunity for faculty and staff to showcase their current projects and share workable ideas for effective, practical and sustainable planning and assessment efforts throughout the college. Additionally, participants learn about a variety of approaches to outcomes assessment, including general education and academic programs, along with facilities, service, technology and leadership.

Assessment Fellowships and Assessment Leaders

Assessment is emphasized through an incentive-based assessment fellowship program offering tools, resources, internal and external training experiences and regular support to fully include both academic and non-academic employees in opportunities to explore or learn more about effective assessment practices.

Goals and Accomplishments

The Office of Institutional Planning, Assessment and Research and the Learning Outcomes Assessment Committee (consisting of faculty representatives from each college discipline), have worked collaboratively to achieve the following:

- 92 total Assessment Fellows, including three Assessment Leaders trained to develop assessment plans, coordinate data collection, analyze and use data.
- Academic program assessment plans, measures, targets and course outlines documented and reviewed.
- Two assessment workshops per semester conducted for OCC's faculty and administrators.
- State University of New York (SUNY) General Education courses and assessment plans reviewed and approved.
- Academic program reviews completed.
- All academic programs have reported on at least one outcome or objective during the past two academic years.
- Basic Communication and Humanities General Education assessment supported with compensation for readers.
- Feedback on proposed Middle States standards coordinated and submitted to MSCHE
- Continuing to improve the Assessment of Student Learning program.
- Continuing to develop work groups of faculty to review assessment tools and rubrics.
- 2014 Planning and Assessment Day included projects from faculty, administrators and students highlighted in formal presentations and poster sessions; more than 100 attended.

II. ACADEMIC PROGRAM ASSESSMENT OF STUDENT LEARNING

Student learning is measured by assessing knowledge in outcome areas defined by faculty. Examples of direct measures used at Onondaga include rubrics / scoring guides, group critiques, internship evaluations, licensure exams, performances, and portfolios. The specific outcome statements and a description of assessment tools are presented / documented for each outcome area in WEAVE. Outcomes are aligned with the College's Institutional Learning Outcomes. Early in the fall semester, faculty are contacted to confirm participation in the program, identifying at least one outcome to be assessed. Reports and subsequent actions are submitted to the Office of Institutional Planning, Assessment and Research at the end of the academic year.

Accreditation

Onondaga currently offers seven nationally-accredited programs (names, agencies and accreditation years are listed below).

Program	Agency	Year
Early Childhood Education Specialization / Human Services	National Association for the Education of Young Children, Early Childhood Association Degree Accreditation	2010
Electrical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology	2008
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education	2012
Nursing	Accreditation Commission for Education in Nursing (formerly known as National League for Nursing Accrediting Commission)	2008
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, Department of Accreditation	2004
Respiratory Care	Commission on Accreditation for Respiratory Care	2010
Surgical Technology	Commission on Accreditation of Allied Health Education Programs	2012

The following examples of individual department assessment reports demonstrate an organized, sustained approach to the assessment of student learning. For the complete report, please see Appendix B, *Academic Program Assessment Reports: AY2012-13 and AY2013-14*.

Example One: Architecture and Interior Design Department

The Architecture and Interior Design department offers three A.A.S. programs to students: Architectural Technology (ARH); Interior Design (IND); and Apprentice Training - Building Trades (ABT). All faculty members (three full-time and one part-time) are New York State (NYS) Registered Architects with substantial education and experience. Seven adjunct instructors who teach Architecture courses are NYS Registered Architects, Engineers or Landscape Architects; two adjuncts who teach Interior Design courses are Certified Interior Designers.

First implemented in 2008, the department now requires all matriculated students to complete first-semester Foundation Studio courses. These Foundation courses, along with required second-semester Architecture courses, are cross-linked with Interior Design courses. This is done to supplement Architectural Technology program enrollment and increase teaching efficiencies and economies of Architecture and Interior Design faculty members, who are allied within the department and interdependent in the professional world. Standalone capstone courses allow for discipline-specific assignments and collaboration between ARH and IND students during group projects, thereby simulating symbiotic aspects of working on real-world projects.

Architecture and Interior Design faculty members have worked with the College's academic advising team to implement aspects of the first-year advising process, which complement the department's self-advising model. Students will participate in an advising preparation session prior to contact with the department for program-specific advising. Career goals are discussed during the department's new student, small-group advising sessions, and tours of the department's facilities are conducted. The session ends with students individually advised and registered for their appropriate first semester courses. Student advising continues during the semester with progress reviews at the three-week mark, and referral of students meeting established criteria to the Student Services Case Collaboration/We Care program. These advising enhancements are designed to increase student awareness of the rigors of the programs and profession, and identify students in need of referrals for assistance with personal issues that may affect those students' ability to succeed.

In 2012-2013, the department identified students' ability to "demonstrate competent manual and digital drafting techniques" as a measurable learning outcome to be assessed for both programs. Assessment measures, targets, results and ensuing actions include:

- ARH/IND 120 course project: 100% of student residential construction drawing submission will achieve a 'C' or better. 12 student drawing sets were submitted from two ARH 120 course sections; 10 of those 12 achieved a 'C' or better (83% success rate). 6 student drawing sets were submitted from two IND 120 course sections; 4 of those 6 also achieved a 'C' or better (67% success rate).   In reviewing the "manual and digital drafting techniques", the department discussed the desirability of having students able to sketch/study/plan construction details manually, whether by use of drafting tools, grid paper or other manual freehand means. Further discussed was whether such an aim can be incorporated into the outcome description since there is no manual component to the construction drawing set, given that attempts to use a specific sheet (i.e. Foundation Plan) as a manual exercise resulted in tracing over a CAD-generated base with little or no understanding or use of line-weight, line-type, etc.

- ARH/IND 140 final exam: 100% of students completing exam will earn 'C' or better. 21 out of 23 ARH 140 students achieved a 'C' or better (96% success rate); 6 out of 7 IND 140 students also achieved a 'C' or better (85% success rate).

In 2013-2014, the ARH program assessed how well students were able to:

- Demonstrate the ability to graphically communicate design ideas and concepts. 100% of 13 students achieved a 'C' or better on the ARH 230 final exam.

- Demonstrate the ability to produce a set of competent construction documents for commercial building projects, utilizing digital software to produce written and graphic components. 9 out of 10 students achieved a 'C' or better on ARH 121 final drawings; and 10 out of 11 students achieved a 'C' or better on the ARH 142/143 final exam.

- Understand and apply integrated design and sustainable construction knowledge. 100% of 16 students achieved a grade of 'C' or better on the ARH 250 final exam.

In 2013-2014, the IND program assessed how well students were able to:

- Understand and apply design process and design principles in order to solve abstract and real interior design problems. 6 out of 9 students achieved a 'C' or better on IND 215 final commercial design projects.

- Understand, apply, and orally and graphically present methods and materials of interior finishes and furnishings for commercial interior design projects. 8 out of 10 students achieved a 'C' or better on the IND 246 final exam.

Onondaga's faculty members approved curricular revisions for the ARH and IND programs in December 2012 in order to reduce the number of overall credits required for completion, while increasing exposure to sustainability concepts in both programs. Changes implemented at discipline and course levels (Social Science requirements were reduced from six to three credits; ARH/IND 101 credits were increased from two to three) lowered ARH's overall credit structure from 67 to 65; IND's overall credits dropped from 66 to 64. These program modifications were implemented in support of learning outcomes that ask how well students "understand, apply, and orally and graphically present methods and materials of interior finishes and furnishings for commercial interior design projects" and OCC's institutional learning outcomes, as well.

To align with previously-referenced academic program revisions, and to have the course to receive Liberal Arts designation, the College's faculty members approved several ARH/IND 101 modifications: increase in credit hours from two to three; pre-requisite change from none to "ARH/IND major or placement in ENG 103"; elimination of ARH/IND 110 and ARH/IND 170 co-requisites; and revisions to the course's student learning outcomes. These changes were supported with the following rationale:

- Easier to meet faculty load at three credits.
- Availability to all OCC students (non-remedial in RDG and ENG) increases exposure of department and programs.
- Potential course for Sustainability Curriculum.
- Transferability more likely at three credits.
- Introduction to sustainability for first semester architecture and interior design students.

Example Two: Human Services and Teacher Education Department

This department houses four associate degree and two certificate programs: Alcohol and Substance Abuse Counseling A.A.S.(new for Fall 2014); Early Child Care Certificate; Human Services A.S. and Certificate (the latter was implemented Fall 2011); Liberal Arts and Sciences A.A.: Adolescence Education; and Liberal Arts and Sciences A.A.: Childhood Education. Three specializations exist within the Human Services A.S. degree: Early Childhood Education, Inclusive Special Education, and Social Work.

A comprehensive review of the Human Services degree and Early Child Care certificate programs was conducted in May 2014. Principal findings are summarized below:

- The National Association of Education of Young Children's (NAEYC) accreditation of the Early Child Care program is indicative of the high quality of this program.

- The Children's Learning Center at OCC, also accredited by the NAEYC, serves as a learning laboratory for students.

- The Alcohol and Substance Abuse Program Coordinator's affiliation with New York State's Office of Alcohol and Substance Abuse Services (OASAS) also ensures that this program will be current with standards and credentials for that program.

- All four specializations (Alcohol and Substance Abuse; Social Work; Inclusive Special Education; and Early Childhood Education) include at least one internship that provides students with "real world" experiences.

- Through post-graduate survey and focus group responses, students believe the faculty has made their educational experiences positive and meaningful. Students believe they are ready to enter the workforce.

- The advisory board serves as an integral part of the planning process for the department as well as a barometer in terms of where our programs fit in the community. The advisory board includes three groups: Alcohol Substance Abuse Counseling, Early Childhood and Social Work.

- Assessment findings are used to improve student learning and success.   Assignments and grading rubrics have been revised to align with NAEYC accreditation standards and program expectations.

The Philosophy of Teaching assignment was the key learning outcomes assessment completed in Spring 2014. The goal of the Philosophy of Teaching assignment is to develop, refine and clearly articulate a personal philosophy of teaching. The Philosophy of Teaching is first presented in EDU 180 Early Childhood Education: An Introduction. Here, students begin to develop their ideas about how children learn best, the importance of knowing about and understanding children's and family diversity, the basics of curriculum that contribute to children's social, emotional, intellectual and physical development, and qualities of excellent teachers. These attributes are tied back to NAEYC Standards. Students write an outline of their initial ideas about their Philosophy of Teaching in EDU 180. The Philosophy of Teaching is then revisited in EDU 184 Early Childhood Fieldwork and Seminar I. As a culminating assignment in this field course, students review their outline written in EDU 180, reevaluate and update their thoughts, and write the Philosophy of Teaching paper.

Based on a rubric using 2003 NAEYC standards, student performance data was gathered from two sections of EDU 184 Early Childhood Fieldwork and Seminar I assessed each semester (one online and one on campus). Summary of student performance:

- Spring 2013: 57% (19) students earned a 'C' or better; and
- Fall 2013: 69% (21) students earned a 'C' or better.

Overall, student performance was favorable for standards targeted in this assessment; however, performances on three of the NAEYC standards and on supportive skills were not favorable. Revisions were made to the assignment instructions and the grading rubric to address these areas.

A new program proposal for an Early Childhood Education A.A.S. degree was submitted to the State University of New York and the New York State Department of Education. The program content includes an additional six credits of early childhood course work, including a second field placement and one EDU elective. The remaining components are the same as the accredited program, Human Services A.S. – Early Childhood Education Specialization. The new program was proposed because it is currently impossible to obtain accurate enrollment data for the Early Childhood Education Specialization since students enroll in the Human Services A.S. and there is no mechanism for declaring a specialization. Adding an additional field placement will offer more opportunities to meet NAEYC Standard 7 (Early Childhood Field Experiences). Once approved, students who are interested in Early Childhood Education will be admitted directly into the ECE A.A.S. program. This will provide more accurate enrollment data, improved advisement, and increased fieldwork opportunities.

Department faculty members also participated in discussions for the Social Work and Early Childhood SUNY transfer initiatives in early 2014. The new transfer paths were approved; the department will review and revise programs as appropriate.

Two Liberal Arts & Sciences programs in Adolescence Education (EDA) and Childhood Education (EDC) introduce students to the teaching profession through theory and professional/pedagogical courses. The EDA program assessed students' ability to "Demonstrate a knowledge base of theory specific to adolescence (7-12th grade) education". In Fall 2013, 88% (8 students in one section) earned a 'C' or better on PSY 207 exams; 91% (11 students in one section) earned a 'C' or better in Spring 2014. The department is satisfied that this learning outcome is being met and the measure is appropriate. The EDC program assessed students' ability to "Demonstrate a knowledge base of theory specific to childhood (1st-6th grade) education" throughout the 2013-2014 academic year. 94% (57 students across four sections - two face-to-face/two online) earned a 'C' or better on the same EDU 182 multiple-choice final exam. Results were favorable, and there was consistency among face-to-face and online students.

The Human Services and Teacher Education department chair participated in the online SUNY Transfer Path discussions for Adolescence and Childhood Education. No substantive changes were recommended for the EDA program, as it is aligned with the SUNY Transfer Path web site's professional preparation section, and enables students to choose appropriate concentrations for their respective transfer institutions. COM 100 or COM 210 were added to fulfill SUNY's Basic Communication Gen. Ed. requirement. For EDC, one outcome of the discussion focused on the group's recommendation to assure that Early Childhood and Childhood Education are listed as separate disciplines on the SUNY site. Recommended Childhood and Early Childhood Education introductory course descriptions are posted; Education faculty members will review course descriptions for EDU 275 Cultural Foundations of Education and EDU 180 Early Childhood Education: An Introduction. Descriptions will be revised to align with the Transfer Path descriptions if necessary; subsequent revisions will be sent to the Curriculum Committee in Fall 2014.

Finally, EDA and EDC both completed academic program review in Spring 2013. As a result, each program will look to: (1) add an Early Childhood Special Education course to curriculum to assist students in meeting the new certification requirements; (2) consider exploring articulation agreements with four-year institutions outside the SUNY system (Syracuse University, Le Moyne College); (3) conduct job analysis of the current Technical Assistant's role and responsibilities; and (4) continue to pursue flexibility in the science courses offered for students in the education programs (Note: As a result of a discussion with the Physical Science Department, the course prerequisite for SCI 112 will include high school Chemistry; SCI 111 will be removed as the prerequisite).

Example Three: Nursing Department

Onondaga's Nursing (NUR) A.A.S. program is accredited by ACEN (the former NLNAC), and prepares graduates to deliver client care consistent with the legal definition of nursing practice. Every semester, the department tracks NCLEX professional licensing exam results and the program's three-year retention rate. The number of licensed graduates who passed the NCLEX exam in 2013 was 86.6% (39/45). This is above the national pass rate, which was 83.04%, and the NYS pass rate of 78.14%. Across the nation, results were a bit less than the previous year, as was anticipated by the NCSBN due to the change in the style of exam questions. The three- year

retention rate for the entering cohort academic year 2010-2011 is 52%; however, overall retention is 62% - 10% remain or graduated in 3.5 years.

Job placement rates and program satisfaction are tracked annually by graduate surveys. 2012-2013's job placement rate is100%. Faculty members continue to work with the Nursing department advisory committee to ensure that our students will find employment; and, we continue to review our curriculum with the advisory group to ensure it aligns with workforce/industry standards.

The department holds annual assessment and curriculum reviews, discussing program outcomes and student learning outcomes from results of graduate and employer surveys, and course level assessments. In 2013-2014, the department deleted the requirement of the ATI pre/post critical thinking exam, which was used to identify high risk students. Students falling below a targeted benchmark were required to take the NUR 165 Critical Thinking course. However, since the majority of students are non-traditional and have been away from school for a long time, the faculty wanted to offer the critical thinking course to all students who felt the need to refresh studying habits. High risk students were identified by their performances on theory and skills in the NUR 191 beginning lab. Additionally, discussions with adjuncts continued to help identify high risk students in the clinical area through the required clinical papers and by their performances.

III. GENERAL EDUCATION

Onondaga Community College is committed to offering a comprehensive general education curriculum and to ensuring that the assessment of general education is used for institutional effectiveness and improvement. Onondaga aligns with the SUNY General Education Requirement (SUNY-GER) which enables students to acquire knowledge and skills that are useful and important for all educated persons, regardless of their jobs or professions. (SUNY Board of Trustees Resolution, January 2010).

The Learning Outcomes Assessment Committee, a standing committee with membership from all parts of the academic community at OCC, is responsible for coordinating the assessment of the general education curriculum. One member of the committee is the General Education Coordinator, whose duties include oversight of the collection and reporting of general education assessment data. The goal is to ensure that assessment results are discussed on a continual basis at both the department and college levels, and that the results are used to make decisions on how the quality of instruction in Onondaga's academic programs can be improved.

Among the diverse curricula, general education seeks to specify a common ground by enabling students to acquire knowledge and skills in ten areas, and demonstrate two competencies. At Onondaga, there are a number of course offerings within each SUNY General Education Knowledge and Skills category. Each of these courses has at least one student learning outcome aligned with associated learning outcomes of relevant categories. Therefore, assessment of each Gen. Ed. category is performed at the course level, with assessment measures in place for corresponding student learning outcomes.

It is understood that SUNY's two Gen. Ed. competencies—Critical Thinking and Information Management—are infused throughout Gen. Ed. curricula. In addition, it is understood that relevant assessment occurs continuously, while results for Gen. Ed. categories are reported periodically (cycles are described in the table below).

SUNY General Education Categories	Year of Comprehensive Report
American History Foreign Language Mathematics Natural Sciences	2012 – 2013 2015 – 2016 2018 – 2019
The Arts Western Civilization Social Sciences Information Management	2013 – 2014 2016 – 2017 2019 – 2020
Basic Communication Other World Civilizations Humanities Critical Thinking	2011 – 2012 2014 – 2015 2017 – 2018

Assessment results for the three most recent academic years are summarized on the pages to follow.

Category and Year Assessed	Summary of Results	Actions Based On Results
1. Mathematics (2012-2013) MAT 104/112/113/114/121	Analysis of assessment data indicated that most students met the stated threshold for expected levels of achievement throughout the Mathematics category: *70% of students will receive 70 or more.* Target met 1a. Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematic (75% 331/439 students assessed). 1b. Represent mathematical information symbolically, visually, numerically and verbally (77% 434/566 students assessed). 1c. Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems (84% 337/402 students assessed). 1d. Estimate and check mathematical results for reasonableness (82% 92/112 students assessed). Target not met 1e. Recognize the limits of mathematical and statistical methods (64% 46/72 students assessed).	The Math department has committed to adjusting the assessment to better reflect expectations for students. Given that 55% (27/49 MAT 112 students assessed) met the threshold for 1e, faculty members decided to revamp the assessment, as the test question used did not seem to accurately measure that outcome. Additional initiatives include revamping many of the group problems required for MAT 113 to reflect more "real-life" situations, and providing more opportunities for MAT 121 students to practice translating Indo-Arabic numbers into other bases (and vice-versa).

Category and Year Assessed	Summary of Results	Actions Based On Results
2. Natural Sciences (2012-2013) BIO 105/106/110/121/131/151/205/220 CHE 103/151 GEO 103/104/105/106 PHY 103/105 SCI 100/103/111	Varying thresholds were reported for expected levels of student achievement throughout the Natural Sciences category. Target not met 2a. Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis (59% 635/1069 students assessed). Target partially met 2b. Application of scientific data, concepts, and models in one of the natural sciences (74% 1765/2371 students assessed).	Given the broad range of academic performance among students assessed, faculty members intend to explore multiple approaches toward fostering student success across scientific disciplines: ● Alternative teaching approaches. ● Adding supplemental learning activities such as assignments, quizzes and/or papers. ● Revising the assessment tool: rather than questions on an exam, students' understanding of the scientific method might be better assessed using a hands-on activity or assignment. ● Devising an assessment tool that would specifically assess the scientific method rather than using the grade on a lecture exam, which would cover many other topics. ● Implementing a second titration lab to give students more experience with the technique and calculations (in Chemistry). ● Revising course outlines. Two Assessment Leaders were implemented to manage the collection and reporting of all assessment data for this Gen. Ed. category. One Leader coordinated assessment activities for Biology courses; the other Leader had done the same for Chemistry, Geology, Physics and Science courses. Both individuals completed an analysis, facilitated discussions among department colleagues, and developed action plans for moving forward.

Category and Year Assessed	Summary of Results	Actions Based On Results
3. Social Sciences (2013-2014) ANT 152/154/155/203 ECO 103/104/160/203/204/219 GEG 101 GEN 152 POS 100 PSY 103/207 SOC 103	Varying thresholds were reported for expected levels of student achievement throughout the Social Sciences category. Target partially met 3a. Understanding of the methods social scientists use to explore social phenomena, including hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis (75% 1844/2459 students assessed). 3b. Knowledge of major concepts, models and issues of at least one discipline in the social sciences (74% 1729/2337 students assessed).	While the majority of students assessed in individual courses met or exceeded thresholds, faculty from multiple disciplines have committed to significantly revamping assessment measures, methods and tools to better reflect expectations for student learning. 2014 Assessment Fellowship project highlights include: ● *Economics:* formative assessment methods tested and complementary tools developed to foster a culture among the Economics instructors that understands and appreciates the value of assessment as a modus for professional development such that students receive a maximum return from economics courses taught at OCC. ● *General Studies:* questions on the GEN 152 theory concept quiz will be revised to better represent the theory content with more emphasis on linking theory specifics to applications. ● *Psychology:* strengths and weaknesses of using an online open-access textbook in PSY 103. ● *Political Science:* a comprehensive review of the POS 100 learning outcomes was conducted in order to determine how well they are aligned with the SUNY Gen. Ed. outcomes for Social Sciences.

Category and Year Assessed	Summary of Results	Actions Based On Results
4. American History (2012-2013) HIS 105/106/107/125/209/223/224	Varying thresholds were reported for expected levels of student achievement throughout the American History category. Target partially met 4a. Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society (74% 131/178 students assessed). 4b. Knowledge of common institutions in American society and how they have affected different groups (72% 128/178 students assessed). 4c. Understanding of America's evolving relationship with the rest of the world (65% 108/167 students assessed).	Although students assessed in individual History courses have met or exceeded thresholds, faculty members from this discipline have committed to significantly revamping assessment measures, methods and tools to better reflect expectations for student learning. One 2014 Assessment Fellowship project included a comprehensive summary of assessment data collection practices in History courses at OCC, and a review of how each course's learning outcomes are aligned with the SUNY Gen. Ed. outcomes in corresponding categories.
5. Western Civilization (2013-2014) ENG 215 HIS 103/104/219 LCC 220/221/231/240	Varying thresholds were reported for expected levels of student achievement throughout the western civilization category. Target met 5a. Demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of western civilization (77.3% 541/700 students assessed). 5b. Relate the development of western civilization to that of other regions of the world (76.3% 532/697 students assessed).	While the majority of students assessed in individual courses met or exceeded thresholds, faculty from multiple disciplines have committed to significantly revamping assessment measures, methods and tools to better reflect expectations for student learning. 2014 Assessment Fellowship project highlights include: ● *English:* comprehensive assessment approach and complementary tools developed to assess English 215 and additional 200-level literature courses. ● *History:* comprehensive summary of assessment data collection practices in all history courses and review of how each course's learning outcomes are aligned with SUNY Gen. Ed. outcomes in corresponding categories.

Category and Year Assessed	Summary of Results	Actions Based On Results
6. Other World Civilizations (2011-2012) ANT 152/154/201/204 HIS 207/208/223/224 LCC 245 MUS 166	Varying thresholds were reported for expected levels of student achievement throughout the Other World Civilizations category. Target met 6a. Knowledge of either a broad outline of world history (89.7% 114/127 students assessed). 6b. The distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization (90.4% 113/125 students assessed).	Analysis of course-level data indicated that most students assessed in Anthropology courses met or exceeded thresholds; ANT 152 students (also assessed in 2013-2014 for Social Sciences) seem to have benefitted from use of the College's Writing Center and submission of multiple drafts of written papers used to assess those Gen. Ed. learning outcomes.
7. Humanities (2011-2012) ARH/IND 230/231 ART 105/106 ENG 104 MUS 103/104 PHI 101/102/103/104/107/108 PHO 290	Varying thresholds were reported for expected levels of student achievement throughout the Humanities category. Target partially met 7a. Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program (74.4% 528/710 students assessed).	Faculty from multiple disciplines have committed to significantly revamping assessment measures, methods and tools to better reflect expectations for student learning. Highlights include: ● *Art:* also assessed in 2013-2014, the department will consider adding ART 105 as a prerequisite to ART 106; to determine if students may benefit from following the chronological sequence of course material taught; existing research projects may be further developed to help encourage students' use of critical analysis. ● *English:* comprehensive approach and rubric developed to determine if essays used to assess ENG 104 learning outcomes are reliable measures of students' proficiency in writing about literature.

Category and Year Assessed	Summary of Results	Actions Based On Results
8. The Arts (2013-2014) ARH/IND 110/230/231 ART 105/106/109/219/225 EMC 144/169 ENG 205/206/207/208 MUS 103/104/160/161 PHO 100/290	Varying thresholds were reported for expected levels of student achievement throughout the Arts category. Target partially met: 8a. Understanding of at least one principal form of artistic expression and the creative process inherent therein (83.1% 1174/1413 students assessed).	While the majority of students assessed in individual courses met or exceeded thresholds, faculty from multiple disciplines have committed to significantly revamping assessment measures, methods and tools to better reflect expectations for student learning. Highlights include: ● *Architecture & Interior Design:* ARH 230 and 231 curricular revisions to incorporate multi-cultural, world-wide overview of the discipline. ● *English:* development of strategies to address students' difficulty with revising written assignments in 200-level creative writing courses (fiction and non-fiction). ● *Music:* faculty teaching MUS 160 intend to continue with daily instruction, written and verbal assessment of student progress in class; for those students who attended regularly and actively participated, the teaching and assessment process worked well.
9. Foreign Language (2012-2013) ASL 101/102/201/202 CHI 101/102 FRE 101/102/201/202 GER 101/102/201 ITA 101/102/201/202 SPA 101/102/165/201/202/203/204/220	Analysis of assessment data indicated that most students met the stated threshold for expected levels of achievement throughout the Foreign Languages category: *70% of students will score 75% or better.* Target met 9a. Basic proficiency in the understanding and use of a foreign language (83% 739/890 students assessed). Target not met 9b. Knowledge of the distinctive features of culture(s) associated with the language they are studying (61% 539/885 students assessed).	A 2011 Assessment Fellowship project resulted in the establishment of a comprehensive data collection and reporting tool for use with a common measure for multiple Modern Language course assessments—including SUNY Gen. Ed. The department also intends to address disparate cultural components of the shared final exam and provide strategies for instructors to better help students learn and understand the course material.

Category and Year Assessed	Summary of Results	Actions Based On Results
10. Basic Communication (2011-2012) COM 102 ENG 103	Analysis of assessment data indicated that most students did not meet the stated threshold for expected levels of achievement in written communication: *70% of students assessed will meet targets "meeting" or exceeding".* Target not met 10a. Produce coherent texts within common college-level written forms (44.8% 30/67 students assessed). 10b. Demonstrate the ability to revise and improve such texts (25% 15/61 students assessed). The majority of students assessed met the stated threshold for expected levels of achievement in oral communication: *70% of students assessed will receive a 70 or above on persuasive speech.* Target met Develop proficiency in oral discourse; and evaluate an oral presentation according to established criteria (95.5% 149/156 students assessed).	English, Reading and Communication department faculty members have made it their mission to help students learn to write better, with a particular emphasis on developing strategies for teaching students to be successful at revising written work produced. While the majority of students assessed seemed to be successful at demonstrating proficiency with oral communication, as part of the discipline's ongoing focus on persistence and completion in COM 210 (known as COM 102 until Spring 2014), faculty members have initiated discussions as to why some students don't give their final persuasive speeches.

Category and Year Assessed	Summary of Results	Actions Based On Results
11. Critical Thinking (2011-2012)	An Assessment Fellowship stipend was awarded to examine the extent to which critical thinking was infused throughout the OCC curriculum. A major task of this fellowship was to ascertain the level of assessment of critical thinking that was taking place throughout the SUNY Gen Ed offerings. To meet the critical thinking requirement, students will: 11a. Identify, analyze and evaluate arguments as they occur in their own and others' work; and 11b. Develop well-reasoned arguments.	The major finding was that learning outcomes for just 4% of OCC's SUNY Gen Ed courses are aligned with the learning outcomes of this competency. The Fellows have proposed a critical thinking course to close the gap. This continues to be a work in progress.
12. Information Management (2013-2014)	An assessment fellowship was awarded to develop an assessment plan for the three learning outcomes in this competency. Students will: 12a. Perform the basic operations of personal computer use; 12b. Understand and use basic research techniques; 12c. Locate, evaluate and synthesize information from a variety of sources.	The Fellows strived to develop an authentic assessment, infusing the information management competency across the college. A proposed assessment plan is in place with the initial target outcome being 70% of students "meeting" the standard. Implementation is scheduled for Fall 2014.

IV. INDIRECT MEASURES OF STUDENT LEARNING

Graduate Exit Survey

A measurement of an institution's success in achieving its mission and objectives may be obtained through tracking and monitoring graduate feedback received in reference to overall satisfaction with the college experience, and continued academic and/or career success. Onondaga monitors feedback and updates received from its graduates regarding their employment status, continued education, and satisfaction with the OCC experience via data collected from an annual survey conducted post-graduation by the Office of Institutional Planning, Assessment and Research. The *2013 Post-Graduate Survey Report* is a compilation of feedback received from Onondaga graduates in order to assess their College experience.

Of the 1,303 students who received an award from Onondaga Community College in 2013, 402 (30.9%) completed a graduate survey. 271 (67.4%) of the graduates indicated that they are employed and 198, almost half of all respondents (49.3%), indicated that they are currently continuing their education.

Of the graduates employed in a position related to their program of study, 76.9% felt their Onondaga education prepared them to a *great / moderate degree* for their current job.
Of the graduates continuing their education, 95.5% felt that OCC prepared them *to a great /moderate degree* for further study.

An analysis of recent trending data suggests OCC graduates are consistently satisfied with their overall educational experience. Over 90% of survey participants *strongly agreed/agreed* that their education helped them achieve success in critical knowledge and skills areas.

Your overall educational experience at OCC has helped you to:	Strongly Agree and Agree							
	2013		**2012**		**2011**		**2010**	
	N	%	N	%	N	%	N	%
Acquire a broad general education	385 of 402	95.8	298 of 316	94.3	355 of 370	95.9	284 of 291	97.6
Acquire job or work related knowledge and skills	335 of 402	83.3	261 of 315	82.9	330 of 370	89.2	248 of 291	85.2
Work with others	364 of 402	90.5	288 of 316	91.1	350 of 370	94.6	268 of 291	92.1
Think critically and solve problems	378 of 402	94.0	298 of 314	94.9	354 of 369	95.9	274 of 291	94.2
Conduct yourself in an ethical and professional manner	375 of 402	93.3	293 of 315	93.0	353 of 369	95.7	266 of 291	91.4
Demonstrate global awareness	366 of 402	91.0	285 of 315	90.5	338 of 370	91.4	272 of 291	93.5
Develop effective communication skills	374 of 402	93.0	289 of 314	92.0	352 of 370	95.1	273 of 291	93.8
Use technology efficiently	361 of 402	89.8	281 of 315	89.2	337 of 370	91.1	259 of 291	89.0
Maintain or improve personal growth and wellness	379 of 402	94.3	294 of 315	93.3	354 of 370	95.7	270 of 285	94.7

Your overall educational experience at OCC has helped you to:	Strongly Agree and Agree							
	2013		2012		2011		2010	
	N	%	N	%	N	%	N	%
Total	3,317 of 3,618	91.7	2,587 of 2,835	91.3	3,123 of 3,328	93.8	2,414 of 2,613	92.4

Course Completion

Table 1 provides course completion data for students entering fall semesters. Percentages of students who successfully complete courses have remained relatively stable from 2010-2013.

Table 1: OCC Course Completion			
	Within Semester Persistence (A-F, P)/(A-F,P,W,X)	Enrollee Success Rate (A-C,P)/(A-F,P,W,X)	Completer Success Rate (A-C,P)/(A-F,P)
Fall 2010	88%	67%	76%
Fall 2011	88%	67%	77%
Fall 2012	84%	68%	81%
Fall 2013	86%	68%	79%

Persistence

Table 2 represents overall persistence of new, full-time, degree-seeking, career program students who started attending OCC in Fall 2012.

Table 2: OCC Persistence New (First-Time and Transfer) Full-time, Degree-Seeking, Career Program Students				
	Fall 2012 Entering Cohort	% Retained Spring 2013	% Retained Fall 2013	% Graduated Before Fall 2013
Total new full-time, degree-seeking	2,626	78%	52%	1%
First-time	2,188	79%	54%	0%
Transfer	438	73%	39%	3%
Career Program	1298	78%	50%	1%

Developmental Education Course Completion and Subsequent Success

Table 3 provides overall course completion rates for developmental math, English and reading students.

Table 3: OCC Developmental Education Course Completion Rates				
	Developmental Education Term	**Successful**	**Unsuccessful**	**Withdrew**
Math	Fall 2010	49%	29%	22%
	Fall 2011	44%	35%	21%
	Fall 2012	46%	32%	23%
English	Fall 2010	67%	22%	12%
	Fall 2011	63%	23%	14%
	Fall 2012	63%	22%	15%
Reading	Fall 2010	67%	21%	12%
	Fall 2011	70%	20%	10%
	Fall 2012	65%	22%	13%

Table 4 describes success rates of students who completed developmental math or writing courses at the highest level, then enrolled in credit-bearing math or writing courses within one subsequent academic year (through next fall).

Table 4: OCC Developmental Education Student Success Rates (in Subsequent Credit-bearing Courses)					
	Developmental Education Term	**Enrolled / Successful Completion**	**Enrolled / Unsuccessful Completion**	**Enrolled / Withdrew**	**Not Enrolled/ No Return**
Math	Fall 2009	49%	13%	6%	32%
	Fall 2010	44%	15%	8%	33%
	Fall 2011	35%	20%	5%	39%
Writing	Fall 2009	56%	19%	9%	16%
	Fall 2010	54%	17%	10%	19%
	Fall 2011	58%	20%	9%	13%

*Source: 2014 NCCBP.

V. CONCLUSION

With a commitment to educational excellence, Onondaga Community College has established a meaningful collaboration between the Faculty and Office of Institutional Planning, Assessment and Research to advance a better understanding of assessment practices, resulting in curricular change, where applicable, to enhance student learning opportunities. Assessment results are communicated openly through WEAVE and highlighted on Assessment Day, demonstrating the College's commitment to assessment and continuous improvement in every area of the College. We continue to benefit from the inherent, creative energy of all college stakeholders – students, faculty, staff, alumni, employers, and community members – to advance OCC's mission.