



OSU-
OKLAHOMA
CITY

ASSESSMENT OF STUDENT LEARNING HANDBOOK

The Mission of OSU-Oklahoma City is to provide collegiate-level career and transfer educational programs and supportive services, which will prepare individuals to live and work in an increasing technological and global community.

OSU-Oklahoma City Assessment of Student Learning Committee

Mission

The Assessment of Student Learning Committee recommends, facilitates and supports policies, processes and practices used by OSU-Oklahoma City for assessing student learning. The Committee is a resource for faculty and staff who take on assessment initiatives and collaborates in reporting institutional-wide data on academic achievement, learning support services, and administrative services. In collaboration with faculty and academic divisions, effective assessment of student learning is an institutional-wide effort using learning outcomes, proper assessment methods, and use of the results to improve student learning. The Committee will act as a clearinghouse for assessment methodologies and make recommendations on specific requirements of content, form, and timing to measure student learning and the use of assessment data to inform and implement changes leading to improved student learning.

Vision

OSU-Oklahoma City will be a state leader in the achievement of student learning outcomes. The OSU-Oklahoma City assessment of student learning process will be a coherent, sustainable, and overarching system for planning, developing, and implementing strategies and practices that measures and uses data to improve student learning. The Assessment of Student Learning Committee will encourage a holistic approach to academic programs, learning support services, and administrative services to use the assessment process to contribute to the continuous improvement of student learning.

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Assessment is

- A systematic collection of evidence of student learning
- A process for continuous improvement
- Based on specific student learning outcomes
- Faculty driven
- The responsibility of everyone on campus
- A tool for improving student learning

Assessment is NOT

- Just an administrative activity
- Based solely on student grades
- Solely the responsibility of faculty
- Something we do every 10 years for accreditation
- Performance evaluation of faculty
- Meaningless numbers

I. What is Assessment for Student Learning?

Assessment is a continuous process for improving student learning with three principal phases:

1. Defining clear, measurable student learning outcomes. (What should students learn?)
2. Collecting information (What have students learned?)
3. Applying that information to improve student learning.

Assessment of student learning helps us to identify:

- what our students should be learning,
- what they are learning, and
- what we can do to improve student learning.

The primary audience for assessment of student learning is internal. Assessment is also important to external audiences. Potential students, their families, potential employers and community members are interested in what our students are expected to learn and how well they accomplish those learning goals. Accreditation bodies are interested in what our students are learning, insuring that an effective process for assessment of student learning is in place; and evidence that procedures are in place to close the loop of assessment by using data results to implement change.

Effective assessment of student learning is an institution-wide effort driven by faculty. Faculty identify learning outcomes, select assessment methods, and decide how to best use the results of those assessment measures. Extracurricular, co-curricular, and student support activities also contribute to student learning and the overall student experience. Effective assessment techniques measuring appropriately set outcomes are used in these areas to provide critical data for effective decision-making.

“Assessment of student learning can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise and resources available, in order to inform decisions about how to improve learning.”

“In assessment of learning, faculty make informed professional judgments about critical thinking, scientific reasoning, or other qualities in student work, and then use those judgments to inform departmental and institutional decisions.”

Walvoord, Barbara E. Fassler. *Assessment clear and simple a practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass, 2004. Print.

A. Student Learning Outcomes

Student learning outcomes (SLOs) form the foundation for a successful assessment effort. They define what students should know or be able to do as a result of a learning activity –the completion of a course, program or degree. A student learning outcome is a measurable action statement answering the question “What skills, abilities, knowledge, and attitudes do we expect students to be able to demonstrate?” and can be simply stated as: “*Students will be able to <<action verb>> <<something>>.*”

Learning outcomes differ from instructional objectives. Instructional objectives address what will be taught to students. An instructional objective is a statement of intent regarding a specific knowledge or skill. Instructional objectives identify what an instructor will teach in the course or program. Learning outcomes describe what the student will be able to do at the completion of the course or degree program.

Institution-wide student learning outcomes describe the knowledge or skills any graduate is expected to demonstrate at the completion of his/her course of study at OSU-Oklahoma City. Campus-wide student learning outcomes are institution-wide outcomes based on OSU-Oklahoma City’s general education goals (see Appendix A for the general education goals).

Program-level student learning outcomes define the knowledge and/or skills a graduate of a particular degree program is expected to have at the completion of his/her degree program. Student learning outcomes for a program are defined by faculty in the degree program under the leadership of the department head.

Course-level outcomes identify the skills and knowledge a student in a specific course should have at the completion of that course. Faculty who teach a course are responsible for developing course-specific student learning outcomes under the direction of the lead instructor

Are your student learning outcomes ...

- Aligned to the mission and goals for OSU-Oklahoma City, your program, and/or course as appropriate?
- Descriptive of the expected abilities, knowledge, values, and attitudes of students completing the program/course?
- Simply stated?
- Distinctive and specific to the program/course?
- Stated so only one outcome is addressed in one statement?
- Stated so that more than one measurement method could be used?
- Focused on the learning **results** not the learning process?
- Measureable with resources available for measurement?
- Able to be used to identify areas to improve?

Adapted from Wentland, Ph.D., Ellen. "Guide for Developing and Implementing a Program Outcomes Assessment Plan." *Program Review & Outcomes Assessment*. Northern Essex Community College. Web. 01 Oct. 2009.

or department head. For courses with multiple sections taught by a number of different faculty, course level outcomes are shared by all sections of the course.

Overall, effective student learning outcomes define specific, observable, measurable student behaviors. One strategy for developing learning outcomes is to think about the “ideal student” who has completed the program and to describe the behaviors of that student demonstrating their successful learning.

Bloom’s Taxonomy offers a useful framework for development of student learning outcomes. Bloom categorizes cognitive learning into six levels of increasing complexity with each successive level depending on lower level cognitive processes. Since demonstration of higher order cognitive skills encompasses lower-level skills, effective student learning outcomes are written at the highest possible level of the taxonomy. The action verbs associated with each level can be incorporated into student learning outcomes reflecting accomplishment of learning at that level.

<i>Bloom’s Taxonomy and Student Learning Outcomes</i>			
		<i>Associated Action Verbs</i>	<i>Example Student Learning Outcomes</i>
6	Evaluation The ability to judge the value of material for a given purpose	Appraise, argue, assess, choose, compare, contrast, convince, defend, estimate, explain, evaluate, interpret, judge, justify, measure, predict, recommend, resolve	<i>Recommend</i> a computer network design for a given business environment.
5	Synthesis The ability to put parts together	Argue, arrange, assemble, combine, construct, design, develop, establish, explain, integrate, invent, make, manage, organize, plan, prepare, propose, revise, summarize.	<i>Plan</i> a patient education program. <i>Design</i> a scientific experiment to test a hypothesis.
4	Analysis The ability to break down information into its components	Analyze, appraise, categorize, classify, compare, connect, contrast, debate, deduce, distinguish, examine, experiment, illustrate, infer, investigate, outline, question, relate, separate, test	<i>Analyze</i> why society criminalizes certain behaviors.
3	Application The ability to use learned material in new situations.	Apply, calculate, choose, complete, compute, construct, demonstrate, develop, discover, employ, examine, experiment, manipulate, operate, organize, prepare, produce, show, use	<i>Construct</i> a timeline of significant events in the history of the US in the 19 th century.
2	Comprehension The ability to understand and interpret learned information	Associate, change, clarify, classify, construct, contrast, describe, discuss, explain, identify, interpret, paraphrase, solve, translate	<i>Explain</i> the differences between civil and criminal law.
1	Knowledge The ability to recall or remember facts	Arrange, collect, define, describe, differentiate, duplicate, enumerate, examine, find, identify, label, list, name, outline, quote, recall, recite recognize, show, state, tell	<i>Define</i> what behaviors constitute unethical practice in business management.

Adapted from: Kennedy, Declan, Aine Hyland, and Norma Ryan. "Writing and Using Learning Outcomes: A Practical Guide." *EUA Bologna Handbook*. Berlin, 2007. Print. Available online at <http://www.bologna.msmt.cz/files/learning-outcomes.pdf>.

The same process applies to extra-curricular, co-curricular or student support programs. Again, the process focuses on determining desired outcomes, collecting data regarding those outcomes, and making decisions based on those results.

B. Measuring Student Learning – Tools for Assessment

There are a variety of approaches and tools for measuring student achievement of learning outcomes. Relevance of a measure to the student learning outcomes and the instructional methods used to facilitate learning is the most important criteria for selection of assessment tools. The assessment method and the student learning outcome must be rationally connected. For example, assessing counseling skills with a role play is a more logical measure than assessing those skills with a multiple choice test.

Direct Measures

Direct measures of student learning allow students to demonstrate their learning.

“A direct measure requires:

- A student performance such as an exam or project
- A set of criteria by which to evaluate the performance
- Analysis and interpretation of the results
- A feedback loop into department, gen ed and/or institutional decision-making processes.”

Walvoord, Barbara E. Fassler. *Assessment clear and simple a practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass, 2004. Print.

Objective Tests: Objective tests including those developed in-house, publisher test banks, and nationally standardized tests can be useful tools for measuring achievement of student learning assessment. For each of these, the key to effective assessment is in relating each item to specific student learning outcomes. Objective tests may be easy ways to obtain data but for it to be meaningful, the test must correlate to the student learning outcome in question.

Direct Measures of Student Learning

- Objective Tests
- Capstone courses and projects
- Portfolios
- Authentic Assessment
- Internships/Service Projects

Standardized tests with national norms offer a relatively easy way to gather data comparing students to a national cohort. For data obtained from a standardized test to be meaningful for assessment of student learning, it must correlate to a student learning outcome. The Collegiate Assessment of Academic Proficiency (CAAP) from ACT

is one example of standardized test used at OSU-Oklahoma City. For some programs, professional and industry exams provide a logical end of program assessment tool.

Locally developed objective tests can provide measures of student achievement of learning outcomes. Test items used for assessment of student learning must be carefully matched to the student learning outcome being assessed. General statements such as, “80% of the students scored 80% or better on the final exam.” do not provide enough data for understanding and improving student learning.

Course-embedded assessments: Projects, assignments, or exam questions within a course which link directly to program-level learning outcomes and are scored using established criteria are important assessment measures. Assessment need not be isolated from the grading process but grades alone do not provide enough information for effective assessment of student learning. Grades focus on the individual student while assessment for student learning focuses on how well students as a group meet learning outcomes. Assignments and activities evaluated for grading can be used to collect data for assessing student learning if they are based on student learning outcomes.

Portfolios: A portfolio is a collection of student-generated materials providing evidence of that learner’s achievements. Students are required to provide artifacts as evidence for each of the desired student learning outcomes. Portfolios provide a longitudinal sample of a student’s work throughout the program or other assessment period. Portfolios can be focused on program-level outcomes or can be used for assessment of institution-wide student learning outcomes.

Authentic assessment: Authentic assessment engages students in a simulation of a problem they must solve using the knowledge and skills obtained through the program. A panel of experts rates student performance using established criteria.

Capstone courses: Capstone courses and projects can be useful tools for collecting evidence of student learning. To be effective for assessing student achievement of program-level learning outcomes, the capstone course and assignments should be constructed with the program-level learning outcomes in mind.

“These courses are less effective as evidence of student learning if any of the following apply: (1) the course was established before the program identified outcomes, (2) no student learning outcomes at the program level have been developed yet, or (3) the course is not really a “capstone,” but simply the course that the majority of students wind up taking during the last semester on campus.”

(Hatfield, Susan. "Assessing Your Program-Level Assessment Plan." The Idea Center. Web. <http://www.theideacenter.org/sites/default/files/IDEA_Paper_45.pdf>.)

Rubrics: A rubric defines criteria for assessment of student performance. The rubric identifies the criteria to be evaluated and describes a range of acceptable and unacceptable performance. These proficiency levels describe a continuum from excellent to unacceptable. Using the rubric, the rater matches the student’s performance to a set of pre-defined criteria. An example rubric is included in Appendix B and many examples of rubrics are available online. The Winona State University web site (<http://www.winona.edu/air/rubrics.htm>) provides an extensive list of links to rubrics used in higher education.

Indirect Measures

Indirect methods include any measures that do not involve a direct demonstration by the students of knowledge or skills. Essentially, they are reports of perceptions about student learning. Indirect measures can be a useful method of corroborating evidence gathered with direct measures. Indirect measures include:

- Surveys of students, alumni, and employers which provide perspective on student skills, attitudes and behaviors.
- Moderated focus groups offer the opportunity for in-depth discussion with a small sample.
- Exit interviews with individual students allow for more extensive exploration of student perceptions regarding their own learning experience.
- Examination of biographical, academic, and other records allows the assessor to mine existing data for evidence of student learning.

Indirect Measures of Student Learning

- Surveys
- Focus Groups
- Interviews
- Records

C. Analyzing Results and Using Results for Improvement

The final phase of the assessment of student learning cycle is analysis of the evidence and application of the results to improve student learning.

In analyzing assessment of student learning data, three questions are relevant:

- (1) Does the data represent an identifiable trend?
- (2) Does the data represent an acceptable level of achievement?
- (3) Does the data surprise you?

The analysis of assessment data seeks to identify patterns of evidence – patterns of consistency, patterns of consensus, and patterns of distinctiveness. Patterns of consistency emerge from data collected on the same learning outcome over time. Patterns of consensus are revealed by breaking down data to look at specific populations individually. Patterns of distinctiveness are revealed by examining data across outcomes to identify the outcomes with higher or lower performance.

“Closing the loop” is the application of results to improve student learning. Some areas for change include:

- Changes to program policies, practices or procedures.
- Curriculum revisions to include additional coursework or to accommodate new technologies.
- New strategies inside and outside the classroom to facilitate student learning.

(Hatfield, Susan. "Assessing Your Program-Level Assessment Plan." The Idea Center. Web. <http://www.theideacenter.org/sites/default/files/IDEA_Paper_45.pdf>.)

Roles and Responsibilities of Campus Personnel in the Assessment of Student Learning

Responsibility and support for assessment of student learning belongs to the whole OSU – Oklahoma City campus including administration, faculty and staff. Specific individuals/groups who have direct responsibilities relating to this area include:

- (1) Vice Presidents and/or Associate Vice Presidents for Academic Affairs, Student Services, Business and Industry and Finance and Operations;
- (2) Program Division Heads and academic and non-academic unit Department Heads ;
- (3) Faculty;
- (4) Assessment of Student Learning Committee;
- (5) Assessment Academy Team;
- (6) Division Assessment Committees;
- (7) Office of Testing and Assessment;
- (8) Institutional Grants and Research
- (9) Students.

Vice Presidents and/or Associate Vice Presidents for Academic Affairs, Student Services, Business and Industry and Finance and Operations

OSU – Oklahoma City has four main units on campus:

1. Academic Affairs,
2. Student Services,
3. Business and Industry, and
4. Finance and Operations.

Each of these units receives administrative oversight from a Vice President and/or an Associate Vice President. These administrators provide leadership and support to campus committees and personnel who have responsibilities in the area of assessment of student learning. They oversee the coherence of course and program assessment initiatives and develop the vision for assessment efforts through the institution's statements of mission, vision, values, general education goals, strategic planning and budgeting priorities. They also contribute to systemic thinking about assessment efforts, considering information from multiple measures to make changes and modifications to campus processes to better serve students.

Administration

- Provide leadership and support to personnel involved in the assessment effort; and
- Develop the vision for coherent, systemic assessment efforts .

Program Division Heads and Department Heads

Division Heads provide leadership for promoting assessment of student learning within the Division and support faculty in the implementation of effective class, course, program and general education assessment of student learning activities. They work with the Vice President of Academic Affairs to facilitate faculty involvement and to ensure assessment data is collected, analyzed and reported appropriately and in a timely fashion. In addition, Division Heads ensure that divisional assessment data is used for course and program evaluation and, as necessary, for program modification purposes. Finally, in participating divisions, Division Heads encourage the participation of faculty representatives in the internal division assessment of student learning committee.

Program Division Heads

- Facilitate faculty involvement;
- Ensure divisional assessment data is used for course, program evaluation, and program modification; and
- Encourage participation in the internal division assessment of student learning committee.

Department Heads support staff and faculty within their departments in the implementation of effective learning and program assessment techniques.

They work with program faculty to develop an assessment plan which articulates what faculty expect students to know and be able to do upon degree completion, identify appropriate tools for evaluating the extent to which students are achieving those outcomes, and describe how faculty will act on the resulting information. Specifically, Department Heads in collaboration with program faculty:

- Develop student learning outcomes for each degree program and emphasis offered in the department;
- Identify measures for assessing student learning in each degree program and emphasis offered in the department;
- Plan for assessment of a general education student learning outcome annually; and
- Submit report annually on assessment of student learning activities, results and action based on assessment data to the Coordinator of Assessment, Accreditation and Grant Compliance.

Program Department Heads

- Support staff/faculty in the implementation of effective learning & program assessment techniques;
- Collaboratively develop program assessments;
- Identify appropriate tools to evaluate student achievement of outcomes; and
- Report on use of assessment data.

An assessment plan describes how faculty evaluate student achievement of the program's expected learning outcomes and use that information to work towards continuous improvement of their academic program. Every OSU – Oklahoma City degree program must have an assessment plan that describes expected student learning outcomes for the degree program and the methods used to evaluate student achievement of those outcomes. Primary responsibility for the development and implementation of this plan rests with the program Department Head.

Faculty

Because assessment of student learning is so closely linked to curriculum and student learning, faculty must play a principal role in the assessment process. Faculty establish student learning outcomes for program courses; they select methods and measures for assessing achievement of student outcomes; they work with their Division Head, Department Head and/or Team Leader to determine appropriate performance standards; and they recommend, develop, and implement curricular and program changes based on assessment data.

Faculty incorporate assessment into their instructional planning using their knowledge of their students learning needs and design appropriate assessment of student learning techniques. Faculty are key players in the effective development and administration of course, program and general education assessment and their involvement is critical to effective assessment plan development and implementation.

Assessment of Student Learning Committee

The Assessment of Student Learning Committee has as its responsibility to review, evaluate and to make recommendations regarding OSU-Oklahoma City student assessment policy, methods and timetables; student placement criteria and student outcome information, etc. This group provides holistic oversight of the Institution's assessment activities and makes recommendations to the Office of Academic Affairs relating to the assessment process.

Faculty

- Establish student learning outcome for courses;
- Select methods and measures for assessing achievement of student outcomes;
- Collaborate to determine appropriate performance standards;
- Recommend, develop and implement curricular and program changes based on assessment data;
- Incorporate assessment into their instructional planning; and
- Design appropriate assessment of student learning techniques.

Assessment of Student Learning Committee

- Implement/follow the Assessment of Student Learning Handbook;
- Develop/implement an institution-wide general education assessment plan;
- Annually review assessment of student learning plans and reports;
- Establish, implement and oversee an annual student learning assessment calendar; and
- Collaborate on the reporting of assessment of student learning activities and results.

The Assessment of Student Learning Committee will:

- Implement and follow guidelines established within the Assessment of Student Learning Handbook;
- Develop and implement an institution-wide assessment plan to measure student achievement of campus-wide learning outcomes;
- Annually review program assessment of student learning plans and reports as presented by the Coordinator of Assessment, Accreditation, and Grant Compliance;
- Establish, implement and oversee an annual calendar for assessing student learning; and
- Collaborate on the reporting of assessment of student learning activities and results to oversight agencies and accrediting bodies.

Membership is comprised of 2 Co-Chairs, a representative from each academic division, the Office of Institutional Grants and Research, a representative of the Finance and Operations unit, a representative of Business and Industry unit and at least two representatives from Student Services.

Assessment Academy Team

OSU-Oklahoma City was accepted into the Higher Learning Commission of the North Central Association's Assessment Academy in the fall of 2007. The Assessment Academy has become a working sub-group of the Assessment of Student Learning Committee. The expected outcomes of our participation include:

- Assessment becomes a valued process used across campus to improve student learning;
- Data about our student learning is the primary consideration in all of our campus decision making; and
- Assessment processes that are used on campus are appropriate to the instructional delivery.

Assessment Academy Goals

- Assessment becomes a valued process used across campus to improve student learning;
- Data about our student learning is the primary consideration in all of our campus decision making; and
- Assessment processes that are used on campus are appropriate to the instructional delivery.

In an effort to gain useful information on students' mastery of our general education outcomes, OSU-Oklahoma City decided to focus its assessment academy project efforts on integrating college level learning outcomes across campus. In essence,

holistic student assessment = general education outcomes + program outcomes.

Throughout this Academy project, the team hopes to create a cooperative effort between general education faculty and program faculty in the assessment of general education competencies. This process is on-going and should continue to be so. Upon completion of the official assessment academy project, the assessment academy working group will continue as a functioning subgroup of the Assessment of Student Learning Committee.

Office of Testing and Assessment

The Office of Testing and Assessment is a unit within Student Services that facilitates students learning experience by providing testing services such as:

- ACT (Residual) – This test covers the same four subject areas as the National ACT, but scores are only accepted at Oklahoma State University campuses. The residual ACT can be taken every 60 days. A brochure describing the residual ACT can be picked up in the Assessment Center;
- CLEP - College-Level Examination Program - CLEP is a national test used to obtain college credit for the equivalent course. A list of courses and study guides can be picked up in the Testing and Assessment Center;
- AP, Advanced Placement (administered by the College Entrance Examination Board) – This program allows high school students to take examinations for credit at the college level. High school counselors will assist students with testing arrangements; and
- COMPASS™ – Prospective students take COMPASS™ for placement purposes at OSU-OKC. COMPASS™ is a comprehensive, computerized test system that determines appropriate placement in reading, writing and math courses. Students can take this test up to three times per semester. Individuals who have not graduated from high school, or do not have a GED, must pass all parts of the COMPASS at one testing session to qualify for financial aid. Prospective students must inform the testing staff that they are taking Ability to Benefit tests.

Visit <http://www.osuokc.edu/assessment> for more information on the Office of Testing and Assessment.

Institutional Grants and Research

The Coordinator of Assessment, Accreditation and Grants Compliance in Institutional Grants and Research has the responsibility for regular analysis and reporting of research data collected by applied assessment instruments including, but not limited to Collegiate Assessment of Academic Proficiency (CAAP), Teaching/Reinforcement Survey, Student Satisfaction Survey, Graduating Student Survey, Post Graduate and Employer Surveys, Alumni Surveys, Non-Returning Student Surveys, and Instructional Evaluations.

Data collected from these methods is provided to administration, faculty and staff for use in evaluating and developing programs and services for students on campus and for the purposes of on-going enrollment management, institutional and departmental planning.

Institutional Grants and Research administers several indirect assessment tools including, but not limited to:

- Classroom Evaluations
- Perkins Surveys
- Student Satisfaction Surveys
- Graduating Student Survey
- Employer Survey
- Alumni Surveys

Institutional Grants and Research

- Analyzes and reports research data;
- Administers assessment tools;
- Maintains assessment calendar;
- Ensures required completion of accreditation assessment and reporting;
- Ensures completion of grant program assessment and reporting; and
- Serves as a member of the Assessment of Student Learning Committee.

Data from these assessment methods are analyzed and reports are disseminated to appropriate internal (Academic Affairs leadership, Student Services leadership, Academic Division leadership) and external (Oklahoma State Regents for Higher Education, United States Department of Education) constituencies.

Visit <http://www.osuokc.edu/igr> for more information on Institutional Grants and Research.

Students

Students at OSU – Oklahoma City are the reason assessment exists on campus. They participate in assessment in and out of the classroom and hopefully, develop their self-evaluative skills before they graduate. Results of OSU-Oklahoma City’s assessment efforts and course/program modifications made in response to these results, all occur in an effort to ensure students receive the best academic experience possible. The goal of student learning assessment is to ensure students successfully complete their chosen field of study and become well prepared graduates who enter the workforce as well-rounded individuals with the skills and knowledge they need to be successful in an increasingly changing, technological society.

II. Assessment Activities at OSU-Oklahoma City

There are a number of assessments of student learning activities already in place at OSU-Oklahoma City. Activities exist in support of HLC Assessment Academy, in support of State Regents reporting requirements, in support of Institutional Grants and Research for internal improvement, in support of individual program accrediting agencies, and in support of faculty members as they continually monitor student learning in each individual class. The results of many of these assessments are analyzed and then presented to the Assessment of Student Learning Committee for review. The following list includes brief descriptions of assessment activities at OSU-Oklahoma City and is current as of fall 2011.

A. In Support of Assessment Academy:

Through participation in the Assessment Academy project, the team seeks to create a cooperative effort between general education faculty and program faculty in the assessment of general education competencies. This process is on-going and should continue to be so. Some of the tools used to measure general education competencies are CAAP and the Teaching/Reinforcing Survey.

Collegiate Assessment of Academic Proficiency

(CAAP). CAAP is a product developed and marketed by ACT. It measures the proficiency of students in four general education areas, Reading, Writing, Critical Thinking, and Math. The Coordinator of Retention and Assessment coordinates the process. The Coordinator identifies specific classes where there is a reasonable expectation that the subject matter would have been taught. For instance, the Writing test would be targeted at a class where ENGL 1113 is a pre-requisite. The other subject areas are targeted in the same manner. CAAP assessments have occurred using this methodology since the 2007-2008 academic year. For the most part, OSU-Oklahoma City students have scored within a close range of the national norms as scored and reported by ACT.

CAAP results and analysis are reported to the HLC Assessment Academy, Assessment of Student Learning Committee, and the Arts and Sciences Assessment Committee.

Teaching/Reinforcing Survey. The Teaching/Reinforcing Survey is administered to all participating faculty at regular intervals. The results are then analyzed by the Coordinator of Assessment, Accreditation, and Grant Compliance. The survey is designed to determine whether faculty members either teach or reinforce designated campus-wide student learning

Assessment Academy Activities include:

- CAAP – Collegiate Assessment of Academic Proficiency
- Campus Wide Learning Outcomes Assessment.
- Teaching/ Reinforcing Survey

outcomes in each individual class. The results are then forwarded to division heads, department heads and lead instructors. The resulting conversations among faculty members should lead to a stronger and more consistent approach to teaching and reinforcing the stated competencies. The Teaching/Reinforcing Survey results are also used to help determine target classes for future CAAP assessments. The Teaching/Reinforcing survey, was deployed campus wide, to full-time faculty and adjuncts during late fall of 2008. The results were delivered to division heads, department heads and lead instructors during the summer of 2009. Follow up survey mechanisms have been designed to assess how the resulting conversations occurred and what changes were implemented.

Teaching/Reinforcing Survey results and analysis are reported to the HLC Assessment Academy, Assessment of Students Learning Committee and individual academic division leadership.

Campus-wide Student Learning Outcomes Assessment: The Campus-wide Student Learning Outcomes Assessment was designed with the input of subject area faculty at OSU-Oklahoma city and is administered in degree-specific courses, such as capstones, where students are expected to be nearing the completion of their degrees. This assessment design is focused, in part, on ensuring that the graduating students of OSU-Oklahoma City are proficient in the identified areas of communication, critical thinking, computer proficiency, civic responsibility, and global awareness. Results and analysis are disseminated to the Assessment of Student Learning Committee, institutional leadership and divisional leadership.

B. In Support of the Oklahoma State Regents for Higher Education:

Entry-level Assessment. The assessment and proper placement of incoming students is important to the success of those students. OSU-Oklahoma City is committed to delivering educational programs that “prepare individuals to live and to work in an increasingly technological and global community.” OSU-Oklahoma City uses COMPASS, an ACT product, for entry level assessment purposes. By continuously assessing these programs and their effectiveness, the institution actively works towards fulfilling that commitment.

Over 3800 COMPASS placement test or retests were administered during the 2007-2008 academic year. Developmental Studies continues its usage of pre and post testing to evaluate the effectiveness of its programs. Discussions of curricular adjustments are occurring based on this data. An on-going matriculation

The Oklahoma State Regents for Higher Education receive an annual update on these assessment activities:

- Entry level.
- Mid-level.
- Program Outcomes.
- Student Satisfaction.

study is showing some interesting demographic and success trends that continue to be of interest.

Entry level assessment results and analysis are reported to the State Regents and the Arts and Sciences Assessment Committee. The Department of Developmental Studies for continued research.

Mid-level/General Education. The Assessment Committee uses the ACT's Collegiate Assessment of Academic Proficiency (CAAP) as a mid-level assessment instrument. The Assessment Committee reviewed the different methods of assessing Mid-Level (otherwise known as General Education) outcomes and decided to have a sample of students complete the ACT CAAP starting in the fall of 2007 and continuing in the Spring of 2008. The Fall 2007 administration included the Writing and Critical Thinking assessment. The administration of the Math and Reading was during the Spring 2008 term. The CAAP is administered to students in program courses with the respective general education prerequisites so the likelihood the student having these skills is higher.

CAAP results and analysis are reported to HLC Assessment Academy, Assessment of Student Learning Committee, and the Arts and Sciences Assessment Committee.

Program Outcomes. OSU-Oklahoma City is committed to continuous program improvement. Program outcomes data are being used as a road map to measure student learning achievement on campus. The Office of Academic Affairs works closely with the campus Assessment of Student Learning Committee and the Coordinator of Assessment, Accreditation and Grant Compliance to gather data on program outcomes assessment. The goal of this work is that each degree and certificate program has 1) a set of individualized program outcomes that reflects the skills and knowledge that faculty believe each program graduate should possess, 2) an identified set of methods to assess these outcomes (such as examinations, capstone courses, portfolios, etc.) and 3) an annual data report that gives faculty an opportunity to report and analyze the data obtained from assessment efforts in their departments.

Results from program outcomes analysis are reported to the HLC Assessment Academy, Assessment of Student Learning Committee, the Vice President for Academic Affairs, and the State Regents.

Student Satisfaction: OSU-Oklahoma City has developed over the years a multi-tiered approach to measure student satisfaction. OSU-Oklahoma City conducts Student Satisfaction surveys biennially. The last survey conducted was during the Spring of 2008. The instrument administered was developed and scored by ACT. It was administered to 480 students randomly

selected via a method that has proven to be the most effective at OSU-Oklahoma City. Willing faculty were approached by their respective academic division heads and then administered the survey via their classes. Each academic division was represented in the survey results.

Another method of measuring student satisfaction is the Graduating Student Survey. This survey is taken by each student as he or she completes the application for graduation. Another exciting survey was initiated within the past couple of years, the Post Graduation Survey. This survey is administered several months post graduation and is intended as a way to get a better feel for the effectiveness of OSU-Oklahoma City degrees. Each of these surveys affords the institution an opportunity to measure student satisfaction at different points in the progression to graduation and beyond. It gives OSU-Oklahoma City a more global viewpoint as to how well we are fulfilling our educational mission.

The results and subsequent analysis of the various surveys are continually and regularly reported to the appropriate administrative authorities on campus, as well as the appropriate department heads. These reports give the individual department heads more needed information as they evaluate the services they provide, how they are provided, and what, if any, changes should, or can, be made.

C. In Support of Academic Effectiveness:

The Office of Institutional Grants and Research, as part of its duties, deploys a number of indirect assessment instruments designed to establish student satisfaction and belief in the educational process produced at several points along the academic career. Following is an expansion of indirect assessment instruments previously introduced.

Student Satisfaction Survey. As stated above, this assessment is a survey deployed via Academic Effectiveness every other year to gauge both student usage of and satisfaction with services and offices on campus. This survey helps the institution identify potential service weaknesses and to address them appropriately. The student satisfaction survey is currently an ACT tool and measures student satisfaction mid-process.

Graduate Survey. The graduate survey is an “in house” developed instrument deployed to graduating students as they apply for graduation. It again measures student satisfaction with the educational process. It is used to gauge student satisfaction at the end of the process.

Institutional Grants and Research utilizes indirect (survey) methods including:

- Student Satisfaction Survey.
- Graduate Survey.
- Post-Graduate and

Post Graduate and Employer Survey. The post-graduate and employer survey is another “in house” developed instrument deployed by Academic Effectiveness. It is designed to gauge the satisfaction of graduates several months post graduation. It also determines if the graduate’s jobs are degree related. A companion survey is given to employers and measures their satisfaction with the graduate’s knowledge base and training.

The results of these surveys are reported to the Vice President of Academic Affairs, the State Regents, Enrollment Management Task Force and its Retention Subcommittee, and other interested parties.

D. In Support of Student Learning at Class Level:

Classroom Assessments. Assessments are made daily in the classroom by each faculty member measuring academic progress and student achievement as students progress towards completion of course goals and learning outcomes. These assessments can be objective or subjective in nature, depending on the particular course. In some programs, student portfolios are employed, testing also occurs and observation is a method used by some courses. These assessments should be designed to effectively determine the mastery of course material as well as whether or not the class has met the established course outcomes and goals.

The results of these activities are shared with the students. Composite information is shared with the individual department heads and academic divisions.

E. Outside of Classroom:

Enrollment Management. A number of enrollment management tracking reports and studies occur on a regular basis through the Office of Institutional Grants and Research. These are primarily enrollment trending reports and profiles. They are used to identify potential target populations for academic support and retention initiatives. These initiatives can include tutoring referrals and other forms of personal and academic support. Some of the information is used for federal reporting purposes.

The results of these activities are shared with the Retention Subcommittee, Recruitment and Marketing Subcommittee, Academic Division heads, Vice President’s Council and appropriate federal agencies including the Department of Education (DOE).

III. Planning and Reporting for Assessment of Student Learning

Assessment for Student Learning occurs at three basic levels within the institution:

- (1) Institution-wide student learning including campus-wide student learning outcomes;

- (2) Program-level student learning; and
- (3) Course-level student learning.

A. Institution-Wide Assessment for Student Learning

Campus-wide student learning outcomes are based on the general education goals defined for all students at OSU-Oklahoma City. Assessment of student learning in general education occurs at the institution-wide and at the program level. The Assessment of Student Learning Committee is responsible for developing an assessment plan which addresses campus-wide student learning outcomes. Assessment of student achievement of those campus-wide student learning outcomes is shared by all OSU-Oklahoma City departments. The assessment plan for each department includes annual assessment of one campus-wide student learning outcome. Please see the Program Level Assessment for Student Learning section for details.

Assessment of student learning also occurs in co-curricular aspects of the institution including the Student Services, Finance and Operations, and Business and Industry units within the university.

B. Program-Level Assessment for Student Learning

Assessment for student learning at the program level is the responsibility of department heads/team leaders in collaboration with program faculty. Lead instructors who have primary responsibility for a program are key participants in the program-level assessment process.

Planning for Assessment of Student Learning

Each program develops an assessment of student learning plan applying the three step process of the assessment cycle:

- (1) develop student learning outcomes;
- (2) collect evidence; and
- (3) analyze and apply the results.

This assessment plan is reviewed and updated annually. The department head submits the program plan for assessment of student learning and annual updates to the Division Head for review and forwarding to the Coordinator of Assessment, Accreditation, and Grant Compliance. A rubric to be used for review of program assessment plans is included in Appendix C. Approved plans are posted to the

Department heads will, in collaboration with program faculty:

- Develop student learning outcomes for each degree program and emphasis offered in the department.
- Identify measures for assessing student learning in each degree program and emphasis offered in the department.
- Plan for assessment of a general education student learning outcome annually.

OSU-Oklahoma City Student Learning website.

Programs with external accreditations may submit assessment plans and reports developed for those accreditors, if they provide the information as required for assessment of student learning plans and reports as defined below. If the minimum requirements are not met in an annual report as defined below, the OSU-OKC planning and reporting format must be followed.

The Department Head/Program Coordinator will prepare an assessment plan for student learning that includes the following information (see Appendix D for the assessment plan reporting form:

I. **Program Information**

- A. **What program is covered by this assessment plan?** Each OSU-Oklahoma City degree program and emphasis must have an assessment plan describing expected student learning outcomes for the degree program and the methods used to evaluate student achievement of those outcomes.
- B. **When submitting the program assessment plan, please provide the name of the author of the plan, a list of all faculty who participated in developing the plan and the date the plan was approved by program faculty.**

II. **Assessment of Program-level Student Learning Outcomes**

- A. **What is the mission for this degree program?** The mission statement, educational outcomes and goals for program should guide the assessment process. Assessment should provide feedback on the extent to which the program is accomplishing its publicly stated goals.
- B. **What are the primary Student Learning Outcomes for this program?** (What do faculty expect students will know and be able to do upon degree completion?) A program may have many expected outcomes; please provide 3-5 statements of assessable student learning outcomes that program faculty believe to be most important. The different emphases within a degree program are expected to share some student learning outcomes and to have some student learning outcomes specific to the emphasis area. You may include more than five if you believe they are essential for your program, or if your accreditation process requires more. However, the most important outcomes should be listed first, and it is expected that reported assessment activity will reflect the relative importance of various outcomes. For a program-level outcome, one assumes students might get “pieces” of it in various courses. These “pieces” may define the criteria that should be used for assessing achievement of the outcome. There may be some work (project, paper, exam) that requires students to “put the pieces together” so that their level of knowledge/skills at the program level can be assessed. For programs with external certifications and/or accrediting bodies, program student learning objectives are expected to reflect the requirements of those accrediting bodies.

- C. What courses in the program support each of the program student learning outcomes?**
(Where are students “getting” the knowledge and skills identified in the learning outcomes?) For each learning outcome, identify each required course addressing that outcome.
- D. What assessment methods will you use to measure student achievement of these expected outcomes?** (How will you determine the extent to which students have achieved the outcomes?) If you plan to use multiple measures for one outcome, please describe all methods. If one method will be used to assess multiple outcomes, please list that method for all expected outcomes it will be used to assess. Both direct and indirect measures should be included.
- E. Please indicate the timeframe for each assessment to be conducted** (each semester, annually, in alternate years). Each program will assess a minimum of one student learning outcome annually. The assessment plan will allow for all student learning outcomes to be assessed within a 3 year cycle.
- F. How will assessment results be acted on to improve academic and student programs?**
Describe the process that assures regular curriculum and/or program improvements based on assessment results and stated student learning outcomes. This process should include the program faculty and faculty committees.

III. **Assessment of campus-wide student learning outcome**

- A. What General Education student learning outcome will be addressed during this reporting period?**
- B. What assessment methods will you use to measure student achievement of these expected outcomes?** (How will you determine the extent to which students have achieved the outcomes?) If you plan to use multiple measures for one outcome, please describe all methods. If one method will be used to assess multiple outcomes, please list that method for all expected outcomes it will be used to assess. Both direct and indirect measures may be included.
- C. Please indicate the timeframe for each assessment to be conducted** (each semester, annually, in alternate years). Each program will assess a minimum of one general education student learning outcome annually.
- D. How will assessment results be acted on to improve academic and student programs?**
Describe the process that assures regular curriculum and/or program improvements based on assessment results and stated student learning outcomes. This process should include the program faculty and faculty committees.

Reporting Assessment of Student Learning

An annual report of assessment for student learning activities in each program is prepared by each department head or program coordinator and submitted to the Coordinator of Assessment, Accreditation, and Grants Compliance. At least one program student learning outcome and one campus-wide learning outcome is assessed annually for each degree program and emphasis. Reports of data are posted to the OSU-Oklahoma City Assessment of Student Learning website by the Coordinator of Assessment, Accreditation, and Grants Compliance.

The program annual report of assessment of student learning activities includes (see Appendix E for the program-level assessment report form):

- A. The name of the degree program included in this assessment report.**
- B. The name of the author of the report, a list of all faculty who participated in the outcomes assessment process and preparation of the report and the date the report was approved by program faculty.**
- C. The mission statement for this degree program.**
- D. State the first Program Student Learning Outcome assessed during the report year.**
 1. Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the learning outcome. The explanation should provide the following information:
 - a. How many students participated in the assessment?
 - b. How were students selected to participate in the assessment?
 - c. What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)?
 - d. What work was evaluated (e.g., sample of writing; course project; exam responses; oral presentation)?
 - e. How was assessment conducted?
 - f. What data resulted from the assessment?

2. Report the results of the assessment:

Department heads/program coordinator will, in collaboration with program faculty:

- Report annually on the process and results of measures used to assess achievement of student learning outcomes for each degree program and emphasis within the department;
- Report annually on the process and results of measures used to assess achievement of general education student learning outcomes; and
- Report annually on the program changes resulting from the analysis of assessment results.

- a. Include aggregate scores of students' performance overall, and sub-scores if available. If the program has distinct cohorts (i.e. remote sites, online only students, or selective admission), reporting of data by cohort is recommended.
 - b. Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed.
3. Describe faculty interpretation of the results of this assessment (relative to expected learning outcome). Please include comparative analysis of data for individual cohorts and the aggregate data as applicable.
 4. Describe any program changes being considered or implemented based on the results of this assessment.
- E. Repeat steps D1-D4 for each program student learning outcome assessed during the reporting period.**
- F. Repeat steps D1-D4 for the campus-wide student learning outcome assessed during the reporting period.**
- G. Feedback on the assessment process:**
1. What challenges did you experience implementing this assessment tool?
 2. How did you analyze the results of your assessment?
 3. How has your understanding of and involvement in assessment been enhanced this year?
 4. How has your progress in assessment been limited this year?
 5. How can additional progress and participation in the assessment of student learning be facilitated?

C. Course-Level Assessment for Student Learning

Faculty members routinely engage in assessment of student learning in the classroom. Observations of how well students are meeting learning outcomes inform the instructional process on a continual basis.

To formalize and document this process, each faculty member completes and reports on one assessment project annually. Lead instructors\team leaders are primarily responsible for directing course-level assessment for student learning projects. When a course has multiple

Each faculty member will:

- Identify course-level student learning outcomes
- Report student achievement of at least one course-level student learning outcome annually
- Utilize the results of assessment of student learning outcomes as the basis for enhancing student learning

sections taught by multiple faculty members, those faculty members should be involved in developing and administering the assessment project.

Course-level assessment project reports are submitted to the department head who is responsible for submitting a department report to the Coordinator of Assessment, Accreditation, and Grants Compliance.

The course-level assessment project report includes the following elements (see Appendix F for the course-level assessment report form):

- A. The name and number of the course addressed in the assessment project.**
- B. The name of the faculty member submitting the assessment project and other faculty members participating in the assessment project.**
- C. What are the primary Student Learning Outcomes for this course?** (What do faculty expect students will know and be able to do upon course completion?)
- D. What course Student Learning Outcome is assessed in this project?** Selection of the course-level student learning outcome should ensure that all course-level outcomes are assessed before an outcome is assessed a second time.
- E. Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the learning outcome. The explanation should provide the following information:**
 1. How many students participated in the assessment?
 2. Was the assessment a classroom assessment with one instructor assessing learning in one section or a course assessment with multiple instructors assessing learning in two or more sections?
 3. How were students selected to participate in the assessment?
 4. What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)?
 5. What work was evaluated (e.g., sample of writing; course project; exam responses; oral presentation)?
 6. How was assessment conducted? Attach a copy of the assessment tool.
 7. What data resulted from the assessment?
- F. Report the results of the assessment.**
 1. Include aggregate scores of students' performance overall, and sub-scores if available.
 2. Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed.

3. Describe faculty interpretation of the results of this assessment (relative to expected learning outcome).

G. What changes did you suggest and/or implement as a result of this assessment?

H. Feedback on the assessment process.

1. What challenges did you experience implementing this assessment tool?
2. How did you analyze the results of your assessment?
3. How has your understanding of and involvement in assessment been enhanced this year?
4. How has your progress in assessment been limited this year?
5. How can additional progress and participation in the assessment of student learning be facilitated?

Appendices

OSU-Oklahoma City General Education Competencies

Upon completion of General Education Curriculum, students should be proficient in demonstrating the following competencies:

Goal #1: Critical Thinking:

Explanation: Critical thinking skills include, but are not limited to, the ability to comprehend complex ideas, data, and concepts; to make inferences based on careful observation; to make judgments based on specific and appropriate criteria; to solve problems using specific processes and techniques; to recognize relationships among the arts, culture, and society; to develop new ideas by synthesizing related and/or fragmented information; to apply knowledge and understanding to different contexts, situations, and/or specific endeavors; and to recognize the need to acquire new information.

*All courses will contain assignments that demonstrate critical thinking, but not all courses will include all critical thinking elements listed.

Goal #2: Effective Communications

Explanation: Effective communication is the ability to develop organized, coherent, unified written or oral presentations for various audiences and situations.

Goal #3: Computer Proficiency

Explanation: Computer proficiency includes a basic knowledge of operating systems, word processing, and Internet research capabilities.

Goal #4: Civic Responsibility

Explanation: Preparation for civic responsibility in the democratic society of the United States includes acquiring knowledge of the social, political, economic, and historical structures of the nation in order to function effectively as citizens in a country that is increasingly diverse and multicultural in its population and more global in its view and functions.

Goal #5: Global Awareness

Explanation: Global awareness includes knowledge of the geography, history, cultures, values, ecologies, languages, and present day issues of different peoples and countries, as well as an understanding of the global economic, political and technological forces which define the interconnectedness and shape the lives of the world's citizens.

Rubric Example

Rubric for Evaluation of a Student Learning Outcome

Course: Chemistry 120

SLO: Students will accurately measure various chemical quantities and report their measurements with correct units and number of significant digits.

Faculty Participating: Koutroulis, Leung

Performance Standard	Excellent	Satisfactory	Unsatisfactory
Students will produce accurate measurements of lengths, masses, volumes, and temperatures.	On a series of eight measurements (two each of length, mass, volume, and temperature), students report accurate values for at least seven of the measured quantities.	Same as “excellent”, except students report accurate values for only six of the eight measured quantities.	Students report accurate values for five or fewer measured quantities.
Students will report all measurements (including those derived from calculations) with the correct units and number of significant figures.	On a series of eight measurements (two each of length, mass, volume, and temperature), students (1) provide correct units, and (2) report their answers to the correct decimal place for all eight measurements.	Same as “excellent”, except that students may make two or fewer errors.	Students make three or more errors in their responses.
Students will estimate the mass of a solid and the volume of liquid in a container. (<i>Optional</i>)	Given four quantities to estimate (two each of mass and volume), all estimates are within 2 grams (for solids) or 3 milliliters (for liquids) of the true value.	Three of the four estimates are within 2 grams (for solids) or 3 milliliters (for liquids) of the true value, And No estimate deviates from the true value by greater than 50%.	Two or fewer of the four estimates are within 2 grams (for solids) or 3 milliliters (for liquids) of the true value, or Any estimate deviates from the true value by greater than 50%.

From Rio Hondo College Student Learning Outcomes (www.riohondo.edu/slo)

Rubric for Program Assessment Plans

Division: _____

Program: _____

	Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score
Student learning outcomes	At least two student learning outcomes are clearly stated. Each outcome describes how students can demonstrate learning.	At least two student learning outcomes are stated but with some lack of clarity. Most outcomes describe how students can demonstrate learning.	Student learning outcomes are stated but unclear regarding one or more critical aspects.	Student learning outcomes are not stated in an acceptable format.	
Assessment method for each outcome	Multiple assessment measures are identified for each outcome.	At least one assessment measure is identified for each outcome.	Assessment measures are identified for some outcomes.	Assessment methods are not identified or are inadequately described.	
Use of direct measure	At least ½ of assessment measures are direct.			Fewer than ½ of the measures are direct.	
Groups to be included	Groups who will participate in the assessment are clearly identified.			Groups who will participate in the assessment are not clearly identified.	
Timeline for assessment	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	
Process for data presentation and discussion	The process for the interpretation, presentation and discussion of the data is clearly defined and includes who will be involved and a timeline.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	
Process for implementing revisions based on assessment results.	The process for implementing revisions based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	

This rubric is used by the Division assessment committee and/or the Assessment of Student Learning committee to evaluate the assessment of student learning plans submitted by departments.

(based on Evaluative Rubric for Degree Program Assessment Plans, Kansas State University)

Program Assessment of Student Learning Plan*

Division: _____ **Program:** _____ **Submitted by:** _____ **Date approved:** _____

Participating faculty:

Program Mission Statement:

Student Learning Outcomes and Supporting Courses **

Campus-wide Student Learning Outcomes (list one student learning outcome per row)	Required Program Courses												
	List each course from technical occupational specialty, support & related courses, specialized course requirements (one per column) and indicate which student learning outcomes are supported by that course.												
Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.													
Students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.													
Students use computer and network technologies to gather, analyze and communicate information.													
Students engage in the community through activities effecting positive change in society and the environment.													
Students display sensitivity to cultures across local, national and global communities.													

Program Student Learning Outcomes (list one student learning outcome per row)	Required Program Courses List each course from technical occupational specialty, support & related courses, specialized course requirements (one per column) and indicate which student learning outcomes are supported by that course.												

* See the Assessment of Student Learning Handbook (Section IV.B. pages 21-23) for a detailed outline of the plan contents.
 **Be specific and detailed in the assessment methods listed. When and where in the program (e.g. in what course or courses) does the assessment occur?
 Who is responsible for conducting the assessment? If available, attach a copy of the tool to be used.
 Attach additional pages as necessary to include all courses and/or student learning outcomes.

Assessment Methods for Program-level Student Learning Outcomes

Student Learning Outcomes * (list one outcome per row)	Assessment Method 1 *	Assessment Method 2*	Timeline	Who is responsible?

*Be specific and detailed in the assessment methods listed. When and where in the program (e.g. in what course or courses) does the assessment occur? Who is responsible for conducting the assessment? If available, attach a copy of the tool to be used.

Add additional pages as necessary..

How will assessment results be acted on to improve student learning?

Assessment plan for Campus-Wide Student Learning Outcomes

Student Learning Outcome* (list one outcome per row)	Assessment Method 1 *	Assessment Method 2*	Timeline	Who is responsible?
Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.				
Students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.				
Students use computer and network technologies to gather, analyze and communicate information.				
Students engage in the community through activities effecting positive change in society and the environment.				
Students display sensitivity to cultures across local, national and global communities.				

*Be specific and detailed in the assessment methods listed. When and where in the program (e.g. in what course or courses) does the assessment occur? Who is responsible for conducting the assessment? If available, attach a copy of the tool to be used.

Add additional pages as necessary..

How will assessment results be acted on to improve student learning?

Program Level Assessment of Student Learning Report*

Division: _____ **Program:** _____ **Report Year** _____

Submitted by: _____ **Date approved:** _____

Participating faculty:

Program Mission Statement:

Program Student Learning Outcome assessed :	
	<p>Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the learning outcome. If possible, attach a copy of the assessment tool.</p> <p>The explanation should provide the following information:</p> <ul style="list-style-type: none"> <i>H. How many students participated in the assessment?</i> <i>I. How were students selected to participate in the assessment?</i> <i>J. What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)?</i> <i>K. What work was evaluated (e.g., sample of writing; course project; exam responses; oral presentation)?</i> <i>L. How was assessment conducted?</i> <i>M. What data resulted from the assessment?</i>
	<p>Assessment Results</p> <ul style="list-style-type: none"> <i>A. Include aggregate scores of students' performance overall, and sub-scores if available. If the program has distinct cohorts (i.e. remote sites, online only students, or selective admission), reporting of data by cohort is recommended.</i> <i>B. Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed.</i>

Appendix E

	<p>Faculty interpretation of the results of this assessment <i>Describe faculty interpretation of the results of this assessment (relative to expected learning outcome). Please include comparative analysis of data for individual cohorts and the aggregate data as applicable.</i></p>
	<p>Program changes being considered or implemented based on the results of this assessment</p>

* See the Assessment of Student Learning Handbook (Section IV. B. pages 23-24) for detailed instructions for the report on Program Level Assessment of Student Learning.

** Attach additional pages as necessary to provide additional detail.

*** Attach a separate copy of this form for each student learning outcome assessed.

General Education Student Learning Outcome assessed :

Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the learning outcome. If possible, attach a copy of the assessment tool.

The explanation should provide the following information:

- A. *How many students participated in the assessment?*
- B. *How were students selected to participate in the assessment?*
- C. *What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)?*
- D. *What work was evaluated (e.g., sample of writing; course project; exam responses; oral presentation)?*
- E. *How was assessment conducted?*
- F. *What data resulted from the assessment?*

Appendix E

	<p>Assessment Results</p> <p>A. <i>Include aggregate scores of students' performance overall, and sub-scores if available. If the program has distinct cohorts (i.e. remote sites, online only students, or selective admission), reporting of data by cohort is recommended.</i></p> <p>B. <i>Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed.</i></p>
	<p>Faculty interpretation of the results of this assessment</p>
	<p>Program changes being considered or implemented based on the results of this assessment</p>

** Attach additional pages as necessary to provide additional detail.

*** Attach a separate copy of this form for each general education student learning outcome assessed.

Feedback on the assessment process:	
	What challenges did you experience implementing this assessment tool?
	How did you analyze the results of your assessment?
	How has your understanding of and involvement in assessment been enhanced this year?
	How has your progress in assessment been limited this year?
	How can additional progress and participation in the assessment of student learning be facilitated?

Rubric for Program Assessment of Student Learning Report
(for reviewer's use)

Name of Program _____

	Not Present 0	Needs Improvement 1	Satisfactory 2	Excellent 3	Score	Comments
Program mission statement	Report does not include this element	N/A	N/A	Mission statement is present in the report		
Program Student Learning Outcome	Report does not include this element	N/A	N/A	One or more student learning outcomes are addressed.		
Program SLO assessment method	Report does not include this element	Meets 2-3 criteria defined in the assessment handbook	Meets 4-5 criteria defined in the assessment handbook	Meets all 6 criteria defined in the assessment handbook		
Assessment results	Report does not include this element	Minimum score data is reported.	Scores are reported with sub-scores or adequate detail but not both.	Aggregate and sub-scores are reported as applicable in appropriate detail.		
Interpretation of results	Report does not include this element	Superficial analysis without linkage to evidence or outcome.	Applies the assessment results relative to the expected outcome with little or no explanation and or analysis	Applies the assessment results relative to the expected learning outcome with specificity and clarity of analysis.		
Program changes being considered	Report does not include this element	Concludes no changes necessary at this time without explanation.	Provides brief overview of planned changes but no details.	Provides detail of program changes with specific changes and timeline for changes.		
Campus Wide Learning Outcome	Report does not include this element			One or more campus-wide learning outcomes are addressed		
Campus Wide SLO assessment method	Report does not include this element	Meets 2-3 criteria defined in the assessment handbook	Meets 4-5 criteria defined in the assessment handbook	Meets all 6 criteria defined in the assessment handbook		

Appendix E

	Not Present 0	Needs Improvement 1	Satisfactory 2	Excellent 3	Score	Comments
Campus Wide SLO assessment results	Report does not include this element	Minimum score data is reported.	Scores are reported with sub-scores or adequate detail but not both.	Aggregate and sub-scores are reported as applicable in appropriate detail.		
Interpretation of results	Report does not include this element	Superficial analysis without linkage to evidence or outcome.	Applies the assessment results relative to the expected outcome with little or no explanation and or analysis	Applies the assessment results relative to the expected learning outcome with specificity and clarity of analysis.		
Program changes being considered	Report does not include this element	Concludes no changes necessary at this time without explanation.	Provides brief overview of planned changes but no details.	Provides detail of program changes with specific changes and timeline for changes.		
Feedback on the assessment process	Report does not include this element	Superficial answers to with no explanation or detail	Answers each of the 5 questions but answers are not specific.	Provides specific feedback on the assessment process answering each of the 5 questions on the report form demonstrating enhanced involvement in the assessment process		

Total Score:

General Comments:

Course Level Assessment of Student Learning Report*

Division: _____ **Submitted by:** _____

Course Number and Name: _____ **Report Year:** _____

Date approved: _____

Participating faculty:

List the primary student learning outcomes for this course.

* See the Assessment of Student Learning Handbook (Section IV. C. page 25-26) for detailed instructions for the report on Course Level Assessment of Student Learning.

Program Student Learning Outcome assessed :	
	Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the learning outcome. Attach a copy of the assessment tool.
	Assessment Results
	Faculty interpretation of the results of this assessment
	Changes being considered or implemented based on the results of this assessment

** Attach additional pages as necessary to provide additional detail.

*** Attach a separate copy of this page for each student learning outcome assessed.

Feedback on the assessment process:	
	What challenges did you experience implementing this assessment tool?
	How did you analyze the results of your assessment?
	How has your understanding of and involvement in assessment been enhanced this year?
	How has your progress in assessment been limited this year?
	How can additional progress and participation in the assessment of student learning be facilitated?

OSU-Oklahoma City Campus-Wide Outcomes

Upon completion of an OSU-Oklahoma City degree, students will have accomplished the following outcomes.

1. Critical Thinking

Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.

Critical thinking skills include, but are not limited to, the ability to comprehend complex ideas, data, and concepts; to make inferences based on careful observation; to make judgments based on specific and appropriate criteria; to solve problems using specific processes and techniques; to recognize relationships among the arts, culture, and society; to develop new ideas by synthesizing related and/or fragmented information; to apply knowledge and understanding to different contexts, situations, and/or specific endeavors; and to recognize the need to acquire new information.

2. Effective Communications

Students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.

Effective communication is the ability to develop organized, coherent, unified written or oral presentations for various audiences and situations.

3. Computer Proficiency

Students use computer and network technologies to gather, analyze and communicate information.

Computer proficiency includes a basic knowledge of operating systems, word processing, and Internet research capabilities.

4. Civic Responsibility

Students engage in the community through activities effecting positive change in society and the environment.

Preparation for civic responsibility in the democratic society of the United States includes acquiring knowledge of the social, political, economic, and historical structures of the nation in order to function effectively as citizens in a country that is increasingly diverse and multicultural in its population and more global in its view and functions.

5. Global Awareness

Students display sensitivity to cultures across local, national and global communities.

Global awareness includes knowledge of the geography, history, cultures, values, ecologies, languages, and present day issues of different peoples and countries, as well as an understanding of the global economic, political and technological forces which define the interconnectedness and shape the lives of the world's citizens.