

**THE MISSION OF THE ASSESSMENT PROGRAM IS TO PROVIDE
INFORMATION AND DATA, TECHNICAL EXPERTISE, AND
RECOMMENDATIONS TO GUIDE ACADEMIC UNITS AND STUDENT
SERVICES AT ALL LEVELS IN MEASURING AND IMPROVING STUDENT
LEARNING.**

Committee members for 2005-2006 Academic Year

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Statement of Philosophy on the Assessment of Student Learning

OSU-Okmulgee values excellence and integrity in people, technology, jobs, and learning. Our faculty and staff are committed to a comprehensive assessment program that answers the following question:

Are students learning as a result of their experiences at OSU-Okmulgee?

The following underlying assumptions lay the foundation of our assessment system.

1. The promotion of student learning is at the heart of every assessment initiative. Student learning is the common goal of every department and program.
2. Assessment has the potential to promote an atmosphere of learning, cultural diversity, and curricular innovation.
3. Assessment of student learning can bridge the gap between academic programs and student support services.
4. Assessment results will be used to initiate and build service and academic programs.
5. Budgetary decisions will be made as a direct result of assessment efforts to further student learning.

Executive Summary of OSU-Okmulgee Assessment Process

June 5, 2004

Simultaneously to the development of General Education Core Objectives at OSU-Okmulgee, our faculty-driven Assessment Committee facilitated the development of technical program objectives in each academic program of study. All objectives were compiled and submitted to the Assessment Committee. Following training within each academic unit, appropriate assessments were developed by faculty in these units to measure student learning at the program level.

All Units developed their own assessments and/or compiled currently used assessment instruments to map directly to program objectives. Some programs used national certification requirements to direct their efforts. For example, Automotive Service Technology uses National Automotive Technicians Education Foundation (NATEF) competencies in its curriculum. Consequently, program assessments must

measure NATEF requirements directly. Other programs that do not use national certifications had more autonomy in the development of objectives and assessments.

To report the results of student learning, the Assessment Committee requested during the Fall 2003 semester the inclusion of a mandatory assessment reporting field in our SCT system. At midterm and/or the end of the semester, faculty must input assessment results before submitting student course grades for the semester. Because the current system only allows a one-digit entry, data are currently being recorded at the nominal level of measurement. To gain greater statistical power, other data collection systems have been investigated. Currently, Information Technology Capstone students are developing software that will allow assessment results to be recorded at the ratio level of measurement. We anticipate a more robust data recording system by Spring 2005.

The Assessment Committee has developed “Forms A, B, and C” as the official documents for reporting essential assessment information for each program of study:

- Mission
- Program Objectives
- Core Objectives
- Associated Assessments
- Assessment Benchmarks
- Annual Assessment Results
- Annual Assessment Report (including Curriculum Modifications)

Faculty have been responsible for the development of objectives and assessments, as well as the collection of assessment results. Academic unit leaders are responsible for

the annual assessment report, which includes specific reporting of how assessment results are used to improve curriculum and program development. The first annual report is due in August 2004. Training for this last step of the process will take place during summer 2004.