

**Monitoring Report  
for**

*The Documentation of Assessment of Student Learning*

**for  
Oklahoma State University - Okmulgee**

**Submitted to:**

**The Higher Learning Commission  
of the  
North Central Association of Colleges and Schools**

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## **Introduction**

### Organization of the Report

This report addresses the concerns and recommendations of a focused visit at Oklahoma State University-Okmulgee (OSU-Okmulgee) conducted for the Higher Learning Commission of the North Central Association of Colleges and Schools on November 4-5, 2002. The first section of this report provides a brief overview of the evaluation of the Focused Visit Report, specifically as it relates to documentation of assessment of student learning. Documentation of learning assessment has been implemented campus-wide. The second section describes the process the college followed to address the concerns and recommendations. Section Three presents evidence that the college has developed and implemented a comprehensive program of assessment including the following eight factors:

1. A statement of purpose for each program/department linked to the college's mission.
2. Measurable student learning objectives for subject areas, general education, and student services (leadership, student activities, etc.) which are included on course syllabi.
3. A college-wide method to assess student learning in the General Education curriculum that reflects faculty wide input.
4. Data from assessment of student learning that reflects indirect and direct measures of student learning.

5. Evidence that the faculty have analyzed the data and implemented curriculum changes leading to the improvement in student learning.
6. Evidence that the results of assessment have been used for planning and budgeting.
7. Acceptance of the leadership of the new academic team and the reconstituted Assessment Advisory Council.
8. Staff development activities that assist faculty in assessment work.

The fourth section presents challenges and conclusions in the process of developing and implementing this program.

### **Section One: Overview of Focused Visit Report**

In January 2000 during a comprehensive visit, the Higher Learning Commission team identified three specific areas of concern that warranted a focus visit in 2002. These three areas of concern were lack of:

- [1] A clear and concise plan for the assessment of student academic achievement.
- [2] Sufficient academic leadership illustrated by:
  - a. Lack of a comprehensive assessment of student learning plan
  - b. General Education core competencies not being implemented
  - c. Inconsistent faculty evaluations
  - d. Insufficient resources in the library
  - e. Inadequate course scheduling for timely completion of degrees
  - f. A need to increase professional development
  - g. Overall problems with resolution of academic grievances
  - h. Lack of a coordinated student retention plan
  - i. Need for faculty to be involved in institution wide instructional program evaluation
- [3] A strategic enrollment management plan.

Upon evaluation, the Focused Visit team determined:

“OSU-Okmulgee has made significant progress in two of the three areas of focus for this visit. The college has reorganized its administrative structure to strengthen the academic leadership of the institution by creating the position of Executive Vice President for Academic Support and Development. Additionally, personnel changes have strengthened institutional research at the institution. This new academic team has moved forward on many of the areas of concern found by the Higher Learning Commission team in the 2000 comprehensive accreditation visit. The areas of progress include the development of a systematic employee evaluation process, the implementation of improvements in the institution’s library including the maintenance of the library budget through several institutional budget cuts, a review of course scheduling, and work in the area of faculty professional development...

The institution continues to be challenged in the area of Assessment of Student Learning Outcomes. Many of the indicators currently used are either indirect measures of student learning or measures of institutional effectiveness. After starting the process in 1998, the institution has yet to adequately define and map general education outcomes. Common general education course goals and syllabi formats have yet to be developed. The lack of common syllabi and course goals has inhibited the establishment and assessment of general education outcomes...

Therefore, the Focus Visit Team concludes that assessment of student academic achievement remains an issue for OSU-Okmulgee. The Focus Visit team is recommending a progress report on the establishment and mapping of general education competencies with associated assessment measures on January 3, 2004. This initial step needs to be completed before the college can make significant progress on their implementation of their assessment initiative. Secondly, we recommend a **Monitoring Report** that documents assessment of student learning has been implemented in each program area including general education. The report should include program outcomes, program outcome assessment measures (direct and indirect measures of learning included in formative and summative assessment activities), feedback loops, and documented changes to programs as a result of assessment data due May 3, 2005. If the report does not document significant progress on the assessment of student learning outcomes, the next comprehensive onsite visit should be moved to 2007-2008 year.”

A progress report on the establishment and mapping of general education competencies with associated assessment measures was submitted by January 3, 2004

and subsequently accepted by the Higher Learning Commission. This Monitoring Report describes the process used to build upon those measures and develop and implement a comprehensive program of assessment at OSU-Okmulgee. Further, it provides evidence of the assessment of student learning in each program area including general education.

## **Section Two: Process Used to Address Concerns and Recommendations**

On January 7, 2003, OSU-Okmulgee President assigned the Executive Vice President as the overall facilitator for redevelopment of the college Assessment Plan for student academic achievement. The President pledged full support for the delivery of four Action Plans: [1] General Education Student Learning Outcomes by Course; [2] General Education Core Competencies; [3] Student Learning Outcomes by Technical Program of Study; and [4] NCA Management Plan (See Appendix A).

The Executive Vice President led a task force, consisting of the Division Chair of Arts & Sciences, Division Chair of Academic Innovation & Performance, and Director of Institutional Assessment & Research, to implement these action plans. Consequently, a uniform syllabus format was completed in April 2003 by a voluntary committee of faculty from technical program areas and the general education division, facilitated by the Executive Vice President. This format was implemented college-wide beginning Fall 2003.

During Summer 2003, Arts & Sciences faculty, led by their Division Chair, developed uniform course competencies for all general education courses. Faculty met within their specific disciplines (e.g., communications, social sciences, mathematics and sciences) and unanimously agreed upon common course learning goals and objectives for

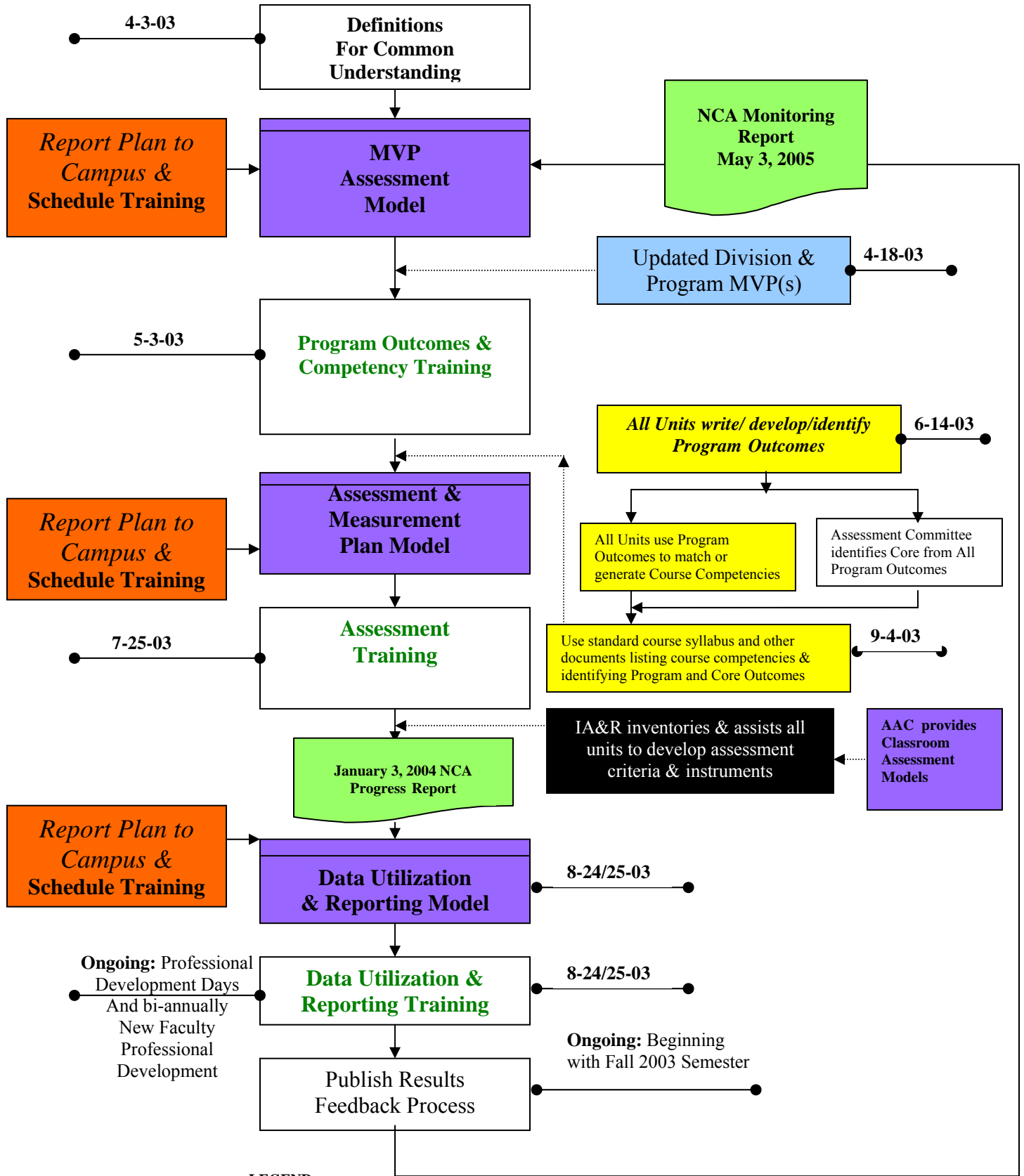
all multi-sectioned, multi-instructor general education courses. Further, faculty agreed upon standardized language within course documents and discussed assessments of course goals.

During February 2003, the Assessment Committee was restructured with faculty members only, with the addition of the Director of Institutional Assessment & Research serving as consultant. Assessment Committee membership is voluntary, encouraged by division leaders, and includes ten faculty, with one member from each academic division. Arts & Sciences duplicates representation and acts as liaison for the Culinary Arts division. Committee philosophy and current membership is documented (See Appendix B), as are meeting agendas and minutes, and are posted on the OSU-Okmulgee Institutional Assessment & Research website.

Once assembled, the faculty-driven Assessment Committee began meeting weekly March 6, 2003, and in the ensuing months sometimes met bi-weekly. A philosophy of student outcomes assessment was created by the committee, as were the committee rules, policies, and procedures for effective functioning (See [www.osu-okmulgee.edu/academics/iar](http://www.osu-okmulgee.edu/academics/iar)), and a new assessment model which is presented below in Figure 1.

Tasks were assigned to three sub-committees (i.e., Model, Training, and Communications) which met weekly from March through August 2003. The Model Sub-committee was tasked with the development of the new assessment model and plan, assessment training materials, and training for the rest of the committee.

**Figure 1  
OSU-Okmulgee Assessment Process**



**LEGEND**

Green box = External Report, OSU-OKM Administration

Orange box = Internal Report, AAC Comm Sub-cmte.

Blue box = Division function

Yellow box = Unit function

Black box = IA&R function

White box/Black text = AAC function

White box/Green text = AAC Training Sub-cmte

Purple box/Black text = AAC Model Sub-cmte

The Training Sub-committee planned and implemented the training needed to carry out the assessment plan. The Communications Sub-committee was responsible for communicating assessment progress to the campus and for collecting feedback to improve the process. Sub-committee memberships is also listed in Appendix B.

Student feedback, collected by faculty committee members, was incorporated into the development of the assessment model and process. Initially student feedback was garnered via focus groups in individual programs of study. Once the assessment plans were established within each program of study, the Assessment Committee began meeting once a month, and beginning with the Spring 2005 semester, students provided feedback in Assessment Committee meetings as key stakeholders. Also initiated during the Spring 2005 semester, the director of Institutional Assessment & Research began visiting with students during class time, as invited by faculty, to present the broader scope of assessment and gather feedback for assessment training sessions for students during the 2005-2006 academic year.

To develop and update general education and technical program outcomes, beginning April 2003 the Assessment Committee led the college in reviewing and rewriting mission/purpose statements, as well as goals and objectives for all academic units. Simultaneously, comprehensive strategic planning for the Oklahoma State University System was initiated across all five campuses/agencies. All mission statements were evaluated and approved by a select System committee with representation from all five campuses. This committee worked to help campuses develop strategic uniform goals, specific objectives within each goal, strategies for achieving objectives, and critical success factors (i.e., assessment methods and measures) for

evaluating each objective annually. To be consistent with the language used in the System Strategic Plan, *Student Outcomes* was renamed *Program Objectives*. All program objectives, both general education (Core) and technical, were strategically linked to the system-wide goal of **Academic Excellence**, which was developed from the mission of each Unit.

Non-academic units also reviewed and rewrote their mission statements, goals, objectives, strategies, assessment methods and measures. During this time, a non-faculty Assessment Advisory Group was established to assist the faculty-driven Assessment Committee in the development of assessment initiatives. Appendix B lists the membership of the Assessment Advisory Group.

The Assessment Committee initially developed and implemented a series of three professional development training phases for all faculty, academic staff, and unit leaders campus-wide. Phase #1 was held May 12-16, 2003 and focused on both the purpose of assessment and the development of program objectives stemming from unit mission, vision, and core values. This training also stressed the need to inventory competency-based curriculum activities in reviewing and revising course competencies and program objectives. Each unit was assigned the task of rewriting its program objectives to reflect current mission, values, and both industry and Oklahoma State Regents of Higher Education requirements. Program Objectives were written and submitted to the Assessment Committee for review by June 28, 2003.

Phase #2 training was held July 14-18, 2003. Faculty and staff were trained in the types and uses of assessment measures, techniques in the development of formative and summative assessment measures of student learning, the development of scoring rubrics,

and benchmarks or standards of student performance. Each unit was assigned the task of inventorying and redeveloping formative and summative assessments for each program objective. These were submitted to the Assessment Committee in the appropriate format which included formal assessment benchmark statements. Associated assessments were submitted to the Assessment Committee for review by August 15, 2003.

Phase #3 training was held August 25-26, 2003 during OSU-Okmulgee Professional Development Days and addressed student portfolios, data collection, data tracking, and reporting techniques. Participants were encouraged to ask questions and discuss obstacles in the data collection and reporting process. All three training sessions used affective and cognitive measures to assess participant learning.

Beginning in Fall 2003, two *New Faculty Professional Development* sessions are presented each year during the Fall semester specifically dealing with assessment of student learning concepts and applications. Assessment committee members and the Director of Institutional Assessment & Research present these sessions, and valuable information regarding training for experienced faculty has been collected. For instance, additional training in inputting assessment data into the assessment data collection system has been scheduled as a result of feedback from new faculty training sessions.

The new assessment data collection system was implemented Fall 2003. At the end of each semester, faculty input assessment data directly into the SCT network database. The system has been created so that semester grades cannot be input by faculty until assessment of student learning data has been input. Faculty maintain records of assessment rubrics and student results, and they submit final results in nominal form. A single-digit system currently exists, using SCT Plus, which allows faculty to indicate

affirmatively or negatively whether assessment of student learning occurred for all technical and/or core objectives taught and assessed in their semester coursework, internships which they supervised, or any other program-related activity for which they were responsible.

At the completion of each semester, the director of Institutional Assessment & Research summarizes the results of the assessment of student learning. Assessment Committee members review the results, which are compiled and submitted to division chairs during the summer semester for review with faculty. Within their academic units, faculty analyze the data and recommend curriculum and programmatic changes as necessary that lead to the improvement in student learning. OSU-Okmulgee has undergone one full cycle of its new assessment process.

As aforementioned, simultaneously to the development of this assessment system, all five campuses of the OSU System developed a comprehensive five year strategic plan. This included the development of mission and vision statements, core values, goals and objectives, strategies for achieving goals and objectives, and critical factors of success or assessment measures for each. Within each college, all areas underwent this process, including Academic Affairs, Business Affairs, Student Affairs, and External Affairs. The objective of implementing a comprehensive plan for the assessment of student learning corresponds to the first goal, Academic Excellence. All academic programs share this goal, and all academic programs have implemented an assessment plan. Non-academic programs evaluate their success in student learning by implementing their own strategic plans. Strategic plan results are published on the college website (See [www.osu-](http://www.osu-)

[okmulgee.edu](http://okmulgee.edu)) and are reviewed for budget allocation by our college and System presidents.

The first annual *Assessment of Student Learning Report* generated from the new assessment process was submitted during Fall 2004 for all academic units. The reporting period included Fall 2003, Spring 2004, and Summer 2004. Data from the first semester of the process, Fall 2003, was ultimately archived without being included in the final report in order to take into account the learning curve. Reports consisted of three forms: Form A (cover sheet); Form B (a summary of all program objectives); and Form C (each core and technical program objective with stated assessment method, assessment measure rubric, results, and discussion of programmatic and curricular changes as a result of the assessment process). Because the process was in flux the first year, faculty in most programs determined to give the process a second complete cycle before implementing significant curriculum changes. A full report from each program area is included in Appendix H presenting the programmatic and curriculum changes made as a result of the assessment process. These are further discussed in Sections Three and Four. Assessment reporting software, TracDat published by Nuventive, was purchased in November 2004. The 2005 Annual Assessment Report will be submitted using this software to tie assessment results back to the goals and the strategic plan.

### **Section Three: Results of the Process**

This section presents evidence that the college has developed and implemented a comprehensive program of assessment. Eight factors essential for a successful, comprehensive assessment system are presented.

**1. A statement of purpose for each program/department linked to the college's mission.**

The OSU-Okmulgee college mission is as follows.

*Oklahoma State University-Okmulgee provides comprehensive, high-quality, advancing-technology programs and services that prepare and sustain a diverse student body as competitive members of a world-class workforce and contributing members of society.*

Further, Oklahoma State University-Okmulgee leads with this vision:

- a high-performance organization committed to excellence and focused on productivity and quality;
- the premier associate in applied science and bachelor of technology degree technologically-oriented institution of higher education in Oklahoma;
- recognized for educating technical/professionals for the future workforce who are lifelong learners and understand the globalization of the world; and
- legendary and distinguished in capitalizing on new opportunities and responding to the changing needs of all Oklahoma citizens and society.

The OSU System shares the same core values, and these are consistent throughout all programs of study.

- **Excellence** \_ We seek excellence in all our endeavors, and we are committed to continuous improvement.
- **Intellectual Freedom** \_ We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.
- **Integrity** \_ We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional.
- **Service** \_ We believe that serving others is a noble and worthy endeavor.
- **Diversity** \_ We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.
- **Stewardship of Resources** \_ We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public\_ s trust and are accountable for our actions.

Each of the four college areas, which are Academic Affairs, Student Affairs, Business Affairs, and External Affairs, has revised its mission accordingly to reflect the broader scope of the college, and the mission/purpose of Academic Affairs is as follows:

*The Office of Academic Affairs provides visionary leadership and ensures academic integrity in all academic programs and services.*

Each academic division mission flows from that of Academic Affairs and, ultimately, the college. Purpose statements (i.e., program missions) were developed out of division missions for each program of study. All programs reviewed and revised their mission statements as necessary. These are displayed in Appendix C.

**2. Measurable student learning objectives for subject areas, general education, and student services (leadership, student activities, etc.) which are included on course syllabi.**

Each program has distinguished between Core Objectives and Program Objectives. A total of five Core Objectives describe student learning outcomes for general education. The Assessment Committee recommended that faculty develop five to nine objectives for each program. Some Units, such as Nursing and those offering Bachelor of Technology degrees, have other certification criteria to consider and were given the necessary autonomy to deviate from this range. Objectives are listed in Form B within each program's assessment plan and in the Annual Assessment Report. Appendix D presents a comprehensive listing of objectives from each program of study. An example from Automotive Collision Technology appears in Table 1 and a corresponding matrix that maps objectives to assessment methodologies appears in Table 2.

The OSU-Okmulgee Policies & Procedures Manual has recently been amended to reflect the new Uniform Syllabus guidelines. These guidelines require that all syllabi

**Table 1**  
**Program of Study Objectives to be Assessed**  
**for Automotive Collision Repair Technology**

**Core Objective 1.** Effectively communicate electronically, verbally and in writing.

**Core Objective 2.** Demonstrate logical, systematic problem solving techniques.

**Core Objective 3.** Develop and display a sense of personal, social and professional work ethics.

**Core Objective 4.** Explain the cultural heritage and primary elements of the history and government of the U.S. and its people, especially as it impacts one's industry or field of study.

**Core Objective 5.** Access and use technology appropriate to one's industry or field of study.

**Program Technical Objective 1.** Demonstrate the ability to understand the fundamental of the defined industry.

**Program Technical Objective 2.** Diagnose, maintain and repair mechanical components.

**Program Technical Objective 3.** Diagnose and repair non-structural systems.

**Program Technical Objective 4.** Diagnose and repair structural systems.

**Program Technical Objective 5.** Diagnose, repair and apply refinishing systems.

**Program Technical Objective 6.** Demonstrate the ability to follow management systems defined by industry.

**Table 2**  
**Automotive Collision Repair Technology**  
**Program and Core Objectives Summary**

<b>OBJECTIVE TYPE &amp; No.</b>	<b>OBJECTIVE DESCRIPTION</b>	<b>FORMATIVE ASSESSMENT*</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>Core 1</b>	Effectively communicate electronically, verbally, and in writing	74% or higher on essay/portfolio in ENGL 1033 Tech Writing 1 or ENGL 1113 Freshman Comp I	"4" or lower on AUC 2646 6th semester internship evaluation* category "Ability to Communicate"
<b>Core 2</b>	Demonstrate logical, systematic problem-solving techniques	74% or higher on MATH 1513 College Algebra or MATH 2003 Business Math Comprehensive Exam	74% on AUC 2631 Structural Capstone Final Exam
<b>Core 3</b>	Develop and display a sense of personal, social and professional ethics	74% or higher on Professional Interview Code of Ethics Analysis in PHIL 1213 Ethics	"4" or lower on AUC 2646 6th semester internship evaluation* category "Follows Instructions"
<b>Core 4</b>	Explain the cultural heritage and primary elements of the history and government of the U.S. and its people, especially as it impacts one's industry or field of study	74% or higher on HIST1483 U.S. History to 1865, HIST1493 U.S. History since 1865, or POLS1113 U.S. Government Comprehensive Exam	"4" or lower on AUC 2646 6th semester internship evaluation* category "Product Knowledge"
<b>Core 5</b>	Access and use technology appropriate to one's industry or field of study	74% or higher on GTBT 1173 Info Tech & Applications Comprehensive Exam	"4" or lower on AUC 2646 6th semester internship evaluation* category "Technical Knowledge"
<b>Program 1</b>	Demonstrate the ability to understand the fundamentals of the defined industries.	74% or higher on AUC 1101 Cornerstone Final Exam	Average of "4" or lower on AUC 2646 6th semester internship evaluation* all categories
<b>Program 2</b>	Diagnose, maintain and repair electrical/electronic systems.	74% or higher on GTHE 1241 Specialized Electronics Tech Mid-term	74% on GTHE 1241 Specialized Electronics Tech Final Exam
<b>Program 3</b>	Diagnose, maintain and repair mechanical components.	74% or higher on AUC 1302 Structural Component Repair Final Exam	74% on AUC 2623 Advanced Collision Repair Procedures Final Exam
<b>Program 4</b>	Diagnose and repair non-structural systems.	74% or higher on AUC 1112 Panel Straightening/Filler Application Final Exam	74% on AUC 2513 Non-structural Panel Replacement Final Exam
<b>Program 5</b>	Diagnose and repair structural systems.	74% or higher on AUC 1102 Chassis Analysis Final Exam	74% on AUC 2623 Advanced Collision Repair Procedures Final Exam
<b>Program 6</b>	Diagnose, repair and apply refinishing systems.	74% or higher on AUC 1212 Refinishing Equip/Processes Final Exam	74% on AUC 2403 Production Refinishing Proc. Final Exam
<b>Program 7</b>	Demonstrate the ability to follow management systems defined by industry.	74% or higher on AUC 1332 Collision Repair Shop Mgmt Final Exam	"4" or lower on AUC 2646 6th semester internship evaluation* category "Organization"

\*Internship evaluation rubric uses "4" as "superior" and "1" as "poor."

\*Note: Formative assessment of Core Objectives #1-5 is conducted in Arts & Sciences and Information Technology.

clearly describe course competencies and all Technical and Core Objectives that are addressed in that particular course. When course competencies match or map to a clearly describe course competencies and all Technical and Core Objectives, they are asterisked in the syllabus for purposes of clarity. An example of this is displayed in Appendix E.

Learning objectives for student services such as those that are encompassed in Student Affairs, Business Affairs, and External Affairs, currently are not included in course syllabi. They are presented in the strategic plan and are accessible to students and the public on the System website at <http://system.okstate.edu>.

### **3. A college-wide method to assess student learning in the General Education curriculum that reflects faculty wide input.**

All faculty college-wide were involved in the development of Core Objectives. These were identified by collecting program objectives from all academic units and conducting a modified Q-Sort to determine similar categories. This process required substantial interdisciplinary discussion. In this way it was found that all programs have in common five overarching, general education outcomes that deal with: [1] Communication; [2] Critical Thinking; [3] Ethics and Social Acuity; [4] History of our society and specific fields of study; and [5] Technology specific to fields of study. These five Core Objectives are presented above in Tables 1 and 2.

Once Core Objectives were identified, Arts & Science faculty worked in teams (e.g., Communications faculty, Math & Science faculty, History faculty, and Social Sciences faculty) to develop assessment methods and rubrics for the formative measurement of each Core Objective. Communications faculty developed assessments

for Speech, English Composition I, English Composition II, Technical Writing I, and Technical Writing II. All students must take at least one of these courses, thereby allowing for appropriate formative assessment of communications skills. English Composition I and II require a portfolio of writing samples and essays that are evaluated by a team of Communications faculty each semester. Technical Writing I uses a student's professional resume to measure formative communication skills; Technical Writing II utilizes an Incident Report that simulates an on-the-job experience; and Speech requires a persuasive speech to measure verbal communication skills. Refer to Appendix H for Core Objectives assessments.

History faculty determined that course-embedded assessment would motivate students to perform to their best when assessed. They developed one written exam for U.S. History to 1865, one written exam for U.S. History Since 1985, and one written exam for U.S. Government, administered by all faculty who teach these required courses, specifically to measure the formative Core Objective. As a result, curriculum alignment was negotiated among faculty.

Most students at OSU-Okmulgee take an Ethics course offered in Arts & Sciences. Faculty who teach this course added to the course assessments a Professional Interview/Code of Ethics Analysis to be implemented in this course. The interview/analysis measures formative student learning of ethics-related issues. Unlike the team evaluation of portfolios for formative assessment of Core Objective 1, the interviews/analyses are evaluated by the instructor teaching that particular Ethics course.

Mathematics faculty, after several iterations, decided to use the final exam delivered at the end of each math course as a formative measure of critical thinking.

Because students may select one or more math classes, every mathematics course offered at the college provides a formative assessment opportunity.

The fifth Core Objective is concerned with technology. Because OSU-Okmulgee is a technical college, the type and degree of technology required in each program varies greatly. For an initial formative assessment of this construct, Engineering Technology students and Graphic Design Technology students are assessed in their first semester Cornerstone course work. However for the vast majority of students, a basic computer skills course offered through the Information Technology Division was selected for a formative measure.

All Units were encouraged to institute multiple formative assessments for each objective; however, a minimum of one per unit was set. Although some programs chose to begin with one formative assessment and develop more as they grew accustomed to their new assessment systems, other programs developed as many as six formative assessments for each objective. Appendix H presents objectives, both Core and Technical, as well as associated assessment measures.

Summative assessments were developed by technical faculty and are conducted in the technical areas. A minimum of one summative assessment is required for Technical and Core Objectives. Capstone coursework and final internships were often selected measuring summative objectives; however, it was left to faculty in each program area to determine the most appropriate assessment methods, tools, and schedules. Summative assessments are presented in Form C (See Appendix H).

#### **4. Data from assessment of student learning that reflects indirect and direct measures of student learning.**

Faculty have been encouraged to utilize both direct and indirect measures of assessment. The importance of indirect measures is evidenced in student perceptions and student affect. Students are given the opportunity to provide affective feedback about programs through the annual Student Satisfaction Inventory (SSI). These results are provided annually to the Regents, the campus, and the public via our website. Appendix F displays the results of the 2004 SSI. Results indicate that students are largely satisfied with their experience at OSU-Okmulgee and feel their expectations have been met. Students reported satisfaction levels above the midpoint for 97 out of 98 items. A gap analysis of student perceptions was conducted by calculating the difference between mean importance and mean satisfaction for each item. Students reported highest importance and highest satisfaction for the scales “*Instructional Effectiveness*,” “*Academic Advising/Counseling*,” “*Concern for the Individual*,” and “*Registration Effectiveness*.” Further, students reported satisfaction significantly above the national mean for eight of the 12 subscales. Although the SSI is largely a measure of institutional effectiveness, it is included in this report because it demonstrates that OSU-Okmulgee is conducive to supporting a strong culture for the measurement of student learning.

All programs have instituted a Capstone course, and in many cases these have incorporated indirect measures of assessment, allowing students to reflect on their learning. These indirect measures are determined by faculty in discipline areas and are reported in Form C.

Student Evaluations of Course and Faculty (SECF) are an additional indirect method of measuring student learning. These are implemented every Fall and Spring semester and are implemented during the Summer semester upon request. Individual faculty results are confidential; however, overall division and campus mean scores are made available to faculty, staff and students. Appendix G presents the Fall 2004 college mean results. Results for item #26, a measure of student reflection on learning, indicate that 90.5% of all OSU-Okmulgee students feel they have “learned a lot.”

The primary means of assessment is direct. Faculty accept direct measures of learning as fundamental tools for determining what students have learned and how well they have learned it. The college benchmark for student learning was developed by faculty on the Assessment Committee. It is possible for a graduate to complete his or her academic degree requirements and not complete the assessment of an individual objective; therefore, it is unreasonable to expect 100% of students to be tested for 100% of the objectives. Further, extenuating circumstances may exist that allow a student to pass a course in which a learning objective is assessed but not pass the assessment for the learning objective. Consequently, the college benchmark for student achievement was set at 80%.

OSU-Okmulgee requires that a student achieve at least a 2.0 GPA for graduation. Consequently, to be consistent with college policies, the mean level of proficiency which students must attain for each learning objective to be prepared for effective job performance was set accordingly. Within the College grading scale for Year 1, a 74% was the minimum “C” mark. The benchmark is as follows:

*80% of graduates will achieve no less than a 74% competency level for all learning objectives.*

Beginning Fall 2005, OSU-Okmulgee's grading scale will be amended to a standard 10-point spread between letter grades, consistent with other colleges and universities in the state, and the assessment benchmark will change to reflect this as well.

**5. Evidence that the faculty have analyzed the data and implemented curriculum changes leading to the improvement in student learning.**

At the end of each semester, the Director of Institutional Assessment & Research aggregates assessment of student learning data and summarizes results for each academic unit. Annual Assessment Reports are analyzed and written within each academic unit by faculty and unit leaders. Curriculum and program changes are also identified and implemented within these Units.

During this first year, faculty who are members of the Assessment Committee have been responsible for training other faculty in their own divisions to interpret results. These faculty report back, during monthly assessment committee meetings and in the Annual Assessment Report, feedback from colleagues as well as curriculum changes that are due to the assessment of student learning.

For Year 1, overall results indicate that 84% of students achieved at least a 74% competency level of student achievement. This exceeds by 4% the criterion standard or benchmark of 80%. Individual programs of study results ranged from 100% to 70%, and are presented below in Table 3.

**Table 3**  
**Program Outcomes Assessment Results**

<b>Division</b>	<b>Program</b>	<b>Benchmark</b>	<b>Assessment Score</b>	<b>Outcome</b>
<b>Arts &amp; Sciences</b>	<b>Business</b>	<b>80%</b>	<b>80%</b>	<b>Met</b>
	<b>Pre-Education</b>	<b>80%</b>	<b>78%</b>	<b>Did not meet</b>
	<b>Pre-Education— Secondary</b>	<b>80%</b>	<b>78%</b>	<b>Did not meet</b>
<b>Automotive and HEVi Technologies</b>	<b>Automotive Service</b>	<b>80%</b>	<b>86%</b>	<b>Exceeded</b>
	<b>Collision</b>	<b>80%</b>	<b>84%</b>	<b>Exceeded</b>
	<b>Heavy Equipment Vehicle Institute</b>	<b>80%</b>	<b>88%</b>	<b>Exceeded</b>
<b>Construction Division</b>	<b>Air Conditioning &amp; Refrigeration Technology</b>	<b>80%</b>	<b>88%</b>	<b>Exceeded</b>
	<b>Construction Technology</b>	<b>80%</b>	<b>80%</b>	<b>Met</b>
<b>Engineering Technologies</b>	<b>Electrical &amp; Electronics Technology</b>	<b>80%</b>	<b>77%</b>	<b>Did not meet</b>
	<b>Engineering Graphics Technology</b>	<b>80%</b>	<b>89%</b>	<b>Exceeded</b>
	<b>Manufacturing Technology</b>	<b>80%</b>	<b>100%</b>	<b>Exceeded</b>
	<b>Watchmaking &amp; Microtechnology</b>	<b>80%</b>	<b>91%</b>	<b>Exceeded</b>
<b>Health &amp; Environmental Technologies</b>	<b>Orthotic &amp; Prosthetic Technology</b>	<b>80%</b>	<b>90%</b>	<b>Exceeded</b>
	<b>Pedorthic Technology</b>	<b>80%</b>	<b>91%</b>	<b>Exceeded</b>
	<b>Shoe, Boot, &amp; Saddle</b>	<b>80%</b>	<b>100%</b>	<b>Exceeded</b>
<b>Hospitality Services Technology</b>	<b>Culinary Arts Technology</b>	<b>80%</b>	<b>74%</b>	<b>Did not meet</b>
<b>Information Technologies</b>	<b>Information Technologies</b>	<b>80%</b>	<b>83%</b>	<b>Exceeded</b>
<b>Visual Communications</b>	<b>Graphic Design</b>	<b>80%</b>	<b>74%</b>	<b>Did not meet</b>
	<b>Multimedia Technology</b>	<b>80%</b>	<b>70%</b>	<b>Did not meet</b>
	<b>Photography</b>	<b>80%</b>	<b>74%</b>	<b>Did not meet</b>
<b>TOTAL</b>		<b>80%</b>	<b>84%</b>	<b>Exceeded</b>

With only one full cycle of the new assessment system underway, adjustments are required to develop a smooth process. In Automotive & HEVi Technologies, one instructor found by reviewing the assessment data that only 33% of his students achieved the benchmark of 74% or higher proficiency for a specific program objective in his course. This was an alarming 47% below benchmark. Upon investigation, he discovered that only 33% of the students actually attempted the assessment of that particular objective. He had a policy of allowing students to drop one project during the semester, and most students chose to drop the assessment that was selected to measure the Program Objective in that course. Consequently, this instructor changed his policy so that students could drop one project *with the exception* of this assessment. In other words, the logistics of the system are imperative to its success.

Within Arts & Sciences, the communications team faculty found that the selection of essays for the writing portfolio did not measure the competencies precisely as they intended, and through team consensus, the portfolio was amended accordingly. The development of the assessment process has succeeded in producing increased intradisciplinary as well as interdisciplinary discussion.

In the Construction Division, the Assessment Committee liaison who was new to the college determined while inventorying assessments that curriculum in multi-sectional courses needed review, discussion, and alignment between technical faculty. Although the assessment standard was met in this division, the discussion among faculty generated by the assessment process revealed a need to reconvene a division-level curriculum committee. Strategic curricular changes and training in this unit are likely to occur as a result of the assessment process.

Similarly, among history and government faculty in Arts & Sciences, collaboration was required to align curriculum and arrive at consensus of assessment instruments. One experienced history instructor reported that, in developing uniform assessments, he had rarely undergone such rigorous curriculum change. The effort required to implement a comprehensive assessment plan is massive, yet it triggers transformation.

In the Information Technologies and Engineering Technologies Division, curriculum must meet American Accreditation Board for Engineering and Technology (ABET ) standards as well as college standards. Because these divisions were recently accredited to offer the Bachelor of Technology degree, they have been undergoing extensive curriculum restructuring and have reopened discussion regarding Core Objectives, this time at the Bachelor level. It is difficult to determine as yet how much of this change is due to assessment of student learning and ongoing restructuring. However, significant change has indeed occurred.

In Health & Environment Technologies, assessment of student learning results exceeded the college benchmark; however, as with other divisions, curriculum is being reviewed during Year 2. New to this division is the Nursing program, which is subject to other national certification requirements. The liaison for this division is also the Nursing program administrator, and she is leading a restructuring of curriculum in the existing programs as well as her own.

The Visual Communications and Culinary Arts Divisions did not meet the assessment benchmark for Year 1. The former was 7% under and the latter 6% under the benchmark. Both divisions are known for academic rigor, and they experience lower

retention rates in comparison with other divisions. However, after faculty discussion, Assessment Committee members reported these respective divisions will be exploring assessment alternatives in Year 2. Awareness is the primary finding from Year 1.

**6. Evidence that the results of assessment have been used for planning and budgeting.**

OSU-Okmulgee's comprehensive assessment plan was developed during the Spring and Summer 2003 semesters. Fall 2003 through Summer 2004 comprised the pilot year for implementation. Because the learning curve for implementing a comprehensive assessment plan takes several years, results of assessment have thus far been used primarily for planning purposes. Division level curriculum committees and sub-assessment committees have been formed to review curriculum and appropriateness of assessment methods, and to interpret results. Awareness of curriculum needs and feedback loops have been established. The end of Year 2 is planned to increase accountability in terms of budgetary allocations based upon assessment results.

Prior to the implementation of academic division budget changes based upon assessment, monies have been newly allocated to the process of assessment. For instance, \$35,000 has been encumbered for purchase and training of new assessment reporting software, TracDat. Initial training was conducted February 24 and 25, 2005.

Additionally, three Assessment Committee members have been selected to attend the 110<sup>th</sup> Annual Meeting of the Higher Learning Commission. Professional development is critical to the implementation of a successful assessment system.

Further, two mini-grants will be awarded this year to selected faculty for innovative assessment methodologies. The Assessment Committee is responsible for reviewing and selecting the individual or team recipients. By rewarding faculty for innovation, enthusiasm is generated for what seems to some as an arduous process.

#### **7. Acceptance of the leadership of the new academic team and the reconstituted Assessment Advisory Council.**

The new academic team was quickly incorporated and accepted into the organization. Results from the Noel-Levitz Student Satisfaction Inventory indicate that students feel “Administrators are approachable to students.” When compared with the national norm, OSU-Okmulgee mean student response was significantly higher ( $\alpha < .01$ ).

Results from a December 2004 Culture Survey of college staff corroborate these findings. Staff perceive the college mission and vision to be clear, employees and students are valued, and integrity is demonstrated through college policies and actions. Table 4 below presents the statistical results.

Regarding the acceptance of the Assessment Committee, faculty who are well respected by their peers were selected by the academic team. A growing number of faculty and academic unit leaders know that it is vital to student success. Currently, faculty Assessment Committee members are not only pivotal in the decision-making aspects of assessment in their divisions, they are also pivotal in the implementation, analysis, and curriculum changes triggered by their respective assessment plans. The review and realignment of curriculum as well as the reallocation of budgets based upon

**Table 4**  
**December 2004 Culture Survey**

*1 = "Very Uncharacteristic" < -----> 5 = "Very Characteristic"*

University policies and actions demonstrate:	Characteristic of Today $\bar{X}$	Significance Compared to Neutral Response
1. Our mission is clear.	4.09	+
2. We are vision driven.	3.45	+
3. We respect individual rights.	3.73	+
4. We emphasize equality.	3.36	
5. We value employees.	3.55	+
6. We are risk takers.	3.18	
7. We give students what they expect.	3.68	+
8. We value hard work.	3.41	
9. We demonstrate integrity.	3.50	+
10. We cooperate with our coworkers.	3.27	
11. We value students.	4.23	+
12. We are achievement oriented.	3.55	+
13. We have adequate advancement opportunities.	3.09	
14. We work as an effective team.	3.05	
15. We are results oriented.	3.50	+
16. We are creative.	3.41	+
17. We have clear organizational values.	3.23	
18. We are flexible.	3.27	
19. We respond quickly to market needs.	2.82	
20. We share information.	2.95	

*Items statistically significant with respect to a neutral mid-scale response of 3.0 (alpha equal to .05) are directionally marked with "+" or "-".*

assessment results will be helpful in the continued acceptance of the assessment process and, ultimately, the Assessment Committee.

The Assessment Advisory Committee, comprised of non-academic support staff, is an important link to non-academic student services for the students. They were selected on the basis of credibility and direct relevance to student support functions. This committee will also provide feedback regarding assessment of strategic plans for non-academic units.

#### **8. Staff development activities that assist faculty in assessment work.**

Beyond the series of training sessions provided during the start up year of the assessment system, assessment training has been incorporated into the New Faculty Workshop series delivered each Fall semester. These assessment workshops acquaint new faculty with the importance of assessment in student learning, their own assessment plans, procedures for implementing the plan, including data collection, analysis, and suggestions for curriculum development as a result. These sessions are conducted by peers and the Director of Institutional Assessment & Research.

It was determined during Year 1 of the implementation of the assessment plan that retraining of experienced faculty is crucial. Faculty have been issued Assessment Manuals to use as resources; however, review of current processes and rationale is wise, may generate useful dialogue, and has been scheduled at the division level for Summer 2005.

Further, allocating funds for faculty to attend assessment workshops and conferences plays an important role in general awareness. Three members of the

Assessment Committee will attend The Higher Learning Commission Annual Meeting during April 2005. Other key faculty will be selected in subsequent years. Not only does this provide more faculty with more information, it sends a message to the campus that assessment is important.

#### **Section Four: Challenges, Recommendations, and Conclusions**

OSU-Okmulgee still faces several challenges with respect to a seamless flow of the assessment process. A few faculty and staff view assessment of student learning as a laborious task that is optional. They observe their assessment liaisons on the Assessment Committee working overtime and may perceive them as “assessment victims.” Further, some unit leaders would like faculty to “take care of” assessment, freeing up unit leaders to conduct recruitment activities and the myriad of other tasks required of them. Assessment is indeed more work; however, time is the great teacher. Training, accountability tied to budgets, and administrative support are the key to emphasizing the importance of assessment.

In response, the Assessment Committee is currently planning an annual Assessment Week beginning with the 2005-2006 academic year. This will supplement the current assessment system by highlighting the formative assessment of one Core Objective each year and will provide results back to faculty and students that focus specifically on student learning rather than faculty performance. As a follow up, professional development for faculty and staff will be provided that emphasizes the construct that is selected for each academic year. For instance, if Critical Thinking is selected for the first Assessment Week, results will first be disseminated and explained to

faculty, staff, and students. Then critical thinking workshops for faculty and staff will be held presenting topics such as Socratic dialogue, critical thinking in writing, and aligning curricula with objectives. Subsequent curriculum development may then be based upon this training, positively affecting student learning.

OSU-Okmulgee was recently accredited to offer Bachelor of Technology degrees. This mandates a review of Core Objectives for additional or higher level program objectives of student learning. The college Assessment Committee will work with division level committees as they review assessment results and generate curriculum and program changes.

Divisions that are in the process of reviewing their curricula as a result of the assessment process are not as far down the learning curve as those whose curriculum was updated and/or aligned prior to the implementation of the new system. These units will require extra time and training. However, this is a fundamental purpose in any functioning assessment system.

The Assessment Committee recently revised an existing section for the Policies & Procedures Manual explicating assessment guidelines and rules. These policies will need to be revisited each year. For instance, during Year 1 some faculty found assessment methods or schedules did not fit as they had planned and changed them during the middle of a semester. This does not allow for consistent collection of data. However, it does allow faculty the flexibility to adjust methodologies when needed. Faculty were allowed to make any adjustments they deemed necessary during Year 1. Beginning Fall 2004, assessment measures, methods, and schedules are expected to remain stable through the

fall and spring semesters and can be amended during summer semesters. Adherence to this policy may be difficult to monitor, but guidelines have been established.

Another challenge is that faculty who are unclear regarding assessment procedures are reluctant to let it be known, perhaps for fear of being perceived negatively. Consequently, retraining for all faculty will be conducted by Assessment Committee members and assisted by the Director of Institutional Assessment & Research during the 2005 summer semester to allow for anonymity. Training will allow for hands-on computer applications of the SCT assessment reporting system, and feedback from faculty in these sessions will guide modifications to the system for next year.

In conclusion, a comprehensive assessment system has been developed and implemented at OSU-Okmulgee. Simultaneously, system wide strategic planning has been conducted to include academic and non-academic areas. A statement of purpose or mission has been developed for each program and department that links to the college's mission. Measurable student learning objectives for subject areas and general education have been established and are noted on course syllabi. Student services learning objectives have been included in the strategic plan. A college-wide method to assess student learning has been instituted in the general education curriculum that reflects interdisciplinary faculty input. Data from assessment of student learning reflects indirect and direct measures and are gathered both formatively and summatively. Documentation exists to indicate faculty are using assessment results to analyze data, are implementing curriculum changes leading to the improvement of student learning, and using results of assessment for planning purposes. An assessment budget has been established, and budget can be allocated on the basis of assessment results beginning with Year 2 results.

Leadership at OSU-Okmulgee is widely accepted by faculty, staff and students. The Assessment Committee has been reformed and is faculty-driven, which has been critical in garnering buy-in from other faculty. Finally, staff development activities are being offered that assist faculty in assessment work.

Faculty, staff, and administrators have been concerned that a great deal of time and labor would be required to implement a fully functioning comprehensive assessment plan capable of generating curriculum changes and data-driven decision making. This has indeed been the case. Our rewards have been some degree of faculty empowerment, improved curriculum, improved programs, and, of course, an improved education for our students.

**APPENDIX A**  
**ASSESSMENT ACTION PLANS**

**General Education Core Competencies Action Plan**

TASK	DELIVERABLES	DUE DATE	RESPONSIBLE PERSON(S)	PARTICIPANTS	APPROVALS	
					PERSON(S)	TIMELINE
Written Plan of Action that details all steps that lead to the completion of General Education Core Competencies	Written plan	02/03/03	Roy Achemire; Rick Allison; Larry Davis; Scott Galloway Mary Millikin-Davies	Larry Davis; Faculty who teach Gen Ed courses & Technical Faculty	Linda Avant ; Rick Allison	02/08/03
Written Philosophy for General Education	Written document	02-25-03	Larry Davis	Faculty who teach Gen Ed Courses; Academic Division Chairs	Linda Avant ; Rick Allison	02/28/03
General Education Core Competencies submitted for verification	Written document	04/08/03	Larry Davis; Mary Millikin-Davies	All Faculty and Academic Unit Leaders	Linda Avant ; Mary Millikin-Davies ; Bob Klabenes	03/01/03
In-service Training Session for all General Education Faculty focused on writing measurable outcomes for the General Education Core Competencies	Completed training session	02/21/03	Rick Allison; Larry Davis; Mary Millikin-Davies;	Faculty who teach Gen Ed courses	Linda Avant	03-08-03
Measurable Standards (assessment measures) submitted for each General Education Core Competency	Written document	06/02/03	Larry Davis; Mary Millikin-Davies;	Faculty who teach Gen Ed courses; Academic Unit Leaders and Technical Faculty from each area	Larry Davis; Linda Avant; Rick Allison; Mary Millikin-Davies	06-01-03
Gen Ed Core Competencies Mapped to all General Education Courses at the Course Objective Level	Written document	06/02/03	Larry Davis; Mary Millikin-Davies	Faculty who teach Gen Ed courses	Linda Avant; Mary Millikin-Davies	09/01/03

### General Education Student Common Course Goals

TASK	DELIVERABLE	DUE DATE	RESPONSIBLE PERSON(S)	PARTICIPANTS	APPROVALS.	
					PERSON(S)	TIMELINE
Uniform Course Syllabus Format Adopted for OSU-Okmulgee	Course Syllabus	02/07/03	Linda Avant Rick Allison Sandra Massey	Academic Unit Leaders	Linda Avant; Bob Klabenes	01/25/03
Written Plan of Action that details all steps that lead to the completion of General Education student learning Outcomes by Course	Written Plan	02/10/03	Larry Davis	Larry Davis; Faculty who teach General Education courses	Linda Avant; Bob Klabenes	02/15/03
Common Course Descriptions for all General Education Courses	Written course descriptions aligned with Regents' matrix	02/15/03	Larry Davis	Faculty who teach General Education courses; Academic Unit Leaders	Linda Avant	02/28/03
Inservice Training Session for all General Education Faculty: <b>writing competencies, relating to syllabi, and assmt measures</b>	Completed training session	Friday 02/21/03	Rick Allison Mary Millikin-Davies Larry Davies	Faculty who teach General Education courses and one Representative from each division or program	Linda Avant	02/18/03
Common course competencies for all General Education Courses	Written competencies	Tuesday 04/15/03	Larry Davis	Faculty who teach General Education courses	Linda Avant; Rick Allison	04/30/03
Common Course assessments for all General Education Courses	Written measures	Friday 05/16/03	Larry Davis	Faculty who teach General Education courses	Linda Avant; Mary Millikin-Davies	05/22/03
General Education Core Competencies Impacted by Course (mapped to all OSU-Okm Courses)	Course syllabus	06/02/03	Larry Davis	All Faculty	Linda Avant	08/01/03

### Student Learning Outcomes by Technical Program of Study

TASK	DEADLINE	RESPONSIBLE PERSON(S)	PARTICIPANTS	APPROVALS	
				PERSON(S)	TIMELINE
Uniform Course Syllabi Format Adopted for OSU-Okmulgee	02/07/03	Linda Avant Rick Allison Sandra Massey	Academic Unit Leaders	Linda Avant Bob Klabenes	01/25/03
Written Plan of Action that details all steps that lead to the implementation of a comprehensive program of assessment	02/10/03	Mary Millikin-Davies	Steve Olmstead Steve Doede Jerry Wilson Scott Galloway Pat Braithwaite Anita Gordy-Watkins Scott Newman Larry Davis Rick Allison	Linda Avant Rick Allison	03/25/03
Inservice training for each Program of study focusing on writing student outcomes, mapping core competencies and creating assessments and plan	04/01/03	Linda Avant Mary Millikin-Davies Kathryn Shurden Tech Reps	All remaining faculty	Linda Avant Bob Klabenes	08/10/04
Written vision and mission statements for each academic unit	04/01/03	Bob Klabenes	Academic Unit Leaders and Faculty	Linda Avant Rick Allison	04/15/03
Written purpose statement for each program of study	05/01/03	Bob Klabenes	Academic Unit Leaders and Faculty	Linda Avant Rick Allison	05/15/03
Completed a course syllabus for each technical course that includes technical, general education, and softskills learning objectives and measurable outcomes	09/01/03	Academic Unit Leaders	Faculty	Linda Avant Rick Allison	10/01/03
Implement a faculty-driven college-wide plan that assesses student learning provided through the General Education Curriculum	01/01/04	Mary Millikin-Davies	Unit Leaders Faculty	Linda Avant	12/15/03
Collect, analyze and present data from assessment of student learning that reflects indirect and direct measures of student learning	08/01/04	Mary Millikin-Davies	Unit Leaders	Linda Avant	07/20/04
Inservice Training Sessions for all Technical Faculty focused on effectively using and documenting that assessment data are continually incorporated into courses for the purpose of improving student learning	09/01/04	Rick Allison Mary Millikin-Davies	All Technical Faculty	Linda Avant Bob Klabenes	08/10/04
Certify that assessment data have been used by faculty to	01/01/05	Steve Olmstead Steve Doede	All OSU-Okmulgee Faculty	Linda Avant Mary Millikin-	02/01/05

improve student learning		Jerry Wilson Scott Galloway Pat Braithwaite Anita Gordy-Watkins Scott Newman Larry Davis Rick Allison		Davies	
Document that assessment data have been used for institutional planning and budgeting	01/01/05	Bob Klabenes	Unit Leaders	Linda Avant Ken Morris Rick Allison	02/01/05
Document the effective role of OSU-Okmulgee's academic leadership team	03/01/05	Linda Avant	Unit Leaders Faculty	Mary Millikin-Davies Rick Allison	03/15/05
Document effective use of the Assessment Advisory Council	03/01/05	Mary Millikin-Davies	Unit Leaders Advisory Council	Rick Allison	03/15/05

### NCA Management Plan

Task	Deadline	Responsible Person(s)	Participants	Approvals	
				Person(s)	Timeline
Strategic Plan Update Work Session	01/23/03	Bob Klabenes Linda Avant Rick Allison Sandra Massey Ken Morris	Academic Services Council	Rick Allison Mary Millikin-Davies	01/20/03
Written Plan of Action that results in the submission of <b>Progress Report</b> by January 3, 2004 and <b>Monitoring Report</b> by May 3, 2005	02/01/03	Linda Avant	Linda Avant Sandra Massey Rick Allison Mary Millikin-Davies	Bob Klabenes	02/05/03
Uniform Course Syllabi Format Adopted for OSU-Okmulgee	02/01/03	Linda Avant Rick Allison Sandra Massey	Academic Unit Leaders	Linda Avant Bob Klabenes	01/25/03
Activation of reconstituted Assessment Advisory Council	05/01/03	Mary Millikin-Davies	Committee Members Academic Unit Leaders	Linda Avant	05/05/03
Initiate work effort for production of NCA <b>Progress Report</b>	10/01/03	Linda Avant	Linda Avant Larry Davies Mary Millikin-Davies	Bob Klabenes	09/20/03
NCA Consultant Professional Inservice Training focused on comprehensive assessment (student learning and institutional effectiveness)	09/01/03	Cecilia Lopez <a href="mailto:clopez@hlcom">clopez@hlcom</a> <a href="http://hlcom.mision">mision</a> 800.621.7440 ext. 105	All OSU-Okmulgee Employees	Linda Avant	07/15/03
Implement Conceptual Strategic Plan for Assessment of Student Academic Achievement that includes processes that document that the results of student outcome assessment have been used to improve student academic achievement	01/01/04	Linda Avant Mary Millikin-Davies Steve Olmstead Steve Doede Jerry Wilson Scott Galloway Pat Braithwaite Anita Gordy-Watkins Scott Newman Larry Davis Rick Allison	All OSU-Okmulgee Employees	Bob Klabenes	12/15/03
<b>Progress Report</b> submitted to NCA	01/03/04	Linda Avant	Linda Avant Larry Davis Mary Millikin-Davies	Bob Klabenes	12/15/03
Generate <u>Internal Assessment Report #1</u> that	09/01/04	Larry Davis	Linda Avant Mary Millikin-	Linda Avant Mary Millikin-	08/20/04

documents that outcomes of General Education are being adequately and properly assessed			Davies General Education Faculty	Davies	
Document that academic leadership meets expectations	02/01/05	Mary Millikin-Davies	Unit Leaders Faculty	Bob Klabenes	01/01/05
Generate <u>Internal Report #2</u> that documents that outcomes of General Education are being adequately and properly assessed	04/01/05	Larry Davis	Linda Avant Mary Millikin-Davies General Education Faculty	Linda Avant Mary Millikin-Davies	03/15/05
Document that academic progress is fully aligned with Strategic Plan Accountability Measures	04/15/05	Linda Avant Mary Millikin-Davies Rick Allison	Unit Leaders Faculty	Bob Klabenes	04/01/05
In full compliance with a uniform format, a clear and precise written report will be generated by each Academic Division Chair that provides documentation that the results of student outcome assessment data have been used to continually improve student academic achievement within the Division as well as General Education	04/20/05	Steve Olmstead Steve Doede Jerry Wilson Scott Galloway Pat Braithwaite Anita Gordy-Watkins Scott Newman Larry Davis Rick Allison	All OSU- Okmulgee Employees	Linda Avant	04/01/05
<b>Monitoring Report</b> submitted to NCA	05/03/05	Linda Avant	Linda Avant Mary Millikin-Davies	Bob Klabenes	04/15/05
Campus-wide breakfast celebration for all OSU-Okmulgee employees	June 17, 2005 7:00 a.m.— 9:00 a.m.	Student Union Cafeteria	All employees	Linda Avant	06/01/05

**APPENDIX B**

**ASSESSMENT COMMITTEE MEMBERSHIP**

**ASSESSMENT SUB-COMMITTEE MEMBERSHIP**

**ASSESSMENT ADVISORY COMMITTEE MEMBERSHIP**

**STATEMENT OF PHILOSOPHY ON THE ASSESSMENT OF STUDENT  
LEARNING**

## CURRENT OSU-OKMULGEE ASSESSMENT COMMITTEE MEMBERS

Bob Avakian, *College Readiness Center*, X4678  
 Danny Claborn, *Information Technologies*, X4780, Committee Chair  
 Mary Dickson, *Visual Communications*; X5060  
 Melissa Dreyer, *Arts & Science*; X4838  
 Steve Holley, *Engineering Technologies*, X5434  
 Terryl Lindsey, *Automotive & HEVi Technologies*, X4730  
 Stan McMahan, *Watchmaking & Microtechnology*, X4703  
 Mary Millikin-Davies, *Institutional Assessment & Research*, X5494  
 Pam Price-Hoskins, *Health & Environmental Sciences*; X5339  
 Jennifer Smith, *College Readiness Center*; X4672, Committee Coach  
 Mike Taylor, *Construction Technology*, X4740

### ORIGINAL SUB-COMMITTEE MEMBERSHIP

Communications Sub-Committee	Model Sub-Committee	Training Sub-Committee
Bob Avakian	Danny Claborn	Danny Claborn
Mary Dickson	Mary Dickson	Mike DeWitt
Mary Millikin-Davies	Dolph Hayden	Melissa Dreyer
Jennifer Smith	Michael Freeman	Mary Millikin-Davies
Steven Walker	Terryl Lindsey	Claire Pemberton
	Mary Millikin-Davies	Steven Walker
	Steven Walker	

## CURRENT OSU-OKMULGEE ASSESSMENT ADVISORY GROUP MEMBERS

Linda Avant, *Academic Affairs*; X4982  
 James Byrd, *Student Union*; X4940  
 Devin DeBock, *Student Life*; X4944  
 Kelly Hildebrant, *Admissions*; X5298  
 Heather Jeffries, *Residential Life*; X5278  
 Ken Morris, *Business Affairs*; X5234  
 Bob Seebeck, *Physical Plant*; X5412

**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.**

## **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.

**APPENDIX C**  
**PROGRAM MISSION STATEMENTS**

## **OSU-Okmulgee Unit, Program, and Specialty Mission Statements**

### **Arts and Sciences**

#### Pre Education

*The Pre-Education program* prepares students to transfer to other colleges and universities in the discipline of Education. Additionally, this program exposes students to the process of administrative, organizational, recordkeeping, communication, and research skills necessary to become a successful teacher.

#### Business

*The Business program* prepares students to transfer to other colleges and universities in the discipline of Business. This program trains students in various facets of business including financial and managerial accounting, economics, and office technology necessary to become a business professional.

### **Automotive and HEVi Technologies**

#### Automotive Service Technology

*The Automotive Service Technology Unit* prepares students to become professional entry-level automotive service technicians.

*The General Motors Automotive Service Educational Program (ASEP)* prepares students to become professional, entry-level automotive service technicians. Learners receive training in engine repair and performance, automatic and manual transmissions, steering/ suspension, electrical/ electronics, brakes, and heating/ air conditioning.

*The Ford Automotive Student Service Educational Training (ASSET) Program* prepares students to become professional, entry-level automotive service technicians. Learners receive training in engine repair and performance, automatic and manual transmissions, steering/ suspension, electrical/ electronics, brakes, and heating/ air conditioning.

*The Nissan Professional Career Apprenticeship Program (PRO CAP)* prepares students to become professional, entry-level automotive service technicians. Learners receive training in engine repair and performance, automatic and manual transmissions, steering/ suspension, electrical/ electronics, brakes, and heating/ air conditioning.

*The Toyota Technical Education Network (T-TEN) Program* prepares students to become professional, entry-level automotive service technicians. Learners receive training in

engine repair and performance, automatic and manual transmissions, steering/suspension, electrical/ electronics, brakes, and heating/ air conditioning.

*The PRO-TECH Automotive Service Technology Program* prepares students to become professional, entry-level automotive service technicians. Learners receive training in engine repair and performance, automatic and manual transmissions, steering/suspension, electrical/ electronics, brakes, and heating/ air conditioning.

#### Automotive Collision Repair Technology

*The Automotive Collision Repair Technology program* prepares students as technicians in the areas of refinishing, structural or non-structural with precision accuracy, problem-solving strategies, and keen analysis.

#### Heavy Equipment and Vehicle Institute

*The Heavy Equipment and Vehicle Unit* provides qualified technicians for defined industries and provides a firm base for continued success in their career.

The CAT Dealer Prep program provides qualified technicians for Caterpillar Dealers and provides a firm base for continued success in their career.

The ATC Freightliner program provides qualified technicians for The ATC Freightliner Group and provides a firm base for continued success in their career.

The GPA/GPSA Natural Gas Compression program provides qualified technicians for the Natural Gas Compression industry and provides a firm base for continued success in their career.

The Toyota T-Lift program provides qualified technicians for Toyota Industrial Equipment Dealers and provides a firm base for continued success in their career.

The Komatsu (ACT) Advanced Career Training program provides qualified technicians for Komatsu Distributors and provides a firm base for continued success in their career.

### **College Readiness Center**

*The College Readiness Center* exists to meet individual student needs by preparing them for success in fundamental academic and career goals.

### **Construction Technology**

*The Construction Technology Unit* trains and educates students for the purpose of expanding career opportunities in construction and related fields.

*The Construction Technology Division – High Voltage Program* prepares students to become Apprentice Lineman in the Transmission and Distribution of High Voltage Electricity through a combination of hands on training with equipment that is among the most updated in the industry.

*The Construction Technology Division – Plumbing Construction Program* prepares students to become Plumbers in the Residential and Commercial markets both in the New Construction and in Service of the Construction Industry through a combination of hands on training with equipment that is among the most updated in the industry.

*The Construction Technology Division –Construction Management Program* prepares students to be in entry-level Management positions as either a Project Engineer or a Field Engineer in the Commercial Construction Industry through a combination of hands on training with equipment that is among the most updated in the industry.

*The Construction Technology Division – Electrical Construction Program* prepares students to become Electricians in the Residential, Commercial, and Industrial markets of the Construction Industry through a combination of hands on training.

*The Construction Technology Division – Air Conditioning & Refrigeration Technology Program* helps prepare the ACR students through a combination of hands on training with equipment that is among the most updated in the industry.

### **Engineering Technologies**

*Engineering Technologies Unit* provides a broad-based, comprehensive technical education that prepares graduates for the emerging workplace in many different engineering related disciplines.

*The Electrical/Electronic Technology* specialty plays a vital role in keeping our high-tech world running through instrumentation, measurement, and control utilizing electrical and electronic systems.

*The Engineering Graphics and Design/ Drafting specialties* provide design and drafting skills in the areas of Mechanical Design, Civil Technology and Architectural Drafting.

*The Manufacturing Technology specialty* provides CNC programming, process analysis and improvement, tooling and fixtures, and precision quality measurement and systems.

### **Health and Environmental Technologies**

*Shoe-Boot-Saddle Unit* prepares students for a career as a leatherworker in the shoe, boot, and saddle industry; and prepares them for certification by the Board of Certification in Pedorthics.

*Orthotics & Prosthetics Unit* prepares students for a career as a prosthetist or an orthotist; and for certification by the American Board for Certification in Prosthetics and Orthotics (ABC) as a Registered Associate or by the Board for Certification in Prosthetics and Orthotics (BOC) as Practitioner.

*The Nursing Unit* prepares graduates to pass the NCLEX-RN exam and to provide direct care services to the rural community and its diverse populations, establishing philosophy and curriculum outcomes congruent with a Native American Nursing conceptual framework.

### **Hospitality Service Technology**

*The Hospitality Service Technology Unit* prepares students with the professional competencies needed for the American Culinary Federation Certification as Chefs and Food Service Managers.

### **Information Technology**

*Information Technology Unit* provides opportunities for individuals to develop professional competence in computer related technologies enabling continued learning and successful competition in the workplace.

*The Associate of Science degree in Information Technologies* provides a foundation in computer related technologies that facilitates the pursuit of future educational goals.

*The Associate of Applied Science degree in Information Technologies* provides opportunities to gain experience, professional competence, and employment with computer related technologies.

### **Visual Communications**

*The Visual Communications Unit* educates students so that graduates have the skills, ethics, and creativity necessary to compete in industry.

### **Watchmaking and Microtechnology**

*The Watchmaking and Microtechnology Program* prepares graduates for a career in watch service and other micro-mechanical related careers.

**APPENDIX D**  
**PROGRAM OBJECTIVES**

