

**Progress Report  
for**

*The Establishment and Mapping of General Education Competencies with  
Associated Assessment Measures*

**for  
OSU-Okmulgee**

**Submitted to:**

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

**January 3, 2004**

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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 Commission on Institutions of Higher Education on November 4-5, 2002. The first section of this report provides a brief overview of the evaluation of the Focused Visit Report. The second section describes the process the college followed to address the concerns and recommendations. The third section presents the results of this process in developing a uniform OSU-Okmulgee syllabus format, redeveloping general education common course goals, defining and mapping general education outcomes, and establishing assessment of general education outcomes. The fourth section includes a summary of events and lesson learned at OSU-Okmulgee.

### **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:

- [1] Lack of a clear and concise plan for the assessment of student academic achievement
- [2] Lack of 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] The institution does not have a strategic enrollment management plan.

Upon evaluation, the Focused Visit Team determined that:

“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 institutions 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 Team recommends a ***Progress Report*** on the establishment and mapping of general education competencies with associated assessment measures on January 3, 2004.”

The Team also recommended that OSU-Okmulgee “inventory competency-based curriculum activities and solicit advisory committee input on assessment activities. Each occupational program needs to define its program goals, identify formative and summative assessment activities, systematically analyze the results and develop a feedback loop for the improvement of teaching and learning.” The team recommended that OSU-Okmulgee submit a ***Monitoring Report*** due May 3, 2005 that documents

assessment of student learning has been implemented in each program area including general education.

This Progress Report describes the establishment and mapping of general education competencies and associated assessment measures.

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

On January 7, 2003, OSU-Okmulgee President Bob Klabenes assigned Executive Vice President Linda Avant as the overall facilitator for redevelopment of the college Assessment Plan for student academic achievement. President Klabenes 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).

Dr. Avant led a task force, consisting of the Division Chair of Arts & Sciences-Dr. Larry Davis, Division Chair of Academic Innovation & Performance-Rick Allison, and Director of Institutional Assessment & Research-Dr. Mary Millikin-Davies, to implement these action plans. The actions taken are described below.

### Uniform Syllabus Format

During the months of February through April 2003, Dr. Avant led a faculty committee, consisting of volunteers from both general education and technical programs of study, to develop a uniform course syllabus for OSU-Okmulgee. Members serving on this committee are listed in Appendix B. The committee agreed on a uniform format that

incorporates basic course information and requirements, classroom policies and procedures, and both course and general education core competencies and assessments. General education core competencies, hereafter referred to as Core Objectives, are denoted in syllabi and are presented with appropriate assessments.

The uniform course syllabus format was implemented college-wide beginning with the Fall 2003 semester. Faculty have the option to provide additional information in their syllabi; however, all must contain the information delineated in the syllabus template.

#### General Education Common Course Goals

During the summer 2003 semester, the Office Information System Technology business program transitioned from the General Education division to the Information Technology division, paving the way for the General Education division to be renamed Arts & Sciences. At this time the Arts & Sciences division reviewed and revised its general education mission and philosophy, which is stated in the college catalog and appears on the college website.

Also during the summer semester, Arts & Sciences faculty, led by Division Chair Dr. Larry Davis, developed uniform course competencies for all general education courses. Faculty met within their specific disciplines (e.g., communications, social sciences, mathematics and physical science) 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.

### Defining and Mapping General Education Outcomes and Assessments

On February 21, 2003, two professional development sessions were conducted for faculty in all programs of study to train necessary skills needed for faculty to write course competencies, program outcomes, and associated assessments. Training sessions were half-day in length and were conducted by Billy King, an instructional development specialist from the Oklahoma Department of Career and Technology Education.

Faculty feedback from the training sessions indicated that the training provided accurate information but was unsuccessful in providing the needed direction for developing a comprehensive, workable plan for the assessment of student academic achievement. It became apparent that the best method to achieve this goal at OSU-Okmulgee was to allow faculty to take the leadership role in the process. Consequently, the decision was made to restructure the Assessment Committee with faculty members only, with the addition of the director of Institutional Assessment & Research serving as consultant.

Assessment Committee membership is voluntary, and a concerted effort was made to include faculty from each academic division. Four active members of the Faculty Performance Appraisal Committee were given first opportunity for membership, due to their successful participation in developing the new performance appraisal system in 2002. Other members were invited by the initial committee and strongly encouraged to participate fully by division leaders. Committee charges and membership is documented, as are formal meeting agendas and minutes, and are posted on the OSU-Okmulgee Institutional Assessment & Research website.

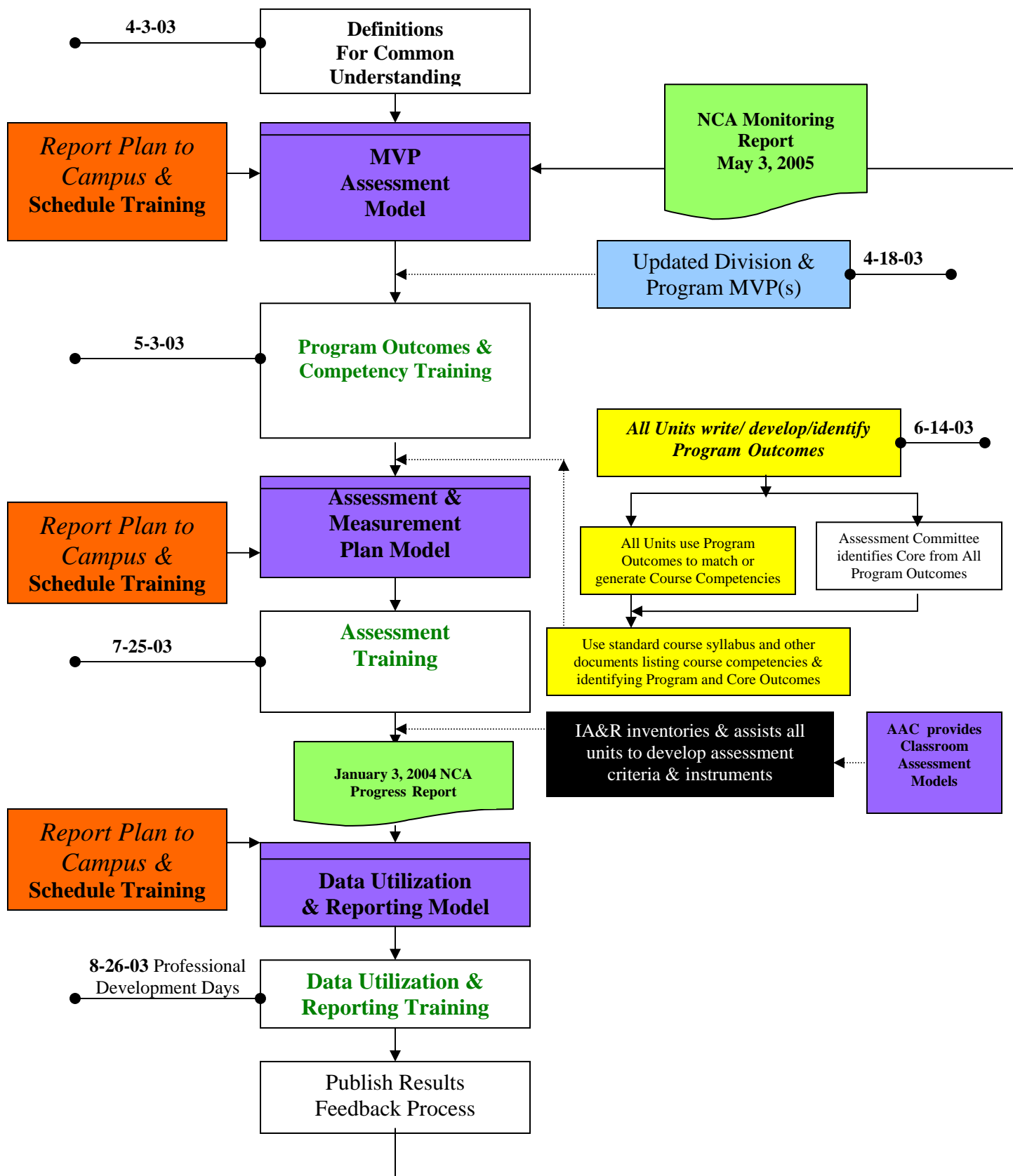
Once assembled, the faculty-driven Assessment Committee began meeting weekly March 6, 2003, and in the ensuing months sometimes met bi-weekly. A philosophy of student outcomes assessment was created by the committee, as were the committee rules, policies, and procedures for effective functioning (See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

Tasks were assigned to three sub-committees, 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. 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. Committee and sub-committee memberships are listed in Appendix C.

Student feedback, gathered by faculty committee members, was incorporated into the development of the assessment model and process. In this way, it was found that Information Technology students prefer an electronic student portfolio rather than a traditional notebook to document and assess student learning of general education core objectives as well as technical program objectives. Formal student committee members have been selected by faculty and are to be inducted into the committee as of January 2004.

In order to parsimoniously develop and update general education and technical program Core Objectives, beginning in April 2003 the Assessment Committee led the college in reviewing and rewriting mission and goal statements for all academic units.

# OSU-Okmulgee MVP 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

Simultaneously, comprehensive strategic planning for the Oklahoma State University System was initiated across all five campuses/agencies. Consequently, non-academic units also reviewed and rewrote their mission and goal statements to be included in the college-wide assessment plan. At this time an Assessment Advisory Group was established to assist the faculty-driven Assessment Committee in the development of assessment initiatives. Appendix D lists the membership of the Assessment Advisory Group.

The Assessment Committee 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 their program objectives to reflect current mission, values, and both industry and Oklahoma State Regents of Higher Education requirements.

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 of program objectives. These were submitted to the Assessment Committee in the appropriate format which included formal assessment benchmark statements.

Phase #3 training was held August 25-26 during OSU-Okmulgee Professional Development Days and presented student portfolio requirements, data collection, data tracking, and reporting techniques. Participants were encouraged to ask questions and discuss obstacles in the data collection and reporting process. The Assessment Committee is currently in the process of procuring software to optimize data tracking and reporting. All three training sessions used affective and cognitive measures to assess participant learning.

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

#### Uniform Syllabus Format

The uniform course syllabus format has been implemented for all courses in all programs of study. Required information includes:

- Course Name and Number
- Required Text, References and Materials
- Course Competencies
- Core Objectives
- Assessments of Competencies and Core Objectives
- Course Activities
- Grading Scale
- Americans With Disabilities Act Information
- Academic Dishonesty Policy
- Student Conduct Policy
- Course Outline
- Other Instructor Information and Policies (e.g., absences, late work, laboratory and field work, safety, dress code, etc.)

Appendix E displays the syllabus template as well as an example of a syllabus ENGLISH 1213: Freshman Composition II. Core Objectives are denoted with asterisks.

### General Education Common Course Goals

Dr. Larry Davis led the Arts & Sciences faculty in the development of the division mission and philosophy as well as uniform course competencies for all general education courses. The mission, vision, and core values of Arts & Sciences are stated below.

#### **Mission**

Arts & Sciences provides students with the general education proficiencies and breadth of knowledge that prepare them for employment, baccalaureate and professional programs, lifelong learning, and for responsible citizenship.

#### **Vision**

OSU Okmulgee's Arts and Sciences Division will:

- Capacitate first-generation college students and under-represented populations from a rural setting
- Cultivate the habits of the mind and the heart that are essential for informed citizens in a democracy and world community
- Prepare students to be flexible thinkers and life-long learners
- Develop in students the power to reason, make ethical choices, appreciate beauty, understand the natural and political worlds in which we live, understand the past, and work for a better future

#### **Core Values**

**Diversity** – We respect others and value diversity of opinions, freedom of expression, and other ethnic and cultural backgrounds.

**Integrity** – We are committed to the principles of truth and honesty, and we will be equitable and professional.

**Service** – We believe that serving others is a noble and worthy endeavor.

**Intellectual Freedom** – We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.

**Excellence** – We seek excellence in all our endeavors, and we are committed to continuous improvement.

**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.

Common course learning goals and objectives for all multi-sectioned, multi-instructor general education courses appear in course syllabi and the course catalog.

#### Defining and Mapping General Education Outcomes and Assessments

The results of training produced program objectives and associated formative and summative assessments of Core Objectives and Technical Objectives for all degree programs at the college. The Assessment Committee reviewed all program objectives for comprehensiveness and consistency in format. They identified commonalities in program objectives and designated these common objectives as general education Core Objectives. These were submitted to the Arts & Sciences division for review, and an assessment task force worked with this division to produce five overarching Core Objectives with associated assessments. Formative Core Objective assessments were subsequently submitted to academic units for inclusion in syllabi and assessment plans. Core Objectives #1-4 list formative assessments conducted in Arts & Sciences. Core Objective #5 is unique in that each program of study develops both formative and summative measures. An example of an assessment for this Objective from Information Technologies is listed below.

## General Education Core Objectives and Associated Assessments

<p><b>Core Objective #1: COMMUNICATION</b>  <b>Effectively communicate electronically, verbally and in writing</b></p>
<p><i>Assessment:</i> 70% of the students who take composition writing courses or speech courses will satisfy this objective by achieving a 74% competency or higher (pass rating) based on individual course documentation that will be provided by the instructors to each division at the end of each semester. The documentation will be as follows with the same assessment criteria for all faculty.</p> <p><b>Speech</b> – Instructors will use a common grade sheet for the persuasive speech. Students must score at least 74% on that speech to be considered proficient.</p> <p><b>Freshman Composition I</b> - Students will do an in-class essay and a portfolio and must score at least a 64% or higher on each to be considered proficient. The contents of the portfolio are the same for all students, regardless of instructor.</p> <p><b>Freshman Composition II</b> - Students will do a research paper that will be graded pass/fail, with 74% considered passing proficiency.</p>
<p><b>Core Objective #2: CRITICAL THINKING</b>          Demonstrate logical, systematic problem solving techniques, including basic mathematical computations.</p>
<p><i>Assessment:</i> Each student will take a comprehensive exam each time they complete a math course and 70% of them must achieve at least 74% competency on each course assessment/exam. The exams will be given in the Assessment Center and will be updated each semester.</p>
<p><b>Core Objective #3: ETHICS</b>          Develop and display a sense of personal, social and professional work ethics.</p>
<p><i>Assessment:</i> Students will research strategies that promote ethical behavior in the workplace and submit in writing a professional code of ethics analysis in their Ethics course. 70% of the students will achieve 74% proficiency or higher for this objective.</p>
<p><b>Core Objective #4: CULTURE, HISTORY &amp; DIVERSITY</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.</p>
<p><i>Assessment:</i> Upon completion of HIST 1483 (US History to 1865) and POLS 1113 (US Government), each student will take a comprehensive exam over each course and 70% will achieve 74% competency or higher on each assessment/exam. The exams will be given in the Assessment Center and will be updated each semester.</p>
<p><b>Core Objective #5: TECHNOLOGY</b>          Access and use technology appropriate to one's industry or field of study.</p>
<p><i>Assessment:</i> 80% of all IT graduates, of any specialization, will access and use technology appropriate for the various IT functions within an organization with an accuracy of 80% (or above) by providing printed and electronically stored copies of "required" samples of varied technology comparisons and selection criteria utilized in the documentation of solutions to projects and/or case studies in their IT Student Portfolio to be evaluated by a review committee, selected from the IT faculty, using standard criteria and predetermined evaluation instruments at an assigned time during the student's fourth semester, or prior to entering an internship experience.</p>

#### **Section Four: Conclusion and Lessons Learned**

This report addresses the concerns and recommendations of the NCA Focus Visit Team. We have documented the development of accurate, practical general education Core Objectives and associated assessments, as well as the development of a standard syllabus format in which core objectives appear with assessments. Further, the creation of common course goals for all multi-section, multi-instructor general education courses is discussed, and the process by which these tasks were accomplished is described. These processes illustrate the commitment of faculty, staff, and administrators to student learning and the growing importance of assessment in improving curriculum and decision-making at OSU-Okmulgee.

Both academic and student support areas have made significant progress in the area of assessment of student learning outcomes. In the past, many of the indicators used were either indirect measures of student learning or measures of institutional effectiveness. Today, through a system-wide strategic planning effort, each academic unit and student support unit has revisited and redeveloped as appropriate its mission, vision, core values, strategic goals, objectives—including comprehensive program objectives, critical factors of success and assessments.

In the process of creating and implementing a comprehensive, workable assessment plan for student academic achievement, several dynamics have surfaced. First, Arts & Science faculty have worked with technical faculty to develop and revise Core Objectives and assessments in an academic environment which has in recent years become increasingly polarized in this respect. The idea to derive Core Objectives from Program Objectives that are common to all academic units was generated by a member of

the technical faculty. Only through college-wide collaboration could this concept have come to fruition.

Second, the faculty-driven Assessment Committee has succeeded in the development of program objectives and assessments in a way that was considered difficult if not impossible in the past when administratively lead. OSU-Okmulgee has learned that where faculty matters are concerned, there are some tasks that cannot be done better by anyone other than faculty. This includes development of curriculum and planning and implementation of professional development activities.

Third, faculty, staff, and administrators were concerned that a great deal of time and labor would be required to accomplish the development of true Core Objectives and the implementation of a comprehensive assessment plan that would be used to generate curricular changes and data-driven decision making. These fears were confirmed; however, this programmatic change could not have been realized without intensive effort and academic resources. We know the college is a better institution for the effort.

**APPENDIX A**

# MEMO

**Date:** January 7, 2003

**To:** Rick Allison, Larry Davis, Steve Doede, Steve Olmstead, Anita Gordy-Watkins, Scott Galloway, Rex Daugherty, Jerry Wilson, Scott Newman, Sandra Massey, Mary Millikin-Davies, Linda Avant , Bob Seebeck, Ken Morris, Scott Fry, Patrick Braithwaite

**From:** *Bob Klabenes*

**Subject:** NCA: **Progress Report** due January 3, 2004 and **Monitoring Report** due May 3, 2005

As a result of the NCA Focus Visit on November 4 and 5, 2002, we have two reports that must be submitted to the Higher Learning Commission of the North Central Association of Colleges and Schools. A **Progress Report** is due on January 3, 2004 and a **Monitoring Report** is due on May 3, 2005. Attached are four action plans that will allow us to complete quality reports on time. The action plans are:

1. General Education Student Learning Outcomes by Course
2. General Education Core Competencies
3. Student Learning Outcomes by Technical Program of Study
4. NCA Management Plan

Linda Avant will serve as the overall facilitator for this scope of work between January 7, 2003 and June 17, 2005. She has full authority to make all decisions that are necessary to complete each task on time and with a very high level of quality. There is "zero tolerance" with respect to deadlines because of the long-term implications of miss-firing on either one of the two required reports.

***Thanking you in advance for your full cooperation regarding this scope of work.***

***The will to succeed, the grace to compromise!***

### 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 (competencies) 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 assessment 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 improve student learning	01/01/05	Steve Olmstead Steve Doede Jerry Wilson	All OSU-Okmulgee Faculty	Linda Avant Mary Millikin-Davies	02/01/05

		Scott Galloway Pat Braithwaite Anita Gordy- Watkins Scott Newman Larry Davis Rick Allison			
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

<u>Task</u>	<u>Deadline</u>	<u>Responsible Person(s)</u>	<u>Participants</u>	<u>Approvals Person(s)</u>	<u>Timeline</u>
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.mision">clopez@hlcom.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 documents that outcomes of General Education are	09/01/04	Larry Davis	Linda Avant Mary Millikin-Davies General	Linda Avant Mary Millikin-Davies	08/20/04

being adequately and properly assessed			Education Faculty		
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**

### **Members of the Uniform Syllabus Development Task Force**

1. Roy Achemire, Heavy Equipment and Vehicle Institute, Program Chair
2. Rick Allison, Academic Innovation and Performance, Chair
3. Dr. Linda Avant, Academic Affairs, Executive Vice President
4. Dr. Larry Davis, Arts & Sciences, Division Chair
5. Mary Dickson, Visual Communications, Faculty
6. Melissa Dreyer, Arts & Sciences, Faculty
7. Dr. David Himes, Arts & Sciences, Faculty
8. Dr. Sandra Massey, Student Affairs, Vice President
9. Kathryn Shurden, Engineering Technology, Faculty
10. Jennifer Smith, College Readiness Center, Faculty
11. Stacy Taylor, Hospitality Services Technology, Faculty
12. Kathie Thompson, Arts & Sciences, Faculty
13. Steven Walker, Heavy Equipment and Vehicle Institute, Faculty

**APPENDIX C**

### OSU-OKMULGEE ASSESSMENT COMMITTEE MEMBERS

Bob Avakian, *Arts & Science*; X4702  
 Danny Claborn, *Information Technologies*, X4780  
 Felix Cuellar, *Construction Technology*, X4738  
 Mike DeWitt, *Health & Environmental Sciences*; X5342  
 Mary Dickson, *Visual Communications*; X5060  
 Melissa Dreyer, *Arts & Science*; X4838  
 Dolph Hayden, *College Readiness Center*; X4809, Committee Time Keeper  
 Michael Freeman, *Engineering Technologies*, X5052  
 Terryl Lindsey, *HEVi*, X4730  
 Mary Millikin-Davies, *Institutional Assessment & Research*, X5494, Committee  
 Consultant and Scribe  
 Claire Pemberton, *Arts & Science*; X5454  
 Jennifer Smith, *College Readiness Center*; X4672, Committee Coach  
 Steven Walker, *HEVi*, X4716, Committee Chair

<b>Communications Sub-Committee</b>	<b>Model Sub-Committee</b>	<b>Training Sub-Committee</b>
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	

**APPENDIX D**

**OSU-OKMULGEE ASSESSMENT ADVISORY GROUP MEMBERS**

Rick Allison, *Academic Innovation & Performance*; X5124  
Connie Anderson, *Learning Resources Center*; X5078  
Linda Avant, *Academic Affairs*; X4982  
Jeff Baenzinger, *Engineering Technologies*; X5158  
James Byrd, *Student Union*; X4940  
Larry Davis, *Arts & Sciences*; X4830  
Devin DeBock, *Student Life*; X4944  
Kelly Hildebrant, *Admissions*; X5298  
Heather Jeffries, *Residential Life*; X5278  
Sandra Massey, *Student Affairs*; X5456  
Ken Morris, *Business Affairs*; X5234  
Bob Seebeck, *Physical Plant*; X5412

**APPENDIX E**

## Oklahoma State University-Okmulgee Course Syllabus

### XXXX #### Course Name

Course description as it appears in the current OSU-Okmulgee catalog.

Type of course (Theory, Theory/Lab or Lab).

Credit Hours: \_\_; Total hours of theory per semester \_\_; Total hours of lab for the semester\_\_;

**Prerequisites:** None, or whatever they are.

**Instructor Name:** First Last

**Instructor Phone:** (918) 293-XXXX

**Office:** Bldg and Room #

**Instructor email:** [xxxxxxx@osu-](mailto:xxxxxxx@osu-okmulgee.edu)

[okmulgee.edu](http://okmulgee.edu)

*Instructor's Office Hours: Posted on my office door (or you may have students write this in)*

*Division Name:*

*Division Phone: (918) 293-XXXX*

### **REQUIRED TEXT, REFERENCES, AND MATERIALS**

**Texts:** Title, Author, Publisher, ISBN #

**References:** Title, Author, Publisher, ISBN #

**Materials:** Materials needed including notebooks, writing utensils, project supplies, computer disks, tools, etc.

**Uniform/Tools:** Description of uniform and quantity needed; tools required

**Estimated Cost for Materials:** \$ Amount based on current bookstore cost

**Estimated Cost for Uniform/Tools:** \$ Amount based on current bookstore or supplier cost

### COURSE COMPETENCIES

### ASSESSMENT OF COMPETENCY

(\*Denotes Core Competency)

Upon completion of this course, students should

1. Analyze...
2. Plan...
3. Apply...
4. Demonstrate...
5. Prepare...
6. Utilize...

**COURSE ACTIVITIES**

In this course students will

- Participate in discussions of readings...
- View videos that depict the various concepts...
- Contribute to a course Service Learning project...
- Participate in in-class activities...
- Make group and individual presentations...
- Compile a portfolio of work produced...

**Grades will be based on the quality and completion of these tasks:**

Presentations.....	%
Projects .....	%
Research Paper .....	%
Service Project.....	%
Unit Exams .....	%
Mid Term Exam .....	%
Final Exam .....	%

<b>OSU-Okmulgee Grading Scale</b>
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A = 92.00 - 100.00
B = 83.00 - 91.99
C = 74.00 - 82.99
D = 65.00 - 73.99
F = 00.00 - 64.99

**AMERICANS WITH DISABILITIES ACT (ADA)**

According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his or her disability and to request accommodations. If any member of the class feels that he/she has a qualified disability and needs academic accommodations, he/she should notify the Counseling and Access Services Office (Suite 102, Administration Building), to request verification of eligibility for accommodations. Faculty have an obligation to respond when they receive official notice to provide academic accommodations, but are under no obligation to provide retroactive accommodations.

**ACADEMIC DISHONESTY**

*Academic dishonesty or misconduct is neither condoned nor tolerated at OSU-Okmulgee. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action. Academic dishonesty and/or misconduct includes, but is not limited to, the following actions: (1) Plagiarism: The representation of previously written, published or creative work as one's own; (2) Unauthorized Collaboration on Projects; (3) Cheating on Examinations; (4) Unauthorized Advance Access to Exams; (5) Fraudulent Alteration of Academic Materials; (6) Knowing Cooperation with Another Person in an Academically Dishonest Undertaking. Students are required to actively protect their work against misuse by others. For details, refer to The OSU-Okmulgee Student Handbook available in the Office of Student Support & Development, each Division office, and on-line <http://www.osu-okmulgee.edu/handbook/>.*

**STUDENT CONDUCT**

Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students each day. All pagers, cellular phones, CD and MP3 players should be turned off. The use of tobacco in any form in University buildings is prohibited.



## Oklahoma State University-Okmulgee Course Syllabus

### ENGLISH 1213: FRESHMAN COMPOSITION II

ENGL 1213 continues to focus on patterns of developmental and expository writing, seeking to hone the writing skills learned in English 1113, as well as research skills and persuasive writing. The emphasis is on technique, style and form. Theory.

Credit Hours: 3; Total hours of theory per semester: 48; Total hours of lab per semester: 0.

**Prerequisites:** English 1113.

**Instructor Name:** Melissa Dreyer

**Instructor Phone:** (918) 293-4838

**Office:** Noble Center 103B

**Instructor email:** dreyer@osu-okmulgee.edu

*Instructor's Office Hours: **Posted on office door.***

*Division Name: **Arts and Sciences***

*Division Phone: **(918) 293-4768***

### REQUIRED TEXT, REFERENCES, AND MATERIALS

**Texts:** McWhorter, Kathleen T. *Successful College Writing*. 2<sup>nd</sup> ed. Boston: Bedford/St. Martin's, 2003. ISBN: 0-312-39811-5.

**References:** Campus Library and Internet

**Materials:** Two 3-prong folders, one set of tab dividers, two-formatted computer diskettes, paper, pens/pencils, access to a computer equipped with Microsoft Word, Microsoft PowerPoint, and Internet.

**Uniform/Tools:** None

**Estimated Cost for Materials:** Approximately \$70.00

**Estimated Cost for Uniform/Tools:** Not applicable

#### COURSE COMPETENCIES

(\*Denotes Core Objectives)

Upon completion of this course, students should

1. Use standard grammar, punctuation, and spelling.\*
2. Compose clear, concise, and forceful sentences and paragraphs into unified, well-organized essays and papers.\*
3. Recognize and apply a variety of development techniques.\*
4. Use a writing process that includes pre-writing, drafting, revising, and editing.\*
5. Understand and apply basic research and library usage skills.\*
6. Combine personal viewpoint and documented sources effectively.\*
7. Write organized and effective arguments, using MLA format.\*
8. Use MLA format for writing assignments.\*

#### ASSESSMENT OF COMPETENCY

- Grammar examination, spelling/vocabulary examination  
Writing sentences, paragraphs, and essays.
- Writing informative essays.
- Writing research paper and other essays using research.
- Writing research paper and other essays using research.
- Writing essays.
- Writing persuasive essay and argument/research paper.  
Writing essays and papers.

## **COURSE ACTIVITIES**

In this course students will

- Participate in discussions of readings from assigned course text.
- View videos that depict the various concepts employed by effective writers.
- Review basic grammar and usage.
- Participate in in-class activities in a writing setting.
- Write well-developed paragraphs.
- Compose essays that include cause and effect, definition, persuasion, argument/research, and explication.
- Demonstrate a sense of community responsibility and a work ethic based on consistent class attendance and punctuality, peer evaluations, and group activities.
- Take announced and unannounced quizzes, as given by the instructor.
- Complete an essay final.
- Compile a portfolio of work produced throughout the course.

## **GRADES WILL BE BASED ON THE QUALITY AND COMPLETION OF THESE TASKS:**

Class Participation 10%  
 Quizzes 5%  
 Final 10%  
 Argument/Research 35%  
 Other Essays 40%

<b>OSU-Okmulgee Grading Scale</b>
A = 92.00 - 100.00
B = 83.00 - 91.99
C = 74.00 - 82.99
D = 65.00 - 73.99
F = 00.00 - 64.99

## **AMERICANS WITH DISABILITIES ACT (ADA)**

According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his or her disability and to request accommodations. If any member of the class feels that he/she has a qualified disability and needs academic accommodations, he/she should notify the Counseling and Access Services Office (Suite 102, Administration Building), to request verification of eligibility for accommodations. Faculty have an obligation to respond when they receive official notice to provide academic accommodations, but are under no obligation to provide retroactive accommodations.

## **ACADEMIC DISHONESTY**

*Academic dishonesty or misconduct is neither condoned nor tolerated at OSU-Okmulgee. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action. Academic dishonesty and/or misconduct includes, but is not limited to, the following actions: (1) Plagiarism: The representation of previously written, published or creative work as one's own; (2) Unauthorized Collaboration on Projects; (3) Cheating on Examinations; (4) Unauthorized Advance Access to Exams; (5) Fraudulent Alteration of Academic Materials; (6) Knowing Cooperation with Another Person in an Academically Dishonest Undertaking. Students are required to actively protect their work against misuse by others. For details, refer to The OSU-Okmulgee Student Handbook available in the Office of Student Support & Development, each Division office, and on-line <http://www.osu-okmulgee.edu/handbook/>. A student caught plagiarizing, first offence, will receive a zero for that assignment. A second offence will result in removal from the class.*

## **STUDENT CONDUCT**

Students are expected to cooperate in maintaining a classroom environment conducive to learning. Courteous and respectful behavior will be expected from all students each day. All pagers, cellular phones, CD and MP3 players should be turned off. The use of tobacco in any form in University buildings is prohibited.

**INSTRUCTOR'S POLICY ON ATTENDANCE**

Students are expected to attend all class sessions. Class attendance is an important element in the learning experience provided at OSU-Okmulgee and is vital to the student's success. Class attendance is the responsibility of the student. Students receiving support from government agencies and other sponsorships must adhere to policies stipulated by the specific sponsor. Students who fail to attend classes regularly or otherwise demonstrate lack of appropriate concern for satisfactory progress toward program objectives may be withdrawn from the college (Student Handbook p. 30).

The instructor will take roll at the beginning of every class. Excused absences are not separated from unexcused absences. Work missed because of an absence cannot be made up. Quizzes and/or class participation grades are given almost daily.

**INSTRUCTOR'S LATE WORK POLICY**

Essays, and other materials assigned, are due at the beginning of the class period due. No late assignments will be accepted after the assigned due date, with the exception of one essay that may be turned in up to one week (seven days) after the due date with the Student Coupon. Students are expected to notify the instructor if a problem arises.

**OTHER LAB AND CLASSROOM POLICIES**

1. Computer and Internet games are not to be played during class time. A failure to adhere to this classroom policy will result in the student being asked to leave the classroom.
2. Do not download any material from the Internet that is not relevant to the course.
3. Students are to be prepared for every class period with required materials.