



## ASSESSMENT OF STUDENT LEARNING

### PHASE I ASSESSMENT OF TRAINING RESULTS

May - June 2003  
OSU-Okmulgee Assessment Committee

**PHASE I ASSESSMENT TRAINING  
RESULTS**  
*May - June 2003*

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Competencies for Phase I Assessment Training were assessed between May 19 and June 16, 2003 by the OSU-Okmulgee Assessment Committee. An affective measure of participant confidence to use training knowledge and skills was used to assess Competency #1, and participants responded to this item immediately after training. A total of 112 of 120 participants responded for a response rate of 93%. Results indicate that the majority of participants felt confident to use the assessment process; 63% of respondents agreed or strongly agreed with this item. One-third of respondents were uncertain about their ability to use the assessment process until they had either attempted it or sought out additional information or assistance. All respondents' comments appear in the appendix of this report.

*Competency #1: Develop confidence in one's ability to use the OSU-Okmulgee assessment process.*

"I feel I have been given enough information to confidently and accurately write program objectives and course competencies."

<b>Strongly Agree</b>		<b>Agree</b>		<b>Uncertain</b>		<b>Disagree</b>		<b>Strongly Disagree</b>	
#	%	#	%	#	%	#	%	#	%
19	17%	52	46%	37	33%	4	4%	0	0%

*N = 112*

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Competencies #2 - #5 were assessed via a cognitive measure, and participants were asked to complete and return this assessment by May 29, 2003. A total of 79 of 120 faculty and academic staff completed and returned the Phase I Assessment Training exercise in May through June 2003 for a response rate of 66%. The mean average number of correct responses was 16.1 out of 17 items or 95% accuracy. Results for these competencies appear below.

**Competency #2: Know the history and rationale of the OSU-Okmulgee assessment process.**

1. In 1989 OSU-Okmulgee began assessment planning for student academic achievement. What national organization drove this effort?  
(Answer: North Central Association or The Higher Learning Commission)

# Correct	# Incorrect	% Correct
79	0	100%

2. Between 1989 and 1995 OSU-Okmulgee developed the Institutional Assessment Office. The office was directed to implement four assessment measures. What group required the implementation of the measures?  
(Answer: Oklahoma State Regents for Higher Education)

# Correct	# Incorrect	% Correct
76	3	96.2%

3. The four measures the Institutional Assessment Office was to implement were Entry-Level Assessment and Placement, Mid-Level Assessment, Program Outcomes Assessment, and \_\_\_\_\_. (Answer: Student Satisfaction Assessment)

# Correct	# Incorrect	% Correct
78	1	98.7%

4. The focus of OSU-Okmulgee's assessment is moving from using primarily grades as evidence of quality education to expecting \_\_\_\_\_ of student learning.  
(Answer: documentation)

# Correct	# Incorrect	% Correct
77	2	97.5%

5. The current OSU-Okmulgee assessment initiative has been developed to ensure that all programs of study use the \_\_\_\_\_ format and it conforms to the new OSU \_\_\_\_\_. (Answers: same and system strategic planning)

# Correct	# Incorrect	% Correct
79	0	100%

6. \_\_\_\_\_ will have the fundamental role in developing and sustaining a systematic assessment of student learning, Valuable input will come from staff, administration, students, community and Advisory boards. (Answer: Faculty)

# Correct	# Incorrect	% Correct
77	2	97.5%

7. The assessment strategy will be informed by the organization's mission and include explicit public statements regarding the knowledge, skills and \_\_\_\_\_ students should possess as a result of completing course and program requirements. (Answer: competencies)

# Correct	# Incorrect	% Correct
77	2	97.5%

8. The assessment strategy will document \_\_\_\_\_, attitudes, and behaviors faculty and stakeholders expect students to develop. (Answer: values)

# Correct	# Incorrect	% Correct
78	1	98.7%

9. The assessment strategy will satisfy \_\_\_\_\_ accountability requirements. (Answer: externally mandated)

# Correct	# Incorrect	% Correct
77	2	97.5%

10. The assessment strategy not only satisfies externally mandated requirements, but improves the effectiveness of student learning by connecting it with organizational processes, program review, departmental and organizational planning, and \_\_\_\_\_. (Answer: unit and organizational budgeting)

# Correct	# Incorrect	% Correct
78	1	98.7%

**Competency #3: Use the correct terms for planning and assessment**

- A. Core Objectives
- B. Mission
- C. Competencies
- D. Assessments
- E. Objectives

\_\_\_\_\_ Measurable, specific knowledge, skills, abilities, and motivation underlying successful performance. (Answer: C - Competencies)

Correct Response	# Correct	% Correct
C	71	89.9%

\_\_\_\_\_ The purpose for existence of Oklahoma State University. (Answer: B - Mission)

Correct Response	# Correct	% Correct
B	79	100%

\_\_\_\_\_ Statements of the measurement to be used in evaluating the success in reaching an objective. (Answer: D - Assessments)

Correct Response	# Correct	% Correct
D	73	92.4%

\_\_\_\_\_ Measurable global statements of knowledge, skills, abilities, and values that graduates should possess regardless of their program of study. These behaviors and attitudes are derived from occupational skills learned in programs of study, broaden student ability to function outside a given occupation, and connect occupational, personal and community roles and perspectives. (Answer: A – Core Objectives)

Correct Response	# Correct	% Correct
A	77	97.5%

\_\_\_\_\_ Operational goals which are more focused statements addressing an aspect of the goal. Measurable, broad statements of performances, skills or values *expected* of students as a result of their experience at the college. The *faculty* examine the competencies of a course, activity, or other learning experience, and use the competencies to create broad statements of

expected performances. A program’s advisory committee validates student learning objectives annually. (Answer: E - Objectives)

Correct Response	# Correct	% Correct
E	75	94.9%

**Competency #4:** Construct (write/identify) measurable program of study or student activity objectives

The most effectively written *program of study objective* is: (Answer: B)

- A. Prepare students for success in a global economy.
- B. Build websites using e-business strategies and legal guidelines.**
- C. Improve unit infrastructure.
- D. Acquire one additional industry partner

Response	# of Responses	% of Responses
A	24	30.4%
<b>B</b>	<b>51</b>	<b>64.6%</b>
C	1	1.3%
D	2	2.5%
Missing	1	1.3%

**Competency #5:** Develop/identify measurable competencies (course or activity) that enable the accomplishment of program objectives.

The most effectively written *course competency*. (Answer: D)

- A. Increase enrollment
- B. Achieve 75% retention
- C. Learn effectively
- D. Program a PLC to control a motor.**

<b>Response</b>	<b># of Responses</b>	<b>% of Responses</b>
A	1	1.3%
B	2	2.5%
C	4	5.1%
<b>D</b>	<b>71</b>	<b>89.9%</b>
Missing	1	1.3%

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**Conclusion:**

Most respondents (63%) felt confident to implement Phase I of the OSU-Okmulgee assessment plan without further assistance. Nearly all respondents demonstrated necessary knowledge to proceed as evidenced by the mean 95% accuracy score on the cognitive measure. It can be concluded that faculty and academic staff at OSU-Okmulgee possess a solid understanding of the history and rationale of assessment and feel confident to use these knowledge and skills. Consequently, Phase I Assessment Competencies #1-5 have been fully met.

## APPENDIX

### COMMENTS:

#### **May 19, 2003 – 11:30 A.M.**

1. Good presentations!!
2. Will need several reviews and rewrites
3. Should have had more time
4. (1) For those individuals with little training on education, this may not have been enough explanation (2) On the PowerPoint; the work “it’s” is being used incorrectly. It should be its.
5. These meetings should be more specific and presenters not rush through the material.
6. More time to work on writing competencies and get feedback.
7. Won’t know until I try!
8. Should have been given at a sooner date
9. Just enough information to confuse – need to have each faculty write objective and some competencies for one course – then discuss & revise

#### **May 20, 2003 – 8:00 A.M.**

1. Too much info covered too fast – completion time is too quick because each of us also teach full-time.
2. To many different types of words/objectives/comp. – I’ll have to do it first

#### **May 20, 2003 – 11:30 A.M.**

1. No comments.

#### **May 20, 2003 – 3:00 P.M.**

1. Good work! Good organization and preparation
2. I have 9 classes to do and I am teaching a very full load this semester. So I might need help if I am going to get them 9 classes done by June 12<sup>th</sup>
3. Deadlines seem unreasonable
4. I’m extremely curious how, why and for what purpose, other than pushing a lot of paper, as to how this actually helps us or students when their true objective is to get a job when they leave here! Again it’s more academic stuff to justify someone’s existence.
5. I’m overwhelmed
6. It’s hard to tell if I have enough info until I do it!

**May 21, 2003 – 10:30 A.M.**

1. A good deal of time spent on background, terminology, process the mechanics/particulars involved in writing objectives was the last 5-10 minutes. That's what I'm required to create/author/revise. If I didn't have some background in education I would be intimidated.
2. This was an excellent beginning! Much better than the off-campus presentation attempt previously given. Very informative

**May 22, 2003 – 8:00 A.M.**

1. Please clarify definitions.
2. Danny does a good job. Put him in charge of everything!

**May 22, 2003 – 9:30 A.M.**

1. I need to sit down with the material and actually go through it. I've been "exposed" to information I need to know. It just takes longer for me to process the information.
2. Well done. Good information. Thanks.
3. Excellent overview. Like the notebook

**May 22, 2003 – 1:00 P.M.**

1. A lot of hard work went into the presentation and preparation of the PowerPoint & the assessment plan. Incredible layout of entire plan & if the faculty will cooperate efficiently then the final outcome will be what you have planned for and expect. Great Job! Excellent Teamwork!
2. The history of the process was interesting but I would rather have had more participation such as writing an objective for a course composite
3. Well presented and appreciated history of events because it put campus activities in perspective.

**May 22, 2003 – 3:00 P.M.**

1. Good information
2. Very well organized. Thanks for the materials and examples
3. Well thought out
4. Good information. Makes more sense about assessment
5. I'm scared

6. More examples in the technical areas on writing objectives the way we need to would be nice

**May 23, 2003 – 7:30 A.M.**

1. Introduction was too lengthy and not enough time on what we hope to do (writing objectives & competencies)
2. Time allowed for completion of required tasks is way too short. Especially when we barely have time for syllabus development, student advisement and overseeing student club.
3. The time frame is out of line – some of us are in class 8 hours a day!!
4. This seems to be a lot of emotions in motions and little confused on the time frame...

**May 23, 2003 – 11:30 A.M.**

1. Good session, good analogies, continue to present from standpoint of “we”, promoting the concept of we’re in this together.
2. The presentation of the assessment process did not emphasize on the process its self, but rather emphasized the history of where it came from. I feel this is somewhat irrelevant, and there should be more time spend training us on how to use the process.
3. ETD has already went through the vast majority of the content in this training session. I got very little useful knowledge from this session. 15-20 min would have been sufficient.
4. Great Presenters!

**May 23, 2003 – 12:30 P.M.**

1. 90 minutes scheduling would have been better for student notification.
2. After a few questions
3. Will need to write program objectives and course competencies and get feedback to know if I fully understand.

**May 29, 2003 – 11:30 A.M.**

1. I will get it!!!
2. More work -----? --- We did this last time ---- Every 10 years? ---
3. We spent more time arguing about the value of this process and talking about definitions that we spent on writing.