



Assessment Plan for Oklahoma City University

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Mission for Assessment Program at OCU

Oklahoma City University is committed to creating an environment in which faculty and staff work in collaboration with students to enhance learning. We believe that effective assessment practices are central to understanding the impact of this work. Our assessment team develops meaningful partnerships with faculty, students and staff as they collect information about learning. The purpose of the program for the assessment of student learning outcomes at Oklahoma City University is to ensure that our mission and values are realized in what our graduating students know, value, and can do. Assessment is an integral part of the strategic planning and budgeting process for Oklahoma City University. Ultimately, the purpose of assessment is to use results to inform program and system improvement.

Overview

Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning (Walvoord, B. E. (2010). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. Second Edition. San Francisco, CA: Jossey-Bass A Wiley Imprint, p. 2.).

The objective of the University Assessment Plan at Oklahoma City University is for units to continually identify and report on-going practices within each program. Each assessment report will be reviewed by anonymous readers from the campus community, and those responses will be evaluated and returned to each unit within one academic year so that they may be addressed in the next year's document.

Objectives

- * Maintain rigorous academic standards
- * Enhance quality of campus life for all students, faculty, and staff
- * Maintain adherence to the core mission of Oklahoma City University
- * Continuously measure the degree of institutional effectiveness
- * Identify appropriate improvements that can be made to improve experience for all stakeholders
- * Justify budgets through assessment information

Programs to be Assessed

The basic structure of the process centers around the distribution and documentation provided by the OCU Office of University Assessment. The timely completion and exchange of forms by each unit, administrator, and reader is integral to the effectiveness of the process.

Academic Units

Each degree program offered by an academic unit at this university will complete an assessment document to be submitted to the office of assessment.

Co-Curricular Units

Formal and informal out-of-class learning opportunities that compliment but are not part of the regular curriculum. These opportunities include involvement with clubs and organizations, workshops, lectures, internships, co-ops, intramural programs, interactions with faculty and other students, service learning, cultural events and study abroad. (Illinois Central College) The director of each individual unit is responsible for submitting a completed assessment document to the Vice President of Student Affairs and Dean of Students (for programs/units under her/his supervision) and to the office of assessment (for programs under the supervision of Academic Affairs). Co-curricular reports in Student Affairs will also be provided to the office of assessment. Unit example: Student Life

General Education Objectives

The current chair of the General Education Committee is responsible for submitting a completed assessment document to the *coordinator* of assessment. The General Education Committee will assess two of its six objectives each year, on a rotating basis.

Annual Timeline for Reporting (refer to Appendix C)

Plan for Accountability

Under the direction of the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs and Dean of Students, the Coordinator of Assessment and Assessment Council are responsible for the oversight and supervision of ongoing assessments in accordance with guidelines established by the Higher Learning Commission (HLC) and with the development, approval, and implementation of the University's assessment plan. The Assessment Council will review the assessment plan as needed to incorporate emerging best practices in assessment and the use of assessment tools. Questions of interpretation concerning the assessment plan should be directed to the Coordinator of Assessment; however, final interpretation will be addressed by the Provost and VPAA.

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Appendix A Terms and Definitions

Types of Assessment

Formative Assessments are in-process evaluations of student learning that are typically administered multiple times during a unit, course, or academic program. The general purpose of formative assessment is to give educators real-time feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are usually not graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and discussions with students.

Summative Assessments are used to evaluate student learning at the conclusion of a specific instructional period—typically at the end of a unit, course, semester, program, or school year. Summative assessments are graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period.

Direct Assessments are projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams – which ask students to demonstrate what they know or can do with their knowledge.

Indirect Assessments are self-reported measures such as surveys – in which respondents share their perceptions about what graduates know or can do with their knowledge.

Common Assessments are collaboratively developed by groups of educators who agree on a common format and purpose for the assessments, and who administer them in consistent ways—e.g., by giving students the same instructions or by using the same scoring guides to interpret results. The general goal of a common assessment, which may be formative or summative, is to ensure that all teachers in a department or content area, for example, are evaluating student performance in a more consistent, reliable, and effective manner. Common assessments are used to encourage greater consistency in teaching from course to course, and they allow educators to compare performance results across multiple courses and learning experiences (which is not possible when educators teach different material and develop their own assessments individually).

Performance Assessments typically require students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, or long-term project, for example. Educators will often use collaboratively developed common assessments, scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have learned what they were expected to learn. Performance assessments may also be called “authentic assessments,” since they are considered by some educators to be more accurate and meaningful evaluations of learning achievement than traditional tests. For more detailed discussions, see authentic learning and demonstration of learning.

Portfolio-based Assessments are collections of academic work—assignments, lab results, writing samples, speeches, art projects, websites, etc.—that are compiled by students and assessed by teachers in consistent ways. Portfolio-based assessments are often used to evaluate a “body of knowledge”—i.e., the acquisition of diverse knowledge and skills over a period of time. Portfolio materials can be collected in

physical or digital formats, and they are often evaluated to determine whether students have met required learning standards. For a more detailed discussion, see portfolio.

Placement Assessments are used to “place” students into a course, course level, or academic program. For example, an assessment may be used to determine whether a student is ready for Algebra I or a higher-level algebra course, such as an honors-level course. For this reason, placement assessments are administered before a course or program begins, and the basic intent is to match students with appropriate learning experiences that address their distinct learning needs.

Course-Embedded Assessment refers to a method of assessment that uses existing or created assignments employed in a course to provide a direct measure of student learning in relation to the learning goals and objectives.

Self-Assessment is described as analyzing and making decisions about one's own performance or abilities.

Value Added is the assessment of learning that has been gained as a result of participating in a learning experience. It can also mean the increase in learning that occurs during a course, program, or undergraduate education. Requires a baseline measurement for comparison.

Evaluation: There is some confusion between the terms, “assessment” and “evaluation,” as these terms seem to be used interchangeably by some authors. However, the two terms are not synonymous. Evaluation is a judgment regarding the quality or worth of the assessment results. This judgment is based upon multiple sources of assessment information. The evaluative process goes beyond just collecting information; evaluation is concerned with making judgments based upon the collection.

Types of Data

Qualitative Data is information that is concerned with understanding or conveying meanings or contexts, rather than making statistical inferences. Common forms: participant observations focus groups, in-depth interviews, etc.

Quantitative Data is information that is collected or represented numerically; it typically focuses on counting occurrences or measuring characteristic's or behavior rather than meanings; easy to analyze statistically. Common forms: surveys, experiments, questionnaires, etc.

Standards and Measurements

Intended Learning Outcomes are specific, measurable intentions about what students should know, understand, and be able to do when they graduate.

Benchmark is a detailed description of a specific level of student performance expected of students. A defined measurement or standard serves as a point of reference by which process performance is measured.

Performance Criteria are the standards by which student performance is assessed. Performance criteria help assessors maintain objectivity and provide students with important information about expectations.

Scaffolding is an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.

Triangulation is the use of multiple lines of evidence pointing to the same conclusion. It refers to the collection and comparison of data or information from three different sources or perspectives.

Curriculum Alignment is when curriculum and learning objectives are aligned or matched to ensure that students are provided appropriate learning opportunities in order to achieve the identified learning objectives or outcomes.

Consistency Oversight is the formalized infrastructure for the supervision and implementation of the assessment of student learning.

OCU Assessment Process

Consensus is defined as the agreement of the assigned Readers, Assessment Council, and Office of Assessment is reviewing each unit's completed document.

Assessment Liaison is the person chosen from each unit who is responsible for completing the assessment document and passing it on to the Office of Assessment by the deadline prescribed in this document. This person is responsible for collecting the data, assembling the information, and completing the document in addition to passing on the comments or concerns expressed following the review by the Readers, Assessment Council, and Office of Assessment.

VPAA is the Vice President for Academic Affairs, a position that is filled at OCU by the Provost.

Programming Accrediting Agencies and Abbreviations

HLC (REGIONAL) Higher Learning Commission <https://hlcommission.org/>

University Senate of the United Methodist Church Higher Education & Ministry
(United Methodist Church affiliated schools) <http://www.gbhem.org/education/university-senate>

NASM (MUSIC)
National Association of Schools of Music <http://nasm.arts-accredit.org/>

ABA (LAW)
American Bar Association <http://www.americanbar.org/aba.html>

OCTP (EDUCATION)
Oklahoma Commission for Teacher Preparation <http://www.ok.gov/octp/>

CAEP (EDUCATION)

Council for the Accreditation of Educator Preparation <http://caepnet.org/>

MACTE (MONTESSORI TEACHER EDUCATION PROGRAM)

Montessori Accreditation Council for Teacher Education <http://macte.org/>

AMS (MONTESSORI TEACHER EDUCATION PROGRAM)

American Montessori Society <http://amshq.org/>

AACSB International (BUSINESS)

Association to Advance Collegiate Schools of Business <http://accredited.aacsb.edu/>

AAPL (BUSINESS)

American Association of Professional Landmen <http://www.landman.org/education/accredited-schools>

ACEN (NURSING)

Accreditation Commission for Education in Nursing <http://www.acenursing.org/>

OBN (OKLAHOMA NURSING)

Oklahoma Board of Nursing <http://www.state.ok.us/nursing/>

ARC-PA (PHYSICIAN ASSISTANT)

The Accreditation Review Commission on Education for the Physician Assistant <http://www.arc-pa.org/>

References

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Assessing Academic Programs in Higher Education by Mary J. Allen

Assessment Terms Glossary, Northern Illinois University,

<http://www.niu.edu/assessment/resourc/gloss.shtml>.

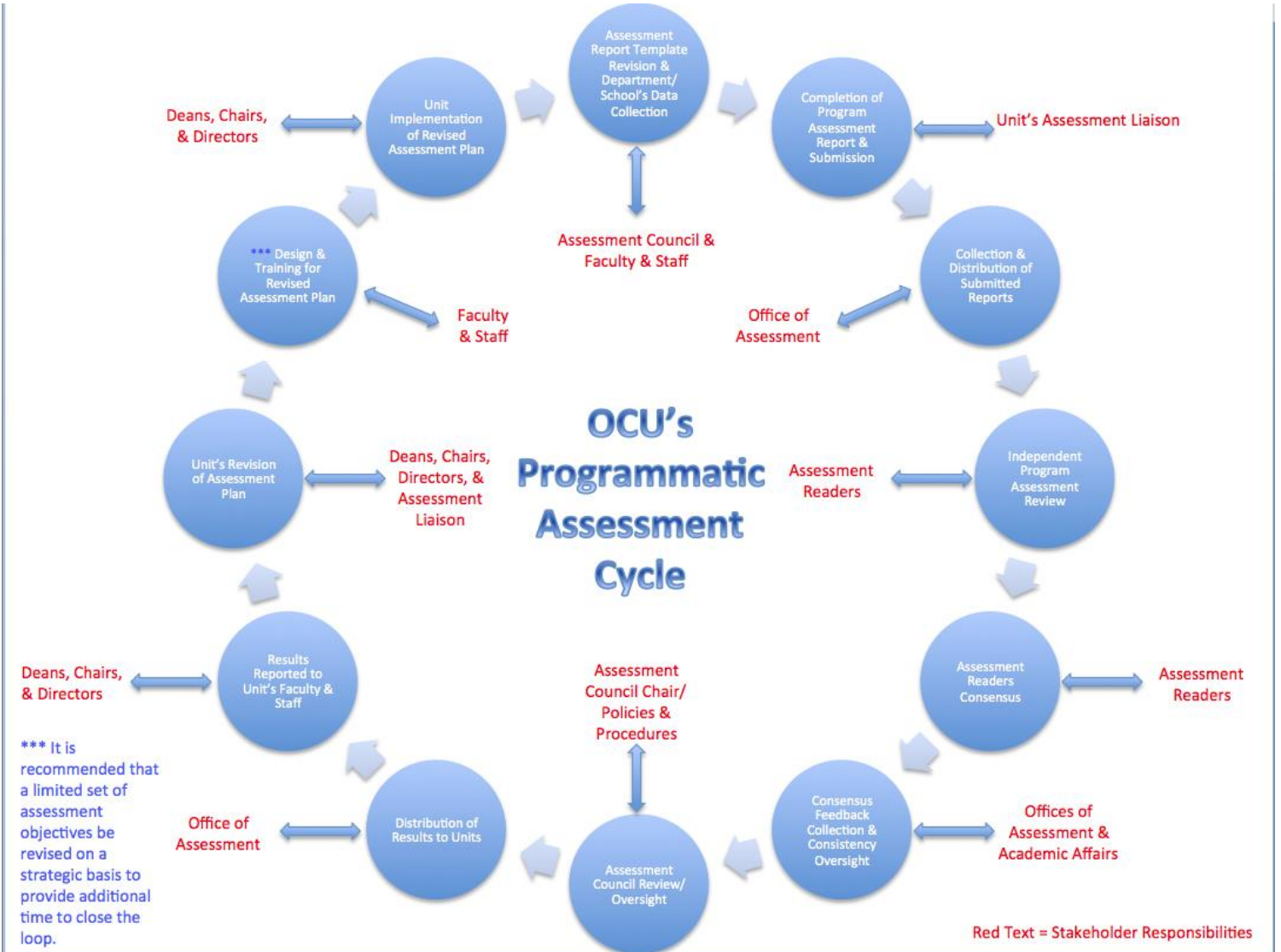
Music Assessment Glossary by Edward P. Asmus, Ph.D.,

<http://www.music.miami.edu/assessment/glossary.html>

<http://www.ncsu.edu/sciencejunction/route/professional/Assessment/assess.html#two>

Glossary of Useful Terms, SABES Home Page

Appendix B Programmatic Assessment Cycle



Appendix C Annual Timeline

- Academic Program Assessment Reports – Due September
- Reader Consensus Reports for Academic Program Assessment Reports – Due November
- General Education Goal Assessment Reports for Goals with 2 goals assessed annually – Due June
- Review of General Education Goals – Due fall (Date to be determined by General Education Committee Chair and coordinator of assessment)
- Co-Curricular Program Assessment Reports – Due December
- Reader Consensus Reports for Co-Curricular Program Assessment Reports – Due February

Appendix D

How Assessment Council and Readers are Chosen and/or Identified

The Assessment Council consists of the Provost and Vice-President for Academic Affairs or the Assistant/Associate Provost, two academic deans or assistant deans appointed by the Provost and Vice-President for Academic Affairs, the Director for Institutional Research (*ex-officio*) and the Coordinator of Assessment (*ex-officio Chair*). Additional members include four faculty members appointed by the Faculty Senate Executive Committee, two staff members appointed by the Staff Council, and one student appointed by the Student Senate. The Provost and Vice-President for Academic Affairs may appoint other University personnel to facilitate the Council's purpose.

Assessment readers are identified by the Coordinator for Assessment with input from the Provost and Vice-President for Academic Affairs and/or the Assistant/Associate Provost. Reader membership includes all Assessment Council members and volunteers from the University community. Readers are assigned as pairs to each assessment report by the Coordinator of Assessment. Reader's feedback to the reporting area is to remain anonymous.