

OSU-
OKLAHOMA
CITY

INSTITUTIONAL ASSESSMENT HANDBOOK

APPROVED 4/18/2018

Oklahoma State University

Mission

OSU-OKC's mission is to advance our diverse communities through transformative career and workforce education programs and services.

Vision

OSU-OKC's vision is to be the region's leading career and workforce university.

OSU-Oklahoma City Institutional Assessment Committee

Mission

The Institutional Assessment Committee supports the Office of Institutional Effectiveness and Accreditation through recommending, facilitating, and supporting policies, processes and practices used by OSU-Oklahoma City for assessing student learning and learning support services. The Committee is a resource for faculty and staff who take on assessment initiatives and is a consultant on institution-wide data reporting on academic achievement, learning support services, and administrative services.

Vision

The OSU-Oklahoma City assessment of student learning process will be a coherent, sustainable, and overarching system for planning, developing, and implementing strategies and practices that measures and uses data to improve student learning. The Institutional Assessment Committee will encourage academic programs, learning support services, and administrative services to use the assessment process to contribute to the continuous improvement of student learning.

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Assessment is ...

- A tool for improving student learning
- A systematic collection of evidence of student learning
- A process for continuous improvement
- Based on specific student learning outcomes
- Faculty driven
- The responsibility of everyone on campus

Assessment is NOT

- Just an administrative activity
- Based solely on student grades
- Solely the responsibility of faculty
- Something we do every 10 years for accreditation
- Performance evaluation of faculty
- Meaningless numbers

For additional information please complete the Assessment 101 course available in Canvas. This informative and interactive course will take you through developing learning outcomes, course building with learning outcomes, planning assessment, assessing campus-wide SLOs, and reporting assessment.

This document outlines the guiding principles and elements of the student-centered assessment at OSU-Oklahoma City. At its core, student-centered assessment is a cyclical quality improvement process where changes in academic and non-academic areas are purposeful and data-driven. The principles and elements outlined below provide a consistent campus-wide approach for student-centered assessment that serves as the foundation for a broad support system that maximizes the benefits of a culture of student-centered assessment.

I. What is Student-Centered Assessment?

Student-centered assessment is a continuous process for improving student performance with three principal phases:

1. Defining clear, measurable student-centered outcomes. (What should students learn or accomplish?)
2. Collecting information (What have students learned or accomplished?)
3. Applying that information to improve student learning or achievement.

Student-centered assessment helps us to identify:

- what our students should be learning or accomplishing,
- what they are learning or accomplishing, and
- what we can do to improve student learning and achievement.

Assessment serves two core purposes: quality improvement and accountability. The primary audience for student-centered assessment is internal. Assessment informs improvement of teaching and learning, planning, and fulfillment of our mission. Student-centered assessment is also important for documenting accountability to external audiences. Potential students, their families, potential employers, and community members are interested in what our students are expected to learn and how well they accomplish those learning goals. Accreditation bodies are interested in what our students are learning, insuring that an effective process for assessment of student learning is in place,

“Assessment of student learning can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise and resources available, in order to inform decisions about how to improve learning.”

“In assessment of learning, faculty make informed professional judgments about critical thinking, scientific reasoning, or other qualities in student work, and then use those judgments to inform departmental and institutional decisions.”

Walvoord, Barbara E. Fassler. *Assessment clear and simple a practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass, 2004. Print.

and evidence that procedures are in place to close the loop of assessment by using data results to implement change.

Student-centered assessment is driven by the faculty and staff responsible for academic programs and support services. Faculty identify learning outcomes, select assessment methods, and decide how to best use the results of those assessment measures. Extracurricular, co-curricular, and student support provided by administrative units contribute to student learning and the overall student experience. Staff in these areas participate in assessment by identifying student outcomes, collecting evidence of the accomplishment of outcomes, and using assessment results for improvement. Assessment techniques measuring appropriately defined outcomes provide critical data for effective decision-making in each of these areas.

A. Student-Centered Outcomes

Student-centered outcomes form the foundation for a successful assessment effort. Student learning outcomes define what students will know or be able to do as a result of a learning activity –the completion of a course, program or degree. Student-centered outcomes for co-curricular and administrative units describe what students will feel, know, or do after participating in the services of that unit.

A student-centered outcome is a measurable action statement answering the question “What skills, abilities, knowledge, and attitudes students will demonstrate?” and can be simply stated as: “*Students will <<action verb>> <<something>>.*”

Learning outcomes differ from instructional objectives. Instructional objectives address what will be taught to students. An instructional objective is a statement of intent regarding a specific knowledge or skill. Instructional objectives identify what an instructor will teach in the

Are your student learning outcomes...?

- Aligned to the mission and goals for OSU-Oklahoma City, your program, and/or course as appropriate?
- Descriptive of the expected abilities, knowledge, values, and attitudes of students completing the program/course?
- Simply stated?
- Distinctive and specific to the program/course?
- Stated so only one outcome is addressed in one statement?
- Stated so that more than one measurement method could be used?
- Focused on the learning **results** not the learning process?
- Measurable with resources available for measurement?
- Able to be used to identify areas to improve?

Adapted from Wentland, Ph.D., Ellen. "Guide for Developing and Implementing a Program Outcomes Assessment Plan." *Program Review & Outcomes Assessment*. Northern Essex Community College. Web. 01 Oct. 2009.
<http://www.necc.mass.edu/faculty_staff/docs/fs_guideoutcomesassessmentplans.pdf>.

course or program. Learning outcomes describe what the student will be able to do at the completion of the course or degree program.

Campus-wide student learning outcomes describe the knowledge or skills any graduate is expected to demonstrate at the completion of his/her course of study at OSU-Oklahoma City. OSU-OKC has adopted campus-wide student learning outcome that reflect the general education competencies expected of all graduates.

Program-level student learning outcomes define the knowledge and/or skills a graduate of a particular degree program is expected to have at the completion of his/her degree program. Student learning outcomes for a program are defined by faculty in the degree program under the leadership of the department head and/or academic deans.

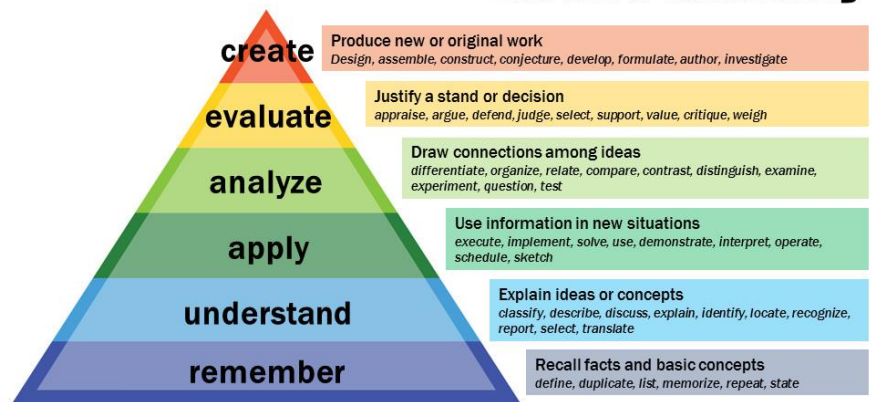
Course-level outcomes identify the skills and knowledge a student in a specific course should have at the completion of that course. Faculty who teach a course are responsible for developing course-specific student learning outcomes under the direction of the lead instructor or department head. For courses with multiple sections taught by a number of different faculty, course level outcomes are shared by all sections of the course.

Co-curricular, student support and administrative unit student-centered outcomes address what students will know, do, or value after receiving the services provided by the unit.

Overall, effective student-centered outcomes define specific, observable, measurable student behaviors. One strategy for developing learning outcomes is to think about the “ideal student” who has completed the degree program or participated in services and activities provided by co-curricular, administrative units and to describe the behaviors of that student demonstrating their successful achievement or learning.

Bloom’s Taxonomy offers one useful framework for development of student learning outcomes. Bloom categorizes cognitive learning into six levels of increasing complexity with each successive level depending on lower level cognitive processes. Since demonstration of higher order cognitive skills encompasses lower-level skills, effective student learning outcomes are written at the highest possible level of the taxonomy. The action verbs associated with each level can be incorporated into student

Bloom’s Taxonomy



Vanderbilt University Center for Teaching

learning outcomes reflecting accomplishment of learning at that level. Bloom developed similar hierarchies for affective and psychomotor learning domains. A brief overview of Bloom's revised taxonomy for the cognitive, affective, and psychomotor domains is available in Appendix I.

B. Measuring Student Learning – Tools for Assessment

There are a variety of approaches and tools for measuring student achievement of learning outcomes. Relevance of a measure to the student learning outcomes and the instructional methods used to facilitate learning is the most important criteria for selection of assessment tools. The assessment method and the student learning outcome must be aligned. For example, assessing counseling skills with a role play that allows the student to demonstrate those skills is a more logical measure than assessing those skills with a multiple choice test. Similarly, assessment measures for co-curricular and administrative unit student-centered outcomes must align with the desired outcome and the activity or service that facilitates student accomplishment of the outcome.

Direct Assessment Measures

Direct measures allow students to demonstrate their learning or achievement. Direct measures may produce quantitative data that can be analyzed with statistical methods or qualitative data such as that produced through interviews, focus groups, and observations.

A direct measure requires:

- A student performance such as an exam or project
- A set of criteria by which to evaluate the performance
- Analysis and interpretation of the results
- A feedback loop into department, gen ed and/or institutional decision-making processes.

Walvoord, Barbara E. Fassler. *Assessment clear and simple a practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass, 2004. Print.

Any of the direct measures described below may be used in academic, co-curricular, or administrative units to gather assessment evidence. Alignment between measure, activity, and outcome is the most important criteria for selection of an appropriate measure in any setting.

Objective Tests: Objective tests including those developed in-house, publisher test banks, and nationally standardized tests can be useful tools for measuring achievement of student learning assessment. For each of these, the key to effective assessment is in relating each item to specific student learning outcomes. Objective tests may be easy ways to obtain data but for it to be meaningful assessment, the test must correlate to the student learning outcome in question.

Direct Measures of Student Learning

- Objective Tests
- Capstone courses and projects
- Portfolios
- Authentic Assessment
- Internships/Service Projects

Standardized tests with national norms offer a relatively easy way to gather data comparing students to a national cohort. However, these norm-referenced exams do not necessarily measure performance on specific program student learning outcomes adopted by the faculty in a specific degree program. For data obtained from a standardized test to be meaningful for assessment of student learning, it must correspond to the desired student learning outcome. For some programs that are closely tied to professional or industry defined learning outcomes, professional and industry exams may provide a logical end of program assessment tool.

Locally developed objective tests can provide measures of student achievement of learning outcomes when they are designed as criterion-referenced tests measuring student performance on the specific student learning outcomes adopted by faculty. Test items used for assessment of student learning must be carefully matched to the student learning outcome being assessed. General statements such as, “80% of the students scored 80% or better on the final exam” do not provide enough data for understanding and improving student learning.

Course-embedded assessments: Projects, assignments, or exam questions within a course which link directly to program-level learning outcomes and are scored using established criteria are important assessment measures. Assessment need not be isolated from the grading process but grades alone do not provide enough information for effective assessment of student learning. Grades focus on the individual student and may include elements unrelated to the learning outcome while assessment for student learning focuses on how well students as a group meet learning outcomes. Assignments and activities evaluated for grading can be used to collect data for assessing student learning if they are based on student learning outcomes.

Portfolios: A portfolio is a collection of student-generated materials providing evidence of that learner’s achievements. Students are required to provide artifacts as evidence for each of the desired student learning outcomes. Portfolios provide a longitudinal sample of a student’s work throughout the program or other assessment period. Portfolios can be focused on program-level outcomes or can be used for assessment of institution-wide student learning outcomes.

Authentic assessment: Authentic assessment engages students in real-world tasks that require application of their knowledge and skills obtained through the program. Authentic assessment measures can provide valuable assessment evidence in academic, co-curricular, and administrative unit settings.

Capstone courses: Capstone courses and projects can be useful tools for collecting evidence of student learning. To be effective for assessing student achievement of program-level learning outcomes, the capstone course and assignments should be constructed with the program-level learning outcomes in mind.

These [capstone] courses are less effective as evidence of student learning if any of the following apply: (1) the course was established before the program identified outcomes, (2) no student learning outcomes at the program level have been developed yet, or (3) the course is not really a “capstone,” but simply the course that the majority of students wind up taking during the last semester on campus.

(Hatfield, Susan. "Assessing Your Program-Level Assessment Plan." The Idea Center. Web. <http://www.theideacenter.org/sites/default/files/IDEA_Paper_45.pdf>.)

Rubrics: A rubric defines criteria for assessment of student performance. The rubric identifies the criteria to be evaluated and describes a range of acceptable and unacceptable performance. These proficiency levels describe a continuum from excellent to unacceptable. Using the rubric, the rater matches the student’s performance to a set of pre-defined criteria. An example rubric is included in Appendix B and many examples of rubrics are available online. The Association for the Assessment of Learning in Higher Education provides an extensive list of links to rubrics used in higher education

(https://www.aalhe.org/index.php?option=com_content&view=article&id=51:assessment-resources&catid=20:site-content&Itemid=154).

Indirect Assessment Measures

Indirect assessment methods include any measures that do not involve a direct demonstration by students of their knowledge or skills. Essentially, they are reports of perceptions about student learning or accomplishment of student-centered outcomes. Indirect measures can be a useful method of corroborating evidence gathered with direct measures.

Indirect measures include:

- surveys of students, alumni, and employers providing perspective on student skills, attitudes and behaviors;
- student reflections and self-assessment of their own learning;

Indirect Measures of Student Learning

- Surveys
- Focus Groups
- Interviews
- Records

- moderated focus groups offering the opportunity for in-depth discussion with a small sample;
- exit interviews with individual students allowing extensive exploration of student perceptions regarding their own learning experience; and
- mining existing biographical, academic, and other records data for evidence of student learning.

C. Analyzing Results and Using Results for Improvement

The final phase of the assessment of student learning cycle is analysis of the evidence and application of the results to improve student learning or accomplishment of student-center outcomes.

In analyzing assessment of student learning data, three questions are relevant:

- (1) Does the data represent an identifiable trend?
- (2) Does the data represent an acceptable level of achievement?
- (3) Does the data surprise you?

The analysis of assessment data seeks to identify patterns of evidence – patterns of consistency, patterns of consensus, and patterns of distinctiveness. Patterns of consistency emerge from data collected on the same learning outcome over time. Patterns of consensus are revealed by breaking down data to look at specific populations individually. Patterns of distinctiveness are revealed by examining data across outcomes to identify the outcomes with higher or lower performance.

Closing the loop” is the application of results to improve student learning. Some areas for change include:

- Changes to program policies, practices or procedures.
- Curriculum revisions to include additional coursework or to accommodate new technologies.
- New strategies inside and outside the classroom to facilitate student learning.

(Hatfield, Susan. "Assessing Your Program-Level Assessment Plan." The Idea Center. Web. <https://www.ideaedu.org/idea_papers/assessing-your-program-level-assessment-plan/>.)

II. Roles and Responsibilities of Campus Personnel in the Assessment of Student Learning

Responsibility and support for assessment of student learning belongs to the whole OSU – Oklahoma City community including administration, faculty and staff. Specific individuals/groups who have direct responsibilities relating to this area include:

- faculty;
- staff

- academic deans and department heads and non-academic unit department heads;
- Vice Presidents and/or Associate Vice-Presidents for Academic Affairs, Student Services, Business and Industry, and Finance and Operations;
- the Director of Institutional Assessment;
- the Institutional Assessment Committee
- school Assessment Committees;
- the Director of Institutional Effectiveness and Accreditation; and
- students.

Faculty

Because assessment of student learning is so closely linked to curriculum and student learning, faculty must play a principal role in the assessment process. Faculty establish student learning outcomes for program courses; they select methods and measures for assessing achievement of student outcomes; they work with their Academic Dean and Department Head to determine appropriate performance standards; and they recommend, develop, and implement curricular and program changes based on assessment data.

Faculty incorporate assessment into their instructional planning using their knowledge of their students learning needs and design appropriate assessment of student learning techniques.

Faculty are key players in the effective development and administration of course, program and general education assessment and their involvement is critical to effective assessment plan development and implementation.

Department Heads

Department heads support faculty within their departments in the implementation of effective student learning and program assessment techniques. They work with program faculty to develop an assessment plan which articulates what faculty expect students to know and be able to do upon degree completion, identify appropriate tools for evaluating the extent to which students are achieving those outcomes, and describe how faculty will act on the resulting information. Specifically, department heads in collaboration with program faculty will:

Faculty

- Establish student learning outcomes for courses;
- Select methods and measures for assessing achievement of student outcomes;
- Collaborate to determine appropriate performance standards;
- Recommend, develop and implement curricular and program changes based on assessment data;
- Incorporate assessment into their instructional planning; and
- Design appropriate assessment of student learning techniques.

- Develop student learning outcomes for each academic degree/discipline offered in the department;
- Identify measures for assessing student learning in each degree program and emphasis offered in the department;
- Plan for assessment of a general education student learning outcome annually; and
- Submit an annual report of assessment of student learning activities, results and action based on assessment data to the Director of Institutional Assessment.

A program/discipline assessment plan describes how faculty evaluate student achievement of the program's expected learning outcomes and use that information to work towards continuous improvement of their academic program. Each OSU – Oklahoma City degree program and academic discipline must have an assessment plan that describes expected student learning outcomes and the methods used to evaluate student achievement of those outcomes. Primary responsibility for the development and implementation of this plan rests with the program/discipline department head.

Academic Deans

Academic deans provide leadership for promoting assessment of student learning within the school. They support faculty in the implementation of effective classroom, course, program/discipline, and general education assessment of student learning activities. They work with the Vice President of Academic Affairs to facilitate faculty involvement and to ensure assessment data is collected, analyzed and reported appropriately and in a timely fashion. In addition, academic deans ensure that school assessment data is used for course and program evaluation and, as necessary, for program modification purposes. Finally, in participating schools, academic deans encourage the participation of faculty representatives in the internal school assessment of student learning committee.

Academic Department Heads

- Support staff/faculty in the implementation of effective learning & program assessment techniques;
- Collaboratively develops program assessments;
- Identifies appropriate tools to evaluate student achievement of outcomes; and
- Reports on use of assessment

Academic deans

- Facilitate faculty involvement;
- Ensure school assessment data is used for course, program evaluation, and program modification; and
- Encourage participation in the internal school assessment of student learning committee.

Staff

Staff in each co-curricular and administrative unit are essential participants in the student-centered assessment process. They work with the unit manager to develop student-centered outcomes and assessment plans and to implement those plans.

Unit Managers

Unit managers lead staff within their departments in the implementation student-centered assessment. With staff, they develop an assessment plan with outcomes that describe what students will know, feel, or do after receiving services from the unit, identifies measures for collecting evidence of student accomplishment of those outcomes, and describe how the unit will respond to the resulting information. Specifically, unit managers in collaboration with unit staff will:

- Develop student-centered outcomes for the unite;
- Identify measures for assessing student accomplishment of those outcomes; and
- Submit an annual report of student assessment to the Director of Institutional Assessment.

A unit assessment plan describes how staff evaluate student achievement of the unit's expected student-centered outcomes and use that information to work towards continuous improvement. Each OSU – Oklahoma City co-curricular unit must have an assessment plan that describes expected student-centered outcomes and the methods used to evaluate student achievement of those outcomes. Vice-Presidents for each co-curricular and administrative unit will determine the appropriate level for development of assessment plans.

Administrators

Administrators provide leadership and support to campus committees and personnel who have responsibilities in the area of assessment of student learning. OSU – Oklahoma City has four main units on campus:

- Academic Affairs,
- Student Services,
- Business and Industry, and
- Finance and Operations.

Administrators

- Provide leadership and support to personnel involved in the assessment effort; and
- Develop the vision for coherent, systemic assessment efforts.

Each of these units receives administrative oversight from a Director, Associate Vice President, and/or Vice President. Administrators oversee the coherence of course and program assessment initiatives and develop the vision for assessment efforts. They also contribute to

systemic thinking about assessment efforts, considering information from multiple measures to make changes and modifications to campus processes to better serve students.

Institutional Assessment Committee

The Institutional Assessment Committee has the responsibility to review, evaluate and to make recommendations regarding OSU-Oklahoma City student assessment policy, methods and timetables, and procedures. This group provides oversight of the institution’s assessment activities and makes recommendations to the Office of Institutional Assessment and the Office of Academic Affairs relating to the assessment process.

The Institutional Assessment Committee will:

- Implement and follow guidelines established within the Assessment of Student Learning Handbook;
- Establish, implement and oversee an annual calendar for assessing student learning; and
- Collaborate on the reporting of assessment of student learning activities and results to oversight agencies and accrediting bodies.

**Institutional Assessment
Committee**

- Implement/follow the Institutional Assessment Handbook;
- Establish, implement and oversee an annual student learning assessment calendar; and
- Collaborate in the reporting of assessment of student learning activities and results.

Membership is comprised of a chair (Director of Institutional Assessment and a co-chair (faculty member appointed by Faculty Senate), a representative from each academic school, a representative of the Office of Institutional Effectiveness and Accreditation, a representative of the Finance and Operations unit, a representative of Business and Industry unit, a representative from Student Services, and a representative from the Center for Teaching Learning Excellence, Testing and Assessment, and the Office of Registrar.

Institutional Effectiveness and Accreditation

The Director of Institutional Assessment in Institutional Effectiveness and Accreditation has the responsibility for regular analysis and reporting of research data collected by applied assessment instruments including, the Student Satisfaction Survey, Graduating Student Survey,

Post Graduate and Employer Surveys, Alumni Surveys, and Instructional Evaluations. Data collected from these methods is provided to administration, faculty and staff for use in evaluating and developing programs and services for students on campus and for the purposes of on-going enrollment management, institutional and departmental planning.

Institutional Effectiveness and Accreditation administers several indirect assessment tools including:

- classroom evaluations
- Perkins survey
- student satisfaction surveys
- graduating student survey
- employer survey
- alumni surveys

Data from these assessment methods are analyzed and reports are disseminated to appropriate internal (Academic Affairs leadership, Student Services leadership, Academic School leadership) and external (Oklahoma State Regents for Higher Education, United States Department of Education) constituencies.

Students

Students at OSU – Oklahoma City are the reason assessment exists. They participate in assessment in and out of the classroom and engage in reflection and self-assessment of their learning. They develop self-evaluative skills before they graduate. Students participate Results of OSU-Oklahoma City’s assessment efforts and course/program modifications made in response to these results, all occur in an effort to ensure students receive the best academic experience possible. The goal of student learning assessment is to ensure students successfully complete their chosen field of study and become well prepared graduates who enter the workforce as well-rounded individuals with the skills and knowledge they need to be successful in an increasingly changing, technological society.

Institutional Effectiveness and Accreditation

- Analyzes and reports research data;
- Administers assessment tools;
- Maintains assessment calendar;
- Ensures required completion of accreditation assessment and reporting; and
- Participates in the Institutional Assessment Committee.

III. Assessment Activities at OSU-Oklahoma City

There are a number of assessments of student learning activities in place at OSU-Oklahoma City. The following list includes brief descriptions of assessment activities at OSU-Oklahoma City.

A. Entry-level Assessment

OSU-Oklahoma City is an open-door admissions institution. In order to provide access to quality educational programs to everyone, regardless of previous educational preparation, OSU-Oklahoma City has the responsibility to provide the necessary course work and support services for students to be successful in their chosen educational track. Placement testing is the first step in providing those services. Placement tests are given to applicants prior to initial enrollment in order to determine academic preparation and appropriate course placement. OSU-Oklahoma City uses exams developed in-house for entry level assessment purposes. In addition to their use in placement of individual students, entry level assessment results and analysis are reported to the State Regents and the Arts and Sciences Assessment Committee and the School of Professional Studies for on-going assessment.

B. Student Learning

Campus-wide student learning outcomes are based on the general education goals defined for all students at OSU-Oklahoma City. Assessment of student learning in general education occurs at the institution-wide and at the program level. Assessment of student achievement of those campus-wide student learning outcomes is shared by all OSU-Oklahoma City departments. The assessment plan for each department includes annual assessment of at least one common campus-wide student learning outcome.

Assessment of student learning also occurs in co-curricular aspects of the institution including the Student Services, Finance and Operations, Communications and Marketing, and Business and Industry units within the university.

Mid-level/General Education

The general education curriculum is designed to help students develop math, science and communication skills; gain a sense of social, ethical and cultural values; and appreciate the application of these values in a complex technological and global society. OSU-Oklahoma City has developed five campus-wide student learning outcomes that address knowledge and skills all students are expected to have at the completion of an OSU-Oklahoma City degree.

1. Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.
2. Students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.
3. Students use computer and network technologies to gather, analyze and communicate information.
4. Students engage in the community through activities effecting positive change in society and the environment.
5. Students display sensitivity to cultures across local, national and global communities.

Student accomplishment of these outcomes is assessed in each academic discipline and program. The assessment of student learning plan, developed by the program faculty, includes identification of specific campus-wide learning outcomes addressed in required courses and identification of assessment methods to be used to evaluate student accomplishment of those learning outcomes. Each degree program and discipline is required to prepare a biennial assessment plan that identifies the campus-wide student learning outcomes to be assessed within the two-year period covered by the plan. Faculty in each academic degree program and discipline select the relevant campus-wide outcomes for assessment each year. Over any two-year period, all campus-wide outcomes will be assessed across a range of academic degree programs and academic disciplines.

Annual assessment reports for each academic degree and discipline including assessment date for the campus-wide outcomes are submitted to the Office of Institutional Effectiveness through the academic deans. Faculty at the degree and discipline level review the assessment results collected from the students in their respective degree and discipline courses and make course and program revisions based on those results. The Office of Institutional Effectiveness and Accreditation compiles the results from individual program/discipline assessment reports into an annual assessment report.

A robust curriculum in general education coursework is important to graduating well-rounded students prepared for work, life and citizenship in their communities. Assessment data received will be used to measure the need for course redesign in curriculum and/or delivery to impact a student's success in their major and in meeting the multi-faceted challenges graduates will face in the workforce.

Program/Discipline Student Learning Outcomes.

OSU-Oklahoma City is committed to continuous program improvement. Program/disciplines outcomes data are being used as a road map to measure student learning achievement on campus. The Office of Academic Affairs works closely with the campus Institutional Assessment

Committee and the Director of Institutional Assessment to gather data on program outcomes assessment. The goals of this work are that each degree and certificate program or academic discipline has 1) a set of individualized student learning outcomes that reflects the skills and knowledge that faculty believe each program graduate should possess, 2) an identified set of methods to assess these outcomes (such as examinations, capstone courses, portfolios, etc.) and 3) an annual data report that gives faculty an opportunity to report and analyze the data obtained from assessment efforts in their departments.

Academic program/discipline student learning outcomes assessment at OSU-Oklahoma City is a faculty-driven process. Faculty in each academic department develop an assessment of student learning plan for each academic degree program or discipline on a biennial calendar. The program student learning outcomes assessment identifies student learning outcomes describing the skills and knowledge expected of each student at the completion of the certificate or degree, and identifies a process for assessing student performance on the defined student learning outcomes. Assessment methods and measures are defined by program faculty.

Faculty in each degree program or academic discipline prepare an annual assessment of student learning report. In the annual report, faculty describe the assessment measures and methods used, student performance on those measures, and present next steps for applying those results for program improvement. The program/discipline assessment report form requires feedback from program/discipline faculty on all forms of assessment data, direct and indirect. Units are encouraged to link the assessment planning and reporting process to the unit budgeting and strategic planning process.

All assessment of student learning plans and annual reports are submitted to the IEA office. The IEA office publishes the academic assessment of student learning plans on an internal SharePoint site and compiles results into an annual institutional assessment report.

Classroom Assessments. Assessments are made daily in the classroom by each faculty member measuring academic progress and student achievement as students progress towards completion of course goals and learning outcomes. These assessments can be objective or subjective in nature, depending on the particular course. In some programs, student portfolios are employed, testing also occurs and observation is a method used by some courses. These assessments should be designed to effectively determine the mastery of course material as well as whether or not the class has met the established course outcomes and goals.

C. Co-curricular and Administrative Unit Assessment

Each unit will submit a biennial student centered-assessment plan to the Office of Institutional Effectiveness and Accreditation. The plan will identify student-centered outcomes for the unit, activities conducted in the unit to support student accomplishment of those outcomes, and measures to be used to collect evidence of student accomplishment of those outcomes. The Office of Institutional Effectiveness and Accreditation provides a standard form to be used by all units to submit the unit biennial plan.

Each unit will submit an annual assessment report to the Office of Institutional Effectiveness and Accreditation. The assessment report will document assessment efforts in the unit. The unit will identify specific student-centered outcomes from the unit assessment plan and report on the assessment measures and evidence of student accomplishment of those outcomes. Each unit will report on all of the student-centered outcomes identified in the unit plan at least once in the two-year period covered by the plan. Units are encouraged to link the assessment planning and reporting process to the unit budgeting and strategic planning process.

Campus units participating in administrative unit outcomes assessment include:

- Budget and Finance;
- Operations;
- Student Services;
- Communications; and
- Business and Industry.

The Vice-President or other senior administrator for each unit will determine, in consultation with sub-unit managers, which sub-units within their scope of authority will develop separate assessment plans and which sub-units will be included in the comprehensive plan for the top-level unit. Units that develop separate assessment plans will also provide separate annual assessment reports.

D. Student Engagement and Satisfaction

Assessments of student satisfaction are conducted through the Office of Institutional Effectiveness and Accreditation, Student Services, and the Marketing and Communications department. Marketing and Communications surveys current students and non-returning students to gather student satisfaction information. Student Services conducts a survey of student satisfaction with advising services.

The Office of Institutional Effectiveness and Accreditation administers a number of institution-wide surveys to collect information on student and alumni perceptions of academic and

campus programs and satisfaction. IEA publishes campus-wide results internally and provides specific results to individual departments and schools.

- **Course Evaluations:** End of instruction course evaluation surveys are administered for each course each semester. The course evaluation questions are developed in collaboration with the Faculty Senate, academic deans, and academic affairs administration. Qualtrics is used to administer the survey to students and to provide results to each instructor, academic department head, academic dean, and academic affairs administrators.
- **Student Satisfaction Survey:** A student satisfaction survey is administered annually in the Spring term along with the end of instruction course evaluation.
- **Graduating Student Survey:** Students who apply for graduation are invited to complete a graduating student survey. The results of this survey are collected and analyzed by the IEA office. Overall campus-wide results are reported to the campus and individual school responses are provided to each school.
- **Alumni Survey:** An alumni survey is completed annually. Graduates from the previous year are invited to complete an online questionnaire that allows them to report their satisfaction with the education they received and how the certificate or degree has benefited them.

The results and subsequent analysis of the various surveys are continually and regularly reported to the appropriate administrative authorities on campus, as well as the appropriate department heads. These reports give the individual department heads more needed information as they evaluate the services they provide, how they are provided, and what, if any, changes should, or can, be made.

IV. Assessment Planning and Reporting Procedures

A. Planning for Assessment of Student Outcomes

Academic Degree Programs and Disciplines

Leadership for assessment for student learning at the program and discipline level is the responsibility of department heads in collaboration with program faculty. Lead instructors who have primary responsibility for a program are key participants in the program/discipline-level assessment process.

Each program and discipline develops an assessment of student learning plan applying the three step process of the assessment cycle:

- (1) develop student learning outcomes;
- (2) collect evidence; and
- (3) analyze and apply the results.

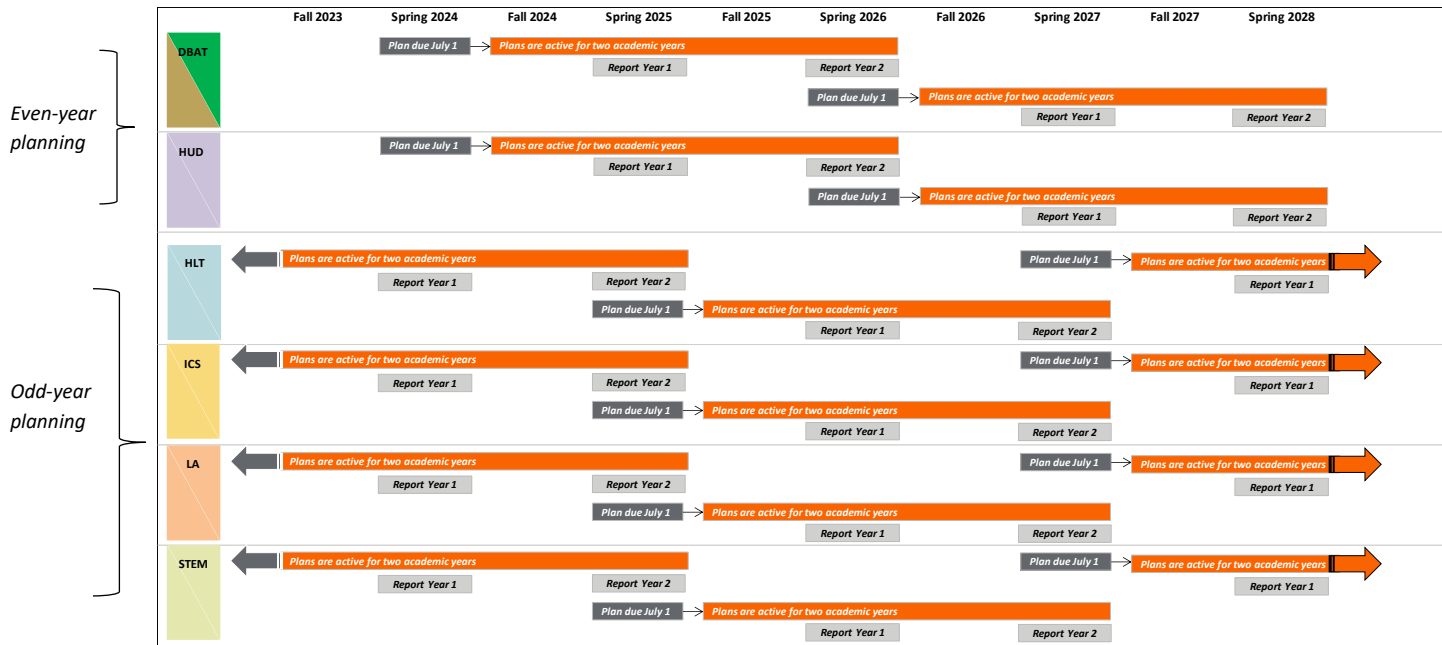
This assessment plan is reviewed and updated every two years. The department head submits the program plan for assessment of student learning to the Academic Dean for review and forwarding to the Director of Institutional Assessment. A rubric to be used for review of program assessment plans is included in Appendix C. All plans submitted to the Office of Institutional Effectiveness and Accreditation are archived on the Institutional Assessment SharePoint site.

All programs and disciplines are expected to submit assessment plans using the standard OSU-OKC forms. Programs with external accreditations are encouraged to use the assessment plans and reports developed through the specialized accreditation process as the basis for their assessment plans and reports submitted to OSU-OKC. The current Program/Plan Assessment Plan Form is attached as Appendix D. The plan form is available as an editable Word document on the Institutional Assessment website.

Assessment plans for academic degree programs and disciplines are submitted by school according the biennial schedule below. This schedule is based on the 2023-2027 Institutional Assessment Plan.

Department heads will, in collaboration with program faculty:

- Develop student learning outcomes for each degree program and emphasis offered in the department.
- Identify measures for assessing student learning in each degree program and emphasis offered in the department.
- Plan for assessment of a general education student learning outcome annually.



Co-curricular/Student Support Units

A biennial assessment plan is prepared by the director/manager and staff of each co-curricular/student support unit. The Vice-President (or senior administrator) for each top level unit will determine which sub-units will submit separate plans. The plan will define student-centered outcomes for the unit, identify activities conducted in the unit to support student accomplishment of those outcomes, and identify methods for assessment of the accomplishment of those outcomes. Units will use the Co-Curricular/Student Support Unit provided by IEA. That plan form is included in Appendix G and is available on the Institutional Assessment SharePoint site as an editable Word document. Assessment plans are submitted to Institutional Effectiveness and Accreditation and are posted to the OSU-Oklahoma City Assessment of Student Learning website by IEA staff.

B. Reporting Assessment of Student Outcomes

Academic Degree Programs and Disciplines

An annual report of assessment for student learning activities in each academic program/discipline is prepared by each department head or program coordinator and submitted to the Director of Institutional Assessment. At least one program student learning outcome and one campus-wide learning outcome is assessed annually for each degree program and emphasis. Assessment reports are posted to the OSU-Oklahoma City Assessment of Student Learning website by IEA staff.

All programs and disciplines are expected to submit assessment reports using the standard OSU-OKC forms. Programs with external accreditations are encouraged to use the assessment reports developed through the specialized accreditation process as the basis for their assessment plans and reports submitted to OSU-OKC. The Program/Discipline Assessment Report form is attached as Appendix E and is available on the Institutional Assessment SharePoint site as an editable Word document.

Assessment reports are submitted to Institutional Effectiveness and Accreditation and are posted to the OSU-Oklahoma City Assessment of Student Learning website by IEA staff.

Co-Curricular/Support Units

An annual assessment report is prepared by the director/manager and staff of each co-curricular/student support unit. Each sub-unit which submits a separate assessment plan will submit an annual report. The Vice-President (or senior administrator) for each top level unit will determine which sub-units will submit separate plans. The assessment report documents assessment efforts in the unit. Each unit will report on all of the student-centered outcomes identified in the unit plan at least once in the two-year period covered by the plan. All units are expected to use the standard assessment report form provided by IEA. The report form for co-curricular/support units is attached as Appendix H and is available as an editable Word document on the Institutional Assessment SharePoint site. Assessment reports are submitted to Institutional Effectiveness and Accreditation and are posted to the OSU-Oklahoma City Assessment of Student Learning website by IEA staff.

Department heads/program coordinator will, in collaboration with program faculty:

- Report annually on the process and results of measures used to assess achievement of student learning outcomes for each degree program and emphasis within the department;
- Report annually on the process and results of measures used to assess achievement of general education student learning outcomes; and
- Report annually on the program changes resulting from the analysis of assessment results.

Appendices

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OSU-Oklahoma City Campus-Wide Student Learning Outcomes

Upon completion of an OSU-Oklahoma City degree, students will have accomplished the following outcomes.

1. Critical Thinking

Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.

Critical thinking skills include, but are not limited to, the ability to comprehend complex ideas, data, and concepts; to make inferences based on careful observation; to make judgments based on specific and appropriate criteria; to solve problems using specific processes and techniques; to recognize relationships among the arts, culture, and society; to develop new ideas by synthesizing related and/or fragmented information; to apply knowledge and understanding to different contexts, situations, and/or specific endeavors; and to recognize the need to acquire new information.

2. Effective Communications

Students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.

Effective communication is the ability to develop organized, coherent, unified written or oral presentations for various audiences and situations.

3. Computer Proficiency

Students use computer and network technologies to gather, analyze and communicate information.

Computer proficiency includes a basic knowledge of operating systems, word processing, and Internet research capabilities.

4. Civic Responsibility

Students engage in the community through activities effecting positive change in society and the environment.

Preparation for civic responsibility in the democratic society of the United States includes acquiring knowledge of the social, political, economic, and historical structures of the nation in order to function effectively as citizens in a country that is increasingly diverse and multicultural in its population and more global in its view and functions.

5. Global Awareness

Students display sensitivity to cultures across local, national and global communities.

Global awareness includes knowledge of the geography, history, cultures, values, ecologies, languages, and present day issues of different peoples and countries, as well as an understanding of the global economic, political and technological forces which define the interconnectedness and shape the lives of the world's citizens.

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Appendix B

Rubric Example

Rubric for Evaluation of a Student Learning Outcome

Course: Chemistry 120

SLO: Students will accurately measure various chemical quantities and report their measurements with correct units and number of significant digits.

Faculty Participating: Koutroulis, Leung

Performance Standard	Excellent	Satisfactory	Unsatisfactory
Students will produce accurate measurements of lengths, masses, volumes, and temperatures.	On a series of eight measurements (two each of length, mass, volume, and temperature), students report accurate values for at least seven of the measured quantities.	Same as "excellent", except students report accurate values for only six of the eight measured quantities.	Students report accurate values for five or fewer measured quantities.
Students will report all measurements (including those derived from calculations) with the correct units and number of significant figures.	On a series of eight measurements (two each of length, mass, volume, and temperature), students (1) provide correct units, and (2) report their answers to the correct decimal place for all eight measurements.	Same as "excellent", except that students may make two or fewer errors.	Students make three or more errors in their responses.
Students will estimate the mass of a solid and the volume of liquid in a container. <i>(Optional)</i>	Given four quantities to estimate (two each of mass and volume), all estimates are within 2 grams (for solids) or 3 milliliters (for liquids) of the true value.	Three of the four estimates are within 2 grams (for solids) or 3 milliliters (for liquids) of the true value, And no estimate deviates from the true value by greater than 50%.	Two or fewer of the four estimates are within 2 grams (for solids) or 3 milliliters (for liquids) of the true value, or Any estimate deviates from the true value by greater than 50%.

From Rio Hondo College Student Learning Outcomes (www.riohondo.edu/slo)

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Appendix C
Rubric for Program Assessment Plans

School: _____ Program: _____

	Good (4 points)	Acceptable (3 points)	Developing (2 points)	Undeveloped (1 point)	Score
Student learning outcomes	At least two student learning outcomes are clearly stated. Each outcome describes how students can demonstrate learning.	At least two student learning outcomes are stated but with some lack of clarity. Most outcomes describe how students can demonstrate learning.	Student learning outcomes are stated but unclear regarding one or more critical aspects.	Student learning outcomes are not stated in an acceptable format.	
Assessment method for each outcome	Multiple assessment measures are identified for each outcome.	At least one assessment measure is identified for each outcome.	Assessment measures are identified for some outcomes.	Assessment methods are not identified or are inadequately described.	
Use of direct measure	At least ½ of assessment measures are direct.			Fewer than ½ of the measures are direct.	
Groups to be included	Groups who will participate in the assessment are clearly identified.			Groups who will participate in the assessment are not clearly identified.	
Timeline for assessment	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	
Process for data presentation and discussion	The process for the interpretation, presentation and discussion of the data is clearly defined and includes who will be involved and a timeline.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	
Process for implementing revisions based on assessment results.	The process for implementing revisions based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	

This rubric is used by the School assessment committee and/or the Assessment of Student Learning committee to evaluate the assessment of student learning plans submitted by departments. (based on Evaluative Rubric for Degree Program Assessment Plans, Kansas State University)

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Program/Discipline Assessment of Student Learning Plan*

Academic Years: Fall **2021** through Spring **2023**

Each plan is for two academic years

School: <input type="text" value="Select Division"/> Choose an item.)	Program/Discipline: <input type="text" value="Enter Program or Discipline"/> Click or tap here to enter text.)
Submitted by: <input type="text" value="Enter Name"/> Click or tap here to enter text.)	Date Submitted: <input type="text" value="Select Date"/> Click or tap to enter a date.)
Approved by: <input type="text" value="Enter Name"/> Click or tap here to enter text.)	Date Approved: <input type="text" value="Select Date"/> Click or tap to enter a date.)

Participating Faculty:

Program/Discipline Mission Statement:

Program/Discipline Goals:

Student Learning Outcomes and Supporting Courses **

Program/Discipline Student Learning Outcomes (list one student learning outcome per row)	Program/Discipline Courses List each course (one per column) and indicate which student learning outcomes are <i>Introduced (I)</i> , <i>Developed (D)</i> , or <i>Assessed (A)</i> by that course. <i>(If all three occur in the same course, please mark A. If none occur, leave blank or select -).</i>											
	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Copy the section above and paste below to attach additional pages as necessary to include all courses and/or student learning outcomes.

Appendix D
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Appendix D

Campus-wide Student Learning Outcomes (list one student learning outcome per row)	Program/Discipline Courses <i>List each course (one per column) and indicate which student learning outcomes are Introduced (I), Developed (D), or Assessed (A) by that course. (If all three occur in the same course, please mark A. If none occur, leave blank or mark ---).</i>												
	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number	Click to enter Course Number
Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Students use computer and network technologies to gather, analyze and communicate information.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Students engage in the community through activities effecting positive change in society and the environment.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Students display sensitivity to cultures across local, national and global communities.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Copy the section above and paste below to attach additional pages as necessary to include all courses and/or student learning outcomes.
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Appendix D

Assessment Methods for Program/Discipline-level Student Learning Outcomes

Be specific and detailed in the assessment methods listed. When and where in the program/discipline (e.g. in what course or courses) does the assessment occur? Who is responsible for conducting the assessment? If available, attach a copy of the tool to be used.

Student Learning Outcomes (list one outcome per row)	Assessment Method 1 **	Assessment Method 2**	Academic year & semester	Who is responsible?

*** Copy the above table and paste below to add additional pages if needed.*

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Appendix D

How will assessment results be acted on to improve student learning?

[Click here to enter text.](#)

Appendix D

Assessment plan for Campus-Wide Student Learning Outcomes

Student Learning Outcome (list one outcome per row)	Assessment Method 1 **	Assessment Method 2**	Academic year & semester	Who is responsible?
Students solve problems by evaluating arguments or propositions and making judgments that guide the development of their beliefs and actions.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Students communicate effectively using organized and coherent written and oral presentations appropriate for the audience and situation.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Students use computer and network technologies to gather, analyze and communicate information.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Students engage in the community through activities effecting positive change in society and the environment.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Students display sensitivity to cultures across local, national and global communities.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

***Be specific and detailed in the assessment methods listed. When and where in the program/discipline (e.g. in what course or courses) does the assessment occur? Who is responsible for conducting the assessment? If available, attach a copy of the tool to be used.*

Copy the above table and paste below to add additional pages if needed.

Program/Discipline Level Assessment of Student Learning Report*

Report Year: [Click here to enter text.](#)

School: [Choose an item.](#)

Program: [Click here to enter text.](#)

Submitted by: [Click here to enter text.](#) **(For the Department)**

Date: [Click here to enter a date.](#)

Reviewed by: [Click here to enter text.](#) **(For the School)** **Date:**

Accepted By: [Click here to enter text.](#) **(Academic Affairs)** **Date :** [Click here to enter a date.](#)

Participating faculty: [Click here to enter text.](#)

Program/Discipline Mission Statement: [Click here to enter text.](#)

Program/Discipline Goals: [Click or tap here to enter text.](#)

Program/Discipline Student Learning Outcome assessed:

[Click here to enter text.](#)

This outcome is present in the most recent assessment plan. __ Yes __ No. If not, please explain any differences?

[Click here to enter text.](#)

Assessment Method -- Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the learning outcome. If possible, attach a copy of the assessment tool. The explanation should provide the following information.

How many students participated in the assessment? [Click here to enter text.](#)

How were students selected to participate in the assessment?

What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)?

[Click here to enter text.](#)

What work was evaluated (e.g., sample of writing; course project; exam responses; oral presentation)?

[Click here to enter text.](#)

How was the assessment conducted?

[Click here to enter text.](#)

What data resulted from the assessment?

[Click here to enter text.](#)

	<p>Assessment Results <i>Include aggregate scores of students' performance overall, and sub-scores if available. If the program/discipline has distinct cohorts (i.e. remote sites, online only students, or selective admission), reporting of data by cohort is recommended. Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed.</i></p> <p>Click here to enter text.</p>
	<p>Faculty interpretation of the results of this assessment <i>Describe faculty interpretation of the results of this assessment (relative to expected learning outcome). Please include comparative analysis of data for individual cohorts and the aggregate data as applicable.</i></p> <p>Click here to enter text.</p>
	<p>Changes being considered or implemented based on the results of this assessment</p> <p>Click here to enter text.</p>

*** This form allows for reporting up to three program student learning outcomes. To report additional program student learning outcome assessment, copy the table above and paste on the blank page before Campus Wide Outcome Assessed section.

Program/Discipline Student Learning Outcome assessed: (enter NA if this section is not needed)

[Click here to enter text.](#)

This outcome is present in the most recent assessment plan. __ Yes __ No. If not, please explain any differences?

[Click here to enter text.](#)

Assessment Method -- Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the learning outcome. If possible, attach a copy of the assessment tool. The explanation should provide the following information.

How many students participated in the assessment? [Click here to enter text.](#)

How were students selected to participate in the assessment?

What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)?

[Click here to enter text.](#)

What work was evaluated (e.g., sample of writing; course project; exam responses; oral presentation)?

[Click here to enter text.](#)

How was the assessment conducted?

[Click here to enter text.](#)

What data resulted from the assessment?

[Click here to enter text.](#)

Assessment Results

Include aggregate scores of students' performance overall, and sub-scores if available. If the program/discipline has distinct cohorts (i.e. remote sites, online only students, or selective admission), reporting of data by cohort is recommended. Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed.

[Click here to enter text.](#)

Faculty interpretation of the results of this assessment

Describe faculty interpretation of the results of this assessment (relative to expected learning outcome). Please include comparative analysis of data for individual cohorts and the aggregate data as applicable.

[Click here to enter text.](#)

Changes being considered or implemented based on the results of this assessment

[Click here to enter text.](#)

Program/Discipline Student Learning Outcome assessed: (enter NA if this section is not needed)

[Click here to enter text.](#)

This outcome is present in the most recent assessment plan. __ Yes __ No. If not, please explain any differences?

[Click here to enter text.](#)

Assessment Method -- Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the learning outcome. If possible, attach a copy of the assessment tool. The explanation should provide the following information.

How many students participated in the assessment? [Click here to enter text.](#)

How were students selected to participate in the assessment? What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)?

[Click here to enter text.](#)

What work was evaluated (e.g., sample of writing; course project; exam responses; oral presentation)?

[Click here to enter text.](#)

How was the assessment conducted?

[Click here to enter text.](#)

What data resulted from the assessment?

[Click here to enter text.](#)

Assessment Results

Include aggregate scores of students' performance overall, and sub-scores if available. If the program has distinct cohorts (i.e. remote sites, online only students, or selective admission), reporting of data by cohort is recommended. Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed.

[Click here to enter text.](#)

Faculty interpretation of the results of this assessment

Describe faculty interpretation of the results of this assessment (relative to expected learning outcome). Please include comparative analysis of data for individual cohorts and the aggregate data as applicable.

[Click here to enter text.](#)

Changes being considered or implemented based on the results of this assessment

[Click here to enter text.](#)

Campus-Wide Learning Outcome assessed: ##

Click here to enter text.

This outcome is present in the most recent assessment plan. __ Yes __ No. If not, please explain any differences?

Click here to enter text.

Assessment Method -- Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the learning outcome. If possible, attach a copy of the assessment tool. The explanation should provide the following information:

A. How many students participated in the assessment? Click here to enter text.

B. How were students selected to participate in the assessment?

C. What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)?

Click here to enter text.

D. What work was evaluated (e.g., sample of writing; course project; exam responses; oral presentation)?

Click here to enter text.

E. How was the assessment conducted?

Click here to enter text.

F. What data resulted from the assessment?

Click here to enter text.

Assessment Results -- Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed. Include aggregate scores of students' performance overall, and sub-scores if available. If the program has distinct cohorts (i.e. remote sites, online only students, or selective admission), reporting of results by cohort is recommended.

Click here to enter text.

Faculty interpretation of the results of this assessment

Click here to enter text.

Changes being considered or implemented based on the results of this assessment

Click here to enter text.

This form allows for reporting up on two campus wide learning outcomes. If you need to report on additional campus-wide outcomes, copy the above table before entering information and paste on the blank page before the Feedback on the Assessment Process section.

Campus-Wide Learning Outcome assessed:

Click here to enter text.

This outcome is present in the most recent assessment plan. __ Yes __ No. If not, please explain any differences?

Click here to enter text.

Assessment Method -- Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the learning outcome. If possible, attach a copy of the assessment tool. The explanation should provide the following information:

- A. **How many students participated in the assessment?** Click here to enter text.
- B. **How were students selected to participate in the assessment?**
- C. **What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)?**
Click here to enter text.
- D. **What work was evaluated (e.g., sample of writing; course project; exam responses; oral presentation)?**
Click here to enter text.
- E. **How was the assessment conducted?**
Click here to enter text.
- F. **What data resulted from the assessment?**
Click here to enter text.

Assessment Results -- Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed. Include aggregate scores of students' performance overall, and sub-scores if available. If the program/discipline has distinct cohorts (i.e. remote sites, online only students, or selective admission), reporting of results by cohort is recommended.

Click here to enter text.

Faculty interpretation of the results of this assessment

Click here to enter text.

Changes being considered or implemented based on the results of this assessment

Click here to enter text.

Other assessment-related activities: ++

Please use this section to report on other assessment activities associated with this program/discipline that may not be tied specifically to student learning outcomes. Some examples of activities to be included are focus groups conducted with students, student satisfaction surveys, graduate surveys, employer surveys, and surveys or focus groups conducted with advisory board members. Please copy this page and report each activity separately.

Type of Activity: Click here to enter text.

When conducted: Semester: Choose an item. **Year:** Choose an item.

Number of participants involved in the activity: Click here to enter text.

Type of participants: Choose an item. **If other, please specify:** Click here to enter text.

Activity led by: Click here to enter text.

Description of the Activity: *(attach a copy of the tool if available)*

Click here to enter text.

What did you learn from this activity?

Click here to enter text.

How have you used the results of this activity?

Click here to enter text.

How do you plan to use the results?

Click here to enter text.

++ This form allows for reporting on up to two other assessment activities. If you need to report on additional assessment activities, copy the above table before adding information and paste it on the blank page before Rubric for Evaluation of the Program Assessment of Student Learning Report.

Other assessment-related activities:

Please use this section to report on other assessment activities associated with this program/discipline that may not be tied specifically to student learning outcomes. Some examples of activities to be included are focus groups conducted with students, student satisfaction surveys, graduate surveys, employer surveys, and surveys or focus groups conducted with advisory board members. Please copy this page and report each activity separately.

Type of Activity: Click here to enter text.

When conducted: Semester: Choose an item. **Year:** Choose an item.

Number of participants involved in the activity: Click here to enter text.

Type of participants: Choose an item. **If other, please specify:** Click here to enter text.

Activity led by: Click here to enter text.

Description of the Activity: *(attach a copy of the tool if available)*

Click here to enter text.

What did you learn from this activity?

Click here to enter text.

How have you used the results of this activity?

Click here to enter text.

How do you plan to use the results?

Click here to enter text.

Appendix F

Rubric for Program Assessment of Student Learning Report

(for reviewer's use)

Name of Program _____

	Not Present (0)	Needs Improvement (1)	Satisfactory (2)	Excellent (3)	Score	Comments
Program mission statement	Report does not include this element	N/A	N/A	Mission statement is present in the report		
Program Student Learning Outcome	Report does not include this element	N/A	N/A	One or more student learning outcomes are addressed.		
Program SLO assessment method	Report does not include this element	Meets 2-3 criteria defined in the assessment handbook	Meets 4-5 criteria defined in the assessment handbook	Meets all 6 criteria defined in the assessment handbook		
Assessment results	Report does not include this element	Minimum score data is reported.	Scores are reported with sub-scores or adequate detail but not both.	Aggregate and sub-scores are reported as applicable in appropriate detail.		
Interpretation of results	Report does not include this element	Superficial analysis without linkage to evidence or outcome.	Applies the assessment results relative to the expected outcome with little or no explanation and or analysis	Applies the assessment results relative to the expected learning outcome with specificity and clarity of analysis.		
Program changes being considered	Report does not include this element	Concludes no changes necessary at this time without explanation.	Provides brief overview of planned changes but no details.	Provides detail of program changes with specific changes and timeline for changes.		

	Not Present (0)	Needs Improvement (1)	Satisfactory (2)	Excellent (3)	Score	Comments
Campus Wide Learning Outcome	Report does not include this element			One or more campus-wide learning outcomes are addressed		
Campus Wide SLO assessment method	Report does not include this element	Meets 2-3 criteria defined in the assessment handbook	Meets 4-5 criteria defined in the assessment handbook	Meets all 6 criteria defined in the assessment handbook		
Campus Wide SLO assessment results	Report does not include this element	Minimum score data is reported.	Scores are reported with sub-scores or adequate detail but not both.	Aggregate and sub-scores are reported as applicable in appropriate detail.		
Interpretation of results	Report does not include this element	Superficial analysis without linkage to evidence or outcome.	Applies the assessment results relative to the expected outcome with little or no explanation and or analysis	Applies the assessment results relative to the expected learning outcome with specificity and clarity of analysis.		
Program changes being considered	Report does not include this element	Concludes no changes necessary at this time without explanation.	Provides brief overview of planned changes but no details.	Provides detail of program changes with specific changes and timeline for changes.		
Feedback on the assessment process	Report does not include this element	Superficial answers to with no explanation or detail	Answers each of the 5 questions but answers are not specific.	Provides specific feedback on the assessment process answering each of the 5 questions on the report form demonstrating enhanced involvement in the assessment process		

Total Score:

General Comments:

Institutional Assessment Plan

Academic Years:

Each plan is for two academic years

Unit: Choose an item.	Department/Sub-Unit: Click here to enter text.
Submitted by: Click here to enter text.	Date Submitted: Click here to enter a date.
Approved by:	Date Approved:
Manager: Click here to enter text.	Click here to enter a date.
Vice-President: Click here to enter text.	Click here to enter a date.

Participating Staff: Click here to enter text.

OSU-OKC Institutional Mission: Oklahoma State University – Oklahoma City develops and delivers collegiate level career and transfer educational programs, professional development and support services which prepare individuals to live and work in an increasingly technological and global community.

Unit Mission Statement: Click here to enter text.

Department/sub-unit Mission Statement: Click here to enter text.

Administrative Unit Outcomes

Please list up to 4 administrative unit outcomes. Outcomes answer the question “how do clients (students, faculty, staff and other members of the OSU-OKC community) benefit from your work.” An outcome is a statement written in measurable terms of what you expect clients to know, do, or feel as a result of the efforts of your unit/department.

Outcome 1	
Outcome 2	
Outcome 3	
Outcome 4	

Activities that support accomplishment of outcomes:

Activities answer the question “what do you do to help clients accomplish the desired outcome.” List activities that support the accomplishment of the desired outcomes. Indicate which outcomes are supported by placing a checkmark in the column for that outcome.

Activity	Student-Centered Outcomes					
	(numbers match outcomes on page 2)					
	1	2	3	4	5	6

Assessment Methods for Unit Outcomes

Be specific and detailed in the assessment methods listed. When and where does the assessment occur? Who is responsible for conducting the assessment? If available, attach a copy of the tool to be used.

Outcome 1:	
	<p>Assessment Method 1: (describe in detail and attach the assessment tool if possible)</p> <p>Click here to enter text.</p> <p>When will this assessment be conducted? <i>Each outcome will be assessed and reported on once in the 2 year period covered by the plan.</i></p> <p>Semester & Year Choose an item.</p> <p>Month: Click here to enter text.</p> <p>Who will collect assessment data? <i>List names and titles of all individuals responsible for data collection.</i></p> <p>Who will analyze the results of the measure? <i>List names and titles of all individuals responsible for analysis.</i></p>

Outcome 2:

Assessment Method 1: (describe in detail and attach the assessment tool if possible)

Click here to enter text.

When will this assessment be conducted? *Each outcome will be assessed and reported on once in the 2 year period covered by the plan.*

Semester & Year Choose an item.

Month: Click here to enter text.

Who will collect assessment data? *List names and titles of all individuals responsible for data collection.*

Who will analyze the results of the measure? *List names and titles of all individuals responsible for analysis.*

Outcome 3:

Assessment Method 1: (describe in detail and attach the assessment tool if possible)

Click here to enter text.

When will this assessment be conducted? *Each outcome will be assessed and reported on once in the 2 year period covered by the plan.*

Semester & Year Choose an item.

Month: Click here to enter text.

Who will collect assessment data? *List names and titles of all individuals responsible for data collection.*

Who will analyze the results of the measure? *List names and titles of all individuals responsible for analysis.*

Outcome 4:

Assessment Method 1: (describe in detail and attach the assessment tool if possible)

Click here to enter text.

When will this assessment be conducted? *Each outcome will be assessed and reported on once in the 2 year period covered by the plan.*

Semester & Year Choose an item.

Month: Click here to enter text.

Who will collect assessment data? *List names and titles of all individuals responsible for data collection.*

Who will analyze the results of the measure? *List names and titles of all individuals responsible for analysis.*

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Co-Curricular/Administrative Unit Assessment Report*

Report Year: [Click here to enter text.](#)

Campus Unit: [Click or tap here to enter text.](#)

Department: [Click here to enter text.](#)

Submitted by: [Click here to enter text.](#) **(For the Department)**

Date: [Click here to enter a date.](#)

Reviewed by: [Click here to enter text.](#) **(For the School)** **Date:** [Click here to enter a date.](#)

Accepted By: [Click here to enter text.](#) **(Academic Affairs)** **Date :** [Click here to enter a date.](#)

Participating faculty: [Click here to enter text.](#)

Program Mission Statement: [Click here to enter text.](#)

Administrative Unit Outcome assessed:

[Click here to enter text.](#)

This outcome is present in the most recent assessment plan. __ Yes __ No. If not, please explain any differences?

[Click here to enter text.](#)

Assessment Method -- Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the outcome. If possible, attach a copy of the assessment tool. The explanation should provide the following information.

How many students participated in the assessment? [Click here to enter text.](#)

How were students selected to participate in the assessment?

What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)?

[Click here to enter text.](#)

What method or measure was used to evaluate accomplishment of the outcome?

[Click here to enter text.](#)

How was the assessment conducted?

[Click here to enter text.](#)

What data resulted from the assessment?

[Click here to enter text.](#)

Appendix H

	<p>Assessment Results <i>Include aggregate scores of students' performance overall, and sub-scores if available. Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed.</i></p> <p>Click here to enter text.</p>
	<p>Interpretation of the results of this assessment <i>Describe staff interpretation of the results of this assessment (relative to expected outcome). Please include comparative analysis of data for individual cohorts and the aggregate data as applicable.</i></p> <p>Click here to enter text.</p>
	<p>Changes being considered or implemented based on the results of this assessment</p> <p>Click here to enter text.</p>

*** This form allows for reporting up to three outcomes.

Appendix H

Administrative Unit Outcome assessed: Click here to enter text.	
This outcome is present in the most recent assessment plan. __ Yes __ No. If not, please explain any differences? Click here to enter text.	
	Assessment Method -- Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the outcome. If possible, attach a copy of the assessment tool. The explanation should provide the following information. How many students participated in the assessment? Click here to enter text. How were students selected to participate in the assessment? What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)? Click here to enter text. What method or measure was used to evaluate accomplishment of the outcome? Click here to enter text. How was the assessment conducted? Click here to enter text. What data resulted from the assessment? Click here to enter text.
	Assessment Results <i>Include aggregate scores of students' performance overall, and sub-scores if available. Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed.</i> Click here to enter text.
	Interpretation of the results of this assessment <i>Describe staff interpretation of the results of this assessment (relative to expected outcome). Please include comparative analysis of data for individual cohorts and the aggregate data as applicable.</i> Click here to enter text.
	Changes being considered or implemented based on the results of this assessment Click here to enter text.

Appendix H

Administrative Unit Outcome assessed: Click here to enter text.	
This outcome is present in the most recent assessment plan. __ Yes __ No. If not, please explain any differences? Click here to enter text.	
	Assessment Method -- Describe the assessment method used to measure students' achievement of the knowledge/skills that comprise the outcome. If possible, attach a copy of the assessment tool. The explanation should provide the following information. How many students participated in the assessment? Click here to enter text. How were students selected to participate in the assessment? What was the make-up of the sample (e.g., random sample of anticipated graduating students; all student capstone course, etc.)? Click here to enter text. What method or measure was used to evaluate accomplishment of the outcome? Click here to enter text. How was the assessment conducted? Click here to enter text. What data resulted from the assessment? Click here to enter text.
	Assessment Results <i>Include aggregate scores of students' performance overall, and sub-scores if available. Describe results in enough detail that the reader can determine students' level of achievement of the knowledge/skills being assessed.</i> Click here to enter text.
	Interpretation of the results of this assessment <i>Describe staff interpretation of the results of this assessment (relative to expected outcome). Please include comparative analysis of data for individual cohorts and the aggregate data as applicable.</i> Click here to enter text.
	Changes being considered or implemented based on the results of this assessment Click here to enter text.

Appendix H

Other assessment-related activities: ++

Please use this section to report on other assessment activities associated with this program/discipline that may not be tied specifically to student outcomes. Some examples of activities to be included are focus groups conducted with students, student satisfaction surveys, graduate surveys, employer surveys, and surveys or focus groups conducted with advisory board members. Please copy this page and report each activity separately.

Type of Activity: Click here to enter text.

When conducted: Semester: Choose an item. **Year:** Choose an item.

Number of participants involved in the activity: Click here to enter text.

Type of participants: Choose an item. **If other, please specify:** Click here to enter text.

Activity led by: Click here to enter text.

Description of the Activity: *(attach a copy of the tool if available)*

Click here to enter text.

What did you learn from this activity?

Click here to enter text.

How have you used the results of this activity?

Click here to enter text.

How do you plan to use the results?

Click here to enter text.

++ This form allows for reporting on up to two other assessment activities. If you need to report on additional assessment activities, copy the above table.

Appendix H

Other assessment-related activities: ++

Please use this section to report on other assessment activities associated with this program/discipline that may not be tied specifically to student outcomes. Some examples of activities to be included are focus groups conducted with students, student satisfaction surveys, graduate surveys, employer surveys, and surveys or focus groups conducted with advisory board members. Please copy this page and report each activity separately.

Type of Activity: Click here to enter text.

When conducted: Semester: Choose an item. **Year:** Choose an item.

Number of participants involved in the activity: Click here to enter text.

Type of participants: Choose an item. **If other, please specify:** Click here to enter text.

Activity led by: Click here to enter text.

Description of the Activity: *(attach a copy of the tool if available)*

Click here to enter text.

What did you learn from this activity?

Click here to enter text.

How have you used the results of this activity?

Click here to enter text.

How do you plan to use the results?

Click here to enter text.

Bloom's Revised Taxonomy: Cognitive, Affective, and Psychomotor

Bloom's Revised Taxonomy—Cognitive Domain

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being, 1) changing the names in the six categories from noun to verb forms, and 2) slightly rearranging them (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, Wittrock, 2000; Pohl, 2000). This new taxonomy reflects a more active form of thinking and is perhaps more accurate:

Category	Examples	Key Words [Verbs]
Remembering: Recall previous learned information.	Recite a policy. Quote prices from memory to a customer. Knows the safety rules.	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes,
Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analyzing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
Evaluating: Make judgments about the value of ideas or materials.	Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets,
Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Appendix I

Bloom's Revised Taxonomy—Affective Domain

The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

Category	Examples	Key Words [Verbs]
Receiving Phenomena: Awareness, willingness to hear, selected attention.	Listen to others with respect. Listen for and remember the name of newly introduced people.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.	Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.	Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Bloom's Taxonomy—Psychomotor Domain

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex: [The Simpson's and Harrow's psychomotor domains are especially useful for the development of children and young people, and for developing skills in adults that take people out of their comfort zones like . The Dave's psychomotor domain is the simplest and generally easiest to apply in the corporate development environment. Both models offer different emotional perspectives and advantages: Check the relevance and importance of each before you implement.]

Category	Examples	Key Words [Verbs]
Perception (awareness): The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.	Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.	Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.	Copies, traces, follows, react, reproduce, responds.
Mechanism (basic proficiency): This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	Use a personal computer. Repair a leaking faucet. Drive a car.	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

Appendix I

Category	Examples	Key Words [Verbs]
<p>Complex Overt Response (Expert): The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p>	<p>Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
<p>Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p>	<p>Adapts, alters, changes, rearranges, reorganizes, revises, varies.</p>
<p>Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p>	<p>Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</p>