



OKLAHOMA CITY

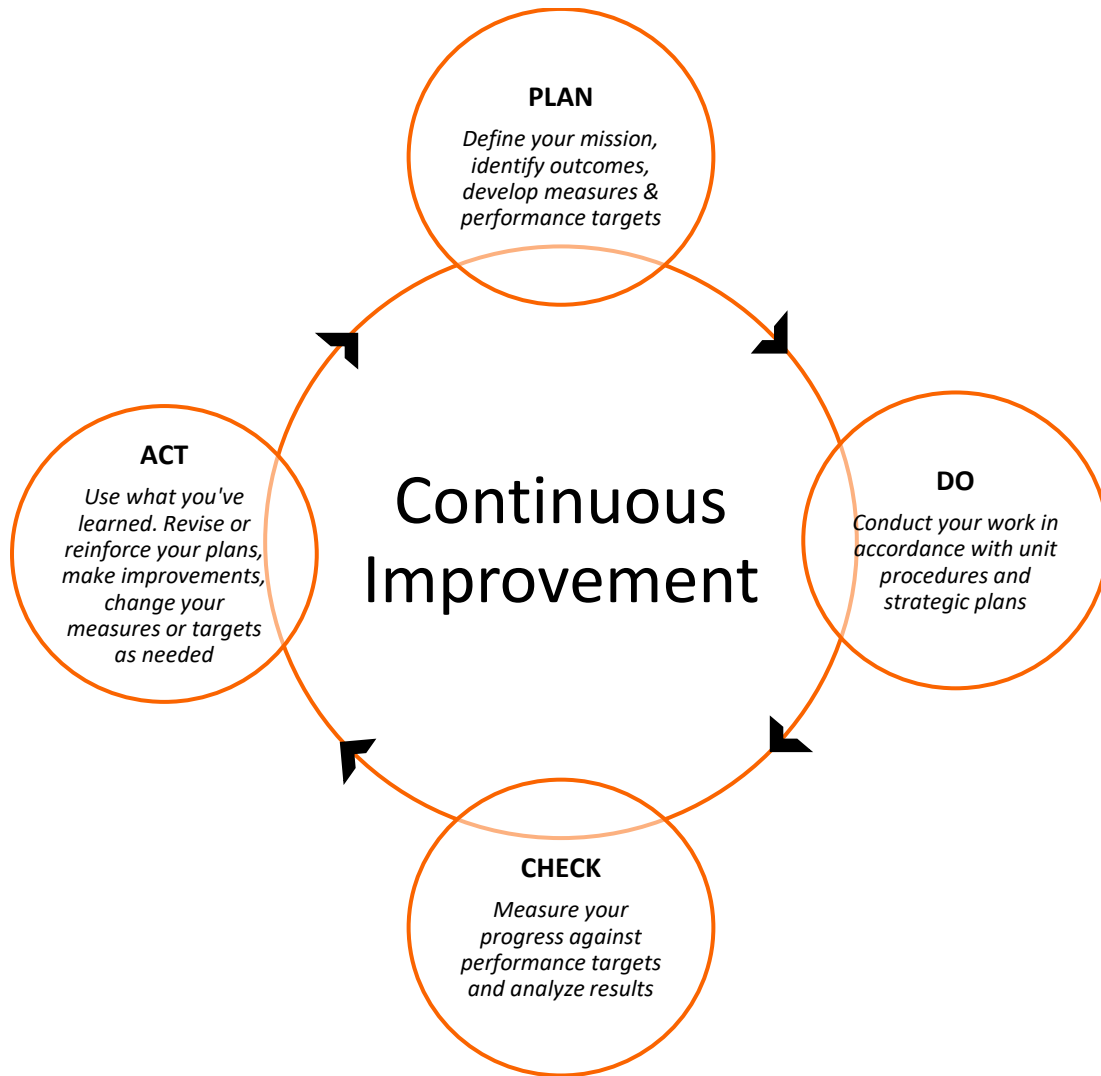
Administrative/Support Service Unit
Assessment Handbook

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Each form is set up for four outcomes – add additional pages as needed to plan and/or report on additional outcomes

The Administrative/Support Service Unit Assessment Cycle



Administrative/Student Support Unit Assessment

Assessment is a systematic process of gathering and analyzing information to improve institutional effectiveness and student learning.

Administrative/student support service units identify outcomes and measure the extent to which these outcomes/goals are achieved. Administrative/student support service unit outcomes include goals related to service quality, efficiency, compliance, volume of unit activity, effectiveness, customer satisfaction, and staff development. Some student support service units offer programs/activities that result in learning and these areas also measure student learning outcomes.

As an example, the Office of Student Engagement might measure a new student's knowledge of campus services after attending the Orange Spark orientation.

By analyzing data from their assessment of operational and student learning outcomes unit leaders/staff will discover it is easier to develop strategies to improve services and learning,

Conducting Effective Administrative Unit Outcomes Assessment

Step 1: Define Your Mission

Your mission serves as the foundation of your assessment plan. The mission statement should describe the purpose of your unit (or division) and reflect the mission of the university. Mission statements should clearly and concisely communicate WHAT you do, WHY you do it, and HOW you do it.

A simple format for developing your mission statement is:

"The missions of (unit name) is to (unit primary purpose) by providing (unit primary functions or activities) to (your stakeholders). These (services, etc) contribute to the University's mission by (describe how)."

After developing the unit mission consider the following:

- Is the statement brief and memorable?
- Does it clearly state the purpose of the unit?
- Does it indicate the primary function or activities of the unit?
- Does it indicate who the stakeholders are?
- Does it clearly support the university's mission?

Oklahoma State University-OKC Mission

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

Step 2: Identify Outcomes

Prior to identifying outcomes for your administrative/support service unit plan it is important to understand the different outcome types used in assessing unit activities. There are generally three types of outcomes: operational outcomes, strategic outcomes, and learning outcomes.

Operational Outcomes

Operational outcomes are the desired/intended *end result for or impact on* a customer, client, or stakeholder that is a result of the work of your unit.

Operational outcomes directly relate to the unit mission and key functional responsibilities of the unit. Each key functional responsibility should have at least one outcome identified.

Operational outcomes are specific, measurable statements that describe desired performance and typically deal with functions, quality, efficiency, effectiveness, fiscal or human resource allocations, impact, and satisfaction. Make sure your outcomes includes 1) the intended beneficiary of the work and

2) the gain, benefit, impact beneficiaries will receive. Operational Outcomes are generally worded using the format Outcome = Beneficiary + Action Verb + End Result.

Typical areas of focus for operational outcomes are:

- Compliance with professional or national standards or regulations
- Level or volume of activity
- Efficiency of unit activities – this might include cost saving measures, turnaround time, improving a process, etc.
- Beneficiary (client/customer/student) outcomes that are gains you want those you serve to make.
- Satisfaction – how do those you serve rate their satisfaction with your unit’s services?
- Inventory, maintenance, distribution, facilities, production, enrollment.
- Benchmarking performance by using comparative data collected from other colleges or peers.

Because operational outcomes relate to the mission and key functional responsibilities they are generally constant and will only change if the mission or scope of operations of the unit changes.

Example: *Eligible employees have the information they need to make appropriate decisions regarding employee health benefits.*

Learning Outcomes

While student learning outcomes are expected at the academic program and course levels, administrative/support service units may also have activities that result in student learning. These student learning outcomes will describe the key knowledge, skills, or abilities that students have attained as a result of a learning experience. Like all outcomes, they must be measurable and observable and can be simply stated as: “Students will <action verb> <something>” or “Upon successful completion of _____, students will <action verb>.” See *Appendix: Blooms Revised Taxonomy*

Consider carefully the programs, activities and experiences that your unit currently has or may develop and how they contribute to student learning. When developing your learning outcomes ask the question “What did students learn by participating in this event or activity?”

Example: *Students participating in the campus orientation program, Orange Spark, will be able to recall five Cowboy Community Standards defined in the OSU-OKC Code of Student Conduct.*

As you are developing your learning outcomes for events and/or activities you also need to carefully consider (and identify) if the activity/event is cocurricular or extra-curricular. HLC identifies these events/activities in the following way:

Cocurricular Learning: Learning activities, programs and experiences that reinforce the Institution’s mission and values and complement the formal curriculum. Examples include study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.

Extra-curricular Learning: Extracurricular activities are activities for students that are **not in support of their course of study.** They may grow efficacy or be socially or otherwise relevant but not specifically designed to support the curriculum.

Strategic Outcomes

Strategic outcomes reflect future expected results of the unit, based on a planned activity. Assess strategic outcomes to ensure strategic initiatives have the intended or positive results. Accordingly, strategic outcomes typically are written in future tense and are consistent with the unit's operational outcomes.

Example: *Over the next year IEA-Assessment will launch a more comprehensive guide for Administrative/Support Services assessment.*

Several factors influence the type/s of outcomes you will use to develop your assessment plan:

- Goals, which also can be either operational or strategic, may dictate the type of outcomes.
- Current activity within the unit-
 - Units undergoing substantial change often use short-term strategic outcomes because they help to ensure growth occurs in a systematic and beneficial approach.
 - Units that are more stable in their responsibilities and projects are more likely to use operational outcomes to ensure the effectiveness of services offered.
 - Units, particularly those in student services, may include learning outcomes along with their operational and/or strategic outcomes.

A strong approach is most often a combination of different types of outcomes. This combined approach can provide a more comprehensive view of the division's effectiveness by examining both the effectiveness of each departments/units daily operations and how well you are achieving your strategic plan.

Once you have developed your outcomes it is a good idea to ask yourself the following:

- Are the outcomes aligned with the department/unit mission statement?
- Are the outcomes important to the institution/division?
- Do the outcomes reflect key results of the division and/or department/unit?
- Am I able to collect accurate and reliable data for each outcome with the resources I have or are additional resources needed?
- Can the outcomes be used to identify areas to improve?

Step 3: Identify Outcome Measures and Targets (Indicators)

A measure identifies evidence and methods you will use to determine whether you are achieving expected results and provide evidence that the unit is accomplishing its objectives. While most measures will be quantitative some may be qualitative.

In collecting and evaluating this evidence, you should learn two things:

1. Whether the objective is being met.
2. Where there is room for improvement toward the objective.

For each outcome, you will identify at least 1- 2 measures that will be used to gather the necessary information (data) to assess the outcome. Ideally you will have at least one direct and one indirect measure.

Measures come from a wide variety of sources and in a wide variety of forms. While your selected measure may require the development and implementation of a new tool, more often than not your measure will come from data that is already being collected by your unit, division, or the University.

Regardless the source, strong measures share these key attributes:

1. Measure relates to the outcome being assessed directly and clearly.
2. The process for evaluating the measure is documented, impartial, and systematic.
3. Measure is objective and avoids structural bias.
 - a. Structural bias is a flaw in a measure that results in inaccurate data and information based on how the measure operates.

Some examples of structural bias and solutions to avoid include:

Surveys - using a biased scale: Excellent, Very good, Good, Adequate, Needs improvement.	<i>Change the scale to balance positive and negative options: Excellent, Good, Adequate, Needs improvement, Poor. This scales allows for 2 positive, 1 neutral, and 2 negative responses.</i>
Focus groups – only asking questions related to improvements and weaknesses.	<i>When asking about weaknesses make sure there is an equal opportunity to discuss strengths.</i>

For assistance with a new or existing survey please reach out to the Institutional Assessment Committee or IEA-Assessment office.

Assessment methods can be direct or indirect, quantitative or qualitative, and objective or subjective. An assessment method or measure can also be used to assess progress towards more than one outcome.

Direct/Indirect Measures

Direct measures examine actual results. Direct measures assess departmental performance without the use of opinions, thoughts, or assumptions. Measures that are based on a complete or comprehensive data source that reflect the results of the outcome are considered to be direct.

Indirect measures assess opinions or thoughts about whether or not your department meets its goals of being effective, efficient, and whether or not your department completes all tasks that are expected. Indirect measures are most commonly captured by the use of surveys.

Quantitative/Qualitative

Quantitative measures prioritize quantities and will focus on “what” and “how many”. Quantitative measures tell your story with numbers. Quantitative measures are objective.

Qualitative measures prioritize people’s perceptions and feelings and will focus on “why” and “how”. Qualitative measures tell your story with words. Qualitative measure are subjective.

Some examples of measures non-academic units may use include:

✎ Satisfaction surveys	✎ Count of program participants	✎ Statistical reports
✎ Focus groups	✎ Growth in participation	✎ Average service time
✎ Opinion surveys	✎ Attendance at events	✎ Staff training hours
✎ External review	✎ Student participation in clubs & activities	✎ Number of staff trained
✎ Dollars raised	✎ Processing time for requests	✎ Average wait time
✎ Number of complaints	✎ Number of applications	✎ Number of users

Determine your target

A target is a specific value/result/benchmark that you want to achieve for each measure. What value will represent success for achieving your outcome? *Consider the Learning Outcome example on page 5: Students participating in the campus orientation program, Orange Spark, will be able to recall five Cowboy Community Standards defined in the OSU-OKC Code of Student Conduct.* Maybe the measure you choose for this outcome is a short quiz at the end of the event. A *value* you want to achieve may be *85% of students are able to correctly identify five Cowboy Community Standard.*

Step 4: Collect Data

It is not uncommon for non-academic units to collect volumes of data. As you develop your assessment plan and outcomes it is a good idea to review the type of data you routinely collect to see if it can be used to measure those outcomes. If not, this is the time to implement collection of the data you will need. If the data you need isn't controlled (*such as surveys, processing times, events, etc*) by your unit and isn't data you've previously used, it's a good idea to connect with the appropriate person/s that will be involved in providing your data. Scrambling for data when it comes time for reporting is time-consuming and you may find the data only loosely ties to your to your outcome/s.

💡 *Planning is the key to collecting the data you will need to measure your outcomes.*

Once you identify the outcomes and measures for your assessment plan you might consider mapping roles and responsibilities. This simple activity can provide an easy tracking system and will help ensure the necessary data is available when it is time for reporting.

The following grid is a simple example of how departments could map roles and responsibilities. You may already have something in place that provides this information.

	Data Collection Activity	What Needs To Be Done?	Who Is Responsible?	What Is The Timeframe?
Example: Surveys	Compile satisfaction survey results of <insert survey group – who is being served?>.	Develop an Excel spreadsheet to enter all satisfaction survey responses.	<Person responsible> center will create and monitor spreadsheet. All staff will have access to enter data.	Survey results compiled end of month. Surveys collected year round; reported on by academic year cycle.

Regardless of what types of outcomes are used, make sure all outcomes are measurable so that the outcome achievement can be observed and verified with evidence.

Step 5: Analyze Assessment Results

The final phase of the assessment process is to analyze the results to determine what they mean for your division/unit. Consider the following questions as you are reviewing/evaluating your assessment results:

- Why did you meet or not meet your target?
- What does this tell you about the department's strengths? The department's weaknesses?
- What worked well, and what needs to be improved?
- Which strategies were successful? Which were not?
- What will you do differently going forward?
- What did your assessment/s show regarding any outcomes/objectives that will require continued attention?

Approach analysis of your results with an attitude that this is the most important part of the assessment cycle. At minimum be sure to involve anyone who was involved in developing outcomes and measures in the analysis stage. Thoughtful review and discussion of how results will be used is an important part of this process. Remember, the purpose of outcomes assessment is to provide you with meaningful information about the effectiveness of your operations. Keep this in mind - **results that show 100% of targets met likely indicate that targets were set too low, or that the assessment process is not truly effective.**

For every problem/issue that is identified consider what action(s) may be needed to improve performance. For any outcome that achieves 100% of the target, consider what opportunities there are to further improve on the outcome and what action(s) might demonstrate this. If the outcome has been previously assessed do you see any trends that may point you in a direction to look further?

Step 6: Prepare and submit the Annual Assessment Report

This final step in the Administrative Unit Assessment process is reporting your findings. For convenience both plan and report templates are included in the appendices. Use this report template to detail the findings for each of the outcomes detailed in your assessment plan.

Each department/unit should determine how and in what format their reports are shared within their respective divisions.

SUBMISSION

- **Assessment Plans** are due July 1 every other year. *Refer to the calendar to verify ODD-YEAR planning or EVEN-YEAR planning.*
 - **Use the plan template provided in the appendices for submission to the IEA-Assessment office**
- **Assessment Reports** are due July 1 on an annual basis.
 - **Use the report template provided in the appendices for submission to the IEA-Assessment office**
- Submit plans and reports electronically to okc.assessment@okstate.edu

Reviewing the Assessment Report:

At least two members of the Institutional Assessment Committee read and review all administrative assessment reports to ensure they demonstrate the University's standards for assessment. The reports will be evaluated using the Assessment Report Rubric included in the appendices. If necessary the report will be returned to the department/unit for further analysis, clarification, or revision.

APPENDIX

1. Administrative Unit Assessment Plan Form
2. Administrative Unit Assessment Report Form
3. Assessment Report Rubric
4. Blooms Taxonomy Action Verbs
5. Biennial Assessment Calendar
6. OSU-Oklahoma City Strategic Plan 2022-2027

Administrative Unit Assessment Plan Form

Department/Unit:

Responsible Person:

Assessment Planning Cycle (Odd or Even):

Submission Date:

Email:

Two-year Period:

Unit Mission Statement:

Outcome 1:

Outcome Type (Check one)

Operational

Strategic

Learning

Is the outcome associated with co-curricular activity or event?

YES

NO

Assessment Methods: *What factors, variables, or elements will you measure to gauge your success at reaching your expected outcome?*

Targets/Benchmarks: *For each of these indicators, what is the minimum result, target, benchmark, or value that will represent success at achieving this outcome?*

When Will Assessment Be Conducted and Reviewed? *How and when will you collect and analyze results?*

Use of Results: *How will you use results for planning, improvements, and decision making?*

Outcome 2:

Outcome Type (Check one)

Operational

Strategic

Learning

Is the outcome associated with co-curricular activity or event?

YES

NO

Assessment Methods: *What factors, variables, or elements will you measure to gauge your success at reaching your expected outcome?*

Targets/Benchmarks: *For each of these indicators, what is the minimum result, target, benchmark, or value that will represent success at achieving this outcome?*

When Will Assessment Be Conducted and Reviewed? *How and when will you collect and analyze results?*

Use of Results: *How will you use results for planning, improvements, and decision making?*

Outcome 3:

Outcome Type (Check one)

Operational

Strategic

Learning

Is the outcome associated with co-curricular activity or event?

YES

NO

Assessment Methods: *What factors, variables, or elements will you measure to gauge your success at reaching your expected outcome?*

Targets/Benchmarks: *For each of these indicators, what is the minimum result, target, benchmark, or value that will represent success at achieving this outcome?*

When Will Assessment Be Conducted and Reviewed? *How and when will you collect and analyze results?*

Use of Results: *How will you use results for planning, improvements, and decision making?*

Outcome 4:	Outcome Type (Check one)
	<input type="checkbox"/> Operational
	<input type="checkbox"/> Strategic
	<input type="checkbox"/> Learning
Is the outcome associated with co-curricular activity or event?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Assessment Methods: *What factors, variables, or elements will you measure to gauge your success at reaching your expected outcome?*

Targets/Benchmarks: *For each of these indicators, what is the minimum result, target, benchmark, or value that will represent success at achieving this outcome?*

When Will Assessment Be Conducted and Reviewed? *How and when will you collect and analyze results?*

Use of Results: *How will you use results for planning, improvements, and decision making?*

Administrative Unit Assessment Report Form

Department/Unit:

Responsible Person:

Assessment Planning Period (2-year period):

Submission Date:

Email:

Report Year:

Unit Mission Statement:

Outcome Assessed?:

Outcome Type (Check one)

Operational

Strategic

Learning

Is the outcome associated with co-curricular activity or event?

YES

NO

Measure(s) used: *Did you choose a direct/indirect method or both? What measure(s) were used to collect your evidence? For each measure used, what were the targets/values/benchmarks? If applicable, who participated in each measure (students, staff, faculty, external customers) and how many?*

How and when was the assessment conducted and results analyzed? Who participated in analyzing the results?

What were your findings?

Use of Results: *What, if any, changes are planned as a result of your findings?*

Outcome assessed?:	Outcome Type (Check one) <input type="checkbox"/> Operational <input type="checkbox"/> Strategic <input type="checkbox"/> Learning
Is the outcome associated with co-curricular activity or event?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Measure(s) used: *Did you choose a direct/indirect method or both? What measure(s) were used to collect your evidence? For each measure used, what were the targets/values/benchmarks? If applicable, who participated in each measure (students, staff, faculty, external customers) and how many?*

How and when was the assessment conducted and results analyzed? Who participated in analyzing the results?

What were your findings?

Use of Results: *What, if any, changes are planned as a result of your findings?*

Outcome assessed?:	Outcome Type (Check one) <input type="checkbox"/> Operational <input type="checkbox"/> Strategic <input type="checkbox"/> Learning
Is the outcome associated with co-curricular activity or event?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Measure(s) used: *Did you choose a direct/indirect method or both? What measure(s) were used to collect your evidence? For each measure used, what were the targets/values/benchmarks? If applicable, who participated in each measure (students, staff, faculty, external customers) and how many?*

How and when was the assessment conducted and results analyzed? Who participated in analyzing the results?

What were your findings?

Use of Results: *What, if any, changes are planned as a result of your findings?*

Outcome assessed?:	Outcome Type (Check one) <input type="checkbox"/> Operational <input type="checkbox"/> Strategic <input type="checkbox"/> Learning
Is the outcome associated with co-curricular activity or event?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Measure(s) used: *Did you choose a direct/indirect method or both? What measure(s) were used to collect your evidence? For each measure used, what were the targets/values/benchmarks? If applicable, who participated in each measure (students, staff, faculty, external customers) and how many?*

How and when was the assessment conducted and results analyzed? Who participated in analyzing the results?

What were your findings?

Use of Results: *What, if any, changes are planned as a result of your findings?*

Administrative/Support Service Unit Assessment

Assessment Committee - Report Evaluation Rubric

Department/Unit: Reviewers:	Division: Date Reviewed:
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MISSION			
Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>	Not Present <input type="checkbox"/>
<ul style="list-style-type: none"> Clear and concise Reflects university mission Describes purpose Identifies stakeholders 	<ul style="list-style-type: none"> Clear statement of unit's purpose Consistent with mission of the university and/or division Identifies Stakeholders 	<ul style="list-style-type: none"> General statement of the work of the unit Doesn't identify stakeholders Fails to demonstrate alignment with university and/or division mission. Does not encompass the entire work of the unit. 	<input type="checkbox"/>
Comments:			

OUTCOMES			
Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>	Not Present <input type="checkbox"/>
<ul style="list-style-type: none"> Includes at least two outcomes Each is observable and measurable Each directly relates to the mission Each uses action verbs Each describes end result of activities (operational), future expected results (strategic) and/or student learning 	<ul style="list-style-type: none"> Includes at least two outcomes Each outcome is observable and measurable Each outcome directly relates to the mission Language in at least one outcome may be vague or need revision 	<ul style="list-style-type: none"> Only one outcome is assessed Does not address Key results or functional responsibilities Not worded as operational, strategic, or leaning outcome Mission alignment is unclear 	<input type="checkbox"/>
Comments:			

ASSESSMENT MEASURES AND TARGETS

Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>	Not Present <input type="checkbox"/>
<ul style="list-style-type: none"> Multiple measures are used for all outcomes Direct and indirect measures are used; each outcome uses at least one direct measure Assessment tools clearly described (and attached, as appropriate) and are appropriately designed Targets are clearly defined for each measure and are sufficiently challenging 	<ul style="list-style-type: none"> Outcomes include at least two measures Majority of outcomes use both direct and indirect measures Assessment tools and methodology are sufficiently described and relevant to the outcome Targets are defined for each measure 	<ul style="list-style-type: none"> Not all outcomes have at least two measures Few direct measures used Assessment tools vague or not defined Targets not defined for each measure 	<input type="checkbox"/>
Comments:			

ANALYSIS OF RESULTS

Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>	Not Present <input type="checkbox"/>
<ul style="list-style-type: none"> Discussion of results for all outcomes is clear, complete, and well-organized For all measures, there is clear and substantial evidence that targets were met, partially met, or not met Analysis includes discussion of implications for division/unit of the results of all assessment measures Results are compared to previous year (if available) Supporting documentation is provided (tables, charts, surveys, ect) 	<ul style="list-style-type: none"> Discussion of results for all outcomes is clear, complete, and well-organized For all measures, there is clear and substantial evidence that targets were met, partially met, or not met Analysis includes discussion of implications for division/unit of the results of all assessment measures Supporting documentation is provided (tables, charts, surveys, ect) 	<ul style="list-style-type: none"> Details not given in the analysis Does not discuss results of each assessment measure Results are too general to prove whether or not targets were met. Supporting documentation not included 	<input type="checkbox"/>
Comments:			

USE OF ASSESSMENT FOR IMPROVEMENT

Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>	Not Present <input type="checkbox"/>
<ul style="list-style-type: none"> • Reflects on the assessment process and any needed changes • Demonstrates strong understanding of results, and implications are directly supported by results • Identifies key areas that need attention and defines next steps, including for those outcomes with targets that were fully met. • Improvements reflect what was learned during the assessment process 	<ul style="list-style-type: none"> • Demonstrates understanding of results, and implications are directly supported by results • Identifies key areas that need attention and defines next steps, including for those outcomes with targets that were fully met. 	<ul style="list-style-type: none"> • Does not describe what was learned during the assessment process • Does not identify key areas for improvement or describe next steps. 	
Comments:			

PLANNED CHANGES FROM PRIOR YEAR REPORTS**IMPLEMENTED IMPROVEMENTS IDENTIFIED IN PRIOR YEAR**

Exemplary <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Developing <input type="checkbox"/>	Not Present <input type="checkbox"/>
<ul style="list-style-type: none"> • Concrete evidence provided of changes/improvements from previous assessment activity was implemented • Appropriate action taken on all identified issues 	<ul style="list-style-type: none"> • Concrete evidence provided of how improvements from previous assessment activity was implemented • Explanation provided for planned improvements not implemented 	<ul style="list-style-type: none"> • Evidence insufficient or not provided • Issues not addressed provided no explanation for delayed implementation 	
Comments:			

Other comments:

FEEDBACK TO DIVISION

- Report meets or exceeds requirements
- Reports meets or exceeds requirements, but minor revisions recommended
- Report does not meet requirements

Recommendations for next year's assessment process:

BLOOM'S TAXONOMY ACTION VERBS - REVISED

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing, Abridged Edition*. Boston, MA: Allyn and Bacon.

ASSESSMENT BIENNIAL CALENDAR

	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027	Spring 2028	Fall 2028	
Student Services	Plan due July 1	Plans are active for two academic years				Report Year 2		Plan due July 1	Plans are active for two academic years		Report Year 1
		Report Year 1			Plan due July 1	Plans are active for two academic years				Report Year 2	
Academic Affairs	Plan due July 1	Plans are active for two academic years				Report Year 2		Plan due July 1	Plans are active for two academic years		Report Year 1
		Report Year 1			Plan due July 1	Plans are active for two academic years				Report Year 2	
Budget & Finance		Plan due July 1	Plans are active for two academic years			Report Year 2					
			Report Year 1			Plan due July 1	Plans are active for two academic years				Report Year 2
Operations		Plan due July 1	Plans are active for two academic years			Report Year 2					
			Report Year 1			Plan due July 1	Plans are active for two academic years				Report Year 2

GUIDING STATEMENTS

Mission Statement

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

Vision Statement

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

GOAL A – ALIGN ACADEMIC PROGRAMS WITH STAKEHOLDER NEEDS

Initiative 1 – Increase industry engagement and program promotion through advisory committees and other partnerships that expand direct-to-workforce and career pathways for students.

Strategy a – Develop more internship and other experiential learning opportunities and increase percentage of students who complete an internship prior to graduating with credential or degree.

Strategy b – Publish industry connections and partnerships more (e.g., joint marketing of programs)

Strategy c – Identify opportunities to contract with employers for certifications and discounts for customized continuing education.

Strategy d – Implement guidelines and standards for the development and facilitation of OSU-OKC's advisory committees.

Initiative 2 – Identify and apply metrics for evaluating high-quality, relevant academic programs.

Strategy a – Define and report measurable deliverables for all academic programs.

Strategy b – Monitor low-enrollment areas (e.g., apply course rotation, collapsing of sections, etc., as needed) in relation to scheduling and job demand.

Strategy d – Review campus-wide student learning outcomes and other assessments.

Strategy d – Develop employer and graduate surveys to track job placement, job satisfaction, and areas for program improvement.

Strategy e – Ensure a minimum of one full-time faculty is assigned to each active degree program.

Initiative 3 – Further align degree programs with workforce and transfer needs.

Strategy a – Expand collaboration between training and development and micro-credentials.

Strategy b – Identify transfer opportunities with additional articulation agreements within the OSU/A&M System and with other 4-year partners for both Associate of Science to bachelor's degrees and Associate of Applied Science to Bachelor of Technology degrees.

Strategy c – Identify additional opportunities for students who are transferring in credit via prior learning assessment, program articulations, and expansion of courses on state matrix.

Strategy d – Review and realign, as needed, degree programs with academic divisions for effective recruiting, retention, and program development efforts.

Initiative 4 – Establish new program pathways that align with workforce demands.

Strategy a – Identify programming opportunities that build on diverse workforce needs, OSU's status as land-grant institution, OSU-OKC's mission, and OSU/A&M System resources, including training that might occur prior to and after programming at OSU-OKC.

Strategy b – Implement and reduce time to digital badges and micro-credentials for engagement as the institution builds toward "credit process" (e.g., lab skills, CIS credentials, software and career development skills, soft skills, technology).

Strategy c – Map existing and potential programs to Oklahoma's economic forecast.

Strategy d – Reduce barriers and production time to course/curriculum updates and program development.

Initiative 5 – Provide clear resources to guide students in mapping their program pathways.

Strategy a – Establish step-by-step, visual pathways for every degree program (e.g., degree sequencing sheets, including entry and exit points) that are shared on website and in advisement sessions and updated as course offerings change.

Strategy b – Further clarify for students which degrees are transferrable and which are not. **Strategy c** – Ensure all instructors (credit and non-credit) and academic advisors have received and been trained on pathways within the academic divisions.

GOAL B – INCREASE STUDENT ENGAGEMENT AND SUCCESS

Initiative 1 – Enhance student communication model with established timeline for regular communications from initial contact through post-graduation.

Strategy a – Create comprehensive recruitment plan with targeted communications from first contact through first day of class, including welcome video, welcome email, and student survey on desired college experience.

Strategy b – Develop videos and other instructional guides for onboarding new students, including how to use the learning management system, how to access email and website resources, navigating financial aid, and how to be a successful college student.

Strategy c – Use social media and the learning management system more to share updates.

Strategy d – Create targeted communications for part-time students and online students.

Initiative 2 – Provide expanded support services for all students.

Strategy a – Utilize annual student surveys and/or interviews to identify areas for improvement in students' experiences.

Strategy b – Increase access to resources for career services, including development of graduate portfolios.

Strategy c – Evaluate existing tutoring services to ensure they are addressing current student needs.

Strategy d – Provide vital student services (e.g., e.g., financial aid, admissions, etc.) outside of normal business hours.

Strategy e – Create webpage to communicate community resources to students, such as childcare and transportation.

Strategy f – Improve phone communications through a review of call routing and customer service.

Initiative 3 – Increase opportunities for student engagement and participation in campus activities.

Strategy a – Offer students incentives to increase participation in campus events.

Strategy b – Offer more student activities and experiential learning opportunities with co-curricular assessments to determine effectiveness.

Strategy c – Highlight and expand opportunities for activities related to diversity and inclusion.

Strategy d – Provide opportunities for students to develop competencies linked to graduate success, including professionalism, citizenship, leadership, and responsibility.

Initiative 4 – Identify academic and non-academic risk factors for student success and appropriate intervention strategies, including early alerts and other targeted communications and services.

Strategy a – Define “student success” for OSU-OKC, both programmatically and in relation to the attributes of the ideal graduate for Oklahoma State University.

Strategy b – Implement process for student exploration of degree program alternatives.

Strategy c – Establish comprehensive student retention plan from onboarding through completion inclusive of regular review of disaggregated institutional and program data.

Strategy d – Identify opportunities to expand high-impact practices for equity in retention and completion.

Strategy e – Define mentor roles for all students, especially those at-risk.

Strategy f – Annually review student placement guidelines and processes using student success data.

Strategy g – Provide employee professional development on building interpersonal relationships, peer mentoring, and success coaching.

Strategy h – Integrate advisement best practices, such as advisor check-ins, into OSU-OKC’s core academic advisement processes.

GOAL C – SUPPORT EMPLOYEE EXCELLENCE

Initiative 1 – Review policies and procedures to promote fair and equitable compensation.

Strategy a – Review compensation plan annually prior to budget cycle.

Strategy b – Establish a plan for employee incentives/appreciation.

Strategy c – Conduct an annual employee survey, addressing satisfaction in areas such as compensation, benefits, and professional development needs.

Initiative 2 – Determine feasibility of implementing additional employee benefits.

Strategy a – Explore remote/hybrid work options that address business, employee, unit and customer needs.

Strategy b – Review employee tuition benefits periodically.

Strategy c – Promote employee health and wellness programs with annual assessments of equipment and programming needs, as well as possible incentives.

Initiative 3 – Identify methods to improve consistent and timely communication.

Strategy a – Update OSU-OKC’s employee onboarding process for opportunities to improve institutional awareness and connectivity.

Strategy b – Improve effectiveness of current avenues for routine institutional updates to the campus community.

Strategy c – Create and support opportunities to increase common purpose and institutional cohesiveness.

Initiative 4 – Ensure the availability of quality, relevant professional development and training.

Strategy a – Encourage supervisors to work with their teams to identify annual training and development opportunities, including team-building activities which support common goals.

Strategy b – Link employee professional development and performance goals with OSU-OKC’s mission and strategic priorities.

GOAL D – ENHANCE INSTITUTIONAL IDENTITY

Initiative 1 – Clarify and leverage OSU-OKC’s identity and unique strengths to distinguish it from other educational providers.

Strategy a – Align OSU-OKC’s resources with fulfillment of the institution’s mission and strategic goals.

Strategy b – Ensure OSU-OKC’s mission, vision and values statements are clear and promoted to OSU-OKC’s diverse constituencies.

Strategy c – Develop a position statement, messaging points, and communication strategies regarding OSU-OKC, its brand, its core roles in workforce education and career development, and its strengths and value propositions within the OSU and Oklahoma public higher education systems.

Strategy d – Pursue external resources in support of OSU-OKC’s strategic priorities.

Strategy e – Leverage data and technology to improve campus programs, services, facilities and traditions.

Initiative 2 – Develop and implement a comprehensive, integrated marketing and communications plan directed to OSU-OKC’s diverse stakeholder populations.

Strategy a – Overhaul the OSU-OKC website to ensure it is reflective of higher education best practices and the institution’s diverse constituents.

Strategy b – Leverage leading digital media channels and platforms in the ongoing, strategic engagement of prospective and current students, employees, employers, and other key stakeholders.

Strategy c – Ensure data-driven decision making in all major marketing and communications efforts.

Strategy d – Ensure OSU-OKC communications, messaging, and print and digital publications reflect the diverse communities we serve.

Strategy e – Identify and prioritize prospective student and employer partner populations and geographical locations for targeted marketing efforts.

Strategy f – Advance the capacities of OSU-OKC’s diverse stakeholders, including students, all employees, alumni and community partners, to serve as ambassadors for the institution, its programs and services.

Initiative 3 – Improve the safety, connectedness, and appearance of OSU-OKC’s campus and facilities.

Strategy a – Expand OSU-OKC’s security camera coverage.

Strategy b – Improve OSU-OKC’s outdoor lighting.

Strategy c – Develop and implement a comprehensive landscaping master plan for OSU-OKC which includes expanded use of OSU brand identifiers throughout the campus and its facilities.

Strategy d – Leverage the institution’s central, highly visible location in the promotion and advancement of institutional awareness.

Strategy e – Increase and improve OSU-OKC’s outdoor spaces and pedestrian opportunities. **Strategy f** – Develop and implement a facilities maintenance plan which prioritizes the safety and success of OSU-OKC’s diverse stakeholders.

Initiative 4 – Improve the experiences of campus visitors through improved mapping, signage and wayfinding.

Strategy a – Review major information services regarding OSU-OKC’s location and directions to campus to ensure they are up-to-date and accurate.

Strategy b – Ensure the names of OSU-OKC’s facilities are up-to-date, visible and communicated through multiple channels.

Strategy c – Implement internal and external signage that is ADA-compliant and facilitates efficient and effective navigation to and from OSU-OKC’s major facilities, offices and services.

Strategy d – Ensure OSU-OKC-produced maps are easily accessible, mobile-friendly and clearly delineate parking and major institutional facilities, services and amenities.

Initiative 5 – Broaden and deepen partnerships which promote fulfillment of OSU-OKC’s mission.

Strategy a – Develop robust, ongoing relationships with the Oklahoma City metro area’s and state’s leading employers.

Strategy b – Expand OSU-OKC’s partnerships with upstream and downstream educational providers, including career technology center and higher education partners, critical to the establishment of robust learning pathways with multiple entries and exits.

Strategy c – Ensure OSU-OKC is engaged with community and professional organizations essential to the fulfillment of strategic institutional priorities.