

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY
POLICY & PROCEDURES LETTER

Assessment of Student Learning

**2-011
ACADEMIC AFFAIRS
July 2009**

INTRODUCTION

1.01 Students at Oklahoma State University Institute of Technology are expected to improve general intellectual skills, to attain competence in one or more technical or academic disciplines of choice, and to develop interpersonal and leadership skills needed for productive careers and effective citizenship. Faculty design curricula and create learning environments for students to achieve program objectives. Student learning occurs in structured classroom environments, practical laboratory experiences, one-on-one interaction among faculty and students, distance learning, and hands-on internships.

In order to evaluate the effectiveness of programs and to develop methods for improving learning and instruction, documentation is related to the desired outcomes or objectives of the educational process that have been attained.

1.02 Oklahoma State University Institute of Technology endorses the philosophy of outcomes assessment of The Higher Learning Commission, and the following underlying assumptions lay the foundation of Oklahoma State University Institute of Technology's assessment system and vision:

- The promotion of student learning is the purpose of every assessment initiative. Student learning is the common goal of every unit and program.
- Assessment has the potential to promote an atmosphere of learning, cultural diversity, and curricular innovation.
- Assessment of student learning bridges the gap between academic programs and student support services.
- Assessment results are used to initiate and build service and academic programs.
- Budgetary decisions are made as a direct result of assessment efforts to further student learning.

POLICY

2.01 The primary focus of the assessment process will be on evaluating the effectiveness of academic programs and instruction, as well as on developing methods to improve the educational process. Although data will be collected from individual students, the purpose of the assessment will not be to certify the competence or skills of individual students. The outcomes of extra-curricular activities will be assessed to the degree that they relate to academic goals.

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- 2.02 The results of the assessment of student learning are an integral part of the program review and strategic planning processes.
- 2.03 Attainment of general educational core goals will be assessed primarily at the college level, and at the division or program level when the objectives are clearly related to the unit's mission and goals.
- 2.04 Assessment of the objectives of technical programs will be conducted at the division or program level. Assessments use methods and procedures appropriate to the nature of the discipline, the goals of the program, and the students in the program.
- 2.05 Student objectives are assessed both formatively and summatively in all programs. Post-graduate assessment is conducted as part of the assessment process.
- 2.06 Multiple methods of assessment are encouraged, including methods independent of specific courses. Existing sources of information are used when feasible. Not every student needs to be assessed by every method, because the focus of assessment is on improving the educational process. A college-wide minimum standard of student performance is 80% of graduates achieving competency at 74% proficiency or higher.
- 2.07 Assessment results are shared with faculty, administration, students, and other interested constituencies.

PROCEDURES

- 3.01 Assistance in developing and conducting assessment programs and college-wide assessment studies will be provided by the Office of Institutional Assessment & Research.
- 3.02 Each unit will designate one or more individuals to serve as a liaison to their unit who will implement assessment policies and procedures, and make recommendations to the Assessment Committee.
- 3.03 Each academic program or division will continuously update written procedures that specify the desired educational objectives of the program, the procedures that are used to measure attainment of these objectives, and how the results of the assessment are used to improve learning and instruction. Assessments should include objectives measures specific to the program and measures of those general educational goals that are expected to be attained.
- 3.04 Each unit will integrate the results of its assessment program into its program review and strategic planning processes.
- 3.05 Assessment reports for each academic program will be submitted annually by the division to the Assessment Committee for review and approval.

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- 3.06 After approval, these annual reports will be forwarded to the Executive Vice President for Academic Affairs for review and approval.
- 3.07 The policies and procedures for outcomes assessment will be evaluated at the time of each unit's regularly scheduled program review.

Approved: August 1996
Revised: April 2005
Revised: July 2009