

University Assessment Committee (UAC) Annual Report 2017–2018
June 27, 2018

Members: Kevin Laam (Chair), Beth Black, Miles Brown, Carrie Buch, Dorin Drignei, Andrea Eis, Barbara Joyce, Kent Ko, Kathy Livelsberger, Shawn McCann, Rob Nehmer, Laura Schartman, Mary Sloan, Mary Stein, Tomoko Wakabayashi

Support staff at OIRA: Reuben Ternes

Highlights of the year's work:

- Reports and/or plans reviewed for 29 programs, including assessment plans for two new programs (B.M. in Music Technology, Ph.D. in Nursing)
- Implemented first year of plan to integrate and streamline general education capstone reporting alongside of program reporting to reduce reporting burden for departments while also improving reporting of assessment activities within general education.
- Revised University Assessment Plan (last revised 2005)

Three faculty development opportunities were offered to OU faculty this year.

- 1) Designing and Assessing Capstone Experiences (Oct. 10, 2017)
Co-hosted workshop featuring Linda Suskie, Assessment & Accreditation Consultant and author of one of the best-selling books on assessment in higher education. The workshop focused on operationalizing student learning outcomes, aligning curriculum to ensure student success, and assessing capstone experiences.
- 2) Assessment Open House (Jan. 18, 2018)
The Assessment Open House is designed for OU faculty to answer questions about the review of their assessment plans or report and to answer questions about linking student learning outcomes to assessment. OU faculty meet with UAC members and can ask program specific questions in an informal setting.
- 3) Notes from the Field (Feb. 8, 2018)
UAC Notes from the Field is an opportunity for faculty across the university to learn about the ins and outs of program assessment. Two programs with a strong track record of assessment practices lead a lunchtime workshop on their experiences performing assessment. Presentations are followed by discussion and Q & A. This year's workshop focused specifically on assessing graduate programs; Engineering and Educational Leadership delivered presentations.

Assessment Award: Dept. of Communication and Journalism (B.A., Communication)

The Assessment Committee's activities related to the "Senate's Charge to the Assessment Committee" in 2017–18 appear below:

Charge:

1. *To coordinate and advise on the planning and implementation of assessment by academic units.*
 - a. The assessment committee distributes report due dates over a two-year cycle, so

reports for approximately 25% of all programs/departments are due each semester. Programs that still lack an approved assessment plan (of which there are very few) or fail to submit reports in a timely manner are sent reminders each semester.

- b. Assessment committee members work in teams to review plans and reports. The team provides a summary to the committee and prepares a response letter for the program/department.
 - c. When a program/department receives a letter responding to their plan or report, they are given the option of meeting with individuals from the UAC directly. If the team members have any questions or concerns about the plan or report, they will often meet face to face with a representative from the program/department to address their concerns before the response letter is sent. These face to face meetings have proven to be very helpful for both the committee and the programs/departments.
 - d. Names of the plans and reports reviewed during the 2017–18 academic year are listed at the end of this report.
 - e. An annual “open house” workshop is held for representatives of university programs and departments to work directly but informally with UAC members. Attendees share experiences with the assessment process and ask questions about performing and improving assessment practices. The event is low key and supportive of faculty members in attendance, which serves to enhance good will between the UAC and university units.
2. *To prepare an overall University Assessment Plan which meets the requirements of the North Central Association of Colleges and Schools and to consult with the staff of that Association, as appropriate, to ensure that the Plan and its implementation continue to meet Association standards;*
- a. The plan, last updated in 2005, was revised and approved by the Senate in April 2018. The assessment committee will continue to evaluate their processes and make improvements as needed.
 - b. Our plan template for external programs maps directly to the HLC language. Programs with external accreditation that have direct corollaries with the HLC language are allowed to use their accreditation process to satisfy UAC requirements. Programs that do not meet all of the HLC expectations must use the normal UAC assessment process. This helps streamline the process for both the UAC and for programs with external accreditation.
3. *To advise and cooperate with the General Education Committee in planning and carrying out assessment of the University's general education program;*
- a. One OIRA member (the Director of OIRA) sits on both the UAC and the GEC and acts as a liaison, providing valuable insight to both committee and apprising each committee of the other's work.
 - b. Beginning in 2017–18, the UAC has assumed responsibility for reviewing reports integrating gen ed capstone and program assessment. Each of these integrated reports then goes to GEC for final approval.
4. *To advise the Senior Vice President for Academic Affairs, the University Committee on*

Undergraduate Instruction, and the Graduate Council on the findings of the assessment program and their implications for specific program reviews and for maintaining and improving the quality of undergraduate and graduate instruction in general; and

- a. Copies of all response letters to plans and reports are sent to the relevant deans and to the Vice President for Academic Affairs and Provost. The Senior Associate Provost for Undergraduate Education is a member of the UAC.
5. *To report to the University Senate and the Assemblies of the organized faculties on the findings of the assessment program and their implications for maintaining and improving the quality of undergraduate and graduate curricula and instruction at the University.*
- a. This annual report serves as the Senate report on assessment findings for 2017–18; a copy is also sent to each assembly.

Plans & External Mappings reviewed 2017–18

1. Biochemistry (B.S.)
2. Computer Science (M.S.)
3. Human Resource Development (B.S.)
4. Integrative Studies (B.I.S.)
5. Linguistic (M.A.)
6. Music Technology (B.M.)
7. Nursing (Ph.D.)
8. Physical Therapy (D.P.T.) – external mapping
9. Social Work (B.S.W.) – external mapping
10. Software Engineering (M.S.)

Reports reviewed 2017–18

1. Art History (B.A.)
2. Cinema Studies (B.A.)
3. Communication (M.A.)
4. Criminal Justice (B.A.)
5. Educational Leadership (Ph.D.)
6. Engineering Management (M.S.)
7. English (M.A.)
8. Exercise Science
9. Finance (B.S.)
10. Graphic Design (B.A.)
11. Higher Education Leadership (M.A.H.E.L.)
12. Human Resource Management (B.S.)
13. Industrial Systems Engineering (B.S.)
14. Mathematics (B.S.)
15. Physical Therapy (M.S.P.T.)
16. Psychology (B.S.)
17. Public Administration (B.S.)
18. Reading (Ph.D.)
19. Social Work (B.S.W.)
20. Systems Engineering (Ph.D.)
21. Women and Gender Studies (B.A.)