

**University Assessment Committee (UAC) Annual Report 2018–2019**  
**May 28<sup>th</sup> 2019**

Members: Beth Black (Chair), Dorin Drignei, Andrea Eis, Mary Sloan, Mary Stein, Tomoko Wakabayashi, Song Yan, Darrin Hanna, Stefan Walter, Katie Greer, Xie Zhu, Kapila Castoldi, Kareen Tonsing, Anita Hicks, Jan Beres

Support staff at OIRA: Reuben Ternes

Highlights of the year's work:

- Reports and/or plans reviewed for 30 programs, including assessment plans for two new programs (B.S. in Nutrition & B.S. in Exercise Science)
- Reviewed & revised the rubrics we use to assess both plans and reports.
- Several members (including the chair) participated on the General Education Assessment Committee – an ad hoc committee overseeing the pilot assessment of University Learning Outcomes in general education courses.

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

- 1) Assessing Student Learning with Multiple Choice Tests (October 11, 2018)  
Co-hosted workshop featuring Linda Suskie, Assessment & Accreditation Consultant and author of one of the best-selling books on assessment in higher education. The morning and afternoon workshops focused on how to structure multiple-choice tests to assess student learning.
- 2) Assessment Open House (Feb. 6th, 2019)  
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 (March 12<sup>th</sup>, 2019)  
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 on one outstanding PhD program (Medical Physics) as well as an excellent example from the Psychology program about how to use multiple choice exams to assess student learning.

**Assessment Award:** Criminal Justice. This year, there was a record number of nominations (6) for the assessment award.

The Assessment Committee's activities related to the "Senate's Charge to the Assessment Committee" in 2018–19 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 2018–19 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.
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 2018–19; a copy is also sent to each assembly.

#### **Plans & External Mappings reviewed 2018–19**

1. MBA & MS in Information Technology Management - External Mapping
2. Wellness, Health Promotion, & Injury Prevention (B.S.)
3. Biology (Ph.D.)
4. Exercise Science (B.S.) – New Program
5. Biochemistry (B.S.)
6. Nutrition (B.S.) – New Program
7. Bioengineering (B.S.) – External Mapping
8. Systems Engineering (M.S.)
9. Anthropology (B.A.)
10. Creative Writing (B.A.)

#### **Reports reviewed 2018–19**

1. Wellness, Health Promotion, & Injury Prevention (B.S.) – Integrated Gen Ed Report
2. Psychology (M.S. & Ph.D.)
3. Medical Physics (Ph.D.)
4. Physics (M.S.)
5. Reading (Ph.D.)
6. Communication (B.S.) – Integrated Gen Ed Report
7. Medical Physics (B.S.)
8. Physics (B.A. & B.S.)
9. Music (all levels, all degrees)
10. Marketing (B.S.)
11. English (B.A.) – Integrated Gen Ed Report
12. Creative Writing (B.A.)
13. Electrical & Computer Engineering (M.S.)
14. Electrical & Computer Engineering (Ph.D.)
15. Mechanical Engineering (M.S.)
16. Mechanical Engineering (Ph.D.)
17. Anthropology (B.A.)
18. Sociology (B.A.)
19. Journalism (B.A.)
20. Political Science (B.A.) – Integrated Gen Ed Report