

# Assessment Handbook



## Oakland City University

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## PART I: INTRODUCTION AND OVERVIEW

As explicitly stated in its Mission, Oakland City University (OCU) is a *Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership*. The institution realizes that excellence in learning can only be accomplished by robust assessment in all areas of institutional life. This handbook is designed to help those charged with the process of assessment in the area of academics and learning outcomes. This information is for institutional, departmental, and program leaders, in addition to teaching faculty.

OCU understands that assessment is the process of gathering data from multiple sources, analyzing the gathered data, drawing conclusions from the analysis, and making recommendations based upon the conclusions that enhance the institution's ability to fulfill its mission, purpose, and outcomes expectations. This process is done institutionally, departmentally, programmatically, and instructionally. Thus, every area of the institutional work is involved in structured assessment processes.

The Board of Trustees, administration, faculty, and staff of OCU are committed to excellence in learning and teaching and their professional enhancement through the initiation of a comprehensive assessment plan. This plan must be:

- Focused
- Practical
- User-friendly
- Issues-oriented
- Integrated into the fabric of the institution

The diverse perceived benefits of an implemented assessment plan include:

- Enhancement of learning
- Enhancement of teaching
- Improvement of strategic planning
- Demonstration of institutional effectiveness in student services
- Promotion of effective/efficient resource allocation

Chart 1 identifies additional benefits to OCU as it engages in its assessment process.

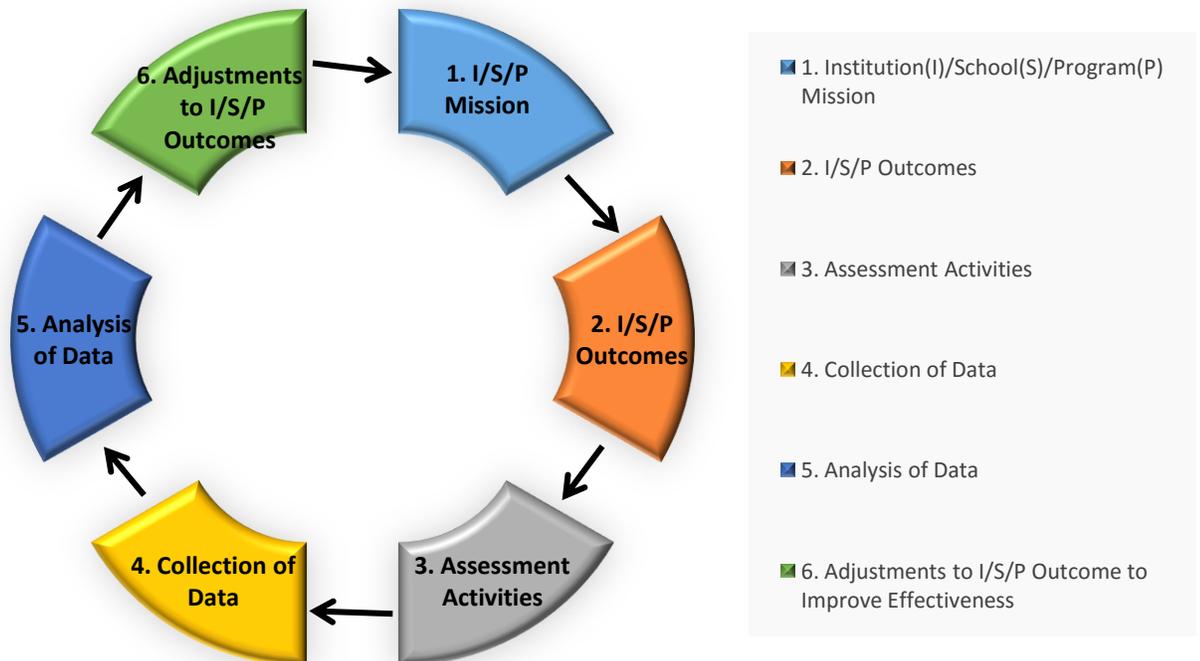
Learning outcomes assessment seeks to follow a flow or path that insures that all possible avenues of student achievement, progression, and satisfaction are studied. The flow of OCU's assessment is found in Figure 1.

Finally, the Director of Assessment is tasked with overseeing the assessment process. The assessment process involves all institutional department heads, academic department chairs, individual directors of programs, and individual faculty members. Assessment information is entered directly into *Assessment Plans* in Campus Labs Planning. Appendices 1 and 2 show both what is to be submitted and the timeline for the submission of assessment reports.

**Chart 1. Benefits of Institutional Assessment Plan**

The institution will be able to:	Administrators will be able to:	Faculty and staff will be able to:	Students will be able to:
<ul style="list-style-type: none"> <li>• Obtain better information to evaluate policies and practices</li> <li>• Draw on evidence to make changes</li> <li>• Use results to seek grant or foundation funding</li> <li>• Demonstrate responsiveness to public needs and concerns</li> <li>• Align learning across the curriculum</li> <li>• Place students appropriately</li> <li>• Generate higher student academic success</li> <li>• Demonstrate how the institution is making a difference</li> <li>• Improve communication with stakeholders</li> <li>• Achieve more thorough curriculum review and revision</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and allocate resources efficiently based on evidence</li> <li>• Increase effectiveness of providing direction and deciding policy</li> <li>• Track and demonstrate program progress and contribution to the university</li> <li>• Create cohesive and meaningful strategic plans</li> <li>• Identify the degree of topic or activity overlap in courses/programs</li> <li>• Identify the degree of topic or activity reinforcement in courses/programs</li> <li>• Align curricula or services across courses/programs</li> <li>• Support culture of excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Develop curricula or programs that align with department and university goals</li> <li>• Streamline curriculum/program development</li> <li>• Determine student or program areas of strength and weakness</li> <li>• Illustrate course or program value to the university</li> <li>• Provide evidence-based feedback to colleagues and students</li> <li>• Contribute to creating a disciplined culture of excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in a more rigorous and coordinated learning experience</li> <li>• Learn more effectively gain a greater depth of knowledge</li> </ul>

**Figure 1. OCU Assessment Flowchart**



## **PART II: THE ASSESSMENT OF STUDENT ACHIEVEMENT**

### **Introduction**

The management of OCU's assessment system includes the involvement of many individuals and departments across campus. The staff of each school, the Office of Assessment (consisting of the Assessment Director and two other full-time staff members), and the Information Technology department (composed of three full-time staff members) all work in conjunction to address periodic specific needs in maintaining and updating the technology systems involved with the administration of the university's assessment plan and the production of viable data for the improvement of student learning.

There are numerous assessment instruments that faculty members use to evaluate student achievement. These are normally divided into direct and indirect assessment methods. Direct assessment involves looking at actual pieces of student work produced in each course and programs. Indirect assessment is gathering information through means other than looking at actual pieces of student work. Each method of assessment serves a particular purpose. Direct measures can give us information quickly, but may not provide enough evidence of overall student learning. Indirect measures may provide information on student perceptions, which may not be correct. It is best to use multiple assessment methods – direct and indirect – that align with learning objectives and good pedagogy in order to provide an accurate understanding of a student's learning.

### **Direct Assessment Methods**

***Standardized Tests.*** Specific tests normed to a national population. They are used for admittance into programs.

***Faculty Designed Tests.*** Tests created by a faculty member to measure students' knowledge, understanding, and value of both specific parts, and complete course material. They are used in summative course examinations and the seminar and online delivery modes in determining levels of competence.

***Case Studies.*** Designed for students to give analysis of a realistic example of an application in the discipline under study. They are used in individual course assignments to provide both learner and evaluator an example of the critical thinking and application abilities of the student.

***Oral Examinations.*** A method to spontaneously put forth questions to students to measure specific areas under review. They are used in defense of applied dissertation and may be used in a course.

***Capstone Project.*** Designed to allow students to tie together key learning outcomes into one summative activity. This project may be called a capstone project, writing project,

applied dissertation, etc. Capstone Projects are used at the program level to determine overall performance.

***Faculty Designed Assignments.*** Created by a faculty member to measure students' performance. They may include discussion forums, internships, research papers, reviews, oral presentations, pre-/post-tests, as well as other work deemed necessary by the faculty. They are used in calculating grades and performance in relationship to course objectives.

***Grades.*** A mark given to a student to show a level of performance. They are used to inform students of performance in courses, calculate a Grade Point Average, determine membership in honor societies, and determine academic status.

### **Indirect Assessment Methods**

***Survey.*** Instrument designed to give data specific to area(s) under investigation. Survey results are used to evaluate the relationships between perceptions and reality in the areas of student satisfaction, faculty satisfaction as it relates to curriculum, and course/programs objectives.

***Course Completion/Progression Rates.*** Designed to measure course completion and graduation rates of students. They are used to provide; 1) Rates of course completion and graduation rates, and 2) data to facilitate course and program reviews.

***External Reviewers.*** Those persons or institutions used to review and evaluate discipline-specific courses and programs. They are used to aid in the improvement of courses and programs, as well as to help the institution maintain accepted discipline-based standards and practices.

## **Identifying Learning Outcomes**

Oakland City University is continually looking for ways to improve its educational efforts. For that reason assessment is very important. One of the critical elements to this assessment effort is the design and use of learning outcomes (LOs). OCU uses LOs within four major contexts. These contexts are: institutional learning outcomes, school learning outcomes, degree program learning outcomes, and course learning outcomes.

OCU's Institutional Learning Outcomes are:

1. *Exhibit intellectual excellence* that sustains life-long learning (Head)
2. *Embrace moral integrity and spiritual development* from a Christian perspective (Heart)
3. *Embody professional competency in leadership and service* for local and global communities (Hands)

The school learning outcomes (SLOs) identify those competencies the students within each of the schools will accomplish. The SLOs are unique to each school and are, if applicable, aligned with specific accrediting agencies. An example would be the Chapman School of Religious Studies/Seminary and its relationship with the Association of Theological Schools.

The degree program learning outcomes identify the reasons for the program and what the student is expected to have learned upon completion of the degree program and awarding of the degree. All degree programs follow the standards of best practice and degree programs of like institutions. The assessment of degree programs is the responsibility of the deans of the individual schools and program directors, as applicable.

Each degree program has specific majors or specializations of study that are placed within four schools and supervised by the Dean or program director. The Dean is responsible to insure that the learning outcomes of the major or specialization flows out of the degree program learning outcomes.

The courses required for each program are designed by appropriately-credentialed faculty. All courses are formatted according to a standard syllabus format. All courses must have a course description as well as learning outcomes. These outcomes must be directly tied to program learning outcomes. All course learning outcomes are supported by course assignments. All courses are reviewed annually by faculty and the respective dean or program director. The SLOs for each respective school are:

### **School Learning Outcomes**

**Chapman School of Religious Studies and Seminary:** Conscious of the call of God, honoring our ties to General Baptists, and mindful of the Church universal, the Chapman Seminary seeks to develop through the professional education of men and women the spiritual, moral, and intellectual maturity necessary for effective leadership in the Church.

**School of Arts and Sciences** – Students will be able to:

- Demonstrate competency in their area of study
- Conduct themselves professionally and ethically
- Contribute to society through leadership in their field and through service to the community

**School of Business:** We seek to produce knowledgeable students who understand the business enterprise and who possess the ability to adapt quickly to the necessities of the work environment. To this end, we strive to accomplish the following set of five general learning outcomes:

1. **PROFESSIONAL** – Students and graduates will demonstrate the ability to apply and synthesize the various functional areas of business in order to facilitate sound business decisions.

2. INFORMATION TECHNOLOGY and LITERACY – Students and graduates will be able to access, use and evaluate management information in business decision making.
3. DISCIPLINED INQUIRY – Students and graduates will be able to use quantitative and qualitative analytical and critical thinking skills to evaluate information, solve problems, and make sound decisions.
4. COMMUNICATION SKILLS – Students and graduates will be able to communicate effectively using various technologies and methodologies.
5. ETHICS and MORALITY – Students and graduates will demonstrate the knowledge and application of appropriate ethical and moral behavior in the workplace.

**School of Education:** The OCU School of Education promotes development of effective educators who master **knowledge (1), skills (3), and dispositions (2)** which enable **servant leaders to positively impact the next generation of learners (2, 3).**

### **Program and Course Learning Outcomes**

All program learning outcomes, course learning outcomes, and individual course assignments can be found in the *Assessment Plans* section of the Campus Labs Compliance Assist/Planning database. This information can be accessed at: <https://oak.home.campuslabs.com>

### **Outcomes Measurement Tools**

The measurement tools used to aid in the assessment of learning outcomes include, but are not limited to, the following:

- Student GPAs
- Student feedback from Graduate Survey and Alumni Survey
- Annual report of Director of Program (if applicable)
- Annual report of School Dean
- Annual report of Director of Assessment
- External Evaluators

The measurement tools to aid in the assessment of the course learning outcomes include, but are not limited to the following:

- Research assignments
- Lesson quizzes
- Proctored exams
- Course projects
- Oral presentations
- Internships
- Participation grades
- End of Course Student Evaluation
- External Evaluators

- Faculty summative course analysis and reflection

Assessment tools are reviewed and changed when deans, directors, and faculty identify weaknesses in the tools as they pertain to providing data that is current and appropriate to any stated goals and objectives. Periodic review of all assessment tools and methods is necessary to insure that programs, policies, and procedures follow best practices for higher education, as well as institutional integrity.

### **PART III: REVIEW AND APPLICATION OF ASSESSMENT RESULTS**

Oakland City University's assessment management system is hosted by Campus Labs and provides a variety of planning, evaluative, and faculty information that is used in housing, statistical analysis, and reporting of data information.

Learning outcomes assessment requires a continuous monitoring of assessment data. Assessment data are used to guide individual reflection and group discussions that culminate in decisions such as needed changes, if any, as well as the proper implementation of identified needed changes. The steps for moving toward decisions and implementation include, but are not limited to:

- Review of data by all responsible parties
- Creation of a list of needed changes
- Formation of an action plan that will show who, what, when, where, why, and how the changes are to be implemented
- Reporting of data and action plans to the proper constituencies
- Carrying out of action plans
- Evaluation of changes in light of data available through established assessment procedures and protocol

It is important and expected that institutional heads, deans, and directors of programs, as well as the Office of Assessment will work with and train the staff and faculty in their respective areas on assessment policies, procedures, how to analyze data, and how to best report assessment data.

### **Types of Assessment**

#### **Student Satisfaction**

The End-of-Course Student Evaluation provides direct feedback to faculty and administration concerning how effective a specific course was in meeting its described objectives. The survey is administered electronically, and the results are made available to individual directors of the programs, the Dean of the school which oversees course, the assessment director, and, ultimately, to the Provost. Analysis of these surveys is conducted with the resulting information used by those affected to maintain or improve the structure of a course. A copy of the evaluation is found in Appendix 3.

The Graduate Survey provides an overall picture of how students viewed their experience at OCU. Results of this survey are used to help the staff of the Academic Department review and improve their areas of concern. It also provides information to the Deans, Director of Assessment, and the Provost concerning the overall state of the institution in regard to student satisfaction and perception. The administration of this survey is the responsibility of the Office of Assessment. A copy of the survey is found in Appendix 4.

The final assessment method is not a tool but rather a method of determining how students are progressing or dealing with issues that arise in their academic experience at OCU. Student complaints are addressed and monitored through the office of the Director of Student Services. This office has the primary function of addressing all issues relating to students and all policies and procedures related to student services, as well as *Student Handbook* concerns. Beacon, a data management system from Campus Labs, is used to maintain this type of information.

### **The Assessment of Student Progression**

Assessing student progression is one area that OCU must consistently work to improve. While there are effective assessment tools available, they have not always been used to identify and track progression. In order to improve this area, several actions have been taken. 1. The use of both the Beacon and Planning systems from Campus Labs allows student advisors and administrative staff to assess the progress of all students, noting any problems that may require immediate intervention. The use of these systems helps to eliminate the concept of “a student falling through the cracks” in college life.

Another factor that is critical to understand is the importance of the relationship of the learning outcomes to student progress. This relationship requires critical thinking and reflection toward every decision that the institution now makes concerning students. The use of the Planning and Program Review systems from Campus Labs allows and requires both critical thinking and reflection toward improving courses, programs, and the overall function of the university.

## **PART IV: OUTCOMES ASSESSMENT AND INSTITUTIONAL IMPROVEMENT**

Improvement of an institution comes about when all assessment tools are used properly utilized, results are reviewed, and actions are taken to build on strengths and improve weaknesses. Oakland City University is no different in this matter. All assessment tools and methods are used to provide information that will be used by the appropriate institutional or academic department to keep OCU moving toward the attainment of its mission statement.

Previous items in this handbook have identified the steps and actions to be followed in insuring the use of assessment results. In addition to this information are the annual

academic reports that show specific action plans to be implemented in order to improve identified weaknesses in courses, programs, or departments. The templates for these reports are found at <https://oak.compliance-assist.com/program-review/>. A hardcopy of the template can also be found in Appendix 5.

## PART V: GLOSSARY OF ASSESSMENT TERMINOLOGY

**Accreditation.** (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. (2) The decision rendered by an accrediting agency when an institution and/or professional education unit meets the agencies standards and requirements.

**Accuracy in Assessment.** The assurance that key assessments are of the appropriate type and content such that they measure what they purport to measure. To this end, the assessments should be aligned with the standards and/or learning proficiencies that they are designed to measure.

**Assessment/Outcomes Assessment/Assessment of Student Learning/Assessment for Improvement (of Learning).** These terms are generally regarded as interchangeable. Many leaders in higher education assessment have offered definitions for these terms. Two definitions are as follows:

- Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development. (Palomba, C.A. & Banta, T.W. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco: Jossey-Bass, 1999, p. 4)
- Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education. (Thomas Angelo, *AAHE Bulletin*, November 1995, p. 7)

In a nutshell, the process requires that faculty and staff articulate or make explicit "learning outcomes" for academic or other programs, that they systematically gather information to better understand whether (and how well) students achieve those outcomes, and that they use that information to improve future results.

In assessing student learning in the academic program, the measure is taken of the academic program as a whole. This usually requires a different perspective, taking a broad view of the performance of groups of students enrolled in a whole course of study

(e.g., a certificate program, a major, a degree program). Program-level assessment is different from assigning grades (i.e., an individual instructor's evaluation of an individual student); it is different from course evaluation (i.e., individual students' evaluation of the course in the context of the course); and it is different from teaching evaluation (i.e. faculty peers' evaluation of an individual's teaching skills).

**Assessment vs. Evaluation.** These terms are sometimes used interchangeably...and just as frequently, fine distinctions are drawn in multiple dimension that articulate clear differences between formative, process-oriented, reflective, and flexible *Assessment*, and summative, product-oriented, prescriptive, judgmental, and inflexible *Evaluation*. Those who adhere to these distinctions might assert that *Assessment* is about improvement over time, affecting groups of students on a grand scale; whereas *Evaluation* is about making a specific judgment at a particular point in time about an individual program or person. This distinction may be useful, so it seems best to ensure that these terms are defined when they are used.

**Assessment System.** A comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

**Avoidance of Bias in Assessment.** The assurance that the unit has addressed any contextual distractions and/or problems with key assessment instruments that introduce sources of bias and thus adversely influence candidate performance. Contextual distractions include inappropriate noise, poor lighting, discomfort, and the lack of proper equipment. Problems with assessments include missing or vague instructions, poorly-worded questions, and poorly-reproduced copies that make reading difficult.

**Baseline.** Campus Labs Baseline provides the technology, resources, and consultation required to create an integrated, coordinated, and comprehensive assessment approach across the campus.

**Beacon.** Campus Labs Beacon is a web-based solution focusing on illuminating student success trends, strategies, and coordination for campus professionals.

**Benchmark.** A description or example of candidate or institutional performance that serves as a standard of comparison for evaluation or judging quality.

**Best Practices.** Techniques or methodologies that, through experience and research, have proven to lead reliably to a desired result.

**Board of Examiners (BOE)/Peer Reviewers.** On-site evaluators who review institutions based on the identified Standards.

**Campus Labs.** Campus Labs is a leading platform and service provider for assessment in higher education.

***Candidate/Student Performance Data.*** Information derived from assessments of candidate/student identified proficiencies.

***Capstone Project.*** Designed to allow students to tie together key learning outcomes into one summative activity. This projects may be called a capstone project, writing project, applied dissertation, etc. They are used at the program level to determine overall performance.

***Case Studies.*** Designed for students to give analysis of a realistic example of an application in the discipline under study. They are used in individual course assignments to provide both learner and evaluator an example of the critical thinking and application abilities of the student.

***Certification.*** The process by which a non-governmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. (The National Board for Professional Teacher Standards grants advanced leadership certification.)

***Conceptual Framework.*** An underlying structure in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

***Council for Higher Education Accreditation (CHEA).*** CHEA is a non-profit organization offering print and Web resources as well as workshops throughout the year on critical topics in higher education. CHEA also conducts a recognition program of accrediting agencies using standards focused on quality of education and meeting student outcomes.

***Course Completion/Progression.*** Designed to measure course completion rates and graduation rates of students.

***Curriculum Map/Curriculum Mapping.*** An essential step in the assessment process, after having articulated learning outcomes for the program, is to identify the places in the curriculum where students will have opportunities to obtain that knowledge or learn those skills. Every course need not convey every outcome - but every outcome should be associated with a learning opportunity, and every student should have access to enough opportunities to ensure that they can achieve the program outcomes. Program-wide learning outcomes may be reinforced by noting in the course syllabus how particular projects or efforts support program learning outcomes (often, in a developmental way, by introducing, building on, and finally testing mastery of, those outcomes).

***Descriptors of Practice.*** A series of words, phrase, or sentence that describe, identify observable actions of a person demonstrating a specific knowledge, skill, or attitude.

***Direct Assessment.*** Direct assessment involves looking at actual pieces of student

work produced in each course and programs.

***Dispositions.*** The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment,

***Elements/Components of Standards.*** The major components of each standard that are described and measured in the rubrics and explanations that accompany the standards. Board of Examiner teams/Peer Reviewers will look for evidence that the unit and its programs address the elements/components.

***Embedded Assessment.*** This strategy uses student work completed for a course for the purpose of program level assessment. For example, if all students in a program are required to take a particular course, they may be asked to respond to a common prompt related to program-level learning outcomes on an examination (across multiple sections and course offerings); the responses to that prompt could be examined periodically to discern whether or not students are responding as they should at that level. Or, capstone projects or Senior theses could be evaluated in light of program level learning outcomes.

***External Reviewers.*** Those persons or institutions used to review and evaluate discipline specific courses and programs. They are used to aid in the improvement of courses and programs, as well as help the institution maintain accepted discipline-based standards and practices.

***Faculty-designed Assignments.*** Created by a faculty member to measure students' performance. They may include discussion forums, internships, research papers, reviews, oral presentations, pre-/post-tests, as well as other work deemed necessary by the faculty. They are used in calculating grades and performance in relationship to course objectives.

***Faculty-designed Tests.*** Created by a faculty member to measure students' knowledge, understanding, and value of specific parts, as well as, complete course material. They are used in summative course evaluations and the seminar and online delivery modes in determining levels of competence.

***Grades.*** A mark given to a student to show a level of performance. They are used to inform students of performance in courses, calculate Grade Point Average, determine membership in honor societies, and determine academic status.

***Indirect assessment.*** Indirect assessment is gathering information through means other than looking at actual pieces of student work.

***Institution.*** A college, or university, or non-university provider that is chartered to offered degree programs.

***Institutional Report.*** A report that provides the institutional and unit contexts, a description of the unit's conceptual framework or practices, and evidence that the unit is meeting the standards. The report serves as primary documentation for Board of Examiners teams/Peer Reviewers conducting on-site visits.

***Internship.*** Generally, the post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the pre-service clinical experience.

***Institutional Outcomes.*** Outcomes set by the institution that reflect its mission and identify important expectations for candidate learning that may be unique to the institution's professional education unit.

***Knowledge Base.*** Empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

***Learning Outcome.*** An expression of what a student will demonstrate on the successful completion of a course and program. Learning outcomes:

- are related to the level of the learning;
- indicate the intended gain in knowledge and skills that a typical student will achieve;
- should be capable of being assessed.

***Licensure.*** The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials.)

***Nationally Recognized Program.*** A program that has met the standards of a specialized professional association (SPA) such as the ELCC that is a member organization of NCATE. An institution's state-approved program also will be considered a *nationally recognized program* if the state program standards and the state's review process have been approved by the appropriate national association. (Nationally recognized programs are listed on NCATE's website.)

***Performance-Based Program.*** A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate/student advisement, especially data that demonstrate candidate proficiencies.

***Performance Criteria.*** Qualities or levels of candidate's leadership proficiency that are used to evaluate candidate performance, as specified in *scoring guides* such as descriptions or *rubrics*.

***Performance Data.*** Information that describes the qualities and levels of proficiency of

Candidates/students. Sometimes the phrase is used to indicate the qualities and levels of institutional practice, for example, in making collaborative arrangements with clinical schools, setting faculty professional development policies, or providing leadership through technical assistance to community schools.

***Portfolio.*** An accumulation of evidence about individual candidate proficiencies, especially in relation to explicit ELCC standards and rubrics, used in evaluation of competency as a school or district leader. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating internship supervisors, and samples of candidate work.

***Professional Development.*** Opportunities for professional education faculty to develop new knowledge and skills through activities such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, and fellowships.

***Professional Dispositions.*** Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

***Professional Standards.*** Standards set by the specialized professional associations (SPAs) and adopted by NCATE for use in its accreditation review. Professional standards also refer to standards set by other recognized national organizations/accrediting agencies that evaluate professional education programs.

***Proficiencies.*** Required knowledge, skills, and professional dispositions identified in the professional, state, or institutional standards.

***Program of Study.*** A planned sequence of courses and experiences for the purpose of preparing leaders to work in a specific field of study. Programs may lead to a degree, a recommendation for a state license, both, or neither.

***Program approval.*** Process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel.

***Program Completers.*** The Higher Education Act, Title II defines program completers as persons who have met all the requirements of a state approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

**Regional Accrediting Agencies.** Institutional accrediting agencies provide resources and tools related to assessment and improvement of educational quality. Below are links to the six regional accrediting agencies that conduct accreditation reviews of the majority of U.S. institutions of higher education. Reviews of an institution by any of these agencies are based on criteria that include requirements for institutional planning, faculty, students, research, curriculum, etc. and are provided here as a resource.

- Higher Learning Commission of the North Central Association of Colleges and Schools
- Middle States Commission on Higher Education
- New England Association of Schools and Colleges
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools: Commission on Colleges
- Western Association of Schools and Colleges

**Rubrics.** Written and shared evaluative criteria for judging candidate performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

**Scoring Guide.** A tool such as a *rubric*, evaluation form, etc. used by faculty to evaluate an assessment. Scoring guides should differentiate varying levels of candidate proficiency on *performance criteria* outlined in the SPA standards.

**Skills.** The ability to apply and use content, professional, and pedagogical leadership knowledge effectively and readily in diverse leadership settings in a manner that ensures that all students are learning.

**SPAs. Specialized Professional Associations.** The national organizations such as the ELCC that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of NCATE and have standards for both students in schools and candidates preparing to work in schools.

**Standards.** Written expectations for meeting a specified level of performance. Standards exist for the content that P-12 students should know at a certain age or grade level.

**Standardized Tests.** Specific tests normed to a national population. They are used for admittance into programs.

**State Standards.** The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most state, college and university programs must meet state Standards in order to admit candidates to those programs.

**Survey.** Instrument designed to give data specific to area(s) under investigation. Survey results are used to evaluate the relationships between perceptions and reality; student satisfaction, faculty satisfaction as it relates to curriculum, and used in course/programs reviews.

**Technology, Use of.** What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in (1) the delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity.

**The Higher Learning Commission (HLC).** The Higher Learning Commission is part of the North Central Association of Colleges and Schools. The organization is dedicated to advancing the quality of education, in part through the review and accreditation of colleges and universities in 19 states. Resources on best practices, including assessment are provided on their site.

**Unit.** The college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. Also known as the “professional education unit.” The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.

## APPENDIX 1



### Assessment Activity, Functions, and Calendar

Assessment Activity	Purpose	Results Used To	Completed By	Data Sent To	Data Entered in Campus Labs	Due Date
Institutional LOs	Assess overall university effectiveness	1. Identify strengths in meeting university mission statement 2. Identify opportunities for improvement	EO/AA/D/DA	DA	Y	June
School LOs	Assess school effectiveness	1. Ensure relevancy 2. Ensure state/accrediting standards are maintained	D	AA/DA	Y	June
Program LOs	Assess program effectiveness	1. Identify past actions 2. Identify future actions 3. Ensure relevancy	D/DP	D/DA	Y	Three/Four Year Cycle
Course LOs	Assess effectiveness of course	1. Ensure relevancy 2. Ensure accrediting standards are maintained	F	DA	Y	Semester following teaching of a course.
Summative Course Assignments	Assess overall performance of candidates in a course.	1. Identify past actions 2. Identify future actions 3. Ensure relevancy 4. Ensure state/accrediting standards are maintained	F	D/DP/DA	Y	End of each semester or term a course is taught
Course Evaluations	Assess candidates' view of course experience and learning	1. Allows for input from students on value and satisfaction with a course 2. Sustain academic quality	S	F/D/DP/DA	Y	End of each course term (5wk online; 8wk online; semester)
Key Assessment Review	Assess achievement of course learning outcomes & standards	1. Identify past actions 2. Identify future actions related to PLOs and CLOs 3. Ensure key assessments met	D/DP	DA	Y	Semester following course/activity offered
Data Driven Decisions	Note both curricular and non-curricular decisions	1. Identify needs 2. Note actions related to curriculum and non-curriculum issues	D/DP	School In House	Y	As needed
Summary of Data Driven Decisions	Note both curricular and non-curricular decisions	1. Identify needs 2. Note actions related to curriculum and non-curriculum issues	D/DP	School	Y	May
Advisory Boards	Provide School/Program advisement only	1. Keep current on issues facing graduates 2. Match program requirements to needs of the market place	D/DP	School In House	Y	After Advisory Board meetings
Senior Capstone Testing (ACAT, CBE, ETS)	Knowledge/Skill level of Seniors	1. Compare OCU Seniors with other national degree completers 2. Evaluate Foundational Core efficiency	DA	AA/D/DP	N	Near end of Semester
Placement Testing	Skills testing of incoming candidates	Course placement	DA	AD	N	Beginning of Semester

Abbreviations: Los=Learning Outcomes; EO=Executive Office; AA=Academic Affairs; D=Deans; DA=Director of Assessment; DP=Director of Program; F=Faculty; S=Students; AD=Admissions; Y=Yes; N=No

## APPENDIX 2



### Data and Document Submission in Campus Labs Requirements of OCU Dean and/or Director of Program

<b>Data/Document to be Submitted</b>	<b>Person Responsible for Submission</b>	<b>Where in Campus Labs to Submit</b>	<b>Due Date</b>
School Learning Outcomes	Dean of the School	Planning/Assessment	Review/Update Annually
Program Learning Outcomes	Dean/Director of Program	Planning/Assessment	Based on School's Assessment Cycle
Key Assessment Information	Dean and/or Director of Program	Planning/Assessment	Based on School's Assessment Cycle
Data Driven Decisions	Dean and/or Director of Program	Planning/Assessment	As needed
Advisory Boards	Dean and/or Director of Program	Planning/Assessment	After Advisory Board meetings

### Data and Document Submission in Campus Labs Requirements of OCU Faculty

<b>Data/Document to be Submitted</b>	<b>Person Responsible for Submission</b>	<b>Where in Campus Labs to Submit</b>	<b>Due Date</b>
Course Learning Outcomes	Faculty teaching Course	Planning/Assessment	Prior to each time course is taught
Course Syllabus	Faculty teaching Course	Courses-Under Planning which is under Compliance Assist	Prior to each time course is taught
Assignment Rubrics	Faculty teaching Course	Baseline	Based on School's Assessment Cycle
Advisory/Student Alerts	Faculty Identifying Student Need	Beacon	As needed

### APPENDIX 3

#### Course Evaluation Template (Electronically Delivered)

Page - 1

In the University's continuing efforts to improve instruction and student learning, we ask you to evaluate the course and instructor. Your cooperation in furnishing this information is essential.

*Required answers: 0      Allowed answers: 0*

#### Q1 Course Information

Department (example: BIO): *[Textbox]*

Number: *[Textbox]*

Instructor: *[Textbox]*

*Required answers: 1      Allowed answers: 3*

*Next Page: Sequential*

Page - 2

Please indicate your level of agreement with the following statements using the scale provided.

Q2 The instructor encouraged me to explore a Christian worldview of the course subject matter.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

*Required answers: 1      Allowed answers: 1*

Q3 The instructor suggested applications of course theory to personal, professional, and/or ministry practices when and where appropriate.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

*Required answers: 1      Allowed answers: 1*

Q4 The instructor encouraged students to integrate the course subject matter with other academic studies and/or personal or professional interests.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

*Required answers: 1      Allowed answers: 1*

Q5 The instructor encouraged students to integrate the course subject matter with other academic studies and/or personal or professional interests.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q6 The instructor respected students even when they expressed viewpoints inaccurately or diverged from the instructor's perspective.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

*Next Page: Sequential*

Page - 3

Please indicate your level of agreement with the following statements using the scale provided.

Q7 The course challenged me to evaluate my own ideas and attempt to understand the ideas of of others.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q8 The course lessons were consistent with the course description and course objectives.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q9 The course assignments, examinations, projects, etc. contributed to my learning the subject matter and/or acquiring specified skills in the course learning objectives.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q10 The course learning experience encouraged me to explore the subject matter further and/or maintain

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q11 The course will assist me as I enter the workplace.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

*Next Page: Sequential*

Page - 4

Please indicate your level of agreement with the following statements using the scale provided.

Q12 The instructor explained course content in a clear and understandable manner.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q13 The instructor encouraged students to participate in discussions and other opportunities for communication and interaction within the course.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q14 The instructor was engaged in the course learning experience via announcements, participating in discussions, and/or interacting with students through other forms of communication.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q15 The instructor responded to student questions about the course.
---

Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q16 The instructor returned assignments and examinations in a timely manner.	
Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	
<i>Required answers: 1      Allowed answers: 1</i>	

Q17 The instructor used a variety of instructional strategies to present course content, such as visual presentations, discussions, group activities, etc.	
Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	
<i>Required answers: 1      Allowed answers: 1</i>	

Q18 The instructor used a variety of methods to assess student learning, such as homework, tests, projects, class participation, etc.	
Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	
<i>Required answers: 1      Allowed answers: 1</i>	

*Next Page: Sequential*

Page - 5

Please indicate your level of agreement with the following statements using the scale provided.

Q19 I was highly interested in the course subject matter before taking the course.	
Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	
<i>Required answers: 1      Allowed answers: 1</i>	

Q20 I participated in discussions and other learning activities several times throughout the duration of the course.	
--	--

Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q21 I completed and submitted all required assignments on time.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q22 I would rate my satisfaction with my course learning experience as high.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q23 I would recommend this course to other students.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

*Next Page: Sequential*

Page - 6

Q24 Please describe specific items which you feel would improve the course and its delivery.
<i>[Textbox]</i>
<i>Required answers: 0      Allowed answers: 1</i>

*Next Page: Sequential*

**APPENDIX 4**  
Graduate Survey Template  
(Electronically Delivered)

Page - 1

Q1 In what year did you graduate from Oakland City University?	
2015	
2014	
2013	
2012	
2011	
2010	
<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

Q2 Which type of degree or certificate did you earn?	
Certificate	
Diploma	
Associate's	
Bachelor's	
Master's	
Doctorate	
Other	
<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

Q3 Through which location did you take most of your courses?	
Main Campus	
Evansville	
Rockport	
Bedford	
Plainfield	
Other	
<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

Q4 What was your major/field of study?	
[Textbox]	
<i>Required answers: 0</i>	<i>Allowed answers: 1</i>

Q5 How long did it take you to complete your degree?	
1 year	
2 years	
3 years	
4 years	
5 years	
6 or more years	
<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

*Next Page: Sequential*

Page - 2

Please select the answer which corresponds closest to your level of agreement with the following statements.

Q6 The curriculum of my program reflected sound theory and practical knowledge.	

Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q7 The purpose of each course was clearly stated and followed.</b>	
Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	
<i>Required answers: 1      Allowed answers: 1</i>	

<b>Q8 The arrangement of the courses adequately prepared me for successful completion of the program.</b>	
Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	
<i>Required answers: 1      Allowed answers: 1</i>	

<b>Q9 The design of the curriculum adequately prepared me for employment in my chosen field.</b>	
Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	
<i>Required answers: 1      Allowed answers: 1</i>	

<b>Q10 The availability of required courses in my major allowed me to graduate in a timely manner.</b>	
Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	
<i>Required answers: 1      Allowed answers: 1</i>	

<b>Q11 The courses offered in my department prepared me for employment.</b>	
Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	
<i>Required answers: 1      Allowed answers: 1</i>	

*Next Page: Sequential*

Please select the answer which corresponds closest to your level of agreement with the following statements.

Q12 The courses offered in my department prepared me for graduate or professional school.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Required answers: 1 Allowed answers: 1

Q13 Faculty members demonstrated a commitment to their subject matter and were current in their area of expertise.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Required answers: 1 Allowed answers: 1

Q14 Faculty in my departmental courses graded students in a fair manner.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Required answers: 1 Allowed answers: 1

Q15 Advisors were readily available for consultation.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Required answers: 1 Allowed answers: 1

Q16 The entire educational program - the liberal arts core courses and selected content area courses - was challenging.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Required answers: 1 Allowed answers: 1

Next Page: Sequential

Page - 4

Please select the answer which corresponds closest to your level of agreement with the following statements.

Q17 Information about internship or practicum opportunities was made available.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q18 I was given opportunities to receive advice about planning my career.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q19 I was given opportunities to receive advice about obtaining a job.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q20 All things considered, I was satisfied with my studies at OCU.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q21 OCU achieved its mission to enhance intellectual, spiritual, physical, and social development for positive leadership.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

Q22 I would recommend OCU to perspective students.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
<i>Required answers: 1      Allowed answers: 1</i>

## Page - 5

Q23 Are you attending graduate or professional school?

Yes (Go To Page 6)

I am considering it. (Go To Page 6)

No (Go To Page 7)

I have already attended graduate/professional school. (Go To Page 6)

Required answers: 1

Allowed answers: 1

Next Page: Conditional

## Page - 6

Q24 What was your major in graduate/professional school?

[Textbox]

Required answers: 0

Allowed answers: 1

Display if Q23='I have already attended graduate/professional school.'

Q25 What is your major in graduate/professional school?

[Textbox]

Required answers: 0

Allowed answers: 1

Display if Q23='Yes'

Q26 What will be your major in graduate/professional school?

[Textbox]

Required answers: 0

Allowed answers: 1

Display if Q23='I am considering it.'

Q27 What is the name and location of the graduate/professional school you attended?

[Textbox]

Required answers: 0

Allowed answers: 1

Display if Q23='I have already attended graduate/professional school.'

Q28 What is the name and location of the graduate/professional school you are attending?

[Textbox]

Required answers: 0

Allowed answers: 1

Display if Q23='Yes'

Q29 What is the name and location of the graduate/professional school you will be attending?

[Textbox]

Required answers: 0

Allowed answers: 1

Display if Q23='I am considering it.'

Next Page: Sequential

## Page - 7

Q30 Would you be interested in taking online courses through OCU?

Yes, for professional development or enrichment.

Yes, to earn an additional degree or certificate.

Yes, for both reasons.
No
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q31 Did you take classes for college credit through OCU in high school?</b>
Yes <i>(Go To Page 8)</i>
No <i>(Go To Page 9)</i>
<i>Required answers: 1      Allowed answers: 1</i>

*Next Page: Conditional*

Page - 8

<b>Q32 Did the classes you took through OCU in high school help in your transition to college life?</b>
Yes
Somewhat
No
I have not yet attended college.
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q33 Do you feel that these classes were presented as college-level courses?</b>
Yes
Somewhat
No
<i>Required answers: 1      Allowed answers: 1</i>

*Next Page: Sequential*

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<b>Q34 Which best describes your current employment status?</b>
Part-time employment in field of study <i>(Go To Page 10)</i>
Part-time employment outside field of study <i>(Go To Page 10)</i>
Full-time employment in field of study <i>(Go To Page 10)</i>
Full-time employment outside field of study <i>(Go To Page 10)</i>
Enlistment in Armed Services <i>(Go To Page 12)</i>
Continuing Education <i>(Go To Page 12)</i>
Unemployed <i>(Go To Page 11)</i>
Other <i>(Go To Page 12)</i>
<i>Required answers: 1      Allowed answers: 1</i>

*Next Page: Conditional*

Page - 10

<b>Q35 How did you discover/obtain your current job?</b>
Campus interview/Career fair
Internship
Self-directed, i.e. direct response to ad
Family/friend referral
Ad in Career Serv. office or online OCU job board
Internet

Networking		
Staffing agency		
other		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

<b>Q36 How long was your job search?</b>		
0-3 months		
4-6 months		
7-9 months		
9+ months		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

<b>Q37 Please select the area which most closely matches the field of your current employment.</b>		
Business		
Education		
Non-profit		
Healthcare		
Manufacturing		
Armed Services		
Religious Service		
Retail		
Professional (engineering, law, etc.)		
Social Services		
Self-Employed		
Other		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

<b>Q38 If you are willing, please list your employer's name/company name.</b>		
[Textbox]		
	<i>Required answers: 0</i>	<i>Allowed answers: 1</i>

<b>Q39 Where are you currently employed?</b>		
Indiana		
Illinois		
Kentucky		
Other State		
Other Country		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

<b>Q40 How satisfied are you with your current employment?</b>		
Very Satisfied (Go To Page 12)		
Satisfied (Go To Page 12)		
Dissatisfied (Go To Page 12)		
Very Dissatisfied (Go To Page 12)		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

*Next Page: Conditional*

Q41 How long have you been searching for a job?		
0-3 months		
4-6 months		
7-9 months		
9+ months		
N/A		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

Q42 How many positions have you applied for?		
[Textbox]		
	<i>Required answers: 0</i>	<i>Allowed answers: 1</i>

Q43 Have you participated in any interviews?		
Yes		
No		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

Q44 If you have participated in interviews, how many?		
[Textbox]		
	<i>Required answers: 0</i>	<i>Allowed answers: 1</i>

*Next Page: Sequential*

Page - 12

Q45 Have you at any point since graduation been employed in the area of your major?		
Yes		
No		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
Display if NOT Q1='2015' AND ( NOT Q34='Part-time employment in field of study' OR NOT Q34='Full-time employment in field of study' )		

Q46 If you were previously employed in your field of study and are not currently, what reasons would you cite for leaving?		
Termination		
Voluntary Lay-Off		
Downsizing		
Illness		
Family Obligations		
Lack of Satisfaction		
Low Pay/Benefits		
Dissatisfaction with Preparation		
Other		
N/A [N/A]		
	<i>Required answers: 1</i>	<i>Allowed answers: 10</i>
Display if NOT Q1='2015' AND ( NOT Q34='Part-time employment in field of study' OR NOT Q34='Full-time employment in field of study' )		

*Next Page: Sequential*

Page - 13

Please select the amount of impact you feel your experiences at OCU have contributed to each of the items below.

Q47 Personal growth

Significant

Moderate

Little

None

Required answers: 1 Allowed answers: 1

Q48 Intellectual growth

Significant

Moderate

Little

None

Required answers: 1 Allowed answers: 1

Q49 Preparation for further education

Significant

Moderate

Little

None

Required answers: 1 Allowed answers: 1

Q50 Preparation for career

Significant

Moderate

Little

None

Required answers: 1 Allowed answers: 1

Q51 Interest in conducting research

Significant

Moderate

Little

None

Required answers: 1 Allowed answers: 1

Q52 Analyzing and evaluating ideas

Significant

Moderate

Little

None

Required answers: 1 Allowed answers: 1

Q53 Interacting with diverse people

Significant

Moderate

...

None  
*Required answers: 1      Allowed answers: 1*

**Q54 Understanding people from diverse groups**  
Significant  
Moderate  
Little  
None  
*Required answers: 1      Allowed answers: 1*

*Next Page: Sequential*

Page - 14

Please select the amount of impact you feel your experiences at OCU have contributed to each of the items below.

**Q55 Making informed decisions**  
Significant  
Moderate  
Little  
None  
*Required answers: 1      Allowed answers: 1*

**Q56 Self-evaluation**  
Significant  
Moderate  
Little  
None  
*Required answers: 1      Allowed answers: 1*

**Q57 Self-reliance**  
Significant  
Moderate  
Little  
None  
*Required answers: 1      Allowed answers: 1*

**Q58 Clarifying personal values**  
Significant  
Moderate  
Little  
None  
*Required answers: 1      Allowed answers: 1*

**Q59 Experiencing and responding to the arts**  
Significant  
Moderate  
Little  
None  
*Required answers: 1      Allowed answers: 1*

None
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q60 Using technology for professional purposes</b>
Significant
Moderate
Little
None
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q61 Lifelong learning</b>
Significant
Moderate
Little
None
<i>Required answers: 1      Allowed answers: 1</i>

*Next Page: Sequential*

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<b>Q62 Please feel free to offer thoughtful suggestions for making positive changes in our programs.</b>
<i>[Textbox]</i>
<i>Required answers: 0      Allowed answers: 1</i>

*Next Page: Sequential*

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<b>Q63 What is your gender?</b>
Male
Female
Do not wish to disclose <i>[N/A]</i>
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q64 Which ethnic group do you identify with most closely?</b>
American Indian/Alaska Native
Asian
Black/African-American
Hispanic/Latino
Native Hawaiian/Pacific Islander
Non-resident Alien
White
Two/more
Unknown
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q65 What is your marital status?</b>
Single
Married

Divorced
Widowed
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q66 How many children do you have?</b>
None
One or Two
Three or Four
More than Four
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q67 What is your age?</b>
Less than 20
20-29
30-39
40-49
50-59
60-69
70-79
80 or Older
<i>Required answers: 1      Allowed answers: 1</i>

*Next Page: Sequential*

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<b>Q68 Has either of your parents completed a college degree?</b>
Mother
Father
Both
Neither
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q69 What is your place of residence?</b>
Indiana
Illinois
Kentucky
Missouri
Other State
Other Country
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q70 What is your current annual income (individual only)?</b>
Less than \$15,000
\$15,000 to \$24,999
\$25,000 to \$34,999
\$35,000 to \$44,999
\$45,000 to \$54,999
\$55,000 to \$64,999
\$65,000 to \$74,999

\$75,000 or More		
Do not wish to disclose [N/A]		
	Required answers: 1	Allowed answers: 1

Q71 May we have your most current contact information?		
Yes (Go To Page 18)		
No (Go To End)		
	Required answers: 1	Allowed answers: 1

Next Page: Conditional

Page - 18

Q72 Name:		
First: [Textbox]		
Middle: [Textbox]		
Last: [Textbox]		
	Required answers: 1	Allowed answers: 3

Q73 Email:		
[Textbox]		
	Required answers: 0	Allowed answers: 1

Q74 Phone:		
[Textbox]		
	Required answers: 0	Allowed answers: 1

Q75 Address:		
Street: [Textbox]		
Apartment/P.O. Box: [Textbox]		
City: [Textbox]		
State: [Textbox]		
Zip: [Textbox]		
	Required answers: 1	Allowed answers: 5

Q76 What is your preferred method for receiving correspondence from Oakland City University?		
Email		
Mail		
Social Network		
Phone		
Text		
	Required answers: 1	Allowed answers: 5

Next Page: Sequential

**APPENDIX 5**

**Oakland City University**



**Dean/ Director of Program Annual Assessment Report**  
**For**  
<School/Program>

Completed by:  
<Name>

**D-M-Y**  
<Date Report Submitted>

**SECTION 1: GENERAL INFORMATION**

- 1.1 The Learning Outcomes of the School/Program and its divisions
- 1.2 Student Enrollment within each Major/Options/Specializations and at specific degree levels for past three years

Year	Insert Each Program Name (BA, MA, etc.)				
201?					
201?					
Current					

### 1.3 Course Delivery Systems Used

## SECTION 2: SPECIFIC SCHOOL/PROGRAM INFORMATION

### 2.1 How Outcomes were Met

<Insert a report (with charts if needed) of how the school/program outcomes were met in light of feedback from students, faculty, etc.>

### 2.2 Curriculum Changes/Adjustments

- A. <Insert comments and concerns about the curriculum within the school/program>
- B. <note any **minor** modifications that were made to any program within the school/program and the reasons for said modification.>
- C. <Identify any **significant** changes in curriculum development>

### 2.3 Student Progression

<Complete the chart found in Worksheet 1 using the three most popular courses in each individual program (by enrollment)>

## SECTION 3: VERIFICATION DATA

### 3.1 Methods of Collecting Data That Influenced Decision Making

<Insert in the following table all methods used to collect data.>

Data Collection Method	When Collected	Purpose

3.2 Use of Data

<Insert a brief commentary on how the data collected informs current and future school/program needs/plans.>

3.3 External Evaluators

<If applicable, insert a brief commentary on how external evaluators reported on school/program as well as how assessment reports were utilized.>

3.4 Faculty and Staff Meetings

<Insert a brief report/chart related to faculty and staff meetings/development related specifically to school/program assessment> (If minutes are placed in Campus Labs Planning then just note that here)

**SECTION 4: STRATEGIC PLANNING**

4.1 Previous Year's Completed Curricular or Action Plan

<Complete the following table> (Note: Adjust as needed)

Item #	Description	Responsible Person	Status	Action Plan	Completion Date

4.2 Upcoming Year's Curricular or Action Plan

<Make sure that the action plan is tied to the information found in Section 2.>

<b>Item #</b>	<b>Description</b>	<b>Responsible Person</b>	<b>Status</b>	<b>Action Plan</b>	<b>Completion Date</b>

4.3 Additional Information related to planning, needs, and development of both faculty and school/program

## **SECTION 5: APPENDICES**

<Insert all additional documentation reflected in the report.>