REGULAR MEETING OF THE FACULTY SENATE  
The University of Oklahoma (Norman campus)  
March 7, 2016, 3:30 p.m., Jacobson Faculty Hall 102

AGENDA

1. Approval of the Senate Journal for the regular session of February 8, 2016.

2. Announcements:
   a. The Faculty Senate is sad to report the death of faculty member Dean Charles Graham (Architecture) on February 12, 2016.
   b. The recipients of the Ed Cline faculty development awards for 2015-16 are: Kyle Bergersen (Creative Media Production), Suchismita Bhattacharjee (Interior Design), Daniela Busciglio (Modern Languages, Literatures, and Linguistics), Elyssa Faison (History), Sherri Irwin (Philosophy / Women's & Gender Studies), Heather Ketchum (Biology), Keri Kornelson (Mathematics), Misha Nedeljkovich (Film & Media Studies), Chie Noyori-Corbett (Social Work), Asa Randall (Anthropology), Sepideh Stewart (Mathematics), and Ying Wang (Mathematics).
   c. On behalf of the Faculty Senate, the Executive Committee approved the nomination of Kenneth Hodges (English) to complete the 2013-16 term of Victoria Sturtevant (Film & Media Studies) on the Art and Humanities Faculty Fellowship Committee.
   d. The Tribute to the Faculty will be Thursday, April 7, 2016 at 3:00 p.m. in the Sandy Bell Gallery of the Fred Jones Jr. Museum of Art.
   e. The Big Event, a student-run community service effort, will be held on April 9, 2016. For more information visit http://bigevent.ou.edu.

3. Remarks by Scott Mason, Vice President of Governmental Relations.

4. Remarks by Mark Morvant, Executive Director of the Center for Teaching Excellence, regarding the Learning Management System software.

5. For Discussion (to voted on at a future meeting):
   a. Preliminary nominations for committees (to be distributed at the meeting).
   b. Discussion of formalized Policy of Academic Assessment of Student Learning (attached) (not to be voted on).

6. Senate Chair’s Report.

7. New business (any matter not known about or that could not have been reasonably foreseen prior to the time the agenda was prepared).

Refreshments will be served at 3:15 p.m.
**Preamble:**
The University of Oklahoma is committed to assessing student learning as a means to continuously improve educational experience and overall success for all students.

**Statement of Purpose:**
The purpose of assessment at the University of Oklahoma is to facilitate continuous improvement of academic programs. The assessment process gives faculty important information about the success of each program of study by allowing comparison between actual learning outcomes and intended learning outcomes. Therefore, the **Provost Advisory Committee for Learning Outcomes Assessment (PACLOA)** has developed this policy to govern the process of regular and ongoing assessment of student learning in undergraduate and graduate programs.

The Committee affirms the importance of continuous, institution-wide process for:
- Assessing the extent to which students achieve program level intended learning outcomes, and
- Using the results to improve programs and enhance student learning.

This policy aims to:
- Support the institution-wide culture of assessment of student learning and continuous improvement of academic programs.
- Ensure compliance with:
  - Higher Learning Commission’s (HLC) assessment criteria.
  - Oklahoma State Regents assessment requirements.
- Establish a process of systematic documentation of program level assessment activities.

**Policy:**
All academic programs at OU should be assessed systematically and the data obtained through the assessment process used to facilitate continuous improvement of degree programs.

- **A.** Assessment is a collaborative initiative involving faculty, staff, administrators, and students. The administration, through the Office of Academic Assessment, supports assessment activities by providing professional development opportunities, sharing information on assessment tools and activities, coordinating assessments to minimize unnecessary duplication and providing resources to conduct assessments. The faculty of each academic unit should play a central role in the design and implementation of assessment programs for that unit, and should work collaboratively with the office of Academic Assessment and the administration to use assessment data to facilitate continuous improvement of academic programs.

- **B.** The Chair or Director in each academic department or school will maintain oversight of assessment activities. Assessment Liaisons will generally prepare the annual assessment reports. The annual program assessment reports for each department or school should be submitted through the Chair or Director.

- **C.** Assessment reports are required annually for each academic degree program or major.

- **D.** Assessment reports should be submitted by **October 1 of every year** to assessment@ou.edu.

- **E.** Each academic unit is expected to document assessment activities using the **OU Program Assessment Template**. Each report should contain the following components at the minimum:
  1. Mission of the degree program.
  2. Intended program level student learning outcomes (SLO’s) that clearly and succinctly describe the knowledge, skills, and competencies that students should be able to demonstrate upon
completion of the program.
3. At least two assessment methods, one of which must be a direct method (for each SLO).
4. Detailed description of actual student performance (for each SLO).
5. Detailed description of the use or intended use of assessment results for program improvement (for each SLO).

Academic programs with discipline-specific accreditation may elect to use templates and report formats provided by their accrediting agencies. However, their assessment reports must include students learning outcomes, direct assessment methods, assessment results and use of assessment results for improvement.

For detailed program assessment guidelines, please e-mail assessment@ou.edu or refer to the Office of Academic Assessment website: http://www.ou.edu/assessment

Approved by the Provost Advisory Council for Learning Outcomes Assessment (PACLOA)

Date: January 29, 2016
Definitions:

**Assessment:** A systematic and ongoing process of collecting, analyzing and using information to improve student learning at the program level. For the purposes of this policy, the focus is on student learning in the program study for a degree.

**Assessment Report:** A document that describes assessment activities, information/data collected and actions taken for the purpose of continuous improvement of student learning and academic programs.

**Direct Assessment Method:** Measures that require students to demonstrate acquired learning (e.g., examinations, portfolios, research projects, performances, etc.). Appropriate measures should directly address to one or more student learning outcomes.

**Indirect Assessment Method:** Measures that require students to provide opinions or perceptions regarding acquired learning (e.g., surveys, focus groups, interviews, course evaluations, etc.). Survey items or interview questions should directly address student learning outcomes.

**Program:** A sequence of credit-awarding courses and experiences designed to equip students with specific knowledge, skills and competencies intended for a degree major. Departments can elect to develop assessment reports at either Level III (Degree) or Level IV (Major) as reflected in the OU Degree Inventory accessible at the following link:  [https://www.ou.edu/content/irr/degree-program-inventory.html](https://www.ou.edu/content/irr/degree-program-inventory.html)

**Student Learning Outcomes (SLO's):** Statements that clearly specify the accumulated knowledge, skills/abilities and competencies that students are expected to be able to demonstrate upon completion of a program of study, degree or major.