

# CO-CURRICULAR ASSESSMENT PLAN

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**ROGERS STATE  
UNIVERSITY**  
Claremore, Oklahoma

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## University Mission

Our mission at Rogers State University is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities. Our commitments, which support the RSU mission, are as follows:

- To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning, and critical and creative thinking.
- To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.
- To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.
- To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.
- To provide University-wide student services, activities, and resources that complement academic programs.
- To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.
- To promote and encourage student, faculty, staff, and community interaction in a positive academic climate that creates opportunities for cultural, intellectual, and personal enrichment for the University and the communities it serves.
- To assist both freshmen and transfer students through their first year at RSU in their professional and personal goals. Learners, who feel more connected at the university and supported by faculty and staff, are more successful and more satisfied with their overall college experience.

## University Vision

*Rogers State University will be the university of choice and achieve recognition as a model for excellence in substantive, relevant degree programs that align with workforce needs. RSU will cultivate a vibrant campus culture that embraces diversity, equity, inclusion and global awareness.*

## Core Values and Commitments

Our commitments, which support the RSU mission, are as follows:

- To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning, and critical and creative thinking.
- To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning
- To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.
- To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.
- To provide University-wide student services, activities, and resources that complement academic programs.
- To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.
- To promote and encourage student, faculty, staff, and community interaction in a positive academic climate that creates opportunities for cultural, intellectual, and personal enrichment for the University and the communities it serves.
- To assist both freshmen and transfer students through their first year at RSU in their professional and personal goals. Learners, who feel more connected at the university and supported by faculty and staff, are more successful and more satisfied with their overall college experience.

## Purpose of Co-Curricular Assessment

It is widely acknowledged by numerous scholarly associations within higher education that student learning and development occurs both inside and outside of the classroom. Inside the classroom, assessment of student learning occurs through a carefully monitored process. RSU's comprehensive University Assessment Plan, for learning that occurs primarily inside the classroom, can be found [here](#). RSU's Student Learning Reports (SLRs) and Student Assessment Reports (SARs) can be found [here](#).

Co-curricular learning takes shape across several critical domains: knowledge acquisition, construction, integration and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence. Furthermore, student learning and development can occur through both formal and informal activities during the collegiate experience. While it is not possible to capture and document every instance where students make progress across all of these domains, it is possible to ascertain instances of such growth in order to evaluate program effectiveness that can inform future enhancements. In addition to measuring student learning and development, co-curricular assessment also entails tracking student engagement to understand the ways in which, and extent to which, students take advantage of various resources offered on campus.

The Division of Student Affairs implements an annual assessment cycle to measure student engagement in co-curricular activities and certain campus resources, and to understand how students are learning and developing through their experiences. Students and organization leaders evaluate how well they have experienced specific co-curricular (COCU) activities in meeting COCU student learning outcomes, which are aligned with RSU's general education student learning outcomes. Data collected are used to:

- a. Improve university programs and services
- b. Guide future program development
- c. Support student retention initiatives
- d. Meet accreditation requirements
- e. Identify areas of strength for institutional marketing and promotion

Additionally, organizations, clubs, and entities outside of Student Affairs are engaged in co-curricular activities. These planned activities are and should be assessed for relevance and effectiveness in offering teachable moments and opportunities leading to co-curricular enhancements. Examples include RSU Athletics, the Honors Program, President's Leadership Class (PLC), and others.

## **Oversight of Co-Curricular Assessment**

RSU's General Education Committee chair (faculty) and ex-officio (staff) work with the following positions for oversight of co-curricular activities, assessment, and impetus to "close the loop" and use assessment results to enhance activities for more evolved COCU growth:

- Student Affairs: Vice President for Student Affairs
- Student Clubs and Organizations: Student Activities Coordinator
  - Faculty/Staff Sponsors and Student Leaders
- Athletics: Vice President for Intercollegiate Athletics
- Honors Program: Director of Honors Program
- President's Leadership Class (PLC): Director of PLC

## **Assessment Methodology**

Each year student leaders in university clubs and organizations review their schedules of activities and determine/update which of the COCU student learning outcomes are embedded within each activity. Students who participate in these activities are invited to provide feedback via survey regarding how well they believe they achieved one or more of the COCU outcomes as a result of participating in the activity. Results are tabulated and shared with student organizations and clubs, via the Student Government Association (SGA) and Student Activities Coordinator, for guidance in planning and improving COCU activities in the following year.

The Honors Program and President's Leadership Class Program follow the traditional assessment of student learning process used at RSU. COCU student learning outcomes are assessed within pre-identified opportunities.

Results are tabulated and reported using the University's Student Learning Report (SLR) process by the directors. (See university-wide [Assessment Plan](#).) In so doing, those responsible for developing, implementing, monitoring, and revising these activities and opportunities are fundamental to the process and guide the experiences.

The Intercollegiate Athletics Program collects narrative and student-athlete focus group feedback to inform their program planning. Coaches and Assistants align NCAA Division II student learning outcomes with RSU's COCU student learning outcomes, and results are reviewed with the Vice President for Intercollegiate Athletics. An annual report is submitted to the NCAA as well.

## **Disseminating Assessment Findings**

Student Affairs tracks and reports COCU student learning outcomes as they are embedded in activities implemented by student clubs and organizations. In collaboration with the [Office of Accountability & Academics](#) (OAA), Student Affairs and other areas offering COCU activities review student feedback regarding the efficacy of outcome achievement. The Associate Vice President for Academic Affairs presents results to the Student Activities Coordinator and Student Government Association (SGA) at the end of the spring semester to provide feedback and help organizations plan the coming year's activities. Additionally, the Honors Program and PLC Directors share academic enrichment results with the OAA to inform the RSU community and for inclusion in the annual assessment report to the [Oklahoma State Regents for Higher Education](#) (OSRHE).

## **Modifying Assessment Procedures**

The process for evaluating student engagement, learning, and development includes ongoing review and programmatic adjustments to continually enhance the student experience. By sharing feedback from student experiences, student leaders and their faculty and staff sponsors can "close the loop" and improve or replace activities with modifications to enhance the co-curricular experience. COCU activity modifications are informed by assessment results and are made at the discretion of organization leaders.

## Co-curricular Student Learning Outcomes

COCU student learning outcomes were developed to align with broader University general education student learning outcomes. These are:

- Think critically and creatively
- Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world
- Use written, oral, and visual communication effectively
- Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values
- Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

For greater granularity, the Office of Student Affairs has disaggregated the five SLOs as follows. Bloom's Taxonomy (see Appendix A) was a resource used in further developing these SLOs.

- *Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems.*
- *Critical Thinking - AB2 – Consider novel, alternative, contradictory, and radical viewpoints in creating new ideas or solutions.*
- *Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture.*
- *Human Cultures and the Physical World - A1 – Develop creative capabilities.*
- *Human Cultures and the Physical World - A2 – Compare the influences of community, institutions, class, gender, and race on the beliefs and actions of different cultures.*
- *Human Cultures and the Physical World - C1 – Describe how human actions affect the environment.*
- *Effective Communications - A1 – Demonstrate consistent use of important conventions particular to specific disciplines and writing tasks.*
- *Effective Communications - B1 – Utilize interesting and effective*



*delivery techniques.*

- *Values and Diverse Thinking AB1 – Articulate interdependence of people and places around the globe.*
- *Values and Diverse Thinking - C1 – Develop skills for working and interacting with others.*
- *Values and Diverse Thinking - C2 – Analyze how languages, cultures, institutions, and beliefs shape the behavior of individuals and groups.*
- *Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*
- *Ethics and Civic Engagement - AB2 – Recognize ways in which individuals can exercise their rights and responsibilities.*
- *Ethics and Civic Engagement - B1 – Analyze complex ethical dilemmas facing the world.*

Examples of activities for which cocurricular learning is planned and assessed include:

- Welcome Week
- Suicide Prevention Week
- Constitution Week
- Voter Registration Day
- Hillcat Pride Day
- Presidential Debate Watch Pforarty
- Scared Sober October
- Drug Take-Back Event
- Thanks-for-Giving Food Drive
- Veteran’s Day Virtual Trivia Night
- MLK Week of Service
- Safe Spring Break Week
- OSU-CHS Black Men in Medicine Panel
- Donuts and Dating
- Denim Day – No Excuses Campaign
- Tribute Night in honor of Black History Month



## **APPENDICES**

## Appendix A

### Bloom's Taxonomy

Action verbs are abundant in the English language, but how do we know which ones are right to include in our PLO statements?

Benjamin Bloom, an American educational psychologist, created what is now known as "Bloom's Taxonomy" and this taxonomy is frequently used to assist program staff in creating PLOs that properly address student learning. Bloom's Taxonomy is a taxonomy of learning behaviors and is organized into three domains: the cognitive (knowledge/mental skills), the affective (emotional skills), and the psychomotor (physical skills). While the cognitive domain is the most well-known of the three domains, the affective and psychomotor domains also contain important learning behaviors identified by Bloom (Bloom, 1956; Krathwohl, Bloom, & Masia, 1965).

Revisions to the taxonomy structure have been made since Bloom's original work and currently each level of learning in each domain contains action verbs to describe that type and level of learning (Anderson & Krathwohl, 2001; Krathwohl, 2002).

The categories below and the action verbs that are related to each category should assist program staff in choosing the appropriate action verbs for a co-curricular program PLOs. Choose an action verb from one of the three domains for each PLO.

#### Cognitive Domain: Definitions and Action Verbs

The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This table includes information from the revised cognitive domain, beginning with the lowest level of learning and ending with the highest. The categories can be thought of as degrees of difficulty.

Category and Definition	Examples	Action Verbs for PLOs
<u>Remembering</u> : The learner is able to recall, restate, and remember learned information.	Recite a policy. Quote prices from memory to a customer. State the safety rules.	Choose, cite, enumerate, group, label, listen, locate, match, memorize, name, outline, quote, read, recall, recite, record, relate, repeat,

Category and Definition	Examples	Action Verbs for PLOs
		reproduce, review, select, show, sort, underline, write
<p><u>Understanding:</u> Comprehending the meaning, translation, and interpretation of instructions or problems.</p>	<p>Rewrites the principles of test writing.</p> <p>Explain in one's own words the steps for performing a complex task.</p> <p>Translates an equation into a computer spreadsheet.</p>	<p>Account for, annotate, associate, classify, convert, define, discuss, estimate, explain, express, identify, indicate, interpret, observe, outline, recognize, reorganize, report, research, restate, retell, review, translate</p>
<p><u>Applying:</u> (critical thinking) The learner grasps the meaning of information by interpreting and translating what has been learned.</p>	<p>Use a manual to calculate an employee's vacation time.</p> <p>Apply laws of statistics to evaluate the reliability of a written test.</p>	<p>Adapt, apply, calculate, change, collect, compute, construct, demonstrate, dramatize, generalize, illustrate, interpret, make, manipulate, show, solve, translate</p>
<p><u>Analyzing:</u> (critical thinking) The learner breaks information into its parts to best understand that information in an attempt to identify evidence for a conclusion.</p>	<p>Troubleshoot a piece of equipment by using logical deduction.</p> <p>Recognize logical fallacies in reasoning.</p> <p>Gathers information from a department and selects the required tasks for training.</p>	<p>Analyze, appraise, arrange, calculate, categorize, compare, contrast, debate, detect, discriminate, dissect, distinguish, examine, experiment, infer, relate, research, scrutinize, sequence, sift, summarize, test</p>
<p><u>Evaluating:</u> (critical thinking) The learner makes decisions based on in-depth reflection, criticism, and assessment.</p>	<p>Select the most effective solution.</p> <p>Hire the most qualified candidate.</p> <p>Explain and justify a new budget.</p>	<p>Appraise, argue, assess, choose, compare, conclude, criticize, critique, debate, decide, deduce, defend, determine, differentiate, discriminate, evaluate, infer, judge, justify, measure, predict, prioritize, probe, rank, rate, recommend, revise, select, validate</p>
<p><u>Creating:</u> (critical thinking) The learner creates new ideas and information using</p>	<p>Write a company operations or process manual.</p>	<p>Act, blend, compile, combine, compose, concoct, construct, create, design, develop,</p>

Category and Definition	Examples	Action Verbs for PLOs
what has previously been learned.	Design a machine to perform a specific task.  Integrate training from several sources to solve a problem.  Revises and processes to improve the outcome.	devise, formulate, forecast, generate, hypothesize, imagine, invent, organize, originate, predict, plan, prepare, propose, produce, set up

### Affective Domain: Definitions and Action Verbs

The categories in the affective domain relate to learners' attitudes, behaviors and values. Like the cognitive domain, the affective domain has hierarchical categories. As a learner moves up in the categories, they become more involved, committed and self-reliant. In the lower levels, learners are considered externally motivated and in the higher ones they are internally motivated. The information in this table begins with the lowest level of affective learning and ends with the highest level (Bloomsburg, 2011).

Category and Definition	Examples	Action Verbs for PLOs
<u>Receiving:</u> (awareness; external motivation) The learner is willing and open to listening to certain stimuli or phenomena.	Listen to others with respect.  Listen for and remember the name of newly introduced people.	Accept, acknowledge, ask, attend, describe, explain, follow, focus, listen, locate, observe, receive, recognize, retain
<u>Responding:</u> (react; external motivation) Learners actively participate and attend or react to particular phenomena. However, learners may be doing so because they are required or expected to participate, respond, or obey when asked or directed to do something.	Participates in class discussions.  Gives a presentation.  Questions new ideals, concepts, models, etc. in order to fully understand them.  Know the safety rules and practice them.	Behave, clarify, comply, contribute, cooperate, discuss, examine, follow, interpret, model, perform, present, question, react, respond, show, study
<u>Valuing:</u> (comprehend and act; external motivation) The worth or value a learner	Demonstrates belief in the democratic process. Is sensitive towards	Accept, adapt, choose, differentiate, initiate, invite, justify, prefer, propose,

Category and Definition	Examples	Action Verbs for PLOs
<p>places on specific object, phenomenon, or behavior. Valuing is based on the internalization of a set of specific values and the learner expresses these values in his/her overt behavior.</p>	<p>individual and cultural differences (values diversity).</p> <p>Shows the ability to solve problems.</p> <p>Proposes a plan for social improvement and follows through with commitment.</p> <p>Informs management on matters that one feels strongly about.</p>	<p>recognize, value</p>
<p><u>Organizing:</u> (personal value system; internal motivation) A learner commits to a certain set of values. During this process, the learner organizes his/her values, prioritizes some over others, reorganizes internal conflicts between them, and creates a unique value system. The learner then can make appropriate choices between things that are and are not valued.</p>	<p>Recognizes the need for balance between freedom and responsible behavior.</p> <p>Accepts responsibility for one's behavior.</p> <p>Explains the role of systematic planning in solving problems.</p> <p>Accepts professional ethical standards.</p> <p>Creates a life plan in harmony with abilities, interests, and beliefs.</p> <p>Prioritizes time effectively to meet the needs of the organization, family, and self.</p>	<p>Adapt, adjust, alter, arrange, build, change, compare, contrast, customize, develop, formulate, improve, manipulate, modify, practice, prioritize, reconcile, relate, revise</p>
<p><u>Internalizing values (characterization):</u> (adopt behavior; internal motivation) All behaviors a learner displays are consistent with the learner's value system. The resulting</p>	<p>Shows self-reliance when working independently.</p> <p>Cooperates in group activities (displays teamwork).</p> <p>Uses an objective approach</p>	<p>Act, authenticate, characterize, defend, display, embody, habituate, influence, internalize, produce, qualify, questions, solve, validate, verify</p>

Category and Definition	Examples	Action Verbs for PLOs
behaviors are consistent, predictable, and represent the characteristics of the learner. These behaviors could be categorized into social, emotional, and personal patterns of learner adjustment.	<p>in problem solving.</p> <p>Displays a professional commitment to ethical practice on a daily basis.</p> <p>Revises judgments and changes behavior in light of new evidence.</p> <p>Values people for what they are, not how they look.</p>	

### Psychomotor Domain: Definitions and Action Verbs

The categories in the psychomotor domain relate to the development of physical skills and manual tasks. These skills demand certain levels of physical dexterity. Unfortunately, Bloom never published his manuscript on the psychomotor domain. Several scholars have published works with hierarchical categories for the psychomotor domain. For the purposes of student learning outcomes, the psychomotor taxonomy created by Simpson in 1972 will be explained here (Bloomsburg, 2011). The information in this table begins with the lowest level of psychomotor skills and ends with the highest level.

Category and Definition	Examples	Action Verbs for PLOs
<u>Perception</u> : The learner's ability to use his/her senses to absorb data for guiding movement.	<p>Detects non-verbal communication cues.</p> <p>Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball.</p> <p>Adjusts heat of stove to correct temperature by smell and taste of food.</p> <p>Adjusts the height of the forks on a forklift by</p>	Describe, detect, differentiate, distinguish, hear, identify, recognize, select



Category and Definition	Examples	Action Verbs for PLOs
<p><u>Set:</u> The learner's readiness to act. This could be considered a person's mental, physical, and emotional mindsets.</p>	<p>comparing where the forks are in relation to the pallet.</p> <p>Knows and acts upon a sequence of steps in a manufacturing process.</p> <p>Recognize one's abilities and limitations.</p> <p>Shows desire to learn a new process (motivation).</p> <p>Note: This subdivision of psychomotor is closely related with the "Responding to phenomena" subdivision of the affective domain.</p>	<p>Arrange, begin, display, explain, move, proceed, react, show, state, and volunteer</p>
<p><u>Guided Response:</u> The early stage in learning a complex skill. This stage includes learner trial and error.</p>	<p>Performs a mathematical equation as demonstrated.</p> <p>Follows instructions to build a model.</p> <p>Responds to hand-signals of the instructor while learning to operate a forklift.</p>	<p>Copies, traces, follows, reacts, reproduces, responds.</p>
<p><u>Mechanism:</u> The intermediate stage in learning a complex skill. Learned responses are now habitual and movements can be performed with basic proficiency.</p>	<p>Use a personal computer.</p> <p>Repair a leaking faucet.</p> <p>Drive a car.</p>	<p>Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, manipulates, measures, mends, mixes, organizes, sketches</p>
<p><u>Complex Overt Response:</u> The expert stage in learning a complex skill. The learner can perform motor acts that involve complex movement patterns that are quick, accurate, and highly coordinated. The learner</p>	<p>Maneuvers a car into a tight parallel parking spot.</p> <p>Operates a computer quickly and accurately.</p> <p>Displays competence while playing the piano.</p>	<p>Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, manipulates, measures, mends, mixes, organizes, sketches</p> <p>*Note: while these are the</p>

Category and Definition	Examples	Action Verbs for PLOs
performs without hesitation.		same action verbs as in the mechanism stage, here an adverb or adjective should be placed before the verb to indicate that the performance is quicker and more accurate.
<u>Adaptation:</u> Skills are well developed and the learner can modify movement patterns to fit special requirements.	<p>Responds effectively to unexpected experiences.</p> <p>Modifies instruction to meet the needs of the learners.</p> <p>Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p>	Adapts, alters, changes, rearranges, reorganizes, revises, solves
<u>Origination:</u> The learner creates new movement patterns to fit a particular problem or situation. The learner is creative with his or her highly developed skills.	<p>Constructs a new theory.</p> <p>Develops a new and comprehensive training programming.</p> <p>Creates a new gymnastic routine.</p>	Arranges, builds, combines, composes, constructs, creates, designs, initiates, makes, modifies, originates

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## Appendix B

### Assessment Resources

- National Institute for Learning Outcomes Assessment:  
<https://www.learningoutcomesassessment.org/ourwork/assignment-library/>
- Accrediting Board for Engineering and Technology (ABET) Assessment Planning: <https://www.abet.org/wp-content/uploads/2015/04/do-grades-make-the-grade.pdf>
- Susan Hatfield - Assessing Your Program-Level Assessment Plan:  
<https://www.cuw.edu/about/offices/institutional-effectiveness/assets/Assessing%20Your%20Assessment%20Plan-Hatfield.pdf>
- Joanne Liebman Matson & Belinda Blevins-Knabe - Using Rubrics to Assess General Education:  
<https://assessmentinstitute.iupui.edu/overview/institute-files/2018-institute/monday-2018/matson-2018.pdf>
- Susan Hatfield - Developing an Assessment Plan: <https://www.k-state.edu/assessment/resources/workshops/ag2.pdf>
- Susan Hatfield - Writing Outcomes & Measures:  
<https://slideplayer.com/slide/4546257/>
- Susan Hatfield - Really Big Mistakes in Assessment: (Automatic Download)  
[https://www.lawrence.edu/mfhe/www\\_core/Everyone/SusanHatfieldTalk.ppt](https://www.lawrence.edu/mfhe/www_core/Everyone/SusanHatfieldTalk.ppt)
- Susan Hatfield - Suggestions for Program Level Actions Taken:  
<https://bergen.edu/wp-content/uploads/CIE-Suggestions-for-Program-Level-Actions-Taken.pdf>
- Monica Stitt - Collect & Review Evidence of Learning:  
<https://drive.google.com/file/d/1pKZ95Wxzzv3R9TWETy551pqnffDGr4NY/view>

## Appendix C

### Common Assessment Terms

**Course competency** – A course competency is a general statement that describes the desired knowledge, skills and/or behaviors required to satisfactorily achieve a specific outcome of a course. It is written to describe the learning gained by students in individual courses, and can be disaggregated into unit, module, or chapter sub-competencies.

**Course-embedded assessment** – Course-embedded measurements are those which are integrated into the teaching-learning process and are part of the course environment. Results can be used to assess individual student performance or they can be aggregated to provide information about the course or program. As such, they can be formative or summative, quantitative or qualitative.

*Example: as part of a Capstone course, a final project is evaluated for evidence of a specific student learning outcome, would be a course-embedded assessment.*

**Direct assessment of learning** – Direct assessment is based on student performance or demonstrates the learning itself. Performance on cognitive measures such as tests, term papers, or the execution of lab skills, would all be examples of direct assessment of learning. Direct assessment of learning can occur within a course (e.g., performance on a series of tests) as with a cross-sectional analysis, and it may occur longitudinally, such as comparing writing scores from sophomore to senior year.

**Formative assessment** – Formative assessment refers to the gathering of information or data about student learning during a course or degree program that is used to guide improvements in teaching and learning. Formative assessment activities are usually low-stakes or no-stakes; they do not contribute substantially to the final evaluation or grade of the student or may not even be assessed at the individual student level. They are formative because they provide feedback to the instructor before the end of a course or degree program so that an instructor can modify delivery during the learning process.

*Example: posing a question in class and asking for a show of hands in support of different response options would be a formative assessment at*

*the class level. Observing how many students responded incorrectly would be used to guide further teaching.*

**Indirect assessment of learning** – Indirect assessment uses perceptions, reflections or secondary evidence to make inferences about student learning.

*Example: student satisfaction surveys and student evaluations of instruction are indirect evidence of learning.*

**Individual assessment** – Individual assessment refers to the individual student, and his/her learning, as the level of analysis. Such evaluations can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement. Most of the student assessment conducted in higher education is focused on the individual. Student test scores, improvement in writing during a course, or a student's improvement presentation skills over their undergraduate career are all examples of individual assessment.

**Institutional assessment** – Institutional assessment is generally conducted through a college or university office and evaluates an institutions' overall effectiveness in achieving its mission, goals, and its compliance with accreditation standards. Institutional assessment can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally, institution-wide goals and objectives would serve as a basis for the assessment.

*Example: to measure the institutional goal of developing collaboration skills, an instructor and peer assessment tool could be used to measure how well seniors across the institution work in multi-cultural teams.*

**Local assessment** – Means and methods that are developed by an institution's faculty based on their teaching approaches, students, and learning goals are local assessments.

*Example: an English Department's construction and use of a writing rubric to assess incoming freshmen's writing samples, which might then be used assign students to appropriate writing courses, and might be compared to senior writing samples to get a measure of value-added.*

**Program assessment** – Program or Degree Program Assessment uses the department or program as the level of analysis. Course competencies aggregate into program outcomes, and program assessment is designed these student learning outcomes. A program assessment can be dual purpose; it can be used as evidence of achievement of a program-level student learning outcome *and* as evidence of course competency if the competency is congruous with the program-level outcome. Program assessments can be quantitative or qualitative, formative or summative, standards-based or value added, and they can be used for improvement or for accountability. Ideally, program goals and objectives would serve as a basis for the assessment.

*Example: A capstone project may be selected for evidence of a program-level assessment (this would be summative rather than formative) by combining performance data from multiple senior level courses, collecting ratings from internship employers, etc. If a goal is to assess value added, some comparison of the performance to newly declared majors would be included.*

**Qualitative assessment** – Qualitative measures collect data that are descriptive and/or subjective rather than objective and empirical “hard” data. Qualitative assessment lends itself towards interpretive criteria but can be just as meaningful as quantitative data.

*Example: focus group feedback categorized into constructs is representative of qualitative data.*

**Quantitative assessment** – Quantitative measures collect data that are numerical and can be analyzed using objective, empirical methods. These data are less vulnerable to interpretation and conform to specific levels of measurement. Quantitative data can be collected for both direct and indirect assessment measures.

*Example: student ratings of a faculty member’s quality of instruction over a semester (indirect assessment) collected using a Likert-type preference scale represent quantitative data.*

**Rubric** – A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide

array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

**Standards** – Standards refer to an established level of accomplishment that all students are expected to meet or exceed. Standards do not imply standardization of a program or of testing. Performance or learning standards may be met through multiple pathways and demonstrated in various ways.

*Example: instruction designed to meet a standard for verbal foreign language competency may include classroom conversations, one-on-one interactions with a faculty member, or the use of computer software. Assessing competence may be done by carrying on a conversation about daily activities or a common scenario, such as eating in a restaurant, or using a standardized test, using a rubric or grading key to score correct grammar and comprehensible pronunciation.*

**Student learning outcome or student learning objective** – Student learning outcomes (SLOs) are statements that specify what students will know, be able to do or able to demonstrate when they have completed or participated in a program. Outcomes are usually expressed as knowledge, skills, attitudes or values. Generally, degree programs can be described by a set of 4-12 SLOs.

**Summative assessment** – The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, summative results can impact the next cohort of students taking the course or program.

*Example: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others.*

**Value added** – As the name implies, “value added” is the increase in learning that occurs during a course, program, or undergraduate education. It can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). To measure value-added, a baseline or benchmark measurement is needed for comparison.



The baseline measure can be from the same sample of students (longitudinal design) or from a different sample (cross-sectional). Undergraduate career are all examples of individual assessment.

## **Appendix D**

### **COCU KPIs**

#### **Student Affairs**

# Rogers State University

## Co-Curricular and Key Performance Indicator Assessment

Promoting student learning and development through a systematic process of gathering and using assessment evidence to improve programs and services which are connected to or mirror RSU's academic curriculum.

### **Framework for Co-Curricular and KPI Planning**

#### RSU's MISSION

Our mission at Rogers State University is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.

**CO-CURRICULAR** -Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.

#### Higher Learning Commission Criteria for Accreditation

**1.C.** The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

**3.B.** The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

3. The education offered by the institution recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

**4.B.** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.

## **Critical Thinking**

Definition: The ability of RSU students to interpret, verify and reason, so as to independently analyze. Reconsider beliefs and actions and adjust his or her thinking.

### Key Performance Indicators:

A. Students will be able to identify, organize, refine, analyze, and evaluate critically information and ideas.

B. Students will be able to develop new ideas, products, or solutions and explore novel perspectives and approaches.

*\*Evidence of meeting indicators in the Critical Thinking are demonstrated by the student's ability to:*

1. Identify personally and socially relevant problems and potential solutions to those problems.
2. Identify relevant information sources, make reasoned choices among those sources, and open-mindedly follow where those sources lead.
3. Support and justify conclusions reached in the analysis of information.
4. Analyze evidence, statements, alternative viewpoints, graphics, and other forms of information.
5. Develop creative and novel solutions to personally and socially relevant problems.
6. Consider novel, alternative, contradictory, and radical viewpoints in creating new ideas or solutions.
7. Evaluate and integrate issues from multiple perspectives in order to develop creative solutions.
8. Demonstrate values, knowledge, and skills which support a collaborative culture.

Co-Curricular Activities Associated: *Varies each academic year*

## **Human Cultures and the Physical World**

Definition: The ability of RSU students to explore, process and reflect upon similarities and differences among diverse groups of people and oneself.

### Key Performance Indicators:

A. Students will understand how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped humanity.

*\*Evidence of meeting indicators in the Human Cultures and the Physical World are demonstrated by the student's ability to:*

1. Understand how various forms of written, oral, musical, visual, and bodily expression contribute to human knowledge and experience.
2. Utilize knowledge of various critical and theoretical frameworks to analyze and respond to works in humanities and the arts.
3. Develop creative capabilities.
4. Interpret texts and other cultural products in ways that reflect understanding of cultural traditions, perspectives, and behavioral patterns.
5. Compare the influences of community, institutions, class, gender, and race on the beliefs and actions of different cultures.

B. Students will understand the basic concepts of the physical sciences and their relevance to human affairs.

*\*Evidence of meeting indicators in the Human Cultures and the Physical World are demonstrated by the student's ability to:*

1. Describe the origin and processes of the physical universe and planet earth.
2. Describe how scientific knowledge of the physical world is generated.
3. Investigate the physical world through hypothesis testing.
4. Describe the interaction between humans and the physical world

C. Students will understand the basic concepts of biology and their relevance to human affairs.

*Evidence of meeting indicators in the Human Cultures and the Physical World are demonstrated by the student's ability to:*

1. Describe the nature, organization, and evolution of living organisms.
2. Describe how scientific knowledge of the biological world is generated.
3. Investigate the biological world through hypothesis testing.
4. Describe the interaction between humans and the natural world.
5. Describe how human actions affect the environment.

D. Students will be able to solve quantitative problems from an array of contexts and everyday situations. They will create logical arguments supported by

*\*Evidence of meeting indicators in the Human Cultures and the Physical World are demonstrated by the student's ability to: quantitative evidence and communicate such arguments in a variety of formats.*

1. Interpret information presented in mathematical forms.
2. Calculate numerically and symbolically to solve a problem.
3. Analyze data quantitatively as the basis for competent, valid, and reliable inferences in order to draw reasonable and appropriate conclusions.
4. Describe assumptions, mathematical relationships, and conclusions using appropriate mathematical tools.
5. Support an argument using an appropriate form of presentation.

Co-Curricular Activities Associated: *Varies each academic year*

## Effective Communication

Definition: The ability of RSU students to convey and process information effectively and efficiently.

### Key Performance Indicators:

A. Students will express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts.

\*Evidence of meeting indicators in Effective Communication are demonstrated by the student's ability to:

1. Consider context, audience, and purpose with a clear focus on the assigned tasks.
2. Demonstrate consistent use of important conventions particular to specific disciplines and writing tasks.
3. Utilize language that conveys meaning to readers.
4. Identify, evaluate, analyze, and synthesize appropriate sources and integrate their own ideas with those of others.

B. Students will be able to express themselves orally to a variety of social, academic, and professional audiences.

\*Evidence of meeting indicators in Effective Communication are demonstrated by the student's ability to:

1. Express the central message clearly and consistently using supporting material.
2. Demonstrate clearly and consistently an organizational pattern within the presentation.
3. Demonstrate language choices that support the effectiveness of communication and are appropriate to the intended audience.
4. Utilize interesting and effective delivery techniques.
5. Utilize supporting materials in a manner that establishes the speaker's authority on the topic.

Co-Curricular Activities Associated: *Varies each academic year*

## **Values and Diverse Thinking**

Definition: The ability of RSU students to make sound decisions with respect to individual conduct, citizenship, and viewpoints.

### KEY PERFORMANCE INDICATORS:

- A. Students will be able to understand various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds.
- B. Students will understand the principles of human behavior and social interaction.

\*Evidence of meeting indicators in Values and Diverse Thinking are demonstrated by the student's ability to:

1. Compare social institutions, structures, and processes across a range of historical periods and cultures around the globe.
2. Explain how the past influences present world societies and contemporary problems.
3. Explain or predict individual and collective human behavior using social science concepts.
4. Articulate interdependence of people and places around the globe.
5. Describe how biological, cognitive, and social environmental factors influence human behavior.
5. Describe how biological, cognitive, and social environmental factors influence human behavior.
6. Apply behavioral science principles to personal, social, and organizational issues.

- A. Students will be able to recognize and consider multiple perspectives and cultures.

\*Evidence of meeting indicators in Values and Diverse Thinking are demonstrated by the student's ability to:

1. Examine and articulate perspectives and behaviors acquired in homes, schools, and communities.
2. Examine and contrast historical and contemporary practices and perspectives between different cultures.
3. Develop skills for working and interacting with others.
4. Analyze how languages, cultures, institutions, and beliefs shape the behavior of individuals and groups.

Co-Curricular Activities Associated: *Varies each academic year*

## **Ethics and Civic Engagement**

Definition: The ability of RSU students to demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

### Key Performance Indicators:

A. Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.

\*Evidence of meeting indicators in Ethics and Civic Engagement are demonstrated by the student's ability to:

1. Identify the rights and responsibilities of the individual in their own communities and the broader society.
2. Recognize ways in which individuals can exercise their rights and responsibilities.
3. Utilize knowledge from academic fields, making relevant connections to civic and political participation.
4. Recognize the needs of the communities to which they belong and identify how to address those needs.

B. Students will be able to articulate their value systems, understand the ethical implications of their actions, and develop skills consistent with having a positive impact on individuals, groups, or communities.

\*Evidence of meeting indicators in Ethics and Civic Engagement are demonstrated by the student's ability to:

1. Evaluate their personal values and the degree to which their ethical values and behaviors are congruent.
2. Understand the foundations for ethical thought and action.
3. Identify areas of difficulty in responding to situations demanding ethical inquiry.
4. Analyze complex ethical dilemmas facing the world.
5. Identify and evaluate the causes of societal problems and their potential solutions.
6. Describe the relationship of personal health, well-being, and self-awareness to effective leadership.

Co-Curricular Activities Associated: *Varies each academic year*





## Co-Curricular and Key Performance Indicator Assessment

Updated: July 1, 2021

Responsible Office: Office of Student Affairs

### Critical Thinking

Definition: The ability of RSU students to interpret, verify and reason, so as to independently analyze. Reconsider beliefs and actions and adjust his or her thinking.

#### Key Performance Indicators:

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**B. Students will be able to develop new ideas, products, or solutions and explore novel perspectives and approaches.**

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2. Consider novel, alternative, contradictory, and radical viewpoints in creating new ideas or solutions.
3. Demonstrate values, knowledge, and skills which support a collaborative culture.

### Effective Communication

Definition: The ability of RSU students to convey and process information effectively and efficiently.

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**A. Students will express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts.**

**\*Evidence of meeting indicators in Effective Communication are demonstrated by the student's ability to:**

1. Demonstrate consistent use of important conventions particular to specific disciplines and writing tasks.

**B. Students will be able to express themselves orally to a variety of social, academic, and professional audiences.**

### Human Cultures and the Physical World

Definition: The ability of RSU students to explore, process and reflect upon similarities and differences among diverse groups of people and oneself.

#### Key Performance Indicators:

**A. Students will understand how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped humanity.**

**\*Evidence of meeting indicators in the Human Cultures and the Physical World are demonstrated by the student's ability to:**

1. Develop creative capabilities.
2. Compare the influences of community, institutions, class, gender, and race on the beliefs and actions of different cultures.

**B. Students will understand the basic concepts of the physical sciences and their relevance to human affairs.**

**C. Students will understand the basic concepts of biology and their relevance to human affairs.**

**\*Evidence of meeting indicators in the Human Cultures and the Physical World are demonstrated by the student's ability to:**

1. Describe how human actions affect the environment.

**D. Students will be able to solve quantitative problems from an array of contexts and everyday situations. They will create logical arguments supported by quantitative evidence and communicate such arguments in a variety of formats.**

### Values and Diverse Thinking

Definition: The ability of RSU students to make sound decisions with respect to individual conduct, citizenship, and viewpoints.

#### Key Performance Indicators:

**A. Students will be able to understand various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds.**

**\*Evidence of meeting indicators in Effective Communication are demonstrated by the student's ability to:**

1. Utilize interesting and effective delivery techniques.

### **Ethics and Civic Engagement**

Definition: The ability of RSU students to demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

**Key Performance Indicators:**

**A. Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.**

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1. Identify the rights and responsibilities of the individual in their own communities and the broader society.
2. Recognize ways in which individuals can exercise their rights and responsibilities.

**B. Students will be able to articulate their value systems, understand the ethical implications of their actions, and develop skills consistent with having a positive impact on individuals, groups, or communities.**

**\*Evidence of meeting indicators in Ethics and Civic Engagement are demonstrated by the student's ability to:**

1. Analyze complex ethical dilemmas facing the world.

**B. Students will understand the principles of human behavior and social interaction.**

**\*Evidence of meeting indicators in Values and Diverse Thinking are demonstrated by the student's ability to:**

1. Articulate interdependence of people and places around the globe.

**C. Students will be able to recognize and consider multiple perspectives and cultures.**

**\*Evidence of meeting indicators in Values and Diverse Thinking are demonstrated by the student's ability to:**

1. Develop skills for working and interacting with others.
2. Analyze how languages, cultures, institutions, and beliefs shape the behavior of individuals and groups.