

An American flag is shown waving on a flagpole against a light blue background. The flag is semi-transparent, allowing the text to be clearly visible over it.

ASSESSMENT NATIONAL CONVENTION

FALL 2016 ASSESSMENT FORUM

<https://www.youtube.com/watch?v=GN1il-DaJNw>

The image features a large, detailed illustration of the United States flag waving on a flagpole against a light blue sky. The flag is the primary visual element, with its stars and stripes clearly visible. The text 'FACULTY ASSESSMENT RESOURCES' is centered over the lower portion of the flag.


[FACULTY ASSESSMENT RESOURCES](#)

WRITTEN COMMUNICATION



ESSAY RUBRIC

Performance Area	Highly Proficient 4	Proficient 3	Limited Proficiency 2	Needs Work 1	(Rating)
Content and Development a. syntax and mechanics b. punctuation and capitalization c. spelling	Content is accurate, focused, and consistent; exhibits control in development of ideas; unified with a fresh insight; essentially error free	Content is somewhat accurate and fairly clear; offers solid but less accurate reasoning; contains some appropriate details and examples; has some mechanical errors	Content is somewhat vague OR only loosely related to the writing task; at times may be off topic OR too broad with limited support; repeated weaknesses in mechanics; pattern of flaws	Content unclear; lapses in coherence OR no relation to writing task; offers simplistic, undeveloped support for ideas; mechanical errors so severe that writer's ideas are hidden	
Organization and Structure a. thesis b. audience c. introduction, body, conclusion d. transitions	Method of organization is well-suited to thesis; clear intro, body, and conclusion with effective transitions	Organization supports thesis and purpose; sequence of ideas could be improved	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas	Poorly organized OR demonstrates serious problems with progression of ideas; a written form of speech	
Critical Thinking a. precision b. depth c. accuracy d. logic	Skillfully evaluates information gathered from observation, experience, reflection, or reasoning	Adequately demonstrates reasonable relationships among ideas	Simplistic analysis of complex issue; limited clarity and complexion of thought	Insufficient reasoning and lacks complexity of thought	



TRIVIA QUESTION

[Inflation is our friend](#)

ORAL PRESENTATION RUBRIC

CATEGORY	4	3	2	1	Comments
Content and Comprehension	Shows a full understanding of the topic and can consistently answer questions posed by classmates about the topic	Shows a good understanding of the topic and is able to answer most questions posed by classmates about the topic	Shows a good understanding of parts of the topic and is able to answer a few questions posed by classmates about the topic	Does not seem to understand the topic very well and is unable to accurately answer questions posed by classmates about the topic	____/4
Professional Appearance	Speaker's physical appearance (dress) is appropriate for topic, audience, and venue.	Speaker's physical appearance (dress) is mostly appropriate for topic, audience, and venue.	Speaker's physical appearance (dress) is unkempt.	Clothing distracts from the message of the speech.	____/4
Professional Language	Consistently speaks using professional language	Mostly speaks using professional language	Sometimes speaks using professional language	Rarely speaks using professional language	____/4
Volume and Diction	Volume and diction are consistently clear enough to be heard by audience	Volume and diction are mostly clear enough to be heard by audience	Volume and diction are sometimes clear enough to be heard by audience	Volume and diction are rarely clear enough to be heard by audience	____/4
Physicality	Consistently looks relaxed and confident, stands up straight, establishes eye contact with audience during presentation	Mostly looks relaxed and confident, stands up straight, establishes eye contact with audience during presentation	Sometimes looks relaxed and confident, stands up straight, establishes eye contact with audience during presentation	Rarely looks relaxed and confident, stands up straight, establishes eye contact with audience during presentation	____/4
*Visual Aid (if applicable)	Consistently interacts with visual aid and maintains audience interaction	Mostly interacts with visual aid while maintaining audience interaction	Some interaction with visual aid while maintain audience interaction	Rarely interacts with visual aid and/or does not maintain audience interaction	____/4

ORAL COMMUNICATION

Oral Communications Summary Spring 2016

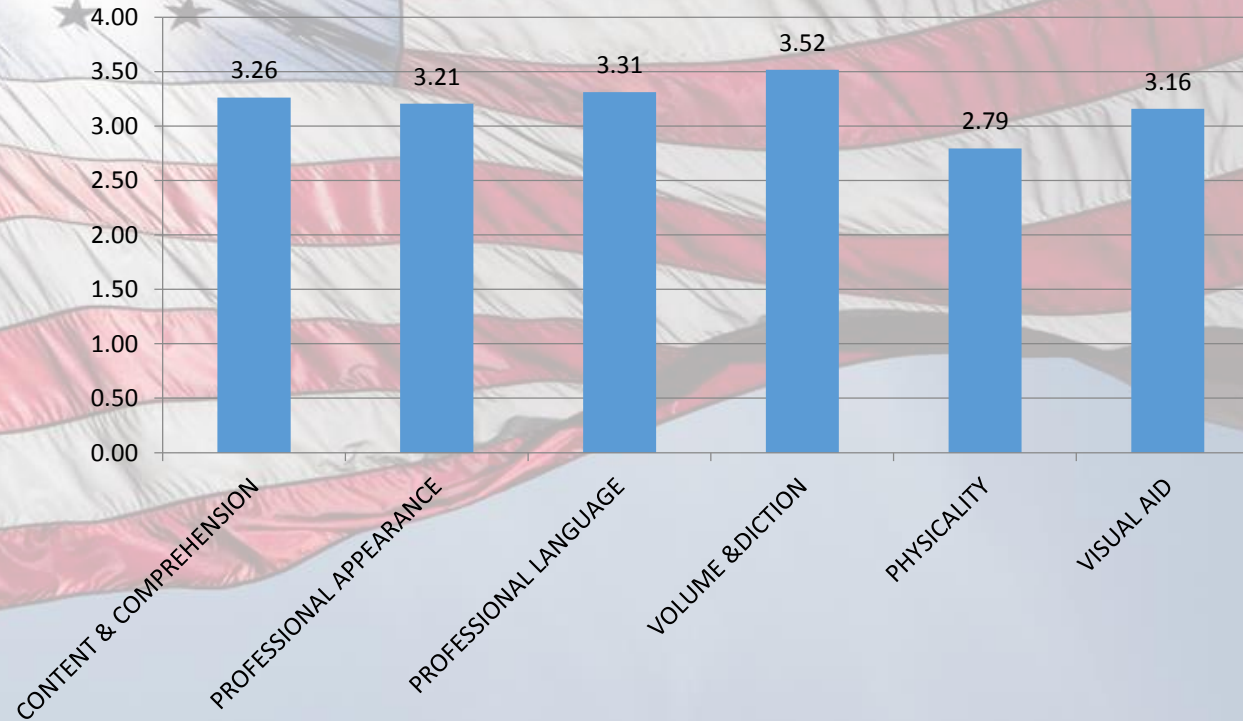
Area	# of Students Assessed
Biology	38
Communications	7
Nursing	36
Business	4
Agriculture	9
Behavioral & Social Science	47
Total	141


Oral Communications Summary Spring 2016

CATEGORIES	AVERAGE SCORE	SD
PHYSICALITY	2.79	1.038664874
Consistently looks relaxed and confident		
CONTENT & COMPREHENSION	3.26	0.92308017
understanding of the topic		
PROFESSIONAL LANGUAGE	3.31	0.794038068
using professional language		
VISUAL AID	3.16	0.987303404
interacts with visual aid		
PROFESSIONAL APPEARANCE	3.21	0.788468049
physical appearance (dress) is appropriate		
VOLUME & DICTION	3.52	0.627954012
clear enough to be heard		
TOTAL SCORE	18.82	3.810732458

Oral Communications Summary Spring 2016

Category Averages





TRIVIA QUESTION

[Ronald Reagan](#)

Critical Thinking Assessment 2016

The background of the slide features a semi-transparent, waving American flag. The flag is positioned diagonally, with the top-left corner near the top-left of the slide and the bottom-right corner near the bottom-right. The stars and stripes are clearly visible, though slightly faded due to the transparency. The flag is set against a light blue background.

- Methods-Five different critical thinking assignments from different divisions were graded using the critical thinking assessment rubric that was developed during faculty conference 2015.
- Four graders volunteered to grade the critical thinking exhibits. To determine inter-grader error, two graders were given the same assignment.
- Assignments, grading instructions and rubrics were posted into a critical thinking Blackboard course.
- Reviewers graded the assignments and posted their results into an Excel spreadsheet. Mean values and standard deviations were determined for each of the assignments.

Rating Criteria	Emerging		Developing		Mastering		NA	Score
Identification and explanation of issues	Issue/problem to be considered critically is stated without clarification or description.		Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.		Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.			
	1	2	3	4	5	6		
Collection of information	Information taken from source(s) is insufficient to develop any analysis and synthesis.		Information taken from source(s) is insufficient to develop coherent analysis and synthesis		Information taken from source(s) is sufficient to develop a comprehensive analysis and synthesis.			
	1	2	3	4	5	6		
Recognition of context and assumptions	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts before presenting a point of view.		Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa). Identifies several relevant contexts before presenting a point of view.		Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts before presenting a point of view.			
	1	2	3	4	5	6		
Evaluation and synthesis of information	The evaluation of information is simplistic, obvious, or has limited relevance.		The evaluation of information is incomplete, not taking into account the complexities of an issue.		The evaluation of information is thorough, taking into account the complexities of an issue, while acknowledging limits and synthesizing other points of view.			
	1	2	3	4	5	6		
Communicates own perspective, hypothesis or position	Position is clearly adopted with little consideration. Addresses a single view of the argument, failing to clarify the position relative to one's own. Fails to justify own opinion or hypothesis is unclear and simplistic.		Presents own position, which includes some original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist.		Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and information not from assigned sources. Justifies own view while integrating contrary interpretations. Hypothesis demonstrates sophisticated thought.			
	1	2	3	4	5	6		
Explores alternative perspectives and their implications.	Gives no or limited exploration of alternative explanations.		Provides alternative explanations but is not complete or lacking in depth.		Alternative explanations are thoroughly explained and explored.			
	1	2	3	4	5	6		
Conclusions and related outcomes	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences or implications) are oversimplified.		The evaluation of information is incomplete, not taking into account the complexities of an issue.		The evaluation of information is thorough, taking into account the complexities of an issue, while acknowledging limits and synthesizing other points of view.			
	1	2	3	4	5	6		
Total Score								

Critical Thinking Assessment Blackboard Course for Grading

Blackboard Learn

bblearn.eosc.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2

Eastern Oklahoma State College

Julie Collins 349

My Institution Courses

Getting Started

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

Welcome to Critical Thinking Assessment Page

Welcome to EOSC Critical Thinking Assessment Page. I am not sure Blackboard is the best tool for this assignment but I thought I would give it a try. I welcome any ideas to improve the process for grading the critical thinking assignments. I thought I would put all the assignments in this blackboard shell with the grading rubric and the Excel data entry sheet and we could use the shell to submit our work. Please let me know what you think once we are finished with the project. In the next rotation, if we could actually move the student assignments into the blackboard course and it would save time for everyone involved.

Getting Started Completed--Where to Start?

I have included the grading rubric and the Excel data entry form in the module below. These are suggestions for getting started with the grading.

Guidelines for Completing the Critical Thinking Grading Assignments

- Open the revised grading rubric in Word.
- Go to Grading Module 1 and open the first grading assignment that has your initials beside it.
- Open the first grading assignment in Word.
- Type in the student name or ID and the course and dept. in the grading rubric.

redirect.hp.com/svs/rdr?locale=en_us&c=none&bd=all&pf=cmnb&tp=iefavbar&ss=hp_softwarestore&TYPE=4

Program	Identification	Collection	Recognition	Evaluation	Communication	Exploration	Conclusion	Total	Statistics	Number
Agriculture	1.33	1.56	1.56	1.89	1.22	1.22	1.33	10.11	mean	n=10
Agriculture	1.32	1.59	1.42	1.36	1.09	1.09	1.12	8.64	sdv	
Mass Com	4.38	3.83	3.83	3.96	4.04	3.88	4.17	28	mean	n=12
Mass Com	0.91	0.94	0.98	0.99	0.81	0.88	0.89	5.92	sdv	
Nursing	3.88	4.5	3.88	4.25	3.38	3.63	4.13	25.63	mean	n=4
Nursing	1.11	0.58	0.75	0.96	0.48	0.75	0.63	2.32	sdv	
Nutrition	3.65	3.7	3.55	3.85	3.5	3.55	3.8	24.65	mean	n=10
Nutrition	0.78	1.01	0.76	0.85	0.88	0.98	0.92	5.63	sdv	
Social Science	5	4.33	5	4.67	5	3.67	5	32.67	mean	n=3
Social Science	1	1.15	1	1.53	1	1.53	1	7.77	sdv	

The background of the slide features a semi-transparent American flag waving on a flagpole. The flag is positioned diagonally, with the top-left corner near the top-left of the slide and the bottom-right corner near the bottom-right. The stars and stripes are clearly visible, though slightly faded due to the transparency.

Critical Thinking Assessment Conclusions

- There were problems with using the rubric for all division assignments. Other grading columns may be needed for assessment (ie. mathematical computations, grammar, spelling correctness).
- Graders found the rubric difficult to use for assignments that were not writing assignments.
- Other difficulties with grading the assignments included: subjective scoring, continuity in grading, inter-grader errors.
- More pilots are needed by faculty to validate or simplify rubric and improve grading methods.

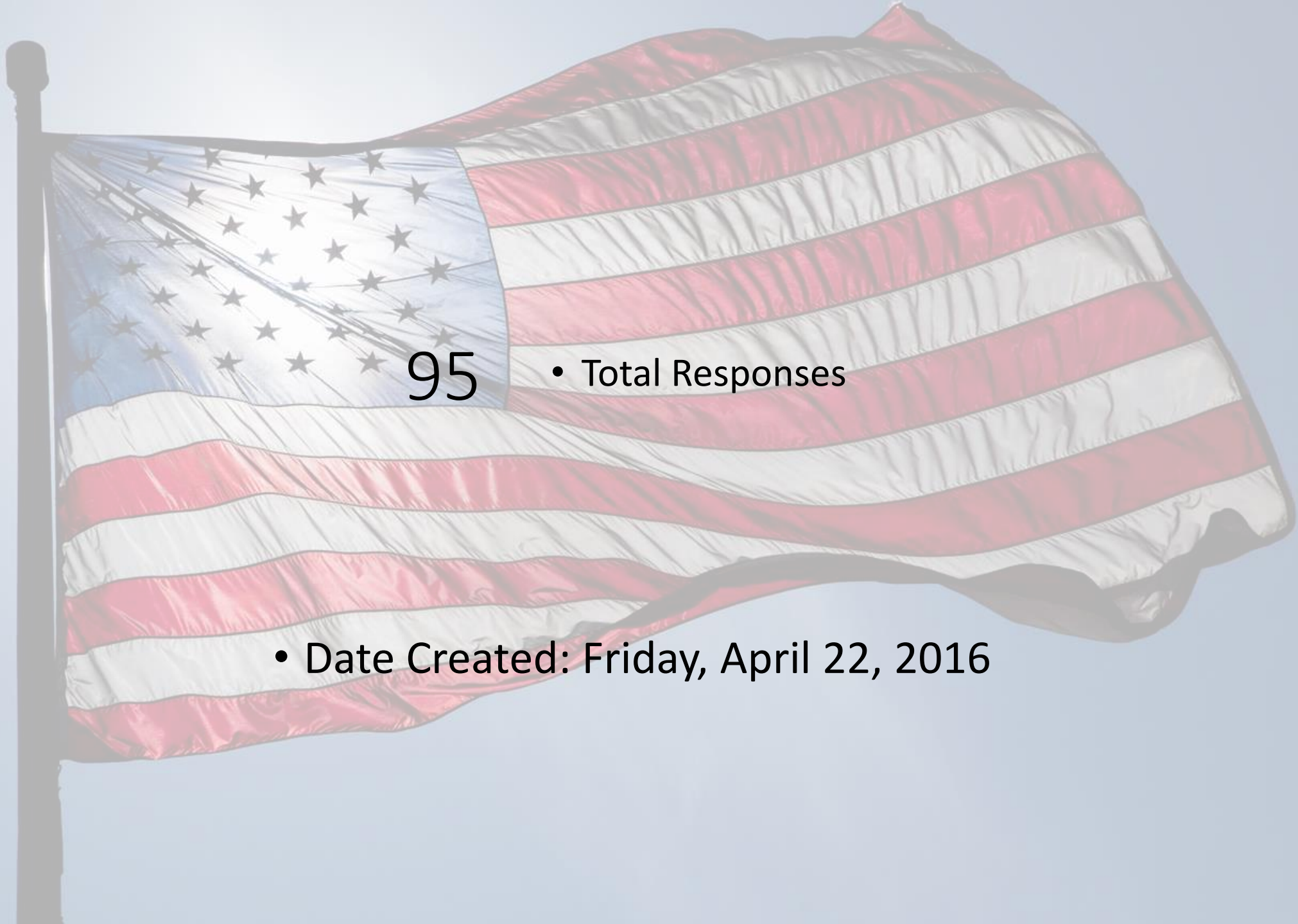


TRIVIA QUESTION

[George W](#)

An American flag is shown waving on a flagpole against a light blue background. The flag is semi-transparent, allowing the text to be clearly visible over it.

Cultural Awareness Student Survey



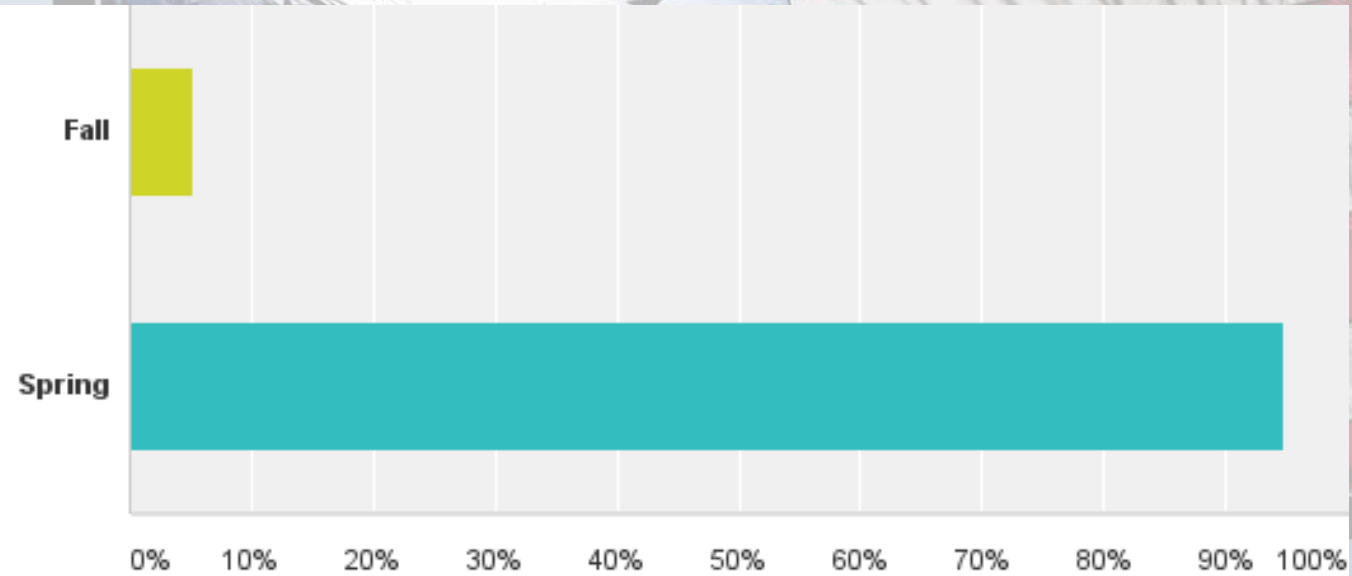
95

- Total Responses

- Date Created: Friday, April 22, 2016

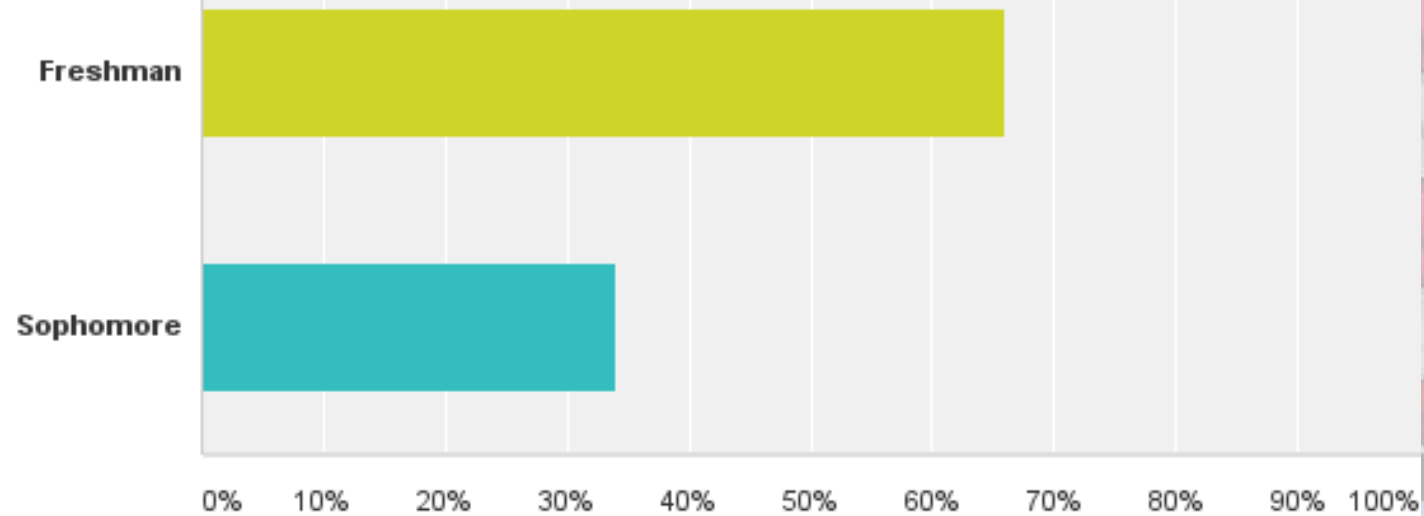
Q1: Choose the correct Semester

• Answered: 95 Skipped: 0



Answer Choices	Responses
Fall	5.26% 5
Spring	94.74% 90
Total	95

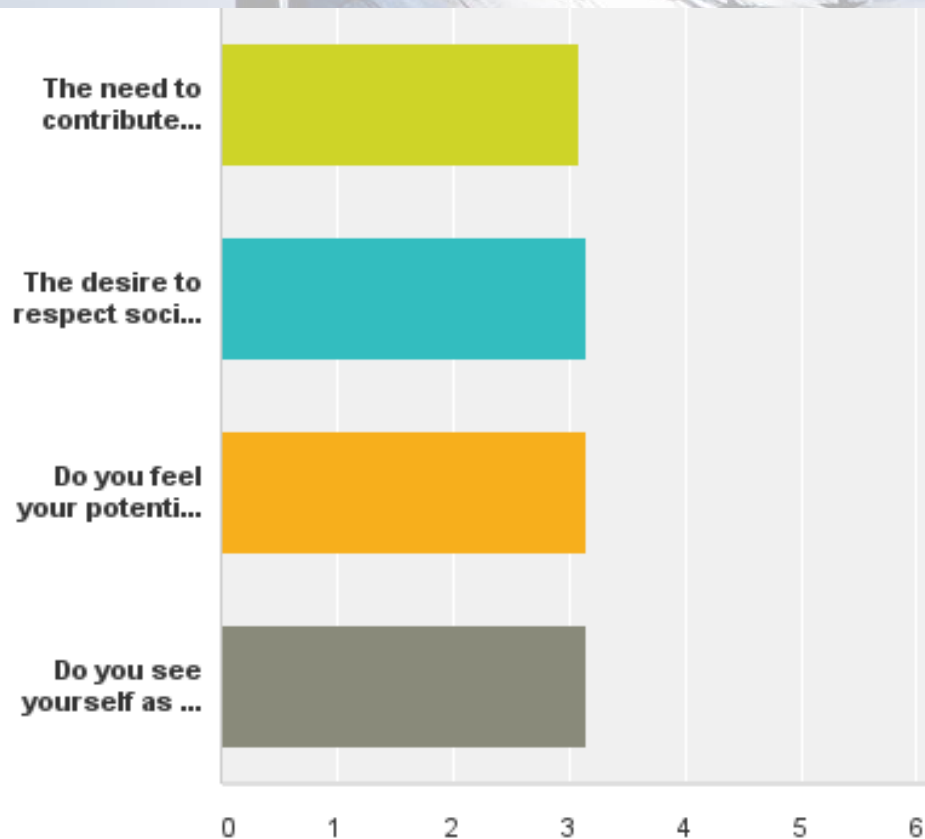
Q2: What is your classification



Answer Choices	Responses
Freshman	65.96% 62
Sophomore	34.04% 32
Total	94

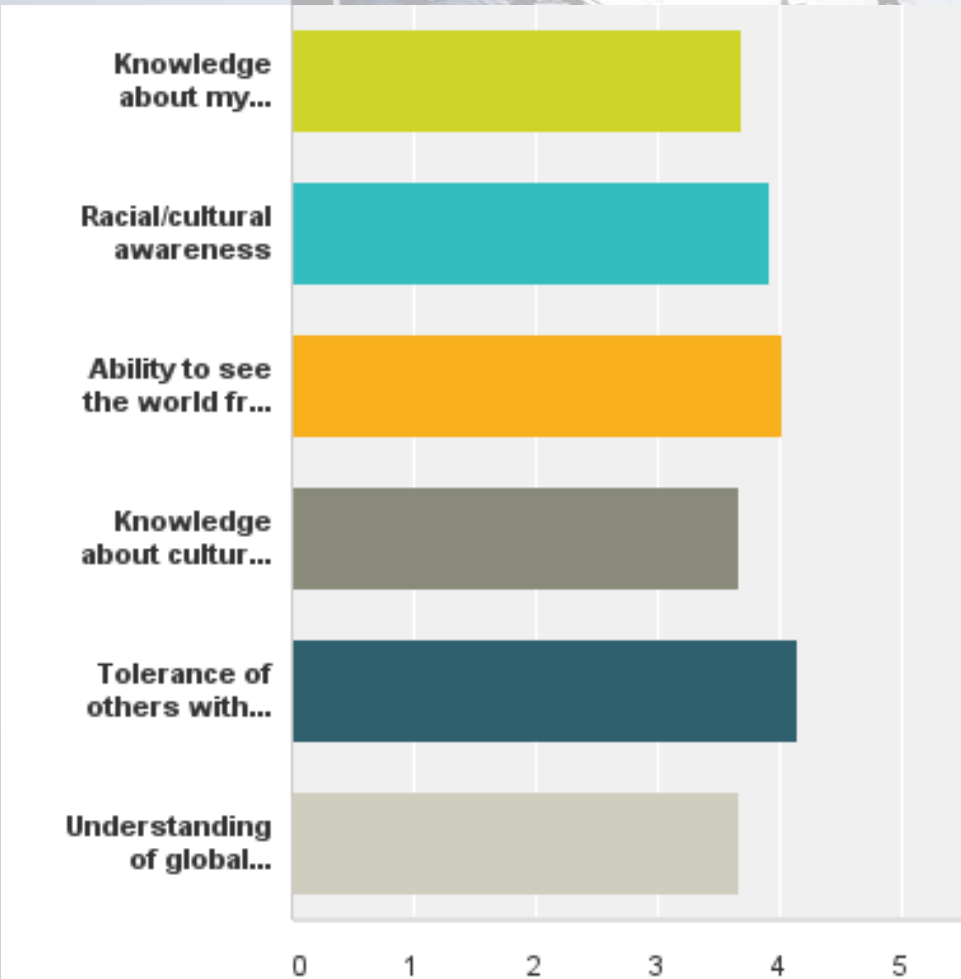
Q3: Do you feel your experience at Eastern Oklahoma State College has impacted each of the following?

• Answered: 95 Skipped: 0



	Strongly disagree	Disagree	Agree	Strongly agree	Total	Weighted Average
The need to contribute positively and actively to the quality and sustainability of the environment, communities and society as a whole.	5.26% 5	6.32% 6	63.16% 60	25.26% 24	95	3.08
The desire to respect social, cultural and environmental interconnectedness and appreciate diverse cultural perspectives within local and global communities.	4.21% 4	6.32% 6	60.00% 57	29.47% 28	95	3.15
Do you feel your potential to contribute to your community has been enhanced while at EOOSC?	4.21% 4	11.58% 11	48.42% 46	35.79% 34	95	3.16
Do you see yourself as a participant in the broader world, valuing fairness, equality, and peace?	4.21% 4	12.63% 12	46.32% 44	36.84% 35	95	3.18

Q4: How would you describe yourself in the following areas?

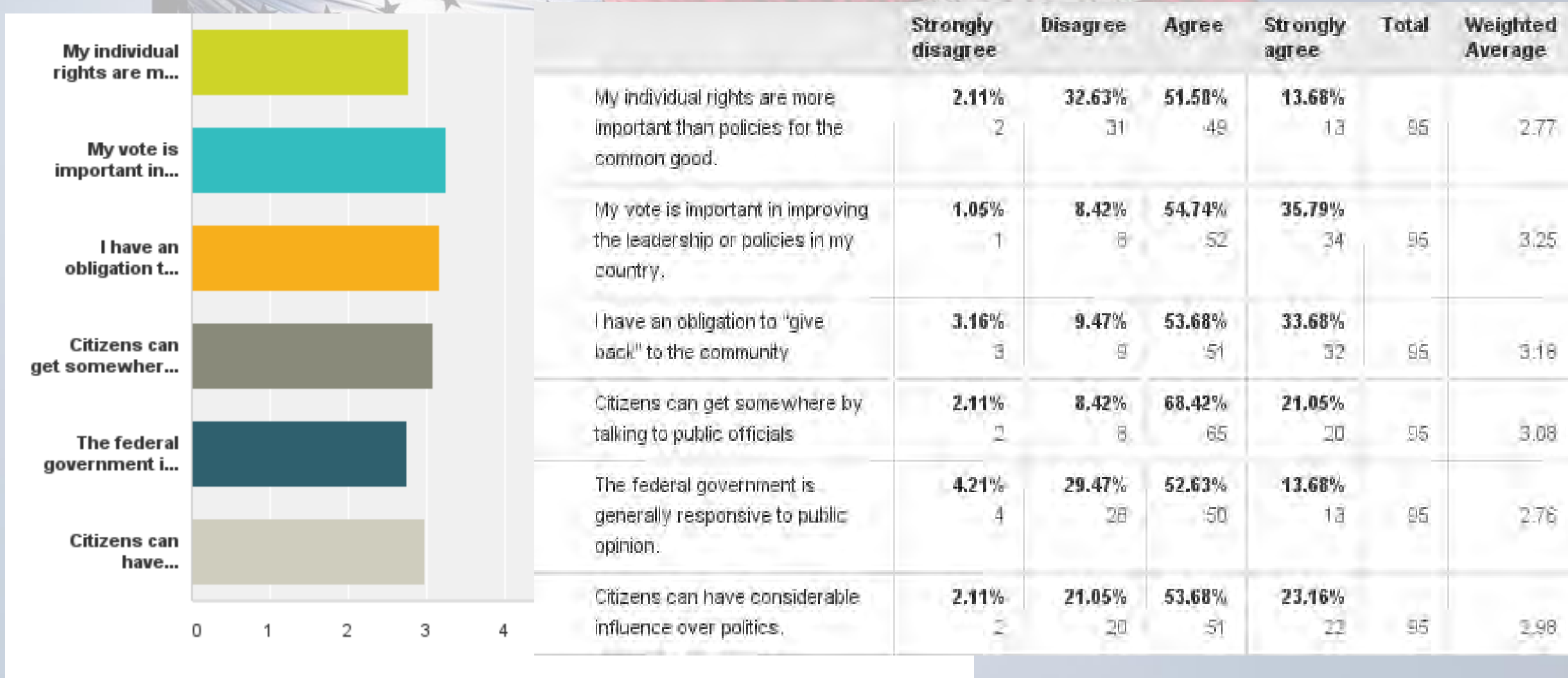


	a major weakness	somewhat weak	average	somewhat strong	a major strength	Total	Weighted Average
Knowledge about my culture	1.05% 1	4.21% 4	38.95% 37	35.79% 34	20.00% 19	95	3.69
Racial/cultural awareness	0.00% 0	2.11% 2	30.53% 29	40.00% 38	27.37% 26	95	3.93
Ability to see the world from someone else's perspective	0.00% 0	6.32% 6	18.95% 18	40.00% 38	34.74% 33	95	4.08
Knowledge about cultural backgrounds of others	0.00% 0	7.37% 7	36.84% 35	36.84% 35	18.95% 18	95	3.67
Tolerance of others with different beliefs	1.05% 1	1.05% 1	24.21% 23	29.47% 28	44.21% 42	95	4.15
Understanding of global issues	0.00% 0	8.42% 8	34.74% 33	36.84% 35	20.00% 19	95	3.68

Q5: In your role as a responsible citizen, how important are each of the following to you?



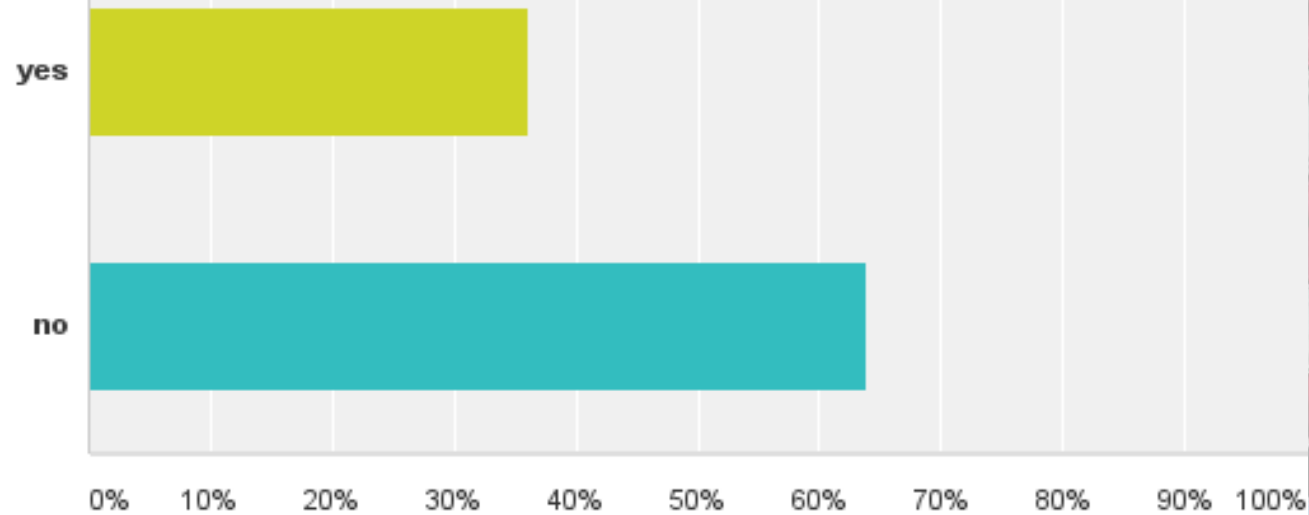
Q6: Please rate your level of agreement or disagreement with the following statements:




Q7: Please indicate the extent to which you agree or disagree with these statements using the following introduction:



Q8: While at Eastern have you participated in community service or volunteer work?



Answer Choices	Responses
yes	36.17% 34
no	63.83% 60
Total	94



TRIVIA QUESTION

[Gerald Ford](#)

An American flag is shown waving on a flagpole against a light blue sky. The flag features the stars and stripes of the United States flag. The word "LUNCH" is superimposed in the center of the flag in a bold, black, sans-serif font.

LUNCH

ASSESSMENT ROTATION

LEARNING GOALS:	ASSESSMENT	COMMITTEE MEMBERS	TIME OF ASSESSMENT	COURSE ASSESSED
Communication:	Essay Presentation Rubrics	Penny Jones- Coordinator Buddy Sandefur, Eddie Woods, Julie Collins, Cheryl Wood-Myers	Spring of even years	ENGL 1213
1.1 Communicate effectively using listening, speaking, reading, and writing skills			Fall of odd years	ENGL 1213
1.2 Develop percision, clarity, and fluency in writing			Spring of odd years	Major Courses
1.3 Develop accuracy, conciseness in verbal and nonverbal communication			NURS 2118, HUMAN 2213, AG 2113, PSY 2103, BU S2123, BIOL 2155, BIOL 2103	
1.4 Demonstrate competency in verbal and nonverbal communication	Oral Communication Rubric	Mandy Smith- Coordinator	Spring odd years	SPCH 1113
1.5 Demonstrate logical organization, coherent thinking, and precision in writing			Spring even years	Major Courses
1.6 Use standard English in academic and professional settings			AG 2113, CIS 1563, MCOMM 1113, NURS 2212, NURS 2128, HIST 2723, ZOO 1114	
Critical Thinking:	Artifact collection	Julie Collins- Coordinator Kristen Turner, Heather Spiegel, Cathy Cogburn, Cindy Shero		
2.1 Independently identify problems and pose questions				
2.2 Gather, read, evaluate and integrate relevant information			Spring of even years	Major Courses
2.3 Explore alternative perspectives and their implications			Rubric Graded	NUTRIT 1203, ECON 2123, MCOMM 1113, NURS 2212, AGECON 1113
2.4 Draw well reasoned conclusions				

ASSESSMENT ROTATION

Information & Technology Literacy:			Fall every year	OLS 1111
3.1 Identify information needs	Technology Literacy Survey	Cindy Shero- Coordinator Kennedy, Kellye Semeski	Fall every year	CIS 1113
3.2 locate, evaluate, and appropriately use information				
3.3 communicate information using appropriate technologies	Information Literacy Survey	Kristen Turner- Coordinator Giacomo, Julie Collins, Pat Ratliff, Jamie Fields, Maria Martinez	Spring odd years	Major Courses
3.4 utilize technologies to organize concepts and ideas				
3.5 utilize technologies to learn and problem-solve				
3.6 Demonstrate an awareness of ethical, legal, and social/cultural responsibilities in the use of information and technology				
Quantitative & Scientific Reasoning:				CHEM 1315
4.1 Describe and delineate the components fo the scientific method			Fall of even years	BIOL 2103
4.2 Apply scietific and mathematical methods to solving problems				
4.3 Collect, graph and summarize data and make relevant observations and statements of results and formulate questions		Maye Durant- Coordinator Math Division Faculty	Spring of odd years	BIOL 1114
4.4 Evaluate evidence and determine if conclusions based upon data are valid and reliable				
4.5 Distinguish sound scientific works from non-scientific works				



ASSESSMENT ROTATION

Cultural, Global Awareness, and Social Responsibility:

5.1 Display basic knowledge of social, political, economic and historical concepts as they relate to the US

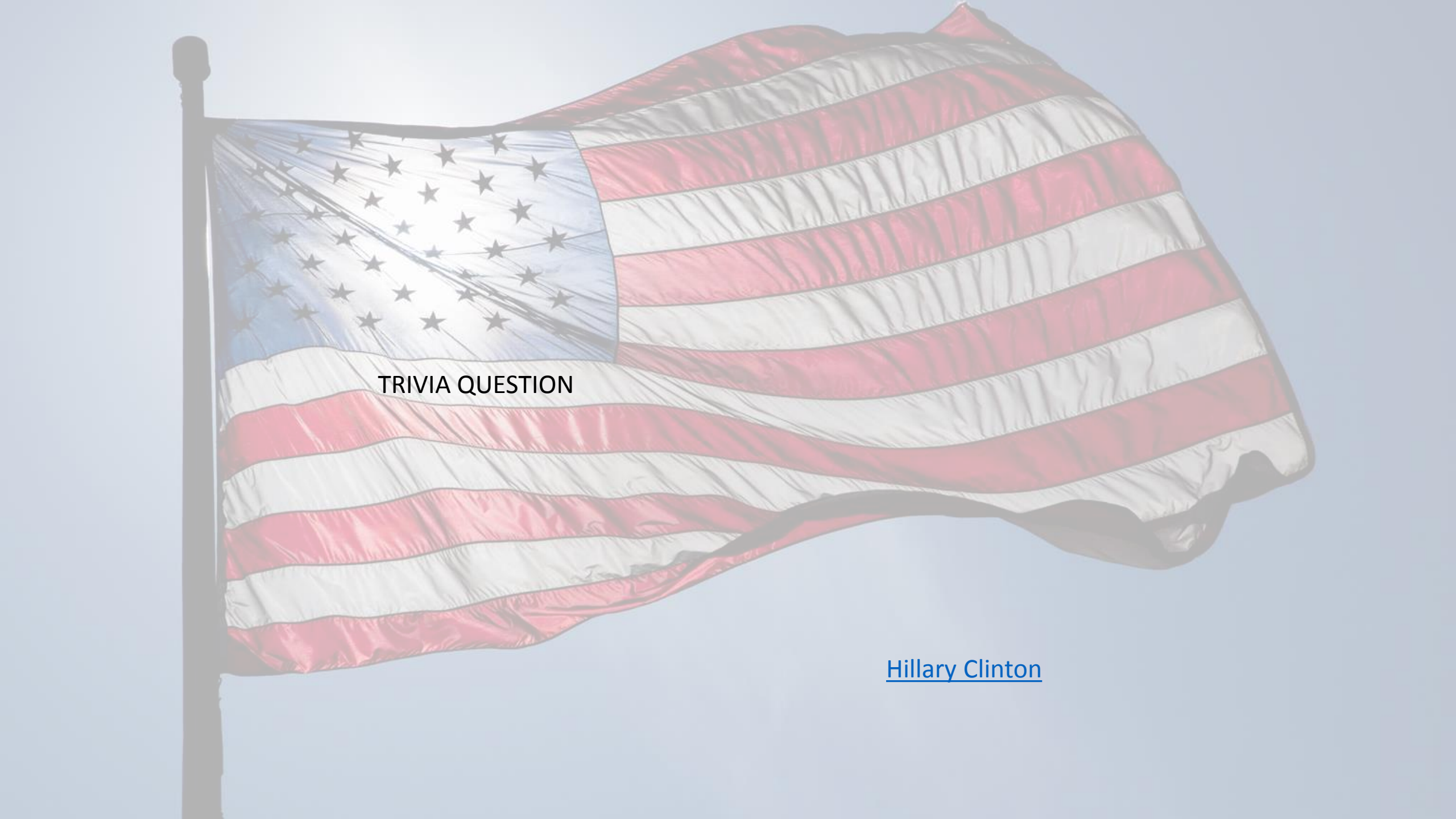
5.2 Identify the responsibilities and choices of involved citizenship

5.3 Examine the global interdependency of humanity

5.4 Explain social and cultural customs within their historical context

5.5 Recognize and assess the significance of cultural and societies and describe the commonalities/differences among cultures from a global perspective

Cathy Cogburn- Coordinator
Carter Mattson, Margaret Sorrell,
Cheryl Wood-Myers, Maria Martinez,
Amber Taylor



TRIVIA QUESTION

[Hillary Clinton](#)



PROGRAM REVIEWS

PROGRAM TITLE	PROG CODE	LAST REVIEW	NEXT REVEIW	SPEC ACCRED	POST AUDIT
AGRICULTURE-AS	001	2011	2016		N
LIFE SCIENCES - AS	005	2011	2016		N
BUSINESS ADMINISTRATION-AS	007	2011	2016		N
NURSING - AAS	033	2002	2013	2002	N
HEALTH/PHYSICAL EDUCATION & RECREATION -AS	035	2009	2014		N
PSYCHOLOGY OR SOCIOLOGY-AA	042	2011	2016		N
GENERAL STUDIES-AA	044	2011	2016		N
CRIMINAL JUSTICE -AS	062	2011	2016		N
CHILD DEVELOPMENT ASSISTANT - CERT	063	2010	2015		N
MEAT PROCESSING & FOOD SAFETY -CERT.	071		2005		N



TRIVIA QUESTION

[Trump](#)

An American flag waving on a flagpole against a light blue background. The flag is semi-transparent, allowing text to be overlaid on it.

HLC UPDATE

Higher Learning Commission Comprehensive Visit

February 27-28, 2017

Standard Pathway: Assurance Argument - Dashboard

Lock Date: 01/27/2017

HLC UPDATE

Welcome to the Commission's online Assurance System!

Page 1 of 1

Welcome to the Commission's online Assurance System!

The Higher Learning Commission's online Assurance System is available to member institutions in the Open Pathway and the Standard Pathway. Within the Assurance System, designated individuals from each institution have access to their institution's Evidence File and Assurance Argument areas.

The Evidence File is where each institution uploads evidence that documents how it meets the Criteria for Accreditation and other Commission expectations such as Federal Compliance requirements. Although the Evidence File primarily holds materials uploaded from the institution itself, the Commission also contributes pertinent materials from its records.

The Assurance Argument is where the institution provides narrative that makes the case that the institution meets the Criteria for Accreditation. In this narrative, the institution links its narrative directly to supporting documents in the Evidence File. When applicable, the Commission activates additional places in the Assurance System where the institution provides narrative and links to evidence demonstrating that it meets other Commission expectations such as Eligibility Requirements, Assumed Practices, and Federal Compliance requirements.

Log In to the Assurance System

Username

Password

[Forgot your password?](#)

Log In

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Let's Make Assessment FUN again!

Have a great semester.

https://www.youtube.com/watch?v=rM_tDB8OZok&app=desktop