

OFFICE OF ACADEMIC ASSESSMENT

PROGRAM ASSESSMENT REPORT FEEDBACK (REVISED August 2025)

This page displays color-coded feedback based on each step of the OU Program Assessment Process. For example, if a Program Student Learning Outcome (PSLO) is not written in measurable terms, the "Program Student Learning Outcome (PSLO)" column will be highlighted in yellow to indicate that the PSLO statement need revision. Additionally, an "X" will appear next to "Program General Information" if that section has not been updated or is left blank.

PROGRAM ASSESSMENT PROCESS	COLOR CODES FOR EACH STEP			
	MISSING INFORMATION	NEEDS MAJOR REVISIONS	NEEDS MINOR REVISIONS	MEETS EXPECTATIONS
STEP 1 Articulate Program Student Learning Outcomes (PSLOs)	PSLOs are missing.	Most PSLOs are unclear, reflect broad department goals and are not stated in measurable and/or observable terms. Major differences in PSLO statements and expectations across locations and/or modes.*	Some PSLOs are specific, clearly stated in measurable and/or observable terms but do not reflect the knowledge, abilities/skills graduates of the degree program are expected to demonstrate. Minor variations in PSLO wording across locations and/or modes but intent is consistent.*	ALL PSLOs are specific, clearly stated in measurable and/or observable terms and reflect specific knowledge, abilities/skills graduates of the degree program are expected to demonstrate. PSLOs are further defined by Performance Indicators (i.e., specific elements that contribute to the achievement of the main PSLO). PSLOs are identical across all locations and/or modes.*
STEP 2 Identify appropriate Direct Assessment Method(s), indirect assessment method(s), if applicable, and establish Performance Targets for each PSLO	Descriptions of assessment methods are missing.	Most methods are simply stated but do not describe the data collection process using direct measures, rely solely on end-of-course grades and/or indirect methods (e.g., student surveys). Performance targets are not reported, and no explanation is provided.	Some methods describe the data collection process and include at least one appropriate direct measure for each PSLO. The report does not reflect use of rubrics or student surveys. Performance targets are reported for some of the PSLOs.	ALL methods describe the data collection process and include at least one appropriate direct measure for each PSLO. Where applicable, report shows use of rubrics to measure quality of student work or surveys to gather student perceptions. Performance targets are reported. If none is reported, an explanation is provided. Additionally, 1) Multiple methods are used to assess PSLOs. 2) Sample rubric(s) are attached. 3) Details on psychometric properties of assessment instruments (e.g., inter-rater reliability of rubrics) are included.
STEP 3 Describe results of student performance in aggregate for each PSLO	Descriptions of assessment results or findings are missing.	Results/data for most PSLOs: (1) rely exclusively on end-of-course grades or indirect measures, (2) are unclear and not reported in aggregate, (3) are not aligned with methods or performance targets and (4) do not indicate the number of students assessed. (5) show limited disaggregation of data/results. Comparisons are superficial or incomplete.*	Results/data for some PSLOs: (1) are presented in aggregate based on direct measures, (2) are not directly aligned with methods and performance targets in each PSLO, (3) do not show number of students assessed. (4) are disaggregated by location and/or mode. Some comparison is made, but analysis is limited or lacks depth.*	Results/data for ALL PSLOs: (1) are presented in aggregate based on direct measures, (2) are directly aligned with methods and performance targets. (3) show number of students assessed. (4) are disaggregated by location and/or mode. Analysis explicitly compares results.* Trends are discussed to indicate progress of student performance and areas where students excelled, met standards, and fell short.
STEP 4 Describe recommendations and action plans for using assessment results to improve student learning and the overall program	Details of how assessment results have been or will be used for continuous improvement is missing.	Descriptions for most PSLOs: (1) lack specific examples of planned or implemented use of assessment results for program improvement, (2) consistently indicate that no changes are needed without further explanation.	Descriptions for some PSLOs: (1) lack specific examples of planned or implemented use of assessment results for program improvement. (2) consistently indicate that no changes are needed without further explanation.	Descriptions reflect specific examples of planned and/or implemented use of assessment results for program improvement. Explanations are provided where descriptions indicate that no changes are needed. The documentation thoroughly details the past and current actions implemented to improve or modify various aspects of the program's curriculum. Practical impact to student learning is clearly described.

* These elements apply to programs that (1) are offered **both on-ground and fully online** and/or (2) are taught at **both the Norman and Tulsa campuses**.