St. Gregory's Assessment Process

Assessment at SGU occurs with a four-step process:

Step 1: Planning

This first step begins with definition of overarching goals and learning outcomes for the academic unit which are meant to express intended results.

Program learning outcomes are meant to describe specific, measurable knowledge, skills, attitudes and values students should be able to demonstrate upon completion of the academic unit.

Step 2: Assess

Direct assessment measures are meant to prompt students to represent or demonstrate their learning while indirect measures seek students' perceptions about their learning. Each learning outcome is measured directly to provide concrete evidence of the extent to which students have command of a specific subject and/or content area, are able to perform certain tasks or exhibits a particular skill. Results of indirect measures can be used to augment those of the direct measures. The following are examples of direct and indirect methods of assessment employed at St. Gregory's:

Direct Methods of Assessment:

- Pre and posttests
- Course-embedded assessment (e.g., homework assignment; essays, locally developed tests)
- Comprehensive exams
- national major field achievement tests
- Certification exams, licensure exams (such as National Council Licensure Examination for Registered Nurses (NCLEX-RN), the Oklahoma General Education Test (OGET), Oklahoma Professional Teaching Examination (OPTE), and the Oklahoma Subject Area Tests (OSAT))
- Senior thesis or capstone project
- Portfolio evaluation
- Case studies
- Reflective journals
- Field experience and service learning projects
- Internal/external juried review of performances and exhibitions
- Internship and clinical evaluation
- External examiners/peer review
- Grading with criteria or rubrics

Indirect Methods of Assessment:

- Departmental survey
- Exit interviews
- Alumni survey
- Employer survey
- Focus groups
- Employment statistics
- Graduation and retention rates

Step 3 Analyze

This step focuses on analysis of assessment data reflecting how students actually performed in each learning outcome based upon the assessment methods selected for each outcome. The following key questions can be used to guide analysis of data:

- What does the assessment data tell us?
- How is assessment data analyzed?
- What can data be compared to?

Step 4 Improve

The express purpose of assessment is to improve student learning, so the interpretation, reflection and programmatic changes in the context of continuous improvement allow St. Gregory's University to thoughtfully evaluate student learning in a holistic manner.