

**Oklahoma State University
Committee for the Assessment of General Education
and
University Assessment and Testing
Annual Report, 2025**

Committee for the Assessment of General Education (CAGE)

Melanie Bayles, Ph.D., Ferguson College of Agriculture (Chair)
Erika Lutter, Ph.D., College of Arts and Sciences
Michael Rabens, Ph.D., College of Engineering, Architecture and Technology
Julie Weathers, Ed.D., Spears School of Business
Whitney Shepard, Ph.D., College of Education and Human Sciences

University Assessment & Testing (UAT)

Ryan Chung, Ph.D., Director
Kelva Hunger, Ph.D., Associate Director, Assessment & Analysis
Kaitlynn Holcomb, M.S., Assistant Director, Assessment & Analysis
Cat Bertucci, B.S., Assessment Specialist
Salome Charron, B.S., Assessment Specialist
Paola Sainz Sujet, M.S., Statistical Analyst Graduate Research Associate



Contents

Executive Summary 4

Overview 6

 Introduction..... 6

Artifact Analysis 7

 Assessment Administration 7

 Analyses and Findings 8

 Key Findings 8

Overall Implications and Future Direction 10



Tables and Figures

Table 1. Collection of Civic Learning Artifacts	8
Table 2. Student Demographics Associated with Civic Learning Artifacts.....	9
Table 3. Civic Learning Artifact Scores for Each Rubric Category	9



Executive Summary

University Assessment and Testing (UAT) has collaborated with academic units and programs on gathering assessment data and reviewing annual program assessment reports based on the components requested by the Oklahoma State Regents for Higher Education. UAT has also been tasked by the Assessment and Academic Improvement Council (AAIC), the Committee for the Assessment of General Education (CAGE), and the General Education Advisory Council (GEAC) to implement a more robust process and procedure to assess continuous improvement of student learning at Oklahoma State University.

For the 2024-2025 General Education Outcomes Assessment, OSU piloted evaluating civic learning. Written student artifacts were evaluated by means of the OSU Civic Learning Rubric.

Key Findings:

- In total, 75 student artifacts were assessed using the OSU Civic Learning Rubric by a team of two reviewers. The rubric consisted of four categories and one overall rating, making for 375 total possible data points.
 - Because this was a pilot year for assessing Civic Learning, the number of artifacts achieved was not yet enough to use as evidence for decision-making.

Recommendations:

- Since this was a pilot year for the assessment of Civic Learning, many things were learned throughout the preparation and data collection process. The newly developed OSU Civic Learning Rubric worked well for those providing the review and ratings, but it will continue to be evaluated for its usability and applicability. The process for collecting civic learning artifacts will continue to be refined. A focus on identifying additional courses that contain applicable assignments will be a priority.
- Although too few artifacts were collected this year to make any meaningful conclusions, this was a successful pilot year in that we have created and established materials for recruitment, data collection, and analysis (e.g., the OSU Civic Learning Rubric). Because important recruitment materials have now been developed, the recruitment process for the next assessment year for Civic Learning will begin earlier in the academic year and as a result, more data points will be acquired.



Assessment of general education is a critical aspect of our work to continuously improve our institution. We are fortunate that Oklahoma State University provides substantial resources to assess students' learning and to consider ways in which learning might be improved. Our challenge moving forward is clear: to make the most of this investment by using these results to make meaningful changes to our programs.

Thank you for your time and support in the assessment of general education. Please let us know if you have any questions or comments.

Sincerely,

Ryan Chung, Ph.D.
Director
University Assessment and Testing
Oklahoma State University



Overview

Introduction

General Education at Oklahoma State University (OSU) is intended to:

- A. Construct a broad foundation for the student's specialized course of study,
- B. Develop the student's ability to read, observe, and listen with comprehension,
- C. Enhance the student's skills in communicating effectively,
- D. Expand the student's capacity for critical analysis and problem solving,
- E. Assist the student in understanding and respecting diversity in people, beliefs, and societies, and
- F. Develop the student's ability to appreciate and function in the human and natural environment.

Full details of the General Education program can be found at:

<https://uat.okstate.edu/assessment/assessgened.html>

Oklahoma State University has assessed general education for more than 20 years. Three approaches have typically been used to evaluate the general education program: institutional portfolios, review of the general education course database, and college-, department-, and program-level approaches (i.e. exams, surveys, capstone projects, artifact analysis, etc.). This report focuses on OSU's use of institutional portfolio and performance ratings to assess the general education program. Institutional portfolios provide direct evidence of student achievement of the overall goals of general education. Institutional portfolios are currently in use in four areas that represent the overall goals of the general education program. Performance ratings are a new method of general education assessment that invites internship supervisors and faculty mentors to provide evaluations of their students' performance.

For the 2024-25 academic year, Civic Learning was assessed; here is the current 4-year cycle:

Current Cycle

1. **2024-25 | Civic Learning** (student artifacts) – PILOT
CURRENT REPORTING YEAR
2. **2025-26 | Professionalism & Ethics** (student artifacts/performance ratings)
3. **2026-27 | Information Literacy** (student artifacts/survey)
4. **2027-28 | Written Communication & Critical Thinking** (student artifacts)

Recognizing that these goals cannot be achieved only through the completion of courses with general education designations, student artifacts and performance ratings are collected from courses across campus that reveal students' achievement in each institutional portfolio area. These student artifacts are then assessed by a panel of OSU faculty members using rubrics, each of which has a different number of categories used in the scoring process.

In 2025, for the review of civic learning artifacts, OSU used the newly developed OSU Civic Learning Rubric. Artifacts rated with this rubric can receive ratings on a scale from 1 to 5.



Artifact Analysis

Assessment Administration

Following a review of the Spring 2025 course catalog, instructors of courses that were identified as potentially having a written assignment in civic learning (including capstone courses) were solicited for participation in submitting student artifacts to be used in the ethics artifact review. Instructors were contacted by their respective college CAGE representative and given information on what type of assignment would be usable, the OSU Civic Learning Rubric, instructions on how to provide the artifacts, and assurance that the artifacts would be anonymized and in no way identifiable back to the student.

This is the first pilot year for General Education Assessment of Civic Learning at OSU. University Assessment and Testing, along with CAGE, reviewed many examples of civic engagement, civic learning, civic knowledge, and engaged citizenship rubrics as part of the process for creating and developing our own OSU rubric for assessing Civic Learning.

In the assessment of civic learning artifacts, four categories of the OSU Civic Learning Rubric were assessed. The four categories were:

- A. Civic Knowledge
- B. Civic Skills
- C. Civic Values
- D. Civic Communication

An additional E. Overall category was also given by the raters.

For more information about the above four categories or to view the OSU Civic Learning Rubric, refer to: <https://uat.okstate.edu/assessment/assessgenedrbrics.html>.



Analyses and Findings

Key Findings

In total, 75 student artifacts were assessed using the OSU Civic Learning Rubric by a team of two reviewers. The rubric consisted of four categories and one overall rating, making for 240 total possible data points.

- Overall, 48.0% (36/75) of the student artifacts **met or exceeded expectations** by receiving a rating of '3,' '4,' or '5.' Of those, 29.3% were rated as '3' ($n = 22$), and 18.7% of student artifacts were rated as '4' or '5' ($n = 14$).

Below are the results for each rubric category:

- Civic Knowledge:
21.3% of the students' artifacts were rated as '3' ($n = 16$), and 16.0% of the artifacts were rated as '4' or '5' ($n = 12$).
- Civic Skills:
30.7% of the students' artifacts were rated as '3' ($n = 23$), and 9.3% of the artifacts were rated as '4' or '5' ($n = 7$).
- Civic Values:
28.0% of the students' artifacts were rated as '3' ($n = 21$), and 24.0% of the artifacts were rated as '4' or '5' ($n = 18$).
- Civic Communication:
36.0% of the students' artifacts were rated as '3' ($n = 27$), and 24.0% of the artifacts were rated as '4' or '5' ($n = 18$).

Analysis tables follow.

Table II.1. Collection of Civic Learning Artifacts

College	Course Prefix and Number	Course Name	Number of Artifacts Submitted	Number of Artifacts Rated ¹	Number of Artifacts Included in Analysis
CPS ²	CPS 3513	Experiential Learning & Civic Engagement	76	75	75

¹ Although many artifacts were submitted, not all could be used for rating because they did not align with the rubric

² College of Professional Studies



Table II.2. Student Demographics Associated with Civic Learning Artifacts

Demographic Variable	Category	# of artifacts (% of total)
Class	Freshman	1 (1.3)
	Sophomore	5 (6.7)
	Junior	38 (50.7)
	Senior	31 (41.3)
	Total	<i>n</i> = 75
College	CAS	3 (4.0)
	CEHS	2 (2.7)
	CPS	69 (92.0)
	SSB	1 (1.3)
	Total	<i>n</i> = 75
Gender	Female	54 (72.0)
	Male	21 (28.0)
	Total	<i>n</i> = 75
OSU GPA	< 2.0	3 (4.0)
	2.0 to 2.49	6 (8.0)
	2.50 to 2.99	9 (12.0)
	3.00 to 3.49	7 (9.3)
	3.50 to 4.00	50 (66.7)
	Total	<i>n</i> = 75

Table II.3. Civic Learning Artifact Scores for Each Rubric Category

Rubric Component	SCORE: <i>n</i> (%)					
	1	2	3	4	5	<i>n</i>
A. Civic Knowledge	14 (18.7)	33 (44.0)	16 (21.3)	12 (16.0)	0 (0.0)	75
B. Civic Skills	10 (13.3)	35 (46.7)	23 (30.7)	7 (9.3)	0 (0.0)	75
C. Civic Values	10 (13.3)	26 (34.7)	21 (28.0)	15 (20.0)	3 (4.0)	75
D. Civic Communication	6 (8.0)	24 (32.0)	27 (36.0)	17 (22.7)	1 (1.3)	75
E. Overall	10 (13.3)	29 (38.7)	22 (29.3)	13 (17.3)	1 (1.3)	75



Overall Implications and Future Direction

- Assessment data collected from the general education assessment process has been and will continue to be shared broadly (both internally and publicly) to encourage discussion and consideration of additional curricular, programmatic, and/or assessment changes that may result in improvement to the general education assessment program and/or to student achievement of the general education goals.
- Specifically, the General Education Advisory Council (GEAC), the Committee for the Assessment of General Education (CAGE), and the Assessment and Academic Improvement Council (AAIC) meet together yearly to discuss general education assessment results, consider needed changes, and provide recommendations for improvement.
- Assessment data from the general education assessment process are used in three main ways:
 1. to implement improvement initiatives (e.g., faculty, staff, and instructor professional development; modification of assessment processes),
 2. to monitor recent curricular changes, and
 3. to stimulate discussion about additional modifications to the general education program (e.g., modifying general education curriculum, syllabi, instructional methodologies, general education course designations, or designation goals/criteria).
- Since this was a pilot year for the assessment of Civic Learning, many things were learned throughout the planning and data collection process. The newly developed OSU Civic Learning Rubric worked well for those providing the review and ratings, but it will continue to be evaluated for its usability and its applicability. The process for collecting civic learning artifacts will continue to be refined. A focus on identifying additional courses that contain applicable assignments will be a priority.
- Although too few artifacts/ratings were collected this year to make any meaningful conclusions, this was a successful pilot year in that we have created and established materials for recruitment, data collection, and analysis (e.g., the OSU Civic Learning Rubric, recruitment materials, and more). Because recruitment materials have now been developed, the recruitment process for the next assessment year for Civic Learning will begin earlier in the academic year and as a result, more data points will be acquired.
- We will continue to streamline the General Education assessment for each cycle and eventually integrate the information into the Nuventive Improvement Platform assessment management system for ease of distribution and transparency of information. This will also make longitudinal comparisons and examination of trends much easier.

