



## **Odessa College- Evaluation of Student Learning through Assessment**

Odessa College's commitment to student success is founded on an integrated approach to learning. We believe learning is multi-faceted, and the evaluation methods included in our student learning framework are designed as a snapshot for the journey of student learning at Odessa College. The framework includes an evaluation of student learning via Odessa College Course Mastery Assessment, Core/General Education student learning outcomes, and program student learning outcomes.

This approach directly influences various facets of our curriculum. Through a blend of assessments of student learning, reflections on learning, and continuous improvements on pedagogical strategies, we strive to ensure that every student not only reaches but surpasses their academic and personal potential.

**Odessa College  
Student Learning  
Outcomes(OCSLOs)**

- Established by THECB and adopted by OC.
- Required by THECB and SACSCOC
- Assesses students Critical thinking, Communication, Empirical Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility
- Required in General Education/Core Courses
- Included in Certificates, Associate, and Bachelor Degrees

**Program Student  
Learning Outcomes  
(PSLOs)**

- Established by program chair/directors and faculty
- Required by SACSCOC and/or program accrediting bodies
- Aligned to marketable or soft skills that students learn throughout their program of study
- Assesses student competencies and skills in their program of study
- Included in Certificates, Associates, and Bachelor Degrees

**Odessa College  
Course Mastery  
Assessment (OCCMA)**

- Established by department faculty focusing on the course student learning outcomes
- Assessment is aligned with course learning outcomes from ACGM, WECM, and UDM
- Required in every Odessa College course and section
- An essential component to determining student learning at the course level
- Included in Certificates, Associates, and Bachelor Degrees

# Evaluation of Student Learning Framework

<b>1-OC Course Mastery Assessment (OCCMA)</b>	Actively engages students in assessing comprehensive knowledge gained in the course and serves as an important part of a student's journey in achieving their educational aspirations.	Label this assessment in Simple Syllabus & the Bb Course Shell: OC Course Mastery Assessment
<b>2-Program Student Learning Outcomes (PSLOs)</b>	<p>Actively engages students in programs of study, focusing on program student learning outcomes that are determined for the educational program faculty.</p> <p>This is a SACSCOC requirement (8.2.a). The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement, based on analysis of the results in program student learning outcomes for every educational program.</p>	Label this assessment in Simple Syllabus & the Bb Course Shell: Program Student Learning Outcomes Assessment and align the assessment with PSLO goals in Bb
<b>3-Core/General Education Student Learning Outcomes and Odessa College Student Learning Objectives</b>	<p>Actively engages students in Core/General Education courses, focusing on the Odessa College Student Learning Objectives and Institutional Core Objectives implemented by the Texas Higher Education Coordinating Board. These include critical thinking, communication, empirical quantitative skills, teamwork, social responsibility, and personal responsibility.</p> <p>This is a SACSCOC requirement (8.2.b). The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in student learning outcomes for collegiate-level general education courses.</p>	Label this assessment in Simple Syllabus & the Bb Course Shell: Core/General Education Student Learning Outcomes Assessment and align it with the appropriate OCSLOs goals in Bb

# Odessa College Course Mastery Assessment (OCCMA)

Each Odessa College course ensures efficacy in student learning by administering a common end-of-course assessment. The Odessa College Course Mastery Assessment (OCCMA) is a uniform assessment developed by each department or program to evaluate student learning outcomes consistently across all course sections. This assessment serves as an essential component of our commitment to quality student learning. Assessing student learning provides evidence that students are achieving the intended course outcomes, reflecting our college's dedication to verifying students not only acquire knowledge but can also meaningfully apply and communicate their acquired knowledge in each course, regardless of modality, faculty status (i.e., full/part time), or other varying factors.

**Purpose: Students demonstrate their mastery and depth of understanding while learning course content.** The course mastery assessment allows students to consolidate and reflect upon key concepts, theories, and skills developed throughout the course.

## Expectations

- All faculty are required to implement the OCCMA for their Odessa College courses. Ensure the OCCMA aligns with Course Student Learning Outcomes. The assessment should measure the intended competencies and skills in the course.
- The departments and programs have the flexibility to decide the format of the OCCMA (e.g., exams, projects, practicums) as long as they are assessing students on the course student learning outcomes.
- The departments and programs are responsible for creating the OCCMA, the assessment must comprehensively address the Course Student Learning Outcomes and implemented into the grading schema for the course.
- All faculty should clearly identify the assessment in their Blackboard shell(s) (**Please name this assessment: OC Course Mastery Assessment**)
- The OCCMAs will be updated on a regularly scheduled basis as determined by department chair or director, and will have to be approved by their Instructional Dean and Associate Vice President for Instruction.




## OCCMA Implementation and Timeline

<b>Fall I and Fall 2 (2024-2028)</b>	Implement OCCMAs in All Courses the last two weeks of the term to ensure all course student learning outcomes have been covered. (Report at the end of the fall semester)
<b>Spring I and Spring 2 (2025-2028)</b>	Implement OCCMAs in All Courses the last two weeks of the term to ensure all course student learning outcomes have been covered. (Report at the end of the fall semester)
<b>Whole Summer (Maymester, Summer I and II) (2025-2028)</b>	Implement OCCMAs in All Courses the last two weeks of the term to ensure all course student learning outcomes have been covered. (Report at the end of the fall semester))

# Program Student Learning Outcomes (PSLOs)

Program Student Learning Outcomes Assessment is defined as the specific knowledge, skills, and abilities students are expected to demonstrate upon successful completion of a program. These outcomes are carefully designed to align with industry standards and academic expectations, ensuring that graduates are well-prepared to excel in their chosen careers or further educational pursuits.

**When creating or updating PSLOs, think about the following:**

 <b>Knowledge</b>	What must a student know?
 <b>Skills</b>	What must a student be able to do?
 <b>Disposition</b>	What attitude must a student have?

**Create Program Student Learning Outcomes (PSLOs)**— Each program must have a total of **FOUR PSLOs**. \*Workforce programs can include PSLOs that meet their accreditation standards (i.e., ACEN, CAPTE, JCERT, NC3, NCCER, etc.) **Any changes to PSLOs must go through the Curriculum Committee and be approved by the committee.**

- Create PSLO assessment— Each program will need to make sure that each PSLO measures students' knowledge of each of the Program Student Learning Outcomes. **(See Appendix for OC assessment methods and IRA map).**

- Complete PSLO curriculum map— Includes PSLOs, target measures, and methods of assessment, and in which course the PSLOs will be introduced, reinforced, and assessed.
- Alignment and Deployment of Program Assessment—Faculty must ensure that the PSLOs assessments are aligned to the PSLOs in Bb. Be sure to identify in course outline, syllabus and in Bb shell which assignment is being aligned to the Program Student Learning Outcomes assessment.
- OC faculty must implement and grade the PSLOs assessment in the course in which it is given (**\*See Appendix for PSLO IRA Map**). Results for PSLOs will be pulled and reported to the Office of Instruction.

**Each syllabus for Fall, Wintermester, Spring, Maymester, and Summer must include the PSLOs**

**This assessment must be aligned in Bb**

**Useful resources for how to align PSLO assessment:**

[file:///C:/Users/tanderson/Downloads/Goal Alignment QuickGuide v2.pdf](file:///C:/Users/tanderson/Downloads/Goal%20Alignment%20QuickGuide%20v2.pdf)

<https://oc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=b25aae04-c8f0-4444-ada1-b16f0161de75>

Regular reports and updates from PSLO assessments will be shared with departments and other institutional stakeholders for action planning and revisions/updates.

## PSLOs Implementation and Timeline

<b>January 2024, January 2026, January 2028</b>	Programs create or update PSLOs for all educational programs.
<b>February 2024-April 2024 February 2026-April 2026 January 2028-April 2028</b>	Programs complete curriculum maps. The IRA curriculum maps must be approved by the Curriculum Committee.
<b>August 2024 - December 2024 - Cycle 1 January 2025 - June 2025 - Cycle 1 August 2025 - December 2025 - Cycle 2 January 2026 - June 2026 - Cycle 2</b>	Programs began to implement PSLOs assessment in specified courses for PSLO 1-4. Collect PSLO assessment, programs departments must score assessment and analyze the results.
<b>Summer I and II (June/July)</b>	Close the loop with Department Chair/Directors on the use of PSLOs assessment and decide updates for next implementation.

# Core/General Education—Odessa College Student Learning Outcomes

**Core/General Education—Odessa College Student Learning Outcomes** are the fundamental competencies and knowledge that all students, regardless of their program of study, are expected to acquire through the institution's core curriculum. These outcomes encompass critical thinking, communication, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility. They are designed to ensure that graduates possess a well-rounded educational foundation, preparing them for both professional success and informed and engaged citizenship.

**Simple Syllabus—** Departmental faculty update course syllabi to show which assignment meets the required Odessa College Student Learning Objectives (OCSLOs)/Institutional Core Objectives (ICOs). (\*See Appendix A)

- Courses that are in the Core/General Education areas will need to make sure that their Core/General Education Assessment meets the required objectives from the Texas Higher Education Foundational Components areas (\*See Appendices).

**Develop Core/Gen.Ed. Assessment** —The instructor can choose from the Odessa College Assessment methods and can create an assessment that meets the OCSLOs).

- The General Education/Core assessment must be implemented in all General/Education Core courses. All assessments must use the Bb shell and faculty will need to clearly identify the General Education/Core assessment in the Bb shell they are required to assess and align it with the OCSLOs rubric.
- The General Education/Core assessment is not optional; **it is mandatory.** [Apart of QC2 Checklist]

**Alignment and Deployment of assessment in Bb—** Departmental faculty must ensure that the General Education/Core assessment is aligned with OCSLO rubrics in the Bb shell.

**All OC faculty in the Core/Gen.Ed.** areas must implement the assessment, and make sure it is aligned with the OCSLO rubric during the term in which it is given.

- A team of OCSLO evaluators will score the developed assessments using the rubrics, and the results for General Education/Core assessment will be collected by the Office of Instruction.
- Regular reports and updates from General Education/Core assessment will be shared with departments and other institutional stakeholders for Closing the Loop and Action Planning.

## General Education/Core SLOs

Each syllabus for Fall, Wintermester, Spring, Maymester, and Summers	Simple Syllabus must include Core/General Education SLOs.
<p>This assessment must be aligned in Bb</p> <p>Useful resources for how to align Gen Ed./Core assessment:  <a href="file:///C:/Users/tanderson/Downloads/Goal_Alignment_QuickGuide_v2.pdf">file:///C:/Users/tanderson/Downloads/Goal_Alignment_QuickGuide_v2.pdf</a>  <a href="https://oc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=b25aae04-c8f0-4444-ada1-b16f0161de75">https://oc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=b25aae04-c8f0-4444-ada1-b16f0161de75</a></p>	Faculty in General Education/Core areas have identified or created an assessment that meets their required Odessa College Student Learning Objectives/Institutional Core Objectives. (See Foundational Components Area Chart in Appendix C).
<p><b>March 2024 - December 2024</b> (OCSLOs-Critical Thinking, Communication, and Teamwork) - Cycle 1</p> <p><b>March 2025 – December 2025</b> (OCSLOs- Empirical Quantitative Skills, Social Responsibility, and Personal Responsibility) - Cycle 1</p> <p><b>March 2026 - December 2026</b> (OCSLOs-Critical Thinking, Communication, and Teamwork) - Cycle 2</p> <p><b>October 2025 - February 2026</b> (OCSLOs-Empirical Quantitative Skills, Social Responsibility, and Personal Responsibility) - Cycle 2</p>	Implement and collect specific General Education/Core assessment in Gen Ed./Core classes.
<b>January and February (Core/Gen.Ed. Scoring Days)</b>	Score a sample of the assessment collection, analyze results, and close the loop with Department Chair/Directors on Gen. Ed./Core assessments and decide updates for next implementation.

## Appendices

## Appendix A: Program Student Learning Outcomes Introduce, Reinforce, and Assessment Map

**PSLO IRA Map**

	PSLO 1	PSLO 2	PSLO 3	PSLO 4
<b>COURSES in the Program</b>				

<b>I = Introduced</b>	In which course(s) are students introduced to the learning outcome?
<b>R = Reinforced</b>	Which course(s) reinforce the skill and afford students opportunities to master the learning outcome?
<b>A = Assessed</b>	In which course(s) do students demonstrate skill from the learning outcome? This is where the learning outcome is assessed.

	<b>PSLO 1</b>	<b>PSLO 2</b>	<b>PSLO 3</b>	<b>PSLO 4</b>
<b>Assessment Method: the method the program will use to assess student learning for each PSLO.</b>				
<b>Performance Level Target: The percentage of students the program expects to meet the success criteria for each PSLO?</b>				

## Appendix B: Odessa College Student Learning Outcomes (OCSLOs) Definitions

Odessa College is dedicated to fostering an educational experience that equips OC students with the essential skills and competencies necessary for success in an ever-evolving world. The Odessa College Students Learning Objectives (OCSLOs), which are also known as Institutional Core Objectives, are the same as the Foundational Components areas from the Texas Higher Education Coordinating Board. These objectives are centered around **six** core areas. All Core/General Education courses have specific Foundational Component Areas where they are required to assess specific objectives.

Core Component Areas	Odessa College Student Learning Objectives (OCSLOs) and Institutional Core Objectives (ICOs)
Critical Thinking	Odessa College students will demonstrate the ability to analyze and interpret information to form opinions and make decisions. This involves being able to evaluate the strengths and weaknesses of an argument, identify underlying assumptions, and make reasoned judgments.
Communication	Odessa College students will demonstrate the ability to effectively express and exchange information and ideas with others. It involves being able to articulate thoughts and opinions clearly and concisely, and to listen actively and respond in an appropriate manner.
Empirical Quantitative Skills	Odessa College students will demonstrate the ability to collect, analyze, and interpret data using quantitative methods. It involves being able to understand mathematical concepts and formulas and to use them to make observations and draw conclusions based on evidence.
Teamwork	Odessa College students will demonstrate the ability to work effectively with others to achieve a common goal. It involves being able to communicate and collaborate with team members, contribute to a positive team environment, and recognize and value the strengths and perspectives of others.
Social Responsibility	Odessa College students will demonstrate the ability to commit to acting ethically and making positive contributions to the community and broader society. It involves being aware of and responsive to social issues, and knowing how to take action that promotes the well-being of others.

<b>Personal Responsibility</b>	Odessa College students will demonstrate the ability to take ownership of one’s actions and decisions, and to be accountable for consequences. It involves being able to set goals, manage time effectively, and make responsible choices that contribute to personal growth and development.
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**Appendix C: Odessa College Assessment Methods**

For three areas of assessment, the department chair/director and faculty will decide on the Odessa College assessment method and how it will meet each outcome. The department will need to create an assessment that is to meet the Core/General Education and Program Student Learning Outcomes, and that must be the method assessment used. For General Education/Core assessment, the department chair/director can provide the faculty with an assessment to meet the Gen. Ed./Core, or the individual faculty can choose a method, of which they will need approval from their respective supervisor before using the assessment. Only the Odessa College Assessment Methods are the type of assessments that can be used to evaluate student learning at Odessa College.

***All assessments that are pulled for our college-level Assessment for Core Curriculum/General Education and Program Student Learning Outcomes must be conducted using the assignment criteria in Bb. This change is necessary because our current system in Bb only supports the extraction of assessment data from assignment-based artifacts. Unfortunately, this means that exams, tests, quizzes, videos, journals, and discussion posts can no longer be used at this time for the formal assessment of these outcomes.***

<b>Odessa College Assessment Methods</b>	<b>Definitions of Assessment Methods</b>
<b>Portfolio</b>	A collection of work that demonstrates a student's knowledge and skills related to course or program materials, such as essays, research papers, projects, or other assignments.
<b>Lab Report</b>	An assessment tool that requires students to document their findings and analysis related to a conducted experiment?
<b>Project-Based Learning</b>	A way to assess whether students can demonstrate their learning of the Course Student Learning Objectives pertaining to a real-world problem (i.e., a science course may require students to design and conduct a research study).
<b>Performance Assessment</b>	Measures student ability to apply the Course Student Learning Objectives or Program Student Learning Objectives to a specific task (i.e., a music course can require students to perform a piece of music for assessment).
<b>Oral Presentation</b>	Requires students to deliver a speech or presentation on topic-related course materials and student learning objectives.
<b>Simulation</b>	Can be a computer-based assessment that allows students to simulate real-world scenarios and test their ability to apply their learning. *Contact OC-Global on how to integrate a simulation in Bb.
<b>Case Study</b>	An assessment that requires students to analyze a real-world scenario and apply course content and materials to find a solution.

<b>Written Exams</b>	Measures student knowledge of the CSLOs or PSLOs through multiple-choice, short-answer, and essay questions.
<b>Journals/Reflections</b>	An assessment tool that encourages students to articulate their thoughts, feelings, and reactions to course material. These types of assessment promote introspection, allowing students to internalize and critically analyze content that can lead to deeper learning.

## Appendix D: Frequently Asked Questions

### What is the Core Curriculum (What are Core/General Education/Transfer courses)?

The Texas Core Curriculum (TCC) is a set of courses that undergraduate students at Texas public colleges and universities are required to take as part of their degree pathway. Sometimes called Core, General Education courses ensure that students receive a broad-based education and develop essential knowledge and skills across various disciplines. The Texas Core Curriculum consists of 42 semester credit hours (SCH) of coursework distributed among nine component areas (THECB, TCC, 2014). Communication (6 SCH), Mathematics (3 SCH), Life and Physical Sciences (6 SCH), Language, Philosophy, and Culture (3 SCH), Creative Arts (3 SCH), American History (6 SCH), Government/Political Science (6 SCH), Social and Behavioral Sciences (3 SCH), Component Area Option (6 SCH).

What are Career and Technical Education (CTE) or workforce courses and programs?

Workforce education courses are designed to provide students with the skills and knowledge necessary to enter the workforce or advance their careers in specific industries or occupations. These courses focus on practical, hands-on training that aligns with industry standards.

### What are Course Student Learning Outcomes (CSLOs)?

Course Student Learning Outcomes (CSLOs) are specific statements that describe the knowledge, skills, abilities, or attitudes that students are expected to acquire or demonstrate upon completion of a course. The CSLOs are statements that define what students should know, understand, or be able to do upon completing a course. The outcomes serve as a guide for instructors designing and delivering the course, and to provide a framework for assessing student progress and achievement.

### What are Program Student Learning Outcomes (PSLOs)?

Program Student Learning Outcomes (PSLOs) are overarching statements that describe the knowledge, skills, abilities, or attitudes that students are expected to acquire or demonstrate upon completion of an entire academic program, or a specific major within that program. These outcomes reflect the core competencies and skills that students should possess to succeed in their chosen field or discipline. PSLOs provide a view of the intended learning outcomes for students who have completed all the required courses and requirements of the program.

### Where do I find my course student learning outcomes if I teach a course that is part of the core curriculum or workforce education curriculum?

For the courses that are part of the Texas Core Curriculum, you will find your course student learning outcomes in the [Academic Course Guide Manual \(ACGM\)](#). The courses that are part of the workforce education curriculum can be found in the [Workforce Education Course Manual](#).

[\(WECM\)](#). For more development and guidelines on workforce programs, use the [Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#). For Bachelor Degree courses, you must use the [Upper Division Course Manual \(UDCM\)](#).

**Who can I ask if I have questions about the Evaluation of Student Learning?**

You can always ask your direct supervisor or department chair/director any questions about the evaluation of student learning at OC. However, there is a group of instructional leaders that are part of the Master Teachers Council that dedicate some time to supporting their colleagues in this area of developing assessments for student learning. Dr. Kristi Latimer for Core/General Education at [klatimer@odessa.edu](mailto:klatimer@odessa.edu) and Jesika Smith [jsmith@odessa.edu](mailto:jsmith@odessa.edu) or Samantha Martin [smartin@odessa.edu](mailto:smartin@odessa.edu) for Program Student Learning Outcomes

Foundational Component Area	SCH	● Required Core Objectives			○ Optional Core Objectives		
		CT	COM	EQS	TW	SR	PR
<b>Communication</b>	6	●	●	○	●	○	●
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
<b>Mathematics</b>	3	●	●	●	○	○	○
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
<b>Life and Physical Sciences</b>	6	●	●	●	●	○	○
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
<b>Language, Philosophy &amp; Culture</b>	3	●	●	○	○	●	●
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
<b>Creative Arts</b>	3	●	●	○	●	●	○
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
<b>American History</b>	6	●	●	○	○	●	●
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
<b>Government/Political Science</b>	6	●	●	○	○	●	●
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
<b>Social and Behavioral Sciences</b>	3	●	●	●	○	●	○
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
<b>Component Area Option</b>	6	●	●	○	○	○	○
a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that: (i) Meet(s) the definition specified for one or more of the foundational component areas; and (ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.							

## Appendix E: General Education/Core Curriculum Courses 2023-2024

### INFORMATION SHEET

The following information is provided in connection with recent actions taken by the Texas Higher Education Coordinating Board and reported to your institution in a letter from Elizabeth Mayer dated August 15, 2023.

#### ACTION: ODESSA COLLEGE

On August 15, 2023, the Coordinating Board approved at the staff level the submission from Odessa College in regards to revisions of the Texas Core Curriculum. Changes will be effective beginning in the fall 2023 semester.

#### Odessa College: 2023 Core Curriculum Revision

**Component I. Course Selection Process:** Approved

**Component IIa. Core Objective Attainment Process:** Approved

**Component IIb. Core Objective Assessment Plan:** Approved

Comments:

#### Component III. Approved Courses:

Category	Course	TCCNS	Title	SCH
<b>010 Communication</b>				
Overflow Semester Credit Hours: Not Declared				
010	ENGL 1301		Composition I	3.00
010	ENGL 1302		Composition II	3.00
010	ENGL 2311		Technical & Business Writing (single-semester course)	3.00
010	SPCH 1311		Introduction to Speech Communication	3.00
010	SPCH 1315		Public Speaking	3.00
010	SPCH 1318		Interpersonal Communication	3.00
010	SPCH 1321		Business & Professional Communication	3.00
<b>020 Mathematics</b>				
Overflow Semester Credit Hours: Counted either in CAO or Degree Program				
020	MATH 1314		College Algebra (3 SCH version)	3.00
020	MATH 1324		Mathematics for Business & Social Sciences	3.00
020	MATH 1332		Contemporary Mathematics (Quantitative Reasoning)	3.00
020	MATH 1342		Elementary Statistical Methods (3 SCH version, freshman level)	3.00

020 MATH 2413 Calculus I (4 SCH version) 4.00

#### 030 Life and Physical Sciences

Overflow Semester Credit Hours: Counted either in CAO or Degree Program				
030	AGRI 1415		Horticulture (4 SCH version)	4.00
030	ASTR 1403		Stars and Galaxies (lecture + lab)	4.00
030	ASTR 1404		Solar System (lecture + lab)	4.00
030	BIOL 1406		Biology for Science Majors I (lecture + lab)	4.00
030	BIOL 1407		Biology for Science Majors II (lecture + lab)	4.00
030	BIOL 1408		Biology for Non-Science Majors I (lecture + lab)	4.00
030	BIOL 1409		Biology for Non-Science Majors II (lecture + lab)	4.00
030	BIOL 2401		Anatomy & Physiology I (lecture + lab)	4.00
030	BIOL 2402		Anatomy & Physiology II (lecture + lab)	4.00
030	BIOL 2406		Environmental Biology (lecture + lab)	4.00
030	CHEM 1311		General Chemistry I (lecture)	3.00
030	CHEM 1312		General Chemistry II (lecture)	3.00
030	GEOL 1403		Physical Geology (lecture + lab)	4.00
030	GEOL 1404		Historical Geology (lecture + lab)	4.00
030	PHYS 1403		Stars and Galaxies (lecture + lab)	4.00
030	PHYS 1404		Solar System (lecture + lab)	4.00
030	PHYS 2425		University Physics I (lecture + lab)	4.00
030	PHYS 2426		University Physics II (lecture + lab)	4.00

#### 040 Language, Philosophy and Culture

Overflow Semester Credit Hours: Counted either in CAO or Degree Program				
040	COMM 2300		Media Literacy	3.00
040	ENGL 2321		British Literature (single-semester course)	3.00
040	ENGL 2322		British Literature I	3.00
040	ENGL 2323		British Literature II	3.00

040	ENGL 2326	American Literature (single-semester course)	3.00
040	ENGL 2327	American Literature I	3.00
040	ENGL 2328	American Literature II	3.00
040	ENGL 2331	World Literature (single-semester course)	3.00
040	ENGL 2341	Forms of Literature (single-semester course)	3.00
040	ENGL 2351	Mexican American Literature	3.00
040	HIST 2311	Western Civilization I	3.00
040	HIST 2312	Western Civilization II	3.00
040	HIST 2321	World Civilizations I	3.00
040	HIST 2322	World Civilizations II	3.00
040	HUMA 1301	Introduction to Humanities I	3.00
040	HUMA 1302	Introduction to Humanities II	3.00
040	HUMA 1305	Introduction to Mexican American Studies	3.00
040	HUMA 2319	American Minority Studies	3.00
040	HUMA 2323	World Cultures	3.00
040	PHIL 1301	Introduction to Philosophy	3.00
040	PHIL 1304	Introduction to World Religions	3.00
040	PHIL 2306	Introduction to Ethics	3.00
040	SPAN 1411	Beginning Spanish I (1st semester Spanish, 4 SCH version)	4.00
040	SPAN 1412	Beginning Spanish II (2nd semester Spanish, 4 SCH version)	4.00
040	SPAN 2311	Intermediate Spanish I (3rd semester Spanish)	3.00
040	SPAN 2312	Intermediate Spanish II (4th semester Spanish)	3.00
040	SPAN 2313	Spanish for Native/Heritage Speakers I	3.00
040	SPAN 2315	Spanish for Native/Heritage Speakers II	3.00

#### 050 Creative Arts

Overflow Semester Credit Hours: Not Declared

050	ARTS 1301	Art Appreciation	3.00
050	ARTS 1303	Art History I (Prehistoric to the 14th century)	3.00

050	ARTS 1304	Art History II (14th century to the present)	3.00
050	COMM 2366	Film Appreciation (title change)	3.00
050	DRAM 1310	Theater Appreciation (title change)	3.00
050	ENGL 2307	Creative Writing	3.00
050	MUSI 1306	Music Appreciation	3.00
050	MUSI 1307	Music Literature (single-semester course)	3.00 New

#### 060 American History

Overflow Semester Credit Hours: Not Declared

060	HIST 1301	United States History I	3.00
060	HIST 1302	United States History II	3.00
060	HIST 2301	Texas History	3.00
060	HIST 2327	Mexican American History I (to the United States-Mexico War Era)	3.00
060	HIST 2328	Mexican American History II (from the United States-Mexico War Era)	3.00

#### 070 Government/Political Science

Overflow Semester Credit Hours: Not Declared

070	GOVT 2305	Federal Government (Federal constitution & topics)	3.00
070	GOVT 2306	Texas Government (Texas constitution & topics)	3.00

#### 080 Social and Behavioral Sciences

Overflow Semester Credit Hours: Not Declared

080	AGRI 2317	Introduction to Agricultural Economics	3.00
080	COMM 1307	Introduction to Mass Communication	3.00
080	ECON 2301	Principles of Macroeconomics	3.00
080	ECON 2302	Principles of Microeconomics	3.00
080	EDUC 1300	Learning Framework (3 SCH version)	3.00
080	GEOG 1301	Physical Geography	3.00
080	GEOG 1302	Human Geography	3.00
080	GEOG 1303	World Regional Geography	3.00
080	PSYC 1300	Learning Framework (3 SCH version)	3.00

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080	PSYC 2301	General Psychology	3.00
080	PSYC 2306	Human Sexuality	3.00
080	PSYC 2308	Child Psychology	3.00
080	PSYC 2314	Lifespan Growth & Development	3.00
080	PSYC 2319	Social Psychology	3.00
080	SOCI 1301	Introduction to Sociology	3.00
080	SOCI 1306	Social Problems	3.00
080	SOCI 2301	Marriage & the Family	3.00
080	SOCI 2306	Human Sexuality	3.00
080	SOCI 2326	Social Psychology	3.00
080	SOCI 2336	Criminology	3.00
080	SOCI 2340	Drug Use & Abuse	3.00
080	TECA 1354	Child Growth & Development	3.00 New

**090 Component Area Option**

091	BCIS 1305	Business Computer Applications (3 SCH version)	3.00
093	CHEM 1111	General Chemistry I (lab)	1.00
093	CHEM 1112	General Chemistry II (lab)	1.00
098	EDUC 1300	Learning Framework (3 SCH version)	3.00
091	ENGL 2311	Technical & Business Writing (single-semester course)	3.00
090	PHED 1164	Introduction to Physical Fitness & Wellness	1.00
098	PSYC 1300	Learning Framework (3 SCH version)	3.00
091	SPCH 1311	Introduction to Speech Communication	3.00
091	SPCH 1315	Public Speaking	3.00
091	SPCH 1318	Interpersonal Communication	3.00
091	SPCH 1321	Business & Professional Communication	3.00

Institution's comments:

No comments received

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## Appendix F: Program Student Learning Outcomes 2024-2025

Agriculture	Art	Automation-AAS
Automation- BAAS	Automotive Technology	Biology
Business Leadership-AAS	Chemistry	Child Development
Communications	Computer and Network Technology	Construction Management AAS
Cosmetology Operator-AAS	Criminal Justice-AAS	Criminal Justice Leadership-AAS
Culinary Arts-AAS	Drug & Alcohol Abuse Counseling	Diesel Technology
Early Childhood Education BAS	Emergency Medical Services	Engineering
Fire Technology	Geology	Government
History	Hospitality Management AAS	Kinesiology
Language and World Culture	Leadership and Management-BAAS	Mathematics
Leadership & Management BAAS -Construction Mgt.	Leadership & Management BAAS-CJ Leadership	
Leadership & Management BAAS-Hospitality Mgt.	Paralegal Studies	Entrepreneurship-AAS
Music	Nursing ADN	Nursing LVN
Occupational Safety & Environmental Technology-AAS	Leadership & Management BAAS-OSET	
Office Administration/Office Assistant-AAS	Office Administration/Medical Emphasis-AAS	Office Administration/Bookkeeping Emphasis-AAS
Photography	Physical Therapist Assistant	Physics
Psychology	Radiologic Technology	Social & Behavioral Sciences
Sociology	Surgical Technology	Teaching Education AAT
Theatre	Welding Technology	

### Appendix G: The three ways we assess student learning at Odessa College

Odessa College Course Mastery Assessment	General Education/Core Student Learning Outcomes Assessment	Program Student Learning Outcomes Assessment
<ul style="list-style-type: none"> <li>• Every course at Odessa College must have a common course mastery assessment. Departments should have 1 to 3 assessments that can be chosen to use to assess the course student learning outcomes at the end of a course.</li> <li>• Faculty in the General Education/Core areas may use the to meet their General Education/Core Student Outcomes Assessment, but the assessment must be aligned in Bb with the required Odessa College Student Learning Objectives/Institutional Core Objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Only courses in Gen. Ed./Core areas are required to assess specific Odessa College Student Learning Objectives. *See the 2023-2024 Core Curriculum Information Sheet.</li> <li>• The “Big Idea” Project is voluntary for faculty to participate, as part of developing real-world assessment and updating the rubrics for the Odessa College Student Learning Objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• All programs are required to develop Program Student Learning Outcomes and to align assessments to the appropriate PSLOs.</li> <li>• Program faculty will create PSLOs that reflect either a transfer or career and technical /workforce education outcomes.</li> <li>• Not all courses within a program will assess PSLOs, the department will need to complete an PSLO IRA (Introduce, Reinforce, and Assess) map to determine where in the program to assess one of the outcomes.</li> </ul>

## Appendix H: Odessa College Student Learning Objectives (OCSLOs) Rubrics (\*These are used for Core/General Education Outcomes)

### Institutional Program: Teamwork

Last Updated: 09/13/2023

**Teamwork:** Odessa College students will demonstrate the ability to work effectively with others to achieve a common goal. It involves being able to communicate and collaborate with team members, contribute to a positive team environment, and recognize and value the strengths and perspectives of others.

**Statement:** Upon completion of the core curriculum, students can apply their ability to work collaboratively in achieving a common goal while recognizing other points of view.

Criteria	1 Novice	2 Learner	3 Achiever	4 Expert
<b>Listening:</b> Student listens to other points of view.	Student does not listen to other points of view.	Student listens to other points of view with major gaps in consistency or active listening.	Student listens to other points of view with minor gaps in consistency or active listening.	Student consistently listens actively to other points of view.
<b>Participation:</b> Student actively contributes to group's goal and efficacy.	Student does not advance the work of others by building on or synthesizing contributions; student instead works on own material or detracts from group's efficacy.	Student advances the work of others by constructively building on or synthesizing contributions of others with major gaps in consistency or effectiveness, works on own material at some times, or detracts from group's efficacy.	Student advances the work of others by constructively building on or synthesizing contributions of others with minor gaps in consistency or effectiveness and enhances group's efficacy.	Student consistently and effectively advances the work of others by constructively building on or synthesizing contributions of others and assumes some leadership roles and responsibility for group's efficacy.
<b>Collaboration:</b> Student shows respect to other group members and points of view.	Student does not treat others in a respectful manner and is open to new perspectives.	Student treats others in a respectful manner, avoids being publicly critical of the project or work of others with major gaps in consistency and is somewhat open to new perspectives.	Student treats others in a respectful manner, avoids being publicly critical of the project or work of others with minor gaps in consistency and is mostly open to new perspectives.	Student consistently treats others in a respectful manner; avoids being publicly critical of the project or work of others and is open to and enthusiastic about new perspectives.
<b>Teamwork:</b> Student cooperates with group members.	Student does not interact with others on a team.	Student interacts with others on a team with major gaps in consistency, willingness or agreeability.	Student interacts with others on a team with minor gaps in consistency, willingness or agreeability.	Student consistently, willingly and agreeably interacts with others on a team.

## Institutional Program: Social Responsibility

Last Updated: 09/13/2023

**Social Responsibility:** Odessa College students will demonstrate the ability to commit to acting ethically and making positive contributions to the community and broader society. It involves being aware of and responsive to social issues, and knowing how to take action that promotes the well-being of others.

**Statement:** Upon completion of the core curriculum, students will be able to demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage in regional, national, and global communities.

Criteria	1 Novice	2 Learner	3 Achiever	4 Expert
<b>Understanding:</b> Students can explain the importance of civic responsibility.	Does not explain, identify, define or describe any actions that practice or promote civic responsibility.	Explains, identifies, defines, or describes few actions that practice or promote civic responsibility.	Explains, identifies, defines or describes several actions that practice or promote civic responsibility.	Explains, identifies, defines or describes consistently numerous actions that practice or promote civic responsibility.
<b>Analyzing:</b> Students will model intercultural competence.	Does not model, or models inappropriately, intercultural competence.	Inconsistently or inappropriately models intercultural competence.	Consistently models intercultural competence.	Convincingly and appropriately models intercultural competence.

<p><b>Reflecting:</b> Students will interpret their place within regional, national, and global communities.</p>	<p>Does not identify, define, or describe a personal understanding.</p>	<p>Inconsistently identifies, defines or describes a personal understanding.</p>	<p>Consistently identifies, defines or describes a personal understanding.</p>	<p>Effectively and insightfully identifies, defines or describes a personal understanding.</p>
<p><b>Advocating:</b> Students will promote the best methods of achieving or raising awareness of social responsibility.</p>	<p>Does not identify, define or describe moral or ethical stand.</p>	<p>Identifies, defines, or describes own or others' actions or behaviors that promote social responsibility with major gaps in effectiveness or thoughtfulness...</p>	<p>Identifies, defines, or describes own or others' actions or behaviors that promote social responsibility with minor gaps in effectiveness or thoughtfulness.</p>	<p>Effectively and thoughtfully identifies, defines, or describes own or others' actions or behaviors that promote social responsibility</p>

## Institutional Program: Personal Responsibility

Last Updated: 09/13/2023

**Personal Responsibility:** Odessa College students will demonstrate the ability to take ownership of one's actions and decisions, and to be accountable for consequences. It involves being able to set goals, manage time effectively, and make responsible choices that contribute to personal growth and development.

**Statement:** Upon completion of the core curriculum, students will be able to evaluate ethical issues through connecting choices and actions to consequences to become a contributing citizen in a global environment

Criteria	1 Novice	2 Learner	3 Achiever	4 Experts
<b>Recognition</b>	Does not define elements of complex ethical issues or identify cross-relationships among the issues	Somewhat Identifies, defines, or describes ethical issues with major gaps in accuracy or completeness	Clearly Identifies, defines, or describes ethical issues when presented in a complex context with minor gaps in accuracy or completeness	Accurately and comprehensively identifies, defines, or describes ethical issues when presented in a complex context
<b>Analysis</b>	Does not define underlying ethical concepts, perspectives or framework in a given scenario	Somewhat Identifies, defines or describes underlying ethical concepts, perspectives or frameworks in a given scenario with major gaps in accuracy or completeness	Clearly Identifies, defines or describes underlying ethical concepts, perspectives or frameworks in a given scenario with minor gaps in accuracy or completeness	Accurately and comprehensively identifies, defines or describes underlying ethical concepts, perspectives or framework in a given scenario
<b>Ethical Choice</b>	Does not select a solution nor address relevant issues	Somewhat selects a solution or resolution and identifies, defines or describes the assumptions, evidence, or factors that support the choice with major gaps in clarity or effectiveness	Clearly selects a solution or resolution and identifies, defines or describes the assumptions, evidence, or factors that support the choice with minor gaps in clarity or effectiveness	Accurately and effectively selects a solution or resolution and identifies, defines or describes the assumptions, evidence, or factors that support the choice
<b>Evaluation</b>	Does not identify, define, nor describe the implications of a solution or resolution	Somewhat Identifies, defines, and describes the positive and negative implications of a solution or resolution based on personal, social, religious, or philosophical grounds with major gaps in comprehensiveness or effectiveness	Clearly Identifies, defines, and describes the positive and negative implications of a solution or resolution based on personal, social, religious, or philosophical grounds with minor gaps in comprehensiveness or effectiveness	Accurately and effectively identifies, describes, or defines the positive and negative implications of a solution or resolution based on personal, social, religious, or philosophical grounds

## Institutional Program: Critical Thinking

Last Updated: 09/13/2023

**Critical Thinking:** Odessa College students will demonstrate the ability to analyze and interpret information to form opinions and make decisions. This involves being able to evaluate the strengths and weaknesses of an argument, identify underlying assumptions, and make reasoned judgments.

**Statement:** Upon completion of the program, students will be able to employ critical thinking skills in their identification of problems, collection, and analysis of information and/or equipment, and conclusions.

Criteria	1 Novice	2 Learner	3 Achiever	4 Expert
<b>Identify:</b> Identify and clarify problems and issues of the topic or identify the major points of the argument.	Does not identify and clarify problems or major points of the argument.	Identifies and clarifies problems and major points of the argument with some details and some coherence.	Identifies and clarifies problems and major points of the argument with adequate details and coherence.	Identifies and clarifies problems and major points of the argument with significant details and significant levels of coherence.
<b>Collect:</b> Collects and effectively organizes relevant information and/or equipment (i.e., tools, lists of ingredients, research, etc.)	Does not collect and/or organize relevant information with any degree of clarity.	Collects and organizes relevant information with some degree of clarity.	Collects and organizes relevant information with an effective degree of clarity.	Collects and organizes relevant information with clarity.
<b>Analyze:</b> Carefully considers, analyzes, and evaluates information/evidence relevant to the topic.	Does not show any elements of consideration, analysis, or evaluation of information or	Offers some consideration, analysis, or evaluation, with some confusion or errors in distinguishing relevant information.	Offers sufficient consideration, analysis, or evaluation, with minimal errors or confusion in	Offers careful, significant consideration, analysis, or evaluation, with few errors or no confusion in distinguishing relevant information.

	evidence relevant to the topic.		distinguishing relevant information.	
<b>Conclude:</b> Offers a thorough, logical conclusion that wraps up the discussion.	Does not offer a conclusion or does not conclude with any evident reason or logic.	Offers a conclusion with some reason and/or logic but may still contain bias.	Offers a conclusion with strong reason and logic that contains limited bias.	Offers a well-reasoned, logically sound conclusion with little to no bias.

**Institutional Program: Communication**

Last Updated: 2/1/2024

**Communication:** Odessa College students will demonstrate the ability to effectively express and exchange information and ideas with others. It involves being able to articulate thoughts and opinions clearly and concisely, and to listen actively and respond in an appropriate manner.

**Statement:** Upon completion of the program, students will be able to develop a message that communicates understanding of one or more core objectives.

Criteria	1 Novice	2 Learner	3 Achiever	4 Expert
<b>Context and Purpose:</b> Effectively organizes information to reveal the context and purpose of the argument or discussion being presented.	Demonstrates no attention to organization, context, or purpose with any degree of efficiency.	Demonstrates minimal attention to organization, context, and/or purpose with minimal degree of efficiency.	Demonstrates awareness of organization, context and purpose with some degree of efficiency.	Demonstrates a clear sense of organization with thorough understanding of content and purpose.
<b>Development:</b> Identifies purpose and develops it thoroughly with the use of relevant content ideas.	Does not use appropriate or relevant content to develop the main topic or argument.	Uses some appropriate and/or relevant content to develop simple ideas related to the main topic or argument.	Uses appropriate and relevant content to begin to develop and explore ideas mostly related to the main topic or argument.	Uses appropriate and relevant content to thoroughly explore ideas related to the main topic or argument.
<b>Course Specific Formatting:</b> Consistently follows mechanics and style rules pertaining to the given discipline and/or conventions.	Shows no attempt to follow or any consistent use of grammatical, writing style, and/or visual component conventions.	Shows an attempt to follow grammatical, writing style, and/or visual component conventions.	Follows grammatical, writing style, and/or visual component conventions throughout some to most of the assignment.	Demonstrates consistent and clear adherence to grammatical, writing style, and/or visual component conventions.

<b>Supporting Materials:</b> Uses required materials, appropriate sources, correct citations, and/or visuals to enhance main idea, claim, and/or given topic.	Does not use supporting materials and/or visuals to support the main idea, claim, or topic.	Demonstrates some attempt to use supporting materials and/or visuals to support the main idea, claim, or topic, but those materials may not be credible or fully integrated into the assignment.	Demonstrates an attempt to use credible and/or relevant supporting materials/visuals to support the main idea, claim, or topic with some degree of success in integrating them into the assignment.	Demonstrates consistent use of credible, relevant supporting materials and/or visuals to support the main idea, claim, or topic that are integrated in the assignment.
<b>Delivery:</b> Identifies and creates message, which is then proved, supported, or presented through applicable language, analysis, critical thinking, and/or presentation.	No central message can be identified and/or no central message is supported or proved with appropriate materials.	A central message can be identified, but it is not explicitly stated in the assignment, nor is it successfully supported or proved with appropriate materials.	A central, basic message is understood and stated in the assignment with some support and use of analysis and/or critical thinking.	A central message is clearly understood and stated in the assignment, and is consistently supported with sources, analysis, and critical thinking.