

**Oklahoma State University**  
**Assessment Report**  
**2006 - 2007**

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## Oklahoma State University Annual Assessment Report, 2006-07

### Executive Summary

#### **Entry-Level Assessment**

Three methods are used for entry-level assessment at Oklahoma State University (OSU): the ACT, a locally-developed predictive statistical model called Entry Level Placement Analysis (ELPA), and the ACT Computer Adaptive Placement and Support System tests (COMPASS). The first stage of entry-level assessment is the ACT subject area test scores; an ACT subscore of 19 or above (or SAT equivalent) automatically qualifies a student for college-level coursework in that subject area. The ACT Reading subscore is used to indicate readiness for courses in reading-intensive introductory courses in Sociology, Political Science, Psychology, History, Economics, and Philosophy. The second stage of entry-level assessment is ELPA; it is a multiple regression model that uses high school grades, high school class rank and size, and ACT scores to predict student grades in entry-level courses. Students scoring below a 19 on the ACT subject area test *and* with predicted grades from ELPA of less than “C” in a particular subject area are recommended for remedial coursework. All first-time OSU students are assessed using the ACT and ELPA prior to enrollment. The third level of assessment is the COMPASS placement tests; students who are not cleared for enrollment in college level courses via their ACT scores or ELPA results may waive a remedial course requirement by passing a COMPASS test. Students who are missing ACT information or high school grade information needed for ELPA may also take the COMPASS placement test to waive a remedial course requirement.

In 2006-07, entry-level assessment was conducted for all admitted and enrolled new freshmen and new transfer students with fewer than 24 credit hours (n=3,821). After all stages of entry-level assessment were completed, 368 new students (9.6 % of the total number enrolled) were recommended to take at least one remedial course. Of these, 26 (0.7 %) were recommended to enroll in remedial English; 314 (8.2 %) needed remedial math; 111 (2.9 %) needed remedial science, and 38 (1.0 %) were recommended to enroll in a course focused on reading and study skills (note: some students are required to take remedial courses in more than one subject area).

Additional entry-level assessments used at OSU include the Cooperative Institutional Research Program (CIRP) Freshman Survey and the Noel-Levitz College Student Inventory. The CIRP Freshman Survey is a university-wide survey that is conducted in alternate years and provides information about characteristics of entering freshmen. The CIRP was most recently conducted in Fall 2006. The College Student Inventory by Noel-Levitz, Inc., is a retention-management tool that may be used to identify potential problem areas for new students and is used each year in the College of Human Environmental Sciences.

#### **General Education Assessment**

OSU’s assessment program uses three tools to evaluate student achievement of the expected learning outcomes for general education and the effectiveness of the general education curriculum: (1) institutional portfolios, (2) university-wide surveys, and (3) a general education course content database. Each of these three methods is aimed at evaluating expected student

learning outcomes that are articulated in the *OSU General Education Courses Area Designations - Criteria and Goals* document (Appendix B). Revisions to this document were approved in 2004, to facilitate more effective assessment of student learning goals. General education assessment is also guided by the university's mission statement and the purpose of general education as articulated in the OSU catalog.

Institutional Portfolios directly assess student achievement of the primary learner goals for general education. Separate portfolios are developed to evaluate each general education learner goal, and each portfolio includes students' work from course assignments collected throughout the undergraduate curriculum. Faculty members (including assessment committee members and additional faculty members involved in undergraduate teaching) work in groups to evaluate the work in each portfolio and assess student achievement of the learner goal by using standardized scoring rubrics. The results provide a measure of the extent to which students are achieving OSU's expected general education competencies.

In 2006-07, three institutional portfolios were used to evaluate students' critical thinking skills, science problem solving skills, and knowledge, skills and attitudes about diversity. The portfolios include student work from OSU students from all classes (freshmen through seniors) and disciplines. Each 'artifact' of student work in the institutional portfolios is evaluated by a team of faculty reviewers and scored using a 5-point rubric, where a score of 5 represents excellent work. The results of the critical thinking assessment indicate that 64% of students received a score of 3 or higher. The results of the science problem solving skills assessment indicate that 58% of students received a score of 3 or higher. A scoring rubric for the assessment of students' knowledge, skills and attitudes about diversity was developed last year; the results of the diversity assessment indicate that 36% of students received a score of 3 or higher. Complete information about all general education assessment is provided in Appendix C.

The web-based General Education Course Database is used to evaluate how well each general education course is aligned with the expected learning outcomes for the general education program. Instructors are asked to submit their course information online via a web-based form, and the General Education Advisory Council reviews the submitted information during regular course reviews. Instructors identify which general education learning goals are associated with the course and describe course activities that provide students with opportunities to achieve those learning goals. The database provides a tool for summarizing general education course offerings and evaluating the extent to which the overall general education goals are met across the curriculum.

OSU's general education assessment methods are aimed at holistically evaluating student achievement of general education outcomes and critically evaluating the curriculum itself by evaluating how each course incorporates general education learner goals. Institutional portfolios and university-wide surveys are implemented such that student participants are anonymous; therefore, these methods do not permit tracking individual students into future semesters. Information from general education assessment is presented annually to the General Education Advisory Council, Assessment Council, Instruction Council, and Faculty Council. The process has generated attention to student learning, general education outcomes, and how individual general education courses provide opportunities for students to develop general education knowledge and skills. Six years after implementation, these assessments are yielding interesting results and influencing change at several institutional levels.

## Program Outcomes Assessment

All OSU degree programs, including undergraduate and graduate programs, must have an outcomes assessment plan and must submit an annual assessment report describing assessment activity. Assessment plans and reports may be submitted by colleges, schools, departments, or by individual degree programs, depending on the organizational level that faculty from these programs have elected to use for assessment. The Assessment Council periodically reviews all assessment plans and reports; the schedule for these reviews supports the Academic Program Review (APR) process. Since documentation of the use of assessment results for program development is requested for the APR process, the Assessment Council reviews and provides feedback on outcomes assessment one year in advance of each program's participation in Academic Program Review. In January 2007, programs that will participate in APR in Spring 2008 were provided with feedback about their program learning outcomes assessment, based on reviews conducted by the Assessment Council.

Academic units use a broad range of methods to assess student achievement of the learning outcomes articulated in assessment plans, and these are described in detail in the individual assessment reports submitted by each unit. The most commonly used program outcomes assessment methods reported in 2006-07 were:

- Capstone or other course projects, papers, presentations evaluated by faculty or by outside reviewers
- Senior-level projects & presentations
- Course-embedded assessments & classroom assessment techniques
- Exams – local comprehensive exams, local entry-to-program exams
- Exams – standardized national exams, certification or licensure exams
- Exit interviews
- Internships – evaluations from supervisors, faculty members, student participants
- Portfolios – reviewed internally or externally
- Projects, portfolios, exhibits, or performances – evaluated by professional jurors or evaluators
- Surveys – alumni
- Surveys – employers / recruiters
- Surveys – students, esp. seniors
- Surveys – faculty
- Enrollment data, student academic performance on selected assignments, student participation in extracurricular activities related to the discipline, degree completion rates, time-to-degree completion
- Alumni employment tracking

Graduate programs reported the following *additional* outcomes assessment methods:

- Qualifying exams
- Theses / dissertations / creative component papers, projects, presentations, and defenses
- Comprehensive exams
- Research activity / publications / professional presentations / professional activity

In addition to these outcomes assessment methods, the Office of University Assessment and Testing provides program-specific results of alumni and student surveys to academic programs so that faculty may use this information for program outcomes assessment.

In keeping with the guidelines of the Higher Learning Commission of the North Central Association and the policy of the OSU Assessment Council, faculty are encouraged to develop

effective program outcomes assessment methods that will provide meaningful information for program development. The Assessment Council reviews of outcomes assessment programs show that many degree programs are satisfactorily implementing their assessment plans and using assessment results for program development and improvement. Academic units are encouraged, but not required, to use assessment methods that may provide comparison of student performance with statewide or national norms. Programs that use such assessments report their findings in their individual annual outcomes assessment reports (Appendix E).

The number of individuals who participate in each outcomes assessment method within each academic unit is shown in Table 12.1. Methods are described in greater detail in the individual assessment reports submitted by each academic unit (Appendix E). Academic units are required to report the number of individuals assessed in each assessment method. Because the same students are assessed by multiple methods, the reporting process does not provide an accurate count of the total number of students that participated in outcomes assessment. Outcomes assessment reports demonstrate that academic programs use multiple assessment methods and a majority of students within each program participate in outcomes assessment measures. The total number of individuals who participated in all assessment methods includes multiple counts of the same students - because students participate in multiple methods - and may include non-students. For example, the 'number of individuals assessed' in an alumni or employer survey would include numbers of alumni or employers, respectively, rather than current students. Uses of assessment results are unique to each program but can be generally categorized as sharing assessment information with faculty members, developing curriculum changes in response to assessment findings, and using assessment results to justify curriculum changes that have recently been implemented. The most commonly cited uses of assessment results in 2006-07 were:

- Changes in course content
- Addition / deletion of courses
- Justification of past curriculum changes and to show program improvement resulting from those changes
- Refinement of the assessment methods or to implement new assessment methods
- Changes in course sequences
- Changes in advising processes
- Facilitate curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats
- Changes to student facilities such as computer labs and science labs

### **Student and Alumni Satisfaction Assessment**

Student and alumni surveys are conducted to evaluate student and alumni perceptions of academic and campus programs and services, and the results are used in developing and improving those programs and services. The surveys complement program outcomes assessment because they are designed to provide feedback from students and alumni for use in continuous quality improvement in academic and student programs.

Alumni surveys are conducted every year at OSU; undergraduate program alumni and graduate program alumni are surveyed in alternate years. The surveys are intended to identify institutional strengths and areas for improvement as perceived by recent graduates; to track the careers and continuing education of recent OSU graduates; and to evaluate achievement of learning outcomes as perceived by alumni from individual academic programs. The alumni surveys target alumni who are 1- and 5-years post-graduation. The surveys are conducted as telephone interviews, and the questionnaire covers employment, continued education, and general satisfaction. Also, individual academic programs may include program-specific questions in the questionnaire for

their program alumni; these data are used in program outcomes assessment as well as assessing alumni satisfaction. Alumni surveys have become a cornerstone of assessment at the university-, college- and program-level by providing regular feedback from OSU graduates about their perceptions of their educational experiences at OSU and the impact of those experiences on career and personal development.

The 2007 OSU Survey of Alumni of Graduate Programs was conducted to provide data to gauge perceptions of various aspects of the graduate programs and services and to identify areas where improvements may be needed. The target population for this survey was alumni of graduate programs who completed their degrees in calendar years 2001 and 2005. The total of alumni in the target population was 2,091. The survey was administered as a telephone interview. The OSU Bureau for Social Research conducted the survey interviews in January, February and March of 2007 and coordinated data collection. The Office of University Assessment and Testing analyzed and summarized data and prepared the reports. A total of 799 surveys were completed by alumni of undergraduate programs, resulting in a 38% response rate. The group of respondents included 658 alumni with a Master's degree and 141 alumni with a doctorate.

Results of selected survey items indicate that 93% of master's alumni and 94% of doctoral alumni are very satisfied / satisfied with their overall educational experience at OSU; 95% of master's and 93% of doctoral alumni said their graduate studies had prepared them very well or adequately for their current position.

Approximately 91% of master's alumni and 96% of doctoral alumni reported that they are employed. Most doctoral alumni reported they are employed by educational institutions (75%). Other doctoral alumni employers reported are large corporations (5.9%), non-profit organizations (5.1%), federal government (4.4%), small corporations or businesses (2.2%), and state and local government agencies (2.9%). Most master's alumni also reported they are employed by educational institutions (31%). Other master's alumni employers reported are large corporations (31%), small corporations or businesses (20%), non-profit organizations (5%), and state government (5%). The median salary range for recent OSU master's and doctoral program alumni was \$55,000 to \$64,999/yr.

## **Graduate Student Assessment**

Student outcomes assessment in graduate programs is part of Program Outcomes Assessment and is reported in that section of this report. In addition, the Office of University Assessment and Testing periodically conducts a Graduate Student Satisfaction Survey, and the Survey of Alumni of Graduate Programs in odd-numbered years. These university-wide assessments provide university- and program-level assessment information about graduate students. The Graduate Student Satisfaction Survey (GSSS) was most recently conducted in Fall 2004 (see 2004-05 report for details).

The Graduate Program Alumni Survey was most recently conducted in January 2007 and results are reported in this document.

**What's New in Assessment at OSU in 2006-07** (see Appendices for more details):

- *Continued Development of General Education Assessment.* Institutional portfolios have been developed for assessment of writing, science problem-solving, mathematics problem-solving, critical thinking, and diversity. A rubric was developed for assessment of students' knowledge, skills and attitudes regarding diversity last year; and collection of artifacts for an institutional portfolio for this assessment was begun in 2006-07. All assessments have been modified so that faculty reviewers prove criteria scoring for each artifact, in addition to an overall score. Although this additional step takes more time and reduces the number of artifacts that can be reviewed each year, faculty believe it provides more useful information for guiding change to improve students' achievement of the learning outcome.
- *Professional Development Sessions for Faculty and Assessment Coordinators.* The Assessment Council and the General Education Assessment Committee provided a series of professional development sessions for faculty in 2006-07.
  - *Diversity as a Learning Goal.* This faculty workshop provided an opportunity for faculty to discuss and improve the rubric to assess students' achievement of the general education learning outcome regarding diversity. October 19, 2006.
  - *Program Outcomes Assessment of Student Learning: Keep it Simple, and Developing a Rubric for Program Outcomes Assessment.* Gloria Rogers, associate executive director at ABET, the national accrediting agency for engineering, technology, applied science and computing, presented two workshops during a day-long program. November, 2006.
  - *Choosing a Published Instrument to Assess Student Learning.* Linda Suskie, executive associate director of the Middle States Commission on Higher Education, discussed the many facets of assessing student learning, and the factors to consider when undertaking this process, in this online seminar. February 14, 2007.
  - *Student Learning Outcomes: Evidence of the Teaching and Learning Components of Academic Advising,* NACADA Webinar. April 4, 2007.
  - *On the Future of Higher Education: Conversations on Critical Issues and Concerns.* This streaming video conference featuring Steven Crow, President, Higher Learning Commission; Past Pres. CRAC; Doug Lederman, Editor, *Inside Higher Ed*; George Mehaffy, Vice-Pres., Academic Leadership & Change, AASCU; Jane Wellman, Exec. Dir., Delta Cost Project; Advisor, Assn. of Governing Boards. April 9, 2007.
  - Multiple workshops were conducted for graduate program faculty in the College of Education, to develop college-wide assessment method.
  - Multiple workshops were conducted for graduate program faculty in the College of Human Environmental Sciences to develop college-wide assessment method.
- *Assessment Council Reviews of Programs Outcomes Assessment Integrated with Academic Program Review.* The Academic Program Review (APR) process requires documentation of the program's assessment activities. Plans and reports of learning outcomes assessment for each degree program are reviewed by the Assessment Council one year in advance of the program's participation in Academic Program Review (APR). In Fall 2006, the Council reviewed and provided feedback on program outcomes assessment to those programs scheduled for Academic Program Review in 2008.
- *2007 Survey of Alumni of Graduate Programs.* The fourth university-wide survey of alumni of OSU graduate programs was conducted in January 2007. Survey results provide valuable information to academic units about perceptions of program quality and career patterns of recent graduates. See Appendix D for highlights of the survey.

## **Introduction**

Assessment is an integral part of Oklahoma State University's commitment to continuous program improvement and sustaining and enhancing academic quality and the student experience. OSU's assessment program is divided into four primary areas as directed by the Oklahoma State Regents for Higher Education: entry-level assessment, general education assessment, program outcomes assessment, and assessment of student and alumni satisfaction. All of these assessment efforts span multiple institutional levels - from university-wide assessments to assessments conducted by individual academic programs and student service areas. Formally initiated in 1992, OSU's assessment program has evolved into a matrix of evaluation and monitoring aimed at improving students' educational experiences.

Assessment at OSU permeates all levels within the institution and includes assessments focused on the entire student body or on issues of concern to the central administration, as well as hundreds of projects aimed at individual college- and program-level assessments. The Associate Vice President for Academic Affairs oversees OSU's assessment program, supervises the Office of University Assessment and Testing, and communicates assessment information to campus leaders. The faculty Assessment Council guides university-wide assessment efforts and monitors the use of student assessment fees to support assessment initiatives at the university-level and within individual colleges and academic programs. The Office of University Assessment and Testing conducts university-wide assessment projects, allocates funding and provides information for the development of successful assessment programs, and coordinates annual reporting and the dissemination of assessment information. The Office of Institutional Research and Information Management works closely with the Office of University Assessment and Testing, administers some entry-level assessment and provides data for all other assessment areas. The Admissions Office, OSU Testing Center, and the OSU Bureau for Social Research also assist in collecting assessment data at the university level. At the program level, administrators and faculty members within each academic unit are responsible for assessing student achievement of expected program learning outcomes. Each OSU academic unit has a faculty Assessment Coordinator who is responsible for guiding outcomes assessment in their academic program(s). For purposes of program learning outcomes assessment, an academic unit may refer to a college, school, department, or degree program. Each academic unit has an outcomes assessment plan and submits annual assessment reports.

This annual OSU Assessment Report is prepared in compliance with the State Regents' "*Policy Statement on Assessment of Students for the Purposes of Instructional Improvement and State System Accountability*" and annual guidelines from the OSRHE. The report summarizes all assessment activity from the Stillwater and Tulsa campuses of Oklahoma State University. As instructed by the State Regents, the report provides responses to specific questions in the areas of entry-level assessment, mid-level assessment, program outcomes assessment, assessment of student and alumni satisfaction, and assessment of graduate programs. The report also provides an overview of new developments in assessment for 2006-07.

## **Entry-Level Assessment**

The purpose of entry-level assessment is to assist academic advisors in making placement decisions that will give the student the best possible chance of academic success.

### **1. What methods were used for entry-level course placement? What were the instruments and cut-scores used for each subject area and course?**

The offices of University Assessment and Testing, Institutional Research and Information Management, and Admissions jointly accomplish entry-level assessment at Oklahoma State University (OSU). Three methods assess students' readiness for college level coursework: the ACT (consisting of four subtests in English, Reading, Mathematics, and Science Reasoning), results of the Entry-Level Placement Analysis (ELPA; developed by OSU), and the COMPASS placement test (Computer Adaptive Placement and Support System, produced by ACT).

Each enrolled new student (new freshmen and transfer students with fewer than 24 credit hours) receives a Student Assessment Report that summarizes information used for entry-level assessment:

- the student's academic information (ACT scores, high school GPA and class rank),
- the results of ELPA (described below),
- curricular and performance deficiencies that require remediation, and
- recommendations and requirements for course placement as per OSU guidelines that have been approved by the Oklahoma State Regents for Higher Education.

*ACT Scores.* ACT subscores in Reading, English, Mathematics, and Science Reasoning are used for the first level of assessment. An ACT subscore of 19 or above (or SAT equivalent) automatically qualifies a student for college-level coursework (1000-level university courses) in that subject area. The ACT subscore in Reading is used to indicate readiness for introductory college courses that require extensive reading (Sociology, Political Science, Psychology, History, Economics, and Philosophy).

*Entry-Level Placement Analysis (ELPA).* All students, regardless of ACT subscores, are also assessed using Entry-Level Placement Analysis (ELPA), a multiple-regression model that uses high school grades (overall grades and grades in each subject area), high school class rank, and ACT composite and subject area scores to predict student grades in selected entry-level OSU courses. These predictions are based on the success of past OSU freshmen with similar academic records. The predictive models for ELPA are updated annually. For each student, ELPA produces a predicted grade index (PGI) that represents the grade that the student is predicted to obtain in selected entry-level courses. A PGI of 2.0 or higher indicates a predicted grade of 'C' or better. The PGI serves to alert the student and advisor of potential problems when predicted grades are low. The PGI is also used to recommend college level placement for students with ACT subscores below 19. Students with ACT subscores below 19 may be cleared for enrollment in 1000-level university courses if their predicted grade in a subject area (from ELPA) is 2.0 or higher.

*COMPASS.* Students with ACT subscores below 19 and with predicted grades of less than 2.0 in a particular subject area (from ELPA) may take the ACT COMPASS placement test to qualify for college-level courses. COMPASS placement tests are available in the subject areas of Mathematics, Reading, and English. Students may also take a science placement test that combines elements from the COMPASS mathematics and reading subject tests.

The cut-scores for the COMPASS tests in each subject area are shown in Table 1.1

<b>Table 1.1.</b> Cut-scores for the COMPASS placement test.		
<b>Subject Area:</b>	<b>Compass Score</b>	<b>Course Placement</b>
Mathematics	Algebra 0-54	UNIV 0023 or UNIV 0123 required
	Algebra 55-71	UNIV 0123 recommended
	Algebra 72-100	No restrictions
English	English 0-55	UNIV 0133 required
	English 56-100	No restrictions
Reading (Sociology, History, Political Science, Psychology, Economics, and Philosophy)	Reading 0-70	UNIV 0143 or CIED 1230 required
	Reading 71-100	No restrictions
Science (Biology, Chemistry, Geography, Geology, and Physics)	Reading 0-70 <i>or</i> Algebra 0-54	UNIV 0111 required
	Reading 71-100 <i>and</i> Algebra 55-100	No restrictions

**2. How were instruments administered? Which students were assessed? Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.**

All first-time entering students (new freshmen and transfer students with fewer than 24 hours) are assessed using Entry-Level Placement Analysis (ELPA) and all students are provided a Student Assessment Report describing the entry-level assessment results. The Student Assessment Reports are produced by the Office of Institutional Research and Information Management and are distributed to students by the Admissions Office. A report is included in each student's file and is available when the student meets with his advisor for enrollment; this assessment primarily occurs just prior to the spring and fall enrollment periods.

In 2006-2007, a total of 3,821 admitted and enrolled new freshmen and transfer students with fewer than 24 credit hours were assessed via entry-level placement analysis.

Students who are not cleared for 1000-level courses have several options. They may enroll in the remedial (zero-level, non-credit) course that is recommended, they may take the ACT test again, or they may take the COMPASS placement test to demonstrate proficiency in the subject area. Students may take the COMPASS test in any subject area, free of charge, at the OSU Testing Center. Students may prepare for the COMPASS placement test by visiting the ACT COMPASS website and viewing sample questions and information on COMPASS test content.

Entry-level assessment also includes evaluation of educational readiness, educational goals, study skills, values, self-concept, and motivation, as per the State Regents' Assessment Policy. These important aspects of the entry-level are included in the assessment process when each student meets with her advisor prior to enrollment.

Many resources are available to OSU students for academic support. *University Academic Services (UAS)* offers free tutoring services to all OSU students. The *Math Learning Resources Center* provides individual tutoring in mathematics. The *Writing Center* provides tutors, writing coaches, a grammar hotline, and assistance with word processing. *University Counseling* provides services to help students improve their study habits, deal with test anxiety, develop better time management skills, and explore careers. The *College of Engineering, Architecture, and Technology* provides students with additional academic support by offering tutoring in entry-level calculus, physics, chemistry, and engineering science courses for all students enrolled in these classes. The *College of Agricultural Sciences and Natural Resources* also offers a special program, Freshman in Transition (FIT), aimed at providing new students with academic support services to facilitate their first year experience.

### 3. What were the analyses and findings from the 2006-07 entry-level assessment?

In 2006-2007, Student Assessment Reports were produced for all admitted and enrolled new freshmen and new transfers with fewer than 24 credit hours (n=3,821). Each Student Assessment Report contained the student's high school data, ACT scores, results of Entry-Level Placement Analysis (ELPA), and course placement recommendations and requirements. Table 3.1 shows the number of enrolled students who had performance deficiencies in each subject area based on ACT scores alone (i.e., ACT subscores <19) and the number of these deficiencies that were cleared using ELPA (i.e., cleared based on high school performance in particular core curriculum areas).

**Table 3.1.** Number of enrolled new students with ACT scores below 19 in each subject area and number of these students who were cleared for college-level coursework by Entry-Level Placement Analysis (ELPA) in 2006-2007.

Subject Area	# of Students with ACT subscores <19*	# of Students cleared for college-level coursework by ELPA
English	266	224
Mathematics	489	174
Reading	227	176
Science	164	53

\*Some students had ACT subscores <19 in more than one subject area. The following numbers of students were missing ACT subscores in these subject areas: English – 226, mathematics – 226, reading – 226, science – 463.

Students who were not cleared for college-level courses via ELPA and were required to take one or more remedial classes could take a COMPASS placement test in their area(s) of deficiency. The number of students who took the COMPASS test in each subject area and the number who passed are described in Table 3.2.

**Table 3.2.** Number of students who took COMPASS placement tests for 2006-2007 (tests taken in calendar year 2006).

Subject Area	# of Enrolled Students who took a COMPASS placement test*	# of Students who passed COMPASS and were cleared for college-level coursework
English	13	7
Mathematics	109	2
Reading	24	17

\*Some students took COMPASS tests in more than one area

\*cut-scores are shown in Table 1.1.

\*some students may have taken a COMPASS test although they were not required by ELPA to take remedial courses

After all entry-level assessments were completed, 368 new students (9.6% of the total number enrolled) were recommended to take at least one remedial course. This percentage has remained constant since 2005-2006 when 9.6% were recommended to take at least one remedial course. Previously, this percentage had gradually declined since the 2000-2001 academic year: in 2004-2005, 12.2% were recommended to take at least one remedial course; in 2003-2004, 14.3% were recommended to take at least one remedial course, in 2002-2003; 14.8% of new students were recommended for at least one remedial course; in 2001-2002, 16.7% of new students were recommended for at least one remedial course; and in 2000-2001, 17.0% of new students were recommended for at least one remedial course.

Of the 3,821 enrolled new students in 2006-2007, 26 (0.7%) were recommended to enroll in remedial English classes; 314 (8.2%) in remedial math classes; 111 (2.9%) in remedial science classes, and 38 (1.0%) in remedial reading classes. Note that some of the students who were recommended for remedial classes are students with less than 24 hours of transfer credit (i.e., considered as new, first-time freshmen for the purpose of entry-level assessment) who satisfied their remedial course requirement with transfer courses. For this reason, the number of students who were recommended to enroll in remedial classes may differ from the number of students enrolled in those classes in their first year at OSU.

**4. How was student progress tracked? Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.**

*Tracking of student success in remedial and college-level courses.* Annual trends in grades, drops, withdraws, and failure rates in common freshman courses are monitored each semester by Institutional Research and Information Management and University Academic Services. Results of this tracking are shared each semester with the Directors of Student Academic Services and the Instruction Council. The offices of University Assessment and Testing, and Institutional Research and Information Management, work cooperatively to evaluate the entry-level assessment and track student success in remedial and college-level courses.

*Evaluation of cut-scores.* No changes were made in cut-scores in 2006-2007.

***Changes in entry-level assessment.*** No changes were made to entry-level assessment procedures, the Entry-Level Placement Analysis program, or COMPASS testing procedures in 2006-2007.

## **5. What other studies of entry-level assessment have been conducted at the institution?**

***The CIRP Freshman Survey.*** The CIRP Freshman Survey is conducted in alternate years at OSU as part of a nationwide study conducted jointly by the American Council on Education and the University of California at Los Angeles' Higher Education Research Institute. The study provides information about the expectations, attitudes, and experiences of OSU freshmen and college freshmen nationwide. The survey results help identify areas that may become problems for students during their first year, and these areas can then be addressed in orientation classes and by academic advisors. Results of the study also help in developing programs for students by providing current information about what is important to students, what they hope to accomplish, what they are concerned about, and how they hope to become involved in campus life. The Office of University Assessment and Testing conducted the CIRP Freshman Survey in Fall 2006, and will participate again in Fall 2008. Highlights of the 2006 CIRP Freshman Survey results are included in this report in Appendix A. The full report is available on the UAT website at [uat.okstate.edu](http://uat.okstate.edu).

***The College Student Inventory.*** The College Student Inventory (CSI) is part of the Retention Management System developed by Noel-Levitz, Inc. The survey is given to new students during their first few days on campus and measures specific motivational variables that are closely related to persistence and academic success in college. The College of Human Environmental Sciences uses this survey each year at the beginning of fall semester. The college combines the CSI data with other background and academic information and tracks the academic success of these students. Information from the survey is used in student-advisor conferences and is used to identify problems that could impede academic success. Overall results of the CSI are used to identify the factors that contribute to persistence or withdrawal among incoming students and to develop programs and strategies to enhance student retention.

## **6. What instructional changes occurred or are planned due to entry-level assessment?**

Entry-level assessment information is used in a variety of ways in OSU colleges. Continued demand for the entry-level Student Assessment Reports and information on entry-level assessment processes indicates that results of entry-level assessment are integral to the process of advising new students prior to enrollment.

Colleges use the results of the CIRP Freshman Survey in freshmen orientation courses to stimulate discussion about student expectations about college and common problems that students face in their first semester.

The *Freshmen in Transition* (FIT) program for College of Agricultural Sciences and Natural Resources students is in its seventh year and is aimed at developing a supportive academic community for new students. This program resulted partly from prior assessments in the college such as the College Student Inventory. The College Student Inventory is still used annually for students in this program as the basis for development of activities to support student success.

## **General Education Assessment**

The purpose of general education assessment at OSU is to evaluate students' achievement of institutionally recognized competencies in general education including communication, analytical, and critical thinking skills. OSU students typically take general education courses throughout their undergraduate degree program. For this reason, the process is not referred to as 'Mid-Level Assessment' as described by the State Regents. OSU's general education assessment program focuses on student attainment of general education competencies throughout the undergraduate curriculum and not necessarily at the mid-point of students' careers.

OSU's general education assessment program has been developed under the direction of three faculty groups: the General Education Assessment Committee, the Assessment Council, and the General Education Advisory Council. General Education assessment is aimed at evaluating student achievement of the institution's articulated general education competencies that are described in the OSU catalog and in the *OSU General Education Courses Area Designations – Criteria and Goals* document.

The history of OSU's general education assessment efforts and data collected to date are described in detail in Appendix C (the 2007 Annual Report from the General Education Assessment Committee).

### **7. What measures were used to assess reading, writing, mathematics, critical thinking, and other institutionally recognized general education competencies? Describe how assessment activities were linked to the institutional general education program competencies.**

OSU's assessment program uses three tools to evaluate student achievement of the general education program competencies and the effectiveness of the general education curriculum:

*(1) Institutional Portfolios.* The General Education Assessment Committee has developed institutional portfolios to assess students' written communication skills (data collection in 2001, 2002, 2003, 2004, 2005 and 2006), math problem solving skills (data collection in 2002, 2003 and 2005), science problem solving skills (data collection in 2003, 2004, 2005, and 2007), and critical thinking skills (data collection in 2005, 2006, and 2007). The committee developed an institutional portfolio this year to assess students' knowledge, skills and attitudes about diversity, using a rubric developed for this purpose last year. Details about the portfolios developed in 2007 (to evaluate students' critical thinking skills, science problems solving skills, and knowledge about diversity) are described in the General Education Assessment report (Appendix C). Separate portfolios are developed to evaluate each general education learner goal, and each portfolio includes students' work from course assignments collected throughout the undergraduate curriculum. Faculty members (including assessment committee members and additional faculty members involved in undergraduate teaching) work in groups to evaluate the work in each portfolio and assess student achievement of relative to the learner goal that is being assessed by using standardized scoring rubrics. The results provide a measure of the extent to which students are achieving OSU's general education competencies as described in the *OSU General Education Courses Area Designations – Criteria and Goals* (Appendix B).

Institutional portfolios represent a holistic approach to general education assessment. The assessment is not aimed at individual courses, departments, or faculty. Rather, it utilizes work produced by students in their OSU courses and evaluates those 'artifacts' to gauge how successful

students are in achieving the institution's general education learner goals. The student work that is included in the portfolios has no identifying information, so the process protects student anonymity. The process is minimally intrusive to faculty, invisible to students, and utilizes work that is already produced in general education courses and other courses throughout the curriculum.

(2) *General Education Course Database.* The General Education Course Database is a tool for evaluating how each general education course is aligned with the expected learning outcomes for the general education program as a whole. Instructors are asked to submit course information online via a web-based form, and the General Education Advisory Council reviews the submitted information during regular course reviews. Instructors identify which general education learning goals are associated with the course and discuss the course activities that provide students with opportunities to achieve those learning goals. Instructors are also asked to describe how student achievement of those goals is assessed within the course. The database provides a useful tool for holistically evaluating general education course offerings and the extent to which the overall general education goals are achieved across the curriculum.

(3) *University-wide surveys.* Surveys such as the National Survey of Student Engagement (NSSE), the College Student Survey, and Alumni Survey (Appendix D) provide indirect measures of the extent to which students have achieved general education competencies and information that helps corroborate evidence collected from the institutional portfolios. Results of these surveys are described in other sections of this annual report.

In addition to these university-level assessments of general education learner goals described in this section of the report, many individual academic programs incorporate general education or mid-level assessment of writing, mathematic, science, problem solving, and critical thinking skills into their program outcomes assessment efforts. These are described in the program outcomes assessment reports for individual academic programs (Appendix E).

**8. Which and how many students participated in general education assessment?  
Describe how the instruments were administered and how students were  
selected. Describe strategies to motivate students to participate meaningfully.**

In 2006-07, institutional portfolios were developed to evaluate students' critical thinking skills, science problem solving skills, and knowledge, skills and attitudes about diversity. The portfolios included student work from 318 students from all classes (freshmen through seniors) and disciplines. Work from 164 students was contributed to the critical thinking portfolio and work from 85 students was included in the science problem solving portfolio. In its first year, work from 69 students was included in the diversity portfolio. The work included in the portfolios was randomly selected from assignments in 17 OSU courses, including general education courses and upper division courses from across the curriculum. The courses represented a convenience sample because faculty members volunteered course assignments for the project. A fixed number of 'artifacts' of student work from each course assignment was randomly selected for the portfolio.

The development of institutional portfolios is invisible to students; students are not aware when their work is randomly selected for inclusion in an institutional portfolio. Therefore, motivating students to participate is not an issue. The artifacts are coded immediately after they are collected, and information that identifies individual students is removed after minimal demographic information is obtained from institutional records for analysis purposes (e.g., major,

class, gpa, and transfer credit hours). This protects student anonymity in the process, but also prohibits the use of the resulting data for tracking students into future semesters.

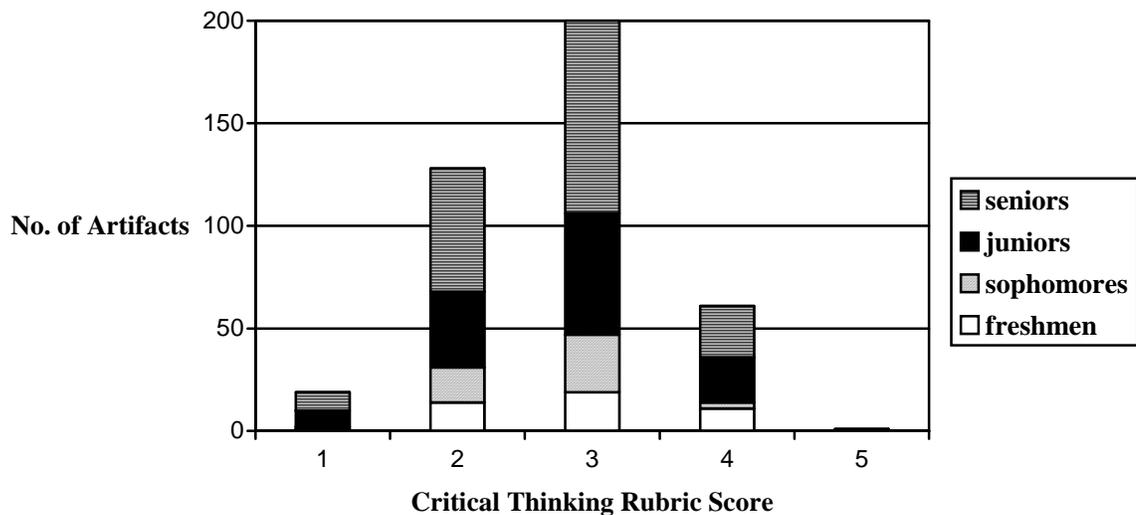
### 9. How was student progress tracked into future semesters and what were the findings?

OSU's General Education Assessment program is aimed at holistically evaluating student achievement of the expected learning outcomes for general education. Institutional portfolios essentially give a 'snapshot' of students' competencies at the time the portfolio is assembled, and university-wide surveys provide an overview of student achievement of general education outcomes. Because individual student information is not captured and recorded in either of these methods, the processes do not permit tracking students into future semesters. However, because portfolios are assembled each year, the process does allow us to detect changes in student general education competencies over time.

### 10. What were the analyses and findings from the 2006-07 general education assessment?

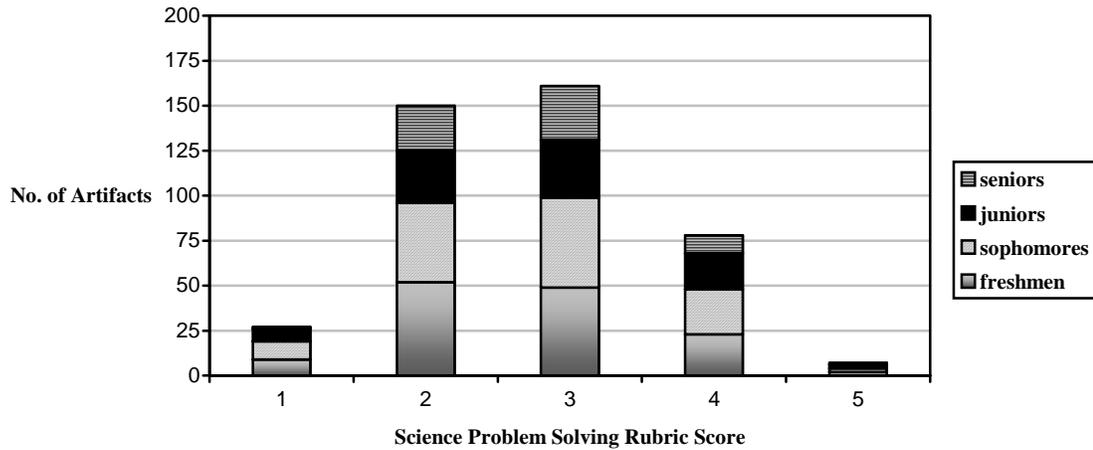
The analysis and findings from the 2007 institutional portfolios are described in detail in the General Education Assessment Committee's annual report (Appendix C).

*Institutional portfolio – critical thinking assessment.* Results of this year's assessment of students' critical thinking skills build on data collected in 2005 and 2006. The distribution of scores from the 2005-07 institutional portfolio for critical thinking assessment (total n=411) is shown below:



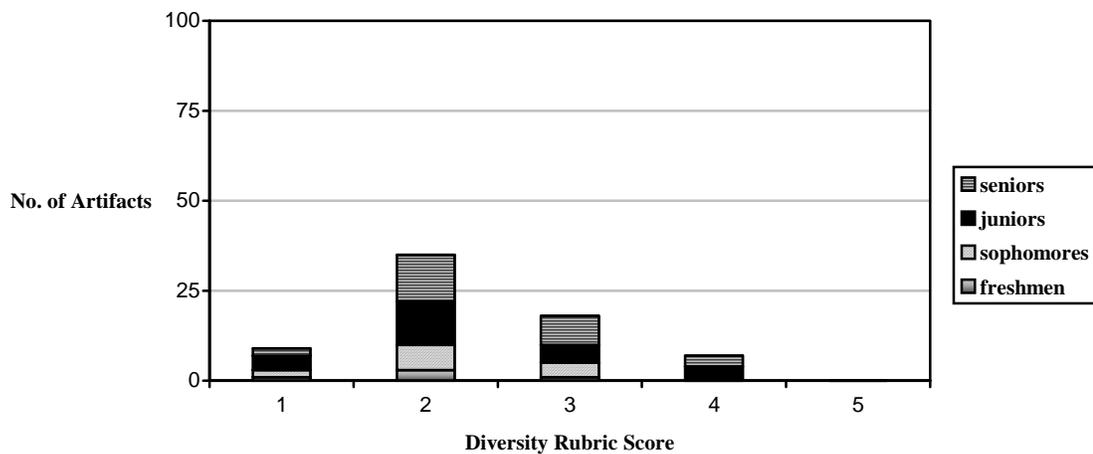
Each sample of student work was scored using a rubric with a 5-point scale. About 64% of samples produced by seniors received a score of 3 or higher. Although 66% of work produced by freshmen received scores of 3 or higher, the number of reviewed artifacts produced by freshmen is very low. Faculty hope to identify more assignments in lower division courses for this assessment in future years. When only regularly admitted students are evaluated (excluding transfer students, international students, and students admitted to the institution under alternative admission policies), 68% of work produced by seniors received scores of 3 or higher.

*Institutional portfolio – science problem solving skills assessment.* Results of this year’s assessment of students’ science problem solving skills build on data collected in 2003, 2005 and 2006. The distribution of scores from the 2003-07 institutional portfolio for science problem solving skills assessment (n=423) is shown below:



Each sample of student work was scored using a rubric with a 5-point scale. About 62% of artifacts produced by seniors received a score of 3 or higher, and 52% of work produced by freshmen received scores of 3 or higher. When only regularly admitted students are evaluated (excluding transfer students, international students, and students admitted to the institution under alternative admission policies), 67% of work produced by seniors received scores of 3 or higher.

*Institutional portfolio – diversity assessment.* This is the first year that data was collected of for the assessment of students’ knowledge, skills and attitudes regarding diversity. The rubric for this assessment was developed in 2006. The distribution of scores from the 2006-07 institutional portfolio for diversity assessment (n=69) is shown below:



Too few artifacts have been evaluated for results to be useful for generalizations about student learning; the committee will continue to increase the number of artifacts in this portfolio next year.

### **11. What instructional changes occurred or are planned in the general education program due to general education assessment?**

Information from the General Education Assessment Program is shared annually with the faculty who serve on the Assessment Council, Instruction Council, Faculty Council, and the General Education Advisory Council. The latter group is charged with the development and review of the general education curriculum; they consider general education assessment information in their review and approval of general education courses and in developing the criteria for those courses.

A joint meeting of the General Education Assessment Committee, the Assessment Council and the General Education Advisory Council is held each year to conduct a review of General Education Assessment. The purpose of this annual meeting is to review the assessment process and results of assessments, and recommend action for improvement, if warranted. Minutes from the meeting are included in Appendix C.

Faculty who conduct general education assessment are encouraging their colleagues to consider creating and/or revising a class assignment to include a diversity component, in order to provide more opportunities for students to develop knowledge and practice skills regarding diversity and to provide samples of student work for the assessment. They encourage wide participation by suggesting that classes do not have to be primarily focused on diversity to include such an assignment, but may include an opportunity to consider the relevance of diversity to an issue discussed in the course. For example, an assignment used in the assessment this year was part of an Environmental Engineering course and asked students to write an analysis of the social justice/diversity aspects of environmental quality policy decisions.

In all assessments for general education learning goals, faculty are beginning to recognize the importance of creating assignments more intentionally focused on helping students achieve institutional learning goals as well as the goals of the specific class in which they are created. For example, to help students achieve higher levels of performance in writing, faculty in many disciplines now share the rubric for writing assessment with their students to help students understand the characteristics of effective written communication and how their writing will be evaluated – even though writing is not the focus of the assignment. As with the writing learning goal, the responsibility for helping students achieve the learning goals for diversity and for critical thinking are shared across the university.

One of the advantages of this type of authentic assessment is that the intervention for program improvement begins with the development of the assessment tool. Expectations for student learning about writing, critical thinking, diversity and other general education goals have been spelled out through the creation of rubrics for these assessments, and are open for discussion. The rubrics are being used in some individual courses to explain to students what is expected of them in class assignments.

## **Program Learning Outcomes Assessment**

All OSU degree programs are required to develop and implement an assessment plan, and faculty in those programs are responsible for determining the expected student learning outcomes for their degree program(s) and how student achievement of those learning outcomes should be assessed.

### **12. Attach a table listing the assessment measures and number of individuals assessed for the degree program or department.**

Table 12.1 summarizes the assessment methods and number of individuals that participate in each method for each undergraduate and graduate degree program at OSU. Details about assessment methods and numbers of individuals assessed are provided in the individual assessment reports or summaries submitted by each college, department, or degree program (Appendix E).

The number of individuals who participate in each outcomes assessment method within each academic unit is shown in Table 12.1 and is described in detail in the individual assessment reports submitted by each academic unit (Appendix E). Outcomes assessment reports demonstrate that academic programs use multiple assessment methods and a majority of students within each program participate in outcomes assessment measures.

Academic units use a variety of methods to assess student-learning outcomes. The most commonly reported assessment methods in 2006-07 were:

- Capstone course projects, papers, presentations evaluated by faculty
- Senior projects and presentations
- Course-embedded assessments and Classroom Assessment Techniques
- Exams – local comprehensive exams, local entry-to-program exams
- Exams – standardized national exams, certification or licensure exams
- Portfolios - reviewed internally or externally
- Projects, portfolios, exhibits, or performances evaluated by professional jurors or evaluators
- Surveys - alumni
- Surveys - employers / recruiters
- Surveys – students, esp. seniors
- Surveys – faculty
- Student academic performance on selected assignments
- Exit interviews
- Internships – evaluations from supervisors, faculty members, student participants

Graduate programs reported the following assessments *in addition to* the methods described above:

- Qualifying exams
- Theses / dissertations / creative component papers, projects, presentations, and defenses
- Comprehensive exams
- Tracking research activity / publications / professional presentations / professional activity

**13. What were the analyses and findings from the 2006-07 program outcomes assessment?**

Analyses and findings are described in the individual assessment reports or report summaries submitted by each college, department, or degree program (Appendix E).

**14. What instructional changes occurred or are planned in the programs due to program outcomes assessment?**

The uses of assessment results are described in the individual outcomes assessment reports submitted by each college, department, or degree program (Appendix E). The uses of assessment results are unique to each program but can generally be categorized as curricular changes, changes to academic programs or student support services, discussion of assessment information with faculty members in the context of curriculum planning, and using assessment results to evaluate curriculum changes that were recently implemented.

The most commonly cited uses of assessment results in 2006-07 were:

- Changes in course content
- Addition / deletion of courses
- Changes in course sequences
- Justification of past curriculum changes and to show program improvement resulting from those changes
- Refinement of the assessment methods or to implement new assessment methods
- Changes in advising processes
- Facilitate curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats
- Changes to student facilities such as computer labs and science labs
- Development of tutorial and academic services for students



**Table 12.1. Assessment methods and numbers of individuals assessed** for each college, department, and degree program at OSU, including graduate degrees, reported for 2006-07. Details about assessment methods and individuals assessed are described in the individual assessment reports provided in the Assessment Report 2006-07, Appendix E.

**College of Agricultural Sciences and Natural Resources**

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
<b><u>Ag Education, Communication, and Leadership</u></b>		
B.S., Ag Communication	• Senior Portfolios	• 35
	• Writing Assessment	• 35
	• OSU Alumni Survey	• 0
	• Supervised Internships	• 48
B.S., Ag Education, Ag Leadership option	• AGLE 3303 Final Exam	• 18
	• Grades in Core Courses	• 67
	• AGLE 2303 Exam	• 18
B.S., Ag Education, Teaching option	• Results from State Licensure exam – OSAT	• 17
	• Results from State Licensure exam – OPTE	• 33
	• Portfolio Submission III	
	○ Ratings of Student Teachers’ Second Teaching Philosophy	• 23
	○ Scoring of Artifact Selections for OCTP Competencies	• 21
	• Results from State Licensure exam – OGET	• 14
• Cooperating Teachers’ Summative Evaluation of Student Teachers’ Professional Knowledge, Skills, & Disposition	• 15	
<b><u>Agricultural Economics</u></b>		
B.S., Agricultural Economics	• Exit Interview	• 37
	• Academic Quiz Bowls	•
B.S., Agribusiness		
M.S., Agricultural Economics	• OSU Alumni Survey	• 10

Ph.D., Agricultural Economics	<ul style="list-style-type: none"> <li>• OSU Alumni Survey</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> </ul>
<hr/>		
<b><u>Animal Science</u></b>		
B.S., Animal Science	<ul style="list-style-type: none"> <li>• Oral and written reports in capstone class (4863)</li> </ul>	<ul style="list-style-type: none"> <li>• 49</li> </ul>
B.S., Food Science		
<hr/>		
<b><u>Biochemistry &amp; Molecular Biology</u></b>		
B.S., Biochemistry (through the College of Arts & Sciences)	<ul style="list-style-type: none"> <li>• BIOC 4113 term paper</li> <li>• BIOC 4113 group presentations</li> </ul>	<ul style="list-style-type: none"> <li>• 31</li> <li>• ~20</li> </ul>
B.S., Biochemistry & Molecular Biology		
<hr/>		
M.S., Biochemistry & Molecular Biology	Bi-annual assessment (05-07) <ul style="list-style-type: none"> <li>• Thesis proposal presentation</li> <li>• Thesis and oral defense</li> <li>• Graduate alumni survey</li> </ul>	<ul style="list-style-type: none"> <li>• 3</li> <li>• 3</li> <li>• 1</li> </ul>
<hr/>		
PhD., Biochemistry & Molecular Biology	Bi-annual assessment (05-07) <ul style="list-style-type: none"> <li>• Thesis proposal presentation</li> <li>• Thesis and oral defense</li> <li>• Oral qualifying exam</li> <li>• Graduate alumni survey</li> </ul>	<ul style="list-style-type: none"> <li>• 4</li> <li>• 3</li> <li>• 3</li> <li>• 1</li> </ul>
<hr/>		
<b><u>Entomology and Plant Pathology</u></b>		
B.S., Entomology	<ul style="list-style-type: none"> <li>• Written and oral Exit Survey</li> <li>• Senior test evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• 3</li> <li>• 3</li> </ul>
<hr/>		

M.S., Entomology, Plant Pathology	<ul style="list-style-type: none"> <li>• Written Comprehensive Exam</li> <li>• Graduate Committee post examination survey</li> <li>• Oral evaluation and thesis Defense</li> <li>• Written &amp; Oral Exit Survey</li> </ul>	<ul style="list-style-type: none"> <li>• 10</li> <li>•</li> <li>• 10</li> <li>• 9</li> </ul>
Ph.D., Entomology, Plant Pathology	<ul style="list-style-type: none"> <li>• Professional Papers</li> <li>• Presentations</li> <li>• Graduate alumni survey</li> </ul>	<ul style="list-style-type: none"> <li>• 10</li> <li>• 26</li> <li>• 9</li> </ul>
<b><u>Food Science</u></b>		
M.S., Food Science	<ul style="list-style-type: none"> <li>• Thesis/Dissertation</li> <li>• Oral Presentation at department's General Seminar</li> <li>• Scientific journal paper preparation</li> </ul>	<ul style="list-style-type: none"> <li>• 4</li> <li>• 4</li> <li>• 4</li> </ul>
Ph.D., Food Science	<ul style="list-style-type: none"> <li>• Presentation in scientific meetings</li> </ul>	<ul style="list-style-type: none"> <li>• 3</li> </ul>
<b><u>Horticulture and Landscape Architecture</u></b>		
B.S., Horticulture (Hort., Public Hort. & Turf Management options)	<ul style="list-style-type: none"> <li>• GPA as part of the graduation check</li> <li>• Intercollegiate competitions</li> <li>• Exit Interview</li> <li>• HORT 2010 Internship</li> </ul>	<ul style="list-style-type: none"> <li>• 18</li> <li>• 10</li> <li>• 10</li> <li>• 21</li> </ul>
B.L.A., Landscape Architecture	<ul style="list-style-type: none"> <li>• LA 4524 Capstone Component</li> <li>• Portfolio &amp; Resume Evaluation</li> <li>• Evaluation of Landscape Architecture Construction</li> <li>• Evaluation of Junior level Design Studios Performance</li> <li>• Evaluation of LA 2213/2223 Landscape Architecture Graphics</li> <li>• Evaluation of Japan/Thailand Study Abroad Program 2007</li> <li>• Internal Evaluation of Student Performance</li> <li>• Digital Portfolio Review &amp; Admission to the Professional Phase</li> </ul>	<ul style="list-style-type: none"> <li>• 15</li> <li>• 15</li> <li>•</li> <li>•</li> <li>• 35</li> <li>• 10</li> <li>•</li> <li>• 25</li> </ul>
B.S., Landscape Contracting (LCON)	<ul style="list-style-type: none"> <li>• LA 4034 final presentation</li> </ul>	<ul style="list-style-type: none"> <li>• 14</li> </ul>

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M.Ag., Horticulture	• Oral or poster presentations	•
	• Written manuscripts	•
M.S., Horticulture	• Thesis and dissertations	• 7
	• Graduate alumni survey	•
Ph.D., Crop Science, Environmental Science, Food Science, Plant Science		
<hr/>		
<b><u>Plant and Soil Sciences</u></b>		
B.S., Plant and Soil Sciences	• Participation in research programs	• 30
	• Participation in professional organizations	• 32
	• Participation in local, regional and national level professional training activities	• 11

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**College of Arts and Sciences**

<b>Academic Unit / Degree Program Assessed</b>	<b>Assessment Methods</b>	<b>Numbers of Individuals Assessed</b>
<b><u>Botany Department</u></b>		
B.S., Botany	<ul style="list-style-type: none"> <li>• Standardized national exams</li> <li>• Grades in required courses</li> <li>• BIOL 3623 grades</li> <li>• Personal correspondence</li> <li>• Graduate alumni survey</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• 3</li> <li>•</li> <li>•</li> </ul>
M.S., Botany Ph.D., Plant Science	<ul style="list-style-type: none"> <li>• Progress in graduate programs</li> <li>• Written and oral qualifying exams</li> <li>• Successful completion of coursework</li> <li>• Thesis and dissertation defense</li> <li>• Departmental seminar presentation</li> <li>• Presentations at regional or national scientific conferences</li> <li>• Submission of manuscripts to peer-reviewed journals</li> <li>• Graduate alumni survey</li> </ul>	<ul style="list-style-type: none"> <li>• 12</li> <li>• 2</li> <li>•</li> <li>•</li> <li>• 2</li> <li>• 6</li> <li>•</li> <li>•</li> </ul>
<b><u>Chemistry Department</u></b>		
B.S., B.S. (ACS), M.S., Ph.D., Chemistry	<ul style="list-style-type: none"> <li>• Meeting Accreditation Requirements of the American Chemical Society</li> <li>• Survey of Alumni</li> <li>• Exit Interviews with Chairman (oral, students' written remarks on file)</li> <li>• Input from Colleges served by the Department of Chemistry, and the Honors Program</li> </ul>	<ul style="list-style-type: none"> <li>• 9 (B.S.—ACS) 8 (M.S.) 1 (Ph.D.)</li> <li>• 3 (B.S.) 9 (B.S.—ACS) 8 (M.S.) 1 (Ph.D.)</li> <li>• 3 (B.S.) 9 (B.S.—ACS) 8 (M.S.) 1 (Ph.D.)</li> <li>• 3 (B.S.) 9 (B.S.—ACS) 8 (M.S.)</li> </ul>

	<ul style="list-style-type: none"> <li>Undergraduate Research and Reports from Capstone Course (CHEM 4990)</li> </ul>	<ul style="list-style-type: none"> <li>1 (Ph.D.)</li> <li>3 (B.S.)</li> <li>9 (B.S.—ACS)</li> <li>12 (Capstone-4990)</li> </ul>
<b><u>Communication Sciences and Disorders Department</u></b>		
B.S., Communication Sciences and Disorders	<ul style="list-style-type: none"> <li>Course performance</li> <li>Capstone course performance</li> <li>Course evaluations</li> <li>Senior surveys</li> <li>Alumni surveys</li> </ul>	<ul style="list-style-type: none"> <li>23 to 43 depending on assessment method</li> </ul>
M.S., Communication Sciences and Disorders	<ul style="list-style-type: none"> <li>Course Performance</li> <li>Course evaluations</li> <li>Evaluation of students in practicum (internal)</li> <li>Evaluation of students in practicum (external)</li> <li>Student evaluation of practicum experiences (internal and external)</li> <li>Comprehensive examinations</li> <li>Portfolios</li> <li>Written exit interviews</li> <li>National Certification Exam</li> <li>Student alumni surveys</li> <li>Re-accreditation reviews by professional association</li> </ul>	<ul style="list-style-type: none"> <li>17-38 depending upon assessment method</li> </ul>
<b><u>Computer Science Department</u></b>		
B.S., Computer Science	<ul style="list-style-type: none"> <li>Program learning outcome rubrics</li> <li>Evaluations by employers</li> </ul>	<ul style="list-style-type: none"> <li>117, 45, 130, or 13 depending upon objective being assessed</li> <li>12</li> </ul>
M.S., Computer Science	<ul style="list-style-type: none"> <li>M.S. milestone rubric</li> </ul>	<ul style="list-style-type: none"> <li>15</li> </ul>
Ph.D., Computer Science	<ul style="list-style-type: none"> <li>Ph.D. milestone rubric</li> </ul>	<ul style="list-style-type: none"> <li>2 or 3 depending upon objective being assessed</li> </ul>
<b><u>English Department</u></b>		
B.A., English	<ul style="list-style-type: none"> <li>Instructor evaluation of graduating seniors</li> <li>Senior Survey</li> <li>Evaluation of writing samples of graduating seniors by external evaluators</li> </ul>	<ul style="list-style-type: none"> <li>42</li> <li>73</li> <li>20</li> </ul>

M.A., Ph.D., English	<ul style="list-style-type: none"> <li>English Dept. Survey of Graduate Student Satisfaction &amp; Engagement</li> <li>Evaluation of completed Ph.D. dissertations</li> <li>Evaluation of comprehensive examinations</li> <li>2007 Graduate program alumni survey</li> </ul>	<ul style="list-style-type: none"> <li>• 16</li> <li>• 9</li> <li>• 6</li> <li>• 10</li> </ul>
<b><u>Foreign Languages and Literatures</u></b>		
B.A. in French, German, Russian, Spanish	<ul style="list-style-type: none"> <li>Advanced Language Acquisition Courses</li> <li>Advanced Literature and Civilization Courses</li> <li>OK State Teacher Certification Exam</li> </ul>	<ul style="list-style-type: none"> <li>• 237</li> <li>• 240</li> <li>• 3 (French) 1 (Spanish)</li> </ul>
<b><u>Geography Department</u></b>		
B.A., B.S., Geography	<ul style="list-style-type: none"> <li>Core course evaluation rubric</li> <li>Transcript analysis of graduates</li> <li>2007 Undergraduate Alumni Survey</li> <li>Exit Survey of Graduating Seniors</li> <li>Graduation and Retention Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• 105</li> <li>• 12</li> <li>•</li> <li>• 12</li> <li>• 12</li> </ul>
<b><u>History Department</u></b>		
B.A., History	<ul style="list-style-type: none"> <li>Written artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• 38</li> </ul>
M.A. and Ph.D., History	<ul style="list-style-type: none"> <li>Written artifacts</li> <li>Ph.D. students' written comprehensive examinations</li> </ul>	<ul style="list-style-type: none"> <li>• 22 or 16 depending upon objectives being assessed</li> <li>• 2</li> </ul>
<b><u>School of Journalism and Broadcasting</u></b>		
B.S. and B.A., Mass Communications	<ul style="list-style-type: none"> <li>Undergraduate portfolios</li> <li>Alumni Survey</li> <li>Course evaluations</li> <li>Senior exit interviews</li> <li>Language proficiency exams</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
M.S., Mass Communications	<ul style="list-style-type: none"> <li>Original papers</li> <li>Theses or capstone projects</li> <li>Alumni Survey</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b><u>Mathematics Department</u></b>		
B.S. and B.A., Math	<ul style="list-style-type: none"> <li>Grades in core courses</li> </ul>	<ul style="list-style-type: none"> <li>• 33</li> </ul>

M.S., Math	• Alumni Survey	• 6
Ph.D., Math	• Two 2-hour Exams in different areas of Mathematics	• 25
	• Alumni Survey	• 1
	• Minor thesis	• 2
<b><u>Department of Microbiology and Molecular Genetics</u></b>		
B.S., Cell and Molecular Biology	• Alumni Survey	•
	• Grades in MICR2125, CLML3014, and MICR4133	•
	• Exit Interviews	• 4
B.S., Clinical Laboratory Science (Medical Technology)	• Grades in core courses and in clinical courses	•
	• Alumni survey	•
	• Acceptance rate for internship and overall GPA earned during their internship	•
	• Pass rate on the ASCP accreditation exam	•
B.S., Microbiology	• Grades in core courses	•
	• Exit Interview	• 5
	• Alumni survey	• 21
M.S. and Ph.D., Microbiology, Cell and Molecular Biology	• Departmental survey of faculty to assess graduate student	• 22
	• Participation in Seminars & Journal Clubs	• 22
	• Tracking of Ph.D. graduates	• 5
	• Student academic discipline action reports	• 22
	• Evaluations of students by Advisor	• 22
	• Evaluations of students by Thesis/Dissertation Committee	• 22
	• Evaluations of students' teaching (T.A.) by Course Instructor	• 17
	• Student evaluations	•
<b><u>Music Department</u></b>		
B.A., Music in Education, Performance, and Business	• Upper Division Theory Exam	• 22
	• Keyboard Proficiency	•
	• Applied Music Juries	• 407
	• NATS Competitions	• 30
	• Recital Hearings	• 17
	• Internships	• 3
	• Professional Teaching Portfolios	• 11
	• Supervisor Evaluations	• 11
	• Teacher Certification Exams	• 11

	• Exit Survey	• 5
	• 2006 Alumni Survey	• 15
M.M., Music	• Theory Diagnostic Exam	• 4
	• Graduate History Exam	• 3
	• Diction Exam (for vocal majors only)	•
	• Final Degree Project	• 3
	• Oral Examination	• 3
	• Music Department Exit Survey	•
	• Graduate Program Alumni Survey	• 4
<b><u>Philosophy Department</u></b>		
B.A., Philosophy	• Exit questionnaire	• 9
	• Writing rubric	• 7
	• Critical thinking rubric	• 7
	• Philosophical reasoning rubric	• 7
M.A., Philosophy	• Exit questionnaire	•
	• Research logic rubric	•
	• Philosophical reasoning rubric	•
	• Teaching	•
	• Writing rubric	•
<b><u>Psychology Department</u></b>		
B.A. and B.S., Psychology	• Written artifacts	• 61
	• ETS Major Field Test	•
<b><u>Sociology Department</u></b>		
B.S., Sociology	• Written artifacts	• 10

**Spears School of Business**

<b>Academic Unit / Degree Program Assessed</b>	<b>Assessment Methods</b>	<b>Number of Individuals Assessed</b>
<b><u>All Departments</u></b>		
B.S.B.A. (Business Administration), Accounting, Agribusiness, Economics, Finance, General Business, International Business, Management, Management Information Systems, Management Science and Computer Systems, Marketing	<ul style="list-style-type: none"> <li>• EBI Field Exams (to be completed 2007-2008)</li> <li>• SSB Undergraduate Survey</li> <li>• Ethics assessment quiz</li> <li>• Faculty review of curriculum offerings</li> <li>• Written case analysis</li> <li>• Individual oral presentations</li> <li>• OSU Alumni Survey</li> <li>• SSB student satisfaction survey</li> <li>• ACIC analysis and report</li> <li>• Company Recruiter Surveys</li> <li>• Curriculum matrix</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• 351</li> <li>• 306</li> <li>•</li> <li>• 49</li> <li>• 46</li> <li>•</li> <li>•</li> <li>•</li> <li>• 33</li> <li>•</li> </ul>
M.S., Accounting	<ul style="list-style-type: none"> <li>• Job placement prior to or at graduation</li> <li>• Level of participation in Beta Alpha Psi</li> <li>• Completed Ethics course</li> <li>• Adopt, review processes for communicating, and test understanding of the Honor Code</li> <li>• Completed specialization</li> <li>• Completed research course</li> <li>• Completed BCOM-5113 or an equivalent course</li> <li>• At least one research paper and presentation required in at least 60% of graduate classes</li> <li>• Writing and presentations required in research courses</li> <li>• Measure graduate assistantships</li> <li>• Measure participation as officers in active student organizations</li> <li>• Examine course syllabi</li> </ul>	<ul style="list-style-type: none"> <li>• 30</li> <li>• 98</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

M.B.A., Master of Business Administration	• Executive Interaction case competition	• 12
	• MBA 5305 written cases	• 10
	• MBA 5303 comprehensive business case	• 10
	• MBA 5113 team based written case analysis	•
	• Major Field Exam	• 56
	• Ethics assessment quiz	• 67
	• SSB satisfaction survey	• 28
	• OSU alumni satisfaction survey	• 62
	• SSB Associates Discussion and Evaluation	•
	• MBA advisory board meeting with directors	•
Ph.D., Business Administration	• Dissertation	•
	• Doctoral seminars	•
	• Paper presentations	•
	• Co-authored papers	•
	• Dissertation proposal and defense	•
	• Graduate placement and advancement	•
	• Alumni satisfaction surveys	•
	• Critical success factors	•
M.S., Economics	• ECON 5123 Final Exam	• 4
	• ECON 5133 Final Exam	• 2
	• Creative components	• 5
	• SSB student satisfaction survey	• 4
	• Alumni survey	• 3
Ph.D., Economics	• Dissertation proposal or defense	• 1
	• SSB satisfaction survey	• 5
	• OSU alumni satisfaction survey	• 3
	• Graduate placement	•
	• Analysis and reporting process	•
	• Course objectives and preliminary examinations	•
	• Required coursework	•
	• Dissertation or equivalent	•

M.S., Management Information Systems	<ul style="list-style-type: none"> <li>• MSIS 5653 term projects</li> <li>• MSIS 5643 term projects</li> </ul>	<ul style="list-style-type: none"> <li>• 10</li> <li>• 25</li> </ul>
M.S., Quantitative Financial Economics	<ul style="list-style-type: none"> <li>• FIN 5883 Capstone project</li> <li>• FIN5223 project (to be completed in fall 2007)</li> </ul>	<ul style="list-style-type: none"> <li>• 10</li> <li>•</li> </ul>
M.S., Telecommunications Management	<ul style="list-style-type: none"> <li>• Major paper from ECEN5553 (alternatively TCOM5123)</li> <li>• Final exam from TCOM5123 (alternatively ECEN5553)</li> <li>• Major paper from TCOM5113</li> <li>• Major paper from one elective course</li> <li>• SSB satisfaction survey to all current students</li> <li>• MSTM Exit Survey</li> <li>• MSTM Alumni Survey</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Ph.D., Business Administration, in Accounting, Finance, Management, MSIS, Marketing	<ul style="list-style-type: none"> <li>• Written communication skills based on dissertation, doctoral seminars, paper presentations, co-authored papers, etc.</li> <li>• Oral communication skills based on doctoral seminars, paper presentations, dissertation proposal &amp; defense, etc.</li> <li>• Conference presentations</li> <li>• Journal publications</li> <li>• Graduate placement</li> <li>• Applicants</li> <li>• Offers (accepted to enter in fall 2008)</li> </ul>	<ul style="list-style-type: none"> <li>• 9 (Accounting)</li> <li>• 9 (Marketing)</li> <li>• 4 (MSIS)</li> <li>• 9 (Accounting)</li> <li>• 10 (Marketing)</li> <li>• 4 (MSIS)</li> <li>• 3 (Accounting)</li> <li>• 8 (Marketing)</li> <li>• 14 (Management)</li> <li>• 10 (MSIS)</li> <li>• 0 (Accounting)</li> <li>• 1 (Marketing)</li> <li>• 2 (Management)</li> <li>• 3 (MSIS)</li> <li>• 5 (Accounting)</li> <li>• 1 (Marketing)</li> <li>• 2 (Management)</li> <li>• 2 (MSIS)</li> <li>• 12 (Accounting)</li> <li>• 35 (Marketing)</li> <li>• 37 (Management)</li> <li>• 7 (MSIS)</li> <li>• 4 (2) (Accounting)</li> <li>• 7 (4) (Marketing)</li> <li>• 4 (3) (Management)</li> <li>• 3 (2) (MSIS)</li> </ul>

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Ph.D., Economics	<ul style="list-style-type: none"><li>• Written &amp; Oral communication skills based on dissertation proposal and defense</li><li>• SSB Student Satisfaction Survey</li><li>• OSU Alumni Survey</li><li>• Participation in professional meetings</li><li>• Placement of students completing plan of study</li><li>• Analysis of recruiting process and outcome</li><li>• Course assignments</li><li>• Preliminary Exams</li></ul>	<ul style="list-style-type: none"><li>• 1</li><li>• 5</li><li>• 3</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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**College of Education**

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
<b><u>School of Applied Health and Educational Psychology</u></b>		
B.S., Athletic Training	• Student Clinical Education Experience	• 35
	• BOC Certification Exam	• 9
	• Alumni Survey	•
	• Portfolio	• 35
B.S., Physical Education	• Oklahoma General Education Test (OGET)	• 25
	• Oklahoma Subject Area Test (OSAT)	•
	• Oklahoma Professional Teaching Exam (OPTE)	• 11
	• Professional Education Portfolio	• 12
M.S., Counseling	• Grades for selected courses	• 254
	• Yearly evaluation of students on professionalism, ethical behavior and satisfactory progress towards their degree	• 83
M.S., Health and Human Performance	• Thesis	• 5
	• Written artifacts	• 3
Ph.D., Health, Leisure, and Human Development	• Dissertation	• 3
	• Written artifacts	• 3
<b><u>School of Educational Studies</u></b>		
B.S., Professional Pilot, Aviation Management, and Technical Services Management	• Fundamentals of Instructing (FOI) exam	• 22
	• AVED 3543 portfolio	• 22

M.S., Aviation Education	<ul style="list-style-type: none"> <li>• AVED 5563 oral class presentation</li> <li>• Creative components</li> </ul>	<ul style="list-style-type: none"> <li>• 20</li> <li>• 3</li> </ul>
Ed.D., Aviation Education	<ul style="list-style-type: none"> <li>• Oral dissertation defense (to be completed during 2007-2008)</li> <li>• AVED 6413 research reports</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• 10</li> </ul>
M.S., School Administration, Higher Education, Student Development	<ul style="list-style-type: none"> <li>• Leadership Platform</li> <li>• Planning, designing, and presenting projects</li> <li>• Comprehensive Exam</li> <li>• Curriculum Examination for Oklahoma Educators</li> <li>• Specialty exams</li> <li>• Creative Component or portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• 45</li> <li>• 29</li> <li>• 6 (Student development)</li> <li>• 14 (School administration)</li> <li>• 15 (School administration)</li> <li>• 6 (School administration)</li> <li>• 7 (Higher education)</li> </ul>
Ed.D., Higher Education, School Administration	<ul style="list-style-type: none"> <li>• Graduate Alumni Survey</li> <li>• Comprehensive exam after 1<sup>st</sup> year</li> <li>• Comprehensive exam during Fall of 2<sup>nd</sup> year</li> <li>• Qualifying written exam at end of coursework &amp; before dissertation</li> <li>• Prepare and defend dissertation</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• 10 (School administration)</li> <li>• 3 (Higher education)</li> <li>•</li> <li>• 8 (School administration)</li> <li>• 9 (Higher education)</li> <li>•</li> </ul>
<b>School of Teaching &amp; Curriculum Leadership</b>		
B.S., Elementary Education,	<ul style="list-style-type: none"> <li>• Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 115</li> </ul>
B.S., Secondary Education	<ul style="list-style-type: none"> <li>• Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 71</li> </ul>
B.S., Career and Technical Education	<ul style="list-style-type: none"> <li>• Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 7</li> </ul>
M.S., Teaching, Learning and Leadership	<ul style="list-style-type: none"> <li>• Comprehensive (Masters) or Qualifying (Doctoral) Examinations</li> </ul>	<ul style="list-style-type: none"> <li>• 54</li> </ul>
Ph.D., Education	<ul style="list-style-type: none"> <li>• Doctoral qualifying written examinations</li> </ul>	<ul style="list-style-type: none"> <li>• 9</li> </ul>

**College of Engineering, Architecture, and Technology**

<b>Academic Unit / Degree Program Assessed</b>	<b>Assessment Methods</b>	<b>Numbers of Individuals Assessed</b>
<b><u>School of Architecture</u></b>		
B.S., Architecture	• Exit interview	• 11
	• ARCH 4217 review	• 30
	• ARCH 5217 review	• 28
<hr/>		
B.S., Architectural Engineering	• Exit interview	• 4
	• ARCH 5216 review	• 10
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<b><u>School of Chemical Engineering</u></b>		
B.S., M.S., Ph.D., Chemical Engineering	• Exit interviews of graduates and undergraduates each semester	•
	• Alumni Survey – alternating years between graduates and undergraduates	•
	• End-of-course performance evaluation for each undergraduate CHE course, each offering	•
	• Fundamentals of Engineering national exam data	•
	• Industrial Advisory Committee annual review	•
	• Student performance in national competitions – plant design, reaction powered car, paper presentation	•
	• Student honors and awards – individual and organization	•
	• Volunteer feedback from alumni and employers	•
	• Enrollment trends	•
	• Grades in core courses	•
	• Assessment of student defense and qualifier exams	•
	• Publications quantity and quality on a per PhD basis	•

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**School of Civil and Environmental Engineering**

B.S., Civil and Environmental Engineering	<ul style="list-style-type: none"> <li>• Fundamentals of Engineering (FE) Exam</li> <li>• Employer Survey</li> <li>• Alumni Survey</li> <li>• Success in professional school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• 19</li> <li>•</li> <li>•</li> <li>•</li> </ul>
M.S., Civil Engineering	<ul style="list-style-type: none"> <li>• Writing assignments in ENGL 1113, ENGL 3323, and/or SPCH 2713</li> <li>• Exit Interview</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
M.S., Environmental Engineering	<ul style="list-style-type: none"> <li>• Oral &amp; written Examination by Committee</li> <li>• Graduate alumni survey</li> </ul>	<ul style="list-style-type: none"> <li>• 16</li> </ul>
Ph.D., Civil and Environmental Engineering		

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**School of Electrical & Computer Engineering**

B.S., Electrical & Computer Engineering	<ul style="list-style-type: none"> <li>• Course Objective Matrix</li> <li>• Senior Exit Survey</li> <li>• Fundamentals of Engineering (FE) Exam</li> <li>• OSU Alumni Survey</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• 8</li> <li>•</li> </ul>
M.S., M.E.E., Electrical & Computer Engineering	<ul style="list-style-type: none"> <li>• Concept Inventory</li> <li>• Written Self Reflection</li> <li>• Oral Report Evaluation</li> <li>• Written Report Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Ph.D., Electrical & Computer Engineering	<ul style="list-style-type: none"> <li>• Instructor Survey</li> <li>• US News &amp; World Report ranking of graduate programs</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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**School of Industrial Engineering and Management**

B.S., Industrial Engineering and Management	<ul style="list-style-type: none"> <li>• Written samples from IEM 2903 &amp; IEM 4913</li> <li>• Oral presentation in IEM 4913</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• 18</li> </ul>
M.S., Ph.D., Industrial Engineering & Management	<ul style="list-style-type: none"> <li>• Preliminary examinations</li> <li>• Thesis/Dissertation Defense</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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<b><u>Division of Engineering Technology (B.S. in Engineering Technology)</u></b>		
Construction Management Technology	<ul style="list-style-type: none"> <li>• AIC Level I Associate Constructor (AC) Certification Exam</li> <li>• Employer evaluation of CMT 3332 – Practicum II</li> <li>• Research Paper and Oral Presentations in Construction Law, Capstone and Business practices</li> <li>• Regional and national ASC/AGC Student Competitions</li> </ul>	<ul style="list-style-type: none"> <li>• 31</li> <li>• 32</li> <li>•</li> <li>• 21</li> </ul>
Electrical Engineering Technology	<ul style="list-style-type: none"> <li>• Comprehensive exam</li> <li>• Fundamentals of Engineering (FE) Exam</li> <li>• EET 4833 Capstone Course project &amp; presentation</li> <li>• EET 4833 individual log book</li> </ul>	<ul style="list-style-type: none"> <li>• 15</li> <li>•</li> <li>• 15</li> <li>• 15</li> </ul>

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**College of Human Environmental Sciences**

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
<b><u>College of Human Environmental Sciences</u></b>		
Ph.D., Human Environmental Sciences	<ul style="list-style-type: none"> <li>• Annual performance review</li> <li>• Exit interviews</li> </ul>	<ul style="list-style-type: none"> <li>• 68</li> <li>• 24</li> </ul>
<b><u>Design, Housing, &amp; Merchandising</u></b>		
B.S., Design, Housing, & Merchandising  Option areas: Interior Design, Apparel Design and Production, Merchandising	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> <li>• Design Portfolio Review</li> <li>• Internship Employer/ Supervisor Survey</li> <li>• DHM study abroad experience (to be added in 2007-2008)</li> </ul>	<ul style="list-style-type: none"> <li>• 18 (Merchandising) 7 (Apparel Design) 12 (Interior Design)</li> <li>• 46 (Interior Design) 23 (Apparel Design)</li> </ul>
M.S., Design, Housing, & Merchandising	<ul style="list-style-type: none"> <li>• Evaluating students' success in interpreting and synthesizing (to be added in 2007-2008)</li> <li>• Written artifacts (to be added in 2007-2008)</li> <li>• Oral presentation (to be added in 2007-2008)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b><u>Human Development and Family Science</u></b>		
B.S., Human Development and Family Science	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> <li>• On-site superior evaluation form</li> </ul>	<ul style="list-style-type: none"> <li>• (30) 13 Qs (66) four Qs according to different objectives</li> <li>• (25) one Q (34) two Qs according to different objectives</li> </ul>

<b><u>Hotel &amp; Restaurant Administration</u></b>		
B.S., Hotel and Restaurant Administration	• SERVSAFE food handling practices	• Approx. 80
	• NRAPMD National Certification	• Approx. 80
	• Assignment: Optimal Order Quantity for food products	• 75
	• HRAD 4523 Group Project: Develop Business Plan	•
M.S., Hotel and Restaurant Administration	• Understanding of the research methodology principles	•
	• HRAD 5613 projects, discussion, case study and presentation	•
	• Thesis/Creative Component	•
<b><u>Nutritional Sciences</u></b>		
B.S., Nutritional Sciences	• CDR National Registration Exam	• 80 in past 5 years (includes M.S.)
	• 2004 Alumni Assessment Report	•
	• Assignments in courses 4643, 4373	•
	• Faculty evaluation of student performance	•
	• 2007 CHES Senior Exit survey (to be added in 2007-2008)	•
M.S., Nutritional Sciences	• CDR National Registration Exam	• 80 in past 5 years (includes B.S.)
	• Thesis composition	• 10
	• Presentation at school wide, regional and national events	• 4
	• Presentation assessment	•

## **Student and Alumni Surveys**

### **15. What assessment activities were used to measure student satisfaction? Describe the measures used, which students were assessed, how many students, and how they were selected.**

Student and alumni surveys are conducted to evaluate student and alumni perceptions of academic and campus programs and services, and the results are used in developing and improving those programs and student services. These surveys complement program outcomes assessment because they are designed to provide feedback from students and alumni for use in continuous quality improvement in academic and student programs.

### **Annual OSU Alumni Surveys**

Alumni surveys are conducted every year at OSU; undergraduate program alumni and graduate program alumni are surveyed in alternate years. The purpose of these surveys is to identify institutional strengths and areas for improvement as indicated by recent graduates; to track the careers and continuing education of recent OSU graduates; and to assess achievement of learning outcomes as perceived by alumni from individual academic programs. All alumni surveys target alumni who are 1- and 5-years post-graduation; include common questions that cover employment and career issues, continued education, and general satisfaction; and include program-specific questions for the purpose of program outcomes assessment as well as assessing alumni satisfaction. The Office of University Assessment and Testing coordinates the alumni surveys. The OSU Bureau for Social Research conducts the survey as telephone interviews with alumni. Alumni surveys have become a cornerstone of assessment at the university, college and program level by providing regular feedback from OSU graduates about their perceptions of their educational experiences at OSU and ideas regarding program development.

The 2007 OSU Survey of Alumni of Graduate Programs was conducted in January-March, 2007. The target population for this survey was alumni of graduate programs who completed their degrees in calendar years 2001 and 2005. The total number of alumni in the target population was 2,091. The survey was administered as a telephone interview, conducted by the OSU Bureau for Social Research. The Office of University Assessment and Testing analyzed and summarized data and prepared the reports. A total of 799 interviews were completed by alumni of graduate programs, resulting in a 38% response rate. For results of this survey, go to Appendix D

### **Graduate Student Satisfaction Survey**

The Graduate Student Satisfaction Survey (GSSS) is conducted periodically and was most recently conducted in Fall 2004 (see 2004-05 annual report for results).

### **16. What were the analyses and findings from the 2006-07 student satisfaction assessment?**

### **OSU Alumni Surveys: 2007 Survey of Alumni of Graduate Programs**

The 2007 OSU Survey of Alumni of Graduate Programs was conducted to provide data to gauge perceptions of various aspects of the graduate programs and services and to identify areas where improvements may be needed. The target population for this survey was alumni of graduate programs who completed their degrees in calendar years 2001 and 2005. The total of alumni in

the target population was 2,091. The survey was administered as a telephone interview. The OSU Bureau for Social Research conducted the survey interviews in January, February and March of 2007 and coordinated data collection. The Office of University Assessment and Testing analyzed and summarized data and prepared the reports.

*Response Rate:* A total of 799 surveys were completed by alumni of graduate programs, resulting in a 38% response rate. There were 658 respondents with a master's degree and 141 respondents with a doctorate.

The percentage of survey respondents from each college was as follows: 16% from Arts and Sciences; 15%, Business; 9.1%, Agricultural Sciences and Natural Resources; 17%, Engineering, Architecture and Technology; 25%, Education; 6.5%, Human Environmental Sciences, and 12% Graduate College.

*Satisfaction:* Results of selected survey items indicate that 94% of alumni are very satisfied / satisfied with their overall educational experience at OSU.

*Current Employment Information.* 91.7% of alumni (n=733) reported that they were employed (Q1). Of these, 91.0% were employed full-time (Q4). Approximately 39.4% were employed by educational institutions; 26.1% of alumni described their employer as large corporations; 16.4% were employed by small corporations or small businesses; 9.5% were employed by government agencies; 5.0% were employed by nonprofit organizations and 3.1% were self-employed (Q3). Table 2 summarizes the names of alumni employers and job titles. The most frequently reported annual salary range for alumni one and five years post-graduation was at least \$45,000 and less than \$55,000 per year (17.4%). 49.4% of alumni reported annual salaries of \$55,000 per year or greater, and 26.8% of alumni reported annual salaries of less than \$45,000 per year (Q7). In general, 94.1% of alumni (n=643) responded that their graduate program prepared them very well or adequately for their current position (Q6). Only respondents who reported that their current position was slightly, moderately, or highly related to their degree program were included in this calculation.

*Graduate/Professional School Information.* Of the alumni surveyed, 130 (16.3%) had completed or were currently enrolled in a graduate or professional school. Of these alumni, 66.7% were pursuing or had completed doctoral degrees, 14.7% were pursuing or had completed a Master's degree, 3.9% were pursuing or had completed business degrees, 5.4% were pursuing or had completed law degrees, and 7.8% were pursuing or had completed 'other' degrees (Q9). Of the 130 alumni who were attending or had completed graduate school, 53.1% (n=69) attended Oklahoma State University, and 13.8% attended graduate school at other Oklahoma institutions. Most alumni (85.3%) stated that their OSU graduate program had prepared them very well or adequately for additional graduate or professional school programs (Q10). Table 3 summarizes the names of graduate and professional schools as given by alumni.

*Resident Information (In-State / Out-of-State).* 63.1% of the alumni who participated in the survey were living in Oklahoma and 36.3% were out-of-state (Table 4). Because the survey did not attempt to reach alumni who were not in the U.S., the alumni who live outside of Oklahoma may be underrepresented.

Highlights from the 2007 Graduate Program Alumni Survey results are shown in Appendix D.

**17. What changes occurred, or are planned, due to student satisfaction assessment?**

**OSU Alumni Surveys: 2007 Survey of Alumni of Graduate Programs**

Results of the graduate program alumni survey are widely distributed to faculty and administrators at the college- and university-levels. The alumni survey results have the biggest impact in guiding change at the program level, and specific program changes that have resulted from the alumni surveys are discussed in outcomes assessment reports for individual academic programs. All OSU programs have begun to use results of the annual OSU alumni surveys in the five-year academic program reviews coordinated by Academic Affairs and, where applicable, as part of professional accreditation self-studies and reports. For many academic programs, the alumni surveys coordinated by the Office of University Assessment and Testing are now a cornerstone of their outcomes assessment efforts and results are regularly used in curriculum planning.

**Graduate Student Assessment**

**18. What assessment activities were used to measure graduate students? Describe the measures used, which students were assessed, how many students, and how they were selected.**

[see below]

**19. What were the analyses and findings from the 2006-07 graduate student assessment?**

[see below]

**20. What changes occurred or are planned due to graduate student assessment?**

[see below]

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**Responses to Questions #18 – 20**

Graduate student assessment is considered to be part of Program Learning Outcomes Assessment for each academic unit; graduate degree programs are among the degree programs assessed for each college, school, or department. Graduate student assessment methods, numbers of students assessed, results of assessments, and uses of results of assessment are described and summarized in the Program Learning Outcomes Assessment section of this report, Table 12.1, and in Appendix E (bound separately).

**Graduate Student Satisfaction Survey**

In addition to the graduate student assessment that is conducted in individual academic units, the Graduate College periodically conducts the Graduate Student Satisfaction Survey to evaluate

graduate students' satisfaction with their educational experiences at OSU. The survey is intended to provide information to identify areas for improvement and gauge success of services provided by the Graduate College. A survey was conducted in 2000, 2002, and again in Fall 2004, each time targeting all currently enrolled graduate students. See the 2004-05 annual report for results of the 2004 survey.

**APPENDIX A**

**Cooperative Institutional Research Program (CIRP)  
Freshman Survey 2006 Highlights**



**APPENDIX B**

**General Education Courses Area Designations – Criteria and Goals**



**APPENDIX C**

**General Education Assessment Committee 2007 Annual Report**

**APPENDIX D**

**2007 OSU Graduate Program Alumni Survey Highlights**

