Oklahoma State University

Assessment Report
2001 - 2002

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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 COMPASS, the ACT Computer Adaptive Placement and Support System placement tests. 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 2001-2002, entry-level assessment was conducted for all admitted and enrolled new freshmen and new transfer students with fewer than 24 credit hours (n=3,686). After all stages of entry-level assessment were completed, 615 new students (16.7% of the total number enrolled) were recommended to take at least one remedial course. Of these, 126 (3.4%) were recommended to enroll in remedial English (ENGL 0123); 548 (14.9%) needed remedial math (MATH 0123); 134 (3.6 %) needed remedial science, and 122 (3.3%) in remedial courses focused on reading and study skills (UNIV 1111) (note: some students are required to take remedial courses in more than one subject area). Institutional Research and University Academic Services track success of students in remedial courses each semester.

Additional entry-level assessments used at OSU include the locally-developed New Student Survey, the CIRP Freshman Survey, and the Noel-Levitz College Student Inventory. The New Student Survey was conducted to obtain student input regarding OSU orientation programs for new freshmen and transfer students. The survey was administered on the web and via telephone in January 2002; 396 students participated. Results provided useful information for continued development of orientation programs. The CIRP Freshman Survey is conducted in alternate years at OSU and was not conducted in 2001-2002. 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 (n= 289 for 2002). Residential Life also uses this survey on a limited basis for students in some residence areas.

General Education Assessment

In 2000, the General Education Assessment Task Group was formed to create and implement a plan for assessing the effectiveness of the OSU general education program. This faculty group has

developed an innovative and holistic model for assessing OSU's general education program that includes:

- Institutional Portfolios that directly assess student achievement of the primary learner goals for general education
- University-wide surveys that indirectly assess student achievement of general education learner goals,
- A web-based General Education Course Database that is used to review and evaluate general education course content.

These methods are aimed at evaluating student achievement of the expected learning outcomes for general education that are described in the *OSU General Education Course Area Designations Criteria and Goals* document (approved by the General Education Advisory Council in January 2001). General education assessment is also guided by the university's mission statement and the purpose of general education as articulated in the OSU catalog.

In 2001 – 2002, institutional portfolios were developed to evaluate student written communication skills and student math problem solving skills. The portfolios included student work from 187 OSU students from all classes (freshmen through seniors) and disciplines. Each 'artifact' of student work in the Institutional Portfolio is evaluated by a team of faculty reviewers and scored using a 5-point rubric, where a score of 5 represents excellent work. For writing assessment, 66% of students received a score of 3 or higher (representing acceptable, good, or very good work). Portfolio results show that seniors demonstrate better writing skills than freshmen, and students who start at OSU as freshmen demonstrate better writing skills than transfer students. For math assessment, 71% of students received a score of 3 or higher (representing acceptable, good, or very good work). The sample size in the math portfolio is not large enough at this time to make additional comparisons. Each year, the use of institutional portfolios is expanded to cover additional general education student learner goals.

Surveys that provide information for general education assessment include the National Survey of Student Engagement (NSSE), the College Student Survey (CSS), and the university-wide alumni surveys. These surveys provide secondary measures of students' general education knowledge and skills development and compliments the data collected via institutional portfolios.

Although it does not directly measure student achievement of general education learner goals, the web-based General Education Course Database is an important component of general education assessment. The database is a tool used by the General Education Advisory Council (GEAC) for evaluating course content and the extent to which courses in the general education curriculum are aligned with the criteria and goals for general education courses. GEAC is in the process of reviewing all general education courses; this will be completed in spring 2004.

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. The institutional portfolios are implemented such that student participants are anonymous; therefore, this method does not permit tracking individual students into future semesters. Information from general education assessment is shared annually with the faculty via a new 'General Education Assessment Newsletter' and is formally presented to GEAC, 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. After two years of implementation, the process is yielding interesting results and effecting change at several institutional levels.

Program Outcomes Assessment

All OSU degree programs, including undergraduate and graduate programs, must have an outcomes assessment plan, and assessment activity for each degree program is described in annual assessment reports. 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 reviews all assessment plans and reports on a 3-year cycle.

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 2001-2002 were:

- Capstone 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
- Professional jurors or evaluators to evaluate projects, portfolios, exhibits, or performances
- Student performance in intercollegiate competitions
- Surveys - alumni
- Surveys - employers / recruiters
- Surveys – students, esp. seniors
- Surveys – faculty
- Tracking enrollment data, student academic performance in particular courses, student participation in extracurricular activities relation to the discipline, degree completion rates, time-to-degree-completion
- Alumni employment tracking

Graduate programs reported the following outcomes assessment methods *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

In addition to these outcomes assessment methods, the Office of University Assessment coordinates alumni and student surveys and provides program-specific results of these 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 and improvement. The Assessment Council reviews of outcomes assessment programs show that most 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 A of this report).

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 D). 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 every academic program uses multiple assessment methods and a majority of students within each program participate in outcomes assessment measures. The sum of all individuals who participated in all assessment methods is 17,040, but this total includes multiple counts of the same students (because students participate in multiple assessment methods) and also may include non-students (because, the 'number of individuals assessed' in an alumni survey or employer survey will reflect alumni or employers, respectively).

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 have recently been implemented. The most commonly cited uses of assessment results in 2001-2002 were:

- Changes in course content
- Addition / deletion of courses
- Changes in degree requirements or degree sheet options
- Development of tutorial and academic services for students
- Justification of past curriculum changes and to show program improvement resulting from those changes
- To further refine the assessment methods or to implement new assessment methods
- Changes in course sequences
- Changes in advising processes
- To 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 program-based websites to provide students with academic and program information

Student and Alumni Satisfaction Assessment

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. 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 its impact on their career and personal development.

A total of 1,544 alumni completed the 2002 Survey of Alumni of Undergraduate Programs. An estimated 66.2% of the alumni who participated in the survey were living in Oklahoma, and 33.8% were contacted out-of-state. Over 95% of alumni reported that they were satisfied with their overall

educational experience at OSU. Almost 30% of alumni had completed or were currently enrolled in graduate programs or professional schools. . Over 85% of alumni reported that they were employed. Most alumni reported working for large corporations (35.9%) or small corporations or business (26.9%). Over 9% were employed by government agencies, and educational institutions employed 19.0%. Alumni most frequently reported that their annual salary was in the range of $26,000-35,000 per year (28.0%). Eighty-seven percent of employed alumni reported that their OSU education had prepared them very well or adequately for their current position.

OSU participates in the National Survey of Student Engagement (NSSE) in alternate years. This survey is designed to obtain information about student participation in programs and activities that institutions provide for their learning and personal development, and results provide an estimate of how undergraduates spend their time and what they gain from attending college. NSSE also includes items related to student satisfaction, and those results may be used to assess OSU student satisfaction. OSU participated in the NSSE in 2000 and reported those findings earlier. The 2002 NSSE results will be described in the 2003 Annual Assessment Report.

The national College Student Survey is another university-wide survey conducted at OSU in alternate years and used to measure, in part, student satisfaction. The College Student Survey is a follow-up survey that compliments the CIRP Freshman Survey and compares freshmen and senior responses to items and indicates how students' actual college experiences were different from their expectations as freshmen, and how they changed during their years at OSU. In Spring 2001, 319 OSU seniors completed the College Student Survey.

The Noel-Levitz, Inc. Student Satisfaction Inventory (SSI) is administered each year on the Tulsa campus to evaluate student satisfaction programs and services on the Tulsa campus. Because of the rapid growth of enrollment on the Tulsa campus, this survey provides an effective means for monitoring student perceptions of programs and services and incorporating student feedback into the development of student programs and services on that campus. The results provide comparison information with other institutions and allow year-to-year comparisons within the institution. A total of 427 students participated in this survey, out of a target population of 1,797 students enrolled in classes on the Tulsa campus in spring 2002. Students at OSU-Tulsa reported higher degrees of satisfaction with Safety and Security, Registration Effectiveness, Concern for the Individual, Campus Climate, Student Centeredness, Service Excellence, Recruitment and Financial Aid, and Responsiveness to Diverse Populations when compared to peer institutions.

Results of these surveys are widely distributed to faculty and administrators at the program-, college- and university-levels. The alumni survey results provide important information for developing academic programs and are used as a measure of student achievement of program outcomes. The NSSE, College Student Survey, and Student Satisfaction Inventory are used to stimulate discussion about the development of student services and programs at OSU.

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 Graduate College conducts the Graduate Student Satisfaction Survey in alternate years and the Office of University Assessment conducts the Survey of Alumni of Graduate Programs in alternate years. These university-wide assessments provide university- and program-level assessment information about graduate students. The Graduate Student Satisfaction Survey was conducted in spring 2002, and 908 graduate students participated in the survey; results were not available for inclusion in this report. The second Survey of Alumni of Graduate Programs will be conducted in spring 2003.

What's New in Assessment at OSU in 2001-2002:

- *Assessment Council Reviews of Outcomes Assessment Programs.* The Assessment Council reviews of outcomes assessment programs have resulted in greater communication and understanding of what outcomes assessment is about and what programs should be doing. Changes resulting from these reviews became very apparent in 2001-2002. This year, as a result of these reviews, three-quarters of all academic units revised their assessment plans or otherwise demonstrated greater commitment to outcomes assessment in their programs.

- *The Institutional Portfolio for General Education Assessment*. Institutional Portfolios are now the primary tool for evaluating student achievement of the learner goals for general education at OSU. This year, the portfolios moved from a 'pilot test' stage to full implementation. Separate portfolios are developed for each general education learner goal, and each portfolio includes students' work from throughout the curriculum. Groups of faculty members evaluate the work in each portfolio and assess student achievement of relative to the learner goal that is being assessed. The results provide a measure of student achievement of the expected learning outcomes for general education.

- *The General Education Course Database.* This course database is used by the General Education Advisory Council to evaluate content of general education courses. Although it does not directly assess student achievement, it is an important component of general education assessment. In spring 2001, the database was pilot tested during the review of courses with Analytical and Quantitative Thought (A) designations. The reviews continued in fall semester, focusing on the courses with Humanities (H) designations.

- *The Survey of Students with 100+ Credit Hours and No Degree.* This survey was a one-time study of students who were enrolled at OSU for several years but do not complete their degrees within six years. The purpose of the study was to determine what factors hinder students in the latter stages of college and may prevent them from completing bachelor's degrees within a six-year timeframe. The study included an extensive transcript analysis and a telephone survey. Results have stimulated discussion about policies and programs that could be modified to facilitate students' successful degree completion.

- *The New Student Survey.* The new student survey was a new assessment effort in 2001-2002 that was aimed at providing feedback from first year students about their OSU orientation experiences. The web-based survey provided student perceptions of four distinct orientation programs (Summer Enrollment Program, Camp Cowboy, Alpha Program, and Transfer Days), students' fall semester orientation courses, and general perceptions of first semester experiences and OSU services for new students.

- *OSU Survey of Alumni of Undergraduate Programs.* The Office of University Assessment coordinated the second university-wide survey of alumni of OSU undergraduate programs in 2001-2002. The survey provided data on careers, continued education, and satisfaction of alumni of OSU undergraduate programs who received their degrees in 1996 or 2000. A total of 1,544 telephone interviews were completed from a target population of 5,568 alumni, a response rate of 27.7%.

Additional information about these assessments is available from the OSU Assessment website:
www.okstate.edu/assess.

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 areas span multiple institutional levels - from university-wide assessments to assessments conducted by individual colleges, schools, academic programs, and student service areas. Formally initiated in 1992, OSU's assessment program has evolved into a matrix of assessment efforts that focus on improving students' educational experiences through a commitment to evaluating and continually improving student programs.

Assessment at OSU results from the coordinated efforts of many individuals. The Associate Vice President for Academic Affairs oversees OSU's assessment program and chairs the faculty Assessment Council, supervises the Office of University Assessment, and communicates assessment information to campus leaders. The faculty Assessment Council guides university-wide assessment efforts and monitors the use of student assessment fee money to support assessment initiatives at the university-level and within individual colleges and academic programs. The Office of University Assessment 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 works closely with the Office of University Assessment and administers entry-level assessment and provides data for all other assessment areas. The Division of Student Affairs collaborates on student surveys and coordinates assessments within student affairs units and service areas. The Admissions Office, University Testing Services, 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 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 outcomes assessment, an 'academic unit' may encompass an entire college or focus on an individual school, department, or degree program. Each academic unit has an outcomes assessment plan and submits annual assessment reports.

This ninth 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 OSU special assessment projects and new developments in assessment for 2001-2002.

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 Office of University Assessment, Institutional Research, Admissions, and University Testing Services jointly accomplish entry-level assessment at Oklahoma State University (OSU). Three methods assess student's 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 the 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

Table 1.1. Cut-scores for the COMPASS placement test.

Subject Area:	Compass Score	Course Placement
Mathematics	Algebra 0-35	Beginning Algebra
	Algebra 36-54	MATH 0123
	Algebra 55-100	MATH 1513, 1483, or 1493
English	English 0-55	ENGL 0123
	English 56-100	ENGL 1113
Reading (Sociology, History, Political Science, Psychology, Economics, and Philosophy)	Reading 0-70	CIED 0123
	Reading 71-100	No restrictions
Science (Biology, Chemistry, Geography, Geology, and Physics)	Reading 0-70 *or* Algebra 0-55	UNIV 0111
	Reading 71-100 *and* 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 are distributed to students by the Admissions Office. The reports are included in each student's file and are available when the student meets with their advisor for enrollment; hence, this assessment primarily occurs just prior to the spring and fall enrollment periods.

In 2001-2002, a total of 3,686 admitted and enrolled new freshmen and transfer students with fewer than 24 credit hours were assessed via entry-level placement analysis.

Students who were 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 twice free of charge at University Testing Services. 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 process also includes evaluation of educational readiness, educational goals, study skills, values, self-concept, and motivation, as per the State Regent's Assessment Policy. These important aspects of the entry-level are included in the assessment process when students meet with their advisors 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 'Academic Excellence Workshops' that provide 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. This is described in detail in the section on Special Assessment Projects.

3. What were the analyses and findings from the 2001-02 entry-level assessment?

In 2001-2002, Student Assessment Reports were produced for all admitted and enrolled new freshmen and new transfers with fewer than 24 credit hours (n= 3,686). 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 2001-2002.

Subject Area	# of Students with ACT subscores <19*	# of Students cleared for college-level coursework by ELPA
English	600	310
Mathematics	833	270
Reading	563	221
Science	596	107

*Some students had ACT subscores <19 in more than one subject area.

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 in 2001-2002.

Subject Area	# of Students who took a COMPASS placement test*	# of Students who passed COMPASS and were cleared for college-level coursework
English	236	178
Mathematics	256	18
Reading	279	249

*Some students took COMPASS tests in more than one area
*cut-scores are shown in Table 1.1.

After all entry-level assessments were completed, 615 enrolled new students (16.7% of the total number enrolled) were recommended to take at least one remedial course. This percentage is consistent with previous years; in 2000-2001, 17.0% of new students were recommended for at least one remedial course, in 1999-2000, 15.9% of new students were recommended for at least one remedial course, and in 1998-1999, 18.8% of new students were recommended for at least one remedial course.

Of the 3,686 enrolled new students in 2001-2002, 126 (3.4%) were recommended to enroll in remedial English classes; 548 (14.9%) in remedial math classes; 134 (3.6 %) in remedial science classes, and 122 (3.3%) in remedial reading classes. These findings are also similar to previous years.

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 University Academic Services. Results of this tracking are shared each semester with the Directors of Student Academic Services and the Instruction Council. The Office of University Assessment and Office of Institutional Research 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 2001-2002.

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 2001-2002.

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

New Student Survey. The 2002 OSU New Students Survey was conducted to obtain feedback from first-time freshmen and new transfer students about their orientation and first semester experiences at OSU. The survey focused on student perceptions of the helpfulness of orientation experiences such as Summer Enrollment Program, Camp Cowboy, the Alpha program, Transfer Days, fall semester orientation classes, and experiences with advisors. The survey was intended to provide feecback that could be used in developing orientation programs and services for new students.

Methods. The New Student Survey was conducted as both an internet-based survey and telephone survey during January and February 2002. The survey targeted traditional (<age 25) students who started in fall 2001 as new freshmen and new transfer students who enrolled for the first time at OSU during fall 2001 with less than 60 transferred credit hours. About half of the target population was contacted via telephone and about half were sent an email message asking them to participate in the survey on the internet. The phone surveys were administered through the OSU Bureau for Social Research. The Office of University Assessment and the Office of the Vice President for Student Affairs coordinated the survey and created the reports.

Response Rate. A total of 396 students responded to the survey; of these, 201 students completed the phone survey and 195 students completed the web-based survey. Out of the 396 respondents, 216 were new freshmen and 186 were new transfer students. The response rates for the web-based survey was 25.8% for new freshmen and 17.5% for new transfer students

Findings. Overall, the New Student Survey indicated that OSU new freshmen and transfer students were very satisfied with OSU orientation programs. New transfer students, in particular, expressed strong satisfaction with their experiences with Transfer Days and with their interactions with their OSU advisors. This feedback from transfer students was noteworthy because this was the first OSU survey that specifically targeted orientation experiences of transfer students.

The survey indicated that students vary greatly in perceived needs for orientation information. For every orientation program covered in the survey, some students stated that the program should be expanded to cover more information or activities while other students stated that the program was too long or redundant. In general, however, the vast majority of students (at least 90% in all cases) were enthusiastic about the Summer Enrollment Program, the ALPHA program, and Camp Cowboy and found these programs to be helpful and informative.

With regard to first semester experiences, 95% of new students and 92% of transfer students said they had experienced a sense of community at OSU, and 92% of students indicated that they were satisfied with their academic advising. Students indicated a variety of items they felt ‘least prepared for’ when they entered OSU, but the most common were challenging academic expectations, the size of classes, and the challenges of time management.

About two-thirds of new students indicated that they had given a lot of thought to their major and had a good understanding of their degree requirements. In general, transfer students were more likely than freshmen to indicate that they had carefully considered their major, were familiar with their degree requirements, and had met frequently with their advisor.

Results of the New Student Survey were shared with faculty and administrators involved in orientation programs. The results were used to make adjustments to orientation programs such as Alpha and Camp Cowboy. Facutly also shared the survey results with students in orientation courses and used the information to discuss common problems faced by new students and OSU services aimed at resolving some of those issues.

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. Results of the study help identify areas that may become problems for students during their first year. 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 the Vice President for Student Affairs administers the CIRP survey with financial support from the Office of University Assessment. Results of the survey conducted in fall 2000 were reported in the last OSU Annual Assessment Report. The survey will be conducted again in fall 2002.

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. Retention of freshmen to sophomores in CHES, and in all OSU colleges, is increasing.

Starting in fall 2002, the OSU Residential Life office also plans to use this survey as a retention management tool for a sample of students who live on campus. A small pilot test of this survey was conducted in fall 2001. In 2002, the survey will be administered to a sample of students from the College of Engineering, Architecture, and Technology and the College of Arts & Sciences who live in particular on-campus residence halls. The purpose of the survey is to identify students at-risk for dropping out of the University and help to refer those students to resources to better support them through their college experience.

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 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 New Student Survey and CIRP Freshman Survey in freshmen orientation courses as a means of stimulating discussion about student expectations about college and common problems that students face in their first semester. The *Freshman Success @ OSU* brochure incorporates information from these OSU surveys and is used as a tool to disseminate assessment information to OSU students.

- The *Freshmen in Transition* (FIT) program for College of Agricultural Sciences and Natural Resources students is in its third year and is aimed at developing a supportive academic community for new students (see Special Assessment Projects). This program resulted partly from prior assessments in the college such as the College Student Inventory.

- The College Student Survey will continue to be used by the College of Human Environmental Sciences to enhance one-on-one advisement of students and to develop courses, programs, and services for new students. In fall 2002, Residential Life also plans to use this survey with a sample of students from the College of Engineering, Architecture, and Technology and the College of Arts and Sciences.

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. General Education assessment 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 Task Group, the Assessment Council, and the General Education Advisory Council. General Education assessment is aimed at evaluating student achievement of the institution's general education program competencies that are described in the OSU catalog and in the *OSU General Education Courses Area Designations – Criteria and Goals* document.

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.

The OSU faculty General Education Assessment Task Force was formed in spring 2000 for the purpose of creating and implementing a plan to assess the effectiveness of the general education program. Over the past three years, the General Education Assessment Task Group has developed an innovate and holistic model for assessing OSU's general education program that includes:

- Institutional Portfolios that directly assess student achievement of the primary learner goals for general education (as described in the *OSU General Education Course Area Designations—Criteria and Goals*),
- University-wide surveys that indirectly assess student achievement of the learner goals for general education, including the National Survey of Student Engagement, the College Student Survey, and Alumni Surveys,
- A web-based General Education Course Database that is used to evaluate general education courses and course content.

Direct Assessment of Students' General Education Area Skills - Institutional Portfolios

Institutional Portfolios have been developed as the primary tool for evaluating students' general education knowledge and skills. Separate portfolios are developed to evaluate each general education learner goal, and each portfolio is comprised of students' work from course assignments throughout the curriculum. Faculty members work in groups to evaluate the work in each portfolio and assess student achievement of relative to the learner goal that is being assessed. The results provide a measure of how OSU students are doing in terms of achieving the expectations for student learning in the general education curriculum. Portfolios have been developed to assess students' written communication skills (two years of data collection) and math problem solving skills (one year of data collection), and the groundwork has been established for assessing science skills (starting in 2003). The Task Group plans to continue to develop institutional portfolios to assess all primary learner goals for general education as described in the *General Education Course Area Designations—Criteria and Goals.* Results of these assessments are shared with faculty and

administrators across campus, particularly the General Education Advisory Council that uses this information in reviewing and approving general education courses.

The institutional portfolio represents 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, transparent to students, and utilizes work that is already produced in general education courses and other courses throughout the curriculum.

Indirect Assessment of Students' General Education Area Skills - Surveys

In addition to the Institutional Portfolios, university-wide surveys such as the National Survey of Student Engagement and the College Student Survey provide secondary measures of students' general education knowledge and skills development that compliments the data collected via institutional portfolios. Results of these surveys are described in other sections of this annual report (Student and Alumni Satisfaction, p. 35, and Special Assessment Projects, p. 41).

Assessment of the General Education Curriculum – the General Education Course Database

Although it does not directly measure student achievement of general education learner goals, the General Education Course Database is an important component of OSU's General Education Assessment Program. The web-based database is a tool for evaluating course content and the extent to which courses in the general education curriculum are aligned with the criteria and goals for general education courses, and the General Education Advisory Council (GEAC) uses it for reviewing new and existing general education courses. For course reviews, instructors submit their course information to the database using a form available on the Internet. Instructors must describe how their course incorporates the expected criteria and goals for general education courses and how student achievement of general education learner goals is assessed within the course. Once submitted, this course information is available to GEAC members and outside audiences for review. The database is being developed during the current course review process. When completed, the database will be a useful tool for measuring the extent to which the curriculum covers each general education learner goal and also may be used to evaluate how frequently students are exposed to courses that target these goals.

The use of the General Education Course Database is described on the OSU General Education webpage at www.okstate.edu/acadaffr.

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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 A).

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 2001 – 2002, institutional portfolios were developed to evaluate student written communication skills and student math problem solving skills. The portfolios included student work from 187 OSU students from all classes (freshmen through seniors) and disciplines. Work from 111 students was contributed to the writing portfolio and work from 76 students was contributed to the math portfolio. The work included in the portfolios was randomly selected from assignments in 40 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. From each course assignment, five to ten artifacts of student work were randomly selected for the portfolio.

The development of institutional portfolios is transparent 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 prevents the use of the resulting data for tracking students into future semesters.

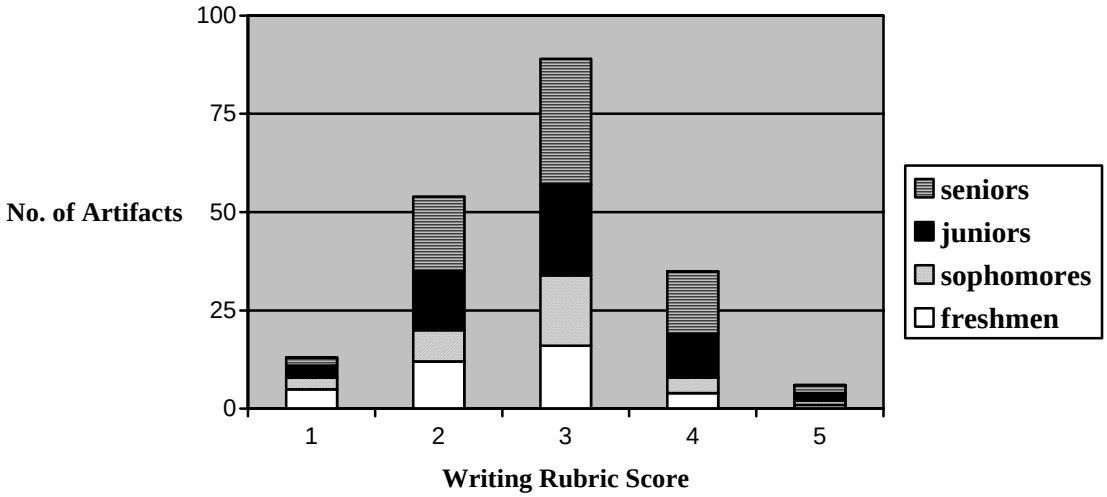
9. How was student progress tracked into future semesters and what were the findings?

OSU's General Education Assessment program is aimed at holistically evaluating student achievement of the expected learning outcomes for general education. The assessment methods, institutional portfolios and surveys, do not permit tracking students into future semesters.

10. What were the analyses and findings from the 2000-01 mid-level assessment?

Institutional portfolio – writing skills assessment:

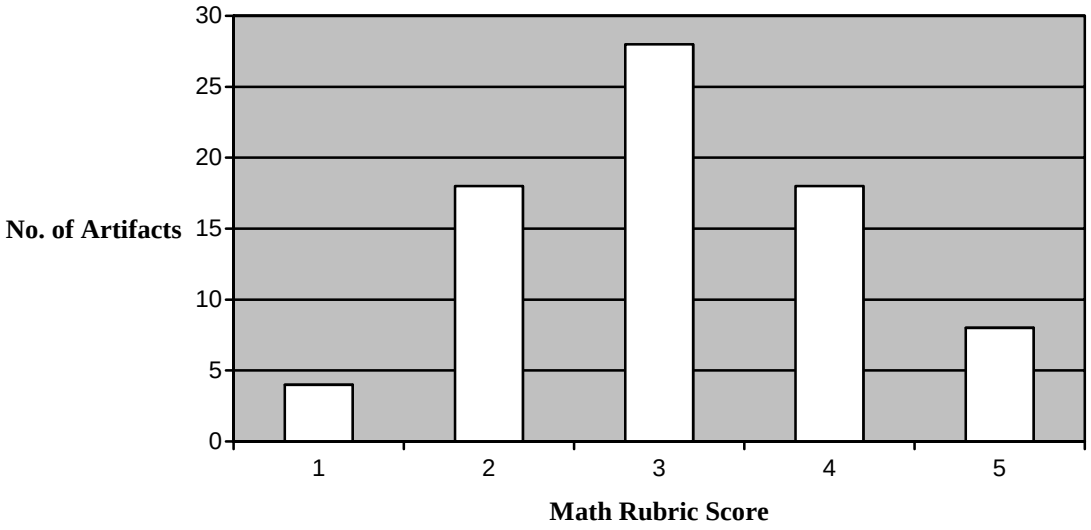
Results of this year's assessment of students' written communication skills builds on data collected in summer 2001 and reported in the 2001 OSU Annual Assessment Report. The analysis and findings from the 2001 institutional portfolio are described in detail in the General Education Assessment Task Force's annual report (Appendix A).



The distribution of writing assessment scores from the 2001 and 2002 institutional portfolios for writing assessment (total n=197). Each sample of student work is scored using a rubric with a 5-point scale. Although the sample size is still small, some patterns are emerging from the writing skills assessment data. The results suggest that seniors demonstrate stronger writing skills than first year students and that students' writing skills improve while at OSU. Over 70% of samples produced by seniors received a score of 3 or higher, and 55% of work produced by freshmen received scores of 3 or higher. When regularly admitted students are included (which excludes transfer students, international students, and students admitted to the institution under alternative admission policies), more than 85% of work produced by seniors received scores of 3 or higher. The data also suggests that students who start at OSU as freshmen demonstrate stronger writing skills than transfer students (Appendix A). Over 70% of work produced by students who start at OSU as freshmen received scores of 3 or higher, compared with 54% of work produced by transfer students.

Institutional portfolio – math skills assessment:

As with the writing assessment findings, results of this year's assessment of students' math skills are described in detail in the General Education Assessment Task Force's annual report (Appendix A). Because this was the first year of math skills assessment using the institutional portfolio, the sample size is small (n=76) and results can only be described as tentative.



Each sample of student work is scored using a Math Problem Solving Skills Rubric with a 5-point scale. At this time, the number of math artifacts is too small to make meaningful interpretations, but the results indicate that the institutional portfolio will provide useful information for evaluating student math problem solving skills.

It is important to note that the Institutional Portfolio for Math Skills Assessment primarily focuses on student work produced in introductory math courses. This differs from the writing portfolio that includes work from a broad range of lower- and upper-division courses. The task group attempted to use samples of student work from across the curriculum, particularly natural science, social science, and engineering courses, but the reviewers found that assessing math problem solving skills (as defined in the rubric) from student work produced in non-math or upper-division courses was difficult because (1) math skills were confounded by the student's knowledge and understanding of the primary subject matter for the course (particularly in science courses), (2) it was difficult to determine the extent that students were simply inserting values into an equation that was given to them, and (3) math skills demonstrated in some classes was beyond the expectations for general education math skills (e.g., ENSC 2113). Because only work from lower-division math courses, the results may not yield the same types of comparisons as the writing assessment portfolio will yield. For example, it may not be possible to compare math skills among students in different classes (e.g., freshmen vs. seniors) because the portfolio focuses on lower-division courses. The limited courses in the portfolio do not diminish its effectiveness as an assessment tool, but it will limit the scope of data interpretation to the math problem skills demonstrated primarily by students in lower-division, general education math courses.

11. What instructional changes occurred or are planned in the general education program due to mid-level 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, and they consider general education assessment information in their review and approval of general education courses and in developing the criteria for those courses.

The information on general education assessment is also shared more widely via a newly developed newsletter for faculty describing assessment of general education at OSU. The newsletter will assist in communicating information and results of general education assessment to a broader faculty audience.

The General Education Assessment Task Force plans to continue assessment of written communication skills and math skills in 2003, and to implement the assessment of science problem solving skills assessment. They also plan to develop and pilot test an institutional portfolio to assess students' problem solving or critical thinking skills. As the scope of general education assessment expands each year, the number of faculty involved in the assessment process is also expanding, resulting in a broader understanding of general education assessment among faculty.

Program 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 outcomes for their degree program(s) and how student achievement of those 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 given in Appendix D.

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 D). 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 every academic program uses multiple assessment methods and a majority of students within each program participate in outcomes assessment measures. The sum of all individuals who participated in all assessment methods is 17,040, but this total includes multiple counts of the same students (because students participate in multiple assessment methods) and also may include non-students (because, the 'number of individuals assessed' in an alumni survey or employer survey will reflect alumni or employers, respectively).

Academic units use a variety of methods to assess student-learning outcomes. The most commonly reported assessment methods in 2001-2002 were:

- Capstone course projects, papers, presentations evaluated by faculty
- Senior projects & presentations
- Course-embedded assessments & Classroom Assessment Techniques (CATs)
- 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
- Professional jurors or evaluators to evaluate projects, portfolios, exhibits, or performances
- Student competitions - intercollegiate
- Surveys - alumni
- Surveys - employers / recruiters
- Surveys – students, esp. seniors
- Surveys – faculty
- Tracking enrollment data, student academic performance (GPA in particular courses), degree completion rates
- Tracking time to degree completion
- Alumni employment tracking

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 2001-2002-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 D).

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 D). The uses of assessment results are unique to each program but can be generally categorized as sharing assessment information with faculty members, discussing and developing appropriate curriculum changes that are indicated by assessment findings, and using assessment results to justify curriculum changes have recently been implemented.

The most commonly cited uses of assessment results in 2001-2002 were:

- Changes in course content
- Addition / deletion of courses
- Changes in course sequences
- Changes in degree requirements or degree sheet options
- Development of tutorial and academic services for students
- Justification of past curriculum changes and to show program improvement resulting from those changes
- To further refine the assessment methods or to implement new assessment methods
- Changes in advising processes
- To 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 program-based websites to provide students with academic and program information

Table 12.1. Assessment methods and numbers of individuals assessed for each college, department, and degree program at OSU, including graduate degrees, reported for 2001-2002. Details assessment methods and individuals assessed are described in the individual assessment reports provided in this report.

College of Agricultural Sciences and Natural Resources

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
Ag Education, Communication, and 4-H Youth Development		
B.S., Ag Communication option	• Intern Performance - evaluations by intern supervisors • Capstone course w/ senior project • National competition (National ACT Critique & Contest) • Alumni Survey (Alumni of Undergraduate Programs)	• 54 • 25 • 31 • 24
B.S., Ag Education, Professional Service option	• Internships - evaluations by visiting faculty and student reports, presentations, surveys • Portfolio Submission • Senior exit interviews	• 18 • 60 • 17
B.S., Ag Education, Teaching option	• Portfolios - traditional • Portfolios – digital • Results from State Licensure exams – OSAT test & OK General Education Test • Results from State Licensure exams - OPTE test • Admission to Professional Schools • Internship, site visits and follow up Oklahoma Resident Teacher Program	• 112 • 38 • 148 • Data not available • 46 • 98
Agricultural Economics		
B.S., M.S., PhD.	• Alumni Survey (Alumni of Undergraduate Programs) • Exit interviews • Team Competition at National meeting	• 68 • 73 • 8
Animal Science		
B.S.	• Capstone course assignments used to evaluate communication skills (papers and oral presentations) • Student satisfaction survey in capstone course • Intercollegiate academic competition - Animal Science Quadrathlon • Intercollegiate Judging Teams • Certification Exams (American Registry of Professional Animal Scientists)	• Approx. 150
M.S., PhD.	• Thesis or dissertation with defense • Final exam seminar and thesis defense • Comprehensive exams (PhD) • Certification Exams (American Registry of Professional Animal Scientists)	• 2 (M.Agr) • 16 (MS) • 1 (PhD)

Biochemistry & Molecular Biology		
B.S.	• Standardized exams - American Chemical Society exam in Biochemistry	• 22 (BS)
	• Student exit interviews	• 14 (BS)
	• Grades in key courses	• 39
	• Enrollment and graduation statistics	• 250
M.S., PhD.	• Student degree completion tracking	• 369 (MS, PhD)
	• Statistics	• 24
	• Publications	• 8
	• Outside Evaluator	• 304
	• Publications	• 3
Biosystems and Agricultural Engineering		
B.S.	• Exit interview	• 3
	• Fundamentals of Engineering Examination (national)	• 23
	• Senior design experience	• 7
	• Alumni survey of graduate programs	• 17
Entomology and Plant Pathology		
B.S., M.S., PhD.	• Exit interviews - written and oral	• 8
	• Alumni Survey (Alumni of Undergraduate Programs)	• 5
Environmental Science		
B.S.	• Exit interviews	• 11
	• Student tracking - academic performance and degree completion	
	• Capstone course w/ student projects evaluated by clients	
	• Alumni Survey (Alumni of Undergraduate Programs)	• 11
Forestry		
B.S., M.S.	• Exit interviews	• 4
	• Capstone course – student performance, faculty questionnaires, student questionnaires,	• 12
	• Post-summer camp retention and graduation rates	• all
	• Alumni survey (Alumni of Undergraduate Programs)	• 11
	• Graduate Student Satisfaction Survey (1994-1998)	• 80
Horticulture and Landscape Architecture		
B.S., Horticulture options	• Tracking student graduation rates and academic performance	• 24
	• Intercollegiate competitions (Horticulture Judging Contest)	• 7
	• Exit interviews	• 5
	• Internships – student and employer evaluations	• 25

B.S., Landscape Architecture (LA) and Landscape Contracting (LC) options	• Tracking student enrollment, graduation rates, and employment status • Records of visiting lecturers / critics • Professional jurors – evaluation of student projects • Records of student portfolio reviews • Capstone course evaluation • Exit interviews • Design Competition • Internships • Portfolios – digital • Study abroad survey • Student Career Days	• 137 LA, LC • 90 LA • 105 LA, LC • 13 LA • 13 LA • 17 LA, LC • 25 LA • 14 LA, LC • 21 LA • 15 LA • 7 LC
M.Ag., M.S. (Hort and Hort-related degrees)	• Exams – preliminary, qualifying, and final • Thesis, formal reports, informal reports, or creative component • Publications in print • Professional presentations • Exit interviews • Student awards, scholarships, honorary societies • Scholarships, Honorary Societies and Web page development	• 1 to 13 (depending on the method)
Plant and Soil Sciences		
B.S.	• Entry level placement tracking for all graduates • Tracking participation, leadership, and awards in student organizations • Intercollegiate competitions regional and national • Tracking student progress through the degree program	• 12 graduating seniors • 75 undergraduates

College of Arts and Sciences

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
Art Department		
B.A., Art History	• OK Conference of Art Historians	• 2
B.A., B.F.A., Studio Art	• Portfolio Review by outside evaluator	• 0
B.F.A., Graphic Design	• Portfolio Review by outside evaluator	• 16

Botany Department		
B.S. Botany B.S. Biology	• Indirect, Focus groups, tracking grades and employment, student satisfaction • Alumni surveys	• 20 • 70
M.S. Botany Ph.D. Plant Science-Botany	• Direct, Seminar • Indirect, Alumni surveys, Employment tracking, Focus groups, Scholarly work	• 6 • 125
Chemistry Department		
B.S. M.S., PhD.	• Alumni survey • Exit interviews • Graduate student research symposia • Input from Colleges served by the Department • Research reports from capstone course (BS only)	• 9 BS • 5 MS • 7 PhD
Communication Sciences and Disorders Department		
B.S. in CSD	• Capstone course performance; course evaluations • Alumni surveys • Senior surveys	• 9-35 depending on method
M.S. in CSD	• Student representation on curriculum & clinic committees • Exit written and oral interviews • Evaluation of students in internship placements • National certification examination • Alumni and employer surveys • Employment tracking • Professional society surveys	• 7-19 depending on method
Computer Science Department		
B.S., M.S., PhD	• Alumni surveys	• 11 B.S. • 9 M.S. • 2 B.S. & M.S. • 1 PhD
English Department		
B.S.	• Exit interviews • Alumni Survey • Evaluation of writing samples of graduating seniors by external evaluators	• 36 • 16 • 20

Geography Department		
B.A. or B.S.	• Written exit exam • Written exit interview • Oral exit interview	• 10
M.S.	• Exit interview • Faculty review • Annual personal update/alumni feedback • Oral Proposal and Final Defenses • Theses/Creative components completed • 2001 Survey of Alumni of Graduate Programs	• 7 • 34 • 34 (in process) • 10 • 7 • 4
School of Geology		
B.S. and M.S.	• Capstone course performance • ACAT Achievement Test • Exit Survey • Graduation and Retention Rates • Job Placement Survey • 2001 Survey of Alumni of Graduate Programs • Thesis Defense	• 11 B.S • 6 B.S. • 1 & 1 B.S. M.S. • 56 B.S. 44 M.S. • 56 B.S. 44 M.S. • 14 M.S. • 9 M.S.
History Department		
B.A., History	• Performance of majors in required survey courses • Analysis of upper-division history electives taken • Evaluation of performance in capstone courses, including review of student portfolios	• 101
School of Journalism & Broadcasting		
B.A., B.S. Journalism / Broadcasting	• Course Evaluations – Stillwater • Course Evaluations – Tulsa • Freshman/Sophomore Language Exam • Junior/Senior Language Exam • Terminal Course Performance • Internship Evaluations • Accreditation Review Follow-up • Honors Program • Exit Tracking Report	• 1,748 • 154 • 200 • 43 • 155 • 80 • Entire Program • 5 • 80

M.S. Mass Communication	• Course Evaluations – Stillwater	• 30
	• Course Evaluations – Tulsa	• 14
	• Focus Group – Stillwater	• 8
	• Focus Group – Tulsa	• 5
	• Comprehensive Exams – Stillwater	• 7
	• Comprehensive Exams – Tulsa	• 1
	• Creative Component – Stillwater	• 1
	• 36 Hour-Thesis/Creative Project Option – Stillwater	• 1
	• Thesis/Dissertation -Stillwater	• 4
	• Thesis/Dissertation - Tulsa	• 1
Mathematics Department		
B.S., Math	• Exit Survey	• 3
	• Grades in core courses	• 16
M.S. and Ph.D.	• Comprehensive exams	• 3 M.S.
	• Comprehensive exams	• 3 Ph.D.
Music Department		
B.A.Music in Education, Performance, and Business	• Student teaching evaluations	• 16
	• Oklahoma Subject Area Test	• 16
	• Oklahoma Professional Teaching Exam	• 10
	• Senior Recitals	• 29
	• Vocal juried auditions	• 77
	• Instrumental juried auditions	• 93
	• Keyboard juried auditions (majors)	• 28
	• National Association of Teachers of Singing – District Auditions	• 8
	• Music Department Exit Survey	• 12
Physics Department		
B.S., M.S., PhD	• Exit interviews, course evaluations, alumni survey informal	• 1 B.S., 2 M.S., 4 PhD.
		•
Psychology Department		
B.A. and B.S., Psychology	• GRE comparison	• 6
Sociology Department		
B.S., Sociology	• Exit Interview	• 10
	• ETS Major Field exam	• 3
MA	• Internship	• 55
	• Thesis	• 1
PhD	• Prelims	• 6
	• Comprehensive Exams	• 5
	• Dissertations	• 1

Statistics Department		
B.S.	• Interviews	• 30
M.S.	• Comprehensive and Oral exams	• 8
PhD	• Comprehensive and Oral exams	• 4
Theatre Department		
B.A. Theatre,	• Semester performance juries and portfolio	• 48
M.A. Speech	• Internship and graduate school placement	• 18
(Theatre)	• Graduate student satisfaction survey (OSU)	• 7
Zoology Department		
B.S., Zoology,	• Survey of Student Engagement selected sections of survey	• 106 (76% seniors)
Biology,	• Performance of department in meeting general objectives of degree programs survey	• 106 (76% seniors)
Wildlife, and Physiology	• Exit Interviews	• 10 (100% seniors)
M.S., PhD.	• Exit interviews	• 7

College of Business Administration

Academic Unit / Degree Program Assessed	Assessment Methods	Number of Individuals Assessed
College-Wide Assessments		
Undergraduate students (B.S., Finance, Management, Marketing, Accounting, Economics, MIS, and Double Majors	• Satisfaction surveys (EBI)	• 250
Graduate students (MS Accounting, MS Economics, MS MSIS, MSTM)	• Satisfaction surveys	• 109
Graduate students (MBA)	• Satisfaction surveys (EBI)	• N/A
Doctoral students (PhD., Marketing, Management, Finance, Accounting, Economics)	• Satisfaction survey	• 38
Doctoral Students (All)	• Group Meeting	• 28
Alumni Survey	• Alumni Survey	• 327

College of Education

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
School of Applied Health and Educational Psychology		
Counseling Psychology	• Calculation of rates of program completion	• 10
	• Calculation of student grades received in class	• 47
	• Satisfactory evaluations in practica and internship	• 37
	• Calculate number/percentages of successful dissertation completion	• 10
	• Annual student evaluations	• 37
	• Accreditation of program by American Psychological Association (APA)	• 65
Community Counseling, MS	• Review evaluation data from faculty and site supervisors in practica and internship	• 40 approx.
	• Survey students' opinions of curricular/program experiences, using mail and email surveys	• unkown
	• Calculate rates of program completion	• 20
	• Calculate student grades received in classes	• 74
	• Calculate number of successful thesis/creative component completions	• 20
School Psychology, PhD and EdS	• Annual Program Faculty Evaluation, Plan of Study progress, time to degree, Student self-evaluation, Advisor evaluation	• 18 Ph.D. 5 Ed.S.
	• Portfolio Assessment	• 16 Ph.D., 5 Ed.S
	• Comprehensive Exam	• 2 Ph.D.
	• Grades in program course work	• 16 Ph.D., 5 Ed.S.
	• Practicum Logs, Practicum Evaluation Forms	• 5 Ph.D., 2 Ed.S
	• Progress toward internship	• 3 Ph.D., 2. Ed.S
	• Internship Logs and Evaluation Forms	• 2 Ph.D., 1 Ed.S
	• Professional organization memberships	• 18 Ph.D, 5 Ed.S
	• Licensure, certification progress	• 2 Ph.D, 5 Ed.S
	• Dissertation Progress	• 18 Ph.D.
	• Research Team Advisor Evaluation	• 14 Ph.D., 5 Ed.S.
	• Research presentations and publications	• 18 Ph.D.
	• Teaching Assistantship evaluations	• 10 Ph.D. 2. Ed.S
	• Graduate Assistant Evaluation	• 14 Ph.D., 5 Ed.S.
	• Progress toward Postdoctoral experience/Employment	• 2 Ph.D., 1 Ed.S.

Educational Psychology	• Faculty evaluation and approval of competency domain portfolios (at end of program in lieu of comprehensive examinations)	• 2
	• Faculty evaluation and approval of comprehensive examination	• 1
	• Feedback from students of domain tasks as the tasks are approved by faculty	• 2
	• Exit interviews by the school head or area coordinator	• 2
Athletic Training	• Attrition Table	• 61
	• Graduation rates	• 12
	• National Certification Exam	• 12
	• Alumni Survey	• 9
Health Promotion	• Number of students graduating	• 27
	• Internship exit interviews	• 27
	• Completion of Internships	• 27
	• Certification Exams	• 5
	• Curriculum alignment	• 5
Health, Leisure & Human Performance	• Admissions to Program	• 8
	• Entrance data analysis	• 31
Leisure Studies	• Number of students graduated	• 26, 10 Leisure Services Mgmt. 16 in Therapeutic
	• Number of students placed in the field	
	• Number of students who passed national certification exams	• 3 M.S.
	• Comparison of certification exam scores with regional and national data	• 2 Ed.S.
	• Accreditation Review	
	• Departmental goals and objectives	
Physical Education	• Portfolio Submission I	• 18
	• Portfolio Submission II	• 24
	• Portfolio Submission III	• 24
	• Professional Exams	• 28
	• Physical Education Exit Interviews	• 23
	• NASPE/NCATE Program assessment every 5 years	• 100 approx.
	College of Education Assessment of Portfolio	• 23

School of Educational Studies

Aviation and Space, B.S, M.S., and PhD.	• The COE Office of Student Services along with the other COE undergraduate programs assess the B.S.	• N/A B.S.
	• The M.S. is assessed by the faculty reviewing the creative component.	• 12 M.S.
	• The Ed.D is assessed by looking at comprehensive examinations and reviewing the responses of the students. Each student is given eight questions to answer over a two day period.	• 4 Ed.D.

Human Resources and Adult Education M.S., Ed.D.	• Survey alumni and current students • Review Plans of study • Contact students to learn about their accomplishments	• 41 • 20 • 90
Research, Evaluation, Measurement, and Statistics	• Graduate students currently pursuing a degree with an option in REMS were surveyed using the Oklahoma State University Research, Evaluation, Measurement, and Statistics Survey	• 2 M.S. • 6 Ph.D.
Counseling & Student Personnel	• This year assessment of the program has not been formal. There have been two primary sources of information, individual interactions with students and a group feedback session that was part of a class (it functioned like a focus group)	• 7 group • 20 individually
Educational Leadership	• Alumni surveys were mailed to 2001 graduates. Phone interviews were also conducted. Surveys were mailed to 22 graduates with a total of 9 respondents	• 9

School of Teaching & Curriculum Leadership

Bachelor of Science in: Elementary Education, Secondary Education, Technical and Industrial Education	• Performance on certification examinations for Oklahoma educators • Performance on professional education portfolios that demonstrate the achievement of goals and competencies for beginning teachers Submission II & III • Student Assessment of professional education preparation • Performance of student teachers by cooperating teachers and university supervisors • Performance during first year of teaching (residency year) • Survey of principals who recently hired program graduates	• 325 OSAT • 603 OGET • 201 OPTE • 54 Elementary • 69 Secondary • 73 • 74 Elementary level • 37-48 Secondary level • 294 • 7
Master of Science in Teaching, Learning, and Leadership	• Performance on advanced level, state certification examinations for Oklahoma educators • Performance on comprehensive examinations • Student assessment of graduate program preparation • Performance on theses or creative component projects • Performance on qualifying examinations • Student assessment of graduate program preparation	• 8 Reading Specialist • 22 Special Education • 71 • 42 • 46 • 21 • 7
Doctor of Philosophy in Education (Ed.D.).	• Dissertations completed	• 9

College of Engineering, Architecture, and Technology

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
School of Architecture		
B.S.	• Survey of professionals who served on capstone course juries	• 42
	• Exit interviews	• 30
	• Portfolios of cumulative student work	• 9
M.S Arch, M.S. Arch Eng	• Exit interviews	• 1
School of Chemical Engineering		
B.S.	• Fundamentals of Engineering Exam	• 68
	• Senior Survey in fall semester	• 35
	• Exit interviews fall and spring	• 38
	• End of course survey – student response to objectives	• 7x35
	• End of course evaluation by the faculty	• 7x35
	• Course evaluations	• 10x40
	• Feedback by Celanese visitors on student design problem	• 1x35
	• External academic contests	• 3
	• Student activity in School's activities	• 100
	• AIChE National Data	• unknown
	• Alumni feedback	• 25
	• Industrial feedback (IAC and recruiters)	• 20
	• OSU Alumni Survey	• 28
School of Civil and Environmental Engineering		
B.S.	• Exit Interviews	• 34
	• FE exam	• 30
	• Board of Visitors	• 10
	• Student Advisory Committee	• 8
	• Faculty and Professional Evaluations	• 34
M.S., Civil Eng	• Exit Interviews	• 11
	• Theses/Reports Defense	• 11
	• OUA Graduate Program Alumni Survey	• 13
	• Board of Visitors	• 10
M.S., Env Eng	• Exit Interviews	• 4
	• Theses/Report Defense	• 4
	• OUA Graduate Program Alumni Survey	• 13
	• Board of Visitors	• 10

PhD	• Exit Interviews	• 2
	• Theses/Report Defense	• 2
School of Electrical & Computer Engineering		
B.S. Electrical Eng.	• Exit Survey	• 20
	• FE exams	• 15
	• Capstone Design Project	• 45
	• Course Evaluations	• 160
B.S. Electrical Eng. Computer option	• Exit Survey	• 20
	• FE exams	• 15
	• Capstone Design Project	• 20
	• Course Evaluations	• 115
M.S. Electrical Eng.	• Committee review	• 150
	• Thesis Defense	• 11
Ph.D. Electrical Eng.	• Committee review	• 30
	• Qualifying Exams	• 10
	• Thesis Defense	• 2
School of Industrial Engineering and Management		
B.S.	• Industrial Advisory Council	• 12
	• Fundamentals Examination (national in scope)	• 9
	• Undergraduate student focus group	• 6
	• Senior Exit Survey/Interview	• 32
	• Capstone Projects (with outside clients)	• 39
	• Alumni Survey (former undergraduates)	• 14
	• Class grades	• All
	• Course evaluations	• All
M.S., M.I.E., M.M.S.E., and PhD	• Industrial Advisory Council	• 12
	• Graduate Student Focus Group	• 6
	• Graduate TA/RA performance evaluations	• 30
	• Thesis and dissertation proposals	• All
	• Thesis and dissertation defenses	• All
	• Class grades	• All
	• Course evaluations	• All

Construction Management Technology		
B.S.	• Exit Surveys	• 35
	• Course evaluations	• 678
	• Employer reviews of student performance in internships	• 40
	• AIC Graduate Placement Surveys	• 33
	• National CQE Level I	• 37
	• Regional ASC student competitions	• 18
	• Alumni Telephone Survey by OUA (results not available)	
Electrical Engineering Technology		
B.S., Engineering Technology & Electronics or Computer	• Capstone Senior Project	• 18
	• Examinations	• All
	• Intercollegiate competition	• 4
	• Embedded assessment	• 60
	• Alumni Survey	• 700
	• Industrial Advisory Council Review	• 6
Fire Protection and Safety Technology		
B.S. FPST	• Exit Interviews	• 21
	• Alumni Questionnaire	• 58
	• National Exams	• 3
	• Continual feed back from the alumni listserv	• N/A
Mechanical Engineering Technology		
B.S., MET	• Fluid Power Society	• 27
	• Capstone Design Course	• 42
	• Embedded Assessment	• 260
	• Industrial Advisory Council Review	• 5
	• Alumni Survey (OSU/OUA)	• N/A at this time
	• Mini Baja Competition Car	• 8

College of Human Environmental Sciences

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
College-Wide Assessments		
Entering Undergraduates	• College Student Inventory (CSI) • Critical Thinking Disposition Inventory (CTDI)	• 289 • 208
Midlevel Undergraduates	• Critical Thinking Disposition Inventory (CTDI) • Critical Thinking Skills Test (CTST)	• 328 • 328
Support for curriculum revision	• HES Prospective Employer Survey	• 73
Seniors AY 2001-2002	• Senior Surveys	• 182
HES Juniors / Seniors	• Electronic Portfolio Development Pilot Project	• 25
Design, Housing, & Merchandising (DHM)		
B.S.	• Academic and Design Portfolios • Internship employer survey • Senior Survey • Embedded Course Projects	• 70 • 75 • 53 • 413
M.S., PhD.	• Embedded Course Projects	• 166 M • 65 AD&P • 182 ID • 32 graduate
Family Relations & Child Development (FRCD)		
B.S.	• Senior Survey	• 78
Hotel & Restaurant Administration		
B.S.	• Senior Survey • Capstone Course Embedded Assessment (Hospitality Business Skills Fall 2001	• 23 • 18
MS & PhD	• Capstone Course Embedded Assessment (Hospitality Business Skills, Spring 2002	• 34

Nutritional Sciences		
B.S.	• Undergraduate Alumni of Dietetics Program pass rate on national Registration Exam	• 20
	• Alumni of Dietetics Internship Program – pass rate on national Registration Exam	• 21
	• Senior Exit Survey – spring 2002	• 30
M.S., PhD.	• Graduate School Alumni phone survey – spring 2001	• 8 MS • 9 PhD.
	• Dietetics Internship Alumni 1996-1999 & First Time Employer	• 43

Student and Alumni Satisfaction Assessment

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 satisfaction assessment is conducted to evaluate student and alumni perceptions of academic and campus programs and services, and the results are used in developing and improving academic programs and student services. These assessment results are also incorporated into program outcomes assessment because surveys used for assessing satisfaction are also focused on assessing student achievement of program outcomes. The following methods are used routinely at OSU to evaluate student and alumni satisfaction:

2002 Survey of Alumni of Undergraduate Programs

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 coordinates the alumni surveys. The survey itself is conducted as telephone interviews by the OSU Bureau for Social Research. 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 its impact on their career and personal development.

The 2002 Survey of Alumni of Undergraduate Programs targeted 5,569 undergraduate program alumni who received their baccalaureate degrees in 1996 or 2000 (i.e., alumni at one- and five-years post-graduation). The target population included all alumni the academic programs that elected to participate in the survey and represented about 95% of baccalaureate degree recipients in those two calendar years. A total of 1,544 alumni completed the survey.

The National Survey of Student Engagement (NSSE)

The NSSE is designed to obtain information about student participation in programs and activities that institutions provide for their learning and personal development, and results provide an estimate of how undergraduates spend their time and what they gain from attending college. The NSSE allows comparison between OSU and peer institutions in areas of academic challenge, student involvement in active and collaborative learning, student interaction with faculty, educational experiences, and campus environment. NSSE also includes items related to student satisfaction, and those results are described in this section of the report. OSU participates in the NSSE in alternate years. This survey was administered to a random sample of 3,000 OSU freshmen and seniors in spring 2002. Out of this target population, 622 OSU students completed the survey.

2001 College Student Survey

The College Student Survey is a follow-up survey that compliments the CIRP Freshman Survey and is conducted in alternate years at OSU. The survey compares freshmen and senior responses to items and indicates how students' actual college experiences were different from their expectations as freshmen, and how they changed during their years at OSU. Like the NSSE, the College Student Survey also includes information on student satisfaction, and these results are presented in this section of the report. In Spring 2001, 319 OSU seniors completed the College Student Survey; these students had participated in the CIRP Freshman Survey in 1996 or 1997

Noel-Levitz Student Satisfaction Inventory (Tulsa campus)

The Noel-Levitz, Inc. Student Satisfaction Inventory (SSI) is administered each year on the Tulsa campus to evaluate student satisfaction programs and services on the Tulsa campus. Because of the rapid growth of enrollment on the Tulsa campus, this survey provides an effective means for monitoring student perceptions of programs and services and incorporating student feedback into the development of student programs and services on that campus. The Student Satisfaction Inventory measures student satisfaction using twelve composite scales that measure Academic Advising Effectiveness, Campus Climate, Campus Life, Campus Support Services, Concern for the Individual, Instructional Effectiveness, Recruitment and Financial Aid Effectiveness, Registration Effectiveness, Responsiveness to Diverse Population, Safety and Security, Service Excellence, and Student Centeredness. The results provide comparison information with other institutions and allow year-to-year comparisons within the institution.

The Student Satisfaction Inventory was administered on the Tulsa campus in spring 2002. Faculty encouraged their students to complete the survey either in class or out of class. The survey was coordinated by the Tulsa campus faculty support services. A total of 427 students participated in this survey, out of a target population of 1,797 students enrolled in classes on the Tulsa campus in spring 2002.

16. What were the analyses and findings from the 2001-2002 student satisfaction assessment?

The 2002 Survey of Alumni of Undergraduate Programs

Response Rate. Out of the initial target population of 5,568 undergraduate program alumni, 1,544 telephone interviews were completed, resulting in a response rate of 27.7%. When adjusted for alumni for whom a telephone number could not be determined and alumni who could not be reached in the U.S., the response rate to the survey was 45.7%.

Residency. An estimated 66.2% of the alumni who participated in the survey were living in Oklahoma, and 33.8% were contacted out-of-state. Because the survey did not attempt to reach alumni who were not in the U.S., the number of alumni who no longer live in Oklahoma may be underestimated.

Employment. Over 85% of alumni reported that they were employed. Most alumni reported working for large corporations (35.9%) or small corporations or business (26.9%). Over 9% were employed by government agencies, and educational institutions employed 19.0%. Alumni most frequently reported that their annual salary was in the range of $26,000-35,000 per year (28.0%). Eighty-seven percent of employed alumni reported that their OSU education had prepared them very well or adequately for their current position.

Continuing Education. Almost 30% of alumni had completed or were currently enrolled in graduate programs or professional schools. About 53% of these were enrolled or had attended OSU graduate programs. Over 73% percent were pursuing or had completed master's or doctoral degrees, 7.0% were pursuing or had completed law degrees, and 3.9% were pursuing or had completed medical degrees, 9.8% were pursuing or had completed business degrees, and 5.)% were attending or had attended schools of veterinary medicine. Almost ninety-two percent of alumni went on to graduate or professional school stated that their OSU education had prepared them very well or adequately for their continued education.

Overall Satisfaction. Over 95% of alumni reported that they were satisfied with their overall educational experience at OSU; ninety-seven percent stated that they were satisfied with the quality of education in their major field of study, and eighty-four percent reported that they were satisfied with the academic advising they received in their major.

Highlights from the 2002 Alumni Survey are also shown in Appendix B.

The National Survey of Student Engagement (NSSE)

Results of the spring 2002 administration of the NSSE were not available for inclusion in this report; these results will be presented in the 2002-2003 annual assessment report.

2001 College Student Survey

Results from the Spring 2001 administration of the CSS were summarized in a report from the Office of Student Affairs. This report is given in Appendix C.

Noel-Levitz Student Satisfaction Survey (OSU-Tulsa campus)

Students at OSU-Tulsa reported higher degrees of satisfaction with Safety and Security, Registration Effectiveness, Concern for the Individual, Campus Climate, Student Centeredness, Service Excellence, Recruitment and Financial Aid, and Responsiveness to Diverse Populations when compared to peer institutions. As in the 2001 survey, students reported a lower degree of satisfaction with Campus Life at OSU – Tulsa when compared to peer institutions. There was no significant difference in satisfaction between OSU –Tulsa and peer institutions in the areas of Academic Advising and Instructional Effectiveness.

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

The 2002 Survey of Alumni of Undergraduate Programs

Results of the undergraduate 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 effecting 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.

This year, special alumni survey reports that summarized alumni employment information were provided to High School and College Relations and to OSU Career Services so that employment information, reported in aggregate, could be shared with students and prospective students. This information has been very useful for academic advisors, career counselors, and college - high school liaisons who discuss OSU majors and related career opportunities.

2001 College Student Survey

Results of this survey are shared with leaders in Student Affairs and Academic Affairs and with faculty advisors in each undergraduate college. The results of this survey are used with the NSSE results to stimulate discussion about the development of student services and programs at OSU.

Noel-Levitz Student Satisfaction Survey (OSU-Tulsa campus)

Results of the SSI were distributed to the executive group for the Tulsa campus, which includes the chief officers for Academic Affairs, Student Affairs, and Operations as well as the President of OSU-Tulsa. The areas where students expressed some dissatisfaction was in campus support services and campus life. The support services dissatisfaction was the result of student dissatisfaction with tutoring services available to students. To address this, Prospective Student Services was reorganized into Minority Recruiting, Prospective Student Services and Career Services, each with a director to oversee operations. There is now a director overseeing counseling, tutoring and disability services. Continued use of the SSI will allow administrators to evaluate whether this change helps students

Campus Life dissatisfactions were centered around intramural/intercollegiate activities, weekend activities and campus organizations. OSU-Tulsa has coordinated efforts with TCC to provide students with intramural opportunities and signs are posted in the lobbies of both classroom buildings notifying students of these opportunities. It will be hard for OSU-Tulsa to increase the amount of weekend activities available to students due to our student population, although they do host several "free" events - Unseen Cinema and recently released movies. OSU-Tulsa hosts several events for students such as the Garlic Festival and Race for the Cure. Campus organizations have decreased on the Tulsa campus, and this issue is being addressed by the Office of Student Affairs for OSU-Tulsa.

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 2001-2002 graduate student assessment?

[see below]

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

[see below]

Responses to questions #18 – 20

Graduate student assessment is considered to be part of **Program 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 Outcomes Assessment section (Appendix B). Therefore, the responses to Questions 18 through 20 are incorporated into each academic units' Program Outcomes Assessment Report.

Graduate Student Satisfaction Survey

In addition to graduate student assessment that is conducted in individual academic units, the Graduate College also conducts the Graduate Student Satisfaction Survey in alternate years to assess graduate students' satisfaction with their academic program, overall experience at OSU, Graduate College services, and other campus services. The survey is intended to provide information to identify areas for improvement and gauge success of services provided by the Graduate College. The survey is administered as an internet-based survey and targets all currently enrolled graduate students.

The Graduate Student Satisfaction Survey was administered in spring semester 2002, and 908 graduate students participated in the survey, representing a 25% survey response rate. Results of this survey will be presented in the 2002-2003 annual assessment report.

Special Assessment Projects

The Office of University Assessment conducts and provides financial support for special assessment projects aimed at evaluating the effectiveness of academic or student programs, results of strategies developed to improve student learning, or factors that contribute to the educational impact of the university experience on students. Special projects that are conducted within a single academic discipline are reported in the program's Outcomes Assessment Report. Special projects that are conducted at the college-, university-, or other program levels are described here.

Survey of Students with 100+ Hours and No Degree

This study was initiated in response to President Halligan's goal of increasing the OSU graduation rate from it's current rates of 50-to-55% to a new target of 60%. The purpose of the study was to determine the problems that are encountered by students in the latter stages of college that may prevent them from completing bachelor's degrees within the six-year timeframe allowed for federal and state reporting. The study included an extensive transcript analysis and a telephone survey. Results of the study show that there is a large gap between attempted and earned hours for non-degree completers, and that these students frequently encounter academic difficulty. The phone survey showed that these students meet frequently with their advisors but struggle with time management issues and personal and work obligations. The results of the study were shared with Assessment Council, Instruction Council, and Dean's Council, and several college-level and institution-wide strategies have been discussed to deal with this issue.

Assessment of the CASNR Freshmen in Transition (FIT) : A Living Group Program

Freshmen in Transition (FIT) program offered by the College of Agricultural Sciences and Natural Resources (CASNR) is a residential educational program that seeks to provide a comprehensive academic and social exposure to freshmen that are enrolled in CASNR programs. Over the past three years, the FIT program administrators have conducted assessments to determine if the program is effective in bringing about positive changes in the academic achievement, leadership skills development, institutional integration and loyalty, and retention among FIT students as compared to non-FIT students. To date, results show that the program is successful in contributing to the academic achievement and retention of the participants, while no change was observed in the development of leadership skills or institutional integration/loyalty. The findings of the study suggest further improvements in the program, including a review of the nature and number of expectations for the student participants.

The National Survey of Student Engagement (NSSE)

The NSSE is designed to obtain information about student participation in programs and activities that institutions provide for their learning and personal development, and results provide an estimate of how undergraduates spend their time and what they gain from attending college. The NSSE allows comparison between OSU and peer institutions in areas of academic challenge, student involvement in active and collaborative learning, student interaction with faculty, educational experiences, and campus environment. NSSE also includes items related to student satisfaction, and those results are described in this section of the report. OSU participates in the NSSE in alternate years. This survey was administered to a random sample of 3,000 OSU freshmen and seniors in spring 2002. Out of this target population, 622 OSU students completed the survey. Results of the 2002 NSSE will be presented in the 2003 Annual Assessment Report.

Assessment in Academic Affairs and Student Affairs Units

Units under the direction of the Executive Vice President for Academic Affairs and the Division of Student Affairs are not required to develop formal assessment plans, but assessment is an integral component of their program planning processes and extensively used to evaluate programs and services within each unit. Although annual assessment reports are not required, these units often share their assessment information with the Office of University Assessment. As this information is available, it is included in the annual report.

Office of Scholarships and Financial Aid: An Assessment of Services

In spring 2002, the Office of Scholarships and Financial Aid conducted an extensive telephone survey to evaluate current scholarship / financial aid recipients' level of satisfaction with the services provided by the Office. Interviews were completed with 379 OSU students in March 2002. Results of this study have been used to evaluate service areas and identify areas for program development.

Honors College

The Honors College administers an annual student survey to evaluate student perceptions of the Honors program, processes, courses, and advisors. In 2002, 276 students who are enrolled in Honors completed the survey. Results are used in program monitoring and development.

OSU Career Services

OSU Career Services uses a variety of surveys and questionnaires to get feedback from students, employers, and recruiters who interact with their office. The Grad Tracker survey is used to collect information from students about their perceptions of Career Services and about where students go immediately after graduation. This information is used to track the number of students who have jobs upon graduation, the employers who are hiring OSU students, numbers of students who are attending graduate school immediately after graduating, and average starting salaries for OSU graduates. In addition, surveys are administered to employers who interview on campus each semester and to company recruiters who participate in OSU career fairs. Information from all these assessments is used to develop and improve services.

OSU Student Union

The OSU Student Union conducts periodic marketing surveys to assess their services; these are either conducted independently or through student class projects from the College of Business. The Union also participates in the College Union Benchmarking Survey, a national survey that is used to evaluate student satisfaction with the Student Union and provide comparative data from peer institutions; this survey was last conducted in spring 2000. The Union also uses national comparative data on college bookstores to assess the operations of the Student Union Bookstore.

University Health Services

University Health Services reported two prominent assessment activities for 2001-2002. First, UHS successfully completed and was awarded a three-year accreditation by the Accreditation Association for Ambulatory Health Care (AAAHC), an independent accrediting body that provides external reviews of health care facilities. The accreditation process provided an evaluation of UHS

in such areas of quality of care, quality management and improvement, clinical records, safety, governance, administration, and professional development. Second, UHS conducted a patient's satisfaction survey during spring 2002. The survey indicated high levels of student satisfaction with UHS. The survey also provided a useful measure of the success of recent UHS efforts to improve the information provided to students regarding insurance claims, and survey results led to additional service changes in this area.

APPENDIX A.

OSU GENERAL EDUCATION ASSESSMENT

TASK FORCE

2002 ANNUAL REPORT

APPENDIX B.

OSU 2002 UNDERGRADUATE PROGRAM ALUMNI SURVEY HIGHLIGHTS

APPENDIX C.

2001 College Student Survey Results

APPENDIX D.

PROGRAM OUTCOMES ASSESSMENT REPORTS

FOR EACH ACADEMIC UNIT

Outcomes assessment reports are included for all OSU degree programs, including undergraduate and graduate programs.

Some academic programs did not submit annual reports this year because they had just revised their assessment programs and assessment plans or were in the process of developing these revisions. These programs included the undergraduate and graduate programs for Microbiology, Political Science, and Philosophy.

Outcomes assessment reports were not received this year from Plant and Soil Sciences graduate programs, Psychology graduate programs, Foreign Languages and Literature undergraduate programs, or Mechanical and Aerospace Engineering graduate and undergraduate programs. The report for Chemical Engineering graduate programs was received too late for inclusion in this report.