Oklahoma State University

Assessment Report
2002 - 2003

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Oklahoma State University
Annual Assessment Report, 2002 – 2003

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 2002-2003, entry-level assessment was conducted for all admitted and enrolled new freshmen and new transfer students with fewer than 24 credit hours (n=3,764). After all stages of entry-level assessment were completed, 566 new students (14.8% of the total number enrolled) were recommended to take at least one remedial course. Of these, 70 (1.9%) were recommended to enroll in remedial English (ENGL 0123); 434 (11.5%) needed remedial math (MATH 0123); 188 (5.0%) needed remedial science (UNIV 0111), and 99 (2.6%) in a course focused on reading and study skills (CIED 1230) (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. These results were consistent with findings from previous years.

Additional entry-level assessments used at OSU include the CIRP Freshman Survey and the Noel-Levitz College Student Inventory. The CIRP Freshman Survey was conducted in fall 2002; 2,117 OSU freshmen participated in this survey during their first week at OSU. 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). Residential Life also uses this survey on a limited basis for students in some residence areas.

General Education Assessment

OSU's assessment program uses three tools to evaluate student achievement of the expected learning outcomes for general education and the effectiveness of the general education curriculum: (1) institutional portfolios, (2) university-wide surveys, and (3) a general education course content database. Each of these three methods is aimed at evaluating expected student learning outcomes that are articulated in the *OSU General Education Course Area Designations Criteria and Goals*

document. General education assessment is also guided by the university's mission statement and the purpose of general education as articulated in the OSU catalog.

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

In 2002 – 2003, institutional portfolios were developed to evaluate student written communication skills, math problem solving skills, and science problem solving skills. The portfolios included student work from 562 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, 67% of students received a score of 3 or higher (representing acceptable, good, or very good work). Portfolio results show that seniors demonstrate significantly better writing skills than freshmen. For math assessment, 64% of students received a score of 3 or higher, and for science assessment, 55% of students received a score of 3 or higher. Each year, the use of institutional portfolios is expanded to cover additional general education student learner goals.

University-wide surveys such as the National Survey of Student Engagement and OSU Alumni Surveys indirectly assess student achievement of general education learner goals and are used to corroborate evidence collected from the institutional portfolio process. For example, results from the National Survey of Student Engagement (conducted in 2000 and 2002) have been used in conjunction with institutional portfolio results to assess the general education program and to promote new standards to increase opportunities for students to develop written communication skills in general education courses.

The web-based General Education Course Database is used to evaluate how each general education course is aligned with the overall expected learning outcomes for the general education program. Instructors are asked to submit their course information online via a web-based form, and the General Education Advisory Council reviews the submitted information during regular course reviews. The database form requests information about what general education learning goals are associated with the course and how the course provides students with opportunities to achieve those learning goals. In 2002-2003, all courses with an 'A - Analytical and Quantitative Thought', 'H - Humanities', and 'I – International Dimension' were added to the database. When completed, the database will provide a tool for summarizing general education course offerings and evaluating the extent to which the overall general education goals are targeted across the curriculum.

OSU's general education assessment methods are aimed at holistically evaluating student achievement of general education outcomes and critically evaluating the curriculum itself by evaluating how each course incorporates general education learner goals. Institutional portfolios and university-wide surveys are implemented such that student participants are anonymous; therefore, these methods do not permit tracking individual students into future semesters. Information from general education assessment is shared annually with the faculty via a new 'General Education Assessment Newsletter' and is formally presented to the General Education Advisory Council, Assessment Council, Instruction Council, and Faculty Council. The process has generated attention to student learning, general education outcomes, and how individual general education courses provide opportunities for students to develop general education knowledge and skills. After three

years of implementation, these assessments are 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. Assessment plans and reports may be submitted by colleges, schools, departments, or by individual degree programs depending on the organizational level that faculty from these programs have elected to use for assessment. The Assessment Council 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 2002-2003 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 I).

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 I). 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, for example, would reflect numbers of alumni or employers, respectively, rather than current students).

Uses of assessment results are unique to each program but can be generally categorized as sharing assessment information with faculty members, developing curriculum changes in response to assessment findings, and using assessment results to justify curriculum changes that have recently been implemented. The most commonly cited uses of assessment results in 2002-2003 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

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

The Graduate Student Satisfaction Survey was conducted in spring 2002. From a target population of 3,610 graduate students enrolled as of January 2002, 908 students participated in the survey (response rate = 25%). Forty-six percent of graduate students indicated that they were satisfied with their educational experiences at OSU, and an additional 41.5% indicated that they were "somewhat satisfied." Ninety percent of students indicated that their education at OSU is adequately preparing them for a career in academia; of those preparing for non-academic careers, 83% of students indicated that their OSU education is adequately preparing them.

Alumni surveys are conducted every year at OSU; undergraduate program alumni and graduate program alumni are surveyed in alternate years. The surveys are intended to identify institutional strengths and areas for improvement as perceived by recent graduates; to track the careers and continuing education of recent OSU graduates; and to evaluate achievement of learning outcomes as perceived by alumni from individual academic programs. The alumni surveys target alumni who are 1- and 5-years post-graduation. The surveys are conducted as telephone interviews, and the questionnaire covers employment, continued education, and general satisfaction. Also, individual academic programs may include program-specific questions in the questionnaire for their program alumni; these data are used in program outcomes assessment as well as assessing alumni satisfaction. Alumni surveys have become a cornerstone of assessment at the university-, college- and program-level by providing regular feedback from OSU graduates about their perceptions of their educational experiences at OSU and its impact on their career and personal development.

The Graduate Program Alumni Survey was conducted in January 2003, and 785 alumni responded to the survey out of a target population of 1,912 graduates (response rate = 41.1%). Over 95% of alumni stated that they were satisfied or very satisfied in their educational experiences at OSU, and 92% indicated that their graduate program prepared them very well or adequately for their current career. About 65% of the alumni contacted for the survey were residing in Oklahoma, and about 35% were contacted out of state.

OSU participated in the National Survey of Student Engagement (NSSE) in 2000 and 2002. The NSSE was administered to a random sample of 3,000 OSU freshmen and seniors in spring 2002, and 622 OSU students completed the survey. Results from 2002 were consistent with NSSE findings reported for 2000. OSU's benchmark scores for providing a Supportive Campus Environment are very high compared to peer institutions (90th percentile for first year students and 60th percentile for seniors). For first-year students, scores are also higher then expected for benchmarks for Level of Academic Challenge, Student-Faculty Interaction, and Active and Collaborative Learning. The Assessment Council spent considerable time in 2002 reviewing NSSE results and produced recommendations that included increased efforts to communicate NSSE results to a wide range of faculty members and a call for colleges to address the survey items related to Level of Academic Challenge for seniors and Enriching Educational Experiences for all students. NSSE results have stimulated a great deal of discussion among university-level committees that address curriculum issues, and three of the six undergraduate colleges have completed or initiated efforts to collect additional college- and program-level data on NSSE survey items. In addition, an expansive website has been developed for OSU faculty that describes OSU's NSSE results and related resources (www.okstate.edu/assess/nsse).

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 third Survey of Alumni of Graduate Programs will be conducted in spring 2005.

What's New in Assessment at OSU in 2002-2003:

- *Continued Development of General Education Assessment* (Appendices A and B). OSU is in its third year of implementing a new general education assessment plan that was developed in 2000. The process uses three methods (institutional portfolios, university-wide surveys, and a course content database) to evaluate the extent to which students are achieving the articulated learning goals for the general education program. The methods are beginning to yield interesting results, particularly in assessing students' written communication skills, and these findings have prompted the General Education Advisory Council to increase its standards for writing assignments in Humanities and some other general education courses. In 2002-2003, the Assessment Office and faculty on the General Education Assessment Committee presented OSU's general education assessment program at the annual meeting of the Higher Learning Commission of the North Central Association and at the Assessment Conference of the American Association of Higher Education.

- *Assessment Council Reviews of Outcomes Assessment Programs* (Appendix A). The OSU Assessment Council completed its third year of reviewing the assessment plans and reports for academic units in spring 2003 and has now completed at least one review of all OSU academic programs. These reviews have resulted in greater communication and understanding of what outcomes assessment is about and what academic units should be doing. Almost three-quarters of all academic units have revised their assessment plans or otherwise demonstrated greater commitment to outcomes assessment in their programs as a result of feedback received from the Assessment Council Reviews.

- *OSU Results from the 2002 National Survey of Student Engagement* (Appendix C). In spring 2003, the Assessment Council and Office of University Assessment invested considerable effort in reviewing, communicating, and developing recommendations from OSU's 2002 NSSE Results. An extensive website has been developed to describe OSU's NSSE findings and how OSU has acted on those results (www.okstate.edu/assess/nsse).

- *Proposal for assessment of the educational impact of Northern Oklahoma College (NOC) remedial coursework on OSU students* (Appendix D). An important Special Assessment Project in spring 2003 was the development of an assessment plan for evaluating the impact of remedial courses offered to OSU students from NOC at their new Stillwater campus. This assessment process will be tracked through future OSU Annual Assessment Reports.

- *2003 Survey of Alumni of Graduate Programs* (Appendix F). The Office of University Assessment coordinated the second university-wide survey of alumni of OSU graduate programs in January 2003. Results from these alumni surveys have become a cornerstone of the assessment efforts for most OSU academic units and provide valuable information about the career patterns of recent graduates.

- *Student Affairs Assessment Reports.* The OSU Division of Student Affairs has initiated more formal processes for assessment planning and reporting. Starting in 2002-2003, annual assessment reports from Student Affairs Units are included in the OSU annual assessment report (Appendix G).

Additional information about OSU's assessment program is available on the Internet at **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 efforts span multiple institutional levels - from university-wide assessments to assessments conducted by individual academic programs and student service areas. Formally initiated in 1992, OSU's assessment program has evolved into a matrix of evaluation and monitoring aimed at improving students' educational experiences.

Assessment at OSU permeates all levels within the institution and includes assessments focused on the entire student body or on issues of concern to the central administration as well as hundreds of projects aimed at individual college- and program-level assessments. The Associate Vice President for Academic Affairs oversees OSU's assessment program 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 refer to a college, school, department, or degree program. Each academic unit has an outcomes assessment plan and submits annual assessment reports.

This tenth 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 2002-2003.

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 2002-2003, a total of 3,764 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 tutoring in entry-level calculus, physics, chemistry, and engineering science courses for all students enrolled in these classes.   The *College of Agricultural Sciences and Natural Resources* also offers a special program, Freshman in Transition (FIT), aimed at providing new students with academic support services to facilitate their first year experience.

3. What were the analyses and findings from the 2002-03 entry-level assessment?

In 2002-2003, Student Assessment Reports were produced for all admitted and enrolled new freshmen and new transfers with fewer than 24 credit hours (n=3,764). 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 2002-2003.

Subject Area	# of Students with ACT subscores <19*	# of Students cleared for college-level coursework by ELPA
English	397	301
Mathematics	636	201
Reading	383	277
Science	255	67

*Some students had ACT subscores <19 in more than one subject area. The following numbers of students were missing ACT subscores in these subject areas: English – 288, mathematics – 288, reading – 458, science – 458.

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 2002-2003.

Subject Area	# of Enrolled Students who took a COMPASS placement test*	# of Students who passed COMPASS and were cleared for college-level coursework
English	59	50
Mathematics	66	3
Reading	60	53

*Some students took COMPASS tests in more than one area
*cut-scores are shown in Table 1.1.
*this table differs from previous years because only students enrolled at OSU are included
*some students took a COMPASS test although they were not required by ELPA to take remedial courses

After all entry-level assessments were completed, 566 new students (14.8% of the total number enrolled) were recommended to take at least one remedial course. This percentage is consistent with previous years; in 2001-2002, 16.7% of new students were recommended for at least one remedial course, in 2000-2001, 17.0% of new students were recommended for at least one remedial course, and in 1999-2000, 15.9% of new students were recommended for at least one remedial course.

Of the 3,764 enrolled new students in 2002-2003, 70 (1.9%) were recommended to enroll in remedial English classes; 434 (11.5%) in remedial math classes; 188 (5.0%) in remedial science classes, and 99 (2.6%) in remedial reading classes. These findings are also similar to previous years. Note that some of the students who are recommended for remedial classes are students with less than 24 hours of transfer credit (i.e., considered as new, first-time freshmen for the purpose of entry-level assessment) who have satisfied their remedial course requirement with transfer courses. For this reason, the number of students who are recommended to enroll in remedial classes may differ from the number of students enrolled in those classes in their first year at OSU.

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

Tracking of student success in remedial and college-level courses. Annual trends in grades, drops, withdraws, and failure rates in common freshman courses are monitored each semester by Institutional Research and 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 2002-2003.

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 2002-2003.

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

The CIRP Freshman Survey. The CIRP Freshman Survey is conducted in alternate years at OSU as part of a nationwide study conducted jointly by the American Council on Education and the University of California at Los Angeles' Higher Education Research Institute. The study provides information about the expectations, attitudes, and experiences of OSU freshmen and college freshmen nationwide. The survey results help identify areas that may become problems for students during their first year, and these areas can then be addressed in orientation classes and by academic advisors. Results of the study also help in developing programs for students by providing current information about what is important to students, what they hope to accomplish, what they are concerned about, and how they hope to become involved in campus life. The Office of the Vice President for Student Affairs administers the CIRP survey with financial support from the Office of University Assessment. Results of the 2002 CIRP Freshman Survey are provided in detail in **Appendix H** of this report.

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.

OSU Residential Life also used the CSI with 264 new 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 was to identify students at-risk for dropping out of the University and help to refer those students to advisors and resources to better support them through their college experience. The use of the CSI by Residential Life is described further in the Student Affairs Assessment Report (**Appendix G**).

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

Entry-level assessment information is used in a variety of ways in OSU colleges.

- Continued demand for the entry-level Student Assessment Reports and information on entry-level assessment processes indicates that results of entry-level assessment are integral to the process of advising new students prior to enrollment.

- Colleges use the results of the CIRP Freshman Survey in freshmen orientation courses to stimulate discussion about student expectations about college and common problems that students face in their first semester. The *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 Inventory will continue to be used by the College of Human Environmental Sciences and Residential Life to identify students who may need additional assistance in their first college year and to develop courses, programs, and services for new students.

General Education Assessment

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

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

The history of OSU's general education assessment efforts and data collected to date are described in detail in **Appendix B** (the 2003 Annual Report from the General Education Assessment Committee) and in **Appendix A** (a presentation on OSU's general education assessment program given at the 2003 annual meeting of the North Central Association Higher Learning Commission).

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

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

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

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.

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

(3) University-wide surveys. Surveys such as the National Survey of Student Engagement (NSSE), the College Student Survey, and Alumni Surveys provide indirect measures of the extent to which students' have achieved general education competencies and information that helps corroborate evidence collected from the institutional portfolios. For example, OSU's NSSE data show that OSU seniors write fewer papers than seniors at peer institutions, and this has corroborated results of the written communication skills institutional portfolio. Results of these surveys are described in other sections of this annual report (Student & Alumni Surveys - p. 43, Special Assessment Projects - p. 51, and **Appendices C and E**).

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 I**).

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 2002 – 2003, institutional portfolios were developed to evaluate student written communication skills, math problem solving skills, and science problem solving skills. The portfolios included student work from 562 students from all classes (freshmen through seniors) and disciplines. Work from 225 students was contributed to the writing portfolio, work from 269 students was contributed to the math portfolio, and work from 68 students was contributed to the science portfolio. The work included in the portfolios was randomly selected from assignments in 38 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, a fixed number of 'artifacts' of student work were randomly selected for the portfolio (five to ten samples per course for the writing portfolio, 10 to 50 samples per course for the math and science portfolios).

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 prohibits the use of the resulting data for tracking students into future semesters.

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

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

10. What were the analyses and findings from the 2002 – 2003 general education assessment?

The analysis and findings from the 2003 institutional portfolios are described in detail in the General Education Assessment Task Force's annual report (Appendix B).

Institutional portfolio – writing skills assessment. Results of this year's assessment of students' written communication skills build on data collected in 2001 and 2002. The distribution of writing assessment scores from the 2001-2003 institutional portfolios for writing assessment (total n=422) is shown below:
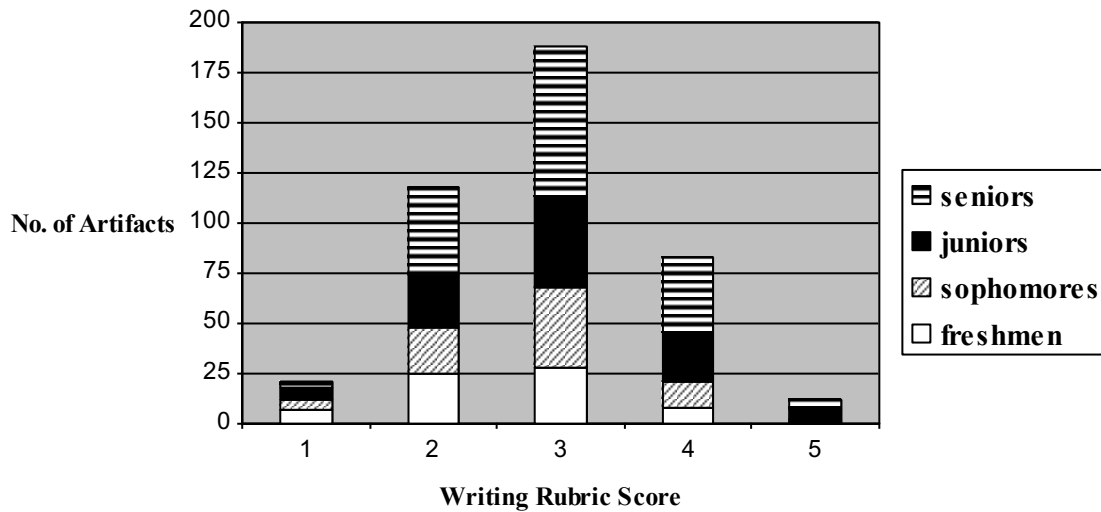
Each sample of student work was scored using a rubric with a 5-point scale. Writing scores from freshmen samples had significantly lower scores than writing samples from juniors or seniors. About 72% of samples produced by seniors received a score of 3 or higher, and 54% of work produced by freshmen 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 78% of work produced by seniors received scores of 3 or higher. Although students who start their career at OSU ('native' OSU students) are slightly more likely to receive high scores on their writing samples, there was no statistically significant difference between the writing scores of native and transfer students, even when only regularly-admitted native students are considered in the comparison.

Institutional portfolio – math problem-solving skills assessment. Results of this year's assessment of students' math problem solving skills builds on data collected in 2002. The distribution of scores from the 2002-2003 institutional portfolios for math problem solving skills assessment (total n=345) is shown below:
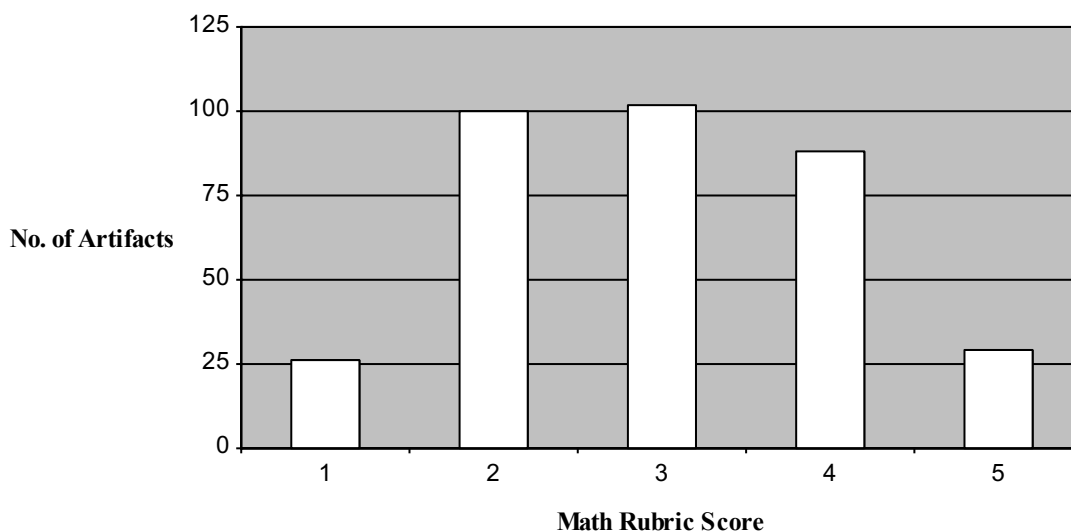
As with the writing portfolio, each sample of student work is scored using a Math Problem Solving Skills Rubric with a 5-point scale. The overall distribution of scores indicates that 64% of students in entry-level math courses demonstrate math problem solving skills at the mid-point of the rubric (a score of '3') or higher. Unlike the written communication skills portfolio, the math problem solving skills portfolio is limited to assessing math problem solving skills of students, primarily freshmen, in entry-level mathematics courses. This limitation is described in detail in the 2002 Annual Assessment Report and in annual reports from the General Education Assessment Committee.

Institutional portfolio – science problem-solving skills assessment. The science problem solving skills portfolio was pilot-tested in 2003 and, as a result, the sample size in the portfolio (n=68 samples) is too small to make meaningful inferences. The faculty members involved in developing this portfolio devoted most of their efforts to developing and testing the rubric for this assessment and defining the types of samples of student work that would be appropriate for this evaluation. The distribution of scores from this limited 2003 institutional portfolio for science problem solving skills assessment (total n=68) is shown below:
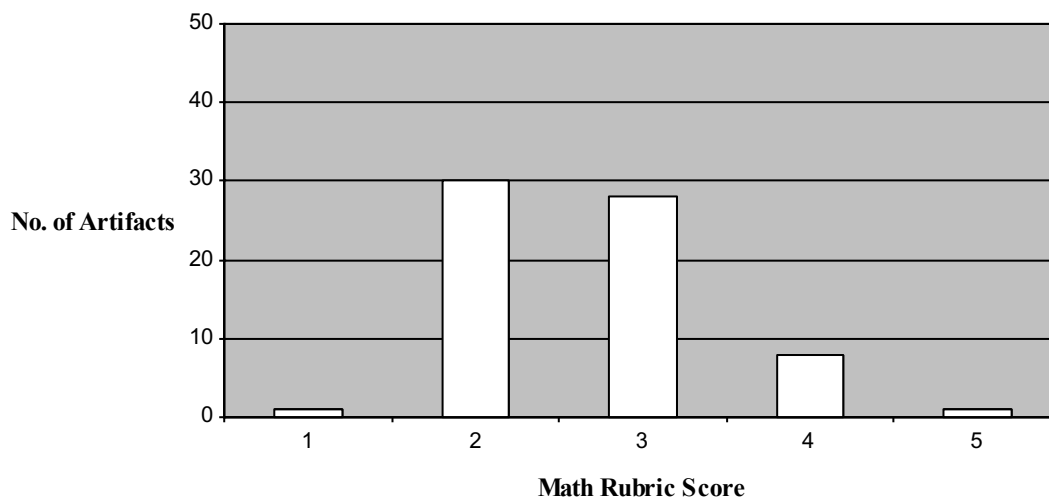
11. What instructional changes occurred or are planned in the general education program due to general education assessment?

Information from the General Education Assessment Program is shared annually with the faculty who serve on the Assessment Council, Instruction Council, Faculty Council, and the General Education Advisory Council. The latter group is charged with the development and review of the general education curriculum, 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 an annual newsletter for faculty describing assessment of general education at OSU. The newsletter assists in communicating information and results of general education assessment to a broader faculty audience.

The General Education Assessment Committee will continue the development of institutional portfolios to assess students' general education outcomes in 2004.

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 I**.

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 I**). 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.

Academic units use a variety of methods to assess student-learning outcomes. The most commonly reported assessment methods in 2002-2003 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
- Focus groups
- 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
- Student symposia and conference presentations
- Tracking student honors, awards, scholarships

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 2002-2003 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 I**).

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 I**). The uses of assessment results are unique to each program but can be generally categorized as curricular changes, changes to academic programs or student support services, discussion assessment information with faculty members in the context of curriculum planning, and using assessment results to evaluate curriculum changes were recently implemented.

The most commonly cited uses of assessment results in 2002-2003 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 2002 - 2003. 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 Agricultural Communicators of Tomorrow Critique & Contest)	• 50 • 28 • 34
B.S., Ag Education, Professional Service option	• Internship - Evaluations by visiting faculty and Seminar Presentation • Portfolio Submission #1 • Portfolio Submission #2 • Portfolio Submission #3 • Exit Interviews	• 17 Sum '02 and 2 Fall '02 • 11 Fall '02 and 8 Spr '03 • 19 Fall '02 and 14 Spr '03 • 17 Sum '02, 2 Fall "02 and 2 Spr '03 • 17 Sum '02
B.S., Ag Education, Teaching option	• Portfolios • Results from State Licensure exams – OSAT test & OK General Education Test • Results from State Licensure exams - OPTE test • Admission to Professional Schools • Student Teacher Site Visits and follow up Oklahoma Resident Teacher Program	• 133 • 85 • 38 • 34 • 87
M.S., PhD.	• OSU Graduate College Research Symposium • Southern Association of Agricultural Scientists, Southern Region Agricultural Education Research Conference • Western Region Agricultural Education Conference • American Association for Agricultural Education	• 2 papers, 1 poster • 10 papers • 3 papers, 2 posters • 1 paper, 1 poster
Agricultural Economics		
B.S., M.S., PhD.	• Alumni Survey (Alumni of Undergraduate Programs) • Exit interviews • Team Competition at National meeting	• In progress • 58 • 22

Animal Science

B.S.	• Oral and written communication skills • Capstone course assignments used to evaluate communication skills (papers and oral presentations) • Student satisfaction survey in capstone course • Knowledge in specific field of Animal Science • Intercollegiate academic competition - Animal Science Quadrathlon • Intercollegiate Judging Teams • Institute of Food Technology Regional Quiz Bowl	• Approx. 200
M.S., PhD.	• Oral and written communication skills • Thesis or dissertation with defense • Final exam seminar and thesis defense • Knowledge in specific field of Animal Science • Comprehensive exams (PhD)	• 1 (M.Agr) • 8 (MS) • 4 (PhD)

Biochemistry & Molecular Biology

	• Standardized exams - American Chemical Society exam in Biochemistry • Student exit interviews • Grades in key courses • Program Alumni Survey	• 135 (cumulative) • 9 • 53 (cumulative) • 11
M.S., PhD.	• Student degree completion tracking • Statistics • Cumulative examinations • Program Alumni Survey	• 50 • 62 • 6 • 6 • n.a..

Biosystems Engineering

B.S.	• Exit interview and Alumni survey • Fundamentals of Engineering Examination (national) • Senior design experience • Core curriculum grades • Student feedback sessions	• N/A

Entomology and Plant Pathology

-B.S. and M.S.- Entomology, -M.S. Plant Pathology -PhD. Entomology -PhD. Plant Pathology	• Exit interviews – written and oral • Alumni Survey (Alumni of Undergraduate Programs)	• 1 (2 graduated BS) and 2 (3 graduated MS) • 2 (3 graduated) • 1 (1 graduated) • 0 graduated this year

Environmental Science

B.S.	Assessment Methods	Results
	• Exit interviews	• 3
	• Student tracking - academic performance and degree completion	
	• Statistics	
	• Employer interviews conducted by CASNR	• not available at the time of report
	• Capstone course w/ student projects evaluated by clients	• 14
	• Alumni Survey (Alumni of Undergraduate Programs)	• not available at the time of report

Forestry

B.S., M.S.		
	• Exit interviews	• 4
	• Capstone course – student performance, faculty questionnaires student questionnaires,	• 18
	• Post-summer camp retention and graduation rates	• all
	• Graduate Student Satisfaction Survey (1994-1998)	• 80

Horticulture and Landscape Architecture

B.S., Horticulture options		
	• Tracking student graduation rates and academic performance	• 17
	• Number of students on the College-issued graduation deficiency lists	• 14; 2; and 9
	• Intercollegiate competitions (Horticulture Judging Contest)	• 3 and 7 (teams only)
	• Exit interviews	• 5
	• Internships – student and employer evaluations	• 18

B.S., Landscape Architecture (LA) and Landscape Contracting (LC) options		
	• Tracking student enrollment, graduation rates, and employment status	• 105
	• Records of visiting lecturers / critics	• 105
	• Professional jurors – evaluation of student projects	• 50
	• Records of student portfolio reviews	• 17
	• Capstone course evaluation	• 17
	• Exit interviews	• 16
	• Design Competition	• 32
	• Internships	• 4
	• Portfolios – digital	• 17
	• Study abroad survey	• 14

M.Ag., M.S. PhD. (Crop Science, Food Science, Environmental Science)		
	• Exams – preliminary, qualifying, and final	• 8 (All graduate students in Horticulture)
	• 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	
	• Alumni Surveys	

B.S. Landscape Contracting options	• Graduation rates	• 54
	• Exit interviews	• 0
	• Internship reports	• 2
	• Internship cooperator reviews	• 2
	• External reviews	• 0
	• Student Career Days	• 9
Plant and Soil Sciences		
B.S.	• Entry level placement tracking for all graduates	• 29 graduating seniors
	• Tracking participation, leadership, and awards in student organizations	• ~75 undergraduates
	• Intercollegiate competitions regional and national	
	• Tracking student progress through the degree program	

College of Arts and Sciences

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
Art Department		
B.A., Art History	• Art History Symposium	• 6
B.A., B.F.A., Studio Art	• Portfolio Review by outside evaluator	• 3
B.F.A., Graphic Design	• Portfolio Review by outside evaluator fall'02-spring'03	• 12 • 15
Botany Department		
B.S. Botany B.S. Biological Sciences M.S. Botany Ph.D. Plant Science	• Focus groups, tracking grades, student satisfaction • Alumni surveys • Presentations at seminars • National standardized exams	• 34 • 181 sent/13 returned • 6 • 2
Chemistry Department		
B.S. M.S., PhD.	• Alumni survey • Exit interviews (oral, students written remarks on file) • Graduate student research symposia • Input from Colleges served by the Department • Research reports from capstone course (BS only)	• 6 BS • 3 MS • 8 PhD
Communication Sciences and Disorders Department		
B.S. in CSD	• Capstone course performance; course evaluations • Alumni surveys • Senior surveys	• 7-28 depending on method
M.S. in CSD	• Annual program reaccreditation by the American Speech-Language-Hearing Association • Exit written and oral interviews • Evaluation of students in externship placements • National certification examination, comprehensive examinations, theses • Alumni surveys • CDIS 5210 Clinical Practicum performance	• 8-22 depending on method

Computer Science Department

B.S.
- Graduating Senior Survey
- Alumni surveys
- Internship Employer Evaluations
- Regional Competitions
- Student Coursework

M.S.
- National Research Presentations
- Theses

PhD
- Dissertation Presentations
- National Research Presentation

- 55
- 6
- 9
- 20
- 292
- 9
- 18
- 1
- 9

English Department

M.A., PhD.
- Admission and graduation rates
- Exit interviews
- Student research, publications, and awards
- Alumni Survey (OSU-Tulsa)

- All
- All
- All
- 21

Geography Department

B.A., B.S., B.S. (resource management)
- Written exit exam
- Written exit interview
- Oral exit interview
- Alumni Survey

- 6
- 14
- 14
- 12

School of Geology

B.S. and M.S.
- Capstone course performance
- ACAT Achievement Test
- Exit Survey
- Graduation and Retention Rates
- Job Placement Survey
- Survey of Alumni of Undergraduate '02 and Graduate Programs '01
- 2003 Survey of Alumni Graduate Programs
- Thesis Defense

- 9 B.S
- 5 B.S.
- Delayed B.S. M.S.
- 61 B.S. 59 M.S.
- 61 B.S. 59 M.S.
- 6 B.S. 14 M.S.
- Update available next reporting year
- 13 M.S.

History Department

B.A., History
- Evaluation of general written work using University rubric
- Analysis of upper-division history electives taken
- Evaluation of performance in capstone courses, including review of research papers

- 46
- 114
- None

School of Journalism & Broadcasting

B.A., B.S. Journalism / Broadcasting
- Course Evaluations – Stillwater
- Freshman/Sophomore Language Exam
- Terminal Course Performance
- Internship Evaluations
- Honors Thesis

- 891
- 205
- 159
- 114
- 5

M.S. Mass Communication	• Course Evaluations – Stillwater and Tulsa	• 23
	• Creative Component	• 4
	• Thesis/Dissertation	• 4
	• Graduates	• 8
Mathematics Department		
B.S., Math	• Exit Survey	• 1
	• Grades in core courses	• 9
Ph.D., Math	• Comprehensive exams	• 4 Ph.D.
Department of Microbiology and Molecular Genetics		
B.S. Microbiology	• Exit Interviews	• 6
	• Grades in Core Courses	• 53
	• Alumni Survey	• 15
B.S. Cell and Molecular Biology	• Graduate Records Exam GRE B22	• 0
	• Alumni Survey	• 15
	• Grades in BIOL 3024, CLML 3014, 4113	• 20
	• Exit Interviews	• 2
Medical Technology	• Grades in Core Courses	• 2
	• Grades in Clinical Courses	• 3
	• Acceptance Rate for Internships	• 3/6
	• ASCP Exam	• 3
Graduate Program in Microbiology and Cell and Molecular Biology	• Annual Scholarly Report (survey of faculty and students for student achievements	• 20
	• Exit Interviews	• 1
Music Department		
B.A.Music in Education, Performance, and Business	• Student teaching evaluations	• 7
	• Oklahoma Subject Area Test	• 4
	• Oklahoma Professional Teaching Exam	• 4
	• Senior Recitals	• 7
	• Vocal juried auditions	• 84
	• Instrumental juried auditions	• 107
	• Keyboard juried auditions (majors)	• 30
	• National Association of Teachers of Singing – District Auditions	• 0
	• Music Department Exit Survey	• 5
Philosophy		
B.A.	• Exit Questionnaires	• 7/10
	• Assessment of Oral Communication Skills	• 11

Physics Department

B.S., M.S., PhD	• Exit interviews	• 2 B.S.
	• Student course evaluations	• 3 M.S.
	• Alumni survey informal	• 1 PhD.

Political Science

B.A.	• Exit Survey	• 35
	• Student Interviews	• 20
	• Law School Admission Test (LSAT)	• 15
	• Graduate Record Exam (GRE)	• 9
	• Internship Evaluations	• 6
M.A.	• Exit Interview	• 4
	• Comprehensive Exams	• 10
	• Methods Courses	• 11
	• Thesis/Creative Component Defense	• 4
	• Survey of Students' Committee Chairs	• 4
	• Presentation of Research	• 0
	• Student Evaluations of Courses	• 0

Psychology Department

| B.A. and B.S., Psychology | • Web-based survey (undergraduates) | • 64 (52%) |
| | • Telephone Survey(alumni survey) | • 68 (29%) |

Sociology Department

B.S., Sociology	• Exit Interview	• 5
	• Student Self-assessment of Sociological Skills and Knowledge Survey	• 27
M.A., PhD	• Comprehensive exam	• 4
	• Preliminary exam	• 7
	• Completion of PhD Dissertation	• 3
	• Completion of Masters Thesis	• 4

Statistics Department

B.S.	• Interviews	• 25
M.S.	• Comprehensive and Oral exams	• 6
PhD	• Comprehensive and Oral exams	• 3
	• Data Analysis (mid-level)	• >10,000

Theatre Department

B.A. Theatre, B.F.A Theatre, M.A. Theatre	• Semester performance juries and portfolio	• 48
	• Production Adjudicators	• 60
	• Internship and graduate school placement	• 12
	• Graduate student satisfaction survey (OSU)	• 7
	• NAST Re-accreditation	

Zoology Department		
B.S. Biological Science, Physiology, Wildlife & Fisheries, Zoology	• Survey of the depth of Seniors' understanding in key courses • Performance of Seniors in key courses • Performance of transfer and nontransfer students in key courses • Retention of declared majors • Exit Interviews	• 368 student course performances • 368 final grades • 508(juniors and seniors) • 209 students • 14 graduating seniors
M.S., PhD. Wildlife & Fisheries Ecology, Zoology	• Performance in qualifying and final examinations • Presentations and awards	• 28 students • 79 students

College of Business Administration

Academic Unit / Degree Program Assessed	Assessment Methods	Number of Individuals Assessed
College-Wide Assessments		
Undergraduate students (B.S., Accounting, Economics, Finance, Gen. Business, International Business, Management, Marketing, MIS, and Double Majors)	• Satisfaction surveys (EBI)	• 223
Graduate students (MS Accounting, MS Economics, MS MSIS, MS QFE, and MS TM)	• Satisfaction surveys (using web site)	• 116
Graduate students (MBA)	• Satisfaction surveys (EBI)	• 22
Doctoral students (PhD., Accounting, Economics , Marketing, Finance, Management, Marketing, MSIS)	• Satisfaction survey	• 50
Doctoral Students (All)	• Group Meeting	• 26
Alumni	• Alumni Survey	• 108

College of Education

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed

School of Applied Health and Educational Psychology

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
Counseling Psychology, Ph.D.	• Passing grades on qualifying exams • Passing grades of relevant coursework • Satisfactory evaluations in practica and internship • Alumni feedback • Annual student evaluations • Success rates in obtaining internship placements • Success rates in completing internship placements • Passing rates on national licensure exam for psychologists • Accreditation of program by American Psychological Association (APA)	• 16 • 45 • 27 • 27 • 45 • 5 • 8 • 27 • 65
Community Counseling, M.S.	• Passing grades of relevant coursework • Course evaluations • Satisfaction surveys (current students) • Satisfaction surveys (alumni) • Satisfaction survey of Supervisors and employers • Review of student progress • Rates of "pass" on LPC Exam • Rates of "pass" on Certification Exam for Oklahoma Educators (CEOE) • Successful completion of portfolios (school counseling)	• Most all B or better, 47 students were reviewed • 276 • all in the program • 51 sent, 13 returned • 56 sent, 23 returned • 47 • 16 (every three years) • 100% pass rate (every three years) • no portfolios in 2002-03
Educational Psychology, M.S.	• Faculty evaluation and approval of competency domain portfolios (at end of program in lieu of comprehensive examinations) • Feedback from students of domain tasks as the tasks are approved by faculty • Determination of rates of program completion • Determination of numbers successfully completing the competency domain • Determine numbers of students successfully completing thesis, creative component or report	• 0 • 0 • 0 • 0 • 0

Educational Psychology, PhD.	• Effective Instruction: Qualifying Experience	• 3
	• Theoretical Knowledge: Qualifying Experience	• 3
	• Inquiry and Research Skills: Qualifying Experiences and Qualifying Products	• 3
	• Professionalism and Ethical Decision Making: Qualifying Experiences	• 3
	• Scholarly Production: Qualifying Products	• 3
	• Intra/Inter Personal Skills: Qualifying Experiences and Qualifying Products	• 3
	• Written and Oral Communication Skills: Domain Portfolio and Qualifying Experiences	• 3
	• Dissertation completed	• 3
	• Exit Interviews Conducted	• 3
	• Count Students Graduating	• 3
School Psychology, PhD and EdS	• Annual Program Faculty Evaluation, Plan of Study progress, time to degree, Advisor evaluation	• 13 Ph.D. 12 Ed.S.
	• Student self-evaluation	• 12 Ph.D., 10 Ed.S
	• Portfolio Assessment	• 12 Ph.D., 12 Ed.S
	• Comprehensive Exam	• 4 and 2 Ph.D.
	• Grades in program course work	• 18 Ph.D., 16 Ed.S.
	• Practicum Logs, Practicum Evaluation Forms	• 12 Ph.D., 8 Ed.S
	• Progress toward internship, Internship Logs and Evaluation Forms	• 2 Ph.D., 2. Ed.S
	• Professional organization memberships	• 18 Ph.D, 7 Ed.S
	• Licensure, certification progress	• 2 Ph.D, 5 Ed.S
	• Dissertation Progress	• 18 Ph.D.
	• Research Team Advisor Evaluation	• 17 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.
Athletic Training	• Student Clinical, Education Experience, and Portfolio	• 24
	• NATABOC Examination	• 7
Health Promotion, B.S.	• Senior Capstone Course	• 29/29
	• Number of students graduating	• 27
	• Internship exit interviews	• 27/27
	• Alumni Survey	• 16
	• Completion of Internships	• 27/28
	• Projects in Program Design	• 40
	• Certification Exams	• 31
	• Number of Students Placed in the Field	• 17/27

Health & Human Performance, M.S.	• Retention and Graduation – 70% of all students admitted to the degree program will complete the degree • Total number of students active • Total number of students graduated • Total students admitted/ never enrolled • Total expected to graduate	• 57 • 21 (37%) • 17 (30%) • 3 (5%) • 41 (42%)
Leisure Studies, B.S., M.S., Ed.S.	• Number of students graduated • Number of students placed in the field • Number of students who passed national certification exams • Comparison of certification exam scores with regional and national data • Accreditation Review • Departmental goals and objectives	• 30, 19 Leisure Services Mgmt. 11 in Therapeutic • 4 M.S. • 2 Ed.S.
Physical Education, B.S.	• Portfolio Submission I • Portfolio Submission II • Portfolio Submission III • Professional Exams • Physical Education Exit Interviews • NASPE/NCATE Program assessment every 5 years • College of Education Assessment of Portfolio	• 20 • 15 • 11 • 34+ • 14 • 100 approx. • 46 (three different levels)

School of Educational Studies

Aviation and Space, B.S, M.S., and Ed.D.	• The BS is assessed by graduation checks • The M.S. is assessed by the faculty reviewing the creative component. • 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.	• 72 B.S. • 6 M.S. • 5 Ed.D.
Educational Leadership, Ed.D. in School Administration	• Qualitative data were gathered at the end of the Fall 02 and Spring 03 semesters using a serious of open ended questions. Responses were either returned in hardcopy during class or by email.	• 28
Human Resources and Adult Education M.S., Ed.D.	• Survey alumni (contacted by e-mail) • Survey alumni (responded to the web-based survey) • Two focus groups on April 18 and 24, 2003	• 34 • 18 • 7
Research, Evaluation, Measurement, and Statistics	• 14 REMS and former ABSED Research and Evaluation alumni were emailed a link to an internet-based survey. Eight alumni responded	• 7 M.S. • 1 Ph.D.

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	• 396 OSAT • 351 OGET • 214 OPTE • 197 Elementary • 212 Secondary • 55 • 74 Elementary level • 54 Secondary level • 252 • 5
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	• 12 Reading Specialist • 12 Special Education • 60 • 57 • 45 • 11 • 6
Doctor of Philosophy in Education (Ed.D.).	• Dissertations completed	• 11

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	• 37
	• Exit interviews	• 30
	• Portfolios of cumulative student work	• 10
School of Chemical Engineering		
B.S.	• Fundamentals of Engineering Exam	• 68
	• Senior Survey in fall semester	• 29
	• Exit interviews fall and spring	• 12
	• End of course survey – student response to objectives	• 7x25
	• End of course evaluation by the faculty	• 7x25
	• Course evaluations	• 10x25
	• Feedback by Celanese visitors on student design problem	• 1x25
	• External academic contests	• 8
	• Student activity in School's activities	• 100
	• AIChE National Data	• Many
	• Alumni feedback	• 25
	• Industrial feedback (IAC and recruiters)	• 20
	• OSU Alumni Survey	• 28
	• Employer Survey of Communications	• 24
School of Civil and Environmental Engineering		
B.S. Civil Eng	• Exit Interviews	• 26
	• FE exam	• 30
	• Board of Visitors	• *
	• Employer Survey	• 18
	• Student Advisory Committee	• 8
	• OUA Graduate Program Alumni Survey	• 22
	• Faculty and Professional Evaluations	• 26
M.S., Civil Eng	• Exit Interviews	• 12
	• Theses/Reports Defense (Committee Evaluation)	• 12
	• OUA Graduate Program Alumni Survey	• 0
	• Board of Visitors	• *

M.S., Env Eng	• Exit Interviews	• 7
	• Theses/Report Defense	• 7
	• OUA Graduate Program Alumni Survey	• 0
	• Board of Visitors	• *
PhD	• Exit Interviews	• 0
	• Theses/Report Defense (Committee Evaluation)	• 0

School of Electrical & Computer Engineering

B.S. Electrical Eng.,	• Exit Survey	• ~80
B.S. Electrical Eng.	• FE exams	• 31
Computer option	• Course Content Survey	• ~450
	• Alumni Survey (OSU Assessment Office)	• 34 (alumni)
	• Instructor Survey	• 22 (faculty)
	• Area of Specialization Reports	• NA
	• IEEE and HKN Reports	• NA
	• Capstone Design II Written and Oral Reports (Consultants)	• ~80 written and ~80 oral
	• Course Matrix	• NA
	• Evaluations of Final Exams	• ~120
	• Board of Visitors annual report	• NA

School of Industrial Engineering and Management

B.S.	• Industrial Advisory Boardl	• 14
	• Fundamentals Examination (national in scope)	• 14
	• Undergraduate student Advisory Council	• 6**
	• Senior Exit Survey/Interview	• 17
	• Capstone Projects (with outside clients)	• 25
	• Alumni Survey (former undergraduates)	• 14
	• Class grades	• All
	• Course evaluations	• All
M.S., M.I.E., M.M.S.E., and PhD	• Industrial Advisory Board	• 14*
	• Graduate Student Advisory Council	• 6**
	• Graduate TA/RA performance evaluations fall '02 and spring '03	• 24 fall' 02 and 29 spring '03
	• Thesis and dissertation proposals	• All
	• Thesis and dissertation defenses	• All
	• Class grades	• All
	• Course outcome evaluations	• All

School of Mechanical and Aerospace Engineering

BS Mechanical Engineering BS Aerospace Engineering	• OSU and MAE Alumni survey • FE exam results • Senior Exit Survey • MAE Employer Survey • Capstone Design Team Reviews • Direct Assessment from core classes	• N/A

Construction Management Technology

B.S.	• Exit Surveys • Course evaluations • Employer reviews of student performance in internships • AIC Graduate Placement Surveys • National CQE Level I • Regional ASC/AGC and NAHB student competitions • Alumni Telephone Survey by OUA	• 29 • 297 • 40 • 28 • 15 • 24 • 25

Electrical Engineering Technology

B.S.E.T.- Electronics or Computer Technology, or Telecommunications Technology	• FET Examinations • Exit Surveys • Employer Surveys • Employment statistics • Alumni Survey • EET Industrial Advisory Council Review	• 31 • 0 • 0 • 0 • 0 • 5

Fire Protection and Safety Technology

B.S. FPST	• Exit Interviews • Alumni Questionnaire • National Exams • Portfolio	• 33 • NA • 6 • 40

Mechanical Engineering Technology

B.S., MET	• Fluid Power Society • Capstone Design Course • Embedded Assessment • Industrial Advisory Council Review • Alumni Survey (OSU/OUA) • Mini Baja Competition Car	• 25 • 27 • 260 • 8 • N/A at this time • 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)	• 210
	• Critical Thinking Disposition Inventory (CTDI)	• 161
Midlevel Undergraduates	• Critical Thinking Disposition Inventory (CTDI)	• 376
	• Critical Thinking Skills Test (CTST)	• 381
Seniors AY 2003	• Modified NSSE	• 182
Design, Housing, & Merchandising (DHM)		
B.S.	• Academic and Design Portfolios	• 95
	• Internship employer survey	• 75
	• Modified NSSE	• 68
	• Embedded Course Projects	• 492
Human Development and Family Science (HDFS)		
B.S.	• Senior Survey	• 76
	• Early Childhood Education Portfolio	• 70 fall '02 and 104 spring '03
	• Alumni Survey	• 56
	• Modified NSSEE	• 89
	• Oklahoma Subject Area Test	• 37
	• Oklahoma Professional Teaching Examination	• 26
M.S., PhD.	• M.S. Student Survey	• 28
	• Annual Doctoral Review, Qualitative Faculty Assessment, Comparison with peer institutions, and Employability of doctoral students	• next year 2004
Hotel & Restaurant Administration		
B.S.	• Senior Exit Survey	• 23
	• Modified NSSE	• 28
	• Alumni Survey '02	• 20
Nutritional Sciences		
B.S.	• Undergraduate Alumni of Dietetics Program pass rate on national Registration Exam	• 19
	• Alumni of Dietetics Internship Program –pr on national Registration Exam	• 12
	• Modified NSSE	• 54
	• Alumni Survey	• 13
M.S.	• Graduate School Alumni phone survey	•
	• Dietetics Internship Alumni 1995 -2001 & First Time Employer	• Interns 43 and Employers 22

Student and Alumni Surveys

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

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

Graduate Student Satisfaction Survey

The Graduate Student Satisfaction Survey is conducted in alternate years by the Graduate College. The target population for this survey is all OSU graduate students who are enrolled during the semester the survey is conducted. In Spring 2002, from a target population of 3,610 graduate students enrolled as of January 2002, 908 students participated in the survey (response rate = 25%). The survey included 64 questions and was administered online by the OSU Bureau for Social Research. OSU graduate students were sent an email message that provided a link to the web-based survey.

Annual OSU Alumni Surveys

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

The 2003 Survey of Alumni of Graduate Programs targeted 1,912 graduate program alumni who received their degrees in 1997 or 2001 (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 over 95% of graduate degree recipients in those two calendar years. A total of 712 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 participated in the NSSE in 2000 and 2002 and plans to participate again in 2005. In 2002, the NSSE was administered to a random sample of 3,000 OSU freshmen and seniors in spring 2002, and 622 OSU students completed the survey. Although the 2002 survey was conducted in the 2001-2002 academic year, results were not received until November 2002 and are presented in this annual report.

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. Results of this survey will be presented in the 2003 annual report.

16. What were the analyses and findings from the 2002 - 2003 student satisfaction assessment?

Graduate Student Satisfaction Survey

In Spring 2002, from a target population of 3,610 graduate students enrolled as of January 2002, 908 students participated in the survey (response rate = 25%). Forty-six percent of graduate students indicated that they were satisfied with their educational experiences at OSU, and an additional 41.5% indicated that they were "somewhat satisfied." Ninety percent of students indicated that their education at OSU is adequately preparing them for a career in academia; of those preparing for non-academic careers, 83% of students indicated that their OSU education is adequately preparing them.

See page 47 of this report for more detailed information on Graduate Student Assessment.

Highlights from the 2002 Graduate Student Satisfaction Survey results are shown in **Appendix E**.

OSU Alumni Surveys: 2003 Survey of Alumni of Graduate Programs

Response Rate. A total of 785 alumni telephone interviews were completed, resulting in an overall response rate of 41.1% (Table 1). Out of the initial target population of 1,912 alumni, 919 alumni could not be reached because either there was no phone number available or the number was deemed 'unreachable' (e.g., wrong number, disconnected). After accounting for 'unreachable' alumni, the overall adjusted response rate was 79% (Table 1).

Out of the total population of survey respondents, 18.1% were alumni from the College of Arts & Sciences, 13.8% were alumni from the College of Business Administration, 9.9% were alumni from the College of Agricultural Sciences and Natural Resources, 16.9% were alumni from the College of Engineering, Architecture and Technology, 6.1% were alumni from the College of Human Environmental Sciences, 28.7% were from the College of Education, and 6.5% were from the Graduate College.

Current Employment Information. Over ninety-two percent of alumni (n=722) reported that they were employed (Q1). Of these, 92.8% were employed full-time (Q4). Approximately 41.0% were employed by educational institutions; 28.8% of alumni described their employer as large corporations; 13.2% were employed by small corporations or small businesses; 10.7% were employed by government agencies; 4.3% were employed by nonprofit organizations and 2.1% were self-employed (Q3). Table 2 summarizes the names of alumni employers and job titles. The most frequently reported annual salary range for alumni one and five years post-graduation was $36,000-45,000 per year (20.2%). Over 50% of alumni reported annual salaries of greater than $45,000 per year, and 23.1% of alumni reported annual salaries of less than $36,000 per year (Q7). In general, 92.8% of alumni (n=620) responded that their graduate program prepared them very well or adequately for their current position (Q6). Only respondents who reported that their current position was slightly, moderately, or highly related to their degree program were included in this calculation.

Continued Education - Graduate or Professional Schools Attended After OSU. Of the alumni surveyed, 133 (17%) had completed or were currently enrolled in a graduate or professional school. Of these alumni, 65.4% were pursuing or had completed doctoral degrees, 17.3% were pursuing or had completed a masters degree, 8.3% were pursuing or had completed business degrees, 3.0% were pursuing or had competed law degrees, 0.8% were attending or had attended medical schools,

and 5.3% were pursuing or had completed 'other' degrees (Q9). Of the 133 alumni who were attending or had completed graduate school, over 50% (n=67) attended Oklahoma State University, and 13.5% attended graduate school at other Oklahoma institutions. Most alumni (92.5%) stated that their OSU graduate program had prepared them very well or adequately for additional graduate or professional school programs (Q10). Table 3 summarizes the names of graduate and professional schools as given by alumni.

Resident Information (in-State / Out-of-State). Approximately 66% of the alumni who participated in the survey were living in Oklahoma and 34% were out-of-state (Table 4). Because the survey did not attempt to reach alumni who were not in the U.S., the alumni who live outside of Oklahoma may be under-represented.

Highlights from the 2003 Graduate Program Alumni Survey results are shown in **Appendix F**.

The National Survey of Student Engagement (NSSE)

OSU's results from the 2002 NSSE were similar to the results obtained from the 2000 administration of the survey and are described in detail in **Appendix C**. Results show that OSU is very strong in providing a supportive campus environment for students in comparison with peer institutions. OSU ranked in the 90th percentile for the Supportive Campus Environment benchmark score for first-year students and in the 60th percentile for seniors. Survey items within the Supportive Campus Environment benchmark included student perceptions of their interactions with faculty members, campus resources to facilitate academic success, and student ratings of the quality of their relationships with faculty, administrators, and other students. Results also indicate that OSU first-year students had higher than predicted scores in 4 out of 5 NSSE benchmark areas – Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interactions, and Supportive Campus Environment.

NSSE results from 2000 and 2002 indicated that OSU seniors were significantly less 'engaged' than seniors at peer institutions in activities associated with Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interactions, and Enriching Educational Experiences. Responses from OSU seniors were also significantly lower than predicted based on the characteristics of the OSU student body. Of particular concern were the comparatively low scores for Level of Academic Challenge, which included survey items related to the amount of time spent on academic work, numbers of assigned books or readings, number of written papers, and student perceptions that coursework emphasizes higher-order thinking skills such as analysis or synthesis as compared to memorization, and Enriching Educational Experiences, which included survey items related to use of technology, exposure to diverse beliefs or values, and participation in enriching co-curricular activities such as internships, community work, or foreign language. These latter results were emphasized in the OSU Assessment Council's recommendations that were developed in response to the 2000 and 2002 NSSE survey results (**Appendix C**).

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

Results from this survey will be presented in the 2003 annual report.

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

OSU Alumni Surveys: 2003 Survey of Alumni of Graduate Programs

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

National Survey of Student Engagement

The 2000 and 2002 NSSE survey results have stimulated a great deal of conversation among OSU leaders and faculty groups and an unprecedented amount of action resulting from a university-wide survey. This can be attributed to the fact that the NSSE succinctly targets academic quality issues that are of great concern to faculty members and issues that can be directly tied to program-level curriculum planning. The NSSE also provides data on areas of interest for programmatic accreditation.

In spring 2003, a subcommittee was formed from the Assessment Council to consider OSU's results of the 2002 National Survey of Student Engagement and develop recommendations. These recommendations are shown in **Appendix C** of this report. One of the subcommittee's recommendations was to communicate NSSE results with OSU faculty members and stimulate college- and program-level discussions of the strengths and potential areas for improvement identified in the survey. In response to this, the Office of University Assessment presented NSSE information to the Dean's Council, Instruction Council, Faculty Council, Student Affairs Unit Heads, college- and program-level curriculum committees across campus, and to individual college and department leaders. In addition, the Assessment Office developed an extensive website for OSU faculty that describes OSU's NSSE results and provides in-depth resources regarding the development of the national survey, studies on survey reliability, and how NSSE results are responded to and used on other campuses.

OSU's undergraduate colleges have shown great interest in the NSSE and several colleges are taking steps to collect more survey data from their students so that there are sufficient sample sizes to evaluate student engagement at the program-level and make program-level changes as needed. For example, the College of Education and College of Human Environmental Sciences developed and administered local versions of the NSSE so that they could get larger samples sizes for individual academic programs within those colleges. The College of Education also included additional NSSE-type questions that proved more deeply into diversity issues, an area of concern for that college's NCATE accreditation. The College of Business plans to conduct a similar local version of the NSSE in spring 2004. All three of these colleges developed faculty working groups to examine their college-level results from the 2000 and 2002 NSSE survey, develop an effective local version of the survey to meet their programmatic concerns, and consider results from these locally-administered surveys. In addition to these college-level responses to the survey results, a few individual academic programs such as the Zoology Department are integrating NSSE survey questions into their existing senior surveys so that they, too, can obtain larger samples sizes and

more meaningful results on 'student engagement' topics of particular concern to their academic program.

A group of OSU representatives attended the NSSE Users Conference in San Marcos, TX, in fall 2003, and OSU representatives presented their development of OSU's NSSE results website. OSU's participation in this conference is another indicator of the level of interest in OSU's NSSE results and potential uses of these results from OSU leaders from a range of disciplines.

OSU plans to participate in the NSSE again in 2005. This schedule was selected so that academic programs would have sufficient time to consider and act on results from the 2000 and 2002 NSSE results. Plans to participate in the NSSE on a 3-year rotation are currently being discussed.

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 of this report, Table 12.1, and in **Appendix I** (bound separately).

2002 Graduate Student Satisfaction Survey

In addition to the graduate student assessment that is conducted in individual academic units, the Graduate College periodically conducts the Graduate Student Satisfaction Survey to evaluate graduate students' satisfaction with their educational experiences at OSU. The survey is intended to provide information to identify areas for improvement and gauge success of services provided by the Graduate College. 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. The main findings from this survey are shown below.

Overall Satisfaction. Forty-six percent of graduate students stated that they were satisfied with their educational experiences at OSU, and an additional 41.5% indicated that they were somewhat satisfied. About 12% of students indicated some dissatisfaction with their overall educational experience at OSU.

Preparation for Careers. Ninety percent of students indicated that their education at OSU was adequately preparing them for a career in academia, and 83% of students indicated that their education at OSU was adequately preparing them for a non-academic career.

Academic Program Climate. A majority of students surveyed indicated that they were satisfied with their relationships and interactions in their department, and that they have received support from faculty to conduct their own research. Eighty-two percent of students indicated that their department provides a supportive environment for underrepresented groups.

Relationships with Advisors. Overall students were satisfied with their advisors. Ninety-two percent of students indicated that their advisor was approachable; 82% indicated that their advisor took sufficient time to address their concerns; 86% agreed that their advisor provided constructive and informative feedback on their work; and 79% agreed that their advisor encouraged professional development [participation in professional meetings, submitting publications, etc.]. Eighty percent indicated that their advisory committee provided supportive and helpful guidance.

Assistantships. Of the students surveyed, 23% were teaching assistants, 28% were research assistants, 11% had 'other' types of assistantships, 7% were not currently have assistantships, and 30% indicated that they 'never had an assistantship'. Forty-five percent of students agreed that assistantship salaries are adequate, while 55% disagreed with this statement. Overall, teaching assistants were satisfied with the preparation they received prior to entering the classroom, and 'agree/agree somewhat' that they receive support and direction to improve their teaching skills. Regarding resources provided to perform teaching responsibilities, 85% agreed that the resources provided were adequate, while 15% indicated that the resources provided were less than adequate.

Student Services and Administrative Offices. Overall, graduate students were satisfied with both student services and administrative offices. For those students who used specific student services, they were generally satisfied/somewhat satisfied with those services. With respect to administrative offices, students were also generally satisfied/somewhat satisfied with the helpfulness of the offices in responding to their concerns or questions.

Graduate Student Resources. Seventy-eight percent of graduate students were satisfied/somewhat satisfied with computer resources available in their academic department; 74% of students were satisfied/somewhat satisfied with the email services available to them on this campus; 89% of students agreed/agreed somewhat that the library resources had met their needs as graduate students; and 80% of students agreed/agreed somewhat that the research resources at OSU had met their needs as graduate students.

Campus Climate & Diversity. Eighty-eight percent of graduate students agreed/agreed somewhat that OSU is a friendly campus towards those with culturally diverse backgrounds. Additionally, 68% of students stated that they had not *experienced* discrimination at OSU and 59% stated that they had not *observed* discrimination at OSU. Various types of experienced and observed discrimination on campus were indicated in the survey, but in each case, fewer than 21% of students stated that they had experienced or observed any type of discrimination.

Graduate College. Overall students indicated satisfaction with the Graduate College, with 82% satisfied with the admissions process upon entering OSU, 62% satisfied/somewhat satisfied with the information they received from the Graduate College regarding campus services and programs; and finally, 78% of students indicating satisfaction with the helpfulness and responsiveness of the Graduate College staff.

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 annual report or a separate outcomes assessment report. Special projects that are conducted at the college-, university-, or other program levels are described here.

Assessment within Student Affairs Division Units

Assessment has been formally undertaken by Student Affairs Units as part of their ongoing program planning and evaluation. Reports from each Student Affairs Unit are summarized in **Appendix G**.

Follow-up Survey for the ALPHA Orientation Program

Assessment funds were also used to support an online survey of students who participated in the ALPHA orientation program to obtain feedback that could be used to develop and improve new student orientation. Results of this study are described in **Appendix G**.

Assessment of Student Use of Electronic Services Prior to Enrollment

OSU assessment funds were used to support a study of student use of electronic services such as the OSU website and online enrollment features in fall 2002; the study was conducted by OSU's office of High School and College Relations. The survey was administered to 751 freshman students that proportionately represented enrollment in each of the undergraduate colleges. The survey focused on gathering freshman perceptions of how the web and other electronic media influence prospective students during the decision-making and admission process. A particular item of interest in this study was how OSU's current institutional website and other electronic services compare to other colleges had offered to prospective students during the admissions/recruitment process. The full report on this project can be obtained from the High School and College Relations Office.

Assessment of the CASNR FIT 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 four 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. The full report on this assessment project can be obtained from the College of Agricultural Sciences and Natural Resources Student Services Office.

An Analysis of the Process for Selecting Scholarship Recipients in CASNR and Follow-up of Scholarships Applicants and Recipients

Assessment funds were used to support a CASNR evaluation of effectiveness of college scholarships in recruiting and retaining students. Selection criteria as well as recipients' academic performance and persistence was tracked, and preliminary results indicate that a relatively small number of freshman CASNR applicants (35%) are awarded scholarships and those scholarships vary greatly in their award amounts ($500 - $2000). Current analysis is aimed at determining the degree to which scholarships are "stacked" on top of other need and no-need financial aid. This project will be continued in FY04; additional information may be obtained from Bill Weeks or Linda Martin (CASNR).

Assessment of Honors College Programs

The OSU Honors College annually evaluates its program by conducting surveys of students regarding their courses, advising within the Honors College, and their overall experiences in the program. Faculty members are also surveyed to provide input on Honors courses, students, and overall program quality. The College also tracks active participants and graduates. Results of these assessments are described in the Honors College Annual Reports.

APPENDIX A

OSU papers from the 2003
Higher Learning Commission of the North Central Association
Annual Meeting

APPENDIX B

**OSU General Education Assessment Committee
2003 Report**

GENERAL EDUCATION ASSESSMENT COMMITTEE
ANNUAL REPORT, 2003

2003 General Education Assessment Committee membership

Jeff Hattey (chair, Plant & Soil Sciences), John Gelder (Chemistry), Frances Griffin (Business Management), Ed Walkiewicz (English), Rick Rohrs (History), Greg Wilber (Civil Engineering), Brenda Masters (ex officio, Statistics), Julie Wallin (ex officio, Office of University Assessment)

General Education Assessment Committee history

Assessment of OSU's general education program is required by the Higher Learning Commission of the North Central Association (HLC, OSU's accrediting body) and by the Oklahoma State Regents for Higher Education, and OSU's general education assessment efforts have been motivated by these requirements. The Assessment Council and Office of University Assessment formed a faculty General Education Assessment Task Force in May 2000 for the purpose of developing and implementing a new plan to assess the effectiveness of OSU's general education program. Although general education and 'mid-level' assessment methods such as standardized tests and surveys had been conducted intermittently at OSU since 1993, no sustainable approach to evaluating the general education curriculum had been established. The task force formed in 2000 was the first group of OSU faculty members who were paid to work on this university-wide assessment project and marked a renewed commitment to general education assessment at OSU.

Following the assessment standard of articulating desired student outcomes first, the Task Force started in 2000 by revising OSU's Criteria and Goals for General Education Courses document and identifying 'assessable' outcomes for the general education program. After studying general education assessment practices at other institutions, the task group developed the following guidelines for effective and sustainable general education assessment for OSU:
- the process must not be aimed at individual faculty members or departments,
- the process should be led by faculty members, and faculty participation should be voluntary
- the process should use student work already produced in courses, and
- the process should assess all undergraduates, including transfer students, because general education outcomes describe qualities expected for all OSU graduates.

After summer-long study and discussion, the 2000 task group agreed to initiate two assessment methods to evaluate general education that were consistent with these guidelines: institutional portfolios and a course-content database. Institutional portfolios directly assess student achievement of the expected learning outcomes for the general education program, and the course database evaluates how each general education course contributes to student achievement of those articulated outcomes. In 2001-2003, the Committee developed and began implementing these assessment methods. In addition to these two primary assessment tools, student surveys such as the National Survey of Student Engagement and OSU Alumni Surveys also contribute to the general education assessment process and are considered in reviewing general education assessment results.

Institutional Portfolios. The Committee has developed institutional portfolios to assess students' written communication skills (data collection in 2001, 2002, and 2003), math problem solving skills (data collection in 2002 and 2003), and science problem solving skills (data collection in 2003). Separate portfolios are developed to evaluate each general education learner goal, and each portfolio includes students' work from course assignments collected throughout the undergraduate curriculum. Faculty members (including Committee members and additional faculty members involved in undergraduate

teaching) work in groups to evaluate the work in each portfolio and assess student achievement of relative to the learner goal that is being assessed by using standardized scoring rubrics. The results provide a measure of the extent to which students are achieving OSU's general education learning goals, and results are shared with faculty and administrators across campus via an annual newsletter. The Committee plans to continue to develop institutional portfolios to assess the learner goals for general education as described in the Criteria and Goals for General Education Courses.

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

In 2003, the Assessment Council and General Education Advisory Council approved the task force's name change to the General Education Assessment Committee. The Committee is charged with continuing to develop and implement general education assessment and reports to the Assessment Council and General Education Advisory Council; membership in these committees is intentionally overlapped. Committee members serve rotating 3-year terms, are extensively involved in undergraduate teaching at OSU, represent a range of disciplines, and are paid summer stipends for their work on general education assessment.

Committee goals for 2003:

A. The Committee projected continuation of the creation of the institutional portfolio for assessing student written communication skills as in previous years. To increase the number of observations in the dataset, the committee recommended that the number of portfolio-scoring groups be increased from two to three and that each group review about 70 samples of randomly collected student work demonstrating written communication skills. Because each group consists of three faculty members, this required nine faculty reviewers for the 2003 written communication skills portfolio (two Committee members and seven additional faculty reviewers).

B. The committee also projected continuation of the institutional portfolio for evaluating students' math problem solving skills as pilot-tested in 2002. The committee recommended that two portfolio-scoring groups, each consisting of three faculty members, be appointed to evaluate the math skills portfolio (two Committee members and four additional faculty reviewers). It was expected that each group of reviewers could review about 200 samples of student work demonstrating math problem solving skills.

C. The Committee planned to develop and pilot-test an institutional portfolio to evaluate student science problem solving skills along the same lines as the math problem-solving portfolio. Two Committee members worked on this portfolio with assistance from one additional faculty reviewer.

D. The Committee planned to work on revising the General Education Criteria and Goals document to address concerns that had been raised in the course review process by the General Education Advisory Council.

Assessment of Written Communication Skills

2003 collection of writing samples. The University Assessment Office supervised the collection of student writing artifacts for the Written Communication Skills Institutional Portfolio in fall 2002 using methods described in previous annual reports. Instructors from the following undergraduate courses contributed random samples of student work to the 2003 written communication skills institutional portfolio:

Course No.	Course Name	General Education Designation (if any)	Number of artifacts randomly collected from one assignment	Number of articats reviewed[a]	Number of artifacts used in data analysis[b]
AGEC 4703	American Ag Policy	S	10	5	5
AGEC3323	Ag Marketing & Sales		10	5	5
AGEC4101	Ag Econ Senior Seminar		10	5	5
AGED 3203	Planning Community Programs in Ag Education		10	8	8
AMST 2103	Intro to American Studies	H	10	10	10
ART 3663	History of American Art	H	6	6	6
ART 4653	History of Indian Art	H,I	10	8	8
BCOM 3113	Written Communication		20	10	10
BIOC 4113	Biochemistry		10	8	8
CIVE 3813	Environmental Engineering Science		10	8	8
ECON 3823	American Economic History	S	10	10	9
ENGL 2413	Introduction to Literature	H	10	10	10
ENGL 3323	Technical Writing		10	10	10
GEOG 1113	Introduction to Cultural Geography	S,I	10	10	10
HDFS 3453	Management of Human Services		10	9	9
HHP 2213	Introduction to Health Promotion		10	8	8
HHP 3713	Principles of Epidemiology		10	8	8
HIST 1103	Survey of American History		10	10	9
JB 1143	Media & Society	S	10	10	10
PHIL 3803	Business Ethics	H	10	10	10
PHIL 4733	Philosophy of Biology	H	10	9	7
POLS 3193	Gov & Pol in Latin America	S,I	10	8	8
POLS 3953	Minorities in the American Political System	S	10	8	8
SOC 1113	Introduction to Sociology	S	10	10	10
TH2413	Intro to the Theatre	H	10	10	10
ED	Elementary Education Student Portfolios		10	8	8
ED	Secondary Education Student Portfolios		10	8	8
	Total Number of Writing Artifacts (samples)		276	229	225

[a]The number of artifacts reviewed in 2003 was less than the number collected because more artifacts were collected than the reviewers determined could be reasonably reviewed in the given time period. Also, in one instance, an artifact was not reviewed because it was obviously plagiarized.

[b]Some artifacts had to be dropped from data analysis the student information could not be found in OSU Student Information System databases (n=1), the student was determined to be a graduate student (n=1), or a consensus score could not be reached by the reviewers (n=2).

Artifacts were collected as in previous years. Before putting the artifacts into the Institutional Portfolio, they were coded and all identifying information was removed from the samples. Demographic data were collected for each artifact using the OSU student database; these data were collected for analysis purposes only and the information cannot be used to identify an individual. The student demographic information associated with the samples was not shared with reviewers prior to the reviews.

2003 written communication skills portfolio reviews

Nine faculty reviewers for the written communication skills institutional portfolio met and completed their work in May and June 2003. The portfolio reviewers included Francis Griffin (Business Management), Rick Rohrs (History), Jon Comer (Geography), Sarah Price (Physical Education), Doren Recker (Philosophy), Ravi Sheorey (English), Maria Spicer (Nutritional Science), Denise Tillery (English), and Charlene Yauch (Industrial Engineering),

All portfolio reviewers met for three 'training' sessions where they received background information on the procedure and practiced scoring samples of student work using the written communication skills scoring rubric developed for this purpose in 2001. During these three initial sessions, reviewers discussed questions and concerns regarding use of the rubric, discussed scores given to samples of student work, and developed a common approach for evaluating student writing samples. As with past groups of reviewers, by the end of three sessions with all reviewers present, the reviewers were scoring fairly consistently with little variation among individual members. The scoring committee then divided into three sub-groups, each of which undertook to score approximately 70 artifacts. Scoring was done individually, and each sub-group then met to reach consensus scores where there was variation in individual scores. Review Group #3 determined that they could not develop consensus scores for two of the artifacts. The final scores were then submitted to the Assessment Office for compilation and interpretation.

Written communication skills scores from each review group

Review Group	Artifact Score	Number of Artifacts	Percent of Artifacts
#1 (70 artifacts scored)	1	4	6%
	2	18	26%
	3	25	36%
	4	21	30%
	5	2	3%
#2 (70 artifacts scored)	1	0	0%
	2	15	21%
	3	30	43%
	4	22	31%
	5	3	4%
#3 (68 artifacts scored)	1	4	6%
	2	26	38%
	3	32	47%
	4	5	7%
	5	1	1%

The distribution of scores from individual review groups was similar to the scores distribution from review groups in previous years.

Rubric for evaluating student written communication skills

The General Education Assessment Committee developed the following rubric for evaluating samples of student writing in 2001. Reviewers score the artifacts independently and then meet to develop a consensus score for each artifact; each artifact receives a whole-number score from 1 to 5.

Score:	Characteristics:	
5	Content & Organization	Topic/thesis is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic & audience, with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment
		Paragraphs are clearly focused and organized around a central theme; clear beginnings and endings; appropriate, coherent sequences and sequence markers
	Style & Mechanics	Word choice appropriate for the task; precise, vivid vocabulary; variety of sentence types; consistent and appropriate point of view and tone
		Standard grammar, spelling, punctuation; no interference with comprehension or writer's credibility
4	Exhibits all characteristics of '3' and some characteristics of '5'	
3	Content & Organization	Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment
		Most paragraphs are focused; discernible beginning and ending paragraphs; some sequence markers
	Style & Mechanics	Generally appropriate word choice; variety in vocabulary and sentence types; appropriate point of view and tone
		Some non-standard grammar, spelling, and punctuation; errors do not generally interfere with comprehension or writer's credibility
2	Exhibits all characteristics of '1' and some characteristics of '3'	
1	Content & Organization	Topic is poorly developed; support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment
		Most paragraphs are rambling and unfocused; no clear beginning or ending; inappropriate or missing sequence markers
	Style & Mechanics	Inappropriate or inaccurate word choice; repetitive words and sentence types; inappropriate or inconsistent point of view and tone
		Frequent non-standard grammar, spelling, punctuation interferes with comprehension and writer's credibility

Student demographics associated with the written communication skills artifacts, 2001- 2003

		2001 no. of artifacts	pct	2002 no. of artifacts	pct	2003 no. of artifacts	pct	All Years no. of artifacts	pct
Number of Artifacts	# collected	130	-	115	-	276	-	521	-
	# scored	89	-	113	-	229	-	431	-
	#used in analysis	86	-	111	-	225	-	422	-
Class	freshman	15	17.4%	23	20.7%	31	13.8%	69	16.4%
	sophomore	20	23.3%	14	12.6%	48	21.3%	82	19.4%
	junior	20	23.3%	34	30.6%	52	23.1%	106	25.1%
	senior	31	36.0%	40	36.0%	94	41.8%	165	39.1%
College	CAS	35	40.7%	42	37.8%	81	36.0%	158	37.4%
	CASNR	4	4.7%	20	18.0%	28	12.4%	52	12.3%
	CBA	17	19.8%	14	12.6%	36	16.0%	67	15.9%
	COE	5	5.8%	14	12.6%	35	15.6%	54	12.8%
	CEAT	7	8.1%	8	7.2%	19	8.4%	34	8.1%
	CHES	17	19.8%	8	7.2%	18	8.0%	43	10.2%
	UAS	1	1.2%	5	4.5%	8	3.6%	14	3.3%
Gender	female	54	62.8%	57	51.4%	115	51.1%	226	53.6%
	male	32	37.2%	54	48.6%	110	48.9%	196	46.4%
Admit Type	Regular (A, AR)	51	59.3%	66	59.5%	139	61.8%	256	60.7%
	Alternative Admit (F)	1	1.2%	4	3.6%	13	5.8%	18	4.3%
	Adult Admit (G)	0	0.0%	2	1.8%	2	0.9%	4	0.9%
	"Third Door" Admit (K)	2	2.3%	0	0.0%	1	0.4%	3	0.7%
	International (J)	1	1.2%	1	0.9%	0	0.0%	2	0.5%
	Transfer (M, MR)	22	25.6%	37	33.3%	64	28.4%	123	29.1%
	Other or Blank	9	10.5%	1	0.9%	6	2.7%	16	3.8%
ACT	<22	10	14.5%	30	34.1%	58	28.4%	98	27.8%
	22 to 24	19	27.5%	13	14.8%	65	31.9%	97	27.5%
	25 to 27	18	26.1%	24	27.3%	39	19.1%	81	22.9%
	28 to 30	15	21.7%	12	13.6%	25	12.3%	52	14.7%
	>30	7	10.1%	9	10.2%	9	4.4%	25	7.1%
OSU GPA	<2.0	4	4.7%	7	6.3%	14	6.2%	25	5.9%
	2.0 to 2.49	10	11.6%	15	13.5%	33	14.7%	58	13.7%
	2.50 t0 2.99	9	10.5%	29	26.1%	51	22.7%	89	21.1%
	3.00 to 3.49	34	39.5%	35	31.5%	72	32.0%	141	33.4%
	3.50 to 4.00	29	33.7%	25	22.5%	55	24.4%	109	25.8%

Student demographics associated with the written communication skills artifacts, 2001- 2003
(continued)

College	Major	No. of Artifacts	College	Major	No. of Artifacts
CASNR	AGBU	12	CBA	ACCT	12
	AGCM	2		ECON	8
	AGEC	7		FIN	3
	AGED	9		GNBU	8
	ANSI	13		INBU	4
	BIMB	6		MGMT	4
	ENVR	2		MIS	3
	PASS	1		MKTG	8
	all	52		UND	17
				all	67
CAS	AMSD	1			
	ART	15	COE	ATRN	1
	BIOC	5		AVED	3
	BIOL	6		EDUCncrt	1
	CDIS	3		ELEM	13
	CHEM	3		HLTH	12
	CLML	1		HPRO	6
	CS	3		LEIS	2
	ENGL	25		PHED	2
	GEOL	3		SCED	13
	HIST	3		UND	1
	JB	16		all	54
	MATH	2			
	MUSC	1	CEAT	ARCE	1
	PHIL	2		ARCH	7
	PHSL	1		BAE	1
	PHYS	1		CHEN	2
	POLS	15		CIVE	8
	PREP	2		ELEN	3
	PSYC	5		ET	1
	SOC	4		FPST	4
	SPAN	1		IEM	1
	UND	37		MEEN/AERS	4
	ZOOL	3		MET	2
	all	158		all	34
UAS	UAAA	7	CHES	DHM	4
	UAAD	3		FRCD/HDFS	17
	UAAS	1		HRAD	5
	UACC	1		NSCI	16
	UATP	1		UND	1
	UAUN	1		all	43
	all	14			

Written communication skills scores, 2001 - 2003 (years combined)

			Score 1	2	3	4	5	Avg	n	
Overall Scores	Overall	n	21	118	188	83	12	2.87	422	
		%	5.0%	28.0%	44.5%	19.7%	2.8%			
By Class	Freshmen	n	7	25	28	8	1	2.58	69	
		%	10.1%	36.2%	40.6%	11.6%	1.4%			
	Sophomores	n	5	23	40	13	1	2.78	82	
		%	6.1%	28.0%	48.8%	15.9%	1.2%			
	Juniors	n	6	26	45	24	5	2.96	106	
		%	5.7%	24.5%	42.5%	22.6%	4.7%			
	Seniors	n	3	44	75	38	5	2.99	165	
		%	1.8%	26.7%	45.5%	23.0%	3.0%			
By Class, (reg admit only)	Freshmen	n	3	21	23	7	1	2.67	55	
		%	5.5%	38.2%	41.8%	12.7%	1.8%			
	Sophomores	n	2	14	29	9	1	2.87	55	
		%	3.6%	25.5%	52.7%	16.4%	1.8%			
	Juniors	n	2	9	28	11	2	3.04	52	
		%	3.8%	17.3%	53.8%	21.2%	3.8%			
	Seniors	n	0	21	42	27	4	3.15	94	
		%	0%	22.3%	44.7%	28.7%	4.3%			
By Transfer Status	Native Students* (domestic only)	n	13	77	129	54	8	2.88	281	*all domestic native students, regardless of admit type
		%	4.6%	27.4%	45.9%	19.2%	2.8%			
	Transfer Students	n	6	39	52	23	3	2.82	123	
		%	4.9%	31.7%	42.3%	18.7%	2.4%			

 *Native students refers to freshmen who started at OSU as first-time freshmen

Key Findings:

- Writing scores for samples from freshmen had significantly lower scores than writing samples for juniors or seniors (n=422, p<0.05); 46% of the freshmen writing samples had scores of '1' or '2' and 54% had scores of '3' or higher. In contrast, 72% of writing samples from seniors received a score of '3' or higher. When only regularly admitted students were included in the analysis (i.e., excluding transfer, international, and alternatively admitted students), the contrast was even more pronounced. Considering only regularly admitted students, 78% of work produced by seniors received scores of 3 or higher.

- Although students who start their career at OSU ('native' OSU students) are slightly more likely to receive high scores on their writing samples, there is no statistically significant difference between the

writing scores of native and transfer students, even when only regularly admitted native students are considered in the comparison.

- Writing scores from the institutional portfolio were significantly correlated with OSU gpa and ACT English sub-score. The scores were also significantly correlated with college; students from UAS (University Academic Services) had lower writing scores than students from other colleges.

Assessment of Math Problem Solving Skills

2003 collection of math samples

Over the course of the Spring 2003 semester, the OSU Office of University Assessment collected artifacts from a number of math courses. Artifacts are examples of student work that can be used to demonstrate their level achievement of the course's objectives. For the math assessment, all of the artifacts were final exams, which were collected and copied before the instructor graded them. The courses selected represent a variety of freshman- and sophomore-level math courses required of OSU students. As such, artifacts from these courses should represent a baseline of student mathematical problem solving skills following completion of at least one OSU math course. The artifacts were made anonymous by covering the students name and/or ID number from the exam copy, though each artifact was numbered and referenced to a database with basic information about the student. This information was not available to the committee but was used only for the subsequent statistical analysis of the assessment results.

Several instructors from the following courses contributed artifacts to the 2003 math problem solving skills institutional portfolio:

Course No.	Course Name	General Education Designation (if any)	Number of artifacts randomly collected	Number of artifacts reviewed	Number of artifacts used in data analysis
MATH 1483	Mathematical Functions and Their Uses	A	76	55	55
MATH 1493	Applications of Modern Mathematics	A	93	0	0
MATH 1513	College Algebra	A	159	157	155
MATH 2103	Elementary Calculus	A	39	37	34
MATH 2144	Calculus I	A	28	28	25
	Total Number of Math Artifacts (samples)		395	277	269

The reviewers determined that samples collected from MATH 1493 could not be used to evaluate college-level, general education math problem solving skills, and these samples were not included in the reviews or analysis. Exams collected from MATH 1493 focused primarily on students' ability to memorize methods (e.g., apportionment, quotas, Webster Method, Hill-Huntington Method, Hamilton Method, etc.) and plug

numbers into given formulas; the reviewers determined that these samples did not adequately demonstrate students' abilities to use college-level mathematics to solve problems.

As in the writing portfolio, some artifacts could not be reviewed because they were incomplete and some samples were dropped from data analysis because the student information could not be found in OSU Student Information System databases.

<u>2003 math problem solving skills portfolio reviews</u>

In May 2003, the committee met to prepare for the math problem-solving skills assessment process.   The objective of the first meeting was primarily planning for the summer's activities, to form two review groups, and to discuss the overall math assessment process. In addition to scheduling activities, the group reviewed the rubric to be used for evaluating the math problem solving artifacts. This rubric, which had been developed the previous year by the committee, defined six criteria or aspects of a math artifact. For each aspect, a level from 1 to 5 was defined, characterizing the relative level of achievement of that aspect. For example, one aspect is "Calculations", with a level 1 defined as "No evidence of manipulation of mathematical expressions; arithmetic errors prevalent in the work" and level 5 defined as "Fully arithmetically accurate; clearly represented with various computation steps shown", etc. The intermediate levels were defined by levels of achievement in between these two extremes. The rubric is shown on the next page.

The primary objective of the second meeting was to "calibrate" the groups in terms of their use of the rubric, to ensure each group member had a similar definition of each of the levels of achievement (1 through 5).   A random sample of the artifacts was distributed to the groups. Within these groups, specific problems were selected for evaluation. The problems selected for evaluation were those that exhibited the most aspects specified in the rubric. That is, problems that were simple calculations, or "plug-and-chug" were discarded. Ideal were those problems with multiple parts, requiring not only calculations, but perhaps graphing and an explanation as well. In the process of making this evaluation, it was determined that the artifacts collected from MATH 1493 were of limited value for assessment purposes and as such, were omitted from the artifact set.

Once the committee agreed upon a set of problems, each group member scored each problem 1 through 5. These scores are composites of each of the aspects shown in Figure 1. That is, each aspect is not scored individually. The groups then met to compare scores and develop a consensus. In this way, a fairly consistent understanding of what level 1 through level 5 meant was established. Once this was accomplished, the complete set of artifacts was distributed to the two groups for evaluation. Each group, which consisted of three faculty members, received a different set of artifacts, which represented a total of five different math courses. In total, approximately 250 artifacts were distributed for evaluation.

The groups then met separately to determine which problems within each artifact set would be evaluated, using the same criteria described above. Once this had been done, each individual group member evaluated the artifacts, determining a single score for each one. The group then later reconvened to compile their results and reconcile and differences in the scoring. As such, in the end, each artifact had assigned to it a single score, 1 to 5, representing its level of achievement as defined by the rubric. These consensus scores were then provided to the Office of University Assessment for analysis.

Math problem solving skills scores from each review group

Review Group	Artifact Score	Number of Artifacts	Percent of Artifacts
#1 (151 artifacts scored)	1	14	9.3%
	2	48	31.8%
	3	48	31.8%
	4	31	20.5%
	5	10	6.6%
#2 (126 artifacts scored)	1	10	7.9%
	2	34	27.0%
	3	31	24.6%
	4	40	31.7%
	5	11	8.7%

<u>Rubric for evaluating student math problem solving skills</u>

The General Education Assessment Committee developed the following rubric for evaluating students'
math problem solving skills in 2002. Reviewers score the artifacts independently and then meet to develop
a consensus score for each artifact; each artifact receives a whole-number score from 1 to 5.

	Poor (1)	Acceptable (3)	Excellent (5)
Understanding of problem	No clear understanding indicated; Lack of comprehension of the basic parts of the problem; Didn't understand enough to start to work the problem;	Able to glean basic parts of the problem and the general framework; No serious misconceptions; Adequate to work most of the problem;	Full grasp of concepts and relationships between concepts; Identifies all the important elements of the problem;
Use of terms and symbols	Unable to communicate any math concepts though terminology; Absent of technical or mathematical terms, or used inappropriately; Mathematical symbols are not used, or used incorrectly;	Uses most terminology and symbols correctly; Evidence of reasonable understanding of terms and symbols;	Clear, concise communication of ideas; Thoughts thoroughly explained with the correct terminology and clearly displayed appropriate symbols; Demonstrates superior knowledge of the language of mathematics/science
Calculations	No evidence of manipulation of mathematical expressions; Arithmetic errors prevalent in the work;	Mainly accurate with some minor arithmetic errors; Appropriate to work the problem, but not a sophisticated presentation;	Fully arithmetically accurate; Clearly represented with various computation steps shown; Executes algorithms completely and correctly;
Solution	Shows significant misunderstanding of the process; Does not correctly apply or even make attempt to apply appropriate solution; Reflects inappropriate strategy for solving the problem; Attempts to use irrelevant information; No (or incorrect) graphical representation of the mathematical thought process;	Reflects reasonable strategy for solving most of the problem; Displayed in a rote manner showing simple conceptualization; Shows understanding of some of the problem's mathematical concepts; Presented in an orderly manner, but lacking some details; Represented graphically with only minor flaws;	Represented with detail through logical sequence and systematic progression; Reflects excellent problem-solving skills; Presents strong supporting arguments; Use of relevant outside information; Results are represented graphically in clear and illuminating way;
Answer	No expression of any empirical finding; Units if stated are incorrect; Conclusion is not valid;	Expressed empirical findings but limited in identification of related issues; Answer is stated in correct units;	Complete response with a clear, unambiguous, accurate explanation; Fully described findings in words; Stated in correct units with any unit changes clearly illustrated;
Difficulty of Problem	Values plug directly into equation; No mathematical manipulation;	Combines two related concepts;	Requires multiple steps with development of concepts evolving into the solution;

Student demographics associated with the math problem solving skills artifacts, 2002- 2003

		2002		2003		All Years	
		no. of artifacts	pct	no. of artifacts	pct	no. of artifacts	pct
Number of Artifacts	# collected	300	-	395	-	695	-
	# scored	76	-	277	-	353	-
	#used in analysis	76	-	269	-	345	-
Class	freshman	32	42.1%	208	77.3%	240	69.6%
	sophomore	17	22.4%	36	13.4%	53	15.4%
	junior	12	15.8%	17	6.3%	29	8.4%
	senior	15	19.7%	8	3.0%	23	6.7%
College	CAS	16	21.1%	78	29.0%	94	27.2%
	CASNR	35	46.1%	30	11.2%	65	18.8%
	CBA	11	14.5%	79	29.4%	90	26.1%
	COE	1	1.3%	16	5.9%	17	4.9%
	CEAT	6	7.9%	31	11.5%	37	10.7%
	CHES	2	2.6%	16	5.9%	18	5.2%
	UAS	5	6.6%	19	7.1%	24	7.0%
Gender	female	33	43.4%	141	52.4%	174	50.4
	male	43	56.6%	128	47.6%	171	49.6
Admit Type	Regular (A, AR)	46	60.5%	204	75.8%	250	72.5%
	Alternative Admit (F)	4	5.3%	10	3.7%	14	4.1%
	Adult Admit (G)	2	2.6%	3	1.1%	5	1.4%
	"Third Door" Admit (K)	0	0.0%	0	0%	0	0%
	International (J)	0	0.0%	12	4.5%	12	3.5%
	Transfer (M, MR)	24	31.6%	31	11.5%	55	15.9%
	Other or Blank	0	0.0%	9	3.3%	9	2.6%
ACT	<22	28	36.8%	74	33.0%	102	35.9%
	22 to 24	17	22.4%	70	31.3%	87	25.2%
	25 to 27	9	11.8%	46	20.5%	55	19.4%
	28 to 30	6	7.9%	26	11.6%	32	11.3%
	>30	0	0.0%	8	3.6%	8	2.8%
OSU GPA	<2.0	8	10.5%	41	15.2%	49	14.2%
	2.0 to 2.49	15	19.7%	28	10.4%	43	12.5%
	2.50 t0 2.99	12	15.8%	66	24.5%	78	22.6%
	3.00 to 3.49	25	32.9%	60	22.3%	85	24.6%
	3.50 to 4.00	16	21.1%	74	27.5%	90	33.5%

Student demographics associated with the math problem solving skills artifacts, 2002 - 2003 (continued)

College	Major	No. of Artifacts
CASNR	AGBU	12
	AGCM	1
	AGEC	6
	AGED	2
	ANSI	2
	BIMB	2
	ENVR	1
	HORT	2
	LA	1
	PASS	1
	ALL	30
CAS	ART	1
	CS	2
	GEOL	1
	HIST	1
	MUSC	3
	POLS	1
	PSYC	5
	UND	63
	WLDL	1
	all	78
UAS	UAAA	10
	UAAD	3
	UACC	6
	all	19

College	Major	No. of Artifacts
CBA	ACCT	3
	ECON	3
	FIN	2
	INBU	1
	MIS	3
	MKTG	7
	UND	60
	all	79
COE	ATRN	3
	AVED	3
	ELEM	7
	SCED	1
	UND	2
	all	16
CEAT	ARCE	2
	ARCH	1
	CIVE	3
	ELEN	7
	FPST	1
	CMT	3
	MEEN/AERS	12
	MET	1
	UND	1
	all	31
CHES	DHM	8
	FRCD/HDFS	2
	HRAD	3
	NSCI	2
	UND	1
	all	16

Math problem solving skills scores, 2002 - 2003 (years combined)

			Score 1	2	3	4	5	Avg	n	
Overall Scores	Overall	n	26	100	102	88	29	2.98	345	
		%	7.5	29.0	29.6	25.5	8.4			
By Class	Freshmen	n	20	68	70	60	22	2.98	240	
		%	8.3%	28.3%	29.2%	25.0%	9.2%			
	Sophomores	n	3	16	13	17	4	3.06	53	
		%	5.7%	30.2%	24.5%	32.1%	7.5%			
	Juniors	n	3	11	8	6	1	2.69	29	
		%	10.3%	37.9%	27.6%	20.7%	3.4%			
	Seniors	n	0	5	11	5	2	3.17	23	
		%	0%	21.7%	47.8%	21.7%	8.7%			
By Class, (regular admits only)	Freshmen	n	15	53	60	54	21	3.06	203	
		%	7.4%	26.1%	29.6%	26.6%	10.3%			
	Sophomores	n	0	7	8	12	2	3.31	29	
		%	0%	24.1%	27.6%	41.4%	6.9%			
	Juniors	n	1	1	1	3	1	3.29	7	
		%	14.3%	14.3%	14.3%	42.9%	14.3%			
	Seniors	n	0	2	6	2	1	3.18	11	
		%	0%	18.2%	54.5%	18.2%	9.1%			
By Transfer Status	Native Students* (domestic only)	n	17	78	80	73	25	3.04	273	*all domestic native students, regardless of admit type
		%	6.2%	28.6%	29.3%	26.7%	9.2%			
	Transfer Students	n	8	18	15	11	3	2.69	55	
		%	14.5%	32.7%	27.3%	20.0%	5.5%			

*Native students refers to freshmen who started at OSU as first-time freshmen

Key Findings:

- Unlike the written communication skills portfolio, the math problem solving skills portfolio is limited to assessing math problem solving skills of students, primarily freshmen, in entry-level mathematics courses. The overall distribution of scores indicates that 64% of students in entry-level math courses demonstrate math problem solving skills at the mid-point of the rubric (a score of '3') or higher.

- Math scores from the institutional portfolio were significantly correlated with student's OSU gpa, ACT math sub-score, and college. Students from UAS had consistently lower math scores than students from other colleges.

- Math scores from the institutional portfolio were also significantly correlated with course, where artifacts from MATH 1483 had significantly higher portfolio scores than artifacts from MATH 1513 or MATH 2103. This is probably because the problems from the MATH 1483 samples were easier than those from the other courses, and the Committee should consider weighting rubric scores based on the level of difficulty of the problems being assessed.

Assessment of Science Problem-Solving Skills

2003 collection of science samples

The University Assessment Office supervised the collection of student writing artifacts for the Written Communication Skills Institutional Portfolio in fall 2002 using methods described in previous annual reports. As with the math portfolio, the artifacts were collected from introductory-level sciences courses that are part of the general education course offerings. Several instructors from the following courses contributed artifacts to the 2003 science problem solving skills institutional portfolio:

Course No.	Course Name	General Education Designation (if any)	Number of artifacts randomly collected	Number of artifacts reviewed	Number of artifacts used in data analysis
CHEM 1314	General Chemistry	N,L	24	5	5
CHEM 1515	General Chemistry	N,L	14	14	14
PHYS 1014	Descriptive Physics	N,L	29	29	29
PHYS 1313	Inquiry-Based Physics	N,L	35	20	20
PHYS 1214	General Physics	N,L	24	0	0
HORT 1013	Principles of Horticultural Science	N,L	39	0	0
	Total Number of Math Artifacts (samples)		165	68	68

The particular artifacts collected from HORT 1013 and PHYS 1214 were determined to not be appropriate for analyzing science problem solving skills and were not scored or included in analysis.

Rubric for evaluating students' science problem solving skills

The General Education Assessment Committee developed the following rubric for evaluating students' science problem solving skills in 2002. Reviewers score the artifacts independently and then meet to develop a consensus score for each artifact; each artifact receives a whole-number score from 1 to 5.

Aspects	Poor (1)	Acceptable (3)	Excellent (5)
Understanding of problem	No clear understanding indicated; Little comprehension of the important elements of the problem; Didn't understand enough to start to work the problem.	Able to glean basic parts of the problem and the general framework; No misconceptions that lead to wrong answers; Adequate to work most of the problem; Can make a diagram to demonstrate some understanding of the model; Can demonstrate some conceptualization of the model.	Full grasp of concepts and relationships between concepts; Identifies all the important elements of the problem; Organization of the response demonstrates clarity of understanding.
Use of terms, and symbols	Unable to communicate any scientific concepts though terminology; Absent of technical, mathematical or scientific terms, or used inappropriately; Symbols are not used, or used incorrectly.	Uses most terminology and symbols correctly; Evidence of reasonable understanding of terms and symbols.	Thoughts thoroughly explained with correct terminology and clearly displayed appropriate symbols; Clear, concise communication of ideas; Demonstrates superior knowledge of the language of science and symbolic usage; Knows the symbols and terms in a mathematical relationship and their association with the scientific model of interest.
Solution and graphical data interpretation	Shows significant misunderstanding of the process; Does not correctly apply or even make attempt to apply appropriate solution; Reflects inappropriate strategy for solving the problem; Attempts to use irrelevant information; No (or incorrect) graphical representation of the mathematical thought process;	Shows understanding of the process; Reflects reasonable strategy for solving most of the problem; Displayed in a rote manner showing simple conceptualization; Shows understanding of some of the problem's concepts; Presented in an orderly manner, but lacking some details; Represented graphically with minor flaws;	Shows mastery of the process; Represented with detail through logical sequence and systematic progression; Reflects excellent problem-solving skills; Presents strong supporting arguments; Use of relevant outside information; Results are represented graphically in clear and illuminating way; Results can be interpreted and applied in a new or modified situation
Answer and conclusions	Units absent or stated incorrectly; Conclusion is not valid; No expression of any empirical finding;	Answer is stated in correct units; Expressed empirical findings but limited in identification of related issues; Unable to demonstrate complete understanding of the scientic result and its relationship to the conceptual model.	Stated in correct units with any unit changes clearly illustrated; Complete response with a clear, unambiguous, accurate explanation; Fully described findings in words; Good connection demonstrated between the results and the conceptual model.
Evidence of higher-level thinking	Unable to plug values directly into equation; No mathematical manipulation;	Combines two related concepts; Correct values are substituted and equation is manipulated but still some difficulty with more complicated relationships or model; Some difficulty in developing a mathematical relationship from the written form.	Requires multiple steps with development of concepts evolving into the solution; Can clearly synthesize information and organize it in a path through multiple steps to arrive at the solutions; No difficulty connecting mathematical relationships or expressing ideas mathematically.

Student demographics associated with the science problem solving skills artifacts, 2003

		2003	
		no. of artifacts	pct
Number of Artifacts	# collected	165	-
	# scored	68	-
	#used in analysis	68	-
Class	freshman	27	39.7%
	sophomore	21	30.9%
	junior	14	20.6%
	senior	6	8.8%
College	CAS	19	27.9%
	CASNR	17	25.0%
	CBA	0	0%
	COE	22	32.4%
	CEAT	6	8.8%
	CHES	2	2.9%
	UAS	2	2.9%
Gender	female	45	66.2
	male	23	33.8
Admit Type	Regular (A, AR)	47	69.1%
	Alternative Admit (F)	4	5.9%
	Adult Admit (G)	0	0%
	"Third Door" Admit (K)	0	0%
	International (J)	1	1.5%
	Transfer (M, MR)	15	22.1%
	Other or Blank	1	1.5%
ACT	<22	18	31.0%
	22 to 24	16	27.5%
	25 to 27	13	22.4%
	28 to 30	6	10.3%
	>30	5	8.6%
OSU GPA	<2.0	3	4.4%
	2.0 to 2.49	11	16.1%
	2.50 t0 2.99	16	23.5%
	3.00 to 3.49	20	29.4%
	3.50 to 4.00	18	26.4%

Science problem solving skills scores 2003

			Score 1	2	3	4	5	Avg	n	
Overall Scores	Overall	n	1	30	28	8	1	2.68	68	
		%	1.5%	44.1%	41.2%	11.8%	1.5%			
By Class	Freshmen	n	0	15	10	2	0	2.52	27	
		%	0%	55.6%	37.0%	7.4%	0%			
	Sophomores	n	1	7	9	4	0	2.76	21	
		%	4.8%	33.3%	42.9%	19.0%	0%			
	Juniors	n	0	4	8	1	1	2.93	14	
		%	0%	28.6%	57.1%	7.1%	7.1%			
	Seniors	n	0	4	1	1	0	2.50	6	
		%	0%	66.7%	16.7%	16.7%	0%			
By Class, (regular admits only)	Freshmen	n	0	13	9	2	0	2.54	24	
		%	0%	54.2%	37.5%	8.3%	0%			
	Sophomores	n	1	6	4	3	0	2.64	14	
		%	7.1%	42.9%	28.6%	21.4%	0%			
	Juniors	n	0	2	3	1	1	3.14	7	
		%	0%	28.6%	42.9%	14.3%	14.3%			
	Seniors	n	0	1	0	1	0	3.00	2	
		%	0%	50.0%	0%	50.0%	0%			
By Transfer Status	Native Students* (domestic only)	n	1	25	18	7	1	2.65	52	*all domestic native students, regardless of admit type
		%	1.9%	48.1%	34.6%	13.5%	1.9%			
	Transfer Students	n	0	5	9	1	0	2.73	15	
		%	0%	33.3%	60.0%	6.7%	0%			

 *Native students refers to freshmen who started at OSU as first-time freshmen

Key Findings:

- As with the math problem solving skills portfolio, the science problem solving skills portfolio is limited to assessing math problem solving skills of students, primarily freshmen and sophomores, in entry-level science courses. The pilot test data are too limited at this point to make generalizations about students' science problem-solving skills, but this approach appears to be promising for this type of assessment.

General education institutional portfolios OVERVIEW

The numbers of samples scored and used in analysis for each institutional portfolio developed in 2001, 2002, and 2003 are shown below. Institutional Portfolios for written communication skills assessment were developed in 2001 (pilot test year), 2002, and 2003; portfolios for math problem solving skills were developed in 2002 (pilot test year) and 2003, and a portfolio for science problem solving skills was pilot tested in 2003. Samples sizes have been increased in each year of portfolio development to allow sufficient samples sizes for data analysis.

Number of samples in each portfolio, 2001 – 2003:

	Portfolio Type			Total number of samples - all portfolios
Year:	Written Communication Skills	Math Problem-Solving Skills	Science Problem-Solving Skills	
2001	86	-	-	86
2002	111	76	-	187
2003	225	269	68	562
All Years	422	345	68	835

Overall portfolio scores for subject-area portfolios, years combined:

		Score:				
	Artifacts:	1	2	3	4	5
Written Communication Skills (2001, 2002, 2003)	n	21	118	188	83	12
	%	5.0%	28.0%	44.5%	19.7%	2.8%
Math Problem-Solving Skills (2002, 2003)	n	26	100	102	88	29
	%	7.5%	29.0%	29.6%	25.5%	8.4%
Science Problem-Solving Skills (2003)	n	1	30	28	8	1
	%	1.5%	44.1%	41.2%	11.8%	1.5%

The written communication skills institutional portfolio is developing into an effective assessment tool. The general consensus among the faculty reviewers indicates that this as a reasonable way to holistically evaluate undergraduate students' written communication skills, and the increased sample size in the portfolio has allowed more confidence in the analysis and implications of the results. The math- and science-problem solving skills portfolios, though, are more limited in value because they are limited evaluating student performance in entry-level courses. Further, the variation in the level of difficulty of the problems presented to students in these courses adds to the difficulty in holistically evaluating these skills using work produced in a range of courses. The General Education Assessment Committee will further consider these constraints in the continued development of these and other institutional portfolios.

Proposed General Education Assessment Activity for 2004

    A. The Committee will meet in early 2004 to determine committee membership for work to be completed in summer 2004. Although a 3-year rotating membership cycle has been articulated for the Committee, flexibility in this schedule may be required.

    B. The Committee will evaluate the recent changes to the General Education Criteria and Goals document to determine how institutional portfolio should continue to be developed to evaluate the student learning outcomes articulated within that document. Based on this information, the Committee will determine what institutional portfolios will be continued and developed for evaluation in 2004.

    C. The task force will continue to oversee the development and modification of the general education database.

APPENDIX C

OSU Results from the 2002 National Survey of Student Engagement and Recommendations from the Assessment Council

Recommendations from the Assessment Council and Office of University Assessment
February 20, 2003

After reviewing the OSU results from the 2002 National Survey of Student Engagement (NSSE) and similar findings from OSU's participation in this survey in 2000, the Assessment Council and the Office of University Assessment recommend the following actions:

1. The NSSE findings should be considered in strategic planning at the university-, college-, and program-levels. NSSE results should provide benchmarks for measuring the successful implementation of portions of those strategic plans. The strategic plans should include initiatives to improve student engagement in areas related to
    - Level of Academic Challenge,
    - Active and Collaborative Learning,
    - Student-Faculty Interactions, and
    - Enriching Educational Experiences.
In each of these areas, OSU seniors lag behind students at similar doctoral / research institutions. Even when OSU data are adjusted to account for the students' academic profile, our performance lags behind the expected level of OSU achievement.

2. Each undergraduate college should develop a plan to respond to areas of concern identified in the NSSE, particularly areas related to 'Level of Academic Challenge' and 'Enriching Educational Experiences'.
    - Using the NSSE results as a guideline, colleges or units should identify strengths and potential areas for improvement regarding student engagement.
    - Colleges or units should examine additional sources of information about student engagement so that a variety of information sources may contribute to understanding the level of student engagement at the program-level.
    - Colleges or units should consider developing student surveys to collect additional data related to the NSSE survey items. The surveys could include questions identical to the NSSE questions as well as questions related to program-specific concerns. Assessment funds are available to support this effort. The Assessment Office will work with the Bureau for Social Research or University Testing Services to develop efficient mechanisms for implementing these surveys.
    - Colleges or units should identify short- and long-term modifications that would enhance areas of student engagement in their program(s).

3. OSU should provide resources to engage faculty in professional development that will contribute to adjusting or enhancing paradigms regarding the engagement of students. Professional development opportunities should be available to train faculty to integrate more enriching educational experiences in the classroom.

4. The University should demonstrate its commitment to high quality teaching by frequently recognizing, honoring, and rewarding outstanding teachers and outstanding teaching practices that engage students more fully. The criteria for the Regents' Distinguished Teaching Award should be modified to address student engagement.

5. The General Education Advisory Council should modify the general education course requirements to respond to specific concerns identified in the NSSE. In particular, general education courses should enhance students' experiences related to writing, cultural diversity, and use of technology.

6. NSSE results should be communicated to leadership at OSU-Tulsa because of the rapidly expanding undergraduate programs on that campus and potential differences in undergraduate experiences for students whose courses may have a different instructional format.

7. NSSE results should be shared with faculty, beginning with a Faculty Council presentation. Suggestions could be made to faculty during the presentation to directly address particular NSSE topics such as diversity and use of technology.

8. OSU's response to NSSE findings from 2000 and 2002 will be considered during OSU's 2005 re-accreditation review with the Higher Learning Commission of the North Central Association (HLC/NCA). We now have data and, therefore, must demonstrate how we will respond.

APPENDIX D

Proposal for Assessment of the Educational Impact of
Northern Oklahoma College Remedial Coursework
on Oklahoma State University Students
August 28, 2003

Executive Summary

Northern Oklahoma College (NOC) will offer remedial courses for Oklahoma State University (OSU) students beginning August 2003. This proposal describes plans for assessing the educational impact of these courses on OSU students. OSU and NOC will assess student academic success in remedial courses taught by NOC faculty and in college-level courses at OSU, retention of students who complete remedial coursework, and student perceptions of remedial courses. Assessment methods will include measurement of student achievement in remedial courses, comparison of 2003-2004 data with historic data on the success of OSU students who took remedial courses taught by OSU faculty, and administration of a telephone survey of student perceptions of the remedial courses. The partnership will be considered a success if the students who take remedial courses taught by NOC faculty pass competency tests at the end of the course; have similar, or better, performance in OSU college-level courses and retention at OSU than students who took remedial courses taught by OSU faculty; and have positive perceptions of the courses. This assessment proposal and annual results will be shared with OSU and NOC administrative leaders and appropriate councils and committees.

Northern Oklahoma College (NOC) will offer remedial (0-level) courses for Oklahoma State University (OSU) students beginning fall semester, 2003 at a facility adjacent to the Stillwater campus. Both institutions are committed to evaluating the extent to which these remedial courses are successful in preparing students for college-level coursework. This proposal identifies OSU and NOC's cooperative effort to assess the educational impact of NOC remedial course instruction on OSU students, and includes assessments aimed at evaluating

- Student academic success within the NOC remedial courses
- OSU student's success in college-level courses after completing NOC remedial courses in comparison with historic information on the success of OSU students who took OSU remedial courses
- OSU retention of students who complete NOC remedial coursework
- OSU student's perceptions of NOC remedial courses, including curricular and non-curricular problems and strengths associated with the courses

Information from these assessments will be used to evaluate the effectiveness of NOC remedial courses and to improve the academic success of students who require remedial coursework.

Scope of the Assessment

NOC's assessment efforts will focus on student achievement of the specific outcomes for the remedial courses and also on NOC's achievement of the criteria for remedial instruction identified in Appendix 2 of the January 2003 report from the OSU Blue Ribbon Task Force on Academic Issues on Remedial Education.

Oklahoma State University's assessment efforts will focus on the success of OSU students who complete NOC remedial courses in OSU college-level courses, retention of OSU students who complete NOC courses, and OSU student perceptions of their NOC remedial coursework experience. The OSU assessments will be accomplished by systematically studying the academic records of OSU students who complete NOC remedial courses and continue at OSU; this will allow comparison of the academic success of students who take NOC remedial courses with past success of similar students who took OSU remedial courses.

Also, surveys will be conducted with OSU students who complete NOC remedial courses to evaluate perceptions of NOC remedial courses and effectiveness of the courses in preparing them for OSU college-level coursework.

Northern Oklahoma College Assessments

1. Academic success of NOC students completing sequential NOC remedial courses.

    a. Mathematics

        - How do NOC Stillwater student academic success rates in MATH 0013 Concepts of Algebra compare to the current and historic data of NOC students on the Tonkawa and Enid campuses?
        - How do NOC Stillwater student academic success rates in MATH 0123 Intermediate Algebra, after completing NOC MATH 0013 Concepts of Algebra, compare to the current and historic data of NOC students on the Tonkawa and Enid campuses?
        - How do NOC Stillwater student academic success rates in college-level mathematics courses, after completing NOC MATH 0123 Intermediate Algebra, compare to the current and historic data of NOC students on the Tonkawa and Enid campuses?

        Assessment methods:
        The study population will include all NOC-OSU Gateway - Stillwater, Tonkawa, and Enid students that have taken NOC remedial mathematics courses in the Fall 2003 and sequential semesters.

        At each of the three NOC locations, students enrolled in remedial courses will take the ACT COMPASS test either prior to the start of each semester (Tonkawa and Enid) or during the first week of class (Stillwater) to determine placement within MATH 0013 or MATH 0123 courses. Students scoring 0-45 will be placed in MATH 0013. Students scoring 46-72 will be placed in MATH 0123. Competence for college-level coursework will be considered 73 or higher. Upon completion of each course, the ACT COMPASS test will be re-administered to determine exit competence for MATH 0013 Concepts of Algebra and MATH 0123 Intermediate Algebra.

        Student academic success rates in college-level mathematics courses will be determined by comparing current and historic data of NOC students at all three locations using student grades in the sequential college-level mathematics courses.

        Measure of success:
        Student grades of 75% or higher will be considered proficient in both MATH 0013 and MATH 0123 coursework. In addition, the percentage of students who receive a score of at least 55 (the OSU minimum for placement in college-level coursework) on the COMPASS exit exam will be considered as successful remediation. Finally, student grades of C or better in the subsequent college-level coursework will be considered as successful remediation.

    b. Reading

- How do NOC Stillwater student academic success rates in CIED 0123/PSYR 0133 Techniques in Reading and Study Skills compare to the current and historic data of NOC students on the Tonkawa and Enid campuses?

Assessment methods:
The study population will include all NOC-OSU Gateway - Stillwater, Tonkawa, and Enid students taking CIED 0123/PSYR 0133 in the Fall 2003 and sequential semesters.

At each of the three NOC locations, students enrolled in CIED 0123/PSYR 0133 will take the ACT COMPASS test either prior to the start of each semester (Tonkawa and Enid) or during the first week of class (Stillwater). Upon completion of the course, the ACT COMPASS test will be re-administered to determine exit competence for each student.

Measure of success:
Student grades of 75% or higher will be considered proficient in PSYR 0133 Techniques in Reading and Study Skills. In addition, the percentage of students who receive a score of at least 71 (the OSU minimum for placement in college-level coursework) on the COMPASS exit exam will be considered as successful remediation.

c. English

- How do NOC Stillwater student academic success rates in ENGL 0123 Basic Composition compare to the current and historic data of NOC students on the Tonkawa and Enid campuses?
- How do NOC Stillwater student academic success rates in ENGL 1113 Composition I , after completing ENGL 0123, compare to the current and historic data of NOC students on the Tonkawa and Enid campuses?

Assessment methods:
The study population will include all NOC-OSU Gateway - Stillwater, Tonkawa, and Enid students taking NOC remedial courses in the Fall 2003 and sequential semesters.

At each of the three NOC locations, students enrolled in ENGL 0123 Basic Composition will take the ACT COMPASS test either prior to the start of each semester (Tonkawa and Enid) or during the first week of class (Stillwater). Upon completion of the course, the ACT COMPASS test will be re-administered to determine exit competence for each student.

Student academic success rates of the students completing ENGL 0123 will be determined by comparing current and historic data of NOC students at all three locations using student grades in the sequential college-level ENGL 1113 Composition I courses.

Measure of success:
Student grades of 75% or higher will be considered proficient in ENGL 0123 Basic Composition coursework. In addition, the percentage of students who receive a score of at least 56 (the OSU minimum for placement in college-level coursework) on the COMPASS exit exam will be considered as successful remediation. Finally, student grades of C or better in the subsequent college course will be considered successful remediation.

2. NOC Retention of students completing NOC remedial courses

    -   What is the success rate of NOC students that enroll in and complete a remedial course at the Tonkawa, Enid, and Stillwater campuses?
    -   After NOC students complete NOC remedial courses on the Tonkawa and Enid campuses, do they remain enrolled at NOC and progress toward degree completion? Do they return to NOC the semester following their remedial course semester? Do they return the following year?

    Assessment methods:
    The study population will include all NOC-OSU Gateway - Stillwater, Tonkawa, and Enid students taking NOC remedial courses in the Fall 2003 and sequential semesters.

    At each of the three NOC locations, students enrolled in remedial courses will be tracked during a given semester to ascertain the percentage rate of student completion for each remedial course.

    After NOC students complete remedial courses at any of the three locations, NOC will track the students that remain enrolled at NOC and progress toward degree completion. Students will also be tracked to determine if they return to NOC the semester following their remedial course semester, as well as returning the following year.

    Measure of success:
    The retention and persistence rates will be equal to or exceeds present rates as realized by NOC.

3. NOC faculty evaluations from students

    On a semester basis in each remedial course, each student will have the opportunity to evaluate the faculty based upon specific criteria. These data will be systematically analyzed in such a manner as to provide a basis for instructional improvement within each course.

    Assessment methods:
    During the 11th to 13th week of each 16 week semester at NOC, students evaluate their faculty using both a numerical and narrative assessment instrument. This evaluation instrument is the same as used for all other classes at both the Tonkawa and Enid campuses. This information is compiled and analyzed by the Office of Academic Affairs and returned to each appropriate division chair and faculty member in order to form a basis for instructional improvement.

Oklahoma State University Assessments

1. Academic success (performance in college-level courses) of OSU students completing NOC remedial courses

    -   After OSU students complete NOC remedial courses, how do they perform in OSU college-level courses in the same subject area or related courses? How is their academic performance (GPA) in subsequent semesters?

- How does this compare with historic data on academic success of OSU students who completed OSU remedial courses?
- How does this compare with success of students with low ACT scores who were cleared for OSU college-level courses based on entry-level placement analysis (e.g., a student with a Math ACT score <19 who was cleared for college-level math through ELPA based on high school grades)?

Assessment methods:
The study population will be OSU students taking NOC remedial courses in Fall 2003 AND taking OSU college-level courses in Spring 2004. The comparison populations will be (1) OSU students taking OSU remedial courses in Fall 2002 AND taking OSU college-level courses in Spring 2003, and (2) OSU students admitted in Fall 2003 with low ACT scores who were cleared for OSU college-level courses based on entry-level placement analysis.

a. Academic profiles of the student populations will be compared: ACT composite and area subscores, high school cumulative GPA, high school core GPA, etc. If the two populations are not academically similar, then some academic profile variables will be used to 'control' for academic differences in the remainder of the analysis. Similarity of the two groups will be assessed heuristically; use of statistical significance is not appropriate because we are using population data.

b. Grades for the relevant courses will be compared between the two populations of students who completed remedial courses. For example, for all students making an 'S' grade in MATH 0123 at OSU in Fall 2002, their grades (average and distribution) in MATH 1483, MATH 1493 or MATH 1513 will be compared. For ENGL 0123, the comparison course will be ENGL 1113. For UNIV 0111, the comparison courses will be BIOL 1114, CHEM 1014, CHEM 1215, CHEM 1314, CHEM 1515, and GEOL 1114. For CIED 0123, the comparison courses will be SOC 1113, HIST 1103, HIST 1483, POLS 1113, PSYC 1113, ECON 1113, PHIL 1013, PHIL 1213, and PHIL 1313. Grades (average and distribution) of students with low ACT scores who did not take remedial courses will be compared to the populations of students who took remedial courses at OSU and NOC.

c. For academic performance in subsequent semesters, the semester and cumulative grade point averages of the three populations will be compared. In addition, the percent of students who receive a GPA below 2.00 in each semester will be compared among the populations.

Measure of success:
The partnership will be considered a success if the population (students who took NOC remedial, then OSU college-level courses) has similar, or higher, grades in their OSU college-level courses than the comparison populations. For some of the individual course comparisons, we may not have enough data to judge that the comparison is a stable one. In those cases, we may need to look at groups of courses (e.g. all of the 'reading' course distributions grouped together).

2. OSU retention of students completing NOC remedial courses

- After OSU students complete NOC remedial courses, do they remain enrolled at OSU and progress towards degree completion? Do they return to OSU the semester following their remedial course semester? Do they return the following year?
- How does this compare with historic data on retention for OSU students who completed OSU remedial courses?
- How does this information compare with retention of students with low ACT scores who were cleared for OSU college-level courses based on entry-level placement analysis?

Assessment methods:
The study population will be OSU students taking NOC remedial courses in Fall 2003. The comparisons populations will be (1) OSU students taking OSU remedial courses in Fall 2002, and (2) OSU students admitted in Fall 2003 with low ACT scores who were cleared for OSU college-level courses based on entry-level placement analysis.

Students who are enrolled in at least one course at OSU will be considered to be "enrolled and progressing towards degree completion." The percent of students who remain enrolled in the following Spring and Fall semesters will be compared among the three populations (For example, for students taking OSU remedial courses, we will determine the percent of students who are enrolled at OSU in Spring 2003 and Fall 2003).

Measure of success:
The partnership will be considered a success if the population (students who took NOC remedial courses) has similar, or higher, retention at OSU than the comparison populations.

3.   OSU student perceptions of NOC remedial coursework

- Do students perceive that NOC remedial courses have adequately prepared them for OSU courses?
- What advantages or disadvantages do students perceive regarding the NOC remedial courses as compared with their OSU courses?
- Are OSU students who have taken NOC remedial courses satisfied with the quality of instruction and methods of instruction in NOC remedial courses?
- What, if anything, do students who have taken NOC remedial courses think should be done to improve the quality of instruction and academic support services provided to students who require remedial coursework?
- What logistical or social problems, if any, are unique for students who take NOC remedial courses?

Assessment methods: A survey of students who complete NOC remedial courses and subsequently enroll in OSU courses in the same subject area(s) will be used to address student perceptions of their educational experiences in NOC remedial courses. OSU and NOC representatives will cooperatively develop a survey questionnaire to address the questions above.   The survey will be administered in late March or early April 2004 as a telephone interview conducted by the OSU Bureau for Social Research (BSR). The target population all students who complete one or more fall semester NOC 0-level courses and then enroll in spring semester OSU courses in the same subject area(s). Surveying will be conducted until a fixed number of interviews are completed (sample size to be determined).

Measure of success: The level of student satisfaction with their academic preparation and experiences in NOC remedial courses will be used as an indicator of relative success. OSU and NOC administrators, advisors, and faculty member will use the survey information to

improve, as needed, the course content, pedagogy, advising, or other aspects of the student experience.

Assessment oversight

An OSU-NOC committee is charged with the task of developing, overseeing progress on, and reporting results from these assessment activities. The OSU representatives on this committee are Gail Gates (Interim Associate Vice President for Academic Affairs and Professor of Nutritional Sciences), Carla Reichard (Assistant Director of Institutional Research), Kouider Mokhtari (Professor of Curriculum and Educational Leadership), Julie Wallin (Director of Assessment), and two faculty who teach college-level courses in related areas. The NOC representatives on this committee are Roger Stacy (Vice President for Academic Affairs), Debbie Quirey (Director of NOC Stillwater), Richard Edgington (Assessment Director and faculty in Music), and two faculty who teach remedial courses. This committee will meet at the end of fall semester 2003 to discuss progress on the assessments and again at the end of spring semester 2004. The committee will also prepare a report on the 2003/2004 assessment activities and provide that to the Presidents and administrative leaders on both campuses no later than July 31, 2004.

To focus on particular curriculum areas, respective academic committees consisting of selected mathematics, English, and reading faculty members and other appropriate persons from both OSU and NOC will form curricular improvement cadres by academic discipline to develop the articulated course curriculum and sequencing from each NOC remedial course into the related OSU college-level course (i.e., NOC's MATH 0013 and MATH 0123 into OSU's MATH 1513, 1483, and 1493, NOC's ENGL 0123 into OSU's ENGL 1113). Beyond the initial developmental meetings, each respective committee will meet as needed to establish and ensure sound alignment of course offerings leading to student success.

This assessment proposal and results will be shared annually with OSU and NOC administrative leaders and appropriate councils and committees; these audiences will be asked to provide input in continued assessment activities.

Appendix E

2002 Graduate Student Satisfaction Survey

APPENDIX F

2003 Graduate Program Alumni Survey Highlights

APPENDIX G

OSU Student Affairs Assessment Report

Division of Student Affairs Assessment Activity
Academic Year 2002-2003

University Wide

The Cooperative Institutional Research Program (CIRP) Freshman Survey was administered in Fall 2002 to new OSU freshmen as part of a nationwide study. The study provides information about expectations, attitudes and experiences of OSU freshmen and college freshmen nationwide. Approximately 64% (2,117) of new OSU freshmen participated in the study during the first week of the Fall 2002 semester. Results of the study help identify areas that may be of concern to 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 the life of the campus. Results are also used in faculty orientation programs, to inform faculty about the characteristics of students with whom they will be interacting. For more information about this study, please contact the Office of the Vice President for Student Affairs, 201 Whitehurst, 744-5328.

The CORE Alcohol and Drug Survey assesses the nature, scope, and consequences of students' drug and alcohol use, students' awareness of relevant policies, and information regarding other aspects of campus life which relate to substance abuse issues. Primarily, these concerns include issues of sexuality, campus violence, institutional climate, perceptions of the campus, and extracurricular activities. In Spring 2003, 641 students from a random sample of 3000 undergraduates (21% response rate) completed the web-based survey, in response to invitations sent by email and on paper. Results of this survey will be provided to faculty and staff who are involved in alcohol education and prevention programs, to help in decision making about the focus and direction of those programs and services. The information will also be provided to the general university, to increase awareness about the scope and impact of students' drug and alcohol use. For more information about this study, please contact the Office of the Vice President for Student Affairs, 201 Whitehurst, 744-5328.

In October 2002, 326 freshmen completed an on-line survey to evaluate the 2002 ALPHA Orientation Program, representing approximately 19% of participants. This survey provided students' ratings on the value and success of specific activities and components of ALPHA, and their comments about their personal experiences and perspectives of specific program components. Also, ALPHA staff held daily briefing sessions with Student Academic Mentors (SAMs) during the four-day program to gain their perspectives on the success of specific components of the program, as it was occurring. SAMs are upper division students who each provide leadership for a small group of new students throughout the ALPHA program. ALPHA staff and planning committee used the results of these assessments to make decisions about modification, deletion or addition of activities for the upcoming ALPHA program. For more information about assessment of the ALPHA program, please contact the Office of the Vice President for Student Affairs, 201 Whitehurst, 744-5328.

Student Union

- The Student Union Marketing Department conducted a survey during the Fall 2002 semester to assess visitors' satisfaction with programs and services offered in the Student Union, and to collect data on the strengths and needs of the Student Union. Surveys were distributed in person in the main traffic pathways, at Student Union programs, at selected freshmen orientation classes and at targeted colleges including the College of Agricultural Sciences and Natural Resources, College of Business Administration, and College of Engineering, Architecture and Technology. Five hundred and thirty-five (535) completed surveys were returned, from a sample of students that has good demographic distribution with regard to classification, place of residence, age and gender. Survey results were used to develop programs and services offered by the Student Union and those departments housed within the building.

For more information about this study, please contact the Office of the Director of the Student Union, 242 Student Union, 744-5231.

Campus Life

- Campus Life used the National Survey of Student Engagement (NSSE) to assess the "nature and degree" of student development using a sample group from the President's Leadership Council.

- Focus groups were conducted throughout the department to assess the impact of Campus Life programs on students.

- Camp Cowboy has evaluated camps for all five (5) years. Research regarding the impact of this program on student retention is being conducted.

- The Madrigal dinner has been reviewed and a marketing study conducted.

- Campus Life programs and services are informally reviewed each year and receive considerable feedback (and funding) from the Group II Student Activity Fee Allocation Committee. This feedback helps drive priorities and programs for each year.

For more information on Campus Life assessment, please contact the Office of the Director of Campus Life, 060 Student Union, 744-5488.

University Health Services

- University Health Services conducted a "Customer Satisfaction Survey" during March 2003. Two hundred and fifty (250) students who had visited the health center in January or early February 2003 were sent an email message asking them to participate in the study. In reply, 65 students completed a web-based survey; a response rate of 30% (33 requests for participation were returned as "undeliverable"). The study assessed students' experiences with making an appointment at the health center, interaction with staff and health care providers during the appointment, satisfaction with the services provided, interaction with staff about processing health insurance claims, and suggestions for improvement of University Health Services.

- As part of its compliance with nationally recognized accreditation standards, UHS has a well-developed and comprehensive quality improvement and assessment program. This effort

identifies and analyzes quality of care issues consistent with the standards developed by the Accreditation Association for Ambulatory Health Care.

- UHS has been accredited by AAAHC since 1994. The process involves: Identification of an important problem or concern; Collecting and analyzing data to determine the frequency, severity and source of suspected problems or concerns; Implementation of measures to address identified problems or concerns; Re-evaluation to determine the effectiveness of corrective actions; and Reporting the findings to staff and the administration.

- For more information about these studies, please contact the Office of the Director of University Health Services, 1202 W. Farm Road, 744-7665.

Health Education

- The "Share the Wealth" Peer Educator program presents sessions to classes and various student organizations, upon request, on alcohol, stress management, nutrition, sexual health and sleep. Participants are asked to complete an evaluation of the speaker's level of preparation, professionalism, knowledge of subject, and presentation skills. Peer educators use this assessment information to improve content and delivery of sessions.

- The "Wellness State" Peer Educator Program presents sessions to student groups on alcohol, stress management, nutrition, sexual health, physical fitness, body image and personal safety, and session participants are asked to complete an evaluation of the session to indicate their level of interest in, and satisfaction with, the presentation, and whether or not they expect to change their behavior or attitude as a result of what they learned in the session.

Career Services

- *Grad Tracker:* Each Career Services office collected data about graduating seniors' use of Career Services programs and services and their career plans following graduation. The information is used to track the number of students who have jobs upon graduation, the employers who are hiring OSU students, the number of students attending graduate school, the average starting salary of OSU graduates and the impact the Career Services office had on the student's career plans. In addition, students can request to be contacted for additional career planning assistance.

- *On-Campus Recruiting Evaluation:* Employers who interviewed on-campus each semester were asked to complete evaluations of their interactions with our office prior to, and during, their visit to OSU. The information is used to help improve programs and services. If a company has a specific complaint, a follow-up contact is made to determine how Career Services can better assist them in the future.

- *Career Fair Evaluation:* Employers who participate in career fairs were asked to provide an evaluation of that event. A Career Services staff member contacts every employer that indicates dissatisfaction with any aspect of the career fair. Students are also asked to evaluate career fairs; their comments and suggestions are considered in planning future programs.

- *Web Polls:* On the Career Services website, students answer informal survey questions about their current activities or plans; this information helps staff stay in touch with the career development needs and interests of students.

For more information about Career Services assessment, please contact the Office of the Director of Career Services, 360 Student Union, 744-5253.

Residential Life

- The Department of Residential Life participated in a national collegiate housing benchmarking project to assess housing programs in support of continuous quality improvement objectives. This annual project is a joint venture between the Association of College and University Housing Officers-International (ACUHO-I) and Educational Benchmarking Inc. (EBI). In early Spring 2003, resident satisfaction surveys were randomly distributed electronically to residents of university apartments and residence halls. EBI tabulated students' responses and provided statistical information about OSU students, a comparison of responses of OSU students this year to responses of previous years, and comparisons to responses of students at other schools.

- Residents were invited to complete evaluations of staff members' performance of their job duties (Resident Assistants and Community Facilitators). Responses were used to provide feedback to staff members about ways to improve their job performance.

- Informal taste tests were conducted in dining units periodically throughout the year, to provide information for decision making about menus that will be satisfying to students.

- A comparison of grade point averages between resident students and off-campus students was conducted, as well as comparisons among students in the various residence buildings. Results are used in decision making about academic support programs offered in the various buildings.

- Residential Life staff conducted structured individual academic interventions with 250 selected freshmen using the Noel-Levitz tool; "the College Student Inventory A". Students' responses to the inventory were used as the basis for construction of academic, career and social support plans with each student. This information was shared with each student's academic advisor.

- The Department of Residential Life collaborates with the College of Agricultural Sciences and Natural Resources (CASNR) to provide the Freshman In Transition (FIT) Program. The FIT program is a residential-based program that seeks to provide a comprehensive academic and social environment for freshmen enrolled through CASNR at OSU. FIT program leaders collected demographic and academic data from OSU's Student Information Systems, and surveyed a sample of program participants and non-participants to evaluate the impact of the program on students' academic achievement, leadership skills development, institutional integration and loyalty, and retention. Results of this study were used by program planning staff to make changes intended to increase the program's impact in the stated areas.

For more information about Residential Life Assessment, please contact the Office of the Director of Residential Life, Iba Hall, 744-9164.

University Counseling Services

- UCS conducts approximately 300 outreach programs annually. Participants at each presentation are asked to complete a brief satisfaction survey on speaker preparation and knowledge, usefulness of information, overall evaluation of program, and suggestions for

improvement of program. Results are used to develop new programs and improve existing ones.

- Counseling clients are asked to complete client satisfaction surveys. Surveys ask for demographic information and evaluations of effectiveness of counseling, professionalism of counselor, impact (if any) of counseling on academic performance, retention, outcome of counseling, and overall experience. An evaluation form is offered to students who use the Career Resource Center. The evaluation asks for students' assessment of the walk-in counseling system, resources in the CRC, staff, and the Discover career development assessment.

- Beginning with the 2003-04 academic year, UCS will use the OQ-45 as a formal assessment tool to measure counseling outcomes. The OQ-45 is designed to assess treatment effectiveness in behavioral healthcare practices, and is widely used in university counseling centers. For more information about University Counseling Services Assessment, please contact the Office of the Director of University Counseling Services, 316 Student Union, 744-5472.

Multicultural Student Center

- The Multicultural Development and Assessment Center staff used an in-house survey instrument to assess their review and planning efforts at a planning retreat for the 2002-03 year. Using this instrument, staff members provided their assessments of the unit's mission, policies and procedures and staff responsibilities; the annual staff and program assessment process; the programming efforts and the program assignments for the upcoming year; the undergraduate scholarship program; and a discussion of office space, tutorial services and other related items. Results were used by the staff in making decisions to improve programs and services.

- A survey instrument was developed to assess the Multicultural Student Orientation program during ALPHA. Participants were asked to assign ratings to various aspects of the session, and were also asked to provide qualitative feedback with a "comments" item. The purpose of the session was to provide students with information that would help them make the transition to Oklahoma State University. Respondents were asked to evaluate booth information, a printed program information sheet, overall program, program content, length of program, facility, hospitality, quality of evaluation, and the degree to which their knowledge was increased by attending the program. Results were used in planning for the session during the next ALPHA program.

- Participants in the Big XII Native American Student Leadership Conference, held in March at Oklahoma State University, were asked to complete an evaluation of the conference. The purpose of the conference was to promote academic success, cultural and leadership development, and political awareness of young Native American scholars attending Big XII institutions. Respondents were asked to evaluate the registration process, the conference program, variety of information presented, length of program, facilities, hospitality, knowledge enhanced and were asked to provide any additional evaluative "comments." Each respondent was also asked to evaluate the keynote speakers and workshop presenters; an elder's panel; a round table discussion and issue forum; a career fair; and entertainment. Results were used to guide decision making about future conferences and programs.

For more information about the Multicultural Student Center assessment, please contact the Director of the Multicultural Student Center, 320 Student Union, 744-5481.

APPENDIX H

CIRP Freshman Survey Highlights
Fall 2002