Oklahoma State University

Assessment Report
2005 - 2006

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Oklahoma State University
Annual Assessment Report, 2005-06

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 2005-06, entry-level assessment was conducted for all admitted and enrolled new freshmen and new transfer students with fewer than 24 credit hours (n=4,072). After all stages of entry-level assessment were completed, 394 new students (9.6 % of the total number enrolled) were recommended to take at least one remedial course. Of these, 41 (1.0 %) were recommended to enroll in remedial English; 320 (7.9 %) needed remedial math; 109 (2.7 %) needed remedial science, and 40 (1.0 %) were recommended to enroll in a course focused on reading and study skills (note: some students are required to take remedial courses in more than one subject area).

Additional entry-level assessments used at OSU include the Cooperative Institutional Research Program (CIRP) Freshman Survey and the Noel-Levitz College Student Inventory. The CIRP Freshman Survey is a university-wide survey that is conducted in alternate years and provides information about characteristics of entering freshmen. The CIRP was most recently conducted in Fall 2004. The College Student Inventory by Noel-Levitz, Inc., is a retention-management tool that may be used to identify potential problem areas for new students and is used each year in the College of Human Environmental Sciences.

General Education Assessment

OSU's assessment program uses three tools to evaluate student achievement of the expected learning outcomes for general education and the effectiveness of the general education curriculum: (1) institutional portfolios, (2) university-wide surveys, and (3) a general education course content database. Each of these three methods is aimed at evaluating expected student learning outcomes that are articulated in the *OSU General Education Courses Area Designations - Criteria and Goals* document (Appendix B). Revisions to this document were approved in 2004, to facilitate more effective assessment of student learning goals. General education

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

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

In 2005-06, institutional portfolios were used to evaluate students' written communication skills and critical thinking skills, and a process was developed to evaluate students' knowledge, skills and attitudes about diversity. The writing skills and critical thinking skills portfolios include student work from OSU students from all classes (freshmen through seniors) and disciplines. Each 'artifact' of student work in the institutional portfolios is evaluated by a team of faculty reviewers and scored using a 5-point rubric, where a score of 5 represents excellent work. The results of the writing assessment indicate that 69% of students received a score of 3 or higher. Portfolio results show that seniors demonstrate significantly better writing skills than freshmen. The results of the critical thinking skills assessment indicate that 70% of students received a score of 3 or higher. A scoring rubric for the assessment of students' knowledge, skills and attitudes about diversity was developed this year, and an institutional portfolio of student work to assess achievement of this learning goal will be developed in 2007. Complete information about all general education assessment is provided in Appendix A.

University-wide surveys such as the National Survey of Student Engagement (NSSE) 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, the General Education Advisory Council (GEAC) used results from the National Survey of Student Engagement (conducted in 2000 and 2002), in conjunction with institutional portfolio results, to assess the general education program. After review of assessment results, GEAC implemented new standards in 2004 to increase opportunities for students to develop written communication skills in general education courses.

NSSE results are intended to provide an estimate of how undergraduates spend their time and what they gain from attending college. The survey items represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. In February 2005, a random sample of 4,341 OSU freshmen and seniors were invited to participate in the NSSE, and 1,639 students completed the survey (38% response rate). NSSE provides comparisons of responses from OSU, 13 selected peer institutions, and 52 other doctoral / research-extensive institutions. OSU respondents included 797 first year students and 842 seniors. NSSE provides benchmark scores that focus on five clusters of activities that research studies show are linked to desired college outcomes. They are: level of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportive campus environment. OSU's "Student-Faculty Interactions" benchmark score for first-year students is significantly higher than scores of both comparison groups - Selected Peers and Doctoral Extensive institutions. Two of OSU's benchmark scores, "Supportive Campus Environment" and "Active and Collaborative Learning," are significantly higher for seniors than those of Doctoral Extensive institutions. OSU's "Level of Academic Challenge" benchmark scores for both freshmen and

seniors are significantly lower than the scores of Doctoral Extensive institutions. OSU's "Enriching Educational Experiences" benchmark scores for both groups of students are significantly lower than scores of the two comparison groups – Selected Peers and Doctoral Extensive institutions. See Appendix C for a more complete summary of results of this survey; a full report of survey results is available on our website at www.uat.okstate.edu.

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

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

Program Outcomes Assessment

All OSU degree programs, including undergraduate and graduate programs, must have an outcomes assessment plan and must submit an annual assessment report describing assessment activity. Assessment plans and reports may be submitted by colleges, schools, departments, or by individual degree programs, depending on the organizational level that faculty from these programs have elected to use for assessment. The Assessment Council periodically reviews all assessment plans and reports; the schedule for these reviews supports the Academic Program Review (APR) process. Since documentation of the use of assessment results for program development is requested for the APR process, the Assessment Council reviews and provides feedback on outcomes assessment one year in advance of each program's participation in Academic Program Review. In January 2006, programs that will participate in APR in Spring 2007 were provided with feedback about their program learning outcomes assessment, based on reviews conducted by the Assessment Council.

Academic units use a broad range of methods to assess student achievement of the learning outcomes articulated in assessment plans, and these are described in detail in the individual assessment reports submitted by each unit. The most commonly used program outcomes assessment methods reported in 2005-06 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

- Projects, portfolios, exhibits, or performances – evaluated by professional jurors or evaluators
- Surveys – alumni
- Surveys – employers / recruiters
- Surveys – students, esp. seniors
- Surveys – faculty
- Enrollment data, student academic performance on selected assignments, student participation in extracurricular activities related to the discipline, degree completion rates, time-to-degree completion
- Alumni employment tracking

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

- Qualifying exams
- Theses / dissertations / creative component papers, projects, presentations, and defenses

- Comprehensive exams
- Research activity / publications / professional presentations / professional activity

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

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

The number of individuals who participate in each outcomes assessment method within each academic unit is shown in Table 12.1. Methods are described in greater detail in the individual assessment reports submitted by each academic unit (Appendix E). Academic units are required to report the number of individuals assessed in each assessment method. Because the same students are assessed by multiple methods, the reporting process does not provide an accurate count of the total number of students that participated in outcomes assessment. Outcomes assessment reports demonstrate that academic programs use multiple assessment methods and a majority of students within each program participate in outcomes assessment measures. The total number of individuals who participated in all assessment methods includes multiple counts of the same students - because students participate in multiple methods - and may include non-students. For example, the 'number of individuals assessed' in an alumni or employer survey would include numbers of alumni or employers, respectively, rather than current students.

Uses of assessment results are unique to each program but can be generally categorized as sharing assessment information with faculty members, developing curriculum changes in response to assessment findings, and using assessment results to justify curriculum changes that have recently been implemented. The most commonly cited uses of assessment results in 2005-06 were:

- Changes in course content
- Addition / deletion of courses
- Justification of past curriculum changes and to show program improvement resulting from those changes
- Refinement of the assessment methods or to implement new assessment methods

- Changes in course sequences
- Changes in advising processes
- Facilitate curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats
- Changes to student facilities such as computer labs and science labs

Student and Alumni Satisfaction Assessment

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

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

The 2006 OSU Survey of Alumni of Undergraduate Programs was conducted to provide data to gauge perceptions of various aspects of the undergraduate programs and services and to identify areas where improvements may be needed. The target population for this survey was alumni of undergraduate programs who completed their degrees in calendar years 2000 and 2004. The total of alumni in the target population was 6,440. The survey was administered as a telephone interview. The OSU Bureau for Social Research conducted the survey interviews in January, February and March of 2006 and coordinated data collection. The Office of University Assessment and Testing analyzed and summarized data and prepared the reports. A total of 2,628 surveys were completed by alumni of undergraduate programs, resulting in a 40.8% response rate. The group of respondents included 1,009 alumni who graduated in 2000 and 1,619 alumni who graduated in 2004.

Results of selected survey items indicate that 97% of alumni are very satisfied / satisfied with their overall educational experience at OSU; 93% of alumni are very satisfied / satisfied with the

quality of instruction in their major; and, 72% of alumni are very satisfied / satisfied with academic advising at OSU.

Approximately 86% of alumni reported that they are employed. Most alumni reported working for large corporations (37%) or small corporations or businesses (24%). 21% are employed by educational institutions, and 8.4% are employed by government agencies. Alumni most frequently reported that their annual salary was in the range of $25,000 - $34,999 per year (24%). The median salary for recent (2004) OSU graduates ranged from $35,000 to $44,999/year. More than 94% of employed alumni reported that their OSU education had prepared them very well or adequately for their current positions.

Graduate Student Assessment

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

The Graduate Program Alumni Survey was most recently conducted in January 2005 and will be conducted again in January 2007.

What's New in Assessment at OSU in 2005-06   (see Appendices for more details)**:**

- *Continued Development of General Education Assessment.* OSU is in its sixth year of implementing a general education assessment plan. Institutional portfolios have now been developed for assessment of writing, science problem-solving, mathematics problem-solving, and critical thinking skills. This year, the assessment of writing was expanded to include providing sub-scores on three components of writing: content, organization, and style/mechanics, in addition to an overall score. Although this process takes more time and reduces the number of artifacts that can be reviewed each year, faculty believe that this will provide more useful information for guiding change to improve students' writing ability. The critical thinking assessment rubric also follows the component scoring model. This year, a rubric was developed for assessment of students' knowledge, skills and attitudes regarding diversity; an institutional portfolio for this assessment will be developed in 2007.

- *Professional Development Sessions for Faculty and Assessment Coordinators.* The Assessment Council and the General Education Assessment Committee provided a series of professional development sessions for faculty in 2005-06. In Fall 2005, the following sessions were offered to faculty: "A Model for Program Learning Outcomes Assessment," "Assessment of Graduate Program Learning," and "Graduate Program Outcomes Assessment – Part II." In Spring 2006, two sessions were presented and had good participation from faculty: "Assessment of the Diversity Learning Goal" with the General Education Assessment Committee, and a workshop on "Development and Assessment of Critical Thinking Skills," with Gary Brown, Director of the Center for Learning, Teaching and Technology at Washington State University.

- *Assessment Council Reviews of Programs Outcomes Assessment Integrated with Academic Program Review Process.* Plans and reports of learning outcomes assessment for each degree program are reviewed by the Assessment Council one year in advance of the program's participation in the Academic Program Review (APR) process. The APR process now requests documentation of assessment activities, so this schedule modification allows for feedback from the Assessment Council well in advance of the Academic Program Review. In Fall 2005, the Council reviewed and provided feedback on program outcomes assessment to those programs scheduled for Academic Program Review in 2007.

- *2005 National Survey of Student Engagement (NSSE).* NSSE assesses the extent to which students take part in educationally sound activities and the institutional policies and practices that induce students to take part in such activities. NSSE is administered and coordinated by the Indiana University Center for Post-Secondary Research and Planning. Oklahoma State University participated in the NSSE for the third time in 2005; OSU also participated in 2002 and in the inaugural NSSE in 2000.   A total of 1639 OSU students classified as freshmen or seniors completed the 2005 NSSE, resulting in a response rate of 38%.   A summary of results is included in Appendix C of this report; a full report of results is available on the University Assessment and Testing (UAT) website (www.uat.okstate.edu).

- *2006 Survey of Alumni of Undergraduate Programs.* The fourth university-wide survey of alumni of OSU graduate programs was conducted in January 2006. Results from these alumni surveys have become a cornerstone of the assessment efforts for many OSU academic units and provide valuable information about the career patterns of recent graduates. See Appendix D for highlights of the survey; a complete report of results is available on the UAT website.

Introduction

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

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

This annual OSU Assessment Report is prepared in compliance with the State Regents' *"Policy Statement on Assessment of Students for the Purposes of Instructional Improvement and State System Accountability"* and annual guidelines from the OSRHE. The report summarizes all assessment activity from the Stillwater and Tulsa campuses of Oklahoma State University.   As instructed by the State Regents, the report provides responses to specific questions in the areas of entry level assessment, mid-level assessment, program outcomes assessment, assessment of student and alumni satisfaction, and assessment of graduate programs. The report also provides an overview of new developments in assessment for 2005-06.

Entry-Level Assessment

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

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

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

Each enrolled new student (new freshmen and transfer students with fewer than 24 credit hours) receives a Student Assessment Report that summarizes information used for entry-level assessment:
- the student's academic information (ACT scores, high school GPA and class rank),
- the results of ELPA (described below),
- curricular and performance deficiencies that require remediation, and
- recommendations and requirements for course placement as per OSU guidelines that have been approved by the Oklahoma State Regents for Higher Education.

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

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

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

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

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

Subject Area:	Compass Score	Course Placement
	Algebra 0-35	UNIV 0023 or UNIV 0123
Mathematics	Algebra 36-54	UNIV 0123 recommended
	Algebra 55-100	No restrictions
English	English 0-55	UNIV 0133
	English 56-100	ENGL 1113
Reading (Sociology, History, Political Science, Psychology, Economics, and Philosophy)	Reading 0-70	UNIV 0143
	Reading 71-100	No restrictions
Science (Biology, Chemistry, Geography, Geology, and Physics)	Reading 0-70 *or* Algebra 0-54	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 Information Management and are distributed to students by the Admissions Office. A report is included in each student's file and is available when the student meets with his advisor for enrollment; this assessment primarily occurs just prior to the spring and fall enrollment periods.

In 2005-2006, a total of 4,072 admitted and enrolled new freshmen and transfer students with fewer than 24 credit hours were assessed via entry-level placement analysis.

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

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

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

3. What were the analyses and findings from the 2005-06 entry-level assessment?

In 2005-2006, Student Assessment Reports were produced for all admitted and enrolled new freshmen and new transfers with fewer than 24 credit hours (n=4,072). 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 2004-2005.

Subject Area	# of Students with ACT subscores <19*	# of Students cleared for college-level coursework by ELPA
English	290	226
Mathematics	489	170
Reading	248	180
Science	158	49

*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 – 330, mathematics – 330, reading – 330, science – 592.

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.

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Table 3.2. Number of students who took COMPASS placement tests in 2005-2006.

Subject Area	# of Enrolled Students who took a COMPASS placement test*	# of Students who passed COMPASS and were cleared for college-level coursework
English	8	3
Mathematics	20	0
Reading	7	3

*Some students took COMPASS tests in more than one area
*cut-scores are shown in Table 1.1.
*some students may have taken a COMPASS test although they were not required by
  ELPA to take remedial courses

After all entry-level assessments were completed, 391 new students (9.6% of the total number enrolled) were recommended to take at least one remedial course. This percentage has gradually declined since the 2000-2001 academic year: in 2004-2005, 12.2% were recommended to take at least one remedial course; in 2003-2004, 14.3% were recommended to take at least one remedial course, in 2002-2003; 14.8% of new students were recommended for at least one remedial course; in 2001-2002, 16.7% of new students were recommended for at least one remedial course; and in 2000-2001, 17.0% of new students were recommended for at least one remedial course.

Of the 4,072 enrolled new students in 2005-2006, 41 (1.0%) were recommended to enroll in remedial English classes; 320 (7.9%) in remedial math classes; 109 (2.7%) in remedial science classes, and 40 (1.0%) in remedial reading classes. 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 Information Management and University Academic Services. Results of this tracking are shared each semester with the Directors of Student Academic Services and the Instruction Council. The offices of University Assessment and Testing, and Institutional Research and Information Management, work cooperatively to evaluate the entry-level assessment and track student success in remedial and college-level courses.

Evaluation of cut-scores. No changes were made in cut-scores in 2005-2006.

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 2005-2006.

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

The CIRP Freshman Survey. The CIRP Freshman Survey is conducted in alternate years at OSU as part of a nationwide study conducted jointly by the American Council on Education and the University of California at Los Angeles' Higher Education Research Institute. The study provides information about the expectations, attitudes, and experiences of OSU freshmen and college freshmen nationwide. The survey results help identify areas that may become problems for students during their first year, and these areas can then be addressed in orientation classes and by academic advisors. Results of the study also help in developing programs for students by providing current information about what is important to students, what they hope to accomplish, what they are concerned about, and how they hope to become involved in campus life. The Office of University Assessment and Testing did not conduct the CIRP Freshman Survey in Fall 2005, but will participate again in Fall 2006.

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

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

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

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

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

General Education Assessment

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

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

The history of OSU's general education assessment efforts and data collected to date are described in detail in Appendix A (the 2006 Annual Report from the General Education Assessment Committee).

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

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

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

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

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

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

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

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

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

In 2005-06, institutional portfolios were developed to evaluate students' written communication skills and critical thinking skills. The portfolios included student work from 215 students from all classes (freshmen through seniors) and disciplines. Work from 109 students was contributed to the writing portfolio and work from 106 students was included in the critical thinking portfolio. The work included in the portfolios was randomly selected from assignments in 18 OSU courses, including general education courses and upper division courses from across the curriculum. The courses represented a convenience sample because faculty members volunteered course assignments for the project. A fixed number of 'artifacts' of student work from each course assignment was randomly selected for the portfolio.

The development of institutional portfolios is invisible to students; students are not aware when their work is randomly selected for inclusion in an institutional portfolio. Therefore, motivating students to participate is not an issue. The artifacts are coded immediately after they are collected, and information that identifies individual students is removed after minimal demographic information is obtained from institutional records for analysis purposes (e.g., major, class, gpa, and transfer credit hours). This protects student anonymity in the process, but also prohibits the use of the resulting data for tracking students into future semesters.

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

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

10. **What were the analyses and findings from the 2005-06 general education assessment?**

The analysis and findings from the 2006 institutional portfolios are described in detail in the General Education Assessment Committee's annual report (Appendix A).

Institutional portfolio – writing skills assessment. Results of this year's assessment of students' written communication skills build on data collected in 2001, 2002, 2003, 2004 and 2005. The distribution of writing assessment scores from the 2001-06 institutional portfolios for writing assessment (total n=813) is shown below:
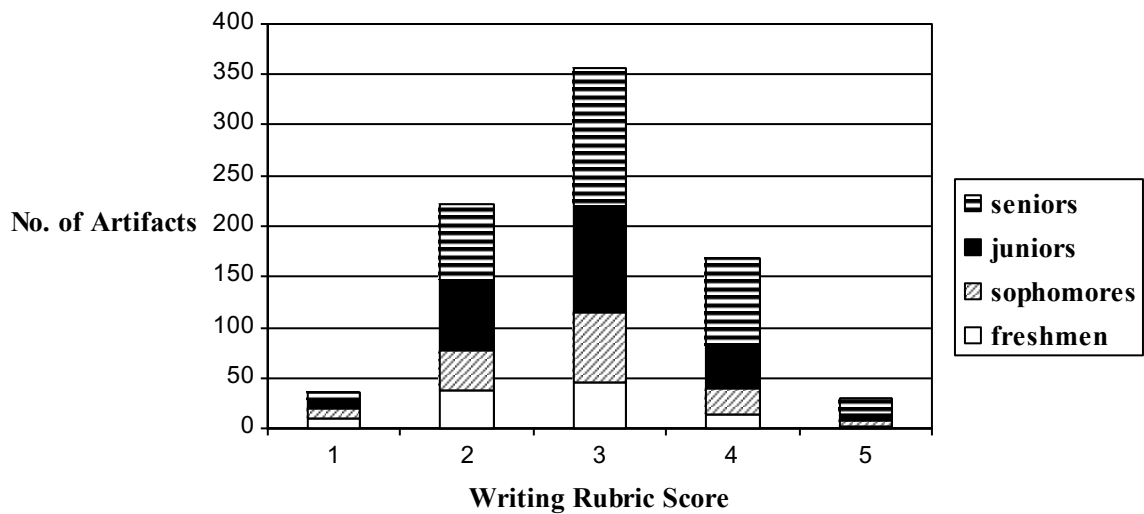
Each sample of student work was scored using a rubric with a 5-point scale. Writing scores on artifacts produced by freshmen had significantly lower scores than writing samples from seniors. About 75% of samples produced by seniors received a score of 3 or higher, and 56% of work produced by freshmen received scores of 3 or higher. When only regularly admitted students are evaluated (excluding transfer students, international students, and students admitted to the institution under alternative admission policies), 79% of work produced by seniors received scores of 3 or higher.

Institutional portfolio – critical thinking skills assessment. This is the second year of assessment of students' critical thinking skills. The sample size in the portfolio (n=247 artifacts) is too small to make meaningful inferences. The distribution of scores from the 2004-06 institutional portfolio for critical thinking skills assessment (n=247) is shown below:
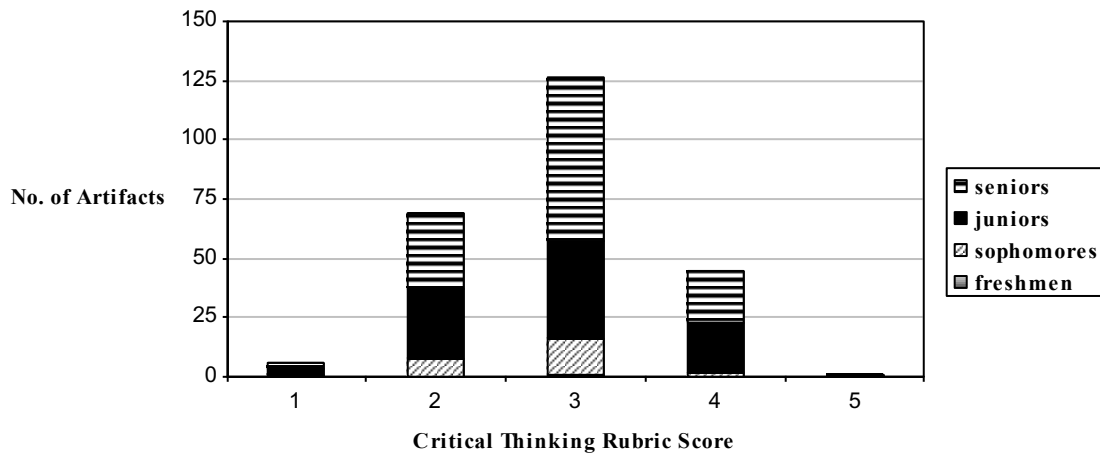
Each sample of student work was scored using a Critical Thinking Skills Rubric with a 5-point scale. The overall distribution of scores indicates that 70% of students sampled for the portfolio demonstrate critical thinking skills at the mid-point of the rubric (a score of '3') or higher.

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

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

In Spring 2004, the General Education Advisory Council approved a new policy increasing requirements for written assignments in courses with general education designations; the policy is described in the document, "Oklahoma State University General Education Courses Area Designations – Criteria and Goals" (Appendix B). Effective August 2004, new requests for General Education designations were required to meet criteria and goals in this document.

The writing requirement for H, S and I courses is defined as follows:

   Lower division courses - outside of class writing assignments appropriate to the
      discipline that are graded with feedback on writing. Minimum of 5 pages of
      writing assignments during semester.
   Upper division courses - outside of class writing assignments that give students the
      opportunity to incorporate feedback in subsequent writing assignments (by
      revising and resubmitting one assignment or submitting more than one
      assignment). Minimum of 10 pages of writing assignments during semester.

Faculty who teach "N" and "L" courses will describe writing assignments that are appropriate to the discipline.

The General Education Assessment Committee plans to evaluate the effect of the new writing requirements, but recognizes that any changes in writing scores due to this curriculum change may not be identified in assessment results for 2-3 years. The committee will continue the development of institutional portfolios to assess students' general education outcomes in 2006-2007.

Program Learning Outcomes Assessment

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

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

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

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

Academic units use a variety of methods to assess student-learning outcomes. The most commonly reported assessment methods in 2005-06 were:

- Capstone course projects, papers, presentations evaluated by faculty
- Senior projects and presentations
- Course-embedded assessments and Classroom Assessment Techniques
- Exams – local comprehensive exams, local entry-to-program exams
- Exams – standardized national exams, certification or licensure exams
- Portfolios - reviewed internally or externally

- Projects, portfolios, exhibits, or performances evaluated by professional jurors or evaluators
- Surveys - alumni
- Surveys - employers / recruiters
- Surveys – students, esp. seniors
- Surveys – faculty
- Student academic performance on selected assignments
- Exit interviews
- Internships – evaluations from supervisors, faculty members, student participants

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

- Qualifying exams
- Theses / dissertations / creative component papers, projects, presentations, and defenses

- Comprehensive exams
- Tracking research activity / publications / professional presentations / professional activity

13. What were the analyses and findings from the 2005-06 program outcomes assessment?

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

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

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

The most commonly cited uses of assessment results in 2005-06 were:

- Changes in course content
- Addition / deletion of courses
- Changes in course sequences
- Justification of past curriculum changes and to show program improvement resulting from those changes
- Refinement of the assessment methods or to implement new assessment methods

- Changes in advising processes
- Facilitate curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats
- Changes to student facilities such as computer labs and science labs
- Development of tutorial and academic services for students

Table 12.1. Assessment methods and numbers of individuals assessed for each college, department, and degree program at OSU, including graduate degrees, reported for 2005-06. Details about assessment methods and individuals assessed are described in the individual assessment reports provided in the Assessment Report 2005-06, Appendix E.

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	• Developed Senior Portfolio (begin assessment in 2007) • Developed assessment for Writing Assignment (begin assessment in 2007) • OSU Alumni Survey • Internship	• 0 • 0 • 33 • 32
B.S., Ag Education, Leadership and Service option	• AGLE 3303 Final Exam • Grades in Core Courses • AGLE 2303 Exam	• 18 • 46 • 13
B.S., Ag Education, Teaching option	• Results from State Licensure exam – OSAT • Results from State Licensure exam – OPTE • Portfolio Submission III • Results from State Licensure exam – OGET • Cooperating Teachers' Summative Evaluation of Student Teachers' Professional Knowledge, Skills, & Disposition	• 34 • 24 • 22 • 26 • 23
Agricultural Economics		
B.S., Agricultural Economics B.S., Agribusiness	• Exit Interview • 2006 OSU Undergraduate Programs Alumni Survey • Academic Quiz Bowls	• 44 • 96 •

Animal Science

B.S., Animal Science	• Problem solving exercises in various classes • Oral and written reports in capstone class (4863) • National and Regional Judging Contests	• • • 40
M.S., M.Ag., Animal Science, Food Science Ph.D., Animal Nutrition, Food Science, Animal Reproduction & Breeding	• Thesis/Dissertation • Oral Presentation at department's General Seminar (Ph.D. only)	• •

Biochemistry & Molecular Biology

B.S., Biochemistry (through the College of Arts & Sciences) B.S., Biochemistry & Molecular Biology	• Alumni Survey • Standard Examinations • Exit Interviews	• 22 • 27 • 15
M.S., PhD.	• Assessment Plan overhauled 2005; bi-annual assessment planned to begin 2007	• 0

Entomology and Plant Pathology

B.S., Entomology	• Written and oral Exit Survey	• 4
M.S., Entomology, Plant Pathology	• Departmental Seminar Presentation • Thesis Defense • Written & Oral Exit Survey • Professional Papers & Presentations	• • • 4 •

Ph.D., Entomology, Plant Pathology	• Written Comprehensive Exam • Departmental Seminar Presentation • Dissertation Defense • Written & Oral Exit Survey • Professional Papers & Presentations	• • • • 9 •
Horticulture and Landscape Architecture		
B.S., Horticulture (Hort., Public Hort, & Turf Management options)	• GPA as part of the graduation check • Intercollegiate competitions • Exit Interview • HORT 2010 Internship	• 19 • 18 • 10 • 23
B.L.A., Landscape Architecture	• LA 4524 Capstone Component • Evaluation of LA 4894 Construction 3 • Evaluation of Design Studio classes performance • Evaluation of LA 2213/2223 Landscape Architecture Graphics • Evaluation of Japan Study Abroad Program 2005 • Internal Evaluation of Student Performance • Portfolio & Resume Evaluation • Digital Portfolio Review & Admission to the Professional Phase	• 16 • • • 40 • 10 • 87 • • 18
B.S., Landscape Contracting (LCON)	• Internship Report • National competition • Alumni survey	• 7 • 1 • 3
M.Ag., Horticulture M.S., Horticulture Ph.D., Crop Science, Environmental Science, Food Science, Plant Science	• Oral or poster presentations • Written manuscripts • Written research proposal with an oral defense • Successful completion of a thesis, formal report, or creative component • Comprehensive exams • Coursework on the plan of study	• • • • 2 (Master's) 3 (Ph.D.) • •

College of Arts and Sciences

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
Art Department		
B.A., Art History	• Department Presentations	• 7
B.A., B.F.A., Studio Art	• Annual Juried Student Art Exhibition	• 47
B.F.A., Graphic Design	• Sophomore Proficiency Review • Annual Juried Student Art Exhibition	• 29 • 28
Botany Department		
B.S., Botany	• GRE • Cumulative GPAs • Tracking of employment success and admission to graduate programs	• 1 • 10 • 3
Chemistry Department		
B.S., B.S. (ACS), M.S., Ph.D.	• Meeting Accreditation Requirements of the American Chemical Society	• 6 (B.S.—ACS) 8 (M.S.) 2 (Ph.D.)
	• Survey of Alumni	• 5 (B.S.) 6 (B.S.—ACS) 8 (M.S.) 2 (Ph.D.)
	• Exit Interviews with Chairman (oral, students' written remarks on file)	• 5 (B.S.) 6 (B.S.—ACS) 8 (M.S.) 2 (Ph.D.)
	• Input from Colleges served by the Department of Chemistry, and the Honors Program	• 5 (B.S.) 6 (B.S.—ACS) 8 (M.S.) 2 (Ph.D.)
	• Undergraduate Research and Reports from Capstone Course (CHEM 4990)	• 5 (B.S.) 6 (B.S.—ACS)

		9 (Capstone-4990)
Communication Sciences and Disorders Department		
B.S. in CSD	• Capstone course performance • Course evaluations • Senior surveys • Alumni surveys	• 12 to 27 depending on assessment method
M.S. in CSD	• Course Performance • Course evaluations • Evaluation of students in practicum (internal) • Evaluation of students in practicum (external) • Student evaluation of practicum experiences (internal and external • Comprehensive examinations • Portfolios • Written exit interviews • National Certification Exam • Graduate student alumni surveys • Re-accreditation reviews by professional association	• 11-23 depending upon assessment method
Computer Science Department		
B.S.	• Course rubrics filled out by faculty and students • Evaluations by employers	• 137, 192, 296, or 331 depending upon objective being assessed • 10
M.S.	• M.S. milestone rubric	• 15
PhD	• Ph.D. milestone rubric	• 1, 3, or 4 depending upon objective being assessed
English Department		
B.A.	• Instructor evaluation of graduating seniors • Senior Survey • Alumni Survey • Evaluation of writing samples of graduating seniors by external evaluators	• 29 • 16 • 28 • 17
M.A. and Ph.D.	• Instructor evaluation of graduate students • English Dept. Survey of Graduate Student Satisfaction & Engagement	• 36 • 16

Foreign Languages and Literatures

B.A. in French, German, Russian, Spanish	• Advanced Language Acquisition Courses • Advanced Literature and Civilization Courses • OK State Teacher Certification Exam	• 256 • 223 • 1 (French) 2 (Spanish)

Geography Department

B.A. and B.S.	• Core course evaluation rubric • Transcript analysis of graduates • 2006 Undergraduate Alumni Survey • Exit Survey of Graduating Seniors • Graduation and Retention Statistics	• 45 • 18 • 17 • 16 • 18

History Department

B.A., History	• Written artifacts • Enrollment • Portfolio/Research Papers	• 70 • 127 • 21
M.A. and Ph.D., History	• Capstone project • Plans of Study for History graduate students	• 8 • 30

School of Journalism & Broadcasting

B.A., B.S. Journalism / Broadcasting	• Exams, Quizzes, Papers, News Stories, Group projects, Class discussions, Course evaluations, Graduate surveys, Performance in Internships, Entry-level employment
	• Informal faculty assessment, Capstone courses, Students' own perceptions of their learning
	• 2004 Undergraduate Programs Alumni Survey
	• Language Proficiency Exam
		• 85 (Internship)
		
		•
		
		•
		
		• Fall 2005
		  156 (Pre-test)
		  135 (Post-test)
		Spring 2006
		  121 (Pre-test)
		  135 (Post-test)

M.S., Mass Communica-tions	• Preparation of an original thesis or capstone project • Original papers, Exams, Student survey of instruction, 2005 Graduate Programs Survey	• • 22 (MC5333) 5 (MC5253)

26

Mathematics Department

B.S., B.A. Math	• Grades in core courses	• 13
	• Alumni Questionnaire	• 13
M.S., Math	•	
Ph.D., Math	• Two 2-hour Exams in different areas of Mathematics	• 7

Department of Microbiology and Molecular Genetics

B.S. Microbiology	• Grades in core courses	• 56
	• Exit Interview	• 5
	• Alumni survey	• 21
B.S. Cell and Molecular Biology	• Graduate Record Exam GRE B22	• 0
	• Alumni Survey	• 21
	• Grades in BIOL 3024, CLML3014, 4113	• 31
	• Exit Interviews	• 4
B.S., Medical Technology	• Grades in core courses and in clinical courses	• 6
	• Acceptance rate for internship, average GPA of those students accepted into an internship and overall GPA earned during their internship	• 6
	• Pass rate on the ASCP accreditation exam	• 0
M.S. and Ph.D., Microbiology, Cell and Molecular Biology	• Departmental survey of faculty to assess graduate student	• 22
	• Graduating Student Exit Interview	• 3 (all M.S.)
	• Participation in Seminars & Journal Clubs	• 22
	• Tracking of Ph.D. graduates	• 5
	• Student academic discipline action reports	• 22
	• Evaluations of students by Advisor	• 22
	• Evaluations of students by Thesis/Dissertation Committee	• 22
	• Evaluations of students' teaching (T.A.) by Course Instructor	• 17
	• Student evaluations	•

Music Department

B.A. Music in Education, Performance, and Business	• Upper Division Theory Exam	• 15
	• Keyboard Proficiency	• 14
	• Applied Music Juries	• 384
	• NATS Competitions	• 34
	• Recital Hearings	• 23

	• Internships	• 3
	• Professional Teaching Portfolios	• 5
	• Supervisor Evaluations	• 5
	• Teacher Certification Exams	• 5
	• Exit Survey	• 5
	• 2006 Alumni Survey	• 5
Philosophy		
B.A. M.A.	• Revised assessment plans and developed rubrics for several assessments to be implemented in 2006-07	•
Physics Department		
B.S.--Physics, M.S.--Physics, Ph.D.--Physics	• Written Preliminary Exam	• 7
	• Successfully complete PHYS 4712 (collected every 2 years)	• 6
	• Exit Interview	• 4 (B.S.) 2 (M.S.) 5 (Ph.D.)
	• Undergraduate Program Alumni Survey	• 3
	• Grades and Course Evaluations for:	
	PHYS 4413	• 7
	PHYS 5613	• 8
	PHYS 4423	• 8
	PHYS 5413	• 7
	PHYS 4113	• 10
	PHYS 5313	• 10
	PHYS 3113	• 8
	PHYS 5113	• 8
Sociology Department		
B.S., Sociology M.A. Ph.D.	• Revised assessment plans and developed rubric for assessments to be implemented in 2006-07	•

Theatre Department		
B.A. Theatre, B.F.A. Theatre, M.A. Theatre	• Performance Adjudication	• 55 (B.A. & B.F.A.) 7 (Graduate)
	• Design & Technical Portfolio	• 15
	• Self & Faculty Evaluations of collaboration & participation in production	• 35-50 (estimate)
	• Creativity of design in productions and class projects	• 16
	• Production participation review	• 90+ (estimate)
Zoology Department		
B.S., Biological Science, Physiology, Wildlife & Fisheries Ecology, Zoology	• Survey of Student Engagement • OSU Undergraduate Program Survey	• 130 • 61
M.S. and Ph.D., Wildlife and Fisheries Ecology, Zoology	• OSU Graduate Program Alumni Survey	• 7

Spears School of Business

Academic Unit / Degree Program Assessed	Assessment Methods	Number of Individuals Assessed
All Departments		
B.S.B.A. (Business Administration), Accounting, Agribusiness, Economics, Finance, General Business, International Business, Management, Management Information Systems, Management Science and Computer Systems, Marketing	• EBI Field Exams (to be completed 2007) • SSB Undergraduate Survey, Section B (to be completed 2007) • Student's ability to use specialized business decision-making and analysis software (to be completed 2007) • Group oral presentations • Written communication in application letter • National Survey of Student Engagement (NSSE) • OSU Alumni Survey • Company Recruiter Surveys	• 0 • 0 • 0 • 48 • 50 • 161 • • 33
M.S., Accounting	• Job placement prior to or at graduation • Level of participation in Beta Alpha Psi • Completed Ethics course • Adopt, review processes for communicating, and test understanding of the Honor Code	• 32 • 150 • 33 • Will be completed 2007
M.B.A. (Master's of Business Administration)	• MBA 5303 comprehensive business case • Major Field Exam (Spring 2006)	• 19 • 56
M.S., Economics	• ECON 5123 Final Exam (not completed this year) • ECON 5133 Final Exam • SSB Student Satisfaction Survey	• 0 • 6 • 10
M.S.I.S. (Info Systems)	• MSIS 5123 Case Study	• 16
M.S.Q.F.E. (Quantitative Financial Economics)	• Critical Thinking and Written communication skills based on FIN 5883 Capstone project • MSQFE Alumni Survey	• 11 •

M.S.T.M., Telecommunications Management	• Portfolio (assessment plan implemented 2006, will report results beginning with first graduate who uses this plan)	• 0
Ph.D., Business Administration, in Accounting, Finance, Management, MSIS, Marketing	• Written communication skills based on dissertation, doctoral seminars, paper presentations, co-authored papers, etc.	• 4 (Accounting) 1 (Finance) 7 (Marketing) 6 (Management) 6 (MSIS)
	• Oral communication skills based on doctoral seminars, paper presentations, dissertation proposal & defense, etc.	• 4 (Accounting) 1 (Finance) 7 (Marketing) 12 (Management) 11 (MSIS)
Ph.D., Economics	• Written & Oral communication skills based on dissertation proposal and defense	• 1
	• SSB Student Satisfaction Survey	• 8
	• OSU Alumni Satisfaction Survey	•
	• Open discussion forum with Associate Dean	•
	• Participation in professional meetings	•
	• Job placement of students who have completed Plan of Study	• 2
	• Preliminary Exams	•

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
B.S., Athletic Training	• BOC Certification Exam • BOC Self-Assessment Exam (assessment plan implemented 2004; will report results beginning with first graduate who uses this plan)	• 8 • 0
B.S., Health Promotion	• Alumni Survey • Job placement	• 28 • 0
B.S., Physical Education	• Passing score on Oklahoma General Education Test (OGET) • Oklahoma Subject Area Test (OSAT) • Oklahoma Professional Teaching Exam (OPTE) • Professional Education Portfolio	• 21 • • 12 •

School of Educational Studies

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
B.S., M.S., Ed.D., Aviation Education	• Assessment Plan re-created 2006; will begin assessment 2007	• 0
M.S., Educational Leadership	• Leadership Platform • Appreciative Inquiry project • Comprehensive Exam in field • Creative Component or Portfolio • Grad Student Satisfaction Survey (next assessment 2007)	• 15 • 16 • 18 • 53 since 2003 • 0
Ed.D., Higher Education, School Administration	• Comprehensive exam after 1st year • Comprehensive exam during Fall of 2nd year • Qualifying written exam at end of coursework & before dissertation • Prepare and defend dissertation	• • • 4 • 4

School of Teaching & Curriculum Leadership

B.S., Elementary Education, Secondary Education	• Certification Exams for Oklahoma Educators	• 52 (OGET - Elementary) 41 (OGET – Secondary) 241 (OSAT's - Elementary) 110 (OSAT's – Secondary) 176 (OPTE - Elementary) 96 (OPTE – Secondary)
	• Portfolio	• 179 (Elementary) 66 (Secondary)
	• Student Teaching Work Sample	• 115 (Elementary) 72 (Secondary
	• Student Teacher Evaluation	• 98 (Elementary) 59 (Secondary)
	• New Teacher Residency Year	• (Elementary) 51 (Secondary)
	• Student Assessment of Professional Education Programs Survey	• 99 (Elementary) 37 (Secondary)
	• Phone Survey of Principals	• 100 (all BS programs)
B.S., Technical and Industrial/Career Education (TIED)	• Notebook	• 34
	• Lesson Plan	• 34
	• Student Teacher Evaluation	• 7
	• New Teacher Residency Year	• 34
	• Student Assessment of Professional Education Programs Survey	• 1
	• Phone Survey of Principals	• 100 (all BS programs)
M.S., Teaching, Learning and Leadership	• Thesis/Creative Component/Dissertation	• 55 (M.S. Creative Component) 3 (M.S. Thesis)
	• Comprehensive (Masters) or Qualifying (Doctoral) Examinations	• 71 (M.S.) 1 (Doctoral)
Ed.D., Ph.D., Education	• Graduate Student Alumni E-mail Survey	• 10
	• Oklahoma Subject Area Test	• 15
	• Comprehensive or Qualifying Examination Evaluation	•
	• Degree Program Evaluation	• 35 (M.S. only)
	• 2005 Graduate Program Alumni Survey	• 38 (M.S. only)

College of Engineering, Architecture, and Technology

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
School of Architecture		
B.S., Architecture, Architectural Engineering	• ARCH 4216/5226 Schematic Design (SD) Jury	• 27 (Architecture) 10 (Arch. Engineering)
	• ARCH 4216/5226 Design Development (DD) Jury	• 27 (Architecture) 10 (Arch. Engineering)
	• ARCH 5217 Both Design Juries (SD & DD) combined	• 20
	• 2006 Undergraduate Programs Alumni Survey	•
	• Annual Assessment Report for School Activities	•
School of Civil and Environmental Engineering		
B.S., Civil and Environmental Engineering	• Fundamentals of Engineering (FE) Exam	• 17
	• Employer Survey (2005)	•
	• Alumni Survey	•
	• Success in professional school curriculum	•
	• Writing assignments in ENGL 1113, ENGL 3323, and/or SPCH 2713	•
	• Exit Interview	•
	• Capstone Design Courses	•
M.S., Civil Engineering	• Oral & written Examination by Committee	•
	• GPA in classes on Plan of Study	•
	• OUA Graduate Survey	•
M.S., Environmental Engineering	• Faculty Input	•
	• Board of Visitors	•
Ph.D., Civil and Environmental Engineering		

School of Electrical & Computer Engineering

| B.S. Electrical & Computer Engineering

Computer Option	• Course Objective Matrix • Senior Exit Survey • Fundamentals of Engineering (FE) Exam • OSU Alumni Survey (last completed 2004) • Concept Inventory (implemented 2006; will be assessed 2007) • Oral Report Evaluation • Written Report Evaluation • Instructor Survey	• • • 21 • • • • •
M.S., M.E.E., Electrical & Computer Engineering

Ph.D., Electrical & Computer Engineering | • Assessment of Intro course under development | |

School of General Engineering (Interdisciplinary Programs)

M.S., Engineering and Technology Management	• ETM 5121 Proposal and ETM 5131 Project • Course Evaluations by students	• •

School of Industrial Engineering and Management

| B.S., Industrial Engineering and Management

Premedical Option	• Fundamentals of Engineering exam • Alumni Survey • Senior Exit Survey • IEM 4913 Capstone Course Project Evaluation • Course Outcome Surveys	• 23 • • 17 • •
M.S., Ph.D., Industrial Engineering & Management	• Exit Survey • Thesis/Dissertation Proposal • Thesis/Dissertation Defense • Qualifying Examination • Course Outcome Surveys	• 2 • • • •

Division of Engineering Technology (B.S. in Engineering Technology)

Construction Management Technology	• AIC Level I Associate Constructor (AC) Certification Exam • Capstone course Team Assignment • Research Paper and Oral Presentations • ASC/AGC Student Competitions • NAHB Student Competition	• 28 • • • 21 • 6
Electrical Engineering Technology	• EET 4833 Capstone Course project & presentation • Faculty Course Appraisal Report • OSU Graduate Programs Alumni Survey • Survey of Employers • Alumni representation on Industrial Advisory Board (IAB) • Senior Exit Interview	• 22 • • • • •
Fire Protection and Safety Technology	• Class performance • FPST 4333 System Safety course Assessment Exam • Exit Interview • FPST 4684 Capstone Course Team Project • FPST 4993 Individual Project • Internship Employers Anecdotal Report • Alumni listserv • OSU General Survey	• • 38 • • • • 3 • •
Mechanical Engineering Technology	• Faculty Course Assessment Report (FCAR) • Fluid Power Certification Exam • Selected Fundamental of Engineering (FE) Exam questions • Senior Exam • MET 4123 Senior Design Project • OSU Alumni Survey • MET 3113 Basic Instrumentation written report & oral presentation • MET 4463 Thermal Fluids Laboratory experiment report • MET 2313 Fundamentals of Hydraulic Fluid Power group leadership • MET 3413 Fundamentals of Pneumatic Fluid Power written report and oral presentation • MET 1103 Introduction to MET • Senior Exit Interview	• 185 • 30 • 63 • 25 • • • • • • • •

College of Human Environmental Sciences

Academic Unit / Degree Program Assessed	Assessment Methods	Numbers of Individuals Assessed
Design, Housing, & Merchandising (DHM)		
B.S. in Design, Housing, & Merchandising	• Senior Exit Survey (modified version of NSSE) • Design Portfolio Review • Internship Employer/ Supervisor Survey	• 87 • 46 (Int. Des. 1st Year) 33 (Int. Des. Pre-Intern) (Apparel Design) •
Human Development and Family Science (HDFS)		
B.S., Early Childhood Education option	• HDFS 4333 Code of Ethics Assignment • Legal Handbook Activities • Senior Exit Survey • Portfolio Submissions II & III • Portfolio Submission III grade on Philosophy Statement • Grades in Core courses • Primary Internship Site Supervisor Evaluation	• 36 • 36 • 19 • 16 (Fall) 17 (Spring) • 36 • 21 (HDFS 2223) 16 (HDFS 2233) 16 (HDFS 2243) 30 (HDFS 3224) 34 (HDFS 3213) 17 (HDFS 3233) 35
B.S., Child and Family Services option	• Grades in Core Courses • Senior Exit Survey • HDFS 3453 Human Services Management Portfolio grade • HDFS 4433 Family Life Ed Session Assignment grade • HDFS 3523 grade on Ethics quiz • HDFS 3523 20-minute video	• 125 (HDFS 3413) 154 (HDFS 3443) 114 (HDFS 3533) 109 (HDFS 4473) • 45 • 72 • 114 • 26 (Spring) + (Fall) •

Hotel & Restaurant Administration

B.S.	• Performance in Laboratory Exercises	•
	• NRAPMD National Certification	• Approx. 80
	• Assignment: Optimal Order Quantity	• 63
	• HRAD 4523 Group Project: Develop Business Plan	•
M.S.	• Thesis/Creative Component	•
	• Case Studies	•
Ph.D.	• Graduate Teaching Assistant Evaluations	•
	• Grant Proposal	•
	• Dissertation	•

Nutritional Sciences

B.S., Nutritional Sciences	• CDR National Registration Exam	• 87 in past 5 years (includes M.S.)
	• Internship (new requirement; will be assessed 2007)	• 0
	• Capstone Course research assignments	•
	• 2004 Alumni Assessment Report	•
	• Assignments in courses 4733, 4643, 4373	•
M.S., Nutritional Sciences	• CDR National Registration Exam	• 87 in past 5 years (includes B.S.)
	• Thesis/Creative Component (new method; will be assessed 2007)	• 0
	• Presentations in 3 classes	• 0

Student and Alumni Surveys

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

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

Annual OSU Alumni Surveys

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

The 2006 OSU Survey of Alumni of Undergraduate Programs was conducted in January 2006. The target population for this survey was alumni of undergraduate programs who completed their degrees in calendar years 2000 and 2004. The total number of alumni in the target population was 6,440. The survey was administered as a telephone interview, conducted by the OSU Bureau for Social Research. The Office of University Assessment and Testing analyzed and summarized data and prepared the reports.   A total of 2,628 interviews were completed by alumni of graduate programs, resulting in a 40.8% response rate.

Graduate Student Satisfaction Survey

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

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. OSU participated in the NSSE in 2000, 2002 and again in 2005. In February 2005,

a random sample of 4,341 OSU freshmen and seniors were invited to participate in the NSSE, and 1,639 students completed the survey (38% response rate).

16. What were the analyses and findings from the 2005-06 student satisfaction assessment?

OSU Alumni Surveys: 2006 Survey of Alumni of Undergraduate Programs

The 2006 OSU Survey of Alumni of Undergraduate Programs was conducted to provide data to gauge perceptions of various aspects of the undergraduate programs and services and to identify areas where improvements may be needed. The target population for this survey was alumni of undergraduate programs who completed their degrees in calendar years 2000 and 2004. The total of alumni in the target population was 6,440. The survey was administered as a telephone interview. The OSU Bureau for Social Research conducted the survey interviews in January, February and March of 2006 and coordinated data collection. The Office of University Assessment and Testing analyzed and summarized data and prepared the reports.

Response Rate: A total of 2,628 surveys were completed by alumni of undergraduate programs, resulting in a 40.8% response rate. The sample included 1,009 respondents who graduated in 2000 and 1,619 respondents who graduated in 2004.

The percentage of survey respondents from each college was as follows: 26.2% from Arts and Sciences; 23.6%, Business; 15.5%, Agricultural Sciences and Natural Resources; 13.1%, Engineering, Architecture and Technology; 12.4%, Education; and 9.2%, Human Environmental Sciences.

Satisfaction: Results of selected survey items indicate that 97% of alumni are very satisfied / satisfied with their overall educational experience at OSU; 93% of alumni are very satisfied / satisfied with the quality of instruction in their major; and, 72% of alumni are very satisfied / satisfied with academic advising at OSU.

Employment: Approximately 86% of alumni reported that they were employed. Most alumni reported working for large corporations (37%) or small corporations or businesses (24%). 21% were employed by educational institutions, and 8.4% were employed by government agencies. Alumni most frequently reported that their annual salary was in the range of $25,000 - $34,999 per year (24%). The median salary for recent (2004) OSU graduates ranged from $35,000 to $44,999/year. More than 94% of employed alumni reported that their OSU education had prepared them very well or adequately for their current positions.

Continuing Education: Almost 31% of alumni had completed or were currently enrolled in graduate programs or professional schools. More than 42% of these were enrolled in or had attended OSU graduate programs. 62% were pursuing or had completed Master's degrees, 11% were pursuing or had completed medical degrees, 7.6% were pursuing or had completed law degrees, 7.3% were pursuing or had completed doctoral degrees, and 5.3% were pursuing or had completed business degrees. Almost 93% of alumni that went on to graduate or professional school stated that their OSU education had prepared them very well or adequately for their continued education.

Residency: An estimated 67% of the alumni who participated in the survey were living in Oklahoma, and 33% were contacted out-of-state. Because the survey did not attempt to reach

alumni who were not in the U.S., the number of alumni who no longer live in Oklahoma may be underestimated.

Highlights from the 2005 Undergraduate Program Alumni Survey results are shown in Appendix D; a full report of results of this survey is available on the University Assessment and Testing (UAT) website at www.uat.okstate.edu.

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.   OSU participated in the NSSE in 2000, 2002 and again in 2005. In February 2005, a random sample of 4,341 OSU freshmen and seniors were invited to participate in the NSSE, and 1,639 students completed the survey (38% response rate).

This summary shows selected results, with comparisons of responses from OSU, 13 selected peer institutions, and 52 other doctoral / research-extensive institutions (see list in Appendix C). Sample sizes were 797 first year students and 842 seniors from OSU, 1,680 first year students and 1,730 seniors from 13 selected peer institutions, and 6,654 first year students and 6,598 seniors from 52 other doctoral / research-extensive institutions.

Benchmark Comparisons

The NSSE National Benchmarks of Effective Educational Practice focus on five clusters of activities that research studies show are linked to desired college outcomes. They are: level of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportive campus environment.

Level of Academic Challenge. For first-year students, OSU's 'Level of Academic Challenge' benchmark score is similar to scores of Selected Peer institutions, but significantly lower than Doctoral Extensive institutions. For seniors, OSU's benchmark score is significantly lower than the scores of both Selected Peers and Doctoral Extensive institutions.
Benchmark description: Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance

Active and Collaborative Learning. For first-year students, OSU's 'Active and Collaborative Learning' benchmark score is significantly lower than the score of both Selected Peers and Doctoral Extensive institutions. For seniors, OSU's benchmark score is similar to that of Selected Peers, and significantly higher than that of Doctoral Extensive institutions.
Benchmark description: Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

Student-Faculty Interactions. For first-year students, OSU's 'Student-Faculty Interactions' benchmark score is significantly higher than scores of both Selected Peers and Doctoral Extensive institutions. For seniors, OSU's benchmark score is similar to scores of both Selected Peers and Doctoral Extensive institutions.
Benchmark description: Students learn first-hand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

Enriching Educational Experiences. For first-year students and seniors, OSU's 'Enriching Educational Experiences' benchmark score is significantly lower when compared to scores of both comparison groups.
Benchmark description: Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

Supportive Campus Environment. For first-year students, OSU's 'Supportive Campus Environment' benchmark score is similar to the scores of Selected Peers and Doctoral Extensive institutions. For seniors, OSU's benchmark score is similar to that of selected Peers, but significantly higher than that of Doctoral Extensive institutions.
Benchmark description: Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

A more detailed summary of NSSE results is reported in Appendix C; a full report of NSSE results is available on our website at www.uat.okstate.edu.

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

OSU Alumni Surveys: 2006 Survey of Alumni of Undergraduate Programs

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

National Survey of Student Engagement (NSSE)

NSSE results are widely distributed to faculty and administrators at the college- and university-levels. At the institutional level, NSSE results and other factors influenced several changes regarding diversity at OSU. During the 2005-06 academic year, several groups (including General Education Advisory Council, General Education Assessment Committee, and Instruction Council) worked to develop a plan to more intentionally incorporate diversity into the curriculum.

Based on those discussions, it is expected that a new general education course designation for courses that include a focus on diversity will be approved in 2006-07, and that students will be required to complete at least one course that holds the "D" (diversity) designation (probably beginning with those matriculating in Fall 2008).

In addition, the General Education Assessment Committee worked with faculty to develop an assessment rubric to define expectations for students' knowledge, skills and attitudes regarding diversity. The rubric will be used to assist faculty with developing desired knowledge, skills and attitudes about diversity, in addition to providing a mechanism for assessment of student achievement of this learning goal. The rubric was created in Summer 2006, and an institutional portfolio of student work will be developed in 2007 for this assessment (see Appendix A for more information).

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 2005-06 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 Learning Outcomes Assessment for each academic unit; graduate degree programs are among the degree programs assessed for each college, school, or department. Graduate student assessment methods, numbers of students assessed, results of assessments, and uses of results of assessment are described and summarized in the Program Learning Outcomes Assessment section of this report, Table 12.1, and in Appendix E (bound separately).

Graduate Student Satisfaction Survey

In addition to the graduate student assessment that is conducted in individual academic units, the Graduate College periodically conducts the Graduate Student Satisfaction Survey to evaluate graduate students' satisfaction with their educational experiences at OSU. The survey is intended to provide information to identify areas for improvement and gauge success of services provided by the Graduate College. A survey was conducted in 2000, 2002, and again in Fall 2004, each time targeting all currently enrolled graduate students. See the 2004-05 annual report for results of the 2004 survey.

APPENDIX A

General Education Assessment Committee 2006 Annual Report

APPENDIX B

General Education Courses Area Designations – Criteria and Goals

APPENDIX C

2005 National Survey of Student Engagement (NSSE)
Summary of Results

APPENDIX D

2006 Undergraduate Program Alumni Survey Highlights