OKLAHOMA STATE UNIVERSITY
America's Brightest ORANGE

Assessment Report
2010-2011

Submitted to
The Oklahoma State Regents for Higher Education

January 20, 2012

Jeremy Penn, Ph.D.
Director
University Assessment and Testing
107 UAT Building
Oklahoma State University
Stillwater, OK 74078-6043
405-744-6687
jeremy.penn@okstate.edu
http://uat.okstate.edu

I. Entry-Level Assessment

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

1. Three methods are used to assess students' readiness for college level coursework: the ACT (consisting of four subtests in English, Reading, Mathematics, and Science Reasoning), the Entry-Level Placement Analysis (ELPA, developed by OSU), and the Computer Adaptive Placement and Support System (COMPASS) test published by ACT. The ACT is administered by ACT, the ELPA regression equation is calculated by Oklahoma State University's (OSU) Office of Institutional Research and Information Management, and the COMPASS is administered by OSU's Office of University Assessment and Testing.

2. All enrolled new students (new freshmen and transfer students with fewer than 24 credit hours) are assessed using a combination of the measures described in I-1. Each student receives a Student Assessment Report that summarizes:
- The student's academic summary (ACT scores, high school GPA, high school class rank)
- The student's ELPA results
- The curricular and performance deficiencies that require remediation, and
- The recommendations and requirements for course placement based on OSU's guidelines as approved by the Oklahoma State Regents for Higher Education.

Reports are produced by the Office of Institutional Research and Information Management and are distributed to students by the New Student Orientation Office. Reports are also included in each student's file and are available to advisors. The assessment process is implemented immediately prior to the spring and fall enrollment periods.

3. The process and measures used in entry-level testing are described below. Students identified with skill deficiencies through this process are required to complete remedial courses within the first 24 hours of college credit.

ACT Scores
ACT subscores in Reading, English, Mathematics, and Science Reasoning of 19 or above (or SAT equivalent where available) automatically qualify students for college-level coursework (1000-level) in that subject area. The ACT subscore in Reading is also used to indicate readiness for introductory college courses that require extensive reading (Sociology, Political Science, Psychology, History, Economics, and Philosophy). Retesting for the national ACT is permitted on any national ACT test date (six are available per year). Retesting for the Residual ACT follows the OSRHE policy of one ACT Residual exam per year (November 1 through October 31).

ELPA

ELPA is a multiple regression model that uses high school grades (overall and by subject), high school class rank, and ACT composite and subject area scores to predict students' grades in selected entry-level OSU courses. The ELPA model is based on the success of past OSU freshmen with similar academic records and is updated regularly. ELPA produces a predicted grade index (PGI) for each student that represents the grade the student is predicted to obtain in selected entry-level courses. A PGI of 2.0 or higher indicates that the student has a 70% chance of making a 'C' or better. PGI scores are used in combination with ACT score (when the ACT score is below 19) and students' grades to make decisions about appropriate course placement.

English. UNIV 0133 is required when the English ACT is below 14 or the English ACT is between 14 and 18 and the English PGI is below 2.0.

Math. If the student's PGI is 2.0 or above and high school math grade point average is 3.0 or above, then there are no enrollment restrictions. If the student's PGI is below 2.0 and high school grade point average is below 3.0, then UNIV 0023 or UNIV 0123 is required.

Science. If the student's ACT is less than 19 and the PGI is greater than 2.0, then there are no enrollment restrictions. If the student's ACT is less than 19 and the PGI is below 2.0, then UNIV 0113 is required. Students may have the science deficiency removed by completing remedial math and/or reading courses (if required).

Reading. For courses that require extensive reading, if the student's ACT is below 19 but the PGI is greater than 2.0, then there are no enrollment restrictions. If the PGI is below 2.0 then UNIV 0143 is required.

There is no retesting available for the ELPA since it is based on high school grades, class rank, and ACT composite. The PGI is created nightly and is printed for each student on the day he or she comes to enroll at OSU.

COMPASS

Students identified as having curricular deficiencies in a particular subject area may choose to take the ACT COMPASS placement test to qualify for college-level courses. The COMPASS tests are provided free of charge to students at the OSU Testing Center and can also be completed at NOC-Stillwater, NOC-Tonkawa, NOC-Enid, OSU-OKC, and OSU-Tulsa. COMPASS tests are available in Mathematics, Reading and English. Qualification for 1000-level science courses is obtained through receipt of passing scores on both the Reading and Mathematics subject tests. Cut scores for the COMPASS test are shown in Table I.1.

Table I.1. Cut-scores for the COMPASS placement test .

Subject Area	COMPASS Score	Course Placement
Mathematics	Algebra 0-54	UNIV 0023 or UNIV 0123 required
	Algebra 55-71	UNIV 0123 recommended
	Algebra 72-100	No restrictions
English	English 0-55	UNIV 0133 required
	English 56-100	No restrictions
Reading (or related courses)	Reading 0-70	UNIV 0143 required
	Reading 71-100	No restrictions
Science[1] (Biology, Chemistry, Geography, Geology, and Physics)	Reading 0-70 *or* Algebra 0-54	UNIV 0113 required
	Reading 71-100 *and* Algebra 55-100	No restrictions

1. A science reading subject test under consideration.

Students may take the COMPASS exams twice. Additional COMPASS testing requires approval of the Director of University Assessment and Testing.

Resources
Many resources are available to students for academic support. *Learning And Student Support Opportunities Center* (LASSO) offers free tutoring services. The *Math Learning Resource Center* provides individual tutoring in mathematics. The *Writing Center* provides tutors, writing coaches, a grammar hotline, and other assistance. *University Counseling* provides services to help students improve their study habits, deal with test anxiety, develop better time management skills, and explore careers. Many colleges offer additional resources such as tutoring in science, technology, and math courses, transition programs, and other academic resources.

4. In 2010-2011, a total of 3,961 admitted and enrolled students with fewer than 24 credit hours were assessed using the entry-level assessment process. Table I.2 shows the number of enrolled students who had performance deficiencies in each subject area based on ACT scores and the number of students who were cleared for college-level coursework using ELPA.

Table I.2. Number of enrolled new students with ACT scores below 19 in each subject area and the number of students who were cleared for college-level coursework by ELPA in 2010-2011.

Subject Area	# of Students with ACT sub-scores <19[1]	# of Students cleared for college-level coursework by ELPA
English	303	234
Mathematics	511	263
Reading	232	177
Science	155	32

1. Some students had ACT subscores less than 19 in more than one subject area. The following numbers of students were missing ACT subscores in these subject areas: English: 133, mathematics: 134, reading: 134, science: 403.

Students who were not cleared for college-level coursework using ELPA could choose to take a COMPASS placement exam in the area(s) of deficiency. The number of students who took the COMPASS test in each subject area and the number of students who passed are shown in Table I.3.

Table I.3. Number of students who took COMPASS tests for 2010-2011 placement.

Subject Area	# of Enrolled Students who took a COMPASS test[1]	# of Students who passed COMPASS and were cleared for college-level coursework
English	45	26
Mathematics	45	16
Reading	59	39

1. Some students took COMPASS tests in more than one area. Cut-scores are shown in Table I.1. Some students took COMPASS test(s) although they were not required by ELPA to take remedial courses.

After all entry-level assessment was completed, 316 students (8.0% of the total new enrolled) were required to take at least one remedial course. Of the 3,961 new students in 2010-2011, 46 (1.2%) were required to enroll in remedial English classes, 217 (5.5%) in remedial math classes, 116 (2.9%) in remedial science classes, and 44 (1.1%) in remedial reading classes. Some students who were required to complete remedial classes satisfied the requirement with transfer courses. For this reason the number of students who completed remedial courses may differ from the number of students required to do so.

In the spring of 2011 the Provost created a task force for examination of success in 1000- and 2000-level math courses. The task force carefully examined the quality of the placement decisions for these courses. An example is shown below for Math 1483.

Math 1483 Placement (n = 1147)
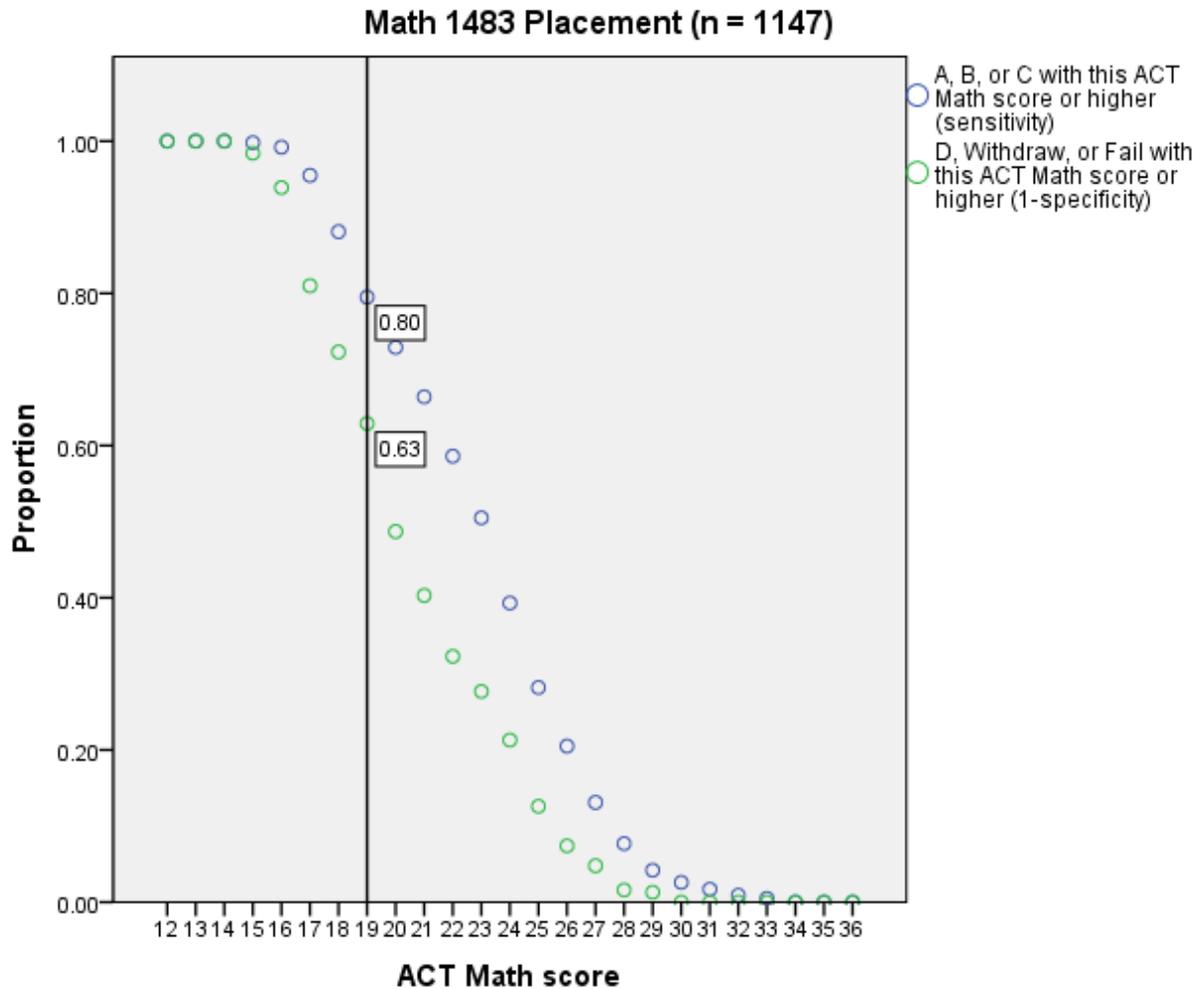
*80% of the students who earned an A, B, or C in Math 1483 had an ACT Math score of 19 or higher.
*63% of the students who earned a D, F, or withdrew from Math 1483 had an ACT Math score of 19 or higher.

After careful examination of the math placement success data and study of the math placement process at other institutions, the task force recommended a pilot study on the ALEKS Math Placement exam. Math placement data will continue to be carefully monitored throughout the pilot process in 2011-2012.

5. Annual trends in grades, drops, withdrawals, and failure rates in common freshmen courses are monitored by Institutional Research and Information Management and the LASSO Center. Results from the tracking process are shared each semester with the Directors of Student Academic Services and the Instruction Council. The Office of University Assessment and Testing and the Office of Institutional Research and

Information Management work cooperatively to evaluate the entry-level assessment process and to track student success in remedial and college-level courses.

6. An analysis of new freshmen who matriculated in 2001-2003 showed that students who received an ACT subscore below 19 and were cleared by ELPA performed as well in college-level courses as students who scored 19 or above.

The Directors of Student Academic Services reviewed the cut-scores and determined that no changes were needed in 2010-2011. No changes were made to the entry-level assessment procedures or to COMPASS testing in 2010-2011. Use of the Science Reading COMPASS subject test is under consideration.

7. One additional study of entry-level students was performed in 2010-2011: the Beginning College Survey of Student Engagement (BCSSE). The BCSSE asks new students questions about their high school experiences and college plans. Results can also be used as part of the advising activities for new students.

8. Detailed results from the BCSSE will be posted on the OSU Survey Results website (http://tinyurl.com/osusurveys) when they are available.
In general, students reported (most common response):
- Graduating in 2011 from a public high school,
- Mostly earning grades of 'A,'
- Passing Algebra II and Pre-calculus / Trigonometry, and four years of English,
- Spending 1-5 hours per week preparing for class (studying, homework, rehearsing, etc.) and 6-10 hours per week relaxing and socializing,
- Sometimes making class presentations,
- Very often asking questions in class or contributing to class discussions,
- Sometimes or never coming to class without completing readings or assignments,
- Scoring between 1101 and 1200 on the SAT (or converted ACT score), and
- Participation in school and community organizations.

During the coming school year, students expected to spend (most common response):
- 16-20 hours per week preparing for class,
- 0 hours per week working for pay on- or off-campus,
- 6-10 hours per week participating in co-curricular activities, and
- 6-10 hours per week relaxing and socializing.

Students expect to (most common response):
- Ask questions in class often,
- Make class presentations often,
- Work on a paper or project that requires integrating ideas or information from various sources very often,
- Receive prompt feedback from faculty often, and
- Learn something that changes the way you understand an issue or idea often.

93% of students said they intend to graduate from this college (1% 'no,' 6% 'Uncertain').

9. The primary purpose of entry-level assessment is to place students in the courses that are most likely to lead to student success. Entry-level assessment data are monitored to ensure theses course placement decisions are accurate and appropriate. The use of the COMPASS Science Reading subject test is under consideration. In response to examination of math placement and success data, the ALEKS Math Placement exam is being piloted.

II. General Education Assessment

1. General education at Oklahoma State University is intended to:
A. Construct a broad foundation for the student's specialized course of study,
B. Develop the student's ability to read, observe, and listen with comprehension,
C. Enhance the student's skills in communicating effectively,
D. Expand the student's capacity for critical analysis and problem solving,
E. Assist the student in understanding and respecting diversity in people, beliefs, and societies, and
F. Develop the student's ability to appreciate and function in the human and natural environment.

Three approaches are used every year to evaluate the general education program: Institutional Portfolios, Review of General Education Course Database, and college-, department-, and program-level approaches. In 2010-2011 OSU also had students take the ETS Proficiency Profile Exam.

Institutional Portfolios
Institutional portfolios provide direct evidence of student achievement of the overall goals of the general education program. Each portfolio is assessed by a panel of faculty members using rubrics. Institutional portfolios have been developed in five areas that represent the overall goals of the general education program: written communication (B and C), critical thinking (D), math problem solving (D), science problem solving (D), and diversity (E and F). Goal A is not directly assessed through the use of institutional portfolios but is included as a component of program outcomes assessment. Although rubrics for assessment of general education can be directly linked to each of the overall goals, it is recognized that these goals cannot be achieved independently of each other or through completion of only courses with general education designations. For this reason the Institutional Portfolios contain artifacts from general education designated courses and other courses across campus that address one or more of the general education goals.

Review of General Education Course Database
The General Education Advisory Council (GEAC) periodically evaluates every general education course to ensure alignment with the goals of the general education program. As part of this certification process instructors identify which general education goals are associated with the course, describe the course activities that provide students the opportunity to achieve these goals, and explain how student achievement of the goals is assessed within the course. This process provides oversight for courses receiving the general education designations and ensures students have sufficient opportunity to achieve the goals of the general education program.

College-, Department-, and Program-level Approaches
Many colleges, departments, and programs include elements from the general education goals in their own assessment efforts. For example, a program may assess

students' ability to write a research paper relevant to the discipline. This integrates elements from the general education program (e.g., written communication) with elements from the discipline and provides additional information on student achievement of this important goal.

ETS Proficiency Profile
In the fall of 2010 a sample of first-time, full-time freshmen were contacted through email and over the phone and invited to take the long version of the ETS Proficiency Profile on the computers at the University Testing Center. Tests were proctored by University Testing Center staff. Students received a $30 check for completing the test and were entered into a drawing for one of ten $100 checks based on their performance on the exam (students received one entry into the drawing for every 10 points they scored above 400). 161 first-time, full-time freshmen completed all elements of the two and a half hour test.

In the spring of 2011 a sample of seniors who had entered OSU as new freshmen and were scheduled to graduate no later than November 1st, 2011 were contacted by email and by phone and invited to take the long version of the ETS Proficiency Profile on the computers at the University Testing Center. Tests were proctored by University Testing Center staff. Students received a $30 check for completing the test and were entered into a drawing for one of ten $100 checks based on their performance on the exam (students received one entry into the drawing for every 10 points they scored above 400). 137 seniors completed all elements of the two and half hour test.

The test measured critical thinking and writing. Additional information about the test is available on the ETS website (http://www.ets.org/proficiencyprofile/about/vsa/).

2. *Institutional Portfolios*
Since 2001 OSU has collected samples of student work that represent students' achievement of the general education goals from courses across campus. These student work samples are then assessed by panels of faculty members using rubrics. The results from this process provide direct evidence of student achievement of the general education goals.

To make the best use of limited resources, institutional portfolios are not collected in every area every year. Table II.1 shows the years each area was assessed.

Table II.1. Dates for assessment of general education learning outcomes

Portfolio area	Years assessed
Written communication	2001, 2002, 2003, 2004, 2005, 2006, 2008, 2009, 2010, 2011
Math problem solving	2002, 2003, 2005
Science problem solving	2003, 2004, 2005, 2007, 2009
Critical thinking	2005, 2006, 2007, 2008, 2009, 2010
Diversity	2007, 2008, 2009, 2010

A new rotational schedule was designed by the Committee for the Assessment of General Education (CAGE) in 2011. The purpose of this new rotational schedule was to allow for a larger number of samples of student work to be assessed in a single year, thus increasing the power of the statistical analyses performed on those data. Each institutional portfolio will be assessed every three years, allowing for long-term trends to be examined for groups of students.

Once courses with suitable assignments are identified, student papers are sampled randomly. Since the purpose of general education assessment is to improve the general education program and not to evaluate individual students, all identifying information is removed to protect student anonymity.

Review of General Education Course Database
Each course with a general education designation is reviewed every three years.

College-, Department-, and Program-level Approaches
College-, department-, and program-approaches to assessing general education goals are included in the program outcomes assessment portion of this report.

3. *Institutional Portfolios*
Since the institutional portfolio process is integrated within existing courses, students are motivated to provide their best work as required by the demands of the course. Students receive feedback on that work from the course instructor.

Review of General Education Course Database
The database review process does not directly involve students. Instructors are motivated to provide accurate and complete information since failure to do so could result in loss of the general education designation.

College-, Department-, and Program-level Approaches
College-, department-, and program-approaches to assessing general education goals are reported in the program outcomes assessment portion of this report.

4. Assessment data from the general education assessment process are used in three ways:
A. To implement improvement initiatives
B. To monitor recent curricular changes
C. To consider and discuss additional modifications to the general education program

A. In response to data on student achievement of the general education goals, in the spring of 2008 faculty members Rebecca Damron and Karen High proposed the development of a series of workshops for faculty members on teaching and assessing critical thinking. Recognizing a need to improve in multiple areas, the Provost's Office, the Office of University Assessment, the General Education Assessment Committee,

and the Institute for Teaching and Learning Excellence collaborated to implement the *Provost's Faculty Development Initiative: Focus on General Education*.

The purpose of the initiative is to develop faculty members' expertise in teaching and assessing the general education learning goal, in integrating the general education learning goal into existing courses, and in creating high quality assignments that demonstrate students' achievement of the general education goal.

The initiative is implemented by trained facilitators who run two workshops for participants in the fall and a follow-up workshop in the spring semester. Upon successful completion of the workshop series and submission of artifacts from the improved course, faculty members are paid a small stipend. In 2010-2011 workshop series were available in the areas of writing, critical thinking, and diversity. The initiative is underway in 2011-2012 with workshop series available in the same three general education goal areas.

A second improvement initiative began in the spring of 2011. In response to data from general education assessment and anecdotal reports from faculty members, a team developed a proposal to require a syllabus for all regularly scheduled courses. This proposal was passed by the Faculty Council in the late spring of 2011.

A third improvement initiative was developed in the spring and is now underway. The Provost requested a general education task force that is charged with preparing recommendations on how the general education program might be improved. Examination of the data from general education assessment will play an important role in informing the recommendations put forth by this task force.

B. Assessment data from the general education assessment process are used to monitor recent changes to the general education program. For a number of years data from the general education process highlighted a need to improve student writing. In response the general education designation requirements were changed to increase the amount of writing required in courses receiving general education designations. The phase-in period for the change in writing requirements has now ended and general education assessment data are used to monitor the success of that curricular change. It is clear from the 2011 General Education Assessment Report that the additional writing required for general education designated courses has had a positive impact on student achievement in the area of writing. The full report from the General Education Assessment Process with details on this analysis and additional analyses will be available on the OSU website (http://tinyurl.com/osugened) in early spring.

C. Assessment data from the general education assessment process are shared broadly internally and publicly to encourage discussion and consideration of additional curricular changes that may result in improvement to the general education assessment program and to student achievement of the general education goals (the 2011 report will be available in early 2012). One example of a local process to discuss possible

changes is the joint meeting of three committees (Committee for the Assessment of General Education, General Education Advisory Council, and Assessment and Academic Improvement Council) to discuss assessment results, consider needed changes, and provide recommendations for improvement.

In addition, the General Education Task force is considering a large number of possible program improvement initiatives.

4 (Analyses and Findings). Individual student progress is not tracked as part of the general education assessment process. The purpose of general education assessment process is to assess and improve the general education program – not to evaluate individual students, faculty members, or courses. Additional details on OSU's analysis and interpretation of general education assessment results will be available in the 2011 General Education Assessment Report (available in early 2012).

5. *Institutional Portfolios – Written Communication*
544 samples of student work were assessed by a panel of faculty members using a rubric developed and approved by OSU faculty members. The writing rubric has four required characteristics (content, organization, style and mechanics, and documentation). Each characteristic is scored on a scale of 1 to 5 where 1 is low and 5 is high (http://tinyurl.com/osurubric).

Of the 544 artifacts, 12 (2.2%) were assigned a score of 1, 117 (21.5%) were assigned a score of 2, 241 (44.3%) were assigned a score of 3, 144 (26.5%) were assigned a score of 4, and 30 (5.5%) were assigned a score of 5. The average score of 3.12 is the highest average score in this area to date. However, changes in the sampling strategy (emphasizing seniors and freshmen) may have impacted the overall average score.

Seniors had significantly higher scores than freshmen (p = 0.07, d = .371) with a percentile gain of 14. In other words, the average senior scored higher than 64 percent of freshmen.

Transfer students had significantly lower writing scores than non-transfer students (p = 0.035, d = .217) for a percentile difference of 9. In other words, the average non-transfer student scored higher than 59% of transfer students.

Additional analyses were performed to examine the effect of the additional writing requirements that were added to the general education program beginning in 2005. Results suggested that scores of writing artifacts from courses that had general education designations had slightly increased since 2005 while scores of writing artifacts from courses without general education designations had decreased since 2005. The improvement was particularly noteworthy for courses with general education designations in the Social and Behavioral Sciences areas. This provided some evidence that the additional writing requirements added to the general education designation had a positive impact on writing performance.

Retention statistics were also examined for 401 freshmen and sophomores from 2001 through 2010 to examine the relationship of writing score and retention. There was no evidence for a relationship between one-year retention and writing scores. However, there was a statistically significant difference between sophomores who were retained two years later and sophomores who were not retained after two years (p = 0.041, d = 0.293) for a percentile difference of 11. In other words, the average sophomore who was retained after two years on average scored higher than 61 percent of the sophomores who were not retained.

The full general education assessment report will be available on the UAT website in early spring, 2012 (http://tinyurl.com/osugened).

ETS Proficiency Profile
ETS used methodology developed as part of the Voluntary System of Accountability to calculate estimated learning gains between the freshman and senior year. Additional information about the scoring process is available here.

Based on the average ACT score for freshman examinees, critical thinking scores and writing scores were "at expected."

Based on the average ACT score for senior examinees, critical thinking and writing scores were "above expected."

The estimated learning gains between the freshman and senior year were "above expected." Additional information about the test results is available on the University Assessment and Testing website (http://tinyurl.com/osuets).

Use of Findings
A joint meeting between the Committee for the Assessment of General Education, the General Education Advisory Council, and the Assessment and Academic Improvement Council will be held in March, 2012. The purpose of the meeting is to review the general education assessment results and develop recommendations for improving the general education program. Findings from the general education assessment report will also be shared with the general education task force, which is also working on identifying strategies for improving the general education program.

III. Program Outcomes Assessment

1. Table III.1 summarizes the assessment methods and number of individuals who participated in each assessment method for undergraduate degree programs at OSU. Detailed reports for each program can be obtained on the program outcomes assessment website (http://tinyurl.com/osureports). Note that students may have participated in more than one assessment method and some assessment methods may overlap between two degree programs.

Table III.1. Undergraduate Program Outcomes Assessment
College of Agricultural Sciences and Natural Resources

Degree Program	Assessment Methods	Number Assessed
Department of Agricultural Economics		
Agribusiness, B.S.	Review of presentation materials	71
	Review of oral presentations	71
	Exit interview and Alumni survey	25
Agricultural Economics, B.S.	Review of presentation materials	71
	Review of oral presentations	71
	Exit interview and Alumni survey	25
Department of Agricultural Education, Communication, and Leadership		
Agricultural Communications, B.S.	Portfolio	29
	Internship evaluation	25
Agricultural Education, B.S.	Oklahoma Subject Area Test	41
	Oklahoma Professional Teaching Examination	36
	Panel review of student portfolios	34
Agricultural Leadership, B.S.	Course exams	Full class
	Focus groups and Alumni survey	20
	Internship portfolio evaluations	20
Department of Animal Science		
Animal Science, B.S.	Comprehensive subject area exam	54
	Panel review of Student projects	35
	Panel review of capstone projects	158
Food Science, B.S.	Subject area exam	14
	Oral presentations	14
	Capstone projects	14
Department of Biochemistry and Molecular Biology		
Biochemistry and Molecular Biology, B.S.	Panel review of student papers	13
	Alumni survey	13
	Faculty evaluation of student achievement	13
Department of Entomology and Plant Pathology		
Entomology, B.S.	Capstone project	1
	Exit exam and alumni survey	5
	Panel review of student papers	1
Department of Horticulture and Landscape Architecture		
Horticulture, B.S.	Course exams	10
	Exit interviews	10
	Internship evaluations	10
Landscape Architecture, BLA	Portfolio and oral presentation	15
	Internship and study abroad evaluation	15
	Capstone project	15
Landscape Contracting, B.S.	Capstone project	4

Degree Program	Assessment Methods	Number Assessed
	Internship evaluation	7
	Alumni survey	10
Department of Plant and Soil Science		
Natural Resource Ecology and Management, B.S.	Rubric review of student papers	91
	Oral presentations	79
	Course exams	62
Multidisciplinary (CASNR)		
Environmental Science, B.S.	Faculty evaluation & alumni survey	All students
	Panel review of student projects	3
	Group course projects	All students
Plant and Soil Science		
Plant and Soil Science, B.S.	Simulated professional exam	15
	Panel review of student projects	15
	Senior seminar evaluation	All seniors

Table III.1. Undergraduate Program Outcomes Assessment (continued)
College of Arts and Sciences

Degree Program	Assessment Methods	Number Assessed
Department of Computer Science		
Computer Science, B.S.	Faculty evaluation using rubrics	73
	Portfolios	53
	Rubric evaluation of computer theory	47
Department of Art		
Art History, B.A.	External review of projects	11
	Panel review of analytic skills	11
	Panel review of written communication	11
Graphic Design, BFA	External review of portfolios	9
	External review of portfolios	9
	External review of portfolios	9
Studio Art, BFA	External review of portfolios	11
	External review of portfolios	11
	External review of portfolios	11
Studio Art, BA	Panel review of capstone projects	9
	Panel review of capstone projects	9
	Panel review of capstone projects	9
Department of English		
English, B.A.	Faculty review of reading competence	72
	Panel review of papers	25
	Senior Survey	77
Department of Foreign Languages and Literature		
French, B.A.	Final projects	21
	Standardized test	1
	Alumni survey	Not reported
German, B.A.	Final projects	11
	Standardized test	1
	Alumni survey	Not reported
Russian Language and Literature, B.A.	Final projects	9
	Standardized test	0
	Alumni survey	Not reported
Spanish, B.A.	Final projects	119
	Licensure test	8
	Alumni survey	Not reported
Department of Geography		
Geography, B.A., B.S.	Transcript analysis	11
	Faculty evaluation of students w/ rubric	48
	Exit survey	9
Department of History		

American Studies, B.S.	Panel review of student papers	33
	Panel review of student papers	33
	Panel review of student papers	33
History, B.A.	Panel review of student papers	22
	Panel review of student papers	22
	Panel review of student papers	22
Department of Mathematics		
Mathematics, B.A., B.S.	Panel review of student papers	10
	Panel review of student papers	10
	Panel review of student papers	14
Department of Philosophy		
Philosophy, B.A.	Exit questionnaire	8
	Panel review of student papers	8
	Panel review of student papers	8
Department of Political Science		
Political Science, B.A., B.S.	Capstone project	0
	Standardized test	0
	Student research paper	0
Department of Physics		
Physics, B.S.	Exit interview	1
Department of Sociology		
Sociology, B.S.	Panel review of student papers	23
	Panel review of student papers	23
	Panel review of student papers	17
Department of Statistics		
Statistics, B.S.	Course exam	4
	Exit exam	0
	Final exam	4
Department of Zoology		
Physiology, B.S.	Panel review of student projects	25
	Panel review of student projects	19
	Panel review of student projects	5
Zoology, B.S.	Panel review of student projects	25
	Panel review of student projects	19
	Panel review of student projects	5
Biological Science, B.S.	Panel review of student projects	25
	Panel review of student projects	19
	Panel review of student projects	5
Department of Theatre		
Theatre, B.A.	External review	Varies
	External review	Varies
	Survey	In development
Department of Botany		

Botany, B.S.	Standardized national exams	6
	Analysis of GPA	6
	Alumni survey	Not reported
Department of Psychology		
Psychology, B.A., B.S.	Comprehensive exam	848
	Panel review of student papers	182
	Panel review of student papers	182
Department of Geology		
Geology, B.S.	Comprehensive exam	23
	Review of field projects with rubrics	23
	Panel review of student papers	17
Department of Microbiology and Molecular Genetics		
Microbiology, Cell & Molecular Biology, B.S.	Review of course projects with rubrics	5
	Review of case studies with rubrics	5
	Review of laboratory books	15
Department of Communication Sciences and Disorders		
Communication Sciences and Disorders, B.S.	Comprehensive examination	Half of senior class
School of Media and Strategic Communications		
Multimedia Journalism, Strategic Communication, and Sports Media, B.S.	External review of portfolios	21

Table III.1. Undergraduate Program Outcomes Assessment (continued)
College of Education

Degree Program	Assessment Methods	Number Assessed
School of Applied Health and Educational Psychology		
Athletic Training, B.S.	Clinical evaluation	13
	Clinical practicum assessment	13
	Board of certification exam	13
Health Education and Promotion, B.S.	Internship evaluation	48
	Panel review of writing	61
	Portfolios	49
Leisure Studies, B.S. (Recreation Management and Therapeutic Recreation)	Exit interviews	11
	Internship evaluation	18
	National certification exams	13
Physical Education, B.S.	Portfolio	29
	Oklahoma Professional Exam	7
	Oklahoma Subject Area Test	19
Department of Educational Studies		
Aviation Sciences, B.S.	Course exams	All students
	Review of course evaluations	All students
Department of Teaching and Curriculum Leadership		
Career and Technical Education, B.S.	Portfolio	8
Elementary Education, B.S.	Portfolio	24
Secondary Education, B.S.	Portfolio	69

Table III.1. Undergraduate Program Outcomes Assessment (continued)
College of Engineering, Architecture, and Technology

Degree Program	Assessment Methods	Number Assessed
Department of Architecture		
Architecture, BAR	Exit interview	8
	Oral presentations	8
	Panel and external review of projects	8
Architectural Engineering, BEN	Exit interview	25
	Oral presentations	25
	Panel and external review of projects	25
Department of Biosystems and Ag Engineering		
Biosystems Engineering, B.S.	Licensure test	8
	Panel review of student projects	13
	Exit interviews	12
Department of Chemical Engineering		
Chemical Engineering, B.S.	Licensure test	91% pass rate
	Course ratings	Not reported
	Advising interviews	9
Department of Civil Engineering		
Civil Engineering, B.S.	Licensure test	36
	Employer survey	36
	Course based assessment	30
Department of Electrical and Computer Engineering		
Electrical Engineering, B.S.	Licensure test	2
	Course exams	All students
	Capstone and course projects	All students
Computer Engineering, B.S.	Licensure test	2
	Course exams	All students
	Capstone and course projects	All students
Department of Engineering Technology		
Construction Management Technology, B.S.	Licensure test	44
	Internship evaluation	46
	Practicum evaluation	46
Electrical Engineering Technology, B.S.	Comprehensive exam	12
	Panel review of capstone projects	12
	Capstone log books	12
Fire Protection and Safety Technology, B.S.	Capstone project	13
	Capstone project	28
	Capstone project	28
Mechanical Engineering Technology, B.S.	Senior exam	54
	Oral design presentations	54
	Student exam	54
Department of Industrial Engineering and Management		

Degree Program	Assessment Methods	Number Assessed
Industrial Engineering and Management, B.S.	Student exam	Varies by class
	Senior design projects	20
	Panel review of student projects	Varies by class

2010-2011 Assessment Report

Table III.1. Undergraduate Program Outcomes Assessment (continued)
College of Human Sciences

Degree Program	Assessment Methods	Number Assessed
Department of Design, Housing and Merchandising		
Design, Housing and Merchandising, B.S.	Exit survey	All seniors
	Internship evaluation	20
Department of Hotel and Restaurant Administration		
	Faculty review of assignments	All students
Hotel and Restaurant Administration, B.S.	Internship evaluation	64
	Senior exit survey	76
Department of Human Development and Family Sciences		
	Exit survey	26
Human Development and Family Sciences, B.S.	Internship evaluation	116
	Internship evaluation	82

Table III.1. Undergraduate Program Outcomes Assessment (continued)
William S. Spears School of Business[1,2]

Degree Program	Assessment Methods	Number Assessed
Department of Business Administration		
Business Administration, B.S., B.A.	Ethics case study quiz	Under revision
	Standardized exam	70
	Panel review of writing	58
	Technology competence exam	Under revision
Department of Economics and Legal Studies		
Economics, B.A.	Ethics case study quiz	Under revision
	Standardized exam	70
	Panel review of writing	58
	Technology competence exam	Under revision
Business Administration, B.S.	Ethics case study quiz	Under revision
	Standardized exam	70
	Panel review of writing	58
	Technology competence exam	Under revision
Department of Accounting		
Business Administration, B.S.	Ethics case study quiz	Under revision
	Standardized exam	70
	Panel review of writing	58
	Technology competence exam	Under revision
Department of Finance		
Business Administration, B.S.	Ethics case study quiz	Under revision
	Standardized exam	70
	Panel review of writing	58
	Technology competence exam	Under revision
Department of Management		
Business Administration, B.S.	Ethics case study quiz	Under revision
	Standardized exam	70
	Panel review of writing	58
	Technology competence exam	Under revision
Department of Marketing		
Business Administration, B.S.	Ethics case study quiz	Under revision
	Standardized exam	70
	Panel review of writing	58
	Technology competence exam	Under revision

---

[1] Some results reported here were collected in 2009-2010 but not previously reported.
[2] These degree programs reported together due to accreditation requirements for the college.

2. Undergraduate program outcomes assessment is implemented at the program level. Full details on each program's analysis of student learning and findings are available online (http://tinyurl.com/osureports).

OSU awards more than $100,000 in assessment funds (http://tinyurl.com/osureport) each year for program outcomes assessment. Program outcomes assessment is also a critical component of each program's 5-year Academic Program Review. As reported in III-3, program outcomes assessment has resulted in numerous program improvements.

Undergraduate degree programs reported 229 assessment methods implemented for program outcomes assessment (presented in the tables on the preceding pages). The most commonly reported assessment methods were:
- Panel review of student work (63 reports, 28% of the total)
- Exams (course, licensure, standardized, etc.) (56 reports, 24% of the total)
- Performance assessment (23 reports, 10% of the total)
- Alumni or exit survey (18 reports, 8% of the total)
- Capstone or major course project (18 reports, 8% of the total)
- Internship or practicum evaluation (17 reports, 7% of the total)

Other methods used included portfolios, exit or advising interviews, transcript analysis or analysis of other data, and employer survey.

Graduate degree programs reported 266 assessment methods implemented for program outcomes assessment (presented in the tables later in this document). The most commonly reported assessment methods were:
- Dissertation or thesis (including proposal and defense) (66 reports, 25% of the total)
- Oral presentations (62 reports, 23% of the total)
- Alumni survey (36 reports, 14% of the total)
- Comprehensive or qualifying exam (22 reports, 8% of the total)
- Panel review of projects (14 reports, 5% of the total)

Other methods used included creative components, course projects, faculty review of student performance, portfolios, performance assessment, course exams, and practicum evaluations.

3. Undergraduate degree programs reported 193 uses of program outcomes assessment data (each use may represent more than one assessment method and some methods resulted in more than one use).

The most common use of program outcomes assessment data for undergraduate degree programs was to monitor and ensure student achievement of the learning outcome. Other common uses for undergraduate degree programs included:
- Modify the assessment process (41 uses, 21% of the total)
- Modify course content (24 uses, 12% of the total)
- Discuss possible program improvements (23 uses, 12% of the total)
- Modify curriculum (18 uses, 9% of the total)

- Monitor recent curricular changes (9 uses, 5% of the total)

Other uses included recommended participation in study abroad experiences, curriculum mapping, changes to advising, targeted hiring, student communication, development of new courses, and modification of admissions requirements.

Graduate degree programs reported 169 uses of program assessment data (each use may represent more than one assessment method and some methods resulted in more than one use).

The most common use of program outcomes assessment data for graduate degree programs was to monitor and ensure student achievement of the learning outcome. Other common uses for graduate degree programs included:
- Modify the assessment process (33 uses, 20% of the total)
- Modify course content (14 uses, 8% of the total)
- Discuss possible program improvements (14 uses, 8% of the total)
- Monitor recent curricular change (9 uses, 5% of the total)
- Modify curriculum (4 uses, 2% of the total)
- Develop new course (4 uses, 2% of the total)

Other uses included changes to advising, develop curriculum map, enhance communication with students, modify course offerings, increase financial support for travel and teaching assistants, request to fill faculty position, and tutoring.

The large number of uses of program outcomes assessment demonstrates that it is an integral and essential element of OSU's commitment to improving student learning.

IV. Student Satisfaction

1. Surveys of alumni are conducted every year – surveys of alumni from undergraduate programs are conducted in even numbered years (last completed in 2010) and surveys of alumni from graduate programs are conducted in odd numbered years (last completed in 2011). Current graduate students' satisfaction is surveyed in even numbered years (last completed in spring, 2010).

Alumni surveys are intended to identify institutional strengths and areas for improvement, to track careers and continuing education of recent graduates, and to provide programs with specific information about their alumni. In addition to a core set of questions developed at the institution level, each undergraduate and graduate program is asked to submit a list of program-specific questions to be included in the alumni surveys. Participants for the alumni surveys are all students who graduated 1- and 5-years ago. The surveys are conducted online and through use of a phone bank staffed by current undergraduate students.

2011 Survey of Alumni of Graduate Programs
All alumni who graduated in 2005 and 2009 from a graduate degree program were contacted for participation in the survey. Contact information was collected from the Alumni Association and the Office of Institutional Research and Information Management. Alumni were contacted through email (when a current email address was available) and over the phone.

A total of 978 alumni completed the survey, resulting in a response rate of 45.1%. A total of 649 alumni were considered unreachable due to invalid contact information. When adjusted for alumni for whom a telephone number could not be located and alumni who could not be reached through email, the response rate to the survey was 58.9%.

2.
2011 Survey of Alumni of Graduate Programs
The full report is available here:
http://uat.okstate.edu/index.php?option=com_content&view=article&id=141&Itemid=13

- 92% of doctoral degree respondents and 89% of master's degree respondents were "satisfied" or "very satisfied" with their overall educational experience at OSU.
- 89% of respondents were employed and only 4% were currently seeking employment (7% were not employed and not seeking employment).
- 90% of employed alumni reported that their OSU education had prepared them very well or adequately for their current position.
- 27% of alumni who were employed full-time reported salaries greater than $75,000. The most frequently reported salary range was $35,000 - $44,999 (17%).

- 57% of respondents were currently living in Oklahoma (17% in Stillwater, 40% in other Oklahoma communities). Texas was the second most common state of residence (12% of respondents).

Each graduate program was asked to submit a set of questions in addition to those described above. These program-specific questions covered many topics, depending on the interest area of each program, including advising, student learning outcomes, teaching skills, time-to-degree, satisfaction with specific courses or program components, strengths and weaknesses of the program, suggested curricular changes, and other satisfaction topics. Results of the program-specific questions were summarized and shared with programs. It is not possible to summarize the results of the program-specific questions here because the questions were different for each program. Results of the program-specific questions are available on the web: http://tinyurl.com/osureports

3. The results from the 2011 Survey of Alumni from Graduate Programs were distributed widely on campus and shared publicly online. Overall, the results continue to be very positive and show alumni are very satisfied with their educational experience at OSU.

Although there continue to be conversations about the data from the 2011 survey at the institution level, programs are the primary users of the Alumni Survey data. One way all programs use the alumni survey data is in the development of their 5-year Academic Program Review (APR) reports. The APR reports require programs to consider and reflect upon results from alumni surveys when developing recommendations for improvement and future plans.

Although programs are encouraged to use direct measures of student achievement as the primary source of information in program outcomes assessment, graduate and undergraduate programs may also use the alumni survey data as an element of their program outcomes assessment process. Uses of the alumni survey data for program outcomes assessment purposes are described in the undergraduate and graduate program outcomes assessment sections respectively.

Results from these surveys are also shared with the *Assessment and Academic Improvement Council*, the *General Education Advisory Council*, and the *Committee for the Assessment of General Education*.

V. Graduate Student Assessment

1. The primary method for assessing graduate students' achievement of learning outcomes is program outcomes assessment. Table V.1 reports the measures used and the number of students assessed with each measure for the graduate programs.

Table V.1. Graduate Program Outcomes Assessment
College of Agricultural Sciences and Natural Resources

Degree Program	Assessment Methods	Number Assessed
Department of Agricultural Economics		
Ag Education / Ag Business, MAG	Alumni survey	1
	Exit interview	1
Agricultural Economics, M.S.	Alumni survey	8
	Exit interview	8
Agricultural Economics, Ph.D.	Alumni survey	5
	Exit interview	5
Department of Agricultural Education, Communication, and Leadership		
Ag Education / Ag Leadership, MAG	Creative component	3
	Oral presentation	3
	Alumni survey	3
Agricultural Communications, M.S.	Thesis defense	3
	Thesis writing evaluation	3
	Seminar presentation	3
Agricultural Education, M.S.	Thesis defense	3
	Thesis writing evaluation	3
	Seminar presentation	3
Agricultural Education, Ph.D.	Comprehensive examination	1
	Dissertation	1
	Seminar presentation	1
Department of Biochemistry and Molecular Biology		
Biochemistry and Molecular Biology, M.S.	Faculty review of student performance	4
	Oral presentation	5
	Alumni survey	Not reported
Biochemistry and Molecular Biology, Ph.D.	Faculty review of student performance	4
	Qualifying examination	7
	Oral presentation and exam	9
Department of Entomology and Plant Pathology		
Entomology and Plant Pathology, MAG	Seminar presentations	5
	Thesis defense	7
	Exit survey and interviews	12
Entomology, Ph.D.	Seminar presentations	2
	Dissertation defense / seminar	2

Degree Program	Assessment Methods	Number Assessed
	Exit survey and interviews	Not reported
Entomology and Plant Pathology, M.S.	Seminar presentations	5
	Thesis defense	7
	Exit survey and interviews	12
Plant Pathology, Ph.D.	Seminar presentations	1
	Dissertation defense / seminar	1
	Dissertation defense	1
Department of Horticulture and Landscape Architecture		
Horticulture, M.S.	Research proposal presentation	8
	Thesis	8
	Alumni survey	0
Horticulture, MAG	Research proposal presentation	8
	Thesis	8
	Alumni survey	0
Multidisciplinary		
Food Science, M.S.	Master's thesis	14
	Oral presentation	14
	Alumni survey	14
Food Science, Ph.D.	Dissertation	15
	Alumni survey	75
	Preliminary exam / presentation	8 / 64
Department of Natural Resources, Ecology, and Management		
Natural Resources, Ecology, and Management, M.S.	Thesis defense	8
	Alumni survey	8
	Thesis defense	8
Natural Resources, Ecology, and Management, Ph.D.	Dissertation	5
	Dissertation	5
	Alumni survey	2
Department of Animal Science		
Animal Science, MAG	Master's thesis	0
	Oral presentation	0
	Alumni survey	14
Animal Science, M.S.	Master's thesis	14
	Oral presentation	14
	Alumni survey	14
Animal Science, Ph.D.	Dissertation	3
	Alumni survey	3
	Preliminary examination	3
Department of Plant and Soil Science		
Plant and Soil Science, M.S.	Thesis defense	12
	Oral thesis presentation	12

Degree Program	Assessment Methods	Number Assessed
	Thesis writing	8
Soil Science, Ph.D.	Faculty review of performance	2
	Dissertation	2
	Oral presentation	5
Crop Science, Ph.D.	Faculty review of performance	2
	Dissertation	2
	Oral presentation	2

Table V.1. Graduate Program Outcomes Assessment (continued)
College of Arts and Sciences

Degree Program	Assessment Methods	Number Assessed
Department of English		
English, M.A.	Faculty review of reading competence	16
	Panel review of papers	17
	Oral defense of theses	4
	Survey of student satisfaction	16
Department of Communication Sciences and Disorders		
Communication Sciences and Disorders, M.S.	Comprehensive examination	27
Department of Geography		
Geography, M.S.	Rubric evaluation of student papers	18
	Creative component / thesis	9
	Thesis / CC defense	9
Geography, Ph.D.	Rubric evaluation of student papers	4
	Dissertation proposal	3
	Dissertation defense	3
Department of History		
History, M.A.	Panel review of student papers	0
	Panel review of student papers	0
	Comprehensive exams	0
History, Ph.D.	Comprehensive exam	1
	Comprehensive exams	1
Department of Mathematics		
Mathematics, M.S.	Panel review of thesis	0
	Panel review of thesis	0
Mathematics, Ph.D.	Comprehensive exams	14
	Dissertation	1
	Dissertation defense	1
Department of Microbiology and Molecular Genetics		
Microbiology and Molecular Genetics, M.S.	Publication record	4
	Presentation record	4
	Exit interviews and alumni survey	2
Microbiology and Molecular Genetics, Ph.D.	Presentations	23
	Research publications	23
	Exit interviews and alumni survey	2
Department of Music		
Pedagogy and Performance, M.M.	Placement exam	9
	Qualifying exam	13
	Final oral exam and recital	3
Department of Physics		
Physics, M.S.	Exit interview	1

Physics, Ph.D.	Exit interview	6
Department of Political Science		
Political Science, M.A.	Comprehensive exams	16
	Thesis	8
	Thesis	8
Fire and Emergency Management, M.S.	Creative component	4
	Creative component	4
	Creative component	4
Department of Psychology		
Psychology, M.S.	Thesis	All who completed
	Research awards	52
	Faculty evaluation of students	All in program
Psychology, Ph.D.	Dissertation	All who completed
	Research awards	52
	Faculty evaluation of students	All in program
Department of Sociology		
Sociology, M.S.	Panel review of student papers	5
	Panel review of student papers	5
	Panel review of student papers	5
Sociology, Ph.D.	Preliminary exams	3
	Comprehensive examination	7
Department of Theatre		
Theatre, M.S.	External review of performances	Varies
	External review of auditions	Varies
	Survey	In development
Department of Statistics		
Statistics, M.S.	Comprehensive exam	3
	Comprehensive exam	3
	Review of course projects	6
Statistics, Ph.D.	Preliminary exams	3
	Oral presentations	23
	Qualifying exam	1
Department of Zoology		
Zoology, M.S.	Thesis	11
	Thesis defense	11
	Research productivity	Not reported
Zoology, Ph.D.	Comprehensive exam	5
	Panel review of student papers	3
	Research productivity	Not reported
Department of Botany		
Botany, M.S.	Advisor and committee review	1
	Course Grades	1
	Thesis	1

Plant Science, Ph.D.	Oral qualifying exam	4
	Dissertation defense	3
Department of Computer Science		
	Rubric review of projects	10
Computer Science, M.S.	Rubric review of projects	9
	Rubric review of projects	9
	Rubric review of projects	5
Computer Science, Ph.D.	Rubric review of projects	5
	Rubric review of projects	4
Department of Philosophy		
Philosophy, M.S.	Written paper	2

Table V.1. Graduate Program Outcomes Assessment (continued)
College of Education

Degree Program	Assessment Methods	Number Assessed
School of Applied Health and Educational Psychology		
Counseling, M.S.	Faculty evaluation of students	113
	Certification exam	3
	Alumni survey	13
Educational Psychology, Ed.S.	Standardized exam	3
	Portfolio	8
	Creative components	3
Educational Psychology, M.S.	Alumni survey	25
	Portfolio	12
Educational Psychology, Ph.D.	Qualifying portfolio	4
	Alumni survey	7
Health and Human Performance, M.S.	Thesis	4
	Creative component	9
	Alumni survey	Not reported
Leisure Studies, M.S.	Creative component / thesis	2
	Exit interview	4
	Comprehensive exam	2
Health, Leisure, and Human Performance, Ph.D.	Dissertation	4
	Alumni survey	7
Department of Educational Studies		
Educational Technology, M.S.	Comprehensive exam	4
	Portfolio	4
	Oral presentation	4
Educational Leadership Studies, M.S.	State certification exams	18
	Portfolio	18
	Oral and written defense	18
Higher Education Leadership, Ed.D.	State certification exams	3
	Portfolio	3
	Oral and written defense	3
School Administration, Ed.D.	State certification exams	4
	Portfolio	4
	Oral and written defense	4
Multidisciplinary		
Applied Educational Studies, Ed.D.	Course-based exams and projects	All in courses
	Review of course evaluations	All in courses
Natural and Applied Science, M.S.	Course-based exams and projects	All in courses
	Review of course evaluations	All in courses

Department of Teaching and Curriculum Leadership

Degree Program	Assessment Methods	Number Assessed
Education, Ph.D.	Qualifying exam	8
Teaching, Learning, & Leadership, M.S.	Comprehensive exam	43

Table V.1. Graduate Program Outcomes Assessment
College of Engineering, Architecture, and Technology

Degree Program	Assessment Methods	Number Assessed
Department of Chemical Engineering		
Chemical Engineering, M.S.	Thesis defense	Not reported
	Oral defense of thesis	Not reported
Chemical Engineering, Ph.D.	Dissertation	Not reported
	Oral defense of dissertation	Not reported
	Qualifying exams	Not reported
Department of Electrical and Computer Engineering		
Electrical Engineering, M.S.	Developed new assessment plan	
Electrical Engineering, Ph.D.	Developed new assessment plan	
Department of Industrial Engineering and Management		
Industrial Engineering and Management, M.S.	Thesis	5
	Transcript review	31
Engineering and Technology Management, M.S.	Thesis	5
	Transcript review	31
Industrial Engineering and Management, Ph.D.	Seminar presentation	5
Department of Biosystems and Ag Engineering		
Biosystems Engineering, M.S.	Faculty review of students	14
	Alumni survey	12
	Exit interview	4
Biosystems Engineering, Ph.D.	Faculty review of students	4
	Practicum evaluation	10
	Alumni survey and exit interview	4
Department of Civil and Environmental Engineering		
Civil Engineering, M.S.	Thesis	21
	Oral defense of thesis	21
	Alumni survey	10
Civil Engineering, Ph.D.	Dissertation	3
	Oral dissertation defense	3
	Alumni survey	0
Environmental Engineering, M.S.	Thesis	2
	Oral thesis defense	2
	Alumni survey	2

Table V.1. Graduate Program Outcomes Assessment (continued)
College of Human Sciences

Degree Program	Assessment Methods	Number Assessed
Department of Hotel and Restaurant Administration		
Hotel and Restaurant Administration, M.S.	Creative components	Not reported
	Master's thesis	6
Department of Design, Housing, and Merchandising		
Design, Housing, and Merchandising, M.S.	Panel review of papers	3
	Rubric review of qualifying exam	3
Department of Human Development and Family Sciences		
Human Development and Family Sciences, M.S.	Research proposal / thesis	24
	Panel review of student work	22
	Review of course projects	14
Department of Nutritional Sciences		
Nutritional Sciences, M.S.	Panel review of papers	20
	Panel review of student work	20
Dean of Human Sciences		
Human Environmental Sciences, M.S. (Family Financial Planning option)	Standardized exam	5
	Survey of alumni	10
Human Environmental Sciences, Ph.D.	Panel review of papers	15
	Panel review of presentations	3
	Publication records	17

Table V.1. Graduate Program Outcomes Assessment (continued)
William S. Spears School of Business[3]

Degree Program	Assessment Methods	Number Assessed
Department of Accounting		
Accounting, M.S.	Licensure exam	32
	Review of written projects	81
Business Administration, Ph.D.	Dissertation proposal	5
	Oral presentations	5
	Alumni survey	5
Department of Business Administration		
Business Administration, Ph.D.	Dissertation proposal	Not reported
	Oral presentations	Not reported
	Alumni survey	5
Department of Economics and Legal Studies		
Economics, M.S.	Course exams	5
	Course exams	5
	Creative component	2
Economics, Ph.D.	Dissertation proposal	6
	Oral presentations	6
	Alumni survey	Not reported
Department of Finance		
Quantitative Financial Economics, M.S.	Project reports	10
	Case competition	4 teams
Business Administration, Ph.D.	Dissertation proposal	5
	Oral presentations	5
	Alumni survey	5
Department of Management Sciences and Information Systems		
Business Administration, Ph.D.	Dissertation proposal	7
	Oral presentations	7
	Alumni survey	5
Department of Marketing		
Business Administration, Ph.D.	Dissertation proposal	6
	Oral presentations	6
	Alumni survey	5
Department of Entrepreneurship		
Business Administration, Ph.D.	Dissertation proposal	5
	Oral presentations	0
	Alumni survey	5
Department of Management		
Business Administration, Ph.D.	Dissertation proposal	Not reported
	Oral presentations	Not reported

---

[3] Some results reported here were collected in 2009-2010 but not previously reported.

Degree Program	Assessment Methods	Number Assessed
	Alumni survey	5
Multidisciplinary		
	Course final exam	5
Telecommunications Management, M.S.	Course writing assignment	3
	Alumni survey	5
Dean of Business Administration		
Master of Business Administration, MBA	External review of presentations	All in course
	Standardized test	62

2. Graduate program outcomes assessment is implemented at the program level. Full details on each program's analysis of student learning and findings are available online (http://tinyurl.com/osureports).

OSU awards more than $100,000 in assessment funds for program outcomes assessment each year. Program outcomes assessment is also a critical component of each program's 5-year Academic Program Review. As reported in section III-3, program outcomes assessment has resulted in numerous program improvements.

3. See section III-3 for a full description of the use of results from undergraduate and graduate program outcomes assessment. There are no major changes planned to the graduate assessment program at this time.

4. In 2010-2011, 360 students were provisionally admitted to OSU graduate programs and enrolled at OSU. 327 (83%) of the 396 students who were provisionally admitted and enrolled in 2009-2010 were enrolled in the fall of 2010. Provisional admission may be granted to students in situations where students:
- Fail to meet the minimum score on an admissions test
- Fail to achieve a minimum grade point average in prior coursework
- Have not completed required prerequisite coursework
- Cannot be admitted under the normal admissions standards

Students who are graduates of accredited postsecondary institutions may be admitted provisionally on recommendation of the major department and by concurrence from the Dean of the Graduate College. Failure to meet required academic standards and benchmarks set for progress and grade point average will result in dismissal from the Graduate College.

Summary

OSU is highly committed to improving student learning through entry-level assessment, general education assessment, program outcomes assessment, and student satisfaction assessment. Assessment activity in 2010-2011 resulted in numerous improvements to courses, programs, departments, and colleges and supported OSU's vision for advancing the quality of life in Oklahoma by fulfilling the instructional, research, and outreach obligations of a first-class, land-grant educational system.