OKLAHOMA STATE UNIVERSITY
America's Brightest ORANGE

Assessment Report
2011-2012

Submitted to
The Oklahoma State Regents for Higher Education

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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 (or converted SAT scores), the Entry-Level Placement Analysis (ELPA, developed by OSU), and secondary testing. Secondary testing includes the Computer Adaptive Placement and Support System (COMPASS) test published by ACT for reading, English, mathematics,[1] and science and the Assessment of Learning in Knowledge Spaces (ALEKS) for mathematics.

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. *ACT Scores*
Students with ACT subscores in Reading, English, Mathematics, and Science Reasoning of 19 or above (or SAT equivalent where available) are not required to complete remedial or developmental coursework in those subject areas. 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). Students may also take the SAT exam or the SAT on-campus exam (one attempt permitted per exam year for the on-campus version). However, the SAT exam does not produce scores for sciences.

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

[1] A very small number of students use the COMPASS exam for mathematics and its only use is to clear the remediation requirement.

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 remedial or developmental courses are not required. 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 remedial or developmental courses are not required. If the student's ACT is less than 19 and the PGI is below 2.0, then UNIV 0113 is required. Students required to complete remedial or developmental sciences courses may clear this requirement 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 remedial or developmental courses are not required. 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.

Secondary Testing
COMPASS
Students identified as having academic or curricular deficiencies in a particular subject area may choose to take the ACT COMPASS placement test to clear the remedial or developmental course requirement. 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, English, and science. 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 (or pass the OSU Math Placement Exam (ALEKS))
	Algebra 55-100	No remedial or developmental course required
English	English 0-55	UNIV 0133 required
	English 56-100	No remedial or developmental course required
Reading (or related courses)	Reading 0-70	UNIV 0143 required
	Reading 71-100	No remedial or developmental course required
Science Reading	Science 0-70	UNIV 0113 required
	Science 71-100	No remedial or developmental course required

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

OSU Math Placement Exam (ALEKS)
Students with curricular deficiencies or academic skills deficiencies in mathematics may meet the remediation requirement by earning a minimum score established by the Instruction Council on the OSU Math Placement Exam (by ALEKS). Students are allowed 5 attempts on the OSU Math Placement Exam in an 11-month period. Students who need attempts beyond the 5 permitted must make a request to the Math Department. To date, there have been less than 10 students who have requested additional exam attempts.

Resources
Many resources are available to students for academic support. *Learning And Student Support Opportunities Center* (LASSO) offers free tutoring services. The *Math Learning Success 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, transition programs, and other academic resources.

The OSU Math Placement Exam (ALEKS) includes 6-weeks of access to learning modules that target the areas where students were not able to show mastery. Students can use the modules to improve their exam score or to prepare for their math courses.

4. In 2011-2012, a total of 4,516 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 2011-2012.

Subject Area	# of Students with ACT sub-scores <19[1]	# of Students cleared for college-level coursework by ELPA
English	391	282
Mathematics	604	277
Reading	334	198
Science	207	48

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: 227, mathematics: 228, reading: 228, science: 569.

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 2011-2012 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	42	24
Mathematics	39	10
Reading	62	42
Science Reading	25	8

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.

In mathematics, students could also use the OSU Math Placement Exam (ALEKS) to clear remediation requirements. 41% of students with ACT Math scores below 19 who have taken the OSU Math Placement Exam scored high enough to clear remediation requirements.

After all entry-level assessment was completed, 413 students (9.0% of the total new enrolled) were required to take at least one remedial course. Of the 4,516 new students in 2011-2012, 43 (1.0%) were required to enroll in remedial English classes, 260 (5.8%) in remedial math classes, 134 (3.0%) in remedial science classes, and 78 (1.7%) in remedial reading classes. Some students who were required to complete remedial classes satisfied the requirement with transfer courses or may later pass a secondary assessment. For this reason, the number of students who complete remedial courses may differ from the number of students required to do so.

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 2011-2012. The OSU Math Placement Exam (ALEKS) and the Science Reading COMPASS exam are now available for placement purposes.

7. The Beginning College Survey of Student Engagement (BCSSE) was administered in August of 2011 to incoming freshmen. The National Survey of Student Engagement (NSSE) was administered in the spring of 2012 to first-year students and seniors.

8.
BCSSE
Detailed results from the BCSSE are available on the University Assessment and Testing website (https://uat.okstate.edu/images/bcsse/2011%20bcsse%20report%202.17.pdf).
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').

NSSE
An executive summary of the results on the NSSE is available on the University Assessment and Testing website (https://uat.okstate.edu/images/NSSE/2012%20nsse%20executive%20summary.pdf). The level of engagement in the benchmarks of educationally purposeful activities reported by first-year students was similar or slightly higher than what was reported by first-year students at similar institutions. Other highlights for first year students at OSU in comparison to first year students at peer institutions include:

- More likely to report that they would go to the same institution they are now attending if they could start over again.
- More likely to report positive relationships with other students and faculty members.
- More likely to have participated in community service or volunteer work.
- Reported a higher quality of academic advising.
- Reported a more favorable opinion of their entire educational experience at this institution.

Areas where OSU's scores were significantly lower than peer institutions included:

- Made a class presentation.
- Foreign language coursework.
- Working for pay off campus.
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.
- Attended an art exhibit, play, dance, music, theater, or other performance.

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. Two areas received focused attention in 2011-2012: mathematics and chemistry.

Instructional Changes in Mathematics
OSU instituted the ALEKS placement exam in the summer of 2012 to improve the placement of students in entry-level math courses ranging from Math 1483 (Mathematical Functions and Their Uses) to Math 2144 (Calculus I). The new

placement exam has helped in a number of ways. First, instructors report that students in their 1000-level classes are far better prepared than they were before. The exam identified the vast majority of students who needed remedial work prior to taking a course like Math 1513 (College Algebra), and the remaining students were ready to succeed in a college-level math course. Consequently, instructors needed to spend less time on remedial issues in class, and they report a far better, more active, and more upbeat atmosphere in class since the group of students is now more homogeneous. Moreover, we were able to look at data for each section of a course and identify sections that might be especially strong or weak, helping us determine whether grading disparities might be caused in part by differences in student backgrounds rather than a lack of uniformity in grading schemes, quality of instruction, etc.

Second, the entry-level assessment was particularly useful in setting the syllabus for Math 1715 (Precalculus) and Math 2144 (Calculus I). The ALEKS assessment provides subscores, illustrating students' knowledge in each of eight areas. We discovered that the median student in Math 1715 knew almost nothing about exponential and logarithmic functions, a vital topic for calculus. As a result, we spent more time on these ideas than we had in the past in Math 1715. Additionally, we used the data from ALEKS to determine what review activities we would do in the first week of Math 2144. In previous years, we had to guess where our students were weakest, some arguing that we should discuss trigonometry and some suggesting exponential and logarithmic functions. The ALEKS data show that the students are significantly better in trigonometry than in exponential and logarithmic functions, and hence we focused only on exponential and logarithmic functions in our precalculus review week.

Finally, this spring, we are piloting a supplemental instruction program in Math 2144 that will give students extra practice on precalculus topics that will be used later in the semester in Calculus I. Data from ALEKS is helping us decide the optimal material to emphasize in these additional sessions.

Changes in Chemistry

The Department of Chemistry recognizes that students need algebraic manipulation skills in order to succeed in chemistry. With the implementation of ALEKS, the department has enforced a prerequisite for General Chemistry for students majoring in science of a ‘C’ or better in College Algebra, or enrollment in a higher level math course. Thus, ALEKS allows students who place into precalculus, trigonometry, or calculus 1 to also enroll in chemistry. As a result, students who place lower in mathematics need to demonstrate mastery of algebra before attempting chemistry courses.

The Chemistry Department is also introducing Supplemental Instruction in chemistry 1 for science majors and in general chemistry for engineers. In this version of supplemental instruction, advanced undergraduate students lead weekly review sessions designed to help students learn how to effectively study and use and find resources.

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 2011-2012 OSU also participated in the National Survey of Student Engagement, which, while not a general education assessment measure per se, does include items that are related to the general education goals.

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.

National Survey of Student Engagement
Select items from the National Survey of Student Engagement can be connected with the general education program. For example, "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:

- Acquiring a broad general education
- Writing clearly and effectively
- Thinking critically and analytically
- Analyzing quantitative problems
- Working effectively with others
- Understanding people of other racial and ethnic backgrounds
- Contributing to the welfare of your community."

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, 2012
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.

National Survey of Student Engagement
The survey instrument was administered to all first-year students and senior students according to NSSE's survey administration protocol. Although the response rate was fairly low (15%), it included a large absolute number of responses (485 responses from first year students and 917 responses from seniors).

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.

National Survey of Student Engagement
Although there are limits on what can be done to encourage participation due to NSSE's administration protocol, we attempted to draft language in the communication email messages that conveyed the importance of the survey and its value to the institution.

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 2011-2012 workshop series were once again available in the areas of writing, critical thinking, and diversity. The initiative is underway in 2012-2013 with workshop series available in the same three general education goal areas.

A second improvement initiative was led by the registrar's office to clarify the institutional general education requirements. Specifically, the institution clarified a requirement for lower-division general education courses. This requirement was not uniformly applied across degree sheets. After discussion and consideration by multiple administrative committees, this institutional requirement was removed.

Third, the General Education Task Force, formed in 2011, continues its work to provide recommendations on improving the general education program. The Task Force has examined data from general education assessment to inform its discussions.

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.

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 2012 report will be available in early 2013). 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.

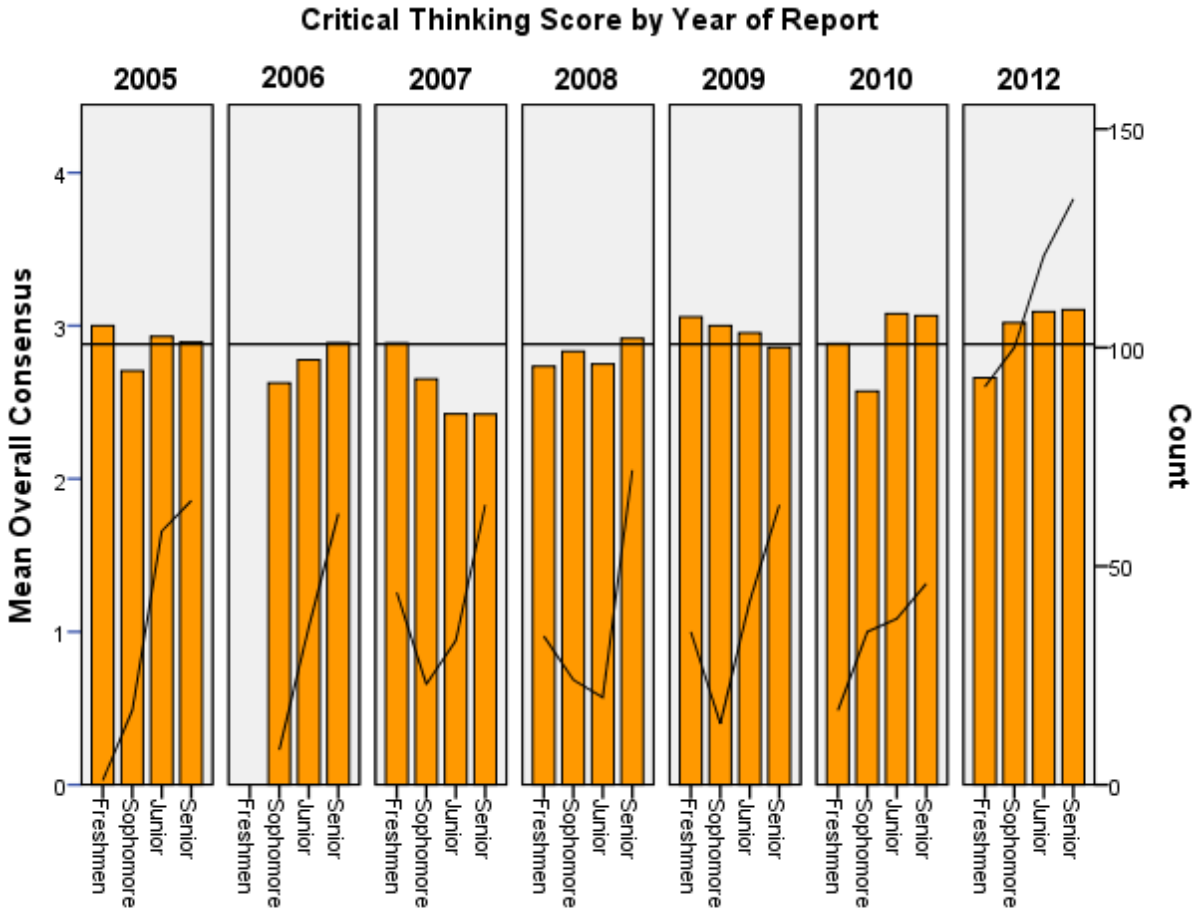
In addition, the General Education Task force is considering a large number of possible program improvement initiatives.

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 2012 General Education Assessment Report (available in early 2013).

5. *Institutional Portfolios – Critical Thinking*
In the summer of 2012, 458 samples of student work were assessed by a panel of faculty members using critical thinking rubrics developed and approved by OSU faculty members. The critical thinking rubric has four required characteristics (identification of the problem, presentation of the student's own perspective, use of supporting evidence, and discussion of conclusions, implications, and consequences) and four optional characteristics (consideration of other salient perspectives, assessment of key assumptions, consideration of context, and assessment of background information). 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 458 artifacts, 21 were assigned a score of 1 (4.6%), 115 were assigned a score of 2 (25.1%), 199 were assigned a score of 3 (43.4%), 104 were assigned a score of 4 (22.7%), and 19 were assigned a score of 5 (4.1%). The average score across all samples was 2.97. This score is statistically similar to the scores in most of the other years when critical thinking was assessed (except 2007 which was significantly lower). Figure 1 shows a summary of critical thinking scores by classification status, by year, and the number of artifacts scored.

Figure 1. Critical Thinking Scores by Year, Classification Status, and Number of Artifacts Scored



Seniors had significantly higher scores than freshmen (p = 0.002, d = 0.484) for a percentile gain of 18. In other words, the average senior scored higher than 68 percent of freshmen.

Analysis of scores by transfer status failed to provide evidence for differences in scores on critical thinking between transfer and non-transfer students.

Critical thinking scores had small correlations with OSU grade point averages and with composite ACT scores.

The full general education assessment report will be available on the UAT website in early spring, 2013 (http://tinyurl.com/osugened).

National Survey of Student Engagement

A full report from the National Survey of Student Engagement will be available in early 2013. A brief summary is shown below for comparisons with similar institutions for items related to general education.

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	OSU's Result for First Year Students	OSU's Result for Senior Students
Acquiring a broad general education	Similar	**Higher**
Writing clearly and effectively	Similar	Similar
Thinking critically and analytically	Similar	Similar
Analyzing quantitative problems	Similar	**Higher**
Working effectively with others	Similar	**Higher**
Understanding people of other racial and ethnic backgrounds	Similar	Similar
Solving complex real-world problems	Similar	Similar
Contributing to the welfare of your community	Similar	Similar

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, 2013. 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.

The National Survey of Student Engagement preliminary results were shared at a lunch workshop in October and full reports will be shared on the University Assessment and Testing website and broadly with committees and councils on campus in early 2013.

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[2]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Agribusiness	BS	Rubric review of course assignments	Exit interview	Alumni survey	129	All graduating students	53
Agricultural Economics	BS	Rubric review of course assignments	Exit interview	Alumni survey	129	All graduating students	16
Agricultural Communications	BS	Portfolio	Rubric review of written papers	Internship evaluations	32	29	38
Agricultural Education	BS	Oklahoma Subject Area Test	Oklahoma Professional Teaching Examination	Panel review of student portfolios	29	31	31
Agricultural Leadership	BS	Internship evaluations	Focus groups and Alumni survey	Internship portfolio evaluations	17	17	17
Animal Science	BS	Comprehensive subject area exam	Panel review of Student projects	Panel review of capstone projects (oral and written elements) and alumni survey	113	25	310
Food Science	BS	Subject area exam	Oral presentations	Capstone projects and alumni survey	4	4	12
Biochemistry & Molecular Biology	BS	Panel review of student papers	Alumni survey	Faculty evaluation of student achievement	10	16	10
Entomology	BS	Capstone project	Exit exam and exit survey	Panel review of student papers	5	5	5
Horticulture	BS	Course exams	Internship evaluations	Exit interview and alumni survey	8	8	12

[2] Only the first three assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Landscape Architecture	BLA	Portfolio and oral presentation	Course projects	Course projects	All junior and senior students	20	All students in the identified courses
Landscape Management	BS	Capstone project	Internship evaluation	Alumni survey	4	2	10
Environmental Science	BS	Capstone project	Oral presentations	Alumni survey	All senior students	All senior students	10
Natural Resource Ecology & Management	BS	Rubric review of student writing	Oral presentations	Course exams and projects	24	42	73
Plant And Soil Science	BS	Simulated professional exam	Panel review of student projects and senior seminar presentations	Exit interview and alumni survey	13	All students in the courses	18

Table III.1. Undergraduate Program Outcomes Assessment (continued)
College of Arts and Sciences[3]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Art History	BA	External review of presentations and papers	Panel review of presentations and papers	Panel review of papers	8	11	11
Graphic Design	BFA	External review of portfolios	External review of portfolios	External review of portfolios	19	19	19
Studio Art	BA	Panel review of capstone projects	Panel review of capstone projects	Panel review of capstone projects	3	3	3
Studio Art	BFA	External review of portfolios	External review of portfolios	External review of portfolios	9	9	
Botany	BS	Standardized national exams	Analysis of GPA	Alumni Survey	3	5	5
Chemistry	BA	Course exams	Laboratory reports	Homework	All students enrolled in the course(s)	All students enrolled in the course(s)	All students enrolled in the course(s)
Chemistry	BS	Course exams	Laboratory reports	Homework	All students enrolled in the course(s)	All students enrolled in the course(s)	All students enrolled in the course(s)
Communication Sciences & Disorders	BS	Comprehensive exam in capstone course	Comprehensive exam in capstone course	Panel review of papers	18	18	44
Computer Science	BS	Faculty evaluation of computer competency using rubrics	Faculty evaluation of computer hardware and software interactions using rubrics	Faculty evaluation of knowledge in computer theory using rubrics	187	81	47
English	BA	Faculty review of reading, oral communication, and syntax using rubrics	Panel review of papers	Senior Survey	55	25	31
French	BA	Faculty review of course projects	Analysis of results of Oklahoma State Teacher Certification Exam	Alumni Survey	11	0	19

[3] Only the first three assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
German	BA	Faculty review of course projects	Analysis of results of Oklahoma State Teacher Certification Exam	Alumni Survey	11	0	19
Russian Language & Literature	BA			Alumni Survey			19
Spanish	BA	Faculty review of course projects	Analysis of results of Oklahoma State Teacher Certification Exam	Alumni Survey	109	7	19
Geography	BA	Transcript analysis of graduates	Faculty evaluation of students using rubrics	Exit survey and alumni survey	10	64	10
Geography	BS	Transcript analysis of graduates	Faculty evaluation of students using rubrics	Exit survey and alumni survey	10	64	10
Geology	BS	Comprehensive exam	Review of field projects using rubrics	Panel review of student projects	23	26	6
American Studies	BA	Panel review of student writing using rubrics	Panel review of critical thinking using rubrics	Panel review of thesis and analytic skills using rubrics	33	33	33
History	BA	Review of student written projects	Evaluation of written projects for critical thinking	Evaluation of projects for historical analysis	17	17	17
Mathematics	BA	Panel review of problem-solving skills using rubrics	Panel review of analysis of math arguments using rubrics	Panel review of writing skills using rubrics	8	8	8
Mathematics	BS	Panel review of problem-solving skills using rubrics	Panel review of analysis of math arguments using rubrics	Panel review of writing skills using rubrics	8	8	8
Multimedia Journalism	BA	Internship evaluation	Portfolio (pending students completing the new program)	Portfolio (pending students completing the new program)	3	0	0
Multimedia Journalism	BS	Internship evaluation	Portfolio (pending students completing the new program)	Portfolio (pending students completing the new program)	3	0	0

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Sports Media	BS	Portfolio	Portfolio	Portfolio	13	7	13
Sports Media	BA	Portfolio	Portfolio	Portfolio	13	7	13
Strategic Communications	BA	Internship evaluation	Portfolio	Portfolio	39	13	13
Strategic Communications	BS	Internship evaluation	Portfolio	Portfolio	39	13	13
Microbiology, Cell & Molecular Biology	BS	Review of final exam questions using rubrics	Review of homework questions using rubrics	Review of laboratory books	20	12	17
Music	BA	Performance assessment (keyboard)	Performance assessment (Juries, vocal competitions, internships)	Portfolio and certification exams (Music Education only)	37	77	7
Music	BM	Performance assessment (keyboard)	Performance assessment (Juries, vocal competitions, internships)	Portfolio and certification exams (Music Education only)	Reported with BA	Reported with BA	Reported with BA
Music Education	BM	Performance assessment (keyboard)	Performance assessment (Juries, vocal competitions, internships)	Portfolio and certification exams (Music Education only)	Reported with BA	Reported with BA	Reported with BA
Philosophy	BA	Exit questionnaire	Panel review of critical thinking using rubrics	Panel review of writing using rubrics	10	13	13
Physics	BS	Course grades	Senior project	Alumni survey	21	2	4
Political Science	BA	Capstone project	Standardized test	Student research paper	0	0	0
Political Science	BS	Capstone project	Standardized test	Student research paper	0	0	0
Psychology	BA	Items from course exams	Panel review of writing using rubrics	Panel review of writing using rubrics	1471	198	198
Psychology	BS	Items from course exams	Panel review of writing using rubrics	Panel review of writing using rubrics	1471	198	198
Sociology	BS	Panel review of student papers for written communication	Panel review of student papers for critical thinking	Panel review of student papers for conceptual knowledge (social science)	31	31	34
Statistics	BS	Review of final exam	Exit exam	Review of final exam	3	0	4

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Theatre	BA	External review of portfolios, auditions, and performances	External review of portfolios, auditions, and performances	Survey	Varies by audition or performance venue	Varies by audition or performance venue	1
Biological Science	BS	Concept inventory	Panel review of student projects using the scientific method	Panel review of student projects on biological theories	90	35	4
Physiology	BS	Concept inventory	Panel review of student projects using the scientific method		90	35	
Zoology	BS	Concept inventory	Panel review of student projects using the scientific method	Panel review of student projects on zoological theories	90	35	18

Table III.1. Undergraduate Program Outcomes Assessment (continued)
College of Education[4]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Athletic Training	BS	Clinical evaluation and portfolio	Clinical practicum assessment	Board of certification exam (including practice tests)	6	All students in the senior cohort	All students in the senior cohort
Health Education & Promotion	BS	Internship evaluation	Portfolios	Panel review of written artifacts	33	49	51
Physical Education	BS	Portfolio	Oklahoma Subject Area Test	Oklahoma Professional Teaching Exam	13	38	32
Recreation Management and Therapeutic Recreation	BS	Exit interviews	Internship evaluation	National certification exams	14	18	12
Aerospace Administration and Operations	BS	Standardized exam	Course presentations	Written papers	16	28	28
Career & Technical Education	BS	Portfolio			4		
Education	BS	Pending					
Elementary Education	BS	Portfolio			93		
Secondary Education	BS	Portfolio			68		

[4] Only the first three assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Table III.1. Undergraduate Program Outcomes Assessment (continued)
College of Engineering, Architecture, and Technology[5]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Architectural Engineering	BEN	Exit interview	Oral presentations and external review	Panel review of student projects and external review	7	32	32
Architecture	BAR	Exit interview	Oral presentations and external review	Panel review of student projects and external review	21	32	32
Biosystems Engineering	BS	Licensure test	Panel review of student projects and presentations	Exit interviews	26	17	13
Chemical Engineering	BS	Licensure test	Exit interview	Assessment of ABET outcomes (class based)	50% of graduating seniors	All graduating seniors	All majors
Civil Engineering	BS	Licensure test	Alumni survey	Exit interviews	17	23	37
Electrical Engineering	BS	Develop new assessment plan			N/A	N/A	N/A
Computer Engineering	BS	Develop new assessment plan			N/A	N/A	N/A
Construction Management Technology	BS	Licensure test	Practicum evaluation	Practicum evaluation	33	34	34
Electrical Engineering Technology	BS	Comprehensive exam	Capstone project	Oral presentation	16	16	16

[5] Only the first three assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Fire Protection & Safety Technology	BS	Capstone project	Oral presentation of capstone project	Team projects	12	6	4
Mechanical Engineering Technology	BS	Senior exam	Oral presentation of design projects	Course projects	43	43	43
Industrial Engineering & Management	BS	Student course exams	Senior design projects	Senior project presentations	8	6	23
Aerospace Engineering	BS	Course projects	Exit survey	Licensure test	129	129	98
Mechanical Engineering	BS	Course projects	Exit survey	Licensure test	129	129	98

Table III.1. Undergraduate Program Outcomes Assessment (continued)
College of Human Sciences[6]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Design, Housing & Merchandising	BS	Exit survey	Internship evaluation	Oral presentations and mock interviews	All seniors	67	26 / 21
Hotel & Restaurant Administration	BS	Faculty review of course assignments	Exit survey	Alumni focus group	All students in the courses	51	11
Human Development & Family Science	BS	Exit survey	Internship evaluation	Course writing project	82	110	58
Nutritional Sciences	BS	Comprehensive exam			81		

[6] Only the first three assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Table III.1. Undergraduate Program Outcomes Assessment (continued)
William S. Spears School of Business[7,8]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Assessment Method #4	Number assessed #1	Number assessed #2	Number assessed #3	Number assessed #4
Business Administration	BS	Standardized exam (Major Field Test)	Ethics case study test	Panel review of student writing and oral presentations	Technology competency exam	75	236	50 / 78	101
Business Administration	BS	Standardized exam (Major Field Test)	Ethics case study test	Panel review of student writing and oral presentations	Technology competency exam	75	236	50 / 78	101
Business Administration	BS	Standardized exam (Major Field Test)	Ethics case study test	Panel review of student writing and oral presentations	Technology competency exam	75	236	50 / 78	101
Economics	BA	Standardized exam (Major Field Test)	Ethics case study test	Panel review of student writing and oral presentations	Technology competency exam	75	236	50 / 78	101
Business Administration	BS	Standardized exam (Major Field Test)	Ethics case study test	Panel review of student writing and oral presentations	Technology competency exam	75	236	50 / 78	101
Business Administration	BS	Standardized exam (Major Field Test)	Ethics case study test	Panel review of student writing and oral presentations	Technology competency exam	75	236	50 / 78	101

[7] Only the first four assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.
[8] These degree programs reported together due to accreditation requirements for the college.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Assessment Method #4	Number assessed #1	Number assessed #2	Number assessed #3	Number assessed #4
Business Administration	BS	Standardized exam (Major Field Test)	Ethics case study test	Panel review of student writing and oral presentations	Technology competency exam	75	236	50 / 78	101
Business Administration	BS	Standardized exam (Major Field Test)	Ethics case study test	Panel review of student writing and oral presentations	Technology competency exam	75	236	50 / 78	101

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 246 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 (54 reports, 22% of the total)
- Exams (course, licensure, standardized, etc.) (48 reports, 20% of the total)
- Portfolio (34 reports, 14% of the total)
- Capstone or major course project (30 reports, 12% of the total)
- Exit interview, exit exam, or exit survey (21 reports, 9% of the total)
- Alumni survey (16 reports, 7% of the total)

Other methods used included internship or practicum evaluation, comprehensive exams, transcript analysis, focus groups, and external reviews.

Graduate degree programs reported 242 assessment methods implemented for program outcomes assessment (presented in the tables later in this document). The most commonly reported assessment methods were:

- Dissertation, thesis, or creative component (including proposal or final product) (55 reports, 23% of the total)
- Major course project (30 reports, 12% of the total)
- Oral presentations (27 reports, 11% of the total)
- Dissertation, thesis, or creative component defense presentation (26 reports, 11% of the total)
- Comprehensive or qualifying exam (24 reports, 10% of the total)
- Exams (course, licensure, certification, standardized, or preliminary) (17 reports, 7% of the total)

Other methods used included alumni survey, panel review of student work, research productivity, exit interview, exam, or survey, portfolio, internship or practicum evaluation, performance assessment, international experience, or demographic review.

3. Undergraduate degree programs reported 242 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 (46 uses, 20% of the total)
- Modify course content (34 uses, 14% of the total)
- Modify curriculum (23 uses, 10% of the total)
- Discuss possible program improvements (21 uses, 9% of the total)
- Curriculum mapping (11 uses, 5% of the total)

Other uses included developing learning tools, proposing and developing a new course, improving feedback to students, faculty development, changes to recruitment procedures, change the program's name and degree options, develop supports for transfer students, and change instructor assignments.

Graduate degree programs reported 195 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 (35 uses, 18% of the total)
- Modify course content (19 uses, 10% of the total)
- Discuss possible program improvements (12 uses, 6% of the total)
- Improve communication with students and enhance feedback (9 uses, 5% of the total)
- Track students' progress for accreditation needs (8 uses, 4% of the total)
- Revise recruitment process (7 uses, 4% of the total)
- Modify curriculum (5 uses, 3% of the total).

Other uses included encourage use of the Writing Center, monitor recent curriculum change, change instructor assignments, develop new course, modify advising, modify thesis, creative component, or comprehensive exam requirements, create new student organization, target faculty hire, and improve job placement supports.

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 2012) 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, 2012).

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.

2012 Survey of Alumni of Undergraduate Programs
All alumni who graduated in 2006 and 2010 from an undergraduate degree program were contacted for participation in the survey. Contact information was collected from 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 2,409 alumni completed the survey, resulting in a response rate of 32.3%. After removing alumni who were considered unreachable due to invalid contact information, the response rate to the survey was 54.5%.

2012 Graduate Student Satisfaction Survey
All current graduate students were invited through email to participate in this survey in the spring of 2012.

A total of 1,454 graduate students completed the survey for a response rate of 42.8%.

2.
2012 Survey of Alumni of Graduate Programs
The full report is available here:
https://uat.okstate.edu/images/alumni/2012%20saup%20final.pdf

- 71% of respondents resided in Oklahoma. This is a substantial increase from the 63.5% who reported living in Oklahoma in the 2010 Survey of Alumni of Undergraduate Programs. An interactive map with respondents' residence locations is available here.

- 84.9% of respondents were employed and only 4% of respondents were currently seeking employment. This is similar to the results from the 2010 and 2008 Surveys of Alumni of Undergraduate programs that found 5% and 4% of respondents seeking employment. In March of 2012 the seasonally adjusted unemployment rate for the state of Oklahoma was 5.4%. Additional information regarding the unemployment rate and the salary by educational attainment is available from the Bureau of Labor Statistics.

- The most frequently reported annual salary range for alumni who graduated both one and five years ago and were employed full time was $25,000 to $35,000 (18.8% reported this income range). 52.2% of respondents who were employed full time reported salaries of $45,000 or greater. 28.7% of respondents who were employed full time reported salaries of $35,000 or less and 16% reported salaries of $65,000 or greater. In comparison, the average annual full time wage in Oklahoma in May of 2011 was $38,190 (Bureau of Labor Statistics).

- 91% of respondents whose employment was slightly, moderately, or highly related to their undergraduate degree program reported being very well or adequately prepared for their position.

- 92% of respondents who pursued additional education reported that their undergraduate degree from OSU had prepared them very well or adequately for their graduate/professional degree program.

- 90% of respondents were either satisfied or very satisfied with their overall educational experience at Oklahoma State University. 89% of respondents were satisfied or very satisfied with the quality of instruction at Oklahoma State University.

Each undergraduate 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

2012 Graduate Student Satisfaction Survey

The survey items were completely revised in 2012 in collaboration with the Graduate College and were informed by survey items developed at the national level. In general, current graduate students continue to be satisfied with their educational experiences.

The full report is available here:
https://uat.okstate.edu/images/gss/institutional%20report%20gsss%202012.pdf

- 85% of respondents were satisfied or very satisfied with their experience as graduate students at Oklahoma State University.
- 88% of respondents indicated courses were taught well and 78% reported good communication with faculty members.
- Nearly 60% of respondents indicated their time to degree was progressing as expected, while 28% indicated the time to degree was taking longer than originally expected. Of those whose time to degree was more than their expectations, 62% indicated that this was in part due to difficulties encountered in completing a thesis or dissertation.
- Nearly 31% of respondents indicated that they incurred no debt for their graduate education, whereas 29% indicated a debt of more than $15,000. About 36% of students who had 30 or more cumulative graduate credit hours reported a debt of more than $15,000.
- Nearly 76% of respondents indicated that Oklahoma State University is supportive of students from a diverse background.

Although there were no program-specific questions included in this survey, reports were prepared for each degree program. These reports are available on our website: http://tinyurl.com/osureports.

3. The results from the *2012 Survey of Alumni of Undergraduate Programs* and the *2012 Graduate Student Satisfaction Survey* were distributed widely on campus and shared publicly online. Overall, the results continue to be very positive and show alumni and current graduate students are satisfied with their educational experience at OSU.

Although there continue to be conversations about the data from the 2012 surveys at the institution level, programs and the Graduate College are the primary users of these 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 were 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[9]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
AGEC/AGBUS	MAG	Thesis or creative component	Thesis or creative component	Oral presentation	47	47	14
Agricultural Economics	MS	Thesis or creative component	Thesis or creative component	Oral presentation	47	47	14
Agricultural Economics	PHD	Dissertation	Oral presentation		17	4	
AGED/AGLE	MAG	Update assessment plans					
Agricultural Communications	MS	Thesis defense	Thesis defense presentation	Seminar presentation	7	7	12
Agricultural Education	MS	Thesis defense	Thesis defense presentation	Seminar presentation	7	7	12
Agricultural Education	PHD	Comprehensive examination	Dissertation defense presentation	Dissertation	2	2	2
Animal Science	MS	Thesis	Oral presentation	Alumni survey	9	14	14
Animal Science	PHD	Dissertation	Preliminary examination	Alumni survey	4	3	6
Animal Science	MAG	Thesis	Oral presentation	Alumni survey	1	1	0
Biochemistry & Molecular Biology	MS	Not implemented (assess every-other-year)					

[9] Only the first four assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Biochemistry & Molecular Biology	PHD	Not implemented (assess every-other-year)					
International Agriculture	MAG	International experience report and survey	Faculty review of student employment placement	Exit interview	19	21	7
ENTO & PLP	MAG	Seminar presentations	Thesis defense	Exit interview and alumni survey	No students graduated		
Entomology	PHD	Preliminary exam	Dissertation defense		2	1	
Entomology and Plant Pathology	MS	Seminar presentations	Thesis defense and oral exam	Exit interview and alumni survey	5	4	4
Plant Pathology	PHD	Seminar presentations	Preliminary exam, dissertation defense and seminar	Exit interview and alumni survey	1	2	2
Horticulture	MAG	Research proposal presentation	Formal report (thesis)	Alumni survey	0	0	0
Horticulture	MS	Research proposal presentation	Thesis	Alumni survey	6	6	0
Food Science	MS	Pending					
Food Science	PHD	Pending					
Natural Resource Ecology & Management	MS	Thesis	Thesis defense	Alumni survey	13	13	19
Natural Resource Ecology & Management	PHD	Dissertation	Dissertation		1	1	
Crop Science	PHD	Dissertation and dissertation defense	Oral presentation	Faculty evaluation of student achievement and alumni survey	1	1	5

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Plant & Soil Sciences	MAG	Final project	Oral presentation	Faculty evaluation of student achievement and alumni survey			
Plant And Soil Science	MS	Thesis and Thesis Defense	Oral presentation	Faculty evaluation of student achievement and alumni survey	16	16	16
Soil Science	PHD	Dissertation and dissertation defense	Oral presentation	Faculty evaluation of student achievement and alumni survey	2	2	2

Table V.1. Graduate Program Outcomes Assessment (continued)
College of Arts and Sciences[10]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Art History	MA	New degree program – Assessment plan in implementation					
Botany	MS	No students graduated – Assessment plan in implementation					
Chemistry	MS	Research productivity	Research proposal	Thesis defense	3	3	3
Chemistry	PHD	Research productivity	Research proposal	Dissertation defense	4	4	4
Communication Science & Disorders	MS	Comprehensive examination	Licensure test	Panel review of written reports and theses with a rubric	25	14	23
Computer Science	MS	Review of student projects with milestone rubric	Review of student projects with milestone rubric	Review of student projects with milestone rubric	21	21	21
Computer Science	PHD	Review of student projects with milestone rubric	Review of student projects with milestone rubric	Review of student projects with milestone rubric	2	2	2
English	MA	Pending					
English	PHD	Panel review of competence using rubrics	Panel review of oral defense of dissertations using rubrics	Exit survey	22	23	37
Geography	MS	Panel review of student papers (writing)	Creative component, thesis, and thesis proposals	Panel review of student projects (content knowledge)	36	43	16

[10] Only the first four assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Geography	PHD	Panel review of student papers (writing)	Dissertation proposals and defense	Panel review of student projects (content knowledge)	19	29	8
Geology	MS	Pending					
Geology	PHD	Pending					
History	MA	Pending					
History	PHD	Comprehensive examination	Comprehensive examination		3	3	
Mathematics	MS	Panel review of creative component or thesis	Panel review of creative component or thesis	Panel review of creative component or thesis	6	6	6
Mathematics	PHD	Comprehensive examination	Dissertation and minor theses	Dissertation defense	18	4	3
Mass Communications	MS	Theses and creative components	Theses and creative components	Theses and creative components	7	7	7
Microbiology	MS	Student research productivity			1		
Microbiology	PHD	Student research productivity			22		
Plant Science	PHD	Proposal defense	Qualifying exam	Dissertation defense and alumni survey	13	13	13 / 4
Pedagogy And Performance	MM	Entry (placement) test on music theory	Comprehensive examination	Oral examination and performance recital	8	14	20
Philosophy	MA	Exit questionnaire	Thesis	Comprehensive exam	5	3	8
Photonics	PHD	Comprehensive examination	Dissertation and other research	Exit survey	5	7	3
Physics	MS	Comprehensive examination	Thesis and other research	Exit survey	5	7	3

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Physics	PHD	Comprehensive examination	Dissertation and other research	Exit survey	5	7	3
Fire & Emergency Management	MS	Creative component	Creative component	Creative component	4	4	4
Fire & Emergency Management	PHD	No students graduated – Assessment plan in implementation					
Political Science	MA	Comprehensive examination	Thesis or creative component	Thesis or creative component	20	8	8
Psychology	MS	Research awards and publication	Comprehensive examination	Thesis / dissertation	36	All students who took the exam	All students who completed the project
Psychology	PHD	Research awards and publication	Comprehensive examination	Thesis / dissertation	36	All students who took the exam	All students who completed the project
Sociology	MS	Panel review of student papers	Panel review of student papers	Panel review of student papers	10	10	10
Sociology	PHD	Preliminary exams	Comprehensive examination	Methods exam	2	9	2
Statistics	MS	Comprehensive examination	Comprehensive examination	Review of course projects	2	2	4
Statistics	PHD	Preliminary exams	Qualifying exam	Dissertation presentation	2	1	3
Theatre	MA	External review of portfolios, auditions, and performances	Exit surveys	Thesis or creative component	Varies by audition or performance venue	3	All second year students
Zoology	MS	Thesis	Thesis defense	Research productivity	12	12	
Zoology	PHD	Comprehensive examination	Dissertation defense	Research productivity	3	3	

Table V.1. Graduate Program Outcomes Assessment (continued)
College of Education[11]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Counseling	MS	Faculty review of performance	Certification exam	Alumni survey	111	2	13
Counseling Psychology	PHD	Comprehensive exam	Dissertation	Faculty review of performance and internship evaluations	10	7	All students in the program
Educational Psychology	MS	Final portfolio			5		
Educational Psychology	PHD	Qualifying portfolio	Oral presentations		4	4	
Health & Human Performance	MS	Thesis or creative component	Oral defense of thesis	Alumni survey and satisfaction survey	Not reported	Not reported	15
Health & Human Performance	PHD	Dissertation	Oral defense of dissertation	Alumni survey and satisfaction survey	Not reported	Not reported	10
Health, Leisure and Human Performance	PHD	Dissertation	Licensure test	Exit interview	2	1	2
Leisure Studies	MS	Thesis	Licensure test	Exit interview	5	1	5
School Psychology	EDS / PHD	Standardized exam	Portfolio	Dissertation	6	18	4
Aviation and Space	EDD	Dissertation defense	Course research projects		3	6	
Aviation and Space	MS	Oral presentations	Creative components		11	14	
Educational Leadership Studies	MS	Qualifying exam	Internship	Portfolio	21	11	9
Educational Technology	MS	Comprehensive exam	Portfolio	Course project	19	20	17
Higher Education	PHD	Qualifying exam			13		

[11] Only the first four assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
School Administration	EDD	Qualifying exam	Internship	Portfolio	8	11	9
Education	PHD	Qualifying exam			26		
Teaching, Learning and Leadership	MS	Comprehensive exam			83		

Table V.1. Graduate Program Outcomes Assessment
College of Engineering, Architecture, and Technology[12]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Biosystems Engineering	MS	Faculty review of student performance and research productivity	Exit interview	Alumni survey	10	11	
Biosystems Engineering	PHD	Faculty review of student performance and research productivity	Teaching practicum	Alumni survey and exit interview	11	6	11
Chemical Engineering	MS	Thesis	Oral defense of thesis	Alumni survey	Not reported	Not reported	8
Chemical Engineering	PHD	Dissertation	Qualifying exams	Alumni survey	Not reported	Not reported	1
Civil Engineering	MS	Thesis	Oral defense of thesis	Alumni survey	16	16	
Civil Engineering	PHD	Dissertation	Oral defense of dissertation	Qualifying exam	2	2	3
Environmental Engineering	MS	Thesis	Oral defense of thesis	Alumni survey	4	4	
Electrical Engineering	MS	Develop new assessment plan			N/A	N/A	N/A
Electrical Engineering	PHD	Develop new assessment plan			N/A	N/A	N/A
Engineering & Technology Management	MS	Capstone project			44		
Industrial Engineering & Management	MS	Course projects	Course projects	Team projects	10	17	37
Industrial Engineering & Management	PHD	Course projects	Course projects	Team projects	2	2	2
Mechanical Engineering	MS	Final examining committee	Alumni survey		43	23	
Mechanical Engineering	PHD	Final examining committee			5		

[12] Only the first four assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Table V.1. Graduate Program Outcomes Assessment (continued)
College of Human Sciences[13]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Human Sciences option in Family Financial Planning	MS	Capstone project	Alumni survey	Licensure test	Not completed (taught at outside institution)	5	Recent scores not yet available
Design, Housing & Merchandising	MS	Faculty panel review of student projects	Faculty panel review of research projects	Oral presentations	7	7	7
Hospitality Administration	MS	Course project	Course project	Course project	Not reported	Not reported	Not reported
Human Development & Family Science	MS	Research proposals, Master's theses, creative components	Panel review of course projects, Master's theses, creative components	Panel review of course projects, Master's theses, creative components	26	24	25
Nutritional Sciences	MS	Panel review of oral presentations	Panel review of course projects		17	17	
Human Sciences	PHD	Pending					

[13] Only the first four assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Table V.1. Graduate Program Outcomes Assessment (continued)
William S. Spears School of Business[14]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Accounting	MS	Licensure exam and exam review course	Panel review of written projects	Examination of diversity demographics	28	55	55
Business Administration	PHD	Dissertation proposal	Oral presentations	Publication and placement performance, and recruitment quality	7	7	All students in degree program
Business Administration	MBA	Oral case presentations evaluated by internal and external reviewers	Oral case presentations evaluated by internal and external reviewers	Standardized exam (ETS Major Field Test)	All second year students in the course	All second year students in the course	71
Business Administration	PHD	Dissertation proposal	Oral presentations	Publication and placement performance, and recruitment quality	Not reported	Not reported	Not reported
Economics	MS	Course final exams	Course final exams	Creative component	6	6	5
Economics	PHD	Dissertation proposal	Dissertation defense	Publication and placement performance, and recruitment quality	4	6	All students in degree program
Business Administration	PHD	Dissertation proposal	Oral presentations	Publication and placement performance, and recruitment quality	5	5	All students in degree program
Business Administration	PHD	Dissertation proposal	Oral presentations	Publication and placement performance, and recruitment quality	5	5	All students in degree program

[14] Only the first four assessment methods and uses are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at http://tinyurl.com/osureports.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Quantitative Financial Economics	MS	Oral case presentations evaluated by internal and external reviewers	Course projects		4	9	
Business Administration	PHD	Dissertation proposal	Oral presentations	Publication and placement performance, and recruitment quality	12	8	All students in degree program
Business Administration	PHD	Dissertation proposal	Oral presentations	Publication and placement performance, and recruitment quality	6	5	All students in degree program
Management Information Systems	MS	Course projects	Course project		25% sample of students in the courses	25% sample of students in the course	
Business Administration	PHD	Dissertation proposal	Oral presentations	Publication and placement performance, and recruitment quality	0	6	All students in degree program
Telecommunication Management	MS	Program under revision					

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 2011-2012, 291 students were provisionally admitted to OSU graduate programs and enrolled at OSU. 241 (83%) of the 291 students who were provisionally admitted and enrolled in 2011-2012 were enrolled in the fall of 2012. 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 2011-2012 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.