Oklahoma State University
America's Brightest ORANGE

Assessment Report 2012-2013

Submitted to
The Oklahoma State Regents for Higher Education

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Lisa Cota, M.S.
Statistical Analyst
University Assessment and Testing
201 UAT Building
Oklahoma State University
Stillwater, OK 74078-6043
405-744-3463
lisa.cota@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 (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. 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

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). OSU offers a Residual ACT exam for students who are unable to take the ACT on a normal exam date; scores for the residual exam are only valid at OSU and NOC – Stillwater. 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.

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

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 19 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 enrolls 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 of 20 on the ALEKS exam. This score was 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.

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. The *Math Learning Success Center* also provides additional tutoring for the ALEKS exam.

4. In 2012-2013, a total of 4,563 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 2012-2013.

Subject Area	# of Students with ACT sub-scores <19[1]	# of Students cleared for college-level coursework by ELPA
English	374	302
Mathematics	486	255
Reading	317	231
Science	166	30

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: 87, mathematics: 87, reading: 87, science: 485.

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 2012-2013 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	25
Mathematics	32	7
Reading	56	39
Science Reading	20	6

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 had the option of taking the OSU Math Placement Exam (ALEKS) to clear remediation requirements. 30 students with ACT Math scores below 19 cleared remediation requirements using the OSU Math Placement Exam (ALEKS).

After all entry-level assessment was completed, 357 students (7.8% of the total new enrolled) were required to take at least one remedial course. Of the 4,563 new students in 2012-2013, 52 (1.1%) were required to enroll in remedial English classes, 212 (4.6%) in remedial math classes, 126 (2.8%) in remedial science classes, and 73 (1.6%) 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.

Effective Spring 2013, the ALEKS cut-off score for MATH 1493 was lowered from 25 to 20; since 25 was previously the lowest acceptable score enabling students to enroll in OSU math courses, this effectively lowered the requirement for remediation. After the introduction of the ALEKS placement test, the enrollment in MATH 1493 decreased drastically (43 students enrolled in the course in Fall 2012; the course has a maximum capacity of 125) even though the course overall had good outcomes. The class instructor, an Associate Dean in the College of Arts & Sciences, the Interim Provost, the Director of Student Academic Services, and the Academic Instruction Council agreed that reducing the cut-off score was appropriate. Initial data supports this decision: the drop/withdrawal/failure rate for MATH 1493 was 13.5% in the Spring of 2013, a slight improvement from the 17.9% rate in the Spring of 2012.

7. The National Survey of Student Engagement (NSSE) was administered in the spring of 2012 to first-year students and seniors.

The NSSE is administered on a three-year schedule; the NSSE will be administered again in the spring of 2015.

8. *NSSE*

An executive summary of the results of the NSSE administered in 2012 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. In 2011-2012, mathematics and chemistry received additional attention as a result of entry-level assessment during those years. The most significant change was the use of the ALEKS placement exam. The focus for 2012-2013 remained on math in order to evaluate the effects of the changes resultant from the introduction of the ALEKS exam.

Instructional Changes in Mathematics

The ALEKS exam includes subscale scores for a variety of mathematical topics, such as trigonometry, calculus, and logarithmic functions. Instructors in introductory math courses are provided with the ALEKS subscale scores of students enrolled in those classes, so the instructor can be aware that certain content areas may require more instructional time than others. Instructors are then able to spend additional time on areas in which students may need extra help.

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.

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 patient 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.

2. *Institutional Portfolios*

Per OSU policy, instructors teaching a course with general education designation are expected to participate in general education assessment by providing samples of student work for inclusion in the Institutional Portfolio. 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.

T able 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
Scientific inquiry	2003, 2004, 2005, 2007, 2009, 2013
Critical thinking	2005, 2006, 2007, 2008, 2009, 2010, 2012
Diversity	2007, 2008, 2009, 2010, 2013

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 by the General Education Advisory Council 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*
The samples of student work used in the Institutional Portfolios are assignments generated as part of the existing classroom process. 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 and grades on that work from the course instructor as part of the classroom instructional process.

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 2012-2013 workshop series were again available in the areas of writing, critical thinking, and diversity. The initiative continues in 2013-2014 with workshops available in the same three areas.

Second, 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. Written communication will again be assessed in the 2013-2014 academic year.

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 2013 report will be available in early 2014). 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 2013 General Education Assessment Report (available in early 2014).

5. *Institutional Portfolios*

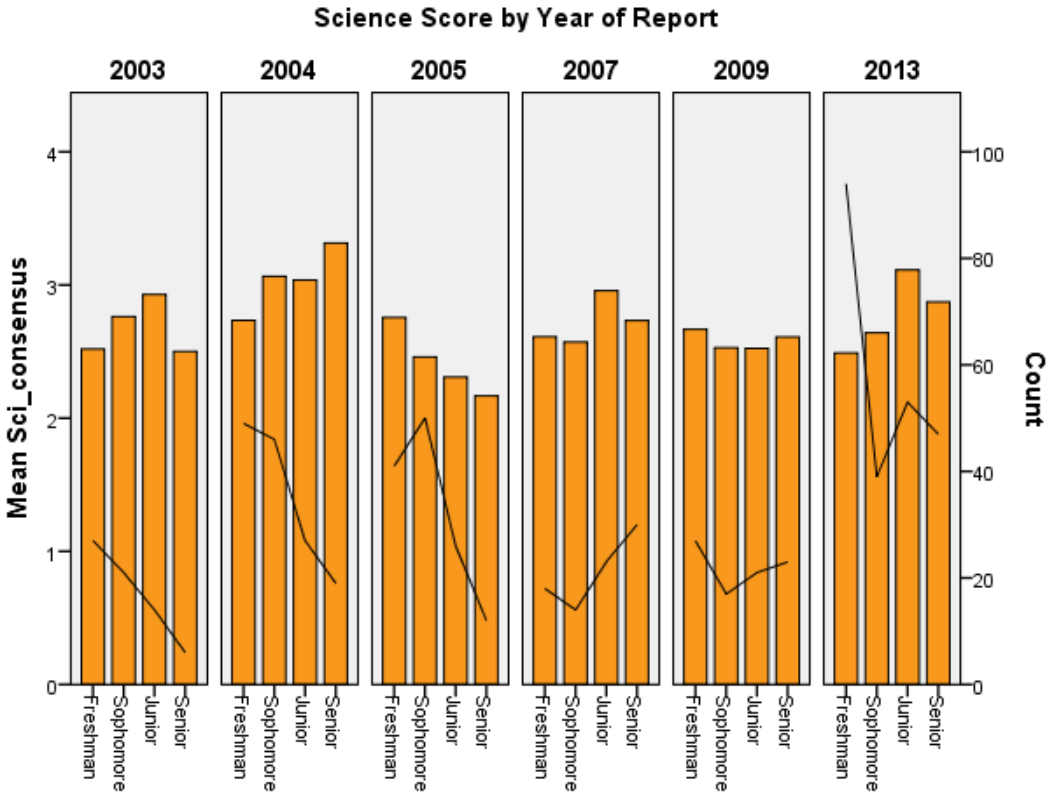
A. *Science Reasoning*.

In the summer of 2013, 227 samples of student work were assessed by a panel of faculty members using Scientific Reasoning rubrics developed and approved by OSU faculty members. The Scientific Reasoning rubric has five required characteristics (understanding of the problem; use of terms and symbols; solution and data interpretation; answer and conclusions; evidence of higher level thinking) and one optional characteristic (calculations and graphical data presentation), as well as an overall score. Each characteristic is scored on a scale of 1 to 5 where 1 is low and 5 is high (http://tinyurl.com/osuscience).

Of the 227 artifacts, 10 were assigned a score of 1 (4.4%), 64 were assigned a score of 2 (28.2%), 113 were assigned a score of 3 (113), 33 were assigned a score of 4 (14.5%), and 7 were assigned a score of 5 (3.1%). The average score was 2.84. This score is statistically similar to most of the other years in which science reasoning was assessed (with the exception of 2005, which was statistically significantly lower).

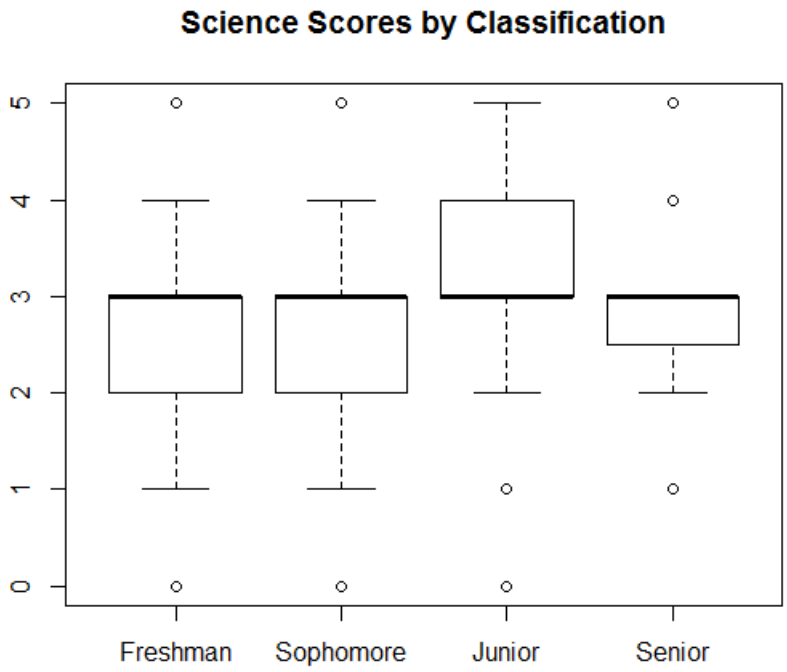
Figure 1 shows a summary of science reasoning artifact scores by classification status, by year, and the number of artifacts scored.

Figure 1. Science Reasoning Scores by Year, Classification Status, and Number of Artifacts Scored



Because of the unequal sample sizes of the various academic classes, a Kruskal-Wallis test was used to assess for differences in science reasoning scores based on classification status. Results indicated a statistically significant difference between the class ranks, X^2 = 18.1902, $p < .001$. Post-hoc comparisons indicated juniors had statistically significantly higher scores than freshmen ($p < .001$) and sophomores ($p = .049$). Seniors had marginally significantly higher scores than freshmen ($p = .071$). A box plot of the scores based on classification status is shown in Figure 2.

Figure 2. Distribution of Science Reasoning Scores by Classification Status



Science ACT scores correlated significantly with science reasoning artifact scores, (ρ = .191, p = .003), and with OSU GPA (ρ = .156, p = .01). The scores of transfer students did not differ statistically significantly from those of non-transfer students

The full general education assessment report will be available on the UAT website in early spring, 2014 (http://tinyurl.com/osugened).

B. *Diversity*.

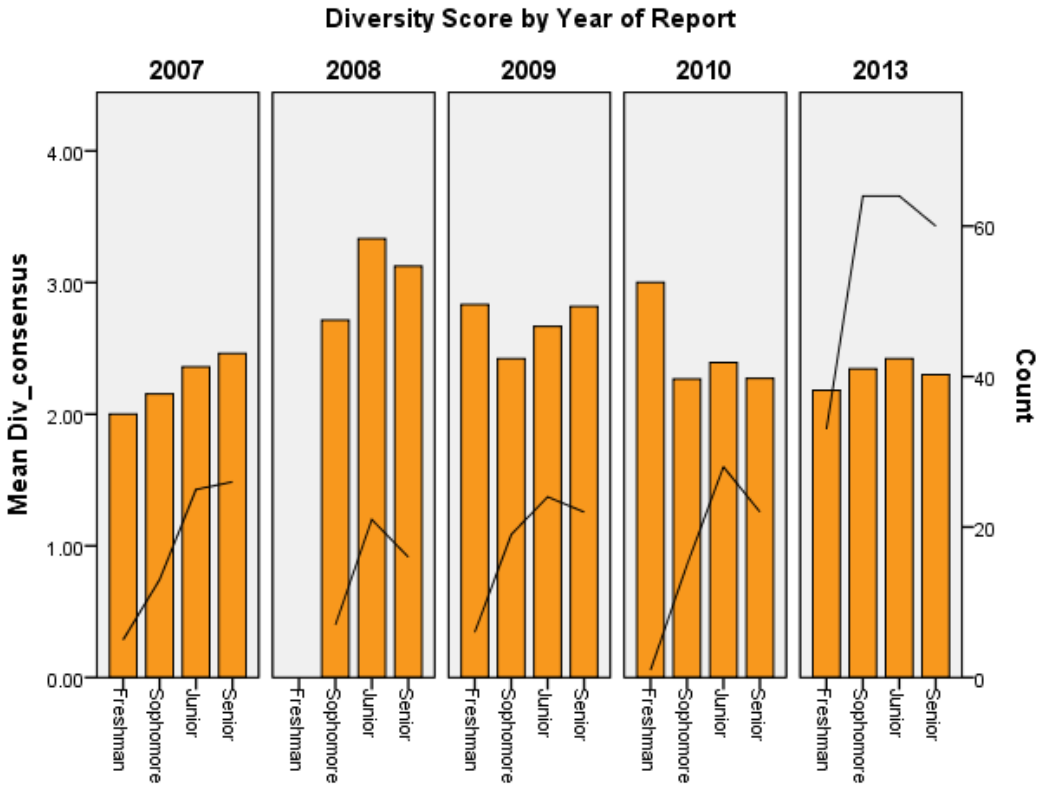
Also in the summer of 2013, 221 samples of student work were assessed by faculty reviewers using the Diversity rubrics developed and approved by OSU faculty members. The Diversity rubric has five required characteristics (conceptual understanding; values diversity; knowledge of historical content; sources of understanding, value, and knowledge), as well as an overall score. Each characteristic is scored on a scale of 1 to 5, where 1 is low and 5 is high (http://tinyurl.com/osudiversity).

Of the 221 artifacts, 45 were assigned a score of 1 (20.4%), 81 were assigned a score of 2 (36.7%), 73 were assigned a score of 3 (33), 21 were assigned a score of 4 (9.5%), and 1 were assigned a score of 5 (0.5%). The average score was 2.33. This score is statistically

similar to most of the other years in which diversity was assessed (with the exception of 2008, which was statistically significantly higher).

Figure 3 shows a summary of diversity artifact scores by classification status, by year, and the number of artifacts scored.

Figure 3. Diversity Scores by Year, Classification Status, and Number of Artifacts Scored



No statistically significant differences were found based on classification status. There was not a statistically significant correlation between ethnicity and diversity artifact scores, nor was there a difference between the scores of transfer students and non-transfer students. There was a statistically significant correlation between OSU GPA and diversity artifact scores, $\rho = 0.16$, $p = .008$. Observation Oriented Modeling was used to assess the effect of gender on consensus scores. An initial analysis classified 136 of the 221 observations correctly (61.54%). This same classification rate occurred randomly in only 10% out of 1000 randomization trials.

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, 2014. 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[2]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Agribusiness	BS	Conference performance	Exit interviews		Not reported	Not reported	
Agricultural Economics	BS	Conference performance	Exit interviews		Not reported	Not reported	
Agricultural Communications	BS	Portfolio assessment	Portfolio evaluation	Internship evaluations	43	43	18
Agricultural Education	BS	National teachers' exam	National teachers' exam	Student teacher portfolio evaluation	20	21	21
Agricultural Leadership	BS	Internship cooperator evaluation	Internship supervisor evaluations	Focus group interviews	14	13	Not reported
Animal Science	BS	Comprehensive Exam	Course projects	Review of oral and written class reports	221	25	310
Food Science	BS	Comprehensive Exam	Course projects	Review of oral and written class reports	3	Not reported	Not reported
Biochemistry & molecular biology	BS	Senior seminar project	Course projects	Term paper	10	10	10
Entomology	BS	Capstone project	Comprehensive exam	Exit interviews	2	2	2

[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
Horticulture	BS	In-class exams	Exit interviews	Internship evaluations	7	3	12
Landscape architecture	BLA	Portfolio assessment	Class proficiency	Project evaluation	Not reported	Not reported	Not reported
Landscape management	BS	Internship evaluation	Alumni survey		6	10	
Environmental science	BS	Pending					
Natural resource ecology & management	BS	Assessment of student writing using a rubric	Oral presentations	Assessment of student writing using a rubric	142	71	39
Plant and soil science	BS	Pending					

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

Program	Degreee	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Art history	BA	Outside program evaluator	Symposium evaluation	Senior papers	9	9	8
Graphic design	BFA	Outside program evaluator	Capstone course	Capstone course	20	20	20
Studio art	BA	Capstone course	Capstone course	Capstone course	8	8	8
Studio art	BFA	Capstone course	Capstone course	Capstone course	7	7	7
Botany	BS	GPA	Alumni interviews	National test results	2	2	1
Chemistry	BA	Science reasoning rubric	Critical thinking rubric	Departmental rubric	5	5	5
Chemistry	BS	Science reasoning rubric	Critical thinking rubric	Departmental rubric	Assessed concurrently with BA degree		
Communication sciences & disorders	BS	Comprehensive exam	Comprehensive exam	Panel review of papers	34	34	4
Computer science	BS	Evaluation of coursework in programming	Evaluation of coursework in hardware	Evaluation of knowledge of computer science theory	183	81	81

[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	Degreee	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
English	BA	Faculty review of reading, oral communication, and syntax using rubrics	Randomly selected written artifacts	Senior assessment survey	48	25	28
French	BA	Review of final project	State teacher certification exam		11	2	
German	BA	Review of final project	State teacher certification exam		14	0	
Russian	BA	Review of final project			6		
Spanish	BA	Review of final project	State teacher certification exam		90	9	
Geography	BA	Transcript review	Transcript review	Exit interview	2	2	2
Geography	BS	Transcript review	Transcript review	Exit interview	6	6	6
Geology	BS	Comprehensive exam	Capstone course	Panel review of student work	19	20	21
American studies	BA	Panel review of student writing using rubrics	Panel review of critical thinking using rubrics	Panel review of Thesis & analytic skills usign rubrics	30	30	30
History	BA	Panel review of student writing using rubrics	Panel review of critical thinking using rubrics	Evaluation of projects using a historical analysis skills rubric	30	30	30
Liberal Studies	BA	Evaluation of senior thesis using a rubric			16		

Program	Degreee	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Mathematics	BA	Panel review of problem-solving skills using rubrics	Panel review of analysis of math arguments using rubrics	Panel review of mathematical writing using rubrics	16	16	16
Multimedia journalism	BA	Internship evaluation	Portfolio review		Not reported	3	
Multimedia journalism	BS	Internship evaluation	Portfolio review		Not reported	3	
Sports media	BS	Internship evaluation	Portfolio review		Not reported	4	
Sports media	BA	Internship evaluation	Portfolio review		Not reported	4	
Strategic communications	BS	Internship evaluation	External review of portfolios		50	18	
Microbiology, cell & molecular biology	BS	Final exam questions	Review of homework using rubric	Review of lab notebooks	20	13	25
Music	BA	Juries			Not reported		
Music performance	BM	Theory exam	Juries		43	Not reported	
Music business	BM	Theory exam	Juries	Business internship	All BM students assessed together	Not reported	2
Music education	BM	Theory exam	Juries	Student teaching evaluations	All BM students assessed together	Not reported	15

Program	Degreee	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Philosophy	BA	Exit Questionnaire	Writing Rubric	Critical Thinking Rubric	4	6	6
Physics	BS	GPA in Physics courses	GPA in lab courses	Exit surveys	15	9	2
Political science	BA	Capstone course			12		
Political science	BS	Capstone course			12		
Psychology	BA	Compiled exam questions	Panel review of writing using rubrics		1373	190	
Psychology	BS	Compiled exam questions	Panel review of writing using rubrics		Assessed concurrently with BA		
Sociology	BS	Written communication rubric	Critical thinking rubric	Social sciences rubric	23	23	23
Statistics	BS	Review of artifacts from Final Exam (Mathematical Stats)	Exit exam	Review of artifacts from Final Exam (Regression)	6	0	6
Theater	BA	External review of production	External review of juries & classes	External review of directing final	Varies by production	Varies by venue	1
Biological science	BS	Evaluation of course artifacts using a rubric	Evaluation of course artifacts using a rubric	In-class exam	13	13	Not reported

Program	Degreee	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Physiology	BS	Evaluation of course artifacts using a rubric	Evaluation of course artifacts using a rubric	In-class exam	17	17	Not reported
Zoology	BS	Evaluation of course artifacts using a rubric	Evaluation of course artifacts using a rubric	In-class exam	24	24	Not reported

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 experience portfolio	Senior practicum assessment	Board Certification practice test	30	28	28
Health Education & Promotion	BS	Internship evaluation	Portfolio evaluation	Panel review of written artifacts	42	34	49
Physical education	BS	Capstone portfolio	Oklahoma Subject Area Test	Oklahoma Professional Teaching Exam	15	7	32
Recreation management and therapeutic recreation	BS	Student exit interviews	Internship evaluation	National certification exams	20	20	12
Aerospace administration and operations	BS	Review of course project using a rubric	Review of course project using a rubric		38	32	
Career & technical education	BS	Portfolio assessment			27		
Education	BS	Pending					

[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.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Elementary education	BS	External review of portfolios			95		
Secondary education	BS	External review of portfolios			49		

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	Employer survey	Alumni survey	Professional Advisory Committee survey	15	16	7
Architecture	BAR	Employer survey	Alumni survey	Professional Advisory Committee survey	20	35	9
Biosystems engineering	BS	Capstone project	Capstone project	Exam results	12	12	26
Chemical engineering	BS	Pending					
Civil engineering	BS	Pending					
Electrical engineering	BS	New plan in place					
Computer engineering	BS	New plan in place					
Construction management technology	BS	National certification test results	National certification test results	Practicum supervisor evaluations	45	45	34

[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. The College of Engineering, Architecture, and Technology underwent numerous changes in key personnel in AY 2012, including a new Associate Dean, several Department Heads, and several Assessment Coordinators. Many programs in this College are using this time of transition as an opportunity to evaluate and revise their assessment plans.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Electrical engineering technology	BS	Comprehensive exam	Senior project	Log books & oral presentations	13	17	17
Fire protection & safety technology	BS	Conduct training rubric	Problem solving rubric	Written communication rubric	31	12	15
Mechanical engineering technology	BS	Senior exam	Capstone project & reports	Course project assessment	Not reported	Not reported	Not reported
Industrial engineering & management	BS	Team projects	Evaluation of class work using a rubric	Evaluation of senior projects	Not reported	Not reported	Not reported
Aerospace engineering	BS	Reported in alternating years per assessment plan					
Mechanical engineering	BS	Reported in alternating years per assessment plan					

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	Critical thinking rubric	Jury evaluations	Internship evaluation	76	50	76
Hotel & restaurant administration	BS	Faculty evaluation of student work	Senior student exit survey		All HRA students	40	
Human development & family science	BS	Senior student exit survey	Capstone course	Supervisor evaluation	38	Not reported	All HDFS students
Nutritional sciences	BS	Assessment exam			100		

[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	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Business administration (Accounting)	BS	Ethics assessment test	Major field test	Nationally-benchmarked skills test	236	87	80
Business administration (Economics)	BS	Ethics assessment test	Major field test	Nationally-benchmarked skills test	All BS BA students assessed together	13	9
Business administration (Entrepreneurship)	BS	Ethics assessment test	Major field test	Nationally-benchmarked skills test	All BS BA students assessed together	14	13
Economics Business administration (Finance)	BA	Ethics assessment test	Major field test	Nationally-benchmarked skills test	All BS BA students assessed together	45	48
Business administration (General business)	BS	Ethics assessment test	Major field test	Nationally-benchmarked skills test	All BS BA students assessed together	26	23

[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	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Business administration (International business)	BS	Ethics assessment test	Major field test	Nationally-benchmarked skills test	All BS BA students assessed together	23	13
Business administration (Management)	BS	Ethics assessment test	Major field test	Nationally-benchmarked skills test	All BS BA students assessed together	131	114
Business administration (Management Information Systems)	BS	Ethics assessment test	Major field test	Nationally-benchmarked skills test	All BS BA students assessed together	34	22
Business administration (Marketing)	BS	Ethics assessment test	Major field test	Nationally-benchmarked skills test	All BS BA students assessed together	83	78

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 221 assessment methods implemented for program outcomes assessment (presented in the tables on the preceding pages). The most commonly reported assessment methods were:

- Exams (course, licensure, standardized, etc.) (62 reports, 28% of the total)
- Evaluation of student work using rubrics (i.e., written communication, critical thinking, science reasoning, program-specific) (40 reports, 18% of the total)
- Capstone or major course project (37 reports, 17% of the total)
- Internship/practicum evaluations (14 reports, 6% of the total)
- Exit interview, exit exam, or exit survey (12 reports, 5% of the total)

Other methods used include Alumni surveys, conference performance, transcript analysis, course GPA, analysis of student portfolios, and external reviews.

Graduate degree programs reported 292 assessment methods implemented for program outcomes assessment (presented in the tables later in this document). The most commonly reported assessment methods were:

- Evaluation of student work using rubrics (i.e., written communication, critical thinking, science reasoning, program-specific) (74 reports, 25% of the total)
- Dissertation, thesis, or creative component (including proposal or final product) (47 reports, 16% of the total)
- Comprehensive or qualifying exam (25 reports, 9% of the total)
- Oral presentations (21 reports, 7% of the total)
- Exams (course, licensure, certification, standardized, or preliminary) (14 reports, 5% of the total)
- Dissertation, thesis, or creative component defense presentation (13 reports, 4% of the total)

Other methods used included alumni surveys, course projects, panel reviews of student work, research and conference publications, exit interviews, portfolios, internship or

practicum evaluations, performance assessment, international experience, or satisfactory progress according to department guidelines.

3. Undergraduate degree programs reported 122 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 (20 uses, 16% of the total)
- Modify course content (20 uses, 16% of the total)
- Modify curriculum (19 uses, 15% of the total)
- Modify courses to address skill deficiencies (13 uses, 11% of the total)

Other uses include improving feedback to students, developing new assessment rubrics as well as sharing those rubrics with students, continual faculty development, changes to recruitment procedures, encourage students to use the Writing Center, and continual monitoring of changes made in recent years. Some faculty are also beginning to utilize social media as a tool to increase student interaction.

Graduate degree programs reported 123 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:

- Changes in assessment methodology (14 uses, 12% of the total)
- Modify the curriculum (9 uses, 7% of the total)
- Modify the assessment plan (8 uses, 7% of the total)
- Additional writing classes or use of the Writing Center (6 uses, 5% of the total)
- Hiring new faculty (9 uses, 7% of the total
- Additional instruction to students in key areas (7 uses, 6% of the total)
- Efforts to increase funding opportunities (7 uses, 6% of the total).

Other uses included encourage use of the Writing Center, revise an assessment tool, provide more opportunities for student presentations, 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 2013). 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.

2013 Survey of Alumni of Graduate Programs
All alumni who graduated in 2007 and 2011 from a graduate 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 887 alumni completed the survey, resulting in a response rate of 37%. After removing alumni who were considered unreachable due to invalid contact information, the response rate to the survey was 53%.

2.
2012 Survey of Alumni of Graduate Programs
The full report is available here:
https://uat.okstate.edu/images/alumni/2013%20sagp%20final%20report%20institution.pdf

- Over 98% of doctoral alumni and 92% of masters alumni respondents were employed and only 3% of respondents were currently seeking employment. This a decided increase from the 2010 Surveys of Alumni of Graduate programs which found 89% of graduate alumni were employed, about 4% were seeking employment, and 7% were not seeking employment. In March of 2013 the seasonally adjusted unemployment rate for the state of Oklahoma was 5%. 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 $75,000 to $100,000 (19% reported this income range). Nearly 13% of respondents who were employed full time reported salaries above $100,000. 13% of respondents who were employed full time reported a salary range of $45,000 to $55,000.

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 *2013 Survey of Alumni of Graduate Programs* 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 2013 surveys at the institution level, programs 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	Elected to not report (per department assessment plan)					
Agricultural Economics	MS	Elected to not report (per department assessment plan)					
Agricultural Economics	PHD	Elected to not report (per department assessment plan)					
AGED/AGLE	MAG	Creative component	Creative component	Writing rubric	7	7	7
Agricultural Communications	MS	Masters thesis	Thesis defense	Thesis writing rubric	6	6	6
Agricultural Education	MS	Masters thesis	Thesis defense	Thesis writing rubric	6	6	6
Agricultural Education	PHD	Comprehensive exam	Dissertation defense	Dissertation writing rubric	3	3	3

[9] 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
Animal Science	MS	Masters thesis	Masters thesis	Masters thesis	10	10	10
Animal Science	PHD	PhD dissertation	PhD dissertation	PhD dissertation	3	3	3
Animal Science	MAG	Assessment plan in place			No graduates in AY 2012		
Biochemistry & Molecular Biology	MS	Masters thesis	Masters thesis	Masters thesis	8	8	6
Biochemistry & Molecular Biology	PHD	PhD dissertation	PhD dissertation	Oral exam	10	10	11
International Agriculture	MAG	Review of international experience project	Survey of alumni		19	27	
ENTO & PLP	MAG	Assessment plan in place			No graduates in AY 2012		
Entomology	PHD	Rubric review of course assignments	Preliminary exam	PhD Dissertation	2	4	4
Entomology and Plant Pathology	MS	Rubric review of course assignments	Thesis defense	Thesis defense exam	10	5	5
Plant Pathology	PHD	Rubric review of course assignments	Preliminary exam	Dissertation Seminar rubric	2	1	2
Horticulture	MAG	Reported concurrently with MS			No graduates in AY 2012		
Horticulture	MS	Oral presentation	Seminar assessment rubrics		10	10	
Food Science	MS	Masters Thesis	Oral presentation rubric		2	2	

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Food Science	PHD	PhD dissertation	Oral presentation rubric		4	4	
Natural Resource Ecology & Management	MS	Masters Thesis	Masters Thesis	Masters Thesis	8	8	8
Natural Resource Ecology & Management	PHD	PhD dissertation	PhD dissertation		8	8	
Crop Science	PHD	Pending					
Plant & Soil Sciences	MAG	Assessment plan in place			No graduates in AY 2012		
Plant And Soil Science	MS	Assessment plan in place			No graduates in AY 2012		
Soil Science	PHD	Pending					

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	Assessment plan in place			New program; no data at this time		
Botany	MS	Faculty evaluation of student progress	Thesis defense	Alumni surveys	3	3	3
Chemistry	MS	Peer assessment	Faculty assessment		1	1	
Chemistry	PHD	Peer assessment	Faculty assessment		10	10	
Communication Science & Disorders	MS	Comprehensive exam	Praxis exam	Comprehensive Exam	20	17	20
Computer Science	MS	Review of student work using a rubric	Review of student work using a rubric	Review of student work using a rubric	15	15	15
Computer Science	PHD	Review of student work using a rubric	Review of student work using a rubric	Review of student work using a rubric	3	2	2
English	MA	Assessment plan in place			No graduates this year		

[10] 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
English	PHD	Faculty review of reading, oral communication, and syntax using rubrics	Evaluation of PhD dissertation oral defense using rubrics	Graduate Assessment Survey completed by PhD students	30	12	29
Geography	MS	Panel review of writing using a rubric	Review of student work using a geography rubric	Review of student work using a geography rubric	37	11	6
Geography	PHD	Panel review of writing using a rubric	Review of student work using a geography rubric	Review of student work using a geography rubric	20	4	1
Geology	MS	Writing new assessment plan					
Geology	PHD	Writing new assessment plan					
History	MA	Elected to not report (per department assessment plan)					
History	PHD	Comprehensive exam	Written comprehensive exam rubric		5	5	
Mathematics	MS	Thesis evaluation using problem-solving skills rubric	Thesis evaluation using mathematical thinking rubric	Communication skills rubric	3	3	3
Mathematics	PHD	Comprehensive exam	Thesis & doctoral dissertation evaluation	Evaluation of Dissertation	4	4	3
Mass Communications	MS	Thesis / creative component	Thesis / creative component	Thesis / creative component	7	7	7
Microbiology	MS	Assessment plan in place			One graduate this year		

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Microbiology	PHD	Reserch publications	Reserch publications	Conference presentations	29	29	29
Plant Science	PHD	Proposal defense/qualifying exam	Dissertation defense	Alumni surveys	10	10	4
Pedagogy And Performance	MM	Graduate Music Theory Assessment	Oral exam	Final degree performance evaluation	1	6	6
Philosophy	MA	Exit Questionnaire	Master's Thesis	Comprehensive Exam	2	2	2
Photonics	PHD	Preliminary exams	PhD dissertation	PhD dissertation	7	10	10
Physics	MS	Preliminary exams	Course GPA	Course GPA	7	7	8
Physics	PHD	Preliminary exams	PhD Dissertation	Exit surveys	7	10	10
Fire & Emergency Management	MS	Evaluation of practicum projects - theories & application	Evaluation of practicum projects - research skills	Evaluation of practicum projects -writing skills	10	10	10
Fire & Emergency Management	PHD	Qualifying exam	PhD Dissertation	PhD Dissertation	2	2	2
Political Science	MA	Comprehensive exams	Thesis / creative component review	Thesis / creative component review	6	9	9
Psychology	MS	Satisfactory progress	Publications/ presentations	Comprehensive exams	Assessed concurrently w. PhD program		

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Psychology	PHD	Satisfactory progress	Publications/ presentations	Comprehensive exams	54	68	All students who took the exam
Sociology	MS	Written communication rubric	Critical thinking rubric	Social science rubric	5	5	5
Sociology	PHD	Written communication rubric	Critical thinking rubric	Methods exam	6	6	3
Statistics	MS	Comprehensive exam (Inferential Stats)	Comprehensive exam (Experimental Design)	Artifact review (SAS Programming)	6	7	4
Statistics	PHD	Preliminary exams	Writing skills assessment	Oral presentation	3	3	3
Theatre	MA	Curriculum evaluation	External review of student writing	External review of Master's Thesis	Not reported	Not reported	2
Zoology	MS	Comprehension rubric	Scientific Method rubric	Student articles	7	7	2
Zoology	PHD	Comprehension rubric	Scientific Method rubric	Student articles	4	2	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	National accreditation standards	Certification exam	Alumni survey	112	32	7
Counseling Psychology	PHD	GPA in core courses	Research core requirement	Supervisor evaluations	7	7	7
Educational Psychology	MS	Final portfolio	Scholarly research rubric	Theoretical knowledge rubric	7	7	7
Educational Psychology	PHD	Qualifying portfolio	Scholarly research rubric	Professionalism rubric	4	4	4
Health & Human Performance	MS	Thesis or creative component	Oral defense of thesis / creative component	Alumni survey	Not reported	Not reported	9
Health & Human Performance	PHD	PhD Dissertation	Dissertation defense	Alumni survey	Not reported	Not reported	3
Health, Leisure and Human Performance	PHD	Prerequisite courses	Certification exam	PhD Dissertation	1	2	1
Leisure Studies	MS	Prerequisite courses	Certification exam	Thesis / creative component	4	2	3

[11] 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
School Psychology	PHD	National exam	Portfolio evaluation	Dissertation	10	19	9
School Psychology	EdS	National exam	Portfolio evaluation	Creative component	2	5	2
Aviation and Space	EDD	Dissertation defense rubric	Written communication rubric		3	10	
Aviation and Space	MS	Written communication rubric	Capstone course		25	5	
Educational Leadership Studies	MS	Leadership platform	Institutional analysis project	Comprehensive exam	12	8	16
Educational Technology	MS	Comprehensive exam	Portfolio evaluation	Course project	9	9	6
College Student Development	MS	Internship evaluation	Comprehensive exam	Masters thesis / creative component	16	12	8
Higher Education	MS	Internship evaluation	Masters thesis / creative component		4	4	
Higher Education	PHD	Qualifying exam			17		
School Administration	EDD	Qualifying exam	Internship	Portfolio	17	12	18
School Administration	PHD	Qualifying exam	Internship	Portfolio	Assessed concurrently with EdD		
Education	PHD	Qualifying exam			23		

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Teaching, Learning and Leadership	MS	Comprehensive exam			51		

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	Pending					
Biosystems Engineering	PHD	Pending					
Chemical Engineering	MS	Core coursework	Masters thesis research	Masters thesis defense	9	9	9
Chemical Engineering	PHD	PhD dissertation	Written qualifying exam	Formal professional presentation	2	2	2
Civil Engineering	MS	Pending					
Civil Engineering	PHD	Pending					
Environmental Engineering	MS	Pending					
Electrical Engineering	MS	New plan in place					
Electrical Engineering	PHD	New plan in place					
Engineering & Technology Management	MS	Skills rubric	Skills rubric		38	40	
Industrial Engineering & Management	MS	Team projects	Masters thesis		Not reported	40	

[12] 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.
The College of Engineering, Architecture, and Technology underwent numerous changes in key personnel in AY 2012, including a new Associate Dean, several Department Heads, and several Assessment Coordinators. Many programs in this College are using this time of transition as an opportunity to evaluate and revise their assessment plans.

Industrial Engineering & Management	PHD	Evaluation of class work	PhD dissertation		Not reported	4	
Mechanical Engineering	MS	Thesis / paper defense	Oral defense of Thesis / paper	Alumni surveys	41	41	Not reported
Mechanical Engineering	PHD	PhD dissertation	Dissertation defense		12	12	

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	Class presentation	Written critical evaluation of research		12	12	
Design, Housing & Merchandising	MS	Thesis evaluation rubric	Writing rubric	Oral presentation rubric	3	3	3
Hospitality Administration	MS	Course project	Course project	Thesis proposal	Not reported	Not reported	Not reported
Human Development & Family Science	MS	Skills competency rubric	Skills competency rubric	Skills competency rubric	29	13	15
Nutritional Sciences	MS	Oral presentation rubric	Writing rubric		12	12	
Human Sciences	PHD	Qualifying exam	Writing rubric	Final project	4	17	4

[13] 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 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 review course	Nationally benchmarked test	Oral presentation rubric	26	43	69
Business administration (Accounting)	PHD	Written communication rubric	Oral presentation rubric	Professional development activities	6	6	12
Business Administration	MBA	Case study	Business strategy exercise	Exam	26	28	28
Business Administration (Executive Research)	PHD	Written communication rubric	Oral presentation rubric	Conference presentations	34	34	12
Economics	MS	Final exam scores	Final exam scores	Final exam scores	4	4	4
Economics	PHD	Final exam scores	Final exam scores	Final exam scores	4	4	11
Business administration (Entrepreneurship)	PHD	Written communication rubric	Oral presentation rubric	Professional development activities	8	12	5
Business Administration (Finance)	PHD	Written communication rubric	Oral presentation rubric	Professional development activities	10	5	2

[14] 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
Quantitative Financial Economics	MS	Capstone course	Oral presentation rubric		9	18	
Business Administration (Marketing)	PHD	Written communication rubric	Oral presentation rubric	Professional development activities	7	6	5
Business administration (Management)	PHD	Written communication rubric	Oral presentation rubric	Professional development activities	11	11	11
Management Information Systems	MS	Business skills rubric	Tech skills rubric		30	30	
Business administration (Mmgt Info Sys)	PHD	Written communication rubric	Oral presentation rubric	Professional development activities	4	5	6
Telecommunication Management	MS	Final exam scores	Final exam scores	Course project	3	8	6

2. Graduate program outcomes assessments are implemented at the degree program level. Full details on each program's analysis of student learning and findings thereof are available on the UAT website (http://tinyurl.com/osureports).

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

4. In 2012-2013, 270 students were provisionally admitted to OSU graduate programs and enrolled at OSU. 204 (76%) of the 270 students who were provisionally admitted and enrolled in 2012-2013 were enrolled in the fall of 2013. 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 post-secondary institutions may be admitted provisionally on recommendation of the major department and with approval from the Dean of the Graduate College. Failure to meet required academic standards and benchmarks set for progress and grade point average results 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 2012-2013 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.