Oklahoma State University
America's Brightest ORANGE

Assessment Report 2013-2014

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.

I-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, and science; and the Assessment of Learning in Knowledge Spaces (ALEKS) for mathematics.

I-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.

I-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. 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 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 LASSO Center and can also be completed at NOC-Stillwater, NOC-Tonkawa, NOC-Enid, OSU-OKC, and OSU-Tulsa. COMPASS tests are available in 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**
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 (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 be placed in:	OSU MATH Placement Exam (ALEKS)		Minimum Grade of 'C' in:
MATH 1493	20 (also clears remediation)	OR	MATH 1483 or MATH 1513
MATH 1483	25	OR	MATH 1513
MATH 1513	30	OR	MATH 1483
MATH 1583	40	OR	MATH 1483 or MATH 1513
MATH 1715	40		
MATH 1613	50	OR	MATH 1513
MATH 2103	50	OR	MATH 1483 or MATH 1513 or MATH 1715
MATH 2123	60	OR	MATH 1715 or MATH 1613
MATH 2144	70	OR	MATH 1715 or MATH 1613
PHYS 1114	70	OR	MATH 1715 or MATH 1613
MATH 2153			MATH 2144
MATH 2163			MATH 2153
MATH 2233			MATH 2153

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.

I-4. In 2013-2014, a total of 4,213 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 2013-2014.

Subject Area	# of Students with ACT sub-scores <19[1]	# of Students cleared for college-level coursework by ELPA
English	391	290
Mathematics	525	292
Reading	330	235
Science	180	41

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: 88, mathematics: 88, reading: 88, science: 458.

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 2013-2014 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	44	15
Reading	52	33
Science Reading	34	27

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. 23 students with ACT Math scores below 19 cleared remediation requirements using the OSU Math Placement Exam (ALEKS).

After all entry-level assessment was completed, 341 students (8.1% of the total new enrolled) were required to take at least one remedial course. Of the 4,213 new students in 2013-2014, 68 (1.6%) were required to enroll in remedial English classes, 195 (4.6%) in remedial math classes, 125 (3.0%) in remedial science classes, and 74 (1.8%) 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.

I-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.

I-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 increased drastically (125 students enrolled in the course in Fall 2013; 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.

I-7. The Beginning College Survey of Student Engagement (BCSSE) was administered in the fall of 2014. Results will be reported in the 2014-2015 annual report.

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

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

I-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.

I-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 these 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.

The OSU Department of Mathematics, which has used ALEKS since Summer 2012, plans to continue using ALEKS for math placement. The department will also use data from ALEKS and Institutional Research to target at-risk students for additional assistance and outreach. This will be achieved by having clinical faculty coordinate most lower-division classes, ensuring high-quality, uniform instruction. Also, the Mathematics Learning Success Center will continue to support the in-class instruction by offering tutoring that is already used by thousands of students. Finally, Department of Mathematics faculty will meet with campus units to discuss degree plans and determine whether alternative math course pathways would better serve students. The Department of Mathematics evaluates its courses on a continuing basis and adjusts pedagogy and personnel accordingly. Currently, DFW rates in lower-division math courses are at historic lows, and enrollment in Differential Equations is up over 60% in the past three years, indicating that students are succeeding in the calculus sequence.

Some specific changes include the continued use of COMPASS Science Reading test for Science placement and the new implementation of prerequisite courses or a score of 70+ on the ALEKS exam for enrollment in PHYS 1114. Students who plan to take PHYS 1114 now must pass either MATH 1613 or 1715 with a grade of “C” or better or score a 70+ on the ALEKS math placement exam. Use of the COMPASS Science Reading test was implemented in 2013, and since that time 53 students have taken the test. Of those 53 students, 40 achieved a score of 71 or higher, while 13 scored 70 or less. UAT and IRIM

will continue to monitor grades of students who placed into science courses using the COMPASS test. Comparisons of grades before and after this implementation will be available next year, along with DFW rates for PHYS 1114.

II. General Education Assessment

II-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.

II-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.

II-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.

II-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 participants are paid a small stipend. In 2013-2014, the workshop series was again available in the areas of writing, critical thinking, and diversity. The initiative continues in 2014-2015 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 was again assessed in the Summer of 2014 (based on student artifacts from the 2013-2014 school year). Results of this assessment will be reported in the 2014-2015 annual report.

C. Assessment data from the general education assessment process are shared broadly both 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 2014 report will be available in early 2015). 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.

II-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).

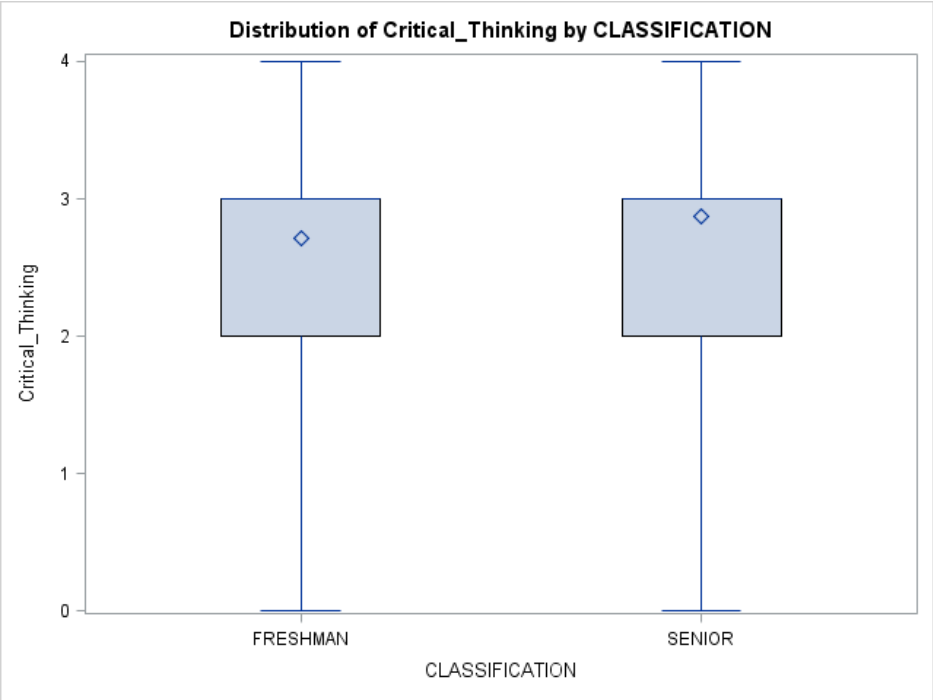
II-5. *Institutional Portfolios*

A. *Critical Thinking*.
During the 2013-2014 academic year, 674 samples of student work were assessed by a panel of faculty members using Critical Thinking VALUE developed by the Voluntary System of Accountability (http://www.voluntarysystem.org). The Critical Thinking rubric has five required characteristics (explanation of issues; evidence; influence of context and assumptions; student's positon; and conclusions and related outcomes), as well as an overall score. Each characteristic is scored on a scale of 1 to 4 where 1 is benchmark-level performance and 4 is capstone level-performance. Scores of 0 can be assigned if the work fails to meet benchmark standards.

Of the 674 artifacts, 3 were assigned a score of 0 (0.4%), 26 were assigned a score of 1 (3.9%), 198 were assigned a score of 2 (29.4%), 327 were assigned a score of 3 (48.5%), and 120 were assigned a score of 4 (17.8%). The average score was 2.79. Comparison to previous years is not possible, as this is the first year the VALUE rubrics were implemented at OSU.

Because data derived from a rubric scored on a scale of 1 to 4 is nonparametric, a Wilcoxon Signed Ranks test was used to assess for differences in Critical Thinking scores based on classification status (freshmen as compared to seniors). Results indicated a statistically significant difference between the class ranks ($Z = 3.04$, $p = .002$, $r = 0.117$). This indicates that seniors had statistically significantly higher scores than freshman, although the effect size r is small. A box plot of the distribution of scores based on classification status is shown in Figure 1.

Figure 1. Distribution of Critical Thinking Scores by Classification Status



Comprehensive ACT scores correlated significantly with critical thinking artifact scores, (ρ = .228, p < .001), English ACT scores (ρ = .223, p < .001), Reading ACT scores (ρ = .187, p < .001) and with OSU GPA (ρ = .161, p = .01).

The full general education assessment report will be available on the UAT website in early Spring 2015 (http://tinyurl.com/osugened).

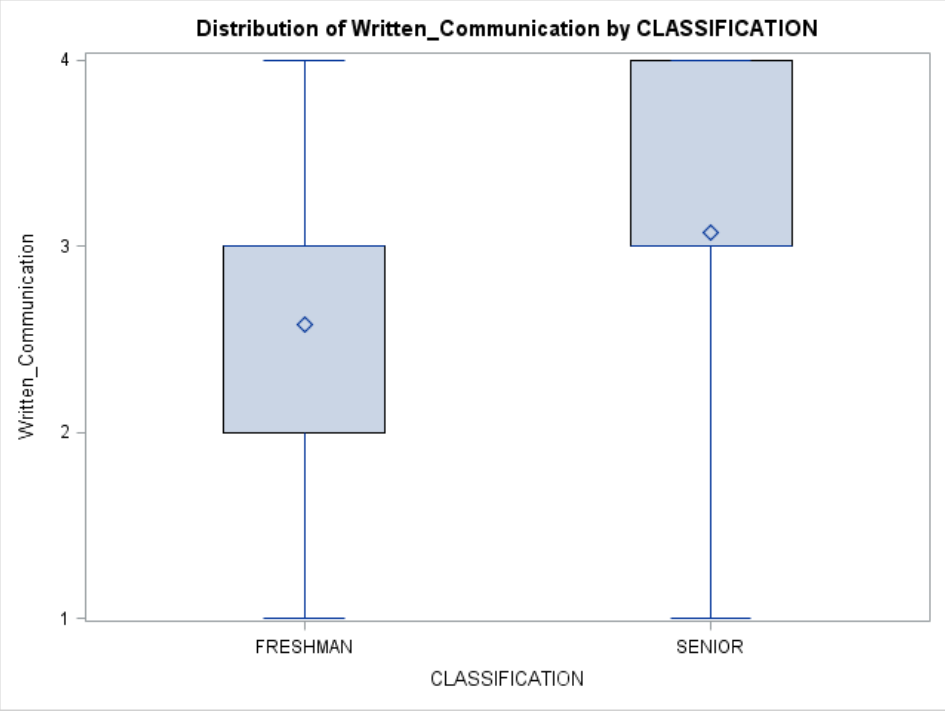
B. *Written Communication*.

Also during the 2013-2014 academic year, 669 samples of student work were assessed by faculty reviewers using the Written Communication VALUE developed by the Voluntary System of Accountability (http://www.voluntarysystem.org). Each characteristic is scored on a scale of 1 to 4 where 1 is benchmark-level performance and 4 is capstone level-performance. Scores of 0 can be assigned if the work fails to meet benchmark standards.

Of the 669 artifacts, 39 were assigned a score of 1 (5.8%), 158 were assigned a score of 2 (23.6%), 355 were assigned a score of 3 (53.1%), and 117 were assigned a score of 4 (17.5%). The average score was 2.82. Because this is the first year of VALUE rubric implementation, comparison to previous years is not possible.

Results of a Wilcoxon Rank-Sum test indicated that seniors score statistically significantly higher than freshman (Z = 7.95, p <.001, r = 0.307). Comprehensive ACT scores correlated significantly with written communication artifact scores, (ρ = .318, p < .001), English ACT scores (ρ = .31, p < .001), Reading ACT scores (ρ = .286, p < .001) and with OSU GPA (ρ = .276, p = .01). A box plot of the scores based on classification status is shown in Figure 2.

Figure 2. Distribution of Written Communication Scores by Classification Status



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 2015. 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

III-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[1]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Agribusiness	BS	Academic Quiz Bowl performance	Exit interviews	Alumni Surveys	Not reported	Not reported	130
Agricultural Economics	BS	Academic Quiz Bowl performance	Exit interviews	Alumni Surveys	Not reported	Not reported	30
Agricultural Communications	BS	Portfolio assessment	Portfolio evaluation	Internship evaluations	35	43	25
Agricultural Education	BS	National teachers' exam	National teachers' exam	General Education Test	41	40	32
Agricultural Leadership	BS	Agricultural Leadership exit exam	Internship supervisor evaluations	Alumni Surveys	Not reported	18	Not reported
Animal Science	BS	Comprehensive Exam	Course projects	Review of oral and written class reports	108	19	306
Food Science	BS	Comprehensive Exam	Course projects	Review of oral and written class reports	3	Not reported	Not reported
Biochemistry & molecular biology	BS	Alumni Survey			Not reported		

[1] 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
Entomology	BS	Capstone project	Written Reports	Exit interviews	3	3	3
Horticulture	BS	In-class exams	Rubric for comprehensive knowledge	Internship evaluations	8	10	8
Landscape architecture	BLA	Capstone Project assessment	Class proficiency	Project evaluation	Not reported	Not reported	Not reported
Landscape management	BS	Internship evaluation	Alumni survey		6	4	
Environmental science	BS	Written reports	Oral presentations	Professional skills assessment rubric	14	14	14
Natural resource ecology & management	BS	Assessment of student writing using a rubric	Oral presentations	Assessment of student writing using a rubric	210	71	48
Plant and soil science	BS	Mock Professional Exam	Alumni survey	Internship evaluations	16	16	5

Table III.1. Undergraduate Program Outcomes Assessment
College of Arts and Sciences[2]

Program	Degree	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	3	3	3
Graphic design	BFA	Outside program evaluator	Capstone course	Capstone course	21	21	21
Studio art	BA	Presentation of portfolio			11		
Studio art	BFA	Capstone course external assessment			15		
Botany	BS	No data collected					
Chemistry	BA	Communication/safety/lit rubric	Critical thinking rubric	Science reasoning rubric	Reported with BS program		
Chemistry	BS	Communication/safety/lit rubric	Critical thinking rubric	Science reasoning rubric	4	4	4
Communication sciences & disorders	BS	Comprehensive exam	Comprehensive exam	Panel review of papers	36	36	5
Computer science	BS	Evaluation of coursework in programming	Evaluation of coursework in hardware	Evaluation of knowledge of computer science theory	464	124	465

[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
English	BA	Faculty review of reading, oral communication, and syntax using rubrics	Randomly selected written artifacts		38	24	
French	BA	Review of final project	State teacher certification exam	Alumni Survey	8	0	3
German	BA	Review of final project	State teacher certification exam	Alumni Survey	7	1	Reported concurrently with French/German/Russian/Spanish
Russian	BA	Review of final project	State teacher certification exam	Alumni Survey	0	0	Reported concurrently with French/German/Russian/Spanish
Spanish	BA	Review of final project	State teacher certification exam	Alumni Survey	109	5	Reported concurrently with French/German/Russian/Spanish
Geography	BA	Transcript review	Transcript review	Exit interview	Reported concurrently with BS		

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Geography	BS	Transcript review	Instructor assessment	Exit interview	14	45	15
Geology	BS	Comprehensive exam	Capstone course	Panel review of student work	33	20	20
American studies	BA	Panel review of student writing using rubrics	Written Artifacts evaluated by program head	Senior Assessment Survey completed by graduating students	23	4	1
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	50	50	50
Liberal Studies	BA	Evaluation of senior thesis using a rubric			9		
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	Not reported	Not reported	Not reported

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Multimedia journalism	BA	Portfolio review	Portfolio review	Portfolio review	Reported concurrently with BS		
Multimedia journalism	BS	Portfolio review	Portfolio review	Portfolio review	5	5	5
Sports media	BS	Portfolio review	Portfolio review	Portfolio review	4	4	4
Sports media	BA	Portfolio review	Portfolio review	Portfolio review	Reported concurrently with BS		
Strategic communications	BS	Portfolio review	Portfolio review	Portfolio review	11	11	11
Microbiology, cell & molecular biology	BS	Final exam questions	Review of homework using rubric	Review of lab notebooks	22	22	34
Music	BA	Juries			Reported with Music Performance		
Music performance	BM	Theory exam	Juries		33	141	
Music business	BM	Theory exam	Juries	Business internship	Reported with Music Performance	Reported with Music Performance	2
Music education	BM	Theory exam	Juries	Student teaching evaluations	Reported with Music Performance	Reported with Music Performance	16

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Philosophy	BA	Faculty assessment of capstone course performance	Philosophical reasoning/Critical thinking rubric	Exit Questionnaire	Not reported	Not reported	Not reported
Physics	BS	Rubric of student performance in pertinent courses	Student portfolio materials	GPA for upper division courses	35	6	8
Political science	BA	Currently changing assessment procedures					
Political science	BS	Currently changing assessment procedures					
Psychology	BA	Compiled exam questions	Panel review of writing using rubrics		1263	232	
Psychology	BS	Compiled exam questions	Panel review of writing using rubrics		Reported with BA program		
Sociology	BS	Evaluation of critical thinking in coursework	Evaluation of critical thinking in coursework	Evaluation of core concepts in coursework	25	25	25

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Statistics	BS	Review of artifacts from Final Exam (Mathematical Stats)	Exit exam in capstone course	Review of artifacts from Final Exam (Regression)	4	Starting spring 2015	2
Theater	BA	Evaluation of final projects based on justification	Score cards to analyze design and performance	Portfolio review	New assessment methods under development		
Biological science	BS	Pending					
Physiology	BS	Pending					
Zoology	BS	Multiple choice exam on natural selection	Evaluation of course artifacts using a scientific method rubric	Evaluation of course artifacts using synthesis and evaluation rubric	87	46	53

Table III.1. Undergraduate Program Outcomes Assessment (continued)
College of Education[43]

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	24	24	
Health Education & Promotion	BS	Internship evaluation	Portfolio evaluation	Panel review of written artifacts	55	55	18
Physical education	BS	Capstone portfolio	Oklahoma Subject Area Test	Oklahoma Professional Teaching Exam	10	7	8
Recreation management and therapeutic recreation	BS	Student exit interviews	Internship evaluation	National certification exams	13	42	12
Aerospace administration and operations	BS	Review of case study using a rubric	Review of case study using a rubric	Review of case study using a rubric	43	41	10
Career & technical education	BS	Portfolio assessment			48		
Elementary education	BS	Rubric Rating Portfolios			162		

[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
Secondary education	BS	Rubric Rating Portfolios			82		

Table III.1. Undergraduate Program Outcomes Assessment (continued)
College of Engineering, Architecture, and Technology[4]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Architectural engineering	BEN	Alumni survey	Exit Interviews		16	12	
Architecture	BAR	Alumni survey	Exit Interviews	Jurors evaluate formal presentations	12	27	11
Biosystems engineering	BS	Exit Interviews	Senior Design Evaluation	Experimental Design Assessment	18	7	6
Chemical engineering	BS	FE National Exam	Alumni survey	End-of-course performance evaluation	55	37	13
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	42	42	42

[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. 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	Capstone project		16	21	
Fire protection & safety technology	BS	Industrial Process rubric	Codes and Standards rubric	System effectiveness rubric	40	34	40
Mechanical engineering technology	BS	Senior exam	Capstone project & reports	Course project assessment	Not reported	Not reported	Not reported
Industrial engineering & management	BS	Exit Survey			13		
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[5]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Design, housing & merchandising	BS	Internship employer survey	Evaluation of written reports	Skill evaluated by assignments	51	24	52
Hotel & restaurant administration	BS	Rubric for Critical Thinking	Senior student exit survey	Rubric for Written Communication	93	57	81
Human development & family science	BS	Senior student exit survey	On-site supervisor evaluation	Writing rubric	61	140	35
Nutritional sciences	BS	Assessment exam	Evaluation of course material		100	Pending	

[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.

Table III.1. Undergraduate Program Outcomes Assessment (continued)
William S. Spears School of Business[6,7]

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	Rubric for scoring writing assignment	Nationally-benchmarked self assessment test	61	62	74
Business administration (Economics)	BS	Ethics assessment test	Rubric for scoring writing assignment	Nationally-benchmarked self assessment test	12	11	19
Business administration (Entrepreneurship)	BS	Ethics assessment test	Rubric for scoring writing assignment	Nationally-benchmarked self assessment test	-	16	16
Economics Business administration (Finance)	BA	Ethics assessment test	Rubric for scoring writing assignment	Nationally-benchmarked self assessment test	35	34	63
Business administration (General business)	BS	Ethics assessment test	Rubric for scoring writing assignment	Nationally-benchmarked self	24	23	14

[6] 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.
[7] 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
				assessment test			
Business administration (International business)	BS	Ethics assessment test	Rubric for scoring writing assignment	Nationally-benchmarked self assessment test	17	18	18
Business administration (Mangement)	BS	Ethics assessment test	Rubric for scoring writing assignment	Nationally-benchmarked self assessment test	86	89	122
Business administration (Mgmt Info Sys)	BS	Ethics assessment test	Rubric for scoring writing assignment	Nationally-benchmarked self assessment test	29	27	38
Business administration (Marketing)	BS	Ethics assessment test	Rubric for scoring writing assignment	Nationally-benchmarked self assessment test	68	65	81
Accounting	BS	Gateway Exam	Tax Return and client meeting assessed	Selection of final exam questions	Not Reported	74	Not Reported

III-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 178 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.) (35 reports, 20% of the total)
- Evaluation of student work using rubrics (i.e., written communication, critical thinking, science reasoning, program-specific) (35 reports, 20% of the total)
- Capstone or major course project (21 reports, 12% of the total)
- Exit interview, exit exam, or exit survey (15 reports, 9% of the total)
- Portfolio reviews (13 reports, 7% of the total)

Other methods used include Alumni surveys, conference performance, transcript analysis, course GPA, internship evaluations, and external reviews.

III-3. Undergraduate degree programs reported 44 unique 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 continually monitor and ensure student achievement of the learning outcome. Other common uses for undergraduate degree programs included:

- Modify course content (25 uses, 57% of the total)
- Modify the assessment process (13 uses, 30% of the total)
- Modify curriculum (7 uses, 16% of the total)
- Modify courses to address skill deficiencies (6 uses, 14% of the total)

Other uses include improving feedback to students, continual faculty development, changes to recruitment procedures, implementing more diverse culture variation into existing courses, preceptor workshops and training. and continual monitoring of changes made in recent years.

Other uses included additional statistics courses, encouraging students to attend various workshops, requiring more internships and field supervision, promoting social interactions with the graduate student community, and the hiring of a new Vice Dean to provide oversight and innovation.

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
IV-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.

2014 Survey of Alumni of Undergraduate Programs
All alumni who graduated in 2008 and 2012 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 3,149 alumni completed the survey, resulting in a response rate of 42%. After removing alumni who were considered unreachable due to invalid contact information, the response rate to the survey was 56%.

IV-2.
2014 Survey of Alumni of Undergraduate Programs

The full report is available here:
https://uat.okstate.edu/images/alumni/2014%20saup%20institution%20wide%20final.pdf

- Over 92% of 2008 graduates and 83% of 2012 alumni respondents were employed and only 3% of respondents were currently seeking employment. This represents an increase from the 2012 Survey of Alumni of Undergraduate programs which found 92% of 2006 graduates were employed, but only 80% of 2010 graduates were employed, about 4% were seeking employment, and 10% were not seeking employment.
- The most frequently reported annual salary range for alumni who graduated five years ago was $75,000 to $100,000 (18% reported this income range), while for alumni who graduated one year ago it was $25,000 to $35,000 (19% reported this income range). 6.5% of respondents who were employed full time reported salaries above $100,000. Nearly 16% of respondents who were employed full time reported a salary range of $45,000 to $55,000.

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

IV-3. The results from the *2014 Survey of Alumni of Undergraduate 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 2014 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

V-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[8]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
AGEC/AGBUS	MAG	Rubric for thesis	Rubric for communication	Exit interviews	Not reported	Not reported	Not reported
Agricultural Economics	MS	Rubric for thesis	Rubric for communication	Exit Interviews	Not reported	Not reported	Not reported
Agricultural Economics	PHD	Written preliminary exam	Rubric for communication	Exit interviews	Not reported	Not reported	Not reported
AGED/AGLE	MAG	Creative component	Creative component	Writing rubric	6	6	6
Agricultural Communications	MS	Thesis defense	Thesis defense	Thesis writing rubric	8	6	Not reported
Agricultural Education	MS	Thesis defense	Thesis defense	Thesis writing rubric	8	6	Not reported
Agricultural Education	PHD	Comprehensive exam	Dissertation defense	Dissertation writing rubric	3	6	6

[8] 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	11	11	11
Animal Science	PHD	PhD Dissertation	PhD Dissertation	PhD Dissertation	2	2	2
Animal Science	MAG	Assessment Plan in Place			No Graduates in 2014		
Biochemistry & Molecular Biology	MS	Assessment Biennial (2013)			Not reported	Not reported	Not reported
Biochemistry & Molecular Biology	PHD	Assessment Biennial (2013)			Not reported	Not reported	Not reported
International Agriculture	MAG	Review of international experience project	Survey of alumni		23	24	
ENTO & PLP	MAG	Pending					
Entomology	PHD	Rubric review of course assignments	Preliminary exam	Graduate Exit Interview	2	3	3
Entomology and Plant Pathology	MS	Rubric review of course assignments	Thesis defense	Thesis defense exam	9	9	7
Plant Pathology	PHD	Rubric review of oral presentation	Preliminary exam	Dissertation Seminar rubric	3	2	2
Horticulture	MAG	Reported concurrently with MS					
Horticulture	MS	Oral presentation	Seminar assessment rubrics	Alumni Surveys	18	18	1

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Food Science	MS	Masters Thesis	Oral presentation rubric	Alumni Surveys	8	33	Not reported
Food Science	PHD	PhD Dissertation	Oral presentation rubric	Alumni Surveys	5	12	Not reported
Natural Resource Ecology & Management	MS	Masters Thesis	Masters Thesis	Masters Thesis	12	12	12
Natural Resource Ecology & Management	PHD	PhD Dissertation	PhD Dissertation	PhD Dissertation	6	6	6
Crop Science	PHD	Dissertation evaluated by rubric	Dissertation evaluated by rubric	Dissertation evaluated by rubric	2	2	2
Plant And Soil Science	MS	Thesis evaluated by rubric	Thesis evaluated by rubric	Thesis evaluated by rubric	6	6	6
Plant & Soil Sciences	MAG	No students enrolled in program					
Soil Science	PHD	Dissertation evaluated by rubric	Dissertation evaluated by rubric	Dissertation evaluated by rubric	2	2	2

Table V.1. Graduate Program Outcomes Assessment (continued)

College of Arts and Sciences[9]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Art History	MA	Outside program evaluation of thesis papers	Faculty evaluation of thesis papers		2	2	
Botany	MS	No data collected					
Chemistry	MS	No graduates in 2014					
Chemistry	PHD	Graduate student seminar evaluation			8		
Communication Science & Disorders	MS	Comprehensive exam	Praxis exam	Panel review of artifacts	19	18	2
Computer Science	MS	Review of student work using a rubric	Review of student work using a rubric	Review of student work using a rubric	13	13	12
Computer Science	PHD	Review of student work using a rubric	Review of student work using a rubric	Review of student work using a rubric	5	4	4
English	MA	Faculty review of reading, oral communication, and syntax using rubrics	Evaluation of PhD dissertation/MA theses oral defense using rubrics	Graduate Assessment Survey	47	13	6

[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
English	PHD	Faculty review of reading, oral communication, and syntax using rubrics	Evaluation of PhD dissertation oral defense using rubrics	Graduate Assessment Survey	Reported with MA Program	Reported with MA Program	Reported with MA Program
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	17	**7**	**8**
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	14	7	11
Geology	MS	Geological knowledge exam	Rubric for evaluating thesis defense	Rubric for evaluating oral communication	48	17	17
Geology	PHD	Geological knowledge exam	Rubric for evaluating thesis defense	Rubric for evaluating oral communication	7	1	2
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	7	7	7
Mathematics	PHD	Comprehensive exam	Thesis & doctoral dissertation evaluation	Evaluation of Dissertation	18	**7**	**7**
Mass Communications	MS	Thesis / creative component	Thesis / creative component	Thesis / creative component	10	10	10

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Microbiology	MS	Assess Research Projects	Evaluate Presentations		7	18	
Microbiology	PHD	Research publications	Conference presentations		16	**84**	
Plant Science	PHD	Proposal defense/qualifying exam	Alumni surveys		16	4	
Master of Music	MM	Graduate music theory assessment test	Graduate music history examination	Graduate foreign language diction exam	6	16	2
Philosophy	MA	Exit Questionnaire			5		
Photonics	PHD	Preliminary exams	Grades from PHYS 5613	PhD Dissertation	5	12	5
Physics	MS	Preliminary exams	Grades from PHYS 5613	Course GPA	5	12	19
Physics	PHD	Preliminary exams	PhD Dissertation	Exit surveys	5	**5**	**5**
Fire & Emergency Management	MS	Evaluation of practicum projects - theories & application	Evaluation of practicum projects - critical analysis	Evaluation of practicum projects -writing skills	5	5	5
Fire & Emergency Management	PHD	Qualifying exam	PhD Dissertation	PhD Dissertation	4	1	1
Political Science	MA	Comprehensive exams	Thesis / creative component review	Thesis / creative component review	2	None completed	None completed
Psychology	MS	Satisfactory progress			Reported with PHD program		
Psychology	PHD	Satisfactory progress			53		

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed #2	Number Assessed #3
Sociology	MS	Writing evaluation of coursework	Evaluation of Critical thinking in coursework	Evaluation of social method in coursework	4	4	4
Sociology	PHD	Evaluation of written communication in exams	Evaluation of written communication in exams	Evaluation of social science methods in exams	5	5	5
Statistics	MS	Comprehensive exam (Inferential Stats)	Comprehensive exam (Experimental Design)	Comprehensive exam (linear models)	1	1	1
Statistics	PHD	Preliminary exams	Writing skills assessment	Oral presentation	1	2	1
Theatre	MA	Pending					
Zoology	MS	Comprehension rubric	Scientific Method rubric	Student articles	6	6	11
Zoology	PHD	Comprehensive exam	Scientific Method rubric	Student articles	4	4	3

Table V.1. Graduate Program Outcomes Assessment (continued)

College of Education[10]

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	8	7
Counseling Psychology	PHD	GPA in core courses	Research core requirement	Appropriate progress towards dissertation	24	24	24
Educational Psychology	MS	Final portfolio	Skills rubric	Theoretical knowledge rubric	5	5	5
Educational Psychology	PHD	Qualifying portfolio	Clinical skills rubric	Written and Oral Communication Skills rubric	3	3	3
Health & Human Performance	MS	Thesis or creative component	Oral defense of thesis / creative component	Alumni survey	8	11	9
Health & Human Performance	PHD	PhD Dissertation	Dissertation defense	Alumni survey	3	3	3
Health, Leisure and Human Performance	PHD	Prerequisite courses	Teaching experiences	PhD Dissertation	2	6	1

[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
Leisure Studies	MS	Certification exam	Comprehensive exam	Thesis / creative component	1	4	3
School Psychology	PHD	National exam	Portfolio evaluation	Dissertation	6	Not reported	8
School Psychology	EdS	National exam	Portfolio evaluation	Creative component	2	Not reported	2
Aviation and Space	EDD	Dissertation defense rubric	Written communication rubric		4	6	
Aviation and Space	MS	Written communication rubric	Written communication rubric		14	6	
Educational Leadership Studies	MS	Pending					
Educational Technology	MS	Comprehensive exam	Portfolio evaluation	Course project	12	12	8
College Student Development	MS	Internship evaluation	Comprehensive exam	Masters thesis / creative component	14	9	7
Higher Education	MS	Internship evaluation	Creative component	Masters Thesis	5	3	3
Higher Education	PHD	Qualifying exam			17		
School Administration	EDD	Qualifying exam	State Licensure Exam	Portfolio	8	5	12
School Administration	PHD	Qualifying exam	State Licensure Exam	Portfolio	Assessed concurrently with EdD		

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Education	PHD	Qualifying exam			17		
Teaching, Learning and Leadership	MS	Comprehensive exam			37		

Table V.1. Graduate Program Outcomes Assessment

College of Engineering, Architecture, and Technology[11]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Biosystems Engineering	MS	Advisory Committee Evaluation	Alumni survey	Exit Interview	5	4	9
Biosystems Engineering	PHD	Advisory Committee Evaluation	Evaluation of teaching practicum	Alumni Survey	7	3	3
Chemical Engineering	MS	Core coursework	Presentations in Conferences	Rubric assessment of student defense and qualifier exams	Not reported	Not reported	Not reported
Chemical Engineering	PHD	Presentations in Conferences	Rubric assessment of student defense and qualifier exams	Presentation in Graduate Student Seminars	Not reported	Not reported	Not reported
Civil Engineering	MS	Pending					
Civil Engineering	PHD	Pending					
Environmental Engineering	MS	Pending					

[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.
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.

Electrical Engineering	MS	New plan in place	
Electrical Engineering	PHD	New plan in place	
Engineering & Technology Management	MS	Pending	
Industrial Engineering & Management	MS	Exit Survey	20
Industrial Engineering & Management	PHD	Exit Survey	Reported concurrently with MS
Mechanical Engineering	MS	Pending	
Mechanical Engineering	PHD	Pending	

Table V.1. Graduate Program Outcomes Assessment (continued)

College of Human Sciences[12]

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 Course Project	Capstone Course Quiz	Case Study Assignment	4	4	4
Design, Housing & Merchandising	MS	Oral presentation rubric					3
Hospitality Administration	MS	Assessment of research proposals	Critical Thinking assessed by rubric	Thesis defense rubric	4	34	4
Human Development & Family Science	MS	Skills competency rubric	Skills competency rubric	Skills competency rubric	14	11	16
Nutritional Sciences	MS	Oral presentation rubric	Writing rubric		17	17	
Human Sciences	PHD	Dissertation Defense Rubric	Written Examination	Qualifying Exam	6	4	2

[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.

Table V.1. Graduate Program Outcomes Assessment (continued)

William S. Spears School of Business[13]

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Accounting	MS	CPA Exam			42		
Business administration (Accounting)	PHD	Literature Assessment rubric	Evaluation responsible conduct of research	Peer review of research	3	3	12
Business Administration	MBA	Nationally benchmarked exam	Rubric for scoring presentations		110	52	
Business Administration (Executive Research)	PHD	Exams and integrated research papers	Research publication and presentation	Assess Applied research	Not Reported	Not Reported	Not Reported
Economics	MS	Final exam scores	Final exam scores	Writing quality in creative component	0	0	6
Economics	PHD	Committee administered exam	Committee administered exam	Final exam scores	4	4	8
Entreprenuership		New Assessment Plan in place					
Business administration (Entrepreneurship)	PHD	Literature Assessment rubric	Evaluation responsible conduct of research	Peer review of research	None Reported	None Reported	None Reported

[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.

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number assessed #1	Number assessed #2	Number assessed #3
Business Administration (Finance)	PHD	Literature Assessment rubric	Evaluation responsible conduct of research	Peer review of research	6	4	4
Quantitative Financial Economics	MS	Rubric to grade student artifacts			6		
Business Administration (Marketing)	PHD	Literature Assessment rubric	Evaluation responsible conduct of research	Peer review of research	6	3	4
Business administration (Management)	PHD	Literature Assessment rubric	Evaluation responsible conduct of research	Peer review of research	10	16	4
Management Information Systems	MS	Test to assess technology skills	Internship survey		Not Reported	0	
Business administration (Mmgt Info Sys)	PHD	Literature Assessment rubric	Evaluation responsible conduct of research	Peer review of research	4	2	3
Telecommunication Management	MS	New Assessment Plan in place					

V-2
Graduate degree programs reported 144 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) (37 reports, 26% of the total)
- Dissertation, thesis, or creative component (including proposal or final product) (40 reports, 28% of the total)
- Comprehensive or qualifying exam, or other exam (course, licensure, certification, standardized, or preliminary) (30 reports, 21% 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.

V-3. 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).

Graduate degree programs reported 30 unique 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 continually monitor and ensure student achievement of the learning outcome. Other common uses for graduate degree programs included:

- Create additional courses (8 uses, 27% of the total)
- Modify the assessment process (6 uses, 20% of the total)
- Improve admissions and recruitment practices (5 uses, 17% of the total)
- Work to improve student professionalism (4 uses, 14% of the total).
- Modify the curriculum (4 uses, 14% of the total)

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.

V-4. In 2013-2014, 315 students were provisionally admitted to OSU graduate programs and enrolled at OSU. 240 (76%) of the 315 students who were provisionally admitted and enrolled in 2013-2014 were enrolled in the fall of 2014. 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 2013-2014 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.