



Oklahoma State University
America's Brightest **ORANGE**

Annual Student Assessment Report 2017-2018

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Introduction:

University Assessment and Testing (UAT) has collaborated with academic units and programs on gathering assessment data and reviewing annual program assessment reports based on the components requested by the Oklahoma State Regents for Higher Education. University Assessment and Testing has also been advised by the Assessment and Academic Improvement Council (AAIC), the Committee for the Assessment of General Education (CAGE), and the General Education Advisory Council (GEAC) to implement a more robust process and procedure to assess continuous improvement of student learning at Oklahoma State University.

Key findings:

- A total of 4,094 admitted and enrolled students with fewer than 24 earned credit hours were assessed using the entry-level placement assessment process. In addition, 74 (1.8%) were required to enroll in remedial English classes, 31 (0.75%) in remedial reading classes, 152 (3.7%) in remedial mathematics classes, and 164 (4.0%) in remedial science classes.
- Student Engagement was assessed during the 2017-2018 academic year with the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE).
 - In the BCSSE, OSU students indicated they expected to engage in discussions with diverse others **often** but not **very often**.
 - In the NSSE, OSU first-year students reported higher **quality of interactions with academic advisors** compared to Southwest Public Schools. OSU senior students reported a higher score in **completed a culminating senior experience** compared to Southwest Public Schools.
- In program outcomes assessment, four components of the annual reports were reviewed: (1) Program Student Learning Outcomes, (2) Assessment Methods, (3) Results, and (4) Use of Results. The review process involved assignment of a color code to each category. The overall program percent averages for each color category are as follows: **75.6% of programs received green (met expectation)**; 6.0% yellow (some issues/concerns were identified), and 18.4% red (missing information/no report).
- For student engagement, a total of 1,442 students responded to the 2018 NSSE with a 15% response rate. First-year students (89%) and senior students (85%) rated their overall OSU experience as “Excellent” or “Good”. First-year students (90%) and senior student (85%) would “Definitely” or “Probably” attend OSU again.
- In terms of student satisfaction, a total of 7,946 OSU students responded to the 2018 Student Satisfaction Survey (SSS) with a 34% response rate. **85.9%** of students reported either “Very Satisfied” or “Satisfied” to “Being a student at OSU.”

Next steps:

- In the coming year, UAT will be implementing the assessment management system, Nuventive, in order to streamline the annual program outcomes assessment reporting process and in turn, will establish and strengthen effective strategies for continuous improvement for program student learning outcomes assessment.



Section I – Entry Level Assessment and Course Placement

Activities

I-1. What information was used to determine college-level course placement?

The purpose of entry-level assessment at OSU is to assist academic advisors in making placement decisions that will give students the best possible chance of academic success. Information from three sources are used to assess students' readiness for college-level coursework in the areas of English, reading, mathematics, and science: a) ACT scores (or converted SAT scores), b) the Entry-Level Placement Assessment (ELPA, developed by OSU), and c) secondary testing. Most entry-level assessment listed above is conducted at the time a student enrolls for courses at OSU; the OSU Math Placement Exam can be taken any time before a student enrolls in a math course at OSU.

a) ACT Scores

- Students with ACT subscores of 19 or above (or SAT equivalents where available) in English, Reading, Mathematics, and Science Reasoning are not required to complete remedial or developmental coursework in those subject areas.

b) Entry-Level Placement Assessment (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 (or converted SAT 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 scores (when an ACT score is below 19) and students' grades to make decisions about appropriate course placement during the academic advising process (see <http://placement.okstate.edu> for information on current enrollment restrictions, course placement requirements, and required remediation based on ELPA for English, mathematics, reading, and science subject areas).

c) Secondary Testing

- Secondary testing includes ACCUPLACER tests (published by The College Board) for English and reading, and the Assessment of LEarning in Knowledge Spaces (ALEKS; published by McGraw Hill) for mathematics (see <http://placement.okstate.edu> for information on current cut scores for these exams and corresponding course placement at all levels: remedial/developmental, college-level, and co-requisite).
- Note that there is no secondary test available for science placement. Science placement is determined by a student's ACT subscore and ELPA calculations; students who do not score a 19 or greater on the National ACT or ACT Residual Exams' Science sections, or who do not have a 2.0 or higher on the science PGI coefficient on their ELPA must successfully complete UNIV 0153 or equivalent to satisfy remediation in science.



I-2. What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)?

In 2017-18, OSU offered co-requisite sections of three courses: MATH 1483 (Mathematical Functions and Their Uses), MATH 1513 (College Algebra), and MATH 2144 (Calculus I). Placement in co-requisite sections of both Math Functions and College Algebra was determined by secondary testing using the OSU Math Placement Exam (ALEKS). (See <http://placement.okstate.edu/> for information on current cut scores.) Placement cut scores for co-requisite sections of these courses were set by the OSU Mathematics department at ranges near but below the cut scores for standard sections. Placement in co-requisite sections of Calculus I also included students who earned cut scores in a range set by the Mathematics department near but below the cut score for standard sections of the course. However, Calculus I placement also included some students who scored high enough on the exam to enroll in standard sections but who instead opted to take a co-requisite section as a means to receive additional help in the course during the academic advising process after talking with a mathematics instructor and/or the Associate Head for Lower-Division Instruction.

National guidelines suggest that students scoring in the 30-45 range on the ALEKS placement exam enroll in Pre College Algebra (UNIV 0123 at OSU), the highest remedial college math course. OSU allows students with a score of 45 to enroll in a standard section of College Algebra, and students who earn a score of 30-44 can enroll in a co-requisite section of College Algebra. Students who earn a score of 25-29 can enroll in a co-requisite version of the Math Functions. Thus, OSU offers opportunities for students to enroll in college-level mathematics courses sooner through its co-requisite instruction and placement process, as opposed to rigidly enforcing enrollment in remedial/developmental courses based solely on cut scores.

I-3. How were students determined to need remediation deficiencies (e.g., cut scores, multiple-measure metrics, or advising process)?

All new OSU students (new freshmen and transfer students with fewer than 24 credit hours) are assessed using a combination of the measures described above. Each student receives an ELPA Report that includes the following information:

- The student's academic summary (ACT scores, high school GPA, high school class rank)
- The student's PGI 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 (OSRHE).

ELPA Reports are produced by the Office of Institutional Research and Information Management (IRIM) and are distributed to students by the New Student Orientation Office. Reports are also included in each student's file and are provided to academic advisors for use during the advising process. This entry-level assessment process is implemented immediately prior to the spring and fall enrollment periods to assist with course placement for new OSU students.

Scores for the above methods are analyzed to compare number of students with ACT subscores <19, number of students cleared for college-level coursework by ELPA, and number of students cleared for college-level coursework/course placement according to secondary testing scores. The academic



performance of students, along with DFW rates of courses, are monitored to provide information about the effectiveness of placement decisions, the need to change cut scores or modify the entry-level assessment process, and to determine how teaching may be modified as a result of findings.

I-4. What options were available for students to remediate basic academic skill deficiencies?

Many resources are available to students for academic support to remediate basic academic skill deficiencies. OSU's *Learning and Student Success Opportunity Center* (LASSO) offers free tutoring services in a variety of courses and subjects. The *Mathematics Learning Success Center* provides free tutoring in mathematics. The *Statistics Learning & Instructional Center* (SLIC) provides free tutoring in statistics. The *OSU Writing Center* provides tutors, writing coaches, a grammar hotline, and other research and writing 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 OSU colleges and departments also offer additional resources such as tutoring, transition programs, and other academic resources to assist their students.

OSU students who have been identified as having basic academic skills deficiencies in the subject areas of English, reading, science, and/or mathematics are advised to enroll in developmental (0-level) UNIV courses (taught by NOC-Stillwater) in order to remediate in those four subject areas. For English remediation, the recommended course is UNIV 0133 (Basic Composition), for reading and science remediation, the recommended course is UNIV 0153 (Critical Content Reading and Scientific Reasoning), and for mathematics remediation the recommended course is UNIV 0123 (Pre College Algebra).

The OSU Math Placement Exam (ALEKS) includes 6-weeks of free access to learning modules that target mathematical areas where students were not able to show mastery. Students can use these modules to improve their OSU Math Placement Exam score (students are allowed to attempt the exam up to five times) to remove remediation and/or to prepare for math courses. Earning a score of 30 or higher on the exam removes remediation. The *Mathematics Learning Success Center* also provides additional tutoring specifically to assist students with the OSU Math Placement Exam.

Analyses and Findings

I-5. Describe analyses and findings of student success in developmental, co-requisite and college-level courses (include enrollment counts, grade distribution and overall pass rates), effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

Entry-Level Placement Analyses and Findings:

In 2017-2018, a total of 4,094 admitted and enrolled students with fewer than 24 earned credit hours were assessed using the entry-level placement assessment process. Table I-5a shows the number of enrolled students who had performance deficiencies in each subject area based on ACT scores (or converted SAT scores) and the number of students who were cleared for college-level coursework using ELPA.



Table I-5a. Number of enrolled new students with ACT subscores below 19 in each subject area and the number of students who were cleared for college-level coursework by ELPA in 2017-2018.

Subject Area	# of Students with ACT sub-scores <19 ¹	# of Students cleared for college-level coursework by ELPA
English	478	435
Mathematics	755	616
Reading	264	233
Science	232	68

1. Some students had ACT subscores less than 19 in more than one subject area. Additionally, 680 students were missing ACT subscores in all four of these subject areas.

Students who were not cleared for college-level coursework in English or reading using ELPA could choose to take the OSU English Placement Exam and/or the OSU Reading Placement Exam (ACCUPLACER Sentence Skills and Reading Comprehension exams) in the area(s) of deficiency for remediation. The number of students who took such a test in each subject area and the number of students who passed are shown in Table I-5b.

Table I-5b. Number of new students who took the OSU English (ACCUPLACER Sentence Skills) or the OSU Reading (ACCUPLACER Reading Comprehension) Placement tests for 2017-2018 placement and pass numbers and rates.

Subject Area	# of Enrolled Students who took an ACCUPLACER test ¹	# of Students who passed an ACCUPLACER and were cleared for college-level coursework (pass rate)
English	74	15 (20.3%)
Reading	27	15 (55.5%)

1. Some students took ACCUPLACER tests in more than one area. Some students took ACCUPLACER test(s) even though they were not required by ELPA to take developmental courses to remove remediation.

In mathematics, students had the option of taking the OSU Math Placement Exam (ALEKS) to clear remediation requirements. 212 new students with ACT Math scores below 19 cleared remediation requirements using the OSU Math Placement Exam (ALEKS) in 2017-18.

After all entry-level assessment was completed, 335 students (8.2% of the total new students enrolled) were required to take at least one developmental (remedial) course. Of the 4,094 new students in 2017-2018, 74 (1.8%) were required to enroll in developmental English courses, 31 (0.75%) in developmental reading courses, 152 (3.7%) in developmental mathematics courses, and 164 (4.0%) in developmental science courses. Some students who initially were required to complete developmental classes later satisfied the requirement with transfer courses or by passing a secondary assessment. For this reason, the number of students who completed developmental courses may differ from the number of students required to do so. Table I-5c provides the number of students who enrolled in developmental courses for 2017-18 as well as the number (and percentage) who passed.



Table I-5c. Number of new students who enrolled in sections of developmental (remedial) courses (0-level courses taught by Northern Oklahoma College in Stillwater) during 2017-2018 (Summer 2017, Fall 2017, and Spring 2018 combined) with pass numbers and rates.

OSU Course Number (Subject Areas)	# of Students who Enrolled in sections of developmental (remedial) courses taught by NOC-Stillwater ¹	# of Students who passed the developmental courses (% of total enrolled) ¹
UNIV 0133 (English)	171	133 (77.8%)
UNIV 0153 (reading and science)	270	223 (82.6%)
UNIV 0123 (mathematics)	268	187 (69.8%)

1. Figures are totals for the Summer, Fall, and Spring semesters combined. Some students who dropped or failed developmental courses may be counted more than once if they re-enrolled in these courses in subsequent semesters.

Annual trends in grades, drops, withdrawals, and failure rates in common freshmen (1000-level) courses are monitored by Institutional Research and Information Management and University College Advising. Results from this tracking process are shared with OSU’s Directors of Student Academic Services (DSAS) and Instruction Council. The Office of University Assessment and Testing, the Office of Institutional Research and Information Management, and the OSU Mathematics and English Departments work cooperatively to evaluate the entry-level assessment process and to track student success in remedial/developmental and college-level courses.

Co-requisite Analyses and Findings:

Tables I-5d through I-5o provide OSU Mathematics Department analysis and findings related to co-requisite course offerings in MATH 1483 (Mathematical Functions and Their Uses), MATH 1513 (College Algebra) and MATH 2144 (Calculus I). In these tables, “Standard” section types are face-to-face sections of mathematics courses that were not co-requisite sections. The OSU Mathematics department excluded online sections of these courses from their data and analysis because success rates in online courses are generally worse than success rates for face-to-face sections due to the nature of online course delivery. Including online sections in the analysis as part of the “standard” sections likely gives co-requisite sections an unfair advantage in comparison. Additionally, OSU does not offer any co-requisite sections through online delivery, so comparisons should be made only with face-to-face sections.

MATH 1483 Mathematical Functions and Their Uses

Table I-5d. MATH 1483 (Math Functions) Fall 2017 Overall Enrollment, Success Rates and Co-Requisite Sections’ Grade Distribution

Section Type	Enrollment	Success rate (C or better)			
Standard	389	78.4%			
Co-Requisite	58	77.6%			
Fall 2017 Co-Requisite Sections’ Grade Distribution:					
A	B	C	D	F	W
22.4%	31.0%	24.1%	13.8%	5.2%	3.4%



Table I-5e. MATH 1483 (Math Functions) Fall 2017 First-Generation Student Proportions and Success Rates

Section Type	Proportion of First-Generation Students	First-generation student success Rate (C or better)
Standard	14.9%	71.2%
Co-Requisite	19.0%	72.8%

Table I-5f. MATH 1483 (Math Functions) Spring 2018 Overall Enrollment, Success Rates and Co-Requisite Sections' Grade Distribution

Section Type	Enrollment	Success rate (C or better)			
Standard	143	72.8%			
Co-Requisite	30	80.0%			
Spring 2018 Co-Requisite Sections' Grade Distribution:					
A	B	C	D	F	W
26.7%	33.3%	20.0%	6.7%	10.0%	3.3%

Table I-5g. MATH 1483 (Math Functions) Spring 2018 First-Generation Student Proportions and Success Rates

Section Type	Proportion of First-Generation Students	First-generation student success Rate (C or better)
Standard	24.5%	71.4%
Co-Requisite	26.7%	87.5%

MATH 1513 College Algebra**Table I-5h.** MATH 1513 (College Algebra) Fall 2017 Overall Enrollment, Success Rates and Co-Requisite Sections' Grade Distribution

Section Type	Enrollment	Success rate (C or better)			
Standard	590	74.0%			
Co-Requisite	90	65.6%			
Co-Requisite Sections' Grade Distribution:					
A	B	C	D	F	W
28.9%	17.8%	18.9%	8.9%	11.1%	14.4%

Table I-5i. MATH 1513 (College Algebra) Fall 2017 First-Generation Student Proportions and Success Rates

Section Type	Proportion of First-Generation Students	First-generation student success Rate (C or better)
Standard	17.6%	62.5%
Co-Requisite	30.0%	55.6%



Table I-5j. MATH 1513 (College Algebra) Spring 2018 Overall Enrollment, Success Rates and Co-Requisite Sections' Grade Distribution

Section Type		Enrollment	Success rate (C or better)			
Standard		188	59.6%			
Co-Requisite		60	76.7%			
Co-Requisite Sections' Grade Distribution:						
A	B	C	D	F	W	
38.3%	30.0%	8.3%	6.7%	3.3%	13.3%	

Table I-5k. MATH 1513 (College Algebra) Spring 2018 First-Generation Student Proportions and Success Rates

Section Type	Proportion of First-Generation Students	First-generation student success Rate (C or better)
Standard	17.0%	65.6%
Co-Requisite	28.3%	70.6%

MATH 2144 Calculus I

Table I-5l. MATH 2144 (Calculus I) Fall 2017 Overall Enrollment, Success Rates and Co-Requisite Sections' Grade Distribution

Section Type		Enrollment	Success rate (C or better)			
Standard		584	62.2%			
Co-Requisite		53	64.2%			
Co-Requisite Sections' Grade Distribution:						
A	B	C	D	F	W	
15.1%	32.1%	17.0%	9.4%	7.5%	18.9%	

Table I-5m. MATH 2144 (Calculus I) Fall 2017 First-Generation Student Proportions and Success Rates

Section Type	Proportion of First-Generation Students	First-generation student success Rate (C or better)
Standard	17.1%	46.0%
Co-Requisite	15.1%	50.0%

Table I-5n. MATH 2144 (Calculus I) Spring 2018 Overall Enrollment, Success Rates and Co-Requisite Sections' Grade Distribution

Section Type		Enrollment	Success rate (C or better)			
Standard		395	58.7%			
Co-Requisite		30	76.7%			
Co-Requisite Sections' Grade Distribution:						
A	B	C	D	F	W	
16.7%	33.3%	26.7%	13.3%	10.0%	0.0%	



Table I-5o. MATH 2144 (Calculus I) Spring 2018 First-Generation Student Proportions and Success Rates		
Section Type	Proportion of First-Generation Students	First-generation student success Rate (C or better)
Standard	20.0%	54.4%
Co-Requisite	20.0%	66.7%

In nearly every case, students enrolled in co-requisite sections outperformed students in standard sections despite being significantly less prepared at the start of the semester. This pattern holds whether one looks at all students or restricts the analysis to first-generation students.

Beginning in May 2018, OSU required all OSU Math Placement Exam attempts to be taken in a proctored environment in order for the score to count for placement. This change is a departure from previous guidelines that allowed a first attempt to be unproctored for students who did not require remediation in mathematics (ACT math subscore <19). This new requirement has dramatically shifted enrollment for Fall 2018, and the OSU Mathematics Department believes it will lead to significantly better placement and student success. As a consequence of this enrollment shift, OSU will offer three co-requisite sections of MATH 1483 (Mathematical Functions and Their Uses), seven co-requisite sections of MATH 1513 (College Algebra), and two co-requisite sections of MATH 2144 (Calculus I), serving approximately 360 students. OSU will also offer 100 seats of a new co-requisite course, MATH 1813 (Preparation for Calculus), a more conceptual Precalculus class that the Mathematics Department believes will prepare students much better for Calculus I.



Section II –General Education Assessment

Administering Assessment

II- 1. Describe the institutional general education competencies/outcomes and how they are assessed.

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.

Four components are used to evaluate the general education program at OSU:

1. **Diversity** (student artifacts/interviews/surveys)
2. **Written Communication and Critical Thinking** (student artifacts)
3. **Beginning College Survey of Student Engagement (BCSSE) and National Survey of Student Engagement (NSSE)** (survey instruments)
4. **Information Literacy** (student artifacts/survey)

The purpose of general education assessment is to provide information on students’ achievement of the objectives of the General Education program outcomes using an institutional portfolio process. Oklahoma State University conducts the general education assessments based on the above mentioned three-year cycle.

In the spring of 2017 the Beginning College Survey of Student Engagement (BCSSE) was administered to beginning college students and in the spring of 2018 the National Survey of Student Engagement (NSSE) was administered to first year and senior students. Both surveys were administered in collaboration with Indiana University.



II- 2. Describe how the assessments were administered and how students were selected.

The general education assessment process regarding student engagement was organized by faculty on the Committee for the Assessment of General Education (CAGE) and facilitated by staff in the Office of University Assessment and Testing (UAT). Student engagement was assessed using the data provided by Beginning College Survey of Student Engagement (BCSSE) and National Surveys of Student Engagement (NSSE).

BCSSE is designed to collect data regarding entering college students' high school academic and co-curricular experiences as well as their expectations for participating in educationally purposeful activities during their first year of college. An invitation to participate in this survey was sent through email to 4,378 new freshmen who were planning on attending Oklahoma State University in August 2017. The invitation was sent after students attended New Student Orientation but prior to students' arrival on campus. A total of 1,104 responses were received for a response rate of 25.2%.

NSSE is designed to collect information about college student participation in activities and programs that is effectively linked with learning outcomes and personal development. NSSE was administered via online survey through email recruitment and by posting in OSU's learning management system (LMS), Brightspace. The survey went to all first-time, first year students and all senior students. In Spring, 2018 NSSE was administered to 3,938 first year and 5,768 senior students at OSU. In total, 496 first year and 946 senior students responded to the survey yielding a response rate of 13% for first year students and 16% for senior students (15% in total).

II-3. Describe strategies used to motivate students to substantively participate in the assessment.

For both BCSSE and NSSE, the survey was administered online, in which students received a survey invitation and up to four reminders by email. In addition, each student's unique survey link was posted through OSU's Learning Management System (LMS), Brightspace. Students were motivated by explaining in the recruitment text that the survey is an opportunity for students to talk about their OSU experience and help improve OSU services, programs, and academics.



II-4. What instructional changes occurred or are planned in response to general education assessment results?

In the current monthly meeting discussion, CAGE agreed that the planned process for collecting data on assessment of student engagement by using the BCSSE and NSSE surveys is not cost efficient in terms of the response rate produced. UAT will work with CAGE on developing an institutional internal student engagement survey that will cost significantly less than outside sourcing the two surveys and will likely produce a higher response rate due to it being internally distributed.

Analyses and Findings

II-5. Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.

Student engagement was assessed using the data provided by Beginning College Survey of Student Engagement (BCSSE) and National Surveys of Student Engagement (NSSE). The findings from these surveys are discussed below.

BCSSE

The 2017 Beginning College Survey of Student Engagement (BCSSE) asks incoming freshmen questions about their high school experiences and expectations for college. The purpose of this survey is to better understand students' high school experiences and expectations for their college experience. Important demographic information of the BCSSE are as follows:

Total number of responses collected from BCSSE was $n = 1104$

Gender

- 65.4% of participants were Female ($n = 606$)
- 33.9% of participants were Male ($n = 314$)

Race/Ethnicity

- 3.6% of participants were American Indian or Alaskan Native ($n = 33$)
- 2.6% of participants were Asian ($n = 24$)
- 4.6% of participants were Black or African American ($n = 43$)
- 3.1% of participants were Hispanic or Latino ($n = 29$)
- 69.3% of participants were White ($n = 642$)
- 15.4% of participants were Biracial or Multiracial ($n = 143$)



High School Graduation Year

- 1.1% of participants were graduated from high school in 2016 ($n = 12$)
- 98.6% of participants were graduated from high school in 2017 ($n = 1081$)

First Generation Status

- 39.8% of participants were First-Generation students ($n = 369$)
- 60.2% of participants were Non First-Generation students ($n = 558$)

International or Foreign National Student

- 0.9% of participants were International students ($n = 8$)
- 99.1% of participants were Domestic students ($n = 918$)

Analysis was done for nine components measured by BCSSE. Scale scores were calculated by converting the responses for each item to a 0 (least) to 60 (most) range so that comparison across components could be possible. Below is a brief interpretation of findings for each component.

- **Quantitative Reasoning** measures frequency of engagement with analysis and numerical information on a scale from **Never = 0** to **Very Often = 60**; OSU students scored an average of **28.21** which indicates they engaged in quantitative reasoning **sometimes** but not **often**.
- **Learning Strategies** measures frequency of use of effective learning strategies on a scale from **Never = 0** to **Very Often = 60**; OSU students scored an average of **36.01** which indicates they used effective learning strategies **sometimes** but not **often**. In addition, there is a significant difference in the frequency of learning strategy use between students who scored an A- or higher in high school and students who scored a B+ or lower in high school.
- **Collaborative Learning** measures frequency of expectation to interact and collaborate with peers on a scale from **Never = 0** to **Very Often = 60**; OSU students scored an average of **37.96** which indicates they expected to interact and collaborate with peers **sometimes** but not **often**.
- **Student-Faculty Interaction** measures frequency of expectation to interact and engage with faculty on a scale from **Never = 0** to **Very Often = 60**; OSU students scored an average of **33.28** which indicates they expected to interact and engage with faculty **sometimes** but not **often**.
- **Expected Discussions with Diverse Others** measures frequency of expectation to engage in discussions with diverse others on a scale from **Never = 0** to **Very Often = 60**; OSU students scored an average of **43.52** which indicates they expected to engage in discussions with diverse others **often** but not **very often**.
- **Expected Academic Perseverance** measures student certainty that they will persist in the face of academic adversity on a scale from **Never at all certain = 0** to **Very Certain = 60**; OSU students scored an average of **43.07** which indicates they are **slightly certain** but not **moderately certain** they will persist in the face of academic adversity.



- **Expected Academic Difficulty** measures expected academic difficulty during the first year of college on a scale from **Never at all Difficult = 0** to **Very Difficult = 60**; OSU students scored an average of **29.33** which indicates a **medium** level of difficulty. In addition, there is a significant difference in expected academic difficulty between First-Generation students and Non First-Generation students.
- **Perceived Academic Preparation** measures student perception of their academic preparedness on a scale from **Not at all Prepared = 0** to **Very Prepared = 60**; OSU students scored an average of **43.23** which indicates they perceived they are **slightly prepared** but not **moderately prepared** for academic challenges. In addition, there is a significant difference in perceived academic preparedness between First-Generation students and Non First-Generation students and also between students who scored an A- or higher in high school and students who scored a B+ or lower in high school.
- **Importance of Campus Environment** measures student-rated importance that the institution provides a challenging and supportive environment on a scale of **Not Important = 0** to **Very Important = 60**; OSU students scored an average of **46.08** which indicates a challenging and supportive environment is **slightly important** but not **moderately important**. In addition, there is a significant difference in campus environment importance between students who scored an A- or higher in high school and students who scored a B+ or lower in high school.

NSSE

The National Survey of Student Engagement (NSSE) is a survey that is designed to collect information about college student participation in activities and programs that is effectively linked with learning outcomes and personal development. The purpose of this survey was to examine the extent to which current Oklahoma State University (OSU) students were engaged in educationally purposeful activities. NSSE gathers data on what first year students and seniors do during their time at OSU. Following are important demographic information:

Total number of responses collected from NSSE was $n = 1,442$

- 34.1% of participants were First-year students ($n = 492$)
- 65.6% of participants were Senior students ($n = 946$)

Gender

- 66.7% of First-year student participants were Female ($n = 331$)
- 55.3% of Senior student participants were Female ($n = 523$)



Race/Ethnicity (First-year Students)

- 5.4% of participants were American Indian or Alaskan Native ($n = 27$)
- 2.0% of participants were Asian ($n = 10$)
- 4.0% of participants were Black or African American ($n = 20$)
- 7.5% of participants were Hispanic or Latino ($n = 37$)
- 67.5% of participants were White ($n = 335$)
- 10.5% of participants were Biracial or Multiracial ($n = 52$)
- 2.6% of participants were foreign or nonresident aliens ($n = 13$)

Race/Ethnicity (Senior Students)

- 4.7% of participants were American Indian or Alaskan Native ($n = 44$)
- 2.1% of participants were Asian ($n = 20$)
- 3.8% of participants were Black or African American ($n = 36$)
- 6.3% of participants were Hispanic or Latino ($n = 60$)
- 68.6% of participants were White ($n = 649$)
- 9.0% of participants were Biracial or Multiracial ($n = 85$)
- 4.9% of participants were foreign or nonresident aliens ($n = 46$)

Student Engagement

Ten indicators categorized within four broad themes measure Student Engagement: *Academic Challenge*, *Learning with Peers*, *Experiences with Faculty*, and *Campus Environment*. The response set for each item is converted to a 60-point scale (e.g., Never = 0, Sometimes = 20, Often = 40, Very Often = 60). Average scores in each indicator for OSU students was compared to average scores among other Southwest Public Schools ($n = 44$; see Appendix A for a list of Southwest Public Schools). Findings suggest that, overall, both first year and senior students at OSU scored significantly higher on *Student-Faculty Interaction* and *Quality of Interactions* compared to students in southwest public schools. Below are the key summary interpretations for each engagement indicator.

Academic Challenge

- **OSU first-year students** had significantly lower average scores on *High-Order Learning* and *Reflective and Integrative Learning* compared to Southwest public schools.
- **OSU senior students** had significantly lower average scores on *High Order Learning*, *Reflective and Integrative Learning* and *Learning Strategies* compared to students in Southwest Public schools.



Learning with Peers

- **OSU senior students** had significantly higher average scores on *Collaborative Learning* and significantly lower average scores on *Discussion with Diverse Other* compared to students in other Southwest Public schools.

Experience with faculty

- **OSU first year students** had significantly higher average scores on *Student-Faculty Interaction* compared to Southwest Public schools.
- **OSU senior students** also had significantly higher average scores on *Student-Faculty Interaction* compared to Southwest Public schools.

Campus Environment

- **OSU first year students** had significantly higher average scores on *Quality of Interaction* and *Supportive Environment* compared to students in Southwest Public schools.
- **OSU senior students** had significantly higher average scores on *Quality of Interaction* and significantly lower average score on *Supportive Environment* compared to students in Southwest Public schools.

High Impact Practices (HIPs)

High Impact Practices (HIPs) include enhancing educational experiences which typically demand considerable time and effort. These practices facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. Six HIPs were included in the NSSE (three for both first-year and seniors, and three for seniors only). The results from HIPs were compared to Southwest Public ($n = 44$), Carnegie Class ($n = 61$), and NSSE 2017 & 2018 ($n = 943$) groups and discussed below.

- 40% of **first-year students** at OSU reported they participated in one HIP and 8% reported they participated in two or more.
- The proportion of **OSU first-year students** who participated in either one HIP or two or more HIPs were comparatively less than first-year students in each of the comparison groups.
- 26% of **senior students** at OSU reported that they participated in one HIP and 60% reported they participated in two or more.
- The proportion of **OSU senior students**, who participated in two or more HIPs, was higher than seniors who participated in Southwest Public schools. However, it was less than Carnegie class and equal to NSEE 2017 & 2018 group.
- The proportion of **OSU senior students** who took part in one HIP was higher than that of Carnegie class or NSSE 2017 & 2018. However, OSU had a lower proportion than Southwest Public schools.



Student Experiences

Students' perception of their cognitive and affective development as well as overall satisfaction with OSU were assessed. Below are the results:

- The top three areas where OSU seniors reported their OSU experience contributed 'Very much' or 'Quite a bit' to their knowledge, skills, and personal development are 1) thinking critically and analytically (83%), 2) working effectively with others (72%), and 3) analyzing numerical and statistical information (71%).
- 89% of first year students and 85% of senior students responded that their experience at OSU as "Excellent" or "Good."
- 90% of first-year students and 85% of seniors reported that they would "Definitely" or "Probably" attend OSU again.

OSU Students' Highest and Lowest Performing Areas

OSU First-Year Students' Highest Performing Areas Relative to Southwest Public Schools

- Quality of interactions with academic advisors
- Institution emphasis on attending campus activities and event
- Institution emphasis on providing opportunities to be involved socially
- Quality of interactions with students
- Discussions with people with political views other than your own

OSU Senior Year Students' Highest Performing Areas Relative to Southwest Public Schools

- Completed a culminating senior experience
- Participated in an internship, co-op, field exp., student teach. Clinical placemat
- Participated in a study abroad program
- Worked with other students on course projects or assignments
- Quality of interactions with academic advisors

OSU First-Year Students' Lowest Performing Areas Relative to Southwest Public Schools

- Learned something that changed the way you understand an issue or concept
- Tried to better understand someone else's views by imagining...his or her perspective
- Discussions with... People of a race or ethnicity other than your own
- Forming a new idea or understanding from various pieces of information
- About how many courses have included a community-based project (service-learning)

OSU Senior Year Students' Lowest Performing Areas Relative to Southwest Public Schools

- Summarized what you learned in class or from course materials
- Spent more than 10 hours per week on assigned reading
- Evaluating a point of view, decision, or information source
- Included diverse perspectives in course discussions or assignments
- Forming a new idea or understanding from various pieces of information



II-6. How is student performance tracked into subsequent semesters and what were the findings?

The main purpose of collecting data using both the BCSSE and NSSE is to be able to see how well students did toward the end of their first year in college, compared to what they expected. These two surveys of student engagement examine if students met, exceeded, or fell behind expectations from when they were in high school. Students completed the BCSSE before beginning college (spring 2017) and they completed NSSE at the end of their first year of college (spring 2018). A total of 999 students who participated in BCSSE were invited to participate in NSSE. Almost 26% of these students ($n = 215$) participated in the NSSE. Important information regarding longitudinal information are described below:

Total number of responses collected from both BCSSE and NSSE was $n = 215$

Longitudinal Results

Engagement indicators that have similar content in both BCSSE and NSSE were included are included in the following results. The six engagement indicators are *Quantitative Reasoning*, *Learning Strategies*, *Collaborative Learning*, *Student-Faculty Interaction*, *Discussion with Diverse Others*, and *Supportive Environment*.

Quantitative Reasoning

- 14% of student who reported low to medium experience in Quantitative Reasoning at high school later reported gaining high college experience.
- 9% of student who reported high experience in Quantitative Reasoning at high school later reported low college experience.

Learning strategies

- 15% of students who reported low to medium experience in Learning Strategies at high school later reported gaining high college experience.
- 6% of students who reported high experience in Learning Strategies at high school later reported low college experience.

Student-Faculty Interaction

- 17% of students who reported low to medium expectation in Student-Faculty Interaction for college later reported gaining high college experience.
- 8% of students who reported high expectation in Student-Faculty Interaction for college later reported low college experience.

Collaborative learning

- 12% of students who reported low to medium expectation in Collaborative learning for college later reported gaining high college experience.
- 8% of students who reported high expectation in Collaborative learning for college later reported low college experience.



Discussion with Diverse Others

- 15% of students who reported low to medium expectation in Discussion with Diverse Others for college later reported gaining high college experience.
- 6% of students who reported high expectation in Discussion with Diverse Others for college later reported low college experience.

Supportive Environment

- 19% of students who reported low to medium importance of Supportive Environment at college later reported gaining high college experience.
- 9% of students who reported high importance of Supportive Environment at college later reported low college experience.

II-7. Describe the evaluation of the general education assessment and any modification made to assessment and teaching in response to the evaluation.

- Assessment data collected from the general education assessment process will be shared broadly (both internally and publicly) to encourage discussion and consideration of additional curricular, programmatic, and/or assessment changes that may result in improvement to the general education assessment program and/or to student achievement of the general education goals.
- Specifically, the General Education Advisory Council (GEAC), the Committee for the Assessment of General Education (CAGE), and the Assessment and Academic Improvement Council (AAIC) meet together once per year to discuss general education assessment results, consider needed changes, and provide recommendations for improvement.
- Assessment data from the general education assessment process are used in three main ways:
 1. to implement improvement initiatives (e.g., faculty, staff, and instructor professional development; modification of assessment processes)
 2. to monitor recent curricular changes, and
 3. to consider and discuss additional modifications to the general education program (e.g., modifying general education curriculum, syllabi, instructional methodologies, general education course designations, or designation goals/criteria).
- In the current monthly meeting discussion, CAGE agreed that the planned process for collecting data on assessment of student engagement by using the BCSSE and NSSE surveys is not cost efficient in terms of the response rate produced. UAT will work with CAGE on developing an institutional internal student engagement survey that will cost significantly less than outside sourcing the two surveys and will likely produce a higher response rate due to it being internally distributed.



Section III – Program Outcomes

Program Outcomes Assessment

- Program outcomes assessment for all undergraduate and graduate programs are conducted according to the program assessment plans and reports submitted by the respective unit to University Assessment and Testing.
- The assessment approaches and methods used in the program outcomes assessment are designed and selected by the faculty in the departments and/or programs across the institution according to the student learning outcomes developed by each program.
- Data collection is conducted by the faculty and staff in each respective department and/or program according to the program assessment plan. Common types of data collection methods for program outcomes assessment include (but are not limited to): analysis of written artifacts; rating of student skills (e.g. rubrics); comprehensive, certification, or professional exam(s); surveys; capstone projects; internship evaluations; course projects; oral presentations; benchmarking; measuring effectiveness relative to professional standards; review of thesis, dissertation, or creative component; interviews; performance or jury; visual collection (photos, videos, etc.); and review of student research.
- Assessment plans must be updated every five years and will be reviewed at least once every five years by a subcommittee of the Assessment and Academic Improvement Council (AAIC).
- Assessment reports are due to University Assessment and Testing annually in the month of September. Individual program assessment plans and reports are posted on the University Assessment and Testing website (www.uat.okstate.edu).
- Data collected for program outcomes assessment are analyzed by faculty and staff in each department and/or program according to the plan provided by the program. Results from program outcomes assessment data are disseminated and discussed by program faculty to ensure continuous improvement of student achievement for the program's student learning outcomes.
- Common uses of program outcomes assessment results include modifying the assessment plan and process, developing new methods and tools for use in the assessment process (such as designing new rubrics), modifying course curriculum, making changes to the student advising process, changing course content, and hiring new faculty.

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Including graduate programs if applicable to the institutional assessment plan.

Table III-1 (Please see below) summarizes the assessment methods and number of individuals who participated in each assessment method for undergraduate and graduate degree programs at OSU, listed by college.



Analyses and Findings

III-2. What were the analyses and finding from the program outcomes assessment?

University Assessment and Testing has received a total of 204 annual program outcomes assessment reports from seven colleges. Four components were used in the reviewing process of the reports: (1) Program Student Learning Outcomes, (2) Assessment Methods, (3) Results, and (4) Use of Results. Each review component was evaluated using a color-coded system: green, yellow, and red. Specifically, the color of green means the content of the specific review component meets or exceeds the expectation of the criteria; the color of yellow means some issues or concerns were identified in the content of the review component, and the color of red means that missing information or no report was provided by the program. The overall program percent averages for each color category are as follows: 84.04% of programs received green; 6.36% yellow, and 9.6% red in all four components.

Here are the overall analyses and findings from reviewing the program outcomes assessment reports received from the 201-2018 academic year:

Student Learning Outcomes:

Approximately 78.13% of programs received the color of green for having measureable/observable program student learning outcomes. Only a few issues/concerns were identified: among 12.5% of programs need to update or modify their student learning outcomes. In red, 9.38% of programs had missing information in this component.

Assessment Methods:

Approximately 83.48% of programs received the color of green for having appropriate program assessment methods. Only a few issues/concerns were identified: among 7.14% of programs need to update or modify their assessment methods. In red, 9.38% of programs had missing information in this component.

Results:

Approximately 88.39% of programs received the color of green for having useful program results. Very few issues/concerns were identified: only 2.23% of programs need to update or modify their results. In red, only 9.38% of programs had missing information in this component.

Use of Results:

Approximately 86.16% of programs received the color of green for having effective use of results. Only a few issues/concerns were identified: among 3.57% of programs need to update or modify their use of results. In red, 10.27% of programs had missing information in this component.



III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

- Findings of the program outcomes assessment report review will be presented to AAIC during the December meeting. The committee will advise UAT to proceed with the best approach to disseminate the outcomes of the review information.
- All relevant stakeholders of the program outcomes assessment (such as College deans, associate and assistant deans, chairs, directors, program assessment coordinators, etc.) will be informed of the results.
- In spring 2019, UAT will be working with programs that need assistance in modifying program student learning outcomes, creating more robust assessment methods, analyzing results, and identifying the best strategies for use of results of their program assessment for continuous improvement.
- UAT will collaborate with each of the associate deans, department chairs, program directors, and program assessment coordinators on how to use program assessment results to strengthen the quality of student learning outcomes assessment.
- In the spring of 2019, UAT will meet with programs that received yellow (issues with one or more components of the report) and/or red (missing components or report) in one or more of the categories in their report review in order to address the issues/concerns in the assessment process. UAT will also meet with programs who received green that are willing to further improve the current status of their report to exceed the expectation level.
- University Assessment and Testing will facilitate collaboration between the programs that exceeded expectation on their program outcomes assessment report and all other programs to provide a source of internal support.



Table III.1. Program Outcomes Assessment
College of Agricultural Sciences and Natural Resources¹

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Agribusiness	BSAG	Analysis of written artifacts	Oral presentation	Satisfaction Survey	98	98	103
Agricultural Communications	BSAG	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Visual collection (photos, videos, etc.)	47	47	47
Agricultural Communications	MS	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Oral presentation	13	13	13
Agricultural Economics	BSAG	Analysis of written artifacts	Oral presentation	Satisfaction Survey	98	98	103
Agricultural Economics	MS	Oral presentations	Analysis of written artifacts	Satisfaction Survey	7	7	7
Agricultural Economics	PHD	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts	Oral presentation	9	6	6
Agricultural Education	BSAG	Comprehensive, certification, or professional exam(s)	Comprehensive, certification, or professional exam(s)	Comprehensive, certification, or professional exam(s)	29	26	34
Agricultural Education	MS	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Oral presentation	13	13	13
Agricultural Education	PHD	Review of thesis/dissertation /creative component	Oral presentation	Analysis of written artifacts	3	1	1

¹ The first three assessment methods are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at <https://uat.okstate.edu/assessCurrent>.



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Agricultural Leadership	BSAG	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts	Rating of skills (e.g. rubrics)	43	22	24
General Agriculture - Agricultural Leadership	MAG	Report submitted; no data were collected					
Animal Science	BSAG	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts		168	45	
Animal Science	MS	Oral presentations	Review of thesis/dissertation/creative component		16	13	
Animal Science	PHD	Report submitted; no data collected (number of graduates under 3)					
Biochemistry and Molecular Biology	BSAG	Survey	Capstone Project		105	105	
Biochemistry and Molecular Biology	MS	No report submitted					
Biochemistry and Molecular Biology	PHD	No report submitted					
Crop Science	PHD	Review of thesis/dissertation /creative component	Rating of skills (e.g. rubrics)	Oral presentation	3	3	3



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Entomology	BSAG	Oral presentations	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts	12	10	10
Entomology and Plant Pathology	MS	Oral presentations	Rating of skills (e.g. rubrics)	Analysis of written artifacts	7	8	9
Entomology	PHD	Oral presentations	Rating of skills (e.g. rubrics)	Review of thesis/dissertation / creative component	1	4	4
Environmental Science	BSAG	Satisfaction Survey			16		
Food Science	BSAG	Comprehensive, certification, or professional exam(s)	Rating of skills (e.g. rubrics)	Analysis of written artifacts	9	15	2
Food Science	MS						
Food Science	PHD						
Horticulture	BSAG	Comprehensive, certification, or professional exam(s)	Measuring effectiveness relative to professional standards	Analysis of written artifacts	10	18	9
Horticulture	MS	Review of thesis/dissertation/creative component	Rating of skills (e.g. rubrics)	Oral presentation	19	16	24



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
International Agriculture	MAG	Analysis of written artifacts	Survey		24	24	
International Agriculture	MS	Analysis of written artifacts	Survey		24	24	
Landscape Architecture	BLA	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Visual collection (photos, videos, etc.)	9	9	9
Landscape Management	BSAG	Rating of skills (e.g. rubrics)	Internship	Survey	6	6	6
Natural Resource Ecology and Management	BSAG	Report submitted; no data collected ("The Outcome Assessment process for the NREM BS program is undergoing extensive review and revision")					
Natural Resource Ecology and Management	MS	Report submitted; no data collected					
Natural Resource Ecology and Management	PHD	Report submitted; no data collected					
Plant and Soil Sciences	BSAG	Comprehensive, certification, or professional exam(s)	Rating of skills (e.g. rubrics)	Survey	22	9	16
Plant and Soil Sciences	MS	Review of thesis/dissertation/creative component	Rating of skills (e.g. rubrics)	Oral presentation	8	8	8
Plant Pathology	PHD				1	1	1



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Soil Science	PHD	Review of thesis/dissertation/creative component	Rating of skills (e.g. rubrics)	Oral presentation	3	3	3



Table III.1. Program Outcomes Assessment
College of Arts and Sciences²

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
American Studies	BA	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	42	42	42
American Studies	BS	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	42	42	42
Applied Statistics	MS	Comprehensive, certification, or professional exam(s)	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts	1	1	0
Art History	BA	Oral presentation	Oral presentation	Analysis of written artifacts	4	4	4
Art History	MA	Review of thesis/dissertation/creative component	Review of thesis/dissertation/creative component		2	2	
Biochemistry	BS	No assessment report submitted					
Biological Science	BS	Other: Transcript data	Other: Conceptual inventory of natural selection	Rating of skills (e.g. rubrics)	116	49	46
Chemistry - ACS Approved	BS	Analysis of written artifacts			35		
Chemistry - Departmental Degree	BS	Analysis of written artifacts			35		

² The first three assessment methods are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at <https://uat.okstate.edu/assessCurrent>.



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Chemistry	MS	Degree progress			1		
Chemistry	PHD	Degree progress			19		
Communication Sciences and Disorders	BS	Other: Pre-designated exam questions	Analysis of written artifacts	Oral presentation	364	126	98
Communication Sciences and Disorders	MS	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Review of student research	44	69	91
Computer Science	BS	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	448	655	620
Computer Science	MS	Other: Master of Science assessment rubric	Other: Master of Science assessment rubric	Other: Master of Science assessment rubric	26	26	27
Computer Science	PHD	Other: Doctorate assessment rubric	Other: Doctorate assessment rubric	Other: Doctorate assessment rubric	9	9	4
Creative Writing	MFA	Rating of skills (e.g. rubrics)			9		
Economics	BS	No assessment report submitted					
English	BA	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Survey	57	23	47
English	MA	Rating of skills (e.g. rubrics)	Review of thesis/dissertation / creative component	Survey	19	29	5



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
English	PHD	Rating of skills (e.g. rubrics)	Review of thesis/dissertation/ creative component	Rating of skills (e.g. rubrics)	19	29	10
History	BA	Analysis of written artifacts	Analysis of written artifacts	Analysis of written artifacts	10	10	10
History - Public History	MA	Analysis of written artifacts	Analysis of written artifacts	Analysis of written artifacts	8	8	5
History	PHD	Analysis of written artifacts	Analysis of written artifacts	Analysis of written artifacts	8	5	5
Fire and Emergency Management Administration	MS	Rating of skills (e.g. rubrics)	Review of thesis/dissertation / creative component	Analysis of written artifacts	5	5	5
Fire and Emergency Management Administration	PHD	Rating of skills (e.g. rubrics)	Review of thesis/dissertation / creative component	Analysis of written artifacts	1	1	1
French	BA	Oral presentation	Analysis of written artifacts	Analysis of written artifacts	164	66	66
Geography	BA	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	15	13	18
Geography	BS	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	15	13	18
Geography	MS	Review of thesis/dissertation / creative component	Oral presentation	Analysis of written artifacts	6	11	37



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Geography	PHD	Review of thesis/dissertation/creative component	Oral presentation	Analysis of written artifacts	6	11	37
Geology	BS	Comprehensive, certification, or professional exam(s)	Capstone project	Analysis of written artifacts	18	18	7
Geology	MS	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	17	17	12
Geology	PHD	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	2	2	5
Geospatial Information Sciences	BS	Rating of skills (e.g. rubrics)	Course project	Review of student research	2	6	0
German	BA	Oral presentation	Analysis of written artifacts	Analysis of written artifacts	164	66	66
Global Studies	BA	No assessment report submitted					
Art - Graphic Design	BFA	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Capstone project	25	25	25
Graphic Design	MFA	No assessment report submitted					
Integrative Biology	MS	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Review of student research	5	5	6
Integrative Biology	PHD	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Review of student research	4	7	4
Graphic Design	MFA	No assessment report submitted					
Liberal Studies	BA	No assessment report submitted					



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Liberal Studies	BS	No assessment report submitted					
Mass Communications	MS	No assessment report submitted					
Mathematics	BA	Analysis of written artifacts	Analysis of written artifacts	Analysis of written artifacts	15	12	12
Mathematics	BS	Analysis of written artifacts	Analysis of written artifacts	Analysis of written artifacts	15	12	12
Mathematics	MS	Rating of skills (e.g. rubrics)	Review of thesis/dissertation/creative component	Rating of skills (e.g. rubrics)	4	2	2
Mathematics	PHD	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	14	2	2
Microbiology/Cell and Molecular Biology	BS	Comprehensive, certification, or professional exam(s)	Rating of skills (e.g. rubrics)	Course project	19	24	40
Microbiology/Cell and Molecular Biology	MS	Oral presentations	Review of thesis/dissertation/creative component	Exit interview	4	1	1
Microbiology/Cell and Molecular Biology	PHD	Research Publications	Oral presentations		6		
Multimedia Journalism	BA	Survey	Comprehensive, certification, or professional exam(s)	Measuring effectiveness relative to professional standards	27	27	10



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Multimedia Journalism	BS	Survey	Comprehensive, certification, or professional exam(s)	Measuring effectiveness relative to professional standards	27	27	10
Music	BA	No assessment report submitted					
Music	BM	Comprehensive, certification, or professional exam(s)	Rating of skills (e.g. rubrics)	Measuring effectiveness relative to professional standards	36	129	13
Music	MM	No assessment report submitted					
Music Education	BM	Comprehensive, certification, or professional exam(s)	Rating of skills (e.g. rubrics)	Measuring effectiveness relative to professional standards	36	129	13
Music Industry	BS	No assessment report submitted					
Multidisciplinary Studies	BA	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	4	4	4
Multidisciplinary Studies	BS	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	4	4	4
Philosophy	BA	No assessment report submitted					
Philosophy	MA	No assessment report submitted					



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Physics	BS	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Survey	44	17	17
Physics	MS	Rating of skills (e.g. rubrics)	Review of thesis/dissertation/creative component	Exit interview	13	11	13
Physics	PHD	Rating of skills (e.g. rubrics)	Review of thesis/dissertation/creative component	Exit interview	13	4	13
Physiology	BS	Other: Transcript data	Other: Conceptual inventory of natural selection	Rating of skills (e.g. rubrics)	116	49	46
Plant Biology	BS	Review of final exam	Analysis of written artifacts	Rating of skills (e.g. rubrics)			
Plant Biology	MS	Analysis of written artifacts	Review of thesis/dissertation/creative component	Oral presentation			
Political Science	BA	Capstone project	Knowledge Survey	Self-report Survey of skills	52	1684	1684
Political Science	BS	Capstone project	Capstone project	Capstone project	52	1684	1684
Political Science	MA	Comprehensive, certification, or professional exam(s)	Review of thesis/dissertation/creative component	Rating of skills (e.g. rubrics)	14	6	6
Psychology	BA	Exam	Analysis of written artifacts		939	294	
Psychology	BS	Exam	Analysis of written artifacts		939	294	



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Psychology	MS	No assessment report submitted					
Psychology	PHD	No assessment report submitted					
Plant Biology	BS	Review of final exam	Analysis of written artifacts	Rating of skills (e.g. rubrics)			
Plant Biology	MS	Analysis of written artifacts	Review of thesis/dissertation/creative component	Oral presentation			
Sociology	BA	Analysis of written artifacts	Analysis of written artifacts	Analysis of written artifacts	62	62	51
Sociology	BS	Analysis of written artifacts	Analysis of written artifacts	Analysis of written artifacts	62	62	51
Sociology	MS	Analysis of written artifacts	Other: Theory paper		2	1	
Sociology	PHD	Comprehensive, certification, or professional exam(s)			7		
Spanish	BA	Oral presentation	Analysis of written artifacts	Analysis of written artifacts	164	66	66
Sports Media	BA	Survey	Comprehensive, certification, or professional exam(s)	Measuring effectiveness relative to professional standards	35	35	10
Sports Media	BS	Survey	Comprehensive, certification, or professional exam(s)	Measuring effectiveness relative to professional standards	52	35	10



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Statistics	BS	Final Exam	Exit Exam	Programming and output of the weekly in class	3	8	4
Statistics	MS	Comprehensive, certification, or professional exam(s)	Programming and output of the weekly in class	Oral presentation	3	2	3
Statistics	PHD	Rating of skills (e.g. rubrics)	Assignments.	Review of thesis/dissertation/ creative component	8	2	1
Strategic Communication	BA	Survey	Comprehensive, certification, or professional exam(s)	Measuring effectiveness relative to professional standards	47	47	10
Strategic Communication	BS	Survey	Comprehensive, certification, or professional exam(s)	Measuring effectiveness relative to professional standards	106	106	10
Art - Studio Art	BA	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Capstone project	10	10	10
Art - Studio	BFA	Rating of skills (e.g. rubrics)	Rating of skills (e.g. rubrics)	Capstone project	10	10	10
Theatre	BA	Analysis of written artifacts	Course project	Measuring effectiveness relative to professional standards	29	36	13



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Theatre	MA	No assessment report submitted					
Zoology	BS	Other: Transcript data	Other : Conceptual inventory of natural selection	Rating of skills (e.g. rubrics)	116	49	46



Table III.1. Program Outcomes Assessment (continued)
College of Education, Health, and Aviation ³

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Applied Exercise Science	BS	Comprehensive, certification, or professional exam(s)	Internship	Performance or jury	20	20	20
Aerospace Administration and Operations	BS	Measuring effectiveness relative to professional standards	Other: Case study	Oral presentation	43	33	15
Applied Educational Studies - Aviation and Space	EDD	Analysis of written artifacts	Rating of skills (e.g. rubrics)	Review of thesis/dissertation/creative component	4	4	4
Aviation and Space	MS	Analysis of written artifacts	Rating of skills (e.g. rubrics)	Review of thesis/dissertation/creative component	14	14	12
Career and Technical Education	BS	Analysis of written artifacts	Course project	Visual collection	19	19	19
Counseling	MS	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Comprehensive, certification, or professional exam(s)	102	9	15
Educational Psychology - Counseling Psychology	PHD	Review of thesis/dissertation/creative component	Analysis of written artifacts	Comprehensive, certification, or professional exam(s)	9	9	8

³ The first three assessment methods are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at <https://uat.okstate.edu/assessCurrent>.



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Education	PHD	Comprehensive, certification, or professional exam(s)	Oral presentation	Rating of skills (e.g. rubrics)	9	0	
Educational Leadership and Policy - Educational Administration	PHD	Rating of skills (e.g. rubrics)	Measuring effectiveness relative to professional standards	Comprehensive, certification, or professional exam(s)	1	0	1
Educational Leadership Studies - College Student Development	MS	Internship	Review of thesis/dissertation/creative component	Comprehensive, certification, or professional exam(s)	25	10	10
Educational Leadership Studies - Higher Education	MS	Internship	Rating of skills (e.g. rubrics)	Review of thesis/dissertation/creative component	7	7	3
Educational Leadership Studies - Higher Education	PHD	Comprehensive, certification, or professional exam(s)	Rating of skills (e.g. rubrics)	Analysis of written artifacts	14	14	14
Educational Leadership Studies-School Administration	MS	Analysis of written artifacts	Comprehensive, certification, or professional exam(s)	Measuring effectiveness relative to professional standards	16	18	18
Educational Psychology - Educational Psychology	MS	Survey			5		



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Educational Psychology - Educational Psychology	PHD	Comprehensive, certification, or professional exam(s)	Oral presentation	Analysis of written artifacts	7	7	7
Educational Psychology - Educational Research and Evaluation	MS	No assessment report submitted					
Educational Psychology - Research and Evaluation	PHD	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)		5	5	
Education - School Psychology	EDS	Comprehensive, certification, or professional exam(s)	Rating of skills (e.g. rubrics)	Review of thesis/dissertation/creative component	4	7	4
Educational Psychology - School Psychology	PHD	Comprehensive, certification, or professional exam(s)	Rating of skills (e.g. rubrics)	Review of thesis/dissertation/creative component	4	17	4
Elementary Education	BS	Analysis of written artifacts	Comprehensive, certification, or professional exam(s)	Measuring effectiveness relative to professional standards	129	129	129
Educational Technology	MS	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Review of thesis/dissertation/creative component	11	11	11
Health and Human Performance	MS	No assessment report submitted					



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Health Education and Promotion	BS	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Capstone	40	40	40
Health, Leisure and Human Performance - Health and Human Performance	PHD	No assessment report submitted					
Health, Leisure and Human Performance - Leisure Studies	PHD	Comprehensive, certification, or professional exam(s)			2		
Higher Education	EDD	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts	0	0	0
Leisure Studies	MS	Comprehensive, certification, or professional exam(s)	Completion of coursework		3		
Nursing	BSN	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Oral presentation			
Physical Education	BS	Analysis of written artifacts	Comprehensive, certification, or professional exam(s)	Comprehensive, certification, or professional exam(s)	36	10	16
Recreation Management and Recreational Therapy	BS	Survey			117		
School Administration	EDD	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts	Comprehensive, certification, or professional exam(s)	6	4	3
Secondary Education	BS	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Comprehensive, certification, or professional exam(s)	42	42	42



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Sports and Coaching Science	BS	Internship	Analysis of written artifacts	Survey	0	0	0
Teaching	MATT	Comprehensive, certification, or professional exam(s)	Professional Portfolio	Internship	5	5	5
Teaching, Learning and Leadership	MS	Comprehensive, certification, or professional exam(s)	Review of thesis/dissertation/creative component-Non-Thesis Option		29	26	



Table III.1. Program Outcomes Assessment (continued)
College of Engineering, Architecture, and Technology⁴

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Aerospace Engineering	BSAE	No assessment report submitted					
Architectural Engineering	BEN	Oral presentation	Capstone project	Survey	12	12	5
Architecture	BAR	Oral presentation	Course project	Rating of skills (e.g. rubrics)	73	73	73
Bio-systems Engineering	BSBE	Comprehensive, certification, or professional exam(s)	Exit Survey	Capstone Project	45	45	45
Bio-systems Engineering	MS	Oral presentation	Review of thesis/dissertation/creative component	Survey	10	10	4
Chemical Engineering	BSCH	Comprehensive, certification, or professional exam(s)	Interviews	Survey	150	112	150
Chemical Engineering	MS	Course project	Oral Presentation	Comprehensive, certification, or professional exam(s)	10	9	9

⁴ The first three assessment methods are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at <https://uat.okstate.edu/assessCurrent>.



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Chemical Engineering	PHD	Course project	Oral Presentation	Comprehensive, certification, or professional exam(s)	10	9	9
Civil Engineering	BSCV	No assessment report submitted					
Civil Engineering	MS	No assessment report submitted					
Civil Engineering	PHD	No assessment report submitted					
Computer Engineering	BSCP	Final Exam	Oral Presentation	Analysis of written artifacts	not listed	not listed	not listed
Construction Engineering Technology	BS	Measuring effectiveness relative to professional standards	Comprehensive, certification, or professional exam(s)	Capstone Project	42	42	38
Electrical Engineering	BSEE	Final Exam	Oral Presentation	Analysis of written artifacts	not listed	not listed	not listed
Electrical Engineering	MEN	No assessment report submitted					
Electrical Engineering	MS	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Oral presentation	7	7	7
Electrical Engineering	PHD	Analysis of written artifacts	Oral Presentation	Review of thesis/dissertation/creative component	7	7	7



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Electrical Engineering Technology	BSET	No assessment report submitted					
Environmental Engineering	MS	No assessment report submitted					
Engineering Technology	MS	No assessment report submitted					
Engineering and Technology Management	MS	Analysis of written artifacts	Oral Presentation	Capstone Project	33	32	32
Fire Protection and Safety Engineering Technology	BSET	Comprehensive, certification, or professional exam(s)	Course project	Capstone Project	32	38	18
Industrial Engineering and Management	BSIE	Exit Survey	Faculty Survey		17	45	
Industrial Engineering and Management	MS	Exit Survey	Oral Presentation	Course Project	11	11	11
Industrial Engineering and Management	PHD	Oral presentation	Course project	Survey	3	3	3



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Materials Science and Engineering	MS	No assessment report submitted					
Materials Science and Engineering	PHD	No assessment report submitted					
Mechanical Engineering	BSME	No assessment report submitted					
Mechanical and Aerospace Engineering	MS	No assessment report submitted					
Mechanical and Aerospace Engineering	PHD	No assessment report submitted					
Mechanical Engineering Technology	BSET	Comprehensive, certification, or professional exam(s)	Interviews	Oral presentation	112	112	112
Petroleum Engineering	MS	Course project	Review of thesis/dissertation/creative component	Rating of skills (e.g. rubrics)	4	4	4



Table III.1. Program Outcomes Assessment (continued)College of Human Sciences⁵

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Design, Housing and Merchandising	BSHS	Analysis of written artifacts	Oral presentation	Course project	102	54	41
Design, Housing and Merchandising	MS	Review of thesis/dissertation/creative component	Rating of skills (e.g., rubrics)	Analysis of written artifacts	34	33	33
Family Financial Planning	MS	No assessment report submitted					
Hospitality Administration	MS	Oral presentation	Rating of skills	Review of student research		10	10
Hotel and Restaurant Administration	BSHS	Exit Survey	Oral presentation	Analysis of written artifacts	30	75	30
Human Development and Family Science	BSHS	Survey	Rating of skills	Analysis of written artifacts, Oral presentation	119	119	119
Human Development and Family Science	MS	Review of thesis/dissertation/creative component	Review of thesis/dissertation/creative component	Analysis of written artifacts	34	33	33

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



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Human Sciences - Design, Housing and Merchandising	PHD	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts	Oral presentation	2	2	1
Human Sciences-Hospitality Administration	PHD	Review of thesis/dissertation/creative	Rating of skills	Oral presentation	6	3	10
Human Sciences-Human Development and Family Science	PHD	Review of thesis/dissertation/creative	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts	10	3	5
Nutritional Sciences	BSHS	No assessment report submitted					
Nutritional Sciences	MS	Oral presentation	Analysis of written artifacts	Comprehensive, certification, or professional exam(s)	13	19	1
Nutritional Sciences	PHD	No assessment report submitted					



Table III.1. Program Outcomes Assessment (continued)
Spears School of Business⁶

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Accounting	BSBA	Comprehensive, certification, or professional exam(s)	Comprehensive, certification, or professional exam(s)	Course project	554	95	100
Accounting	MS	Comprehensive, certification, or professional exam(s)	Oral presentation	Course project	30	41	25
Business Administration - Accounting	PHD	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Review of thesis/dissertation/creative component	5	5	4
Business Administration	MBA	Survey			70		
Business Administration	PHD	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Review of thesis/dissertation/creative component	26	48	22
Business Administration - Entrepreneurship	PHD	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Review of thesis/dissertation/creative component	8	8	3
Business Administration - Executive Research	PHD	Rating of skills (e.g. rubrics)	Review of student research	Analysis of written artifacts	10	49	49

⁶ The first three assessment methods are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at <https://uat.okstate.edu/assessCurrent>.



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Business Administration - Finance	PHD	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Review of thesis/dissertation/creative component	8	8	2
Business Administration - Management	PHD	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Review of thesis/dissertation/creative component	8	8	3
Business Administration - Marketing	PHD	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Review of thesis/dissertation/creative component	8	8	6
Business Administration - Management Science and Information Systems	PHD	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Review of thesis/dissertation/creative component	8	8	2
Business Analytics	MS	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts	Poster presentation	22	35	27
Economics	BSBA	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Nationally Ranked Survey	400	390	504
Economics	MS	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Review of thesis/dissertation/creative component	1	1	2
Economics	PHD	Comprehensive, certification, or professional exam(s)	Rating of skills (e.g. rubrics)	Analysis of written artifacts	6	6	6
Entrepreneurship	BSBA	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Nationally Ranked Survey	400	390	504
Entrepreneurship	MS	Survey	Survey	Survey	23	23	23



Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
General Business	BSBA	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Nationally Ranked Survey	400	390	504
Information Assurance	MS	Course Project	Analysis of written artifacts	Capstone Project	12	8	8
International Business	BSBA	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Nationally Ranked Survey	400	390	504
Finance	BSBA	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Nationally Ranked Survey	400	390	504
Management	BSBA	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Nationally Ranked Survey	400	390	504
Management Information Systems	BSBA	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Nationally Ranked Survey	400	390	504
Management Information Systems	MS	Rating of skills (e.g. rubrics)	Comprehensive, certification, or professional exam(s)	Analysis of written artifacts	29	60	29
Marketing	BSBA	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Nationally Ranked Survey	400	390	504
Quantitative Financial Economics	MS	Analysis of written artifacts	Oral presentation	Rating of skills (e.g. rubrics)	8	8	8



Table IV.1. Program Outcomes Assessment (continued)
Graduate College⁷

Program	Degree	Assessment Method #1	Assessment Method #2	Assessment Method #3	Number Assessed #1	Number Assessed # 2	Number Assessed # 3
Environmental Science	MS	Survey of Program Rating			9	9	9
Environmental Science	PHD	Survey of Program Rating			1	1	1
Interdisciplinary Science	MS	No assessment report submitted					
International Studies	MS	No assessment report submitted					
Photonics	PHD	Rating of skills (e.g. rubrics)	Review of thesis/dissertation/creative component	Exit interview	13	4	13
Plant Science	PHD	Rating of skills (e.g. rubrics)	Analysis of written artifacts	Comprehensive, certification, or professional exam(s)	1	1	1
Public Health	MPH	No assessment report submitted					
Veterinary Biomedical Science	MS	Other: Course-based assessment	Course Project	Rating of skills (e.g. rubrics)	8	9	5
Veterinary Biomedical Science	PHD	Other: Course-based assessment	Review of student research	Comprehensive, certification, or professional exam(s)	23	25	15

^{7,8} The first three assessment methods are listed. Some programs reported additional assessment methods and uses. For details, see the complete reports at <https://uat.okstate.edu/assessCurrent>.



Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1. What assessments were used and how were the students selected?

Beginning College Survey of Student Engagement (BCSSE) and National Survey of Student Engagement (NSSE)

- The BCSSE and NSSE are administered approximately every three years, with the most recent data collection having occurred in spring 2017 (BCSSE) and spring 2018 (NSSE).
- The survey was administered online and the sample of students invited to take the BCSSE and NSSE is determined according to the population and sampling parameters set by BCSEE and NSSE respectively. Incoming freshmen were invited to participate in BCSSE in spring 2017 and the first-year and senior students were invited to participate in NSSE in spring 2018.
- BCSSE and NSSE are administered and coordinated by the Indiana University Center for Post-Secondary Research and Planning.
- Student Engagement is assessed using the BCSSE and NSSE. One item from NSSE is also used to assess Student Satisfaction.

OSU Student Satisfaction Survey (SSS)

- The SSS will be conducted for three consecutive years beginning in 2018 in order to establish a baseline; then a recurrent schedule of survey data collection will be established by the Assessment and Academic Improvement Council (AAIC) and the Committee for the Assessment of General Education (CAGE).
- Data will be collected from both undergraduate and graduate students on the OSU-Stillwater and OSU-Tulsa campuses (including full- and part-time students).
- The survey is administered online using Qualtrics survey software. The SSS consists of 26 five-point Likert scale items designed to measure concepts regarding overall OSU student experiences: Academic, Campus Life, Campus Services, Sense of Belonging, and Diversity.



IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?

Student Engagement

Beginning College Survey of Student Engagement (BCSSE)

- A total of 1,104 responses were received from incoming freshmen who were planning on matriculating at Oklahoma State University in August of 2017 that led to a response rate of 25.2%.
- In four main themes OSU students scored above average:
 - OSU students expected to engage in discussions with diverse others often times.
 - OSU students expected that they would certainly persist in the face of academic adversity.
 - OSU students perceived that they are prepared for academic challenges especially students who are Non First-Generation or scored A- or higher at high school.
 - A challenging and supportive campus environment is important for OSU students especially for students who scored A- or higher high school.

National Survey of Student Engagement (NSSE)

- A total of 1,442 students responded to the 2018 NSSE with a 15% response rate. 496 first year and 946 senior student responded to the survey yielding a response rate of 13% for first year and 16% for senior.
- Results for OSU from the 2018 NSSE were compared to other peer institutions i.e. Southwest Public Schools ($N = 44$).
- In terms of student engagement assessment, listed below are the top five highest performing survey items for First-year and Senior students, relative to other peer institutions:

First Year

- Quality of interactions with academic advisors
- Institution emphasis on using learning support services
- Institution emphasis on providing opportunities to be involved socially
- Quality of interactions with students
- Discussions with people with political views other than your own

Senior

- Completed a culminating senior experience
- Participated in an internship, co-op, field exp., student teach., clinical placement.
- Participated in study abroad program.
- Worked with other students on course projects/assignments
- Quality of interaction with academic advisors.



Student Satisfaction

National Survey of Student Engagement (NSSE)

- Students were asked to evaluate their overall experience at OSU and whether or not they would choose to attend OSU again.
 - 89% of first year students and 85% of senior students responded that their experience at OSU as “Excellent” or “Good”.
 - 90% of first year students and 85% of seniors reported that they would “definitely” or “probably” attend OSU again.
 - OSU students responded more positively on these two NSSE items compared to peer institutions.

OSU Student Satisfaction Survey (SSS)

- Data collection yielded 8,304 (36%) responses, with 7,946 (34%) in the final data set
- College response rates:
 - CAS: 1,838 (37%)
 - CASNR: 1,167 (43%)
 - CEAT: 1,287 (33%)
 - CoHS: 694 (42%)
 - EHA: 912 (39%)
 - SSB: 1,489 (32%)
- *Others (Veterinary Health sciences, University College, Honors College): 559 (28%)
- Campus: 7,078 (89%) Stillwater; 480 (6%) Stillwater/Tulsa; 388 (5%) Tulsa
- Male: 3,223 (40.6%) and Female: 4,723 (59.4%)
- FR: 860 (11%); SO: 1,224 (15.4%); JR: 1,643 (21%); SR: 2,154 (27%); Masters: 1,039 (13%); Doctoral: 930 (12%); Other (GC, SG, SU: 96, 1%)
- Full-time: 6,162 (77.5%) and Part-time: 1,784 (22.5%)
- Undergraduate: 5,913 (74%) and Graduate: 2,033 (26%)
- OK: 5,192 (65.3%) and TX: 1,062 (13.4%)
- A total of 6,744 open-ended comments were recorded
- Overall reliability (Cronbach’s alpha) is .93 indicating excellent internal consistency; Overall validity CFI is .85 indicating a good fit.



Items Rated at 73% or Higher as Very Satisfied and Satisfied:

- The quality of teaching at OSU (83.6%)
- Availability of OSU faculty (82.3%)
- Your intellectual growth at OSU (86.8%)
- Your sense of belonging at OSU (75.3%)
- The variety of activities for students at OSU (79.2%)
- Your safety and security on the OSU campus (85.4%)
- OSU academic advising (73.7%)
- OSU library services (82.8%)
- OSU health and fitness services (78.5%)
- Being a student at OSU (85.9%)

Items Rated at 20% or Higher as Very Dissatisfied and Dissatisfied:

- Parking availability at OSU (58.6%)

IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?

- The University Assessment and Testing (UAT) office is planning to create an overall institution student engagement survey to gather more up-to-date data from OSU students in terms of their aspects of student engagement. The survey will conclude with an open-ended question where the students can provide any additional information about their OSU experience.
- The survey items will be based on both theoretical and practical aspects of student engagement based on research done in higher education.
- Survey items will be reviewed by UAT and the Assessment & Academic Improvement Council (AAIC) and related units at OSU.
- After the successful pilot of the OSU-Student Satisfaction Survey in 2018, UAT and OSU will proceed to pilot this survey for another two years (2019 and 2020).



Assessment Budget

State Regents policy states that academic services fees “shall not exceed the actual costs of the course of instruction or the academic services provided by the institution” (Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions)

Provide the following information regarding assessment fees and expenditures for 2017-18:

Assessment Fees	\$798,383.17
Assessment Salaries	\$410,646.09
Distributed to Other Departments	\$221,827.53
Operational Costs	\$236,267.47
Total Expenditures	\$868,741.09



Appendix A

NSSE Comparison Groups

Southwest Public (N=44)

Angelo State University (San Angelo, TX)*	University of Texas at Arlington, The (Arlington, TX)
ASU Online (Scottsdale, AZ)	University of Texas at Dallas, The (Richardson, TX)
East Central University (Ada, OK)*	University of Texas at El Paso, The (El Paso, TX)
Eastern New Mexico University (Portales, NM)	University of Texas at San Antonio, The (San Antonio, TX)
Lamar University (Beaumont, TX)	University of Texas at Tyler, The (Tyler, TX)
Langston University (Langston, OK)	University of Texas of the Permian Basin, The (Odessa, TX)
Midwestern State University (Wichita Falls, TX)	University of Texas Rio Grande Valley, The (Edinburg, TX)
New Mexico Institute of Mining and Technology (Socorro, NM)*	West Texas A&M University (Canyon, TX)
New Mexico State University (Las Cruces, NM)*	Western New Mexico University (Silver City, NM)*
Northeastern State University (Tahlequah, OK)	
Northern Arizona University (Flagstaff, AZ)	
Northwestern Oklahoma State University (Alva, OK)*	
Prairie View A&M University (Prairie View, TX)*	
Rogers State University (Claremore, OK)*	
Southwestern Oklahoma State University (Weatherford, OK)	
Stephen F. Austin State University (Nacogdoches, TX)*	
Sul Ross State University (Alpine, TX)	
Tarleton State University (Stephenville, TX)*	
Texas A&M International University (Laredo, TX)	
Texas A&M University - Corpus Christi (Corpus Christi, TX)*	
Texas A&M University - Texarkana (Texarkana, TX)	
Texas A&M University San Antonio (San Antonio, TX)*	
Texas A&M University-Central Texas (Killeen, TX)*	
Texas A&M University-Commerce (Commerce, TX)	
Texas A&M University-Kingsville (Kingsville, TX)	
Texas Southern University (Houston, TX)	
Texas State University (San Marcos, TX)	
Texas Tech University (Lubbock, TX)*	
Texas Woman's University (Denton, TX)*	
University of Arizona, The (Tucson, AZ)	
University of Central Oklahoma (Edmond, OK)	
University of Houston (Houston, TX)	
University of Houston-Clear Lake (Houston, TX)	
University of Houston-Victoria (Victoria, TX)*	
University of North Texas at Dallas (Dallas, TX)	



Carnegie Class (N=61)

American University (Washington, DC)	Stevens Institute of Technology (Hoboken, NJ)*
Auburn University (Auburn, AL)	Texas A&M University-Commerce (Commerce, TX)
Augusta University (Augusta, GA)	Texas State University (San Marcos, TX)
Ball State University (Muncie, IN)	University of California-Merced (Merced, CA)*
Binghamton University (State University of New York) (Vestal, NY)*	University of Denver (Denver, CO)
Bowling Green State University (Bowling Green, OH)*	University of Idaho (Moscow, ID)
Brigham Young University (Provo, UT)	University of Louisiana at Lafayette (Lafayette, LA)
Catholic University of America, The (Washington, DC)	University of Maine (Orono, ME)*
Central Michigan University (Mount Pleasant, MI)*	University of Massachusetts Boston (Boston, MA)*
Clark Atlanta University (Atlanta, GA)	University of Massachusetts Dartmouth (North Dartmouth, MA)*
Cleveland State University (Cleveland, OH)	University of Missouri-St. Louis (Saint Louis, MO)*
East Carolina University (Greenville, NC)	University of Nevada-Las Vegas (Las Vegas, NV)
Florida A&M University (Tallahassee, FL)*	University of New Hampshire (Durham, NH)
Florida Atlantic University (Boca Raton, FL)*	University of New Orleans, The (New Orleans, LA)*
Florida Institute of Technology (Melbourne, FL)*	University of North Carolina at Charlotte (Charlotte, NC)
Howard University (Washington, DC)	University of North Carolina at Greensboro, The (Greensboro, NC)
Indiana University-Purdue University Indianapolis (Indianapolis, IN)	University of North Dakota (Grand Forks, ND)*
Jackson State University (Jackson, MS)	University of South Alabama (Mobile, AL)
Kent State University (Kent, OH)*	University of South Dakota (Vermillion, SD)
Lehigh University (Bethlehem, PA)	University of Texas at El Paso, The (El Paso, TX)
Loyola University Chicago (Chicago, IL)	University of Texas at San Antonio, The (San Antonio, TX)
Miami University-Oxford (Oxford, OH)*	University of Toledo (Toledo, OH)*
Michigan Technological University (Houghton, MI)	University of Vermont (Burlington, VT)*
Mississippi State University (Mississippi State, MS)	University of Wyoming (Laramie, WY)
New Mexico State University (Las Cruces, NM)*	Western Michigan University (Kalamazoo, MI)*
North Carolina Agricultural & Technical State University (Greensboro, NC)*	Wichita State University (Wichita, KS)*
Northern Arizona University (Flagstaff, AZ)	
Northern Illinois University (DeKalb, IL)	
Nova Southeastern University (Fort Lauderdale, FL)*	
Ohio University (Athens, OH)*	
Old Dominion University (Norfolk, VA)*	
Rensselaer Polytechnic Institute (Troy, NY)*	
Rutgers University-Newark (Newark, NJ)	
Saint Louis University (Saint Louis, MO)*	
South Dakota State University (Brookings, SD)	



U.S. NSSE 2017 & 2018 Institutions

Alabama

Alabama A&M University
Auburn University
Auburn University at Montgomery
Faulkner University
Jacksonville State University
Judson College
Samford University
Spring Hill College
Stillman College
Troy University
Tuskegee University
University of Alabama at Birmingham
University of Mobile
University of Montevallo
University of South Alabama
University of West Alabama

Arizona

Arizona Christian University
ASU Online
Grand Canyon University
Northern Arizona University
Prescott College
The University of Arizona
University of Phoenix - Arizona/ONLINE
Western International University

Arkansas

Arkansas Tech University
Henderson State University
Hendrix College
John Brown University
Lyon College
Southern Arkansas University
University of Arkansas - Fort Smith
University of Arkansas at Pine Bluff
University of Central Arkansas
University of the Ozarks

California

ArtCenter College of Design
Ashford University
Azusa Pacific University
Biola University
California Baptist University
California College of the Arts
California Lutheran University
California Polytechnic State University-San Luis Obispo
California State Polytechnic University-Pomona
California State University Maritime Academy
California State University San Marcos
California State University, Chico
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Monterey Bay
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino

California State University-Bakersfield
California State University-Channel Islands
California State University-Dominguez Hills
California State University-Long Beach
California State University-Los Angeles
California State University-Stanislaus
Chapman University
Claremont McKenna College
Concordia University Irvine
Harvey Mudd College
Hope International University
Humboldt State University
La Sierra University
Loyola Marymount University
Marymount California University
Menlo College
Mills College
National University
Occidental College
Pepperdine University
Pitzer College
Point Loma Nazarene University
Saint Mary's College of California
San Francisco State University
San Jose State University
Santa Clara University
Scripps College
University of California-Merced
University of La Verne
University of Phoenix - California
University of Redlands
University of San Diego
University of San Francisco
Vanguard University of Southern California
Westmont College
Whittier College
William Jessup University
Woodbury University

Colorado

Adams State University
Colorado State University-Pueblo
Colorado Technical University
Metropolitan State University of Denver
Naropa University
Regis University
United States Air Force Academy
University of Colorado Boulder
University of Colorado Colorado Springs
University of Denver
University of Phoenix - Colorado
Western State Colorado University

Connecticut

Albertus Magnus College
Central Connecticut State University
Connecticut College
Eastern Connecticut State University
Fairfield University
Goodwin College
Quinnipiac University

Sacred Heart University
Southern Connecticut State University
United States Coast Guard Academy
University of Bridgeport
University of Connecticut
University of New Haven
University of Saint Joseph
Western Connecticut State University

Delaware

Delaware State University
Goldey-Beacom College
University of Delaware

District of Columbia

American University
Gallaudet University
George Washington University
Howard University
The Catholic University of America
University of the District of Columbia

Florida

Adventist University of Health Sciences
Barry University
Bethune-Cookman University
Eckerd College
Edward Waters College
Embry Riddle Aeronautical University-Worldwide
Flagler College
Florida A&M University
Florida Atlantic University
Florida Gulf Coast University
Florida Institute of Technology
Florida International University
Florida Memorial University
Florida Southern College
Florida State University
Jacksonville University
Lynn University
New College of Florida
Nova Southeastern University
Palm Beach Atlantic University-West Palm Beach
Ringling College of Art and Design
Rollins College
Southeastern University
Stetson University
The University of Tampa
The University of West Florida
University of Central Florida
University of Miami
University of North Florida
University of Phoenix - Florida
University of South Florida
University of South Florida-St. Petersburg
Webber International University



Georgia

Abraham Baldwin Agricultural College
 Albany State University
 Armstrong State University
 Augusta University
 Brenau University
 Clark Atlanta University
 Clayton State University
 College of Coastal Georgia
 Columbus State University
 Covenant College
 Dalton State College
 Fort Valley State University
 Georgia College & State University
 Georgia Gwinnett College
 Georgia Institute of Technology
 Georgia Southern University
 Georgia Southwestern State University
 Georgia State University
 Gordon State College
 Kennesaw State University
 LaGrange College
 Middle Georgia State University
 Oglethorpe University
 Savannah College of Art and Design
 Savannah State University
 University of Georgia
 University of North Georgia
 University of West Georgia
 Valdosta State University
 Wesleyan College, Macon, Georgia

Guam

University of Guam

Hawaii

Chaminade University of Honolulu
 University of Hawai'i at Hilo
 University of Phoenix – Hawaii

Idaho

Boise State University
 Brigham Young University-Idaho
 Lewis-Clark State College
 Northwest Nazarene University
 The College of Idaho
 University of Idaho

Illinois

American InterContinental University Online
 Benedictine University
 Bradley University
 Chicago State University
 Concordia University Chicago
 DePaul University
 Eastern Illinois University
 Elmhurst College
 Eureka College
 Governors State University
 Greenville University
 Illinois College
 Knox College
 Lake Forest College
 Lewis University
 Lincoln College
 Loyola University Chicago
 MacMurray College
 McKendree University
 Methodist College

Millikin University
 Monmouth College
 North Central College
 North Park University
 Northeastern Illinois University
 Northern Illinois University
 Olivet Nazarene University
 Quincy University
 Rockford University
 Saint Francis Medical Center College of Nursing
 Saint Xavier University
 School of the Art Institute of Chicago
 Southern Illinois Univ Edwardsville
 Trinity Christian College
 Trinity International University
 University of Illinois at Chicago
 University of Illinois Springfield
 Western Illinois University
 Wheaton College

Indiana

Anderson University
 Ball State University
 Butler University
 DePauw University
 Earlham College
 Franklin College
 Goshen College
 Grace College and Theological Seminary
 Hanover College
 Holy Cross College
 Indiana Institute of Technology
 Indiana University Bloomington
 Indiana University East
 Indiana University Kokomo
 Indiana University Northwest
 Indiana University South Bend
 Indiana University Southeast
 Indiana University-Purdue University Indianapolis
 Manchester University
 Marian University
 Purdue University Northwest
 Rose-Hulman Institute of Technology
 Taylor University
 University of Evansville
 University of Indianapolis
 University of Saint Francis-Fort Wayne
 Valparaiso University
 Wabash College

Iowa

Briar Cliff University
 Clarke University
 Cornell College
 Graceland University-Lamoni
 Grinnell College
 Iowa Wesleyan University
 Kaplan University
 Loras College
 Luther College
 Morningside College
 Mount Mercy University
 Simpson College
 University of Northern Iowa

Kansas

Benedictine College
 Bethany College
 Central Christian College of Kansas
 Emporia State University
 Fort Hays State University
 Friends University
 Kansas Wesleyan University
 McPherson College
 Newman University
 Ottawa University
 Pittsburg State University
 University of Kansas
 University of Saint Mary
 Washburn University
 Wichita State University

Kentucky

Bellarmine University
 Brescia University
 Campbellsville University
 Centre College
 Kentucky State University
 Kentucky Wesleyan College
 Lindsey Wilson College
 Midway University
 Morehead State University
 Murray State University
 Northern Kentucky University
 Spalding University
 Thomas More College
 Union College
 University of Kentucky
 University of Pikeville
 University of the Cumberlands

Louisiana

Centenary College of Louisiana
 Dillard University
 Franciscan Missionaries of Our Lady University
 Grambling State University
 Louisiana State University and Agricultural & Mechanical College
 Louisiana State University at Alexandria
 Louisiana State University-Shreveport
 Loyola University New Orleans
 McNeese State University
 Nicholls State University
 Southeastern Louisiana University
 Southern University and A&M College
 Southern University at New Orleans
 The University of New Orleans
 Tulane University
 University of Louisiana at Lafayette
 University of Louisiana Monroe

Maine

Colby College
 College of the Atlantic
 Husson University
 Saint Joseph's College
 Thomas College
 University of Maine
 University of Maine at Augusta
 University of Maine at Farmington
 University of Maine at Fort Kent
 University of Maine at Machias
 University of Maine at Presque Isle
 University of New England
 University of Southern Maine

Oklahoma State University
<http://uat.okstate.edu>



Maryland

Bowie State University
Coppin State University
Goucher College
Loyola University Maryland
Maryland Institute College of Art
Morgan State University
Towson University
United States Naval Academy
University of Maryland-Eastern Shore
Washington Adventist University

Massachusetts

Anna Maria College
Bay Path University
Becker College
Bentley University
Boston University
Bridgewater State University
Clark University
College of Our Lady of the Elms
College of the Holy Cross
Curry College
Dean College
Emerson College
Emmanuel College
Fitchburg State University
Framingham State University
Lasell College
Lesley University
Massachusetts College of Art and Design
Massachusetts College of Liberal Arts
Mount Ida College
Newbury College-Brookline
Nichols College
Northeastern University
Olin College of Engineering
Simmons College
Stonehill College
Suffolk University
University of Massachusetts Amherst
University of Massachusetts Boston
University of Massachusetts Dartmouth
Wentworth Institute of Technology
Wheaton College
Wheelock College
Worcester State University

Michigan

Adrian College
Albion College
Alma College
Aquinas College
Central Michigan University
Cornerstone University
Ferris State University
Finlandia University
Hope College
Kettering University
Lawrence Technological University
Madonna University
Michigan Technological University
Northern Michigan University
Oakland University
Olivet College
Rochester College
Saginaw Valley State University
Siena Heights University
University of Michigan-Dearborn
Western Michigan University

Minnesota

Augsburg University
Bemidji State University
Bethany Lutheran College
Bethel University
Capella University
Concordia College at Moorhead
Crown College
Hamline University
Macalester College
Martin Luther College
Metropolitan State University
Minnesota State University Moorhead
Minnesota State University, Mankato
North Central University
Southwest Minnesota State University
St. Catherine University
St. Cloud State University
St. Olaf College
The College of Saint Scholastica
University of Minnesota Duluth
University of Minnesota, Morris
University of St. Thomas
Winona State University

Mississippi

Delta State University
Jackson State University
Millsaps College
Mississippi State University
Mississippi University for Women
University of Mississippi
William Carey University

Missouri

Avila University
Central Methodist University
Columbia College
Culver-Stockton College
Drury University
Fontbonne University
Lincoln University
Lindenwood University
Missouri Valley College
Northwest Missouri State University
Rockhurst University
Saint Louis University
Southeast Missouri State University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri-St. Louis
Westminster College
William Jewell College
William Woods University

Montana

Montana Tech of the University of Montana
Rocky Mountain College
The University of Montana-Western
University of Providence

Nebraska

Bellevue University
Chadron State College
College of Saint Mary
Concordia University Nebraska
Doane University
Hastings College
Midland University
Nebraska Wesleyan University
Union College (NE)
Wayne State College

Nevada

Nevada State College
Sierra Nevada College
University of Nevada-Las Vegas

New Hampshire

Franklin Pierce University
New England College
New Hampshire Institute of Art
Plymouth State University
Saint Anselm College
University of New Hampshire

New Jersey

Bloomfield College
Caldwell University
Centenary University
College of Saint Elizabeth
Drew University
Felician University
Georgian Court University
Monmouth University
Montclair State University
New Jersey City University
Ramapo College of New Jersey
Rider University
Rutgers University-Camden
Rutgers University-Newark
Seton Hall University
Stevens Institute of Technology
Stockton University
The College of New Jersey
William Paterson University of New Jersey

New Mexico

Eastern New Mexico University
New Mexico Institute of Mining and Technology
New Mexico State University
Western New Mexico University



New York

Adelphi University
 Albany College of Pharmacy and Health Sciences
 Alfred University
 Bard College
 Berkeley College
 Binghamton University (State University of New York)
 Colgate University
 College of Mount Saint Vincent
 Concordia College-New York
 CUNY Bernard M Baruch College
 CUNY John Jay College of Criminal Justice
 CUNY Medgar Evers College
 Dominican College of Blauvelt
 D'Youville College
 Farmingdale State College
 Fashion Institute of Technology
 Five Towns College
 Fredonia State University of New York
 Hamilton College
 Hobart and William Smith Colleges
 Hofstra University
 Houghton College
 Keuka College
 Le Moyne College
 LIM College
 Manhattan College
 Manhattanville College
 Marist College
 Marymount Manhattan College
 Medaille College
 Mercy College
 Molloy College
 Morrisville State College
 Mount Saint Mary College
 New York Institute of Technology
 New York University
 Niagara University
 Pace University
 Paul Smith's College
 Pratt Institute
 Rensselaer Polytechnic Institute
 Roberts Wesleyan College
 Rochester Institute of Technology
 Siena College
 St. Francis College
 St. John Fisher College
 St. John's University-New York
 St. Joseph's College - Brooklyn Campus
 St. Joseph's College - Long Island Campus
 St. Lawrence University
 State University of New York at New Paltz
 Stony Brook University
 SUNY at Purchase College
 SUNY College at Old Westbury
 SUNY College at Oneonta
 SUNY College at Oswego
 SUNY College at Plattsburgh
 SUNY College of Agriculture and Technology at Cobleskill
 SUNY College of Environmental Science and Forestry
 SUNY College of Technology at Alfred
 SUNY College of Technology at Canton
 SUNY College of Technology at Delhi
 SUNY Cortland
 SUNY Empire State College
 SUNY Maritime College
 SUNY Polytechnic Institute
 SUNY-Buffalo State College

Syracuse University
 The College at Brockport, SUNY
 The College of Saint Rose
 The State University of New York at Geneseo
 The State University of New York at Potsdam
 The University at Albany, SUNY
 Touro College
 Union College
 United States Merchant Marine Academy
 United States Military Academy
 University at Buffalo, State University of New York
 Utica College
 Vassar College
 Wagner College

North Carolina

Appalachian State University
 Barton College
 Bennett College
 Campbell University Inc.
 Catawba College
 Chowan University
 East Carolina University
 Elizabeth City State University
 Fayetteville State University
 Greensboro College
 High Point University
 Lenoir-Rhyne University
 Mars Hill University
 Meredith College
 North Carolina Agricultural & Technical State University
 North Carolina Central University
 North Carolina State University
 Pfeiffer University
 Queens University of Charlotte
 Saint Andrews University
 Shaw University
 The University of North Carolina at Greensboro
 University of Mount Olive
 University of North Carolina at Asheville
 University of North Carolina at Charlotte
 University of North Carolina at Pembroke
 University of North Carolina Wilmington
 Warren Wilson College
 Western Carolina University
 William Peace University
 Wingate University
 Winston-Salem State University

North Dakota

Dickinson State University
 Mayville State University
 University of North Dakota
 Valley City State University

Ohio

Ashland University
 Baldwin Wallace University
 Bowling Green State University
 Capital University
 Case Western Reserve University
 Cedarville University
 Cleveland State University
 Defiance College
 Denison University
 Franklin University
 Hiram College
 John Carroll University
 Kent State University

Kent State University at Stark
 Kenyon College
 Lake Erie College
 Lourdes University
 Malone University
 Marietta College
 Miami University-Hamilton
 Miami University-Middletown
 Miami University-Oxford
 Mount St. Joseph University
 Mount Vernon Nazarene University
 Muskingum University
 Ohio Northern University
 Ohio University
 Otterbein University
 Shawnee State University
 The College of Wooster
 Tiffin University
 University of Cincinnati
 University of Toledo
 Urbana University
 Ursuline College
 Walsh University
 Wright State University
 Xavier University
 Youngstown State University

Oklahoma

Bacone College
 East Central University
 Langston University
 Northeastern State University
 Northwestern Oklahoma State University
 Oklahoma Christian University
 Oklahoma City University
 Oklahoma State University
 Rogers State University
 Southern Nazarene University
 Southwestern Christian University
 Southwestern Oklahoma State University
 St. Gregory's University
 University of Central Oklahoma

Oregon

Concordia University
 Corban University
 Eastern Oregon University
 George Fox University
 Lewis & Clark College
 Linfield College - McMinnville Campus
 Linfield College-School of Nursing
 Oregon Institute of Technology
 Pacific University
 Southern Oregon University
 University of Oregon
 University of Portland
 Warner Pacific University
 Western Oregon University
 Willamette University



Pennsylvania

Allegheny College
 Bloomsburg University of Pennsylvania
 Bryn Athyn College of the New Church
 Bucknell University
 Cabrini University
 California University of Pennsylvania
 Cedar Crest College
 Chatham University
 Chestnut Hill College
 Cheyney University of Pennsylvania
 Clarion University of Pennsylvania
 DeSales University
 East Stroudsburg University of Pennsylvania
 Eastern University
 Edinboro University of Pennsylvania
 Elizabethtown College
 Franklin and Marshall College
 Gannon University
 Geneva College
 Gettysburg College
 Grove City College
 Gwynedd Mercy University
 Harrisburg University of Science and Technology
 Immaculata University
 Indiana University of Pennsylvania
 Jefferson (Philadelphia University & Thomas Jefferson University)
 Juniata College
 Keystone College
 King's College
 Kutztown University of Pennsylvania
 La Salle University
 Lafayette College
 Lehigh University
 Lincoln University
 Lock Haven University
 Lycoming College
 Mansfield University of Pennsylvania
 Messiah College
 Millersville University of Pennsylvania
 Misericordia University
 Moore College of Art and Design
 Moravian College
 Muhlenberg College
 Pennsylvania College of Technology
 Point Park University
 Robert Morris University
 Rosemont College
 Saint Joseph's University
 Saint Vincent College
 Shippensburg University of Pennsylvania
 Slippery Rock University of Pennsylvania
 Susquehanna University
 Thiel College
 University of Pittsburgh-Bradford
 University of Pittsburgh-Johnstown
 University of Scranton
 University of the Sciences
 Ursinus College
 West Chester University of Pennsylvania
 Westminster College
 Widener University
 Wilson College
 York College of Pennsylvania

Puerto Rico

Inter American University of Puerto Rico-Metro Campus
 Universidad Adventista de las Antillas

Rhode Island

Providence College
 Rhode Island College
 Rhode Island School of Design
 Roger Williams University
 Salve Regina University

South Carolina

Anderson University
 Charleston Southern University
 Clemson University
 Coastal Carolina University
 Coker College
 Columbia International University
 Converse College
 Francis Marion University
 Furman University
 Limestone College
 Presbyterian College
 The Citadel, The Military College of South Carolina
 University of South Carolina Aiken
 University of South Carolina Columbia
 University of South Carolina Upstate
 Winthrop University
 Wofford College

South Dakota

Augustana University
 Black Hills State University
 Dakota State University
 Dakota Wesleyan University
 Northern State University
 Oglala Lakota College
 South Dakota State University
 University of South Dakota

Tennessee

Austin Peay State University
 Belmont University
 Christian Brothers University
 Cumberland University
 Fisk University
 Freed-Hardeman University
 Johnson University
 Lee University
 Lincoln Memorial University
 Lipscomb University
 Martin Methodist College
 Milligan College
 Rhodes College
 Sewanee: The University of the South
 Southern Adventist University
 Tennessee State University
 Tennessee Technological University
 Tennessee Wesleyan University
 The University of Tennessee at Chattanooga
 The University of Tennessee Martin
 Trevecca Nazarene University
 Union University

Texas

Abilene Christian University
 Angelo State University
 Austin College
 Concordia University Texas
 Hardin-Simmons University
 Houston Baptist University
 Huston-Tillotson University
 Lamar University
 Lubbock Christian University
 McMurry University
 Midwestern State University
 Our Lady of the Lake University
 Prairie View A&M University
 Schreiner University
 Southwestern Adventist University
 Southwestern Assemblies of God University
 Southwestern University
 St. Edward's University
 Stephen F. Austin State University
 Sul Ross State University
 Tarleton State University
 Texas A&M International University
 Texas A&M University - Corpus Christi
 Texas A&M University - Texarkana
 Texas A&M University San Antonio
 Texas A&M University-Central Texas
 Texas A&M University-Commerce
 Texas A&M University-Kingsville
 Texas College
 Texas Lutheran University
 Texas Southern University
 Texas State University
 Texas Tech University
 Texas Wesleyan University
 Texas Woman's University
 The University of Texas at Arlington
 The University of Texas at Dallas
 The University of Texas at El Paso
 The University of Texas at San Antonio
 The University of Texas at Tyler
 The University of Texas of the Permian Basin
 The University of Texas Rio Grande Valley
 Trinity University
 University of Houston
 University of Houston-Clear Lake
 University of Houston-Victoria
 University of Mary Hardin-Baylor
 University of North Texas at Dallas
 University of St. Thomas
 Wayland Baptist University
 West Texas A&M University
 Wiley College

Utah

Brigham Young University
 University of Utah
 Utah Valley University
 Weber State University
 Western Governors University

Vermont

Champlain College
 Saint Michael's College
 Southern Vermont College
 University of Vermont



Virgin Islands

University of the Virgin Islands

Virginia

Averett University
Bluefield College
Bridgewater College
Christopher Newport University
Eastern Mennonite University
Emory and Henry College
George Mason University
Hampden-Sydney College
Hollins University
James Madison University
Longwood University
Mary Baldwin University
Marymount University
Norfolk State University
Old Dominion University
Radford University
Randolph College
Randolph-Macon College
Regent University
Roanoke College
Shenandoah University
Southern Virginia University
Sweet Briar College
The University of Virginia's College at Wise
University of Lynchburg
University of Mary Washington
University of Richmond
Virginia Commonwealth University
Virginia Military Institute
Virginia Polytechnic Institute and State University
Virginia State University
Virginia Wesleyan University
Washington and Lee University

Washington

Central Washington University
Eastern Washington University
Northwest University
Pacific Lutheran University
Saint Martin's University
Seattle University
The Evergreen State College
University of Puget Sound
University of Washington Bothell
Walla Walla University
Washington State University
Western Washington University
Whitman College
Whitworth University

West Virginia

Bethany College
Davis & Elkins College
Marshall University
Ohio Valley University
University of Charleston
West Virginia Wesleyan College

Wisconsin

Beloit College
Carroll University
Carthage College
Maranatha Baptist University
Marian University
Milwaukee School of Engineering
Northland College
Ripon College
University of Wisconsin-Oshkosh
University of Wisconsin-Eau Claire
University of Wisconsin-Green Bay
University of Wisconsin-La Crosse
University of Wisconsin-Madison
University of Wisconsin-Milwaukee
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-River Falls
University of Wisconsin-Stevens Point
University of Wisconsin-Stout
University of Wisconsin-Superior
University of Wisconsin-Whitewater
Viterbo University
Wisconsin Lutheran College

Wyoming

University of Wyoming

