ANNUAL STUDENT ASSESSMENT REPORT
2010-2011

ROGERS STATE UNIVERSITY
Claremore, Oklahoma

Office of Accountability and Academics

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ROGERS STATE
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Rogers State University

Annual Student Assessment Report

2010-2011

Prepared by: Mary A. Millikin
Assistant Vice President
Accountability and Academics
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Rogers State University
Annual Report of 2010-2011 Student Assessment Activity
Executive Summary

Entry-Level Assessment

The purpose of entry-level assessment at Rogers State University (RSU) is to analyze the college preparedness of all new students – first-time freshmen as well as transfer students. Students' scores on the American College Test (ACT) are the primary indicator of academic readiness used at RSU. Transfer students are evaluated using both ACT scores and prior coursework. Students with low ACT subscores or no prior coursework receive secondary testing. Based on their performance, students identified as at-risk in one or more basic skills areas are enrolled in appropriate developmental studies courses.

During fall 2010, all entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. During that period, 762 academically deficient students accounted for 1,037 enrollments in courses as follows: Basic Writing (226), Reading I (97), Science Proficiency (43), and Math (671). Of the 1,963 required enrollments in developmental coursework during fall 2010, there were 985 successful completions.

RSU tracks performance in college-level coursework of students who have completed developmental courses. A total of 77 percent of students who completed a developmental course in basic writing succeeded (C or better) in *Composition I*. Fifty-nine percent of students who completed a course in developmental mathematics also successfully completed *College Algebra* with a C or better. Sixty percent of students with a science deficiency successfully completed *General Cellular Biology* with a C or better, and nearly seven out of ten students (69%) who completed any developmental course succeeded with a C or better in *American History to 1877.*

Mid-Level/General Education Assessment
Mid-level assessment relies primarily upon course-embedded faculty assessment of student performance based on four newly revised General Education outcomes. Faculty members specify the core knowledge areas of each course, and establish appropriate performance criteria and assessment procedures to measure student mastery of course content. During the 2010-2011 academic year, student performance satisfied faculty expectations on all four general education learning outcomes.

Program Outcomes Assessment
A variety of methodologies to assess student academic achievement and satisfaction has been implemented by departmental faculty. Methods for assessment of program learning outcomes include portfolios, capstone projects, licensure and certification exams, pretest/posttests, standardized exams, internship evaluations, focus groups, and surveys of students, graduates, alumni, and employers. The 2010-2011assessment data suggest that students are satisfying faculty expectations by demonstrating achievement of program learning outcomes.

Student Satisfaction Assessment

The assessment of student satisfaction at RSU is grounded in its stated mission and commitments that provide the basis for all assessment activities. Three surveys and a measure student evaluation of instruction were administered during 2010-2011. Findings suggest that graduates are satisfied with their education, especially with the quality of instruction and key university services.

Section I – Entry-Level

Administering Assessment

I-1. How were instruments administered?
The American College Test (ACT) serves as the primary test used to measure levels of student achievement and subsequent entry-level placement at RSU. Testing fees are $33 for the ACT National and $40 for the ACT Residual test. ACT scores of 19 or higher on each subtest are required for enrollment in collegiate level courses. Students who do not meet the cutscore of 19 on each ACT subtest are referred for secondary testing in the deficient content area. RSU Testing Center staff administers the ACT COMPASS to place students, who are deficient in reading, writing or mathematics, in appropriate developmental courses. The STASS is used as the developmental tool to assess student readiness in science. There is no charge to the student for the COMPASS or the STASS.

I-2. Which students were assessed?
The ACT is required of all first-time entering freshmen and students transferring six credit hours or less. Students with ACT scores below 19 are identified as academically at-risk and must complete the ACT COMPASS and/or STASS to determine appropriate placement.

I-3. Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.
First-time entering students are assessed following application to RSU and prior to enrollment. Students who do not meet the cutscore of 19 on each ACT subtest are referred for secondary testing. The ACT COMPASS is the secondary test for English, reading and mathematics. The secondary test for science is the STASS test. With the exception of the STASS test, students who do not pass secondary testing on the first attempt may retake the test one time after a one-week waiting period.

Students are encouraged to refresh their understanding of any content areas in which they are to be tested prior to taking secondary tests by visiting a tutor or reviewing a high school textbook. Students are also provided information on a variety of web-based tutorials and ordering information for *ACT Study Guides*. Course placement is mandatory for all students who do not meet proficiency in one or more of the basic skills.

Analyses and Findings

I-4. What were the analyses and findings from the 2010-11 entry-level assessment?
Mean ACT composite scores for first-time entering freshmen have increased 2.6% since 2006. *Table 1 Mean ACT Scores for First-time Freshmen* provides a summary of mean ACT composite and subtest scores, indicating RSU has progressively admitted students who are better prepared academically over the last five years.

Table 1: Mean ACT Scores for First-time Freshmen

ACT Test	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
English	19.3	19.52	19.57	19.79	19.70
Math	18.54	18.67	18.48	18.69	18.90
Reading	20.93	21.05	21.1	21.29	21.72
Science	20.1	20.36	20.24	20.26	20.59
Composite	19.59	19.79	19.78	19.93	20.10
Source: Institutional Fact Book 2010 Edition; Accountability and Academics					

A total of 762 academically deficient students accounted for 1,037 enrollments in developmental courses during fall 2010. Enrollment in developmental course work has varied over the last five years, with an overall decrease in total enrollments of 2.5%. Enrollments in developmental English, reading, and science have decreased and enrollment in developmental math has increased. *Table 2 Enrollment in Developmental Coursework* shows the number of students enrolled in developmental coursework.

Table 2: Enrollment in Developmental Coursework

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
English	269	243	228	215	226
Math	607	611	573	631	671
Reading	142	123	116	121	97
Science	46	70	49	65	43
Duplicated Total	1064	1047	966	1032	1037
Unduplicated Headcount	718	723	659	731	762
Source: Fall 2010 Enrollment Report; Accountability and Academics					

I-5. How was student progress tracked?

The Office of Accountability and Academics staff tracked student progress in all developmental courses and four college-level courses by letter grade and retention using the RSU student database. Collegiate level courses earmarked for tracking were: ENGL 1113 Composition I (English); MATH 1315 College Algebra (math); HIST 2483 American History to 1877/HIST 2493 American History from 1877/POLS 1113 American Federal Government (reading) and BIOL 1114 General Biology/ BIOL 1144 General Cellular Biology (science).

I-6. Describe analyses and findings of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-sores, and changes in the entry-level assessment process as a result of findings.

The success of RSU's Entry-Level Assessment and Placement Program is measured by a number of factors, including validation of cutscores, retention levels, and success in both developmental and college-level courses. The effectiveness of placement decisions and appropriateness of cutscores are evaluated on the basis of retention of students in each developmental course; achievement in developmental courses; and performance in subsequent college-

level coursework. No changes to existing cut-scores were made during the 2010-2011 academic year.

During 2010-2011, there were 1963 enrollments (duplicated headcount) in developmental studies courses, and 985 successful completions. A successful completion is defined as one in which the student earns a grade of "A," "B," or "C." An unsuccessful completion is defined as one in which the student earns a grade of "W," "D," or "F." These data indicate that 50.2% of developmental studies students successfully completed the courses. *Table 3 Success Rates in Developmental Studies Courses 2011-2011* contains a summary of student enrollment and performance in developmental courses.

Table 3: Success Rates in Developmental Studies Courses 2010-2011

				Successful		Unsuccessful					
Course	**Enrolled**	**Withdrew**		**(A, B, C)**		**(D, F, W)**		**Incomplete**		**Audit**	
	N	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Basic Writing (ENGL-0003)	413	110	26.6%	134	32.5%	279	67.6%	0	0 %	0	0%
Reading I (READ-0223)	151	20	13.3%	101	66.9%	50	33.1%	0	0%	0	0%
Science Proficiency (BIOL-0123)	93	8	8.6%	74	79.6%	19	20.4%	0	0%	0	0%
Elementary Algebra (MATH-0114)	615	108	17.6%	292	47.5%	321	52.2%	2	0.3%	0	0%
Intermediate Algebra (MATH-0213)	691	112	16.2%	384	55.6%	306	44.3%	1	0.1%	0	0%
Total	1963	358	18.2%	985	50.2%	975	49.7%	3	0.2%	0	0%

Source: RSU Accountability and Academics. *Note that withdrawals are reported in a separate column as well as in the Unsuccessful column.*

A key measure of the effectiveness of the placement decision process and related developmental studies program at RSU is the academic success of students who proceed into college-level courses. RSU tracks performance in college-level coursework of students who have completed developmental course(s). A successful completion is defined as one in which the student earns a grade of "A," "B," or "C." An unsuccessful completion is defined as one in which the student earns a grade of "W," "D," or "F."

Table 4 Success Rates in General Education Courses Fall Semester Only shows student success in college-level courses segregated by entry-level placement. Students most successful in college level courses were placed based on minimum ACT subscores of 19.

Table 4: Success Rates in General Education Courses Fall Semester Only

Gen. Ed. Course	Successfully Completed Zero-Level Course			Scored High Enough on Compass to Waive Zero-Level			Scored High Enough on ACT to Waive Zero-Level		
	Fall 2008	Fall 2009	Fall 2010	Fall 2008	Fall 2009	Fall 2010	Fall 2008	Fall 2009	Fall 2010
MATH 1513 College Algebra (MATH 0213-Intermediate Algebra)	61.3%	53.6%	59.4%	62.5%	66.7%	20.0%	70.2%	68.0%	68.8%
	N=73	N=67	N=82	N=5	N=6	N=1	N=219	N=223	N=271
ENGL 1113 Composition 1	61.2%	67.7%	77.3%	63.9%	59.5%	64.9%	74.6%	74.3%	75.7%
	N=60	N=67	N=51	N=39	N=47	N=50	N=344	N=408	N=424
POLS 1113 American Federal Government	35.0%	54.6%	50.0%	75.9%	52.0%	72.9%	69.3%	75.1%	73.7%
	N=73	N=12	N=11	N=44	N=26	N=43	N=206	N=244	N=261
HIST 2483 American History to 1877	38.5%	33.3%	68.8%	65.8%	68.9%	65.9%	69.7%	68.8%	71.4%
	N=5	N=4	N=11	N=25	N=31	N=29	N=115	N=137	N=165
HIST 2493 American History since 1877	40.0%	57.1%	66.7%	74.2%	64.6%	60.7%	75.4%	71.5%	68.4%
	N=6	N=4	N=2	N=23	N=31	N=17	N=110	N=118	N=117
BIOL 1114 General Biology	66.7%	75.0%	0%	72.4%	68.9%	71.7%	80.3%	82.1%	81.4%
	N=4	N=3	N=0	N=21	N=31	N=43	N=98	N=128	N=127
BIOL 1144 General Cellular Biology	60.0%	25.0%	60.0%	46.9%	50.0%	45.3%	65.3%	61.0%	66.8%
	N=3	N=1	N=3	N=23	N=29	N=24	N=115	N=122	N=145
Changed from previous year due to grade changes									

Other Assessment Plans

I-7. What other studies of entry-level assessment have been conducted at the institution?

All entry-level assessment methods were described in the previous sections.

I-8. Describe results.

Not Applicable.

I-9. What instructional changes occurred or are planned due to entry-level assessment?

During 2010-2011, the Developmental Studies Coordinator advised all students enrolled in developmental courses. Increasing the posttest passing score was the major instructional change.

Section II – Mid-Level/General Education

Administering Assessment

II-1. Describe how assessment activities were linked to the institutional general education program competencies.

During the 2010-2011 academic year, general education goals were reviewed university-wide by all disciplines. Led by the taskforce for general education and in consultation with the UAC, the University's eight general education goals were revised to four targeted general education goals. These goals are: [1] Acquire and evaluate information; [2] Analyze and integrate knowledge; [3] Develop perspectives and an understanding of the human experience; and [4] Communicate effectively. The goals were incorporated by into all general education and discipline assessment plans by faculty who taught the courses selected as best measures. Faculty used course-embedded activities, performance criteria, and assessments to evaluate student learning as a result of the goal-related activities.

Beginning in 2010-2011, the UAC initiated peer review sessions to assess the achievement of general education outcomes and program outcomes. These were accomplished through faculty conversations in each discipline, where general education degree plans were reviewed with UAC members chairing sessions and active participation from faculty who taught courses designated for measurement of general education outcomes. Department heads and deans also attended peer review sessions, and results informed faculty planning of the 2011-2012 academic year.

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

RSU's mid-level assessment is course embedded for all associate and baccalaureate degree programs. In 2010-2011 a variety of direct and indirect assessment methods were used as determined by faculty who teach these courses, and the full reports are housed at RSU's internal Academic Affairs N: drive. Student selection occurred through enrollment in core general education courses and matriculation toward a degree. The inclusion of formative assessment in the existing course structure served to provide feedback to students during the semester, making assessment relevant and meaningful to students and faculty, and providing a mechanism for the ongoing improvement of teaching and learning.

II-3. Describe strategies to motivate students to participate meaningfully.

Because the mid-level assessment process relied primarily upon course-embedded assessment, students were motivated to perform to ability.

II-4. What instructional changes occurred or are planned in the program due to mid-level assessment?

In association with the revision of the General Education Report form, the majority of course measures, performance standards and data collection methods were reviewed and realigned through conversations within disciplines. The UAC determined that peer review of general education outcomes would be more focused for the 2011-2012 year using a nine key gateway courses: ENGL 1213; SPCH 1113; POLS 1113; HIST 2493; MATH 1513; HUM 2113; BIOL 1114; GEOL 1014; AND SPAN 1113.

To augment the primary mid-level assessment of general education, the UAC developed a plan to conduct a secondary, university-wide evaluation of first-time freshmen and second semester sophomores during the 2011-2012 academic year. The Educational Testing Services (ETS) Proficiency Profile was selected to assess RSU students, with the option for normative evaluation, for critical thinking, reading, writing mathematics, humanities, social sciences, and natural sciences. The Office of Accountability and Academics and the Testing Center agreed to implement the new assessment, and results for Year 1 will be presented in the next annual report.

II-5. How was student progress tracked into future semesters and what were the findings?

In 2010-2011, measurement of student progress occurred within the academic departments for those students who proceeded as bachelor degree seeking students. Of the 269 baccalaureate degrees awarded, 29% were awarded to graduates who had also earned an Associate degree. Faculty members monitored individual student progress through advisement, and by evaluating student preparedness for upper-level courses for those students who completed the prerequisite and preparatory courses.

For the upcoming 2011-2012 academic year, quantitative analysis will be conducted to determine academic performance in subsequent gateway courses, retention and graduation rates.

II-6. What were the analyses and findings from the 2010-2011 mid-level/general education assessment?

Table 5 General Education Performance shows the variety of assessment measures for each general education outcome, the number of students participating in a measure, and measures that were satisfied during 2010-2011. Planned instructional changes are abbreviated for measures that were not met. Faculty in the academic departments established the criteria for measuring the general education objectives. These data provide evidence that RSU students have demonstrated mastery of their general education coursework by meeting or exceeding the expectations of the faculty who teach those courses.

Table 5: General Education Performance

General Education Outcome	N	Measure	Met	Conclusions or Planned Instructional Changes
1. Acquire and Evaluate Information				
BIOL 1114	227	Concepts exam	Y	Exceeded benchmark (BM) by 4% - no change
BIOL 1114	88	Pre/Posttests	Y	Exceeded BM by 8% - no change
BIOL 1144	290	Concepts exam	**N**	**2% below BM – Encourage students to enroll in BIOL 1114 to prepare for advanced level**
BIOL 1144	121	Pre/Post tests	**N**	**5% below BM – Encourage students to enroll in BIOL 1114 to prepare for advanced level**
BIOL 1134	31	Concepts exam	**N**	**5% below BM – test again with larger sample size to avoid Type II error**
ECON 2113	141	Pre/posttests	Y	Exceeded BM by 3% - no change
ECON 2123	133	Pre/posttests	Y	Exceeded BM by 34% - no change
ECON 3003	104	Pre/posttests	Y	Exceeded BM by 2% - no change
SPCH 1113	536	Midterm/Final exam	Y	Met BM
COMM 2413	14	Midterm/Final exam	**N**	**4% below BM – Allow for 2nd assessment**
COMM 2413	22	Pre/posttests	Y	Exceeded BM by 26% - no change

General Education Outcome	N	Measure	Met	Conclusions or Planned Instructional Changes
ENGL 1113	577	Short research essay	Y	Exceeded BM by 6% - assess online next year
ENGL 1113	597	Article evaluation	Y	Exceeded BM by 10% - assess online next year
ENGL 1113	557	Grammar posttest	Y	Exceeded BM by 21% - assess online next year
ENGL 1113	587	Written comm. Posttest	Y	Exceeded BM by 13% - assess online next year
LANG 1113	40	Etymologies analysis	Y	Exceeded BM by 8% - assess online next year
LANG 1113	35	Lang etymologies exam	**N**	**16% below BM – offer review quizzes**
LANG 1113	34	Intra-social exam	Y	Exceeded BM by 9% - no change
HUM 2113	145	Aesthetics midterm/final	**N**	**11% below BM – disaggregate exam/assess online**
HUM 2223	40	Culture essay exams	Y	Exceeded BM by 18%; Online BM exceeded by 8%
HUM 3633	40	Culture essay exams	Y	Exceeded by 18%; Online BM exceeded BM by 8%
PHIL 1113	112	Midterm	Y	Exceeded BM by 2% - no change
PHIL 1113	106	Comprehensive exam	Y	Exceeded BM by 2% - no change
PHIL 1313	21	Midterm exam	Y	Exceeded BM by 11% - no change (Improved 22%!)
HIST 2483	232	Pre/Post tests	Y	Exceeded BM by 23% - use competency-based exam next year and adjust BM to 60%.
HIST 2493	301	Pre/post tests	Y	
POLS 1113	533	Pre/post tests	**N**	**12% below BM – redesign assessment tool**
HIST 2013	35	Pre/post tests	Y	Exceeded BM by 26% - modify assessment tool
HIST 2023	8	Pre/post tests	Y	Exceeded BM by 15% - no change
MATH 1513	360	Selected problems	Y	Exceeded BM by 2% - no change
GEOL 1014	54	Mineral ID lab	Y	Exceeded BM by 2% - no change

2. Analyze and integrate knowledge

General Education Outcome	N	Measure	Met	Conclusions or Planned Instructional Changes
BIOL 1114	137	Science literacy quiz	**N**	**17% below BM – reposition assessment as posttest**
BIOL 1144	158	Science literacy quiz	**N**	**30% below BM – modify assessment tool as laboratory assignment; evaluate again**
ENGL 1213	461	Research essay	Y	Exceed BM by 11% - analyze online next year
ENGL 1213	474	Article analysis	Y	Exceed BM by 18% - analyze online next year
ENGL 1213	472	Post exam	Y	Exceed BM by 15% - analyze online next year
ENGL 2613	67	Literary analysis paper	Y	Exceed BM by 5% - analyze online next year
MATH 1513	372	Selected functions problems	Y	Exceed BM by 26% - expand to adjunct faculty next year, Use *MyMathLab* as assessment tool
MATH 1513	362	Selected exponential functions problems	Y	Exceed BM by 14% - expand to adjunct faculty next year, Use *MyMathLab* as assessment tool
GEOL 1014	53	Geologic time labs	Y	Exceed BM by 24% - Modify assessment tool to measure broader research project measuring higher level of critical thinking

3. Develop perspectives and an understanding of the human experience

General Education Outcome	N	Measure	Met	Conclusions or Planned Instructional Changes
BIOL 1114	22	Science values survey	-	Not available – Drury University to provide results
BIOL 1144	49	Science values survey	-	Not available – Drury University to provide results
BIOL 3103	23	Oral presentation	Y	100% achieved BM or higher
COMM/HUM 2413	34	Response essay	**N**	**8% below goal – consider making theater productions more accessible to students**
ENGL 2613	67	Post exam	Y	Exceeded BM by 18% - no change
HUM 2113	135	Researched critical thinking essay	Y	Exceeded BM by 20% - revise assessment rubric
HUM 2113	104	10 concept analyses	Y	Exceeded BM by 20% - greater success this year. Assess online next academic year
HUM 2223	113	Researched critical thinking essay	Y	Exceeded BM by 13% - create consistent assessment rubric. Assess online next year.
HUM 2223	96	10 concept analyses	Y	Exceeded BM by 21% - assess online
HUM 3633	40	Diversity project	Y	Exceeded BM by 23% - students liked activity!
PHIL 1113	109	Essay of diverse ethical systems	Y	Exceeded BM by 3% - no change

General Education Outcome	N	Measure	Met	Conclusions or Planned Instructional Changes
PHIL 1313	19	Essay of diverse ethical systems	Y	Exceeded BM by 9% - no change
ART 1113	35	Cultural events pre/posttest	Y	Exceeded BM by 3% - no change
ART 1113	35	Cultural events pre/posttest	Y	Exceeded BM by 20% - no change
HUM 2893	195	Cinema essay	Y	Exceeded BM by 11% - will continue to challenge
HUM 2893	195	Film journal analysis	Y	Exceeded BM by 15% - will continue to challenge
GEOG 2234	162	Regional analysis project	Y	Exceeded BM by 15% - expand to broader project
PSY 1113	127	Pre/Posttest	Y	Exceeded BM by 18% - significant at Alpha < .01
PSY 1113	98	Pre/Posttest	N	**Statistically sig. positive outcome at Alpha < .01; however, missed BM by 2%**
SOC 3213	27	Post exam	Y	Exceeded BM by 13% - Psychology and Sociology faculty reviewed core competencies and adjusted (up) the benchmark for 2012 – 2013.
4. Community effectively.				
BIOL 3103	23	Oral presentation	Y	100% met BM – no change
SPCH 1113	453	Informative and persuasive speech	Y	Exceeded BM by 5% - no change
ENGL 1113	594	Expository essay	Y	Exceeded BM by 17% - analyze online next year
ENGL 1113	579	Timed Comp I essay test	Y	Exceeded BM by 11% - analyze all online classes Using proctored assessments
ENGL 1213	465	Structured essay question	Y	Exceeded BM by 20% - analyze all online classes using proctored assessments

Section III – Program Outcomes

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each major field of study.

Faculty from each program collaborate in the implementation and review of program assessment processes and results. Faculty track the number and type of assessment measures used, as well as the number of students assessed with each instrument. Because most assessment processes are course embedded, non-majors may be assessed with program majors. The total number of student assessments are presented below with the total number of majors in each program.

Table 6: Program Outcome Performance Measures

Department	Degree Program	N*	Types of Measures	Number Assessed	Number Majors
School of Business and Technology					
Applied Technology	BS Business Information Technology	5	4 Standardized competency-based exams, LAN design, major field test, exit exam	69	61
	BT Applied Technology	5	Program exit exam, assignment set, 4 pre/posttests	229	70
	AS Computer Science	2	Std competency-based exam, LAN design	46	56
	AAS Applied Technology	3	Std final exam, 2 pre/posttests	197	94
Business	BS Business Administration	8	ETS field test, internship evaluation, case studies, business simulation game, satisfaction survey, 2 pre/posttests	172	579
	BS Game Development	3	Capstone project, 4 large data structure problems, satisfaction survey	9	36
	AA Accounting	5	Formative and summative pre/posttests	417	69
	AA Business Administration	5	Formative and summative pre/posttests	589	159
Sport Management	BS Sport Management	6	Internship evaluation (supervisor and self), ethics essay, marketing plan, capstone project, satisfaction survey	144	102
School of Liberal Arts					
Communications	BA Communications	8	Research paper, oral debate, capstone project, 2 final exams, final project, 2 surveys	108	106
English-Humanities	BA Liberal Arts	5	Capstone project proposal, final paper, 2 essays, satisfaction survey	78	88
	AA Liberal Arts	5	3 essays, in-class presentation, satisfaction survey	142	60

Department	Degree Program	N*	Types of Measures	Number Assessed	Number Majors
Fine Arts	BFA Visual Arts	7	Capstone proposal, presentation, assignments, paper, group critique, oral presentation, satisfaction survey	140 (20 students)	152
History-Political Science	BS Social Science	8	Comprehensive exam, 3 posttests, internship evaluation (supervisor and self), capstone project, satisfaction survey	175	197
	BA Public Administration	7	2 critical thinking papers, internship journal, capstone, research paper, exit exam, graduate satisfaction survey, focus group, exit survey	15 (1 student)	1
	AA Secondary Education	3	% successful transfer hours, OGET, satisfaction survey	55	54
	AA Social Science	2	Comprehensive exam, satisfaction survey	17	62
Psychology-Sociology-Criminal Justice	BS Justice Administration	6	Capstone research proposal, presentation, comprehensive exam, final exam, conference participation, satisfaction survey	86	66
	BS Community Counseling	10	4 exams, Capstone project presentation, written assignment, internship journal and supervisor evaluation, case student, focus group	84	63
	AA Criminal Justice Studies	6	3 comprehensive exams, CLEET certification exam, scholarly exam, satisfaction survey	153	92
	AA Elementary Education	3	Completed degree with $\geq$ 2.5 GPA, OGET $\geq$ 240, satisfaction survey	79	138
Biology	BS Biology	6	ETS Major Field exam, research project, oral presentation, in-class survey, and post-graduate survey	81	323
	AS Biological Sciences	2	Pre/posttest, post unit exams	215	54
Health Science	BS Nursing	7	Family assessment paper, capstone presentation, field experience evaluation, graduate survey, 2 alumni surveys, employer survey, clinical evaluation, poster presentation, database evaluation, online resource evaluation	241 (15 students)	15
	AAS Nursing	6	Final exam, clinical evaluation, case study, nursing plan of care, NCLEX practice test and final test	396 (66 students)	92
	AAS Emergency Medical Services	8	Final exam, research paper, capstone project, skills exams, clinical evaluation,	128 (16 students)	77

Department	Degree Program	N*	Types of Measures	Number Assessed	Number Majors
			graduate satisfaction survey, 2 alumni surveys, employer survey		
Math-Physical Science	AS Physical Science	11	ACS exam, 4 post exams, 2 sets problems, 2 lab scores and 2 lab reports	94	53

*Number of assessment measures

Analysis and Findings/Other Assessment Plans

III-2; III-3 What were the analyses and findings from the 2010-11 program outcomes assessment?

Academic units are divided into three schools and eleven departments. Faculty has established learning outcomes for each degree program. A summary of key findings and planned instructional changes resulting from program outcomes assessment is presented in Table 7. Faculty reported a range of changes related to assessment analysis. Additional factors, such as national or state requirements, have also initiated change, and these are presented accordingly.

Table 7: Program Key Findings and Changes

Department	Degree Program	Assessment Findings	Instructional Changes
School of Business and Technology			
Applied Technology	BS Business Information Technology	Competency-based average score was significantly higher (95% CL) over 4 years. LAN design benchmark (BM) achieved. Remaining two BMs missed.	Faculty will discuss ways to improve student learning and performance on BIT comprehensive exam.
	BT Applied Technology	All capstone students completed exit exam but BM wasn't achieved. Average posttest scores exceeded pretest scores for all measures but 2 posttests.	Will modify capstone exam. Content no longer aligned with curriculum.
	AS Computer Science	Average competency-based score significantly improved (95% CL) over 4 years. LAN design BM achieved.	No change at this time.
	AAS Applied Technology	BMs exceeded for both pre and posttests. Average final exam score was 2% below BM.	Some non-majors enrolled in the course that missed the BM. Will reassess and revisit after next assessment cycle.
Business	BS Business Administration	BM exceeded on 7 of 8 measures. For ETS field test, BMs were met or exceeded for 5 of 9 fields.	Further investigation is required to determine if instructional changes are needed. Online courses and adjuncts will be considered.
	BS Game Development	Three completed capstone	Capstone sample and

Department	Degree Program	Assessment Findings	Instructional Changes
		project at or above BM. Missed BM for Data Structures but met BM for student satisfaction.	Data Structures sample were inconclusive. Retain program rigor.
	AA Accounting	An effect size of 20% improvement from pre to posttest was selected. All BMs exceeded.	No change at this time.
	AA Business Administration	All assessment BMs consisted of 20% effect size and $\geq$ 70% mean posttest score. All posttest BMs achieved, and all but one assessment achieved BM effect size.	No change at this time.
Sport Management	BS Sport Management	BMs established for each measure, and all BMs achieved except missed internship evaluation BM by 1%.	No change at this time.
School of Liberal Arts			
Communications	BA Communications	7 of 8 BMs were met or exceeded with a standard of 75% or higher of students achieving 70% proficiency.	The missed BM was used for the first time. Faculty will collect another sample of data before modifying.
English-Humanities	BA Liberal Arts	All but two BMs were achieved with 75% or higher proficiency. Online students did not achieve the capstone BM, and essay performance missed the BM for on-ground and online students	The capstone committee will assess each component individually to identify learning barriers.
	AA Liberal Arts	Essay proficiency was 4%, 5%, and 14% below BM. In-class presentation data were not reported. Student satisfaction BM was exceeded by 6%.	Faculty will create a consistent department-wide grading rubric for all assessment measures.
Fine Arts	BFA Visual Arts	All BMs were exceeded by at least 10% with 80% - 100% success rates.	To enhance student learning, studio class time will be lengthened. Art History will be added as a minor as a result of self-study.
History-Political Science	BS Social Science	All BMs were met or exceeded with a minimum of 70% proficiency or higher by 70% of students.	All faculty, including adjuncts, will begin submitting assessment data each semester rather than annually.
	BA Public Administration	5 of 7 BMs were met or exceeded. With only one graduate, the focus group had a sample size of 1. The student rated his satisfaction 3 out of 4,which did not meet the	A modest change will be made to the wording in program outcome #2.

Department	Degree Program	Assessment Findings	Instructional Changes
		BM.	
	AA Secondary Education	All BMs were met or exceeded with 90% proficiency.	To facilitate a seamless transition to CU's BA in Social Studies Education, an additional Gen Ed class will be added to the program.
	AA Social Science	Both BMs were met or exceeded, with 100% of responding students expressing overall satisfaction.	Will begin collecting data each semester from all faculty.
Psychology-Sociology-Criminal Justice	BS Justice Administration	All BMs met at 80% proficiency or better except for Capstone research proposal in applying research skills, which was missed by 23%.	Several assessment measures will be added to increase granularity of assessment of student learning
	BS Community Counseling	Most BMs were met or exceeded. Capstone presentation was missed by 2% (90% BM). Writing assignment BM was also missed with 100% proficiency set as the BM.	No changes planned.
	AA Criminal Justice Studies	All BMs met or exceeded. BM was set at 80% of students demonstrating 70% proficiency or higher.	A more structured cohort design will allow students to sit for CLEET exam within one month of graduation.
	AA Elementary Education	Cum GPA BM achieved. 39% of graduates took the OGET with a 85% pass rate. 100% of graduates met the satisfaction BM.	Add a math requirement to curriculum to meet state requirements.
School of Mathematics, Science and Health Sciences			
Biology	BS Biology	BMs were exceeded for implemented cognitive and affective measures set at 80% proficiency. ETS was not administered last year.	No changes planned.
	AS Biological Sciences	Pre/posttest BM achieved. Proficiency achieved on most unit exams except for five units.	Add supplemental readings and online exercises for Units 2 and 3.
Health Science	BS Nursing	All measures that were conducted met or exceeded the BM. Employer and alumni surveys were not conducted.	A collaborative effort has resulted in new curriculum changes.
	AAS Nursing	All measured demonstrated proficiency except the clinical evaluation, the nursing plan of care, and the NCLEX practice test.	Online paper-and-pencil tests have been converted to computer-based. Outcome #7 has been revised.
	AAS Emergency Medical Services	All BMs were met or exceeded at 80% to 100% proficiency.	Faculty are revising curriculum to align with

Department	Degree Program	Assessment Findings	Instructional Changes
			new national standards.
Math-Physical Science	AS Physical Science	All BMs were met using a two-year average and setting BMs at 50% of students achieving at least 70% proficiency.	The assessment measure conducted in MATH 2364 was revised and the performance standard/BM for MATH 1613 will be revised to allow for 4 hourly exams to measure student proficiency.

Section IV – Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

Student satisfaction assessments target those dimensions in the RSU Mission and Commitments from a multi-faceted standpoint and provide valuable information for an evolving regional university in maintaining its effectiveness in the student educational experience. Four standardized surveys were administered during 2010-2011. They were the Student Opinion Survey (SOS), the College Outcomes Survey (COS,) the National Survey of Student Engagement (NSSE), and the IDEA Center Student Evaluation of Instruction instrument.

During the spring 2011 semester, the ACT Student Opinion Survey was administered to assess the level of importance students attach to certain academic and non-academic components of their educational experience, as well as their level of satisfaction with those components. A random sample of 36 on-ground classes, stratified by campus, was selected for participation in the survey. A total of 476 students completed this survey, and the sample was representative of the student body.

The ACT College Outcomes Survey instrument was selected to assess students' perceptions of the importance of, progress toward, and college contribution to, a variety of college outcomes including satisfaction with selected aspects of RSU's programs and services. Prior to commencement, persons scheduled to graduate during 2010-2011 were mailed the COS. A total of 192 out of 545 graduates returned the survey for a 35.2% response rate. The sample was representative of the graduate population.

Every three years RSU implements the NSSE, and this survey was conducted during spring 2011. A total of 277 of 919 randomly selected (stratified sample) freshmen and seniors returned the survey for a 30.1% response rate. The sample was representative of the larger student body in terms of race and ethnicity.

RSU values student evaluation of course instruction. To this end, each fall semester, all full-time and part-time faculty receive IDEA Center surveys which allow faculty to select major course competencies taught. Students rate competency achievement as well as instruction efficacy. In the spring semester, classes are selected if faculty has taught less than two years at RSU (full-time or part-time) or if the course was not taught and

evaluated the previous fall semester. During the summer semester Nursing classes are evaluated. Classes are also evaluated by special request.

IV-2.   What were the analyses and findings from the 2010-2011 student satisfaction assessment?

Important strengths for RSU identified by the Student Outcomes Survey (SOS) included: Library Services, Financial Aid Services, Computer Service, and Academic Advising. Important areas for improvement included parking, career planning, and job placement. RSU does not currently have a job placement office, and this is an identified area for improvement. Students rated their experiences at RSU as strong to very strong for all SOS survey experience factors: intellectual growth (93%), preparation for further study (89%); personal growth (88%); preparation for a career (87%); and social growth (83%).

Results of the College Outcomes Survey (COS) suggest that RSU has the following strengths: academic rigor; faculty interaction with students; academic advising, library facilities and services; financial aid services, computer services; and racial harmony. Areas for improvement include greater integration of service learning and community service, parking, and career planning and job placement.

Results from the National Survey of Student Engagement (NSSE) demonstrate that all scales increased from freshman to senior years at RSU except for campus environment. It is notable that this is also a trend with RSU peer institutions. For freshman respondents, all scales increased in the last three years and exceeded that of RSU peers. For seniors, responses generally increased from the freshmen year, but there was still a negative gap with peer seniors. Further, RSU has strong Native American integration, albeit lower than that of the student body in terms of other minorities.

The IDEA Center evaluation of instruction at RSU results in individual class reports, department summary reports, as well as a university summary report. The quality of instruction is measured using four overall outcomes. They are: *Progress on Relevant Objectives* (result of student ratings of their progress on objectives chosen by instructors); *Excellence of the Teacher* and *Excellence of the Course*. The *Summary Evaluation* averages these three after double weighting the measure of student learning (*Progress on Relevant Objectives)* and compares the findings to the IDEA Center database.

Table 8 Percent of Classes at or Above the <u>IDEA Database</u> Average shows the percentage of classes for Fall 2010 with ratings at or above the IDEA database's score. Adjusted scores improve comparability by considering factors that influence student ratings that are beyond the instructor's control, e.g., working full time. Scores exceeding 60% infer that the overall instructional effectiveness is usually high.

Table 8: Percent of RSU Classes at or Above the <u>IDEA Database</u> Average
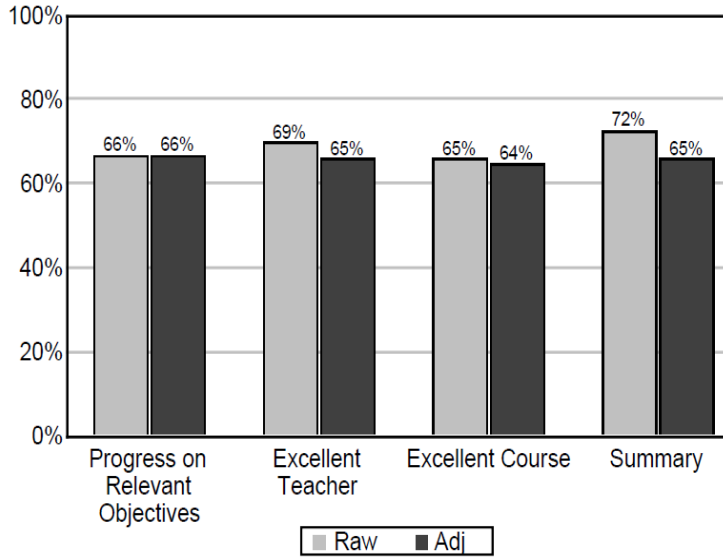
IV-3.   What changes occurred or are planned due to student satisfaction assessment?

Major changes in progress based on earlier student feedback, or to be initiated based on the most recent findings are: 1) consideration for construction of another on-campus student apartment building; 2) budget planning for an office for career services and job placement; 3) budget planning for an office for service learning and civic engagement; and 4) consideration for additional parking as property becomes available.

V. Graduate Student Assessment

Not Applicable