

ANNUAL STUDENT ASSESSMENT REPORT 2011-2012

ROGERS STATE UNIVERSITY
Claremore, Oklahoma

Office of Accountability and Academics

December, 2012



Rogers State University
Annual Student Assessment Report
2011-2012

Prepared by: Mary A. Millikin
Assistant Vice President
Accountability and Academics
December 20, 2012

Rogers State University

Annual Report of 2011-2012 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.

Fall 2011 entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. During this period, 855 academically deficient students accounted for 1,182 enrollments in courses as follows: Basic Writing (275), Reading I (120), Science Proficiency (46), and Math (741). Analysis of developmental studies success rates for the 2011-2012 academic year shows that 85% of developmental students completed the developmental courses in which they enrolled. Nearly half (46%) successfully completed their developmental course(s) with a "C" or better. Success rates were highest for Science Proficiency (68%) and were lowest for Basic Writing (30%).

RSU tracks performance in college-level coursework after students have completed developmental courses. A total of 73 percent of students who completed a developmental course in basic writing succeeded (C or better) in *Composition I*. This high success rate is attributable to the increased rigor of RSU's developmental writing course. Sixty-one percent of students who completed a course in developmental mathematics also successfully completed *College Algebra* with a C or better. Seventy-five percent of students with a science deficiency successfully completed *General Biology* with a C or better, and nearly seven out of ten students (67%) who completed any developmental course succeeded with a C or better in *American History Since 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 2011-2012 academic year, student performance satisfied faculty expectations on all four general education learning outcomes.

New in the 2011-2012 academic year was the implementation of the ETS Proficiency Profile to augment the measurement of general education at RSU. Four core skills (i.e., critical thinking, reading, writing, and mathematics) were measured to provide actionable score reports to pinpoint student strengths and areas of improvement. RSU entering freshmen evidenced similar levels of general education achievement as comparable four-year public universities, with slightly below average scores in mathematics, reading and writing. However, RSU entering freshmen scored significantly above the norm in critical thinking skills. A small sophomore sample evidenced significantly higher than the

national average in all four areas. In the coming academic year, samples will be broadened, and a pre-posttest analysis will be conducted.

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 2011-2012 assessment data demonstrate that students are meeting or exceeding most standards set for 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 2011-2012. Findings suggest that graduates are satisfied with their education, especially with the quality of instruction and key university services.

ROGERS STATE UNIVERSITY
Annual Report to the Oklahoma State Regents for Higher Education
2011-2012

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 STAS is used as the developmental tool to assess student readiness in science. There is no charge to the student for the COMPASS or the STAS.

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 STAS 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 Stanford Science test (STAS) test. With the exception of the STAS 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 2011-12 entry-level assessment?

Mean ACT composite scores for first-time entering freshmen have increased 1.5% since 2007. *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 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
English	19.52	19.57	19.79	19.70	19.90
Math	18.67	18.48	18.69	18.90	18.76
Reading	21.05	21.1	21.29	21.72	21.67
Science	20.36	20.24	20.26	20.59	20.48
Composite	19.79	19.78	19.93	20.10	20.09

Source: Institutional Fact Book 2011 Edition; Accountability and Academics

A total of 855 academically deficient students accounted for 1,182 enrollments in developmental courses during fall 2011. Since 2007, enrollments in developmental reading and science have decreased and enrollment in developmental English and math have increased. *Table 2 Enrollment in Developmental Coursework* presents the number of students enrolled in developmental coursework.

Table 2: Enrollment in Developmental Coursework

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
English	243	228	215	226	275
Math	611	573	631	671	741
Reading	123	116	121	97	120
Science	70	49	65	43	46
Duplicated Total	1,047	966	1,032	1,037	1,182
Unduplicated Headcount	723	659	731	762	855

Source: Fall 2011 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-scores, 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 2011-2012 academic year.

During the 2011-2012 academic year, there were 2,081 enrollments (duplicated headcount) in developmental studies courses, and 951 successful completions. A successful completion is defined as one in which the student earned a grade of “A”, “B”, or “C.” An unsuccessful completion is defined as one in which the student earned a grade of “W”, “D”, or “F.” These data indicate that 45.7% of developmental studies students successfully completed the courses. *Table 3 Success Rates in Developmental Studies Courses 2011-2012* contains a summary of student enrollment and performance in developmental courses.

Table 3: Success Rates in Developmental Studies Courses 2011-2012

				Successful		Unsuccessful					
	Enrolled	Withdrawn		(A, B, C)		(D, F, W)		Incomplete		Audit	
Course	N	N	%	N	%	N	%	N	%	N	%
Basic Writing (ENGL-0003)	465	88	18.9%	141	30.3%	323	69.5%	0	0%	1	0.2%
Reading I (READ-0223)	169	26	15.4%	85	50.3%	84	49.70%	0	0%	0	0%
Science Proficiency (BIOL-0123)	76	3	4.0%	52	68.4%	24	31.6%	0	0%	0	0%
Elementary Algebra (MATH-0114)	673	105	15.6%	270	40.1%	402	59.7%	1	0.2%	0	0%
Intermediate Algebra (MATH-0213)	698	84	12.0%	403	57.7%	294	42.1%	1	0.1%	0	0%
Total	2,081	306	14.7%	951	45.7%	1,127	54.2%	2	0.1%	1	0.1%

Source: RSU Accountability and Academics. Note that the sum of the cell values is greater than 2081 because 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 earned a grade of “A”, “B”, or “C”. An unsuccessful completion is defined as one in which the student earned a grade of “W”, “I”, “D”, or “F”.

Table 4 Success Rates in General Education Courses Fall Semester Only presents student success in college-level courses disaggregated 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)

General Education 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 2009	Fall 2010	Fall 2011	Fall 2009	Fall 2010	Fall 2011	Fall 2009	Fall 2010	Fall 2011
MATH 1513- College Algebra (MATH 0213- Intermediate Algebra)	53.6%	59.4%	60.2%	66.7%	20.0%	72.7%	68.0%	68.8%	71.2%
	N=67	N=82	N=80	N=6	N=1	N=8	N=223	N=271	N=304
ENGL 1113- Composition 1	67.7%	77.3%	72.5%	59.5%	64.9%	61.6%	74.3%	75.7%	74.4%
	N=67	N=51	N=50	N=47	N=50	N=61	N=408	N=424	N=460
POLS 1113- American Federal Government	54.6%	50.0%	20.0%	52.0%	72.9%	76.1%	75.1%	73.7%	78.4%
	N=12	N=11	N=4	N=26	N=43	N=54	N=244	N=261	N=315
HIST 2483- American History to 1877	33.3%	68.8%	30.8%	68.9%	65.9%	56.7%	68.8%	71.4%	65.5%
	N=4	N=11	N=4	N=31	N=29	N=17	N=137	N=165	N=146
HIST 2493- American History since 1877	57.1%	66.7%	66.7%	64.6%	60.7%	40.0%	71.5%	68.4%	63.2%
	N=4	N=2	N=2	N=31	N=17	N=10	N=118	N=117	N=91
BIOL 1114- General Biology	75.0%	0.0%	75.0%	68.9%	71.7%	58.2%	82.1%	81.4%	77.4%
	N=3	N=0	N=3	N=31	N=43	N=25	N=128	N=127	N=123
BIOL 1144- General Cellular Biology	25.0%	60.0%	50.0%	50.0%	45.3%	47.0%	61.0%	66.8%	70.2%
	N=1	N=3	N=3	N=29	N=24	N=23	N=122	N=145	N=167

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 2011-2012, the Developmental Studies Coordinator advised students enrolled in developmental courses for English, reading and math. She served on the University Assessment Committee and is pivotal in collaborating with faculty in college-level course work to segue developmental course objectives and student outcomes with those of college-level courses. In this way, Developmental Writing student outcomes and curriculum have been modified. Although more rigorous, students who complete Developmental Writing succeed In Composition I at equal rates as students who were not deficient in writing.

Section II – Mid-Level/General Education

Administering Assessment

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

General education goals were revised in 2010-2011 and now include four targeted student learning outcomes: [1] Acquire and evaluate information; [2] Analyze and integrate knowledge; [3] Develop perspectives and an understanding of the human experience; and [4] Communicate effectively. These goals have been incorporated into courses as appropriate. Faculty used course-embedded activities, performance criteria, and assessments to evaluate student learning as a result of the goal-related activities.

In 2011-2012, the UAC completed its second year of peer review sessions to assess the achievement and measurement 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 curriculum planning for the 2012-2013 academic year.

In Fall 2011, RSU began the direct assessment of four core skill areas—critical thinking, reading, writing and mathematics – using the ETS Proficiency Profile. This allows for full perspective of the effectiveness of RSU's general education program and provides actionable score reports to pinpoint strengths and areas of improvement. Additionally, comparative data is available for this instrument from other participating four-year, public universities.

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

RSU's primary mid-level assessment is course embedded for all associate and baccalaureate degree programs. In 2011-2012 a variety of direct and indirect assessment methods were used as determined by faculty who teach these courses, and the full reports are stored on 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.

Regarding the administration of the ETS Proficiency Profile, two cohorts were selected for comparison. The first cohort consisted of fall 2011 first-time freshmen, who had not completed concurrent general education courses or had not transferred to RSU general education courses taken at other institutions. These students were contacted through U.S. mail and email, and were instructed to complete the ETS Proficiency Profile at the Testing Center of the Claremore campus.

The second cohort selected for implementation of the ETS Proficiency Profile was sophomores with 31-60 credit hours completed at RSU. As with the first-time freshmen cohort, students with concurrent or transferred general education courses were excluded. These two cohorts allowed for comparison of skill level in the four identified general education areas.

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

Regarding the primary course embedded, mid-level assessment, students were motivated to perform to ability because their course grades were dependent on successful achievement of learning outcomes as part of their course work.

For the ETS Proficiency Profile, first-time freshmen were notified that an enrollment hold would be placed on their spring enrollment until the test was completed. For their participation, they received \$10 added to their Hillcat Hub declining balance cards. For sophomores, the enrollment hold was not used for this cohort, but they were rewarded with \$10 for completion of the testing process.

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

In collaboration with faculty university-wide, the UAC determined that for the 2011-2012 academic year, peer review of general education outcomes would focus on nine key gateway courses: ENGL 1213; SPCH 1113; POLS 1113; HIST 2493; MATH 1513; HUM 2113; BIOL 1114; GEOL 1014; AND SPAN 1113. Peer reviews were conducted with full-time faculty teaching each of these gateway courses. Reviews included discussion of assessment measures as well as processes. As a result of the reviews, faculty for all disciplines will be assessing online courses, in addition to on-ground courses, for the 2012-2013 academic year. Further, general education classes taught by part-time faculty will be assessed beginning in the 2013-2014 academic year. In this way, continuity of general education outcomes can be fostered throughout the disciplines.

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

In 2011-2012, measurement of student progress occurred within the academic departments for those students who proceeded as bachelor degree-seeking students. Of the 287 baccalaureate degrees awarded, 26% 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.

Further, during peer review sessions with each discipline, assessment reports require faculty analyze results longitudinally. By the 2012-2013 academic, three years of peer reviewed assessment of student learning will be available, and definitive trends can be analyzed. During spring 2013, a new internal faculty website will be created as a repository for assessment reports and documents, providing access for all faculty.

II-6. What were the analyses and findings from the 2011-2012 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 2011-2012. 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 1 – “Acquire and Evaluate Information”

Course	Description of Measure	Performance Standard (%)	(O) Objective, (E) Essay, or (U) Unspecified	Sample Size (Population, Random, Quota)	Standard Met (Y/N)
Humanities I	Midterm and final exams	70/70	U	183 (Q)	Y
Humanities I – online	Midterm and final exams	70/70	U	70 (P)	Y
General Biology (multiple performance standards)	Comprehensive exams	70/70 70/≥20	O O	214 (Q) 110 (Q)	N Y
General Biology	Comprehensive final exam	70/70	O	20 (Q)	N
General Biology – online	Comprehensive final exam	75/70	O	29 (Q)	Y

Course	Description of Measure	Performance Standard (%)	(O) Objective, (E) Essay, or (U) Unspecified	Sample Size (Population, Random, Quota)	Standard Met (Y/N)
College Algebra	Math problems	70/70	U	360 (?)	Y
Earth Science	Lab assignment	70/70	U	54 (P)	Y
Spanish I	Assignments	70/70	U	66 (P)	Y
Spanish I	Midterm and final	70/70	O, E	97 (P)	Y
Speech	Midterm and final	75/70	U	193 (P)	N
Speech - online	Midterm and final	75/70	U	60 (P)	Y

General Education Outcome 2 – “Analyze and Integrate Knowledge”

Course	Description of Measure	Performance Standard (%)	(O) Objective, (E) Essay, or (U) Unspecified	Sample Size (Population, Random, Quota)	Standard Met (Y/N)
Composition II	Research paper/essay	70/70	E	468 (P)	Y
Composition II	Article evaluation assignment	70/70	E	464 (P)	Y
Composition II	Post-test	70/70	E	453 (P)	Y
Composition II – online	Research paper/essay	70/70	E	47 (P)	Y
Composition II -- online	Article evaluation assignment	70/70	E	53 (P)	Y
Composition II -- online	Post-test	70/70	E	50 (P)	Y
U.S. History Since 1877	Embedded exams	70/70	U	253 (P)	Y
U.S. History Since 1877 - online	Embedded exams	70/70	U	80 (P)	Y
American Federal Government	Embedded exams	70/70	O	599 (P)	N
American	Embedded	70/70	O	170 (P)	N

Course	Description of Measure	Performance Standard (%)	(O) Objective, (E) Essay, or (U) Unspecified	Sample Size (Population, Random, Quota)	Standard Met (Y/N)
Federal Government - online	exams				
General Biology	Quiz	70/70	O	262 (Q)	N
Earth Science	Lab activity	70/70	U	53 (P)	Y

General Education Outcome 3 – “Develop Perspectives and an Understanding of the Human Experience”

Course	Description of Measure	Performance Standard (%)	(O) Objective, (E) Essay, or (U) Unspecified	Sample Size (Population, Random, Quota)	Standard Met (Y/N)
Introduction to Psychology	Pre-test/post-test improvement	15%+	O	566 (P)	Y
	Post-test	70/70	O	566 (P)	N
Humanities I	Critical thinking essay Weekly assignments	70/70	E	169 (Q)	Y
		70/70	E	166 (P)	Y
Humanities I - online	Critical thinking essay Weekly assignments	70/70	E	63 (P)	Y
		70/70	E	36 (P)	Y
Spanish I	Final exam	70/70	U	187 (P)	Y

General Education Outcome 4 - “Communicate Effectively”

Course	Description of Measure	Performance Standard (%)	(O) Objective, (E) Essay, or (U) Unspecified	Sample Size (Population, Random, Quota)	Standard Met (Y/N)
Composition II	Writing skills essay	70/70	E	481 (P)	Y
Composition	Writing	70/70	E	52 (P)	Y

Course	Description of Measure	Performance Standard (%)	(O) Objective, (E) Essay, or (U) Unspecified	Sample Size (Population, Random, Quota)	Standard Met (Y/N)
II – online	skills essay				
Speech	Informative Speech	80/70	E	264 (P)	Y
	Persuasive Speech	80/70	E	242 (P)	Y

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	4	Standardized and in-house exams, major field test, exit exam, and project	140	104
	BT Applied Technology	5	Program exit exam, assignment set, 4 pre/posttests, and alumni satisfaction survey	261	70
	AS Computer Science	2	Std competency-based exam, LAN design	123	56
	AAS Applied Technology	3	Std final exam, 2 pre/posttests, alumni satisfaction survey	255	94
Business	BS Business Administration	6	ETS field test, pre- and posttests	237	579
	BS Game Development	3	Capstone project, 3-D software project, and satisfaction survey	20	36
	AA Accounting	3	Pre- and posttests, ETS Field Test, satisfaction survey	450	69
	AA Business	3	Formative and summative	725	159

Department	Degree Program	N*	Types of Measures	Number Assessed	Number Majors
	Administration		pre/posttests, ETS Field Test		
Sport Management	BS Sport Management	5	Internship evaluation (supervisor and self), ethics essay, marketing plan, and capstone project	154	102
School of Liberal Arts					
Communications	BA Communications	9	Written and oral communications, critical and creative thinking exercise, test scores, final exam, and two final projects	156	106
English-Humanities	BA Liberal Arts	6	Capstone project proposal, final paper, 2 essays, satisfaction survey	107	88
	AA Liberal Arts	5	3 essays, in-class presentation, satisfaction survey	597	60
Fine Arts	BFA Visual Arts	9	Capstone proposal, presentation, assignments, paper, group critique, oral presentation, satisfaction survey	144 (18 students)	152
History-Political Science	BS Social Science	7	Comprehensive exam, 3 posttests, internship evaluation (supervisor and self), capstone project, satisfaction survey	207	197
	BA Public Administration	7	2 critical thinking papers, internship journal, capstone, research paper, exit exam, graduate satisfaction survey, focus group, exit survey	15	2
	AA Secondary Education	2	Certification exam (OGET), and satisfaction survey	11	54
	AA Social Science	2	Comprehensive exam, satisfaction survey	14	62
	Military History	3	Essay, exam, survey and focus group to be assessed for this new program in 2012-2013	--	--
Psychology-Sociology-Criminal Justice	BS Justice Administration	5	Capstone research proposal, presentation, comprehensive exam, final exam, conference participation, satisfaction survey	30	66
	BS Community Counseling	7	4 exams, Capstone project presentation, written assignment, internship journal and supervisor evaluation, case student, focus group	67	63
	AA Criminal Justice Studies	2	CLEET certification exam, scholarly exam, and final exam	30	92
	AA Elementary Education	4	Completed degree with ≥ 2.5 GPA, OGET ≥ 240 , satisfaction survey	48	138

Department	Degree Program	N*	Types of Measures	Number Assessed	Number Majors
Biology	BS Biology	5	Mastery of program survey, ETS Field Test, and graduate survey	114	323
	AS Biological Sciences	3	Pre/posttest, post unit exams	279	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	101 (18 students)	15
	AAS Nursing	5	Final exam, clinical evaluation, case study, nursing plan of care, NCLEX practice test and final test	477 (68-69 students)	92
	AAS Emergency Medical Services	9	Final exam, research paper, capstone project, skills exams, clinical evaluation, graduate satisfaction survey, 2 alumni surveys, employer survey	104 (13 students)	77
Math-Physical Science	AS Physical Science	13	ACS exam, 4 post exams, 2 sets problems, 2 lab scores and 2 lab reports	148	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	3 of 5 benchmarks were met, with average scores significantly increasing over the last four year period.	Faculty will change assessment instrument from Program Assessment Test to ETS Computer Science Field Test.
	BT Applied Technology	All benchmarks were met. Further 92% (12 of 13) of alumni reported satisfaction with program.	No change planned for 2012-2013.
	AS Computer Science	3 of 4 benchmarks were met.	No change planned for

Department	Degree Program	Assessment Findings	Instructional Changes
		Average competency-based scores increased over 4 years.	2012-2013.
	AAS Applied Technology	All 4 benchmarks were exceeded.	Alumni survey will be conducted in 2012-13. Because computer proficiency standards were met, no change is planned for coming year.
Business	BS Business Administration	Benchmarks exceeded for 6 of 7 measures. 27 of 28 students met benchmark for Capstone project.	Online courses and adjunct-taught classes will be assessed in 2012-13.
	BS Game Development	5 of 6 benchmarks were met, including outcome for student satisfaction.	Continue high level of program rigor, and conduct and report full program review for 2012-13.
	AA Accounting	8 of 10 benchmarks were met. The two unmet benchmarks were not measured in the 2011-12 AY.	No change planned for 2012-2013.
	AA Business Administration	10 of 12 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 planned for 2012-2013..
Sport Management	BS Sport Management	5 of 5 benchmarks were met or exceeded. Significant improvement achieved from previous year.	No change planned for 2012-2013.
School of Liberal Arts			
Communications	BA Communications	4 of 8 BMs were met or exceeded with a standard of 75% or higher of students achieving 70% proficiency.	3 of 4 benchmarks that were missed were unmet for the first time. 100% graduate satisfaction achieved, and results will be reviewed in coming year before making curricular changes.
English-Humanities	BA Liberal Arts	5 of 5 benchmarks were met, and results included online course student outcomes.	Continue assessing online delivery method.
	AA Liberal Arts	5 of 5 benchmarks were met or exceeded. Student satisfaction standard was exceeded by 6%.	No change planned for 2012-2013.
Fine Arts	BFA Visual Arts	All BMs were exceeded by at least 10% with 80% - 100% success rates.	Will add a <i>History of Photography</i> class to enhance the photography portfolio.
History-Political Science	BS Social Science	6 of 7 were met or exceeded with a minimum of 70%	One outcome was missed by one student. No change

Department	Degree Program	Assessment Findings	Instructional Changes
		proficiency or higher by 70% of students.	planned for 2012-2013.
	BA Public Administration	3 of 3 program benchmarks were met or exceeded.	With two graduates thus far in this relatively new major, more data are needed for analysis.
	AA Secondary Education	All benchmarks were met or exceeded with 90% proficiency.	Obtain a larger sample in 2012-2013 for analysis of outcomes.
	AA Social Science	Both benchmarks were met or exceeded, with 100% of responding students expressing overall satisfaction.	New student learning outcome added for 2012-2013.
	Military History	[First year of program to be analyzed in 2012-2013]	NA
Psychology- Sociology- Criminal Justice	BS Justice Administration	3 of 3 benchmarks met at 80% proficiency or better, including Capstone requirements.	Focus will be applied to help students achieve mastery in research proposal writing.
	BS Community Counseling	6 of 9 benchmarks 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.	Two benchmarks were missed by 2%. The third benchmark has a standard of 100% with 99% achievement. Faculty will integrate small group discussions with journaling to enhance multi-cultural perspective.
	AA Criminal Justice Studies	3 of 3 benchmarks were met or exceeded. Benchmark was set at 80% of students demonstrating 70% proficiency or higher.	No change planned for 2012-2013.
	AA Elementary Education	2 of 3 benchmarks were met, and 10 of 12 graduates passed the OGET. New program director appointed in 2011-12.	No change planned for 2012-2013.
School of Mathematics, Science and Health Sciences			
Biology	BS Biology	5 of 9 benchmarks met. 2011-2012 was the first year data were submitted for this analysis.	Continue to analyze outcomes for trend analysis.
	AS Biological Sciences	2 of 3 benchmarks achieved. No data available for third benchmark.	Collect and analyze data for the third benchmark/outcome.
Health Science	BS Nursing	All measures that were conducted met or exceeded benchmarks.	Graduate survey, alumni survey, and employer survey will be conducted in 2012-2013.
	AAS Nursing	5 of 7 benchmarks were met or exceeded and demonstrated proficiency. All but one graduate passed the	The two unmet benchmarks require 100% proficiency, and 99% average proficiency was

Department	Degree Program	Assessment Findings	Instructional Changes
		national NCLEX test.	achieved. No changes planned for coming year.
	AAS Emergency Medical Services	5 of 5 benchmarks were met or exceeded at 80% to 100% proficiency. Program awarded national certification.	3 new Data Arc online surveys will be implemented in 2012-2013.
Math-Physical Science	AS Physical Science	All benchmarks were met or exceeded at 50% of students achieving at least 70% proficiency.	No change planned for 2012-2013.

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. Three standardized surveys were administered during 2011-2012. They were the Student Opinion Survey (SOS), the College Outcomes Survey (COS,) and the IDEA Center Student Evaluation of Instruction instrument. Additionally, a locally-developed survey was administered to online students in spring 2012.

During the spring 2012 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 361 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.

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 2011-2012 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 good to very great for all SOS survey experience factors: intellectual growth (96%), preparation for further study (90%); personal growth (88%); preparation for a career (87%); and social growth (85%).

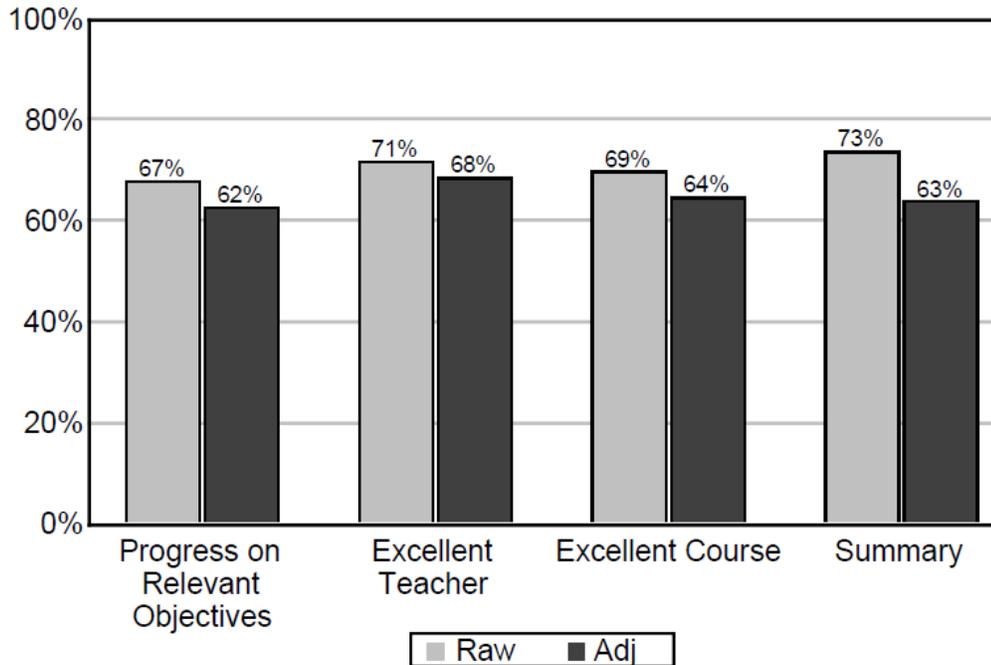
Results of the College Outcomes Survey (COS) suggest that RSU has the following strengths: academic rigor; faculty interaction with students; academic advising, library facilities and services; financial aid services, computer services; and racial harmony. Areas for improvement include greater integration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

Results from the locally-developed survey of online student experiences indicate that two-thirds (67%) of online students rated the technical aspects of the Ecampus environment as good or excellent. Similar results occurred for ratings of technical support. Students reported high satisfaction (83%) with the online enrollment process. Primary areas for improvement concerned timeliness of instructor feedback and specific course and instructor issues.

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 IDEA Database 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 IDEA Database 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) additional student parking across from Prep Hall and near Campus Police; 2) construction of a new dining facility closer to residence halls; 3) budget planning for an office for career services and job placement; 4) budget planning for an office for service learning and civic engagement; and 5) inclusion in master capital plan for construction of a third student residence hall.

V. Graduate Student Assessment

Not Applicable at this time.

