

# ANNUAL STUDENT ASSESSMENT REPORT 2012-2013

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ROGERS STATE UNIVERSITY  
Claremore, Oklahoma

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Office of Accountability and Academics

December 2013



**Rogers State University**  
**Annual Student Assessment Report**  
**2012-2013**

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Prepared by: Mary A. Millikin  
Assistant Vice President  
Accountability and Academics  
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# Rogers State University

## Annual Report of 2012-2013 Student Assessment Activity

### Executive Summary

#### Entry-Level Assessment

Rogers State University (RSU) analyzes 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. Transfer students are evaluated using both ACT scores and prior coursework. Students with low ACT sub-scores 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 2012, all entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. During the fall semester, 760 academically deficient students accounted for 1,091 enrollments in developmental courses as follows: Basic Writing (n=266), Reading I (n=115), Science Proficiency (n=50), and Math (n=661). Of 1,845 enrollments in developmental coursework during the 2012-2013 AY, there were 862 (46.7%) successful completions.

RSU tracks performance in college-level coursework of students who have completed developmental courses. A total of 66.7% of students who completed Basic Writing succeeded (C or better) in *Composition I*, compared to 68.5% of students with an ACT  $\geq 19$  (did not require remediation). Notably, students who successfully completed Basic Writing performed as well as did students with an ACT  $\geq 19$ , who did not require remediation. However, students with an ACT  $\leq 19$  but whose COMPASS score placed them in college level English were significantly less successful in Comp I than were remediated students. Forty-nine percent of students who completed a course in developmental mathematics also successfully completed *College Algebra* with a C or better, compared to 60.6% of students with an ACT  $\geq 19$ . For students who successfully completed Developmental Reading, an average of 47.3% successfully completed American Federal Government or one of two general education History courses, compared to an average success rate of 67.3% of students with an ACT  $\geq 19$ . Fifty percent of students who completed Science Proficiency were successful in General Biology or General Cellular Biology, compared to 68.1% of students with an ACT  $\geq 19$ .

#### Mid-Level/General Education Assessment

General education assessment is conducted at RSU using three methodologies. Beginning in fall 2011, RSU adopted use of the ETS Proficiency Profile to measure entry-level general education competencies for first-time freshmen as well as progress made by second-semester sophomores. This measures student competencies in four areas of general education and three context-based tests, which map directly to RSU's four general education student learning outcomes/goals.

ETS Proficiency Profile scores indicate that RSU students made statistically significant gains in terms of general education competencies (99% confidence level). Although freshmen scored slightly below the national norm, sophomores scored slightly above the national norm. These results indicate that RSU students are achieving student learning outcomes in general education at or exceeding those of four-year bachelor degree institutions in the U.S.

Comprehensive, course-embedded faculty assessment of student performance is a primary method of assessment and is conducted based on four 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 2012-2013 academic year, student

performance satisfied faculty expectations within all four general education learning outcomes (80% of all measures). To determine if online performance varies from on-ground performance, data will be disaggregated in the coming year.

Student proficiency in general education was also assessed using The IDEA Center system. Results show that RSU students self-rate their progress towards general education objectives slightly higher than the national norm. These results provide evidence that RSU students have met general education goals, and opportunities for improvement have been identified with planned instructional changes.

### **Program Outcomes Assessment**

A variety of methodologies to assess student academic achievement and satisfaction has been implemented by faculty within each academic department. Methods for assessment of program learning outcomes consist of 114 measures including portfolios, capstone projects, licensure and certification exams, pretest/posttests, standardized exams, internship evaluations, focus groups, and surveys of students, graduates, alumni, and employers. In 2012-2013, 86% of all benchmarks were met or exceeded, suggesting that students are satisfying faculty expectations by demonstrating achievement of program learning outcomes. Additional indicators include national licensing and certification exams. For instance, RSU's AAS Nursing program achieved a 94% pass rate during the 2012-2013 academic year, higher than the Oklahoma state average and the U.S. national average.

As a result of assessment and faculty discussions of processes and student learning outcomes for the 2012-2013 academic year, several instructional changes have been implemented. Two programs will implement an affective measure in the coming year, a feature of the programs' comprehensive assessment plan. Based on student and faculty feedback, software on computers in Applied Technology will be upgraded to Windows 8 and Office 2013. Several departments that lead the University in exemplary assessment practices (e.g., English and Humanities; Psychology, Sociology and Criminal Justice; History and Political Science; Mathematics and Physical Sciences) disaggregated student learning outcomes by teaching modality—on-ground versus online. More departments will analyze results in this way for the coming academic year. Other programs have made modifications to Capstone curriculum and core program curriculum after analyzing and reviewing results. Details are discussed in Section III.

### **Student Satisfaction Assessment**

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 measuring affective student performance and experience were administered institutionally during 2012-2013. They were RSU's locally developed Student Satisfaction Survey, the Graduating Senior Survey, and the IDEA Center Student Evaluation of Instruction instrument.

A total of 462 students completed the Student Satisfaction Survey. Results demonstrated student satisfaction for all 42 survey items, with all mean satisfaction ratings above the mid-point. Students expressed strongest satisfaction with attitudes of faculty towards students, the academic calendar, class size, personal safety, racial harmony, and availability of computers. Five gaps between importance and satisfaction were identified, with three of them being more important for associate degree-seeking students than bachelor degree-seeking students. These gaps concerned general admission policies and academic probation and suspension.

The ACT College Outcomes Survey for graduating seniors was discontinued mid-year, and a locally developed instrument has been created for the 2013-2014 academic year. Implementation for 2012-2013

resulted in above average ratings for 35 out of 36 items. The five items with the highest mean student ratings were: Acquiring knowledge and skills needed for a career; Becoming competent in my major; Learning to think and reason; Developing problem-solving skills; and Speaking more effectively. Item #33 "Developing my religious values" was rated slightly below the mid-point. Because RSU is a public university, an intervention was not planned to address this.

Each fall semester, courses taught by all full-time and part-time faculty are evaluated by students using The IDEA Center surveys. 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 or evaluated the previous fall semester. For the summer semester all Nursing classes are evaluated. During 2012-2013 students rated competency achievement and instructional efficacy in 1,077 course sections. Mean student ratings were above the national average for all four IDEA Center factors, with three of the four factors resulting in significantly higher ratings. Results indicate students are satisfied with RSU faculty and course instruction.

**ROGERS STATE UNIVERSITY**  
**Annual Report to the Oklahoma State Regents for Higher Education**  
**2012-2013**

**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 \$36.50 for the ACT National without the Writing subtest and \$52.50 with the Writing subtest. Fee for the ACT Residual test is \$40. ACT scores of 19 or higher on each subtest are required for enrollment in collegiate level courses. Students who do not meet the cut-score 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 2012-13 entry-level assessment?**

Mean ACT composite scores for first-time entering freshmen have risen slightly since 2008, with Reading scores consistently the strongest for RSU students. *Table 1 Mean ACT Scores for First-time Freshmen* provides a summary of mean ACT composite and subtest scores.

**Table 1: Mean ACT Scores for First-time Freshmen**

ACT Test	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
English	19.6	19.8	19.7	19.9	19.8
Math	18.5	18.7	18.9	18.8	19.2

ACT Test	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Reading	21.1	21.3	21.7	21.7	21.5
Science	20.2	20.3	20.6	20.5	20.6
Composite	19.8	19.9	20.1	20.1	20.1

Source: Institutional Fact Book 2012 Edition; Accountability and Academics

A total of 760 academically deficient students accounted for 1,091 enrollments in developmental courses during fall 2012. Enrollment in developmental studies varies by course, with an overall decrease in developmental enrollments over the last year of 11.1%. This exceeds the overall decrease in University enrollment of 7.6%. *Table 2 Enrollment in Developmental Coursework* displays the number of students enrolled in developmental coursework.

**Table 2: Enrollment in Developmental Coursework**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
English/Writing	228	215	226	275	266
Math	573	631	671	741	660
Reading	116	121	97	120	115
Science	49	65	43	46	50
Duplicated Total	966	1032	1037	1,182	1,091
Unduplicated Headcount	659	731	762	855	760

Source: Fall 2012 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 nine 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/PHYS 1014 Physical Science/GEOL 1014 Earth Science (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 cut-scores, retention levels, and success in both developmental and college-level courses. The effectiveness of placement decisions and appropriateness of cut-scores 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 2012-2013 academic year.

During 2012-2013, there were 1,845 total enrollments (duplicated headcount) in developmental studies courses, and 862 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 nearly half (47%) of developmental studies students successfully completed their courses. The developmental course with the highest success rate was BIOL 0123, and the course with the lowest success rate was Basic Writing. *Table 3 Success Rates in Developmental Studies Courses 2012-2013* contains a summary of student enrollment and performance in developmental courses.

**Table 3: Success Rates in Developmental Studies Courses 2012-2013**

Course	Enrolled	Withdrawn		Successful		Unsuccessful		Incomplete		Audit	
				(A, B, C)		(D, F, W)					
	N	N	%	N	%	N	%	N	%	N	%
Basic Writing (ENGL-0003)	423	61	14.4%	156	36.9%	267	63.1%	0	0.0%	0	0.0%
Reading I (READ-0223)	183	21	11.5%	100	54.6%	83	45.4%	0	0.0%	0	0.0%
Science Proficiency (BIOL-0123)	100	12	12.0%	67	67.0%	33	33.0%	0	0.0%	0	0.0%
Elementary Algebra (MATH-0114)	574	82	14.3%	245	42.7%	328	57.1%	1	0.2%	0	0.0%
Intermediate Algebra (MATH-0213)	565	84	14.9%	294	52.0%	269	47.6%	1	0.2%	1	0.2%
Total	1845	260	14.1%	862	46.7%	980	53.1%	2	0.1%	1	0.1%

Source: RSU Accountability and Academics. Note that the sum of the cell values is greater than the total enrolled, as 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 Developmental Student 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 sub-scores of 19.

**Table 4: Developmental Student 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 2010	Fall 2011	Fall 2012	Fall 2010	Fall 2011	Fall 2012	Fall 2010	Fall 2011	Fall 2012
MATH 1513 – Col Algebra (MATH 0213 –Inter Algebra)	59.4%	60.2%	49.1%	20.0%	72.7%	46.2%	68.8%	71.2%	60.6%
No. of Students	N-82	N-80	N-50	N-1	N-8	N-6	N-271	N-304	N-260
ENGL 1113 - Comp 1	77.3%	72.5%	66.7%	64.9%	61.6%	53.5%	75.7%	74.4%	68.5%
No. of	N-51	N-50	N-46	N-50	N-61	N-38	N-424	N-460	N-396

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 2010	Fall 2011	Fall 2012	Fall 2010	Fall 2011	Fall 2012	Fall 2010	Fall 2011	Fall 2012
<i>Students</i>									
POLS 1113- American Fed Gov	50.0%	20.0%	55.6%	72.9%	76.1%	64.1%	73.7%	78.4%	77.4%
<i>No. of Students</i>	<i>N-11</i>	<i>N-4</i>	<i>N-10</i>	<i>N-43</i>	<i>N-54</i>	<i>N-41</i>	<i>N-261</i>	<i>N-315</i>	<i>N-298</i>
HIST 2483- American History to 1877	68.8%	30.8%	50.0%	65.9%	56.7%	48.8%	71.4%	65.5%	59.3%
<i>No. of Students</i>	<i>N-11</i>	<i>N-4</i>	<i>N-1</i>	<i>N-29</i>	<i>N-17</i>	<i>N-21</i>	<i>N-165</i>	<i>N-146</i>	<i>N-128</i>
HIST 2493- American History since 1877	66.7%	66.7%	36.4%	60.7%	40.0%	74.3%	68.4%	63.2%	65.1%
<i>No. of Students</i>	<i>N-2</i>	<i>N-2</i>	<i>N-4</i>	<i>N-17</i>	<i>N-10</i>	<i>N-26</i>	<i>N-117</i>	<i>N-91</i>	<i>N-112</i>
BIOL 1114- General Biology	--	75.0%	66.7%	71.7%	58.1%	61.2%	81.4%	77.4%	76.1%
<i>No. of Students</i>	<i>N-0</i>	<i>N-3</i>	<i>N-2</i>	<i>N-43</i>	<i>N-25</i>	<i>N-30</i>	<i>N-127</i>	<i>N-123</i>	<i>N-137</i>
BIOL 1144- General Cellular Biology	60.0%	50.0%	33.3%	45.3%	46.9%	48.8%	66.8%	70.2%	60.0%
<i>No. of Students</i>	<i>N-3</i>	<i>N-3</i>	<i>N-1</i>	<i>N-24</i>	<i>N-23</i>	<i>N-21</i>	<i>N-145</i>	<i>N-167</i>	<i>N-141</i>
PHYS 1014- Physical Science	*	*	66.7%	*	*	100.0%	*	*	95.7%
<i>No. of Students</i>			<i>N-2</i>			<i>N-12</i>			<i>N-44</i>
GEOL 1014-Earth Science	*	*	66.7%	*	*	39.4%	*	*	60.4%
<i>No. of Students</i>			<i>N-2</i>			<i>N-16</i>			<i>N-84</i>

\*PHYS 1014 and GEOL 1014 added for analysis beginning current academic year.

## Other Assessment Plans

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

Developmental course student success is also evaluated using the university-wide assessment process, which involves faculty discussion regarding results. Each fall semester, faculty submits a summary Student Learning Report (SLR) based on these results from the previous academic year. Results are posted on the

N: drive for access and are peer reviewed each spring semester by University Assessment Committee members.

#### **I-8. Describe results.**

Basic Writing continues to result in the lowest success rate of all developmental courses. A rigorous curriculum has been developed that holds students to high standards. Consequently, as illustrated in Table 4, successful Basic Writing students were equally successful in Composition I as were students who placed directly into college-level writing. Further, 13.2% more successful Basic Writing students achieved writing proficiency in Composition I than did students who placed directly into college-level writing using the COMPASS (with ACT English scores below 19).

Students enrolled in Basic Writing and Developmental Reading must demonstrate proficiency in fundamental writing and reading comprehension skills and competencies. A total of 240 students completed a pretest and post-test in Basic Writing. With the benchmark set at  $\geq 60\%$  of students achieving at least 70% proficiency on the posttest or achieving at least a 70% on the course mid-term, 62.5% met or exceeded the benchmark. In Developmental Reading, the same benchmark was set for a pre- and post-test. A total of 101 students completed the assessments, and 75.4% met or exceeded the benchmark.

The benchmark for Elementary Algebra was 65% of students completing both the pretest and post-test would achieve at least 65% proficiency. A total of 221 students completed this assessment, with 74% meeting or exceeding the standard. Online students demonstrated stronger proficiency. The same benchmark was set for Intermediate Algebra. A total of 209 students completed the assessment with 82% meeting or exceeding the benchmark. A total of 52 students completed the Science Proficiency assessment, with 46% demonstrating proficiency.

In total, 13 formative and summative assessments were administered in Developmental Studies. All benchmarks were met or exceeded for Developmental Writing and Reading. All but one was achieved for developmental math, and one out of three was achieved for Science Proficiency.

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

Because Basic Writing continues to have the lowest success rate of all developmental courses, a follow-up analysis was conducted to determine success rates by placement scores. There is a statistically significant difference in Basic Writing course success as a function of placement score (ACT and COMPASS). Consequently, faculty has proposed to split the course into two levels to allow students to have more time and exposure to learning opportunities.

The sample size of the unmet developmental math assessment was extremely low ( $n = 3$ ). Consequently, another year of data needs to be collected in order to draw conclusions.

Students subject to the developmental Science Proficiency are those who desire a major in a baccalaureate science program (e.g., Biology or Nursing) but do not qualify academically. Although a small number of students ( $n = 50$  in 2012-2013), it has been identified as an area for improvement. Faculty has determined to provide access to more interactive tutorials, videos and study aids and track success rates. Finally, because many developmental science students enroll in PHYS 1014 General Physical Science and GEOL 1014 Earth Science, developmental student success will also be tracked into these two courses in the coming year as an additional measure of student success.

## Section II – Mid-Level/General Education

### Administering Assessment

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

[1] During the 2012-2013 academic year, the University's four general education goals were: [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 have been incorporated 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.

Since 2010-2011, the UAC conducts peer review sessions with each discipline in the spring semester 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 2013-2014 academic year.

[2] Beginning in fall 2011, RSU adopted use of the ETS Proficiency Profile to measure entry-level general education competencies for first-time freshmen as well as progress made by second-semester sophomores. Beginning in the 2014-2015 academic year, seniors will be tested as a summative measure of general education goals. The ETS Proficiency Profile measures student competencies in four areas of general education: critical thinking, reading, writing, and mathematics. It also measures student competencies using three context-based tests: humanities, social sciences, and natural sciences. These constructs map directly to RSU's four general education student learning outcomes/goals.

[3] A third process for assessing general education at RSU is a part of the student rating of instruction that is conducted at the end of each fall and spring semester. Students are asked to self-report how much progress they believe they achieved on 12 general objectives, defined by The IDEA Center. These objectives are subsets of RSU's four General Education goals. Semester results are compared with RSU's historical database as well as all results in the IDEA System.

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

[1] RSU's mid-level assessment is primarily course-embedded for all associate and baccalaureate degree programs. In 2012-2013, 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.

[2] For administration of the ETS Proficiency Profile, first-time freshmen were identified for RSU's general education baseline. Only bachelor's degree-seeking first-time freshmen with no general education transfer or concurrent course work were selected. Students who were primarily online were excluded as well for the current year. Because of Testing Center human resource and equipment constraints, 110 qualifying first-time freshmen were randomly selected. Sophomores were selected by identify the population with 31-60 credit hours during the spring 2013 semester. Only bachelor's degree-seeking sophomores with no general

education transfer or concurrent course work were selected. Online students were excluded, and all identified students were selected.

[3] Using The IDEA Center evaluation of instruction, students rate their own progress in 12 general education objectives in all classes each fall semester. 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. A total of 1,077 classes were evaluated during the academic year.

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

[1] Because the mid-level assessment process relied primarily upon course-embedded assessment, students were motivated to perform to ability in order to maximize their course grades.

[2] In order to ensure a representative sample, students who completed the ETS Proficiency Profile were awarded \$10 on their Hillcat Declining Balance card. Additionally, an enrollment hold was placed on their accounts and was removed only after they had completed the assessment. Results from the first year of ETS Proficiency Profile implementation proved that the latter negative reinforcement was necessary, in addition to the positive reinforcement, in order to ensure a representative sample size.

[3] Students are generally interested in providing feedback regarding course instruction, particularly when the surveys are implemented during class time. In 2012-2013, these surveys were administered online only for online courses.

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

*Table 5 Recommended Changes to General Education Program* synthesizes planned instructional changes due to mid-level assessment in the most recent academic year.

**Table 5: Recommended Changes to General Education Program**

General Education Outcome by Course	Recommendations for 2013-2014 Academic Year
<b>1. Acquire and Evaluate Information</b>	
HUM 2113 and HUM 2223	To analyze student success by delivery method, specifically on-ground and online sections, evaluation and revision of assessment measures will continue to increase predictability through increased sample size.
SPCH 1113 - Online	Because student success results were lower for online delivered course sections than for on-ground sections, the course website will be restructured so that no assignment is more than three clicks away from the main page. Additionally, the number of online forum discussion assignments will be reduced to encourage students to focus on more salient aspects of the course. Finally, problems have been identified with the MySpeech Kit login procedure.
SPCH 1113- Blended	After review of student feedback, faculty have determined to create a more stringent final exam and provide faster formative exam feedback
BIOL 1114 and BIOL 1144	A new pretest and posttest has been developed for implementation in fall 2013 to provide a more comprehensive evaluation of student

General Education Outcome by Course	Recommendations for 2013-2014 Academic Year
	SUCCESS.
<b>2. Analyze and integrate knowledge</b>	
SPCH 1113	To expand General Education assessment to a third SLO in Communication Department, student success in SLO #2 will be addressed with a scholarly research paper.
BIOL 1114/BIOL 1144/BIOL 1134 Labs	Some adjunct instructors have told students that the Science Literacy Quiz will not affect their grades, and this may be demotivating student performance. Professional development and discussion with adjunct faculty is necessary.
<b>3. Develop perspectives and an understanding of the human experience</b>	
ENGL 1213	To enhance student success, students will be encouraged to use Writing Center resources more effectively.
SPAN 1113	Beginning fall 2013, the evaluation rubric and process will be standardized among Spanish faculty.
HUM 2113 and HUM 2223	To analyze student success by delivery method, specifically on-ground and online sections, evaluation and revision of assessment measures will continue with increased sample sizes for more generalizable results.
<b>4. Communicate effectively.</b>	
SPCH 1113	Funds will be requested at Spring Budget Hearing to finance productions at the Pryor campus and Bartlesville campus.

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

[1] The University Assessment Committee (UAC) leads the University in a comprehensive assessment process that measures student learning outcomes each year and requires analysis and comparison to previous years' results. Each spring semester UAC Peer Review Teams meet with faculty by discipline to review progress towards general education goals as reported in General Education Program Student Learning Reports (SLRs). Results are used to inform instructional changes for the coming year. *Table 6 General Education Performance* below presents a summary of all general education findings.

[2] Additionally, in April 2013 a General Education Forum was held for full-time and participating part-time faculty to discuss successes and areas for improvement in RSU's general education program. The Forum also reported results of the first two years' results of general education testing using the ETS Proficiency Profile, generating discussion of existing general education assessment protocols and serving as a catalyst for the recreation of a General Education Taskforce and, ultimately, a revitalized General Education Committee in fall 2013.

[3] The IDEA Center stores RSU data and reports current semester as well as cumulative institutional results. *Table 6 Student Rating of Progress on Objectives Chosen as Important or Essential* presents the mean scores for fall 2012. The survey uses a Likert-type scale ranging from 1 to 5, with a midpoint of 3.0.

**Table 6 Student Rating of Progress on Objectives Chosen as Important or Essential**

Objective	RSU Raw Average Fall 2012	RSU Cum. Average Since 2010	IDEA System Raw Average (normative)
1. Gaining factual knowledge	4.2	4.1	4.0
2. Learning fundamental principles, generalizations, or theories	4.2	4.1	3.9
3. Learning to apply course material	4.2	4.1	4.0
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.1	4.1	4.0
5. Acquiring skills in working with others as a member of a team	4.0	3.9	3.9
6. Developing creative capacities	4.0	4.0	3.9
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	4.0	4.0	3.7
8. Developing skill in expressing myself orally or in writing	4.0	4.0	3.8
9. Learning how to use resources for answering questions or solving problems	4.0	3.9	3.7
10. Developing a clearer understanding of, and commitment to, personal values	3.9	3.9	3.8
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	4.0	4.0	3.8
12. Acquiring an interest in learning more by asking my own questions and seeking answers	3.9	3.9	3.8

**II-6. What were the analyses and findings from the 2012-2013 mid-level/general education assessment?**

[1] *Table 6 General Education Performance* presents the variety of assessment measures for each general education outcome, the number of students participating in a measure, and measures that were satisfied during 2012-2013. Faculty in the academic departments established the criteria for measuring the general education objectives. These data provide evidence that RSU students have met general education goals, and opportunities for improvement have been identified. Planned instructional changes are abbreviated for measures that were not met within the previous section.

**Table 6: General Education Assessment Findings**

General Education Outcome by Course	Measure	Performance Standard % students/ % accuracy	N	Standard Met (Y/N)
<b>1. Acquire and Evaluate Information</b>				
GEOL 1014	Term Project	70/70	115	Y
MATH 1513	Comprehensive Unit Exams	70/70	304	Y
HIST 2483	Course Embedded Exams	70/70	463	Y
HIST 2493	Course Embedded Exams	70/70	265	Y
POLS 1113	Course Embedded Exams	70/70	878	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % accuracy	N	Standard Met (Y/N)
GEOG 2243	Course Embedded Exams	70/70	329	Y
HIST 2013	Course Embedded Exams	70/70	21	Y
HIST 2023	Course Embedded Exams	70/70	15	Y
ENGL 1113	Research Essay	70/70	525	Y
ENGL 1113	Summarized & Evaluated Article	70/70	549	Y
ENGL 1113	Grammar Test	70/70	526	Y
ENGL 1113	Posttest	70/70	531	Y
HUM 2113	Midterm Exam	70/70	319	Y
HUM 2113	Final Exam	70/70	242	Y
HUM 2223	Midterm Exam	70/70	246	Y
HUM 2223	Final Exam	70/70	221	Y
HUM 3633	2 Essay Exams	70/70	22	Y
LANG 1113	Etymology Assignments	70/70	77	Y
LANG 1113	Midterm Exam	70/70	76	N
LANG 1113	Final Exam	70/70	68	Y
SPCH 1113	Midterm Exam (on-ground)	75/70	574	Y
SPCH 1113	Final Exam (on-ground)	75/70	574	N
SPCH 1113	Midterm Exam (online)	75/70	65	N
SPCH 1113	Final Exam (online)	75/70	65	N
SPCH 1113	Midterm Exam (blended)	75/70	38	Y
SPCH 1113	Final Exam (blended)	75/70	38	N
HUM /COMM 2413	Embedded Course Exams (on-ground)	75/70	70	Y
HUM /COMM 2413	Embedded Course Exams (online)	75/70	43	Y
HUM /COMM 2413	Pretest and Posttest (on-ground)	≥25% growth	70	Y
HUM /COMM 2413	Pretest and Posttest (blended)	≥25% growth	43	Y
BIOL 1114	Pretest and Posttest (on-ground)	70/70	234	N
BIOL 1114	Pretest and Posttest (online)	70/70	110	Y
BIOL 1144	Pretest and Posttest (on-ground)	70/70 or ≥ 20% growth	310	Y
BIOL 1134	Final Exam (on-ground)	70/70	16	N
BIOL 1134	Final Exam (online)	70/70	37	N
<b>2. Analyze and integrate knowledge</b>				
GEOL 1014	Term Project Analysis	70/70	116	Y
ENGL 1213	Researched Essay	70/70	443	Y (Overall) N (Online)
ENGL 1213	Evaluated Article	70/70	462	Y
ENGL 1213	Posttest	70/70	446	Y
ENGL 2613	Literary Research paper	70/70	38	N
PHIL 1113	Comprehensive Final Exam	70/70	57	Y
PHIL 1313	Comprehensive Posttest	70/70	22	Y
BIOL 1114	Science Library Quiz	70/70	517	N
<b>3. Develop perspectives and an understanding of the human experience</b>				
PSY 1113	Embedded Unit Exams	70/70	120	Y

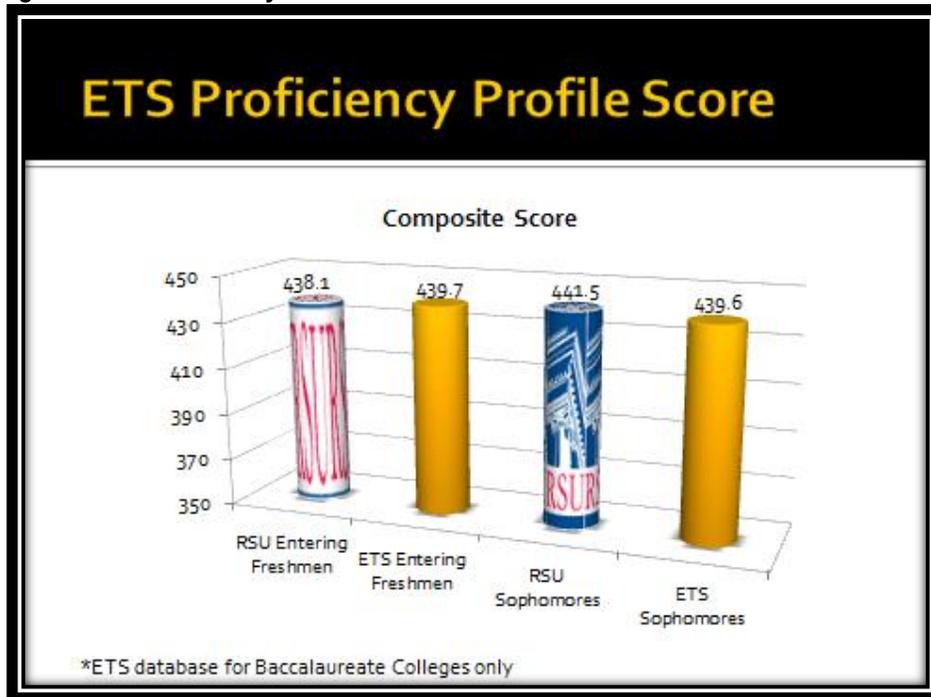
General Education Outcome by Course	Measure	Performance Standard % students/ % accuracy	N	Standard Met (Y/N)
SOC 1113	Embedded Unit Exams	70/70	140	Y
SOC 3213	Divers Cultures Exam	80/70	26	Y
ART 1113	Cultural Event Essay and Pretest & Posttest	75/75	209	Y
HUM 2893	2 Cinema Essays	70/70	100	Y
HUM 2893	Journal Assignments; (new) 10 Quizzes & Exam	70/70	88	Y
MUSC 2573	10 Listening Journals & 2 Live Concert Reports	75/75	39	Y
ENGL 2613	Literature Humanities Final Exam	70/70	39	Y (Overall) N (Online)
HUM 3633	Final Project and Paper	70/70	51	Y
PHIL 1113	Essay	70/70	22	Y
PHIL 1313	Essay	70/70	275	Y
SPAN 1113	Final Exam	70/70	281	Y
HUM 2113	Essay	70/70	286	Y
HUM 2113	Class Presentation	70/70	207	Y
HUM 2223	Essay – Diverse Forces	70/70	210	Y
HUM2223	Essay - Visual/Performing Arts	70/70	70	Y
HUM/COMM 2413	Theater Appreciation Paper (on-ground)	75/70	43	N
HUM/COMM 2413	Theater Appreciation Paper (online)	75/70	19	(Lack of Bartlesville performances)
BIOL 3103	Final Exam	70/70	19	Y Y
<b>4. Communicate effectively.</b>				
ENGL 1113	Expository Essay	70/70	564	Y
ENGL 1113	Essay Test	70/70	547	Y
ENGL 1213	Essay Question	70/70	447	Y
SPCH 1113	Speech (on-ground)	80/70	574	Y
SPCH 1113	Speech (online)	80/70	65	N
SPCH 1113	Speech (blended)	80/70	38	Y
BIOL 3103	Paper/Essay	70/70	19	Y

[2] As of the 2012-2013 academic year, ETS Proficiency Profile results indicate that RSU first-time freshmen were near the national norm in terms of general education competencies, with a mean RSU freshmen score of 438.1 and a national mean of 439.7. RSU freshmen scored slightly higher than the national mean in reading, humanities, and natural sciences. They scored slightly lower than the national mean in writing, mathematics, critical thinking, and social sciences. RSU sophomore results were slightly above the national norm, with a mean RSU sophomore score of 441.5 and a national mean of 439.6. RSU sophomores scored above the mean in reading, writing, critical thinking, humanities, social sciences, and natural sciences. The only area below the national mean was mathematics.

To account for demographic differences of students who persist to sophomore year, an analysis was conducted using ACT composite score as a covariate of ETS scores (DV). A statistically significant difference (99% confidence level) resulted between freshmen and sophomores (IV). These scores represent important formative gains between freshman and sophomore year, indicating that RSU students are achieving student learning outcomes in general education at or exceeding those of four-year bachelor

degree serving institutions in the U.S. *Figure 1 ETS Proficiency Profile Scores* presents this comparison.

**Figure 1 ETS Proficiency Profile Scores**



[3] RSU students rated their progress on general objectives higher than the national norm on all 12 objectives. These results suggest that RSU students are substantively strengthening their proficiency in general education goals and objectives in the first two years of enrollment. This same cohort will be assessed their senior year for summative analysis.

## 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	Number Assts*	Types of Measures	Number Students Assessed	Number Majors
<b>School of Business and Technology</b>					
Applied Technology	BS Business Information Technology	4	ETS Major Field Test; IT 2153 Project; IT 4504 Exit Exam; CS 3413 Assignments	58	103
	BS Game Development	2	Capstone Project; ETS Major Field Test	20	30
	BT Applied Technology	2	Program exit exam in TECH 4504 Capstone; pretest/posttest in TECH 3203	46	55
	AS Computer Science	3	ETS Major Field Test; IT 2153 Project	33	54
	AAS Applied Technology	1	Standardized final exam in Microcomputer Applications	17	30
Business	BS Business Administration	6	Assessment results not reported for 2012-2013.	201	559
	AA Accounting	3	Assessment results not reported for 2012-2013.	476**	79
	AA Business Administration	3	Assessment results not reported for 2012-2013.	647**	187
Sport Management	BS Sport Management	7	Supervisor evaluation of field experience, supervisor and student evaluations of internship, papers in SPMT 3213 and SPMT 3013, case study in Capstone.	144	101
<b>School of Liberal Arts</b>					
Communications	BA Communications	9	Research paper, oral debate, capstone project, midterm, 2 final exams, final project, 2 surveys	169	107
English-Humanities	BA Liberal Arts	7	Capstone project proposal, final paper, 2 essays, satisfaction survey	<u>136</u> (99 on-ground 37 online)	78
	AA Liberal Arts	5	3 essays, in-class presentation, satisfaction survey	<u>993</u> (746 on-ground 247 online)	52
Fine Arts	BFA Visual Arts	4	Capstone research projects, presentations with oral defenses, exhibitions/performances, and portfolios	116 (18 students)	158
History-Political	BA Military History	4	Objective exam, essay exams,	--	26

Department	Degree Program	Number Assts*	Types of Measures	Number Students Assessed	Number Majors
Science			focus group, objective survey		
	BS Social Science	7	Comprehensive exam, 3 posttests, internship evaluation (supervisor and self), capstone project, satisfaction survey	209 (196 on-ground 13 online)	213
	BA Public Administration	2	Written work using a rubric, student ratings	14	20
	AA Secondary Education	2	OGET, satisfaction survey	9	49
	AA Social Science	2	Comprehensive exam, satisfaction survey	12	86
Psychology- Sociology-Criminal Justice	BS Justice Administration	4	Comprehensive exam, scenario-based analysis, scholarly research paper, oral presentation	46	78
	BS Community Counseling	7	Essay exams, Capstone project presentation, written assignment, service learning portfolio, multicultural journal, satisfaction survey	96	65
	AA Criminal Justice Studies	3	Comprehensive exams, CLEET certification exam	109	102
	AA Elementary Education	3	Completed degree with $\geq 2.5$ GPA, OGET $\geq 240$ , satisfaction survey	76	143
<b>School of Math, Science, and Health Sciences</b>					
Biology	BS Biology	5	Written and oral presentations, ETS Field Test, written laboratory exercise.	329	341
	AS Biological Sciences	3	Pre/posttest, 2 Unit exams	817 (86 students)	86
Health Science	BS Nursing	8	Ratings by field supervisors, poster presentations, community Capstone Project, presentations, rubric-scored written work, assignments, course grades, end-of-course student evaluations of student satisfaction	240 (21 students)	21 (64 not yet admitted to program)
	AAS Nursing	5	Final exam, clinical evaluation, case study, nursing plan of care, NCLEX practice test and final test	747 (83 students)	83 (612 not yet admitted to program)
	AAS Emergency Medical Services	7	Final exam, research paper, capstone project, skills exams, clinical evaluation, class presentation, employer survey	90 (67 students)	67
Math-Physical Science	AS Physical Science	8	ACS exam, post exams, Unit sets problems, lab scores and lab report	71 (includes non-majors)	2

\*Number of assessment measures

\*\*Note: Course embedded assessment implemented on all students within these specific courses.

NOTE: Number of students assessed may duplicate students who are administered multiple measures of SLOs in a program.

### Analysis and Findings/Other Assessment Plans

#### III-2; III-3 What were the analyses and findings from the 2012-2013 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
<b>School of Business and Technology</b>			
Applied Technology	BS Business Information Technology	Three of four benchmarks met or exceeded. Measure #1 was not met; 50% of students taking ETS in CS 2323 did not score at or above 50 <sup>th</sup> percentile of the ETS.	This is the first year using the ETS Major Field Test for this outcome, and a second year of data will be collected before changes will be discussed.
	BS Game Development	[1] One of two benchmarks were met. Only one student enrolled in CS 4504 during which the ETS Major Field Test was administered. This student scored below the benchmark of exceeding the 25 <sup>th</sup> percentile. [2] Mean scores of project satisfaction from 19 students surveyed in Capstone did not result at or above the benchmark of 75%/75%.	[1] Because mean ETS scores from prior years, with greater numbers of students, exceeded the benchmark, this standard will be retained for the coming year for review.  [2] Multiple surveys of student projects will be used for the coming year to augment the single indirect measure.
	BT Applied Technology	One of two benchmarks were met. For the Capstone project, only one of 13 students (8%) met the standard. For the second measure, 82% met or exceeded benchmark. Students demonstrated how to manage risk in business environments.	Capstone content changed but assessment measures did not. Faculty are currently revising exam to measure <u>current</u> Capstone curriculum.
	AS Computer Science	One of three benchmarks was met in 2012-2013. [1] 50% of students did not score at the 50 <sup>th</sup> percentile on the ETS. [2] 75% of students met or exceeded the benchmark of 70% accuracy. [3] 80% of on-ground students met the benchmark but 50% of online students met it, with an overall average of 71% (75% is standard).	[1] Because the mean score from 2011-2012 exceeded the benchmark, another year of data collection is appropriate.  [3] Before online curricular changes are made, a second year of online data will be collected.
	AAS Applied Technology	70 out of 78 students (76%) met benchmark of 78% on final exam in Microcomputer Applications. Online students performed at higher rate than on-ground students.	Update software to Windows 8 and Office 2013 to continue student success.
Business	BS Business Administration	Four of six BMs were met or exceeded. For the two unmet BMs, the overall standard was met but four of the subtests fell short. Overall student score on the ETS Field Test	Instructors in the upper level Finance and selected Accounting classes will utilize EXCEL in classroom instruction and student assignments. Although not emphasized in most texts, EXCEL is used

Department	Degree Program	Assessment Findings	Instructional Changes
		has consistently exceeded the BM for the last four years.	extensively in industry. Graduates familiar with EXCEL have an advantage in the workplace at financial institutions
	AA Accounting	Seven of nine benchmarks were met or exceeded. ETS Field Test BMS were unmet. Main concern is the two students at the bottom percentile (possible outliers).	Because this was the first year using the ETS Field Test for Associate degree seeking students in Accounting, will observe another year. Will also add section of online and sections taught by adjuncts to pre-test/post-test to gain a clearer picture of student learning and assessment measures..
	AA Business Administration	Eleven of 13 BMS met or exceeded. Six students scored below the 70 <sup>th</sup> percentile and four students scored above the 70 <sup>th</sup> percentile. Mean score for RSU students -545 with a BM set fat 548.	The two BMS unmet were within ½%. This was the first year to implement this test for Associate degree seeking students in Bus Admin, and another year of data collection is desirable before considering curricular changes.
Sport Management	BS Sport Management	Four of five benchmarks were met or exceeded. The measure that fell short was for the SM Capstone Project. 79% scored 70% or higher on capstone projects (80% benchmark). Notably, 100% of seniors rated their capstone experiences above average, and 100% of interns rated their major experience positively.	Student Capstone Project average was 1% below benchmark. The assessment was implemented online and grading penalties were incurred for turning in assignment late. Next academic year emphasis will be given during in-class time.
<b>School of Liberal Arts</b>			
Communications	BA Communications	Three of five benchmarks exceeded. [1a, b, c] exceeded for research paper, debate, and capstone project at 75%/70%. For [2a], 73% earned a C or better COMM Theory (benchmark 75%). All benchmarks exceeded for final exam and final video production project. For [3], 70% of students expressed better than average satisfaction with the program midway through degree (benchmark 75%). For [4a, b], both benchmarks were exceeded, with 81% of seniors reporting program satisfaction 83% reporting satisfaction with career preparation.	[2a] Student performance increased by 16% from previous year. Instructor will revise curriculum to add emphasis to major communication theories.  [3] 25% of students expressed neutrality and 5% expressed dissatisfaction. Focus group feedback revealed that these students prefer more hands-on, vocational training in video production in lieu of theoretical education. Curriculum is designed in alignment with the program mission.
English-Humanities	BA Liberal Arts	Three of seven benchmarks were met. [1a] Online students met the benchmark of 75% achieving 3/5 or better, but on-ground students did not. [1c] Students choosing online creative projects underscored those	Capstone students choosing creative projects rather than scholarly papers were less successful. Project will be changed to require a scholarly paper with a creative component.

Department	Degree Program	Assessment Findings	Instructional Changes
		with traditional projects, and [2] oral presentations showed similar results. [2b] 74% achieved the goal, but the benchmark was 75%. Reflective papers in HUM 3633 demonstrated an appreciation of diversity of perspectives, and 100% of graduates expressed satisfaction with the program.	
	AA Liberal Arts	Benchmarks met or exceeded for all five assessment measures, both direct and indirect. Benchmarks are 70%/70% for direct measures and 80% satisfaction for indirect.	In the previous year, faculty created a consistent department-wide grading rubric for all assessment measures. This year online student success was measured separately from on-ground success. Results indicate students are achieving student learning outcomes.
Fine Arts	BFA Visual Arts	All eight benchmarks were met or exceeded. Capstone project benchmarks were set at 70% would achieve/master at least 70% proficiency on assessments. For the measure of program satisfaction, 100% of graduates expressed satisfaction with the program.	<i>History of Photography</i> course will be added to curriculum to strengthen core foundation. To broaden Studio majors' skillsets, <i>Oil Painting</i> will be added, and <i>Digital Publishing/Foundations 2</i> will be added as well. To guide students in career choices, a mid-college career assessment will be implemented.
	BA Military History	This is a new program, and assessment measures are planned for mid-program and end of program. Students will have progressed through the program assessment points in the coming academic year.	NA
	BS Social Science	Six of seven benchmarks were met or exceeded, with standards varying by assessment measure. For [3b], 11 of 15 (73%) achieved at least 80% accuracy on their Capstone Project (80% benchmark). All other direct and indirect goals met.	For 3b, Spring 2013 data were used because fall 2012 data were not available. Beginning fall 2013, Capstone research will be restructured, and data will be collected during fall and spring semesters.
History-Political Science	BA Public Administration	Three of three benchmarks were met or exceeded, with standards developed specifically for each SLO. SLO #4 was not assessed during this period.	One SLO outcome was replaced with a SLO that related more effectively to the program mission. Additionally, a student focus group will be conducted in the coming year for more detailed student feedback.
	AA Secondary Education	One of two benchmarks was met. [1] 100% of program graduates who registered for the Oklahoma General Education Test (OGET) passed. [2] The benchmark for the indirect measure is currently set so that 90% of graduates will rate program satisfaction at the highest level "very satisfied".	Because all graduates who completed the program satisfaction survey were "satisfied" or "very satisfied", faculty will discuss to determine if the benchmark should be adjusted so that "satisfied" is acceptable.
	AA Social Science	Both BMs were met or exceeded, with 100% of responding students	Results from the program satisfaction survey were strong with a mean overall

Department	Degree Program	Assessment Findings	Instructional Changes
		expressing overall satisfaction.	score of 3.7 out of 4 points. One student suggested more Psychology course offerings on the Bartlesville campus, with general overall satisfaction.
Psychology- Sociology- Criminal Justice	BS Justice Administration	Four of four benchmarks were met or exceeded at 80% proficiency (80% benchmark. Because the Capstone is course-embedded, 100% of graduating program majors were assessed.	Significant improvement occurred over the last academic year, and with program rigor at the core. Survey feedback indicated a desire for more student advisors and additional CJ courses.
	BS Community Counseling	Five of six benchmarks were met or exceeded. The unmet measure, [1], consists of five course embedded exams, and all but one (Brief, Family, and Eclectic Theory) of these were met. Students demonstrated that they were able to synthesize human service research, understand ethical principles, and apply a multicultural perspective to community counseling principles.	After reviewing assessment results, faculty determined to increase emphasis on critical thinking skills with stronger emphases on Systems Thinking (e.g., Psychoanalytic, Humanistic, etc.)
	AA Criminal Justice Studies	All benchmarks were met or exceeded. Benchmark was set at 80% of students demonstrating 70% proficiency or higher.	Faculty discussion resulted in the reintroduction of an earlier formative assessment for the coming academic year.
	AA Elementary Education	Two or three benchmarks met or exceeded. The third was not generalizable due to small sample size. Cum GPA BM achieved. 50 of 56 graduates took the OGET with a 90% pass rate. Seven of 10 graduates rated their program experience as "very satisfied".	One graduate selected "somewhat satisfied" and two selected 'somewhat dissatisfied". Faculty will collect additional student feedback to determine perceived students gaps in the program.
<b>School of Mathematics, Science and Health Sciences</b>			
Biology	BS Biology	Five of eight benchmarks were met or exceeded with varying performance standards. Students scored 5% above the national mean for two ETS subtests and 5% below the national mean for the third ETS subtest. Students demonstrated strong knowledge of the scientific method. For [4a], the benchmark was not met due to a change in department leadership. The graduate satisfaction survey was mailed out late and only five students responded.	Medical/Molecular Biology majors outperformed Environmental/Conservational majors on Cell Biology and Molecular Biology ETS subtests, with the opposite result for Organismal and Population Biology, Evolution and Ecology. Faculty are discussing the how ETS subtest scores can guide theory emphasis within program options. In the coming academic year, the graduate satisfaction survey will be mailed out on time.
	AS Biological Sciences	One of three benchmarks was achieved based on 70% of students performing at 70% proficiency or higher. [1] The mean comprehensive exam measuring understanding of General Cellular processes resulted	Biology faculty has reviewed the Unit exams for rigor and psychometric strength. Ambiguous questions have been clarified, and additional questions have been added to the assessment measure. Beginning next year, results from only Biology majors

Department	Degree Program	Assessment Findings	Instructional Changes
		in a 2% shortfall. [2] For Unit exams assessing understanding of Animal and Plant Kingdoms, 11 of 12 Unit exams resulted in proficiency, missing the benchmark by one Unit exam.	will be tabulated for better program feedback.
Health Science	BS Nursing	All 20 measures that were conducted met or exceeded the BM. Employer and alumni surveys were not conducted. The BS Nursing program has received accreditation by the Accreditation Commission for Education in Nursing, Inc. (ACEN).	A strong collaborative effort has resulted in a program of continuous quality improvement. In the coming year, for web assignments, students will be required to submit a question related to reading assignments requesting further information or clarification in NURS 4003 Professional Roles. This change is a result of the QI systems thinking in the program.
	AAS Nursing	All measures met or exceeded the program benchmarks. Students demonstrated proficiency for all student learning outcomes, and the program has received accreditation by the Accreditation Commission for Education in Nursing, Inc. (ACEN).	Student feedback has resulted in the increased use of simulation manikins for RN role playing. Additionally, NURS 1111 will now be taught on-ground at the Bartlesville campus rather than using Compressed Video equipment from the Claremore campus. Also, Foundations of Nursing Practice 1117 – Lab has changed so that complete physical assessments will occur in the clinical setting.
	AAS Emergency Medical Services	All benchmarks were met, with the results of the employer satisfaction survey pending ( $\geq 80\%$ of majors achieved 100% proficiency), The EMS program has achieved national EMS accreditation.	The program will join all other nationally accredited EMS programs and incorporate new curriculum in Fall 2013.  To enhance program excellence, a simulation lab was added to HS 172. Student feedback will be reported in the coming year.
Math-Physical Science	AS Physical Science	Three of four benchmarks were met in assessing program success. For [1], which measures the demonstration of knowledge and principles of Physical Science, four of five sub-benchmarks were met.	[1] Mean scores for the American Chemical Society (ACS) standardized exam were below the benchmark during 2012-2013. Because this has been exceeded for the last three years, student performance for this measure will be carefully observed in the coming year.

## 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 measuring affective student performance and experience were administered institutionally during 2012-2013. They were RSU's locally developed Student Satisfaction Survey, the Graduating Senior Survey, and the IDEA Center Student Evaluation of Instruction instrument.

During the spring 2013 semester, the Student Satisfaction 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. Respondents were asked to rate the importance of and satisfaction for RSU operations and services using a five-point, Likert-type scale consisting of 42 items. A power analysis was conducted ( $1 - \beta = .8$ ) resulting in a recommended sample size of 353 students with a 5% margin of error. A total of 523 students completed the majority of the survey and 462 completed the full survey.

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. Because this survey has been discontinued by ACT effective December 31, 2012, it was replaced by a homegrown graduating senior survey for the 2013-2014 academic year.

Prior to commencement, persons scheduled to graduate during 2012-2013 were mailed the survey. A total of 94 out of 594 graduates (16%) returned the survey prior to the ACT cutoff date for discontinuous of the survey. The surveys that were returned were representative of the demographics of RSU graduates. RSU has traditionally achieved a robust, representative sample of its graduating seniors. Due to the discontinuous of this survey after it has been implemented early in the fall semester, a smaller sample was achieved. It is anticipated that during 2013-2014 a robust sample will again be achieved.

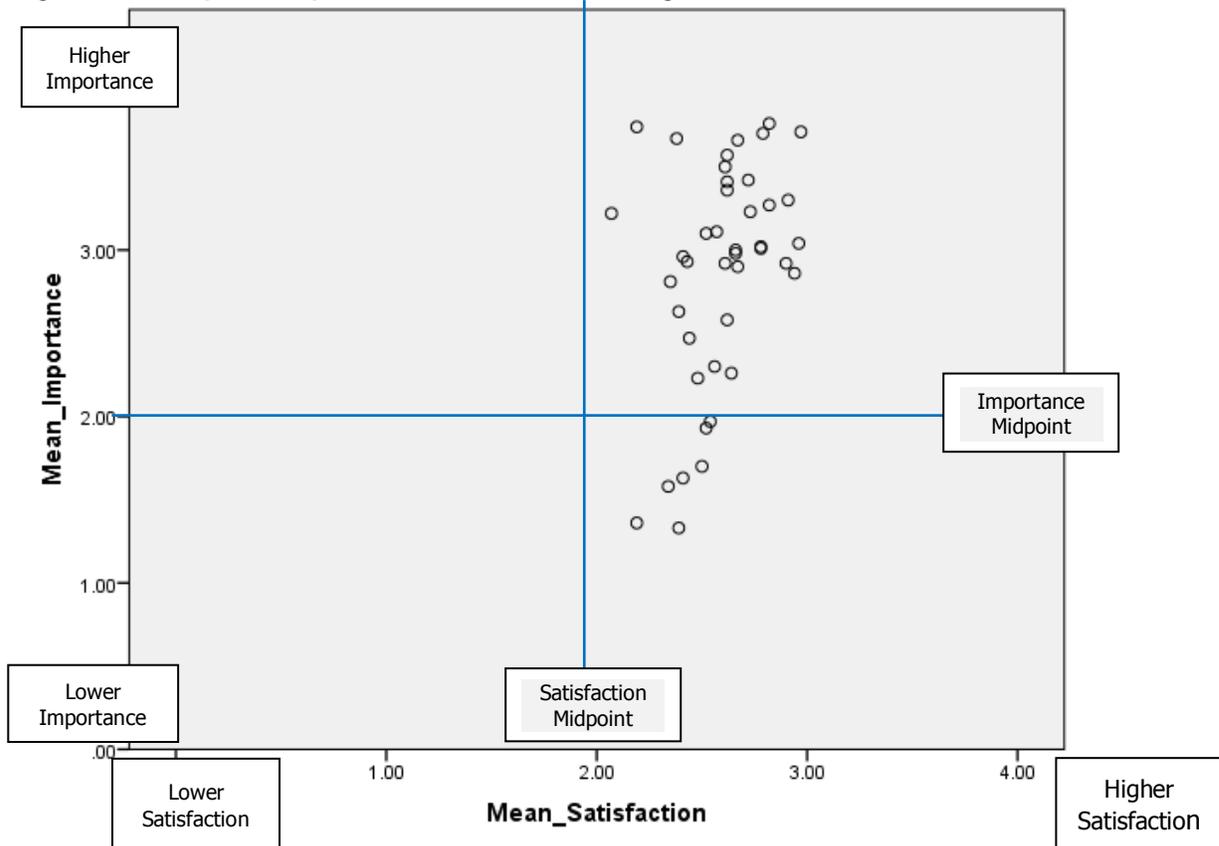
RSU values student evaluation of course instruction. To this end, each fall semester, all full-time and part-time faculty receive IDEA Center surveys which allow faculty to select major course competencies taught. Students rate competency achievement as well as instruction efficacy. In the spring semester, 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. A total of 1,077 classes were evaluated during the academic year.

#### IV-2. What were the analyses and findings from the 2012-2013 student satisfaction assessment?

For the Student Satisfaction Survey (SSS), results demonstrated student satisfaction for all 42 items, with all mean satisfaction ratings above the mid-point. Students expressed strongest satisfaction with attitudes of faculty towards students, the academic calendar, class size, personal safety, racial harmony, and availability of computers. Five gaps between importance and satisfaction were identified, with three of them being more important for associate degree-seeking students than bachelor degree-seeking students. These gaps

concerned general admission policies and academic probation and suspension. *Figure 2 Scatterplot of Importance vs. Satisfaction Ratings* displays overall results.

**Figure 2: Scatterplot of Importance vs. Satisfaction Ratings for the SSS**



Results of the College Outcomes Survey (COS) for graduating seniors demonstrated above average ratings for 35 out of 36 items. Item #33 “Developing my religious values” was rated slightly below the mid-point. Because RSU is a public university, an intervention was not planned to address this.

The five items with the highest mean student ratings were:

1. Acquiring knowledge and skills needed for a career
2. Becoming competent in my major
3. Learning to think and reason
4. Developing problem-solving skills
5. Speaking more effectively.

The five items with the lowest mean student ratings appear below. Although mean ratings for the bottom five items were all above the scale midpoint, these deserve attention and were shared with the University Assessment Committee for discussion with faculty and the Office of Student Affairs. They are:

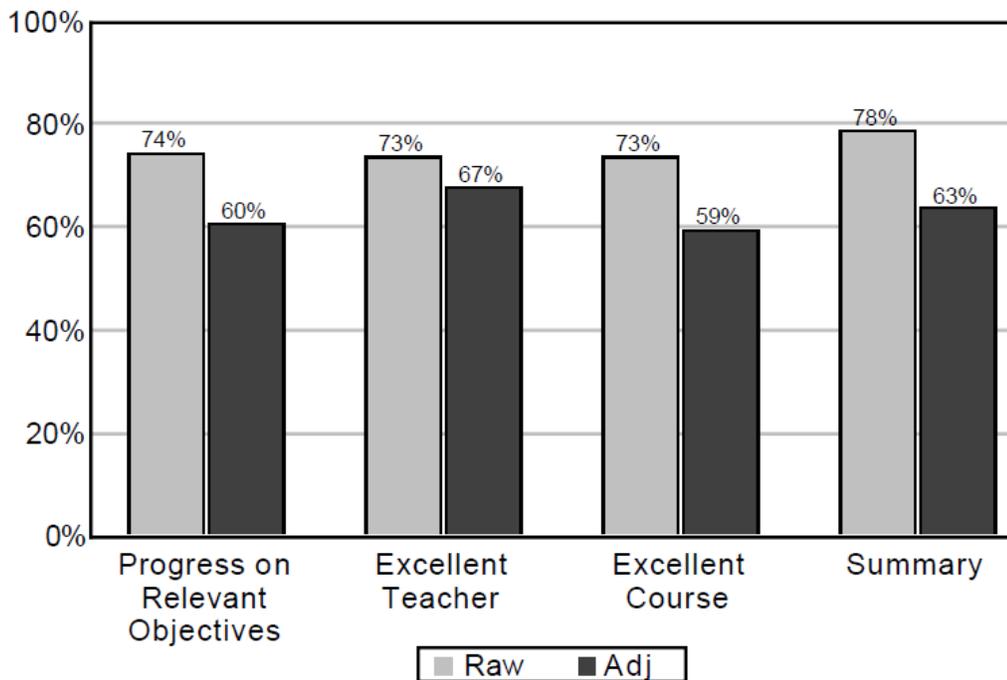
1. Learning principles for conserving/improving global environment
2. Understanding/applying math concept/statistical reasoning
3. Learning about career options
4. Learning principles for improving physical/mental health

## 5. Developing effective job-seeking skills

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 data-base.

Figure 3 *Percent of Classes at or Above the IDEA Database Average* shows the percentage of classes for Fall 2012 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.

**Figure 3: Percent of RSU Classes at or Above the IDEA Database Average**



### IV-3. What changes occurred or are planned due to student satisfaction assessment?

Based on feedback from student evaluation of instruction using The IDEA Center surveys, staff members now type all student survey comments for confidentiality reasons. A pilot study of online evaluation of on-ground courses is in the planning stage as well.

All mean item ratings for the Student Satisfaction Survey were above the midpoint, and no changes were planned from the results. The ACT College Outcomes Survey resulted in a smaller than average sample size due to discontinuance of the survey mid-year. Graduating senior satisfaction will be measured in future academic years using a locally developed instrument. Alumni surveys are conducted every other academic year, with the next alumni survey and employer survey scheduled for 2013-2014. Due to budget restrictions, the National Survey of Student Engagement (NSSE) is implemented every three years with the next

implementation planned for spring 2014. Results from a culmination of feedback instruments serve as a catalyst for discussion and guide change.

## **V. Graduate Student Assessment**

RSU's first graduate program, the Master of Business Administration, begins fall 2014. No graduate student assessment data will be available until fall 2015.