

STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS
2012-2013 Unit Action Plan – Year Three

Unit Name: Accountability and Academics

Unit Mission

The Office for Accountability and Academics seeks to promote and increase the ability of Rogers State University to ensure students develop the skills and knowledge required to achieve professional and personal goals in our dynamic local and global communities. The Office holds the following aims:

- Facilitate institutional improvement through internal data management and strategic reporting.
- Promote student success through support of the assessment of student learning outcomes.
- Assist the University in complying with accountability and other reporting requirements associated with state and federal regulatory agencies and accreditation organizations.
- Assess the effectiveness of University programs, units and related functions in order to determine the extent to which goals are being met.
- Facilitate University planning, evaluation and assessment by providing leadership in research design and implementation.
- Increase availability of data, review processes, evaluation results and surveys via the department web site and the internet.

Goal 1: Advance Academic Excellence

This Unit Action Plan Specifically Supports Commitment 1.2, 1.4, and 1.5

Plan for 2012-2013 This section due by May 1, 2012.				Report for 2012-2013 This section due by May 1, 2013.	
Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
1.2 Strengthen curricular and co-curricular programs to enrich the overall student learning experience	Student Focus Groups	Focus groups for at least one program of study	1.2.1 Collect program feedback from enrolled students to inform program development	Student Focus Groups conducting for program development in the Communications department. Results reported to Department Head and Faculty as well as to students, with opportunities for feedback.	Completed
	Alumni Survey	Response rate will be of sufficient size and diversity to result in a representative sample	1.2.2 Collect program feedback from alumni to inform program development	Surveys were mailed to 526 students who graduated during the 2010-2011 academic year. Along with the survey, each survey packet contained a letter describing the survey and a chance to enter a drawing for a \$100 Wal-Mart gift card. Participation was voluntary. Of the 526	Completed

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				<p>surveys mailed out, 63 (13%) alumni returned completed surveys and 27 packets were returned unopened with invalid addresses. Of the 63 completed surveys, 19 (30%) gave permission to contact their employers to conduct an employer survey.</p> <p>Of the 63 respondents, 23% reported being 23 or 24 years of age which is similar to the alumni population in which 22% fell in this age category. Seventy-two (72) percent of the respondents were female; however, 67% of the alumni population were female. Nineteen (19) percent of respondents identified themselves as Native American while 12% of the alumni population was Native American. Native American and Caucasian respondents combined represented 94% of all respondents.</p> <p><u>Results:</u> When asked "If you could start college over, would you choose to attend this college," 53% of respondents said "Definitely Yes" compared to the national norm of 44%. Additionally, 49% stated they would definitely choose the same major compared to the national norm of 39%. Fifty-four (54) percent of respondents listed "location" as the primary reason for attending RSU. Eighty-six (86) percent stated a college education has improved their quality of life.</p>	
	ETS Proficiency Profile for freshmen and sophomores	Representative samples and statistically significant gain in at least two of four general education constructs between freshman and sophomore cohorts.	1.2.3. Implement direct measure of general education knowledge, skills and abilities to determine student gain in core outcomes at RSU	<p><u>Entering Freshmen Fall 2012:</u> 73% response rate from 94 first-time bachelor degree-seeking freshmen with no transfer or concurrent hours in general education course work (and not 100% online).</p> <p><u>Sophomores (45-60 hours) Spring 2013:</u> 79% response rate from 70 sophomores (45-60 credit hours earned) with no transfer or concurrent hours in general education course work (and not 100% online).</p> <p><u>Summary and Conclusions:</u></p> <ul style="list-style-type: none"> ■ Likely generalizable samples of Freshmen and Sophomores ■ RSU students enter as freshmen on par with normative database ■ RSU sophomores have greater gains than normative sample ■ RSU sophomores vs. RSU freshmen experienced statistically significant increases in all general education constructs using ACT as covariate. 	Completed

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1.4 Provide effective faculty and staff development in support of intellectual, professional and personal development	Convocation professional development for faculty Summer professional development for staff	Opportunity for all faculty to attend sessions selected by faculty Opportunity for staff to attend sessions selected by staff	Work with University Assessment Committee and Office of Academic Affairs to plan and implement in-house professional development for faculty and staff	Collaborated with faculty to plan and conduct assessment related professional development seminars and other curriculum related sessions at 2012 Convocation. Professional development opportunities for staff replanned for 2013-2014 AY	Completed Rescheduled for next AY
1.5 Provide opportunities to achieve and maintain essential program accreditation	Initiate Self-Study committee and sub-committee for all six Chapters of the Self-Study report	Successful first draft of Self-Study by end of Spring 2013 semester	Kick-off HLC Self-Study to prepare for 2014 HLC site visit	Working in concert with other two Self-Study Coordinators and with Self-Study committee chairs to conduct gap analysis of RSU processes and operations, supporting conclusions with evidence. First draft of Self-Study will be submitted by all committees by May 31, 2013. Second draft will be due October 1, 2013, and third drafts will be due December 1, 2103. Editing will occur during spring 2014, with final copy ready during summer 2014.	In progress

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Goal 2: Strengthen Enrollment Management This <i>Unit Action Plan</i> Specifically Supports Commitment 2.3					
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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
2.3 Involve all constituencies of the university in student recruitment and retention efforts	Specialized student Retention and Persistence analysis for concurrently enrolled students	"User friendly" retention and persistence analysis to provide information based on trended, cohort data according to <i>HLC Criterion Three: Teaching and Learning: Quality, Resources, and Support</i>	2.3.1. Revise and expand annual and specialized retention/ persistence reports	<ul style="list-style-type: none"> Concurrent enrollment success analysis conducted comparing results to non-concurrent students in same course work and disaggregating by high school. Analyzed developmental student success and created executive summary for annual report 	Complete Complete

Goal 3: Increase Diversity This <i>Unit Action Plan</i> Specifically Supports Commitment 3.3					
Plan for 2012-2013 This section due by April 1, 2011.				Report for 2012-2013 This section due by May 1, 2012.	
Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
3.3 Promote an environment of tolerance and acceptance of diverse peoples and opinions	Conduct annual College Outcomes Survey (for graduates) and Student Outcomes Survey (for enrolled students)	Using representative sample, RSU results will meet or exceed national norms for environmental balance and culture	Evaluate University environment for balance and acceptance of diversity in people and opinions	<p><i>College Outcomes Survey:</i> A 20% response rate was achieved (N = 624 students) among those who applied for graduation during 2011-2013). A representative sample was achieved in terms of gender and race/ethnicity. There was a higher participation rate among younger respondents, which also held true for the national normative sample.</p> <p>Comparing student perceptions of progress toward attaining outcomes with national</p>	

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				<p>norms, RSU's top five items ranged from 3.92 to 4.04. These items include:</p> <ul style="list-style-type: none"> #3. Learning to think and reason #15. Becoming competent in my major #14. Acquiring knowledge and skills needed for a career #2. Developing problem-solving skills #7. Improving my writing skills <p><u>Student Opinion Survey:</u> A random sample of 36 on-ground classes, stratified by course level and campus, was selected for participation in the survey; 24 from the Claremore campus, 6 from the Bartlesville Campus and 6 from the Pryor Campus. 670 students were enrolled in those classes. 361 surveys were completed and returned with a 5% margin of error.</p> <p>Areas with the highest importance and highest satisfaction included financial aid services, library facilities and services, academic advising services and computer services. Parking was the area with the lowest student satisfaction. RSU students ranked the following five items in descending order: intellectual growth, personal growth, social growth, preparation for further study and preparation for a career.</p>	
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Goal 4: Leverage Resources This <i>Unit Action Plan</i> Specifically Supports Commitment 4.2					
Plan for 2012-2013 This section due by April 1, 2011.				Report for 2012-2013 This section due by May 1, 2012.	
Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
4.2 Pursue optimal staffing throughout the university	Position re-evaluation with commensurate salary	Salary commensurate with similar positions at other Oklahoma regional universities	Right-size Research Analyst position to director-level position in Accountability and Academics	The Research Analyst job description and position were re-evaluated and compared with similar positions at other Oklahoma regional universities at which IPEDS Keyholder and UDS Coordinator duties are required. The position was re-classified as Assistant Director for Accountability and Academics, and the salary range was adjusted as well. The department is in need a new Research Analyst when budget allows.	Achieved

Goal 5: Enhance Institutional Accountability This <i>Unit Action Plan</i> Specifically Supports Commitments 5.2 and 5.3.					
Plan for 2012-2013 This section due by April 1, 2011.				Report for 2012-2013 This section due by May 1, 2012.	
Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
5.2 Evaluate continuously university processes, structures, activities and outcomes; modifying as appropriate	Program Strategic Plans and Annual Report of Data and Findings	All units will participate in Program Evaluation according <i>HLC Criterion Five: Resources, Planning and Institutional Effectiveness</i>	5.2.1. All Student Affairs units will submit annual Program Evaluation plans and reports for 2012-2013 that includes a planning-reporting cycle	All Student Affairs units submitted strategic plans and results/findings for the last academic year. Further, all Student Affairs units submitted strategic plans for the upcoming academic year.	Complete
			5.2.2 All Academic Affairs units will submit Program Evaluation plans and	All Academic Affairs units submitted strategic plans and results/findings for the last academic year. Further, all Academic Affairs units submitted strategic plans for the upcoming academic year.	Complete

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Goal 5: Enhance Institutional Accountability This <i>Unit Action Plan</i> Specifically Supports Commitments 5.2 and 5.3.					
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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
			reports for 2012-2013 5.2.3 All Business Affairs units will submit annual Program Evaluation plans and reports for 2012-2013.	All Business Affairs units submitted strategic plans and results/findings for the last academic year with an extended due date. Further, all Business Affairs units submitted strategic plans for the upcoming academic year.	Complete
	University Fact Book and Pocket-size Fact Book	Distribute a comprehensive and "pocket-size" <i>Fact Book</i> that contains information demonstrating accountability according to HLC Criteria	5.2.4 Update comprehensive and "pocket size" Fact Books for 2012.	University Fact Book and Pocket-size Fact Book were both created, printed, and distributed. Upcoming submissions will include collaboration with the Public Relations department.	Complete
5.3 Enhance and expand the operations of the Office of Accountability and Academics	Xitracs Accreditation Software	Store evidence that the university is fulfilling its mission according to HLC criteria in an electronic document library	Upload faculty credentialing records on Xitracs and develop Self-Study repository	Faculty credentialing information has been obtained and loaded into the Xitracs database, initiating a fully functioning repository for accreditation purposes. Updates of faculty credentials for both full-time and part-time faculty are being input on a semester basis.	Ongoing
	Professional development opportunities related to assessment of student learning	Evidence-based sessions that demonstrate the university is fulfilling its educational mission according to <i>HLC Criterion 3 Teaching and</i>	5.3.3 Design and Implement a "Faculty Development Day" with emphasis on Assessment of Program Outcomes, Assessment of the	Two professional development opportunities were created during the last academic year: [1] five sessions at Convocation 2012; and [2] the General Education Forum. Both opportunities were developed through committed faculty within the University Assessment Committee.	Completed and ongoing

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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
		<i>Learning: Quality, Resources, and Support</i>	General Education Program and Community Engagement.		

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Budget Request Supplement for Academic Year 2012-2013
 Year Two – Strategic Planning Cycle

This section due by April 1, 2012.						
University Objective	Action for 2012-2013	Requested Resources				Estimated Cost
		Human	Financial	Physical/Capital	Other (e.g., Technology)	
No supplement submitted for the 2012-2013 academic year.						