

COLLEGE OUTCOMES SURVEY

May 2010

ROGERS STATE UNIVERSITY

Claremore, Oklahoma

Office of Institutional Research,
Planning, and Assessment



College Outcomes Survey

Introduction

The *ACT College Outcomes Survey* instrument was selected for the 2010 graduation survey 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 the institution's programs and services. The College Outcomes survey seeks information in three areas: 1) demographics, 2) satisfaction with aspects of this college and 3) college outcomes in the following areas:

- Importance to attain outcomes
- Progress made toward attaining outcomes
- Views of required courses outside of major
- Agreement with statements about this college
- Personal growth
- College contribution

Methodology

A random sample of 450 students was drawn from a population of 520 graduates or persons scheduled to graduate during the 2009-2010 academic year. Seventy-nine graduates returned the questionnaire for a 17.6% response rate. The sample included graduates of the summer 2009, fall 2009, and spring 2010 semesters.

A broadcast email message announcing the survey was distributed on February 26, 2010. The survey packet, containing a cover letter, questionnaire and return addressed/stamped envelope were mailed on the same day. Reminder email messages were sent on March 8, March 22, April 13 and April 22.

The sample is generally representative of the population. With regard to ethnicity, the American Indian/Alaskan Natives comprised 19.2% of the participants compared to 1.6% of the national normed group. During 2009-2010, American Indian/Alaska Natives comprised 29.87% of the total student population.¹

Findings

The data are summarized by reporting the top and bottom five items in the areas of: "importance to attain outcomes"; "progress made toward attaining outcomes"; "personal growth"; and "college contribution". The level of agreement is reported for student "views of required courses outside of the major" and "statements about RSU".

¹ Rogers State University. (2010). Common Data Set 2009-2010. <http://www.rsu.edu/irpa/docs/common-data/2009-2010.pdf>

When comparing students' level of satisfaction to national norms, the top five areas in descending order were

- class size,
- RSU in general,
- library/learning resources,
- quality of instruction and
- quality of program of study.

The bottom five areas in ascending order were

- job placement services,
- practical work experiences offered in areas related to my major,
- language development services for students whose first language is NOT English,
- campus AIDS education program and
- veterans services.

Student satisfaction is also measured by providing the largest positive and largest negative differences between RSU's averages and the national averages. The largest positive (or smallest negative) differences in descending order are

- student health/wellness services,
- library/learning resources center services,
- college response to nontraditional students,
- class size and
- college social activities.

The bottom five areas in ascending order (or beginning with the item with the largest negative (or smallest positive) differences are

- new student orientation services,
- practical work experiences offered in areas related to my major,
- job placement services,
- language development services for students whose first language is NOT English,
- flexible degree requirements.

Significance

These findings are useful when monitoring progress toward achievement of the *2010-2015 Strategic Plan*, assessment of general education and program outcomes and evaluation of non-academic support units.

Linda Andrews

Assistant Vice President for Institutional Research,
Planning and Assessment

August 16, 2010

College Outcomes Survey Demographics

	Population (n=520)		Sample (n=450)		Returned Surveys (n=79)	
	Count	Percentage	Count	Percentage	Count	Percentage w/o Blanks
AGE						
19 or Under	0	0.00%	0	0.00%	2	3.13%
20	11	2.12%	11	2.44%	1	1.56%
21	33	6.35%	29	6.44%	6	9.38%
22	56	10.77%	48	10.67%	7	10.94%
23	74	14.23%	64	14.22%	7	10.94%
24	54	10.38%	50	11.11%	5	7.81%
25 to 29	114	21.92%	101	22.44%	8	12.50%
30 to 39	112	21.54%	97	21.56%	16	25.00%
40 to 49	48	9.23%	38	8.44%	8	12.50%
50 to 59	16	3.08%	10	2.22%	3	4.69%
60 or Over	2	0.38%	2	0.44%	1	1.56%
Total	520	100.00%	450	100.00%	64	100.00%
<=20	11	2.12%	11	2.44%	3	4.69%
21-22	89	17.12%	77	17.11%	13	20.31%
23-29	242	46.54%	215	47.78%	20	31.25%
30-49	160	30.77%	135	30.00%	24	37.50%
>=50	18	3.46%	12	2.67%	4	6.25%
Total	520	100.00%	450	100.00%	64	100.00%
SEX						
Male	175	33.65%	158	35.11%	21	27.63%
Female	345	66.35%	292	64.89%	55	72.37%
Total	520	100.00%	450	100.00%	76	100.00%

HISPANIC

Hispanic marked	13	2.50%	13	2.89%	2	2.63%
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RACE

American Indian/ Alaskan Native	73	14.04%	67	14.89%	15	19.74%
Asian	6	1.15%	6	1.33%	1	1.32%
Black	9	1.73%	6	1.33%	1	1.32%
White	340	65.38%	290	64.44%	55	72.37%
Multiracial	77	14.81%	66	14.67%	2	2.63%
Other	2	0.38%	2	0.44%	0	0.00%
Total	520	100.00%	450	100.00%	76	100.00%

DEGREE PURSUING

Associate Degree	187	35.96%	164	36.44%	19	28.36%
Bachelor Degree	333	64.04%	286	63.56%	48	71.64%
Total	520	100.00%	450	100.00%	67	100.00%

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College Outcomes Survey (4-Year) Graphics Report
for
ROGERS STATE UNIVERSITY
Code: 3420

Prepared by ACT Survey Research Services
July 2, 2010

College Outcomes Survey (4-Year) Graphics Report
For
ROGERS STATE UNIVERSITY

Prepared by ACT Survey Research Services
07/02/10

This report contains pie charts and bar graphs for selected items for your college and for a national normative sample. For all Likert scale items (e.g., 5-point Satisfaction scale), data are displayed for your institution's top and bottom five items as well as the five items with the greatest and least differences for your institution in comparison with national normative data. Please note percentages may not add to 100 due to the effect of rounding.

*The "National Norms" used in this report are based on 25,365 student records from 45 **4-year postsecondary** institutions that administered the ACT College Outcomes Survey between August 1, 2003 and July 31, 2008. Normative data of this type are often referred to as "user norms" because they simply represent a composite of the data obtained by a number of institutions that administered the instrument during a particular period of time. See the "Normative Data Report" for the College Outcomes Survey for more information concerning the nature of the national norms sample.*

See the following contact information by related topic for further details or assistance.

Ordering Surveys

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Discussing research related issues (e.g., sampling, subgroup selection, item construction, etc.), survey administration, specialized services and materials

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Using report results for accreditation, outcomes assessment, and effectiveness measures

*Educational Services
319/337-1053 (fax) 319/337-1790
outcomes@act.org*

<http://www.act.org/ess/>

ACT

*500 ACT Drive
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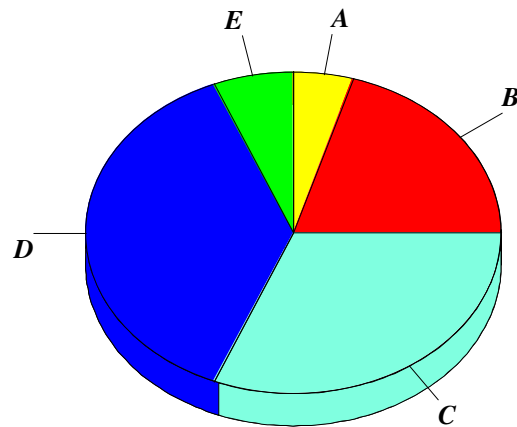


Figure 1. Section I - Background Information, Item C: Age

Age	Your Institution %	National Norms %
19 or Under	3.1	10.9
20	1.6	7.9
21	9.4	17.2
22	10.9	18.2
23	10.9	9.6
24	7.8	5.9
25 to 29	12.5	12.5
30 to 39	25.0	9.8
40 to 49	12.5	5.7
50 to 59	4.7	1.7
60 or Over	1.6	.7
A. <=20	4.7	18.8
B. 21-22	20.3	35.4
C. 23-29	31.3	28.0
D. 30-49	37.5	15.4
E. >=50	6.3	2.4

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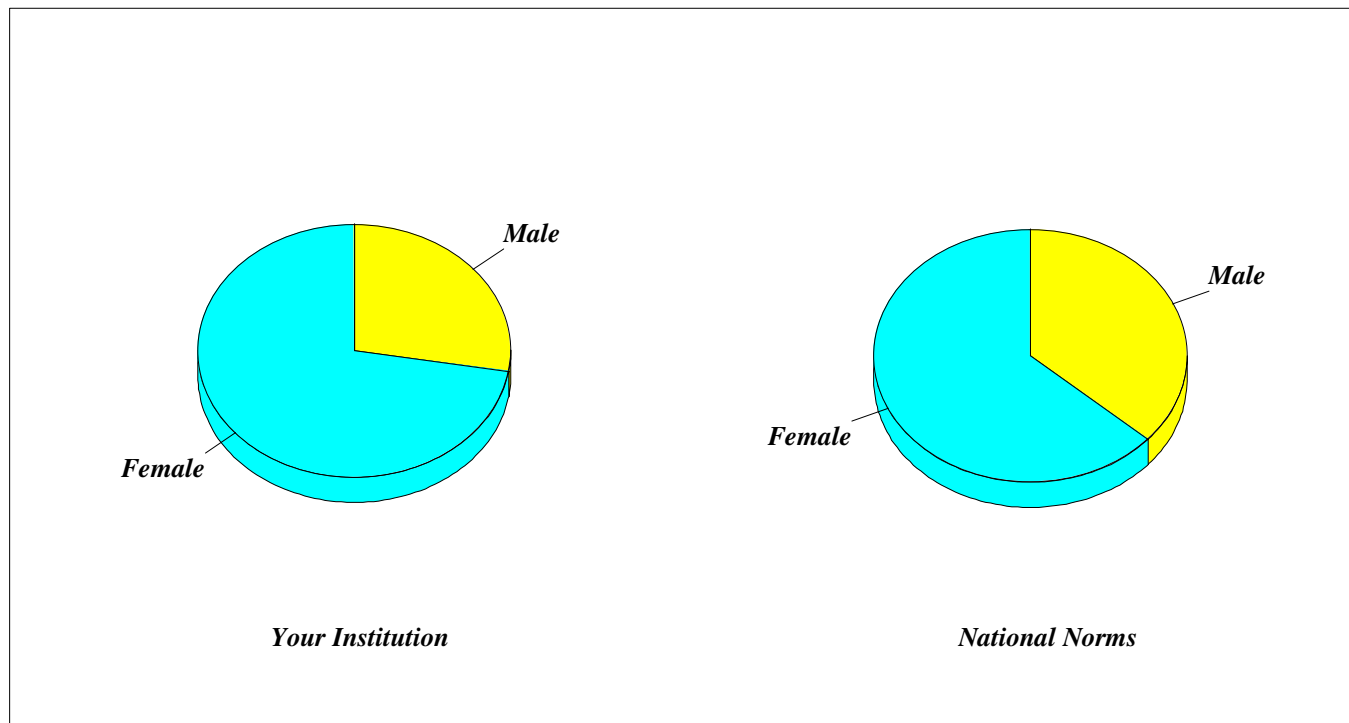


Figure 2. Section I - Background Information, Item F: Sex

Sex	Your Institution %	National Norms %
Male	27.6	36.5
Female	72.4	63.5

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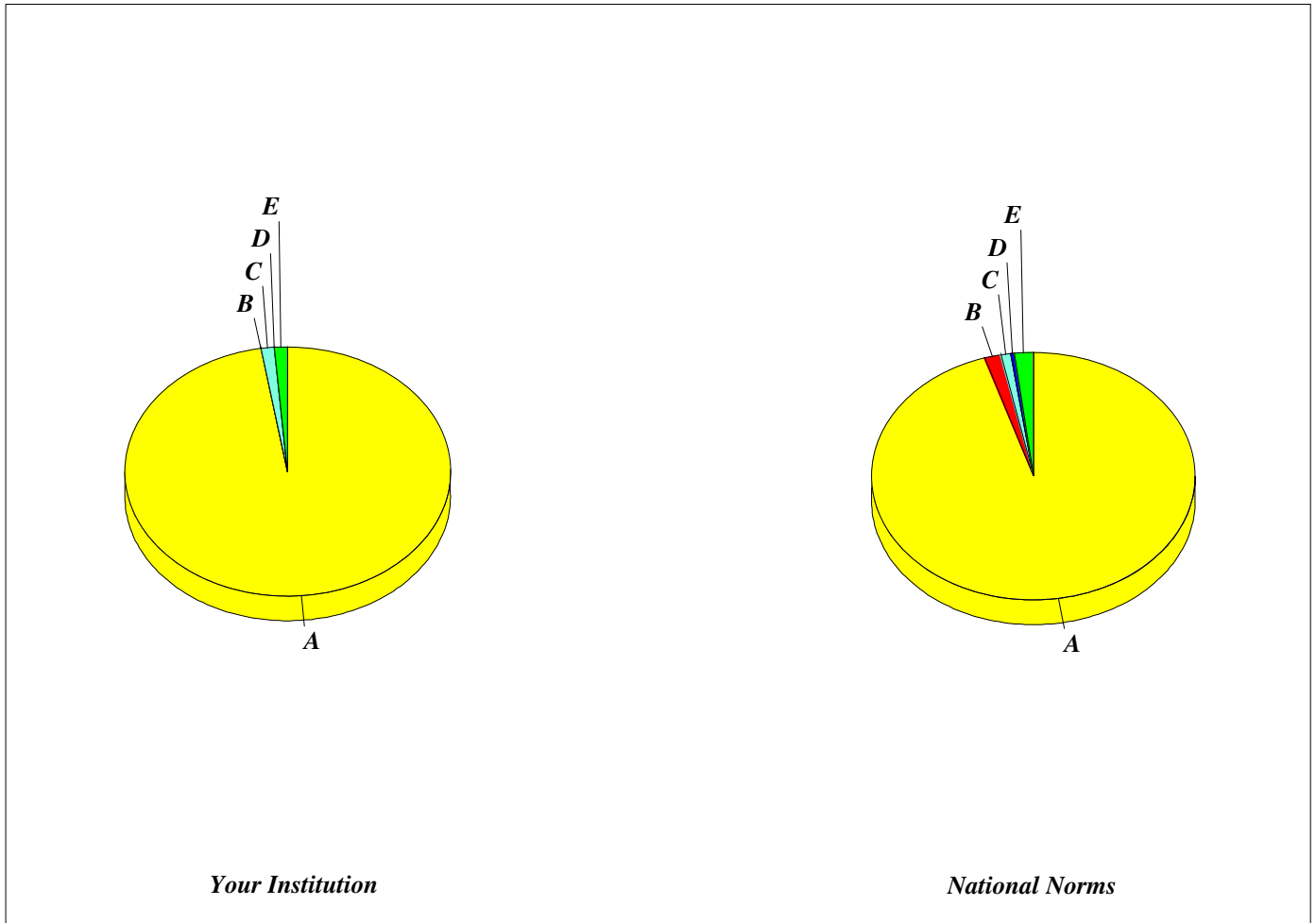


Figure 3. Section I - Background Information, Item G: Hispanic Ethnicity

<i>Hispanic Ethnicity</i>	<i>Your Institution %</i>	<i>National Norms %</i>
<i>A. No, am not of Hispanic ethnicity</i>	<i>97.4</i>	<i>95.1</i>
<i>B. Mexican American / Chicano</i>	<i>.0</i>	<i>1.7</i>
<i>C. Puerto Rican</i>	<i>1.3</i>	<i>1.0</i>
<i>D. Cuban</i>	<i>.0</i>	<i>.3</i>
<i>E. Other Hispanic</i>	<i>1.3</i>	<i>1.9</i>

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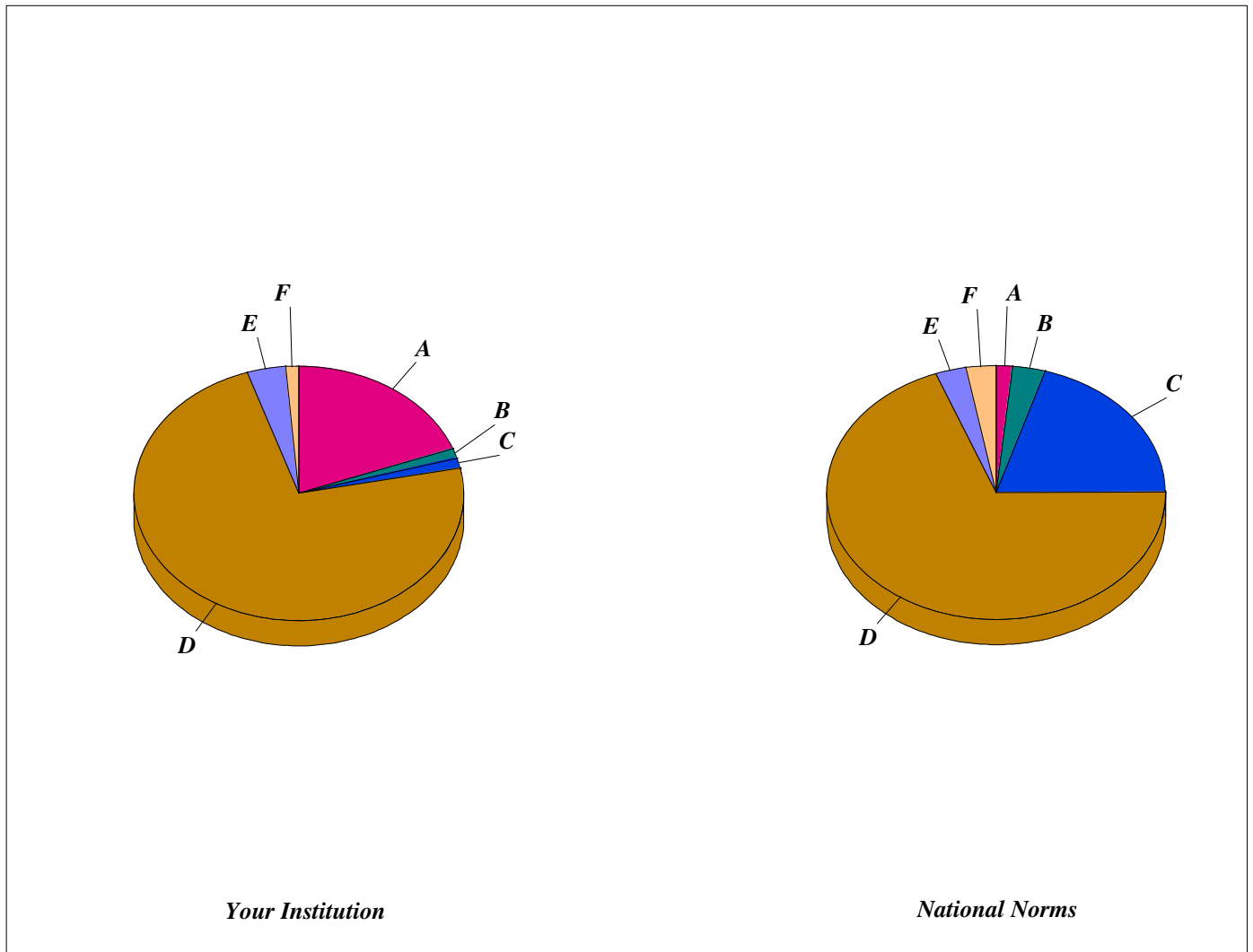


Figure 4. Section I - Background Information, Item H: Race

<i>Race</i>	<i>Your Institution %</i>	<i>National Norms %</i>
<i>A. American Indian / Alaskan Native</i>	<i>19.2</i>	<i>1.6</i>
<i>B. Asian</i>	<i>1.3</i>	<i>3.1</i>
<i>C. Black</i>	<i>1.3</i>	<i>20.2</i>
<i>D. White</i>	<i>73.1</i>	<i>69.3</i>
<i>E. Multiracial</i>	<i>3.8</i>	<i>2.9</i>
<i>F. Other</i>	<i>1.3</i>	<i>2.9</i>

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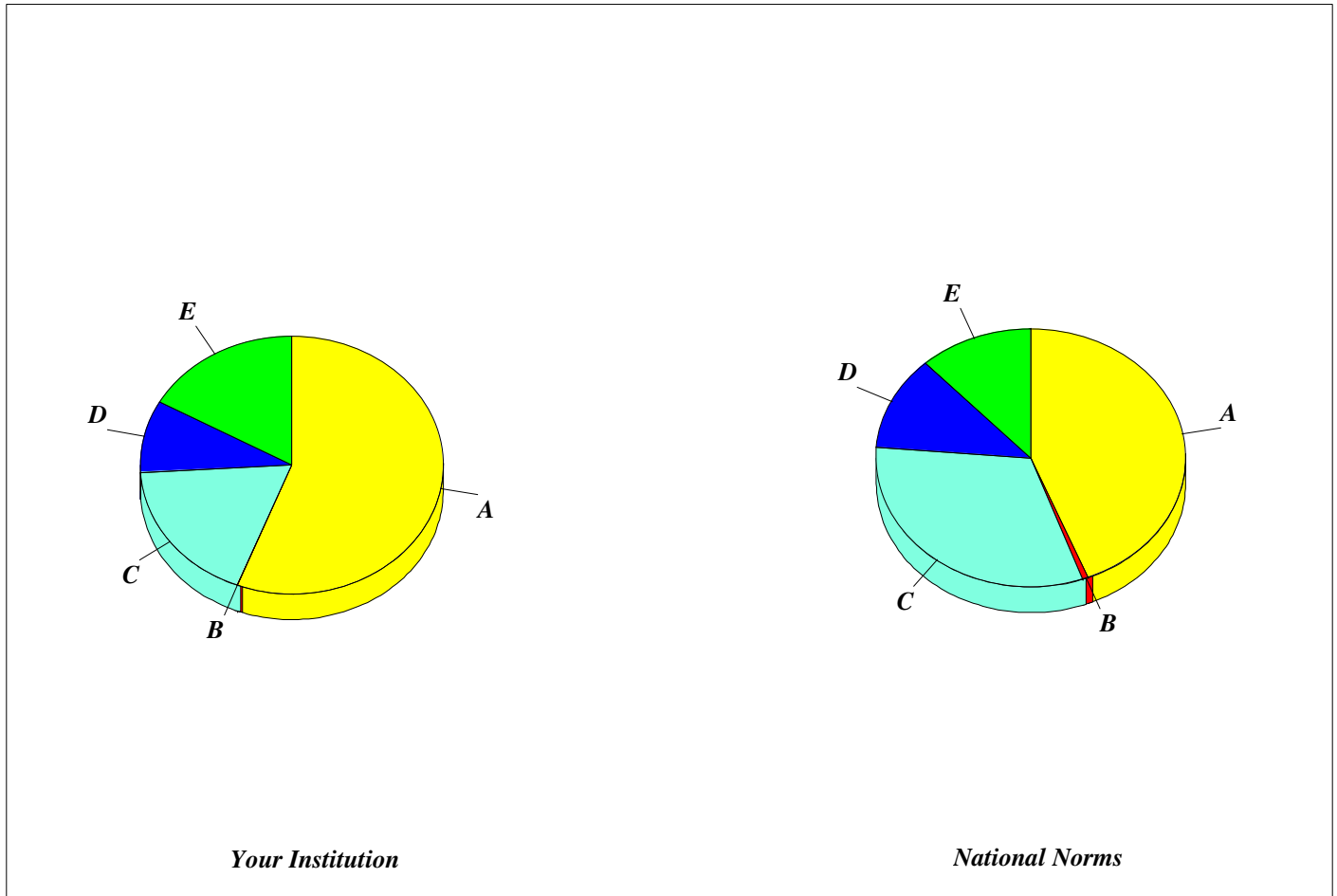


Figure 5. Section I - Background Information, Item K: Enrollment Plans for Next Academic Year

<i>Enrollment Plans</i>	<i>Your Institution %</i>	<i>National Norms %</i>
<i>A. Plan NOT to Attend College (Graduating)</i>	<i>55.8</i>	<i>43.9</i>
<i>B. Plan NOT to Attend (Stopping Out)</i>	<i>.0</i>	<i>.6</i>
<i>C. Plan to Re-enroll in this College</i>	<i>18.2</i>	<i>31.8</i>
<i>D. Plan to Attend Another College</i>	<i>9.1</i>	<i>11.8</i>
<i>E. Undecided</i>	<i>16.9</i>	<i>11.8</i>

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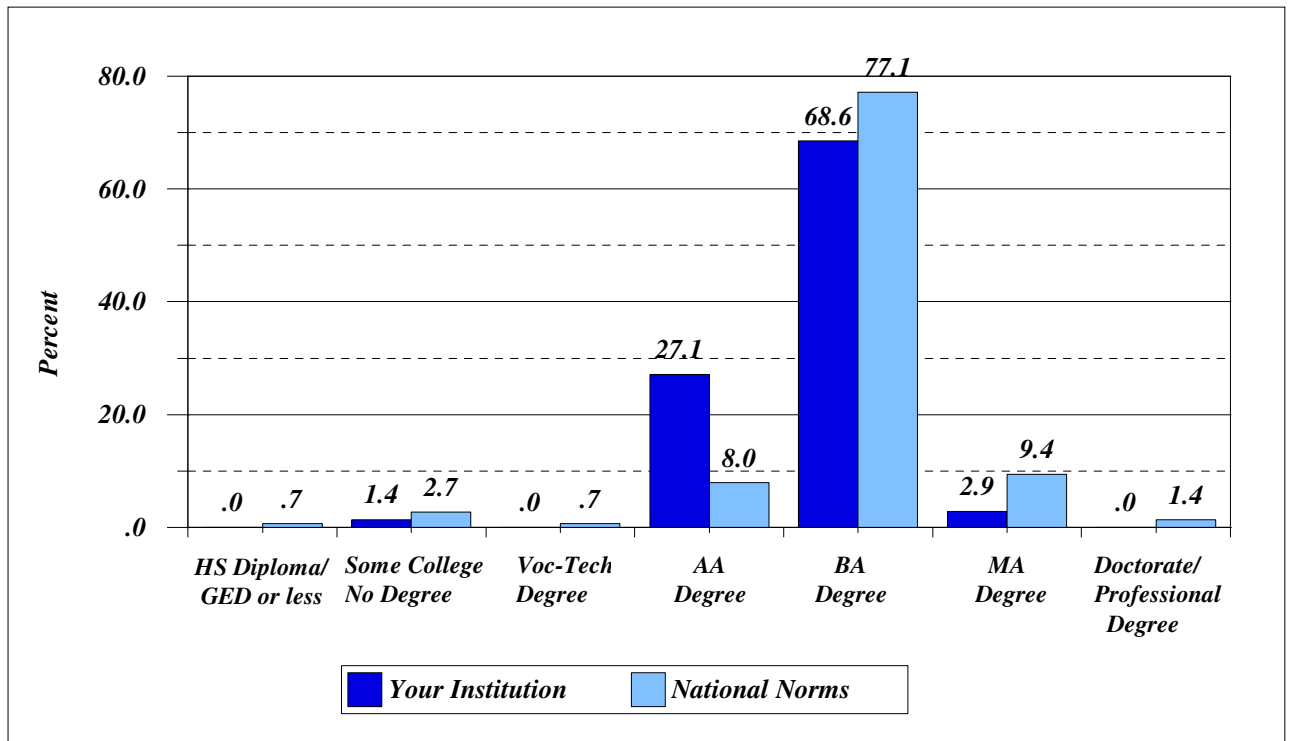


Figure 6. Section I - Background Information, Item L: Educational Degree Now Pursuing

<i>Educational Degree Now Pursuing</i>	<i>Your Institution %</i>	<i>National Norms %</i>
<i>Some High School or Less</i>	.0	.2
<i>High School Diploma or GED Certificate</i>	.0	.5
<i>Some College, No Degree/Certificate</i>	1.4	2.7
<i>Vocational/Technical Degree/Certificate</i>	.0	.7
<i>Associate Degree</i>	27.1	8.0
<i>Bachelor's Degree</i>	68.6	77.1
<i>Master's Degree (MS, MA, MBA)</i>	2.9	9.4
<i>Doctorate/Professional Degree (PhD, MD, EdD, JD)</i>	.0	1.4
<i>High School Diploma/GED or Less</i>	.0	.7
<i>Some College, No Degree</i>	1.4	2.7
<i>Vocational/Technical Degree/Certificate</i>	.0	.7
<i>Associate Degree</i>	27.1	8.0
<i>Bachelor's Degree</i>	68.6	77.1
<i>Master's Degree (MS, MS, MBA)</i>	2.9	9.4
<i>Doctorate/Professional Degree (PhD, MD, EdD, JD)</i>	.0	1.4

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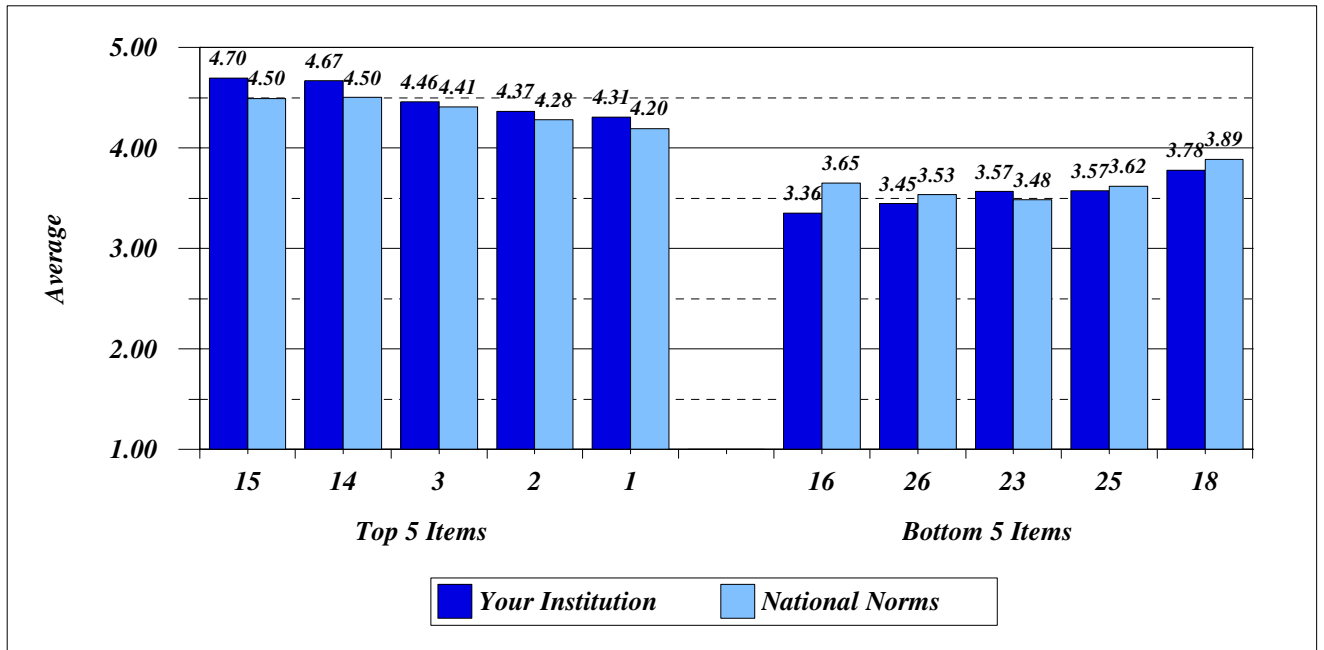


Figure 7. Section II - College Outcomes, A: Importance to Attain Outcomes

Item #		Your Institution Avg	National Norms Avg
Top 5 for Your Institution			
15	Becoming competent in my major	4.70	4.50
14	Acquiring knowledge and skills needed for a career	4.67	4.50
3	Learning to think and reason	4.46	4.41
2	Developing problem-solving skills	4.37	4.28
1	Drawing conclusions after weighing evidence/facts/ideas	4.31	4.20
Bottom 5 for Your Institution			
16	Appreciating the fine arts/music/literature/humanities	3.36	3.65
26	Understanding/applying math concepts/statistical reasoning	3.45	3.53
23	Learning principles for conserving/improving the global environment	3.57	3.48
25	Learning about the role of science/technology in society	3.57	3.62
18	Discovering productive/rewarding uses of my talents/leisure time	3.78	3.89

(Importance Scale: 5=very great, 4=great, 3=moderate [average], 2=little, 1=none)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

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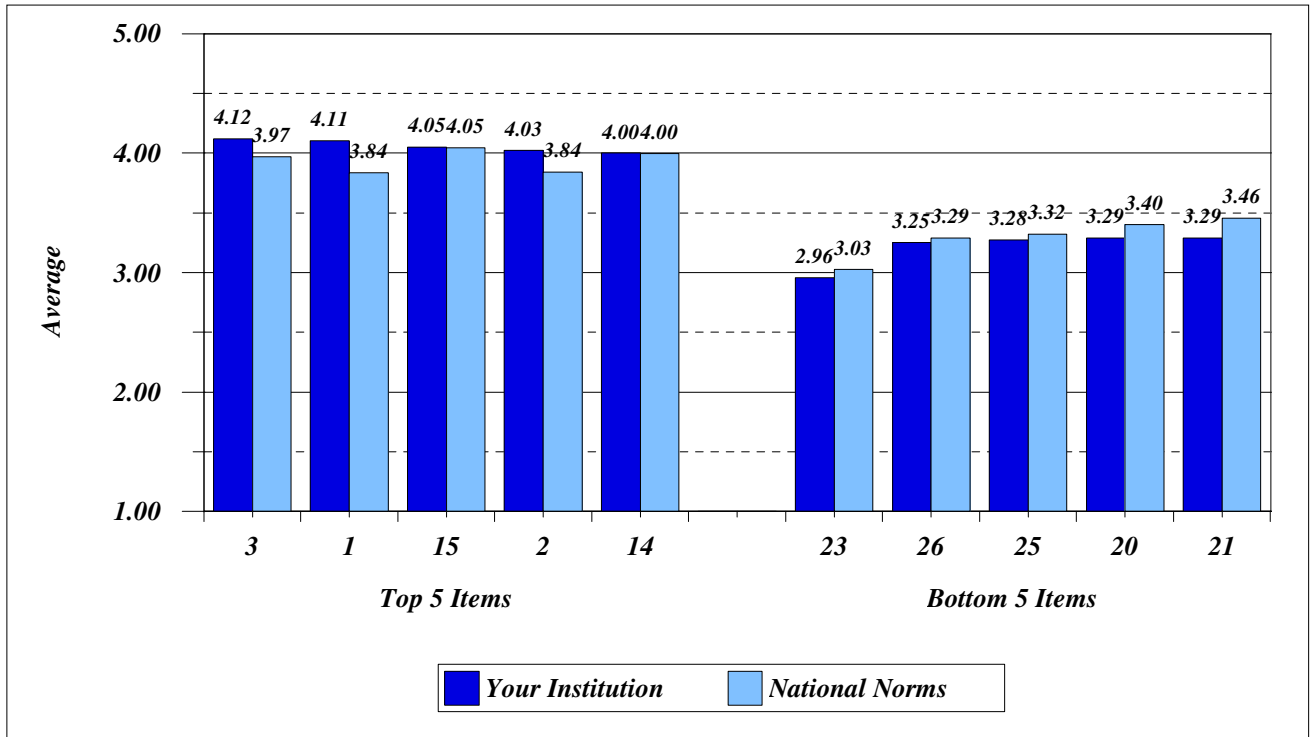


Figure 8. Section II - College Outcomes, A: Progress Made Toward Attaining Outcomes

Item #		Your Institution Avg	National Norms Avg
Top 5 for Your Institution			
3	Learning to think and reason	4.12	3.97
1	Drawing conclusions after weighing evidence/facts/ideas	4.11	3.84
15	Becoming competent in my major	4.05	4.05
2	Developing problem-solving skills	4.03	3.84
14	Acquiring knowledge and skills needed for a career	4.00	4.00
Bottom 5 for Your Institution			
23	Learning principles for conserving/improving the global environment	2.96	3.03
26	Understanding/applying math concepts/statistical reasoning	3.25	3.29
25	Learning about the role of science/technology in society	3.28	3.32
20	Developing effective job-seeking skills	3.29	3.40
21	Learning about career options	3.29	3.46

(Progress Scale: 5=very much, 4=much, 3=moderate [average], 2=little, 1=none)
NOTE: Items with fewer than 10 respondents were not included in the analyses.

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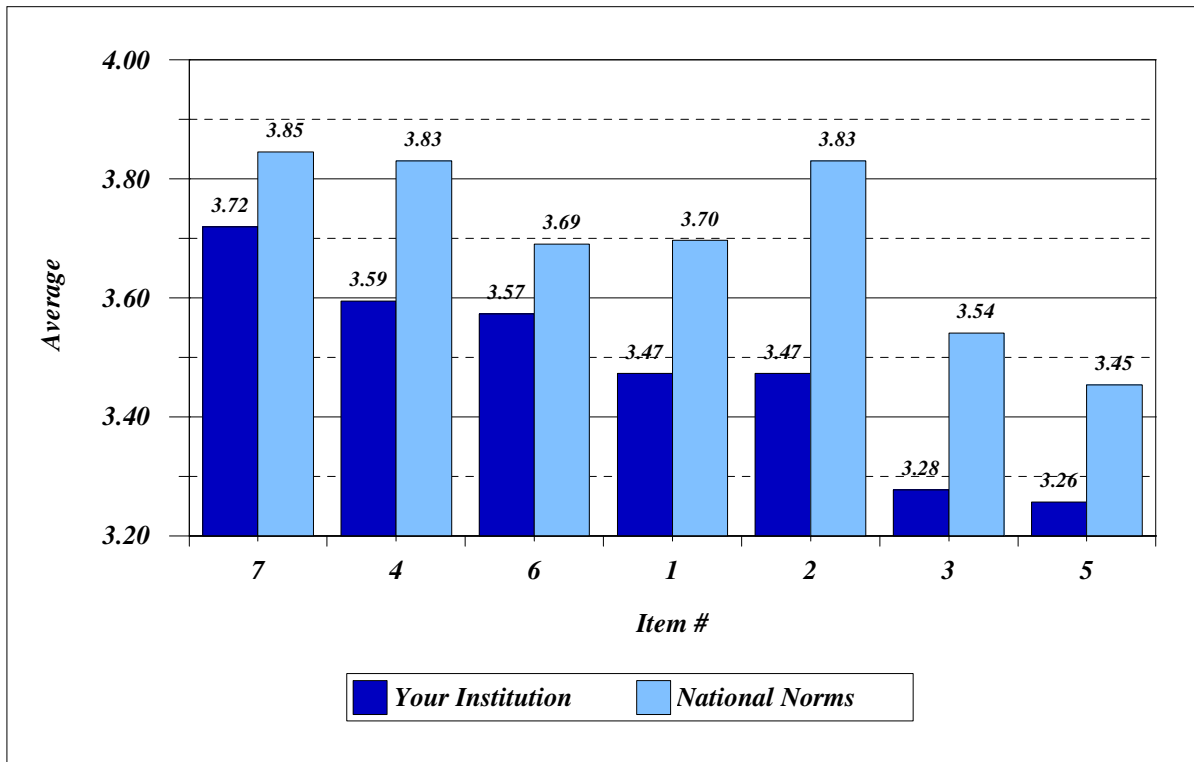


Figure 9. Section II - College Outcomes, B: Views of Required Courses Outside of Major

Item #	Required Courses outside my area of specialization helped me ...	Your Institution Avg	National Norms Avg
7	...become a more independent and self-directed learner.	3.72	3.85
4	...broaden my awareness of diversity among people/their values/cultures.	3.59	3.83
6	...build a framework to organize my learning within/across areas of study.	3.57	3.69
1	...think about my major in the context of a larger world view.	3.47	3.70
2	...develop as a 'whole person.'	3.47	3.83
3	...appreciate great works of literature/philosophy/art.	3.28	3.54
5	...increase my knowledge of the earth and its physical/biological resources.	3.26	3.45

(Agreement Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

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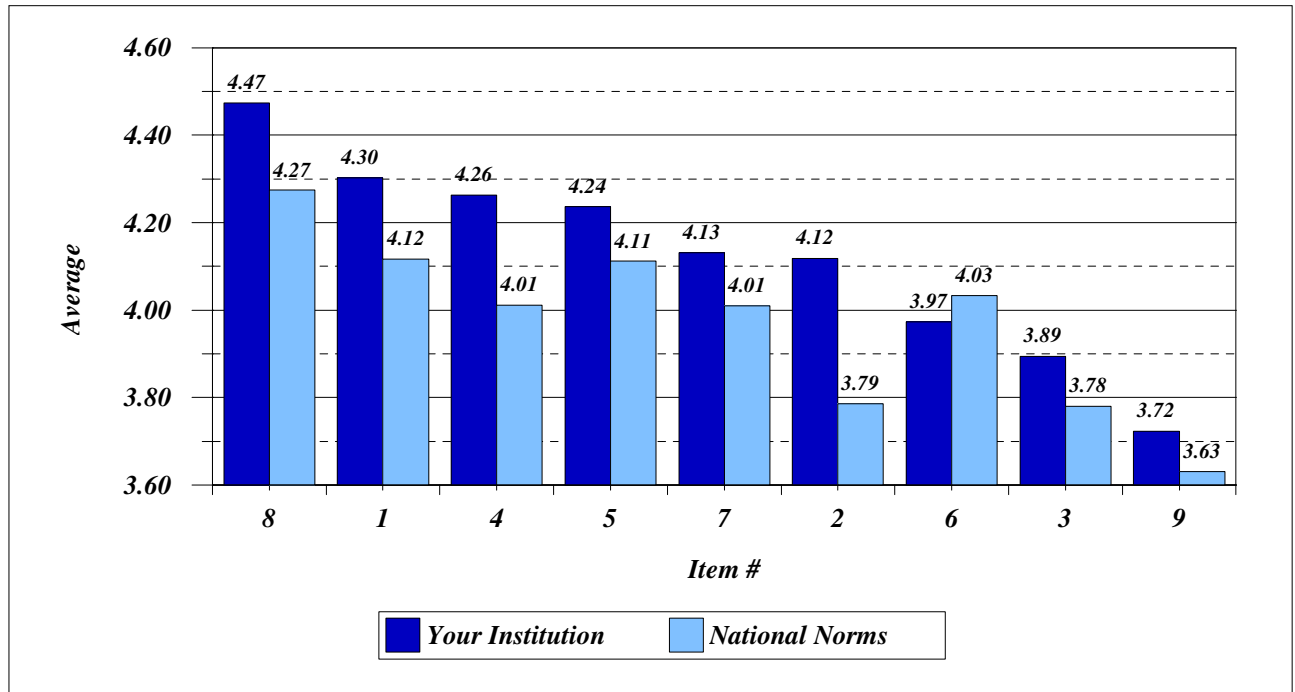


Figure 10. Section II - College Outcomes, C: Agreement with Statements about this College

Item #		Your Institution Avg	National Norms Avg
8	<i>I am proud of my accomplishments at this college.</i>	4.47	4.27
1	<i>This college has helped me meet the goals I came here to achieve.</i>	4.30	4.12
4	<i>I would recommend this college to others.</i>	4.26	4.01
5	<i>This college is equally supportive of women and men.</i>	4.24	4.11
7	<i>This college is equally supportive of all racial/ethnic groups.</i>	4.13	4.01
2	<i>If choosing a college again, I would choose this one.</i>	4.12	3.79
6	<i>My experiences here have helped motivate me to make something of my life.</i>	3.97	4.03
3	<i>My experiences here have equipped me to deal with possible career changes.</i>	3.89	3.78
9	<i>This college welcomes/uses feedback from students to improve the college.</i>	3.72	3.63

(Agreement Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

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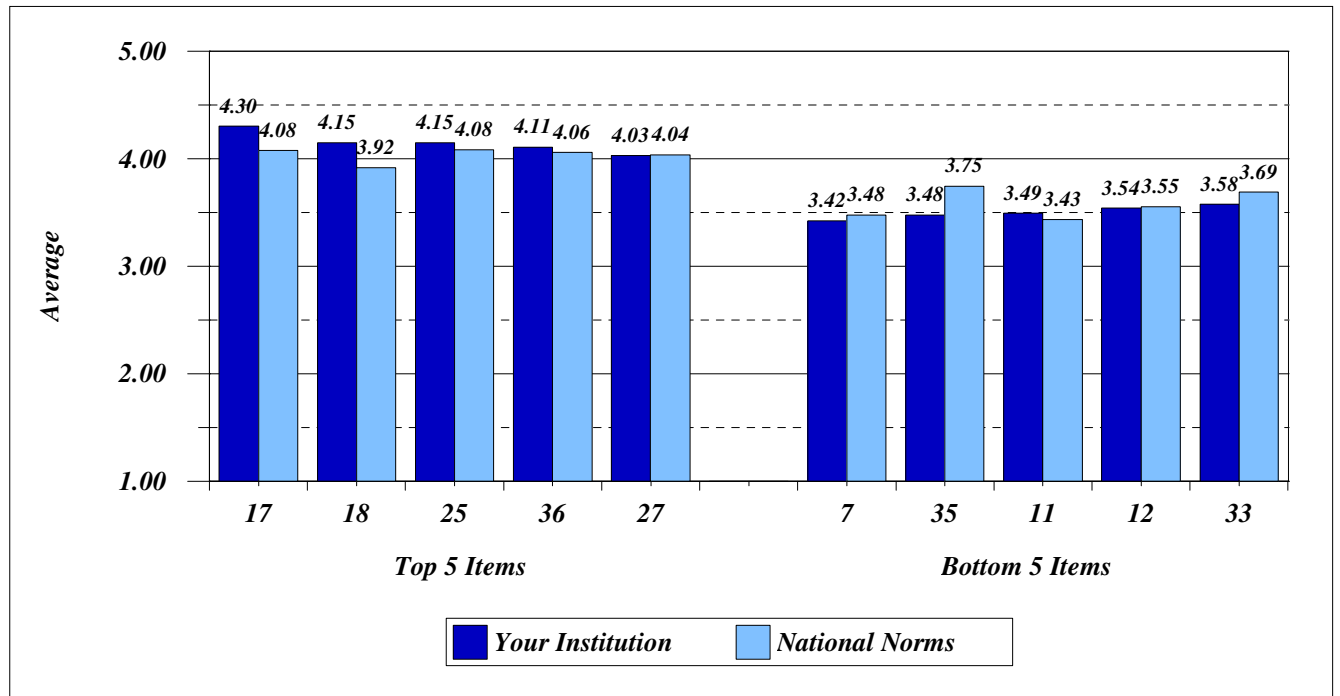


Figure 11. Section II - College Outcomes, D: Personal Growth Since Entering This College

Item #		Your Institution Avg	National Norms Avg
Top 5 for Your Institution			
17	Taking responsibility for my own behavior	4.30	4.08
18	Learning how to become a more responsible family member	4.15	3.92
25	Becoming academically competent	4.15	4.08
36	Acquiring a well-rounded General Education	4.11	4.06
27	Increasing my intellectual curiosity	4.03	4.04
Bottom 5 for Your Institution			
7	Actively participating in volunteer work to support worthwhile causes	3.42	3.48
35	Becoming a more effective member in a multi-cultural society	3.48	3.75
11	Preparing myself to participate effectively in the electoral process	3.49	3.43
12	Becoming more aware of local/national political/social issues	3.54	3.55
33	Developing my religious values	3.58	3.69

(Growth Scale: 5=very much, 4=much, 3=moderate [average], 2=little, 1=none)
NOTE: Items with fewer than 10 respondents were not included in the analyses.

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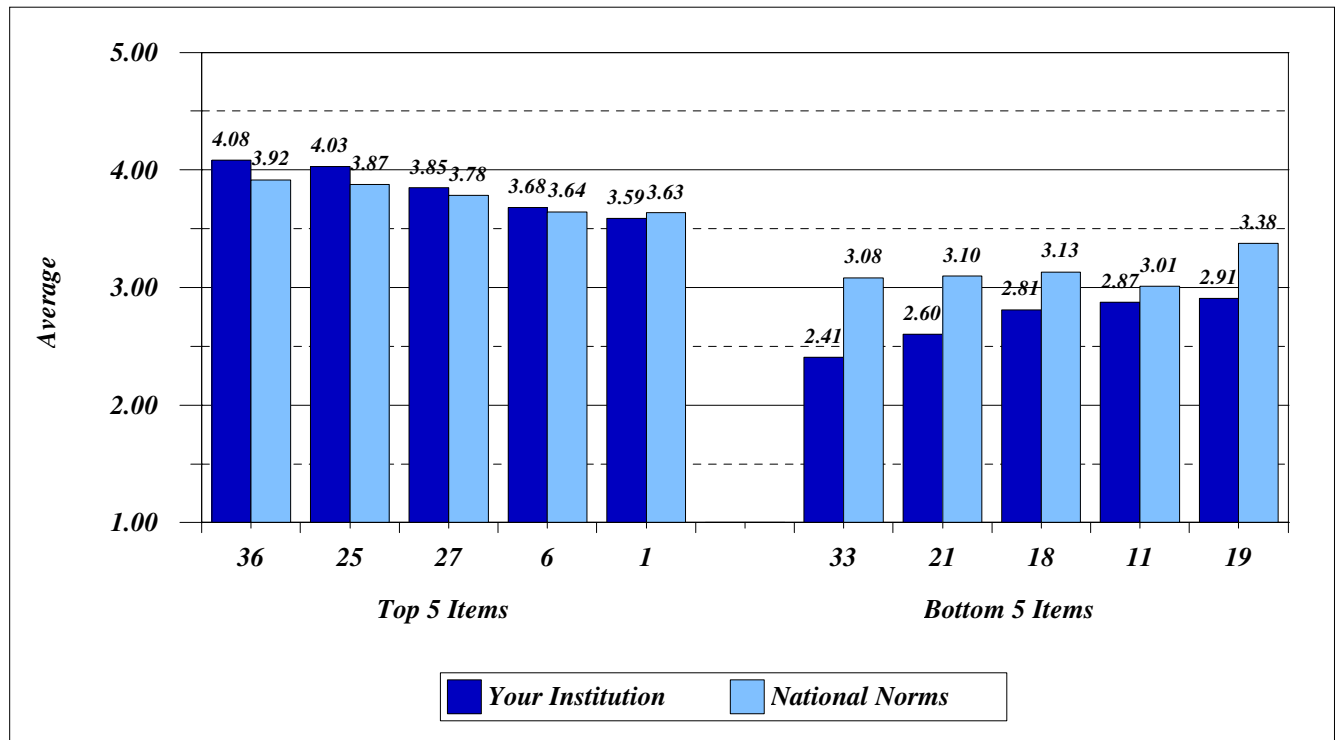


Figure 12. Section II - College Outcomes, D: College Contribution to Your Growth

Item #		Your Institution Avg	National Norms Avg
Top 5 for Your Institution			
36	Acquiring a well-rounded General Education	4.08	3.92
25	Becoming academically competent	4.03	3.87
27	Increasing my intellectual curiosity	3.85	3.78
6	Developing leadership skills	3.68	3.64
1	Becoming an effective team/group member	3.59	3.63
Bottom 5 for Your Institution			
33	Developing my religious values	2.41	3.08
21	Learning how to manage finances	2.60	3.10
18	Learning how to become a more responsible family member	2.81	3.13
11	Preparing myself to participate effectively in the electoral process	2.87	3.01
19	Clarifying my personal values	2.91	3.38

(Contribution Scale: 5=very great, 4=great, 3=moderate [average], 2=little, 1=none)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

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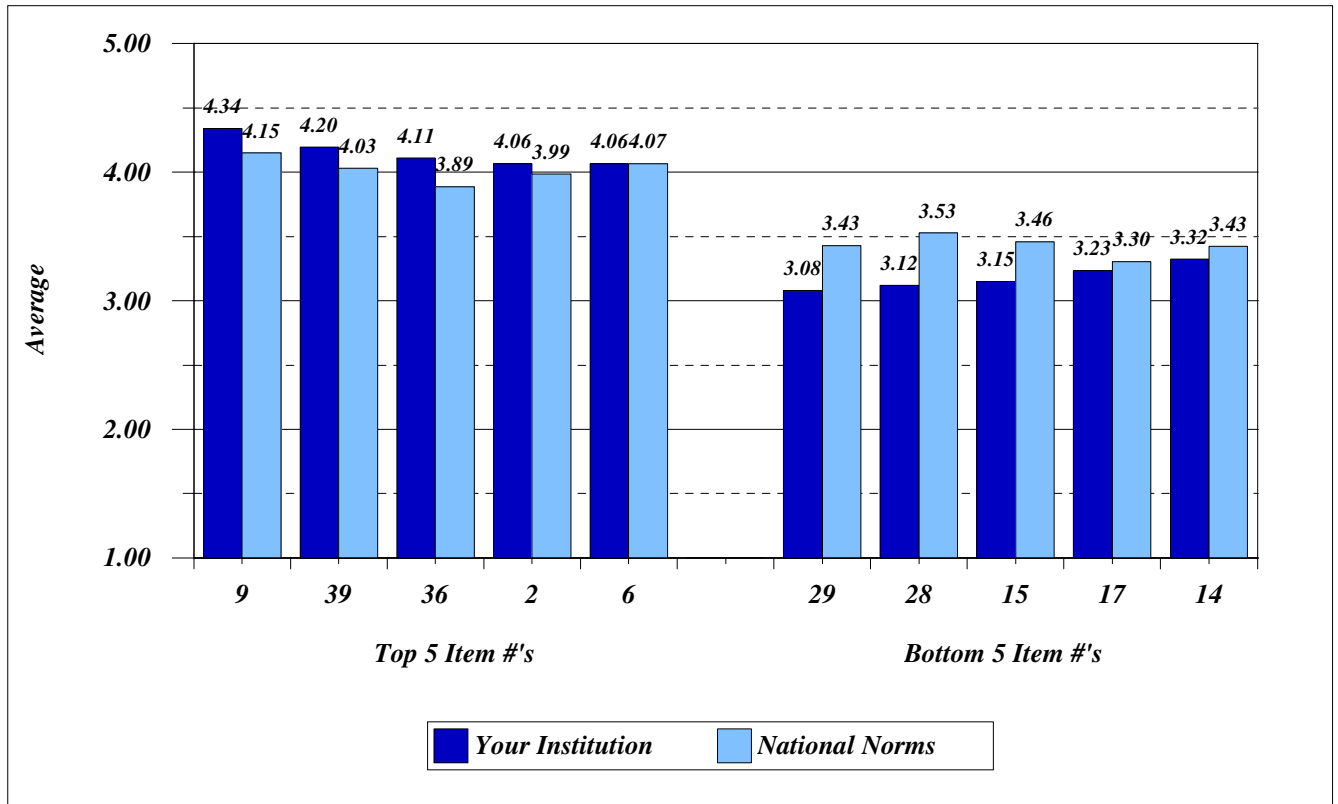


Figure 13. Section III - Satisfaction with Given Aspects of this College

Item #		Your Institution Avg	National Norms Avg
Top 5 for Your Institution			
9	Class size	4.34	4.15
39	This college in general	4.20	4.03
36	Library/learning resources center services	4.11	3.89
2	Quality of instruction	4.06	3.99
6	Quality of my program of study	4.06	4.07
Bottom 5 for Your Institution			
29	Job placement services	3.08	3.43
28	Practical work experiences offered in areas related to my major	3.12	3.53
15	Language development services for students whose first language is NOT English	3.15	3.46
17	Campus AIDS education program	3.23	3.30
14	Veterans services	3.32	3.43

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

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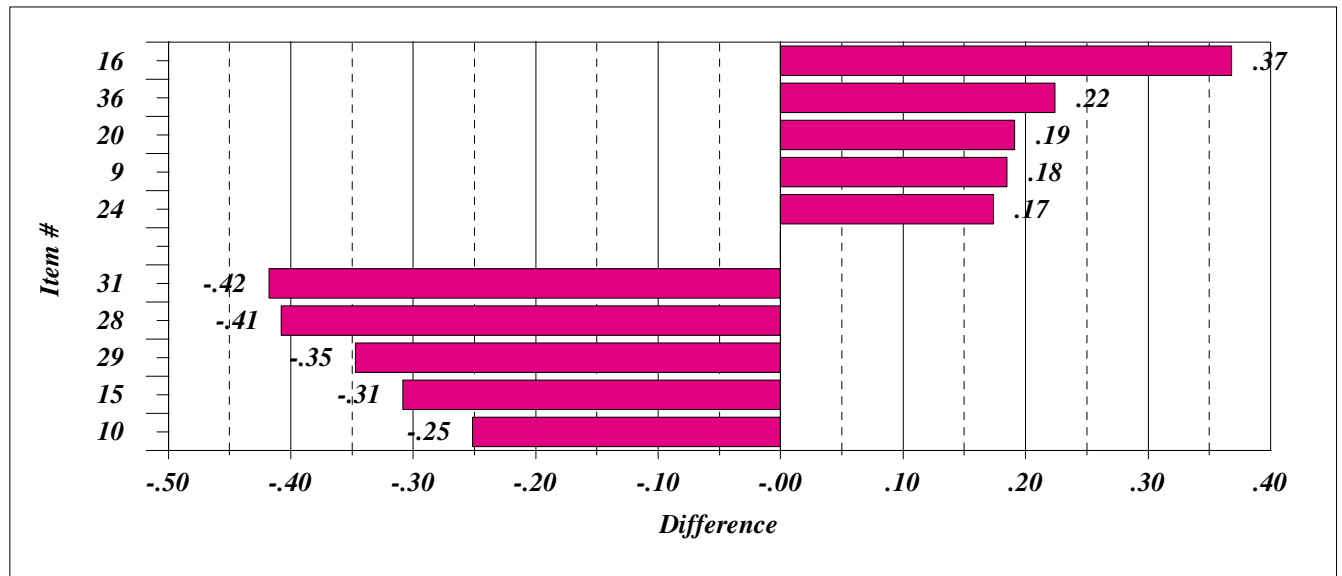


Figure 14. Section III - Satisfaction with Given Aspects of this College: Largest Positive & Largest Negative Differences between Your Institution's Averages and the National Averages

Item #		Your Institution Avg	National Norms Avg	Difference
Largest Positive (or Smallest Negative) Differences				
16	Student health/wellness services	3.90	3.53	.37
36	Library/learning resources center services	4.11	3.89	.22
20	College response to nontraditional students	4.03	3.84	.19
9	Class size	4.34	4.15	.18
24	College social activities	3.79	3.62	.17
Largest Negative (or Smallest Positive) Differences				
31	New student orientation services	3.35	3.77	-.42
28	Practical work experiences offered in areas related to my major	3.12	3.53	-.41
29	Job placement services	3.08	3.43	-.35
15	Language development services for students whose first language is NOT English	3.15	3.46	-.31
10	Flexible degree requirements	3.43	3.69	-.25

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

NOTE: Items with fewer than 10 respondents were not included in the analyses.