

Results of All Employee Rating Feedback of SP Action Items

November 23 – December 13, 2021

N = 105

Top 40 Most Important Action Items

4.1.2: Develop and implement a financial aid communication system to accurately inform students of financial aid opportunities, awards, and timelines	3.75
4.1.1: Develop and implement a targeted recruiting plan for first-time freshmen and first-time transfer students	3.58
4.1.1: Develop and implement a targeted student engagement and retention plan	3.56
4.1.1: Develop and implement an intensive advising model from admissions to graduation in conjunction with the HLC Student Success Academy including training	3.54
2.2.1: Update RSU's website and improve search features	3.53
4.1.2: Establish clear, overarching recruiting, retention, enrollment, and re-enrollment communication plans for prospective, current, and stop-out students	3.53
1B.1.1: Evaluate and modify advisement as needed annually	3.45
1B.1.1: Develop transfer equivalency database	3.41
1A.1.4: Support smooth LMS transition from Jenzabar to Blackboard:	3.39
2.1.1: Develop and implement an employee onboarding and continuous training program.	3.37
4.1.2: Create measurable exploratory and discovery opportunities for undecided students as a pathway to declaring a major.	3.37
4.2.1: Invest in lower income students who demonstrate academic progress by awarding increased scholarships and grants	3.36
1A.1.1: Develop and publish a course rotation map for all degree programs	3.35
1B.2.6: Increase programmatic marketing	3.3
2.1.1: Create annual events that enhance a sense of belonging, including branch campuses	3.3
2.1.2: Develop written policies and procedures (e.g., training manuals) for all RSU positions	3.28

2.2.2: Communicate and implement university-wide RSU's Marketing and Communication Plan	3.28
4.2.1: Expand Counseling Services capacity and access	3.26
1A.1.3: Continue ACEN accreditation for BSN program	3.25
2.2.1: Enhance promotion of RSU programs through increased social media usage	3.25
2.1.1: Prioritize employee professional development opportunities.	3.22
1A.1.2: Scan key components of the campus, community, and employment environment to identify programmatic gaps.	3.21
4.2.1: Provide routine Early Alert and advisement training to staff, faculty, and administrators	3.21
1B.1.5: Identify departmental needs and forward for review during annual budgeting process	3.2
1A.1.3: National accreditation for graduate community counseling program	3.19
2.1.3: Build P&Ps and written, approved protocols for all HR practices, including benefits, FMLA, and other important issues. Keep it up to date and made available to employees	3.18
1B.2.6: Maintain contact with graduates	3.16
2.1.3: Develop an institutional master calendar.	3.16
4.1.2: Utilize campus co-curricular activities for community engagement opportunities for all students	3.15
4.2.1: Fully implement the Early Alert System plan and activate ERP/EX data analysis modules, using data-informed decision making	3.13
5.1.2: Cultivate a safe environment by empowering students, faculty, staff, patients, and visitors with safety education, training, and	3.12
1A.1.4: Promote quality modes of remote instruction, advisement, and meetings	3.11
1B.1.1: Adopt a paperless advising environment	3.11
1B.1.2: Increase sharing of tutoring availability	3.1
1A.1.3: ACBSP accreditation for undergraduate/graduate business programs	3.09
2.1.3: Implement routine informational meetings.	3.08

1B.1.4: Emphasize the “exit” aspect of career services, including support for internships and other pre-career experiences	3.07
2.1.2: Develop and implement a staff performance appraisal and feedback system.	3.07
4.2.1: Target early alert process for Undeclared students	3.07
1B.1.2: Expand tutor hiring in applicable disciplines	3.05
1A.1.1: Implement via Academic Council an annual review of programmatic relevancy/quality as an element of the annual assessment process	3.04
1A.1.2: Conduct student, faculty, and community focus groups to identify programmatic gaps	3.01
3.1.1: Establish a fundraising team to develop funding mechanism, seeking grants, donations, and business partnership	3.01

All Item Ratings

	N	Minimum	Maximum	Mean	Std. Deviation
1A.1.1: Implement via Academic Council an annual review of programmatic relevancy/quality as an element of the annual assessment process	104	1	4	3.04	0.812
1A.1.1: Encourage departments to limit the number of hours in the BA/BS degree programs to 120, and in the AA and AS programs to 60	104	0	4	2.92	0.972
1A.1.1: Develop and publish a course rotation map for all degree programs	102	1	4	3.35	0.766
1A.1.1: Promote writing across the curriculum	103	0	4	2.9	0.902
1A.1.2: Scan key components of the campus, community, and employment environment to identify programmatic gaps.	103	1	4	3.21	0.775
1A.1.2: Conduct student, faculty, and community focus groups to identify programmatic gaps	103	1	4	3.01	0.857
1A.1.3: ACBSP accreditation for undergraduate/graduate business programs	100	0	4	3.09	1.045
1A.1.3: National accreditation for graduate community counseling program	102	0	4	3.19	1.051
1A.1.3: Continue ACEN accreditation for BSN program	100	0	4	3.25	1.077
1A.1.4: Achieve QM certification for 20 courses annually	102	0	4	2.65	0.951
1A.1.4: Promote quality modes of remote instruction, advisement, and meetings	102	0	4	3.11	0.843

	N	Minimum	Maximum	Mean	Std. Deviation
1A.1.4: Support smooth LMS transition from Jenzabar to Blackboard:	104	0	4	3.39	0.96
1A.1.4: Develop QM compatible course shells to facilitate the transfer from Jenzabar to Blackboard	103	0	4	2.87	1.1
1A.1.4: Encourage the development and use of online supplements for all courses (minimum syllabus, handouts, and grade book)	104	0	4	2.96	0.975
1A.1.4: Have fully developed course supplementary material for all courses assigned to adjuncts	103	0	4	2.97	0.902
1A.1.5: Offer incentives to students upon completion of evaluation	103	0	4	2.4	1.013
1A.1.5: Annually review the evaluation instrument for validity and reliability	102	0	4	2.92	0.898
1A.1.6: Pursue dual degree offerings with other institutions of higher education	103	1	4	2.63	0.886
1A.2.1: Promote annual administrative/faculty peer review for tenure and promotion	101	0	4	2.65	1.043
1A.2.2: Provide interactions with educational specialist(s), both internal and external to the institution	100	0	4	2.71	0.913
1A.2.2: Incorporate MyRSU faculty resource page (teaching, research, service)	100	0	4	2.62	1.003
1A.2.2: Develop formalized faculty mentoring program	100	0	4	2.53	0.989
1A.2.2: Develop forums for institutional sharing of teaching and learning strategies through the Faculty Development Committee	101	0	4	2.56	0.921
1A.2.3: Host professional development seminars on associated tools within Turnitin, Blackboard, etc.	102	0	4	2.74	0.984
1A.2.3: Strengthen Institutional Honor Code and the steps to monitor compliance	100	0	4	2.63	0.971
1A.2.3: Investigate online systems of student identification, including use of biometrics and associated technologies	101	0	4	2.45	0.954
1B.1.1: Evaluate and modify advisement as needed annually	100	0	4	3.45	0.833
1B.1.1: Develop transfer equivalency database	99	0	4	3.41	0.833
1B.1.1: Adopt a paperless advising environment	100	0	4	3.11	0.931
1B.1.2: Increase sharing of tutoring availability	100	0	4	3.1	0.823
1B.1.2: Expand tutor hiring in applicable disciplines	99	0	4	3.05	0.873
1B.1.2: Promote the use of Tutor.com in applicable areas	97	0	4	2.49	0.959
1B.1.3: Promote OSRHE option as consortium pricing may be a better alternative	97	0	4	2.52	1.174
1B.1.4: Emphasize the "exit" aspect of career services, including support for internships and other pre-career experiences	99	0	4	3.07	0.972

	N	Minimum	Maximum	Mean	Std. Deviation
1B.1.5: Identify departmental needs and forward for review during annual budgeting process	95	0	4	3.2	0.882
1B.1.5: Promote expansion of Zoom delivery on our branch campuses to enhance curricular consistency and progress toward graduation	95	0	4	2.54	0.987
1B.1.5: Consider redistribution of technology fee funds in support of promising innovations over antiquated infrastructure	95	0	4	2.96	1.031
1B.2.1: Increase number of and participation in intercultural activities	96	0	4	2.79	0.905
1B.2.1: Increase participation in international studies and share student outcomes campus wide	96	0	4	2.67	0.991
1B.2.2: Complete Test-Optional Pilot and Operationalize	94	0	4	2.5	1.152
1B.2.3: Complete HLC Student Success Academy analysis, share institution wide, and implement requisite policy/practice modifications	95	0	4	2.89	1.005
1B.2.5: Renew emphasis on major clubs	94	0	4	2.74	0.95
1B.2.5: Mimic departmental efforts of successful majors	94	0	4	2.77	0.966
1B.2.5: Hold annual research day for all capstone courses	94	0	4	2.53	1.002
1B.2.5: Increase student research budget	94	0	4	2.7	0.937
1B.2.5: Host local and regional conferences	94	0	4	2.76	1.002
1B.2.5: Build knowledge about professional organizations	93	0	4	2.85	0.92
1B.2.6: Maintain contact with graduates	93	0	4	3.16	0.9
1B.2.6: Increase programmatic marketing	93	0	4	3.3	0.918
2.1.1: Develop and implement an employee onboarding and continuous training program.	95	0	4	3.37	0.864
2.1.1: Prioritize employee professional development opportunities.	95	0	4	3.22	0.877
2.1.1: Create annual events that enhance a sense of belonging, including branch campuses	94	1	4	3.3	0.914
2.1.2: Develop and implement a staff performance appraisal and feedback system.	94	0	4	3.07	0.997
2.1.2: Develop and implement an RSU Leadership Series	93	0	4	2.69	1
2.1.2: Create an annual Employee Appreciation Day.	93	0	4	2.78	1.102
2.1.2: Develop written policies and procedures (e.g., training manuals) for all RSU positions	94	0	4	3.28	0.955
2.1.3: Implement routine informational meetings.	93	0	4	3.08	0.888

	N	Minimum	Maximum	Mean	Std. Deviation
2.1.3: Implement routine lunch and learn meetings with executive administrators. Initiate RSU Leader Conversation Time with all departments (e.g., Coffee and Conversation)	93	0	4	2.77	1.023
2.1.3: Develop an institutional master calendar.	94	0	4	3.16	0.896
2.1.3: Create an active, monitored site for reporting employee/personnel or ethical issues	93	0	4	2.83	1.039
2.1.3: Build P&Ps and written, approved protocols for all HR practices, including benefits, FMLA, and other important issues. Keep it up to date and made available to employees	93	0	4	3.18	0.92
2.2.1: Create and launch advisory boards with community membership for all academic disciplines	88	0	4	2.69	1.01
2.2.1: Audit all current and recent external engagements.	89	0	4	2.49	1.088
2.2.1: Audit past five years facility rental and use by outside parties.	88	0	4	2.41	0.955
2.2.1: Review annual community calendars for possible engagements.	89	0	4	2.93	0.902
2.2.1: Identify and prioritize internal/external alignments.	88	0	4	2.8	0.973
2.2.1: Enhance promotion of RSU programs through increased social media usage	89	0	4	3.25	0.957
2.2.1: Update RSU's website and improve search features	90	0	4	3.53	0.782
2.2.2: Audit internal departments and talent to identify key points of contact.	88	1	4	2.85	0.838
2.2.2: Create action teams responsible for key external engagements.	88	1	4	2.67	0.919
2.2.2: Encourage employee representation and membership in community organizations.	88	1	4	2.75	0.938
2.2.2: Communicate and implement university-wide RSU's Marketing and Communication Plan	88	1	4	3.28	0.934
3.1.1: Develop an initial architectural drawing including potential floorplan and estimated costs	90	0	4	2.77	1.006
3.1.1: Establish a fundraising team to develop funding mechanism, seeking grants, donations, and business partnership	90	0	4	3.01	1
3.1.1: Finalize and implement a fundraising plan and process, including master lease request preparation and RFP	90	0	4	2.91	1.035
3.2.1: Establish deferred maintenance process to include Vice President for Administration and Finance for budget consideration.	90	0	4	2.8	1.03
3.2.1: Identify, evaluate, and prioritize deferred maintenance projects.	90	0	4	2.94	1.053
3.3.1: Short-term - identify a space to house exercise equipment, purchase, and install equipment	91	0	4	2.7	1.13

	N	Minimum	Maximum	Mean	Std. Deviation
3.3.1: Long-term – Conduct a feasibility study of construction of a wellness/recreation center on the Claremore campus	91	0	4	2.7	1.111
3.4.1: Identify key locations to place high-definition video boards or televisions	90	0	4	2.66	0.95
3.4.1: Identify funding source for required technology	90	0	4	2.96	0.947
4.1.1: Develop and implement a targeted recruiting plan for first-time freshmen and first-time transfer students	90	1	4	3.58	0.687
4.1.1: Develop and implement an intensive advising model from admissions to graduation in conjunction with the HLC Student Success Academy including training	90	1	4	3.54	0.737
4.1.1: Develop and implement a targeted student engagement and retention plan	90	1	4	3.56	0.736
4.1.2: Establish clear, overarching recruiting, retention, enrollment, and re-enrollment communication plans for prospective, current, and stop-out students	90	1	4	3.53	0.782
4.1.2: Develop and implement a financial aid communication system to accurately inform students of financial aid opportunities, awards, and timelines	91	2	4	3.75	0.529
4.1.2: Create measurable exploratory and discovery opportunities for undecided students as a pathway to declaring a major.	90	1	4	3.37	0.756
4.1.2: Utilize campus co-curricular activities for community engagement opportunities for all students	89	0	4	3.15	0.948
4.2.1: Fully implement the Early Alert System plan and activate ERP/EX data analysis modules, using data-informed decision making	91	1	4	3.13	0.872
4.2.1: Target early alert process for Undeclared students	90	1	4	3.07	0.909
4.2.1: Provide routine Early Alert and advisement training to staff, faculty, and administrators	91	1	4	3.21	0.837
4.2.1: Employ a Director of Diversity, Equity, and Inclusion	90	0	4	2.52	1.154
4.2.1: Expand Counseling Services capacity and access	92	1	4	3.26	0.888
4.2.1: Invest in lower income students who demonstrate academic progress by awarding increased scholarships and grants	91	0	4	3.36	0.753
5.1.1: Establish documented policies and procedures for effective application, consistency, and continuity of state and federally required reporting	86	0	4	2.85	1.09
5.1.1: Second half of 32.1	87	0	4	2.98	0.964
5.1.1: Develop processes that will govern timely review and distribution of required reporting	89	1	4	2.92	0.829
5.1.2: Establish Emergency Management Training Opportunities (EMTO) to include a listing of emergency management training that is regularly offered through the RSU Campus Police Department	90	1	4	2.98	0.874

	N	Minimum	Maximum	Mean	Std. Deviation
5.1.2: Cultivate a safe environment by empowering students, faculty, staff, patients, and visitors with safety education, training, and	90	0	4	3.12	0.846
Valid N (listwise)	72				

Items highlighted in yellow are statistically significant from all-item mean average at 95% confidence level. Standard deviations highlighted in green violate the 1/6 range rule (vary by more than 1/6 of mean range) and suggest subpopulations of respondents viewed importance significantly different.

Comments

- Discuss professionalism in the workplace and what are and are not appropriate behaviors, talk, and dress codes. 2. Employee evaluations are necessary but include evaluations of supervisors as well. 3. Highly encourage the use of reporting workplace harassment, actually listen to what is being said, investigate the issues, and then act on the findings.
- A "Director" of "Diversity, Equity, and Inclusion" is NOT necessary at RSU! Even more certain, a Vice-President, or an Associate Vice-President, or any ranking administrator of the sort is NOT necessary at RSU! RSU still, thankfully, remains largely unpolluted of the toxic, racist and sexist identity politics of so-called "Diversity, Equity, and Inclusion" and critical race theory and broad, racist and sexist "woke" Marxist ideologies. The purpose of RSU as an educational institution is to foster and promote academic education, i.e., intellectual skills and learning of objective knowledge. So-called social justice and/or anti-racism and/or wokeness--or whatever new euphemistic name the Marxist ideologues invent!--is NOT the purpose or mission of an institution of higher education. Academics MUST be kept free of the pollution of ideological activism!! Faculty, staff, and students who wish to engage in ideological activism on their own time, in their own private lives, are free to do so. As soon as RSU starts affirming so-called "Diversity, Equity, and Inclusion" initiatives and administrative hires, then RSU is promoting (an) ideological position(s) and NOT remaining a place of free, open inquiry to promote learning and education. In brief, so-called DEI is not about learning or education; instead, it is about politics and power!

- Academic Advising needs IMMEDIATE attention. Financial Aid/Admissions communication amongst students also needs IMMEDIATE attention. These areas are negatively impacting our institutions potential in a severe way.
- As an adjunct, it is disheartening to see that none of the points in this plan involve better training for adjuncts, evaluation of adjunct performance, or incorporation of adjuncts into the life of the university. If adjuncts are going to be teaching at least half of the classes at RSU, it seems to me that making the adjunct experience healthier and more functional would be a critical goal.
- Career service is a one-person office, that barely has enough work to do as is -- why would we need more staff there? The position should be reworked to include the goals stated in the strategic plan, but we do not need more people. Furthermore, I do not think a one-person office should be called out in a multi-campus-wide strategic plan. Another one-person office mentioned multiple times is Student Activities. That position cannot be expected to meet all student engagement performance indicators as mentioned. Wellness activities, community engagement, and co-curricular responsibilities should be divided amongst a committee, or potential new position (s) to assist in campus engagement should be proposed
- Enrollment is critical and my responses were targeted toward initiatives that would improve same.
- I don't know how a director of diversity ties into early alerts, but I'm more concerned about getting that system right. It's a lot better this semester than previous ones, but it just needs more manpower and quality advisors doing it. I think retention specialists are supposed to be doing it. How much are they doing? Also, has there been any discussion on competitive compensation analysis? We lag behind our peer institutions. If we want to be competitive and offer quality instruction, it starts with attracting and retaining talented staff.
- I feel that our campus/internal communication infrastructure would be better served by actually providing details in the text alerts that are sent out (like was done in years past) instead of simply referring everyone to access their email for further details (as is the current practice). It was more helpful to me to receive a text saying that the storm shelter is open during a tornado than the text that a warning has been issued and to monitor my email/local news stations for further updates. This is what happened during the last tornado warning on campus. I was never notified that the storm shelter was open. In a time when seconds can make a difference, our text alerts should be more detailed, as they have in the past. For Initiative 5.1.2, could we also have the AED machines reinstalled? They were pulled for assessment

and never returned. It would be helpful to have them returned and training made available since we have had so much turnover.

- I'm glad to see that the university is seeking feedback on these important matters in this way. I don't remember this happening in the past. I worry about how we will fund a lot of these things but I think a new STEM building is absolutely critical to our future success as a 4 year university.
- In the past few years a lot of great people have left RSU due to the administration not hearing their voices or acting on their concerns. If someone reports misconduct of a VP, then that should be taken seriously.
- It is absolutely essential that we remove barriers to enrollment for both generic and transfer students. Streamline the process. Improve substitution process--use of standard matrices and faster turnaround time. Financial aid and scholarships must be awarded sooner--students cannot plan and pay bills if they don't know what money he/she can count on. Staff needs to be paid more and empowered to do their jobs with solid training so that they are retained and things run smoother. Training seems minimal. I can attest to the fact that training has been minimal for me. There is very little institutional history due to having a lot of turnover. Apply HR policies as equitably as possible. For instance, some employees are working remotely and others are not allowed. Some are never here while other departments/supervisors require employees to be here 8-5. This breeds discontent amongst employees.
- It would be extremely helpful to listen to what students actually want and give them more of a campus life and connection with Claremore. Concerns raised by the students, faculty, and staff should be listened to and taken seriously. Seeing changes start to take place to help the University would put the minds of the majority at ease.
- Kudos to the strategic planning team! These strategic actions are thoughtfully developed for RSU. The biggest challenges I perceive have to do with student recruitment, enrollment, and advisement. If we can get students to RSU, we tend to retain them and help them be successful. The way to close our gaps is to create consistent, written policies and protocols for advisement (full process from entry at RSU to graduation) that everyone follows and all faculty and staff know about. Professional develop is key here. Lastly, to enhance our culture and infuse energy into staff, leadership-connection is the secret ingredient. We know how busy our leaders are. This makes their attention to employees all the more valued. Thank you for the opportunity to share my point of view!
- Many colleges and universities around the state work 4-10's during June and July. If you do not want the dept to close on Fridays, half the staff can take

off a Monday so that offices remain open. I believe this would boost morale on all fronts of RSU! Happy staff makes happy students.

- New Advising model to serve our students.
- Provide honest, open communication/information/discussion from top down regarding building a balanced budget - emphasizing funding to most productive programs, sunsetting smaller programs & promoting the financial importance of increasing enrollment to sustain the university & competitive salaries.
- So little of this is important if RSU continues to place power and authority in those few faculty and staff who are favored by the administration. Serious lack of accountability for administrators who abuse authority. Embarrassing level of grade inflation. RSU does not understand the needs of students who have to work and cannot be on campus the same as Honors and PLC students. Review the number of new hires who are administrative vs faculty. Who is going to teach the students? Faculty cannot absorb the ongoing amount of responsibilities that are not related to teaching. Look at the students writing and what they post? Few can research, write or engage in analytical reasoning. Hard to imagine these are college graduates. RSU is not a quality institution!
- So many of the questions provided as for suggestions/changes of practices that are already in place and working very effectively. Other questions, if implemented, would limit the faculty teaching options and engaging creativity. Personal Teaching philosophies would be restricted to what administration wants and not what the faculty experiences to be the best for student learning and engagement. Many questions were directed toward change for practices that are already working well; i.e. Building an exercise facility when we already have a very good option to use the community Rec. Center at a reduced price. Another example is changing quality course standards when Quality Matters was implemented in 2014 and is finally accepted by faculty with a strong desire to certify their courses. However, the finances are lacking to be able to move forward by certifying courses. I know the survey was for the purposes of receiving and synthesizing feedback for best practices, however, some of the potential changes concern me. When faculty sacrifice personal and family time to build the courses correctly and teach in a manner that students deserve, the thought of changing again is alarming. Increasing student organizations, inclusion, increasing multicultural opportunities, improving student advising, and incorporating our community with RSU activities and learning opportunities is exciting. Thank you!

- Something needs to be looked at for the overall happiness and morale of STAFF.
- Thank you for the opportunity to review/learn about the goals. Some of the goals were unclear and I was not certain what they meant. I believe that others are currently being done so was unclear how to mark them.
- These were important questions especially with our future and current students on campus.
- This is the safest campus in Oklahoma, but no one knows. Our business, nursing, etc. degrees are top notch, but no one knows. Employ a director of equity? That is not an issue at RSU. Spend that money on marketing. This is the best university that no one has heard of. Recruit and retain!
- Way too focused on online environment. That's not our main business, and it's not where RSU excels. It's wrong.
- We lack student life, which impacts retention. We need Student Affairs to focus on current students. The lack of an Advising model is highly impacting staff morale in a negative stance, which carries a bad brand within the realm of word of mouth in our communities, schools, and educational cohorts.
- We must change our faculty culture! As faculty, we must embrace and support our community of learners - this is not just a job & RSU is not just here to take of faculty...STUDENTS FIRST! A great example would be why there were no department heads and few faculty attending the fundraiser for student scholarships.
- Why is there an entire initiative dedicated for careers services and increased staffing? That office has been vacant for the entire year of 2020 and half of 2021 and no one has been overwhelmed in the aftermath. Finances would be much better spent in any other area requiring more staffing, because career services absolutely does not need more people when there is barely enough work for one. The actions under the Student Engagement initiative are all academic-based and regard major-related organizations only. Please update this to include a variety of campus engagement opportunities and not just the opinions of faculty regarding student engagement. On the initiative regarding Early Alerts - I believe there is already an early alert system plan, newly developed this year. Can the actions under that initiative be reworked to reflect the work already done? Furthermore, why is co-curricular engagement, community engagement, and other non-relevant actions under this initiative? I think the best course of action would be to change the initiative title or reconsider where to place most of the actions listed under this initiative. Under initiative 5.1.1 - There is an error. I believe the first and second actions listed are meant to be one but they are surveyed as two.

- With the dramatic proposed increase in reliance and usage of social media, it is essential that the university develop a real social media policy to protect employees, students, and the institution from a variety of litigation. It needs to be integrated into all policy handbooks as soon as possible. The current Human Resources Policy and the Academic Policies and Procedures Manual do not even include the term "social media", and the term "social networking" is only mentioned once in the Student Code of Responsibilities and Conduct handbook. I've noticed that although there are many initiatives that involve an increase in the utilization of digital resources for instruction and learning, there are no initiatives for the development of digital literacy. There is a big disconnect between being a user of technology and the internet and being truly digitally literate. The consequences of this are lower quality research from students and faculty and lower quality instruction due to a lack of awareness and limited ability to evaluate potential resources. Digital literacy is not something that can be learned with one or two additional assignments, it involves the application of consistent ethical and social practices. It requires the application of assessment and critical thinking skills that are not consistently taught and then applied in real-world settings. While students may be taught critical thinking terminology and definitions in their Comp classes, they do not know how to apply those teachings in an environment that is heavily congested with information pollution, nor are they seriously evaluated on the quality of their research. This is not something that we can afford to continue ignoring if we want to graduate students who are truly informationally literate. I would like to see digital literacy made a specific initiative to improve the quality of instruction we offer at RSU and would like to integrate RSU Libraries into that initiative, as it is the only department that specifically has pedagogy training and resources on teaching digital literacy.
- You would think the University understands that "Students come first!" However, many conversations with high school counselors, parents AND RSU students indicates RSU has a reputation as ONLY catering to HONOR, PLC, ATHLETIC and GAMING students. While these students make up Significant and important cohorts, they do not represent the larger existing and potential student base RSU SHOULD be serving. Many times the "average student" in high school and "returning adults" (especially women in their late 30s to early 40s) are overlooked at RSU. They are not given ready access to enrollment advisors on first inquiries and find the ONLINE ENROLLMENT RESOURCES are inadequate. Create a "student first" culture (regardless of who the student may be) in the enrollment, advising, financial aid and universitywide. Streamline application for acceptance and guarantee

immediate response to all inquiries within 24-hours from first engagement with student and throughout first year; Successfully engaged sophomores and declared majors should be assured of a Departmental Advisement resources 24/7 (even during holidays and days off). THE CURRENT RULE THAT THE UNIVERSITY (INCLUDING ADVISING FACULTY) ONLY DOES BUSINESS DURING 8 TO 5 WORK DAYS AND NOT ON SCHOOL HOLIDAYS DOES NOT WORK IN TODAY'S 24/7 ENVIRONMENT. ALSO CREATE ROLLING ENROLLMENT AND ACADEMIC CALENDAR SO STUDENTS CAN ENTER RSU UP TO FOUR TIMES A YEAR.

- Total