



RSU Strategic Plan Goals

- Academic Excellence (Student Success)
- Enrollment Management (Student Success)
- Diversity (Student Success and Accountability)
- Resources (Strategy to achieve goals)
- Accountability
- Community Engagement

Strategic Plan driven by our Mission

 to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.

STRATEGIC MANAGEMENT CYCLE



Institutional Measures

Indirect/Affective





- National Survey of Student Engagement
 (NSSE) every 3 years
- Student Opinion Survey (SOS) annually
- College Outcomes Survey (COS) annually



Student Demographics

- N = 277
- Representative sample
 - Gender
 - Age
 - Major
 - Freshmen (267) and Seniors (652)
 - Higher percent
 - Native American respondents
 - Full-time respondents
- 75% first-generation college students
- 70% working while enrolled





5 SCALES

RANGE: 0 - 100

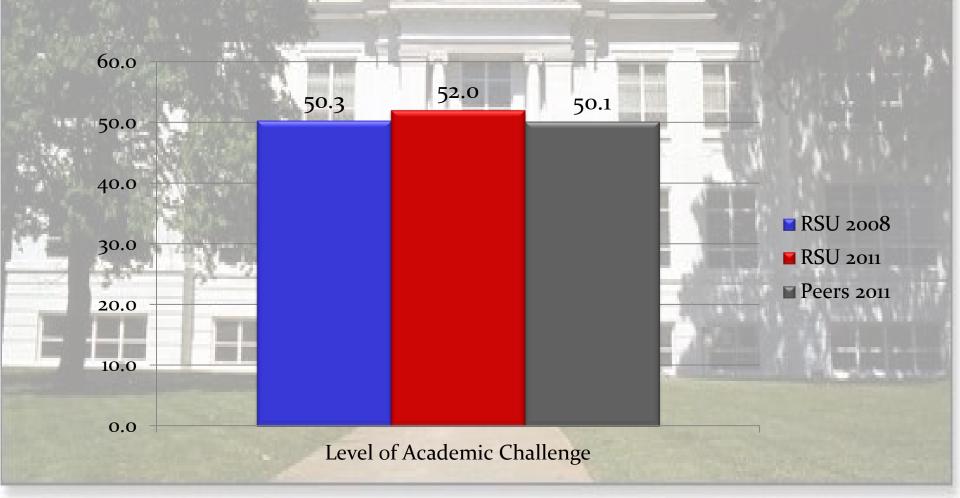
- 1. Level of Academic Challenge
- 2. Active and Collaborative Learning
- 3. Student-Faculty Interaction
- 4. Enriching Educational Experiences
- 5. Supportive Campus Environment

NSSE

1. Level of Academic Challenge

- Hours spent preparing for class
- Number of assigned books, textbooks
- Coursework emphasizes:
 - Analysis
 - Synthesis
 - Making of judgments
 - Applying theories
 - Working harder than student thought s/he could

NSSE: First-time Freshmen Level of Academic Challenge



Comparison Group



NSSE national survey of student engagement

N = 21,345



Angelo State University (TX)



Cameron University (OK)



Dalton State College (GA)



Dickinson State University(ND)



East Central University (OK)



• Eastern New Mexico University (NM)



Missouri Western State University (MO)



Northeastern State University (OK)



Northwestern State University (OK)

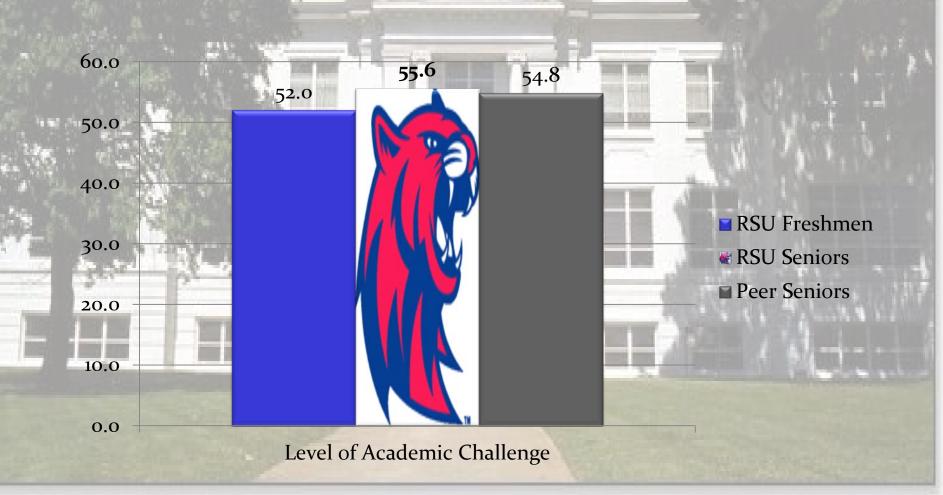


Oklahoma City University (OK)



University of Arkansas—Fort Smith

NSSE: Freshmen and Seniors Level of Academic Challenge

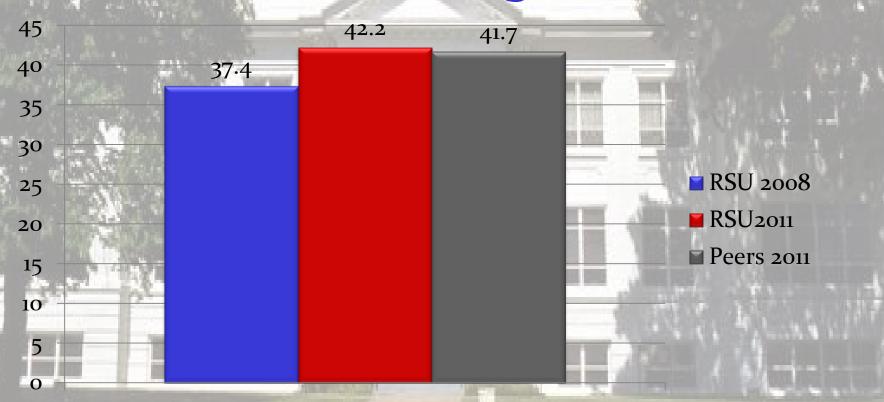


NSSE

2. Active and Collaborative Learning

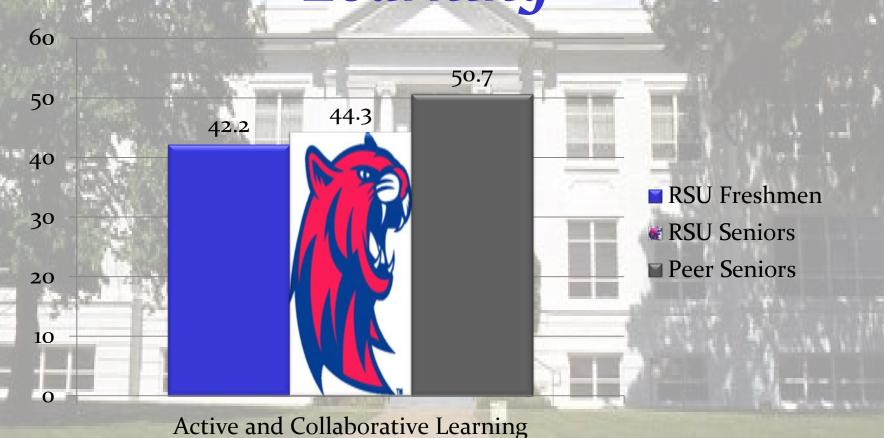
- Asked questions in class or contributed to class discussions
- Made a class presentation
 - Worked with other students on projects
 - During class
 - Outside of class
 - Participated in community-based projects
 - Tutored others students

NSSE: First-time Freshmen Active and Collaborative Learning



Active and Collaborative Learning

NSSE: Freshmen and Seniors Active and Collaborative Learning

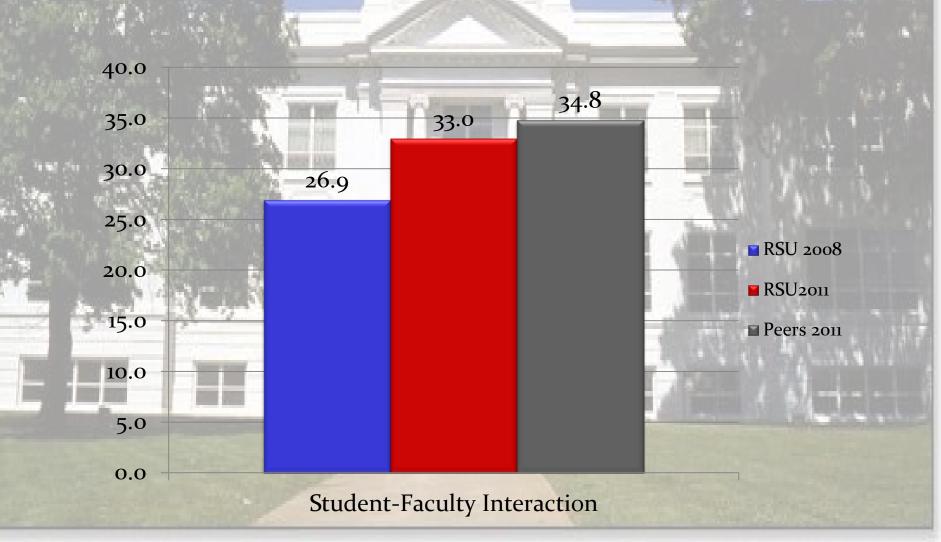


NSSE

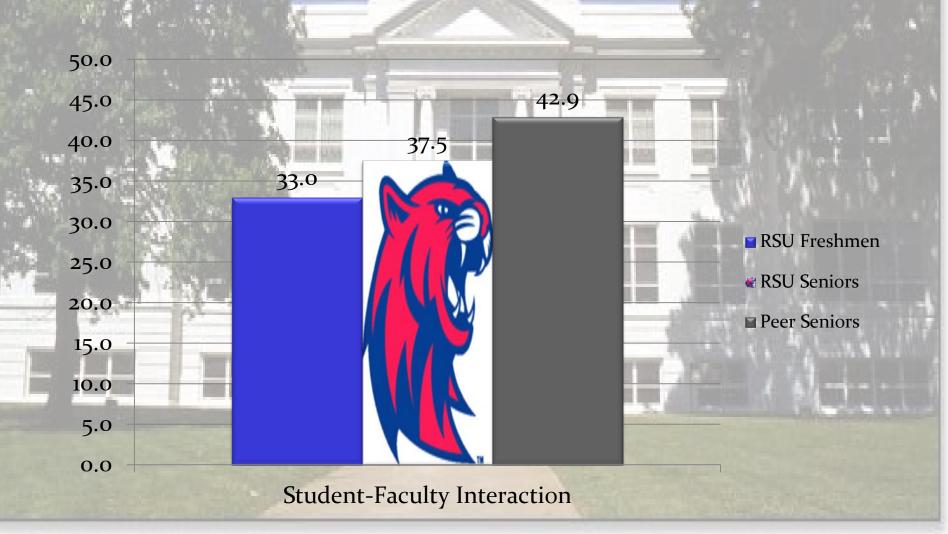
3. Student-Faculty Interaction

- Discussed grades or assignments with faculty
- Talked about career plans with a faculty member of advisor
- Discussed ideas from class with faculty outside of class
- Worked with faculty members on activities other than coursework
- Received prompt feedback from faculty
- Worked on a research project with faculty outside of class

NSSE: First-time Freshmen Student-Faculty Interaction



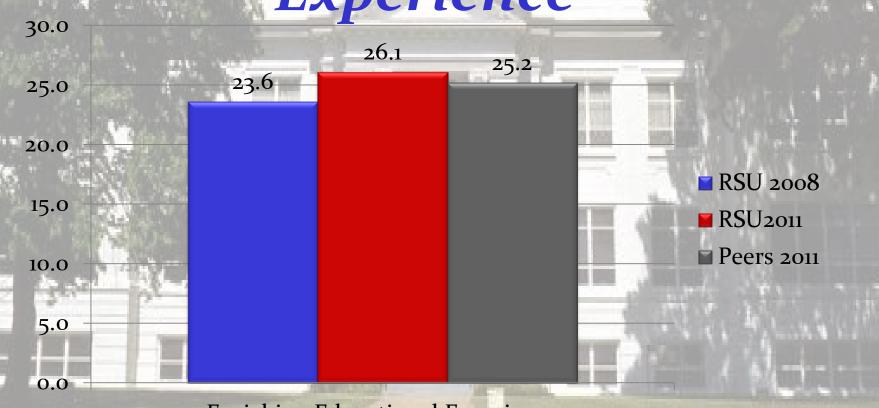
NSSE: Freshmen and Seniors Student-Faculty Interaction



NSSE 4. Enriching Educational Experience

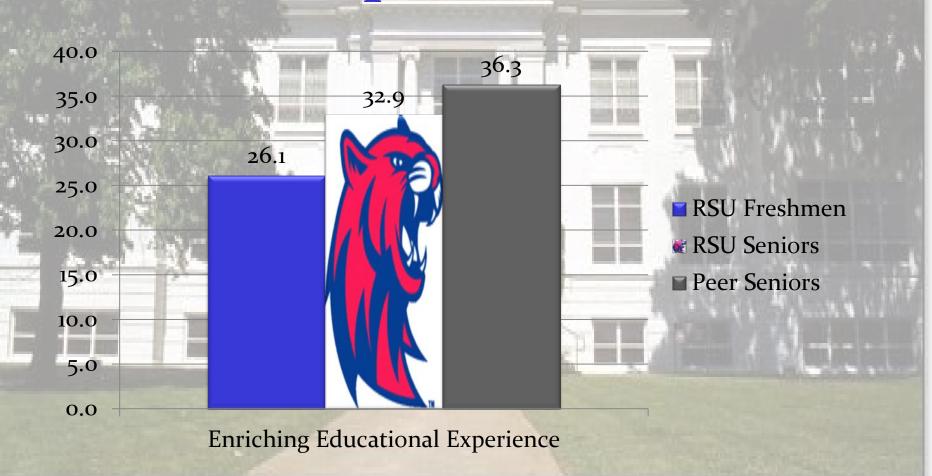
- Hours spent in co-curricular activities
- Community service or volunteer work
- · Practicum, internship, field experience
- Independent study
- Capstone or senior project/thesis
- Campus environment encouraging contact among students from different economic, social, racial or ethnic backgrounds
- Serious conversations with students of different political opinions, religion, or values

NSSE: First-time Freshmen Enriching Educational Experience



Enriching Educational Experience

NSSE: Freshmen and Seniors Enriching Educational Experience

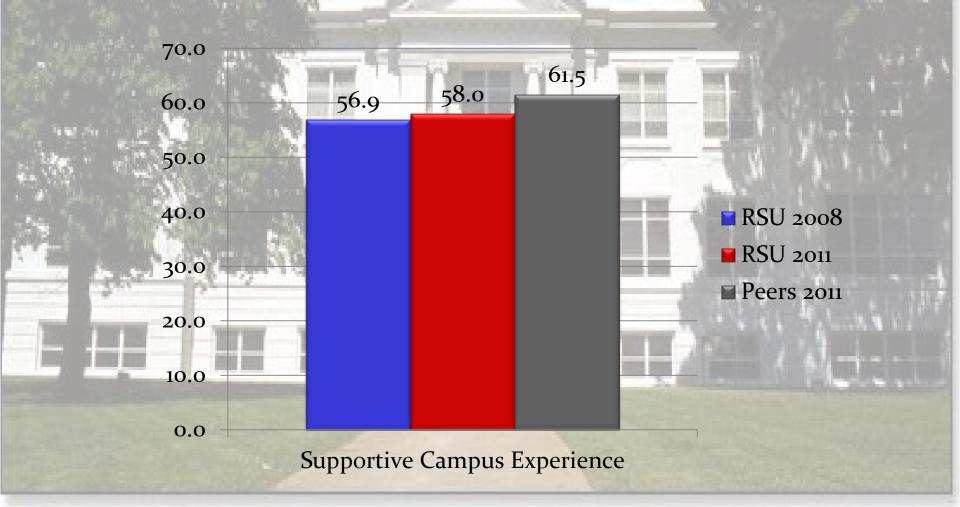


NSSE

5. Supportive Campus Environment

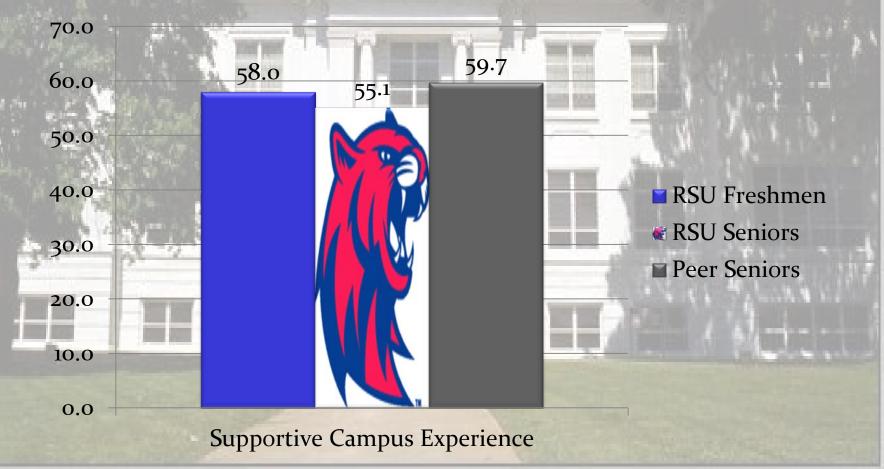
- Campus environment
 - Provides support to succeed academically
 - Helps to cope with non-academic responsibilities
 - Provides support to thrive socially
- Quality of relationships
 - With other students
 - With faculty members
 - With administrative personnel and offices

NSSE: First-time Freshmen Supportive Campus Environment



NSSE: Freshmen and Seniors Supportive Campus Environment

Note: RSU Seniors improved from 50.8 in 2008



RSU Items Significantly Different from Peer Mean

- 85 non-demographic items
- 14 items significantly above the peer mean
 - 31 items significant below the peer mean

Selected Items Above Peer Mean

(99% confidence level)

- Asked questions in class or contributed to class discussions
- Number of assigned books, textbooks, etc.
- Number of written papers between 5 19 pp.
- · Number of written papers fewer than 5 pp.
- Number of problem sets taking > 1 hour
- Participated in activities to enhance spirituality (prayer, meditation, etc.)

Selected Items Above Peer Mean

continued

- Working for pay
 - On campus
- Off campus*
 - Spending significant amounts of time studying and on academic work*

Selected Items Below Peer Mean

(99.9% confidence level)

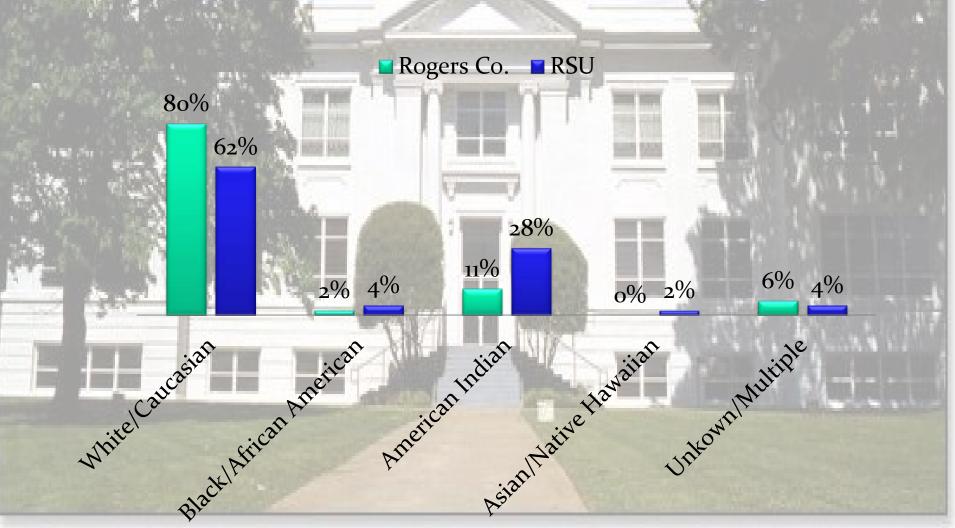
- Worked with other students on projects
- Participated in a community-based project as part of a course
- Had serious conversations with students of a different race or ethnicity
- Commuting to class (driving, walking, etc.)
- Providing the support needed to help succeed academically

Selected Items Below Peer Mean

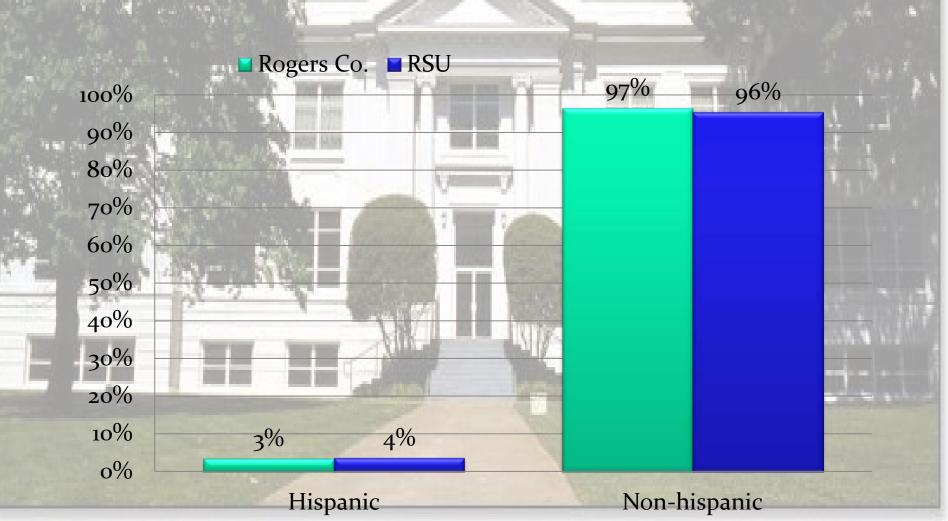
continued

- Understanding people of other racial and ethnic backgrounds
- Talked about career plans with faculty
 - Relationships with faculty members**
 - Providing support needed to thrive socially**

RSU and Rogers County Race



RSU and Rogers County Ethnicity



Criterion Question(s)

(Scale 1 to 4 with 2.5 midpoint)

- Overall, how would you evaluate the quality of academic advising you have received? 3.12 – Freshmen; 2.82 - Seniors
- How would you evaluate your entire educational experience? 3.11 - Freshmen;
 3.03 - Seniors
- If you could start over again, would you go to RSU? 3.32 - Freshmen; 3.14 - Seniors

NSSE Summary

- All scales increased from Freshman to Senior year except for Campus Environment (same with peers)
- Freshmen: All scales increased '08 to '11 and exceed or rival peers
- Seniors: responses generally increased from Freshmen year but there is still negative gap with peer Seniors
 - possibly a result of non-senior housing
- Strong Native American integration; lower diversity of student body in terms of other minorities
- Room for improvement in service learning

Questions and Comments

