

# ANNUAL STUDENT ASSESSMENT REPORT 2008-2009

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ROGERS STATE UNIVERSITY  
Claremore, Oklahoma

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Office of Institutional Research,  
Planning and Assessment

December 2009



**Rogers State University**  
**Annual Student Assessment Report**  
**2008-2009**

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Rogers State University  
Executive Summary  
2008-2009

**Entry-Level Assessment**

The purpose of entry-level assessment at Rogers State University (RSU) is to analyze the 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 at RSU. Transfer students are evaluated using both ACT scores and prior coursework. Students with low ACT subscores 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 2008, all entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. During that period, 659 academically deficient students accounted for 966 enrollments in courses, as follows: Basic Writing (228), Reading I (116), Science Proficiency (49), and Algebra (573). Of the 1729 required enrollments in developmental coursework during fall 2008, there were 999 successful completions.

RSU tracks performance in college-level coursework of students who have completed developmental courses. Eighty-five percent of students who completed a developmental course in reading succeeded in their subsequent college-level coursework in POLS 1113 American Federal Government. Seventy percent of the students whose ACT subscores for math were 19 or higher successfully completed their first college-level math course. A success rate of 61 percent was noted for students completing developmental math courses. An average of 73 percent of the ACT placed students were successful in college level science courses.

**Mid-Level Assessment**

Mid-level assessment relies primarily upon course-embedded assessment of student performance by faculty. This strategy is based on eight 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 2008-2009 academic year, student performance satisfied faculty expectations on all eight general education learning outcomes.

**Program Outcomes Assessment**

Departmental faculty has implemented a variety of methodologies to assess student academic achievement and satisfaction. Methods for assessment of program learning outcomes include portfolios, capstone projects, licensure and certification exams, pretest/posttests, standardized exams, and surveys of students, graduates, alumni, and employers.

The 2008-2009 assessment data suggest that RSU students are satisfying faculty expectations by demonstrating mastery of both course and programmatic content. However, external, standardized testing for selected disciplines may provide additional information.

**Student Satisfaction Assessment**

The assessment of student satisfaction at RSU is grounded in its stated mission and purposes that provide the basis for all assessment activities. Three surveys were administered during 2008-2009, which include the Student Opinion Survey, Graduate Survey and student Evaluation of Instruction. These data suggest that graduates are satisfied with their education, especially with the quality of instruction.

ROGERS STATE UNIVERSITY  
Annual Report to the Oklahoma State Regents for Higher Education  
Student Assessment Activity  
2008-2009

**Section I – Entry-Level**

I-1 The Testing Center staff administers the ACT tests, COMPASS and other entry-level assessment tests. The fee is \$40 for the ACT National or ACT Residual test. ACT scores of 19 or higher on each subtest are required for enrollment in collegiate level courses. Students who do not meet the cutscore of 19 on each ACT subtest are referred for secondary testing in the deficient content area. There is no charge for the COMPASS or other entry-level assessment tests.

I-2 The ACT, the preliminary screening instrument for the analysis of college preparedness, is required of all first-time entering freshmen or students transferring six credit hours or less. Based on their performance, students identified as at-risk in one or more basic skills areas are enrolled in appropriate developmental studies courses.

I-3 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.

I-4 Overall, average ACT composite scores for first-time entering freshmen have increased since 2004. *Table 1 Average ACT Scores for First-time Freshmen* provides a summary of the average ACT scores for students enrolled during the fall 2008 semester indicating the admission of higher qualified students.

Table 1: Average ACT Scores for First-time Freshmen

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
English	19.01	19.15	19.30	19.52	19.57
Math	18.39	18.40	18.54	18.67	18.48
Reading	20.79	20.51	20.93	21.05	21.10
Science	19.99	19.93	20.10	20.36	20.24
Composite	19.42	19.39	19.59	19.79	19.78

Source: Enrollment Reports, RSU Office of Admissions

Six hundred and fifty-nine academically deficient students accounted for 966 enrollments in developmental courses during fall 2008. The unduplicated headcount of students with academic deficiencies decreased by nearly 9% from the previous year and 18% since 2004 indicating fewer students with academic deficiencies are enrolling at RSU. *Table 2 Enrollment in Developmental Courses* shows the number of students enrolled in developmental coursework.

Table 2: Enrollment in Developmental Courses

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
English	311	284	269	243	228
Math	667	648	607	611	573
Reading	104	144	142	123	116
Science	51	59	46	70	49
Total	1133	1135	1064	1047	966
Unduplicated Head Count	801	778	718	723	659

Source: Enrollment Reports, RSU Office of the Registrar

I-5 The Office of Institutional Research, Planning and Assessment staff tracked student progress in all developmental courses and four college-level courses by letter grade and retention. Collegiate level courses earmarked for tracking are: 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 (science).

I-6 The success of RSU's Entry-Level Assessment and Placement Program is measured by a number of factors, including validation of cutscores, retention levels, and success in both developmental and college-level courses. The effectiveness of placement decisions and appropriateness of cutscores 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 2008-2009 academic year.

During 2008-2009, there were 1729 enrollments (duplicated headcount) in developmental studies courses, and 999 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 57.78% of developmental studies students successfully completed the courses, an increase of 2.44% when compared to the 2007-2008 academic year. *Table 3 Success Rate in Developmental Studies Courses 2008-2009* contains a summary of student enrollment and performance in developmental courses.

Table 3: Success Rate in Developmental Studies Courses 2008-2009

Course	Enroll		Withdrawn		Successful (A, B, C)		Unsuccessful (D, F, W)		Incomplete		Audit	
	N	N	%	N	%	N	%	N	%	N	%	
ENGL 0003 Basic Writing	360	39	10.83%	199	55.28%	160	44.44%	1	0.28%	0	0.00%	
READ 0223 Reading I	177	18	10.17%	109	61.58%	68	38.42%	0	0.00%	0	0.00%	
BIOL 0123 Science Proficiency	104	13	12.50%	73	70.19%	31	29.81%	0	0.00%	0	0.00%	
MATH 0114 Elementary Algebra	532	95	17.86%	286	53.76%	245	46.05%	1	0.19%	0	0.00%	
MATH 0213 Intermediate Algebra	556	87	15.65%	332	59.71%	224	40.29%	0	0.00%	0	0.00%	
Total	1729	252	14.57%	999	57.78%	728	42.11%	2	0.12%	0	0.00%	

Source: RSU Institutional Research, Planning and Assessment. Note that the sum of the cell values is greater than 1729 since withdrawals are reported in a separate column as well as in the Unsuccessful column.

When comparing success rates by course over the past two years, READ 0223, MATH 0114 and MATH 0213 increased by 7.36%, 5.06% and 1.44% respectively. Student success in ENGL 0003 decreased minimally at 0.88% while successful performance in BIOL 0123 decreased by 2.78%.

A key measure of the effectiveness of the placement decision process and related developmental 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). Again, 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 Success Rates in General Education Courses Fall Semester Only* shows student success in college-level courses segregated by entry-level placement. Of the 73 students enrolled in MATH 0213 Intermediate Algebra during fall 2008, 61 percent successfully completed MATH 1513 College Algebra. Sixty-seven percent (N-6) of the students placed into MATH 1513 College Algebra on the basis of their COMPASS math score were successful. Seventy percent (N-217) of the students placed on the basis of their ACT math subscore were successful.

Sixty-one (N-60) percent of the students successfully completing ENGL 0003 Basic Writing were successful in ENGL 1113 Composition I. Sixty-four percent of the COMPASS placed students (N-39) were successful compared to 75 percent (N-344) of the ACT placed students.

Eighty-five percent of the reading deficient students (N-17) were successful in POLS 1113 American Federal Government. Seventy-six percent (N-45) of COMPASS placed students were successful. By contrast, 69 percent of the 202 ACT placed students were successful. Students placed into HIST 2483 or HIST 2493 via the COMPASS or ACT again fared better than reading deficient students.

During fall 2008, only seven science deficient students successfully completing BIOL 0123 were enrolled in BIOL 1114 or BIOL 1144. The success rates were 67 percent and 60 percent respectively; however, the student numbers are too small to draw conclusions. By comparison, an average of 60 percent of COMPASS placed students (N-45) successfully completed the courses. An average of 73 percent of the ACT placed students were successful.

Table 4: Success Rates in General Education Courses Fall Semester Only

General Education 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 2006	Fall 2007	Fall 2008	Fall 2006	Fall 2007	Fall 2008	Fall 2006	Fall 2007	Fall 2008
MATH 1513 College Algebra	57.01% N-61	58.33% N-63	61.34% N-73	50.00% N-11	42.86% N-9	66.67% N-6	70.71% N-210	61.34% N-192	70.23% N-217
ENGL 1113 Composition 1	62.81% N-76	63.30% N-69	61.22% N-60	56.90% N-33	68.92% N-51	63.93% N-39	71.49% N-326	66.52% N-300	74.78% N-344
POLS 1113 American Federal Government	55.56% N-15	61.90% N-13	85.00% N-17	76.47% N-52	62.90% N-39	76.27% N-45	71.71% N-185	68.11% N-173	69.42% N-202
HIST 2483- American History to 1877	52.94% N-9	33.33% N-3	38.46% N-5	61.54% N-32	66.67% N-28	64.86% N-24	79.33% N-119	68.39% N-106	69.51% N-114
HIST 2493 American History since 1877	44.44% N-4	57.14% N-4	40.00% N-6	55.56% N-25	75.86% N-22	74.19% N-23	65.49% N-93	57.81% N-74	74.65% N-106

Table 4: Success Rates in General Education Courses Fall Semester Only

General Education 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 2006	Fall 2007	Fall 2008	Fall 2006	Fall 2007	Fall 2008	Fall 2006	Fall 2007	Fall 2008
BIOL 1114 General Biology	25.00% N-1	30.00% N-3	66.67% N-4	62.50% N-35	57.89% N-22	73.33% N-22	69.09% N-76	73.60% N-92	80.17% N-97
BIOL 1144 General Cellular Biology	0.00% N-0	18.18% N-2	60.00% N-3	37.29% N-22	33.33% N-21	46.94% N-23	55.75% N-97	45.64% N-110	64.94% N-113

1-7 All entry-level assessment methods were described in the previous sections.

1-6 Not Applicable.

1-8 During the 2009-2010 year, the University Assessment Committee will examine the student success rates in developmental and college-level courses based on placement; collaborate with the new Developmental Studies Coordinator and departmental faculty; and make recommendations to the Academic Council as appropriate.

## Section II – Mid-Level/General Education

II-1 Mid-level assessment relies upon course-embedded assessment of student performance by faculty. This strategy has its foundation in nine original General Education outcomes identified by RSU faculty. Faculty members also specify the core knowledge areas of each general education course and establish appropriate performance criteria and assessment procedures to measure student mastery of course content.

Reading, writing, mathematics, critical thinking, and other institutionally recognized general education competencies are addressed by the General Education Program outcomes described in the electronic portion of this report. The responsibility for the related data collection rests with the faculty who teach the general education courses, as well as the departments whose courses are part of the General Education Program. The University Assessment Committee is responsible for oversight of the mid-level assessment process and any curricular modifications that occur as a result of the assessment process.

The faculty and administration at RSU recognize that the mid-level assessment model has, in the past, tended to treat General Education as sub-components of the programs of the various academic departments rather than as an inter-disciplinary program that does not reside within individual departments, but instead crosses the entire curriculum.

The departmental general education assessment report/plan form has been revised in order to clarify, verify and amplify departmental assessment efforts. The University Assessment Committee, as peer reviewers, will examine the 2008-2009 general education reports and provide feedback for improvement to the departments.

II-2 RSU's mid-level assessment is course embedded, at both the associate and baccalaureate levels. A variety of direct and indirect assessment methods are used. Standardized, external examination instruments are commonly administered outside class periods and may be Internet based.

The student selection process occurs through enrollment in core general education courses and matriculation toward a degree. The inclusion of formative assessment in the existing course structure

serves to provide feedback to students, while making assessment meaningful to both students and faculty, and provides a mechanism for the ongoing improvement of teaching and learning.

II-3 Because the mid-level assessment process relies primarily upon course-embedded assessment, students are motivated to perform well. Participation in surveys is voluntary; however, the key motivation is the opportunity to express perceptions concerning the educational experiences at RSU. In some instances, faculty that utilize external standardized tests award bonus exam points based upon students' score as compared to regional and national averages.

II-4 Two changes occurred at the General Education Program level: 1) deletion of an objective concerning computer proficiency and 2) realignment of courses supporting the remaining eight objectives. In association with the revision of the General Education Report form, the vast majority of course measures, performance standards and data collection methods were reconsidered. Course grades, as the most frequent measure, were discontinued.

II-5 Tracking student progress beyond the mid-level point is a complex issue for an institution that offers both associate and baccalaureate degrees. During 2008-2009, almost one-third (60) of the 189 baccalaureate graduates also achieved an associate degree from RSU at some point during their educational experience. Fifty-one of the associate degrees were in arts or science.

Mid-level assessment at RSU serves the dual functions of measuring the outcomes of the two-year programs while simultaneously measuring the general education outcomes of four-year students entering the upper-level phase of their baccalaureate study. Measurement of student progress occurs within the academic departments for those students who proceed as bachelor degree seeking students. Faculty members monitor individual student progress through their advising processes, and by evaluating student preparedness for upper-level courses for those students who have completed the prerequisite and preparatory courses.

II-6 *Table 5 General Education Performance* shows the variety of assessment measures for each general education outcome, the number of students participating in a measure, and measures that were satisfied during 2008-2009. Planned instructional changes are abbreviated for measures that were not met. Faculty in the academic departments establishes the criteria for measuring the general education objectives. These data provide evidence that RSU students have demonstrated mastery of their general education coursework by meeting or exceeding the expectations of the faculty who teach those courses

Table 5: General Education Performance

General Education Outcome	N	Measure	Met	Conclusions or Planned Instructional Changes
<b>1. Use and analyze written and spoken English effectively.</b>				
1.1 ENGL 1113	549	Expository Essay	Yes	
1.2 ENGL 1113	533	Research Essay	Yes	
1.4 ENGL 1113	490	Written Assignment	Yes	
1.4 ENGL 1113	572	Grammar Exam	Yes	
1.4 ENGL 1113	515	Timed Essay Test	Yes	
1.4 ENGL 1113	527	Pre/Post Test	Yes	
1.1 ENGL 1213	421	Expository Essay	Yes	
1.2 ENGL 1213	412	Expository Essay	Yes	
1.4 ENGL 1213	408	Written Assignment	Yes	
1.4 ENGL 1213	436	Pre/Post Test	Yes	
1.2, 1.3 SPCH 1113	290	Oral Presentation	No	First-time measure was not met. Holistic grading sessions planned for full & part-time faculty. (COMM)
1.4 SPCH 1113	34	Student Critique	Yes	
1.4 SPCH 1113	202	Pre/Post Testing	Yes	



General Education Outcome	N	Measure	Met	Conclusions or Planned Instructional Changes
<b>2. Demonstrate knowledge of and application of scientific principles and recognize the role of science in our society.</b>				
2.1 BIOL 1114	-	Laboratory Exam	No	Biology faculty did not assess General Education biology courses. (BIO)
2.2, 2.3 BIOL 1114	-	Exam	No	
2.4 BIOL 1114	-	Application Exercise	No	
2.1 BIOL 1134	-	Laboratory Exercise	No	
2.2 BIOL 1134	-	Exam	No	
2.4 BIOL 1134	-	Application Exercise	No	
2.1 BIOL 1144	-	Laboratory Exercise	No	
2.2 BIOL 1144	-	Exam	No	
2.4 BIOL 1144	-	Application Exercise	No	
2.2 CHEM 1315	29	ACS Standard Exam	No	
2.4 CHEM 1315	91	Written Assignment	Yes	
2.1, 2.2, 2.3, 2.4 GEOL 1014	22	Lab Assignment	Yes	
2.1, 2.2, 2.3, 2.4 GEOL 1014	16	Lab Assignment	Yes	
2.3 MATH 1513	135	Selected Problems	Yes	
<b>3. Apply mathematics and logic to problem solving.</b>				
3.3 MATH 1513	267	Selected Problems	Yes	
<b>4. Gain a perspective on the humanities and recognize their value to individuals and society.</b>				
4.1 PHIL 1113	35	Essay	Yes	Problem with basic writing skills, communication and comparison. No planned instructional changes. (E&H)
4.1 PHIL 1113	35	Mid-Term Exam	Yes	
4.1 PHIL 1113	35	Final Exam	Yes	
4.1 ENGL 2613	33	Final Exam	Yes	
4.2 ENGL 2613	34	Research Paper	No	
4.3 ENGL 2613	32	Analytic Journal	Yes	
4.1 HUM 2113	38	Exams	No	
4.2 HUM 2113	35	Essay	No	
4.1 HUM 2223	54	Exams	Yes	
4.2 HUM 2223	50	Essay	No	
4.1 ART (HUM) 1113	?	Essay	Yes	Problem with basic writing and ability to analyze. Strengthen instruction on essay writing. (E&H)
4.2 ART (HUM) 1113	?	Pre/Post Test	Yes	
4.1 HUM 2893	?	Exam	Yes	
4.2 HUM 2893	?	Exam	Yes	
<b>5. Demonstrate knowledge of the history and functions of social institutions.</b>				
5.1 ECON 2113	79	Pre/Post Test	Yes	No change. (H&PS)
5.5 ECON 2123	76	Pre/Post Test	Yes	
6.3 ECON 3003	57	Pre/Post Test	Yes	
5.2, 5.3, 5.4 HIST 2483	204	Pre/Post Test	Yes	
5.2, 5.3, 5.5 HIST 2493	266	Exams	Yes	
5.1, 5.2, 5.3, 5.4 POLS 1113	512	Pre/Post Test	No	
5.2, 5.5 PSY 1113	191	Pre/Post Test	Yes	
5.5 SOC 1113	184	Unit Exams	No	
5.5 SOC 1113	79	Pre/Post Test	No	
<b>6. Demonstrate knowledge of diverse human values, beliefs, and behaviors.</b>				
6.1 LANG 1113	47	Dictionary	No	Increase instruction on English language changes and use Pre/Post testing. (E&H)
6.1 LANG 1113	45	Assignment	Yes	

General Education Outcome	N	Measure	Met	Conclusions or Planned Instructional Changes
6.1 LANG 1113	45	Written Assignment	Yes	Problem with basic writing and ability to analyze. Faculty will strengthen instruction on essay writing. (E&H)
6.1 SPAN 1113	288	Written Assignment	Yes	
6.1 HUM 2113	38	Exams	No	
6.1 HUM 2223	54	Weekly Assignments	Yes	
6.1 HUM 3633	41	Weekly Assignments	Yes	
6.2 HUM 3633	41	Essay Exams	Yes	
6.3 HUM 3633	41	Written Assignment	Yes	
6.1, 6.3 HIST 2013	28	Student Project	Yes	
6.1, 6.2 HIST 2023	13	Pre/Post Test	Yes	
6.3 SOC 3213	20	Pre/Post Test	Yes	
6.1, 6.2, 6.3 BIOL 3104	-	Essay	No	Biology faculty did not assess General Education biology courses. (BIO)
<b>7. Demonstrate knowledge of the meaning and purpose of the arts.</b>				
7.1 ENGL 2613	33	Creative Project	Yes	Problem with basic writing and communication skills. Faculty will strengthen instruction on essay writing. (E&H)
7.2 ENGL 2613	33	Final Exam	Yes	
7.1 HUM 2113	38	Written Assignments	No	
7.1 HUM 2223	35	Written Assignments	No	
<b>8. Demonstrate knowledge of the relationship among people and their physical and social environments.</b>				
8.1 HUM(COMM) 2413	83	Response Paper	Yes	Pre/post testing results inconsistent from previous years. Development sessions planned for full & part-time faculty to review pre/post testing. (COMM)
8.2 HUM(COMM) 2413	83	Exam	Yes	
8.3 HUM(COMM) 2413	83	Pre/Post Test	No	
8.2 ART (HUM) 1113	?	Pre/Post Test	Yes	
8.1 HUM 2893	?	Journaling	Yes	
8.2 GEOG	96	Regional Analysis	Yes	
8.1 SOC 1113	79	Project	Yes	
8.4 SOC 1113	184	Pre/Post Test	No	
8.1-8.4 BIOL 3104	-	Essay	No	
8.4 GEOL 1014	22	Lab Assignment	Yes	
8.4 GEOL 1114	15	Lab Assignment	Yes	Incorrect data collection. (PS&CJ)
8.2 MATH 1513	189	Selected Problems	Yes	Biology faculty did not assess General Education biology courses. (BIO)

### Section III – Program Outcomes

III-1 Table 6: Program Outcome Performance Measures lists the assessment measures and number of individuals assessed for each major field of study.

Table 6: Program Outcome Performance Measures

Department	Degree Program	N*	Types of Measures	Unduplicated Headcount
<b>School of Business and Technology</b>				
Applied Technology	BS Business Information Technology	4	Exam, Project, External Test, Written assignment	29
	BT Applied Technology	3	Exit Exam, Pre/Post Testing, Final Exam	29
	AS Computer Science	2	Exam, Student Project	52
	AAS Applied Technology	2	Pre/Post Test, Exam	8
Business	BS Business Administration	4	External Test, Case Study, Portfolio, Survey	?
	BS Game Development	2	Project, Written Assignment	3
	AA Accounting	3	Pre/Post Test, Survey, External Test,	4
	AA Business Administration	3	Pre/Post Test, Survey, External Test,	4
Sport Management	BS Sport Management	5	Intern Evaluation, Paper, Capstone Project, Survey	26

Department	Degree Program	N*	Types of Measures	Unduplicated Headcount
<b>School of Liberal Arts</b>				
Communications	BA Communications	7	Research Paper, Exam, Video project, Debate, portfolio, Survey,	48
English-Humanities	BA Liberal Arts	5	Capstone Project, Presentation, Essay, Written Assignment, Survey	10
Fine Arts	AA Liberal Arts	3	Essay, Presentation, Survey	10
	BFA Visual Arts	6	Written Assignment, Presentation, Gallery Exhibition, Paper, Group Critique, Oral Presentation	5
History-Political Science	BS Social Science	31	Exams, Exam Average, Performance Evaluations, Student Evaluations Written Assignment, Projects, Focus Group	7
	AA Secondary Education	2	External Exam, Survey	26
	AA Social Science	2	Exam, Survey	8
Psychology-Sociology-Criminal Justice	BS Justice Administration	7	Policy Analysis, Research Proposal, Research Presentation, Exam, Scenario Exam, Survey, Focus Group	50
	BS Community Counseling	6	Pre/Post Test, Oral Presentation, Research Project, Article Review, Journal, Case Study, Written Assignment	17
	AA Criminal Justice Studies	3	Exam, Scenario Based Exam, Certification Exam	22
	AA Elementary Education	3	Survey, OGET, Transcript Review	36
<b>School of Mathematics, Science and Health Science</b>				
Biology	BS Biology	4	External Exam, Survey, Written Report, Presentation	32
Health Science	AS Biology	2	Exam, External Exam	37
	BS Nursing	5	Paper, Capstone Project, Survey, Evaluation Tools, Written Assignments	12
	AAS Nursing	5	External Exam, Clinical Evaluation, Written Assignments, Exam, Licensure	61
	AAS Emergency Medical Services	7	Exam, Paper, Capstone Project, Presentation, Practical Skills Exam, Clinical Evaluation, Survey	18
Math-Physical Science	AS Physical Science	3	External Exam, Lab Reports, Exam	64

\*Number of assessment measures

III-2 The academic units of RSU are divided into three schools: Mathematics, Science, and Health Sciences; Business and Technology; and Liberal Arts. Each school is divided into three or five academic departments. The faculty of each department has established expected outcomes for each of their respective programs. A summary of analyses and findings resulting from program outcomes assessment is presented for ten degree programs with the largest number of graduates. These programs account for 73% of the total number of graduates during 2008-2009.

1. *Nursing AAS, 61 graduates*

The group mean of 2009 graduates on an external, standardized exam about critical thinking was 72% compared to a national group mean of 70.3%.

2. *Business Administration BS, 58 graduates*

Student test performance on the ETS Field Test in Business was 84 percent. All graduating student portfolios were rated (by three business faculty and an external faculty) above the benchmark according to an established rubric. One hundred percent of the 43 graduates successfully completed the capstone case study.

3. *Applied Technology BT, 32 graduates*  
Expected outcomes measured by student surveys and exams were successfully met.
4. *Business Administration AA, 27 graduates*  
Seventy-five percent of the students completing an external field test in business met the standard in the areas of economics, management and marketing.
5. *Social Science BS, 26 graduates*  
The faculty report satisfaction with the assessment results and do not plan changes except for the measurement of student performance in internships.
6. *Elementary Education AA, 25 graduates*  
Seventy-nine percent of the graduates passed the Oklahoma General Education Test.
7. *Biology BS, 22 graduates*  
A random sample of graduates completed the Major Field Exam in Biology and achieved a program mean of 141.
8. *Liberal Arts – General AA, 17 graduates*  
Three of four assessment measures were not met due to lack of composition skill.
9. *Secondary Education AA, 13*  
Eighty-one percent of the graduates passed the Oklahoma General Education Test.
10. *Justice Administration BS, 12*  
Seven measures were used to assess learner outcomes, and six measures were met. The department used a variety of assessment measures including presentation of a policy analysis; written and oral presentation of capstone project; comprehensive exam, research proposal, scenario based exam, graduate survey and focus group.

III-3 Faculty report a range of changes related to assessment analysis. Occasionally the faculty determines a change is not necessary due to the achievement of a program outcome. A sample of planned changes is reported.

1. *Nursing AAS.* An external standardized exam that predicts performance on the NCLEX-RN will be mandatory.
2. *Business Administration BS.* A pre/post test will be administered to all students enrolled in BADM 3113.
3. *Applied Technology BT.* The exit exam will be revised during fall 2009.
4. *Business Administration AA.* The faculty determined that the survey instrument measuring tolerance of multicultural diversity and program satisfaction is inadequate. As a result, a focus group comprised of four to twelve members consisting of alumni and local employers will be established to discuss program issues.
5. *Social Science BS.* Faculty will ascertain best practices regarding all internships in the School of Liberal Arts.
6. *Elementary Education AA.* Faculty will propose a program specific orientation course and OGET preparation class.
7. *Biology BS.* More chemistry content will be taught in two chemistry courses in order to prepare the students for the American Chemical Society organic and general chemistry exams.
8. *Liberal Arts - General AA.* Curricular changes have not been determined.
9. *Secondary Education AA.* The faculty has made no changes to the assessment plan.
10. *Justice Administration BS.* The faculty will revise as necessary the capstone course and required assignments.

#### Section V – Student Satisfaction

V-1 Student satisfaction assessments target those dimensions in the RSU Mission and Purposes from a multi-faceted standpoint and provide valuable information for an evolving new regional university in maintaining its effectiveness in the student educational experience. Three surveys were administered

during 2008-2009. They were the Student Opinion Survey, the student Evaluations of Instruction and the Graduate Survey.

During the spring 2009 semester, the Office of Institutional Research, Planning, and Assessment conducted a Student Opinion Survey to assess both the level of importance students attach to certain academic and non-academic components of their educational experience, as well as their satisfaction with those components. A random sample of 80 on-ground classes, stratified by campus, was selected for participation in the survey. Over 1400 students were enrolled in those classes, but it was necessary to avoid receiving duplicate responses from students enrolled in more than one sampled class. To avoid duplicate responses, faculty was asked to instruct students not to complete the survey if they had already completed it in another class. Of the 80 sampled classes, 64 returned packets of completed surveys. Those packets contained responses from 496 students.

At the end of each semester, RSU students are asked to complete an Evaluation of Instruction survey. Student responses are anonymous and the form is completed during the week twelve of the semester. Faculty members receive student feedback after final grades have been issued. During the fall 2008 and spring 2009 semesters, 7218 and 6230 surveys were returned respectively.

Prior to commencement, the Graduate Survey was available online to all students who received a degree during the 2008-2009 year. Letters were mailed to eligible graduates on April 14, 2009. Reminder emails were sent April 22, 2009, and May 5, 2009. Of the 424 eligible graduates contacted, 148 graduates participated in the online survey, a 35% response rate.

#### V-2 Student Opinion Survey

The sample was generally representative in the areas of gender and age to the student population during spring 2009. A summary of responses to the Student Opinion Survey reveals the following demographics.

- Freshmen represent 26% of the respondents
- Seniors represent 27% of the respondents
- Sixty-four percent of the respondents are white, non-Hispanic
- Twenty-one percent of the respondents are Native American or Alaska Native
- Ten percent of the respondents live on campus
- Thirty-six percent of the respondents commute less than 15 minutes to campus
- Seventy-two percent of the respondents were enrolled in 12 or more credit hours
- Seventy-two percent of the respondents report an overall "A" or "B" grade average

*Table 5 Student Ratings of Satisfaction and Importance* provides a summary of responses organized by highest and lowest mean scores.

Table 5 Student Ratings of Satisfaction and Importance

	Satisfaction	Importance
Highest	<p>The Library staff assists students in a timely manner.</p> <p>RSU faculty are enthusiastic about teaching.</p> <p>RSU faculty are knowledgeable about their subject area.</p> <p>RSU faculty challenge students to think.</p> <p>The degree programs at RSU are challenging for students.</p>	<p>My academic advisor understands the requirements for my major.</p> <p>The degree programs at RSU prepare students for their careers.</p> <p>My academic advisor provides recommendations that help me as a student.</p> <p>I can easily schedule an appointment with my advisor.</p> <p>There is adequate parking on this campus.</p>
Lowest	<p>The Campus Police Department assists students in a timely manner.</p> <p>The Campus Police Department handles calls in a professional manner.</p> <p>The Campus Police Department demonstrates concern for students who call for assistance.</p>	<p>The Student Government Association adequately serves the needs of RSU students.</p> <p>The Student Disability Services Office assists students in a timely manner.</p> <p>RSU students get to know students from other social, racial, or ethnic backgrounds.</p>

When I have a problem at RSU, I can find someone who will help me find a solution. There is adequate parking on this campus.	The Career Services Office is available to students at convenient times. The Admissions Office is available to potential students at convenient times.
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### Evaluation of Instruction Surveys

Summaries of fall 2008 and spring 2009 Evaluation of Instruction follow. As can be seen in the tables, most students reported that they agreed or strongly agreed with each statement in the questionnaire. The full data from this survey are also analyzed at the department level and reported to deans and department heads. In comparison, there was no notable change in the percentages of students who agreed or strongly agreed with each survey item.

Fall 2008 Evaluation of Instruction

RSU Overall

N = 7218

Overall Agreement: **89.5 %**

Overall Mean: **4.5**

Item	Percentage of Responses							Mean
	SA	A	N	D	SD	M	SA+A	
1. Consistently met and concluded class on time	70.0 %	22.8 %	3.7 %	2.4 %	0.9 %	0.2 %	92.8 %	4.6
2. Spoke clearly	65.4 %	25.5 %	5.7 %	2.2 %	1.0 %	0.2 %	90.9 %	4.5
3. Was available for assistance during scheduled office hours	58.5 %	23.8 %	13.2 %	1.4 %	0.8 %	2.3 %	82.3 %	4.4
4. Was well organized	60.2 %	27.4 %	7.6 %	3.1 %	1.3 %	0.3 %	87.6 %	4.4
5. Communicated expectations at the beginning of the course	65.1 %	26.7 %	5.0 %	2.0 %	0.8 %	0.4 %	91.8 %	4.5
6. Returned tests promptly	61.0 %	25.1 %	7.5 %	3.0 %	2.1 %	1.3 %	86.1 %	4.4
7. Explained how the course grade would be determined	64.6 %	27.1 %	5.4 %	1.7 %	0.8 %	0.3 %	91.7 %	4.5
8. Appeared to know his/her subject	77.0 %	18.5 %	3.0 %	0.8 %	0.5 %	0.2 %	95.5 %	4.7
9. Was well prepared	66.3 %	24.7 %	5.6 %	2.1 %	0.9 %	0.3 %	91.0 %	4.5
10. Used examples and illustrations which made the materials clearer	63.7 %	24.9 %	6.7 %	2.9 %	1.5 %	0.3 %	88.6 %	4.5
11. Presented the material coherently, emphasizing major points and clarifying relationships	62.8 %	25.4 %	6.9 %	2.9 %	1.7 %	0.3 %	88.2 %	4.5
12. Ensured lecture content and discussions were relevant to course objectives	64.3 %	25.4 %	6.0 %	2.7 %	1.2 %	0.4 %	89.7 %	4.5
13. Challenged student's abilities	63.4 %	26.3 %	6.9 %	1.8 %	0.9 %	0.7 %	89.7 %	4.5
14. Had sufficient evidence, class participation, written work, or tests to evaluate student's achievement	63.6 %	25.4 %	6.4 %	2.4 %	1.5 %	0.8 %	89.0 %	4.5
15. Showed enthusiasm and interest in teaching the course	71.4 %	21.6 %	4.8 %	1.1 %	0.8 %	0.3 %	93.0 %	4.6
16. Attempted to determine whether students understood discussions or lecture topics	61.5 %	25.6 %	7.5 %	3.0 %	2.1 %	0.4 %	87.1 %	4.4
17. Encouraged students to ask questions and express opinions	65.4 %	24.6 %	6.0 %	2.3 %	1.3 %	0.4 %	90.0 %	4.5
18. Was fair and impartial in dealing with students	64.9 %	24.4 %	6.5 %	2.1 %	1.6 %	0.5 %	89.3 %	4.5
19. Encouraged students to think for themselves	65.3 %	26.0 %	6.0 %	1.4 %	0.9 %	0.5 %	91.3 %	4.5
20. Was concerned with students progress in class	59.8 %	24.3 %	10.2 %	3.3 %	1.9 %	0.5 %	84.1 %	4.4

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

M = Missing



Spring 2009 Evaluation of Instruction  
 RSU Overall  
 N = 6230

Overall Agreement: 90.4 %  
 Overall Mean: 4.5

Item	Percentage of Responses							Mean
	SA	A	N	D	SD	M	SA+A	
1. Consistently met and concluded class on time	70.5 %	22.8 %	3.5 %	2.2 %	0.9 %	0.1 %	83.3 %	4.6
2. Spoke clearly	67.1 %	24.2 %	5.6 %	2.2 %	0.8 %	0.1 %	91.3 %	4.5
3. Was available for assistance during scheduled office hours	59.5 %	22.6 %	14.0 %	1.1 %	0.7 %	2.0 %	82.1 %	4.4
4. Was well organized	61.0 %	26.8 %	7.5 %	3.3 %	1.3 %	0.1 %	87.8 %	4.4
5. Communicated expectations at the beginning of the course	67.8 %	25.1 %	4.9 %	1.5 %	0.7 %	0.1 %	92.9 %	4.6
6. Returned tests promptly	63.2 %	24.6 %	7.2 %	2.8 %	1.5 %	0.8 %	87.8 %	4.5
7. Explained how the course grade would be determined	66.5 %	25.6 %	5.3 %	1.5 %	0.8 %	0.2 %	92.1 %	4.6
8. Appeared to know his/her subject	78.0 %	17.8 %	3.0 %	0.7 %	0.4 %	0.1 %	95.8 %	4.7
9. Was well prepared	67.3 %	24.0 %	5.5 %	2.3 %	0.7 %	0.1 %	91.3 %	4.6
10. Used examples and illustrations which made the materials clearer	67.4 %	22.1 %	6.6 %	2.6 %	1.0 %	0.2 %	89.5 %	4.5
11. Presented the material coherently, emphasizing major points and clarifying relationships	66.0 %	23.8 %	6.1 %	2.7 %	1.1 %	0.2 %	89.8 %	4.5
12. Ensured lecture content and discussions were relevant to course objectives	67.2 %	24.3 %	5.7 %	1.7 %	0.9 %	0.3 %	91.5 %	4.6
13. Challenged student's abilities	66.6 %	24.6 %	6.4 %	1.3 %	0.8 %	0.3 %	91.2 %	4.6
14. Had sufficient evidence, class participation, written work, or tests to evaluate student's achievement	66.7 %	23.8 %	6.5 %	1.7 %	0.8 %	0.5 %	90.5 %	4.5
15. Showed enthusiasm and interest in teaching the course	73.8 %	20.2 %	4.5 %	0.9 %	0.5 %	0.2 %	94.0 %	4.7
16. Attempted to determine whether students understood discussions or lecture topics	63.0 %	24.9 %	7.4 %	3.0 %	1.5 %	0.2 %	87.9 %	4.5
17. Encouraged students to ask questions and express opinions	67.8 %	23.0 %	5.8 %	2.0 %	1.2 %	0.2 %	90.8 %	4.5
18. Was fair and impartial in dealing with students	67.4 %	23.5 %	5.6 %	1.8 %	1.4 %	0.3 %	90.9 %	4.5
19. Encouraged students to think for themselves	67.5 %	24.0 %	6.3 %	1.3 %	0.8 %	0.2 %	91.5 %	4.6
20. Was concerned with students progress in class	62.0 %	23.2 %	9.9 %	2.8 %	1.7 %	0.2 %	85.2 %	4.4

SA = Strongly Agree  
 A = Agree  
 N = Neutral  
 D = Disagree  
 SD = Strongly Disagree  
 M = Missing

### Graduate Survey Results

The results of the Graduate Survey suggest that most students are satisfied with their experience at RSU, especially with the quality of instruction. Responses indicate that 85% of graduates believe RSU meets the needs of Northeast Oklahoma and its students. Additionally, RSU helps them meet their educational goals, helps them apply what they learn to their current experiences, and enables them to make better life and career decisions. Almost 90% of graduates indicated the RSU faculty show a high degree of interest in student learning. Overall, RSU met the 85% benchmark in most areas. Topic areas below 85% are:

- Greater appreciation of diversity
- Faculty availability during office hours
- Faculty teaching general education courses demonstrated concern for progress
- Availability of faculty/academic advisor
- Faculty/academic advisor guided toward educational and career goals.
- Smaller course sizes increased my ability to learn
- Scheduling classes to meet needs of students
- Course descriptions in the Bulletin adequately described the course
- Career Placement Service
- Student life experiences

IV-3 Major changes occurred with each student satisfaction survey. The Graduate Survey was distributed online for the first-time. Data reporting from Student Opinion Survey was revised into bar charts and rankings for easier interpretation. The student Evaluation of Instruction system had several problems including the lack of confidentiality as well as paper and labor intensive. During fall 2009, the IDEA Center student evaluation of instruction system was piloted and is anticipated to address all of the problems encountered with the old system.

### V. Graduate Student Assessment

Not Applicable