

ANNUAL STUDENT ASSESSMENT REPORT 2009-2010

ROGERS STATE UNIVERSITY
Claremore, Oklahoma

Office of Institutional Research,
Planning and Assessment

December 2010



Rogers State University
Annual Student Assessment Report
2009-2010

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Rogers State University
Annual Report of 2009-2010 Student Assessment Activity
Executive Summary

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 2009, all entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. During that period, 731 academically deficient students accounted for 1032 enrollments in courses as follows: Basic Writing (215), Reading I (121), Science Proficiency (65), and Algebra (631). Of the 1954 required enrollments in developmental coursework during fall 2009, there were 1150 successful completions.

RSU tracks performance in college-level coursework of students who have completed developmental courses. Sixty-eight percent of students who completed a developmental course in basic writing succeeded in ENGL 1113 Composition I. Eighty-two percent of the students whose ACT subscores for science were 19 or higher successfully completed BIOL 1114 General Biology. An average of seventy percent of the ACT placed students were successful in college level history courses.

Mid-Level/General Education Assessment

Mid-level assessment relies primarily upon course-embedded faculty assessment of student performance 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 2009-2010 academic year, student performance satisfied faculty expectations on all eight general education learning outcomes.

Program Outcomes Assessment

A variety of methodologies to assess student academic achievement and satisfaction has been implemented by departmental faculty. 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 2009-2010 assessment data suggest that students are satisfying faculty expectations by demonstrating achievement of program learning outcomes.

Student Satisfaction Assessment

The assessment of student satisfaction at RSU is grounded in its stated mission and commitments that provide the basis for all assessment activities. Three surveys and Student Evaluation of Instruction questionnaires were administered during 2009-2010. Findings 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
2009-2010

Section I – Entry-Level

I-1 The Testing Center staff administers the ACT tests, COMPASS and STASS. The fee is \$33 for the ACT National and \$40 for the 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 STASS.

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 2005. *Table 1 Average ACT Scores for First-time Freshmen* provides a summary of the average ACT scores for students enrolled during the fall 2009 semester indicating the admission of higher qualified students.

Table 1: Average ACT Scores for First-time Freshmen

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
English	19.15	19.30	19.52	19.57	19.79
Math	18.40	18.54	18.67	18.48	18.69
Reading	20.51	20.93	21.05	21.10	21.29
Science	19.93	20.10	20.36	20.24	20.26
Composite	19.39	19.59	19.79	19.78	19.93

Source: Enrollment Reports, RSU Office of Admissions

Seven hundred and thirty-one academically deficient students accounted for 1032 enrollments in developmental courses during fall 2009. The unduplicated headcount of students with academic deficiencies increased from the previous year as well as the total unduplicated head count. *Table 2 Enrollment in Areas of Academic Deficiency* shows the number of students enrolled in developmental coursework.

Table 2: Enrollment in Areas of Academic Deficiency

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
English	284	269	243	228	215
Math	648	607	611	573	631
Reading	144	142	123	116	121
Science	59	46	70	49	65
Duplicated Total	1135	1064	1047	966	1032
Unduplicated Headcount	778	718	723	659	731

Source: Fall 2009 Enrollment Report; Institutional Research, Planning, and Assessment

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 2009-2010 academic year.

During 2009-2010, there were 1954 enrollments (duplicated headcount) in developmental studies courses, and 1150 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 58.85% of developmental studies students successfully completed the courses, an increase of 1.07% when compared to the 2008-2009 academic year. *Table 3 Success Rate in Developmental Studies Courses 2009-2010* contains a summary of student enrollment and performance in developmental courses.

Table 3: Success Rate in Developmental Studies Courses 2009-2010

Course	Enrolled N	Withdrew		Successful (A, B, C)		Unsuccessful (D, F, W)		Incomplete		Audit	
		N	%	N	%	N	%	N	%	N	%
Basic Writing (ENGL-0003)	363	71	19.56%	167	46.01%	196	53.99%	0	0.00%	0	0.00%
Reading I (READ-0223)	193	21	10.88%	130	67.36%	63	32.64%	0	0.00%	0	0.00%
Science Proficiency (BIOL-0123)	107	7	6.54%	89	83.18%	18	16.82%	0	0.00%	0	0.00%
Elementary Algebra (MATH-0114)	628	102	16.24%	348	55.41%	279	44.43%	1	0.16%	0	0.00%
Intermediate Algebra (MATH-0213)	663	89	13.42%	416	62.75%	246	37.10%	0	0.00%	1	0.15%
Total	1954	290	14.84%	1150	58.85%	802	41.04%	1	0.05%	1	0.05%

Source: RSU Institutional Research, Planning and Assessment. The sum of the cell values is greater than 1954 because withdrawals are reported in a separate column as well as in the Unsuccessful column.

A key measure of the effectiveness of the placement decision process and related developmental studies 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. Students most successful in college level courses were placed based on minimum ACT subscores of 19.

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

Gen. Ed. 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 2007	Fall 2008	Fall 2009	Fall 2007	Fall 2008	Fall 2009	Fall 2007	Fall 2008	Fall 2009
Math 1513-College Algebra (Math 0213-Intermediate Algebra)	58.33% N-63	61.34% N-73	53.60% N-67	42.86% N-9	62.50% N-5	66.67% N-6	61.34% N-192	70.19% N-219	67.98% N-225
ENGL 1113-Composition 1	63.30% N-69	61.22% N-60	67.68% N-67	68.92% N-51	63.93% N-39	59.49% N-47	66.52% N-300	74.62% N-344	74.36% N-409
POLS 1113-American Federal Government	61.90% N-13	35.00% N-73	54.55% N-12	62.90% N-39	75.86% N-44	52.94% N-27	68.11% N-173	69.33% N-206	75.15% N-245
HIST 2483-American History to 1877	33.33% N-3	38.46% N-5	33.33% N-4	66.67% N-28	65.79% N-25	68.89% N-31	68.39% N-106	69.70% N-115	69.00% N-138
HIST 2493-American History since 1877	57.14% N-4	40.00% N-6	57.14% N-4	75.86% N-22	74.19% N-23	64.58% N-31	57.81% N-74	75.34% N-110	71.86% N-120
BIOL 1114-General Biology	30.00% N-3	66.67% N-4	75.00% N-3	57.89% N-22	72.41% N-21	67.39% N-31	73.60% N-92	80.33% N-98	82.17% N-129
BIOL 1144-General Cellular Biology	18.18% N-2	60.00% N-3	25.00% N-1	33.33% N-21	46.94% N-23	50.00% N-29	45.64% N-110	65.34% N-115	60.89% N-123

Updated from previous annual report due to grade changes

- 1-7 All entry-level assessment methods were described in the previous sections.
- 1-8 Not Applicable.
- 1-9 During 2009-2010, the Developmental Studies Coordinator advised all students enrolled in developmental courses. Increasing the posttest passing score was the major instructional change.

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 eight General Education outcomes. Faculty members specify the core knowledge areas of each general education course, establish appropriate performance criteria and determine 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.

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, examines the general education reports and provides 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.

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.

II-4 In association with the revision of the General Education Report form, the majority of course measures, performance standards and data collection methods were reconsidered. Course grades, 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 2009-2010, over one-fourth (59) of the 228 baccalaureate graduates also achieved an associate degree from RSU at some point during their educational experience. Fifty-five of the associate degrees were in arts or science.

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 2009-2010. 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
1. Use and analyze written and spoken English effectively.				
1.1 ENGL 1113	491	Expository Essay	Yes	
1.2 ENGL 1113	457	Research Essay	Yes	
1.4 ENGL 1113	487	Written Assignment	Yes	
1.4 ENGL 1113	483	Grammar Exam	Yes	
1.4 ENGL 1113	493	Timed Essay Test	Yes	
1.1 ENGL 1213	372	Expository Essay	Yes	
1.2 ENGL 1213	373	Research Essay	Yes	
1.4 ENGL 1213	377	Written Assignment	Yes	
1.4 ENGL 1213	373	Pre/Post Test	Yes	
1.2 SPCH 1113	337	Oral Presentation	No	Keep standard for additional year (COMM)
1.2 SPCH 1113	246	Pre/Post Testing	No	No change (COMM)
2. Demonstrate knowledge of and application of scientific principles and recognize the role of science in our society.				
2.1 BIOL 1114	-	Laboratory Exercise	No	Develop Appropriate Measure (BIOL)
2.2, 2.3 BIOL 1114	35	Exam	No	Revise Objectives, Measure, Standard (BIOL)
2.4 BIOL 1114	-	Application Exercise	No	Develop Appropriate Measure (BIOL)
2.1 BIOL 1134	-	Laboratory Exercise	No	Not Assessed (BIOL)
2.2 BIOL 1134	-	Exam	No	Not Assessed (BIOL)
2.4 BIOL 1134	-	Application Exercise	No	Not Assessed (BIOL)
2.1 BIOL 1144	-	Laboratory Exercise	No	Not Assessed (BIOL)
2.2 BIOL 1144	154	Exam	No	Revise Objectives, Measure, Standard (BIOL)
2.4 BIOL 1144	-	Application Exercise	No	Develop Appropriate Measure (BIOL)
2.2 CHEM 1315	?	ACS Standard Exam	No	No Change (MPS)
2.4 CHEM 1315	?	Written Assignment	Yes	
2.1 - 2.4 GEOL 1014	80	Lab Assignment	Yes	
2.1 - 2.4 GEOL 1014	27	Lab Assignment	Yes	
2.3 MATH 1513	292	Selected Problems	Yes	
3. Apply mathematics and logic to problem solving.				
3.3 MATH 1513	333	Selected Problems	Yes	
4. Gain a perspective on the humanities and recognize their value to individuals and society.				
4.1 PHIL 1113	108	Essay	Yes	
4.1 PHIL 1113	112	Mid-Term Exam	Yes	
4.1 PHIL 1113	102	Final Exam	Yes	
4.1 ENGL 2613	38	Final Exam	Yes	
4.2 ENGL 2613	39	Research Paper	No	Encourage use of Writing Lab; Increase faculty/student interaction (E&H)
4.1 HUM 2113	99	Exams	Yes	
4.2 HUM 2113	102	Essay	Yes	
4.1 HUM 2223	94	Exams	Yes	
4.2 4.3 ART (HUM) 1113	31	Written Assignment	Yes	
4.1 ART (HUM) 1113	31	Pre/Post Test	Yes	
4.1 HUM 2893	20	Essay	Yes	
4.2 HUM 2893	20	Journal	Yes	

General Education Outcome	N	Measure	Met	Conclusions or Planned Instructional Changes
5. Demonstrate knowledge of the history and functions of social institutions.				
5.5 ECON 2113	132	Pre/Post Test	Yes	
5.5 ECON 2123	127	Pre/Post Test	Yes	
5.2, 5.3, 5.4 HIST 2483	348	Pre/Post Test	Yes	
5.2, 5.3, 5.5 HIST 2493	233	Exams	Yes	
5.1, 5.2, 5.4 POLS 1113	509	Pre/Post Test	Yes	
5.5 SOC 1113	131	Unit Exams	Yes	Yes
6. Demonstrate knowledge of diverse human values, beliefs, and behaviors.				
6.1 LANG 1113	39	Dictionary	Yes	
6.1 LANG 1113	39	Final Exam	Yes	
6.1 SPAN 1113	198	Exams	Yes	
6.1 HUM 2113	85	Assignment	Yes	
6.1 HUM 2223	94	Weekly Assignments	Yes	
6.1 HUM 3633	43	Essay Exams	Yes	
6.2 HUM 3633	43	Written Assignment	Yes	
6.3 HUM 3633	43	Pre/Post Test	Yes	
6.1, 6.3 HIST 2013	24	Exam	Yes	
6.1, 6.2 HIST 2023	20	Pre/Post Test	Yes	
6.3 SOC 3213	22	Essay	Yes	
6.3 ECON 3003	57	Pre/Post Test	Yes	
6.1 PHIL 1313	22	Essay	Yes	
6.1 PHIL 1313	23	Exam	No	Review questions; more quizzes (EH)
6.1 PHIL 1313	22	Pre/Post Test	No	Review questions; more quizzes (EH)
6.1, 6.2, 6.3 BIOL 3104	22	Essay	Yes	
7. Demonstrate knowledge of the meaning and purpose of the arts.				
7.1 ENGL 2613	39	Creative Project	Yes	
7.2 ENGL 2613	38	Final Exam	Yes	
7.2 HUM 2893	200	Written Assignments	Yes	
7.2 HUM 2893	200	Journal	Yes	
7.1 HUM 1113	31	Written Assignments	Yes	
7.1 HUM 1113	31	Pre/Post Test	Yes	
7.1 COM 2413	66	Paper	No	Clarify performance standard (COMM)
7.2 COM 2413	66	Exams	No	Clarify performance standard (COMM)
7.2 COM 2413	25	Pre/Post Test	Yes	
8. Demonstrate knowledge of the relationship among people and their physical and social environments.				
8.2 GEOG 2243	183	Regional Analysis	Yes	
8.4 SOC 1113	185	Pre/Post Test	No	Revise test. (PS&CJ)
8.1;8.4 PSY 1113	516	Pre/Post Test	Yes	
8.4 GEOL 1014	52	Lab Assignment	Yes	
8.2 MATH 1513	189	Selected Problems	Yes	

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
School of Business and Technology				
Applied Technology	BS Business Information Technology	3	Exam, Project, Survey	135
	BT Applied Technology	2	Exam, Pre/Post Testing	78
	AS Computer Science	3	Exam, Student Project, Survey	21
	AAS Applied Technology	2	Pre/Post Test, Exam	36
Business	BS Business Administration	3	External Test, Pre/Post Test, Intern Evaluation	?
	BS Game Development	2	Project, Programming Problems	8
	AA Accounting	1	Pre/Post Test	4
	AA Business Administration	1	Pre/Post Test, Survey	?
Sport Management	BS Sport Management	5	Intern Evaluation, Paper, Capstone Project, Survey	50
School of Liberal Arts				
Communications	BA Communications	5	Research Paper, Exam, Video Project, Presentation, Survey,	68
English-Humanities	BA Liberal Arts	5	Capstone Project, Presentation, Essay, Written Assignment, Survey	18
	AA Liberal Arts	5	Essay, Presentation, Survey	99
Fine Arts	BFA Visual Arts	7	Written Assignment, Presentation, Gallery Exhibition, Paper, Group Critique, Survey Presentation	22
History-Political Science	BS Social Science	5	Exams, Exam Average, Performance Evaluations, Student Evaluations Written Assignment, Projects, Focus Group	186
	BS Public Administration	6	Paper, Capstone, Exam, Video Project, Survey, Presentation	1
	AA Secondary Education	2	External Exam, Survey	9
	AA Social Science	2	Exam, Survey	4
Psychology-Sociology-Criminal Justice	BS Justice Administration	5	Paper, Presentation, Exams, Survey, Focus Group	16
	BS Community Counseling	7	Oral Presentation, Research Project, Article Review, Journal, Case Study, Exam, Site Evaluation	11
	AA Criminal Justice Studies	5	Exams, Scholarly Paper, Poster Presentation, Survey, Certification Exam	98
	AA Elementary Education	3	Survey, OGET, Transcript Review	35
School of Mathematics, Science and Health Science				
Biology	BS Biology	4	Survey, External Test, Presentation, Paper,	46
	AS Biology	1	Exam	?
Health Science	BS Nursing	5	Paper, Capstone Project, Surveys, Evaluation Tools, Written Assignments	26
	AAS Nursing	5	External Exam, Clinical Evaluation, Written Assignments, Case Studies, Exam	61
	AAS Emergency Medical Services	7	Exam, Paper, Capstone Project, Presentation, Practical Skills Exam, Clinical	20

Department	Degree Program	N*	Types of Measures	Unduplicated Headcount
			Evaluation, Surveys	
Math-Physical Science	AS Physical Science	3	External Exam, Assignments, Exam	20

*Number of assessment measures

III-2 – 111-3 Academic units are divided into three schools and eleven departments. Faculty has established learning outcomes for each of their respective programs. A summary of key findings and planned instructional changes resulting from program outcomes assessment is presented in Table 7 for ten degree programs with the largest number of graduates. During 2009-2010, these programs accounted for 71% (326/458) of the graduates. Faculty report a range of changes related to assessment analysis. Often the faculty determines a change is not necessary due to the achievement of a program outcome. A sample of planned changes is reported.

Table 7: Program Key Findings and Changes

Degree Program	N*	Assessment Findings	Instructional Changes
Business Administration, BS	71	Capstone students successfully completed the Business Strategy Game Simulation Exercise 100% of Internship students received excellent evaluations from organizational supervisors	Administer the ETS Major Field Test to at least 40 graduates during 2010-2011
Nursing, AAS	54	All expected learning outcomes were met.	No changes
Business Administration, AA	42	Expected outcomes measured by pre/post testing were successfully met	Administer the ETS Major Field Test in Business during 2010-2011
Elementary Education, AA	35	100% of students writing the OGET exam received a scaled total of score greater than 240	The learning outcomes were revised for the OGET exam with an assessment measure for each component of the exam
Biology, BS	34	Student mean score on ETS Major Field Test was within 3% of the normative mean	ETS standard changed to include student achievement of within 5% of the normative mean on subscores Outcome was added regarding rates of acceptance into graduate school
Social Science, BS	23	Most learning outcomes were met	No changes
Accounting, AA	18	Expected outcomes measured by pre/post testing were successfully met	Administer the ETS Major Field Test in Business during 2010-2011
Emergency Medical Services, AAS	18	All expected learning outcomes were met	No changes
Organizational Leadership, BS	16	Not Assessed	Not Assessed
Applied Technology, AAS	15	Expected outcomes measured by pre/post testing were successfully met	No changes are planned

*Number of Graduates

Section IV – Student Satisfaction

IV-1 Student satisfaction assessments target those dimensions in the RSU Mission and Commitments from a multi-faceted standpoint and provide valuable information for an evolving regional university in maintaining its effectiveness in the student educational experience. Three new standardized surveys developed by ACT Survey Services were administered during 2009-2010. They were the Survey of Student Opinions, Alumni Survey and the College Outcomes Survey. The IDEA Center Student Evaluation of Instruction instrument was piloted during the fall and spring semesters.

During the spring 2010 semester, the ACT Survey of Student Opinions was administered to assess the level of importance students attach to certain academic and non-academic components of their educational experience, as well as their level of satisfaction with those components. A random sample of 29 on-ground classes, stratified by campus, was selected for participation in the survey. Over 618 students were enrolled in those classes. Three hundred and eighty surveys were completed and returned which resulted in a 95% confidence level.

During early summer of 2010, the ACT Alumni Survey was administered to evaluate the impact of RSU's programs, services and experiences on students by assessing the perceptions of our graduates. The unduplicated headcount of RSU graduates during 2000-2007 was 2048. A random sample of 797 alumni was drawn from an address list of 1896 of these graduates. Ninety-three alumni returned the survey for an 11.67% response rate.

The ACT College Outcomes Survey instrument was selected 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 RSU's programs and services. Prior to commencement, a random sample of 450 students was drawn from a population of 520 graduates or persons scheduled to graduate during 2009-2010. Seventy-nine graduates returned the questionnaire for a 17.6% response rate.

During weeks 12-14 of the semester, RSU students were asked to complete an Evaluation of Instruction questionnaire. During fall, all on-ground and on-line courses were evaluated. During spring, the criteria for evaluation were: 1) courses taught by new faculty (less than two years); 2) spring only courses; or 3) courses requested by the department head. Comprehensive diagnostic summary reports were returned to the academic departments during January and June.

IV-2 Analysis and Findings

Survey of Student Opinions

Items of high importance and low satisfaction include parking, job placement services and career planning services. Day care services were reported with the lowest importance and lowest satisfaction. Areas with the highest importance and highest satisfaction include financial aid services, library programs and services, academic advising services and computer support and services.

Attitude of the faculty toward students was rated with the highest satisfaction and importance followed by *quality of instruction in major field* and *class size relative to the type of course*. *Availability of courses you want at times you can take them* was rated with high importance and low satisfaction followed with *variety of courses offered at this college*. *Availability of student housing* received the lowest rating in both importance and satisfaction.

Alumni Survey

Nearly 35% of alumni believe they were prepared exceptionally well at RSU compared to the national norm of 31.2%. Seventy-eight percent of alumni report that, if given the opportunity to start over, they would

attend RSU. Alumni report the four primary reasons for attending RSU were (in descending order): location (59.3%); type of programs available (12.1%); cost (6.6 %); and size (6.6%).

College Outcomes Survey

When comparing students' level of satisfaction to national norms, the top five areas in descending order were 1) class size, 2) RSU in general, 3) library/learning resources, 4) quality of instruction and 5) quality of program of study.

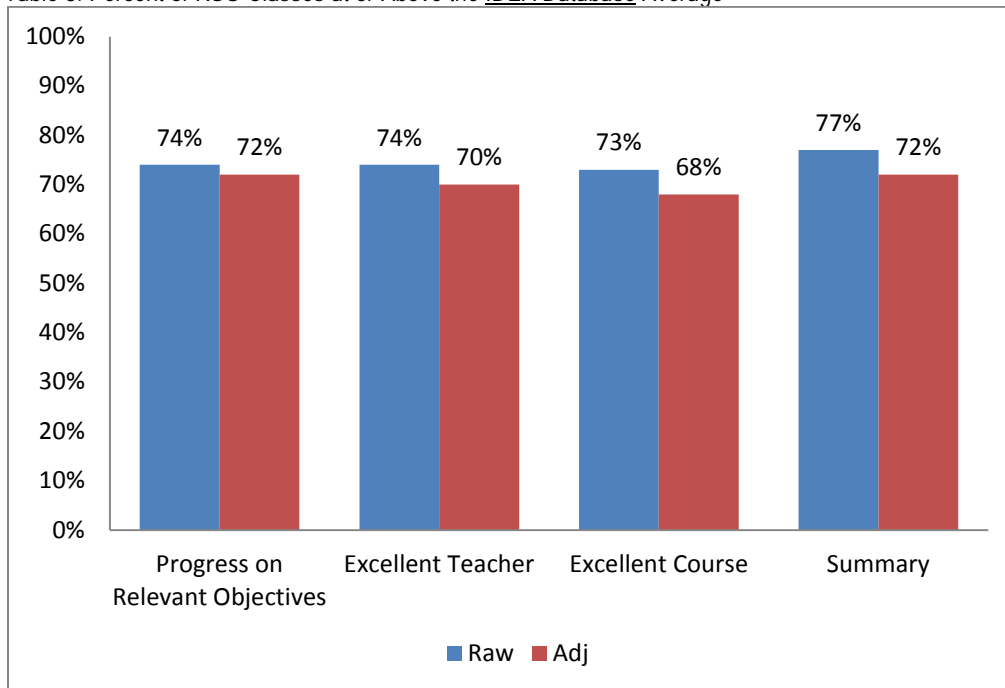
Student satisfaction was also measured by providing the largest positive and largest negative differences between RSU's averages and the national averages. The largest positive (or smallest negative) differences in descending order were 1) student health/wellness services, 2) library/learning resources center services, 3) college response to nontraditional students, 4) class size and 5) college social activities. The bottom five areas in ascending order 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, and flexible degree requirements.

Evaluation of Instruction

The *Spring 2010 RSU Group Summary Report* measures the quality of instruction as judged by four overall outcomes. They are: *Progress on Relevant Objectives* (result of student ratings of their progress on objectives chosen by instructors); *Excellence of the Teacher* and *Excellence of the Course*. The *Summary Evaluation* averages these three after double weighting the measure of student learning (*Progress on Relevant Objectives*) and compares the findings to the IDEA Center data-base.

Table 8 Percent of Classes at or Above the IDEA Database Average shows the percentage of classes with ratings at or above the IDEA database's score. Adjusted scores improve comparability by considering factors that influence student ratings that are beyond the instructor's control, e.g., working full time. Scores exceeding 60% infer that the overall instructional effectiveness is usually high.

Table 8: Percent of RSU Classes at or Above the IDEA Database Average



IV-3 Major changes in progress based on earlier student feedback, or to be initiated based on the most recent findings are: 1) construction on a 250-bed on-campus student apartment building; 2) initiation of a Student Veterans Association; 3) initiation of optional student health insurance, 4) utilization of additional methods to publicize student services, and 5) advisement of all academically deficient student by the Developmental Studies Coordinator.

V. Graduate Student Assessment

Not Applicable