

ANNUAL STUDENT ASSESSMENT REPORT 2013-2014

ROGERS STATE UNIVERSITY
Claremore, Oklahoma

Office of Accountability and Academics
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Rogers State University
Annual Student Assessment Report
2013-2014

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Rogers State University

Annual Report of 2013-2014 Student Assessment Activity

Executive Summary

Entry-Level Assessment

Rogers State University (RSU) analyzes 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. Transfer students are evaluated using both ACT scores and prior coursework. Students with low ACT sub-scores 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 2013, all entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. During the fall semester, 688 academically deficient students accounted for 983 enrollments in developmental courses as follows: Basic Writing (n=221), Reading I (n=120), Science Proficiency (n=40), and Math (n=602). Of 1,578 enrollments in developmental coursework during the 2013-2014 AY, there were 765 (48.5%) successful completions.

RSU tracks performance in college-level coursework of students who have completed developmental courses. A total of 63.8% of students who completed Basic Writing succeeded (C or better) in *Composition I*, compared to 59.5% of students with an ACT ≤ 19 who did not require remediation through additional testing with the COMPASS Writing Subtest. For students who successfully completed Developmental Reading, an average of 47.6% successfully completed American Federal Government, compared to an average success rate of 60.3% of students with an ACT ≤ 19 who did not require remediation through additional testing with the COMPASS Reading Subtest. Math and Science remedial success rates are under review by developmental mathematics and science faculty for improvement in the 2014-2015 academic year.

Mid-Level/General Education Assessment

General education assessment is conducted at RSU using three methodologies. Beginning in fall 2011, RSU adopted use of the ETS Proficiency Profile to measure entry-level general education competencies for first-time freshmen as well as progress made by second-semester sophomores. This measures student competencies in four areas of general education and three context-based tests, which map directly to RSU's four general education student learning outcomes/goals.

ETS Proficiency Profile scores indicate that RSU students made statistically significant gains in terms of general education competencies (99% confidence level). Although freshmen scored slightly below the national norm, sophomores scored slightly above the national norm. These results indicate that RSU students are achieving student learning

outcomes in general education at or exceeding those of four-year bachelor degree institutions in the U.S.

Comprehensive, course-embedded faculty assessment of student performance is a primary method of assessment and is conducted based on four 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 2013-2014 academic year, student performance satisfied faculty expectations within all four general education learning outcomes (93.9% of all measures). To determine if student performance varies of teaching modality, several departments have begun disaggregating results by face-to-face, blended/hybrid, and online delivery.

Student proficiency in general education was also assessed using The IDEA Center system. Results show that RSU students self-rate their progress towards general education objectives slightly higher than the national norm. These results provide evidence that RSU students have met general education goals, and opportunities for improvement have been identified with planned instructional changes.

Program Outcomes Assessment

A variety of methodologies to assess student academic achievement and satisfaction has been implemented by faculty within each academic department. Methods for assessment of program learning outcomes consist of 161 measures including portfolios, capstone projects, licensure and certification exams, pretest/posttests, standardized exams, internship evaluations, focus groups, and surveys of students, graduates, alumni, and employers. In 2013-2014, 90.6% of all benchmarks were met or exceeded, suggesting that students are satisfying faculty expectations by demonstrating achievement of program learning outcomes. Additional indicators include national licensing and certification exams. For instance, RSU's AAS Nursing program achieved a 91.7% pass rate during the 2013-2014 academic year, higher than the Oklahoma state average and the U.S. national average. The Emergency Medical Services program achieved a 75.0% national licensure exam pass rate and is one of the few nationally certified programs.

As a result of assessment and faculty discussions of processes and student learning outcomes for the 2013-2014 academic year, a number of instructional changes and student learning outcomes assessment practices have been implemented. For instance, in the AS in Computer Science program, self-paced programming assignments will be instituted to help improve student knowledge and performance with Data Structures. In response to Communications program student feedback, a new one hour major-elective will be added to promote currency in broadcasting technology. In Community Counseling, after reviewing assessment results, faculty determined to clarify the expectations for a specific writing assignment that is used to assess student mastery in applying counseling ethics to real world counseling issues.

A number of programs have disaggregated student learning outcomes by teaching modality—on-ground (face-to-face), blended/hybrid, and online. The University

Assessment Committee is reviewing software to streamline the disaggregation of assessment results by teaching modality. Other programs have made modifications to Capstone curriculum and core program curriculum after analyzing and reviewing results. Details are discussed in Section III.

Student Satisfaction Assessment

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. Four surveys measuring affective student performance and experience were administered institutionally during 2013-2014. They were RSU's locally developed Student Satisfaction Survey, the RSU Graduating Senior Survey, the IDEA Center Student Evaluation of Instruction instrument, and the National Survey of Student Engagement.

A total of 346 students completed the Student Satisfaction Survey and 161 graduates completed the Graduating Senior Survey. Both surveys resulted in all mean items responses above the midpoint. For current students, attitudes of faculty towards students, academic rigor, class size, and personal safety were strengths, with availability of financial information prior to enrolling showing room for improvement. For graduating seniors, strengths were accessibility to major faculty, quality of instruction in one's major, and maintenance of high academic standards. An area for improvement is general advisement within the first two years at RSU.

Each fall semester, courses taught by all full-time and part-time faculty are evaluated by students using The IDEA Center surveys. In the spring semester, classes are selected if faculty has taught less than two years at RSU (full-time or part-time) or if the course was not taught or evaluated the previous fall semester. For the summer semester all Nursing classes are evaluated. During 2013-2014 students rated competency achievement and instructional efficacy in 1,070 course sections. Mean student ratings were above the national average for all four IDEA Center factors, with three of the four factors resulting in significantly higher ratings. Results indicate students are satisfied with RSU faculty and course instruction.

A total of 224 freshmen and seniors completed the National Student Survey of Engagement. Results were indicative of a largely commuter student community. Findings indicate a need to more fully engage freshmen, a frequent challenge for commuter universities. Of note is the strong gain in all four scales between freshmen and senior year at RSU. Planning is underway to integrate solutions into the Academic Plan and new 2015-2020 Strategic Plan.

ROGERS STATE UNIVERSITY
Annual Report to the Oklahoma State Regents for Higher Education
2013-2014

Section I – Entry-Level

Administering Assessment

I-1. How were instruments administered?

The American College Test (ACT) serves as the primary test used to measure levels of student achievement and subsequent entry-level placement at RSU. Testing fees are \$36.50 for the ACT National without the Writing subtest and \$52.50 with the Writing subtest. Fee for the ACT Residual test is \$40. ACT scores of 19 or higher on each subtest are required for enrollment in collegiate level courses. Students who do not meet the cut-score of 19 on each ACT subtest are referred for secondary testing in the deficient content area. RSU Testing Center staff administers the ACT COMPASS to place students, who are deficient in reading, writing or mathematics, in appropriate developmental courses. The STASS is used as the developmental tool to assess student readiness in science. There is no charge to the student for the COMPASS or the STASS.

I-2. Which students were assessed?

The ACT is required of all first-time entering freshmen and students transferring six credit hours or less. Students with ACT scores below 19 are identified as academically at-risk and must complete the ACT COMPASS and/or STASS to determine appropriate placement.

I-3. Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.

First-time entering students are assessed following application to RSU and prior to enrollment. Students who do not meet the cut score 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.

Analyses and Findings

I-4. What were the analyses and findings from the 2013-14 entry-level assessment?

Mean ACT composite scores for first-time entering freshmen have risen slightly since 2008, with Reading scores consistently the strongest for RSU students. *Table 1 Mean ACT Scores for First-time Freshmen* provides a summary of mean ACT composite and subtest scores.

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
English	20.2	20.4	20.4	20.6	20.6
Math	19.0	19.2	19.2	19.4	19.5
Reading	21.6	21.9	21.9	22.1	22.0
Science	20.7	20.9	20.8	21.0	21.1
Composite	20.3	20.5	20.5	20.7	20.7

Source: Institutional Fact Book 2013 Edition; Office of Accountability and Academics

A total of 688 academically deficient students accounted for 983 enrollments in developmental courses during fall 2013. Enrollment in developmental studies varies by course, with an overall decrease in developmental enrollments over the last year of 9.9%. This exceeds the overall decrease in University enrollment of 7.7%. *Table 2 Enrollment in Developmental Coursework* displays the number of students enrolled in developmental coursework.

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
English	215	226	275	266	221
Math	631	671	741	660	602
Reading	121	97	120	115	120
Science	65	43	46	50	40
Duplicated Total	1032	1037	1182	1091	983
Unduplicated Headcount	731	762	855	760	688

Source: Fall 2013 Enrollment Report; Office of Accountability and Academics

I-5. How was student progress tracked?

The Office of Accountability and Academics staff tracked student progress in all developmental courses and nine college-level courses by letter grade and retention using the RSU student database. Collegiate level courses earmarked for tracking were: 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/PHYS 1014 Physical Science/GEOL 1014 Earth Science (science).

I-6. Describe analyses and findings of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

The success of RSU’s Entry-Level Assessment and Placement Program is measured by a number of factors, including validation of cut-scores, retention levels, and success in both developmental and college-level courses. The effectiveness of placement decisions and appropriateness of cut-scores 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 2013-2014 academic year.

During 2013-2014, there were 1,578 total enrollments (duplicated headcount) in developmental studies courses, and 765 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 nearly half (48.5%) of developmental studies students successfully completed their courses. The developmental course with the highest success rate was Intermediate Algebra, and the course with the lowest success rate was Basic Writing. *Table 3 Success Rates in Developmental Studies Courses* contains a summary of student enrollment and performance in developmental courses for the 2013-2014 academic year.

Table 3: Success Rate in Developmental Studies Course

Course	Enrolled		Withdrawn		Successful (A, B, C)		Unsuccessful (D, F, W)		Incomplete		Audit	
	N	%	N	%	N	%	N	%	N	%	N	%
Basic Writing (ENGL-0003)	321	20.33%	40	12.46%	128	39.88%	193	60.12%	0	0.00%	0	0.00%
Reading I (READ-0223)	162	8.02%	13	8.02%	87	53.70%	75	46.30%	0	0.00%	0	0.00%
Science Proficiency (BIOL-0123)	77	7.79%	6	7.79%	42	54.55%	35	45.45%	0	0.00%	0	0.00%
Elementary Algebra (MATH-0114)	485	12.16%	59	12.16%	213	43.92%	272	56.08%	0	0.00%	0	0.00%
Intermediate Algebra (MATH-0213)	533	12.20%	65	12.20%	295	55.35%	238	44.65%	0	0.00%	0	0.00%
Total	1578	11.60%	183	11.60%	765	48.48%	813	51.52%	0	0.00%	0	0.00%

Source: RSU Accountability and Academics. Note that the sum of the cell values is greater than the total enrolled, as 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). 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 Developmental Student 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 sub-scores of 19.

Table 4: Developmental Student Success Rates in General Education Courses

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 2011	Fall 2012	Fall 2013	Fall 2011	Fall 2012	Fall 2013	Fall 2011	Fall 2012	Fall 2013
Math 1513-College Algebra (Math 0213-Intermediate Algebra)	60.15% N-80	49.06% N-52	20.61% N-54	72.73% N-8	46.15% N-6	66.67% N-6	71.19% N-304	60.61% N-260	50.00% N-8
Engl 1113-Composition 1	72.46% N-50	66.67% N-46	63.77% N-44	61.62% N-61	53.52% N-38	59.49% N-47	74.43% N-460	68.51% N-396	76.22% N-407
Pols 1113-American Federal Government	20.00% N-4	55.56% N-10	47.62% N-10	76.06% N-54	64.06% N-41	60.32% N-38	78.36% N-315	77.40% N-298	72.94% N-275
Hist 2483-American History to 1877	30.77% N-4	50.00% N-1	63.64% N-7	56.67% N-17	48.84% N-21	61.54% N-24	65.47% N-146	59.26% N-128	73.26% N-137
Hist 2493-American History since 1877	66.67% N-2	36.36% N-4	60.00% N-6	40.00% N-10	74.29% N-26	70.00% N-14	63.19% N-91	65.12% N-112	71.81% N-107
Biol 1114-General Biology	75.00% N-3	66.67% N-2	75.00% N-3	58.14% N-25	61.22% N-30	53.33% N-16	77.36% N-123	76.11% N-137	74.51% N-114
Biol 1144-General Cellular Biology	50.00% N-3	33.33% N-1	60.00% N-3	46.94% N-23	48.84% N-21	56.25% N-18	70.17% N-167	60.00% N-141	69.94% N-121
Phys 1014-Physical Science		66.67% N-2	100.00% N-22		100.00% N-12	100.00% N-6		95.65% N-44	89.29% N-50
Geol 1014-Earth Science		66.67% N-2	100.00% N-4		39.39% N-16	67.65% N-23		60.43% N-84	72.90% N-78

*PHYS 1014 and GEOL 1014 added for analysis beginning current academic year.

Other Assessment Plans

I-7. What other studies of entry-level assessment have been conducted at the institution?

Developmental course student success is also evaluated using the university-wide assessment process, which involves faculty discussion regarding results. Each fall semester, faculty submits a summary Student Learning Report (SLR) based on these results from the previous academic year. Results are posted on the N: drive for access and on the Assessment webpage. They are peer reviewed each spring semester by University Assessment Committee members.

I-8. Describe results.

Basic Writing continues to result in the lowest success rate of all developmental courses. A rigorous curriculum has been developed that holds students to high standards. Consequently, as illustrated in Table 4, 4.3% more successful Basic Writing students achieved writing proficiency in Composition I than did students who placed directly into college-level writing using the COMPASS (with ACT English scores below 19).

Students enrolled in Basic Writing and Developmental Reading must demonstrate proficiency in fundamental writing and reading comprehension skills and competencies. A total of 153 students completed a pretest and post-test in Basic Writing. With the benchmark set at $\geq 60\%$ of students achieving at least 70% proficiency on the posttest or achieving at least a 70% on the course mid-term, 63.4% met or exceeded the benchmark. In Developmental Reading, the same benchmark was set for a pre- and post-test. A total of 101 students completed the assessments, and 73.1% met or exceeded the benchmark.

The benchmark for Elementary Algebra was 65% of students completing both the pretest and post-test would achieve at least 65% proficiency. A total of 206 students completed this assessment, with 73% meeting or exceeding the standard. The same benchmark was set for Intermediate Algebra. A total of 255 students completed the assessment with 78% meeting or exceeding the benchmark. A total of 48 students completed the Science Proficiency assessment, with 69% demonstrating proficiency.

In total, 12 formative and summative assessments were administered in Developmental Studies. All benchmarks were met or exceeded for Developmental Writing, Reading, Elementary Algebra, and Science Proficiency. Two of three Intermediate Algebra benchmarks were achieved. The assessment benchmark that was missed was the percent of students completing Intermediate Algebra (in fall 2012) who earned a C or better in College Algebra in 2013-2014 (49%). However, 100% of students completing Intermediate Algebra (in fall 2012) earned a C or better in Math for Critical Thinking in 2013-2014.

I-9. What instructional changes occurred or are planned due to entry-level assessment?

Because Basic Writing continues to have the lowest success rate of all developmental courses, a follow-up analysis was conducted to determine success rates by placement scores. There is a statistically significant difference in Basic Writing course success as a function of placement score (ACT and COMPASS). Faculty has proposed to split the course into two levels to allow students to have more time and exposure to learning opportunities.

Because the Intermediate Algebra benchmark was met in 2012-2013, an additional year of data will be collected to inform faculty regarding curricular changes.

Students subject to the developmental Science Proficiency are those who desire a major in a baccalaureate science program (e.g., Biology or Nursing) but do not qualify academically. In 2012-2013, this was identified as an area for improvement.

Consequently, Faculty provided access to more interactive tutorials, videos and study aids and track success rates. In 2013-2014, student success increased and surpassed the assessment benchmark.

Finally, new in the 2013-2014 assessment cycle was the analysis of PHYS 1014 General Physical Science and GEOL 1014 Earth Science, because a number of developmental science students enroll in these courses. 100% student success was achieved by developmental science students in these two college level courses.

Section II – Mid-Level/General Education

Administering Assessment

II-1. Describe how assessment activities were linked to the institutional general education program competencies.

[1] During the 2013-2014 academic year, the University's four general education goals were:

1. Acquire and evaluate information
2. Analyze and integrate knowledge
3. Develop perspectives and an understanding of the human experience
4. Communicate effectively

The goals were incorporated into all general education and discipline assessment plans by faculty who taught the courses selected as best measures. Faculty used course-embedded activities, performance criteria, and assessments to evaluate student learning as a result of the goal-related activities.

Since 2010-2011, the UAC conducts peer review sessions with each discipline in the spring semester to assess the achievement of general education outcomes and program outcomes. These were accomplished through faculty conversations in each discipline, where general education degree plans were reviewed with UAC members chairing sessions and active participation from faculty who taught courses designated for measurement of general education outcomes. Department heads and deans also attended peer review sessions, and results informed faculty planning for the 2014-2015 academic year.

[2] Beginning in fall 2011, RSU adopted use of the ETS Proficiency Profile to measure entry-level general education competencies for first-time freshmen as well as progress made by second-semester sophomores. Beginning in the 2014-2015 academic year, seniors will be tested as a summative measure of general education goals. The ETS Proficiency Profile measures student competencies in four areas of general education: critical thinking, reading, writing, and mathematics. It also measures student competencies using three context-based tests: humanities, social sciences, and natural

sciences. These constructs map directly to RSU's four general education student learning outcomes/goals.

[3] A third process for assessing general education at RSU is a part of the student rating of instruction that is conducted at the end of each fall and spring semester. Students are asked to self-report how much progress they believe they achieved on 12 general objectives, defined by The IDEA Center. These objectives are subsets of RSU's four General Education goals. Semester results are compared with RSU's historical database as well as all results in the IDEA System.

II-2. Describe how the instruments were administered and how students were selected.

[1] RSU's mid-level assessment is primarily course-embedded for all associate and baccalaureate degree programs. In 2013-2014, a variety of direct and indirect assessment methods were used as determined by faculty who teach these courses, and the full reports are housed at RSU's internal Academic Affairs Network as well as on the Assessment website. Student selection occurred through enrollment in core general education courses and matriculation toward a degree. The inclusion of formative assessment in the existing course structure served to provide feedback to students during the semester, making assessment relevant and meaningful to students and faculty, and providing a mechanism for the ongoing improvement of teaching and learning.

[2] For administration of the ETS Proficiency Profile, first-time freshmen were identified for RSU's general education baseline. Only bachelor's degree-seeking first-time freshmen with no general education transfer or concurrent course work were selected. Students who were primarily online were excluded as well for the current year. Because of Testing Center human resource and equipment constraints, 110 qualifying first-time freshmen were randomly selected. Sophomores were selected by identifying the population with 31-60 credit hours during the spring 2013 semester. Only bachelor's degree-seeking sophomores with no general education transfer or concurrent course work were selected. Online students were excluded, and all identified students were selected.

[3] Using The IDEA Center evaluation of instruction, students rate their own progress in 12 general education objectives in all classes each fall semester. In the spring semester, classes are selected if faculty has taught less than two years at RSU (full-time or part-time) or if the course was not taught and evaluated the previous fall semester. During the summer semester Nursing classes are evaluated. Classes are also evaluated by special request. A total of 1,070 classes were evaluated during the academic year.

II-3. Describe strategies to motivate students to participate meaningfully.

[1] Because the mid-level assessment process relied primarily upon course-embedded assessment, students were motivated to perform to ability in order to maximize their course grades.

[2] In order to ensure a representative sample, students who completed the ETS Proficiency Profile were awarded \$10 on their Hillcat Declining Balance card. Additionally, an enrollment hold was placed on their accounts and was removed only after they had completed the assessment. Results from the first year of ETS Proficiency Profile implementation proved that the latter negative reinforcement was necessary, in addition to the positive reinforcement, in order to ensure a representative sample size.

[3] Students are generally interested in providing feedback regarding course instruction, particularly when the surveys are implemented during class time. In 2013-2014, these surveys were administered online only for online courses.

II-4. What instructional changes occurred or are planned in the program due to mid-level assessment?

Table 5 Recommended Changes to General Education Program synthesizes planned instructional changes due to mid-level assessment in the most recent academic year.

Table 5: Recommended Changes to General Education Program

General Education Outcome by Course	Recommendations for 2013-2014 Academic Year
1. Acquire and Evaluate Information	
BIOL 1114	<p>[1] Deemphasize cell-related process in curriculum with a greater emphasis on [a] plant and animal biology and [b] ecology. Evidence indicates that heavier emphasis on chemistry in BIOL 1114 creates some student disconnect.</p> <p>[2] Inform student advisors about Gen. Environmental Biology availability as an alternative for the BIOL gen ed requirement. Student performance is stronger in BIOL 1134, and they typically are more engaged in this course.</p> <p>[3] Encourage more Biology faculty to adopt Mastering Biology online supplement for online learning system and encourage them to incorporate more assignments into the curriculum.</p> <p>[4] Incorporate peer learning into Cell Biology to improve student learning of difficult concepts.</p>
ENGL 1113	Update assessment tests with recent common errors in undergraduate writing.
HUM 2113	The last several years findings show similar outcomes between the formative (midterm) and summative (end of term) assessment results. Consider omitting the midterm assessment.

General Education Outcome by Course	Recommendations for 2013-2014 Academic Year
HUM 2223	The last several years findings show similar outcomes between the formative (midterm) and summative (end of term) assessment results. Consider omitting the midterm assessment.
POLS 1113 HIST 2013 HIST 2023	[1] The Department assessment facilitator will work with adjunct faculty in the coming academic year to integrate writing throughout the POLS curriculum [2] Develop a test bank for pre and posttests as a resource for all fulltime and adjunct faculty [3] Assessment results showed online student assessments results a few percent higher than on-ground. Because online classes are currently being taught by adjunct faculty, the Department Head will communicate with adjuncts to ensure course balance and rigor despite mode of delivery.
2. Analyze and integrate knowledge	
POLS 1113 HIST 2013 HIST 2023	[1] The Department assessment facilitator will work with adjunct faculty in the coming academic year to integrate writing throughout the POLS curriculum [2] Develop a test bank for pre and posttests as a resource for all fulltime and adjunct faculty [3] Assessment results showed online student assessments results a few percent higher than on-ground. Because online classes are currently being taught by adjunct faculty, the Department Head will communicate with adjuncts to ensure course balance and rigor despite mode of delivery.
3. Develop perspectives and an understanding of the human experience	
POLS 1113 HIST 2013 HIST 2023	[1] The Department assessment facilitator will work with adjunct faculty in the coming academic year to integrate writing throughout the POLS curriculum [2] Develop a test bank for pre and posttests as a resource for all fulltime and adjunct faculty [3] Assessment results showed online student assessments results a few percent higher than on-ground. Because online classes are currently being taught by adjunct faculty, the Department Head will communicate with adjuncts to ensure course balance and rigor despite mode of delivery.
SOC 1113	Upon reflection and discussion among Sociology faculty, revised core concepts have been developed. In the coming academic year, a new cumulative assessment will be developed for use in all SOC 1113 sections.
4. Communicate effectively.	
POLS 1113 HIST 2013 HIST 2023	[1] The Department assessment facilitator will work with adjunct faculty in the coming academic year to integrate writing throughout the POLS curriculum [2] Develop a test bank for pre and posttests as a resource for all fulltime and adjunct faculty [3] Assessment results showed online student assessments results a few percent higher than on-ground. Because online classes are currently being taught by

General Education Outcome by Course	Recommendations for 2013-2014 Academic Year
	adjunct faculty, the Department Head will communicate with adjuncts to ensure course balance and rigor despite mode of delivery.

II-5. How was student progress tracked into future semesters and what were the findings?

[1] The University Assessment Committee (UAC) leads the University in a comprehensive assessment process that measures student learning outcomes each year and requires analysis and comparison to previous years' results. Each spring semester UAC Peer Review Teams meet with faculty by discipline to review progress towards general education goals as reported in General Education Program Student Learning Reports (SLRs). Results are used to inform instructional changes for the coming year. *Table 6 General Education Performance* below presents a summary of all general education findings.

[2] A General Education Taskforce convened in the 2013-2014 academic year with the purpose of reviewing General Education assessment results. Upon review and reflection, the Taskforce recommended the amendment of the four General Education Outcomes to five beginning in the 2014-2015 academic year as shown below. The Vice President for Academic Affairs reinstated the General Education Committee beginning with the fall 2014 semester.

RSU Revised General Education Outcomes

1. Think critically and creatively.
2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.
3. Use written, oral, and visual communication effectively.
4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

[3] The IDEA Center stores RSU data and reports current semester as well as cumulative institutional results. *Table 6 Student Rating of Progress on Objectives Chosen as Important or Essential* presents the mean scores for fall 2013. The survey uses a Likert-type scale ranging from 1 to 5, with a midpoint of 3.0.

Table 6 Student Rating of Progress on Objectives Chosen as Important or Essential

Objective	RSU Raw Average Fall 2013	RSU Cum. Average Since 2010	IDEA System Raw Average (normative)
1. Gaining factual knowledge	4.2	4.2	4.0
2. Learning fundamental principles, generalizations, or theories	4.2	4.1	3.9
3. Learning to apply course material	4.2	4.2	4.0
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.2	4.1	4.0
5. Acquiring skills in working with others as a member of a team	3.9	3.9	3.9
6. Developing creative capacities	4.0	4.0	3.9
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	4.0	4.0	3.7
8. Developing skill in expressing myself orally or in writing	4.0	4.0	3.8
9. Learning how to use resources for answering questions or solving problems	4.0	3.9	3.7
10. Developing a clearer understanding of, and commitment to, personal values	4.0	3.9	3.8
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	4.1	4.0	3.8
12. Acquiring an interest in learning more by asking my own questions and seeking answers	3.9	3.9	3.8

II-6. What were the analyses and findings from the 2013-2014 mid-level/general education assessment?

[1] Table 7 *General Education Performance* presents the variety of assessment measures for each general education outcome, the number of students participating in an assessment/measure, and measures that were satisfied during 2013-2014. Faculty in the academic departments established the criteria for measuring the general education objectives. These data provide evidence that RSU students have met general education goals, and opportunities for improvement have been identified. Planned instructional changes are abbreviated for measures that were not met within the previous section.

Table 7: General Education Assessment Findings

General Education Outcome by Course	Measure	Performance Standard % students/ % accuracy	N*	Standard Met (Y/N)
<i>1. Acquire and Evaluate Information</i>				
BIOL 1114	Pretest and Posttest	70/70	18 online	Y
BIOL 1114	Pretest and Posttest	70/70	246 FTF	N (7%)

General Education Outcome by Course	Measure	Performance Standard % students/ % accuracy	N*	Standard Met (Y/N)
				below std.)
BIOL 1134	Final Exam	70/70	9 FTF	Y
BIOL 1144	Pretest and Posttest	≥ 20% growth	317 FTF	Y
BIOL 1144	Pretest and Posttest	70/70 <i>or</i>	321 FTF	N (7% below std.)
ENGL 1113	Grammar Test	70/70	803 FTF	Y
ENGL 1113	Posttest	70/70	803 FTF	Y
ENGL 1113	Research Essay	70/70	800 FTF	Y
ENGL 1113	Summarized & Evaluated Article	70/70	766 FTF	Y
GEOG 2243	Course Embedded Exams	70/70	105 online	Y
GEOG 2243	Course Embedded Exams	70/70	214 FTF	Y
GEOL 1014	Data Analysis	70/70	115 FTF	Y
GEOL 1014	Term Project	70/70	275 FTF	Y
HIST 2013	Course Embedded Exams	70/70	30 FTF	Y
HIST 2023	Course Embedded Exams	70/70	39 FTF	Y
HIST 2483	Course Embedded Exams	70/70	307 FTF	Y
HIST 2483	Course Embedded Exams	70/70	39 online	Y
HIST 2493	Course Embedded Exams	70/70	28 FTF	Y
HIST 2493	Course Embedded Exams	70/70	88 online	Y
HUM /COMM 2413	Embedded Course Exams	75/70	43 blended	Y
HUM /COMM 2413	Embedded Course Exams	75/70	47 FTF	Y
HUM /COMM 2413	Pretest and Posttest	≥25% growth	21 FTF	Y
HUM /COMM 2413	Pretest and Posttest	≥25% growth	43 FTF	Y
HUM 2113	Final Exam	70/70	129 FTF	Y
HUM 2113	Final Exam	70/70	68 blended	Y
HUM 2113	Final Exam	70/70	91 online	Y
HUM 2113	Midterm Exam	70/70	106 online	Y
HUM 2113	Midterm Exam	70/70	160 FTF	Y
HUM 2113	Midterm Exam	70/70	70 blended	Y
HUM 2223	Final Exam	70/70	121 FTF	Y
HUM 2223	Final Exam	70/70	27 blended	Y
HUM 2223	Final Exam	70/70	61 online	Y
HUM 2223	Midterm Exam	70/70	130 FTF	Y
HUM 2223	Midterm Exam	70/70/	27 blended	Y
HUM 2223	Midterm Exam	70/70	66 online	Y
HUM 3633	2 Essay Exams	70/70	22 online	Y
HUM 3633	2 Essay Exams	70/70	42 FTF	Y
LANG 1113	Etymology Assignments	70/70	29 FTF	Y
LANG 1113	Etymology Assignments	70/70	33 online	Y
LANG 1113	Final Exam	70/70	27 FTF	Y
LANG 1113	Final Exam	70/70	35 online	Y
LANG 1113	Midterm Exam	70/70	23 FTF	Y
LANG 1113	Midterm Exam	70/70	39 online	N (1% below std.)
MATH 1513	Comprehensive Unit Exams	70/70	384 FTF	Y
POLS 1113	Course Embedded Exams	70/70	567 FTF	N (1% below std.)

General Education Outcome by Course	Measure	Performance Standard % students/ % accuracy	N*	Standard Met (Y/N)
POLS 1113	Course Embedded Exams	70/70	99 online	Y
SPCH 1113	Final Exam	75/70	46 blended	Y
SPCH 1113	Final Exam	75/70	489 FTF	Y
SPCH 1113	Final Exam	75/70	65 online	N (higher withdrawal rate)
SPCH 1113	Midterm Exam	75/70	46 blended	Y
SPCH 1113	Midterm Exam	75/70	489 FTF	Y
SPCH 1113	Midterm Exam	75/70	65 online	N (higher withdrawal rate)
2. Analyze and integrate knowledge				
BIOL 1114	Science Library Quiz	70/70	206 FTF	Y
BIOL 1144	Science Library Quiz	70/70	214 FTF	Y
ENGL 1213	Evaluated Article	70/70	13 blended	Y
ENGL 1213	Evaluated Article	70/70	494 FTF	Y
ENGL 1213	Evaluated Article	70/70	58 online	Y
ENGL 1213	Posttest	70/70	13 blended	Y
ENGL 1213	Posttest	70/70	494 FTF	Y
ENGL 1213	Posttest	70/70	58 online	Y
ENGL 1213	Researched Essay	70/70	12 blended	Y
ENGL 1213	Researched Essay	70/70	490 FTF	Y
ENGL 1213	Researched Essay	70/70	53 online	Y
ENGL 2613	Literary Research Paper	70/70	18 blended	Y
ENGL 2613	Literary Research Paper	70/70	8 FTF	Y
GEOL 1014	Term Project Analysis	70/70	275	Y
PHIL 1113	Comprehensive Final Exam	70/70	22 FTF	Y
PHIL 1113	Comprehensive Final Exam	70/70	39 online	Y
PHIL 1313	Comprehensive Posttest	70/70	19 FTF	Y
3. Develop perspectives and an understanding of the human experience				
ART 2573	Essays	70/70	108 online	Y
ART 2573	Essays	70/70	144 FTF	Y
BIOL 3103	Final Exam	70/70	22 FTF	Y
ENGL 2613	Literature Humanities Final Exam	70/70	21 online	Y
ENGL 2613	Literature Humanities Final Exam	70/70	8 FTF	Y
GEOL 1014	Term Project Analysis	70/70	275	Y
HUM 1113	Cultural Event Paper	75/75	88 online	Y
HUM 2113	Class Presentation	70/70	134 FTF	Y
HUM 2113	Class Presentation	70/70	60 blended	Y
HUM 2113	Class Presentation	70/70	88 online	Y
HUM 2113	Essay	70/70	112 FTF	Y
HUM 2113	Essay	70/70	91 online	Y
HUM 2223	Essay – Diverse Forces	70/70	109 FTF	Y
HUM 2223	Essay – Diverse Forces	70/70	27 blended	Y
HUM 2223	Essay – Diverse Forces	70/70	53 online	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % accuracy	N*	Standard Met (Y/N)
HUM 2223	Essay – Visual/Performing Arts	70/70	27 blended	Y
HUM 2223	Essay – Visual/Performing Arts	70/70	57 online	Y
HUM/MUSC 2573	Listening Quizzes	70/70	85 FTF	Y
HUM/MUSC 2573	Listening Quizzes	70/70	74 online	Y
HUM 2893	Essay and Pretest & Posttest	70/70	100 FTF	Y
HUM 3633	Final Project and Paper	70/70	22 online	Y
HUM 3633	Final Project and Paper	70/70	42 FTF	Y
HUM/COMM 2413	Theater Appreciation Paper	75/70	32 FTF	Y
HUM2223	Essay - Visual/Performing Arts	70/70	117 FTF	Y
PHIL 1113	Essay	70/70	21 FTF	Y
PHIL 1113	Essay	70/70	38 online	N (2 students plagiarized)
PHIL 1113	Essay	70/70	38 online	Y
PHIL 1313	Essay	70/70	18 FTF	Y
PHIL 1313	Essay	70/70	22 online	Y
PSY 1113	Embedded Unit Exams	70/70	178 FTF	Y
SOC 1113	Embedded Unit Exams	70/70	128 FTF	Y
SOC 3213	Diverse Cultures Exam	80/70	28 FTF	Y
SPAN 1113	Final Exam	70/70	181 FTF	Y
SPAN 1113	Final Exam	70/70	78 online	Y
4. Communicate effectively.				
BIOL 3103	Paper/Essay	70/70	23 FTF	
ENGL 1113	Essay Test	70/70	82 FTF	Y
ENGL 1113	Essay Test	70/70	640 FTF	Y
ENGL 1113	Essay Test	70/70	58 FTF	Y
ENGL 1113	Expository Essay	70/70	65 blended	Y
ENGL 1113	Expository Essay	70/70	718 FTF	Y
ENGL 1113	Expository Essay	70/70	86 online	Y
ENGL 1213	Essay Question	70/70	12 blended	Y
ENGL 1213	Essay Question	70/70	498 FTF	Y
ENGL 1213	Essay Question	70/70	53 online	Y
SPCH 1113	Speech	80/70	46 blended	Y
SPCH 1113	Speech	80/70	48 online	Y
SPCH 1113	Speech	80/70	489 FTF	Y

* FTF = Face-to-face or on-ground

[2] As of the 2013-2014 academic year, ETS Proficiency Profile results indicate that RSU first-time freshmen were near the national norm in terms of general education competencies, with a mean RSU freshman score for all entering freshmen from fall 2011 through fall 2013 of 436.9. This compares to a national freshman mean of 439.7. RSU freshmen scored slightly higher than the national mean in reading, humanities, and

natural sciences. They scored slightly lower than the national mean in writing, mathematics, critical thinking, and social sciences.

RSU mean sophomore score from spring 2012 through spring 2014 was 441.0. This compares to a mean national sophomore score of 439.6. RSU sophomores scored above the mean in reading, writing, critical thinking, humanities, social sciences, and natural sciences. The only area below the national mean was mathematics. Nationally there is no gain between freshman and sophomore mean scores. However, it should be noted that the sophomore database is smaller than that of freshman. RSU has demonstrated significant gain for general education during the first two years of education.

[3] RSU students rated their progress on general objectives higher than the national norm on all 12 objectives. These results suggest that RSU students are substantively strengthening their proficiency in general education goals and objectives in the first two years of enrollment. This same cohort will be assessed their senior year for summative analysis.

Section III – Program Outcomes

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each major field of study.

Faculty from each program collaborate in the implementation and review of program assessment processes and results. Faculty track the number and type of assessment measures used, as well as the number of students assessed with each instrument. Because most assessment processes are course embedded, non-majors may be assessed with program majors. The total number of student assessments are presented below with the total number of majors in each program.

Table 8: Program Outcome Performance Measures

Department	Degree Program	Number Assts*	Types of Measures	Number Students Assessed	Number Majors
School of Business and Technology					
Applied Technology	BS Business Information Technology	4	ETS Major Field Test; IT 2153 Project; IT 4504 Exit Exam; CS 3413 Assignments	48	93
	BS Game Development	5	2 Senior Software Projects; Senior Game Project; ETS Major Field Test; Student Satisfaction Survey	15	31
	BT Applied Technology	3	Program exit exam in Capstone; pretest/posttest in TECH 3203; Student Satisfaction Survey	207	36
	AS Computer Science	3	Program Assessment Test; IT 2153 Network LAN Project; Cumulative assignments and	35	54

Department	Degree Program	Number Assts*	Types of Measures	Number Students Assessed	Number Majors
			exams in CS 1113		
	AAS Applied Technology	3	Standardized final exam in Microcomputer Applications; Pre/Posttest in ECON 2123; Pre/Posttest in ACCT 2103; and Pre/Posttest in MGMT 3013	155	69
Business	BS Business Administration	4	ETS Field Test; Internship evaluation, Pre/Posttest in BADM 3113; Capstone Project; and Student Satisfaction Survey	560	534
	AA Accounting	6	Pre/Posttest in ACCT 2013 and 2203; Pre/Posttest in BADM 3113; Pre/Posttest in ECON 2113 and 2123; and ETS Field Test	500	80
	AA Business Administration	8	Pre/posttest in MGMT 3013; Pre/Posttest in MKTG 3113; Pre/Posttests in ACCT 2103 and 2203; Pre/Posttests in BADM 3113; Pre/Posttests in ECON 2113 and ECON 2123; and ETS Field Test	764	208
Sport Management	BS Sport Management	7	Supervisor evaluation of field experience, supervisor and student evaluations of internship, papers in SPMT 3213 and SPMT 3013, case study in Capstone.	136	94
School of Liberal Arts					
Communications	BA Communications	9	Research paper, oral debate, capstone project, midterm, 2 final exams, final project, 2 surveys	184	91
English-Humanities	BA Liberal Arts	8	Capstone project proposal, final paper, 2 essays, satisfaction survey	<u>194</u> (164 on-ground 30 online)	72
	AA Liberal Arts	5	3 essays, in-class presentation, satisfaction survey	<u>991</u> (497 face-to-face, 188 blended, and 306 online)	53
Fine Arts	BFA Visual Arts	5	Capstone proposal, gallery exhibition, Capstone paper and group critique, oral presentation, and student satisfaction survey	131	141
History-Political Science	BA Military History	5	Essay exams, embedded exams, essays, focus group, objective survey	26	23
	BS Social Science	7	Comprehensive exam, 3 posttests, internship evaluation (supervisor and self), capstone project, satisfaction survey	266 (154 face-to-face, 64 blended, and 48 online)	219
	BA Public Administration	6	POLS 3023 exams and assignments, ethics/critical	32	22

Department	Degree Program	Number Assts*	Types of Measures	Number Students Assessed	Number Majors
			thinking paper, grant writing project, exit exam, and graduate satisfaction survey		
	AA Secondary Education	4	Oklahoma General Education Test (OGET) sub-scores and overall score, SOC 1113 exams and assignments, and satisfaction survey	8	38
	AA Social Science	2	Comprehensive exam, satisfaction survey	0	76
Psychology- Sociology- Criminal Justice	BS Justice Administration	4	Comprehensive exam, scenario-based analysis, scholarly research paper, oral presentation	101	64
	BS Community Counseling	6	Essay exams, Capstone project presentation, written assignment, service learning portfolio, multicultural journal, satisfaction survey	85	57
	AA Criminal Justice Studies	4	Comprehensive exams, written and oral presentations, CLEET certification exam	255	98
	AA Elementary Education	3	Complete degree with ≥ 2.5 GPA and earn a C or better in all 4x12 course work, OGET ≥ 240 , and student satisfaction survey	52	120
School of Math, Science, and Health Sciences					
Biology	BS Biology	6	Written and oral presentations, ETS Major Field Test, written laboratory exercise, lab exercises, and surveys	840	309
	AS Biological Sciences	5	Pre/posttests, 2 Unit exams, and a laboratory exercise	1,161 (includes non-majors)	86
Health Science	BS Nursing	14	Graduate satisfaction, alumni satisfaction (1 and 3 years), employer satisfaction (1 and 3 years), job placement, lab assessments, field assessments, projects, papers and presentations	433 Cohort #10=9 Cohort #11=18	45 (64 not yet admitted to program)
	AAS Nursing	14	Final exam, clinical evaluation, case study, nursing plan of care, NCLEX practice tests, final test, NCLEX pass rate, program completion rate, graduate satisfaction, alumni satisfaction, employer satisfaction, and job placement	755 (84 students)	162 (511 not yet admitted to program)
	AAS Emergency Medical Services	7	Final exam, research paper, capstone project, skills exams, clinical evaluation, class presentation, employer survey	60	26
Math-Physical Science	AS Physical Science	14	ACS exam, post exams, Unit sets problems, lab scores and lab report	19 (includes only majors)	50

*Number of assessment measures; *NOTE: Number of students assessed may duplicate students who are administered multiple measures of SLOs in a program.*

Analysis and Findings/Other Assessment Plans

III-2; III-3 What were the analyses and findings from the 2013-2014 program outcomes assessment?

Academic units are divided into three schools and eleven departments. Faculty has established learning outcomes for each degree program. A summary of key findings and planned instructional changes resulting from program outcomes assessment is presented in Table 9. Faculty reported a range of changes related to assessment analysis. Additional factors, such as national or state requirements, have also initiated change, and these are presented accordingly.

Table 9: Program Key Findings and Changes

Department	Degree Program	Assessment Findings	Instructional Changes
School of Business and Technology			
Applied Technology	BS Business Information Technology	One of three benchmarks were met or exceeded. Two assessments were not implemented. The LAN design exceeded the benchmark. Only one of the six graduates who completed the Major Field Test met the benchmark. This measure is new, and faculty will collect additional data in the coming year to better understand this gap.	BSBT graduates will complete <i>both</i> the Business Major Field Test and the BIT Exit Exam to better understand achievement of the program SLOs.
	BS Game Development	One of the four benchmarks, the large 3D software project, was met. Sample sizes for the other four measures ranged from 2 to 4. Because the sample sizes were small (measured on graduating seniors), when one graduate did not meet the benchmark, this caused the average to dip below the benchmarks of 75% to 100%, depending on the SLO. Overall, student satisfaction for the program met the standard.	Faculty will add additional formative measures throughout the student animation project in CS 3353 and CS 4504. This will allow for more frequent feedback to students. A more precise assessment of student performance is planned by paying the extra fee for Major Field Test categorical scores over the overall percentile rank that the Department currently uses.
	BT Applied Technology	Four of five benchmarks were met. The mean exit exam score was 3% below the standard. 86% of BTAT graduates agreed or strongly agreed that their experience in the program was beneficial towards their future career.	For SLO #2 and #3, the pretest and posttest will be phased out and replaced with the Business MFT to assess specific BTAT outcomes. The pretest and posttest for SLO #4 will be updated for currency in the field.
	AS Computer Science	All three benchmarks were met in 2013-2014. Best performance was in simple language feature categories. Areas requiring most	Self-paced programming assignments will be instituted to help improve student knowledge and performance with Data

Department	Degree Program	Assessment Findings	Instructional Changes
		attention in the coming year include Data Structures.	Structures.
	AAS Applied Technology	All four benchmarks were met or exceeded. Average improvement from pretest to posttest was 60%.	No major instructional changes are planned for the next academic year.
Business	BS Business Administration	All benchmarks were met or exceeded. Mean increase from pretests to posttests was 26.8%. Mean Major Field Test results have met the benchmark for both the last two academic years.	Because all benchmarks were met, no instructional changes are planned.
	AA Accounting	All benchmarks were met or exceeded. Mean increase from pretests to posttests was 28.7%. Mean Major Field Test results have met the benchmark for both the last two academic years.	Because all benchmarks were met, no instructional changes are planned.
	AA Business Administration	All benchmarks were met or exceeded. Mean increase from pretests to posttests was 29.3%. Mean Major Field Test results have met the benchmark for both the last two academic years.	Because all benchmarks were met, no instructional changes are planned.
Sport Management	BS Sport Management	Notably, 100% of seniors rated their capstone experiences above average, and 100% of interns rated their major experience positively. Additionally, improvement in ethics/legal aspects of SM resulted over last year's results.	The market plan specific to the sales project for the Tulsa Shock professional sport team will be changed to allow for students to choose their own area of interest.
School of Liberal Arts			
Communications	BA Communications	Six of seven benchmarks were met or exceeded. For SLO 2b measured by the final exam in COMM 3713, the benchmark fell short by 50%, although the mid-term mean score exceeded that of last year. All other direct, cognitive assessments were met. Additionally, the student satisfaction benchmark was exceeded, with 22 of 23 mid-level majors agreeing or strongly agreeing that effective instruction was an integral part of the program.	The missed benchmark is attributed to lack of appropriate study by students in COMM 3713, and no curricular changes are planned at this time. In response to student feedback, a new one hour major-elective course, COMM 1011, will be added in spring 2015. Additionally, to keep current with broadcasting technology, faculty will teach Advanced Broadcast Practicum using video stored on flash memory cards beginning in 2014-2015.
English-Humanities	BA Liberal Arts	All eight benchmarks were met or exceeded. Results overall are positive, particularly for face-to-face modality. BALA faculty will focus on online student	The Capstone Committee is reviewing the requirements and expectations for the Capstone project. No decisions have been made yet, but further changes are

Department	Degree Program	Assessment Findings	Instructional Changes
		instruction in the coming year, for which there were three self-directed online students in 2013-2014.	being evaluated.
	AA Liberal Arts	Benchmarks met or exceeded for all five assessment measures, both direct and indirect. Benchmarks are 70%/70% for direct measures and 80% satisfaction for indirect.	No changes are planned.
Fine Arts	BFA Visual Arts	All SLO assessments exceeded benchmarks. Assessments are concentrated on the Capstone experience, and mean scores significantly exceeded the established standards.	Faculty are considering formative assessment of specific SLOs in the BFA success strategies course for entering freshmen for program planning purposes. Additionally, a Digital Publishing course is under consideration as a Design Option elective.
History-Political Science	BA Military History	All five assessments met or exceeded the benchmarks. There was unanimous agreement among graduates denoting accomplishment of strong critical thinking skills, professor knowledge and quality, and other program outcomes.	Faculty are considering changing the first Department Purpose: "Offers innovative and quality teaching both within the classroom and through distance education" in order to better align with University Commitments.
	BS Social Science	Seven of seven benchmarks were exceeded, with standards varying by assessment measure. 97% of majors met or exceeded their internship assessment benchmark. Blended and face-to-face students demonstrated highest achievement, with online performance lower; however, online students also met or exceeded benchmarks.	For SLO #2 and #3, discussion is underway regarding development of measures that are less tedious to measure and evaluate for internship supervisors and interns as well as for the program assessment coordinator.
	BA Public Administration	All six assessments met or exceeded their respective benchmarks. Graduates reported that they were very satisfied with aspects of the BA PA program. Graduates also reported high satisfaction with critical thinking skills acquired, faculty quality, advising, and preparation for graduate school.	The HPS department is currently in the midst of making important changes to the Public Administration degree because of lower than anticipated majors and subsequently graduation rate. One option is to convert the program to a degree option with a new Public Affairs degree. A second change is to affiliate with OU-Tulsa as a 4 + 1 OU plan. This would allow RSU students to obtain an OU Master of Public Administration degree in one year.
	AA Secondary Education	All four benchmarks were met or exceeded. 100% of graduates for whom OGET scores were	Human Geography will replace Intro. To Sociology as a formative measure because all students must

Department	Degree Program	Assessment Findings	Instructional Changes
		available passed subtests and the overall exam. 100% of graduates expressed strong agreement all questions in the student satisfaction survey.	complete Human Geography regardless of whether they choose the General option or the Social Studies option.
	AA Social Science	Because both assessments are conducted on final semester, graduating program majors and because there were no graduates enrolled in either course in which the assessments were embedded, no assessments were implemented in 2013-2014.	No changes are planned for the 2014-2015 academic year.
Psychology- Sociology- Criminal Justice	BS Justice Administration	Four of four benchmarks were exceeded at 80% proficiency (80% benchmark). Data were disaggregated for the last four to five years. Results demonstrate that the quality of Capstone research projects continue to improve, which is considered to be critical to professional success. Initiated in 2013-2014 was a civic engagement project embedded in Native American Law.	No changes are planned for the 2014-2015 academic year,
	BS Community Counseling	Five of six benchmarks were met or exceeded. The unmet measure, [SLO#3], has a benchmark of 100% achievement. Students demonstrated that they were able to synthesize human service research, apply critical thinking skills to counseling theories, and apply a multicultural perspective to community counseling principles.	After reviewing assessment results, faculty determined to clarify the expectations for the writing assignment which measures attainment of SLO #3. Also, service learning was removed from the program Capstone course until a full-time replacement for the program coordinator is hired.
	AA Criminal Justice Studies	All benchmarks were exceeded. Data were disaggregated by achievement range. An increased deadline for requirements in Community Relations resulted in a 10% increase in students exceeding the benchmark for SLO #1. Further, in 2013-2014 there was a 100% pass rate for the CLEET exam.	Faculty discussion resulted in the reintroduction of an earlier formative assessment for the coming academic year for Introduction to Criminal Justice and Introduction to Corrections.
	AA Elementary Education	Three of three benchmarks were met or exceeded. The cumulative GPA benchmark was achieved. 13 of 27 graduates sat for the OGET with a 100% pass rate. 75% of graduates stated that they were "very satisfied" with their	An additional survey is in development to collect feedback from graduates from the AA in Elementary Education program who have been accepted in the 2 + 2 program with Cameron University.

Department	Degree Program	Assessment Findings	Instructional Changes
		experience in the program, and 100% were “somewhat satisfied” or “very satisfied”.	
School of Mathematics, Science and Health Sciences			
Biology	BS Biology	Seven of nine benchmarks were met or exceeded with varying performance standards. RSU student mean ETS Major Field Test score was 149 compared to a national mean score of 153. The other assessment that missed the benchmark was the post-graduate survey. Twelve surveys were mailed out and only four were completed and returned. All cognitive measures met or exceeded the benchmarks.	In order to improve ETS Major Field Test scores, faculty are developing a Medical/Molecular course, Molecular Laboratory Techniques. This includes a modification of the Medical/Molecular degree plan. Additionally, to improve student ability to demonstrate safety protocols, the department is hiring a laboratory coordinator and will revise the lab safety assessments.
	AS Biological Sciences	Three of five benchmarks were achieved based on 70% of students performing at 70% proficiency or higher. [1] The mean comprehensive posttest score measuring understanding of General Cellular processes resulted in a 6.6% shortfall. [2] For Unit exams assessing understanding in general botany, the mean score was 8% below the benchmark.	These results include outcomes for non AS Biological Sciences majors. In the next academic year, only majors will be measured to better understand student learning for this degree program. Additionally, the online Mastering Biology learning system will be promoted as a student resource. As a results of faculty discussion upon reviewing assessment results more frequent testing (chunking) will be encouraged with the goal of improving student success.
Health Science	BS Nursing	All graduate, alumni and employer satisfaction benchmarks were met. When disaggregating by cohorts, Cohort #6 was 6.7% below the job placement benchmark with a cohort size of n=3. All cohorts met or exceeded benchmarks for direct, cognitive measures of student learning outcomes.	With the hiring of a needed second fulltime BS Nursing faculty member, with a background in assessment and analysis, the graduate, alumni and employer surveys will continue to be implemented and analyzed.
	AAS Nursing	Twelve of 14 assessments met or exceeded the program benchmarks. Students demonstrated proficiency for direct student learning outcomes, and the program has received accreditation by the Accreditation Commission for Education in Nursing, Inc. (ACEN). The May 2014 class was in the process of securing jobs when the assessment was taken, and missed the benchmark. Additionally, the	In response to student feedback, case study rubrics have been developed to standardize grading, and the case study requirement will be reinstated in NURS 1117. Because of a decline in student test scores with the blended modality of NURS 2223, the course will be offered face-to-face only. New textbooks will be selected reflecting current standards and practice. A new clinical hub specialist was hired to free up other faculty time with students.

Department	Degree Program	Assessment Findings	Instructional Changes
		graduate satisfaction benchmark was missed by 7%.	
	AAS Emergency Medical Services	All benchmarks were met, with the results of the employer satisfaction survey pending ($\geq 80\%$ of majors achieved 100% proficiency), The EMS program has achieved national EMS accreditation.	Faculty want to further define student learning outcomes and will review goals for clarification integrating feedback survey and course evaluations.
Math-Physical Science	AS Physical Science	Although 14 assessments are planned for this program, five were implemented in 2013-14 due to course scheduling parameters. For the benchmark in Engineering Physics I, two of the three assessments were exceeded. However, the four year average exceeded all three. All other benchmarks were met for 2013-14 and for the four year average.	In the coming year, faculty are working to assess the last program SLO "To increase the student's awareness of the benefits of incorporation of technology into Science and Math studies."

Section IV – Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

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. Four assessments measuring affective student performance and experience were administered institutionally during 2013-2014. They were RSU's locally developed Student Satisfaction Survey and the Graduating Senior Survey, the IDEA Center Student Evaluation of Instruction instrument, and the National Survey of Student Engagement (NSSE).

During the spring 2014 semester, the Student Satisfaction Survey 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. Respondents were asked to rate the importance of and satisfaction for RSU operations and services using a five-point, Likert-type scale consisting of 42 items. A total of 347 students completed the survey.

The ACT College Outcomes Survey instrument was discontinued by ACT effective December 31, 2012, and it was replaced by a homegrown graduating senior survey for the 2013-2014 academic year. Prior to commencement, persons scheduled to graduate during 2013-2014 were emailed the survey. A total of 161 out of 603 graduates (26.7%)

completed the survey. The surveys that were returned were representative of the demographics of RSU graduates.

RSU values student evaluation of course instruction. To this end, each fall semester, all full-time and part-time faculty receive IDEA Center surveys which allow faculty to select major course competencies taught. Students rate competency achievement as well as instruction efficacy. In the spring semester, classes are selected if faculty has taught less than two years at RSU (full-time or part-time) or if the course was not taught and evaluated the previous fall semester. During the summer semester Nursing classes are evaluated. Classes are also evaluated by special request. A total of 1,070 classes were evaluated during the academic year.

For the National Survey of Student Engagement (NSSE), cluster sampling was used to select a representative sample of freshmen and a representative sample of seniors. Clusters consisted of students enrolled during spring 2014 at each of the three RSU campuses. A total of 224 RSU students responded with a 13% response rate for freshmen and a 22 % response rate for seniors. Several other surveys were implemented during spring 2014 as well as six student focus groups, and it is likely that students experienced survey fatigue. Fully online students were not targeted because they have different engagement experiences. An online student engagement survey is planned for spring 2015.

IV-2. What were the analyses and findings from the 2013-2014 student satisfaction assessment?

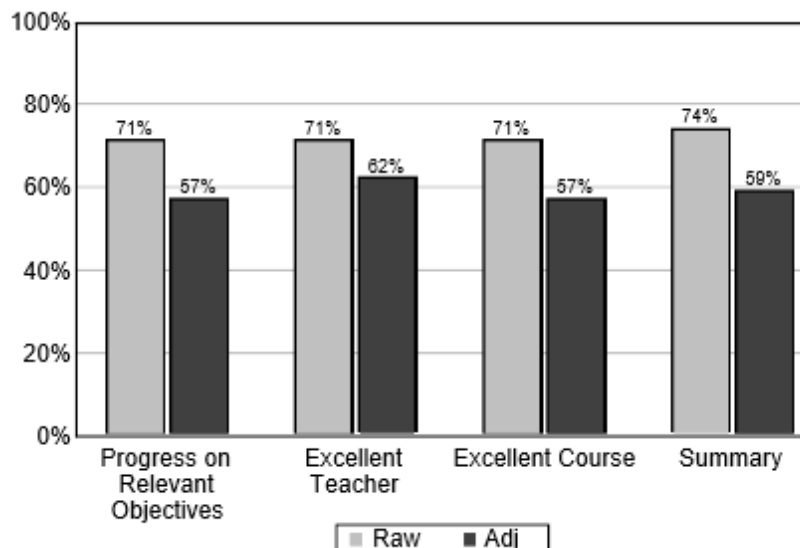
For the Student Satisfaction Survey (SSS), results demonstrated student satisfaction for all 42 items, with all mean satisfaction ratings above the mid-point. Students expressed strongest satisfaction with attitudes of faculty towards students, the academic calendar, class size, personal safety, racial harmony, and availability of computers. Five gaps between importance and satisfaction were identified, with three of them being more important for associate degree-seeking students than bachelor degree-seeking students. These gaps concerned general admission policies and academic probation and suspension.

Results of the Graduating Senior Survey demonstrated student satisfaction (higher than the midpoint) for all 13 items. A total of 90% of graduates rated their overall RSU experience as satisfying on a 4-point Likert-type scale (Very Satisfied and Somewhat Satisfied). A total of 93% of graduates rated their overall department experience as satisfying. Items with the highest mean student ratings were “Accessibility to faculty in your major” at 99% satisfied. Other highly rated items included “Quality of instruction in your major” at 94% satisfied, and “Maintenance of high academic standards” at 93% satisfied. A total of 84% of graduates reported satisfaction with their overall general education experience. The lowest rating was for general academic advising, at 73% satisfaction.

The IDEA Center evaluation of instruction at RSU results in individual class reports, department summary reports, as well as a university summary report. The quality of instruction is measured using 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 database.

Figure 3 Percent of Classes at or Above the IDEA Database Average shows the percentage of classes for fall 2013 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.

Figure 3: Percent of RSU Classes at or Above the IDEA Database Average Fall 2013

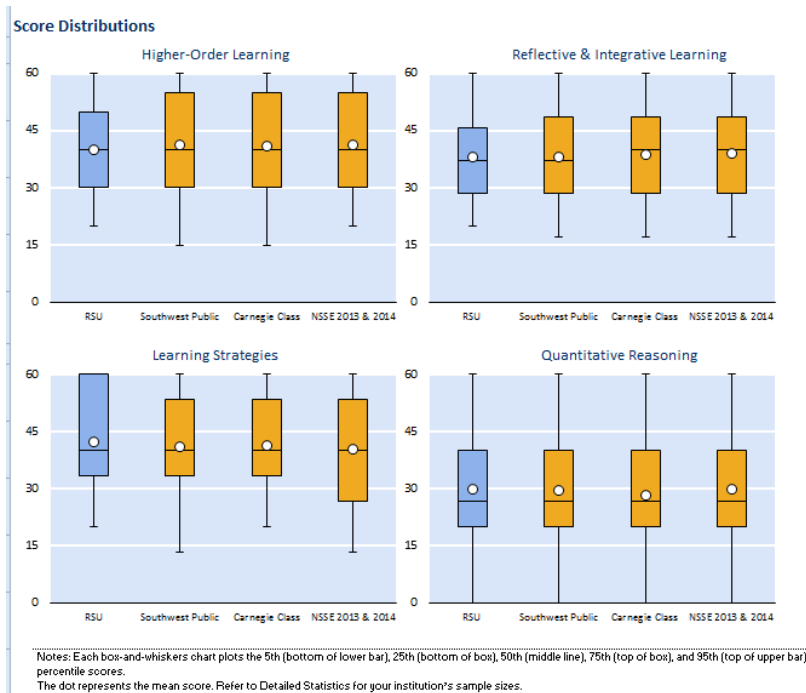


Every three years RSU measures student engagement with the National Survey of Student Engagement (NSSE). In spring 2014, RSU implemented the NSSE with freshmen and seniors. Students are assessed for their college experiences using four primary scales: *Academic Challenge*; *Learning with Peers*; *Experiences with Faculty*; and *Campus Environment*. Each primary scales consists of between two and four subscales. Three comparison groups are provided which consist of participating universities who: [1] are located in the Southwest and are public universities; [2] are in the same Carnegie Classification; and [3] have recently participated (i.e., in 2013 or 2014).

RSU's freshmen results indicated strength in the area of *Academic Challenge*, specifically for the subscale of *Learning Strategies*. *Learning with Peers* and *Experiences with Faculty*, particularly for the *Effective Teaching Practices* subscale, were areas of strength for freshmen. Gaps for focus and improvement include the sub-scales of *Collaborative Learning* and *Quantitative Reasoning*. RSU seniors demonstrated

significant gain over freshmen and were at the peer mean for all subscales within *Academic Challenge*, with *Learning Strategies* as a strength and *Quantitative Reasoning* strong. *Figure 4: 2014 NSSE Academic Challenge – Seniors* is displayed below.

Figure 4: 2014 NSSE Academic Challenge - Seniors



IV-3. What changes occurred or are planned due to student satisfaction assessment?

Based on feedback from student evaluation of instruction using The IDEA Center surveys, individual faculty review comments and results and modify course content and activities at their discretion. Department heads, deans, the AVPAA and VPAA also review results for trends. All mean item ratings for the Student Satisfaction Survey and Graduating Student Survey were above the midpoint, and no changes were planned from the results.

Results from the National Survey of Student Engagement are shared with departments and discussed in Academic Council for deliberation of actionable strategies in the Academic Plan. Findings indicate a need to more fully engage freshmen, a frequent challenge for a largely commuter university. Of note is the strong gain in all four scales between freshmen and seniors. However, these results indicate a need to more fully engage RSU freshmen with a strong first-year experience, and conversations are underway to address this.

V. Graduate Student Assessment

RSU's first graduate program, the Master of Business Administration, began fall 2014. No graduate student assessment data will be available until the next academic year.