

# **ANNUAL STUDENT ASSESSMENT REPORT 2016-2017**

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**ROGERS STATE UNIVERSITY**  
Claremore, Oklahoma

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Office of Accountability and Academics  
November 2017



**ROGERS STATE**  
UNIVERSITY

**Rogers State University**

**Annual Assessment of Student Learning Report**

**2016-2017**

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# Rogers State University

## Annual Report of 2016-2017 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 course work.

During fall 2016, all entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. A total of 629 entering freshmen were enrolled during fall 2016. Of these, 113 students required remediation in writing, 102 students required remediation in reading, 340 students required remediation in mathematics, and 48 required remediation in science. RSU tracks performance in college-level coursework of students who have completed developmental courses. A total of 67.6% of students who completed Basic Writing succeeded with a “C” or higher in *Composition I*, compared to 58.2% of students with an ACT  $\leq 19$  who did not require remediation through additional testing with the COMPASS Writing Subtest.

For general education courses, students scoring high enough on the ACT to place directly into college-level courses generally had the highest success rates. There were mixed results for students whose ACT score was lower than 19 but scored high enough on the secondary placement test (i.e., Compass) to waive the developmental course requirement.

#### **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 five 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). Freshmen scored slightly above the national norm, and seniors scored notably 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 five 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 2016-2017 academic year, student performance satisfied faculty expectations for four general education learning outcomes (86.3% of all measures), with general education learning outcome #5, “*Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning,*” to be assessed during the 2017-18 academic year. To determine if student performance varies with 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 using both cognitive and affective measures.

### **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 consisted of 153 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 2016-2017, 86.1% of all standards were met or exceeded, suggesting that students are achieving degree program learning outcomes. Additional indicators include national licensing and certification exams. For instance, RSU’s AAS Nursing program achieved a 93% pass rate at the Claremore campus and a 90% pass rate at the Bartlesville campus during the 2016-2017 academic year, which was higher than the Oklahoma state average and the U.S. national average.

As a result of assessment and faculty discussions of processes and student learning outcomes for the 2016-2017 academic year, a number of instructional changes and student learning outcomes assessment practices are being addressed. For example, a formal tracking program to keep discipline-based records for graduates has been proposed for implementation in the 2017-2018 AY. Additionally, a reflection paper is being added to the Capstone proposal for the BA in Liberal Arts to enhance curriculum. Further, the General Education Committee has recommended that the University establish an Assessment Week following Commencement in May to dedicate to assessment of student learning. This will allow committee members to work closely with faculty and guide the assessment process as appropriate.

## **Student Engagement and Satisfaction Assessment**

Student satisfaction assessments are indirect but important measures of the student experience. Four surveys measuring affective student performance and experience were administered institutionally during 2016-2017. They were RSU's locally developed Student Satisfaction Survey, the RSU Graduating Senior Survey (undergraduate and graduate), the IDEA Center Student Evaluation of Instruction instrument, and the National Survey of Student Engagement.

A total of 195 students completed the Student Satisfaction Survey and 147 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 enrollment resulting in 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 taught by an adjunct faculty member, if full-time faculty has taught less than two years at RSU, or if the course was not taught or evaluated the previous fall semester. For the summer semester all Nursing classes are evaluated. During 2016-2017 students rated competency achievement and instructional efficacy in 912 course sections. Mean student ratings were above the national average for all four IDEA Center scales: Progress on Relevant Objectives, Excellent Teacher, Excellent Course, and Summary. Results indicate students are satisfied with RSU faculty and course instruction.

A stratified sample of freshmen and seniors completed the National Student Survey of Engagement (NSSE) during spring 2017. 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 Strategic Plan.

## **Assessment Budget**

RSU has a \$4.00 per semester credit hour Assessment Fee. In 2016-2017 this fee accounted for \$349,408 of potential revenue, and supports salaries of assessment-related staff, the Testing Center, and various assessment instruments and systems.

**ROGERS STATE UNIVERSITY**  
**Annual Student Assessment Report of 2015-16 Activity**

**Section I – Entry-Level Assessment and Course Placement**

**Activities**

**I-1. What information was used to determine course placement?**

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 \$46 for the ACT National without the Writing subtest and \$62.50 with the Writing subtest. Fee for the ACT Residual Basic Test is \$43. 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 administered the ACT COMPASS through fall 2016 to place students, who were deficient in reading, writing or mathematics, in appropriate developmental courses. The STASS was used as the developmental tool to assess student readiness in science. There was no charge to the student for the COMPASS or the STASS. Beginning with spring 2017, the University used the College Board Accuplacer as its secondary testing instrument for fall 2017 placement.

**I-2. How were students determined to need remediation?**

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 secondary testing to determine appropriate placement. The ACT Compass was used for fall 2016 secondary placement. Cut scores for remedial Reading and Writing were set at < 83. A Compass score < 36 placed students in Elementary Algebra, and a score 36-54 placed student in Intermediate Algebra. Students at or under the 56<sup>th</sup> percentile on the STASS were remediated in BIOL 0123.

**I-3. What options were available for the students to remediate lack of preparedness?**

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 was the secondary test for English, reading and mathematics. The secondary test for science was 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.

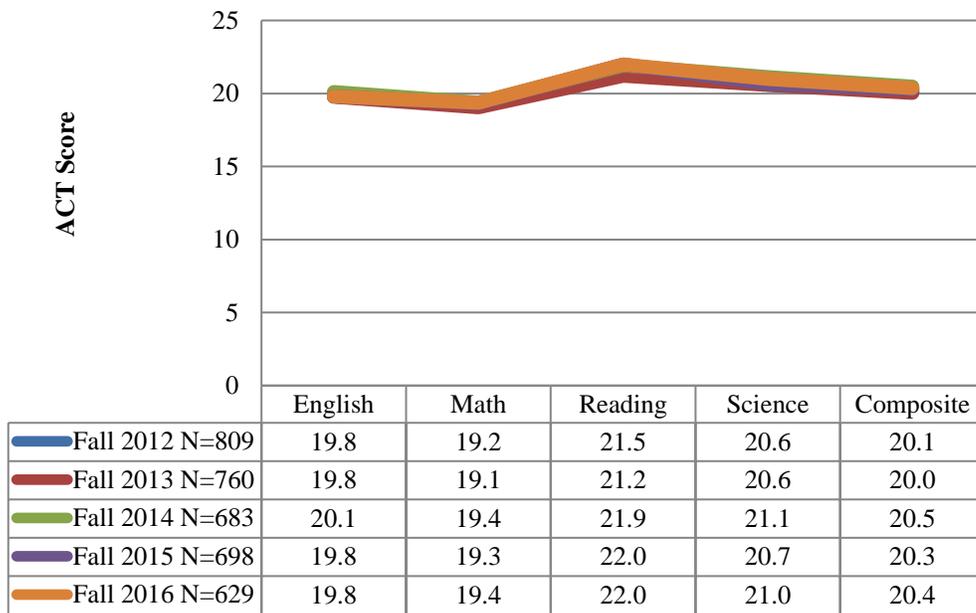
Students are encouraged to refresh their understanding of any content areas in which they are to be tested prior to taking secondary tests by visiting a tutor or reviewing a high school textbook. Students are also provided information on a variety of web-based tutorials and ordering information for *ACT 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. 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 or approaches to teaching as a result of findings.

Mean ACT composite scores for first-time entering freshmen have risen slightly since 2012, 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.

**Table 1: First-time Freshmen Average ACT Scores**



A total of 629 entering freshmen were enrolled during fall 2016. Of these, 113 students required remediation in writing, 102 students required remediation in reading, 340 students required remediation in mathematics, and 48 required remediation in science.

Enrollment in developmental studies varies by course, with an overall decrease in developmental enrollments over the last year of 1.2%. *Table 2 Enrollment in Developmental Coursework* displays the number of students enrolled in developmental coursework.

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).

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. The ACT Compass was the instrument used for secondary placement of students for fall 2016. The College Board Accuplacer will be the instrument used for subsequent semesters.

During 2016-2017, there were 823 total enrollments (duplicated headcount) in developmental studies courses, and overall 469 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 a majority (57.0%) of developmental studies students successfully completed their courses. Most notable was that the success rate for Writing increased significantly over 2015-2016. This is attributed to curricular changes within the program designed for student success. *Table 2 Success Rates in Developmental Studies Courses* contains a summary of student enrollment and performance in developmental courses for the 2016-2017 academic year.

Table 2: Success Rates in Developmental Studies Courses

Course	Enrolled		Withdrawn		Successful (A, B, C)		Unsuccessful (D, F, W)	
	N	%	N	%	N	%	N	%
Basic Writing (ENGL 0003)	195		20	10.2%	108	55.4%	87	44.6%
Reading (Read 0223)	83		6	7.2%	57	68.7%	26	31.3%
Science Proficiency (BIOL 0123)	38		3	7.9%	20	52.6%	18	47.4%
Elementary Algebra (MATH 0114)	270		22	8.1%	145	53.7%	125	46.3%
Intermediate Algebra (MATH 0213)	237		22	9.3%	139	58.6%	98	41.4%
Total	823		73	8.9%	469	57.0%	354	43.0%

Source: RSU Accountability and Academics. Note that # and % of students who withdrew is presented individually as well as within 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 3 Student Success Rates in General Education Courses by Placement Category* shows student success in general education college-level courses segregated by entry-

level placement category (fall semester only). Students most successful in college-level courses were placed based on minimum ACT sub-scores of 19.

**Table 3: Student Success Rates (A, B, or C) in General Education Courses by Placement Category (3-year moving average)**

General Education Course	Successfully Completed Developmental Course First	Scored High Enough on Secondary Test for College-Level	Scored High Enough on ACT for College-Level
MATH 1513 – College Algebra	43.3%	61.9%	60.6%
ENGL 1113 – English Comp	67.6%	58.2%	73.0%
POLS 1113 – American Federal Government	41.1%	66.8%	76.2%
HIST 2483 – American History to 1977	48.1%	55.7%	66.0%
HIST 2493 – American History Since 1877	54.3%	61.4%	66.7%
BIOL 1114 – General Biology	72.2%	57.5%	76.0%
BIOL 1144 – General Cellular Biology	47.8%	50.7%	66.7%
PHYS 1014 – Physical Science	83.4%	94.7%	92.5%
GEOL 1014 – Earth Science	83.4%	53.5%	66.7%

Curriculum changes in Basic Writing resulted in a significant improvement in student success in this developmental course, increasing from a 37% success rate to a 55% success rate. Further, student success in college-level Composition I has remained steady at 67% for these students. They continue to outperform students who scored less than 19 on the ACT but waived remediation through secondary testing.

For all general education courses, students scoring high enough on the ACT to place directly into college-level courses had the highest success rates or there was no significant difference in rates. There were mixed results for students whose ACT score was lower than 19 but scored high enough on the secondary placement test (i.e., Compass) to waive the developmental course requirement. For instance, these students tended to underperform in Composition I compared to students who completed developmental writing before enrolling in Composition I. This trend also held true for performance in General Biology and Earth Science. Further, students who successfully

completed developmental science outperformed students who placed directly into college-level Earth Science. These results suggest that the developmental course instruction at RSU is effective in remediating these students and preparing them for their college course work.

Developmental course student success is also evaluated using the university-wide assessment process, which involves faculty discussion regarding results and curricular decisions based upon these 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 on a rotating schedule by University Assessment Committee members.

Faculty teaching developmental Reading and Basic Writing have developed student learning outcomes which are reviewed and assessed annually. For the 2016-2017 academic year, the standard for SLO #1 regarding proficiency in fundamental reading and writing skills was met with a random sample size of 107 students for Basic Writing and 74 students for Reading.

For developmental Mathematics, student learning outcomes are reviewed and assessed annually as well. Four out of five standards were met or exceeded in 2016-2017 for SLO #1 regarding mastery of mathematics skills necessary for entry-level college study. The Intermediate Algebra to college-level course success (College Algebra and Math for Critical Thinking combined) was unmet by 3% and will be reviewed in the coming year for curriculum modifications using the new co-requisite model.

Beginning with fall 2017, developmental mathematics has implemented a new co-requisite model pairing supplemental learning in Intermediate Algebra with college-level math course placement for students scoring 17 or 18 on the ACT Math test. Science remediation is highly successful and curriculum will remain as is.

Developmental writing success has improved significantly over the last year due to an alignment in course testing that is more appropriate for remediating students with developmental writing needs. Evidence shows that these students still succeed in college-level writing courses at appropriate levels.

## Section II – General Education Assessment

### Administering Assessment

#### **II-1. Describe the institutional general education competencies/outcomes and how they were assessed.**

The purpose of General Education at Rogers State University is to develop people capable of making well-reasoned and thoughtful decisions that lead to productive and creative lives and to responsible citizenship within society. The goals of General Education are designed to prepare RSU learners for a lifetime of effective decision making and positive leadership, and they include the following:

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.

[Assessment Process 1] General Education Program Goals are incorporated into discipline curricula and assessment plans by faculty within academic units. Faculty use course-embedded activities, performance criteria, and assessments to evaluate student learning as a result of goal-related activities. Faculty collaborate at the end of each academic year to synthesize the results of the assessment of General Education in their disciplines, discuss outcomes, and determine needed changes to curricula and processes. They report results and changes in the university's annual Student Learning Reports (SLRs), and results are posted online for accountability purposes.

[Assessment Process 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 mid-level (e.g., second-semester sophomores). Beginning with spring 2017, graduating seniors were also assessed for summative assessment purposes. 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 five general education student learning outcomes/goals. RSU's Office for Accountability and Academics is responsible for the administration, analysis, and data sharing of this assessment.

[Assessment Process 3] A third process for assessing general education at RSU is a part of the student evaluation of instruction process that is conducted at the end of each 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 five 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 assessments were administered and how students were selected.**

[Assessment Process 1] RSU's mid-level assessment is primarily course-embedded for all associate and baccalaureate degree programs. A total of 45 general education courses have been selected for inclusion in RSU's general education program. In 2016-2017, a variety of direct and indirect assessment methods were used as determined by faculty who teach these courses, and the full reports are housed in RSU's internal Academic Affairs N: drive as well as on the Assessment website. Student selection occurred through enrollment in core general education courses and matriculation towards a degree. The inclusion of formative and summative 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.

[Assessment Process 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 for comparison purposes. Students who were primarily enrolled online were excluded as well. Because of Testing Center human resource and equipment constraints, 110 qualifying first-time freshmen were randomly selected. When sophomores are selected, it occurs by identify the population with 31-60 credit hours by the point of testing. All graduating seniors were selected in spring 2017. Participation was voluntary.

[Assessment Process 3] Using The IDEA Center evaluation of instruction, students rated their own progress on 12 general education objectives in all classes each fall semester. In the spring semester, classes are selected: (1) if taught by full-time faculty who have taught less than two years at RSU; (2) if a part-time faculty member; (3) if the course was not taught and evaluated the previous fall semester; or (4) if a course in the Nursing program. During the summer semester all Nursing classes are evaluated. Classes are also evaluated by special request. A total of 912 classes were evaluated during the 2016-2017 academic year.

## **II-3. Describe strategies to motivate students to substantively participate in the assessment.**

[Assessment Process 1] Because the faculty-driven assessment process relies primarily upon course-embedded assessment, students are motivated to perform to ability in order to maximize their course grades.

[Assessment Process 2] In order to ensure a representative sample of students for the ETS Proficiency Profile, freshmen who completed the exam 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 or after the semester ended. Results from the first year of ETS Proficiency Profile implementation demonstrated that the latter negative reinforcement was necessary, in addition to the positive reinforcement, in order to aid in a representative sample size. Seniors received \$10 for participation and \$15 if they scored at or above the national mid-point.

[Assessment Process 3] Students are generally interested in providing feedback regarding course instruction, particularly when the surveys are implemented during class time. In 2016-2017, these surveys were administered online only for online courses and paper-and-pencil for face-to-face courses.

**II-4. What instructional changes occurred or are planned in response to general education assessment results?**

*Table 4 Recommended Changes to General Education Program* synthesizes assessment outcomes and planned instructional changes due to RSU’s faculty-driven assessment process in the most recent academic year.

**Table 4: Recommended Changes to General Education Program**

General Education Outcome by Course	Outcomes and Recommendations for 2016-2017 Academic Year
<b>1. Think critically and creatively</b>	
BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Both BIOL 1114 standards were met for this SLO. Moreover, the improvement in overall student success rate of 30 percentage points is the highest to date.
ECON 2113 ECON 3003	Both standards were met for ECON 2113 and 3003. Significant curricular changes were made to ECON 3003 for 2016-2017. Standards and objectives have been elevated and are under continued review.
ENGL 1113 ENGL 1213 ENGL 2613 HUM 2113 HUM 2223 HUM 3633 LANG 1113	All 10 standards for critical and creative thinking were met or exceeded for the English and Humanities disciplines. Faculty discussions after analysis reveal that an improvement in student learning has been demonstrated as it relates to this SLO. Regarding differences in modality, face-to-face (FTF) performance continues to outpace that in the online delivery mode. However, there is an indication that student learning improved in online ENGL 1213 from the previous year due to an assessment measure change. This trend is expected to

General Education Outcome by Course	Outcomes and Recommendations for 2016-2017 Academic Year
	continue as Quality Matters principles are further integrated into the university. Regarding full-time vs. part-time faculty evaluation of this SLO, there are mixed results. Faculty discussions are underway to investigate this further.
MATH 1513	Student learning outcome performance was within 1% of the standard in all three learning modalities. Faculty have disaggregated data by subcomponents of this SLO and have found no significant difference in performance over the last three years.
<b>2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.</b>	
BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	A majority of students enrolled in BIOL 1114 and 1144 are Pre-Nursing rather than Biology majors. Consequently, the distribution of student achievement is bi-modal, and discussion is underway with this regard. Students have met the standard in BIOL 1134 four out of the last five years, and performance will be monitored in the coming academic year.
GEOL 1014	This SLO standard was not met in this discipline for the first time in six years. Faculty will monitor student performance in 2017-2018.
HUM 2113 HUM 2223 PHIL 1113 PHIL 1313	Analysis revealed that student performance was stronger when students were assessed with greater frequency. Discussion is underway in this discipline for the possibility of developing a more unified assessment schedule. Four of the five standards for this SLO within the discipline were met. The standard that was not met is an aspirational goal. Over the last two years student performance has been stable.
HIST 2483 HIST 2493 POLS 1113 GEOG 2243 HIST 2013 HIST 2023	The use of a unified test with a test bank developed by the Political Science faculty for POLS 1113 as an additional assessment measure will be terminated in the coming academic year. After two years the distribution of the pre and post-tests has been haphazard, leading to a fragmentary assessment measure. Discussion is underway regarding the utility of future measures for the purpose of assessing the acquisition, analysis and evaluation of knowledge of human cultures in this discipline.
<b>3. Use written, oral, and visual communication effectively.</b>	
ART (HUM) 1113	The Fine Arts department is currently using the midterm and final exams in ART 1113 as formative assessment and summative assessments, respectively. Although the midterm standard was not met, the final exam standard was exceeded, and faculty have determined that written communication student learning outcomes are being met appropriately. Faculty recommend continuing with this process.

General Education Outcome by Course	Outcomes and Recommendations for 2016-2017 Academic Year
BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Evidence from 2016-2017 indicates that students are meeting the goal of effective written and visual communication, and no changes are planned at this time.
GEOL 1014	This SLO standard was not met in this discipline for the first time in six years. Faculty will monitor student performance in 2017-2018.
ENGL 1113 ENGL 1213 HUM 2113 HUM 2223 HUM 3633 PHIL 1113 PHIL 1313 SPAN 1113	<p>There is a trend of strong student performance for this SLO over the last five years in the English and Humanities discipline. This aligns with overall university summative results using the ETS Proficiency Profile as well.</p> <p>Although all modalities are currently meeting or exceeding benchmarked standards, student learning outcomes assessed in face-to-face learning environments continue to outpace those assessed in online environments. The integration of Quality Matter principles into online delivery is anticipated to help close this gap.</p>
SPCH 1113	Current assessments indicate that achievement of this outcome when taught and assessed in an online environment meets and exceeds the standard. However, the number of students is small (n=9). It is anticipated that a new textbook designed to complement online delivery can improve the attainment of this outcome, and this is planned for the 2016-2017 academic year.
<b>4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</b>	
ART (HUM) 1113	This standard was exceeded, and evidence indicates that development of individual perspective on the human experience is being learned well.
BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Evidence indicates that students are meeting the goal of developing an understanding of the human experience, and no changes are planned at this time.
ENGL 2613 HUM 2113 HUM 2223 HUM 2413	Five of five standards were met and no changes are planned for 2017-2018 in curriculum in this discipline.
PSY 1113 SOC 1113	Faculty collaborated to develop a new assessment process and measures for greater fidelity in data collection and analysis for this general education outcome, specifically in SOC 1113. Implemented in fall 2015, the assessment measures consist of four collaboratively designed exams to measure key units.

General Education Outcome by Course	Outcomes and Recommendations for 2016-2017 Academic Year
	Further, SLO results were disaggregated by full-time and adjunct faculty to ascertain if information delivery is a factor. These data suggest that while at some level individual differences existed in the distribution of student outcomes, there was no significant difference. Overall, all standards were met, but students continue to find online course work more challenging. Faculty are integrating Quality Matters principles into their online courses with implications for face-to-face courses.
<b>5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</b>	
	No changes reported for this general education outcome.

*Note: 2016-2017 General Education SLRs not submitted for the disciplines of Biology, Business, and History & Political Science.*

## Analyses and Findings

### II-5. Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.

[Assessment Process 1] Student Learning Outcomes (SLOs) are assessed annually by faculty, who develop Student Learning Reports (SLRs) to analyze, summarize, and report student learning in the five general education SLOs. Results are used to inform instructional changes for the coming year via: [1] discussion among faculty within disciplines; [2] special forums and internal professional development opportunities across disciplines; [3] the General Education Committee review; and [4] the Academic Council review led by the chair of the General Education Committee. *Table 5 General Education Assessment Findings* below presents a summary of general education findings from this process for 2016-2107.

**Table 5: General Education Assessment Findings**

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
<b>1. Think critically and creatively.</b>				
BIOL 1114	Science Literacy Quiz	70%/70%	160	Y
BIOL 1144	Science Literacy Quiz	70%/70%	286	Y
ENGL 1113	Article Summary and Evaluation	70%/70%	383 FTF 65 Online	Y
ENGL 1113	Posttest	70%/70%	418 FTF 35 Online	Y
ENGL 1213	Article Summary and Evaluation	70%/70%	357 FTF 49 Online	Y
ENGL 1213	Posttest	70%/70%	367 FTF 50 Online	Y
ENGL 2613	Creative Project	70%/70%	17 FTF	Y
GEOL 1014	Data Analysis for Term Project	70%/70%	125204	N
HUM 2113	Essay	70%/70%	17 FTF	Y
HUM 2223	Essay	70%/70%	38 FTF 19 Online 21 Blended	Y
HUM 3633	Essay Exams	70%/70%	40 Online	Y
LANG 1113	Assignments	70%/70%	9 FTF 16 Online	Y
LANG 1113	Final Exam	70%/70%	9 FTF 16 Online	Y
LANG 1113	Midterm Exam	70%/70%	9 FTF 16 Online	Y
MATH 1513	Avg. on Chapter Exams	70%/70%	366 FTF 93 Blended 111 Online	Y Y Y
MATH 1513	Avg. on Functional Exams	70%/70%	2,520366 FTF 21693 Blended 630111 Online	Y (77%/70%) N (44%/70%) N (69%/70%)
<b>16 Sources</b>	<b>13 Types of Measures</b>	<b>70%/70%</b>	<b>6,458 student assessments</b>	<b>94% Met or Exceeded</b>
<b>2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.</b>				
BIOL 1114	Comprehensive Pre-Post Exam	70%/70%	197	N (but improved)
BIOL 1114	Comprehensive Pre-Post Exam	70%/20% improvement	180	Y
BIOL 1114 Online	Comprehensive Final Exam	70%/70%	83	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
BIOL 1144	Comprehensive Pre-Post Exam	70%/70%	362	N
BIOL 1144	Comprehensive Pre-Post Exam	70%/20% improvement	306	N (but improved)
BIOL 1134 online	Avg. of Unit Exams	70%/70%	--	Course cancelled
ECON 2113	Comprehensive Final Exam	70%/70%	48	Y
ECON 3003	Pre-Post Exam	70%/70%	46	Y
HUM 2113	In-class Presentation	70%/70%	96 FTF 44 Online 37 Blended	Y
HUM 2223	In-class Presentation	70%/70%	75 FTF 57 Online 28 Blended	Y
HUM 3633	Comprehensive Project	70%/70%	35 Online	Y
SPCH 1113	Mid-term Exam	75%/70%	268 FTF 9 Online	Y
HUM 2113	Comprehensive Final Exam	70%/70%	49 FTF 40 Online 33 Blended	Y
HUM 2223	Comprehensive Final Exam	70%/70%	74 FTF 50 Online 24 Blended	Y
HUM 2413	Final Exam	75%/70%	13	Y
HUM 2413	Pre-Posttest	25% Improvement	13	Y
GEOG 1014	Data Analysis from 25 Earth Events	70%/70%	148	N
PHIL 1113	Comprehensive Final Exam	50%/85% 70%/70%	130 FTF 70 Online	Y Y
PHIL 1313	Comprehensive Final Exam	50%/85% 70%/70%	37 FTF 37 FTF	Y Y
HIST 2483	Embedded Exams	70%/70%	90 FTF 85 Online 81 Blended	Y
HIST 2493	Embedded Exams	70%/70%	96 FTF 96 Online 29 Blended	Y
POLS 1113	Embedded Exams	70%/70%	335 FTF 58 Online 56 Blended	Y
GEOG 2243	Embedded Exams	70%/70%	109 FTF 84 Online 42 Blended	Y
HIST 2013	Embedded Exams	70%/70%	6 FTF 27 Online	Y
HIST 2023	Embedded Exams	70%/70%	26 Online 9 Blended	Y
GEOG 1014	Term Project	70%/70%	125	N

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
<i>23 Sources</i>	<i>11 Types of Measures</i>	<i>Various Standards</i>	<i>3,943 student assessments</i>	<i>81% Met or Exceeded</i>
<b>3. Use written, oral, and visual communication effectively.</b>				
BIOL 3103	Written Paper/Presentation	70%/70%	28	Y
SPCH 1113	Informative and Persuasive Speech	80%/70%	268 FTF 9 Online	Y Y
ART (HUM) 1113	Art Experience cultural event paper	70%/70%	120 FTF 33 Online	N
ART (HUM) 1113	Final Exam	70%/70%	120 FTF 33 Online	Y
GEOL 1014	Data Analysis of Earth Events	70%/70%	204	Y
ENGL 1113	Essay	70%/70%	417 FTF 64 Online	Y
ENGL 1113	Expository Essay	70%/70%	421 FTF 68 Online	Y
ENGL 1113	Essay Exam	70%/70%	434 FTF 63 Online	Y
ENGL 1113	Timed Essay	70%/70%	434 FTF 63 Online	Y
ENGL 1213	Essay	70%/70%	375 FTF 52 Online	Y
ENGL 1213	Researched Essay	70%/70%	367 FTF 51 Online	Y
HUM 2113	In-Class Presentation	70%/70%	86 FTF 42 Online 34 Blended	Y
HUM 2223	In-class Presentation	70%/70%	79 FTF 57 Online 28 Blended	Y
HUM 3633	Comprehensive Project	70%/70%	35 Online	Y
GEOL 1014	Term Project	70%/70%	125	N
PHIL 1113	Essay	50%/85% 85%/70%	130 FTF 70 Online	Y N
PHIL 1313	Essay	50%/85% 85%/70%	74 FTF	Y Y
SPAN 1113	Final Exam	70%/70%	95 FTF 52 Online	Y
<i>12 Sources</i>	<i>13 Types of Measures</i>	<i>Various Standards</i>	<i>4,531</i>	<i>86% Met or Exceeded</i>
<b>4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</b>				

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
BIOL 3103	Comprehensive Final Exam	70%/70%	28	Y
ENGL 2613	Final Examination	70%/70%	18	Y
ENGL 2613	Literary Analysis/Research Paper	70%/70%	18	Y
HUM 2113	Essay	70%/70%	69 FTF 30 Online 34 Blended	Y
HUM 2223	Essay	70%/70%	164	Y
ART (HUM) 1113	Exhibition Reflection Paper	70%/70%	120 FTF 33 Online	Y
HUM 2413	Response Paper on Performances	75%/70%	13	Y
PSY 1113	Unit Exams Re: Social Behavior	70%/70%	258 (53% Fulltime; 47% Adjunct)	Y Y
SOC 1113	Unit Exams Re: Society and Culture	70%/70%	332 (86% Fulltime; 14% Adjunct)	Y Y
SOC 3213	Final Exam Re: Diverse Cultures	80%/70%	22 Online	Y
<b>9 Sources</b>	<b>9 Types of Measures</b>	<b>Various Standards</b>	<b>1,139 Student Assessments</b>	<b>100% Met or Exceeded</b>
<b>5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</b>				
<b>0 Sources</b>	<b>0 Measures</b>	<b>--</b>	<b>0 Students</b>	<b>--</b>

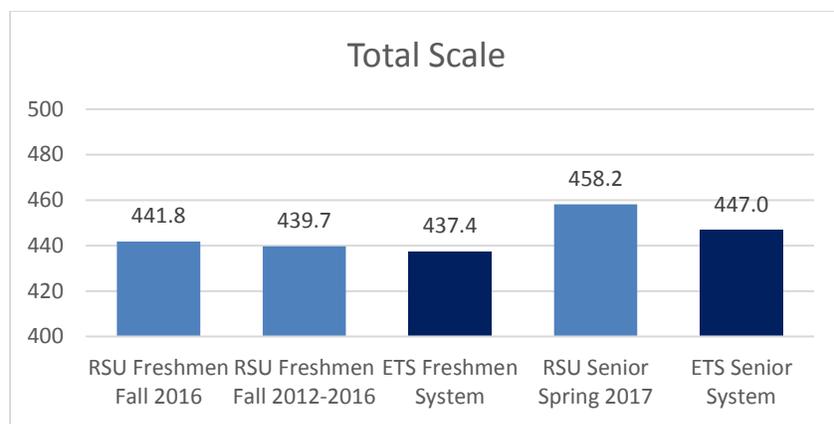
\* Face-to-face (FTF) or on-ground course delivery is assumed unless otherwise specified.

[Assessment Process 2] The ETS Proficiency Profile results for 2016-2017 were analyzed by the Office for Accountability and Academics. Seniors were assessed for the first time and results for the primary general education student learning outcomes were compared with those of freshmen and with those in the national database. Results indicate that RSU fall 2016 freshmen scored higher than the average RSU freshmen since 2012 on all subtests and the total scale score. Further, RSU entering freshmen scored higher than those in the ETS system database. RSU seniors average total scale score was higher than the ETS system average score for seniors as well as for all individual scales. These results provide quantitative evidence that RSU students are learning well general education skills needs for success in the workplace. (See *Figure 1: 2016-2017 Overall ETS Proficiency Profile Overall Results.*)

[Assessment Process 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 2016. The survey uses a Likert-type scale ranging from 1 to 5, with a midpoint of 3.0.

**Figure 1: 2016-2017 Overall ETS Proficiency Profile Overall Results**



**Table 6: Student Ratings of Progress on Objectives Chosen as Important or Essential**

IDEA General Education Objective	RSU Raw Average Fall 2015	RSU Cum. Average Since 2011	IDEA System Average (normative)
1. Gaining factual knowledge	4.3	4.2	4.0
2. Learning fundamental principles, generalizations, or theories	4.2	4.2	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	4.1	4.2	4.0
5. Acquiring skills in working with others as a member of a team	4.1	4.0	3.9
6. Developing creative capacities	4.1	4.0	3.9
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	4.1	4.0	3.7
8. Developing skill in expressing myself orally or in writing	4.1	4.0	3.8
9. Learning how to use resources for answering questions or solving problems	4.1	4.1	3.7
10. Developing a clearer understanding of, and commitment to, personal values	4.1	4.0	3.8
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	4.1	4.1	3.8
12. Acquiring an interest in learning more by asking my own questions and seeking answers	4.1	4.0	3.8

## **II-6. How is student performance tracked into subsequent semesters and what were the findings?**

[Assessment Process 1] RSU's Student Learning Reports (SLRs) incorporate up to five years of student learning results for analysis. Faculty within a discipline analyze annual results, and they synthesize these with the results of the most recent years to identify trends and/or patterns in student learning outcomes. When patterns emerge, these outcomes and possible causation are discussed within disciplines for possible remediation as appropriate.

In 2016-2017 SLR results for each of the five RSU general education goals were aggregated and shared with the General Education Committee and the University Assessment Committee for their review. Results informed the academic community with regard to what is working well and what is not. For the most recent year, four of five general education goals were met or exceeded at the 75% benchmark. *“Think critically and creatively”* and *“Develop an individual perspective on the human experience and demonstrate an understanding of diverse perspectives and values”* demonstrated the strongest outcomes. The fifth goal, *“Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning,”* was not evaluated during this academic year.

[Assessment Process 2] The Office of Accountability and Academics (OAA) analyzes and monitors trend data using the ETS Proficiency Profile. This instrument has been in use since 2011. Each year the OAA compares the most current year's results with that of the university's historical results as well as the results of similar universities in the ETS database. RSU fall 2016 and fall 2012-2016 freshmen average scores exceeded that of the IDEA Center database with more than 246 institutions. RSU senior average scores were significantly higher than freshmen and the average ETS system senior scores. These results indicate a pattern of growth for all general education constructs.

[Assessment Process 3] RSU students rated their progress on general objectives higher than the national norm on all 12 objectives as presented in Table 9. The OAA monitors current performance and compares with past years. RSU students have consistently rated their attainment of the 12 general objectives higher than that of The IDEA Center national database. These results suggest that RSU students are substantively strengthening their proficiency in general education goals and objectives.

## **II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.**

RSU's general education program is monitored by a faculty-led General Education Committee (GEC). Committee members review all general education Student Learning Reports (SLRs), which are submitted from carefully analyzed data collected by discipline specific faculty. In conjunction with the Assistant Vice President for Accountability and Academics, results reported in SLRs are reviewed and discussed with faculty. The GEC also reviews ETS Proficiency Profile results and all other relevant data. Special forums

and professional development opportunities at Convocation are avenues to reflect and discuss general education outcomes and their connection to the University’s general education program. Modifications made in the 2016-2017 academic year are presented in II-4.

### Section III – Program Outcomes

#### Administering Assessment

#### III-1. List, in table format, assessment measures and number of individuals assessed for each degree program.

Faculty within 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. The total number of assessment measures are presented below with the total number of majors in each program. (See Table 7.)

**Table 7: Program Outcome Performance Measures**

Department	Degree Program	Number Assessment Measures <sup>1</sup>	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
<b>School of Professional Studies</b>					
<b>Business</b>	BS Business Administration	7	ETS Field Test; Internship evaluation, Pre/Posttest in BADM 3113 and MRKT 3113; writing assignment in BCOM 3113	377	598
	AA Accounting	3	Pre/Posttest in ACCT 2013 and 2203; Pre/Posttest in BADM 3113; Pre/Posttest in ECON 2113 and 2123	230	30
	AA Business Administration	3	Pre/posttest in BCOM 3013; Pre/Posttest in MKTG 3113; writing assignments in BCOM 3113	169	135
	Masters of Business Administration*	5	Business plan in MGMT 5313, Pre/Posttest in SP 3950, Case studies in BADM 5233, Final score in BADM 5223, and presentation in MGMT 5313	28	28
	BS Sport Management	3	Supervisor and student evaluations of internship, papers in SPMT 3213 and SPMT 3013, case study in Capstone.	156	123
<b>Health Sciences</b>	BS Nursing	13	Lab assessments, field assessments, Capstone projects, papers and presentations	540	54 (25 not yet admitted to program)
	AAS Nursing	7	Data sharing process, NCLEX results, completion rate, employer satisfaction,	83	174

Department	Degree Program	Number Assessment Measures <sup>1</sup>	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
			employment rate, and student surveys		(391 not yet admitted to program)
	AAS Emergency Medical Services	10	Retention rate, placement rate, National Registry Exam subtests, employer survey, and graduate satisfaction survey	70	40
<b>Technology &amp; Justice Studies</b>	AA Criminal Justice Studies	7	Pretests and posttests, written and oral presentations, CLEET certification exam	263	55
	BS Business Information Technology	4	ETS Major Field Test; CS 3413 Assignments	52	115
	BS Game Development*	3	Composite ETS Major Field Test, class assignments, and Capstone project	14	41
	BS Justice Administration	3	Capstone paper, scholarly research paper, oral presentation and poster in CJ/NAMS 3263	81	82
	BT Applied Technology	3	Program exit exam in Capstone; pretest/posttest in TECH 3203; Student Satisfaction Survey	44	46
	AS Computer Science	3	Program Assessment Test; IT 2153 Network LAN Project; Cumulative assignments and exams in CS 1113	56	44
	AAS Applied Technology	1	Standardized final exam in Microcomputer Applications	7	39
<b>School of Arts &amp; Sciences</b>					
<b>Biology</b>	BS Biology	6	Written and oral presentations, ETS Major Field Test, written laboratory exercise, lab exercises, and surveys	563	318
	AS Biological Sciences	3	Pre/posttests, Unit exams, and a laboratory exercise	18	66
<b>Communications</b>	BA Communications	9	Research paper, oral debate, capstone project, midterm, 2 final exams, final project, 2 surveys	219	119
<b>English-Humanities</b>	BA Liberal Arts	7	Capstone project proposal, presentation and paper, final paper, 2 essays, satisfaction survey	<u>88</u> (82 on-ground 6 online)	64
	AA Liberal Arts	5	3 essays, in-class presentation, satisfaction survey	<u>40</u> (18 face-to-face, 8 blended, and 14 online)	34
<b>Fine Arts</b>	BFA Visual Arts	10	Capstone portfolio proposal, component, and presentation, , gallery exhibition, and Art Marketing presentation and lesson	123	111
<b>History-Political Science</b>	BA Military History	4	Capstone paper, research paper, written assignment, Graduating Student Survey	25	26
	BS Social Science*	--	Not yet available	--	21

Department	Degree Program	Number Assessment Measures <sup>1</sup>	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
	BA Public Administration*	--	Not yet available	--	27
	AA Secondary Education*	--	Not yet available	--	35
<b>Math-Physical Science</b>	AS Physical Science	15	ACS exam, post exams, Unit sets problems in PHYS 1114 & 2015, lab scores and lab report for CHEM 1415, MATH 1613, and GEOL 1124	268	35
<b>Psychology-Sociology-Criminal Justice</b>	BS Social Science	7	Comprehensive exam, 3 posttests, internship evaluation, capstone project, satisfaction survey	191 (156 face-to-face; 28 blended, and 7 online)	200
	BS Community Counseling	3	Essay exams, written assignment, and satisfaction survey	57	45
	AA Elementary Education	7	Complete degree with $\geq 2.5$ GPA and earn a C or better in all 4x12 course work, OGET $\geq 240$ , and student satisfaction survey	39	63
	AA Social Science	2	Comprehensive exam, Graduating Student Survey	58	54

<sup>1</sup>Number of assessment measures; *NOTE: Number of students assessed may duplicate students who are administered multiple measures of SLOs in a program.*

\*Asterisk denotes SLRs that were not submitted.

## Analysis and Findings

### III-2; III-3 What were the analyses and findings from the 2016-2017 program outcomes assessment? What changes occurred or are planned in the programs in response to program outcomes assessment?

Academic units are divided into two schools and 10 departments. Faculty have established learning outcomes and assessment plans for each degree program. A summary of key findings and planned instructional changes resulting from program outcomes assessment is presented in Table 8. Faculty reported a variety of responses and recommendations related to assessment analyses. Additional factors, such as national or state requirements, have also initiated change, and these are presented accordingly.

**Table 8: Program Key Findings and Changes**

Department	Degree Program	Assessment Findings	Instructional Changes
<b>School of Professional Studies</b>			
Technology & Justice Studies	BS Business Information Technology	Two of four benchmarks were met or exceeded. Program strengths were in achievement of Integration of the design, implementation and administration of computer networks.	Because BIT is not a standard computer science program, the ETS Major Field Test is not an appropriate assessment tool. Consequently, it will be replaced with an in-house, locally developed exit exam.

Department	Degree Program	Assessment Findings	Instructional Changes
	BS Game Development	Three of three standards were met or exceeded. Utilizing current professional 2-D and 3-D software to produce high-quality virtual worlds for animate games is a strength.	The graphics libraries will be changed from Open GL, because its replacement, Vulkan, is being adopted, and Windows Presentation Foundation will be used in 2016-2017. Additionally, the ETS Major Field Test will be replaced with a locally developed exit exam.
	BS Justice Administration	Three of four standards were met or exceeded. SLO #1, re: the evaluation of criminal justice-related strategies, was not assessed in 2016-2017. Strengths include SLO #2 re: ethical duty to constitutions rights SLO #4 re: civic engagement with emphasis on criminal justice.	SLOs reflect favorably on mastery of learning outcomes. New opportunities to sharpen research skills will be investigated.
	BT Applied Technology	Two of four benchmarks were met or exceeded. Strengths were SLOs relevant to understanding management principles and to managing risk in business environments. SLO #1 performance standard was unmet with a small sample size of n=3.	Additional data will be collected in the coming academic year to better assess SLO #1. The sample size was too small to draw conclusions this year.
	AA Criminal Justice	Four of four standards were met or exceeded. Notably 100% of graduates passed the CLEET exam.	Because all standards were met, no curricular changes are planned at this time.
	AS Computer Science	All three benchmarks were met in 2016-2017. Best performance was in integrating the design, implementation and administration of computer networks (development of a LAN).	More emphasis will be placed on programming logic and design in CS 1213 Intro to Computing in fall 2017 and spring 2017.
	AAS Applied Technology	One standard was exceeded assessing SLO #1 concerning proficiency in standard computing tools. Three SLOs were not assessed because data were not collected during the 2016-2017 academic year.	Data will be collected to assess all four SLOs in the next academic year.
Business	BS Business Administration	Six of six standards were met or exceeded. Notably, 100% of interns were evaluation by supervisors at the 70% or better level. Further, RSU was ranked 3 <sup>rd</sup> in Oklahoma for CPA Exam Passage Rate!	Review of the ETS Major Field Test indicates improvement. No changes at this time.

Department	Degree Program	Assessment Findings	Instructional Changes
	AA Accounting	Two of two standards were met or exceeded. Mean increase from pretests to posttests was 8% in fall 2016 and 12.9% in spring 2017.	On-ground and online students are showing proficiency in legal issues surrounding business practices, and no changes are planned.
	AA Business Administration	Three of four standards were met or exceeded. Mean increase from pretests to posttests for SLO #1 8% in fall 2016. .	Improvement has occurred in business writing and speaking in both on-ground and online courses. No changes are planned for 2017-2018.
	BS Sport Management	Six of six benchmarks were met or exceeded. Capstone projects reflect a rigor in program curriculum. One of the assessments measuring SLO #1 was not conducted due to the departure of a faculty member.	Because all standards were met, specifically the high average score for internship performance, no changes are planned for next year.
	Master of Business Administration	Two of two standards were assessed and exceeded for SLO #1 re: integrative understanding of key functions of business administration. Both standards were met by 100% of students.	The Capstone project for Business Strategy and a comprehensive assessment for Financial Management provided evidence that students met this SLO. This academic year the remaining two SLOs will be assessed.
Health Sciences	BS Nursing	All standards were met or exceeded. Results show that students in this program have expanded their professional role to incorporate nursing theory into safe nursing care. Further, application of students' comprehension of management and leadership theory was demonstrated.	Review of assessment results indicates that knowledge of APA format in professional writing can be improved in the program, and a focus on professional writing has been written into the curriculum.
	AAS Nursing	Average NCLEX pass rate was higher than the state and national averages. The Claremore campus had a 93% pass rate, and the Bartlesville campus had a 90% pass rate. The average Oklahoma pass rate was 84%, with the national pass rate at 85%.	RSU's AAS Nursing program will be phased out and replaced with a traditional BS Nursing program beginning fall 2018.
	AAS Emergency Medical Services	Eight of 10 benchmarks were met. The program shows strong positive placement, National Registry pass rate, state exam scores, and graduate satisfaction from student surveys. Performance measures for retention rate	To supplement student learning, faculty have discussed moving up the deadline for the program application date to allow additional time for financial aid processes. Also the Advisory Committee is considering scholarships to aid in retention efforts.

Department	Degree Program	Assessment Findings	Instructional Changes
		and employer survey return rate were not met.	
<b>School of Arts &amp; Sciences</b>			
Biology	BS Biology	All nine benchmarks were met or exceeded with varying performance standards. Of specific focus was successful outcomes for the ETS Major Field Test.	90% indicated understanding SLO #1. No instructional changes are anticipated for 2017-2018.
Biology	AS Biological Sciences	Two of four standards were met or exceeded with 100% of students accomplishing the safety competency with a sample size of 425 students. Two additional standards were not met. Achievement of SLO #2 re: taxonomy and morphology of plants fell short of the standard by 4% with a sample size of 8 students. The standard for SLO #1 re: understanding of General Cellular processes was unmet with a sample size of 8 students.	The new lab manual has more critical thinking, rigor and more closely aligns with current outcomes.  Because SLO#1 and #2 are met or exceeded and because the sample size collected was small, faculty determined to track progress for another year before considering curricular changes.
Communications	BA Communications	Six of eight standards were met or exceeded. 97% of students met or exceeded the performance standard for SLO #1, demonstrating proficiency in communication skills, as well as the ability to think creatively and critically. SLO #2 benchmark was not met; Communications Research	To foster the development of proficiency in communication principles, SLO #2, students will be advised to enroll in Communication Research Methods their junior year rather than during their Capstone semester.
English-Humanities	BA Liberal Arts	Five of seven standards were met or exceeded. The standard for the Capstone proposal was not met; however, the standard for the completed Capstone project was met for on-ground students. It was not met for online students.	After analysis and reflection, faculty determined to assess a reflective component that was a part of the entire Capstone proposal, eliminating measure 2a to streamline the assessment process without diminishing it.
	AA Liberal Arts	Four of five standards were met or exceeded. An evaluation of SLOs by mode of delivery demonstrated no differences in student learning as a result of delivery between on-ground, online, or blended	No changes are planned. The AALA program feeds the BALA program, and assessment results suggest that the freshmen and sophomore year of both programs provides strong fundamentals.

Department	Degree Program	Assessment Findings	Instructional Changes
		class format. Further, 100% of responding AALA graduates rated their overall experience as satisfying to very satisfying.	
Fine Arts	BFA Visual Arts	All nine SLO assessments exceeded the standard. Artists must communicate in a variety of forms, especially in writing, and the results show that students are meeting and exceeding the standards for this degree program.	For continued success, faculty are investigating additional opportunities for gallery exhibition of student body of new work.
History-Political Science	BA Military History	Four of four standards were met or exceeded. Notably SLO #2 regarding analysis of key issues in military history was accomplished at 100%.	There was a smaller cohort for 2016-2017. This makes it difficult to draw definitive conclusions.
	BA Public Affairs	Because the 2016-2017 AT was the first year this degree program was offered, the sample size was small. Notwithstanding, both standards were met.	Due to the newness of the program, a second year of data will be collected for analysis and curricular purposes
	AA Secondary Education	One of the two SLOs was met. Of the 20 program graduates, 9 completed the OGET and 100% passed. The other SLO was to achieve 100% participation in the Graduate Student Survey. 25% completed the survey, with results indicating "Very Satisfied" for overall and department experiences.	A greater effort needs to be made so that more Graduating Student Surveys are taken. Also important is the need to identify why so few majors take the OGET, with at least one more measure selected. In the future, OGET results will be broken down into the sub areas that comprise the test. Reporting the sub areas would be more meaningful than reporting only the overall score.
Math-Physical Science	AS Physical Science	All nine benchmarks were met or exceeded. Notably, the performance standard for the American Chemical Society (ACS) national exam was met, indicating the program produces graduates with appropriate knowledge of chemistry principles and applications.	A 3-year moving average indicates consistency in performance for this degree program. There were three students in this major in 2016-2017, and they can be given individualized attention.
	BS Community Counseling	Eight of 11 standards were met or exceeded. Strengths were in analyzing and synthesizing Human Service research (SLO #2) and	SLO #3: Increase assessments for Counseling Ethics to better collect data for analysis.

Department	Degree Program	Assessment Findings	Instructional Changes
		applying counseling theory and knowledge to an internship (SLO #4). SLO #3 re: knowledge counseling ethics applied to real world examples was not met. This standard has a high benchmark, and it was missed by only one student.	SLO #4: Include analysis of site supervisor ratings of student performance SLO #5: Add two measures to the journaling assignment for evidence of personal growth SLO #6: Use IDEA Ctr. results in lieu of student satisfaction surveys for larger sample size.
	BS Social Science	Seven of seven benchmarks were met or exceeded. Notably internship supervisor ratings were strong.	Change Internship II student evaluation of internship site survey to a consistent Likert-type scale. Implement a formal tracking program to keep records of students accepted to graduate programs.
	AA Elementary Education	Seven of seven standards were met or exceeded. The cumulative GPA benchmark was achieved. All five graduates who attempted the OGET did so with a 100% pass rate.	No changes are planned to the program for the coming academic year. This is believed to be due in large part to RSU's strong general education program.
	AA Social Science	Two of two standards were met or exceeded. Notably 100% of responding graduates reported feeling "very satisfied" with their degree program.	Faculty will meet prior to the beginning of the spring semester to unify methods and assignments used to assess SLO #1 re: knowledge about issues related to diverse concepts and explanations of human behavior.

## Section IV – Student Engagement and Satisfaction

### Administration of Assessment

#### IV-1. What assessments were used and 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 2016-2017. They were RSU's locally developed Student Satisfaction Survey, the Graduating Senior Survey, IDEA Center Student Evaluation of Instruction instrument, and the National Survey of Student Engagement (NSSE).

During the spring 2017 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. All students (N=3,604) enrolled during spring 2017 were emailed an invitation 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 195 students completed the survey, and results are summarized below.

RSU is committed to improving its services to students and the university community. To this end, it seeks information from its graduates regarding their college experiences. The Graduating Senior Survey was developed in spring 2014 in conjunction with RSU's Schools of Business and Technology, Liberal Arts, and Mathematics, Science, and Health Sciences. The purpose of this assessment is to measure the importance of, progress toward, and university contribution to a variety of college outcomes. Additionally, graduating student satisfaction with university programs and services is assessed, evaluating student perceptions in overall RSU experience, general education program, and degree program. A total of 147 out of 630 graduates (23.3%) 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 taught by an adjunct faculty member, if faculty has taught less than two years at RSU, 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 912 classes were evaluated during the academic year.

#### **IV-2. What were the analyses and findings from the student engagement and 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, availability of computers, attitude of the faculty towards students, and value of information provided by advisors. 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.

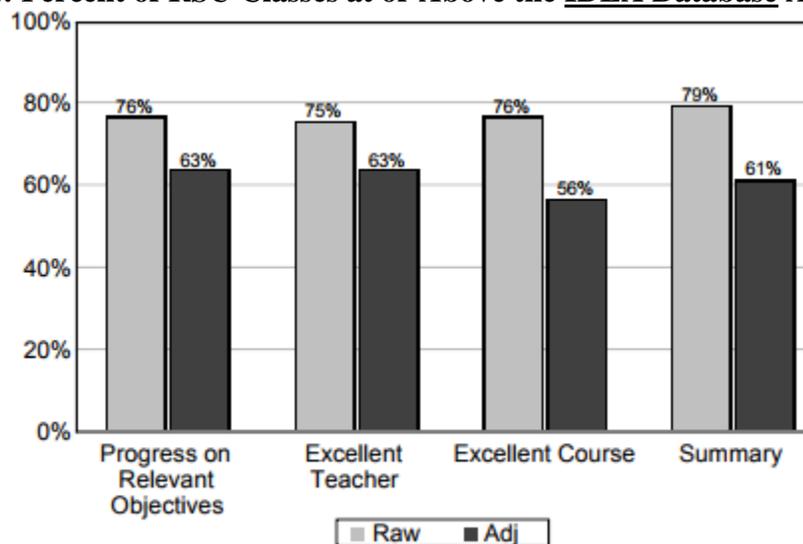
Results of the Graduating Senior Survey demonstrated student satisfaction (higher than the midpoint) for all 13 items. A total of 98% of graduates rated their overall RSU experience as satisfying on a 4-point Likert-type scale (Very Satisfied and Somewhat Satisfied), with two-thirds being Very Satisfied. A total of 98% of graduates also rated

their overall department experience as satisfying, with 75% being Very Satisfied. 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 99% satisfied, and “Maintenance of high academic standards” at 96% satisfied. The lowest rating was for general academic advising, at 83% 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 2 Percent of Classes at or Above the IDEA Database Average* shows the percentage of classes for fall 2016 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 2: Percent of RSU Classes at or Above the IDEA Database Average Fall 2016**



Every three years RSU measures student engagement with the National Survey of Student Engagement (NSSE). In spring 2017, 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 2015 or 2016).

RSU's freshmen results indicated strengths in: *Evaluating a point of view, decision, or information source; summarizing what [you] learned in class or from course materials; and applying facts, theories, or methods to practical problems or new situations.* Gaps for focus and improvement include: *prompt and detailed feedback on tests or completed assignments; discussion of academic performance or concepts with a faculty member outside of class.* RSU seniors' results indicated strengths in: *Completing a culminating senior experience; emphasis on using learning support services; and emphasis on studying and academic work.* Areas for improvement include: *Talking about career plans with a faculty member; and service-learning experience.*

Results from the Graduating MBA Survey in 2016-2017 suggest graduates are highly satisfied with the program. All responding graduates were highly satisfied with accessibility to faculty in their major, maintenance of high academic standards, academic advising, and help with preparation for their chosen career. Of the seven graduates, all were employed by the time of their graduation.

#### **IV-3. What changes occurred or are planned in response to student engagement and 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, and a need to increase opportunities for service learning throughout the curriculum.

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.

#### **Assessment Budgets**

State Regents policy states that academic service fees “shall not exceed the actual costs of the course of instruction or the academic services provided by the institution” (Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions).

The following information regarding assessment fees and expenditures are provided for 2016-2017:

**Table 9: Assessment Budget**

Assessment fees	\$4.00/SCH or \$349,408 in 2016-2017
Assessment salaries	\$274,015
Distributed to other departments	\$2,500
Operational costs	\$72, 893
Total Expenditures	\$349,408