ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY
2017-2018

ROGERS STATE UNIVERSITY
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Rogers State University

Annual Report of Student Assessment Activity

2017-2018

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Rogers State University
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Executive Summary

Entry-Level Assessment and Course Placement

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 2017, all entering students were evaluated the basis of ACT scores, secondary testing, or prior coursework. A total of 673 students who were academically deficient in at least one area enrolled in 46 sections of six different developmental courses to prepare them for college-level instruction. This included 161 students in Composition I Supplement, 82 students in Reading I, 389 students in developmental mathematics, and 41 students in Science Proficiency.

Beginning with the fall 2017 semester, RSU implemented a new model for completion of developmental writing and mathematics for students with ACT scores that are marginally below the required ACT of 19 (or equivalent through Accuplacer secondary testing). This initiative has been implemented in conjunction with the Complete College America (CCA) Oklahoma State Regents for Higher Education (OSRHE) *Scaling Co-requisite Initiative*.

Results indicate that the new co-requisite model produces a higher rate of success than the traditional developmental model for both English Composition I and the College Algebra track. Details are discussed in Section I.

General Education Program Assessment

RSU's General Education program is conducted using three major methodologies. In 2017-2018, RSU used the ETS Proficiency Profile to measure entry-level general education competencies for first-time freshmen as well as progress made by second-semester sophomores and seniors prior to graduation. This standardized instrument assesses 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) from the freshman year, to the sophomore year, and to the senior year. RSU's mean score for

freshmen, sophomores and seniors was also higher than the mean from the ETS system. 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 2017-2018 academic year, student performance satisfied faculty expectations within all four general education learning outcomes (87.8% of all measures). To determine if student performance varies of teaching modality, several programs have disaggregated 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 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 assessment and instructional changes as determined by faculty. Details are presented in Section II.

Degree 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 155 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 2017-2018, 80% of all benchmarks were met or exceeded, suggesting that students are satisfying faculty expectations by demonstrating achievement of program learning outcomes. Areas for improvement tended to be in formatively assessed areas, whereas summative results assessed by Capstone projects demonstrated more robust success in meeting program outcomes.

Additional indicators include national licensing and certification exams. For instance, RSU's AAS Nursing program achieved a 85.4% pass rate during the 2017-2018 academic year. This is higher than the U.S. national average for AAS degree completers.

As a result of assessment and faculty discussions of processes and student learning outcomes for the 2017-2018 academic year, a number of instructional changes and student learning outcomes assessment practices have been implemented. For instance, significant changes have been made to the Business Communications curriculum, which affects the AA in Accounting, AA in Business Administration, and BS in Business Administration degree programs. Additionally, results from the assessment process identified challenges with financial ratios and interpreting for company use in Financial

Management. Consequently, curricular changes have been made and are effective in the 2018-2019 AY. Details are discussed in Section III.

Student Engagement and Satisfaction

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. Because The IDEA Center is terminating paper-and-pencil survey implementation in the 2018-2019 AY, RSU's Office for Accountability and Academics worked with the Faculty Senate to select a new student evaluation of instruction instrument. Beginning with fall 2018, RSU has transitioned to using CoursEval, a fully online tool published by Campus Labs, to assess instruction. Results will be made available to faculty immediately after the semester ends, allowing them the opportunity to review results and modify curricula and syllabi prior to the next semester.

The John N. Gardner Institution Foundations of Excellence (FoE) student survey was implemented in spring 2018 in conjunction with the FoE faculty/staff survey. The University's top strengths included the degree to which the University communicates academic honesty, the importance of ethical conduct, and the importance of standards of behavior in an academic community. An area for improvement includes exposing students to more opportunities to work with diverse cultures, a significant challenge for rural regional universities. Students rated their overall experiences at RSU favorably.

The Graduating Student Survey has provided stable trend data over the last five years. Students are largely satisfied with their experiences when they graduate. They choose RSU because it is close to most of their homes, it is affordable, and their academic experiences are substantive, often times building lifelong bonds. Most frequently suggested areas for improvement include general academic advising in the first two years and improved financial aid counseling and processing. It is anticipated that major changes will occur in the 2019-2020 academic year as a result of RSU's Foundations of Excellence Transfer initiative.

ROGERS STATE UNIVERSITY

Section I – Entry-Level Assessment and Course Placement

Activities

I-1. What information was used to determine college-level 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 $50.50 for the ACT National without the Writing subtest and $67 with the Writing subtest. Fee for the ACT Residual test is $47.50. 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 College Board Accuplacer to place students, who are 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 is no charge to the student for the Accuplacer or the STASS.

I-2. What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)?
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. Secondary testing at RSU consists of the College Board Accuplacer. An Accuplacer score of 80 of the English subtest is required for college level placement in English Composition I. An Accuplacer score of 75 is required on the Reading subtest in order to test out of developmental Reading I. A Math Accuplacer score of 66 is required for college level mathematics with a score of 40 to qualify for the supplemental co-requisite course. A score of 56 on the STASS is required for college level science.

Students whose scores do not qualify them for immediate college-level course work must enroll in a developmental course(s) to prepare them for success. For co-requisite placement in college-level courses simultaneously to developmental coursework, ACT scores of 17 and 18 were initially selected in the pilot year of 2017-2018. However, this range was ultimately expanded with successful results.

I-3. How were students determined to need remediation deficiencies (e.g., cut scores, multiple-measure metrics, or advising process)?
First-time entering students are assessed following application to RSU and prior to enrollment. Students who did not meet the cut score of 19 on each ACT subtest were referred for secondary testing at one of the RSU Testing Centers. With the exception of the STASS test, students who did not pass secondary testing on the first attempt could retake the test one time after a one-week waiting period. However, the First Year Experience committee is reconsidering the retesting practice to incorporate a more effective remediation process for the 2019-2020 AY.

I-4. What options were available for students to remediate basic academic skill deficiencies?

During the 2017-2018 AY, students were encouraged to refresh their understanding of any content areas in which they were to be tested prior to taking secondary tests by visiting a tutor or reviewing a high school textbook. Students were 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. If students did not test into college-level course work, they could either complete deficiencies via co-requisite development coursework simultaneously to enrollment in the relevant college-level course, or they could enroll in a traditional developmental course.

Analyses and Findings

I-5. Describe analyses and findings of student success in developmental, co-requisite and college-level courses (include enrollment counts, grade distribution and overall pass rates), 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 modestly over the last five years, 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. Mean ACT Scores for First-time Freshmen

Semester	English ACT	Mathematics ACT	Reading ACT	Science ACT	Composite ACT
Fall 2013 N=760	19.8	19.1	21.2	20.6	20.0
Fall 2014 N=683	20.1	19.4	21.9	21.1	20.5
Fall 2015 N=698	19.8	19.3	22.0	20.7	20.3
Fall 2016 N=629	19.8	19.4	22.0	21.0	20.4
Fall 2017 N=652	20.9	20.1	23.0	21.2	21.0

Source: RSU Fall 2017 Fact Book

There were a total of 673 academically deficient enrollments during fall 2017 for English, reading mathematics, and science. Table 2 presents these enrollments. Beginning in fall 2017, RSU initiated a new model for completion of developmental writing and mathematics for students with ACT scores that are marginally below the required ACT of 19 (or equivalent through Accuplacer secondary testing). This initiative has been implemented in conjunction with the Complete College America (CCA) Oklahoma State Regents for Higher Education (OSRHE) *Scaling Co-requisite Initiative*. Initially, students who scored 17 or 18 on the ACT English sub-test (or the Accuplacer

secondary placement test equivalent) were eligible to enroll directly in Comp I while simultaneously enrolled in ENGL 0111 – Composition I Supplemental. The supplemental course is an additional one hour of instruction each week designed to address specific competencies intended to mitigate writing deficiencies.

Table 2. Enrollment in Developmental Coursework

Course Title	Course Number	# Sections	# Students
Composition I Supplement	ENGL 0111	14	161
Developmental Reading I	READ 0114	5	82
College Math Foundations	MATH 0312	3	42
College Algebra Foundations	MATH 0412	11	150
Elementary Algebra Plus	MATH 0114	11	197
Science Proficiency	BIOL 0123	2	41
	6 courses	*46 section*	*673*

The Office of Accountability and Academics staff tracked student progress in all developmental courses and appropriate college-level courses by letter grade and retention using the RSU student database. Of particular interest was the new co-requisite model success. Results were tabulated in fall 2018 for the 2017-2018 academic year.

During the 2017-2018 academic year, students who enrolled in Composition I Supplement had a *similar* success rate in Composition I as students who scored lower than 19 on the ACT English subtest but waived the co-requisite with a qualifying score on the Accuplacer. Students who enrolled in Composition I Supplement had a *higher* success rate in Composition I than students who transferred in their developmental writing course from another institution. As anticipated, students who enrolled in Composition I Supplement had a *lower* success rate in Composition I than students who scored 19 or higher on the ACT ENGL subtest and historically (2016-2017) completed Basic Writing ENGL 0003 prior to Composition I ENGL 1113. Table 3 displays the co-requisite and college-level success rates in ENGL 1113.

Although the success rate in Composition I for Basic Writing students was 6% higher than for co-requisite Supplement students, a significantly higher number of co-requisite Supplement students (N = 127) enrolled and subsequently completed Composition I than did Basic Writing in the previous cohort (N = 63). Students who enrolled in Composition I Supplement had a *higher* success rate in Composition II than students who scored lower than 19 on the ACT English subtest but waived the co-requisite with a qualifying score on the Accuplacer (see Figure 1.)

Table 3: 2017-2018 Co-Requisite vs. College-level Success in ENGL 1113 Composition I

ENGL 1113 Composition I * Co-requisite/Developmental Status Cross-tabulation			
	Co-requisite/Developmental Status		Total
	Co-Requisite	Not Co-Requisite	
A	33	290	323
B	57	212	269
C	39	89	128
D	11	31	42
F	42	76	118
I	2	1	3
W	25	36	61
Total	209	735	944

Finally, students who enrolled in Composition I Supplement had a *lower* to *slightly lower* success rate in Composition I than students who scored 19 or higher on the ACT ENGL subtest and historically (2016-2017) completed Basic Writing ENGL 0003 prior to Composition I ENGL 1113 or transferred in their developmental writing course from another institution. Notwithstanding the difference in success rates in Composition II, co-requisite students in 2017-2018 successfully completed Composition II in greater numbers within the same academic year than all comparison groups except the students with ACT ENGL subtest scores of 19 or higher. These results suggest that completion of Composition I is a strong indicator of student persistence. It further suggests that co-requisite education in Composition I is related to student success. Analysis of placement test score sand course success suggests that students with MATH ACT subtest scores as low as 15 can succeed with the co-requisite model.

Figure 1. ENGL 1213 Composition II Success Rates by Group
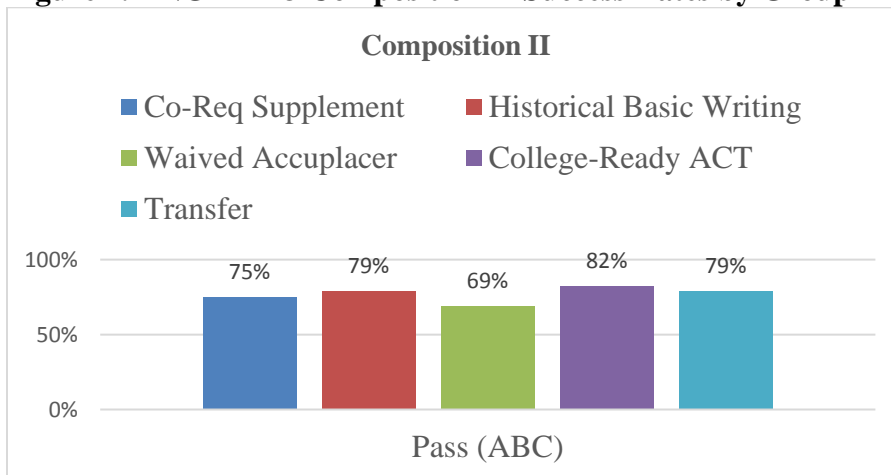
RSU fully implemented an advisement culture in spring 2017 that segregates advisees into STEM and non-STEM tracts and places students in a mathematics sequence appropriate to their career aspirations. Figure 2 presents this model for all RSU degree programs.

Figure 2. Stem versus non-STEM Mathematics Pathways

MATH 1513 College Algebra **or** **MATH 1715 Precalculus**
BS Biology BS Nursing RN-BSN BS Business Administration BS Game Development AS Biology AS Physical Science AA Accounting AA Business Administration

MATH 1503 Math for Critical Thinking

BS Organizational Leadership	AA Criminal Justice Studies
BS Sport Management	AS Computer Science
BS Business Information Tech	AA Liberal Arts
BS Justice Administration	AA Secondary Education
BT Applied Technology	AA Social Studies Education
BA Communications	AA Social Sciences
BA Liberal Arts	AA Elementary Education
BFA Visual Arts	AA Social Science
BA History	
BA Military History	
BA Public Affairs	
BA Social Entrepreneurship	
BS Community Counseling	
BS Elementary Education	
BS Social Science	
Bachelor of General Studies (College Algebra is required for Biology and Chemistry minors)	

During 2017-2018 students who enrolled in College Algebra Foundations had a *similar* success rate in College Algebra as students who scored lower than 19 on the ACT Math subtest but waived the co-requisite with a qualifying score on the Accuplacer and students who historically (the previous three years) completed Elementary Algebra and Intermediate Algebra prior to College Algebra. Students who enrolled in College Algebra Foundations had a *higher* success rate in College Algebra than students who transferred in their developmental math course from another institution. Students who enrolled in College Algebra Foundations had a *lower* success rate in College Algebra than students who scored 19 or higher on the ACT Math subtest. No student who enrolled in a traditional section of Elementary Algebra or Intermediate Algebra in 2017-2018 also completed College Algebra. A total of 164 out of 288 College Algebra Foundations students successfully completed College Algebra in 2017-2018. Table 4 presents a comparison of co-requisite and non co-requisite group success in College Algebra.

Students who successfully completed both Foundations and College Algebra persisted from fall 2017 to fall 2018 at a rate of 70%. This compares favorably to an overall fall-to-fall persistence rate at RSU (fulltime and part-time students who are bachelor and associate degree-seekers) of 57%. This also compares favorably to an IPEDS fall-to-fall first-time, full-time bachelor degree-seeking retention rate of 74%.

Table 4: College Algebra: Comparison of Co-Requisite vs. Non Co-Requisite Groups

|		College Algebra Groups		Total
		Co-Requisite Group for College Algebra	Non Co-Requisite Group for College Algebra	
MATH 1513 College Algebra	A	48	206	254
	B	41	149	190
	C	75	131	206
	D	31	40	71
	F	49	62	111
	I	0	1	1
	W	44	42	86
Total		288	631	919

Students who enrolled in College Math Foundations had a *similar* success rate in Mathematics for Critical Thinking as students who Scored lower than 19 on the ACT Math subtest but waived the co-requisite with a qualifying score on the Accuplacer and historically (the previous three years) completed Elementary Algebra and Intermediate Algebra prior to College Algebra. Figure 3 presents student success in College Algebra by group.

Students who enrolled in College Math Foundations had a *higher* success rate in Mathematics for Critical Thinking than students who transferred in their developmental math course from another institution. Students who enrolled in College Math Foundations had a *lower* success rate in Mathematics for Critical Thinking than students who scored 19 or higher on the ACT Math subtest. No student who enrolled in a traditional section of Elementary Algebra or Intermediate Algebra in 2017-2018 also completed Mathematics for Critical Thinking.

Students who successfully completed both College Math Foundations and Mathematics for Critical Thinking persisted from fall 2017 to fall 2018 at a rate of 78%. This compares favorably to an overall fall-to-fall persistence rate at RSU (fulltime and part-time students who are bachelor and associate degree-seekers) of 57%. This also compares favorably to an IPEDS fall-to-fall first-time, fulltime bachelor degree-seeking retention rate of 74%.

Developmental course student success was 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.

Figure 3. MATH 1513 College Algebra Success Rates by Group
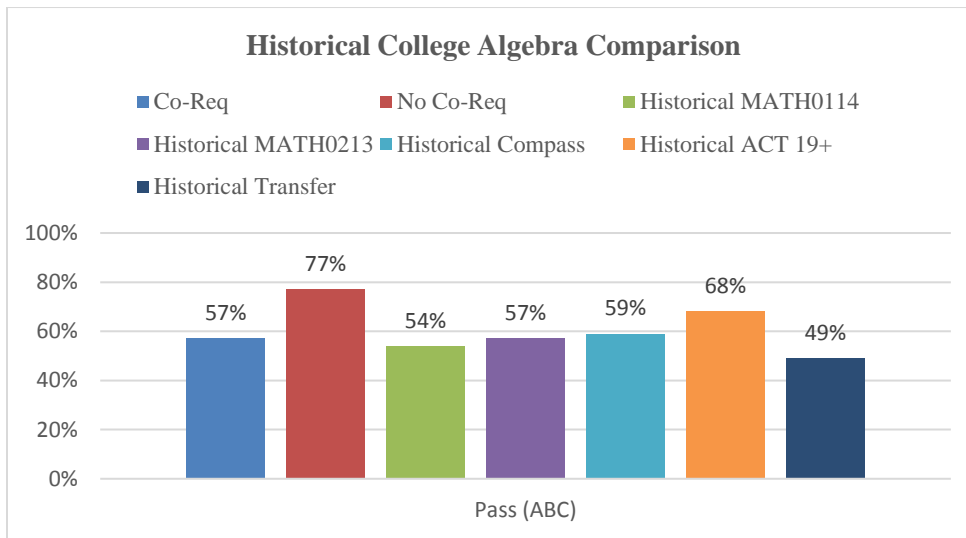
For Science Proficiency, the performance standard/benchmark was set at the level of 2/3 of students successfully completing the posttest with a passing score. A total of 91% of students achieved this standard. A second benchmark was a 30% improvement between the pretest and posttest for 70% of students. This benchmark was not met. Assessment of Basic Writing students indicated in an 89% pass rate, which was a significant increase in recent years. However, the benchmark for those who completed both the pretest and posttest fell short. For Elementary Algebra Plus, the benchmark was achieved for successful completion of the posttest; however, there was room for improvement in the increase in scores between the pretest and posttest.

Because only 11 students completed both the Science Proficiency pretest and posttest, faculty will review next year's data for trend analysis. Regarding the larger analysis of developmental writing and mathematics, the student composition has changed with the implementation of the co-requisite model. The first-year results are highly encouraging for writing and college algebra. Results indicate that students with lower placement scores can be equally successful. Regarding developmental success in Mathematics for Critical Thinking, there is some conversation that the rigor of the curriculum is greater than it is for College Algebra, and discussions among mathematics faculty are needed in the coming academic year.

<div align="center">**Section II – General Education Assessment**</div>

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 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 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 2017-2018, 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 and sophomores 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 and 110 qualifying sophomores were randomly selected. Seniors were also selected by identifying the population with at least 90 credit hours by the point of testing. Only bachelor's degree-seeking seniors with no general education transfer or concurrent course work were selected. Online students were excluded, and participation was voluntary.

[Assessment Process 3] Using surveys such as 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 1,063 class sections were evaluated during the 2017-2018 academic year. Additionally, a Graduating Student Survey is conducted for all graduating students. An online survey link is made available to be taken at the time of graduation application through final graduation. Participation is voluntary.

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 in order to maximize their course grades.

[Assessment Process 2] In order to ensure a representative sample of students for the ETS Proficiency Profile, students who completed the exam were awarded $10 on their Hillcat Declining Balance card. Additionally, an enrollment hold was placed on identified freshmen 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. Graduating seniors, however, did not receive an enrollment hold and their graduation was not interrupted. The senior sample size reflects only a positive reinforcer.

[Assessment Process 3] Students are generally interested in providing feedback regarding course instruction, particularly when the surveys are implemented during class time. In 2017-2018, these surveys were administered online only for online courses and paper-and-pencil for face-to-face courses. Blended course instructors were allowed to select their mode of delivery, either online or paper-and-pencil. For graduating students, response is voluntary and participation is encouraged by academic and faculty advisors and through emails from the OAA.

II-4. What instructional changes occurred or are planned in response to general education assessment results?
Table 5 Recommended Changes to General Education Program synthesizes planned instructional changes due to RSU's faculty-driven assessment process in the most recent academic year.

Table 5: Recommended Changes to General Education Program

General Education Outcome by Course	Recommendations for 2017-2018 Academic Year
1. Think critically and creatively	
BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Hire a full-time instructor to coordinate freshman labs and teach lab sections. Student feedback indicated that a part-time lab instructor may have undermined the importance of labs in his/her sections, precipitating unrepresentative performance. Biology faculty are discussing the importance of consistency across assessment instruments, particularly comprehensive final exams as well as pretests and posttests.
ECON 3003 ECON 2123	Economics faculty will meet in the Fall 2018 to create and implement an improved assessment measure to assess critical thinking in ECON 2123. With

General Education Outcome by Course	Recommendations for 2017-2018 Academic Year
	the hire of a new full-time Economics faculty member, greater consistency in delivery of curriculum and assessment thereof can be achieved.
GEOL 1114 GEOL 2124 MATH 1715 MATH 2264 PHYS 1014	Re-institute assessment of five additional general education courses in the Mathematics and Physical Science department to clarify student progress towards thinking critically and creatively.

2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.

BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Hire a full-time instructor to coordinate freshman labs and teach lab sections. Student feedback indicated that a part-time lab instructor may have undermined the importance of labs in his/her sections, precipitating unrepresentative performance. Biology faculty are discussing the importance of consistency across assessment instruments, particularly comprehensive final exams as well as pretests and posttests.
GEOL 1114 GEOL 2124 MATH 1715 MATH 2264 PHYS 1014	Re-institute assessment of five additional general education courses in the Mathematics and Physical Science department to clarify student progress towards acquiring, analyzing, and evaluating knowledge of the physical and natural world.
PSY 1113 SOC 1113	Continue using the new master class structure for all online SOC 1113 classes. This course has been Quality Matters certified, an accomplishment through collaboration among all Sociology faculty. Implement these principles in the PSY 1113 master course.

3. Use written, oral, and visual communication effectively.

BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Hire a full-time instructor to coordinate freshman labs and teach lab sections. Student feedback indicated that a part-time lab instructor may have undermined the importance of labs in his/her sections, precipitating unrepresentative performance.

General Education Outcome by Course	Recommendations for 2017-2018 Academic Year
	Biology faculty are discussing the importance of consistency across assessment instruments, particularly comprehensive final exams as well as pretests and posttests.
SPAN 1113	Require an online, proctored, timed midterm exam for all online SPAN 1113 students. A consistent assessment across all sections should offer a clearly understanding of students' communication skills.
4. Develop an individual perspective on the human experience and demonstrate an understanding of diverse perspectives and values.	
BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Hire a full-time instructor to coordinate freshman labs and teach lab sections. Student feedback indicated that a part-time lab instructor may have undermined the importance of labs in his/her sections, precipitating unrepresentative performance. Biology faculty are discussing the importance of consistency across assessment instruments, particularly comprehensive final exams as well as pretests and posttests.
PSY 1113 SOC 1113	Continue using the new master class structure for all online SOC 1113 classes. This course has been Quality Matters certified, an accomplishment through collaboration among all Sociology faculty. Implement these principles in the PSY 1113 master course.
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.	
	No changes reported for this general education outcome. Student Affairs will share and report co-curricular direct assessment processes and results beginning with the 2018-2019 academic year. Indirect assessment measures consist of self-reports with the Graduating Senior Survey, the Foundations of Excellence survey, and The IDEA Center evaluations.

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] The University Assessment Committee (UAC) has a history of leading the University in a comprehensive assessment process that measures student learning outcomes each year and requires analysis and comparison to previous years' results. In the 2017-2018 academic year the General Education Committee reviewed and redeveloped the plan for assessment of general education at RSU. In summary, Student Learning Reports (SLRs) are developed annually to analyze, summarize, and report student learning in the five general education SLOs. Results are used to inform instructional changes for the coming year. *Table 6 General Education Assessment Findings* below presents a summary of general education SLOs and findings from this process.

Table 6: *General Education Assessment Findings*

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
1. Think critically and creatively.				
BIOL 1114	Science Literacy Quiz	70%/70%	192	N First-time unmet
BIOL 1144	Science Literacy Quiz	70%/70%	276	Y
ECON 2123	Comprehensive Course Assignments	70%/70%	57	N
ECON 3003	Pretest/Posttest	70%/70%	44	N
ENGL 1113	Article Summary and Evaluation	70%/70%	399 F2F 15 Online	Y Y
ENGL 1113	Posttest	70%/70%	322 F2F 18 Online	Y Y
ENGL 1213	Article Summary and Evaluation	70%/70%	417 F2F 57 Online	Y N
ENGL 1213	Posttest	70%/70%	372 F2F 67 Online	Y
ENGL 2613	Creative Project	70%/70%	9 Online	Y
GEOL 1014	Data Analysis for Term Project	70%/70%	118 F2F 14 Online	Y
HUM 2113	Essay	70%/70%	66 F2F 30 Online 17 Blended	Y N Y
HUM 2223	Essay	70%/70%	79 F2F 55 Online 13 Blended	Y Y Y
HUM 3633	Essay Exams	70%/70%	23 F2F 20 Online	Y
LANG 1113	Assignments	70%/70%	8 F2F	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
			22 Online	
LANG 1113	Final Exam	70%/70%	8 F2F 21 Online	Y
MATH 1503	Chapter Exams	70%/70%	118 F2F 14 Online	N N
MATH 1513	Avg. on Chapter Exams	70%/70%	372 F2F 60 Blended 84 Online	N Y N
MATH 1513	Avg. on Functional Exams	70%/70%	372 F2F 60 Blended 84 Online	Y N Y
MATH 1613	Chapter Exams	70%/70%	46 F2F 12 Online	Y Y
19 Sources	*12 Types of Measures*	70%/70%	*3,962 student assessments*	*80% Met or Exceeded*

2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
BIOL 1114	Comprehensive Pre-Post Exam	70%/70%	145	N mean = 71%
BIOL 1114	Comprehensive Pre-Post Exam	70%/20% improvement	142 F2F 94 Online	Y Y
BIOL 1114 Online	Comprehensive Final Exam	70%/70%	275	N 4% below
BIOL 1144	Comprehensive Pre-Post Exam	70%/70%	251	N 4% below
BIOL 1144	Comprehensive Pre-Post Exam	70%/20% improvement	251	N 3% below
BIOL 1134	Avg. of Unit Exams	70%/70%	39 F2F 41 Online	Y Y
ECON 2113	Comprehensive Final Exam	70%/70%	57	Y
ECON 3003	Pre-Post Exam	10% Improvement	44	N Slightly lower
GEOL 1014	Team Project	70%/70%	179	Y
HUM 3633	Comprehensive Project	70%/70%	35 Online	Y
SPCH 1113	Mid-term Exam	75%/70%	292 F2F 30 Online	Y Y
HUM 2113	Comprehensive Final Exam	70%/70%	96 F2F 50 Online 19 Blended	Y Y Y
HUM 2223	In-class Presentation	70%/70%	92 F2F 61 Online 14 Blended	Y Y Y
HUM 2413	Final Exam	75%/70%	78	Y
HUM 2413	Pre-Posttest	25% Improvement	78	Y
PHIL 1113	Comprehensive Final Exam	50%/85% 70%/70%	63 F2F 34 Online	Y Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
PHIL 1313	Comprehensive Final Exam	50%/85% 70%/70%	63 F2F 39 Online	Y Y
HIST 2483	Embedded Exams	70%/70%	115 F2F 108 Online 64 Blended	Y Y Y
HIST 2493	Embedded Exams	70%/70%	123 F2F 135 Online 73 Blended	Y Y Y
POLS 1113	Embedded Exams	70%/70%	--	--
GEOG 2243	Embedded Exams	70%/70%	112 F2F 109 Online 38 Blended	Y Y Y
HIST 2013	Embedded Exams	70%/70%	21 F2F 29 Online	Y Y
HIST 2023	Embedded Exams	70%/70%	17 F2F 18 Online 15 Blended	Y Y Y
18 Sources	*12 Types of Measures*	*Various Standards*	*6,259 student assessments*	*81% Met or Exceeded*

3. Use written, oral, and visual communication effectively.

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
ART (HUM) 1113	Art Experience cultural event paper	70%/70%	109	Y
ART (HUM) 1113	Final Exam	70%/70%	109	Y
BIOL 3103	Written Paper/Presentation	70%/70%	20	Y Y
ENGL 1113	Essay	70%/70%	392 F2F 17 Online	Y
ENGL 1113	Expository Essay	70%/70%	505 F2F 20 Online	Y Y
ENGL 1113	Timed Essay Exam	70%/70%	506 F2F 18 Online	Y Y
ENGL 1213	Researched Essay	70%/70%	410 F2F 67 Online	Y Y
ENGL 1213	Researched Essay	70%/70%	410 F2F 67 Online	Y Y
HUM 2113	In-class Presentation	70%/70%	43 F2F 14 Online 18 Blended	Y Y Y
HUM 2223	In-class Presentation	70%/70%	92 F2F 61 Online 14 Blended	Y Y Y
HUM 3633	Comprehensive Project	70%/70%	23 F2F 23 Online	Y Y
GEOL 1014	Term Project	70%/70%	179	Y
PHIL 1113	Essay	50%/85% 85%/70%	63 F2F 34 Online	Y Y
PHIL 1313	Essay	50%/85%	39 F2F	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
		85%/70%		
SPAN 1113	Final Exam	70%/70%	110 F2F 40 Online	Y Y
SPCH 1113	Informative and Persuasive Speech	80%/70%	566 F2F 60 Online	N N
12 Sources	*12 Types of Measures*	*Various Standards*	*3,823*	*90% Met or Exceeded*
4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.				
ART 1113 (HUM)	Critical Review Paper	70%/70%	109	Y
BIOL 3103	Comprehensive Final Exam	70%/70%	20	Y
ENGL 2613	Final Exam	70%/70%	10 Online	Y
ENGL 2613	Literary Analysis/Research Paper	70%/70%	8 Online	Y
GEOL 1014	Term Project	70%/70%	179	Y
HUM 2113	Essay	70%/70%	84 F2F 46 Online 17 Blended	Y
HUM 2223	Essay	70%/70%	86 F2F 65 Online 17 Blended	Y
PSY 1113	Pretest/Posttest	10% Improvement	138 F2F	Y Y
SOC 1113	Unit Exams Re: Society and Culture	70%/70%	207 FTF 110 Online	Y Y
SOC 3213	Final Exam Re: Diverse Cultures	80%/70%	25 Online	Y
5 Sources	*5 Measures*	*Various Standards*	*1,121 student assessments*	*100% Met or Exceeded*
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.				
0 Sources	*0 Measures*	*--*	*0 Students*	*--*

* Face-to-face (F2F) or on-ground course delivery is assumed unless otherwise specified.

[Assessment Process 2] The ETS Proficiency Profile results for 2017-2018 were analyzed by the Office for Accountability and Academics. Senior results for the primary general education student learning outcomes were compared with those of freshmen and sophomores. Additionally, RSU results were compared with those in the national database for four-year public universities.

RSU ETS Proficiency Profile results for 2017-2018 show that RSU sophomores demonstrated improvement over the freshman cohort for all subscales and the overall score. Further, they scored above the ETS system database as well as the RSU five-year average. Similarly, RSU seniors showed improvement above RSU sophomores and scored significantly above the ETS system database. Figure 4 and Table 7 below presents overall results. Proficiency gains from freshman to sophomore year occurred in Reading Level 1 and 2, Critical Thinking, Writing Level 1-3, and Mathematics Level 1-3 for an average of 10% improvement in proficiency in three semesters.

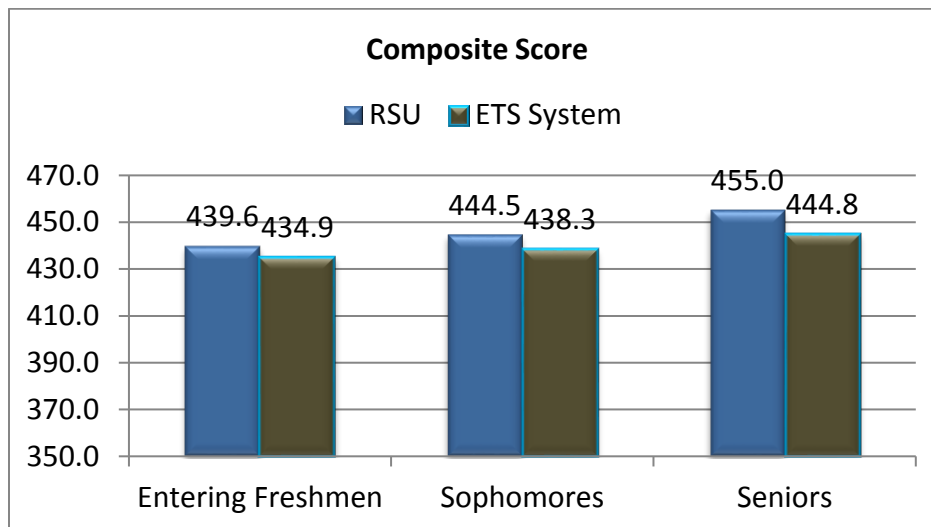**Figure 4: 2017-2018 Overall ETS Proficiency Profile Overall Results**

Table 7: 2017-2018 ETS Proficiency Profile: Percent "Proficient"

ETS Proficiency Area	Percent RSU Senior Proficiency	Percent ETS System Senior Proficiency	Difference in Proficiency
Reading 1	85%	68%	17%
Reading 2	62%	39%	23%
Critical Thinking	4%	5%	-1%
Writing 1	89%	63%	26%
Writing 2	39%	20%	19%
Writing 3	15%	8%	7%
Mathematics 1	69%	58%	11%
Mathematics 2	35%	31%	4%
Mathematics 3	12%	8%	4%
Mean Average			12.2%

[Assessment Process 3] The IDEA Center stores RSU data and reports current semester as well as cumulative institutional results. *Table 8 Student Rating of Progress on*

Objectives Chosen as Important or Essential presents the mean scores for fall 2015. The survey uses a Likert-type scale ranging from 1 to 5, with a midpoint of 3.0.

Table 8: Student Ratings of Progress on Objectives Chosen as Important or Essential

General Education Objective	RSU Raw Average Fall 2017	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	3.9*
9. Learning how to use resources for answering questions or solving problems	4.2*	4.1*	3.7
10. Developing a clearer understanding of, and commitment to, personal values	4.0	4.0*	3.8
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	4.2	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

Asterisk indicates that the average score increased over the last year.

[Assessment Process 3] Using the Graduating Student Survey, graduating students were asked to rate their perceptions of achievement of the five RSU general education SLRs. Graduates reported very strong self-ratings of their attainment of these outcomes. Table 9 presents the results for 2017-2018.

Table 9. 2017-2018 Graduating Senior Survey Student Self-Ratings (N=100)

General Education Outcomes	Somewhat to Very Satisfied
1. Progression toward thinking critically and creatively	98.4%
2. Progression toward acquiring, analyzing and evaluating knowledge of human cultures and the physical and natural world	96.8%

3. Progression towards using written, oral and visual communication effectively	96.9%
4. Progression toward developing individual perspective on the human experience and demonstrating an understanding of diverse perspectives and values	93.8%
5. Progression toward demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning	95.3%
Mean	96.2%

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

[Assessment Process 1]   RSU's Student Learning Reports 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.

2017-2018 SLR results for each of the five RSU general education goals were aggregated for review and discussion with the General Education Committee and the University Assessment Committee. 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. Goal #3, "Use written, oral, and visual communication effectively" and goal #4, "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 2017-2018. However, Campus Compact results indicate that the average student spends 3 hours per week in service learning and civic engagement. The University will endeavor to formalize additional direct assessments of this student learning outcome.

[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 universities historical results as well as the results of similar universities in the ETS database. As noted in Figure 4 and Table 7, 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. The OAA monitors current performance and compares it 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 at RSU.

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.
Student Learning Reports (SLRs) are an effective tool summarizing faculty data collection, analysis and discussion of annual assessment of student learning. Table 5 (page 14-16) summarizes recommendations and plans to modify curriculum and assessment processes. In coordination with this process, Biology faculty have requested approval to hire a full-time faculty member to teach freshman Biology labs for consistency in delivery of course competencies and general education learning outcomes #1: *Think critically and creatively*; #2: *Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world;* and #3: *Use written, oral and visual communication effectively*. Additionally, as reported in the SLR for Psychology & Sociology in support of general education outcome #4: *Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values*, faculty recommended to use the new online master course structure for SOC 1113, Introduction to Sociology, for other online general education courses for effectiveness in delivery.

Finally, RSU's General Education Committee is incorporating in 2018-2019 best practices learned from participation in the Higher Learning Commission's *Assessing General Education* workshop. The General Education Committee will finalize new rubrics for each of the general education student learning outcomes in spring 2019 for use in assessment of 2018-2019 assessment activity. Additionally, a first draft of general education-specific performance indicators has been developed. These will be essential in augmenting the extent to which RSU's General Education program is achieving its key performance indicators.

Administering Assessment

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

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. A total of 155 assessment measures were used to assess 2,299 students in 2017-2018. Result are disaggregated below in Table 10 with the total number of majors in each degree program.

Table 10: Program Outcome Performance Measures

Department	Degree Program	Number Assessment Measures[1]	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
School of Professional Studies					
Business	AA Accounting	3	Pre/Posttest in ACCT 2013 and 2203; Pre/Posttest in BADM 3113; Pre/Posttest in ECON 2113 and 2123	132	21
	AA Business Administration	3	Pre/posttest in BCOM 3013; Pre/Posttest in MKTG 3113; writing assignments in BCOM 3113	143	104
	BS Business Administration	7	ETS Field Test; Internship evaluation, Pre/Posttest in BADM 3113 and MRKT 3113; writing assignment in BCOM 3113	141	526
	BS Sport Management	4	Supervisor and student evaluations of internship, papers in SPMT 3213 and SPMT 3013, case study in Capstone.	99	108
	Master of Business Administration	2	Business Plan and Case Study	24	28
Health Science	AAS Emergency Medical Services*	10	Retention rate, placement rate, National Registry, Exam subtests, employer survey, and graduate satisfaction survey	Not available	17
	AAS Nursing	4	Completion rate, job placement rate, NCLEX licensure pass rate, and graduate satisfaction survey	243	171 + 40 LPN Bridge
	BS Nursing	3	Completion rate, job placement rate, and graduate satisfaction survey	68	60

Department	Degree Program	Number Assessment Measures[1]	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
Technology and Justice Studies	AA Criminal Justice Studies	7	Pretests and posttests, written and oral presentations, CLEET certification exam	198	38
	AAS Applied Technology	2	Standardized exams in Microcomputer Applications	3	13
	AS Computer Science	3	Program Assessment Test; IT 2153 Network LAN Project; Cumulative assignments and exams in CS 1113	67	38
	BS Business Information Technology	4	ETS Major Field Test; CS 3413 Assignments	45	112
	BS Game Development	2	Composite ETS Major Field Test and Capstone Project	5	28
	BS Justice Administration	3	Comprehensive exam, scholarly research paper, oral presentation, and poster in CJ/NAMS 3263	102	72
	BT Applied Technology	3	Program exit exam in Capstone; pretest/posttest in TECH 3203; Student Satisfaction Survey	45	36

School of Arts & Sciences

Department	Degree Program	Number Assessment Measures[1]	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
Biology	AS Biological Sciences	3	Pre/posttests, Unit exams, and a laboratory exercise	304	40
	BS Biology	6	Written and oral presentations, ETS Major Field Test, written laboratory exercise, lab exercises, and surveys	514	292
Communications	BA Communications	9	Research paper, oral debate, capstone project, midterm, 2 final exams, final project, 2 surveys	193	123
English-Humanities	AA Liberal Arts	5	3 essays, in-class presentation, satisfaction survey	20 (11 face-to-face and 9 online)	26
	BA Liberal Arts	7	Capstone project proposal, presentation and paper, final paper, 2 essays, satisfaction survey	64 (53 on-ground 11 online)	50
	Bachelor of General Studies	8	Annotated bibliography, research methods statement, mentor selection, Capstone project and findings, literature review, and focus group participation	48	36
Fine Arts	BFA Visual Arts	10	Capstone portfolio proposal, component, and presentation, , gallery exhibition, and Art Marketing presentation and lesson	175	114
History-Political Science	AA Secondary Education	1	OGET state pass rate	7	26
	BA History	4	Research papers	22	20

Department	Degree Program	Number Assessment Measures[1]	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
	AA Social Science*	--	Not available	--	5
	BA Military History	4	Capstone paper, research papers, written assignment, Graduating Student Survey	25	20
	BA Public Affairs	2	Politics Matters course assignments, and program evaluation course assignments	7	17
Math & Physical Science	AS Physical Science	9	ACS exam, post exams, Unit sets problems in PHYS 1114 & 2015, lab scores and lab report for CHEM 1415, MATH 1613, and GEOL 1124	50	39
Psychology & Sociology	AA Elementary Education	7	Complete degree with ≥ 2.5 GPA and earn a C or better in all 4x12 course work, OGET ≥ 240, and student satisfaction survey	41	67
	AA Social Science	1	Comprehensive exam	9	31
	BS Community Counseling	10	Capstone project, essay exams, written assignment, mentorship agreement, and satisfaction survey	119	34
	BS Social Science	9	Comprehensive exam, 3 posttests, internship evaluation, capstone project, satisfaction survey	335 (100% face-to-face)	158

[1]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 2017-2018 program outcomes assessment? What changes occurred or are planned in the programs in response to program outcomes assessment?

Academic units were divided into two schools and 10 departments. Faculty have established learning outcomes and assessment plans for each degree program. In summary, 124 of 155 (80%) assessment benchmarks were met or exceeded. Faculty reported a variety of changes related to assessment analyses, including significant curriculum changes to Business Communication, which affects the AA in Accounting, the AA in Business Administration, and the BS in Business Administration. Additionally, the decision was made to remove the Perspectives course from the course listings for the AA in Social Science and replace it with the Social Psychology course beginning in fall 2018. A summary of key findings and planned instructional changes resulting from program outcomes assessment is presented in Table 11.

Table 11: Program Key Findings and Changes

Department	Degree Program	Assessment Findings	Instructional Changes
School of Professional Studies			
Business	AA Accounting	All three benchmarks were met or exceeded. Mean	Significant changes have been made to the curriculum over the

Department	Degree Program	Assessment Findings	Instructional Changes
		increase from pretests to posttests averaged 24.5%.	last year based upon assessment of business writing in Business Communications. The department will review and disaggregate results in the coming year between on-ground and online results.
Business	AA Business Administration	All three benchmarks were met or exceeded. Mean increase in MKTG 3113 pretests to posttests was 18% and mean increase in BCOM 3113 pretests to posttests was 24%.	Because all benchmarks were met, no instructional changes were planned for the coming year. However, business writing will be monitored in Business Communications, which is a requirement for the AA in Bus. Admin program as well as for other Business department majors.
	BS Business Administration	Three out of three benchmarks were met or exceeded. 100% of interns were evaluation by supervisors at the 70% or better level. Students posttest scores increased by 14.5% over pretests in internship evaluations.	Because all benchmarks were met, no instructional changes were planned for the coming year.
	BS Sport Management	Six of six benchmarks were met or exceeded. 100% of interns received the highest score on the agency supervisor evaluation, and 100% of seniors met the Capstone benchmark.	With 100% turnover in fulltime faculty for this degree program during the past year, the faculty chose to wait a year before considering programmatic changes.
	Master of Business Administration	One of two benchmarks were met or exceeded for the MBA cohort. 100% of students met or exceeded the standard for the case study in MGMT 5133 Organizational Behavior; however, only two of five students sampled met the Capstone standard.	Students struggled with financial ratios and interpreting for company use. The department will re-emphasize quantitative methods, specifically financial ratios, in FINA 5133 Financial Management in 2018-2019.
Health Sciences	AAS Emergency Medical Services	SLR not available for 2017-2018	The AAS in EMS program will be sunset, with the current cohort being the final group for this degree program. Curriculum has been very strong, but enrollment has been declining due to competition in similar programs with lower tuition at the local technology center.
	AAS Nursing	Four of four benchmarks were met. Notably, the average RSU NCLEX pass rate was higher than the national pass	Healthcare in the US is transitioning from AAS degree educated nurses to BS degree educated nurses. Proactively, RSU is sunsetting its AAS Nursing

Department	Degree Program	Assessment Findings	Instructional Changes
		rate for Associate degree graduates.	program in fall 2019 and replacing it with a traditional BS in Nursing program. Curriculum will be carefully developed, assessed, reviewed and modified as the program is launched.
	BS Nursing	Two of three benchmarks were met. 100% of students had employment and 96% reported strong program satisfaction; however, the graduation rate benchmark was not met.	The OAA will work with the new department leadership to review cohort graduation rate.
Technology and Justice Studies	AA Criminal Justice	Five of five benchmarks were achieved. Notably, 100% of graduates passed the CLEET test, an essential measure of readiness as a police officer for COP option majors in the previous year.	No changes are planned for the 2018-2019 AY.
	AAS Applied Technology	One benchmark of two was exceeded assessing SLO #1 concerning proficiency in standard computing tools. Three SLOs were not assessed because data were not collected during the 2017-2018 academic year.	Data will be collected to assess all four SLOs in the next academic year.
	AS Computer Science	All three benchmarks were met in 2017-2018. Best performance was in setting up a minimal LAN with a serer and two or more clients.	No curriculum changes are deemed necessary.
	BS Business Information Technology	Three of four benchmarks were met or exceeded. Program strengths were in achievement of SLO #1 analyzing problems, designing and implementing programs using computer programming languages. SLO#2 is another strength with 92% of students mastering the design, implementation and administration of computer networks.	SLO #3 demonstrating knowledge and skills needed to compete in the modern business environment as measured by the standardized ETS Major Field Test was not met, messing the benchmark by 3.3%. With a sample size of five, faculty will review 2018-2019 results to consider changes or enhancements to curriculum.
	BS Game Development	Two of four benchmarks were met or exceeded. Strengths included SLO #1 with the completion of a 3D project and SLO #2 with a senior game project. The two SLOs that were not achieved were not assessed in 2017-2018.	Beginning with 2018-2019 the Game Development program will become a degree program option in the BS in Business Information Technology. This will still allow students the education while consolidating resources.

Department	Degree Program	Assessment Findings	Instructional Changes
	BS in Justice Administration	Three of four benchmarks were achieved. Strengths included exhibit affective valuing through civic engagement as assessed through CJ/NAMS 3013 rubric-graded civic poster presentation demonstrating an understanding of American's third sovereignty through study in Native American Law. Area for improvement includes SLO #1 as measured by a scholarly research paper within the Capstone experience.	SLO #2 benchmark is 100% completion of the Capstone experience. Two students did not complete the Capstone project. Fulltime faculty determined this to be student-motivated rather than curriculum related, and the Capstone experience will continue to promote student learning with a strong research component.
	BT Applied Technology	One of four benchmarks were met or exceeded. Strength was in SLO #4 in improving knowledge in TECH 3203 Intro to Risk Management pretest to posttest. The other three assessments used small sample sizes and do not yet represent a trend.	The exit exam does not contribute to GPA and students need encouragement to perform their best. With small volunteer samples, periodic review and updates are needed to obtain meaningful results. This is under review by faculty.

School of Arts & Sciences

Department	Degree Program	Assessment Findings	Instructional Changes
Biology	AS Biological Sciences	Three of six benchmarks were met or exceeded. SLO #3 was a strength, demonstrating an understanding of the atom, compounds, matter, gases, solutions, atomic theory and bonding chemical reactions. SLO #2 was not met assessing understanding of taxonomy and morphology of the Animal and Plant Kingdoms.	Only three students completed the assessment for SLO #2, and faculty including the department head wish to collect data from a larger sample in order to generalize findings to the population.
	BS Biology	Six of seven benchmarks were met or exceeded with varying performance standards. Regarding SLO #1, Fundamental processes of life, 72% of program majors rated themselves as average or above average. This compares with a mean score on the ETS Major Field Test for SLO #1 within one standard error of measurement (SEM) of the national average. Direct and indirect evidence for all three	One of three assessments of SLO #2, applying and interpreting research techniques to biological sciences, fell short of the benchmark in the fall semester. Because the standard was met for spring, faculty will continue to monitor progress. Overall data suggest a strong program, and no instructional changes are recommended at this time.

Department	Degree Program	Assessment Findings	Instructional Changes
		SLOs indicates program goals are being achieved.	
Communications	BA Communications	Four of eight benchmarks were met or exceeded, with the ninth not assessed in 2017-2018. The Capstone was used to summatively assess specific aspects of all four program SLOs. Strong performance on the Capstone suggested sound achievement of these learning outcomes. Program majors did not meet the standard for the mid-term and final exam assessments in COMM 3833 Comm Theory and COMM 3713 Comm Research Methods.	Program graduates' mean scores on specific Graduating Senior Survey questions did not meet the standard. Specifically, student satisfaction with courses were not as strong as were their responses to program technology as applied to their careers. The assessment threshold/benchmark was raised 5% for 2017-2018. Faculty do not believe coursework is too rigorous and will monitor progress in 2018-2019.
English-Humanities	AA Liberal Arts	Four of five benchmarks 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 class format. One of the indirect assessments for SLO #1, demonstrating humanistic awareness of diversity of perspective, fell short of the benchmark by 3%. However, the sample size was three majors, and faculty will collect additional data to gage student success on this SLO.	No changes are planned. The AALA program feeds the BALA program, and assessment results suggest that the freshmen and sophomore years of this program provides strong fundamentals.
	BA Liberal Arts	Five of nine benchmarks were met or exceeded. A review of results by the Capstone Committee continues to indicate an emphasis on writing over oral communication for the BALA program.	Areas where program majors missed the benchmark were related to proposal and oral presentation of the Capstone project. Faculty worked with students to strengthen Capstone proposals, and oral presentations passed course standards but fell slightly short of the program benchmark. Faculty believe the program standards are appropriate, and in view of strong student performance over the last three years, will review 2018-2019 data to determine if a new trend is developing requiring a change in curriculum.
	Bachelor of General Studies	Eight of eight benchmarks were met or exceeded for this new program. Direct and indirect measures were used	As the first year that this new program has been summatively assessed, results indicate a strong, developing program. Faculty will

Department	Degree Program	Assessment Findings	Instructional Changes
		and show promising results. Notably, a focus group of graduates was conducted, and students reported that the program helped them draw connections across courses to their academic, professional, and social lives.	monitor curriculum and results for future development.
Fine Arts	BFA Visual Arts	Nine of 10 SLO assessments exceeded benchmarks. Assessments concentrated on the Capstone experience, which indicated strong program success. Graduating senior student survey mean responses fell 7% below the benchmark in 2017-2018.	With a sample size of 11 for the 2017-2018 Graduating Senior Survey, a 3-year moving average was used. Review of these results in conjunction with a five-year program review resulted in a recommendation for no significant change to curriculum.
History-Political Science	AA Secondary Education	Two of four graduates completed the Oklahoma General Education Test (OGET) for the 2017-2018 graduating class. The mean score (245) was higher than the state cut score (240). This qualifies graduates to move forward into their junior year towards a bachelor of education at another accredited university.	Faculty believe the OGET is the most meaningful assessment of this program. No changes are planned to curriculum, which consists of general education courses.
	AA Social Science	Not available in 2017-2018	To be available in 2018-2019
	BA History	Three of four benchmarks were met or exceeded. Strengths appear to lie in demonstrated ability to critically read sources to gain understanding of the past (SLO #2), the ability to synthesize interpretations of history (SLO #3), and form interpretations of history and the human condition based on evidence (SLO #4).	As a new program, curriculum is in development as evidence of student learning is collected. With a sample size of three for SLO #1, demonstrating knowledge of American and world history, one student did not turn in his research paper, resulting in a failure to meet and adequately assess this SLO. A second year of summative data collection will begin to provide trend analysis.
	BA Military History	All four standards were met. Program strengths appear to lie in ability to critique approaches to public policies (SLO #1), analyze key issues in military history (SLO #2), and the complex role of the military in US history on and off the battlefield (SLO #3).	Only one student completed the Graduating Senior Survey during 2017-2018. S/He responded with strong positive affect. Additional data are required to draw meaningful conclusions.
	BA Public Affairs	Faculty reported data exist showing evidence that two of	Seven of 17 program majors were assessed at formative and

Department	Degree Program	Assessment Findings	Instructional Changes
		two SLOs were achieved for this newly redeveloped program. The BA in Public Administration transitioned to Public Affairs. Course assignments in Politics Matters and program evaluation course assignments indicate a growing program.	summative points in the program. Faculty will continue to collect data to inform curriculum decisions.
Mathematics & Physical Science	AS Physical Science	Eight of nine assessment benchmarks were met. Demonstrating a thorough knowledge of physical science principles and applications (SLO #1) has been met for the last four years. Also demonstrated was problem solving skills in scientific methods (SLO #2) and predicting quantitative and graphical situations (SLO #3).	One of the direct measures of SLO #1 was not met in 2017-2018 and in 2014-2015. This assessed was implemented in MATH 1613, Trigonometry, which may be a better indicator of bachelor degree success than the associate degree in Physical Science. The department plans to incorporate results from the Graduating Student Survey results into their next assessment cycle for additional information.
Psychology, Sociology, & Criminal Justice	AA Elementary Education	All seven benchmarks were met or exceeded. Four students in the 2017-2018 graduating class achieved a 100% pass rate for the OGET. 94% met or exceeded the GPA standard of 2.5.	The number of students who took the OGET was low compared to previous assessment years. This is due, in part, to the change in assessment results (due in May rather than October). Results indicate that the program is achieving the student learning outcomes.
	AA Social Science	One benchmark for SLO #1, demonstrating knowledge about issues related to diverse concepts and explanations of human behavior, was not met. Mean student performance was 2% below the benchmark. A sample size of nine was available for assessment purposes, and faculty reviewed overall course(s) results, concluding students were achieving expected outcomes despite not meeting this SLO standard.	The decision was made to remove the Perspectives course from the course listings and replace it with the Social Psychology course in future years. This will take place in fall 2018.

Department	Degree Program	Assessment Findings	Instructional Changes
	BS Community Counseling	Nine of 12 assessments were met or exceeded. Strengths were in developing and synthesizing human subject research (SLO #1), translating developmental concepts into artistic works (SLO #2), creating and implementing community-based activities (SLO #3), comprehending and applying a multicultural perspective (SLO #4), and applying counseling knowledge in community settings (SLO #6). The demonstration of counseling ethics applied to real world examples, specifically a concise code for group behavior (SLO #5), fell short of the standard.	Mixed results were reported for SLO #5; ethics are at the heart of the counseling profession, and rigorous training and assessment are paramount. However, the sample size in 2017-2018 was relatively small (n=14) and reflected large swings based in individual student performance. Faculty have resolved to forego the standard statistical practices to correct for small sample size. Also, faculty will be recruiting additional students in the future assuming that the master degree program in counseling that is currently in development will be approved through the state regents and HLC.
	BS Social Science	Nine of nine benchmarks were met or exceeded. Notably, the mean of all student internship performance ratings by supervisors was 3.56 on a scale of 1 to 4. Students were rated as effective by site supervisors, and this provides additional evidence of program effectiveness.	A more robust and objective measure of overall program success is desired. Faculty have endeavored to implement a more formal tracking program to keep records on the number of graduates who apply are admitted into graduate school programs.

<p style="text-align: center;">**Section IV – Student Engagement and Satisfaction**</p>

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. Three assessments measuring affective student performance and experience were administered institutionally during 2017-2018. They were the John N. Gardner Institute's Foundations of Excellence (FoE) Student Survey, RSU's locally developed Graduating Senior Survey, and the IDEA Center Student Evaluation of Instruction instrument.

During the spring 2018 semester, the FoE Student Survey was administered to assess RSU's quality of the first-year experience for both first-time freshmen and transfer students. All students (N=3,475) enrolled during spring 2018 were emailed an invitation to participate, and three ASIS e-tablets were offered as incentives for participation. This online survey disaggregated student responses by their entry status to RSU (i.e., initially a first-time freshman or a transfer student at entry) and compared RSU's results with those in the national database. A total of 471 students (13.6%) responded to questions about their first-year experiences at RSU.

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 conjunction with RSU's School of Professional Studies and School of Arts and Sciences. The purpose of this assessment is to measure the importance of, progress toward, and university contribution to a variety of college outcomes. Additionally, 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 143 out of 571 graduates (25.0%) completed the survey in spring 2018. 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.

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

For the Foundations of Excellence (FoE) student survey, the University's top strengths included the degree to which the University communicates academic honesty, the importance of ethical conduct, and the importance of standards of behavior in an academic community. An area for improvement includes exposing students to more opportunities to work with diverse cultures, a significant challenge for rural regional universities. Students rated their overall experiences at RSU favorably, and the concurrent FoE Faculty and Staff survey along with spring 2017 NSSE results, provides details. Figure 5 presents RSU's overall student evaluation with external benchmark comparisons.

**Figure 5. Foundations of Excellence Survey Overall Evaluation**
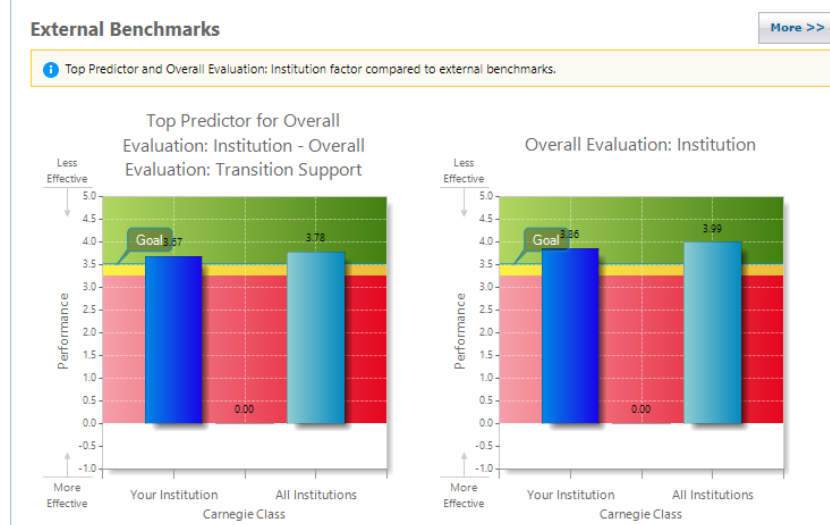
Results of the Graduating Senior Survey demonstrated student satisfaction (higher than the midpoint) for all 13 items. A total of 96% of graduates rated their overall RSU experience as satisfying to very satisfying on a 4-point Likert-type scale. A total of 94% of graduates rated their overall department experience as satisfying to very 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 96% satisfied. A total of 82% of graduates reported satisfaction with their overall general education experience. The lowest rating was for general academic advising, at 74% 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 6 Percent of Classes at or Above the IDEA Database Average shows the percentage of classes for fall 2017 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 6: Percent of RSU Classes at or Above the IDEA Database Average Fall 2017

Part 3: Percent of Classes at or Above the IDEA Database Average
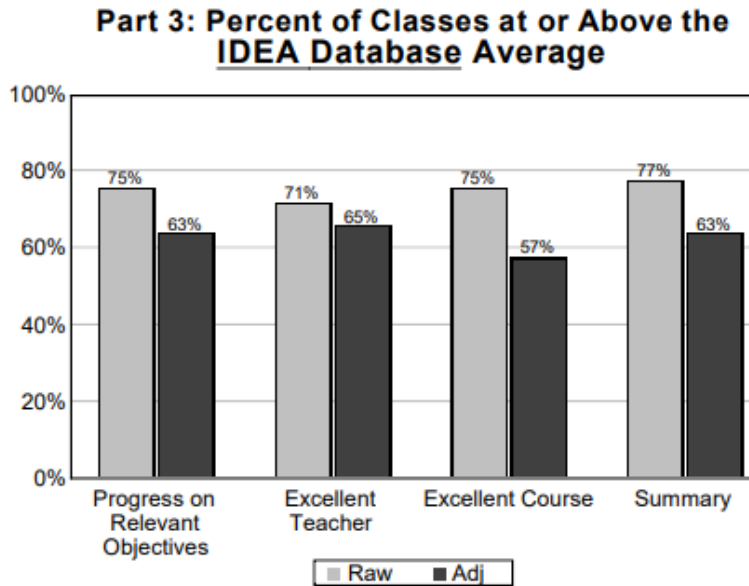
IV-3. What changes occurred or are planned in response to student engagement and satisfaction assessment?

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. Because The IDEA Center is terminating paper-and-pencil survey implementation in the 2018-2019 AY, RSU's Office for Accountability and Academics worked with the Faculty Senate to select a new student evaluation of instruction instrument. Beginning with fall 2018, RSU has transitioned to using CoursEval, a fully online tool published by Campus Labs, to assessment instruction. Results will be made available to faculty immediately after the semester ends, allowing them the opportunity to review results and modify curricula and syllabi prior to the next semester.

The Graduating Student Survey has provided stable trend data over the last five years. Students are largely satisfied with their experiences when they graduate. They choose RSU because it is close to most of their homes, it is affordable, and their academic experiences are substantive, often times building lifelong bonds. Most frequently suggested areas for improvement include general academic advising in the first two years

and improved financial aid counseling and processing. It is anticipated that major changes will occur in the 2019-2020 academic year as a result of RSU's Foundations of Excellence Transfer initiative. Student survey results and faculty-staff survey results have informed recommendations for change in these processes, and all recommendations are due in spring 2019 for consideration of implementation beginning in fall 2019.

V. 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).

Table 12: Assessment-Related Fees and Expenditures for 2017-2018

Type of Fee or Expense	Details	Amount
Assessment fees	$4 per semester credit hour	$332,460
Assessment salaries	*4.2 FTEs at three campuses including Testing Centers and OAA salaries and benefits (30%)*	*$268,450*
Distributed to other departments	*13 total FTEs for assessment-related training, conferences, and travel*	*$30,300*
Operational costs	*Surveys, software, tests, and focus groups*	*$46,948*
Total expenditures		$345,698

Note: $13,238 in expenses funded from other sources.