

**ENTRY LEVEL
ASSESSMENT REPORT
2016-2017**

ROGERS STATE UNIVERSITY
Claremore, Oklahoma

Office of Accountability and Academics
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ROGERS STATE
UNIVERSITY

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Annual Student Assessment Report of 2016-17 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 56th 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.

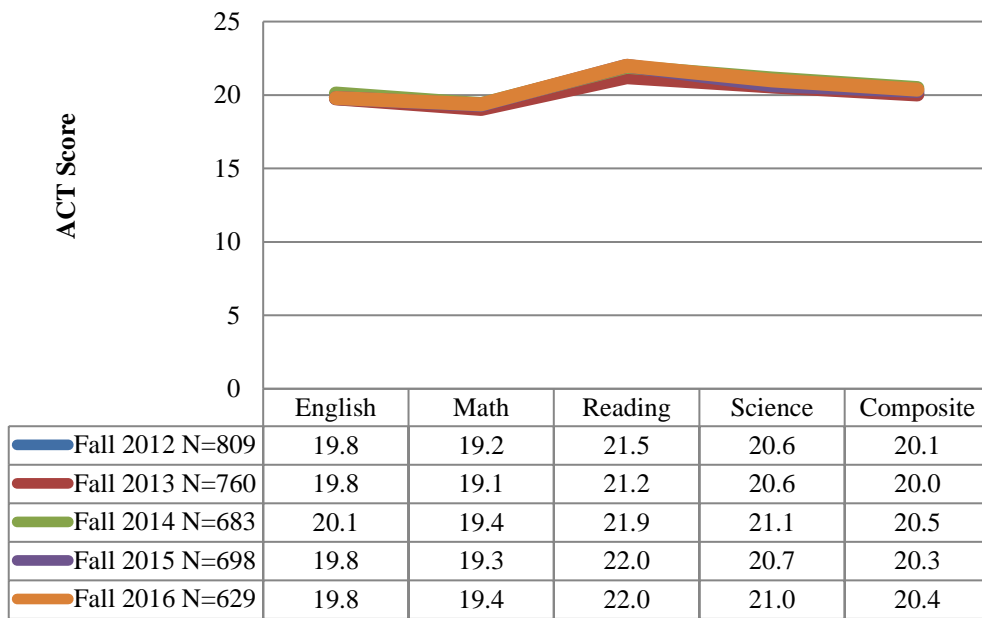
Students are encouraged to refresh their understanding of any content areas in which they are to be tested prior to taking secondary tests by visiting a tutor or reviewing a high school textbook. Students are also provided information on a variety of web-based tutorials and ordering information for *ACT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