

ANNUAL STUDENT ASSESSMENT REPORT 2015-2016

ROGERS STATE UNIVERSITY
Claremore, Oklahoma

Office of Accountability and Academics
October 2016



ROGERS STATE
UNIVERSITY

Section II – General Education Assessment

Administering Assessment

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

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

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

[Assessment Process 1] General Education 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 will also be 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 2015-2016, a variety of direct and indirect assessment methods were used as determined by faculty who teach these courses, and the full reports are housed in RSU's internal Academic Affairs N: drive as well as on the Assessment website. Student selection occurred through enrollment in core general education courses and matriculation towards a degree. The inclusion of formative and summative assessment in the existing course structure served to provide feedback to students during the semester, making assessment relevant and meaningful to students and faculty, and providing a mechanism for the ongoing improvement of teaching and learning.

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

[Assessment Process 3] Using The IDEA Center evaluation of instruction, students rated their own progress on 12 general education objectives in all classes each fall semester. In the spring semester, classes are selected: (1) if taught by full-time faculty who have taught less than two years at RSU; (2) if a part-time faculty member; (3) if the course was not taught and evaluated the previous fall semester; or (4) if a course in the Nursing program. During the summer semester all Nursing classes are evaluated. Classes are also evaluated by special request. A total of 1,101 classes were evaluated during the 2015-2016 academic year.

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

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

[Assessment Process 2] In order to ensure a representative sample of students for the ETS Proficiency Profile, students who completed the exam were awarded \$10 on their Hillcat Declining Balance card. Additionally, an enrollment hold was placed on their accounts and was removed only after they had completed the assessment or after the semester ended. Results from

the first year of ETS Proficiency Profile implementation demonstrated that the latter negative reinforcement was necessary, in addition to the positive reinforcement, in order to aid in a representative sample size.

[Assessment Process 3] Students are generally interested in providing feedback regarding course instruction, particularly when the surveys are implemented during class time. In 2015-2016, these surveys were administered online only for online courses and paper-and-pencil for face-to-face courses.

II-4. What instructional changes occurred or are planned in the program due 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 2015-2016 Academic Year
1. Think critically and creatively	
BIOL 1114	Discussion has ensued regarding the evaluation of this outcome in the online environment. A proctored online assessment tool is desired, and at this time RSU’s proctored online testing service, ProctorU, is funded by students. Until this barrier is addressed, only course-embedded assessments can be used to measure this general education outcome, such as is used in the online BIOL 1114 course (i.e., uses a comprehensive final exam to measure critical and creative thinking).
BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Work with adjunct faculty to more effectively gather data for a more complete analysis.
MATH 1513	The blended course section is new, and faculty are focusing on this delivery in the coming academic year to ensure equivalent delivery to that of other course deliveries.
2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.	
BIOL 1114	Work with adjunct faculty to more effectively gather data for a more complete

General Education Outcome by Course	Recommendations for 2015-2016 Academic Year
BIOL 1144 BIOL 1134 BIOL 3103	analysis.
3. Use written, oral, and visual communication effectively.	
BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Work with adjunct faculty to more effectively gather data for a more complete analysis.
SPCH 1113	Current assessments indicate that achievement of this outcome when taught and assessed in an online environment meets and exceeds the standard. However, the number of students is small (n=9). It is anticipated that a new textbook designed to complement online delivery can improve the attainment of this outcome, and this is planned for the 2016-2017 academic year.
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	Work with adjunct faculty to more effectively gather data for a more complete analysis.
SOC 1113	Faculty collaborated to develop a new assessment process and measures for greater fidelity in data collection and analysis for this general education outcome. The new process allows for faculty autonomy in development of course activities while creating a more robust assessment of the individual perspective on the human experience. The assessment measures consist of four collaboratively designed exams to measure key units.
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.	
	No changes reported for this general education outcome.

Note: 2015-2016 General Education SLRs not submitted for the disciplines of Biology, Business, and History & Political Science.

Analyses and Findings

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

[Assessment Process 1] 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 2015-2016 academic year a new General Education Committee was formed. The assessment of general education student learning outcomes is under review with plans for implementation in the 2016-2017 academic year.

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 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%	139	Y
BIOL 1144	Science Literacy Quiz	70%/70%	267	Y
MATH 1513	Avg. on Chapter Exams	70%/70%	366 FTF 93 Blended 111 Online	Y Y Y
MATH 1513	Avg. on Functional Exams	70%/70%	366 FTF 93 Blended 111 Online	Y (77%/70%) N (44%/70%) N (69%/70%)
GEOL 1014	Data Analysis for Term Project	70%/70%	204	Y
5 Sources	5 Measures	70%/70%	1,750	78% Met or Exceeded
2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.				
BIOL 1114	Comprehensive Pre-Post Exam	70%/70%	170	N (64%/70%)
BIOL 1114	Comprehensive Pre-Post Exam	70%/20% improvement	167	Y
BIOL 1114 Online	Comprehensive Final Exam	70%/70%	63	Y
BIOL 1144	Comprehensive Pre-Post Exam	70%/70%	297	N (66%/70%)
BIOL 1144	Comprehensive Pre-Post	70%/20%	284	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
	Exam	improvement		
BIOL 1134	Avg. of Unit Exams	70%/70%	10	Y
BIOL 1134	Final Exam or Avg. or Unit Exams	70%/70%	31	Y
GEOL 1014	Data Analysis from 25 Earth Events	70%/70%	148	Y
8 Sources	8 Measures	Various Standards	1,170	75% Met or Exceeded
3. Use written, oral, and visual communication effectively.				
BIOL 3103	Written Paper/Presentation	70%/70%	32	Y
SPCH 1113	Mid-term exam	75%/70%	268 FTF 9 Online	Y Y
HUM 2413	Final Exam	75%/70%	80	Y
HUM 2413	Pre-Post Exam	70%/20% improvement	80	Y
SPCH 1113	Informative and Persuasive Speech	80%/70%	268 FTF 9 Online	Y Y
ART (HUM) 1113	Art Experience cultural event paper	70%/70%	72 FTF 71 Online	Y Y
GEOL 1014	Data Analysis of Earth Events	70%/70%	204	Y
7 Sources	7 Measures	Various Standards	1,093	100% Met or Exceeded
4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.				
BIOL 3103	Comprehensive Final Exam	70%/70%	32	Y
HUM 2413	Response Paper on Performances	75%/70%	95	Y
PSY 1113	Unit Exams Re: Social Behavior	70%/70%	258 (54% Fulltime; 46% Adjunct)	Y Y
SOC 1113	Unit Exams Re: Society and Culture	70%/70%	214 FTF 118 Online	Y Y
SOC 3213	Final Exam Re: Diverse Cultures	80%/70%	22 Online and Adjunct	Y
5 Sources	5 Measures	Various Standards	739	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 (FTF) or on-ground course delivery is assumed unless otherwise specified.

[Assessment Process 2] The ETS Proficiency Profile results for 2015-2016 were analyzed by the Office for Accountability and Academics. Sophomore results for the primary general education student learning outcomes were compared with those of freshmen, and results were matched where possible for a dependent t test analysis. Further, RSU results were compared with those in the national database for four-year public universities.

RSU ETS Proficiency Profile results for 2015-2016 show that RSU sophomores scored above the ETS system database as well as the RSU five-year average. A matched dataset of first-time entering freshman in fall 2014 was compared with the results of these same students as sophomores in spring 2016. An 8.1% increase (400-500 score range) in mean composite score was achieved (statistically significant at the $\alpha = 5.9\%$ significant level). 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.

Table 7: 2015-2016 Overall ETS Proficiency Profile Overall Results

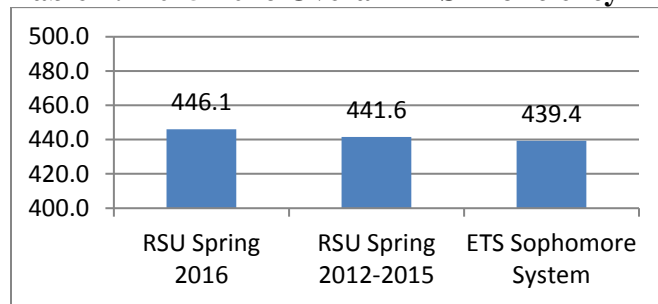


Table 8: 2015-2016 ETS Proficiency Profile: Percent “Proficient”

ETS Proficiency Area	Percent Freshmen Proficiency	Percent Sophomore Proficiency	Change in Proficiency
Reading 1	57%	70%	13%
Reading 2	21%	50%	29%
Critical Thinking	0%	10%	10%
Writing 1	54%	60%	6%
Writing 2	12%	20%	8%
Writing 3	4%	8%	4%
Mathematics 1	41%	54%	13%
Mathematics 2	19%	25%	6%
Mathematics 3	1%	4%	3%
Mean Average	23.2%	33.4%	10.2%

[Assessment Process 3] The IDEA Center stores RSU data and reports current semester as well as cumulative institutional results. *Table 9 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 9: Student Ratings of Progress on Objectives Chosen as Important or Essential

General Education Objective	RSU Raw Average Fall 2015	RSU Cum. Average Since 2011	IDEA System Average (normative)
1. Gaining factual knowledge	4.3*	4.2	4.0
2. Learning fundamental principles, generalizations, or theories	4.2	4.1	3.9
3. Learning to apply course material	4.2	4.2	4.0
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.2	4.2*	4.0
5. Acquiring skills in working with others as a member of a team	4.1*	4.0*	3.9
6. Developing creative capacities	4.1*	4.0	3.9
7. Gaining a broader understanding and appreciation of intellectual/cultural activity	4.1*	4.0	3.7
8. Developing skill in expressing myself orally or in writing	4.1*	4.0	3.8
9. Learning how to use resources for answering questions or solving problems	4.1*	4.0*	3.7
10. Developing a clearer understanding of, and commitment to, personal values	4.0	3.9	3.8
11. Learning to analyze and critically evaluate ideas, arguments, and points of view	4.2*	4.0	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 two years.

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

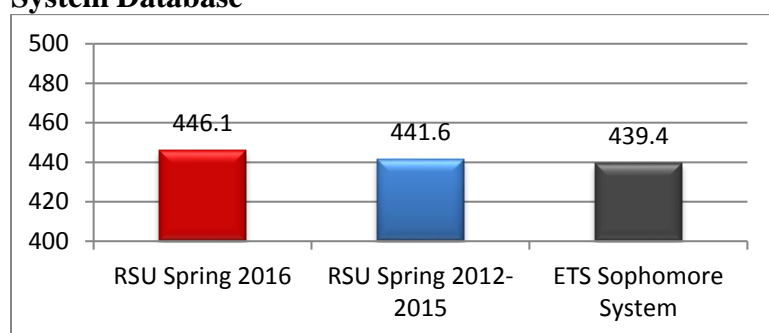
[Assessment Process 1] RSU's Student Learning Reports incorporate up to five years of student learning results for analysis. Faculty within a discipline analyze annual results, and they synthesize these with the results of the most recent years to identify trends and/or patterns in student learning outcomes.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

In 2015-2016 SLR results for each of the five RSU general education goals were aggregated and shared with the General Education Committee and the University Assessment Committee for their review. Results informed the academic community with regard to what is working well and what is not. For the most recent year, four of five general education goals were met or exceeded at the 75% benchmark. 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 this academic year.

[Assessment Process 2] The Office of Accountability and Academics (OAA) analyzes and monitors trend data using the ETS Proficiency Profile. This instrument has been in use since 2011. Each year the OAA compares the most current year’s results with that of the universities historical results as well as the results of similar universities in the ETS database. Table 10 presents the most recent Sophomore composite scores. RSU sophomore mean proficiency exceeded that of its five-year mean by 4.5 points and that of the ETS database by 6.7 points. These results indicate pattern of growth for all general education constructs.

Table 10: ETS Proficiency Profile Mean Composite Scores for Sophomores in RSU and System Database



[Assessment Process 3] RSU students rated their progress on general objectives higher than the national norm on all 12 objectives as presented in Table 6. The OAA monitors current performance and compares with past years. RSU students have consistently rated their attainment of the 12 general objectives higher than that of The IDEA Center national database. These results suggest that RSU students are substantively strengthening their proficiency in general education goals and objectives in the first two years of enrollment.

Section III – Program Outcomes

Administering Assessment

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

Faculty within each program collaborate in the implementation and review of program assessment processes and results. Faculty track the number and type of assessment measures used, as well as the number of students assessed with each instrument. The total number of assessment measures are presented below with the total number of majors in each program.

Table 11: 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 Business and Technology					
Applied Technology	BS Business Information Technology	4	ETS Major Field Test; CS 3413 Assignments	27	119
	BS Game Development*	--	--	--	39
	BT Applied Technology	43	Program exit exam in Capstone; pretest/posttest in TECH 3203; Student Satisfaction Survey	63	39
	AS Computer Science	3	Program Assessment Test; IT 2153 Network LAN Project; Cumulative assignments and exams in CS 1113	55	51
	AAS Applied Technology	1	Standardized final exam in Microcomputer Applications	11	50
Business	BS Business Administration	6	ETS Field Test; Internship evaluation, Pre/Posttest in BADM 3113 and MRKT 3113; writing assignment in BCOM 3113	190	597
	AA Accounting	3	Pre/Posttest in ACCT 2013 and 2203; Pre/Posttest in BADM 3113; Pre/Posttest in ECON 2113 and 2123	89	41
	AA Business Administration	3	Pre/posttest in BCOM 3013; Pre/Posttest in MKTG 3113; writing assignments in BCOM 3113	89	164
	Masters of Business Administration	5	Business plan in MGMT 5313, Pre/Posttest in SP 3950, Case studies in BADM 5233, Final score in BADM 5223, and presentation in MGMT 5313	79	17
Sport Management	BS Sport Management	3	Supervisor and student evaluations of internship, papers in SPMT 3213 and SPMT 3013, case study in Capstone.	204	135
School of Liberal Arts					
Communications	BA Communications	9	Research paper, oral debate, capstone project, midterm, 2 final exams, final project, 2 surveys	280	117
English-Humanities	BA Liberal Arts	7	Capstone project proposal, presentation and paper, final paper, 2 essays, satisfaction survey	102 (100 on-ground 0 online)	76
	AA Liberal Arts	5	3 essays, in-class presentation, satisfaction survey	40 (25 face-to-face, 6 blended, and 9 online)	46
Fine Arts	BFA Visual Arts	10	Capstone portfolio proposal, component, and presentation, , gallery exhibition, and Art	137	125

Department	Degree Program	Number Assessment Measures ¹	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
			Marketing presentation and lesson		
History-Political Science	BA Military History*	--	--	--	24
	BS Social Science*	--	--	--	33
	BA Public Administration*	--	--	--	14
	AA Secondary Education*	--	--	--	34
Psychology-Sociology-Criminal Justice	BS Social Science	7	Comprehensive exam, 3 posttests, internship evaluation, capstone project, satisfaction survey	259 (244 face-to-face; 0 blended, and 15 online)	168
	BS Justice Administration	4	Comprehensive exam, scholarly research paper, oral presentation, and poster in CJ/NAMS 3263	93	74
	BS Community Counseling	3	Essay exams, written assignment, and satisfaction survey	67	47
	AA Criminal Justice Studies		No data.		58
	AA Elementary Education	3	Complete degree with ≥ 2.5 GPA and earn a C or better in all 4x12 course work, OGET ≥ 240 , and student satisfaction survey	38	93
	AA Social Science	1	Comprehensive exam	15	72
School of Math, Science, and Health Sciences					
Biology	BS Biology	6	Written and oral presentations, ETS Major Field Test, written laboratory exercise, lab exercises, and surveys	191	333
	AS Biological Sciences	3	Pre/posttests, Unit exams, and a laboratory exercise	35	75
Health Science	BS Nursing	13	Lab assessments, field assessments, Capstone projects, papers and presentations	373	37 (22 not yet admitted to program)
	AAS Nursing	7	Data sharing process, NCLEX results, completion rate, employer satisfaction, employment rate, and student surveys	Not available	193 (388 not yet admitted to program)
	AAS Emergency Medical Services	10	Retention rate, placement rate, National Registry Exam subtests, employer survey, and graduate satisfaction survey	9	59
Math-Physical Science	AS Physical Science	15	ACS exam, post exams, Unit sets problems in PHYS 1114 & 2015, lab scores and lab report for CHEM 1415, MATH 1613, and GEOL 1124	41	52

¹Number 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/Other Assessment Plans

III-2; III-3 What were the analyses and findings from the 2013-2014 program outcomes assessment? What changes occurred or are planned in the programs in response to program outcomes assessment?

Academic units were divided into three schools and 11 departments. Faculty have established learning outcomes and assessment plans for each degree program. A summary of key findings and planned instructional changes resulting from program outcomes assessment is presented in Table 12. Faculty reported a variety of changes related to assessment analyses. Additional factors, such as national or state requirements, have also initiated change, and these are presented accordingly.

Table 12: Program Key Findings and Changes

Department	Degree Program	Assessment Findings	Instructional Changes
School of Business and Technology			
Applied Technology	BS Business Information Technology	Two of four benchmarks were met or exceeded. Program strengths were in achievement of management principles and risk management. Unmet was the average student score on the Business and Computer Science subtests of the ETS Major Field Test.	A textbook change is being made in Programming I and Programming II to help strengthen students' programming skills and knowledge. Specific focus is on problem solving and designing algorithms.
	BS Game Development	Data not available for 2015-2016.	
	BT Applied Technology	Two of four benchmarks were met or exceeded. Strengths were SLOs relevant to understanding management principles and to managing risk in business environments. SLO #1 performance standard was unmet with a small sample size of n=3. SLO #3 was also unmet using the ETS Major Field Test Marketing subtest. However, the mean score increased from the previous year.	Additional data will be collected in the coming academic year to better assess SLO #1.
	AS Computer Science	All three benchmarks were met in 2015-2016. Best performance was in integrating the design, implementation and administration of computer networks (development of a LAN).	A new textbook has been adopted for Programming I and II beginning in 2016-2017. Improvement in in Program Assessment Test scores is anticipated, affecting SLO #1.
	AAS Applied Technology	One benchmarks was exceeded assessing SLO #1 concerning proficiency in standard computing tools. Three SLOs were not assessed because data were not collected during the 2015-2016 academic year.	Data will be collected to assess all four SLOs in the next academic year.
Business	BS Business Administration	Five out of six benchmarks were met or exceeded. Notably, 100% of interns were evaluation by supervisors at the 70% or better level. The ETS Major Field Test benchmark was not met (70% avg.) with 69% in spring 2016 and 60% in fall 2015.	Review of the ETS Major Field Test indicates that Communication is an area for improvement for this program. Curriculum changes are underway for the Business Communications course.
	AA Accounting	All three benchmarks were met or	Although communication standards

Department	Degree Program	Assessment Findings	Instructional Changes
		exceeded. Mean increase from pretests to posttests was 18.4%. This is the first year that curriculum changes were added to BCOM 3113, and results presented promising information.	were met in the past, faculty determined to improve on these outcomes by selecting a new communications assignment. Impact of the change will be measured and reported in the next reporting period.
	AA Business Administration	All benchmarks were met or exceeded. Mean increase from pretests to posttests was 18%. This is the first year that curriculum changes were added to BCOM 3113, and results presented promising information.	Because all benchmarks were met, no instructional changes were planned for the coming year.
	Master of Business Administration	Four of four benchmarks were met or exceeded for the first MBA cohort. Pretest to posttest scores on the MBA Prep exam increased by 27%. The critical thinking and ethics case study assessment will be implemented in the coming AY.	Because this MBA program is new, faculty have endeavored to re-examine the SLOs after evaluation of two years of student and program progress.
Sport Management	BS Sport Management	All three benchmarks were met or exceeded. Capstone projects reflect a rigor in program curriculum. One of the assessments measuring SLO #1 was not conducted due to the departure of a faculty member.	As a result of student feedback, the capstone case study project will allow students to focus on their specific area of study.
School of Liberal Arts			
Communications	BA Communications	Eight of nine benchmarks were met or exceeded. 97% of students met or exceeded the performance standard for SLO #1, demonstrating proficiency in communication skills, as well as the ability to think creatively and critically. SLO #2 benchmark was not met; Communications Research	To foster the development of proficiency in communication principles, SLO #2, students will be advised to enroll in Communication Research Methods their junior year rather than during their Capstone semester.
English-Humanities	BA Liberal Arts	Six of seven benchmarks were met or exceeded. A review of results by the Capstone Committee indicates an emphasis on writing over oral communication for the BALA program.	Based upon disaggregated semester data, the Capstone Committee has recommended a proposal for a project to be completed in the spring semester of students' Junior year to prepare for their culminating capstone experience.
	AA Liberal Arts	All 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. Further, AALA graduates rated their overall experience 10% than the average RSU graduate.	No changes are planned. The AALA program feeds the BALA program, and assessment results suggest that the freshmen and sophomore year of both programs provides strong fundamentals.
Fine Arts	BFA Visual Arts	All 10 SLO assessments exceeded benchmarks. Assessments concentrated on the Capstone experience, and graduating senior student mean responses suggested a strong sense of	Review of these results in conjunction with a five-year program review resulted in a recommendation for no significant change to curriculum.

Department	Degree Program	Assessment Findings	Instructional Changes
		program satisfaction.	
History-Political Science	BA Military History	TBD	TBD
	BS Social Science	TBD	TBD
	BA Public Administration	TBD	TBD
	AA Secondary Education	TBD	TBD
Psychology, Sociology, & Criminal Justice	BS Justice Administration	All four benchmarks were exceeded at 80% proficiency. Data were disaggregated for the last six years. Results demonstrated that the quality of Capstone research projects continues to improve and is critical to meeting SLO #1. Results were disaggregated by blended and on-ground course delivery, and no differences in performance were evident.	A focus on scholarly standards will continue, with no significant curricular changes planned for the 2016-2017 academic year,
	BS Community Counseling	Two of three benchmarks were met or exceeded. Strengths were in critical thinking skill applications and student satisfaction with the program. SLO #4 was unmet; the performance standard is set at 100% and with a 92% attainment. SLO's #2 and #5 were not measured; there was a problem with data retrieval from the LMS.	SLO #4 will be monitored in the coming academic year. With a new LMS, the data retrieval problem is anticipated to be remedied.
	BS Social Science	Seven of seven benchmarks were met or exceeded. Notably 97% students demonstrated appropriate levels of interdisciplinary knowledge about diverse concepts and explanations of human behaviors.	No changes are planned for the 2016-2017 academic year,
	AA Criminal Justice Studies	Data not available for 2015-2016.	
	AA Elementary Education	All three benchmarks were met or exceeded. The cumulative GPA benchmark was achieved. 12 of 22 graduates sat for the OGET with a 100% pass rate. 75% of graduates stated that they were "very satisfied" with their experience in the program, and 100% were "somewhat satisfied" or "very satisfied".	No changes are planned to the program for the coming academic year.
	AA Social Science	One benchmark for SLO #2 was exceeded using a comprehensive exam to assess knowledge of diverse concepts and explanations of human behavior. SLO #1 was not assessed because the faculty member completing the SLR did not receive the results of the Graduating Student	Faculty are considering an alternative method to assess the SLO #1, student perceptions of a collegiate environment.

Department	Degree Program	Assessment Findings	Instructional Changes
		Survey for this program.	
School of Mathematics, Science and Health Sciences			
Biology	BS Biology	All six benchmarks were met or exceeded with varying performance standards. Of specific focus was successful outcomes for the ETS Major Field Test.	Planned changes focus on SLO #1 and #2. A new faculty member has been hired at the Bartlesville campus to effectively address competencies in key courses offered at this campus, creating greater consistency in delivery.
	AS Biological Sciences	Two of three benchmarks were met or exceeded. Most notably unit pretests and posttests were used to assess formative learning, with evidence that the program is effective in delivering these SLOs. The performance standards that were not met were based on a small sample, and this SLO (#1) will receive attention in the 2016-2017 AY. Also there has been difficulty in acquiring the results for SLO#4 because the part-time instructors who have taught the course with this embedded assessment have not had assessment training.	With respect to SLO #4, the new Jenzabar LMS will provide a solution. Adjunct faculty responsible for assessing this will now have a lab shell that all their students can utilize for implementing an online safety quiz. The safety quiz has always been used, but the collection of data has been problematic in the past.
Health Science	BS Nursing	Thirteen of 13 benchmarks were met or exceeded. Results show that students in this program have expanded their professional role to incorporate nursing theory into safe nursing care. Further, application of students' comprehension of management and leadership theory was demonstrated.	Review of assessment results indicates that knowledge of APA format in professional writing can be improved in the program, and a focus on professional writing has been written into the curriculum.
	AAS Nursing	Six of seven of the program benchmarks were met or exceeded. Average NCLEX pass rate was higher than the state and national averages. However, the program completion rate decreased from 79% in 2015 to 50% in 2015. A change in the program completion rate calculation was determined to be the cause for the decrease.	Program faculty will work with department leadership to develop a plan for student remediation.
	AAS Emergency Medical Services	Eight of 10 benchmarks were met. The program shows strong positive placement, National Registry pass rate, state exam scores, and graduate satisfaction from student surveys. Performance measures for retention rate and employer survey return rate were not met.	To address retention, faculty have implemented the use of online educational tools, such as the Mu Brady Lab. To supplement student learning and understanding, faculty have discussed moving up the deadline for the program application date to allow additional time for financial aid processes. Also the Advisory Committee is considering scholarships to aid in retention efforts.
Math-Physical	AS Physical	13 of 15 benchmarks were met or	

Department	Degree Program	Assessment Findings	Instructional Changes
Science	Science	exceeded. Notably, the performance standard for the American Chemical Society (ACS) national exam was met, indicating the program produces graduates with appropriate knowledge of chemistry principles and applications. The benchmarks for the calculus-based PHYS 2015 and PHYS 1114 lecture exams were not met this year.	Performance for SLO #1 will be monitored in the coming academic year to determine if there is a trend in the unmet performance standard.

Sections II and III Only