

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY 2018-2019

ROGERS STATE UNIVERSITY
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Office of Accountability and Academics
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ROGERS STATE
UNIVERSITY

Rogers State University
Annual Report of Student Assessment Activity
2018-2019

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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 2018, all entering students were evaluated the basis of ACT scores, secondary testing, or prior coursework. A total of 639 students who were academically deficient in at least one area enrolled in 51 sections of six different developmental courses to prepare them for college-level instruction. This included 144 students in Composition I Supplement, 77 students in Reading I, 392 students in developmental mathematics, and 26 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 2018-2019, 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 2018-2019 academic year, student performance satisfied faculty expectations within all four general education learning outcomes that were measured (91% 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 as available. 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 161 measures including portfolios, capstone projects, licensure and certification exams, pretest/posttests, standardized exams, internship evaluations, focus groups, and surveys of students, graduates, alumni, and employers. In 2018-2019, 84% 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 80% pass rate at the Claremore during the 2018-2019 academic year and a 75% pass rate for the Bartlesville campus. This is a 10-year low success rate that coincides with the sunseting of RSU's AAS in Nursing program. Beginning with Fall 2019, RSU launched its traditional BS in Nursing program. Substantial improvement in first-time NCLEX pass rates is anticipated with the new BSN program.

As a result of assessment and faculty discussions of processes and student learning outcomes for the 2018-2019 academic year, some instructional changes and student learning outcomes assessment practices have been implemented. For instance, faculty teaching the BS in Organizational Leadership are discussing activities for improving verbal communication. Faculty teaching the AA in Applied Technology will review ways to increase student participation in the Graduating Student Survey, a measure of SLOs for many programs. The BFA Fine Arts faculty will meet during the spring 2020 semester to review and update degree program student learning outcomes. Details are discussed in Section III.

Student Engagement and Satisfaction

Based on feedback from the Student Satisfaction Survey, an Athletics and Club Sports survey is being conducted during Spring 2020 to determine additional interests in athletic opportunities.

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.

In fall 2019, RSU hired a First-Year & Transfer Experience (FYTE) Director to spearhead the new first-year experience for entering freshmen and transfer students. It is anticipated that major changes will occur in the 2020-2021 academic year as a result of RSU's launch of the First Year Experience and initiation of its Higher Learning Commission Quality Initiative.

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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 Stanford Science (STASS) test 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 or 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 2018-2019 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 remained stable over 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
Fall 2018 N=503	18.5	18.5	21.1	19.7	20.0

Source: RSU Fall 2018 Fact Book

There were a total of 639 academically deficient enrollments during fall 2018 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.

During fall 2018, all entering students were evaluated the basis of ACT scores, secondary testing, or prior coursework. A total of 639 students who were academically deficient in at least one area enrolled in 51 sections of six different developmental courses to prepare them for college-level instruction. This included 144 students in Composition I Supplement, 77 students in Reading I, 392 students in developmental mathematics, and 26 students in Science Proficiency.

Table 2. Enrollment in Developmental Coursework

Course Title	Course Number	# Sections	# Students
Composition I Supplement	ENGL 0111	16	144
Developmental Reading I	READ 0114	5	77
College Math Foundations	MATH 0312	4	39
College Algebra Foundations	MATH 0412	12	169
Elementary Algebra Plus	MATH 0114	10	184
Science Proficiency	BIOL 0123	4	26
	<i>6 courses</i>	<i>51 section</i>	<i>639</i>

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 summer 2019 for the 2018-2019 academic year.

During the 2018-2019 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 (prior to the co-requisite model) 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 16% higher than for co-requisite Supplement students, a significantly higher number of co-requisite Supplement students (N = 177) enrolled and subsequently completed Composition I than did Basic Writing in the previous non-co-requisite 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.

Table 3: 2018-2019 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	26	339	365
B	44	184	228
C	35	78	113
D	13	31	44
F	41	66	107
W	18	39	57
Total	177	737	914

Table 4: 2018-2019 Co-Requisite vs. College-level Success in ENGL 1213 Composition II

ENGL 1213 Composition II * Co-requisite/Developmental Status Cross-tabulation			
	Co-requisite/Developmental Status		Total
	Co-Requisite	Not Co-Requisite	
A	16	254	270
B	18	108	126
C	8	45	53
D	8	16	24
F	10	28	38
W	4	26	30
Total	64	477	541

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 2018-2019 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 and course success suggests that students with MATH ACT subtest scores as low as 15 can succeed with the co-requisite model.

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 1 presents this model for all RSU degree programs.

Figure 1. Stem versus non-STEM Mathematics Pathways

MATH 1513 College Algebra or MATH 1715 Precalculus	MATH 1503 Math for Critical Thinking
BS Biology	BS Organizational Leadership
BS Nursing RN-BSN	BS Sport Management
BS Business Administration	BS Business Information Tech
BS Game Development	BS Justice Administration
AS Biology	BT Applied Technology
AS Physical Science	BA Communications
AA Accounting	BA Liberal Arts
AA Business Administration	BFA Visual Arts
	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)
	AA Criminal Justice Studies
	AS Computer Science
	AA Liberal Arts
	AA Secondary Education
	AA Social Studies Education
	AA Social Sciences
	AA Elementary Education
	AA Social Science

During 2018-2019 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. Table 5 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 65%.

Table 5: 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	26	165	191
	B	49	138	187
	C	67	101	168
	D	29	60	89
	F	62	78	140
	W	34	41	75
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 prior to co-requisite implementation) completed Elementary Algebra and Intermediate Algebra prior to College Algebra.

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.

Table 6: College Algebra: Comparison of Co-Requisite vs. Non Co-Requisite Groups

Math for Critical Thinking		Co-Requisite Group for Critical Thinking	Non Co-Requisite Group for Critical Thinking	Total
		A, B, C	34	34
	D, F	19	27	46
	W	13	18	31
Total		66	79	145

There is an anomaly present for student success in College Math Foundations and Math for Critical Thinking. It is possible that specific teaching practices may be affecting success in this course, and this is under review.

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.

For Developmental Math and Science Proficiency, the performance standard was set at the level of 70% of students achieving a minimum of 70% of competencies. Five out of six benchmarks were met or exceeded. For Developmental Reading and Writing, one of two benchmarks met the 70%/70% standard. Although the average post-test was 56%, this is significantly higher than the three year average post-test score prior to the implementation of the co-requisite model.

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.

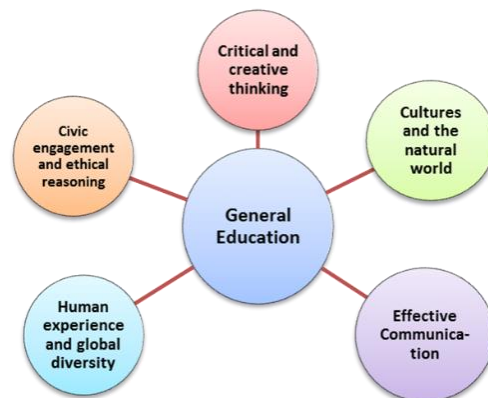
[Assessment Process 1] General Education goals are incorporated into discipline curricula and assessment plans by faculty within academic units. Faculty use course-embedded activities, performance criteria, and assessments to evaluate student learning as a result of goal-related activities. Faculty collaborate 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 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] RSU assesses its graduating seniors for bachelors programs and graduating sophomores for associates programs. As an indirect measure, graduates are asked annually for their perceptions of experiences at RSU. Among these survey questions are five that align with the five General Education goals.

Figure 2. General Education Student Learning Outcomes (GESLOs)



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] All graduates have the survey in their graduation packets and are sent a link for electronic implementation. 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 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.

[Assessment Process 3] Faculty advisors encourage graduates to complete the survey, and the Office of Accountability and Academics emails an electronic survey link to students' who submit graduation applications.

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

Table 7 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 7: Recommended Changes to General Education Program

General Education Outcome by Course	Recommendations for 2019-2020 Academic Year
1. Think critically and creatively	
BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Biology faculty have questioned the reliability the portfolio of assessment measures. Consequently, they are discussing adopting as set of common assessment questions to be used by all lab instructor on lab exam.
ENGL 1213	Although this outcome has several years of being exceeded, historically online sections lag behind face-to-face (F2F) sections. Additionally, the new co-requisite model for Composition I changes the preparation level of students for ENGL 1113, a prerequisite for ENGL 1213. Although program-level standards are being met, a new reader/rhetoric is being adopted for 2019-2020 which may help drill down into competencies that contribute to this outcome.
2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.	
BIOL 1114 BIOL 1144 BIOL 1134 BIOL 3103	Biology faculty have questioned the reliability the portfolio of assessment measures. Consequently, they are discussing adopting as set of common assessment questions to be used by all lab instructor on lab exam
ECON 2113	
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	Biology faculty have questioned the reliability the portfolio of assessment measures. Consequently, they are discussing adopting as set of common assessment questions to be used by all lab instructor on lab exam.
SPAN 1113	This assessment has routinely demonstrated student attainment of effective communication. To provide greater granularity, multiple measures will be used beginning 2019-2020.

General Education Outcome by Course	Recommendations for 2019-2020 Academic Year
ENGL 1213	Although this outcome has several years of being exceeded, historically online sections lag behind face-to-face (F2F) sections. Additionally, the new co-requisite model for Composition I changes the preparation level of students for ENGL 1113, a prerequisite for ENGL 1213. Although program-level standards are being met, a new reader/rhetoric is being adopted for 2019-2020 which may help drill down into competencies that contribute to this outcome.
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	Biology faculty have questioned the reliability the portfolio of assessment measures. Consequently, they are discussing adopting as set of common assessment questions to be used by all lab instructor on lab exam
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.	
HUM 3633	Beginning with the 2019-2020, General Education SLO #5 will be assessed in this course. Learners in HUM 3633 will be required to attend a religious service of an unfamiliar service, and an essay assessment will be used to measure student achievement of this outcome.

As part of its charge, the General Education Committee reports annually on the effectiveness of General Education at RSU. After its initial review of the departmental General Education Student Learning Reports (GESLRs) as well as a summary update from the Office of Accountability and Academics, the General Education Committee submitted the following recommendations:

Recommendation #1: Assessment of Fifth General Education Outcome

While progress has been made in many areas, none of the GESLRs include measurements or outcomes for the fifth GE Outcome: “Demonstrate civic knowledge and engagement,

ethical reasoning, and skills for lifelong learning.” The GEC recommends immediate adoption of the fifth Outcome by faculty in multiple departments. This should be a top priority for deans, department heads, and faculty across the university.

Recommendation #2: Feedback for Curriculum and Instructional Changes

The primary focus of General Education assessment must be the improvement of student learning. Evidence of that improvement should be particularly visible in several parts of the GESLRs, specifically the report on the implementation of changes proposed the year before (Part Two), the proposal for instructional changes (Part Five), and the Conclusions (which can be drawn overall, or at the end of each specific Outcome). While a few departments are fulfilling this aim, overall the discussion of curriculum and instructional changes is mediocre at best. The GEC recommends that every department detail specific, practical applications, changes, and implementations designed to improve student learning.

Recommendation #3: Detail the Measures Used for General Education Assessment

A brief, specific account of each measure used for General Education Assessment should be included in the GESLR. Phrases like “embedded exams” say nothing: how many exams, what kind of exams, and what was tested? Each measure should have a detailed enough description to indicate exactly what is being measured, and how.

Recommendation #4: Demonstrate the Connection between Measure and Outcome

Once the measure is identified, the next step is to demonstrate the connection between the measure and the chosen GE Outcome. Make explicit what is being assessed, and how it relates to the Outcome.

Recommendation #5: Focus on Part of an Outcome, if Appropriate

Each of the GE Outcomes describes distinct but related fields and/or modes of inquiry. Focusing on a specific part of an Outcome is often the best way to conduct meaningful assessment. For instance, one measure may focus on using written communication effectively, while another emphasizes the effective use of visual communication. Clearer targets make it easier to measure how well students are accomplishing the Outcome. This may be especially useful as faculty implement the fifth outcome: one course might measure the demonstration of “civic knowledge and engagement,” while another focuses on “ethical reasoning.”

Once again, these recommendations will help RSU meet the Higher Learning Commission’s direction to create “a well understood, broadly implemented, sustainably assessed, and achieving general education system” (p. 5).

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 2018-2019 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 8 General Education Assessment Findings* below presents a summary of general education SLOs and findings from this process.

Table 8: 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%	202	Y
BIOL 1144	Science Literacy Quiz	70%/70%	291	Y
ECON 2113	Pre/Post tests	Increase \geq 10%	41	Y
ECON 2123	Comprehensive Course Assignments	70%/70%	74	Y
ENGL 1113	Article Summary and Evaluation	70%/70%	421 F2F 30 Online	Y Y
ENGL 1113	Posttest	70%/70%	345 F2F 17 Online	Y Y
ENGL 1213	Article Summary and Evaluation	70%/70%	363 F2F 64 Online	Y Y
ENGL 1213	Posttest	70%/70%	351 F2F 72 Online	Y Y
ENGL 2613	Creative Project	70%/70%	35 F2F	Y
HUM 2113	Essay	70%/70%	63 F2F 33 Online 0 Blended	Y Y -
HUM 2223	Essay	70%/70%	129 F2F 106 Online 50 Blended	Y Y Y
HUM 2413	Final Exam	75%/70%	64 F2F 0 Online	Y -
HUM 3633	Essay Exams	70%/70%	0 F2F 47 Online	- Y
LANG 1113	Assignments	70%/70%	14 F2F 23 Online	Y Y
LANG 1113	Final Exam	70%/70%	14 F2F 23 Online	Y Y
MATH 1503	Chapter Exams	70%/70%	82 F2F 19 Online	N N

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
MATH 1513	Avg. on Chapter Exams	70%/70%	374 F2F 13 Blended 123 Online	N N Y
MATH 1613	Chapter Exams	70%/70%	38 F2F 31 Online	N N
MATH 1715	Chapter Exams	70%/70%	10 Blended	Y
SPCH 1113	Mid-term	75%/70%	260 F2F 58 Online	Y Y
<i>19 Sources</i>	<i>12 Types of Measures</i>	Varied	<i>3,843 student assessments</i>	<i>82% Met or Exceeded</i>
2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.				
BIOL 1114	Comprehensive Pre-Post Exam	70%/70%	206	N mean = 67%
BIOL 1114	Comprehensive Pre-Post Exam	70%/20% improvement	196 F2F 100 Online	Y Y
BIOL 1114 Online	Comprehensive Final Exam	70%/70%	100	Y
BIOL 1144	Comprehensive Pre-Post Exam	70%/70%	279	N 2% below
BIOL 1144	Comprehensive Pre-Post Exam	70%/20% improvement	217	Y
BIOL 1134	Avg. of Unit Exams	70%/70%	31 F2F 35 Online	N Y
ECON 3003	Pre-Post Exam	10% Improvement	7 F2F 29 Online	Y Y
HUM 2113	Comprehensive Final Exam	70%/70%	18 F2F 115 Online 67 Blended	Y Y Y
HUM 2223	Comprehensive Final Exam	70%/70%	107 F2F 110 Online 50 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%	68 F2F 3 Online	Y Y
GEOG 2243	Embedded Exams	70%/70%	94 F2F 107 Online 28 Blended	Y Y Y
HIST 2483	Embedded Exams	70%/70%	139 F2F 119 Online 45 Blended	Y Y Y
HIST 2493	Embedded Exams	70%/70%	148 F2F 136 Online 45 Blended	Y Y Y
HIST 2013	Embedded Exams	70%/70%	19 F2F 0 Online	Y Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
			10 Blended	Y
HIST 2023	Embedded Exams	70%/70%	17 F2F 0 Online 16 Blended	Y Y Y
<i>17 Sources</i>	<i>7 Types of Measures</i>	<i>Various Standards</i>	<i>2,817 student assessments</i>	<i>89% Met or Exceeded</i>
3. Use written, oral, and visual communication effectively.				
ART (HUM) 1113	Art Experience cultural event paper	70%/70%	135	Y
ART (HUM) 1113	Final Exam	70%/70%	135	Y
BIOL 3103	Written Paper/Presentation	70%/70%	30	Y
ENGL 1113	Essay	70%/70%	411 F2F 31 Online	Y Y
ENGL 1113	Expository Essay	70%/70%	411 F2F 31 Online	Y Y
ENGL 1113	Timed Essay Exam	70%/70%	455 F2F 36 Online	Y Y
ENGL 1213	Essay	70%/70%	415 F2F 69 Online	Y Y
ENGL 1213	Researched Essay	70%/70%	368 F2F 66 Online	Y Y
HUM 2113	In-class Presentation	70%/70%	96 F2F 28 Online 36 Blended	Y Y Y
HUM 2223	In-class Presentation	70%/70%	67 F2F 50 Online 25 Blended	Y Y Y
HUM 3633	Comprehensive Project	70%/70%	47 F2F 0 Online	Y
PHIL 1113	Essay	50%/85% 85%/70%	42 F2F 30 Online	Y Y
PHIL 1313	Essay	50%/85% 85%/70%	26 F2F 30 Online	Y Y
SPAN 1113	Final Exam	70%/70%	74 F2F 40 Online	Y Y
SPCH 1113	Informative and Persuasive Speech	80%/70%	257 F2F 57 Online	Y Y
<i>15 Sources</i>	<i>10 Types of Measures</i>	<i>Various Standards</i>	<i>3,498</i>	<i>100% Met or Exceeded</i>
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%	135	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
ENGL 2613	Final Exam	70%/70%	36 F2F	Y
ENGL 2613	Literary Analysis/Research Paper	70%/70%	36 F2F	Y
HUM 2113	Essay	70%/70%	71 F2F 40 Online 32 Blended	Y Y Y
HUM 2223	Essay	70%/70%	60 F2F 47 Online 24 Blended	Y Y Y
POL 1113	Embedded Exams	70%/70%	196 F2F 98 Online 91 Blended	Y Y Y
PSY 1113	Pretest/Posttest	10% Improvement	293 F2F	Y
SOC 1113	Unit Exams Re: Society and Culture	70%/70%	94 FTF 114 Online	Y Y
SOC 3213	Final Exam Re: Diverse Cultures	80%/70%	27 Online	Y
<i>8 Sources</i>	<i>8 Measures</i>	<i>Various Standards</i>	<i>1,394 student assessments</i>	<i>100% Met or Exceeded</i>
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.				
<i>0 Sources</i>	<i>0 Measures</i>	<i>--</i>	<i>0 Students</i>	<i>--</i>

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

[Assessment Process 2] The ETS Proficiency Profile results for 2018-2019 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 2018-2019 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 3 and Table 9 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 3: 2018-2019 Overall ETS Proficiency Profile Overall Results

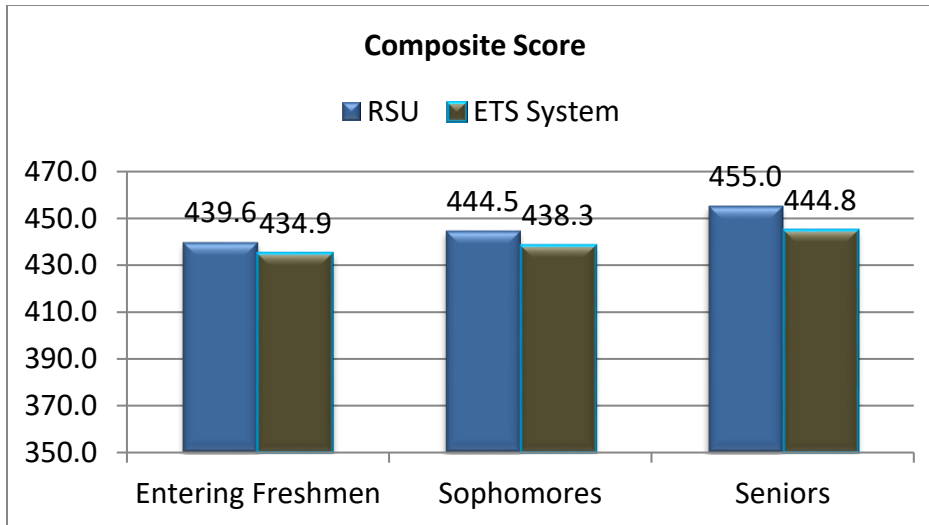


Table 9: 2018-2019 ETS Proficiency Profile: Percent “Proficient”

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] 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 10 presents the results for 2018-2019.

Table 10. 2018-2019 Graduating Student Survey Self-Ratings (N=79)

General Education Outcomes	Somewhat to Very Satisfied
1. Progression toward thinking critically and creatively	97%
2. Progression toward acquiring, analyzing and evaluating knowledge of human cultures and the physical and natural world	97%
3. Progression towards using written, oral and visual communication effectively	98%
4. Progression toward developing individual perspective on the human experience and demonstrating an understanding of diverse perspectives and values	97%
5. Progression toward demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning	99%
Mean	97.6%

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.

2018-2019 SLR results for each of the five RSU general education goals were aggregated for review and discussion with the General Education Committee. Results informed the academic community with regard to what is working well and what is not. For the most recent year, four of the 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 2018-2019. 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 3 and Table 9, these results indicate pattern of growth for all general education constructs.

[Assessment Process 3] RSU students rated their progress on all five general objectives. The OAA monitors current performance and compares with past years. RSU students have consistently rated their attainment of the general objectives positively. 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 summarizes recommendations and plans to modify curriculum and assessment processes. In coordination with this process, Biology faculty have questioned the reliability the portfolio of assessment measures. Consequently, they are discussing adopting a set of common assessment questions to be used by all lab instructor on lab exam. This is to provide 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 2019-2020 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 2020 for use in assessment of 2020-2021 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.

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. Graduate program (MBA) is included.

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 161 assessment measures were used to assess 3,097 students in 2018-2019. Results are disaggregated below in Table 11 with the total number of majors in each degree 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 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	103	17
	AA Business Administration	3	Pre/posttest in BCOM 3013; Pre/Posttest in MKTG 3113; writing assignments in BCOM 3113	159	53
	BS Business Administration	7	ETS Field Test; Internship evaluation, Pre/Posttest in BADM 3113 and MRKT 3113; writing assignment in BCOM 3113	240	466
	BS Organizational Leadership	4	Research Paper, Portfolio Assignment, Research Presentation, and Alumni Survey	53	45
	BS Sport Management	4	Supervisor and student evaluations of internship, papers in SPMT 3213 and SPMT 3013, case study in Capstone.	202	103
	Master of Business Administration	2	Business Plan and Case Study	47	29
Health Science	AAS Emergency Medical Services*	10	Retention rate, placement rate, National Registry, Exam subtests, employer survey, and graduate satisfaction survey	Not available	12
	AAS Nursing	4	Completion rate, job placement rate, NCLEX licensure pass rate, and graduate satisfaction survey	116	81 + 12 LPN Bridge
	BS Nursing (RN to BSN)	3	Completion rate, job placement rate, and graduate satisfaction survey	68	58 + 57 New BSN
Technology and Justice Studies	AA Criminal Justice Studies	7	Pretests and posttests, written and oral presentations, CLEET certification exam	198	28
	AAS Applied Technology	2	Standardized exams in Microcomputer Applications	68	18
	AS Computer Science	3	Program Assessment Test; IT 2153 Network LAN Project; Cumulative assignments and exams in CS 1113	18 Online 19 F2F	3841
	BS Business Information Technology	4	ETS Major Field Test; CS 3413 Assignments	33	80

Department	Degree Program	Number Assessment Measures ¹	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
	BS Justice Administration	3	Comprehensive exam, scholarly research paper, oral presentation, and poster in CJ/NAMS 3263	68	83
	BT Applied Technology	3	Program exit exam in Capstone; pretest/posttest in TECH 3203; Student Satisfaction Survey	42	77
School of Arts & Sciences					
Biology	AS Biological Sciences	3	Pre/posttests, Unit exams, and a laboratory exercise	331	36
	BS Biology	6	Written and oral presentations, ETS Major Field Test, written laboratory exercise, lab exercises, and surveys	334	238
Communications	BA Communications	9	Research paper, oral debate, capstone project, midterm, 2 final exams, final project, 2 surveys	171	111
English-Humanities	AA Liberal Arts	5	3 essays, in-class presentation, satisfaction survey	<u>27</u> (11 face-to-face and 14 online)	24
	BA Liberal Arts	7	Capstone project proposal, presentation and paper, final paper, 2 essays, satisfaction survey	<u>40</u> (40 on-ground 0 online 0 Blended)	49
	Bachelor of General Studies	8	Annotated bibliography, research methods statement, mentor selection, Capstone project and findings, literature review, and focus group participation	24	35
Fine Arts	BFA Visual Arts	10	Capstone portfolio proposal, component, and presentation, , gallery exhibition, and Art Marketing presentation and lesson	113	124
History-Political Science	AA Secondary Education	3	OGET state pass rate Historical Paper	12	22
	BA History	4	Research papers; exams, capstone paper, and Capstone presentation	15	32
	AA Social Science*	--	Not available	--	6
	BA Military History	4	Capstone paper, research papers, written assignment, Graduating Student Survey	56	5
	BA Public Affairs	4	Internship, exams, program evaluation course assignments, other assignments	64	19
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	39	22

Department	Degree Program	Number Assessment Measures ¹	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
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	101	73
	AA Social Science	1	Comprehensive exam	42	35
	BS Community Counseling	10	Capstone project, essay exams, written assignment, mentorship agreement, and satisfaction survey	93	53
	BS Social Science	9	Comprehensive exam, 3 posttests, internship evaluation, capstone project, satisfaction survey	225 (100% face-to-face)	156

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

III-2; III-3 What were the analyses and findings from the 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, 137 of 163 (84%) assessment benchmarks were met or exceeded. In most degree programs, no curricular change is planned; however, faculty discussions are underway. For example, faculty teaching the BS in Organizational Leadership are discussing activities for improving verbal communication. Faculty teaching the AA in Applied Technology will review ways to increase student participation in the Graduating Student Survey, a measure of SLOs for many programs. The BFA Fine Arts faculty will meet during the spring 2020 semester to review and update degree program student learning outcomes.

A summary of key findings and planned instructional changes resulting from program outcomes assessment is presented in Table 12.

Table 12: Program Key Findings and Changes

Department	Degree Program	Assessment Findings	Instructional Changes
School of Professional Studies			
	AA Accounting	All seven benchmarks were met or exceeded. Mean increase from pretests to posttests averaged 15%.	Significant changes have been made to the curriculum over the last year based upon assessment of business writing in Business Communications. The department will discuss the review and disaggregation of

Department	Degree Program	Assessment Findings	Instructional Changes
			results in the coming year between on-ground and online results.
	AA Business Administration	All seven benchmarks were met or exceeded. Mean increase in MKTG 3113 pretests to posttests was 52% and mean increase in BCOM 3113 pretests to posttests was 15%.	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	All 13 benchmarks were met or exceeded. 100% of interns were evaluation by supervisors at the 70% or better level. Average Major Field Tests exceeded the national average.	Because all benchmarks were met, no instructional changes were planned for the coming year.
	BS Organizational Leadership	3 of 4 benchmarks were met or exceeded.	59% of Capstone students achieved 80% or better competency. This is 11% short of the standard. Faculty will discuss applications for improving verbal communication skills to close this gap.
	BS Sport Management	All 5 benchmarks were met or exceeded. 100% of interns received a 6 or higher score on the agency supervisor evaluation (1 to 7 scale), and 100% of seniors met the Capstone benchmark.	Supervisory ratings for student internship performance indicate strong skills sets aligning with program outcomes.
	Master of Business Administration	Three of 3 benchmarks were met or exceeded for the MBA cohort. 80% of students met or exceeded the standard for the case study in MGMT 5133 Business Strategy.	Performance in MGMT 5133 Business Strategy was higher than previous semesters. Case study analysis is considered to enhance MGMT outcomes achievement.
Health Sciences	AAS Emergency Medical Services	SLR was not submitted for the final cohort of the program which is being sunset as of spring 2020.	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 rate for Associate degree graduates.	Healthcare in the US is transitioning from AAS degree educated nurses to BS degree educated nurses. Proactively, RSU is sunsetting its AAS Nursing program in fall 2019 and

Department	Degree Program	Assessment Findings	Instructional Changes
			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 100% completed the program within five years.	ELA changed to increase the student to faculty ratio. 100% of full-time faculty were Quality Matters certified.
Technology and Justice Studies	AA Criminal Justice	All four 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 2019-2020 AY. 57% of graduate gained employment law enforcement and 43% continued their education within a bachelor's degree program.
	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 2018-2019 academic year.	Only one of five graduates completed the exam although all were informed. Discuss ways to increase participation of graduates in the exit exam.
	AS Computer Science	All three benchmarks were met in 2018-2019. Best performance was in setting up a minimal LAN with a server and two or more clients.	No curriculum changes are deemed necessary.
	BS Business Information Technology	Two of three 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, missing the benchmark by 7%. With a sample size of seven, faculty will review 2019-2020 results to consider changes or enhancements to curriculum.
	BS in Justice Administration	All 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	The Capstone experience will continue to promote student learning with a strong research component.

Department	Degree Program	Assessment Findings	Instructional Changes
		research paper within the Capstone experience.	
	BT Applied Technology	Three 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 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			
	AS Biological Sciences	Three of five 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 four 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.
Biology	BS Biology	Seven of seven benchmarks were met or exceeded with varying performance standards. (8 th measure was not assessed.) Regarding SLO #1, Fundamental processes of life, 90.% 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 SLOs indicates program goals are being achieved.	The Biology Major Field Test average student score was within one standard deviation of the national mean. Because of the outcome of this summative measure, no instructional changes were planned.
Communications	BA Communications	Four of five benchmarks were met or exceeded. 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	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. Faculty do not believe coursework is too rigorous and will monitor progress in 2018-2019.

Department	Degree Program	Assessment Findings	Instructional Changes
		and COMM 3713 Comm Research Methods.	
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 gauge 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	Seven of eight 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.
	Bachelor of General Studies	Seven of eight benchmarks were met or exceeded for this new program. Direct and indirect measures were used and show promising results..	Two of three respondents successfully achieved SLO#2, Demonstrate effective use of technologies appropriate to the task and respective discipline. A larger sample size will provide better information.
Fine Arts	BFA Visual Arts	Eight of nine benchmarks were met or exceeded. SLO #5 regarding student satisfaction with the degree program was not met. However, a larger sample size is desired for this indirect measure	SLO #5 is actually a measure rather than a true student learning outcome. During spring 2020 faculty will review and revised student learning outcomes for updates.
History-Political Science	AA Secondary Education	Two of two graduates completed the Oklahoma General Education Test (OGET) for the 2018-2019 graduating class. This qualifies graduates to move forward into their junior year towards a bachelor of education at another accredited university.	While students performed well on the OGET History test, Government can use improvement. Also writing skills can use improvement, and faculty will coordinate with the Writing Center for enhanced opportunities in 2019-2020

Department	Degree Program	Assessment Findings	Instructional Changes
	AA Social Science	Not available in 2018-2019	--
	BA History	The three assessed benchmarks in the History program were not met.	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. An additional year of summative data collection will begin to provide trend analysis.
	BA Military History	Four of five 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).	SLO #2, Demonstrate competency in expressing ideas through oral and written communication, was not met. The fall cohort achieve the standard by the spring cohort did not. Students failed to follow the professor's guidance to successful execution. The professor would like to inspire the 2019-2020 cohorts before changing curriculum.
	BA Public Affairs	Faculty reported data exist showing evidence that two of three SLOs were achieved for this redeveloped program. The BA in Public Administration transitioned to Public Affairs. Strengths include the ability to analyze and critique approaches to public policy.	SLO #2, Demonstrating an ability to apply knowledge and understand different views regarding public affairs, was unmet. Because numerous students did not complete all the writing assignments, the number of writing assignments is being scaled back.
Mathematics & Physical Science	AS Physical Science	Five of eight 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).	Students missed the benchmark for the American Chemistry Society. With a small size of three students, additional data is desired. Historical Geology proved to be a strength.

Department	Degree Program	Assessment Findings	Instructional Changes
Psychology, Sociology, & Criminal Justice	AA Elementary Education	All eight benchmarks were met or exceeded. Notably, all 12 students in the 2018-2019 graduating class achieved a 100% pass rate for the OGET. 94% met or exceeded the GPA standard of 2.5.	The number of graduates sitting for the OGET was up in 2018-2019. 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. A sample size of three 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 assessment focused on AA in Social Science students. The low sample size affected the achieve of this SLO; however, class performance was strong.
	BS Community Counseling	10 of 15 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. 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	All five benchmarks were met or exceeded. Notably, the mean of all student internship performance ratings by supervisors was above the midpoint. Students were rated as effective by site supervisors, and this provides additional evidence of program effectiveness.	100% of majors completed all internship hours. Research continues to be a strength for BSSS students.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1. What assessments were used and how were the students selected?

Student satisfaction assessments target those dimensions in the RSU Mission and Commitments from a multi-faceted standpoint and provide valuable information for an evolving regional university in maintaining its effectiveness in the student educational experience. Two assessments measuring affective student performance and experience were administered institutionally during 2018-2019. They were the RSU Student Satisfaction Survey and RSU's Graduating Senior Survey.

During the spring 2019 semester, the Student Satisfaction Survey was administered to all students enrolled at RSU during that semester. All students (N=3,296) enrolled during spring 2018 were emailed an invitation to participate. No incentives were offered for participation.

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 Student 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, graduating student satisfaction with university programs and services is assessed, evaluating student perceptions in overall RSU experience, general education program, and degree program.

For graduating MBAs, all 15 graduates were emailed a MBA Graduating Student Survey link. Participation was voluntary but encouraged.

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

For the Student Satisfaction Survey, 110 students participated in this online survey. This was less than was needed for 90% statistical power. However, participating student demographics were representative of the University's demographics, and results were analyzed and shared with the RSU community. For quality of instruction in students' major field, nine out of ten students (89%) reported satisfied to very satisfied. Eighty-

eight percent reported positive satisfaction with activities on campus, and 85% reported satisfaction with concern for students as individuals. A total of 83% reported satisfaction with personal involvement with campus activities.

Results of the Graduating Senior Survey demonstrated student satisfaction (higher than the midpoint) for all 13 items. A total of 112 graduating students (19%) responded. The surveys that were returned were representative of the demographics of RSU graduates. Results indicated that 94% of graduates rated their overall RSU experience as satisfying to very satisfying on a 4-point Likert-type scale. A total of 92% 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 95% satisfied. Other highly rated items included “Quality of instruction in your major” at 92% satisfied, and “Maintenance of high academic standards” at 95% satisfied. A total of 90% of graduates reported satisfaction with their overall general education experience. The lowest rating was for general academic advising, at 84% satisfaction.

For the MBA Graduating Student Survey, only one of 15 graduates responded. S/He was most satisfied with academic advising in her/his major. The one item for which s/he expressed somewhat dissatisfaction was availability of faculty for academic help. The survey was implemented in the last semester prior to the program being migrated to 100% online. Results for the 2019-2020 survey will be especially important.

IV-3. What changes occurred or are planned in response to student engagement and satisfaction assessment?

Based on feedback from the Student Satisfaction Survey, an Athletics and Club Sports survey is being conducted during Spring 2020 to determine additional interests in athletic opportunities. Regarding trend data, the John N. Gardner

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.

In fall 2019, RSU hired a First-Year & Transfer Experience (FYTE) Director to spearhead the new first year experience for entering freshmen and transfer students. It is anticipated that major changes will occur in the 2020-2021 academic year as a result of RSU’s launch of the First Year Experience and initiation of its Higher Learning Commission Quality Initiative.

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 13: Assessment-Related Fees and Expenditures for 2019-2020

Type of Fee or Expense	Details	Amount
Assessment fees	\$4 per semester credit hour	\$324,684
<i>Assessment salaries</i>	<i>4.2 FTEs at three campuses including Testing Centers and OAA salaries and benefits (30%)</i>	<i>\$268,450</i>
<i>Distributed to other departments</i>	<i>13 total FTEs for assessment-related training, conferences, and travel*</i>	<i>\$30,300</i>
<i>Operational costs</i>	<i>Surveys, software, tests, and focus groups</i>	<i>\$25,934</i>
Total expenditures		\$324,684

**Higher Learning Commission annual conference, John N. Gardner Foundations of Excellence Conference, and the Oklahoma Association of Institutional Research.*