

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY 2019-2020

ROGERS STATE UNIVERSITY
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ROGERS STATE
UNIVERSITY

Rogers State University
Annual Report of Student Assessment Activity
2019-2020

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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 2019, all entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. A total of 593 students who were academically deficient in at least one area enrolled in 54 sections of six different developmental courses to prepare them for college-level instruction. This included 143 students in Composition I Supplement, 92 students in Reading I, 424 students in developmental mathematics, and 34 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 Next Generation or 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 Next Generation inventory is significantly more likely to place students directly in college-level Comp I without co-requisite/supplemental requirements. This results in a lower success rate in the supplemental course, as only students with lower test scores are being placed in the remediation. However, first year students are successfully completing Comp I at a higher rate than with the traditional model.

Regarding mathematics, students who enrolled in College Algebra Foundations in 2019-2020 had a similar success rate in College Algebra as those students who completed Elementary Algebra and Intermediate Algebra prior to the co-requisite initiative. However, students on the STEM track were more likely to successfully complete College Algebra with a C or better during their first year than prior to the co-requisite initiative. Results for Mathematics for Critical Thinking are complex and are being reviewed.

General Education Program Assessment

RSU's General Education program is conducted using three major methodologies. In 2019-2020, 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 2019-2020 academic year, student performance satisfied faculty expectations within all four general education learning outcomes that were measured (92% 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.

Additionally, Co-curricular student learning outcomes were assessed and reviewed with general education outcomes. Eleven of the 12 Co-curricular SLOs results in positive growth for responding students. Least positive growth occurred for the development financial literacy skills. Although the assessment process used may not be the most effective means to measure student progress in financial literacy, the results highlight a need for attention to this outcome.

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 154 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 2019-2020, 78% 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 82% pass rate at the Claremore campus during the 2019-2020 academic year and a 91% pass rate for the Bartlesville campus. The

Oklahoma state mean pass rate was 89% and national mean pass rate was 88% during the same year. Beginning with Fall 2019, RSU launched a 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 2019-2020 academic year, some instructional changes and student learning outcomes assessment practices have been implemented. Most recommended changes involved modifications to the assessment system, including instruments and processes. All degree programs in the Business Department have undergone a thorough review and update of student learning outcomes. Faculty in Technology and Justice Studies have created a new assessment instrument to effectively assess specific student learning outcomes for the BS in Business Information Technology and the AS in Computer Science. Faculty in Community Counseling are considering a new internship assessment, with plans for improved follow up of program graduate employment. Plans for change in the BS in Social Science include the implementation of a more effective student tracking system after graduation.

Student Engagement and Satisfaction

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. Disappointing to graduates in 2019-2020 was the need to implement a virtual Commencement rather than a face-to-face Commencement due to the COVID-19 pandemic. A special graduating senior survey was implemented to garner graduate feedback and guide the process.

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. She has facilitated the implementation of a university-wide freshman orientation course, The University Experience, which was launched in fall 2020. It is anticipated that this orientation course will make a significant positive impact on the freshmen experience, especially during the Pandemic. Also launched in fall 2020 was RSU's Higher Learning Commission Quality Initiative, the Student Success Academy. 2020-2021 is an institution-wide planning year.

ROGERS STATE UNIVERSITY
Annual Student Assessment Report of 2019-2020 Activity

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 \$55 for the ACT National without the Writing subtest and \$70 with the Writing subtest. Fee for the ACT Residual test is \$55. 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 Next Generation to place students, who are deficient in reading, writing or mathematics, in appropriate developmental courses. The University also accepts classic Accuplacer test results. 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. A Next Generation score of 250 on the English subtest or score of 80 on the classic Accuplacer English subtest is required for college level placement in English Composition I. A Next Generation subtest score from 236 to 249 qualifies a student to enroll in the Composition I Supplemental course concurrently with Composition I. A Next Generation subtest score below 236 places students in Developmental Writing.

For students score below 19 on the ACT Reading subtest, a Next Generation score of 250 on the Reading subtest equates to college-level reading. A classic Accuplacer score of 75 is required on the Reading subtest in order to test out of developmental Reading I.

A Math Next Generation subtest score of 250 or a classic Accuplacer subtest score of 66 places students in college-level mathematics. A Next Generation subtest score of 236-249 or a classic Accuplacer subtest score of 40-65 places students in supplemental math, allowing them to enroll concurrently in a corresponding college-level math course. A Next Generation math subtest score of 0-235 or a classic Accuplacer score below 40 requires Elementary Algebra.

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.

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.

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

During the 2019-2020 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 the last five years with the fall 2020 mean dipping. This may be an artifact of the COVID-19 pandemic, and additional analysis is needed. *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 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
Fall 2019 N=652	19.0	18.5	21.1	20.3	19.6

Semester	English ACT	Mathematics ACT	Reading ACT	Science ACT	Composite ACT
Fall 2020 N=503	19.1	18.8	20.9	20.4	19.4

Source: RSU Fall 2020 Fact Book

There were a total of 593 academically deficient enrollments during fall 2020 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 2020, all entering students were evaluated on the basis of ACT scores, secondary testing, or prior coursework. A total of 593 students who were academically deficient in at least one area enrolled in 54 sections of six different developmental courses to prepare them for college-level instruction. This included 43 students in Composition I Supplement, 92 students in Reading I, 424 students in developmental mathematics, and 34 students in Science Proficiency.

Table 2. 2019-2020 Enrollment in Developmental Coursework

Course Title	Course Number	# Sections	# Students
Composition I Supplement	ENGL 0111	8	43
Developmental Reading I	READ 0114	7	92
College Math Foundations	MATH 0312	9	62
College Algebra Foundations	MATH 0412	17	240
Elementary Algebra Plus	MATH 0114	9	122
Science Proficiency	BIOL 0123	4	34
	<i>6 courses</i>	<i>54 section</i>	<i>593</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. During the 2019-2020 academic year, students who enrolled in Composition I Supplement had a significantly lower success rate in Composition I as did students who scored lower than 19 on the ACT English subtest but

waived the co-requisite with a qualifying score on the Accuplacer. Only 31% of students who enrolled in the supplemental co-requisite English course successfully completed Composition I with a C or better. This compares to 78% of students, who did not require English remediation, earning a C or better in Composition I. For comparability, the co-requisite student success rate was compared with that of 2017-2018, the first year of the initiative, and that of 2016-2017, the last year of the traditional model. Results for the most recent year demonstrate a significantly lower success rate. Simultaneously, RSU adopted a new placement test, the Accuplacer Next Generation. Its use has resulted in a significantly higher placement rate in college-level courses with no remediation required. It is possible that the low Comp I success rate for 2019-2020 Supplemental/Co-requisite students is due to the fact that only those with the lowest test scores are now enrolling in remediation. The number of Supplement sections decreased from 14 to 8, and the number of Supplemental students decreased from 161 to 43 in the two-year period. Further, the high success rate of the few Supplemental/Co-requisite students who completed Composition II last year is even higher than that for the college-ready students, indicating additional analysis is needed.

Figure 1: Trend Comparison for Success (C or Better) in Comp I - Traditional Basic Writing and Co-Requisite/Supplemental Remediation

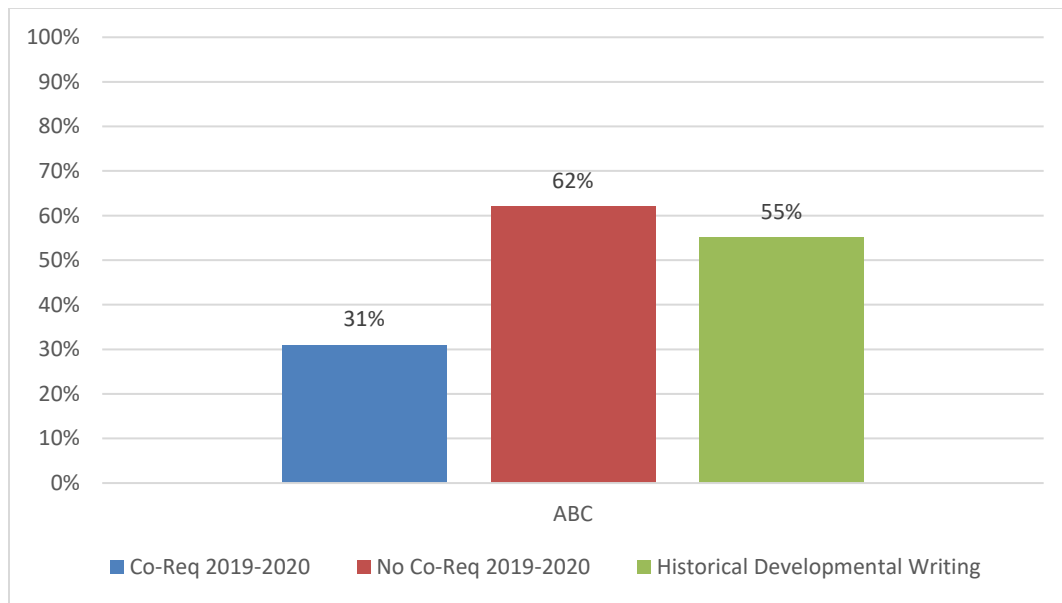
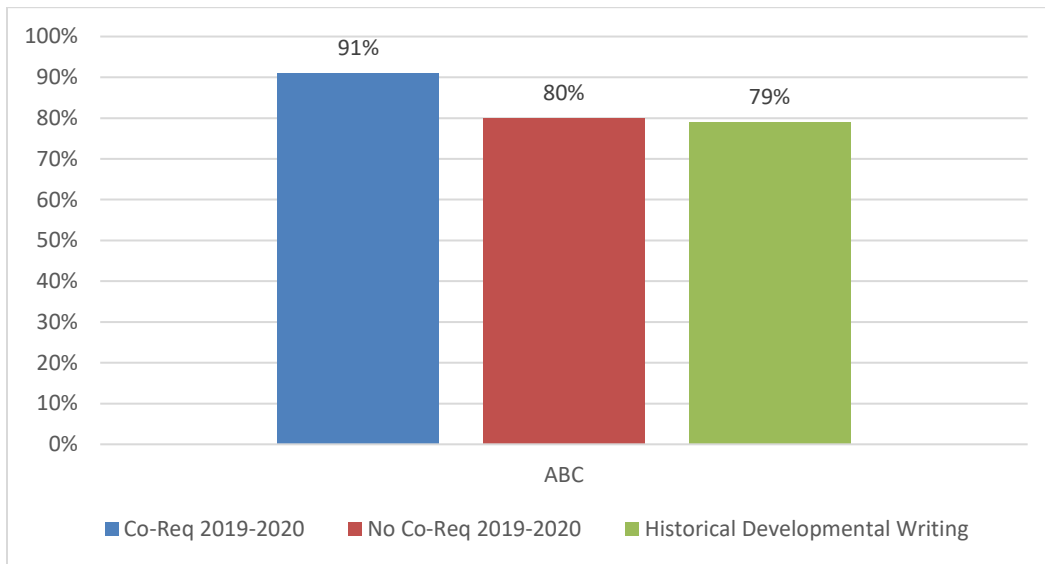


Figure 2: Trend Comparison for Success (C or Better) in Comp II - Traditional Basic Writing and Co-Requisite/Supplemental Remediation



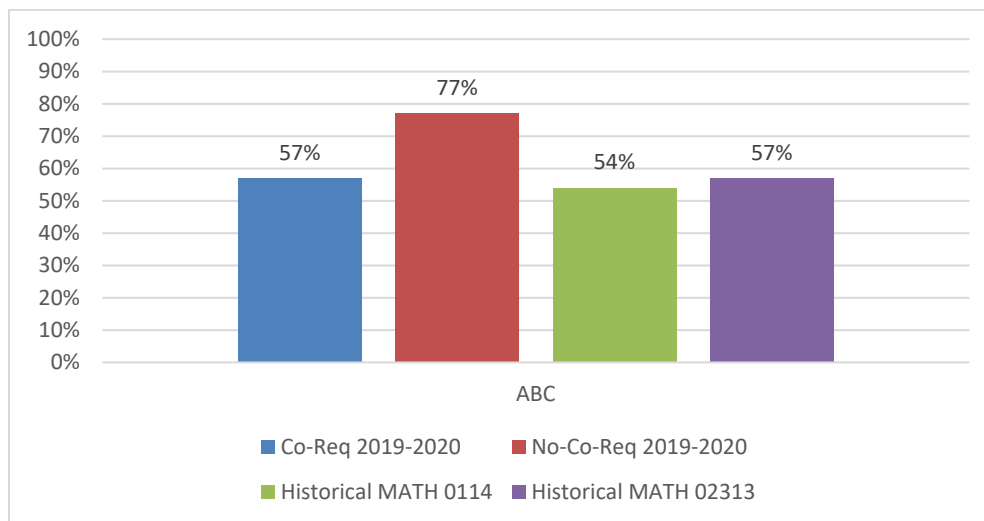
RSU implemented an advisement process in spring 2017 that segregates advisees into STEM and non-STEM tracts and places students in a mathematics sequence appropriate to their career aspirations. Figure 3 presents this model for all RSU degree programs.

Figure 3. 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

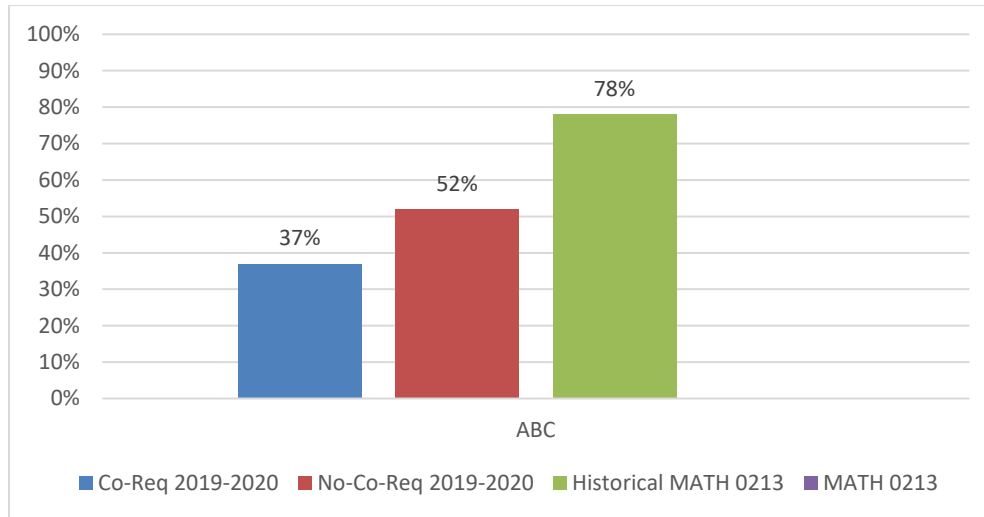
During 2019-2020, students who enrolled in College Algebra Foundations had a *similar* success rate in College Algebra as those students who completed Elementary Algebra and Intermediate Algebra prior to the co-requisite initiative (see Figure 4). However, students on the STEM track were more likely to successfully complete College Algebra with a C or better during their first year than prior to the co-requisite initiative.

Figure 4: Trend Comparison for Success (C or Better) in College Algebra - Traditional Remedial Mathematics and Co-Requisite/Supplemental Remediation



Students who enrolled in College Math Foundations had a lower success rate in Mathematics for Critical Thinking than those who did not place into co-requisite coursework. However, there is an anomaly present for student success in College Math Foundations and Math for Critical Thinking. Students who enrolled in the traditional Intermediate Algebra course prior to the co-requisite initiative were significantly more successful than the other two groups. It is possible that specific teaching practices may be affecting success in this course, and this is under review. (See Figure 5.)

Figure 5: Trend Comparison for Success (C or Better) in Math for Critical Thinking - Traditional Remedial Mathematics and Co-Requisite/Supplemental Remediation



For Science Proficiency, the performance standard/benchmark was set at the level of 2/3 of students successfully completing a department-determined posttest with a passing score. During the 2019-2020 academic year, 11 students were assessed to determine the achievement of this standard. A second benchmark was a 30% improvement between the pretest and posttest for 70% of students. This benchmarks were not met. Because only 11 students completed both the Science Proficiency pretest and posttest, faculty will review next year’s data for trend analysis.

Section II – General Education Assessment and Co-curricular 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.

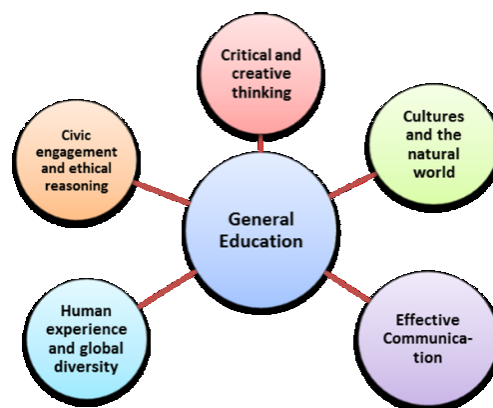
2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.
3. Use written, oral, and visual communication effectively.
4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.
5. Demonstrate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

[GE 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.

[GE 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.

[GE 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 6. General Education Student Learning Outcomes (GESLOs)



[Co-Curricular Assessment] RSU has developed 12 co-curricular student learning outcomes, five of which are RSU's General Education SLOs. With the leadership position vacant in Student Affairs during fall 2019, the Office of Accountability and Academics (OAA) collected assessment data for these SLOs via survey in spring 2020. OAA analyzed and reported the findings. Co-curricular student learning outcomes included:

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.

The following seven SLOs were added in 2019-2020:

6. Develop academic, career, transfer, and lifelong learning skills
7. Promote health and wellness for self and others
8. Support social and personal growth
9. Cultivate culture and identity
10. Demonstrate student leadership and engagement
11. Develop financial literacy skills
12. Engage in campus and community service

II-2. Describe how the assessments were administered and how students were selected.

[GE 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 were selected for inclusion in RSU's general education program. In 2019-2020, 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.

[GE 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, sophomores, and seniors 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.

[GE Assessment Process 3] All graduates have the survey in their graduation packets and are sent a link for electronic implementation. Participation is voluntary.

[Co-Curricular Assessment] The Office of Accountability and Academics collected assessment data for the co-curricular student learning outcomes via survey, and OAA analyzed and reported the findings. Student athletes, Honors students, President Leadership Class, and members of the Social Justice League were directly requested to complete a self-report assessment of their co-curricular experiences, using responses to inform modifications to new co-curricular student learning outcomes. All participation was voluntary.

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

[GE 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.

[GE Assessment Process 2] In order to ensure a representative sample of students for the ETS Proficiency Profile, students who completed the exam were awarded \$20 on their Hillcat Declining Balance card. In order to avoid impacting enrollment, the enrollment hold was removed from freshmen accounts who had not completed the ETS, and this significantly affected the participation rate during fall 2019. Even more impactful was the fact that the University moved to remote instruction in spring 2020 due to COVID-19 concerns. Only one sophomore and one senior made an appointment in the Testing Center to complete the ETS.

[GE 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.

[Co-curricular Assessment] Because participation was voluntary, key student constituent groups were selected to offer feedback regarding self-reported student learning as well as the assessment instrument itself.

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

Table 3 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 3: Recommended Changes to General Education Program

General Education Outcome by Course	Recommendations for 2020-2021 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	No proposed changes.
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.	

General Education Outcome by Course	Recommendations for 2020-2021 Academic Year
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.
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 2020-2021, 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.

Co-curricular learning was shared with the Office of Student Affairs for dissemination. Results will inform the 2020-2021 Co-curricular Committee process and decisions.

Analyses and Findings

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

[GE Assessment Process 1] 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, and they are reviewed by the General Education Committee. Subgroups include face-to-face learners, online learners, and blended learners. Some results were analyzed based on full-time vs. part-time faculty results. *Table 4 General Education Assessment Findings* below presents a summary of general education SLOs and findings from this process.

Table 4: 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 2123	Pre/Posts tests; Comprehensive Course Assignments	Increase \geq 10% 70%/70%	41 74	Y 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	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
			0 Online	-
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
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
19 Sources	12 Types of Measures	Varied	3,843 student assessments	82% 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%	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	N 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

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
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 10 Blended	Y Y 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

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
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
15 Sources	10 Types of Measures	Various Standards	3,498	100% Met or Exceeded
4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.				
ART 1113 (HUM)	Critical Review Paper	70%/70%	135	Y
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
8 Sources	8 Measures	Various Standards	1,394 student assessments	100% Met or Exceeded
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.				
0 Sources	0 Measures	--	0 Students	--

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

[GE Assessment Process 2] The ETS Proficiency Profile results for 2019-2020 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 2019-2020 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 three-year average. Similarly, RSU seniors showed improvement above RSU sophomores and scored significantly above the ETS system database. Figure 3 and Table 9 below present 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.

Figure 7: 2019-2020 Overall ETS Proficiency Profile Overall Results

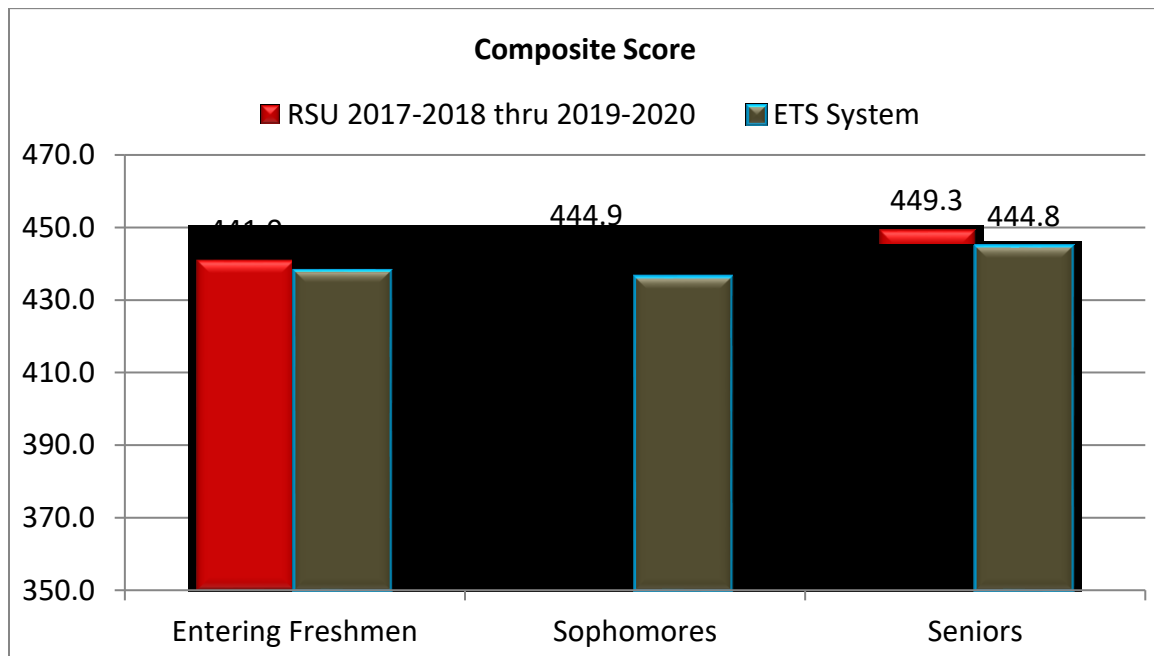


Table 5: 2019-2020 ETS Proficiency Profile: Percent “Proficient”

ETS Proficiency Area	Percent RSU Senior Proficiency	Percent ETS System Senior Proficiency	Difference in Proficiency
Reading 1	85%	70%	15%
Reading 2	62%	41%	21%
Reading 3 “Critical Thinking”	4%	4%	0%
Writing 1	89%	64%	25%

ETS Proficiency Area	Percent RSU Senior Proficiency	Percent ETS System Senior Proficiency	Difference in Proficiency
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	--	--	11.8%

[GE 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 6 presents the results for 2019-2020.

Table 6. 2019-2020 Graduating Student Survey Self-Ratings (N=190)

General Education Outcomes	Somewhat to Very Satisfied
1. Progression toward thinking critically and creatively	95%
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	95%
4. Progression toward developing individual perspective on the human experience and demonstrating an understanding of diverse perspectives and values	96%
5. Progression toward demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning	96%
Mean	95.8%

[Co-curricular Assessment] Students were asked to rate their agreement that the particular event(s) in which they participated resulted in positive growth in the following 12 SLOs. Strongest growth occurred in SLO#8: Support social and personal growth; SLO#3: Progression towards using written, oral, and visual communication effectively; and SLO#1: Progression towards thinking critically and creatively. Least positive growth occurred for SLO#11: Develop financial literacy skills. These results suggest immediate actions for student co-curricular activities and learning outcomes.

Table 7. 2019-2020 Co-Curricular Assessment of Student Learning (N=32)

Co-Curricular Outcomes	Positive Growth
1. Progression toward thinking critically and creatively	82%
2. Progression toward acquiring, analyzing and evaluating knowledge of human cultures and the physical and natural world	63%
3. Progression towards using written, oral and visual communication effectively	88%
4. Progression toward developing individual perspective on the human experience and demonstrating an understanding of diverse perspectives and values	78%
5. Progression toward demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning	75%
6. Develop academic, career, transfer, and lifelong learning skills	63%
7. Promote health and wellness for self and others	59%
8. Support social and personal growth	91%
9. Cultivate culture and identity	79%
10. Demonstrate student leadership and engagement	78%
11. Develop financial literacy skills	22%
12. Engage in campus and community service	81%
Mean	71.6%

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

[GE 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.

2019-2020 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 2019-2020. However, it was assessed via co-curricular means. These results indicate that for responding students,

75% reported positive growth in demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

[GE 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.

[GE 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.

[Co-curricular Assessment] Eleven of the 12 Co-curricular SLOs results in positive growth for responding students. Least positive growth occurred for the development financial literacy skills. Although the assessment process used may not be the most effective means to measure student progress in financial literacy, the results highlight a need for attention to this outcome.

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 and are working in 2020-2021 to redevelop these as 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, beginning with the 2020-2021, English & Humanities faculty will assessed GE SLO #5: *Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning* in HUM 3633. Students will be required to attend a religious service of an unfamiliar religion, and an essay assessment will be used to measure student achievement of this outcome.

Finally, RSU's General Education Committee will continue incorporating in 2020-2021 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 2021-2022 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 154 assessment measures were selected to assess 5,744 (duplicated) students in 2019-2020. Results are disaggregated below in Table 8 with the total number of majors in each degree program.

Table 8: 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	8	Pre/Posttest in ACCT 2013 and 2203; Pre/Posttest in BADM 3113; Pre/Posttest in ECON 2113 and 2123	1,029	17
	AA Business Administration	7	Pre/posttests in BCOM 3013; Pre/Posttests in MKTG 3113; writing assignments in BCOM 3113	1,054	53
	BS Allied Health*	--	<i>[First year of program]</i>	--	9
	BS Business Administration	7	ETS Field Test; Internship evaluation, Pre/Posttest in BADM 3113 and MRKT 3113; writing assignment in BCOM 3113	1,270	465
	BS Organizational Leadership	4	Research Paper, Portfolio Assignment, Research Presentation, and Alumni Survey	57	45
	BS Sport Management	4	Supervisor and student evaluations of internship, papers in SPMT 3213 and SPMT 3013, case study in Capstone.	175	103
	Master of Business Administration	3	Presentation in MGMT 5133, Capstone Business Plan and Case Study	50	29
Health Science	AAS Nursing	4	Completion rate, job placement rate, NCLEX licensure pass rate, and graduate satisfaction survey	Not reported	93

Department	Degree Program	Number Assessment Measures ¹	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
	BS Nursing (RN to BSN)	3	Completion rate, job placement rate, and graduate satisfaction survey	36	58
	BS Nursing (Traditional)*	--	<i>[First year of program]</i>	--	57
Technology and Justice Studies	AA Criminal Justice Studies	4	Pretests and posttests, written and oral presentations, CLEET certification exam	235	28
	AAS Applied Technology	1	Standardized exams in Microcomputer Applications	7	18
	AS Computer Science	3	Program Assessment Test (PAT); IT 2153 Network LAN Project; Cumulative assignments and exams in CS 1113	23 Online 0 F2F	41
	BS Business Information Technology	4	ETS Major Field Test; CS 3413 Assignments	33	80
	BS Justice Administration	3	CS 2323 Program Assessment Test (PAT), Comprehensive exam, scholarly research paper, oral presentation, and poster in CJ/NAMS 3263	82	83
	BT Applied Technology	3	Program exit exam in Capstone; pretest/posttest in TECH 3203; Student Satisfaction Survey	41	77
School of Arts & Sciences					
Biology	AS Biological Sciences	4	Pre/posttests, Unit exams, and a laboratory exercise	168	36
	BS Biology	7	Written and oral presentations, ETS Major Field Test, written laboratory exercise, lab exercises, and surveys	483	238
Communications	BA Communications	8	Research paper, oral debate, capstone project, midterm, 2 final exams, final project, 2 surveys	152	101
English & Humanities	AA Liberal Arts	5	3 essays, in-class presentation, satisfaction survey	<u>10</u> 6 face-to-face 2 Blended 2 online)	24
	BA Liberal Arts	9	Capstone project proposal, presentation and paper, papers, essays, satisfaction survey	<u>44</u> (30 on-ground 14 online 0 Blended)	49
	Bachelor of General Studies	7	Annotated bibliography, research methods statement, mentor selection, Capstone project and findings, literature review, and focus group participation	74	35
Fine Arts	BFA Visual Arts	8	Capstone portfolio proposal, component, and presentation, , gallery exhibition, and Art	89	126

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	AA Secondary Education	2	OGET state pass rate Historical Paper	9	22
	BA History	4	Research papers; exams, capstone paper, and Capstone presentation	24	32
	BA Military History	1	Capstone paper [<i>Changed to option in BA History</i>]	2	5
	BA Public Affairs	4	Internship, exams, program evaluation course assignments, other assignments	15	21
Math & Physical Science	AS Physical Science	0	ACS exam, post exams, Unit sets problems in PHYS 1114 & 2015, lab scores and lab report for CHEM 1415, MATH 1613, and GEOL 1124	0	22
Psychology & Sociology	AA Elementary Education	2	Complete degree with ≥ 2.5 GPA and earn a C or better in all 4x12 course work, OGET ≥ 240 , and student satisfaction survey	28	73
	AA Social Science	4	Embedded exams	87	41
	BS Community Counseling	12	Capstone project, essay exams, written assignment, mentorship agreement, and satisfaction survey	153	53
	BS Social Science	5	Comprehensive exam, posttest, internship evaluation, capstone project, satisfaction survey	261 (100% face-to-face)	161

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, 140 of 182 (77%) assessment benchmarks were met or exceeded. In most degree programs, no curricular change is planned; however, faculty discussions are occurring augmented by the assessment of student learning process. For example, most programs in the Business departments have undergone a review and update of student learning outcomes for relevancy in each degree program. Additionally, several degree programs are emphasizing internship experiences and using supervisor evaluations of the internships in assessment plans, and degree programs in Psychology & Sociology have reviewed Capstone outcomes to inform faculty decisions to create a more consistent Unit and assessment process between online and on-ground class sections.

A summary of key findings and planned instructional changes resulting from program outcomes assessment is presented in the tables below.

Table 9: Program Key Findings and Changes

Department	Degree Program	Assessment Findings	Instructional Changes
School of Professional Studies			
	AA Accounting	Five of seven benchmarks were met or exceeded. Mean increase from pretests to posttests averaged 15%.	SLO #1 was updated to align with greater specificity with Accounting outcomes needed at the associate degree level.
	AA Business Administration	Five of seven benchmarks were met or exceeded. Mean increase in ECON 2113 pretests to posttests was 40%.	SLO #1 was updated to better align with Business Administration outcomes at the associate degree level.
	BS Business Administration	Nine of 12 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.	SLO #1 changed to more fully encompass Business Administration outcomes at the bachelor's degree level. SLO #2 was also updated to account for post-graduate success.
	BS Organizational Leadership	All four benchmarks were met or exceeded. Most importantly graduate employment was reported at 100%.	This OSRHE program is now assessed at the institutional level. SLO #1 and SLO #3 were modified with OSRHE approval in order to focus on adult learner graduate outcomes needed for employment.
	BS Sport Management	All seven 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.	SLO #1 and SLO #4 were reviewed and refined for currency in the sports management industry.
	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 and MGMT 5133.	This was the first year for the MBA program to be offered 100% online, and the program is in the process of becoming Quality Matters certified. Capstone results will be

Department	Degree Program	Assessment Findings	Instructional Changes
			compared with the upcoming 2020-2021 results for trend analysis.
Health Sciences	AAS Nursing	<u>Standard 6</u> : Three of four benchmarks were met. Notably, the average RSU NCLEX pass rate was higher than the national pass rate for Associate degree graduates.	This program has been sunset with no new majors accepted in 2019-2020. It has been replaced with the new traditional BS in Nursing program.
	RN to BS Nursing	<u>Standard 6</u> : Two of three benchmarks were met. 100% of students completed the program within five years with 100% positive satisfaction. One of the six respondents was not employed after graduation, causing the third SLO to be unmet.	Cohort size has significantly increased with the conversion of this program from blended to fully online. The program is in the process of becoming Quality Matters certified.
	BS Nursing Traditional	<i>First year of program</i>	--
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 2020-2021 AY. 100% of those passing CLEET gained employment in law enforcement.
	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 2019-2020 academic year.	Six out of seven students passed the primary exam. A five year trend is sought for decision making with no curricular changes planned.
	AS Computer Science	All three benchmarks were met in 2019-2020. Best performance was CS 1113 with 92% achievement.	No curriculum changes are deemed necessary.
	BS Business Information Technology	Two of four benchmarks were met or exceeded. SLO#2 is a strength with 73% of students mastering the design, implementation and administration of computer networks.	The Performance Assessment Test (PAT) will reinstate questions from Data Structures to distinguish BIT from ASCD with greater specificity for majors.
	BS in Justice Administration	All three benchmarks were achieved. Strengths included	The Capstone experience continues to promote

Department	Degree Program	Assessment Findings	Instructional Changes
		evaluating criminal justice related problems through CJ 4513. Area for improvement includes SLO #1 as measured by a scholarly research paper within the Capstone experience.	student learning with a strong research component.
	BT Applied Technology	Three of four benchmarks were met or exceeded. SLO #1 was assessment with four majors. Two of the four met the standard with a 75% threshold.	SLO #2 will be modified into two assessments using the MFT subtests.
School of Arts & Sciences			
	AS Biological Sciences	Four of four 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 with 38.5% gain from pretest to post-test.	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	Six of six benchmarks were met or exceeded with varying performance standards. Regarding SLO #1, Fundamental processes of life, 100% 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	Six of eight benchmarks were met or exceeded. Achievement of SLO #1 was a strength as measured by Capstone.	2019-2020 Capstone used assess all SLOs. This was changed to uniquely assess

Department	Degree Program	Assessment Findings	Instructional Changes
			the outcomes with varying measures.
English-Humanities	AA Liberal Arts	Three of three benchmarks were met or exceeded; not all assessments were conducted in 2019-2020 due to several factors. An evaluation of SLOs by mode of delivery demonstrated little differences in student learning as a result of delivery between on-ground, online, or blended class format. Notably, Option #1 vs. Option #2 on-ground difference is for SLO #1 only.	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	Four out of nine benchmarks were met or exceeded. A review of results by the Capstone Committee continues to indicate an emphasis on writing over oral communication for the BALA program. Option #1 and option #2 have been determined to be unparallel, resulting in online students to score higher on the SLOs than F2F students.	SLO #1 and SLO #2 were affected with new Capstone modifications. Faculty are determining appropriate curricular modifications for the 2020-2021 academic year.
	Bachelor of General Studies	Seven of seven benchmarks were met or exceeded for this new program. 100% of students met SLO #3 regarding effective location of resources.	100% performance was achieved on SLOs. The BGS coordinator has recommended that the program and assessment of student learning be conducted by a team of faculty. COVID has delayed further discussion or implementation of this recommendation.
Fine Arts	BFA Visual Arts	Seven of eight 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.

Department	Degree Program	Assessment Findings	Instructional Changes
History-Political Science	AA Secondary Education	Five of five graduates completed the Oklahoma General Education Test (OGET) for the 2019-2020 graduating class. This qualifies graduates to move forward into their junior year towards a bachelor of education at another accredited university. SLO #2 regarding critical thinking was unmet because two of the three (67%) majors did not meet the threshold, which is set at 80%.	Faculty are incorporating oral communication into HIST 3243, Writing and Research for Historians.
	BA History	The three assessed benchmarks in the History program were not met for a second consecutive year.	Student performance was 5% below the benchmark. Faculty plan to review again once COVID barriers are resolved.
	BA Military History	One assessment was implemented and was exceeded. Two students created a conference-ready capstone paper.	The program has been modified as an option within the BA in History degree program.
	BA Public Affairs	Faculty reported data exist showing evidence that four of four SLOs were achieved for this redeveloped program. 100% of majors achieved all standards.	Faculty wish to collect more granular data for the internship experience and require 100% of majors to complete a relevant internship.
Mathematics & Physical Science	AS Physical Science	No majors were reported to have been enrolled in most courses selected to measure embedded assessments. No data were collected in 2019-2020.	--
Psychology, Sociology, & Criminal Justice	AA Elementary Education	Two of two benchmarks were met or exceeded. Notably, 100% of student in the 2019-2020 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.

Department	Degree Program	Assessment Findings	Instructional Changes
	AA Social Science	Nine of 16 benchmarks were met or exceeded for the AA in Social Science. Online student performance exceeded that of F2F student performance.	Faculty are considering a modified online student assessment instrument, including review of all exams for consistency across the program. They are also considering modification of the benchmarking tool (e.g., pretest/posttest)
	BS Community Counseling	Ten of 14 assessments were met or exceeded. Strengths were in 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 internship SLO was not met, falling below the threshold by 1%.	Faculty are considering a new internship assessment, with plans for improved follow up of program graduate employment.
	BS Social Science	Four of five benchmarks were met or exceeded. Notably, the mean of all student internship performance ratings by supervisors was above the midpoint. The fifth assessment was not benchmarked.	Plans for change include the implementation of a more effective student tracking system after graduation.

Table 10: Assessment of Student Learning 2019-2020 Activity by Academic Department

Department	Degree Program	# Standards/ Benchmarks Met or Exceeded	# Total Standards/ Benchmarks	% Standards/ Benchmarks Met or Exceeded
School of Professional Studies				
Business	AA Accounting	5	7	
	AA Business Administration	5	7	
	BS Allied Health	0	0	

Department	Degree Program	# Standards/ Benchmarks Met or Exceeded	# Total Standards/ Benchmarks	% Standards/ Benchmarks Met or Exceeded
	BS Business Administration	9	12	
	BS Organizational Leadership	4	4	
	BS Sport Management	7	7	
	Master of Business Administration	3	3	
Sub-total		33	40	82.5%
Health Sciences	AAS Nursing	3	4	
	RN to BS Nursing	2	3	
	BS Nursing Traditional	0	0	
Sub-total		5	7	71.4%
Technology and Justice Studies	AA Criminal Justice	4	4	
	AAS Applied Technology	1	2	
	AS Computer Science	3	3	
	BS Business Information Technology	2	4	
	BS in Justice Administration	3	3	
	BT Applied Technology	3	4	
Sub-total		16	20	80.0%
School of Arts & Sciences				
Biology	AS Biological Sciences	4	4	
	BS Biology	6	6	
Sub-total		10	10	100%
Communications	BA Communications	6	8	
Sub-total		6	8	75.0%
English & Humanities	AA Liberal Arts	3	3	
	BA Liberal Arts	4	9	
	Bachelor of General Studies	7	7	
Sub-total		14	19	73.7%
Fine Arts	BFA Visual Arts	7	8	
Sub-total		7	8	87.5%
History & Political Science	AA Secondary Education	5	5	
	BA History	0	3	
	BA Military History	1	1	
	BA Public Affairs	4	4	
Sub-total		10	13	76.9%
Mathematics & Physical Science	AS Physical Science	0	0	
Sub-total		0	0	0%
Psychology and Sociology	AA Elementary Education	2	2	

Department	Degree Program	# Standards/ Benchmarks Met or Exceeded	# Total Standards/ Benchmarks	% Standards/ Benchmarks Met or Exceeded
	AA Social Science	9	16	
	BS in Social Science	4	5	
	BS in Community Counseling	10	14	
Sub-total		25	37	67.6%
University Total		126	162	77.8%

Conclusions

- Much effort has been applied to the assessment of student learning.
- Overall RSU students are meeting faculty/Subject Matter Experts' expectations
 - 77.8% overall standards/benchmarks were met in 2019-2020
 - Typical standard/benchmark is 75% of majors will achieve at least 75% competency
- A few programs need assessment attention in 2020-2021
- It is unclear from the summary what curricular changes are being considered to grow and improve a majority of degree programs, and faculty are challenged to “close the loop” in terms of assessing student learning outcomes.

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 primary assessments measuring affective student performance and experience were administered institutionally during 2019-2020. They were RSU's Graduating Senior Survey, which is administered every year, and the National Survey of Student Engagement (NSSE), which is administered every third year and was administered in spring 2020. The RSU Student Satisfaction Survey is administered during the years that the NSSE is not.

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.

The NSSE was implemented to all freshmen and seniors enrolled at RSU during spring 2020. This survey measures the participation of first-year and senior students in programs and activities that RSU provides for its learning and personal development. The University uses the results to provide an estimate of how students spend their time and what they gain from attending college. RSU has participated in the NSSE in 2008, 2011, 2014, 2017, and 2020. The next implementation is planned for 2023.

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

Results of the Graduating Senior Survey demonstrated student satisfaction (higher than the midpoint) for all 13 items. A total of 190 graduating students (16%) responded. The surveys that were returned were largely representative of the demographics of RSU graduates. Results indicated that 91% of graduates rated their overall RSU experience as satisfying to very satisfying on a 4-point Likert-type scale. A total of 90% of graduates rated their overall department experience as satisfying to very satisfying. Items with the highest mean student ratings were “Maintenance of high academic standards” at 93%, “Intellectual challenge in your major” at 93%, and “Helping you prepare for your chosen career” at 92%.

For the MBA Graduating Student Survey, three of seven (43%) MBA graduates responded. Nearly all items achieved 100% satisfaction including: “Overall RSU experience,” “Accessibility to faculty in your major,” and “Quality instruction in your major,” “Maintenance of high academic standards,” and “Academic advising in your major.” The one item for which one respondent expressed somewhat dissatisfaction was availability of faculty for academic help. The survey was implemented in first year of the program being migrated to 100% online. Consequently, half of this cohort’s experience was face-to-face and half was online. The next academic year’s results will be instructive as well.

Invitation to participate in the NSSE was emailed to 526 freshmen and 596 seniors. A total of 140 freshmen responded (27%) and 151 seniors responded (25%). RSU seniors scored strongest in the Culminating Senior Experience, Participating in a Learning Community, and Research with a Faculty Member. Freshmen responses demonstrated an overall decrease in most student engagement indicators. This suggests that the transition to virtual instruction and abrupt curtailing of on-campus activities due to the COVID-19 pandemic impacted freshmen especially hard.

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

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. However, a major difference in the spring 2020 semester was the transition of RSU to virtual instruction from spring break to the end of the academic year. Further, Commencement was held virtually as well, using results of a special graduating student survey to guide the process. The inability to hold face-to-face Commencement ceremonies was a significant disappointment to graduates, faculty, and staff.

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. She has facilitated the implementation of a university-wide freshman orientation course, The University Experience, which was launched in fall 2020. It is anticipated that this orientation course will make a significant positive impact on the freshmen experience, especially during the Pandemic. Also launched in fall 2020 was RSU’s Higher Learning Commission Quality Initiative, the Student Success Academy. 2020-2021 is an institution-wide planning year.

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

Type of Fee or Expense	Details	Amount
Assessment fees	\$4 per semester credit hour	\$327,964
Assessment salaries	4.2 FTEs at three campuses including Testing Centers and OAA salaries and benefits (30%)	\$277,846
Distributed to other departments	13 total FTEs for assessment-related training, conferences (online in spring 2020), HLC Co-curricular Academy, Student Success Academy with assessment-related expenses, and the Tulsa Higher Education Task Force	\$28,500
Operational costs	Surveys, software, tests, and focus groups	\$28,527
Total expenditures		\$334,873