

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY 2020-2021

ROGERS STATE UNIVERSITY
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ROGERS STATE
UNIVERSITY

Rogers State University
Annual Report of Student Assessment Activity
2020-2021

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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. Although RSU has implemented a pilot Test Optional Initiative beginning fall 2021, this did not apply to developmental placement in 2020-2021. Students' scores on the American College Test (ACT) were 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 received secondary testing using the Accuplacer Next Generation. Based on test performance, students identified as at-risk in one or more basic skills areas were enrolled in appropriate developmental studies courses.

A total of 402 students who were academically deficient in at least one area enrolled in 41 sections of six different developmental courses to prepare them for college-level instruction. This equates to 24.1% fewer developmental sections and 32.2% fewer developmental students than in fall 2019. This change is due in part to adoption of the Accuplacer Next Generation inventory as RSU's secondary placement test, which is significantly more likely to place students directly in college-level mathematics and English 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 developmental math and English courses.

For students who were referred to a co-requisite mathematics course in 2020-2021, 21.4% enrolled in one or more co-requisite math courses for a total of 34.7% of first-time freshmen requiring mathematics remediation. A total of 44.2% of math co-requisite students passed their credit level math course while enrolled in their co-requisite math supplemental course/lab. It is important to note that three times more students passed their college-level math course if they were enrolled in a co-requisite course than in a traditional developmental math course. In 2020-2021, 7.6% of FTE students were referred to a co-requisite English course, and 67.5% of these enrolled in a co-requisite college credit level English class. A total of 25.9% passed their credit level English course while enrolled in the co-requisite supplemental course/lab. RSU did not offer non-co-requisite developmental English classes during that academic year. All nine co-requisite English sections were supplemental to Composition I.

General Education Program Assessment

RSU's General Education program is conducted using three major methodologies. RSU uses 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 2020-2021 academic year, student performance for Student Learning results suggest that the increased delivery of coursework via Zoom and other online means took a toll on achievement of SLO #1 and SLO #4. Teaching critical thinking, creativity, and perspective on the human experience was significantly more challenging during the peak COVID year. However, online and other distance learning techniques were used successfully to help students acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. Faculty were largely successful in meeting communication benchmarks as well.

Additionally, Co-curricular student learning outcomes were assessed and reviewed with general education outcomes. Student club and organization leaders were asked to determine which of the five Co-Curricular (CoCu) student learning outcomes (SLOs) were embedded in each of the 17 major Student Affairs-led events in 2020-2021. A total of 1,412 students participated in these events, in which all five of the Co-Curricular SLOs were determined to be embedded. SLOs were assessed as present within a total of 78 SLO occurrences, with a mode of 3 distinct SLOs met per event. Events were assessed by club and organization student leaders, with all participating students slated to assess and discuss SLOs in 2021-2022.

Degree Program Outcomes Assessment

In summary, 142 of 164 (86.6%) assessment benchmarks were met or exceeded. This is evidence of an interesting artifact from the 2020-2021 pandemic year. General education courses, which typically enroll primarily freshmen and sophomores, resulted in lower success rates than the degree program courses, which typically enroll upper classmen. This suggests that distance learning was more effective for students with college experience. It also suggests that RSU would do well to make available face-to-face opportunities for freshmen and sophomores.

Faculty discussions regarding degree program curriculum and success are occurring augmented by the assessment of student learning process. The University Assessment Committee has committed to working with departments over the next two years to review student learning outcomes (SLOs) for each degree program and update, with appropriate alignment of assessments as needed.

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 164 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 2020-2021, 86.6% 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 students achieved an 84% pass rate at the Claremore campus during the 2020-2021 academic year and a 100% pass rate for the Bartlesville campus. The Oklahoma state mean pass rate was 85% and national mean pass rate was 87% during the same year. Beginning in 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.

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.

Items with the highest mean student satisfaction ratings were "Availability of faculty for help," "Accessibility of faculty in your major," "Maintenance of high academic standards," "Intellectual challenge in your major," "Preparation for advanced classes in major," and "Quality instruction in your major." The spring 2021 Student Opinion Survey of all enrolled students validated these results. In a survey of graduate students in the new online MBA program, high satisfaction was achieved as well, as evidenced by a 97% satisfaction rating for Overall Experience.

ROGERS STATE UNIVERSITY
Annual Student Assessment Report of 2020-2021 Activity

Section I – Entry-Level Assessment and Course Placement

Activities

I-1. What information was used to determine college-level course placement?

During 2020-2021, the American College Test (ACT) served 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. How were students determined to need remediation?

In 2020-2021, the ACT was required of all first-time entering freshmen and students transferring six credit hours or less. Students with ACT scores below 19 were identified as academically at-risk and required to 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 below 250 qualifies a student to enroll in the Composition I Supplemental course concurrently with Composition I.

For students scoring 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.

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-3. What options were available for identified students to complete developmental education within the first year of 24-college-level credit hours?

RSU offers both traditional developmental and co-requisite mathematics remediation, co-requisite English/Writing courses, and traditional developmental Reading and Science remediation. Mathematics is the most commonly needed remediation. By instituting the co-requisite remediation model into students' first-year experience for those who require it, these students are significantly more likely to complete all developmental education within their first year.

I-4. What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)?

As described in I-2 above, the ACT was the primary placement tool used during the 2020-2021 AY. However, in spring 2021 RSU was approved by the Oklahoma State Regents for Higher Education to participate in the Test Optional Pilot Initiative, and in fall 2021, high school GPA and Accuplacer Next General test scores are being taken into consider for placement.

With regard to 2020-2021, if students did not place directly into college-level courses after completing the Accuplacer Next Generation, they 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.

I-5. Describe the method used to place “adult” students who do not have ACT/SAT scores.

In 2020-2021, RSU required all students to complete the ACT or SAT. An ACT score of 19 on the composite test or equivalent score on the SAT was required for a student to be eligible to declare a major in a bachelor degree program. Students with ACT composite scores below 19 selected associate degree level majors until required remedial course work was completed.

In December 2020, RSU applied to the Oklahoma State Regents for Higher Education to be considered for the Test Optional Pilot Initiative. Approved during spring 2021, the University is moving forward with a pilot initiative to use a selection and placement algorithm which emphasizes high school GPA and Accuplacer Next Generation test scores to accurately place students and facilitate access.

Analyses and Findings

I-6. Describe analyses and findings of student success in developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching a result of findings.

Mean ACT composite scores for first-time entering freshmen over the last five years (including fall 2021 for comparison) appear below. Lowest mean ACT was for fall 2020, indicating a possible artifact of the COVID-19 pandemic, and these are presented in Table 1.

Table 1. Mean ACT Scores for First-time Freshmen

Semester	English ACT	Mathematics ACT	Reading ACT	Science ACT	Composite ACT
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
Fall 2020 N=503	19.1	18.8	20.9	20.4	19.4
Fall 2021 N=490	20.1	19.2	22.5	21.2	20.1

Source: RSU Fall 2021 Fact Book

There was a total of 402 academically deficient enrollments in fall 2020 and spring 2021 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.

The new Accuplacer Next Generation test was used for secondary testing, and it placed significantly more students directly into college-level courses without remediation than did the former Accuplacer instrument.

As described above, RSU has determined that a test optional placement process may provide better access and support student success beginning with fall 2021. Due to this new placement process, fall 2021 developmental and co-requisite sections have decreased from fall 2020 by 24.1%, and developmental student enrollments have decreased by 32.2% over the same period. In the Annual Report of 2021-2022 Student Assessment, RSU will report student success rates with this new model.

Table 2. 2020-2021 Enrollment in Developmental Coursework

Course Title	Course Number	# Sections	# Students
Composition I Supplement	ENGL 0111	9	30
Developmental Reading I	READ 0114	6	77
College Math Foundations	MATH 0312	3	16
College Algebra Foundations	MATH 0412	13	157
Elementary Algebra Plus	MATH 0114	7	97
Science Proficiency	BIOL 0123	3	25
	<i>6 courses</i>	<i>41 sections</i>	<i>402 students</i>

During fall 2020, RSU’s Office for Accountability and Academics conducted an analysis of student success based upon placement criteria, defining placement in bachelor’s or associate degree majors. Using RSU student GPA as the dependent variable measuring student success, it was determined that five independent variables provided the best predictability. These variables include:

- ACT composite test score
- High school GPA
- High school success index (high school of origin)
- Admissions ranking
- High school class rank percent

$R^2 = .578$ resulted for bachelor’s degree majors and $R^2 = .474$ for associate degree majors. This analysis is being extended to disaggregate by developmental course work for placement decisions in the coming year.

Developmental and Co-requisite Math Outcomes

With regard to 2020-2021 developmental math student success, 13.3% of RSU's FTE students were referred to a traditional developmental math course. Among these, 85.7% enrolled in one or more developmental math courses during the same year. A total of 60.0% of the developmental math students passed their course. More than half (52.8%) of these enrolled in a college-level math course the same year to include:

- MATH 1503: Mathematics for Critical Thinking
- MATH 1513: College Algebra
- MATH 1413: Introduction to Statistics

Of the developmental math students who enrolled in a college-level math course last year, 57.9% completed it successfully. A review of the data identified a high drop rate in MATH 1503. This issue has since been addressed, and it is anticipated that the pass rate will be significantly higher in fall 2021 and spring 2021.

For students who were referred to a co-requisite mathematics course in 2020-2021, 21.4% enrolled in one or more co-requisite math courses for a total of 34.7% of first-time freshmen requiring mathematics remediation. A total of 44.2% of math co-requisite students passed their credit level math course while enrolled in their co-requisite math supplemental course/lab. It is important to note that three times more students passed their college-level math course if they were enrolled in a co-requisite course than in a traditional developmental math course.

Co-requisite English

In 2020-2021, 7.6% of FTE students were referred to a co-requisite English course, and 67.5% of these enrolled in a co-requisite college credit level English class. A total of 25.9% passed their credit level English course while enrolled in the co-requisite supplemental course/lab. RSU did not offer non-co-requisite developmental English classes during that academic year. All nine co-requisite English sections were supplemental to Composition I.

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:

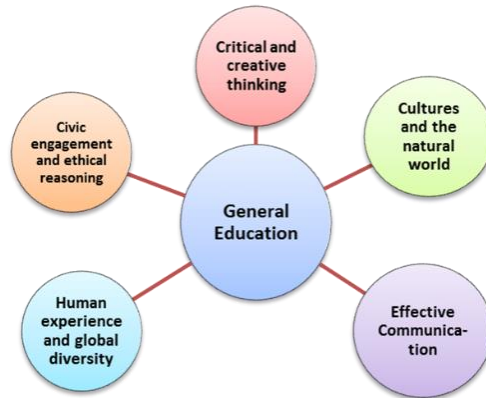
1. Think critically and creatively.
2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.
3. Use written, oral, and visual communication effectively.
4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives 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 bachelor's programs and graduating sophomores for associate 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. (See Figure 1.)

Figure 1. General Education Student Learning Outcomes (GE SLOs)



[Co-Curricular Assessment]: In 2020-2021, the Student Affairs Co-Curricular Team reviewed the 12 SLOs recommended by the General Education Co-Curricular Committee and revised them to align directly with RSU’s five General Education student learning outcomes as described below:

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.

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

[GE Assessment Process 1]: RSU’s general education 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 2020-2021, 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 and this was designed to make assessment relevant and meaningful to students and faculty, 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 are identified for RSU's general education baseline during each fall semester. Only bachelor's degree-seeking first-time freshmen, sophomores, and seniors with no general education transfer or concurrent course work are selected. Students who are primarily online are excluded as well for the current year. Because RSU uses a face-to-face process to test students' general education knowledge, and because of the COVID safety measures in place during fall 2020, freshmen were not administered the ETS Proficiency Profile in fall 2020. Sophomores and seniors were, however, invited to participate in spring 2021.

[GE Assessment Process 3]: All graduates receive the Graduating Senior Survey in their graduation packets and are sent a link for electronic implementation. Participation is voluntary.

[Co-Curricular Assessment]: In 2020-2021, RSU's Student Affairs-led Co-Curricular (CoCu) Team developed an instrument to evaluate how well students perceive they are learning CoCu student learning outcomes. The Student Affairs Coordinator piloted the instrument with more than 30 student club and organizations in spring 2021. Results will be used to refine the instrument and implement with the broader student population in fall 2021-spring 2022.

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 a \$20 gift card. In order to avoid impacting enrollment, the enrollment hold was removed from freshman accounts for those who had not completed the ETS, and this significantly affected the participation rate. Even more impactful was the fact that the University offered increased distance learning instruction opportunities in 2020-2021 due to COVID-19 concerns. Only two sophomores and one senior completed the ETS Proficiency Profile. (Freshmen were not tested during fall 2020.)

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

[Co-curricular Assessment]: Because the Coordinator of Student Affairs engenders a strong relationship with student club and organization leaders, she was able to garner significant 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 2021-2022 Academic Year
1. Think critically and creatively	
BIOL 1114 BIOL 1144	<p><u>Assessment changes:</u> Pilot in 2021-2022 a standardized rubric developed by the General Education Committee for assessing Critical Thinking (GE SLO #1) which is planned for university-wide implementation beginning in fall 2022.</p> <p><u>Curriculum changes:</u> Develop a new in-class assignment in BIOL 1114 and 1144 to be implemented in lab sections that will guide students through processes of critical thought.</p>
HUM 2113 HUM 2223	Although benchmarks were not met, Humanities faculty determined to collect additional data beyond the COVID year before considering curricular changes.
LANG 1113 ENGL 1113	<u>Curriculum changes:</u> [1] An on-ground section of LANG 1113 was scheduled for fall 2022, which was not possible during fall 2021 (COVID). [2] ENGL 1113 which did not meet the benchmark during 2020-21 will not use Zoom lectures this year. Results will be evaluated for trends. [3] Pilot in 2021-2022 a standardized rubric developed by the General Education Committee for assessing Critical Thinking (GE SLO #1) which is planned for university-wide implementation beginning in fall 2022.
MATH 1413 MATH 1503 MATH 1513 MATH 1613 MATH 1713 GEOL 1014	Numerous General Education benchmarks were not met or measured in these courses. The Dean of the School of Arts & Sciences is working with the department to reorient towards a focus on institutional student learning.
SPCH 1113	<u>Curriculum changes:</u> The implementation of exams in online and blended environments during COVID likely contributed to a significant increase in student exam scores. The department will consider Speech faculty training exercises to standardize some course content and lecture delivery.

General Education Outcome by Course	Recommendations for 2021-2022 Academic Year
2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.	
BIOL 1114 BIOL 1144 BIOL 3103	<p><u>Assessment changes:</u> [1] Audit exam questions in BIOL 1114 and 1144 for alignment with course content and CT. Assessment clarity is the goal. [2] Faculty discussions to launch in fall 2021 to reassess grading scales, moving to a department-wide grading threshold.</p> <p><u>Curriculum changes:</u> [1] Department Head to standardize lecture content in BIOL 3103 moving away from old handwritten notes and using PowerPoint lecture aids. [2] Hybridize selected lab sections in BIOL 1114 and 1144 so that some learning occurs at home prior to in-class labs, flipping the class structure.</p>
HIST 2483 HIST 2493 HIST 2013 HIST 2023	<p><u>Assessment changes:</u> The department will modify assessment of student learning instructions to all part-time and full-time faculty to clarify collection of clean data. Results of the assessment of SL efforts will be discussed in the end of spring and early fall department meetings to identify potential causes for the benchmark not being met in 2020-2021.</p>
HUM 2413	<p><u>Assessment changes:</u> Faculty discussions to launch in fall 2021 to determine the use of response papers and/or pre and post tests for measuring effective communication.</p>
3. Use written, oral, and visual communication effectively.	
SPAN 1113	<p><u>Assessment changes:</u> Significantly different student outcomes occurred between mode of course delivery. Spanish faculty will convene in fall 2021 to discuss standardizing assessment tools for on-ground and online course delivery based upon the last three years' assessment results.</p>
SPCH 1113	<p><u>Curriculum changes:</u> The implementation of exams in online and blended environments during COVID likely contributed to a significant increase in student exam scores. The department will consider Speech faculty training exercises to standardize some course content and lecture delivery.</p>
4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.	
HUM 2113 HUM 2223	<p>Although benchmarks were not met, Humanities faculty determined to collect additional data beyond the COVID year before considering curricular changes.</p>

General Education Outcome by Course	Recommendations for 2021-2022 Academic Year
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.	
POLS 1113	<u>Assessment changes:</u> The department will modify assessment of student learning instructions to all part-time and full-time faculty to clarify collection of clean data. Results of the assessment of SL efforts will be discussed in the end of spring and early fall department meetings to identify potential causes for the benchmark not being met in 2020-2021.

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%	68	N
BIOL 1144	Science Literacy Quiz	70%/70%	84	Y
ECON 2113	Pre/Posts Tests	Increase \geq 10%	69	Y
ECON 2123	Pre/Posts tests;	Increase \geq 10%	83	Y
ENGL 1113	Article Summary and Evaluation	70%/70%	432	Y
ENGL 1113	Posttest	70%/70%	367	N

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
ENGL 1213	Article Summary and Evaluation	70%/70%	371	Y
ENGL 1213	Posttest	70%/70%	358	Y
ENGL 2613	Creative Project	70%/70%	27	Y
GEOL 1014	Term Project	70%/70%	No data	-
HUM 2113	Essay	70%/70%	43 F2F 53 Online 10 Blended	Y N N
HUM 2223	Essay	70%/70%	39 F2F 68 Online 5 Blended	N N N
HUM 2413	Final Exam	75%/70%	Not assessed	-
HUM 3633	Essay Exams	70%/70%	0 F2F 31 Online	- Y
LANG 1113	Assignments	70%/70%	0 F2F 45 Online	- Y
LANG 1113	Midterm Exam	70%/70%	0 F2F 45 Online	- Y
MATH 1413	Chapter Exams	70%/70%	9 F2F 19 Online	N N
MATH 1503	Chapter Exams	70%/70%	32 F2F 10 Online	N Y
MATH 1513	Avg. on Chapter Exams	70%/70%	183 F2F 67 Blended 101 Online	Y Y N
MATH 1513	Various Assignments	70%/70%	183 F2F 67 Blended 101 Online	N Y N
MATH 1613	Chapter Exams	70%/70%	43 F2F 0 Online	N -
MATH 1715	Chapter Exams	70%/70%	No Data	-
SPCH 1113	Mid-term	75%/70%	160 F2F 188 Online	Y Y
<i>18 Sources</i>	<i>12 Types of Measures</i>	Varied	<i>3,041 student assessments</i>	<i>55% 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%	96	N mean = 73%
BIOL 1114	Comprehensive Pre-Post Exam	70%/20% improvement	93 F2F 170 Online	Y Y
BIOL 1114 Online	Comprehensive Final Exam	70%/70%	48	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
BIOL 1144	Comprehensive Pre-Post Exam	70%/70%	42	N
BIOL 1134	Comprehensive Final Exam	70%/70%	11 F2F 24 Online	Y Y
ECON 3003	Pre-Post Exam	10% Improvement	35	Y Y
ECON 3033	Pre-Post Exam	10% Improvement	48	Y Y
GEOG 2243	Embedded Exams	70%/70%	No data	-
GEOL 1014	Term Project	70%/70%	64 F2F 150 Online 29 Blended	Y Y Y
HUM 2113	Comprehensive Final Exam	70%/70%	45 F2F 61 Online 16 Blended	Y Y Y
HUM 2223	Comprehensive Final Exam	70%/70%	41 F2F 75 Online 5 Blended	Y Y Y
HUM 2413	Final Exam	75%/70%	58	Y
HUM 2413	Pre-Posttest	25% Improvement	13	Y
PHIL 1113	Comprehensive Final Exam	50%/85% 85%/70%	15 F2F 34 Online	Y Y
PHIL 1313	Comprehensive Final Exam	50%/85% 85%/70%	17 F2F 17 Online	Y Y
HIST 2483	Embedded Exams	70%/70%	No data	-
HIST 2493	Embedded Exams	70%/70%	157 F2F 117 Online 44 Blended	Y Y Y
HIST 2013	Embedded Exams	70%/70%	43 F2F 32 Online 9 Blended	Y Y Y
HIST 2023	Embedded Exams	70%/70%	14 F2F 27 Online 11 Blended	Y Y Y
16 Sources	7 Types of Measures	Various Standards	1,611 student assessments	94% Met or Exceeded
3. Use written, oral, and visual communication effectively.				
ART (HUM) 1113	Assignments and Exams	70%/70%	144	N
BIOL 3103	Written Paper/Presentation	70%/70%	8	Y
ENGL 1113	Essay	70%/70%	443	N
ENGL 1113	Expository Essay	70%/70%	472	Y
ENGL 1113	Timed Essay Exam	70%/70%	443	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
ENGL 1213	Essay	70%/70%	357	Y
ENGL 1213	Researched Essay	70%/70%	374	Y
GEOL 1014	Term Project	70%/70%	No data	-
HUM 2113	In-class Presentation	70%/70%	37 F2F	Y
			47 Online	Y
			11 Blended	Y
HUM 2223	In-class Presentation	70%/70%	41 F2F	Y
			67 Online	Y
			5 Blended	Y
HUM 3633	Comprehensive Project	70%/70%	No data	-
PHIL 1113	Essay	50%/85% 85%/70%	15 F2F	Y
			34 Online	Y
PHIL 1313	Essay	50%/85% 85%/70%	34 F2F	Y
SPAN 1113	Final Exam	70%/70%	72 ZOOM	Y
			67 Online	Y
SPCH 1113	Informative and Persuasive Speech	80%/70%	302 F2F	Y
			341 Online	Y
SOC 1113	Exams	70%/70%	28 FTF	Y
			130 Online	Y
13 Sources	10 Types of Measures	Various Standards	3,472	90% Met or Exceeded
4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.				
ART 1113 (HUM)	Critical Review Paper	70%/70%	No data	-
BIOL 3103	Comprehensive Final Exam	70%/70%	8	Y
ENGL 2613	Final Exam	70%/70%	31 F2F	Y
ENGL 2613	Literary Analysis/Research Paper	70%/70%	30 F2F	Y
GEOL 1014	Term Project	70%/70%	No data	-
HUM 2113	Essay	70%/70%	43F2F	Y
			53 Online	N
			10 Blended	N
HUM 2223	Essay	70%/70%	39 F2F	Y
			68 Online	N
			5 Blended	N
POL 1113	Embedded Exams	70%/70%	No data	-
PSY 1113	Pretest/Posttest	10% Improvement	87 F2F	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
SOC 1113	Unit Exams: Re Society and culture	70%/70%	81 FTF 171 Online	Y Y
SOC 3213	Final Exam Re: Diverse Cultures	80%/70%	No data	-
10 Sources	8 Measures	Various Standards	626 student assessments	68% Met or Exceeded
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.				
HUM 3633	Comprehensive Project	70%/70%	31	Y
POLS 1113	Embedded Exams	70%/70%	12 FTF 33 Online	Y Y
2 Sources	2 Measures	--	76 Students	100% Met or Exceeded

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

[GE Assessment Process 2]: The ETS Proficiency Profile results for 2020-2021 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 three- and four-year trend analyses 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. Similarly, RSU seniors showed improvement above RSU sophomores and scored significantly above the ETS system database. Figure 2 and Table 5 below present overall results.

Figure 2: 2020-2021 Overall ETS Proficiency Profile Overall Results

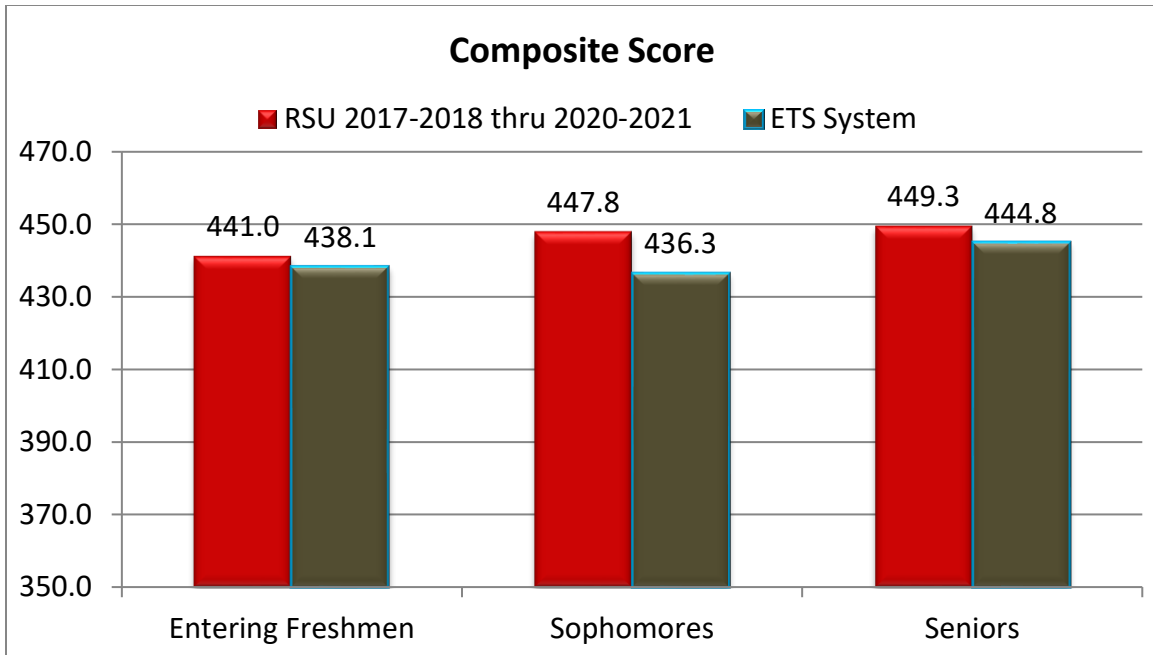


Table 5: 2020-2021 ETS Proficiency Profile: Percent “Proficient”

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%
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 2020-2021.

Table 6. 2020-2021 Graduating Student Survey Self-Ratings (N=190)

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	94%
3. Progression towards using written, oral and visual communication effectively	97%
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	98%
Mean	96.6%

[Co-curricular Assessment]: Student club and organization leaders were asked to determine which of the five CoCu student learning outcomes (SLOs) were embedded in each of the 17 major Student Affairs-led events in 2020-2021. Events included Welcome Week, Suicide Prevention Week, Constitution Week, Voter Registration Day, Hillcat Pride Day, Presidential Debate Watchparty, Scared Sober October, Drug Take-Back Event, Thanks-for-Giving Food Drive, Veteran’s Day, Virtual Trivia Night, MLK Week of Service, Safe Spring Break Week, Safe Spring Break Week, OSU-CHS Black Men in Medicine Panel, Donuts and Dating, Denim Day – No Excuses Campaign, and Tribute Night in honor of Black History Month.

A total of 1,412 students participated in these events, in which all five of the CoCu SLOs were determined to be embedded. SLOs were assessed as present within a total of 79 SLO occurrences, with a mode of 3 distinct SLOs met per event. Events were assessed by club and organization student leaders, with all participating students slated to assess and discuss SLOs in 2021-2022. Table 7 presents a summary of these results.

Table 7: Student Affairs Co-Curricular Student Learning Outcomes Assessment Results

EVENTS	Actual Attendance	Critical Thinking			Human Cultures and Physical World			Effective Communications		Values and Diverse Thinking			Ethics and Civic Engagement			Total Outcomes Met:
		AB1	AB2	AB3	A1	A2	C1	A1	B1	AB1	C1	C2	AB1	AB2	B1	
#	1,412	12	4	10	2	6	0	0	6	2	9	5	13	10	0	79

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.

Student Learning Report 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. Results in 2020-2021 were significantly different than in previous years. For SLO#1, *Think critically and creatively*, overall standards met fell from 82% to 55% over the previous year. For SLO #2, *Acquire, analyze, and evaluate knowledge of human cultures and the physical and nature world*, standards met increased marginally from 82% in 2019-2020 to 94% in 2020-2021. For SLO #3, *Use written, oral, and visual communication effectively*, standards met decreased from 100% to 90% over the previous year. For SLO #4, *Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values*, standards met fell from 100% to 68% over the previous year. Finally, for SLO #5, *Demonstrate civic knowledge and engagement ethical reasoning, and skills for lifeline learning*, it was assessed in 2020-2021 for the first time in several years, embedded in two courses, and was met in both assessments.

These results suggest that the increased delivery of coursework via Zoom and other online means took a toll on achievement of SLO #1 and SLO #4. Teaching critical thinking, creativity, and perspective on the human experience was significantly more challenging during the peak COVID year. However, online and other distance learning techniques were used successfully to help students acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. Faculty were largely successful in meeting communication benchmarks as well.

Results will be compared with those in 2021-2022 for trends and new evidence.

[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 2 and Table 5, these results indicate pattern of growth for all general education constructs.

[GE Assessment Process 3]: RSU students annually rate their progress on all five general objectives via the Graduating Student Survey. 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]: All five CoCu SLOs were assessed as evident in the 17 major Student Affairs co-curricular events. Student leaders assessed the outcomes as substantive, and results will be compared with those from the overall student body in the coming year.

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 4 summarizes recommendations and plans to modify curriculum and assessment processes.

RSU’s General Education Committee (GEC) has continued incorporating best practices learned from participation in the Higher Learning Commission’s *Assessing General Education* workshop. The GEC presents annual results from RSU’s general education program to the Academic Council for discussion and ideas to discuss in academic department meetings.

Beginning in fall 2021, the GEC is working with the Biology and the English & Humanities departments to pilot a university-wide rubric to more consistently assess SLO #1, *Think Critically and Creatively*. University rollout is scheduled for fall 2022. The general education program will benefit from consistent rubrics, assessment, and discussion. To this end, the following pilot and implementation has been proposed. (See Table 8 below.)

Table 8: General Education Rubric Pilot and Implementation Schedule

Academic Year	Rubric Pilot by Volunteering Departments	University-wide Rubric Implementation*
2021-2022	SLO#1 Critical and Creative Thinking	--
2022-2023	SLO #2 Human Cultures and the Physical and Natural World SLO #3 Effective Communication	SLO#1 Critical and Creative Thinking
2023-2024	SLO #4 Values and Diverse Perspectives SLO #5 Ethics and Civic Engagement	SLO #2 Human Cultures and the Physical & Natural World SLO #3 Effective Communication
2024-2025	--	SLO #4 Values and Diverse Perspectives SLO #5 Ethics and Civic Engagement

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 164 assessment measures were selected to assess 5,119 (duplicated) students in 2020-2021. Results are disaggregated below in Table 9 with the total number of majors in each degree program.

Table 9: 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	898	13
	AA Business Administration	7	Pre/posttests in BCOM 3013; Pre/Posttests in MKTG 3113; writing assignments in BCOM 3113	888	65
	BS Business Administration	3	ETS Field Test; Internship evaluation, Pre/Posttest in BADM 3113 and MRKT 3113; writing assignment in BCOM 3113	250	436
	BS Organizational Leadership	4	Research Paper, Portfolio Assignment, Research Presentation, and Alumni Survey	100	49
	BS Sport Management	7	Supervisor and student evaluations of internship, papers in SPMT 3213 and SPMT 3013, case study in Capstone.	164	78
	Master of Business Administration	10	Presentation in MGMT 5133, Capstone Business Plan and Case Study	358	77
Health Science	BS Allied Health	3	Analysis project, final project, field experiences	38	60
	BS Nursing (RN to BSN)	3	Completion rate, job placement rate, and graduate satisfaction survey	96	96
	BS Nursing (Traditional)	3	Completion rate, job placement rate, and graduate satisfaction survey	128	128

Department	Degree Program	Number Assessment Measures ¹	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
Technology and Justice Studies	AA Criminal Justice Studies	10	Pretests and posttests, written and oral presentations, CLEET certification exam	177	16
	AAS Applied Technology	1	Standardized exams in Microcomputer Applications	2	14
	AS Computer Science	3	Program Assessment Test (PAT); IT 2153 Network LAN Project; Cumulative assignments and exams in CS 1113	<u>16</u> 9 Online 7 F2F	29
	BS Business Information Technology	4	ETS Major Field Test; CS 3413 Assignments	<u>98</u> 94 Online 4 F2F	68
	BS Justice Administration*	0	CS 2323 Program Assessment Test (PAT), Comprehensive exam, scholarly research paper, oral presentation, and poster in CJ/NAMS 3263	0	78
	BT Applied Technology	5	Program exit exam in Capstone; pretest/posttest in TECH 3203; Student Satisfaction Survey	53	64
School of Arts & Sciences					
Biology	AS Biological Sciences	5	Pre/posttests, Unit exams, and a laboratory exercise	276	13
	BS Biology	5	Written and oral presentations, ETS Major Field Test, written laboratory exercise, lab exercises, and surveys	218	244
Communications	BA Communications	7	Research paper, oral debate, capstone project, midterm, 2 final exams, final project, 2 surveys	105	88
English & Humanities	AA Liberal Arts	4	3 essays, in-class presentation, satisfaction survey	<u>15</u> 6 face-to-face 3 Blended 6 online	16
	BA Liberal Arts	6	Capstone project proposal, presentation and paper, papers, essays, satisfaction survey	<u>34</u> 18 on-ground 16 online 0 Blended	51
	Bachelor of General Studies	8	Annotated bibliography, research methods statement, mentor selection, Capstone project and findings, literature review, and focus group participation	32	29
Fine Arts	BFA Visual Arts	7	Capstone portfolio proposal, component, and presentation, gallery exhibition, and Art Marketing presentation and lesson	95	116
History-Political Science	AA Secondary Education	4	OGET state pass rate Historical Paper	18	24
	BA History	2	Research papers; student re-enrollment in the program?	65	38

Department	Degree Program	Number Assessment Measures ¹	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
	BA Public Affairs	4	Internship, exams, program evaluation course assignments, other assignments	20	17
Math & Physical Science	AS Physical Science	5	ACS exam, post exams, Unit sets problems in PHYS 1114 & 2015, lab scores and lab report for CHEM 1415, MATH 1613, and GEOL 1124	14	24
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	30	74
	AA Social Science	4	Embedded exams	102	38
	BS Community Counseling	15	Capstone project, essay exams, written assignment, mentorship agreement, and satisfaction survey	322	61
	BS Social Science	8	Comprehensive exam, posttest, internship evaluation, capstone project, satisfaction survey	500	95

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, 142 of 164 (86.6%) assessment benchmarks were met or exceeded. This is evidence of an interesting artifact from the 2020-2021 pandemic year. General education courses, which typically enroll primarily freshmen and sophomores, resulted in lower success rates than the degree program courses, which typically enroll upper classmen. This suggests that distance learning was more effective for students with college experience. It also suggests that RSU would do well to make available face-to-face opportunities for freshmen and sophomores.

Faculty discussions regarding degree program curriculum and success are occurring augmented by the assessment of student learning process. The University Assessment Committee has committed to working with departments over the next two years to review student learnings outcomes (SLOs) for each degree program and update, with appropriate alignment of assessments as needed.

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

Table 10: 2020-2021 Program Key Findings and Changes

Department	Degree Program	Assessment Findings	Instructional Changes
School of Professional Studies			
	AA Accounting	All eight benchmarks were met or exceeded. 90% completed ACCT 3133, an upper-level course in the associates degree program, and performed well.	Regarding SLO #1, additional upper-level Accounting classes are being encouraged in advisement.
	AA Business Administration	All seven benchmarks were met or exceeded. Substantial learning was evident in marketing, management, and economics. Focus may be needed with Business Communications.	A new assessment instrument was piloted in 2020-2021. This will be refined in 2021-2022.
	BS Business Administration	Three of four benchmarks were met or exceeded. The weighted average score for two of nine ETS Field Test, a national standardized instrument, missed the performance standard.	Faculty have committed to “improve our results in the nine ETS MFT content areas by reviewing the coverage of the core business courses that pertain to these areas. From there we can focus on pedagogical changes.”
	BS Organizational Leadership	All four benchmarks were met or exceeded. Performance exceeded the standard by 1%. Three of five students indicated having obtained employment related to their program or admission to a graduate program.	This OSRHE program is now assessed at the institutional level. Faculty are focusing 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 96% of seniors met the Capstone benchmark.	The Tulsa Drillers ticket sales assignment was positively implemented, improving outcomes for SLO #2. Faculty wish to finetune the implementation of this curriculum change.
	Master of Business Administration	New assessment measures were added to the MBA process this year. All 10	As the second year for the MBA program to be offered 100% online, with the

Department	Degree Program	Assessment Findings	Instructional Changes
		benchmarks were met, but some were “tight”.	program in the process of becoming Quality Matters certified, faculty wish to continue with the new curriculum a second year before considering changes.
Health Sciences	BS Allied Health	Two of six benchmarks were met for this new program. For SLO #1, only 2 of 16 graduates reported acceptance into graduate school. For SLO #3, 100% earned a rating of 5 or better (7-point Likert-type scale) by supervisors in their field experience.	This was the first year for this new program to have graduates. Upon review of the outcomes, faculty have revised SLO #1 to allow validation of graduate or professional school acceptance for degree program graduates.
	RN to BS Nursing	All ACEN Standards 1-6 were evaluated as “met” by the peer review team during the March 2021 site visit.	With all standards met, as determined by ACEN, the program will continue to be guided by these standards.
	BS Nursing Traditional	All ACEN Standards 1-6 were evaluated as “met” by the peer review team during the March 2021 site visit.	2020-2021 was the first year of the traditional BSN program. With all standards met, as determined by ACEN, the program will continue to be guided by these standards.
Technology and Justice Studies	AA Criminal Justice	Seven of 10 benchmarks were achieved. SLO#2, <i>Proficiency in understanding and applying relevant legal and criminal justice concepts</i> , was not achieved for three separate assessments. Four of seven graduates had passed the CLEET exam by May 2021, qualifying them to serve as peace officers in the state of Oklahoma.	No changes are planned for the 2021-2022 AY. 81% of students who took the posttest in CH 1113 in Spring 2021 scored at or above the benchmark.
	AAS Applied Technology	Only one SLO outcome was assessed for this degree program in 2020-2021. Two majors were assessed and both exceeded the performance standard.	With the new OSRHE state-wide options and RSU’s new Process Technology option, SLOs are redefined and will be evaluated in 2021-2022.

Department	Degree Program	Assessment Findings	Instructional Changes
	AS Computer Science	All three benchmarks were met in 2020-2021. Best performance was CS 1113 with 100% achievement.	Faculty have proposed revising content of Programming I and II with the next textbook. Assignments, quizzes, and exams with new assessment standards will be developed.
	BS Business Information Technology	All four benchmarks were met or exceeded. SLO#2 is a strength with 94% of students mastering the design, implementation and administration of computer networks.	Programming I and II are also required in this degree program. Assignments, quizzes, and exams with new assessment standards will be developed.
	BS in Justice Administration	--	--
	BT Applied Technology	Four of five benchmarks were met or exceeded. SLO #1, <i>Demonstrate comprehensive knowledge of business and technology concepts, terminology and applications in current business environments</i> , was missed by 1%.	This degree program has had several curriculum modifications over the last three years. The BT in Applied Technology Exit Exam will be modified in 2021-2022 to align with these curriculum changes.
School of Arts & Sciences			
Biology	AS Biological Sciences	Two of five benchmarks were met or exceeded. Because of the challenges teaching with more distance learning technologies due to COVID, only two students were assessed for SLO #1, and one did not meet the performance standard.	Because only two AS in Biological Sciences majors were assessed, and because this degree program did not submit assessment analysis the previous year, more information needs to be gathered in order to make informed judgments about the curriculum.
	BS Biology	All program benchmarks were met or exceeded with varying performance standards. Overall results on the ETS Major Field Test are strong indicators of program performance, and RSU students scored significantly above the benchmark set by faculty.	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.

Department	Degree Program	Assessment Findings	Instructional Changes
Communications	BA Communications	Five of seven benchmarks were met or exceeded. SLO #2 was not met when measured by achievement in COMM 3713, Comm Research Methods. SLO #4 also missed the benchmark in terms of students feeling prepared for the future.	Faculty have proposed the following changes: <ul style="list-style-type: none"> Review and update program SLOs Update assessment measures Reconsider COMM 4163 as the best measure of SLO #1a Midpoint satisfaction survey will be administered in <i>Writing for the Media</i> as better aligned with program experience.
English-Humanities	AA Liberal Arts	Three of four benchmarks were met or exceeded. SLO #2b was not met, as only two of the 16 AALA majors completed the essay assessment in HUM 2113. However, SLO #2a was met 100%, as were other SLOs.	No changes are planned. The AALA program feeds the BALA program, and assessment results suggest that the freshmen and sophomore years of this program provide strong fundamentals.
	BA Liberal Arts	Four out of six benchmarks were met or exceeded. A disparity in Capstone performance has continued to occur, possibly based on online vs. on-ground Capstone course delivery for SLO #1. 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 <i>higher</i> on the SLOs than F2F students.	The Capstone Committee has determined that stronger BALA majors tend to select Option #1, which allows for online delivery. Rather than a curriculum issue, the disparity appears to be a selection factor correlated with student skill and ability prior to the Capstone experience. Faculty are debating the merits of modifying the Options.
	Bachelor of General Studies	All eight benchmarks were met or exceeded for this program, which is still in Post Audit Review by OSRHE. The Junior and	The Capstone experience is being condensed to one course rather than two to remedy the low enrollment issue.

Department	Degree Program	Assessment Findings	Instructional Changes
		Senior Capstone courses are the only program-specific courses.	The BGS Coordinator recommends a committee oversee the instruction and assessment of the program. Evidence indicates the program curriculum is strong. However, program majors (mostly transfer students) often change their major, after positive experiences in their minor(s).
Fine Arts	BFA Visual Arts	All seven benchmarks were met or exceeded. It should be noted that it was particularly challenging to assess outcomes in Fine Arts with the added pressures of distance learning required for safety during the height of the pandemic.	As artists, BFA faculty are skeptical of the efficaciousness of quantitatively evaluating student learning outcomes for artists. In the coming year they will investigate a more meaningful, authentic assessment process for their degree program.
History-Political Science	AA Secondary Education	One of the four SLO benchmarks were met or exceeded. For SLO #1, 100% pass rate for the OGET, one of the graduates did not pass the first time but is scheduled to retake the test. For SLO #2, one of the majors did not complete the required essay assessment in HIST 3243, resulting in a missed target. Two additional majors dropped the course without completing a second assessment for this outcome.	Faculty reported “The requirements...are too great to have classes larger than 15 (relative to SLOs #1, #2, and #3). ...will be capped at 15 to ensure that instructors can realistically provide a positive learning experience.
	BA History	Both SLOs benchmarks were exceeded; however, online students were more likely to not submit the assessed assignment.	Faculty propose to integrate retention rates and graduation rates of history majors into summative assessments for this degree program.
	BA Public Affairs	Faculty reported data exist showing evidence that four of four SLOs were achieved for this degree	The assessment for SLO #2 and SLO #3 will be modified with high standards.

Department	Degree Program	Assessment Findings	Instructional Changes
		program. 100% of majors again achieved all standards.	
Mathematics & Physical Science	AS Physical Science	Four of the five benchmarks were met or exceeded. SLO#1 was not achieved; Two of five students assessed earned at least a 70% on selected Trigonometry exams. Importantly, evidence indicates that majors were able to conduct experiments and apply math/graphical methods to analyze and interpret data.	No curriculum changes are planned for Trigonometry. Faculty will analyze 2021-2022 data for trends.
Psychology, Sociology, & Criminal Justice	AA Elementary Education	Both benchmarks were met or exceeded. All students in the 2020-2021 graduating class achieved a 100% pass rate for the OGET. 88% met or exceeded the GPA standard of 2.5.	Results indicate that the program is achieving the student learning outcomes and well prepared to complete a bachelor's degree in Elementary Education. No changes are recommended.
	AA Social Science	All four benchmarks were met or exceeded for the AA in Social Science.	Faculty have determined that the benchmark/standard should be increased from 70% of students achieving 70% competency to 80% achieving 80% competence. They will also add a pretest and posttest.
	BS Community Counseling	12 of 15 assessments benchmarks were met or exceeded. SLO #4, <i>Students will create and implement community-based activities</i> , was only missed by 1%. SLO #6, <i>Students will demonstrate knowledge of counseling ethics and apply to real world examples</i> , missed two assessment benchmarks. These	No changes to curriculum or program are planned until curriculum-related delivery factors are stabilized outside the pandemic.

Department	Degree Program	Assessment Findings	Instructional Changes
		assessments were exam scores and missed the 90% standard. A strength is SLO #2, <i>Applying counseling knowledge in community settings.</i>	
	BS Social Science	Seven of eight benchmarks were met or exceeded. Notably, the mean of all student internship performance ratings by supervisors was above the midpoint. SLO#4, <i>Students will rate their experience and share their employment status at graduation</i> (via survey), has no standard or benchmark set yet.	Faculty have proposed adding a new SLO assessment measure in 2021-2022 to replace two that have been deleted. Additionally, they recognize that SLO #4 is not an actual student learning outcome.

Table 10: Assessment of Student Learning 2020-2021 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	8	8	
	AA Business Administration	7	7	
	BS Business Administration	3	4	
	BS Organizational Leadership	4	4	
	BS Sport Management	7	7	
	Master of Business Administration	10	10	
Sub-total		39	40	97.5%
Health Sciences	BS Allied Health	2	3	
	RN to BS Nursing	6	ACEN Standards 1-6	
	BS Nursing Traditional	6	ACEN Standards 1-6	
Sub-total		14	15	93.3%

Department	Degree Program	# Standards/ Benchmarks Met or Exceeded	# Total Standards/ Benchmarks	% Standards/ Benchmarks Met or Exceeded
Technology and Justice Studies	AA Criminal Justice	7	10	
	AAS Applied Technology	1	1	
	AS Computer Science	3	3	
	BS Business Information Technology	4	4	
	BS in Justice Administration	0	0	
	BT Applied Technology	4	5	
Sub-total		19	23	82.6%
School of Arts & Sciences				
Biology	AS Biological Sciences	2	5	
	BS Biology	5	5	
Sub-total		7	10	70.0%
Communications	BA Communications	5	7	
Sub-total		5	7	71.4%
English & Humanities	AA Liberal Arts	3	4	
	BA Liberal Arts	4	6	
	Bachelor of General Studies	8	8	
Sub-total		15	18	83.3%
Fine Arts	BFA Visual Arts	7	7	
Sub-total		7	7	100%
History & Political Science	AA Secondary Education	1	4	
	BA History	2	2	
	BA Public Affairs	4	4	
Sub-total		7	10	70.0%
Mathematics & Physical Science	AS Physical Science	4	5	
Sub-total		4	5	80.0%
Psychology and Sociology	AA Elementary Education	2	2	
	AA Social Science	4	4	
	BS in Community Counseling	12	15	
	BS in Social Science	7	8	
Sub-total		25	29	86.2%
University Total		142	164	86.6%

Conclusions

- Much effort is given to the assessment of student learning outcomes.
- Overall RSU students are meeting faculty/Subject Matter Experts' expectations
 - 86.6% overall standards/benchmarks were met in 2020-2021 similar to the previous academic year.

- Typical standard/benchmark is 70% of majors will achieve at least 70% competency
- The pandemic affected how many courses were delivered, and upper-class students (juniors, seniors, and graduate students) were more successful.
 - First-year retention and graduation rates in 2020-2021 support this conclusion.
- The University Assessment Committee will work with academic departments to review and revise degree program SLOs and assessment plans through spring 2023.

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 2020-2021. They were RSU's Graduating Student Survey (GSS), which is administered every year, and RSU's Student Opinion Survey (SOS). The National Survey of Student Engagement (NSSE) is administered every third year in lieu of the SOS and is not scheduled to be administered again until spring 2023.

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.

The Student Opinion Survey was implemented to all students enrolled at RSU during spring 2021. This survey measures the participation of students in degree programs as well as co-curricular activities that RSU provides for its learning and personal development. For graduating MBAs, all 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?

Results of the Graduating Student Survey demonstrated student satisfaction (higher than the midpoint) for all 13 items. A total of 70 out of 610 graduating students (11.5%) responded. The surveys that were returned were largely 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 85% of graduates rated their overall department experience as satisfying to very satisfying. Items with the highest mean student satisfaction ratings were:

- Availability of faculty for help: 97%
- Accessibility of faculty in your major: 96%
- Maintenance of high academic standards: 94%
- Intellectual challenge in your major: 94%
- Preparation for advanced classes in major: 94%
- Quality instruction in your major: 93%

For the Student Opinion Survey, all students enrolled during spring 2021 were emailed the opportunity to participate, and results were confidential. With a margin of error set at 5%, a 90% confidence level for education research, a spring 2021 population of 3,006, and a 50% response distribution, recommended sample size was 249. A total of 110 students responded; however, respondent demographics were similar to those of the RSU population, and the results are considered appropriate for planning purposes, with an annual follow up survey planned for spring 2022. Students were asked to share their top one to three personal goals while at RSU. Most commonly mentioned personal goals were:

- [1] Earn a degree/Graduate
- [2] Gain employment/Prepare for career
- [3] Learn in a healthy environment/Lifelong learning
- [4] Become a well-rounded person/Broaden horizons
- [5] Network with faculty, staff, and other students

Students were also asked to rate perceived importance and perceived satisfaction with 45 items. A gap analysis was conducted, and the items with the greatest gaps included:

- [1] Activity fees applied well
- [2] Internship opportunities
- [3] Voice in RSU policies
- [4] Student employment opportunities
- [5] Science lab updates

For the new Online MBA Student Opinion Survey, 57 out of 77 (74%) online MBA students responded. Results demonstrated high satisfaction with the new online program format:

- 8-week course length: 93%
- Online course format: 98%
- 18-month program length: 86%
- No entry test (GMAT): 97%

- High academic standards: 98%
- Academic advising: 95%
- Access to digital resources: 88%
- Helping to prepare for career: 72%
- Overall experience: 97%
- Career services: 35%

These results indicate students perceive the new online MBA program curriculum and format as highly effective with the exception of the Career Services office. The Career Services office staff position has recently been filled, and the service gap will be addressed.

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 included general academic advising in the first two years and improved financial aid counseling and processing. Advisement has been selected as RSU's Higher Learning Commission Quality Initiative, and a consulting process is being used to address financial aid concerns.

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 was an institution-wide planning year.

The new online MBA program, which transitioned from on-ground to online in fall 2019, is perceived as highly successful by current online MBA students and the first graduating cohort. RSU will continue to garner feedback for program modifications.

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 2020-2021

Type of Fee or Expense	Details	Amount
Assessment fees	\$4 per semester credit hour	\$314,104
<i>Assessment-related positions</i>	<i>4.2 FTEs at three campuses including Testing Centers and OAA salaries and benefits (30%)</i>	<i>\$277,846</i>
<i>Distributed to other departments</i>	<i>13 total FTEs for assessment-related training, conferences (online in summer 2020 through spring 2021), HLC Co-curricular Academy, Student Success Academy with assessment-related expenses, and the Tulsa Higher Education Task Force</i>	<i>\$28,500</i>
<i>Operational costs</i>	<i>Surveys, software, tests, and focus groups</i>	<i>\$31,380</i>