

ENTRY LEVEL ASSESSMENT REPORT 2021-2022

ROGERS STATE UNIVERSITY
Claremore, Oklahoma

Office of Accountability and Academics
December 2, 2022



ROGERS STATE
UNIVERSITY

Rogers State University

Annual Report of 2020-2021 Student Assessment Activity

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, students' scores on the American College Test (ACT) remain the first 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 are to be enrolled in appropriate developmental coursework for completion within the first 24 credit hours for first-time freshman and 12 credit hours for transfer students.

Approximately one-third (35%) of the first-time freshman cohort in fall 2021 were academically deficient in at least one area of six different developmental courses to prepare them for college-level instruction. Nearly three-quarters of students deficient in mathematics (72.6% in developmental math and 77.6% in co-requisite math) enrolled in the appropriate remedial math course their freshman year. These students were significantly more likely to successfully complete their college-level math class during their freshman year.

By policy, all developmental English/writing students are placed in co-requisite English, ENGL 0111. However, only 17 of the 139 students who placed in co-requisite English enrolled in it during 2021-2022. Of those who appropriately enrolled in co-requisite English, nearly half (47.1%) successfully completed ENGL 1113, Composition I during their freshman year. Students who placed in co-requisite English but did not enroll in it were significantly more likely to fail ENGL 1113 and stop-drop out of RSU.

A total of 67.0% of those placing in developmental Reading appropriately enrolled in it, and 53.8% of those placing in developmental science appropriately enrolled in it their freshman year. These results suggest an advising gap, and this has been highlighted for intervention in the 2022-2023 academic year, aligning with RSU's 2022 strategic plan.

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2021-2022 Entry-Level Assessment and Course Placement

Activities

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

During 2021-2022, 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.

Because RSU has been approved by OSRHE for the Test Optional Pilot Initiative, other means of placement must be available. 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 2021-2022, if students chose to submit ACT results, they were placed in all college level courses if their ACT sub-scores were 19 or above. If they did not submit an ACT or if one or more of their ACT sub-scores was below 19, they were required to complete the Accuplacer Next Generation placement test. 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 2021-2022 AY. Notwithstanding, 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 were taken into consider for placement as well.

With regard to 2021-2022, 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.

For international students, official high school transcript with English translation is required, High school GPA must be at least 2.7 US GPA on a 4.0 scale. A complete list of admission requirements for international students appears in the RSU Bulletin.

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

RSU has been approved by OSRHE for the Test Optional Pilot Initiative, and alternative means of placement in addition to the ACT or SAT are available. 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 were 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.

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 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 492 first-time freshmen enrolled in fall 2021, 12.8% of the university enrollment. Of the first-time freshmen, 62 placed in developmental mathematics and 107 placed in co-requisite mathematics, for a total of 169 (34.3%) placing below college-ready mathematics. A total of 139 (28.3%) of first-time freshmen placed in co-requisite English, 88 (17.9%) of first-time freshmen placed in remedial Reading, and 26 (5.3%) placed in remedial 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) 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 ENGL 1113, Composition I while simultaneously enrolled in ENGL 0111 – Composition I Supplemental. Today all writing deficient students are placed in co-requisite (supplemental) English courses aligned with ENGL 1113. 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 does the traditional 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.

Table 2. Fall 2021 Enrollment in Developmental Coursework

Course Title	Course Number	# Students Placed	# Students Enrolled	# Students Successfully Completed Remediation	# Students Successfully Enrolled in College Level Course	# Students Successfully Completed College Level Course
Composition I Supplement (Co-requisite)	ENGL 0111	139	17	Co-requisite English required concurrently with ENGL 1113		8
Developmental Reading I	READ 0114	88	59	39	21	17
Co-requisite College Math Foundations or College Algebra Foundations	MATH 0312 or MATH 0412	107	83	Co-requisite math required concurrently with college-level mathematics		53
Elementary Algebra Plus	MATH 0114	62	45	33	18	9
Science Proficiency	BIOL 0123	26	14	11	2	2

These results suggest an advisement issue to be addressed. A significant number of students who placed in developmental or co-requisite courses did not enroll in the appropriate courses. Consequently, a low completion rate in gateway general education courses was achieved in 2021-2022.

RSU has conducted an intensive self-study through participation in the Higher Learning Commission (HLC) Student Success Academy, selecting review of its advising process and Policies & Procedures for its HLC Quality Initiative. Further, an Advising Action Team has been established with guidance from consultants Ruffalo Noel Levitz for implementation in spring 2023. This aligns with RSU's 2022-2027 Strategic Plan as follows:

Overarching Goal:

- Improve student retention and completion rates across the institution while focusing on equity gaps for minority and financially challenged students

Strategic Plan Goal 1B: Improve Student Success

- Initiative 1: Improve academic advising

Advisement Gaps:

- Create a seamless advising experience through initial proactive centralized advisement
- Enhance the use of advisement tools like MyRSU
- Develop an RSU Advisement Handbook
- Advance faculty training in all areas of advisement, including mentorship
- Enhance advisement personnel resources
- Utilize technological modes in advisement delivery to the fullest extent possible
- Improve internal communication on advisement/enrollment process and timeline

Data collected for assessment of student learning processes has helped inform this plan and process.