

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY 2021-2022

ROGERS STATE UNIVERSITY
Claremore, Oklahoma

Office of Accountability and Academics
December 2, 2022



ROGERS STATE
UNIVERSITY

Rogers State University
Annual Report of Student Assessment Activity
2021-2022

Prepared by: Mary A. Millikin
Associate Vice President
Accountability and Academics
Fall 2022

Rogers State University
Annual Report of 2021-2022 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.

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 five general education student learning outcomes.

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 senior year. RSU's mean score for freshmen, sophomores and seniors was also higher than the mean from the ETS system peers. These results indicate that RSU students are achieving student learning outcomes in general education at or exceeding those of four-year bachelor degree-conferring institutions in the U.S.

Comprehensive, course-embedded faculty assessment of student performance is a primary method of assessment and is conducted based on the University's five General Education student learning 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 2021-2022 academic year, student performance improved from the decline during the COVID year for achievement of SLO #1, Think Critically and Creatively. Attainment for this goal dropped by nearly 30% during 2020-2021, the peak COVID year. During the most recent year it improved 11%, suggesting effects of distance learning in high school has had an impact on K-12 education.

Additionally, co-curricular student learning outcomes were assessed and reviewed for personal growth in student organization and club activities. 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 48 events in 2021-2022. A total of 2,219 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 96 SLO occurrences. To provide additional insight, recent graduates were asked to evaluate how well the co-curricular events in which they participated contributed to personal growth in each of the five outcomes. Results suggest strong belief in personal growth for each of the outcomes.

Degree Program Outcomes Assessment

In summary, overall standards/benchmarks were met in 2021-2022 similar to the previous academic year, with 4,867 student assessments. Typical standard/benchmark is 70% of majors will achieve at least 70% competency, but varies according to the outcome, program teaching activities, and assessment measure. There is evidence of an interesting artifact from the pandemic. 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, and entry level students may be beginning college with a lower level of educational preparation. It also suggests that RSU would do well to make available ample face-to-face course delivery opportunities for freshmen and sophomores.

Faculty discussions regarding degree program curriculum and success are occurring augmented by the assessment of the student learning process. The University Assessment Committee (UAC) began working with departments in 2021-2022 to review

student learning outcomes 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 157 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 2021-2022, 132 (84.1%) of all benchmarks were met or exceeded, suggesting that students are satisfying faculty expectations by demonstrating achievement of degree 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 BS in Nursing program students achieved an 87% pass rate during the 2021 academic year and a 100% pass rate for four "teach out" AAS students. The Oklahoma state mean NCLEX pass rate was 84% and national mean pass rate was 82%.

Student Engagement and Satisfaction

Relevant results from RSU's Alumni Survey and Student Satisfaction Inventory provide important feedback. Moreover, RSU has conducted an intensive self-study through participation in the Higher Learning Commission (HLC) Student Success Academy, selecting review of its advising process as well as policies and procedures for its HLC Quality Initiative. To this end, an Advising Action Team has been established, aligning RSU's 2022-2027 Strategic Plan Goal #1B: Improve academic advising.

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 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.

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.

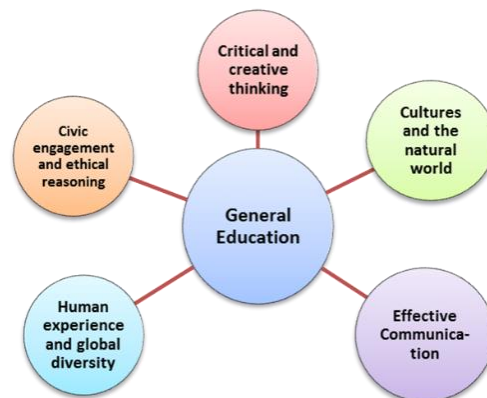
4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

[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 and in the shared N: drive for accountability purposes.

[GE Assessment Process 2]: RSU uses 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) and graduating seniors. 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]: Through satisfaction surveys, RSU assesses its graduating seniors regarding bachelor’s programs and graduating sophomores for associate programs. As indirect measures, alumni and 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.) In 2021-2022, the Ruffalo Noel Levitz Student Satisfaction Inventory was implemented and the five GE SLOs were included in this survey for student perspective.

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



[Co-Curricular Assessment]: In 2021-2022, the Student Affairs Co-Curricular Team reviewed the five SLOs recommended by the General Education Co-Curricular Committee and considered amending them to 13. However, the original five were retained for 2021-2022 and appear 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. All 45 general education courses are selected for inclusion in RSU's general education program. In 2021-2022, 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 were 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 were selected. Students who were primarily online were excluded. Freshmen were invited to participate in the ETS Proficiency Profile during the fall semester, and sophomores and seniors were invited to participate in spring.

[GE Assessment Process 3]: In April 2022, all students enrolled during spring 2022 were emailed an invitation to complete the Ruffalo Noel Levitz Student Satisfaction Survey with 434 students and 164 seniors responding. All participation was voluntary.

[Co-Curricular Assessment]: In 2021-2022, RSU's Student Affairs-led Co-Curricular (CoCu) Team developed an instrument to evaluate how well students perceived they are

learning CoCu student learning outcomes. The coordinator piloted the instrument with more than 30 student club and organizations in spring 2022. Results are being used to inform how effectively activities are exposing students to opportunities to enhance skills defined by RSU's general education outcomes.

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 their ability in order to maximize their course grades.

[GE Assessment Process 2]: In order to encourage a representative sample of students for the ETS Proficiency Profile, students who completed the exam were awarded a \$10 gift card. To avoid impacting enrollment, the enrollment hold was removed from the process, and this significantly affected the participation rate. To encourage authentic performance, students who score at or above the mean composite score for their cohort were offered double the incentive or \$20.

[GE Assessment Process 3]: Faculty advisors and the Office of Accountability and Academics (OAA) encourage graduates to complete student surveys. In spring 2022, the president of RSU sent two emails encouraging students to respond to the RNL Student Satisfaction Inventory, and the survey link was emailed to students by RNL.

[Co-curricular Assessment]: Because the Coordinator of Student Activities 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> In 2021-2022, Biology piloted a standardized rubric developed by the General Education Committee for assessing Critical Thinking (GE SLO #1) which was planned for formal department-wide implementation in fall 2022. Results from past assessment of student learning suggest a gap in proficiency/mastery of critical thinking skills for students in all class levels.</p> <p><u>Curriculum changes:</u> Implement in fall 2022 a new in-class assignment in BIOL 1114 and 1144 lab sections that will guide students through processes of critical thought. The department expects growth in online instruction in future semesters, and these assignments are aligned with all delivery methods.</p>
HUM 2113 HUM 2223	<p><u>Assessment changes:</u> Although some benchmarks were not met, Humanities faculty have determined to collect additional data beyond the COVID year before considering curricular changes.</p>
LANG 1113 ENGL 1113	<p><u>Curriculum changes:</u></p> <p>[1] An on-ground section of LANG 1113 is scheduled for fall 2022, which was not possible during fall 2021 (COVID).</p> <p>[2] ENGL 1113, which did not meet the benchmark during 2020-21, did not use Zoom lectures in 2021-2022.</p> <p>[3] In 2021-2022 a standardized rubric developed by the General Education Committee for assessing Critical Thinking (GE SLO #1) was piloted in two ENGL 1113 sections. Results will be discussed for wider department implementation in 2022-2023.</p>
MATH 1413 MATH 1503 MATH 1513 MATH 1613 MATH 1713	<p><u>Curriculum changes:</u> Developmental/co-requisite student success in college level mathematics classes has decreased. This may be a result of a significantly lower rate of developmental math placement with the new Accuplacer Next Gen assessment in the Testing Center. After reviewing the data, faculty have determined a need to better align these classes by scheduling co-requisite sections immediately prior to or following college-level math sections.</p>
SPCH 1113 HUM 2413	<p><u>Assessment changes:</u> The pretest and posttest currently used in HUM 2413 will be replaced based upon trend analysis from the SLRs. Theatre Appreciation adjunct faculty grading will also be analyzed and discussed.</p> <p><u>Curriculum changes:</u> Faculty who regularly teach or provide curriculum for general education courses taught from the Communications Department,</p>

General Education Outcome by Course	Recommendations for 2021-2022 Academic Year
	including SPCH 1113 and HUM 2413, will be meeting to discuss consistency across sections of these classes and possibly reintroduce required training for all Speech instructors before the beginning of the next 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> In 2021-2022, Biology piloted a standardized rubric developed by the General Education Committee for assessing Critical Thinking (GE SLO #1) which is planned for formal department-wide implementation beginning in fall 2022. Results from past assessment of student learning suggest a gap in proficiency/mastery of critical thinking skills for students in all class levels.</p> <p><u>Curriculum changes:</u> [1] Department Head is standardizing lecture content in BIOL 3103, moving away from handwritten notes and using PowerPoint lecture aids. [2] Hybridizing 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> A question will be added to the data collection process requesting faculty for clarification when assessment standards/benchmarks are unmet. These will fuel faculty curricular discussions with the new department head.</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 2022 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 will be reviewed and possibly rethought. 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.	

General Education Outcome by Course	Recommendations for 2021-2022 Academic Year
HUM 2113 HUM 2223	<u>Assessment changes:</u> Although some benchmarks were not met, Humanities faculty have determined to collect additional data beyond the COVID year before considering curricular changes. Although benchmarks were not met, Humanities faculty determined to collect additional data beyond the COVID year before considering curricular changes.
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.	
POLS 1113	This assessment was added in 2021-2022 and was met. Faculty wish to gather trend data for analysis.

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%	120	N
BIOL 1144	Science Literacy Quiz	70%/70%	192	Y
ECON 2113	Pre/Posts Tests	Increase \geq 10%	76	Y
ECON 2123	Pre/Posts tests;	Increase \geq 10%	109	Y
ENGL 1113	Article Summary and	70%/70%	F2F 346	Y
	Evaluation		Online 111	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
ENGL 1113	Posttest	70%/70%	F2F 314 Online 111	Y
ENGL 1213	Article Summary and Evaluation	70%/70%	F2F 314 Online 81	Y
ENGL 1213	Posttest	70%/70%	F2F 306 Online 85	Y
ENGL 2613	Creative Project	70%/70%	24	N
GEOL 1014	Term Project	70%/70%	No data	-
HUM 2113	Essay	70%/70%	47 F2F 34 Online 13 Blended	Y N Y
HUM 2223	Essay	70%/70%	30 F2F 53 Online 12 Blended	Y N Y
HUM 2413	Final Exam	75%/70%	20 F2F	N
HUM 2413	Pre/Post Tests	25% Improvement	8 F2F	N
HUM 3633	Essay Exams	70%/70%	34 F2F 42 Online	Y
LANG 1113	Assignments	70%/70%	0 F2F 23 Online	Y
LANG 1113	Midterm Exam	70%/70%	0 F2F 26 Online	Y
LANG 1113	Final Exam	70%/70%	0 F2F 23 Online	Y
MATH 1413	Chapter Exams	70%/70%	55 F2F 73 Online	N N
MATH 1503	Chapter Exams	70%/70%	82 F2F 19 Online	N N
MATH 1513	Avg. on Chapter Exams	70%/70%	37 F2F 35 Blended 65 Online	Y Y N
MATH 1513	Various Assignments	70%/70%	37 F2F 35 Blended 65 Online	N N Y
MATH 1613	Chapter Exams	70%/70%	35 F2F 44 Online	Y Y
MATH 2264	Chapter Exams	70%/70%	4 F2F	Y
CHEM 1315	Comprehensive Final Exam	70%/70%	38 F2F	Y
SPCH 1113	Mid-term	75%/70%	239 F2F 94 Online	Y Y
25 Sources	12 Types of Measures	Varied	4,123 student assessments	66% Met or Exceeded

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.				
BIOL 1114	Comprehensive Pre-Post Exam	70%/70%	102	N mean = 69%
BIOL 1114	Comprehensive Post Exam	70%/70%	94 F2F 81 Online	Y Y
BIOL 1114 Online	Comprehensive Final Exam	70%/70%	87	N
BIOL 1144	Comprehensive Pre-Post Exam	70%/70%	80	N
BIOL 1144	Comprehensive Pre-Post Exam	70%/20% improvement	28	N
BIOL 1134	Comprehensive Final Exam	70%/70%	11 F2F 18 Online	Y Y
CHEM 1113	Comprehensive Laboratory Assignments	80%/80%	38	Y
ECON 3003	Pre-Post Exam	10% Improvement	31	Y
ECON 3033	Pre-Post Exam	10% Improvement	84	Y
GEOG 2243	Embedded Exams	70%/70%	19	Y
GEOL 1014	Term Project	70%/70%	119	N 64% met
HUM 2113	Comprehensive Final Exam	70%/70%	54 F2F 61 Online 16 Blended	Y Y Y (no diff. in FT vs. PT faculty)
HUM 2223	Comprehensive Final Exam	70%/70%	35 F2F 62 Online 14 Blended	Y Y Y (FT higher than faculty but both met)
HUM 2413	Final Exam	75%/70%	No data	--
HUM 2413	Pre-Posttest	25% Improvement	No data	--
PHIL 1113	Comprehensive Final Exam	50%/85% 85%/70%	29 F2F 42 Online	Y Y
PHIL 1313	Comprehensive Final Exam	50%/85% 85%/70%	13 F2F 0 Online	Y Y
PHYS 1014	Comprehensive Post Exam	70%/70%	33	N
HIST 2483	Embedded Exams	70%/70%	170	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
HIST 2493	Embedded Exams	70%/70%	379	Y
HIST 2013	Embedded Exams	70%/70%	25	Y
HIST 2023	Embedded Exams	70%/70%	45	Y
20 Sources	7 Types of Measures	Various Standards	1,921 student assessments	79% Met or Exceeded
3. Use written, oral, and visual communication effectively.				
ART (HUM) 1113	Assignments and Exams	70%/70%	71	Y
BIOL 3103	Written Paper/Presentation	70%/70%	12	Y
ENGL 1113	Essay	70%/70%	F2F 336 Online 111	Y
ENGL 1113	Expository Essay	70%/70%	F2F 344 Online 111	Y
ENGL 1113	Timed Essay Exam	70%/70%	F2F 344 Online 111	Y
ENGL 1213	Essay	70%/70%	F2F 288 Online 88	Y (online not met)
ENGL 1213	Researched Essay	70%/70%	F2F 301 Online 82	Y
GEOL 1014	Term Project	70%/70%	No data	-
HUM 2113	In-class Presentation	70%/70%	45 F2F 32 Online 15 Blended	Y Y Y (FT faculty higher than PT but both met)
HUM 2223	In-class Presentation	70%/70%	31 F2F 46 Online 13 Blended	Y Y Y
HUM 3633	Comprehensive Project	70%/70%	No data	-
PHIL 1113	Essay	50%/85% 85%/70%	29 F2F 42 Online	Y Y
PHIL 1313	Essay	50%/85% 85%/70%	13 F2F	Y Y
SPAN 1113	Final Exam	70%/70%	54 F2F 56 Online	N N
SPCH 1113	Informative and Persuasive Speech	80%/70%	243 F2F 90 Online	Y Y
SOC 1113	Exams	70%/70%	No data	--
14 Sources	12 Types of Measures	Various Standards	2,908	90% Met or Exceeded

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
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%	12	Y
ENGL 2613	Final Exam	70%/70%	14 F2F	Y
GEOL 1014	Term Project	70%/70%	119	N (64% met)
HUM 2113	Essay	70%/70%	47 F2F 34 Online 13 Blended	Y N Y
HUM 2223	Essay	70%/70%	30 F2F 53 Online 12 Blended	Y N Y
PSY 1113	Pretest/Posttest	10% Improvement	No data	--
SOC 1113	Unit Exams: Re Society and culture	70%/70%	No data	--
SOC 3213	Final Exam Re: Diverse Cultures	80%/70%	No data	-
5 Sources	8 Measures	Various Standards	334 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%	F2F 33 Online 41	Y Y
POLS 1113	Embedded Exams	70%/70%	393	Y
2 Sources	2 Measures	70%/70%	467 Students	100% Met or Exceeded

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

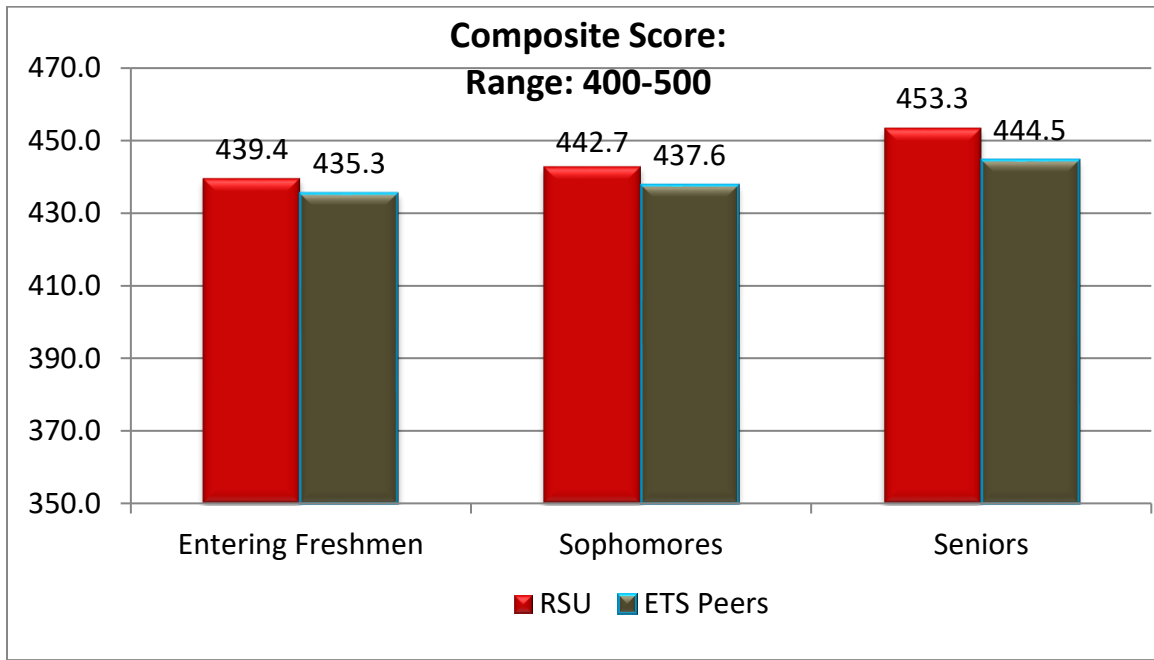
[GE Assessment Process 2]: The ETS Proficiency Profile results for 2021-2022 were analyzed by the Office for Accountability and Academics. RSU senior results for the primary general education student learning outcomes were compared with those of RSU freshmen and sophomores. Additionally, RSU results were compared with those in the national database for four-year public universities that are bachelors-degree granting and primarily face-to-face/traditional course delivery.

RSU ETS Proficiency Profile trend analysis indicates:

- Overall change from RSU freshmen-to-seniors improved by +13.9%
- Overall change from peer freshmen-to-seniors improved by +9.2%
- Overall senior difference between RSU and Peers was +8.8%

In conclusion, results suggest RSU freshmen, sophomores, and seniors who voluntarily completed the ETS Proficiency Profile demonstrated growth in general education SLOs. RSU proficiency in these nine subject areas improved significantly from freshmen to seniors by nearly 14%. Accounting for differences in freshmen performance (RSU freshmen scored higher than peers), RSU seniors still improved at a greater rate than senior peers. Figure 2 and Table 5 illustrate these results.

Figure 2: 2021-2022 Overall ETS Proficiency Profile Overall Results



RSU N=76; Norm N=4,477 (No face-to-face testing during fall 2020 and low F2F testing with COVID)
Using 5-Year ETS Proficiency Profile database

Table 5: ETS Proficiency Profile: Percent “Proficient”

ETS Proficiency Area	Percent RSU Senior Proficiency	Percent ETS System Senior Proficiency	Gain in Proficiency
Reading 1	78%	68%	10%
Reading 2	56%	41%	15%
Reading 3 “Critical Thinking”	3%	5%	-2%
Writing 1	87%	63%	24%

ETS Proficiency Area	Percent RSU Senior Proficiency	Percent ETS System Senior Proficiency	Gain in Proficiency
Writing 2	31%	21%	10%
Writing 3	13%	7%	6%
Mathematics 1	72%	51%	21%
Mathematics 2	38%	35%	3%
Mathematics 3	19%	10%	9%
Mean Area Average	--	--	+10.7%

For 2017-2018 through 2021-2022 Senior Results

[GE Assessment Process 3]: Using the Ruffalo Noel Levitz Student Satisfaction Survey, students were asked to rate their perceptions of achievement of the five RSU general education SLRs. Respondents reported strong self-ratings of their attainment of these outcomes. Table 6 presents the results for 2021-2022.

Table 6. 2021-2022 RNL Student Satisfaction Inventory Self-Ratings

General Education Outcomes	Somewhat to Very Satisfied	
	All RSU Students N=434	RSU Seniors N=164
1. Progression toward thinking critically and creatively	86.9%	89.0%
2. Progression toward acquiring, analyzing and evaluating knowledge of human cultures and the physical and natural world	84.0%	85.3%
3. Progression towards using written, oral and visual communication effectively	90.0%	94.1%
4. Progression toward developing individual perspective on the human experience and demonstrating an understanding of diverse perspectives and values	89.0%	94.1%
5. Progression toward demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning	87.5%	88.8%
Mean	87.5%	90.3%

[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 48 major Student Affairs-led events in 2021-2022. Most popular events included: Welcome Week (475 people), Hillcat Pride Day (150 people), Hillcamp (147), Safe Spring Break Week (145 people), and Voter Registration Day (100).

A total of 2,219 students participated in these events, in which all five of the CoCu SLOs were determined to be embedded. SLOs were assessed by organization and club presidents as present within a total of 96 SLO occurrences. 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	
#																
2020-21	1,412	12	4	10	2	6	0	0	6	2	9	5	13	10	0	79
2021-22	2,219	15	8	10	2	7	0	0	7	4	9	7	15	12	0	96

Key Performance Indicators Assessed:

- *Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems.*
- *Critical Thinking - AB2 – Consider novel, alternative, contradictory, and radical viewpoints in creating new ideas or solutions.*
- *Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture.*
- *Human Cultures and the Physical World - A1 – Develop creative capabilities.*
- *Human Cultures and the Physical World - A2 – Compare the influences of community, institutions, class, gender, and race on the beliefs and actions of different cultures.*
- *Human Cultures and the Physical World - C1 – Describe how human actions affect the environment.*
- *Effective Communications - A1 – Demonstrate consistent use of important conventions particular to specific disciplines and writing tasks.*
- *Effective Communications - B1 – Utilize interesting and effective delivery techniques.*
- *Values and Diverse Thinking AB1 – Articulate interdependence of people and places around the globe.*
- *Values and Diverse Thinking - C1 – Develop skills for working and interacting with others.*
- *Values and Diverse Thinking - C2 – Analyze how languages, cultures, institutions, and beliefs shape the behavior of individuals and groups.*
- *Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*
- *Ethics and Civic Engagement - AB2 – Recognize ways in which individuals can exercise their rights and responsibilities.*
- *Ethics and Civic Engagement - B1 – Analyze complex ethical dilemmas facing the world.*

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 and 2021-2022 were significantly different than in previous years. For SLO#1, *Think critically and creatively*, overall SLOs met fell from 82% to 55% in 2020-2021, then improved to 66% in 2021-2022. For SLO #2, *Acquire, analyze, and evaluate knowledge of human cultures and the physical and nature world*, standards met decreased marginally from 82% in 2019-2020 to 79% in 2021-2022. For SLO #3, *Use written, oral, and visual communication effectively*, standards met decreased from 100% to 90% the last two years. 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% the last two years. 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. All (100%) standards were met for both years.

These results suggest that the increased delivery of coursework using distance learning at RSU during 2020-202, the primary pandemic year, had a significant impact on achievement of SLO #1 and SLO #4 for lower classmen, especially freshmen. 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 continue to be compared with new evidence for trends as faculty continue to offer a balance of face-to-face class sections and address COVID setbacks.

[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 University's peers in the ETS database. As noted in Figure 2 and Table 5, these results indicate a pattern of growth for all general education constructs. Although RSU overall outcomes have not reached full proficiency by the senior year, they have improved substantially from freshmen results and over that of peer institutions.

[GE Assessment Process 3]: RSU students annually rate their progress on all five general objectives through student satisfaction surveys. 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 by participants in student organizations and clubs. As illustrated in Table 7, Student Affairs has disaggregated the five general education outcomes into 14 subcategories as defined above. Organization and club leaders determined which outcomes and subcategories were being addressed and reported each met.

In fall 2021, alumni who had graduated within the last three years and who had participated in student activities while enrolled at RSU (N=24) were surveyed. Respondents were asked to rate how well they believed the co-curricular activities in which they participated helped them experience personal growth in each of the five general education outcomes, and results are presented below. Anchors included: 3 = very much; 2 = somewhat; and 1 = very little.

Table 8: Fall 2021 Alumni Survey Co-Curricular General Education Outcomes

General Education Outcome	Mean Rating
1. Progression toward thinking critically and creatively	2.7
2. Progression toward acquiring, analyzing and evaluating knowledge of human cultures and the physical and natural world	2.7
3. Progression towards using written, oral and visual communication effectively	2.7
4. Progression toward developing individual perspective on the human experience and demonstrating an understanding of diverse perspectives and values	2.8
5. Progression toward demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning	2.8

Results suggest that graduates who had participated in organization and club activities found the experiences to be helpful in positive growth towards each of the student learning outcomes.

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 Biology Department and the English & Humanities Department piloted a common rubric to more consistently assess SLO #1, *Think Critically and Creatively*. Although the General Education Committee was planning for a university-wide roll out in scheduled for fall 2022, academic departments felt this was overly ambitious and are continuing with the pilot in these two departments during 2022-2023. It is believed that the general education program will benefit from consistent rubrics, assessment, and discussion.

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 programs (MBA and MS in Community Counseling) are 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 157 assessment measures were selected to assess 4,867 (duplicated) students in 2021-2022. 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	6	Pre/Posttest in ACCT 2013 and 2203; Pre/Posttest in BADM 3113; Pre/Posttest in ECON 2113 and 2123	536	17
	AA Business Administration	7	Pre/posttests in BCOM 3013; Pre/Posttests in MKTG 3113; writing assignments in BCOM 3113	828	75
	BS Business Administration	4	ETS Field Test; Internship evaluation, Pre/Posttest in BADM 3113 and MRKT 3113;	159	429

Department	Degree Program	Number Assessment Measures ¹	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
			writing assignment in BCOM 3113		
	BS Organizational Leadership	5	Research Paper, Portfolio Assignment, Research Presentation, and Alumni Survey	97	42
	BS Sport Management	6	Supervisor and student evaluations of internship, papers in SPMT 3213 and SPMT 3013, case study in Capstone.	124	73
	Master of Business Administration	17	Presentation in MGMT 5133, Capstone Business Plan and Case Study	594	100
Health Science	BS Allied Health	*	Analysis project, final project, field experiences	*	73
	BS Nursing (RN to BSN)	3	Completion rate, job placement rate, and graduate satisfaction survey	79	79
	BS Nursing (Traditional)	3	Completion rate, job placement rate, and graduate satisfaction survey	143	143
Technology and Justice Studies	AA Criminal Justice Studies	10	Pretests and posttests, written and oral presentations, CLEET certification exam	167	14
	AAS Applied Technology	**	Standardized exams in Microcomputer Applications	**	12
	AS Computer Science	3	Program Assessment Test (PAT); IT 2153 Network LAN Project; Cumulative assignments and exams in CS 1113	<u>16</u> 1 Online 15 F2F	33
	BS Business Information Technology	4	ETS Major Field Test; CS 3413 Assignments	<u>81</u> 78 Online 3 F2F	948
	BS Justice Administration*	1	CS 2323 Program Assessment Test (PAT), Comprehensive exam, scholarly research paper, oral presentation, and poster in CJ/NAMS 3263	6	94
	BT Applied Technology	5	Program exit exam in Capstone; pretest/posttest in TECH 3203; Student Satisfaction Survey	51	71
School of Arts & Sciences					
Biology	AS Biological Sciences	5	Pre/posttests, Unit exams, and a laboratory exercise	253	28
	BS Biology	7	Written and oral presentations, ETS Major Field Test, written laboratory exercise, lab exercises, and surveys	566	207
Communications	BA Communications	6	Research paper, oral debate, capstone project, midterm, 2 final exams, final project, 2 surveys	106	73
English & Humanities	AA Liberal Arts	5	3 essays, in-class presentation, satisfaction survey	<u>10</u> 5 FT F2F 1 PT F2F	13

Department	Degree Program	Number Assessment Measures ¹	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
				4 FT Online	
	BA Liberal Arts	3	Capstone project proposal, presentation and paper, papers, essays, satisfaction survey	<u>10</u> 10 on-ground 0 online 0 Blended	41
	Bachelor of General Studies	8	Annotated bibliography, research methods statement, mentor selection, Capstone project and findings, literature review, and focus group participation	30	32
Fine Arts	BFA Visual Arts	7	Capstone portfolio proposal, component, and presentation, gallery exhibition, and Art Marketing presentation and lesson	154	106
History-Political Science	AA Secondary Education	3	OGET state pass rate Historical Paper	6	21
	BA History	3	Research papers; student re-enrollment in the program?	42	55
	BA Public Affairs	1	Internship, exams, program evaluation course assignments, other assignments	8	21
Math & Physical Science	AS Physical Science	4	ACS exam, post exams, Unit sets problems in PHYS 1114 & 2015, lab scores and lab report for CHEM 1415, MATH 1613, and GEOL 1124	12	33
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	31	81
	AA Social Science	3	Embedded exams	63	45
	BS Community Counseling	7	Capstone project, essay exams, written assignment, mentorship agreement, and satisfaction survey	330	65
	BS Social Science	4	Comprehensive exam, posttest, internship evaluation, capstone project, satisfaction survey	276	142
	MS Community Counseling	6	Semester Project Paper, Semester Project Presentation, Exam, final course grade, essay,	89	20

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.*

***Double asterisks denote that an SLR was submitted reporting no data collected for the year.*

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, 132 of 157 (84.1%) assessment benchmarks were met or exceeded. The last five years, including during 2020-2021 when the pandemic required many courses to be delivered through distance learning, the average percent of degree program outcomes attainment has been stable. General education courses, which typically enroll primarily freshmen and sophomores, resulted in lower success rates than the degree program courses during the pandemic, which typically enroll upper classmen. This suggests that distance learning has been 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.

During the 2021-2022 academic year, assessment committee members worked with their colleagues in each academic department to review and update the SLOs associated with each degree program. SLOs associated with some degree programs were updated in 2021-2022. Others will be updated for the 2022-2023 AY. These will be reflected in the RSU Assessment Plan, which will be shared with OSRHE in spring 2023.

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

Table 10: 2021-2022 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. Because BADM 2843, Business Statistics, is part of the program requirements, a new assessment measure will be identified for 2022-2023.	BADM 2843 is the only required business course in the AA in Accounting program that has not been included as an assessment measure. Since it addresses a unique element of student learning, results will be used for greater insight into program outcomes.
	AA Business Administration	All seven benchmarks were met or exceeded. Similarly to the AA Accounting degree, Because BADM 2843, Business Statistics, is part of the program requirements, a new assessment measure will be identified for 2022-2023.	BADM 2843 is the only required business course in the AA in the Business Administration program that has not been included as an assessment measure. It can quantitatively assess

Department	Degree Program	Assessment Findings	Instructional Changes
			SLO 1 with regard to fundamental business management analysis and strategies to better understand program success.
	BS Business Administration	Two 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.	Many BS Business Administration students at RSU are transfer students who may not have been exposed to the same learning opportunities during their first two years at their previous institutions. Faculty are considering developing a local assessment measure to provide additional insight to the ETS Major Field Test. Convergent validity would be determined.
	BS Organizational Leadership	All five benchmarks were met or exceeded. This curriculum is state-mandated as an OSRHE collaboration. However, well performed, RSU faculty consider the standards/benchmarks may need modification.	Faculty are focusing on adult learner graduate outcomes needed for employment. In discussion of results, faculty wish to modify the standard from 80% to 70% for 2A of SLO #2 because it is measured in a junior level class.
	BS Sport Management	All six benchmarks were met or exceeded. Faculty have determined to make assessment changes for more granularity.	<p>SLO #1: track and report the number of students who are offered permanent employment with internship sites.</p> <p>SLO #2 and #3: Better utilize advisory committee members to provide feedback on student projects.</p> <p>SLO #4: Track graduate school admission and completion (National</p>

Department	Degree Program	Assessment Findings	Instructional Changes
			Student Clearinghouse data not complete.)
	Master of Business Administration	New assessment measures were added to the MBA process this year for SLO #2 and #3. 14 out of 17 benchmarks were met.	As the third year for the MBA program to be offered 100% online, with the program in the process of becoming Quality Matters certified, faculty wish to continue before considering changes.
Health Sciences	BS Allied Health	The Allied Health program faculty did not submit assessment results for the 2021-2022 academic year, and results will be shared in 2022-2023.	This was the second year for this new program to have graduates.
	RN to BS Nursing	All ACEN Standards 1-6 were evaluated as “met” by the peer review team during the most recent ACEN 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 most recent ACEN 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. Strongest performance was for SLO #1, <i>Demonstrate a written oral ability to think critically and creatively</i> with four separate assessments. Six students passed the CLEET Peace Officer Certification process, an essential component of SLO #2.	An emphasis on SLO #2, <i>Understand and apply relevant legal and criminal justice concepts</i> , has been identified. New faculty has been hired to review.

Department	Degree Program	Assessment Findings	Instructional Changes
	AAS Applied Technology	This program was not assessed in 2021-2022. New faculty did not collect data.	With the new OSRHE state-wide options, SLOs are redefined and will be evaluated in 2022-2023.
	AS Computer Science	All three benchmarks were met in 2020-2021. SLO#2 continues to be a strength with students mastering the design, implementation and administration of computer networks..	Faculty will be adopting a new textbook for Programming I and Programming II to align with SLO #1. The current textbooks lacks series of small coding exercises that can build programming language skills.
	BS Business Information Technology	Three of four benchmarks were met or exceeded. SLO#3, <i>Demonstrate knowledge and practical technology and business-oriented skills to compete in the modern business environment</i> , was not met. 7 out of 11 (64%) majors demonstrated competency with a standard of at least 70%.	Faculty will be adopting a new textbook for Programming I and Programming II to align with SLO #1. The current textbooks lacks series of small coding exercises that can build programming language skills.
	BS in Justice Administration	One of the four SLOs were assessed in 2021-2022, and it was met, with 100% of students meeting the competency standard of 70% or higher.	A legacy faculty member retired, and new faculty will review SLOs and assessments in the coming year.
	BT Applied Technology	Three 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 unmet. Additionally, SLO #2, <i>Demonstrate an understanding of management principles</i> , was unmet.	The BT in Applied Technology Exit Exam was be modified in 2021-2022 to align with curriculum changes. This will be reviewed in 2022-2023. A new SLO based on cybersecurity outcome will be added and aligned with IT 4353 or IT 4443 as determined by faculty.
School of Arts & Sciences			

Department	Degree Program	Assessment Findings	Instructional Changes
Biology	AS Biological Sciences	Two of five benchmarks were met or exceeded. Change in the assessment methods of BIOL 2205, General Zoology, for SLO 2 have been proposed. This consists of a pre-test and posttest with 50 multiple choice questions.	This assessment will identify key components students know prior to the course and allow the instructor to modify material for future instruction. The comprehensive posttest will identify components or SLOs that the students have not learned or retained.
	BS Biology	All seven program benchmarks were met or exceeded with varying performance standards. Overall results on the ETS Major Field for Biology is a primary indicator of program success.	The Biology Major Field Test average student score was within one standard deviation of the national mean. Because of the outcome of this summative measure, no instructional changes were planned.
Communications	BA Communications	All six benchmarks were met or exceeded. This is an increase from 50% met in the previous year. This was achieved through extending deadlines for some students to submit work to assess outcome attainment.	Faculty completed the following changes: <ul style="list-style-type: none"> • Reviewed and updated program SLOs involving all department faculty • Updated assessment measures to align with updated SLOs
English-Humanities	AA Liberal Arts	Two of five benchmarks were met or exceeded. For SLO 1A and SLO 2A, only two AALA majors were enrolled in HUM 2113 for assessment. One did not achieve the standard. For SLO 2A, two of three AALA majors met the benchmark in HUM 2223.	No changes are planned with one major not meeting the standard. 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	None of the three benchmarks were met or exceeded. For SLO #1, three of five students (60%) met the standard that 75% would achieve 75% competency or higher on their Capstone Scholarly Paper. A disparity in Capstone	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

Department	Degree Program	Assessment Findings	Instructional Changes
		<p>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.</p> <p>For SLO #2, one of two met the research paper standard in HUM 4013.</p>	<p>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.</p>
	Bachelor of General Studies	<p>All eight benchmarks were met or exceeded for this program, which is still in Post Audit Review by OSRHE. The Junior and Senior Capstone courses are the only program-specific courses.</p>	<p>The Capstone experience has been condensed to one course rather than two to remedy the low enrollment issue.</p> <p>The BGS Coordinator has facilitated 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).</p>
Fine Arts	BFA Visual Arts	<p>All seven benchmarks were met or exceeded.</p>	<p>As artists, BFA faculty are skeptical of the efficaciousness of quantitatively evaluating student learning outcomes for artists. In the coming year they wish to investigate a more meaningful, authentic assessment process for their degree program.</p>

Department	Degree Program	Assessment Findings	Instructional Changes
History-Political Science	AA Secondary Education	Two of the three revised SLO benchmarks were met or exceeded. SLO unmet was the OGET benchmark. Three of four students who sat for the OGET passed with a score of 240 or higher. The standard is set at 100%.	Faculty are discussing whether a perfect pass score on the OGET is realistic. Also, the OGET is no longer required by the state of Oklahoma (unfortunately).
	BA History	One of three SLOs benchmarks were exceeded. As with the previous year, online students were more likely to not submit the assessed assignment.	Faculty propose to reduce the paper length for SLO #1 in HIST 3243 from 20 pages to 15 pages. This may offer a more reliable opportunity to assess analytical and critical thinking dealing with US/Global history.
	BA Public Affairs	The assessment for SLO #2 was the only outcome that was assessed in 2021-2022, and it was exceeded. The one dedicated faculty member to this degree program has retired, and the position has not yet been filled. History faculty are discussing revisions to SLOs and assessments in the coming year.	The assessments for SLO #1 and #3 were not implemented because of low enrollment in their respective courses. Fulltime faculty would like to include the new faculty member in the discussion if possible.
Mathematics & Physical Science	AS Physical Science	Four of four benchmarks were met or exceeded. The fifth assessment was not implemented because no AS in Physical Science majors were enrolled in CHEM 1415. Regarding SLO#1, evidence indicates that majors were able to conduct experiments and apply math/graphical methods to analyze and interpret data.	Performance standards have been met 90% of the last 10 years. An area faculty would like to focus on in the coming year is SLO #2 assessed in Trigonometry. This is considered a strong indicator of critical thinking skills for the AS in Physical Science program.

Department	Degree Program	Assessment Findings	Instructional Changes
Psychology and Sociology	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. 100% 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 three benchmarks were met or exceeded for the AA in Social Science.	Although all SLOs were met, faculty would like to offer all courses both on-ground and online with consistency in quality through certification in Quality Matters.
	BS Community Counseling	Six of seven assessments benchmarks were met or exceeded. For SLO #2, <i>Demonstrate comprehension and application of counseling theories to the real world</i> , two of the four exams used to assess this outcome were met. The major schools of thought related to the practice of counseling demonstrated this measure include emotional, cognitive, behavior/cognitive-behavioral, and systems/integrative theories.	SLOs were reviewed and updated for the 2021-2022 AY, and assessment measures were modified and aligned accordingly. In reviewing results for SLO #2, faculty have committed to teaching this course on-ground as they believe it is a more effective delivery method for teaching counseling theories.
	BS Social Science	All seven benchmarks were met or exceeded. Notably, the mean of all student internship performance ratings by supervisors was above the midpoint. Capstone projects continue as another primary opportunity for program assessment.	Faculty recognizes that SLO #4, a measure of student satisfaction, is not an actual student learning outcome, and they removed it. They will convene to determine a new "fresh" assessment measure for the coming year.
	MS in Community Counseling	Five of six benchmarks were met or exceeded for the first year of this new master's	SLO #7, Analyze and synthesize human subject research and

Department	Degree Program	Assessment Findings	Instructional Changes
		program. Results for SLO #1, #2, #4, and #5 were strong. SLOs #3 and #6 will be assessed in year 2 of the program. SLO #7 was not met.	evaluation was not met with 73% meeting the 80% competency level rather than 80% meeting this competency. Two learners received incompletes due to family issues. During Year 2, this SLO will be assessed in CC 5473, Research in Counseling Professions.

Table 11: Assessment of Student Learning 2021-2022 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	6	6	
	AA Business Administration	7	7	
	BS Business Administration	2	4	
	BS Organizational Leadership	5	5	
	BS Sport Management	6	6	
	Master of Business Administration	14	17	
Sub-total		40	45	88.9%
Health Sciences	BS Allied Health	*	*	
	RN to BS Nursing	6	ACEN Standards 1-6	
	BS Nursing Traditional	6	ACEN Standards 1-6	
Sub-total		12	12	100%
Technology and Justice Studies	AA Criminal Justice	7	10	
	AAS Applied Technology	*	*	
	AS Computer Science	3	3	
	BS Business Information Technology	3	4	
	BS in Justice Administration	1	1	
	BT Applied Technology	3	5	
Sub-total		17	23	73.9%

Department	Degree Program	# Standards/ Benchmarks Met or Exceeded	# Total Standards/ Benchmarks	% Standards/ Benchmarks Met or Exceeded
School Total		69	80	86.3%
School of Arts & Sciences				
Biology	AS Biological Sciences	2	5	
	BS Biology	7	7	
Sub-total		9	12	75.0%
Communications	BA Communications	6	6	
Sub-total		6	6	100%
English & Humanities	AA Liberal Arts	2	5	
	BA Liberal Arts	0	3	
	Bachelor of General Studies	8	8	
Sub-total		10	16	62.5%
Fine Arts	BFA Visual Arts	7	7	
Sub-total		7	7	100%
History & Political Science	AA Secondary Education	2	3	
	BA History	1	3	
	BA Public Affairs	1	1	
Sub-total		4	7	57.1%
Mathematics & Physical Science	AS Physical Science	4	4	
Sub-total		4	4	100%
Psychology and Sociology	AA Elementary Education	2	2	
	AA Social Science	3	3	
	BS in Community Counseling	6	7	
	BS in Social Science	7	7	
	MS Community Counseling	5	5	
Sub-total		23	25	92.0%
School Total		63	77	81.8%
RSU Total		132	157	84.1%

Conclusions

- Faculty have reviewed and are revising as appropriate SLOs in all 36 degree programs, which will be reflected in the updated RSU Assessment Plan in spring 2023.
- Overall RSU students are meeting faculty/Subject Matter Experts' expectations
 - 84.1% overall standards/benchmarks were met in 2021-2022 similar to the previous academic year.
 - Typical standard/benchmark is 70% of majors will achieve at least 70% competency
- First-year retention and graduation rates in 2021-2022 rose to pre-pandemic rate, indicating summative program growth and achievement.

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. In fall 2021, an Alumni Survey was conducted for all graduates within five years. This survey measures alumni satisfaction with RSU curricular and co-curricular experiences, and participation as voluntary. In spring 2022, the Ruffalo Noel Levitz Student Satisfaction Inventory was implemented to all enrolled students to better understand student engagement and satisfaction with their experiences at RSU. 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. Both undergraduate and graduate students were invited to participate.

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

Results from the Alumni Survey included feedback from 120 graduates from RSU within the last five years. Alumni from the majority of degree programs participated. Of specific relevance are reflections from graduates with work experience.

- Experiences (curricular and co-curricular) at RSU prepared alumni well for current occupation: 82%
- Courses in college major prepared alumni for current occupation: 89%
- General education courses prepared alumni for current occupation: 59%

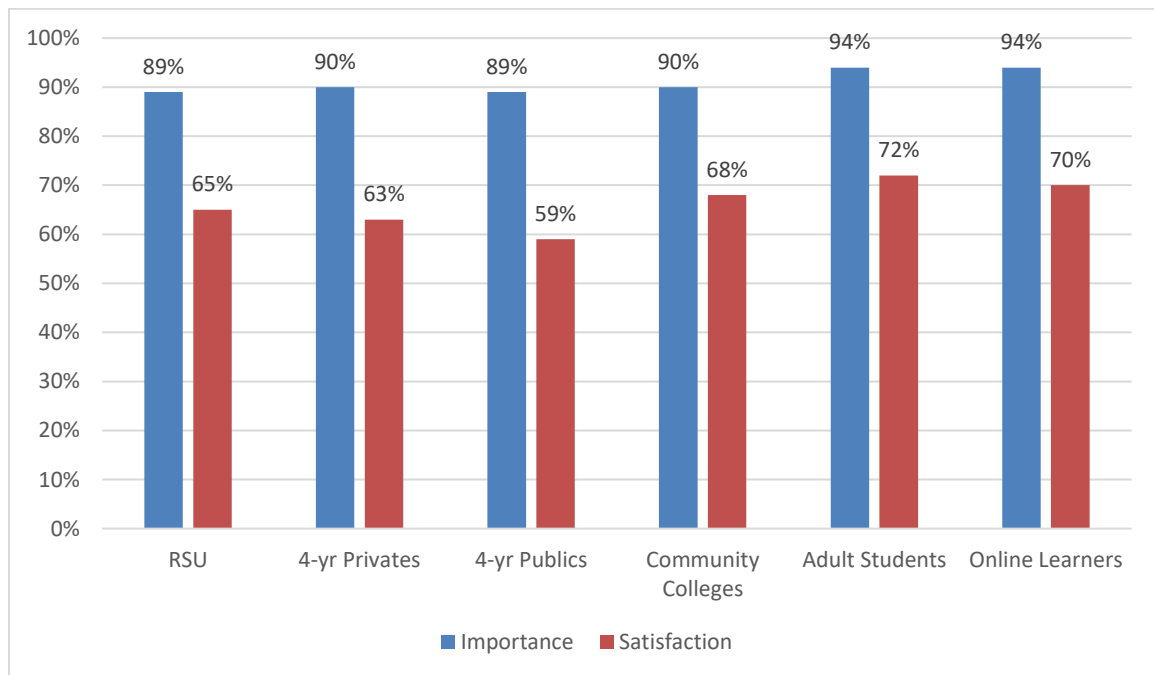
Nine out of 10 respondents reported strong alignment with degree program and co-curricular experiences to current occupation. Alumni reported feeling that general education courses were less important to their occupations; however, this is similar to responses from students at peer institutions. Students are less likely to value general education course outcomes than they do degree program outcomes. Notwithstanding, the University holds these outcomes to be critical for the following reasons. RSU's General Education Program:

- aids significantly in college success.
- can and should help one become a better person.
- is essential in our democracy for citizens to vote and participate on the basis of good reasons.
- supports a strong foundation for all careers. Many people's careers change several times over the course of their lives.

Results from the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) provided additional information regarding the student experience. A total of 434 students responded with generalizable results across demographic categories.

When asked how satisfied students were and how likely they were to re-enroll, 66% indicated they are satisfied. This compares to 57% nationally with the SSI, 9% higher for RSU students. Respondents were also asked to rate importance of and satisfaction with quality of instruction, and the following presents RSU's and peer institutions results.

Figure 3: The Quality of Instruction is Excellent



These results indicate RSU's students perceive the importance of quality of instruction similarly to peers. Further, mean satisfaction is significantly higher than other 4-year public universities. In disaggregating feedback, student responses indicated room for improvement in terms of academic advisement, and this is addressed in the next section.

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

Alumni survey responses indicated a level of desire for stronger communication from the Office of Alumni Relations, and this has been incorporated into RSU's 2022-2027 Strategic Plan.

As noted in Section I-6, RSU has conducted an intensive self-study through participation in the Higher Learning Commission (HLC) Student Success Academy, selecting review

of university advising processes as well as policies and 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 Goal #1B: Improve academic advising.

RSU will transition to a centralized advising model with the following action plan:

- 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

Progress will be reported in the Annual Report of 2022-2023 Student Assessment Activity.

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 12: Assessment-Related Fees and Expenditures for 2020-2021

Type of Fee or Expense	Details	Amount
Assessment fees	\$4 per semester credit hour	\$287,752
<i>Assessment-related positions</i>	<i>4.2 FTEs at three campuses including Testing Centers and OAA salaries and benefits (30%)</i>	\$277,846
<i>Distributed to other departments</i>	<i>13 total FTEs for assessment-related training, conferences (online in summer 2021 through spring 2022), HLC Student Success Academy with assessment-related expenses, and Tulsa Higher Education Task Force</i>	\$35,400
<i>Operational costs</i>	<i>Surveys, software, tests, and focus groups</i>	\$34,880
Total Expenditures		\$348,126