ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY
2023-2024

ROGERS STATE UNIVERSITY
Claremore, Oklahoma

Office of Accountability and Academics
Fall 2024

Rogers State University

Annual Report of Student Assessment Activity

2023-2024

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Rogers State University
Annual Report of 2023-2024 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. RSU has implemented a pilot Test Optional Initiative beginning fall 2021, and students' scores on the American College Test (ACT) plus the Accuplacer Next Gen were the primary indicators of academic readiness. Transfer students are also evaluated using both ACT scores, Next Gen, and prior coursework. All students with low ACT sub-scores or no prior coursework received secondary testing using the Accuplacer Next Generation and high school GPA. Based on test performance, students identified as at-risk in one or more basic skills areas were enrolled in appropriate developmental studies courses.

A total of 229 students (53.6%) who were academically deficient in at least one area enrolled in a sections of six different developmental courses to prepare them for college-level instruction. T

There has been a decline in remedial placement due to in part to adoption of the Accuplacer Next Generation inventory as RSU's secondary placement test, which is significantly more likely to place students directly in college-level mathematics and English without co-requisite/supplemental requirements. This results in a lower success rate in the supplemental course, as only students with lower test scores are being placed in the developmental math and English courses.

13.8 % of RSU's FTE students were referred to a traditional developmental math course. Among these, 86.4% enrolled in one or more developmental math courses during the same year. A total of 37.7% of entering freshmen placed in a co-requisite mathematics course. 70.6% passed their developmental or co-requisite math course. 73.7% of the co-requisite students passed their college level math course in the same year with a C or better compared to 36.4% of Elementary Math Plus students. This compares to 79.3% of non-math remedial students who completed their college level math course during their freshman year.

General Education Program Assessment

RSU's General Education program is conducted using three major methodologies. RSU has used 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 assessed 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 have 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 2023-2024 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 two years it has improved substantially, 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 events assessed during 2023-2024. A total of 3,322 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 98 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, 174 assessment measures were selected to assess 5,619 (duplicated) students in 2023-2024. Results are disaggregated below in Table 13 with the total number of majors in each degree program. A total of 156 benchmarks out of 181 were met or exceeded for an overall 86.2% SLO achievement rate. Student success rates have been increasing steadily since a precipitous drop during and after the COVD pandemic. Faculty continue to redouble their efforts to deliver curricula in ways that meet student needs.

Faculty discussions regarding degree program curriculum and success are occurring augmented by the assessment of student learning process. 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 174 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 2023-2024, nearly

all degree program SLO standards were met or exceed, suggesting that students are satisfying faculty expectations by demonstrating achievement of program learning outcomes. Areas for improvement tended to be in formatively assessed areas, whereas summative results assessed by Capstone projects demonstrated more robust success in meeting program outcomes.

Additional indicators include national licensing and certification exams. For instance, RSU's new BS in Nursing program students achieved a 92% pass rate for the NCLEX exam during the last year, surpassing the Oklahoma state and national NCLEX pass rate averages. The pass rate for the National Counselor Exam (NCE) for RSU's first two MS in Community Counseling cohorts was 87%, on par with the national average.

Student Engagement and Satisfaction

The Graduating Student Survey has provided stable trend data over the last five years. Students are largely satisfied with their experiences when they graduate. They choose RSU because it is close to most of their homes, it is affordable, and their academic experiences are substantive, often times building lifelong bonds. The Spring 2024 Student Opinion Survey (SOS) provided similar results. Most frequently suggested areas for improvement include improved course scheduling for more efficacious degree planning with comments requesting reinstituting the university Wellness Center. For example, in the spring 2024 SOS, 51% replied Satisfied to Very Satisfied with "availability of courses" at times they want to take them---indicating a 49% dissatisfaction. To this end, RSU has purchased Coursedog scheduling software, launching it in January 2025 in time for fall 2025 enrollment. Additionally, with the RSU bookstore moving online, the old bookstore space is now planned for an on-campus student Wellness Center.

With regard to the 2023-2024 SOS, items with the highest mean student satisfaction ratings were: " Class size relative to the type of course;" "Developing an individual perspective on the human experience, and demonstrating an understanding of diverse perspectives and values;" "Acquiring, analyzing, and evaluating knowledge of human cultures and the physical and natural world;" "Demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning;" "Personal security/safety at this campus;" "Using written, oral, and visual communication effectively;" "Campus media (e.g., campus radio, RSU-TV, social media);" and "Thinking critically and creatively."

The 2023-2024 Graduating Student Survey validated these results. Students reported their three highest goals: [1] Graduate with a degree; [2] Achieve personal and professional goals; and [3] Improve GPA.

Section I – Entry-Level Assessment and Course Placement

Activities

I-1. What information was used to determine college-level course placement?
During 2023-2024, the American College Test (ACT) served as the primary test used to measure levels of student achievement and subsequent entry-level placement at RSU. Testing fees are $55 for the ACT National without the Writing subtest and $70 with the Writing subtest. Fee for the ACT Residual test is $55. ACT scores of 19 or higher on each subtest are required for enrollment in collegiate level courses. Students who do not meet the cut-score of 19 on each ACT subtest are referred for secondary testing in the deficient content area. RSU Testing Center staff administered the College Board Accuplacer Next Generation to place students, who are deficient in reading, writing or mathematics, in appropriate developmental courses. The University also accepts classic Accuplacer test results. The Stanford Science (STASS) test was used as the developmental tool to assess student readiness in science. There is no charge to the student for the Accuplacer or the STASS, and the Student Success team is considering an alternative placement process.

I-2. How were students determined to need remediation?

RSU is a Test Optional institution. In 2023-2024, if the ACT was not completed by first-time entering freshmen and students transferring six credit hours or less, the ACT Next Gen placement test was requried. Students with ACT scores below 19 were identified as academically at-risk and required to complete secondary testing to determine appropriate placement. A Next Generation score of 250 on the English subtest or score of 80 on the classic Accuplacer English subtest is required for college level placement in English Composition I. A Next Generation subtest score below 250 qualifies a student to enroll in the Composition I Supplemental course concurrently with Composition I.

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

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

A score of 56 on the STASS is required for college level science. Students whose scores do not qualify them for immediate college-level course work must enroll in a developmental course(s) to prepare them for success.

First-time entering students are assessed following application to RSU and prior to enrollment. Students who did not meet the cut score of 19 on each ACT subtest were referred for secondary testing at one of the RSU Testing Centers. With the exception of the STASS test, students who did not pass secondary testing on the first attempt could retake the test one time after a one-week waiting period.

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

RSU offers both Elementary Algebra Plau 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; however, high school GPA and Accuplacer Next General test scores are being taken into consider for placement.

With regard to 2023-2024, if students did not place directly into college-level courses after completing the Accuplacer Next Generation, they were encouraged to refresh their understanding of any content areas in which they were to be tested prior to taking secondary tests by visiting a tutor or reviewing a high school textbook. Students were also provided information on a variety of web-based tutorials and ordering information for *ACT Study Guides*. Course placement is mandatory for all students who do not meet proficiency in one or more of the basic skills. If students did not test into college-level course work, they could either complete deficiencies via co-requisite development coursework simultaneously to enrollment in the relevant college-level course, or they could enroll in a traditional developmental course.

I-5. Describe the method used to place "adult" students who do not have ACT/SAT scores.
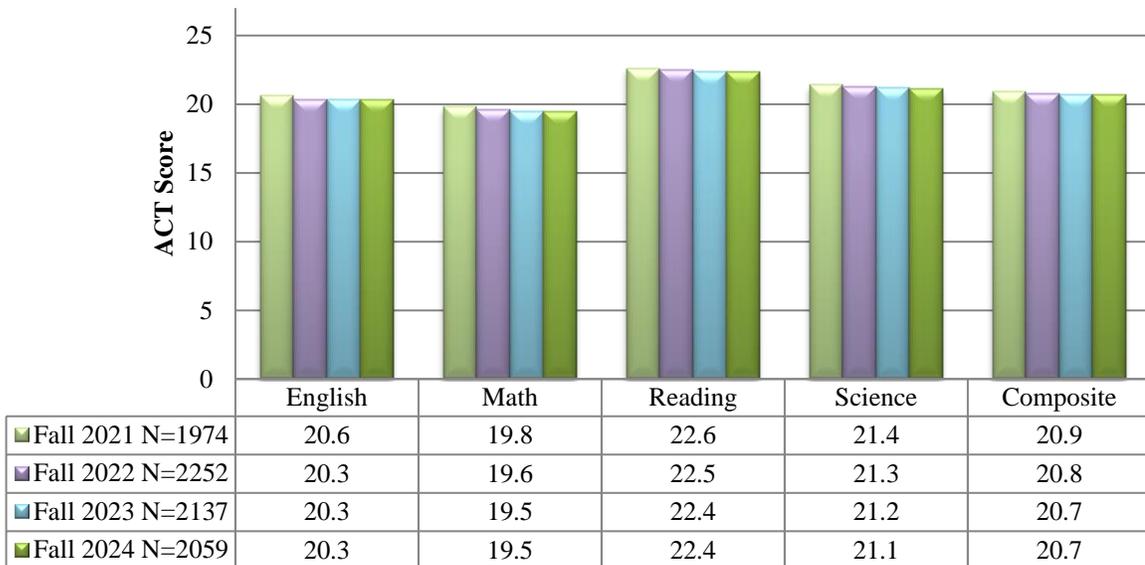
An ACT score of 19 on the composite test or equivalent score on the SAT was required for a student to be eligible to declare a major in a bachelor degree program. Students with ACT composite scores below 19 selected associate degree level majors until required remedial course work was completed unless they achieved a score on the Accuplacer Next Gen as described above.

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 four years (including fall 2024 for comparison) appear below. Lowest mean ACT was for fall 2023 and 2024, indicating a possible artifact of the COVID-19 pandemic, and these are presented in Figure 1.

Figure 1. Mean ACT Scores for First-time Freshmen

	English	Math	Reading	Science	Composite
Fall 2021 N=1974	20.6	19.8	22.6	21.4	20.9
Fall 2022 N=2252	20.3	19.6	22.5	21.3	20.8
Fall 2023 N=2137	20.3	19.5	22.4	21.2	20.7
Fall 2024 N=2059	20.3	19.5	22.4	21.1	20.7

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

As described above, RSU has determined that a test optional placement process may provide better access and support student success beginning with fall 2021. Due to this new placement process, fall 2023 developmental and co-requisite sections have decreased by 24.1%, and developmental student enrollments have decreased by 32.2% over the same period. It is believed this is driving the decrease in sections for remedial course work.

Table 1. 2023-2024 Enrollment in Developmental Coursework

Course Title	Course Number	# Students Placed	# Students Enrolled	# Students Successfully Completed Remediation (C or better)	# Students Successfully Enrolled in College Level Course	# Students Successfully Completed College Level Course (C or better)	% Remedial Students Completed College Level Course (C or better)	% Non-Remedial Students Completed College Level Course (C or better)
Composition I Supplement (Co-requisite)	ENGL 0111	42	22	12	[ENGL 1113] 12	[ENGL 1113] 8	66.7%	64.0%
Developmental Reading I	READ 0114	94	64	39	[HIST 2483; HIST 2493; or POLS 1113] 34	[HIST 2483; HIST 2493; or POLS 1113] 29	85.3%	70.6%
Co-requisite College Math Foundations	MATH 0312	95	10	5	[MATH 1503] 5	[MATH 1503] 5	100%	8.3%
Co-requisite College Algebra Foundations	MATH 0412	95	55	40	[MATH 1513] 40	[MATH 1513] 26	65.0%	47.4%
Co-requisite Statistics Foundation	MATH 0212	95	23	8	[MATH 1413] 8	[MATH 1413] 7	87.5%	18.3%
Co-requisite Functions and Modeling Foundation	MATH 0322	95	5	4	[MATH 1423] 4	[MATH 1423] 3	75.0%	5.8%
Elementary Algebra Plus	MATH 0114	80	64	48	[varies] 45	[varies] 18	40.0%	
Science Proficiency	BIOL 0123	55	36	28	[BIOL] 10	[BIOL] 8	80.0%	62.4%

During fall 2023, RSU's Office for Accountability and Academics conducted an analysis of student success based upon placement criteria, defining placement in bachelor's or associate degree majors. Using RSU student GPA as the dependent variable measuring student success, it was determined that five independent variables provided the best predictability. These variables include:

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

$R^2 = .62$ resulted for bachelor's degree majors and $R^2 = .45$ for associate degree majors. This analysis is being extended to disaggregate by developmental course work for placement decisions in the coming year.

<u>Developmental and Co-requisite Math Outcomes</u>

With regard to 2023-2024 developmental math student success, 13.8 % of RSU's FTE students were referred to a traditional developmental math course. Among these, 86.4% enrolled in one or more developmental math courses during the same year. A total of 37.7% of entering freshmen placed in a co-requisite mathematics course. 70.6% passed their developmental or co-requisite math course. 73.7% of the co-requisite students passed their college level math course in the same year with a C or better compared to 36.4% of Elementary Math Plus students. This compares to 79.3% of non-math remedial students who completed their college level math course during their freshman year. College level math courses include:

- MATH 1503: Mathematics for Critical Thinking
- MATH 1513: College Algebra
- MATH 1413: Introduction to Statistics
- MATH 1423: Functions and Modeling

<u>Co-requisite English</u>

In 2023-2024, 7.7% of FTE students were referred to a co-requisite English course, and 54.5% of these enrolled in a co-requisite college credit level English class. A total of 63.6% passed their credit level English course while enrolled in the co-requisite supplemental course/lab. RSU did not offer non-co-requisite developmental English classes during that academic year. All co-requisite English sections were supplemental to Composition I.

In analyzing Complete College America and Complete College Oklahoma standards, the follow 2023-2024 results were achieved:

- Percent of fall 2023 first-time full-time degree-seeking students who earned at least **24 credit hours** their freshman year ***not* counting** concurrently enrolled hours: **51.7%**
- Percent of fall 2023 first-time full-time degree-seeking students who earned at least **24 credit hours** their freshman year **counting** concurrently enrolled hours: **56.3%**

- Percent of fall 2023 first-time full-time degree-seeking students who earned at least **30 credit hours** their freshman year *not* **counting** concurrently enrolled hours: **23.3%**
- Percent of fall 2023 first-time full-time degree-seeking students who earned at least **30 credit hours** their freshman year **counting** concurrently enrolled hours: **36.8%**

RSU wishes to improve the 24 hour and 30-hour completion outcomes 5% in the coming year.

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 used the ETS Proficiency Profile from 2011 to 2023 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 measured student competencies in four areas of general education: critical thinking, reading, writing, and mathematics. It also measured 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 has been responsible for the administration, analysis, and data sharing of this assessment. ETS sold its testing rights to Territorium and the test instrument changed beginning with fall 2023.

[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 2.) In 2023-2024, a local measure of student satisfaction was implemented.

Figure 2. General Education Student Learning Outcomes (GE SLOs)
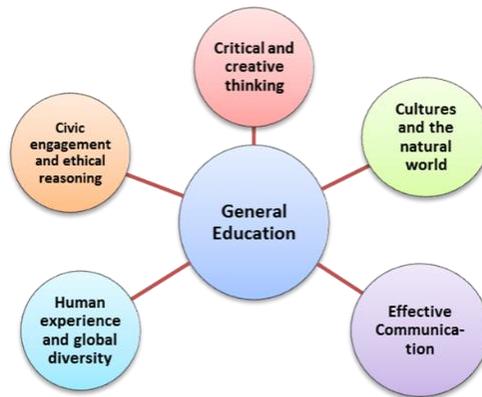
[Co-Curricular Assessment]: In 2023-2024, the Student Affairs Co-Curricular Team tracked the attainment of general education SLOs in activities facilitated by student organizations and Student Affairs organized events.   The five SLOs were appear below.

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 as well as both graduate degree programs. All general education courses are selected for inclusion in RSU's general education program. In 2023-2024, 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 via email to participate in the ETS Proficiency Profile during the fall semester, and sophomores and seniors were invited to participate in spring. Additionally, the AVPAA attended five UNIV 1152 sessions to encourage participation of first-time freshmen.

[GE Assessment Process 3]: In spring 2024, all students enrolled during that semester were emailed an invitation to complete the RSU Student Satisfaction Survey, and 114 students responded with 25% of the sample consisting of seniors. All participation was voluntary.

[Co-Curricular Assessment]: In 2023-2024, RSU's Student Affairs-led Co-Curricular (CoCu) Team implemented their locally tailored assessment measure and processes to evaluate how well students perceived they are learning CoCu student learning outcomes. The instrument is used with more than 30 student club and organizations. 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 were offered a $10 gift card to complete the exam. To avoid impacting enrollment, the enrollment hold was removed from the process, and

this significantly affected the participation rate with only one student volunteering to participate out of all entering freshmen. To encourage authentic performance, students who scored at or above the mean composite score for their cohort were offered double the incentive or $20.

[GE Assessment Process 3]: Faculty mentors and the Office of Accountability and Academics (OAA) encouraged graduates to complete student surveys. In spring 2024, three emails encouraging students to respond to the student satisfaction survey were deployed.

[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 1: 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 2: Recommended Changes to General Education Program

General Education Outcome by Course	Recommendations for 2023-2024 Academic Year
1. **Think critically and creatively**	
BIOL 1114 BIOL 1144	Curriculum changes: BIOL 1114 online was certified via Quality Matters to ensure quality online instruction. BIOL 1144 is scheduled for certification in the coming year. Curriculum delivery was refined for the online modality. 2024-2025 SLO results will demonstrate qualitative differences. This is especially important for courses that require labs.
LANG 1113 ENGL 1113	Curriculum changes: [A] Because SLO results indicate greater student success in face-to-face sections over online sections, emphasis will be placed on face-to-face course scheduling.

General Education Outcome by Course	Recommendations for 2023-2024 Academic Year
	[B] Supplemental writing courses (developmental) success rate has decreased as has student success rates for these students' in ENGL 1113. However, the number of students enrolling in the supplemental writing course has significantly decreased as well. This could be a result of loosened writing placement cut scores, resulting in only the students who are most deficient in college level writing enrolling in supplemental writing. The department plans to minimize online supplemental writing sections and evaluate outcomes.
MATH 1413 MATH 1503 MATH 1513 MATH 1613 MATH 1713	Curriculum changes: 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. They have scheduled departmental meetings to discuss outcomes.
HUM 2413 SPCH 1113	Assessment changes: [A] The pretest and posttest in HUM 2413 needs to be replaced after reviewing trend analysis from the SLRs. [B] Additionally, department faculty will meet in 2024-2025 to discuss revising SLO performance thresholds, as they have been consistently met over recent years. [C] Theatre Appreciation data have not been submitted and faculty strongly desire to address this gap.

Curriculum changes: [D] Faculty who regularly teach or provide curriculum for general education courses taught from the Communications Department will be meeting to discuss consistency across sections. [E] The SPCH 1113 course description in the Catalog needs to be revised to state that online sections require students to gather in-person audiences of at least three adults for the graded speeches that students record. This curricular requirement comes as a surprise to many online SPCH 1113 students once the class begins. |
| UNIV 1152 | Curriculum Changes: The new Director of Student Success, who has responsibility for The University Experience course, will convene all faculty teaching this course for qualitative feedback in addition to the quantitative feedback provided. It is important to discuss the addition of a standardized general education instrument to replace Territorium *in the classroom environment* for implementation and critique.

Assessment Changes: Conversations with faculty teaching this course online are especially important due to the outcome that freshmen completing this course |

General Education Outcome by Course	Recommendations for 2023-2024 Academic Year
	online have lower success rates than freshmen completing the course face-to-face. Discussions will include variability in assessment based upon modality.

2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.

General Education Outcome by Course	Recommendations for 2023-2024 Academic Year
BIOL 1114 BIOL 1144	Curriculum changes: BIOL 1114 online was certified via Quality Matters to ensure quality online instruction. BIOL 1144 is scheduled for certification in the coming year. Curriculum delivery was refined for the online modality. 2024-2025 SLO results will demonstrate qualitative differences.
HIST 2483 HIST 2493 HIST 2013 HIST 2023	Assessment changes: A special department assessment meeting is planned for discussion of 2024-2025 outcomes.

3. Use written, oral, and visual communication effectively.

General Education Outcome by Course	Recommendations for 2023-2024 Academic Year
SPAN 1113	Curriculum Changes: Performance standards were consistently met; however, faculty believe improvement in student learning can be achieved by incorporating AI tools into the curriculum. This has potential to particularly aid learners in online modality. Pre and post-AI SLOs will be assessed for data-informed decision making.
LANG 1113 ENGL 1113	Curriculum changes: [A] Because SLO results indicate greater student success in face-to-face sections over online sections, emphasis will be placed on face-to-face course scheduling. [B] Supplemental writing courses (developmental) success rate has decreased as has student success rates for these students' in ENGL 1113. However, the number of students enrolling in the supplemental writing course has significantly decreased. This could be a result of loosened writing placement cut scores, resulting in only the students who are most deficient in college level writing enrolling in supplemental writing. The department plans to minimize online supplemental writing sections.

General Education Outcome by Course	Recommendations for 2023-2024 Academic Year
HUM 2413 SPCH 1113	Assessment changes: [A] Department faculty will meet in 2024-2025 to discuss revising SLO performance thresholds, as they have been consistently met over recent years. [B] Theatre Appreciation data have not been submitted and faculty strongly desire to address this gap. Curriculum changes: [C] Faculty who regularly teach or provide curriculum for general education courses taught from the Communications Department will be meeting to discuss consistency across sections. Standards are regularly met which indicates new growth potential. [D] The SPCH 1113 course description in the Catalog needs to be revised to state that online sections require students to gather in-person audiences of at least three adults for the graded speeches that students record. This curricular requirement comes as a surprise to many online SPCH 1113 students once the class begins.
4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.	
HUM 2113 HUM 2223	Assessment changes: Some online course benchmarks were not met, and Humanities faculty have determined to collect additional data before considering curricular changes. Academic freedom is the thematic topic for discussion.
UNIV 1152	Curriculum Changes: The new Director of Student Success, who has responsibility for The University Experience course, will convene all faculty teaching this course for qualitative feedback in addition to the quantitative feedback provided. It is important to determine the consistency of implementation of the FOCUS2 career development module is being implemented and critiqued. Assessment Changes: Conversations with faculty teaching this course online are especially important due to the outcome that freshmen completing this course online have lower success rates than freshmen completing the course face-to-face. Discussions will include variability in assessment based upon modality.
5. Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.	

General Education Outcome by Course	Recommendations for 2023-2024 Academic Year
POLS 1113	This assessment was added two years ago, and the proficiency standards have been 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 3 General Education Assessment Findings* below presents a summary of general education SLOs and findings from this process.

Table 3: *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%	31	Y
BIOL 1144	Science Literacy Quiz	70%/70%	120	Y
ECON 2113	Pre/Posts Tests	Increase $\geq$ 10%	103	Y
ECON 2123	Pre/Posts tests;	Increase $\geq$ 10%	78	Y
ENGL 1113	Article Summary and Evaluation	70%/70%	F2F 254 Online 110 Blended 17	Y Y Y
ENGL 1113	Posttest	70%/70%	F2F 200 Online 73 Blended 10	Y N N

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
ENGL 1213	Article Summary and Evaluation	70%/70%	F2F 159 Online 151 Blended 16	Y Y Y
ENGL 1213	Posttest	70%/70%	F2F 97 Online 124 Blended 12	N N N
ENGL 2613	Creative Project	70%/70%	19	Y
GEOL 1014	Term Project	70%/70%	43 F2F 62 Online	Y Y
HUM 2113	Essay	70%/70%	61 F2F 60 Online 14 Blended	Y N Y
HUM 2223	Essay	70%/70%	25 F2F 25 Online 7 Blended	Y N Y
HUM 2413	Final Exam	75%/70%	7 F2F 10 Online	Y Y
HUM 2413	Pre/Post Tests	25% Improvement	No data	--
HUM 3633	Essay Exams	70%/70%	29 F2F 16 Online	Y Y
LANG 1113	Assignments	70%/70%	0 F2F 25 Online	Y
LANG 1113	Midterm Exam	70%/70%	0 F2F 37 Online	Y
LANG 1113	Final Exam	70%/70%	0 F2F 36 Online	Y
MATH 1413	Chapter Exams	70%/70%	57 F2F 71 Online 44 Web-based	N N Y
MATH 1423	Chapter Exams	70%/70%	34 F2F 76 Online	N N
MATH 1503	Chapter Exams	70%/70%	-- F2F 49 Online	- Y
MATH 1513	Avg. on Chapter Exams	70%/70%	146 F2F 45 Blended 205 Online	N N N
MATH 1613	Chapter Exams	70%/70%	-- F2F 73 Online	-- Y
MATH 1715	Chapter Exams	70%/70%	11 F2F	Y
MATH 2264	Chapter Exams	70%/70%	8 F2F	Y
CHEM 1104	Composite Lab Exams	50%/70%	46 F2F	Y
CHEM 1315	Comprehensive Final Exam	70%/70%	38 F2F	Y
CHEM 1315	Lab Exams	70%/70%	87 F2F	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
PHYS 1014	Chapter Exams	70%/70%	27 F2F 69 Online	Y Y
PSY 1113	Reflection Essay	70%/70%	56 F2F 79 Online	Y Y
SPCH 1113	Mid-term	75%/70%	214 F2F 220 Online	Y N
UNIV 1152	Collection of assignments and exams	70%/70%	354 F2F 208 Online	Y Y
23 Sources	*13 Types of Measures*	Varied	*3,793 student assessments*	*81% Met or Exceeded*

2. Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
BIOL 1114	Comprehensive Pre-Post Exam	70%/70%	60	N
BIOL 1114	Comprehensive Pre-Post Exam	70%/70%	59 F2F 147 Online	Y Y
BIOL 1114 Online	Comprehensive Final Exam	70%/70%	129	N
BIOL 1144	Comprehensive Pre-Post Exam	70%/70%	117	N
BIOL 1144	Comprehensive Pre-Post Exam	70%/70%	40	N
BIOL 1134	Comprehensive Final Exam	70%/70%	11 F2F 52 Online	N Y
CHEM 1113	Comprehensive Laboratory Assignments	80%/80%	No data	--
ECON 3003	Pre-Post Exam	10% Improvement	21	Y
ECON 3033	Pre-Post Exam	10% Improvement	103	Y
GEOG 2243	Embedded Exams	70%/70%	15 F2F 120 Online	Y Y
GEOL 1014	Chapter Exams	70%/70%	37 F2F 55 Online	Y Y
HUM 2113	Comprehensive Final Exam	70%/70%	69 F2F 71 Online 17 Blended	Y Y Y (no diff. in FT vs. PT faculty)
HUM 2223	Comprehensive Final Exam	70%/70%	20 F2F 32 Online 7 Blended	Y Y N

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
				(FT higher than PT faculty; PT Blended not 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%	39 F2F 11 Online	Y Y
PHIL 1313	Comprehensive Final Exam	50%/85% 85%/70%	12 F2F 12 Online	Y Y
PHYS 1014	Comprehensive Post Exam	70%/70%	No data	--
HIST 2483	Embedded Exams	70%/70%	74 F2F 73 Online 147 Blended	Y Y Y
HIST 2493	Embedded Exams	70%/70%	167 F2F 140 Online 23 Blended	Y Y Y
HIST 2013	Embedded Exams	70%/70%	9 F2F 47 Online 56 Blended	Y Y Y
HIST 2023	Embedded Exams	70%/70%	0 F2F 8 Online 0 Blended	-- Y --
POLS 1113	Embedded Exams	70%/70%	145 F2F 120 Online	Y Y
PSY 1113	Embedded Essays	75%/70%	92 F2F 81 Online	Y Y
SOC 1113	4 Unit Exams and Essay	70%/70%	92 F2F	Y
SPCH 1113	Informative and Persuasive Speech	80%/70%	F2F 226 Online 131	Y Y
26 Sources	*8 Types of Measures*	*Various Standards*	*2,844 student assessments*	*85% Met or Exceeded*
3. **Use written, oral, and visual communication effectively.**				
ART/HUM 1113	Composite exams	70%/70%	94	Y
BIOL 3103	Written Paper/Presentation	70%/70%	9	Y
ENGL 1113	Essay	70%/70%	F2F 238 Online 129	Y Y
ENGL 1113	Expository Essay	70%/70%	F2F 238 Online 129 Blended 15	Y Y Y
ENGL 1113	Timed Essay Exam	70%/70%	F2F 344 Online --	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
ENGL 1213	Essay	70%/70%	F2F 250 Online 117 Blended 16	Y Y Y
ENGL 1213	Researched Essay	70%/70%	F2F 162 Online 164	Y Y
GEOL 1014	Term Project	70%/70%	No data	-
HUM 2113	In-class Presentation	70%/70%	No data	-
HUM 2223	In-class Presentation	70%/70%	No data	-
HUM 3633	Comprehensive Project	70%/70%	No data	-
PHIL 1113	Essay	50%/85% 85%/70%	25 F2F 63 Online	Y Y
PHIL 1313	Essay	50%/85% 85%/70%	12 F2F	Y
PSY 1113	Reflection Essay	70%/70%	56 F2F 79 Online	Y Y
SPAN 1113	Final Exam	70%/70%	56F2F 89 Online	Y Y
SPCH 1113	Informative and Persuasive Speech	80%/70%	131 Online	Y
14 Sources	*12 Types of Measures*	*Various Standards*	*3,558*	*96% Met or Exceeded*

4. Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
BIOL 3103	Comprehensive Final Exam	70%/70%	9	Y
ENGL 2613	Final Exam	70%/70%	13 F2F 14 Online	Y Y
ENGL 2613	Essay	70%/70%	13 F2F 14 Online	Y Y
HUM 2113	Essay	70%/70%	61 F2F 60 Online 14 Blended	Y N Y
HUM 2223	Essay	70%/70%	25 F2F 25 Online 7 Blended	Y N (69.4%) Y
PSY 1113	Embedded Exams	70%/70%	56 F2F 81 F2F	Y Y
SOC 1113	Unit Exams: Re Society and culture	70%/70%	92 F2F	Y
SOC 3213	Final Exam Re: Diverse Cultures	80%/70%	100 F2F	Y

General Education Outcome by Course	Measure	Performance Standard % students/ % competency	N*	Standard Met (Y/N)
UNIV 1152	Midterm Focus on Individual Experiences	70%/70%	327 F2F 208 Online	Y Y
11 Sources	*8 Measures*	*Various Standards*	*1,236 student assessments*	*94% Met or Exceeded*
5. **Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.**				
HUM 3633	Comprehensive Project	70%/70%	F2F 29 Online 21	Y Y
POLS 1113	Embedded Exams	70%/70%	F2F 145 Online 120	Y Y
2 Sources	*2 Measures*	*70%/70%*	*315 Students*	*100% Met or Exceeded*

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

[GE Assessment Process 2]: Because RSU no longer allows enrollment holds for students who have not completed the Territorium standardized general education assessment, participation has been negatively affected. Furthermore, the post-COVID environment has produced substantial decreases in student participation in voluntary services, particularly those that require in-person participation in the Testing Center. As many of 75 respondents have participated when enrollment holds were allowed; however, *only one student* attempted the general education standardized assessment in 2023-24AY, and the student did not complete it. For these reasons, the General Education Committee is investigating potential paper-and-pencil measures to be implemented in the UNIV 1152, The University Experience, required for first-time freshmen for in-class administration. Capstone classes will be selected for implementation of the new tool graduating seniors.

A 5-year trend analysis provides results of RSU general education student learning outcomes for freshmen, sophomores, and seniors. Additionally, RSU results were compared with those in the national ETS PP 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 over the last five years 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 3 and Table 4 illustrate these results.

Figure 3: 2021-2024 Overall ETS Proficiency Profile Overall Results

Composite Score:
Range: 400-500
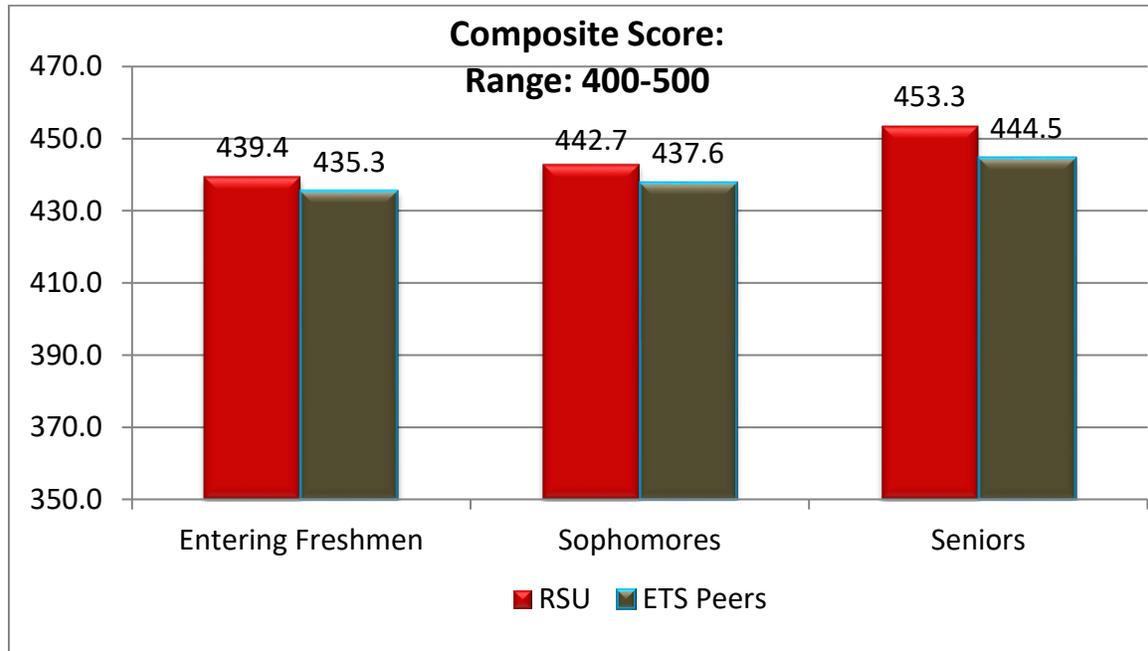
RSU N=76; Norm N=4,477 (No face-to-face testing during fall 2020 and low F2F testing with COVID)
Using 5-Year ETS Proficiency Profile database

Table 4:   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%
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 2017-2024 Senior Results

[GE Assessment Process 3]: Using RSU's 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 5 presents the results for 2023-2024.

Table 5. 2023-2024 RSU Student Satisfaction Survey (N = 114)

Student Satisfaction Survey Item	Faculty- Measured Results (Course-embedded)	% Somewhat to Very Satisfied		
		Freshmen	Seniors	All
1. Thinking critically and creatively	81%	87%	89%	87%
2. Acquiring, analyzing, and evaluating knowledge of human cultures and the physical and natural world	85%	91%	100%	91%
3. Using written, oral, and visual communication effectively	96%	90%	100%	90%
4. Developing an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values	94%	93%	100%	93%
5. Demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning	100%	91%	100%	91%

[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 51 major Student Affairs-led events in 2023-2024. Most popular events included: Welcome Week (>1000 people), Hillcamp Week (255), and Safe Spring Break Week (230).

A total of 3,322 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 more than 98 SLO occurrences. Table 6 presents a summary of these results.

Table 6: Student Affairs Co-Curricular Student Learning Outcomes Assessment Results

EVENTS	Actual Attend-ance	Critical Thinking			Human Cultures and Physical World			Effective Communi-cations		Values and Diverse Thinking			Ethics and Civic Engagement			Total Outcomes Me
		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**
2022-23	2,206	8	4	9	9	4	2	2	6	2	9	5	8	4	3	**59**
2023-24	3,322	14	5	16	8	7	5	4	8	3	11	8	12	10	5	**98**

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 and since. For SLO#1, *Think critically and creatively*, overall SLOs met fell from 82% to 55% in 2020-2021, then improved to 81% in 2023-2024. 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 85% in 2023-2024. For SLO #3, *Use written, oral, and visual communication effectively*, standards met have stabilized at 96% 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 68% during the COVID years and have increase to 94% in 2023-24. 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 have been met since the reassessment; however, assessment of the SLO is restricted in the classroom and much more clearly evaluated in the co-curricular environment.

These results suggest that the increased delivery of coursework using distance learning at RSU during 2020-2022 had a significant impact on achievement of SLO #1 and SLO #4, and SLO #2 to some degree for lower classmen, especially freshmen. Teaching critical thinking, creativity, and perspective on the human experience are two of the most highly sought-after skills that employers request, and this emphasizes the importance of achieving these SLOs. Notwithstanding, online and other distance learning techniques continue to increase at RSU and nationally. Continued certification of online courses via Quality Matters is essential to student success.

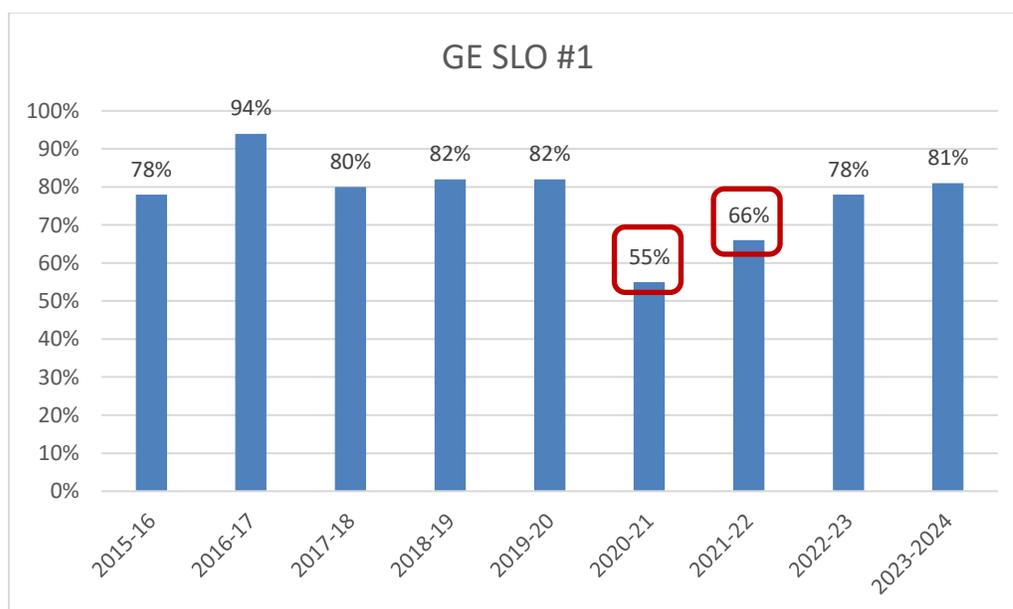**Figure 4: GE SLO #1 - Think Critically and Creatively**

Table 5: GE SLO #2 – Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.
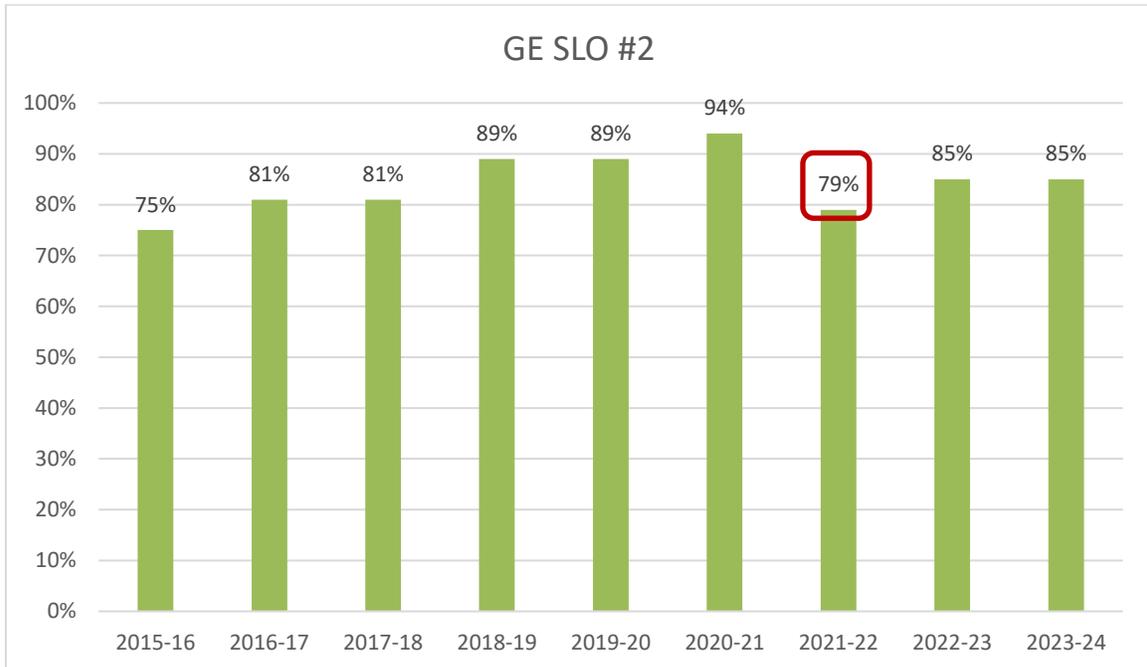

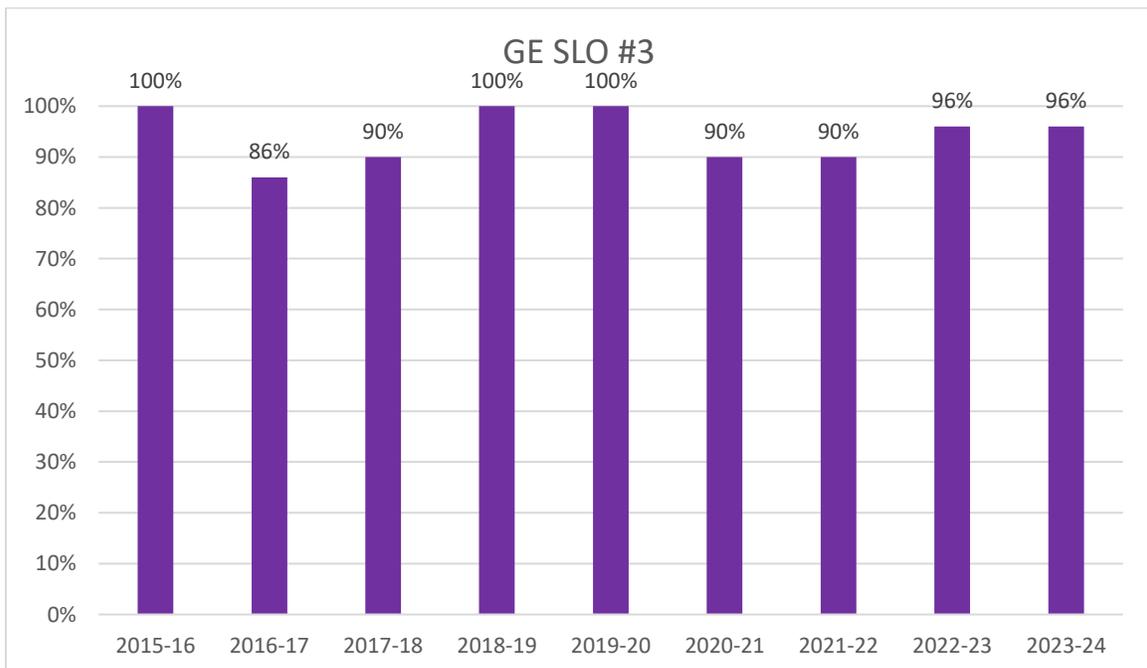**Table 6: GE SLO #3 – Use written, oral, and visual communication effectively**

Table 7: GE SLO #4 - Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values
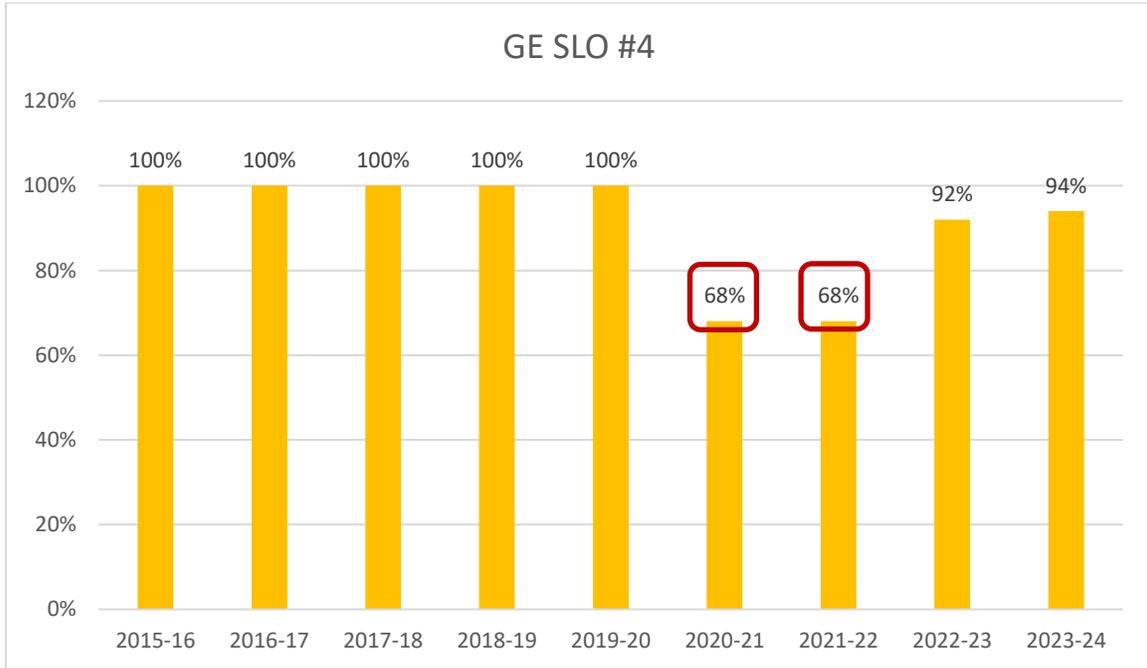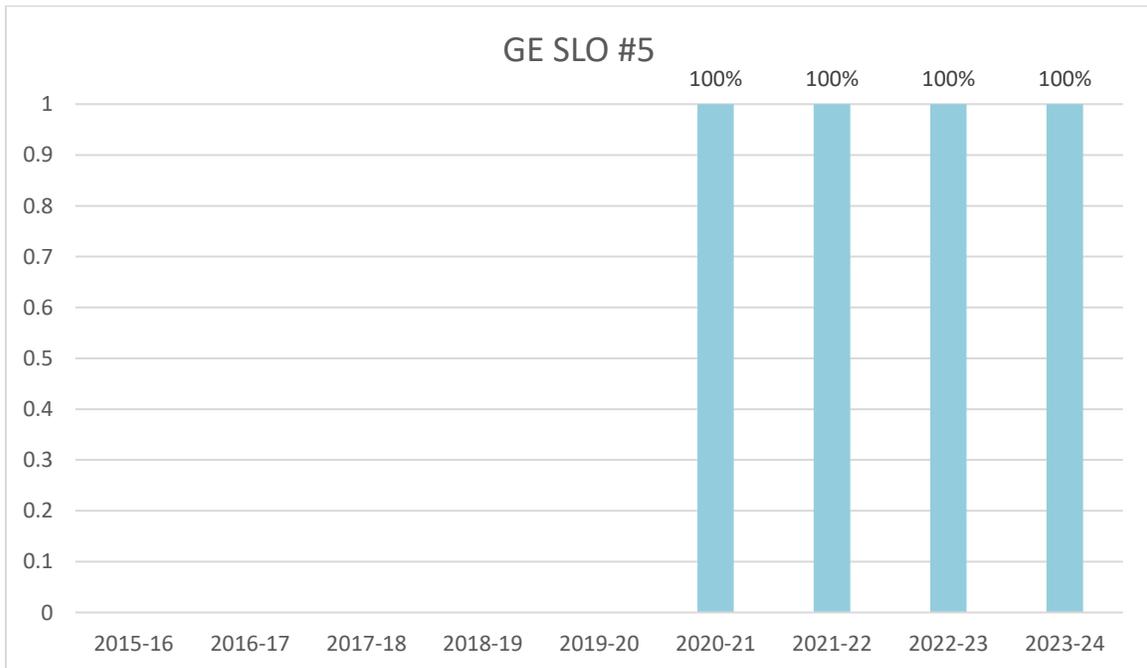

Table 8: GE SLO #5 – Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.

[GE Assessment Process 2]: The Office of Accountability and Academics (OAA) analyzes and monitors trend data using the ETS Proficiency Profile. This instrument has been in use since 2011. Each year the OAA compares the most current year's results with that of the 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 2023, alumni who had graduated within the last three years and who had participated in student activities while enrolled at RSU (N=25) 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 general education outcomes, and results are presented below.

Table 7: Fall 2023 Alumni Survey Co-Curricular and In-Class General Education Outcomes

General Education Outcome	Percent Somewhat to Very Satisfied
1. Progression toward thinking critically and creatively	88%
2. Progression toward acquiring, analyzing and evaluating knowledge of human cultures and the physical and natural world	92%
3. Progression towards using written, oral and visual communication effectively	88%
4. Progression toward developing individual perspective on the human experience and	88%

General Education Outcome	Percent Somewhat to Very Satisfied
demonstrating an understanding of diverse perspectives and values	
5. Progression toward demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning	Note 83% reported no service-learning requirement in their course work

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. The next General Education workshop is planned for spring 2025.

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 174 assessment measures were selected to assess 5,619 (duplicated) students in 2023-2024. Results are disaggregated below in Table 8 with the total number of majors in each degree program.

Table 8: Program Outcome Performance Measures

Department	Degree Program	Number Assessment Measures[1]	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
School of Professional Studies					
Business	AA Accounting	6	Pre/Posttest in ACCT 2013 and 2203; Pre/Posttest in BADM 3113; Pre/Posttest in ECON 2113 and 2123	805	11
	AA Business Administration	8	Pre/posttests in BCOM 3013; Pre/Posttests in MKTG 3113; writing assignments in BCOM 3113	877	73
	BS Business Administration	4	ETS Field Test; Internship evaluation, Pre/Posttest in BADM 3113 and MRKT 3113; writing assignment in BCOM 3113	212	425
	BS Organizational Leadership	5	Research Paper, Portfolio Assignment, Research Presentation, and Alumni Survey	139	53
	BS Sport Management	6	Supervisor and student evaluations of internship, papers in SPMT 3213 and SPMT 3013, case study in Capstone.	150	71
	Master of Business Administration	17	Presentation in MGMT 5133, Capstone Business Plan and Case Study	381	93
Health Science	BS Allied Health	4	Analysis project, final project, field experiences, embedded exam	78	124
	BS Nursing (RN to BSN)	6	Completion rate, job placement rate, and graduate satisfaction survey	55	55
	BS Nursing (Traditional)	6	Completion rate, job placement rate, and graduate satisfaction survey	215	215
Technology and Justice Studies	AA Criminal Justice Studies	10	Pretests and posttests, written and oral presentations, CLEET certification exam	125	22
	AAS Applied Technology	**	Standardized exams in Microcomputer Applications	**	21
	AS Computer Science	2	Program Assessment Test (PAT); IT 2153 Network LAN Project; Cumulative assignments and exams in CS 1113	50	20
	BS Business Information Technology	4	ETS Major Field Test; CS 3413 Assignments	98	98
	BS Justice Administration	5	CS 2323 Program Assessment Test (PAT), Comprehensive exam, scholarly research paper, oral presentation, and poster in CJ/NAMS 3263	51	53

Department	Degree Program	Number Assessment Measures[1]	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
	BT Applied Technology	4	Program exit exam in Capstone; pretest/posttest in TECH 3203; Student Satisfaction Survey	47	139
School of Arts & Sciences					
Biology	AS Biological Sciences	3	Pre/posttests, Unit exams, and a laboratory exercise	63	34
	BS Biology	8	Written and oral presentations, ETS Major Field Test, written laboratory exercise, lab exercises, and surveys	591	204
Communications	BA Communications	6	Research paper, oral debate, capstone project, midterm, 2 final exams, final project, 2 surveys	107	63
English &Humanities	AA Liberal Arts	4	3 essays, in-class presentation, satisfaction survey	11 75% F2F 25% Online	18
	BA Liberal Arts	6	Capstone project proposal, presentation and paper, papers, essays, satisfaction survey	36 80% F2F 20% Online	38
	Bachelor of General Studies	8	Annotated bibliography, research methods statement, mentor selection, Capstone project and findings, literature review, and focus group participation	51	11
Fine Arts	BFA Visual Arts	10	Capstone portfolio proposal, component, and presentation, gallery exhibition, and Art Marketing presentation and lesson	147	99
History-Political Science	AA Secondary Education	2	OGET state pass rate Historical Paper	10	25
	BA History	4	Research papers; student re-enrollment in the program?	50	42
	BA Public Affairs	3	Internship, exams, program evaluation course assignments, other assignments	24	23
Math & Physical Science	AS Physical Science	7	ACS exam, post exams, Unit sets problems in PHYS 1114 & 2015, lab scores and lab report for CHEM 1415, MATH 1613, and GEOL 1124	18	13
	BS Chemical Engineering	4	Chapter exams, Composite scores of assignments and exams, laboratory activities	22	28
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	134	54
	AA Social Science	3	Embedded exams	83	64
	BA Environmental Studies	--	New program has not yet been assessed	--	12

Department	Degree Program	Number Assessment Measures[1]	Types of Measures	Number Students Assessed (May be Duplicated)	Number Program Majors
	BS Community Counseling	13	Capstone project, essay exams, written assignment, mentorship agreement, and satisfaction survey	163	75
	BS Social Science	4	Comprehensive exam, posttest, internship evaluation, capstone project, satisfaction survey	367	146
	MS Community Counseling	9	Semester Project Paper, Semester Project Presentation, Exam, final course grade, essay,	189	39

[1]Number 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, 156 of 181 (86.2%) assessment benchmarks were met or exceeded.

Faculty discussions regarding degree program curriculum and success are occurring augmented by the assessment of student learning process. The University Assessment Committee has committed to working with departments over the coming year to ensure that degree program outcomes that are integrated and assessed in specific courses are noted as such in syllabi.

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

Table 9: 2023-2024 Program Key Findings and Changes

Department	Degree Program	Assessment Findings	Instructional or Assessment Process Changes
School of Professional Studies			
	AA Accounting	All six benchmarks were met or exceeded. The lower division Accounting courses prepare students for upper division coursework, whether	Use of final grades are generally not considered a best practice for assessing a specific SLO. However, for SLO #2 a

Department	Degree Program	Assessment Findings	Instructional or Assessment Process Changes
		they are AA majors or BS majors. The assessment results reported in 2023-2024 include all students enrolled in the designated courses for embedded assessment	composite measurement accounts for a greater proportion of variance. Notwithstanding, faculty will consider an alternative assessment.
	AA Business Administration	All eight benchmarks were met or exceeded. Similarly to the AA Accounting degree.	[1] In the coming year focus on assessments for each of the degree program options [2] Continue working to certify all AA in Business Administration courses via Quality Matters
	BS Business Administration	Three of four benchmarks were met or exceeded. The weighted average score for two of nine ETS Field Test, a national standardized instrument, missed the performance standard.	[1] In the coming year focus on assessments for each of the degree program options [2] Continue working to certify all AA in Business Administration courses via Quality Matters
	BS Organizational Leadership	Four of 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; the missed benchmark is for Professional Communication.	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	Five of six benchmarks were met or exceeded. The performance standard for SLO#1b is set at 90%	[1] Improve tracking of graduate placement, especially noting internship connections. [2] Bring in Sport Mgmt. professionals to critique student presentations and projects.
	Master of Business Administration	14 out of 15 benchmarks were met.	As an assessment modification, MBA faculty will reconsider disaggregating students within each option rather

Department	Degree Program	Assessment Findings	Instructional or Assessment Process Changes
			than reporting out for the degree as a whole. Although performance indicators were 93% met or exceeded, the MBA program is strong, and it merits more robust analysis.
Health Sciences	BS Allied Health	Three out of four (75%) of assessment standards/benchmarks were met or exceeded in 2023-3024.	This was the fourth year for this new program. It is now the sixth largest degree program at the university. Since the program began, there have been 21 accepted into graduate programs with four going to Physical Therapy Assistant school for a total of 25.
	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, *Proficiency in understanding and applying relevant legal and criminal justice concepts*, was not achieved for three separate assessments. Strongest performance was for SLO #1, *Demonstrate a written oral ability to think critically and creatively* with four separate assessments. Six students passed the CLEET Peace Officer Certification process,	The standards for SLO #1 and SLO #2 were not met due to three students not turning in the assessments to be evaluated. There is evidence that the students completing the assessments are achieving proficiency levels.

Department	Degree Program	Assessment Findings	Instructional or Assessment Process Changes
		an essential component of SLO #2.	
	AAS Applied Technology	This program has not been assessed since the state regents created state-wide collaborative curricula. As a result of new curricula, all course work that is not general education is technology competency-based PLA.	With the new OSRHE state-wide options, RSU's most popular option is Process Technology. SLOs in this option can be assessed in the coming year.
	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 Information Technology	All benchmarks were met or exceeded. This degree program underwent a significant change in curriculum in the previous academic year, removing the business and management focus and refocusing on cybersecurity and other relevant topics in IT.	A number of courses are cross-listed between the AS in Computer Science and the BS IT. 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	Three of the five SLOs were met or exceeded in 2023-2024.	SLO#2 states that 80% of BSJA students completing CJ3013 will demonstrate competency at $\geq 70\%$. The pretest average was 50% with the posttest average at 80%. This standard was achieved and the expectation of a higher pretest should be modified.

Department	Degree Program	Assessment Findings	Instructional or Assessment Process Changes
			A similar standard exists for SLO#3. The pretest did not meet the benchmark but the posttest did. UAC members will discuss this with program faculty in 2024-2025.
	BT Applied Technology	Two out of four benchmarks were met or exceeded. SLO #1, *Demonstrate comprehensive knowledge of business and technology concepts, terminology and applications in current business environments*, was unmet. Additionally, SLO #2, *Demonstrate an understanding of management principles,* was unmet.	The BT in Applied Technology underwent review and modification of SLOs for the 2024-2025 AY. Business and management focus has been modified to a cybersecurity focus. An accompanying change in curricula is underway in 2024-2025 as well.
School of Arts & Sciences			
Biology	AS Biological Sciences	Three of five benchmarks were met or exceeded. The results of SLO#1, "Demonstrate an understanding of General Cellular processes," is bimodal. SLO #2 only had three majors participate.	It is anticipated that the higher scoring modality for SLO#1 is representative of more motivated students. Faculty believe student engagement is the key. SLO#2 needs more than three majors for decision making purposes.
	BS Biology	All seven program benchmarks were met or exceeded with varying performance standards.	RSU's BS in Biology is one of its "star" programs with 16% of its (tracked) graduates accepted into medical school, 15% becoming bio/chem technicians, 10% being accepted into non-medical graduate school, and more. Faculty are comfortable

Department	Degree Program	Assessment Findings	Instructional or Assessment Process Changes
			with curriculum at present.
Communications	BA Communications	All seven benchmarks were met or exceeded.	Faculty reviewed SLOs involving most department faculty and chose to retain them "as is." The goal set for 2024-2025 is to engender a more robust discussion for some assessment measures. Internship outcomes are an area of strength.
English-Humanities	AA Liberal Arts	Four of four benchmarks were met or exceeded. Data were disaggregated by face-to-face, online, and blended modality. No significant differences were discovered.	No changes are planned. The AALA program feeds the BALA program, and assessment results suggest that the freshmen and sophomore years of this program provide strong fundamentals.
	BA Liberal Arts	Four of the six benchmarks were met or exceeded. For SLO #1A, "Demonstrate creative and critical thinking," The project proposal standard was not but the final submission demonstrated improvement. SLO #1 average was below the standards; however, the sample size was low.	The Capstone Committee has determined that stronger BALA majors engage more effectively with their faculty mentors. Improved student engagement is believed to be key, and faculty are considering new strategies for 2024-2025.
	Bachelor of General Studies	All eight benchmarks were met or exceeded for this program, which is still in Post Audit Review by OSRHE. The Junior and Senior Capstone courses are the only program-specific courses.	The Capstone experience has been condensed to one course rather than two to remedy the low enrollment issue. The BGS Coordinator has facilitated the instruction and assessment of the program. Evidence indicates the program curriculum is strong. However, program

Department	Degree Program	Assessment Findings	Instructional or Assessment Process Changes
			majors (mostly transfer students) often change their major, after positive experiences in their minor(s).
Fine Arts	BFA Visual Arts	All 10 benchmarks were met or exceeded.	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.
History-Political Science	AA Secondary Education	Both SLO benchmarks were met or exceeded. SLO unmet was the OGET benchmark.	Because the OGET is no longer required by the state of Oklahoma (unfortunately), the assessments measures were changed to paper submission requiring critical thinking. Student progress will be tracked into the Cameron University BS in Education in the coming year.
	BA History	Three of three (100%) of SLOs benchmarks were exceeded. As with the previous year.	The department has lost three fulltime faculty to retirement in recent years whose positions have been filled by parttime faculty. FT faculty believe an increased level of student engagement has manifested itself between FT faculty and students. Student feedback on the Student Opinion Survey corroborate this.
	BA Political Science	All three SLO benchmarks were met.	The BA in Political Science is a "small but mighty" major. Students

Department	Degree Program	Assessment Findings	Instructional or Assessment Process Changes
			are highly engaged with faculty, strong positive feedback validates the 100% proficiency achievement of the quantitative assessments.
Mathematics & Physical Science	AS Physical Science	Five of seven benchmarks were met or exceeded. SLO #1C, "Demonstrate a thorough knowledge and understanding of basic physical science principles and their applications," and SLO#2C "Apply problem solving skills through critical thinking and the scientific methods," were not met with only one major assessed.	This major is a low enrollment major, typically attracting learners who are not quite ready for the BS in Biology. However, it is a feeder program, and faculty work carefully to guide learners. Faculty do not believe curricular changes are in order for SLO#1 or SLO#2. They are committed to mentoring the students.
	BS Chemical Engineering	Three of four (75%) of benchmarks were met. SLO#1 "Demonstrate the ability to identify, formulate, and solve complex engineering problems by applying principles of engineering science and mathematics (ABET Criterion #1) was not met.	Average SLO#1 achievement was 67% with a 70% threshold for the first year of this program. Because this was the initial assessment of the program, not all SLOs were assessed (sophomore level and above). Additional data will provide additional program insight.
Psychology and Sociology	AA Elementary Education	Both benchmarks were met or exceeded. Both overall GPA proficiency in practical skills were exceeded.	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.

Department	Degree Program	Assessment Findings	Instructional or Assessment Process Changes
	AA Social Science	All three benchmarks were met or exceeded for the AA in Social Science.	Faculty believe the wording of SLO#1, "Demonstrate knowledge related to theoretical concepts and explanations about human behavior," can be more clearly written and have revisited it for the 2024-2025 AY.
	BS Environmental Studies	Not assessed	This new degree was overlooked in submitted an SLR for 2023-2024. It will be assessed in 2024-2025.
	BS Community Counseling	10 out of 13 assessment benchmarks were met or exceeded. SLO#1, "Develop, analyze, and synthesize human subject research utilizing faculty oversight" was not met. The benchmark was set at 90% and achieved 75% average proficiency. Two assessments for SLO#4, "Demonstrate knowledge of counseling ethics," were not met.	Faculty who teach CC 3523 wish to investigate the validity and reliability of the ethics exam used to assessment SLO#2 in the 2024-2025 AY.
	BS Social Science	Four of four performance standards were met or exceeded.	Notably, 43 of 47 of the internship measure met or exceed proficiency expectation. Additionally, 47 out of 48 Capstone assessments were evaluated as proficient. SLO #3 has been consistently met at very high levels over the past five years, and faculty are convening to discuss how to review and perhaps modify this assessment.

Department	Degree Program	Assessment Findings	Instructional or Assessment Process Changes
	MS in Community Counseling	Nine out of nine benchmarks were met or exceeded for the third year of this new master's program. Additionally, 87% of the program graduates have successfully passed the National Counselor Exam (NCE), which is on par with the national average. Discussion among faculty and student focus groups indicate counseling research may be an area for growth.	Curriculum Change: Incorporate a thesis-like research project in CC 5473, Research in the Counseling profession Assessment Change: In spring 2024, CC 5783, Addictions and Family Systems was added to assess SLO#2. Assessments are to include two journal critiques, two reviews for application, and one comprehensive case study.

Table 10: Assessment of Student Learning 2023-2024 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	8	8	
	BS Business Administration	3	4	
	BS Organizational Leadership	4	5	
	BS Sport Management	5	6	
	Master of Business Administration	14	15	
Sub-total		39	44	88.6%
Health Sciences	BS Allied Health	3	4	
	RN to BS Nursing	6	ACEN Standards 1-6	
	BS Nursing Traditional	6	ACEN Standards 1-6	
Sub-total		15	16	93.8%
	AA Criminal Justice	7	10	

Department	Degree Program	# Standards/ Benchmarks Met or Exceeded	# Total Standards/ Benchmarks	% Standards/ Benchmarks Met or Exceeded
Technology and Justice Studies	AAS Applied Technology	*	*	
	AS Computer Science	3	3	
	BS Business Information Technology	3	4	
	BS in Justice Administration	3	5	
	BT Applied Technology	2	4	
Sub-total		16	25	64.0%
School Total		70	85	82.4%
School of Arts & Sciences				
Biology	AS Biological Sciences	3	5	
	BS Biology	5	5	
Sub-total		8	10	80.0%
Communications	BA Communications	7	7	
Sub-total		7	7	100%
English & Humanities	AA Liberal Arts	4	4	
	BA Liberal Arts	4	6	
	Bachelor of General Studies	8	8	
Sub-total		16	18	88.9%
Fine Arts	BFA Visual Arts	10	10	
Sub-total		10	10	100%
History & Political Science	AA Secondary Education	2	2	
	BA History	4	4	
	BA Public Affairs	3	3	
Sub-total		9	9	100%
Mathematics & Physical Science	AS Physical Science	5	7	
	BS Chemical Engineering	3	4	
Sub-total		8	11	72.7%
Psychology and Sociology	AA Elementary Education	2	2	
	AA Social Science	3	3	
	BA Environmental Studies	**	**	
	BS in Community Counseling	10	13	
	BS in Social Science	4	4	
	MS Community Counseling	9	9	
Sub-total		28	31	90.3%
School Total		86	96	89.6%
RSU Total		**156**	**181**	**86.2%**

Conclusions
- A great deal of effort is given to the assessment of student learning outcomes.
- Overall RSU students are meeting faculty/Subject Matter Experts' expectations
  - 86.2% overall standards/benchmarks were met in 2023-2024 similar to the previous academic year.
  - Typical standard/benchmark is 70% of majors will achieve at least 70% competency
- Faculty report that the COVID pandemic has affected learners' preparation for college as well as strength of study skills and possibly resilience.
  - However, student success in general education has improved similar to pre-COVID performance.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1.   What assessments were used and how were the students selected?
Student satisfaction assessments target those dimensions in the RSU Mission and Commitments from a multi-faceted standpoint and provide valuable information for an evolving regional university in maintaining its effectiveness in the student educational experience. Two primary assessments measuring affective student performance and experience were administered institutionally during 2020-2021. They were RSU's Graduating Student Survey (GSS), which is administered every year, and RSU's Student Opinion Survey (SOS). The National Survey of Student Engagement (NSSE) is administered every third year in lieu of the SOS and is not scheduled to be administered again until spring 2023.

RSU is committed to improving its services to students and the university community. To this end, it seeks information from its graduates regarding their college experiences. The Graduating Student Survey was developed in conjunction with RSU's School of Professional Studies and School of Arts and Sciences. The purpose of this assessment is to measure the importance of, progress toward, and university contribution to a variety of college outcomes. Additionally, graduating student satisfaction with university programs and services is assessed, evaluating student perceptions in overall RSU experience, general education program, and degree program.

The Student Opinion Survey was implemented to all students enrolled at RSU during spring 2021. This survey measures the participation of students in degree programs as well as co-curricular activities that RSU provides for its learning and personal development. For graduating MBAs, all graduates were emailed a MBA Graduating Student Survey link. Participation was voluntary but encouraged.

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

Results of the Graduating Student Survey demonstrated student satisfaction (higher than the midpoint) for all items. A total of 114 out of 673 graduating students (16.9%) responded. The surveys that were returned were largely representative of the demographics of RSU graduates. Items with the highest mean student satisfaction ratings were:

- Class size relative to the type of course: 95%
- Developing an individual perspective on the human experience, and demonstrating an understanding of diverse perspectives and values: 93%
- Acquiring, analyzing, and evaluating knowledge of human cultures and the physical and natural world: 91%
- Demonstrating civic knowledge and engagement, ethical reasoning, and skills for lifelong learning: 91%
- Personal security/safety at this campus: 90%
- Using written, oral, and visual communication effectively: 90%
- Campus media (e.g., campus radio, RSU-TV, social media): 89%
- Thinking critically and creatively: 87%

For the Student Opinion Survey, all students enrolled during spring 2024 were emailed the opportunity to participate, and results were confidential. With a margin of error set at 5%, a 90% confidence level for education research, a spring 2024 population of 2,901, and a 50% response distribution, recommended sample size was 248. A total of 114 students responded; however, respondent demographics were similar to those of the RSU population, and the results are considered appropriate for planning purposes, with an annual follow up survey planned for spring 2025. Students were asked to share their top one to three personal goals while at RSU. Most commonly mentioned personal goals were:

[1] Graduate with a degree
[2] Achieve personal and professional goals
[3] Improve GPA

Students were asked to rate both perceived importance and perceived satisfaction with 45 items. Although all average satisfaction ratings were above the midpoint, a gap analysis was conducted, and the items with the greatest gaps included:

- Availability of courses you want at times you can take them: 48.9% gap
- Accuracy of college information you received before enrolling: 37% gap
- Variety of courses offered at RSU: 35% gap (more "fun" classes outside of General Education and major)
- General condition of buildings: 31% (Loshbaugh Hall)
- Preparation for future occupations: 30% (more paid internships)
- Purpose for which student activity fees are used: 26% gap

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

The Graduating Student Survey has provided fairly stable trend data over the last five years. Students are largely satisfied with their experiences when they graduate. They choose RSU because it is close to most of their homes, it is affordable, and their academic experiences are substantive, often times building lifelong bonds. With the launching of RSU's Student Success Center in fall 2023, no advising comments were submitted by students in either the SOS or focus groups, other than "much improved."

To address the course scheduling feedback, RSU has purchased in fall 2024 Coursedog scheduling software, which will streamline the scheduling process and "right size" course timing issues and gaps. The University has acquired more than half of the capital needed to build a new STEM building, replacing the old Loshbaugh Hall, which requires significant repair. The new Science and Technology Center will benefit Biology majors, Physical Science majors, Chemical Engineering majors, Nursing majors, Allied Health majors, and all students enrolled in general education science course work.

V. Assessment Budgets

State Regents policy states that academic service fees "shall not exceed the actual costs of the course of instruction or the academic services provided by the institution" (Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions).

Table 11: Assessment-Related Fees and Expenditures for 2023-2024

Type of Fee or Expense	Details	Amount
Assessment fees	$4 per semester credit hour	$298,992
Assessment-related positions	*3.5 FTEs including partial Testing Center and OAA salaries and benefits (30%)*	*$244,266*
Distributed to other departments	*13 total FTEs for assessment-related training, conferences HLC Strategic Initiatives, Student Success, and the Tulsa Higher Education Task Force*	*$28,026*
Operational costs	*Surveys, software, tests, and focus groups*	*$26,700*