ROSE STATE COLLEGE
ANNUAL STUDENT ASSESSMENT REPORT
2012 - 2013

Executive Summary

Introduction

Rose State College is strongly committed to the ongoing process of the assessment of student learning and academic progress. The assessment plan attempts to ensure that every assessment activity will provide a clear concept of how the results that are gathered can and will be applied to maintaining or improving teaching and student learning. This year the College undertook a complete review of its assessment program. Having worked with the same plan and committee for over ten years, the college revamped the way it looks at assessment.

A new assessment committee was created under new leadership. This new committee clarified the mission of the assessment program. It then changed the general education measures and process by which these are measured. It created universal instruments to measure the general education measures. It also created a new student satisfaction survey and proposed a plan for the future of assessment on the campus of Rose State College. Assessment at Rose State College continues to study students' entry-level skills, mid-level profiles, accomplishments following employment, transfer, graduation, and student satisfaction with facilities and services.

The purpose of this document is not only to report to the Oklahoma State Regents for Higher Education (OSRHE) on the student assessment activities of Rose State College, but also to report to Rose State College administration, faculty, staff, and students on their assessment achievements. To improve institutional effectiveness, the Academic Assessment Committee will continue to provide oversight and direction to assessment activities. Sharing assessment information with other campus groups in a timely manner will ensure that assessment can always be traced back to the College's Mission Statement.

The data gathered from the 2013 assessment activities are being used to provide measures and guidance into the new Strategic Plan. A significant effort began in summer 2013 to establish a plan for the future, and has used much of the data contained within the Student Satisfaction measure, and the Effective Writing assessment. Further, data to be collected in the Educational Demographics measure that is to be distributed in Fall 2013 will provide a better insight into the attitudes, opinions, characteristics, and behaviors of our students. Our campus is excited about the information we have and will collect, and its use in evaluating the past, and planning for the future.

Entry-Level Assessment

Rose State College is dedicated to assisting students in achieving their academic goals. The purpose of the testing/assessment process is to place students in appropriate pre-collegiate level courses when needed. The American College Test (ACT) continues as the primary assessment and placement instrument. The ACT's COMPASS exam is the secondary instrument being used.

Entering Student Descriptive Report on 2012-2013 Students

For the 2012-2013 academic year the following assessments were proctored through Rose State College:

Assessment	No of Assessments
COMPASS	4,267
ACT, National	464
ACT, Residual	83
ASSET	119
Total	**4,933**

Eighty six percent of the assessments proctored at Rose State College were the COMPASS test. Listed in the table below are some notable characteristics from an annual Entering Student Descriptive Report distributed by ACT.

COMPASS (N=4,267)	
Characteristic	**2012-2013**
Female	62%
Male	37%
Age Group	
<20	28%
20-29	46%
30-39	17%
Ethnicity	
White/Caucasian	55%
Black/African American	23%
American Indian/Alaskan Native	7%
Mexican American/Chicano	5%

Mid-Level Assessment

The Effective Written Communication Assessment was distributed in the Spring 2013 semester to sections in all divisions, most disciplines, in different time frames, and taught by adjunct and full-time faculty.

The instrument included two components to evaluate student's writing competency. The first portion (Objective Score) consisted of 25 sentences that the students were asked to evaluate and determine the accuracy of the sentence relevant to punctuation, sentence structure, and grammar. Students were asked to determine whether the sentence contained any errors. They were asked to identify the sentence as either correct, or incorrect. The second component required the student to write a paragraph (subjective score) describing their educational goals and plans for achieving them. They were asked to write the paragraph as if they were applying for a job.

The sample (n = 361) was analyzed across several variables that were also noted on a separate page. The data collected was analyzed in great detail over a period of time. A summary of the findings is shown below.

n	Objective Score	Subjective Score	Total Score
336 (valid)	59.63	48.16	50.52

The scores above were very disconcerting to the committee. However, after a follow-up measure indicated that students who were incentivized with a grade on the subject measure scored 75.16, it was determined that the low score was partially due to the lack of motivation to perform. We discussed several options (corrections, remeasure) and determined that it was best to maintain the data as collected, understand its flaws, and look to improve in the future.

One of the categories compared was the division in which the measure was administered. This data is shown below:

Division	n	Mean	Median
BIT	31	41.89	34.50
ES	102	48.76	47.75
HS	37	53.04	50.50
HU	97	53.67	52.50
SS	69	51.20	50.00

Program Outcome Assessment

Program outcome assessment relates to evaluation within the program for improvement of the college degree programs. Program outcome assessment involved employment accomplishments following student graduation, or transfer to another college prior to or after graduation. Efforts to evaluate the programs include:

- Capstone courses for Associate in Applied Science degrees.
  - Business and Information Technology Division enrolled 291 students in capstone courses. Of the 291 students, 252 students, or 87%, were successful.
  - Health Sciences Division enrolled 168 students in capstone courses. Of the 168 students, 156 students, or 93% , were successful.
  - Humanities Division enrolled 98 students in capstone courses. Of the 98 students, 89 students, or 91% , were successful.
  - Social Sciences Division enrolled 42 students in capstone courses. Of the 42 students, 40 students, or 95%, were successful.

- Licensing or credentialing test results.
  - Approximately 90 percent of those students sitting for a licensing or credentialing exam were successful. Not all licensing or credentials testing results are directly made available to the College. In some cases, the College must rely on the student to share the results of the examinations.

Student Satisfaction Assessment

In Fall 2012, the college was informed by ACT that the ACT Student Satisfaction Survey would no longer be available. Thus, the college was forced to revamp the way it measures student satisfaction.

As seen in attachment #4, the questions were comprehensive and the information collected was rich. Several comments made by students provided guidance for improvement in our services, programs, and facilities. One measure addressed satisfaction with facilities' and the other focused on services.

As noted, the majority of the scores were very similar, scoring in the 3.6 – 3.9 range. Some high scores were noted in building cleanliness, the computer labs, and the exterior of our buildings. As expected, the campus bathrooms were rated low, which will soon be addressed.

Based on the results of the survey, the College's academic environment continues to serve its population well. Appropriate class size, quality instruction, challenging content, and varied learning experiences are offered in the programs of study. Students indicated that extensive preparation was provided for them to become successful in their chosen occupations.

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ANNUAL REPORT OF 2012-2013 STUDENT ASSESSMENT ACTIVITY
Narrative Questions

Section I – Entry Level

I-1 Students interested in taking college courses at Rose State College must show their academic skill set prior to enrolling in courses with an Advisor. There are several different assessment tests that Rose State College accepts to show a student's competency level; however, only three tests are proctored at Rose State College: COMPASS, National ACT, and Residual ACT. The college works with eleven correctional facilities that proctor the ASSET test to inmates interested in completing college courses offered at their respective correctional center. The campus also accepts the CPT Accuplacer and the SAT exam; but, these exams are not proctored on campus.

The COMPASS assessment is administered in the Student Affairs testing center. Unless noted otherwise, the COMPASS is administered under standard testing conditions. Students may take the assessment during normal operating hours. No appointment is necessary and the assessment is free. Students may take the COMPASS assessment two times during each enrollment period without a restricted grace period in between testing dates.

The National ACT is offered six times through the year and administered under testing guidelines set forth by the national office. Rose State College serves as one of the many testing sites that students can take the exam.

While the Residual ACT can serve as a placement test, the results are only valid for students seeking course placement at Rose State College. Students need to schedule in advance to take the Residual ACT and the cost is $30. Students must wait at least sixty days to retest; however, there is no restriction on the number of times a student can test.

I-2. First time entering students without any prior college course work must have at least one of the above mentioned assessment tests. Students not meeting the minimum college-level readiness scores for placement may be placed in pre-college course work to help build their academic skill set prior to enrolling in college level courses. Discussions with an Academic Advisor will help determine if retesting is necessary and/or recommended.

I-3. College personnel are committed to providing students with resources that will assist them in their academic endeavors. The identification of students who are having difficulty in their courses early in the semester is a priority for the College. Through the implementation of the institutional initiatives, faculty and staff work together to identify students who may be encountering challenges. The goal of such collaboration is to be proactive in reaching out to students, checking on their well-being, and informing them of college support resources and options available to them to progress through coursework. The following sections provide a brief overview of college efforts.

Placement Testing

Students may take the COMPASS test twice during each major enrollment period, a total of four times per year. An enrollment period is defined as the first day of summer/fall enrollment and continues until the first day of spring enrollment. COMPASS testing is free to Rose State College students. Students may choose to take the residual ACT as a retest option. ACT guidelines restrict retesting to once in a 60-day period.

Students receive academic support for assessment testing through a variety of sources:

- Reference materials are provided in the Learning Resources Center (LRC) in math, reading, and English. Library reference materials outlined in the study guide are held on reserve in the Learning Resources Center. In addition to the COMPASS Study Guide, a literary reference specific to preparation for COMPASS assessment, *Chart Your Success on the COMPASS,* by Callahan, Commander, and Cotter is available in the LRC.
- Plato Learning System is available free to students by request through the Student Success Office.
- Study guides for the COMPASS examinations are available online with an additional link to ACT's website where additional practice items can be found.
- Paper copies of the study guide are available in the Testing Center.
- In addition to campus resources, students are provided a list of Internet resources.

Tutoring

Rose State College provides free tutoring for required general education and/or zero-level developmental courses. Students are allowed two hours of tutoring per week, per subject. All tutoring must occur in the LRC or approved tutoring facility under the supervision of Rose State College faculty or staff. On-campus and distance-based students are also afforded free access to Tutor.com, an online tutoring resource. Tutor.com provides access to tutors for most general education courses beyond the college's normal hours of operation.

Tutoring is available for most required general education courses. The table below reflects the total number of students accessing tutoring services:

	Fall 2012	Spring 2013
	Total Students	Total Students
Rose State College	909	428
High school	135	53
Total hours of tutoring	11,000 (approximate)	3993

Early Alert

The Early Alert program is utilized by both full-time and adjunct faculty from all academic divisions. Through the Early Alert program, students are encouraged to speak with staff in Student Success and Financial Aid offices to understand the options available to them before they make a decision affecting their classes.

The data reflected in the chart below shows the number of students reported from Fall 2012 to Spring 2013. Students were notified by email, phone, or mail that the faculty member was concerned with their success in the course.

Early Alerts	
Fall 2012	Spring 2013
1364	1172

PLATO

To help students needing assistance in developmental instruction, RSC students have access to the PLATO software system. Modules consist of integrated assessments; including pretests that allow learners to forgo content they have already mastered and focus on the concepts in which they need additional work. Students have been very receptive to this form of study and the number of students accessing the system has continuously increased since inception.

The table below reflects the total number of students utilizing PLATO:

Year	Total number of students
Fall 2010 to Spring 2011	55
Fall 2011 to Spring 2012	89
Fall 2012 to Spring 2013	171

Other Academic Support

Academic support continues to be a primary focus in retention efforts and is proving to make a positive difference in the overall choices of our student population. Focused efforts include:

Academic Success Plans
The continued concern over retention and graduation rates led the College to implement new ideas to engage and retain students. The Student Success Center continues to target the "at-risk" population by providing Academic Success Plans (ASP) to students. Institutional policy identified students needing remediation in three areas as "at-risk" and are required to enroll in STSR 1102 (Educational Planning). The students enrolled in STSR 1102 complete an ASP as part of their class requirement. These plans benefit students by providing them with a visual depiction of what their degree plan will entail and give them a semester-by-semester guide until completion. Another vital measure of the ASP is the meeting between the student and Student Success Advisor where important referrals and information is exchanged. This one-on-one meeting establishes a sense of connectedness between the student and the institution.

A continued increase in success of students who have completed an ASP in comparison to those who have not is reflected in the following chart:

Cohort	(n)*	STSR Success s (n)	STSR Success s (%)	STSR GPA	Persist (n)	Persist (%) (to next 16wk term)	Retain (n) (1 year)	Retain (%)	Cumulative GPA
Fall09	415	222	53.5%	2.411	222	53.5%	143	34.5%	1.87
w/ contract	82	59	72.0%	2.958	55	67.1%	34	41.5%	2.07
No contract	333	163	48.9%	2.292	167	50.2%	109	32.7%	1.69
Fall10	436	229	52.5%	2.406	231	53.0%	132	30.3%	2.25
w/ contract	103	85	82.5%	2.85	83	80.6%	53	51.5%	2.42
No contract	333	144	43.2%	2.203	148	44.4%	79	23.7%	2.14
Fall11	376	195	51.9%	2.38	235	62.5%	122	32.4%	1.80
w/ contract	138	104	75.4%	2.65	113	81.9%	65	47.1%	2.2
No contract	238	91	38.2%	2.1	122	51.3%	57	23.9%	1.5

Fall 12	359	193	55.2%	3.498	2.08	59.92%	TBD	TBD	1.86
w/ contract	103	86	83.5%	2.9	83	80.6%	TBD	TBD	2.25
No contract	256	112	43.8%	2.266	125	48.8%	TBD	TBD	1.66

Learning Styles

The Learning Styles Inventory assessment program (LSI) continues to gain recognition across campus. Student Success Center staff provides individualized reports for each student that depicts his or her preferred learning style. Students are exposed to helpful techniques they can use to make the most of their learning experience. This information is helpful to students and faculty by identifying learning style preferences.

The Learning Styles Inventory assessment program (LSI) continues to gain recognition across campus.

Year	Total Number of Classes	Total Number of Students
Fall 2010 to Spring 2011	32	454
Fall 2011 to Spring 2012	21	373
Fall 2012 to Spring 2013	28	435

Student Support Workshops

Student Success Workshops continue to grow in the number of participants. Faculty have embraced the workshops, not only by offering extra credit for attendance, but also by participating in the workshop venue by presenting on topics of expertise.

Each workshop is evaluated by participants and recorded in a tracking system to further identify other areas of interest for students.

Year	Total Number of Workshops	Total Number of Attendees
Fall 2010 to Spring 2011	49	251
Fall 2011 to Spring 2012	60	677
Fall 2012 to Spring 2013	33	559

Case Management

Case management efforts have increased throughout the institution. The Student Success Center case manages all student athletes as well as Ticket-to-Rose recipients. The Social Sciences division is working with all first-time, full-time social sciences majors. The Graduation Services Center is collaborating with Division advisors to help case manage students with over 24-credit hours. Students receive specialized academic advisement and are monitored throughout the semester through the Early Alert Program as well as ongoing communication between the student and campus personnel.

The Leadership Program at Rose State College continues to grow and show great success. These students are case managed by Student Affairs in collaboration with the various Divisions.

In preparation for the Fall 2013 semester, the college expanded case management efforts as a way to increase retention and graduations rates. The potential to case manage these targeted cohorts include:

- 250 Ticket-to-Rose students
- 112 Social Sciences students
- 60 Student Athletes
- 130 students through the Graduation Services Center
- 120 Leadership students
- 140 High-Risk Students

Analyses and Findings

I-4. For the 2012-2013 academic year the following assessments were proctored through Rose State College:

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According to the table above, the typical student taking the COMPASS assessment at Rose State College is a white/Caucasian female in her twenties.

In the same questionnaire, students were asked if they would like assistance with services. Listed below are the results (please note the "maybe" responses were not included in the yes or no categories).

Would Like Help With:	Yes	No
Financial Aid	52%	33%
Study Skills	27%	47%
Math Skills	35%	38%

While students indicated that they would like financial help to attend school, the majority of students indicated that they would not need help with study skills or mathematics.

I-5. Academic advisors monitor student progress by reviewing academic performance at the end of each semester. Advisors review reports generated through Information Technology services to identify students who were unsuccessful. The goal of such efforts is to ensure that students are academically prepared to successfully sequence through developmental coursework. Unsuccessful students are dropped from courses where the successful completion is a prerequisite.

Advisors email students when these schedule adjustments occur. Students are informed that they may retake the course or, if they prefer, they may retest using COMPASS or ACT to determine appropriate course placement. In addition, students are provided information regarding campus support resources such as tutoring, the Student Success Center, Student Support Services, and academic support labs.

I-6. The analysis of student success in course work at Rose State College is determined by College Deans and faculty. Data paired with research and discussions provide the College Deans and faculty basis for their grading decisions.

An ongoing analysis of cut-off scores occurs in the Placement and Testing Committee. Recent revisions in some scores have yet to be analyzed regarding their impact on student success rates.

The table below is a summary of student results from completing the COMPASS assessment, and how the results compare to Rose State College institution requirements for college course preparedness.

COMPASS Assessment	Number of Testers	Mean Score Achieved	RSC Minimum College Readiness Score
Writing Skills	2,902	68	74
Reading	3,072	82	81
Algebra	2,091	35	60*
College Algebra	342	44	40*

*General College Math

Sixty eight percent of students completed the Writing Skills portion of the COMPASS assessment. The average score was sixty eight. According to Rose State College's minimum college readiness score for writing, the majority of students who complete the COMPASS writing are *not* ready for freshman English composition.

Seventy two percent of students completed the Reading portion of the COMPASS assessment. The average score was 82. According to Rose State College's minimum college readiness score for reading, the majority of students who completed the COMPASS reading assessment have an acceptable reading level.

Forty nine percent of students completed the Algebra domain of the COMPASS math assessment, and only eight percent of students completed the College Algebra domain. The Algebra math assessment reflects a strong need for students to complete a developmental math course prior to enrolling in a General College Math course; whereas, the College Algebra domain suggests students are likely to succeed in General College Math.

However, students who would like to enroll in College Algebra would need a higher score on the math COMPASS in order to place into the course: 76 in Algebra and 51 College Algebra. For students wanting to place into a College Algebra class, the average COMPASS math scores reflect a strong deficiency. However, as noted earlier in the report, thirty eight percent of students stated that they would *not* like help with their math skills.

The above analysis confirms that students are academically prepared for college reading levels; however, the same analysis suggests a strong deficiency in writing and math.

Other Assessment Plans

I-7. The Placement and Testing Committee continues to review issues related to student placement. Faculty were surveyed to determine if emergent concerns among faculty needed to be addressed. None were identified. The Committee continues to rely upon earlier validity studies.

I-8. Student-identified needs parallel those identified in previous years. The institution is continuously monitoring and assessing the effectiveness of such efforts. The following sections highlight results of each effort.

I-9. *The Entering Student Descriptive Report* provides demographic information related to student placement in initial courses and the number of students placing in those courses. This information is utilized by academic divisions as a tool for student course scheduling. Demographic information in this report may provide a basis for future planning of student services (financial aid, workshops, job placement, special services and accommodation, etc.). The validity study affirmed that no changes were warranted in regard to the current cut-off scores.

Section II – Mid-Level/General Education Administering Assessment

II-1. The objective of the Assessment Program at Rose State College reads:

- o **The assessment program strives to provide relevant and timely data to support efforts at continuous improvement of student learning on the campus of Rose State College.**

The initial meetings of the Assessment Committee involved the discussion and beginning of the long process of determining what it should do related to the general education assessment measures. Eventually, it was agreed that effective communication remained a core competency and should be measured in the school year 2012-2013. However, the committee decided that focusing on writing would be more relevant to the outcome expectations of the college. Thus, the competency was reframed to be "Effective Written Communication. The group began the work creating a survey instrument which could be used to measure this competency. For specific discussion of this, see section II-2. Effective Written Communication was defined as *"the ability to compose a quality written document on a collegiate level. This includes the following characteristics: Development of a Central Idea, Diction, Organization, Support, Sentence Structure, Grammar and Mechanics.*

As a part of this review, the college sent eight members of the committee to the Higher Learning Commission Workshop on assessment. These eight representatives focused their efforts on determining the other general education measures that might best fit the college's needs for accurate information related to student learning, and determining how to measure the competency. The result of this became the current assessment plan for measuring general education on the RSC campus following consultation with the entire assessment committee.

Several changes were made to the general education measures for the college. Previously, the college measured the following competencies for general education: Critical Thinking, Effective Communication, Quantitative Literacy, and Technological Proficiency. One of these was measured annually on a rotating basis. This resulted in a four year cycle of measurement. After considerable discussion and research, the committee agreed to several changes to the general education assessment program.

The college assessment program is now on a three year cycle. In year one, **Effective Written Communication** is measured. In year two, **Quantitative Reasoning** is measured. It has yet to be determined what will occur in year three. We may allow divisions to select from a set of different competencies to assess, or we may choose to return to refocus on Effective Written Communication. This will be a point of discussion for 2013 – 2014.

The possibility of allowing divisions and/or departments to focus on competencies relevant to them arose from the need to assess student learning at a more specific and less general level. For example, business faculty were interested in financial literacy while nursing faculty were interested in measuring critical thinking. The decision was made that embedding a competency in the division/departmental level was an innovative way to investigate student learning as it applies to specific programs. This serves two purposes.

First, it would ensure that all faculty would be involved in the assessment process. Allowing faculty to determine the competency important to their programs assures the stakeholders that what we are assessing is being used to improve student learning. Second, by embedding the assessment of this competency in the core curriculum at the program level, it assists us in the eventual creation of program level assessment for all programs on campus.

The assessment committee continues to meet monthly on campus and has been integrally involved in using the information gained to improve student learning. Monthly emails were sent campus wide during the year to update faculty and staff on what was "happening with assessment". When results for the assessment of **effective written communication** were tabulated, these were sent as a "*stat of the week*" to all stakeholders in an effort to inform them of the results of our assessment program.

These results were disseminated throughout the campus and are being used by English faculty to discuss better ways to teach writing across the curriculum In the fall 2013, a general session was held for all faculty about "teaching effective writing" in all classes. Clearly the results of this assessment are being used to assist the College in improving upon the successful completion of its mission as it relates to General Education.

II-2. The Academic Assessment Committee replaced the previous four competencies with two consistently measured competencies and the possibility of one being selected from a set of three competencies well. In the past, both full-time and adjunct faculty members were asked to submit a plan of how they intended to assess their students, as well as provide a sample of the instrument that was used.

For the two general education measures, Effective Written Communication and Quantitative Reasoning, a different plan was devised. Part of the reason for this change was the determination that the previously used qualitative method suffered from threats to both reliability and validity. The committee determined that for the campus-wide general education measures, it would be better if the information gained could be viewed as both valid and reliable. Therefore, universal instruments will be used for measuring these two competencies.

The instrument for Effective Written Communication was created in collaboration with the English Faculty and the Assessment Committee (see attachment #1). The measure contains both objective and subjective items. The objective portion measures competencies related to grammar, punctuation and sentence construction. The subjective portion invited the respondent to write a short essay which was then graded by trained raters, who used a standardized grading rubric (see attachment #2). The training and grading rubric helped ensure inter-rater reliability.

A random sample of approximately 650 students was selected using traditional lecture sections as the means for selection. Sections were randomly selected until at least 650 students were included. This sample size was sufficiently large enough to allow for generalizability at the 95% level of confidence. The decision was made to not survey online classes for assessment based on the fact that only a small percentage of students (11%) do not enroll in both online and traditional classes. Thus, the committee determined that the sample selected is representative of the students to the campus and online classes, and the results are generalizable to all students.

The instrument for measurement of Effective Written Communication was distributed to 32 sections of various courses in spring 2013. The respondent's surveys were graded by trained raters using the standardized grading rubric. Point values were assigned and data were collated.

II-3. The Assessment Committee considered these issues prior to the development and distribution of the assessment instrument. It was determined that since one of the primary factors we were attempting to measure was improvement over time, that it would be best to obtain the scores in a variety of courses that likely would not have equal incentives to provide maximum effort.

The faculty administering the instrument were asked to read a statement which explained the purpose of the measure, encouraged the students to do the best they could, and noted that their efforts and results were very important to the school's administration.

Various statistical approaches to correcting for motivation were discussed. Ultimately, it was determined that using the data as collected was best since the ultimate goal over time was to improve upon our students' learning. Correcting, adjusting, and creating other methods for improvement would interject another type of measurement error. Therefore, it was felt that it was best to analyze the unadjusted and untreated data.

II-4. During fall 2013 faculty convocation, two workshops were held focusing on the improvement of writing competency across all divisions and all courses. It has been determined that to improve the writing ability of our students, all faculty must stress its importance to allow for student practice, and to show value to students. *"Why Write?"* was well attended by faculty. The discussion on this topic continues and campus awareness is at an all-time high.

Further, the English department is currently revising the content of their two freshman English Composition courses. This revision will focus far more on writing literacy. These changes will be significant as we focus our efforts on the improvement of our students' writing competencies.

Analyses and Findings

II-4. Since the Effective Written Communication Assessment was an anonymous measure, tracking student progress into the future is not directly possible. It should be noted, however, that our measure in future semesters will be used to make comparisons to evaluate changes, and measure the expected improvement, over time.

Further, given the numerous categories that we developed with this measure, we will be able to measure improvement across several sub-categories. In actuality, the measure itself provided significant insight into the differences in writing competencies across several groups.

It should also be noted that beginning Fall 2013, the RSC Assessment Committee has established an Educational Demographic measure that will be used to develop a profile of our students. This profile will help us understand our student's characteristics, behaviors, attitudes, and educational demographics. This measure was developed to better enable our institution to design offerings, services, and assistance to our students. (see attachment #3)

II-5. The Effective Written Communication Assessment was distributed in the Spring 2013 semester to sections in all divisions, most disciplines, in different time frames, and taught by adjunct and full-time faculty.

The instrument included two components to evaluate student's writing competency. The first portion (Objective Score) consisted of 25 sentences that the students were asked to evaluate and determine the accuracy of the sentence relevant to punctuation, sentence structure, and grammar. Students were asked to determine whether the sentence contained any errors. They were asked to identify the sentence as either correct, or incorrect. The second component required the student to write a paragraph (Subjective Score) describing their educational goals and plans for achieving them. They were asked to write the paragraph as if they were applying for a job.

The sample (n = 361) was analyzed across several variables that were also noted on a separate page. The data collected was analyzed over a period of time in great detail. A summary of the findings is shown below.

n	Objective Score	Subjective Score	Total Score
336 (valid)	59.63	48.16	50.52

The scores above were very disconcerting to the committee. However, after a follow-up measure indicated that students who were incentivized with a grade on the subjective measure scored 75.16, it was determined that the low score was mostly due to the lack of motivation to perform. We discussed several options (corrections, remeasure) and determined that it was best to maintain the data as collected, understand its flaws, and look to improve in the future.

One of the categories compared was the division in which the measure was administered. This data is shown below:

Division	n	Mean	Median
BIT	31	41.89	34.50
ES	102	48.76	47.75
HS	37	53.04	50.50
HU	97	53.67	52.50
SS	69	51.20	50.00

As indicated above, the scores across division did indicate some disparity. The two divisions that scored the highest, Health Sciences (HS) and Humanities (HU), were not surprising. Obviously, the Humanities Division is home to the English department and writing competency is stressed in all classes. These students likely felt a greater sense of motivation to do well on the papers, and the professors may have emphasized the importance of their efforts (although they were not supposed to). Further, the HS students' high scores can be explained by the quality of students who are in the classes. These students are admitted based upon their high aptitudes and academic standing, therefore, one would expect that their scores would be above average.

Another factor that was analyzed was differences across race/ethnicity. The table below illustrates those findings:

Race/Ethnicity	n	Mean	Median
White	217	51.77	50.5
Black	60	44.68	41.25
Hispanic	13	46.23	43.5
Native American	14	52.18	46.25
Multi	23	55.59	60.00

Lastly several comparisons were made between several other dichotomous variables. Among these: day students (n = 202, mean = 52.69) and night (n = 134, mean = 47.24); full-time professor (n = 189, mean = 51.85) and adjunct (n = 147, mean = 48.80); male (n = 141, mean = 48.45) and female (n = 192, mean = 52.11); married (n = 91, mean = 51.72) and single (n = 223, mean = 50.44); high school diploma (n = 294, mean = 50.23) and GED (n = 27, mean = 45.07); and completed English Comp I (n = 277, mean = 50.86) and not (n = 57, mean = 48.80).

These data, as a whole, will provide a starting point, or a benchmark. We are in continued discussions regarding its meaning and application to various settings. Ultimately, when this measure is distributed again, we hope that improvements are made across the board. If this does not occur, we will have a reason for further investigation.

Section III – Program Outcomes

Administering Assessment

III-1.

Degree Program	Capstone Course	Passed
Business and Information Technology Division		

Business Administration (AAS)
   General Business Admin.
   Human Resources Option
   Management Option
	BA 2523 -- Problem Solving
	BA 2191-4 -- Business Admin. Int.
	MGMT 2903 Management Seminar
		17 of 17
		4 of 4
		0 of 0

Computer Information Tech. (AAS)	CIT 2313 -- Systems Implementation and Development	6 of 7
Networking	CIT 1523 – Micro Hardware and Operating Systems	170 of 203
Networking CyberSecurity Certificates	#4011 – Information Security Prof. #4012 – Designated Approving Auth.	8 of 8

Degree Program	Capstone Course	Passed
	#4013 – System Admin. in System Security	8 of 8
	#4014 – Information System Security Officer	3 of 3
	#4015 – Systems Certifier	3 of 3
	#4016 – Risk Analyst	3 of 3
Paralegal Studies (AAS)	LS 2993 –Capstone Seminar	33 of 35
Health Sciences Division		
Dental Assisting (AAS)	HSDA 1353 – Practicum II	10 of 10 received Expanded Duty Permits State of OK- Board of Dentistry 10 of 10 passed Dental Assisting National Board CDA exam
Dental Hygiene (AAS)	HSDH 2405 – Dental Hygiene IV	11 of 11 passed written NDHBE exam 11 of 11 passed clinical exam WREB 11 of 11 passed Oklahoma State jurisprudence exam
Health Information Tech. (AAS)	HSHI 2332 – Health Information Seminar	4 of 14 have taken exam 4 of 4 passed RHIT NOTE: 2013 graduates are still taking exams
Clinical Laboratory Tech. (AAS)	HSCL 2606 – Clinical Laboratory Sciences III	12 of 15 passed ASCP; NOTE: 2013 graduates have not yet taken exams.
Nursing Science (AAS)	HSNS 2205 – Advanced Medical Surgical Nursing	NCLEX-RN 89 of 98 passed this year
Radiologic Technology (AAS)	HSXT 2614 – Analytical Radiologic Tech.	13 of 14 continued to 2nd year ARRT/12 of 12 grads passed
Respiratory Therapist (AAS)	HSRT 2334 – Respiratory Therapy Clinic III	21 of 22 passed first time, 2 have not yet taken the exam.

Degree Program	Capstone Course	Passed
Humanities Division		
English (AA)	ENGL 2502	10 of 10
Liberal Studies (AA)	Art Option: ART 2902 Theatre Option: TH 2902	9 of 10 5 of 5
Library Technical Assistant (AAS)	LTA 2001	3 of 4
Mass Communications (AA)	Journalism Option: JCOM 2213 Broadcast Option: BCOM 2292	13 of 14 3 of 3
Modern Languages (AA)	Spanish Option: SPAN 2223	6 of 8
Social Sciences Division		
Family Services and Child Care (AAS)	FSCD 2233 Practicum in FSCD	40 of 42

NOTE:
RHIT: Registered Health Information Technician Examination
NDHBE: National Dental Board Hygiene Board Examination
WREB: Western Regional Clinical Dental Hygiene Exam
NCLEX-RN: NCLEX-Registered Nurse Examination
ASCP: ASCP National Board
DANB: Dental Assistants National Board
CRT: Certified Respiratory Therapist Test
ARRT: American Registry of Radiologic Technologists

Analyses and Findings

III-2. Program outcomes are evaluated using direct and indirect measures to provide information to faculty about whether students have accomplished the program objectives. Direct measures include capstone projects, internships or capstone classes. When students successfully complete a capstone course, students are able to apply and demonstrate mastery of the knowledge needed in that particular discipline. Mastery demonstrates appropriate preparation for students to transfer into a baccalaureate degree program, or enter the job market.

Indirect measures provide validation that students have accomplished the program objectives. Indirect measures include: results from graduate surveys, employer surveys, external licensure examinations, and transfer reports. Graduates who have responded to past surveys have appeared to be very satisfied with their education. Data is reviewed by faculty and, in the case of technical programs, by advisory committees for the purpose of identifying strengths, challenges, and opportunities. Responding to advisory committee recommendations, faculty revise courses and programs to reflect the current requirements in the job field expressed by the advisory committee.

Recommendations are forwarded through the approved College curriculum review and approval process.

External licensure examination is required of many graduates particularly of technical programs in allied health. Passing a state or national licensing exam demonstrates that the graduate possesses the necessary knowledge needed to become a successful employee.

Other Assessment Plans

III-3. In response to the annual assessment of academic programs, the College curriculum is continually reviewed. Recommendations for revision are made through the approved College curricular processes. Recommendations are collected from faculty, program advisory committees, external accreditation agencies, student satisfaction surveys, and from faculty responses to the College-wide student assessment program objectives. A detailed review and approval process for each recommendation begins with division faculty, moves through division and college curriculum committees, to the Vice President for Academic Affairs, to the President, and to the Board of Regents, when appropriate. Approved action is submitted to the State Regents.

The division and college curriculum committees continue to review the academic programs, courses, and scheduling to help ensure the offerings are well aligned with the needs of the business sector, community, and various entities with which the college interacts. Numerous revisions have been made to the college schedule and degree plans to achieve this objective. In support of the state initiative, Complete College America, one of the most significant curricular changes was to embed certificate programs within several degree plans to provide students with a specific credential that could be highlighted when pursuing career objectives. Several AAS, AA, and AS programs and certificates were reviewed and forwarded to the Oklahoma State Regents for Higher Education for approval for continuance.

Lastly, a significant effort is underway on campus to update and revise our Expected Program Outcomes, Course Outcomes, and Course Objectives. This effort is focusing on a better alignment of our Course Objectives as they relate to Course and Program Outcomes. It has been determined that many of our course syllabi were in need of review and revision to better describe the expected learning for each of the classes.

Section IV – Student Satisfaction
Administration of Assessment

IV-1. During the revision of our Assessment Plan during the fall 2012 semester, it was discovered that ACT would no longer provide student satisfaction measures and analyses after the end of the year. At this point, we determined that it would be best for us, when considering costs and the need for focused research regarding the attributes of our campus, to develop our own measure. Therefore, we developed two measures that addressed the needs of Rose State College.

The students were selected randomly by course section. To select students, the sampling of students was determined by randomly selecting sections of courses across campus. This was designed to help ensure equal representation and that the various demographic factors were represented.

Approximately 350 students completed each of the two measures: the Facilities Assessment and the Services Assessment. Different sections of classes were selected for each sampling.

IV-2. As seen in attachment #4, the questions were comprehensive and the information collected was rich. Several comments made by students provided guidance for improvement in our services, programs, and facilities. One measure addressed satisfaction with facilities' and the other focused on services.

As noted, the majority of the scores were very similar, scoring in the 3.6 – 3.9 range. Some high scores were noted in building cleanliness, the computer labs, and the exterior of our buildings. As expected, the campus bathrooms were rated low, but that is being addressed.

Much of these analyses were used in meetings regarding the needs of the divisions, campus, and various offices. It should be noted that the overall satisfaction with campus facilities and services were deemed at least acceptable.

IV-3. As a result of this and recent assessments, the campus Math Lab was remodeled. Several changes were made to the furnishings, lighting, and painting. The feedback that has been received to this point has been very positive. A mural was painted in the entryway depicting mathematical models and their applications.

It was discovered that two divisions stood out and have been noted. One, the Social Sciences Division, scored high in the area of service(s) to students. Much discussion focused on an explanation as to why this has occurred. One result of this discussion has been to refocus our efforts on "customer" service and providing timely, accurate service to our students.

The other area, this one a concern, had to do with the dissatisfaction of students with our Engineering Technology Building. Given the pending capital investment funded by a $22 million bond issue, many of these needs will soon be addressed.

It should also be noted that many issues were raised regarding the bathrooms on campus. Again, these issues will be addressed with the pending bond issue.

Considerable discussion has begun on campus regarding the findings of the various assessments that have occurred over the year. As previously noted, the Educational Demographic measure is expected to provide great insight into our students behaviors, attitudes, and expectations regarding their education and Rose State College.

ATTACHMENTS

Effective Written Communication Assessment

INFORMED CONSENT FORM FOR ASSESSMENT RESEARCH BEING CONDUCTED UNDER THE AUSPICES OF ROSE STATE COLLEGE.

DESCRIPTION OF THE STUDY: *The study is designed to determine student's ability to effectively communicate through written language. The person directing this project is John Carl, 733-7524. This document defines the terms and conditions for consenting to participate in this study.*

RISKS AND BENEFITS: *Identities of participants in the study will be kept anonymous. There are no obvious risks associated with non-participation in the study. Students will potentially receive many benefits from completing the survey as their beliefs can impact the future of the college and its programs.*

CONDITIONS OF PARTICIPATION: *Participation is voluntary. Refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled. Furthermore, the participant may discontinue participation at any time without penalty or loss of benefits to which the participant is otherwise entitled.*

CONFIDENTIALITY: *Findings will be presented in aggregate form with no identifying information. By taking this instrument, the student affirms that s/he has read the terms and conditions of the study and agrees to participate in it.*

Directions: Please answer the following questions.

Part A: Please complete the following demographic information

_____ 1. What is your age?

_____ 2. What is your gender?

_____ 3. Which best describes your race:

a.	Caucasian	e.	Native American
b.	Black	f.	Hawaiian/pacific islander
c.	Hispanic	g.	Multi-racial
d.	Asian		

_____ 4. What best describes your marital status:

     a. Single
     b. Divorced
     c. Married
     d. Widowed

_____ 5. How many college hours for credit hours have you completed at Rose State College?

_____ 6. How many college hours are you currently enrolled in?

_____ 7. How many college hours have you completed at other colleges?

_____ 8. Do you have a:

     a. GED
     b. High school diploma
     c. Neither

_____ 9. At this point in your academic career have you earned a C or better in English Comp 1?

     a. Yes
     b. No

_____ 10. Have you taken this assessment tool in another class this semester?

     a. Yes
     b. No

Part B: Please mark A if the sentence is correct or B if it contains a grammatical error.

_____ 1. Neither my cousin nor his parents ever thinks about home security.

_____ 2. On his vacation, Jim likes to visit museums, splashing in the ocean, and eating junk food.

_____ 3. Martha is taller than her.

_____ 4. Scampering through the forest, the hunters saw two rabbits.

_____ 5. My co-workers and myself would like to arrange a meeting with the management.

_____ 6. If you want to make a good grade, you must study for at least a week.

_____ 7. Gina would like to go to New York City, but she cannot afford it.

_____ 8. Especially a small child who is afraid of the water.

_____ 9. The computer company has a reputation for being extremely generous to their employees, therefore, there are many people who are waiting to work there.

_____ 10. The reason being a resistance to facing the truth about herself.

_____ 11. Frank wanted to eat pancakes, however, he was out of syrup.

_____ 12. Visiting Mexico for the first time, Fred did not realize he should not drink the water.

_____ 13. Each of my uncles visit Jamaica once a year.

_____ 14. I saw a girl driving a sports car wearing a bikini.

_____ 15. Harold reached the elevator before the doors closed, so he arrived on time for his interview.

_____ 16. Everyone should study their history notes before the exam next week.

_____ 17. The people in the car didn't realize there tire was flat.

_____ 18. Minnie and she want to know if you can go to the fair next week they are trying to make plans.

_____ 19. Whom are you taking to the dance on Saturday?

_____ 20. Neither of my sisters thought they could win the race.

_____ 21. Mrs. Jones will not tell you what is going to be on the test, nor will she give you a study guide.

_____ 22. Frank was angry because he was the last person chosen for the team.

_____ 23. Monday is the last day to sign up, the line will be long.

_____ 24. I was going to watch the end of the movie, but I got home to late.

_____ 25. Janie touched the dog and wondered why it's fur was sticky.

Part C: On the paper provided, please write a formal and well organized paragraph as if you were applying to a scholarship program on the topic below.

Topic: Describe your educational goals and how you plan to achieve them.

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Scoring Rubric for **Written Communication** Assessment

Criteria	0 (Unsatisfactory)	3.5 (Satisfactory)	5 (Outstanding)	Weight	Possible Points
Paragraph Development	The topic is under-developed by the lack of specific details, reasons, and examples.	The topic is somewhat developed using a few specific details, reasons, and examples.	The topic is thoroughly developed using many specific details, reasons and examples.	x6	30
Paragraph Organization	The paragraph does not contain a clear topic sentence, is not logically organized, lacks transitional elements, and does not contain a concluding sentence.	The paragraph is loosely organized and may be lacking one of the following: a clear topic sentence, transitional elements, or a concluding sentence.	The paragraph contains a clear topic sentence, is organized logically, contains transitional elements, and contains a concluding sentence.	x5	25
Major Sentence Errors: Fragments, comma splices, and run-ons	Contains two or more errors	Contains one error	No errors	x2	10
Other Grammatical/Spelling Errors: Pronoun errors, agreement errors, modifier errors, apostrophe errors, usage errors (their/there), other spelling errors	Contains two or more errors	Contains one error	No errors	x1	5
Writing Style	The paragraph is very informal. Little to no variety in sentence structure. May use abbreviations, slang expressions or clichés. The writer sometimes selects words that are not accurate or appropriate. Writing may be choppy or repetitive.	The paragraph uses somewhat informal language. Little variety in sentence structure. Evidence of a limited vocabulary.	The paragraph is written in a formal writing style with variety in sentence structure. Evidence of a broad vocabulary. No use of abbreviations, slang expressions, or cliché's.	x1	5

Total Points: 75

INFORMED CONSENT FORM FOR ASSESSMENT RESEARCH BEING CONDUCTED UNDER THE AUSPICES OF ROSE STATE COLLEGE.
Educational Demographics

DESCRIPTION OF THE STUDY: The study is designed to assess the characteristics of students who attend Rose State College. The person directing this project is Jeff Caldwell (736-0243). This document defines the terms and conditions for consenting to participate in this study.

RISKS AND BENEFITS: Identities of participants in the study will be kept anonymous. There are no obvious risks associated with non-participation in the study. Students will potentially receive many benefits from completing the survey as their beliefs can impact the future of the College and its programs.

CONDITIONS OF PARTICIPATION: Participation is voluntary. Refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled. Furthermore, the participant may discontinue participation at any time without penalty or loss of benefits to which the participant is otherwise entitled.

CONFIDENTIALITY: Findings will be presented in aggregate form with no identifying information. By completing this instrument, the student affirms that s/he has read the terms and conditions of the study and agrees to participate in it.

Directions: (fill in the blank or circle the answer)

1. Age _____   2. Gender (Male/Female)   3. Marital Status (Married/Single)
4. Race/Ethnicity

    a. Caucasian   d. Asian

    b. Black   e. Multi-racial

    c. Hispanic   f. Other

5. Which of your parents have college degrees? (father – mother – both – neither)
6. Which do you have? (GED – high school diploma – neither)
7. High school graduated from/attended _____
8. Current College Degree Major _____
9. Current College GPA _____
10. College Credit Hours Completed _____
11. When do you expect to receive the degree you are currently seeking?

    a. This semester   d. 2 – 3 years

    b. Next semester   e. not graduating

    c. 1 - 2 years   f. Uncertain

12. Do you own/lease a car? (Yes/No)
13. How many of your children live in your household? _____
14. Do you have to pay for childcare in order to attend classes? (Yes/No)

    a. If yes, how much do you pay per week? _____

15. Are you currently in the military? (Yes/No)

16. Do you expect to transfer to a 4-year university? (Yes/No)

17. Will you be receiving your associates degree or certificate from Rose State College? (Yes/No)

18. How many hours do you typically work per week for pay? _____

19. How many miles is your residence from Rose State? _____

20. In what city/town is your residence? _____

21. Do you have regular access to (check all that apply):

    a. _____ a home computer

    b. _____ a laptop

    c. _____ a smartphone

    d. _____ a netbook or tablet (iPad, Kindle, etc.)

    e. _____ high-speed internet at my home

    f. _____ high-speed internet access at a convenient location other than my home

22. Which best describes your household earned income?

    a. $0 – $24,999

    b. $25,000 – 49,999

    c. $50,000 – $74,999

    d. $75,000+

23. What % of your financing for college comes from the following? (must sum to 100%)

    a. _____ Self-Financed   d. _____ Grants

    b. _____ Parents   e. _____ Scholarships

    c. _____ Student loans   f. _____ GI Bill

24. Regarding books for your classes, what % do you (must sum to 100%)?

    a. _____ Buy printed   d. _____ Use LRC copy

    b. _____ Buy digital   e. _____ Not use

    c. _____ Rent

Opinions/Attitudes: On a scale of 1 – 10 (10 = always/very important/strongly agree; 1 = never/very unimportant/strongly disagree), write your response to the following questions:

1. _____ My high school experience adequately prepared me for college.
2. _____ My ethical behavior will increase my chances of success.
3. _____ I benefit from studying with other students.
4. _____ I feel comfortable asking my professors for help outside of class.
5. _____ I seek help from faculty during class when I do not understand something.
6. _____ I seek help from faculty outside of class time when I do not understand something.
7. _____ The effort I put forth in college will be worthwhile.
8. _____ My college education will have a positive impact on my income earning potential.
9. _____ I believe good writing skills will improve my income earning potential.
10. _____ I believe good quantitative reasoning skills will improve my income earning potential.
11. _____ I am satisfied with the quality of education I receive at Rose State.
12. _____ Educational quality at RSC is better than other local community colleges.
13. _____ I have a well-defined educational goal.
14. _____ I have been successful in achieving my goals.
15. _____ I am confident that I will be successful in my classes.
16. _____ I am confident that I will be able to achieve my future educational goals.
17. _____ Showing up to class on time improves my learning.
18. _____ Professors' use of D2L improves my learning.
19. _____ Classroom attendance improves my learning.
20. _____ College textbooks improve my learning.
21. _____ PowerPoint presentations improve my learning.
22. _____ Online classes are academically rigorous.
23. _____ Traditional on-campus classes are academically rigorous.
24. _____ Students learn well in online classes.
25. _____ Students learn well in traditional on-campus classes.
26. _____ Learning information from my classes is important to me.
27. _____ I enjoy learning new information.
28. _____ I enjoy being challenged in my classes.
29. _____ The information I learn in my classes will benefit me in the future.
30. _____ Receiving a good grade in my classes is important to me.
31. _____ I am familiar with financial aid resources.
32. _____ I seek assistance from an advisor when I enroll in my courses.
33. _____ I understand the process of transferring to a 4-year university.
34. _____ I believe I will succeed if/when I transfer to a 4-year university.
35. _____ I am familiar with important enrollment deadlines.

36. _____ I understand the procedure for enrolling in a course.

37. _____ I understand the procedure for withdrawing from a course.

38. How important were the following factors in determining your choice to attend RSC?

    a. _____ Lower tuition costs

    b. _____ Location – close proximity to home/work

    c. _____ Family/friends attending

    d. _____ Quality of program(s)

    e. _____ Did not qualify for university

    f. _____ Need to raise GPA

    g. _____ Scholarship Award

Student Traits (fill in the blank or circle the answer)

1. Typically, I study _____ hours for a course exam.

2. Typically, I am absent from class _____ times per course for various reasons.

3. I usually take _____ credit hours of class work per semester.

4. I have taken _____ online classes (number of classes).

5. Typically, I spend _____ hours texting each day.

6. Typically, I spend _____ hours playing video games each day.

7. I usually put forth _____% effort in my college classes at RSC.

8. Typically, I spend _____ hours studying each day.

9. Typically, I pay attention to the professor _____% of the time I am in class.

10. On average, I refer to the syllabus _____ times each semester to answer questions about a class.

11. I believe _____ % of student cheat in classes taught in the classroom.

12. I believe _____ % of students cheat in classes taught online.

13. Within the last year, I have plagiarized someone's work and turned it is as my own. (Yes/No)

14. The most significant barrier to me achieving my goals in college is _____

_____.

15. How can Rose State better assist you in achieving your goals? _____

_____.

16. Have you completed one of these surveys in another class? (Yes/No)

Assessment of Facilities
Page 1

Please rate the facilities on the right using the following scale

5 – Excellent
4 – Acceptable
3 – Average
2 – Below average
1 – Poor
N – No information

	Business Building	Humanities Building	Communications Center	Social Sciences Building	Student Center (Cafeteria & bookstore) Building	LRC-Library	Student Services Building	Wellness Center	Administration Building	Science and Math Building	Engineering Technology Building	Health Sciences Building	Allied Dental Education Building	Health/Environmental Science Building
1. Cleanliness	4.05	4.00	4.12	3.98	4.08	4.15	4.14	4.27	4.24	3.85	3.95	4.37	4.13	4.12
2. Exterior of building	3.84	3.76	3.93	3.77	3.84	3.84	3.84	3.91	3.92	3.62	3.73	4.25	3.94	3.97
3. Interior visual appeal	3.46	3.43	3.67	3.43	3.65	3.68	3.65	3.89	3.71	3.32	3.42	4.14	3.61	3.76
4. Student social gathering spaces	3.29	3.29	3.51	3.32	3.82	3.72	3.57	3.63	3.55	3.24	3.32	3.97	3.49	3.69
5. Study areas	3.24	3.24	3.44	3.30	3.64	3.83	3.48	3.51	3.47	3.24	3.19	3.88	3.41	3.58
6. Classroom technology	3.71	3.47	3.62	3.50	3.61	3.74	3.64	3.71	3.71	3.47	3.49	3.99	3.58	3.70
7. Effective signage	3.64	3.60	3.68	3.63	3.70	3.77	3.77	3.80	3.77	3.52	3.66	3.97	3.68	3.75
8. Bathrooms	2.90	2.94	3.21	2.92	3.28	3.08	3.20	3.34	3.34	2.86	3.01	3.76	3.35	3.44
9. General maintenance	3.65	3.64	3.74	3.62	3.78	3.78	3.74	3.86	3.81	3.52	3.59	4.04	3.72	3.81
10. Classrooms are comfortable	3.68	3.67	3.75	3.61	3.80	3.85	3.78	3.82	3.84	3.56	3.63	4.04	3.84	3.93
11. Computer labs	3.80	3.68	3.77	3.74	3.70	3.93	3.78	3.86	3.83	3.66	3.65	4.06	3.84	3.91
12. Parking near the building is:	3.51	3.43	3.61	3.48	3.47	3.47	3.53	3.73	3.59	3.49	3.53	3.40	3.62	3.63
13. Exterior lighting is:	3.46	3.56	3.53	3.58	3.65	3.64	3.63	3.66	3.70	3.48	3.48	3.88	3.50	3.77
14. Interior lighting is:	3.80	3.72	3.80	3.73	3.84	3.85	3.83	3.92	3.89	3.73	3.69	4.07	3.74	3.89

Assessment of Services
Page 1

Student Services

In answering the following questions please rate the **service** of each area using the scale to the right:

	Exceptional 5	Above Average 4	Average 3	Below Average 2	Poor 1	No Info N/I
1. Academic advisors in Student Services (Academic Advisement office)			3.75			
2. The Welcome Center			3.86			
3. The Financial Aid office			3.68			
4. Admissions and Records office			3.85			

Comment:

General Questions: Student Affairs

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	No Info N/I
5. We have enough intramural sports on campus.			3.28			
6. The admissions procedures were easy to follow.			3.96			
7. I enjoy Raider Days activities.			3.57			
8. I know about clubs on campus.			3.14			
9. I have joined clubs on campus.				2.50		
10. Enrolling in the college was a smooth process for me.		4.01				
11. I received accurate information about scholarship availability.			3.27			
12. I received accurate information about Pell Grants.			3.41			
13. The information contained in the Student Handbook is valuable.			3.78			
14. When I need assistance, I know whom to ask.			3.59			
15. I feel welcome on campus.		4.06				
16. Students have a voice in running this campus.			3.47			

Comment:

General Questions: Academic Affairs

Business & Info Tech (If you have never been in this division, please skip to #22)

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Info
17.	The service in the Business & Info Tech Division office is helpful.			3.70			
18.	The Business & Info Tech Division academic advisor(s) provide accurate information.			3.69			
19.	The faculty in the Business & Info Tech Division are supportive.			3.87			
20.	The Business & Info Tech Division faculty are available to me outside of class.			3.79			
21.	The schedule of classes in the Business & Info Tech Division meets my needs.			3.73			

Comment:

Engineering & Science (If you have never been in this division please skip to #28)

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Info
22.	The service in the Engineering & Science Division office is helpful.			3.82			
23.	The Engineering & Science Division academic advisor(s) provide accurate information.			3.78			
24.	The faculty in the Engineering & Science Division are supportive.			3.81			
25.	The Engineering & Science Division faculty are available to me outside of class.			3.75			
26.	The schedule of classes in the Engineering & Science Division meets my needs.			3.79			
27.	Labs are adequately equipped.			3.84			

Engineering & Science (Continued)

Comment:

Health Sciences (if you have never been in this division please skip to #34)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Info
28. The service in the Health Sciences Division office is helpful.			3.84			
29. The Health Sciences Division academic advisor(s) provide accurate information.			3.67			
30. The faculty in the Health Sciences Division are supportive.			3.90			
31. The Health Sciences Division faculty are available to me outside of class.			3.92			
32. The schedule of classes in the Health Sciences Division meets my needs.			3.91			
33. Labs are adequately equipped.		4.01				

Comment:

Humanities (if you have never been in this division please skip to #39)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Info
34. The service in the Humanities Division office is helpful.			3.84			
35. The Humanities Division academic advisor(s) provide accurate information.			3.93			
36. The faculty in the Humanities Division are supportive.			3.99			
37. The Humanities Division faculty are available to me outside of class.			3.91			
38. The schedule of classes in the Humanities Division meets my needs.			3.95			

Humanities (Continued)

Comment:

Social Sciences (If you have never been in this division please skip to #45)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Info
39. The service in the Social Sciences Division office is helpful.		4.06				
40. The Social Sciences Division academic advisor(s) provide accurate information.			3.95			
41. The faculty in the Social Sciences Division are supportive.		4.08				
42. The Social Sciences Division faculty are available to me outside of class.		4.01				
43. The schedule of classes in the Social Sciences Division meets my needs.		4.04				
44. Labs are adequately equipped.			3.91			

Comment:

LRC – Library (If you have never been in the LRC please skip to #48)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Info
45. The service in the Learning Resources Center (LRC) is helpful.		4.30				
46. The Learning Resources Center (LRC) staff provide accurate information.		4.24				
47. The LRC's tutoring services meet my needs.		4.10				

Comment:

Wellness Center (if you have never used the wellness center please skip to #50)

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Info
48.	I can find a class to take at the Wellness Center that meets my schedule.		4.02				
49.	The staff who work at the Wellness Center are friendly.		4.23				

Comment:

General Questions: Business Affairs

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Info
50.	Services provided by the Cashiers office meet my needs.			3.97			
51.	I feel safe when I'm on campus.		4.10				
52.	Campus security is visible.			3.58			
53.	The cafeteria menu meets my needs.			3.53			
54.	The food service at Java Rose meets my needs.			3.66			
55.	The vending machines provide adequate options.			3.47			
56.	I find the staff at the bookstore to be helpful.			3.99			

Comment:

General Questions: Overall Campus

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Info
57.	Faculty are friendly.		4.24				
58.	Faculty care about my academic success.		4.11				
59.	Classes are scheduled at convenient times for me.		4.04				
60.	It's easy for me to self-enroll via the OASIS system.		4.01				
61.	I understand how to use D2L.		4.42				
62.	There is adequate help on campus to help me use D2L.		4.20				
63.	The WIFI system is easy to use.			3.63			
64.	The campus is welcoming.		4.13				

Comment: