

ROSE STATE COLLEGE

EVIDENCE FILE

File Designation	4B_20211201_Annual Assessment Report_20-21
Criterion Title/Number	4. Teaching and Learning: Evaluation and Improvement
Core Component Statement Number	4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.
Document Title	Annual Assessment Reports
Department Title	Academic Affairs
Unit Title	Assessment Committee
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The College Assessment Committee summarizes assessment initiatives, results, analysis of data, and changes made in response to data in annual reports, which are posted on the college website.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Annual Student Assessment Report of 2020-21 Activity

This template is to assist institutions in compiling the Annual Student Assessment Report. Institutions' response/rationale should follow each criteria of the policy (*Student Assessment and Remediation 3.20*). All information is to be submitted electronically as email attachments. No documents, other than a transmittal letter from the President to Chancellor Glen D. Johnson, will need to be printed and delivered.

Please submit by **December 3, 2021**.

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement (*Student Assessment and Remediation 3.20.4*)

Activities

- I-1. What information was used to determine college-level course placement. Please report the specific multiple measures your institution used for FY 2020-2021 (e.g., high school GPA and CPT cut scores)?

A new Multiple Measures Placement Guide was approved for use starting in the Fall 2020 semester. The new Placement Guide was developed and proposed in 2019 by a team consisting of faculty members from math, reading, and English. The team researched national studies and analyzed data of Rose State College students. They collaborated with Admissions, Advising, Testing, Information Technology, Institutional Research, and other faculty to create a Multiple Measures Placement Guide. The Guide includes individual student self-evaluations in addition to high school GPA, ACT, SAT, or ACCUPLACER scores to determine initial course placement. Additionally, during the 2020-2021 academic year, Rose State College was approved to participate in the test-optional pilot program by the OKSRHE, with implementation starting in the Fall 2021 semester.

Results from these measures aid the academic advisors in enrolling and maneuvering students through the appropriate academic and/or skill-building pathway. Additionally, ACCUPLACER is the primary assessment and placement tool for non-traditional students. If a student declines the ACCUPLACER assessment and is without applicable ACT/SAT scores and/or previously completed college-level coursework, the student will be placed into the foundational level of developmental coursework.

If a student is placed into college-level coursework but would prefer to enroll in developmental coursework, the student is free to do so.

The Multiple Measures Placement Guide for 2020-2021 is provided in the attached document. ***See: Multiple Measures Placement Guide**

I-2. How were students determined to need remediation (e.g., CPT cut scores or advising process)?

Prior to joining the test-optional pilot program, Rose State College relied on recent (within 3 years) ACT/SAT score, high school GPA, and previous college-level coursework completion as the primary methods for assessing the college-level course placement of incoming and returning students. If that information remains unavailable or fails to provide an accurate portrait of students' skill sets, students may complete the Next-Generation ACCUPLACER. Results from that assessment aid the academic advisors in enrolling and maneuvering students through the appropriate academic and/or skill-building pathway. Additionally, ACCUPLACER is the primary assessment and placement tool for non-traditional students. If a student declines the ACCUPLACER assessment and is without applicable ACT/SAT scores and/or previously completed college-level coursework, the student will be placed into the foundational level of developmental coursework.

If a student is placed into college-level coursework but would prefer to enroll in developmental coursework, the student is free to do so.

In the reading and developmental writing courses, professors also provide a diagnostic within the first two weeks to help ensure accurate placement.

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

The Enrollment and Specialized Testing (EAST) center at Rose State College provides support to students seeking to demonstrate their preparedness for standard college courses and pathways via the ACT, the DSST program, and ACCUPLACER. This material can be accessed in the testing center or online at:

<https://www.rose.edu/content/admissions-aid/enrollment-and-specialized-testing/>

In addition to the resources provided by EAST, various campus entities strive to make information available to students that increases the likelihood they will transition through the developmental education program in a timely fashion. Co-requisite courses are available in math and English to allow for more timely completion of developmental and college level course work. The on-campus Tutoring Center is staffed by knowledgeable assistants and full-time faculty to help students on an as-needed basis. The Writing and Reading Labs at Rose State College offer review assistance for the ACCUPLACER. Additionally, the English Department recently revised the Bridge Program and conducted a Writing Lab Bridge course designed to assist graduating high school students by strengthening their skills and knowledge in reading and writing, allowing them to enter their freshman years in higher education with increased confidence of success. Finally, the Office of Student Success offers study skills workshops, learning styles assessments, and other interventions to connect students with resources to ensure their success.

- I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2020-2021 (e.g., high school GPA and CPT cut scores).

Eligibility to enroll in college-level courses is primarily determined by high school GPA, ACT, SAT, or Next-Generation ACCUPLACER scores, in accordance with the Multiple Measures Placement Guide. Students who miss the minimum placement score by a small margin may be directed toward an appropriate co-requisite course in English or math.

Two co-requisite options are offered for English skill building. For students requiring moderate English skill building, a full-semester co-requisite course is offered to be taken in conjunction with Composition I. For students requiring minor English skill building, a shortened English developmental course is offered during interim sessions. Students who successfully complete the interim course may continue directly to Composition I. Students are only required to take a full-semester standalone English developmental course if a major need for skill building is displayed.

Co-requisite math classes are designed to be taken simultaneously with the corresponding college-level math course, allowing students immediate access to credit-bearing course work. Three distinct co-requisite math courses are available to align with the college's three different math pathways: STEM Pathway, Non-STEM Pathway, and Functions Pathway.

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

If ACT/SAT scores are unavailable or fail to provide an accurate portrait of students' skill sets, students may complete the Next-Generation ACCUPLACER. Results from that assessment aid the academic advisors in enrolling and maneuvering students through the appropriate academic and/or skill building pathway. Next-Generation ACCUPLACER is the primary assessment and placement tool for non-traditional students.

Analyses and Findings

- I-6. Describe analyses and findings of student success in both 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 as a result of findings.

In an effort to collect data on various Complete College America (CCA) initiatives, please complete the additional questions addressing developmental and co-requisite placement.

Complete the Online Reporting Form: <https://forms.gle/hUHBrjmoLM8yoaf1A>.

Faculty and enrollment staff have collaborated to improve upon best placement practices by examining placement metrics and course pass rates. Additionally, the Developmental Education Success Committee (DESC) regularly evaluates and discusses the effectiveness of existing placement procedures. It was found that examining only test scores (ACT/SAT or ACCUPLACER) for placement did not provide a complete representation of a student's academic ability. A combination of internal and external research resulted in the development of a Multiple Measures Placement Guide that utilizes additional placement metrics including high school GPA and student self-assessment of academic skills. Examination and consideration of the high school GPA may provide a more holistic assessment of students' academic capabilities. Incorporating students' self-assessment of

academic skills is intended to promote engagement in the placement process and provide the advisor with additional information.

The Multiple Measures Placement Guide was approved for use starting in the Fall 2020 semester. Because of the COVID-19 pandemic, producing reliable data on the efficacy of new placement measures has been challenging. However, feedback from advisors has provided insight for improving the existing format of the Multiple Measures Placement Guide, and modifications for the 2021-2022 academic year are being made in response to this feedback. Under the guidance of the College Placement and Testing Committee, faculty, enrollment staff, and the Developmental Education Success Committee will continue to evaluate the effectiveness of placement procedures with the Multiple Measures Placement Guide.

Section II –General Education Assessment (*Student Assessment and Remediation 3.20.5*)

Administering Assessment

II-1. Describe the institutional general education competencies/outcomes and how they are assessed.

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

Presently, the specific General Education Outcomes (GEOs) that are measured include:

Written Communication: Written Communication is the ability to compose a quality written document on a collegiate level. Such communication includes the following characteristics:

- Development of a Central Idea
- Diction
- Organization
- Support
- Sentence Structure
- Grammar and Mechanics

Quantitative Reasoning: Quantitative Reasoning refers to the ability to analyze information when presented either numerically, or in formulas, graphs, or tables, and to critically evaluate and interpret that information for solving problems, making predictions, or drawing conclusions.

Students who demonstrate quantitative reasoning skills will be able to:

- Identify relevant mathematical information, and select appropriate methods to answer questions of a numerical nature.
- Express and/or evaluate quantitative relationships using graphs, charts, or formulas.
- Evaluate representations and inferences that are based on quantitative information, and recognize questionable values or assertions.

Diversity Awareness: Diversity Awareness is a mindset characterized by one's willingness to work toward a climate of mutual respect and acceptance of individual differences that include race, culture, ethnicity, gender, sexual orientation, socioeconomic status, age, physical and cognitive abilities, spiritual beliefs, political beliefs, and other ideologies.

Students who demonstrate diversity awareness will be able to:

- Evaluate the effect that Rose State College's classes, events, workshops, and programs have had in heightening awareness, knowledge, or appreciation of people who represent a different race, ethnicity, gender, sexual orientation, physical or cognitive ability, spiritual belief, or political belief or ideology.
- Recognize one's own comfort level when relating to people of various backgrounds and identify resources on campus that might help to raise that comfort level.
- Determine how students' differences affect their relationships with others at Rose State College.
- Promote an inclusive, open-minded culture that embraces diversity.
- Practice respect for people with qualities and experiences different from one's own.
- Appraise the value of working cooperatively with people from various backgrounds and life experiences.
- Analyze one's own perception of discrimination on campus, in the local community, and on the national level.

The Rose State College Assessment Committee continually refines the measurement of the institution's General Education Outcomes. To date the committee has assessed Effective Written Communication and Quantitative Reasoning at least three times. The third General Education Outcome, Diversity Awareness, was assessed for the first time in Spring 2021, replacing the former GEO of Global and Cultural Awareness.

The strategy for assessing these three outcomes is based on the principle that the evaluation of General Education Outcomes does not rest solely within the disciplines most closely related to each of those outcomes. Instead, these outcomes are emphasized across the General Education curriculum and students' educational experiences at RSC. Consequently, the College Assessment Committee has designed measures for each outcome, and these measures are distributed to all students on a 3-year rotation.

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

Initially, the Assessment Committee's dedication to universally applying the institution's General Education Outcomes resulted in an assessment procedure that randomly selected course sections across the campus in the sample term, using internally developed measures. The instruments were developed, pilot tested, and analyzed for internal and external validity. Following this stringent process, randomly selected sections and students were administered the assessment instruments, which were designed to score/assess the students' competency at that time. The committee dispensed the measures during spring semesters to allow for the greatest exposure to instruction and completion of coursework. Professors distributed the instruments in class, allowed time for completion, and then collected and turned them back to the Office of Academic Affairs for scoring and analysis.

Demographic questions included with each assessment provided valuable analytical vectors which the institution used to draw conclusions regarding student academic success. Most notably, the number of credit hours completed and expected semester of graduation allow administrators to analyze the competencies at various stages of our students' academic journey, as well as in relation to their academic classification. Other demographic questions, such as those querying student study habits, technological capabilities, and access to services,

provided meaningful comparisons and data sets that influenced policy making and policy analysis within Academic Affairs.

Beginning in Spring 2018, all demographic and GEO surveys were distributed across campus electronically using the Scantron/Class Climate system. The hope was that student participation in the surveys and data collection efforts would increase significantly. Indications so far illustrate that more students participate in the assessment process using the online survey practices than was true of the traditional randomized course selection process with paper surveys.

Current Assessment Methodology: Using specified expectations and the error tolerance for the data, it was determined that a carefully timed bulk email to the entire campus student population would be efficient and effective. This alleviated a challenge that assessment efforts at RSC had labored under in previous years -- the over-assessment of students and the burden of data collection and analysis by faculty. The current selection process and administration of the measure now involves:

1. All course sections are selected in a given semester for analysis
2. The goal is to achieve a participation level of around 10% of the RSC student population.
3. The Scantron/Class Climate program allows assessment personnel and college administrators to track the level of participation, send out email reminders, and post messages discussing the assessments and their importance in our learning management system, Canvas.
4. All assessment measures have a set of demographic questions that are used for comparative and analytical purposes. These demographic questions are refined or augmented annually by the committee to increase the usefulness of the data collected and allow for extended analysis of learning outcomes.
5. The Office of Institutional Effectiveness analyzes the data and provides several reports to the campus and community regarding the findings. These reports include observations and comparisons across time and other demographic factors. This analysis provides opportunities for various disciplines to discuss and recommend appropriate actions for improvement of student learning.

II-3. Describe strategies used to motivate students to substantively participate in the assessment.

The Assessment Committee continually seeks to increase thoughtful student participation in all areas of assessment. These efforts, in light of the current online dissemination of assessment measures, will likely be less onerous in some ways but more challenging in others.

Rose State College faculty are strongly encouraged to remind students of their valuable role in the assessment process and to encourage them to take ownership in the role. In some instances, faculty offered extra credit to those students who could demonstrate that they had completed a survey or evaluation, such as by asking students to send them a screenshot of the notice of completion generated by the program. Institutionally, the assessment administrators use email and Canvas announcements to explain the purpose of the assessments, encourage the students to provide maximum effort and honesty, and to note that the students' efforts and results remain very important to the school's administration.

II-4. What instructional changes occurred or are planned in response to general education assessment results?

Data on General Education Outcomes assessment leads directly to curriculum revisions within academic programs, changes in class offerings within academic disciplines, and more

creative course scheduling strategies by administrators. Additionally, data gained from the instruments guides decisions on placement measures and placement scores.

Following the Spring 2020 assessment of Quantitative Reasoning, a number of minor content adjustments were made to the developmental math and General Ed math courses. Additionally, efforts to increase the number of corequisite sections available along all three math pathways have been implemented, and an online section for Functions and Modeling has been introduced, resulting in higher enrollments for that particular pathway course. Further, our mathematics tutoring and testing processes are continually revised or altered based upon assessment data.

Because Diversity Awareness was assessed for the first time in Spring 2021, the data are still being evaluated by the assessment committee, the Office of Institutional Effectiveness, academic divisions, co-curricular areas, and the RSC Center for Success, Inclusion, and Diversity. These groups work together to improve existing programs and services that support student learning.

Analyses and Findings

II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.

Rose State maintains a rotation schedule for General Education Outcomes, measuring one outcome each year. For the 2020-2021 academic year, the college assessed Diversity Awareness. A total of 175 responses were received, including demographic information for each respondent. The Office of Institutional Effectiveness evaluates responses by various characteristics such as age, sex, race, and number of college credit hours completed. A summary of the assessment results is provided in the attached document.

***See: SP21 Diversity Awareness Results Summary**

II-6. How is student performance tracked into subsequent semesters and what were the findings?

The institutional assessment protocols at Rose State College are designed to measure educational outcomes at a point in time to represent students in all majors, of varied classifications, and a cross section of demographic groupings. In our judgement, the General Education Outcomes on which we focus are of such importance that they should be a focal point of all academic divisions and courses. As a result, we do not track specific students over time. However, we do assess and compare data set results across time to gain an indication of our students' abilities regarding the General Education Outcomes, and to provide valuable insight into how our students are performing across various categorical factors used in planning, curriculum, and budgeting.

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

The assessment of Effective Written Communication and Quantitative Reasoning have been completed three times since the reorganization of the RSC Assessment processes in 2012. During the 2020-2021 academic year, the College Assessment Committee replaced Global and Cultural Awareness with Diversity Awareness as a General Education Outcome. This measure was distributed for the first time in Spring 2021.

Following the first administration of each instrument, the assessment committee determined that there were some items that needed clearer wording or to be deleted. Prior to the second administration of the Effective Written Communication and the Quantitative Reasoning measures, the instruments were slightly revised. Some additional questions were added to

each. While this added potential variability to the scores, the committee determined that the expected improvement in the measurement's accuracy would prove worthwhile. Because revisions have been relatively minor, the evaluation of comparative data over time continues to provide enlightening and actionable information for each of the General Education Outcomes. This process continues to date, and the RSC Assessment Committee remains acutely aware of the value of standardization of assessment tools for the useful comparison of data sets across assessment cycles.

Section III – Program Outcomes

(Student Assessment and Remediation 3.20.6)

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

<i>Degree Program</i>	<i>Capstone Course/Licensure Exam</i>	<i>Passed (C or better)</i>
Business and Information Technology Division		
Computer Information Technology	CIT 2313 Capstone Project	15/19
Cyber Security	CIT 2553 Digital Forensics CIT 2563 Cryptography & Trusted Systems # Of Industry Certifications: <ul style="list-style-type: none"> • CISSP • CISCO CCNA • COMPTIA SEC+ • CERTIFIED ETHICAL HACKER CEH • SPLUNK FOUNDATION LEVEL 1 • SPLUNK FOUNDATION LEVEL 2 • COMPTIA A+ 220-1001 	66/101 56/88 1 1 7 1 1 1 1
Business Administration	BA 2193 Internship	2/2
Paralegal	LS 2993 Capstone Seminar	11/12
Humanities Division		
Art	ART 2902 Art Capstone	11/13
English	ENGL 2503 English Capstone	9/9
Library Technical Assistant	LTA 2001 Capstone Project	1/1
Mass Communication	MCOM 2901 Mass Comm Capstone	4/4
Philosophy	PHIL 2503 Philosophy Capstone	0/1
Theater	TH 2902 Capstone Project	9/10
Social Sciences Division		
Family Services		

Child Development	FSCD 2233 Practicum	18/18	
History	HIST 2993 Historical Research Methods	6/11	
Criminal Justice	CJ 2193 Criminal Justice Internship	5/5	
Health & Sports Sciences	HPER 2701 Practicum	0/0	
Engineering Sciences Division			
Biological Sciences	BIOL 2203 – Biotechnology Final Project	8/8	
Chemistry	CHEM 2203 – Organic Chemistry II	6/7	
Earth and Environmental Science	ENSC 2233 – Water Resources	5/8	
Engineering	ENGR 2213 – Engineering Thermodynamics	11/16	
Mathematics	MATH 2934 – Calculus III Final	16/23	
Physics	PHYS 2424 – General Physics	17/24	
Health Sciences Division			
Program	Capstone Course	Number of students who passed (C or better)	Number of students who passed licensure exam and name of exam
Dental Assisting	HSDA 1353 Practicum II+	11/11	11/11 passed the Dental Assistant credentialing DANB exam.
Dental Hygiene	HSDH 2405 Dental Hygiene IV+	12/12	12/12 passed the clinical WREB exam. 12/12 passed NDHBE exam. 12/12 passed the State of Oklahoma Jurisprudence Dental exam.
Health Information Technology	HSHI 2332 Health Information Seminar+	5/5	2/2 passing the RHIT certification exam (as self-reported by graduates; will not have official reports until after Jan.1, 2022) HIT graduates can work without certification.
Medical Laboratory Technology	HSML 2606 Clinical Lab Science III+	17/17	7/17 have taken the MLT exam. 6/7 have passed. Others have not taken exam.
Nursing Science	HSNS 2218 Professional Nursing IV+	77/101	69/77 have passed the NCLEX – RN for a total pass rate of 90%

Radiologic Technology	HSXT 2614 Analytic Radiologic Technology	7/7	AART Credentialing Exam 7/7 passed
Respiratory Therapy	HSRT 2334 Clinic Practice III+	17/18	TMC Low Cut Score: 15/15 TMC High Cut Score: 13/15 CSE: 6/7
<p>AART = American Registry of Radiologic Technicians certification</p> <p>CSE: The TMC Examination also determines your eligibility for the Clinical Simulation Examination (CSE) which is required for the RRT credential.</p> <p>DANB = Dental Assisting National Board</p> <p>MLT = Medical Laboratory Technician exam</p> <p>NCLEX – RN = National Council Licensure Examination for Registered Nurses</p> <p>NDHBE = National Board Dental Hygiene Exam.</p> <p>RHIT = Registered Health Information Technology certification</p> <p>TMC = National Board of Respiratory Therapists (NBRT) Therapy Multiple-Choice exam. The TMC Examination offers two “cut scores” that determine whether or not you will receive credentials as a CRT or as a Registered Respiratory Therapist (RRT). If you achieve the low cut score, you earn the CRT credential. If you achieve the high cut score, you earn the CRT credential and become eligible for the Clinical Simulation Examination (provided you are eligible to earn the RRT credential).</p> <p>WREB = Western Regional Examining Board exam for Dental Hygiene</p>			

Analyses and Findings

III-2. What were the analyses and findings from the program outcomes assessment?
See table above.

III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

All programs and their courses undergo regular review. Following the 2017 major overhaul of virtually every campus program – which included updates to degree sheets, academic requirements, and program goals – program level assessment continued using data and recommendations provided by the RSC Assessment Committee. The College Curriculum Committee requires that all division course syllabi reflect the alignment of unit learning objectives with course-level learning outcomes, and efforts are underway to include GEO alignment on course syllabi and degree sheets.

The success rates above indicated that few program changes were warranted. Some assessment data resulted in changes to course offerings and course offering formats, such as shifting formats to more online and hybrid course options across many of our programs. The college continues to scrutinize and monitor the effects of these changes.

Section IV – Student Engagement and Satisfaction (Student Assessment and Remediation 3.20.7)

Administration of Assessment

IV-1. What assessments were used and how were the students selected?

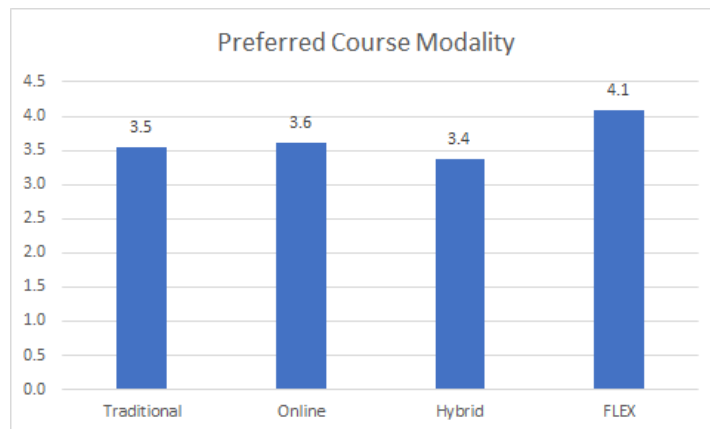
The assessment of student engagement and satisfaction is accomplished utilizing internally developed measures. The committee distributes the Educational Demographics measure biannually during the fall semester of even numbered years. This instrument assesses many student characteristics beyond engagement.

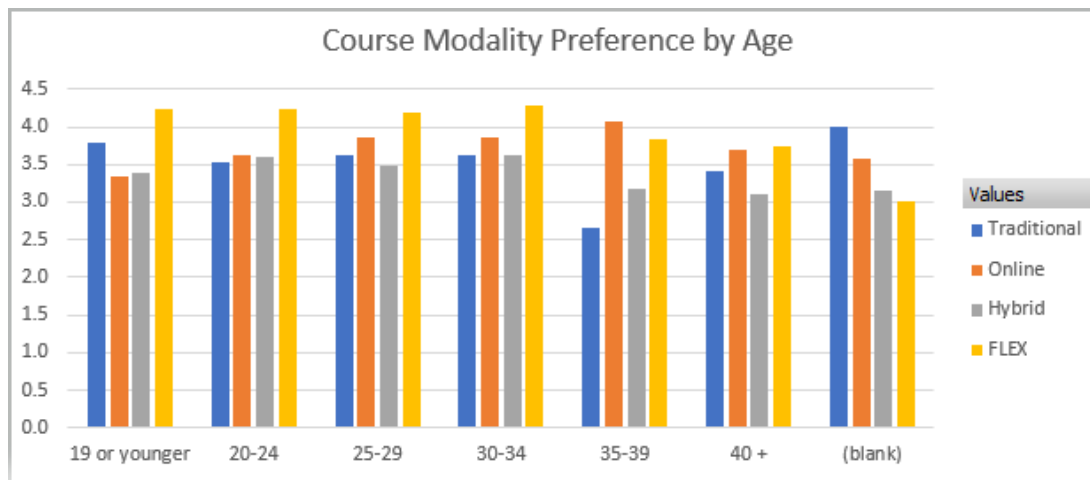
The college separates the assessment of Student Satisfaction into two categories: Facilities and Services. These two assessments are distributed on a rotating basis in the spring semesters. In Spring 2021, the committee distributed the Student Satisfaction of Facilities instrument to the student body. As with the General Education Outcome assessments, all campus students receive the Educational Demographics Measure and the Student Satisfaction assessment in electronic formats. Participation, while strongly encouraged by faculty and staff, is voluntary.

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

The Educational Demographics assessment gives our institution information far beyond engagement alone. Institutional discussions regarding our students now reflect a better understanding of a wide range of factors that mark student success and define their experiences at RSC. These factors include: their reasons for attending college, their access to technology, how they pay for college, how they acquire books, their attitudes about and motivations for learning, their opinions regarding online courses, the time they spend studying, and their session course preferences.

Of particular interest during the 2020-2021 academic year was the students' preference regarding course modality. Since the onset of the COVID-19 Pandemic during Spring 2020, RSC professors have more widely used a FLEX modality, allowing students to attend class in-person or remotely. When asked to rate their preferences for enrolling in classes that are traditional (in class), fully online, hybrid, or FLEX format, students responded most positively to the FLEX format. Across nearly all age divisions, FLEX courses and online courses were preferred above traditional or hybrid courses.





Results of the Fall 2020 Educational Demographic Survey are provided in the attached document. ***See: FA20 Educational Demographics Results**

The Student Satisfaction of Facilities assessment, administered in the Spring 2021 semester, yielded responses from 179 students. This lower than usual response rate is explained by two primary events: an ice storm in February 2021 that rendered several buildings unusable for the remainder of the spring semester, and the ongoing COVID-19 pandemic which has created a shift in enrollments from on-campus to online and FLEX courses.

The Facilities instrument allows respondents to evaluate each building on campus, and rate various functions and elements of each building on a scale from 1 to 5, where 1 is very poor and 5 is very good. The college sets a rating of 4.0 as a benchmark for student satisfaction across all facilities. For the Spring 2021 measure, none of the buildings on campus fell below a 4.0 average. None of the functions or features across all buildings fell below a 4.0 average. A summary of the Student Satisfaction of Facilities assessment data is provided in the attached documents. ****See: SP21 Student Satisfaction Facilities Analysis, SP21 Summary of Facilities Results**

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

In response to the growing demand for FLEX options, academic divisions across campus have invested in additional technology to equip more classrooms and faculty offices for flexible delivery of content. In addition to webcams, microphones, document cameras, and other devices, the college has increased its use of Zoom and Panopto to support and manage remote learning, and to provide a flexible learning environment for all students.

The Student Satisfaction of Facilities measure reflects the college's vision for sustaining and advancing a tradition of excellence and continuous improvement. Data gleaned from these two key assessments provides key Rose State College committees – Planning, Budget, Academic Affairs, and Curriculum to name only four – with a clearer picture of student preferences and needs. This information has a direct impact on budget decisions and long-range planning across campus. For example, the college master plan includes improvements to existing sidewalks and parking areas, which was identified as an area of concern from the Spring 2019 Facilities survey. Additionally, in response to survey results and recent events in our local and national communities, the college has begun assessing Diversity Awareness through a joint effort involving the Assessment Committee, the Student Engagement Office, and the Center for Success, Inclusion, and Diversity.

Section 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*).

Provide the following information regarding assessment fees and expenditures for 2020-2021:

Assessment fees	\$210,054
Assessment salaries	\$123,220
Distributed to other departments	\$79,023
Operational costs	\$7,811
Total Expenditures	\$210,054









Multiple Measures Placement Guide

Prepared for: _____

Student ID: _____ HSGPA: _____

Mathematics

High School GPA (unweighted; within 3yrs)	3.40+ with Algebra II* or higher		Coll-level								
	3.00 - 3.39 or 3.40+ w/o Algebra II*		4 pts		ACT, SAT, or Next-Gen ACCU (select ONE with highest point value; within 3 yrs)	<u>ACT Math</u>	<u>SAT Math</u>	<u>ACCU - Math¹</u>		Coll-level	
	2.50 - 2.99		2 pts					M2	M3		
	≤ 2.49 or no data		—								
								19+	510+		265 - 300
				18				490 - 500	260 - 264		240 - 244
				17				460 - 480	250 - 259		235 - 239
					16	420 - 450	235 - 249	200 - 234	5 pts		
					≤ 15	≤ 410	≤ 234	—	4 pts		
										3 pts	
Highest Math Course (*C or better)	Trigonometry* or above		3 pts								
	Algebra II*		2 pts								
	Algebra I* or no data		—								
Self-Evaluation of Skills		Math is awesome!	2 pts		I can do it if I apply myself.	1 pt		Math is very hard for me.	—		

Self-Evaluation of Skills		Math is awesome!	2 pts		I can do it if I apply myself.	1 pt		Math is very hard for me.	—
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OR




Math: w/ HSGPA	Total pts	0 – 5 pts	6 – 9 pts	10 – 11 pts	12 pts	13+ pts
Non-STEM ²		MATH 0124	MATH 0141 with MATH 1473	MATH 1473		
Functions			MATH 0144	MATH 0181 with MATH 1483	MATH 1483	
STEM ²					MATH 0151 with MATH 1513	MATH 1513

Math: w/o HSGPA	Total pts	0 – 3 pts	4 – 5 pts	6 – 7 pts	8 pts	9+ pts
Non-STEM ²		MATH 0124	MATH 0141 with MATH 1473	MATH 1473		
Functions			MATH 0144	MATH 0181 with MATH 1483	MATH 1483	
STEM ²					MATH 0151 with MATH 1513	MATH 1513






Multiple Measures Placement Guide

Reading

High School GPA (unweighted; within 3yrs)	3.40+			Coll-level	
	3.00 - 3.39			3 pts	
	2.50 - 2.99			1 pt	
	≤ 2.49 or no data			—	
ACT, SAT, or Next-Gen ACCU (select ONE with highest point value; within 3 yrs)	<u>ACT Reading</u>	<u>SAT EBRW³</u>	<u>ACCU Reading</u>	Coll-level	
	19+	510+	250 - 300		
	18	490 - 500	247 - 249		6 pts
	17	470 - 480	243 - 246		4 pts
	≤ 16	≤ 460	≤ 242		—
Self-Evaluation of Skills		Reading is enjoyable; I read regularly.		2 pts	
		Reading is a little difficult; I read sometimes.		1 pt	
		Reading is hard; I rarely read.		—	

English

High School GPA (unweighted; within 3yrs)	3.40+			Coll-level
	3.00 - 3.39			5 pts
	2.50 - 2.99			3 pts
	≤ 2.49 or no data			—
ACT, SAT, or Next-Gen ACCU (select ONE with highest point value; within 3 yrs)	<u>ACT English</u>	<u>SAT EBRW³</u>	<u>ACCU Writing</u>	Coll-level 3 pts 2 pts —
	19+	510+	250 - 300	
	18	490 - 500	245 - 249	
	13 - 17	390 - 480	237 - 244	
	≤ 12	≤ 380	≤ 236	
Self-Evaluation of Skills		Writing comes easily and naturally for me.		3 pts
		Writing is a bit of a struggle for me.		2 pt
		Writing is very difficult for me.		—

	Total pts	0 – 5 pts	6 – 10 pts	11+ pts
Reading: w/ HSGPA		READ 1203	READ 1213	Acceptable Level
OR	Total pts	0 – 3 pts	4 – 7 pts	8+ pts
Reading: w/o HSGPA		READ 1203	READ 1213	Acceptable Level

	Total pts	0 – 4 pts	5 – 10 pts	9 – 10 pts	11+ pts
English: w/ HSGPA		ENGL 0133	ENGL 0142 with ENGL 1113	ENGL 0131 (Interim)	ENGL 1113
OR	Total pts	0 – 3 pts	4 – 5 pts	5 pts	6+ pts
English: w/o HSGPA		ENGL 0133	ENGL 0142 with ENGL 1113	ENGL 0131 (Interim)	ENGL 1113



Multiple Measures Placement Guide

Rose State College Policy: Students requiring skill-building in two or more areas (English, reading, or mathematics) must enroll in EDUC 1103 College & Life Strategies .	
ENGL 0131 Composition Studio is offered only during interim sessions for students who wish to intensively review their grammar, punctuation, and language usage skills. Students who successfully complete this course may continue directly to ENGL 1113 Composition I. Those who do not take this course or who do not pass it will instead enroll in ENGL 0142 & ENGL 1113.	MATH 0151, MATH 0181, and MATH 0141 Studio courses are for students who are close to placement in college-level courses and need to intensively review their math skills and are to be taken as a corequisite. Otherwise, the student should enroll in MATH 0144 or MATH 0134 as determined by their Pathway (STEM, Functions, Non-STEM).
Students are eligible for MATH 1914 Differential and Integral Calculus I with the following scores SAT 610+ or ACT 26+. Students are eligible for MATH 1743 Calculus I for Bus/SS with the following scores SAT 570+ or ACT 24+.	MATH 1613 Plane Trigonometry may be taken concurrently with MATH 1513 College Algebra . MATH 1715 Precalculus may be taken instead of MATH 1513 College Algebra <u>AND</u> MATH 1613 Plane Trigonometry.
Paralegal students have additional program requirements. They must have an ACCUPLACER Reading score of 250+ or they must complete READ 1213.	Students who have completed CCMR with an A are eligible for college-level math in all Pathways.
Health Science students are required to have ACCUPLACER scores for their application to the program.	Students who have completed CCMR with a B are eligible for General College Math, Functions & Modeling, and College Algebra WITH Studio.

• ENGL 0133 – English Composition Review	• ENGL 0131 – Composition Studio
• ENGL 0142 – Integrated Composition Skills	• ENGL 1113 – English Composition I

• MATH 0124 – Foundations of Math	• MATH 0144 – Algebraic Literacy	
• MATH 0141 – General College Math Studio	• MATH 0151 – College Algebra Studio	• MATH 0181 – Functions & Modeling Studio
• MATH 1473 – General College Math	• MATH 1513 – College Algebra	• MATH 1483 – Functions & Modeling

• READ 1203 – Reading and Vocabulary Enrichment	• READ 1213 – Advanced Reading and Vocabulary Enrichment
---	--

Note ¹: **ACCU – Math: M1** = Arithmetic; **M2** = Quantitative Reasoning, Algebra, and Statistics; **M3** = Advanced Algebra and Functions

Note ²: **STEM** = Science, Technology, Engineering, and Mathematics

Note ³: **SAT EBRW** = Evidence-Based Reading and Writing

SP21 Diversity Awareness Results

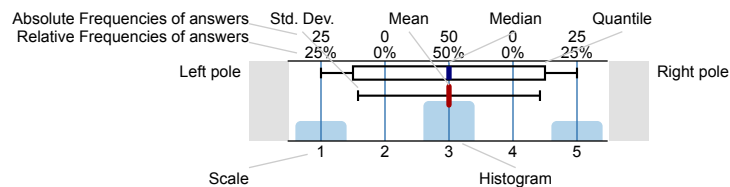
No. of responses = 176



Survey Results

Legend

Question text



n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

2. A Little About You

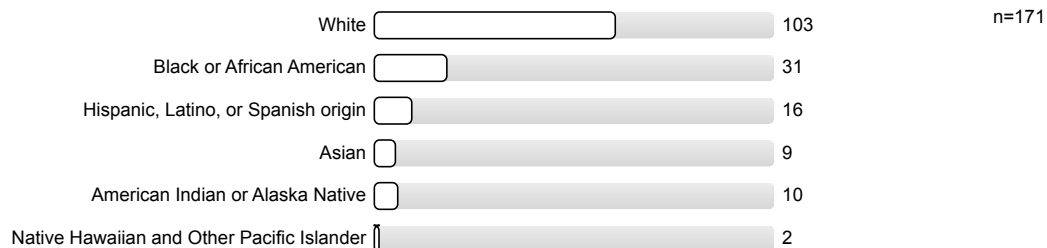
2.1) What is your age group?



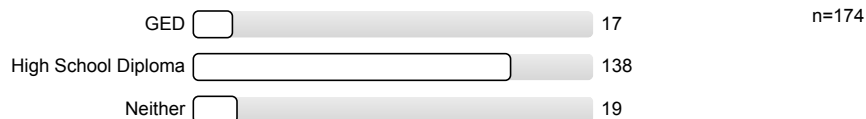
2.2) Sex



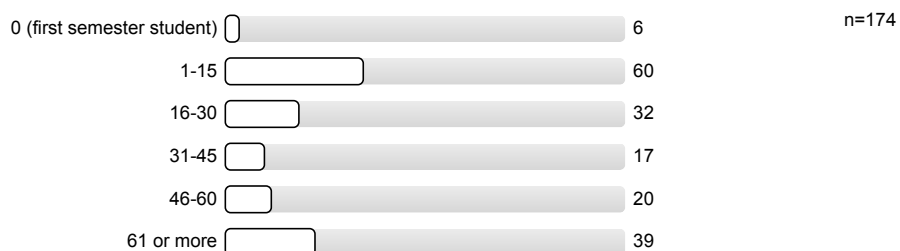
2.3) Race/Ethnicity



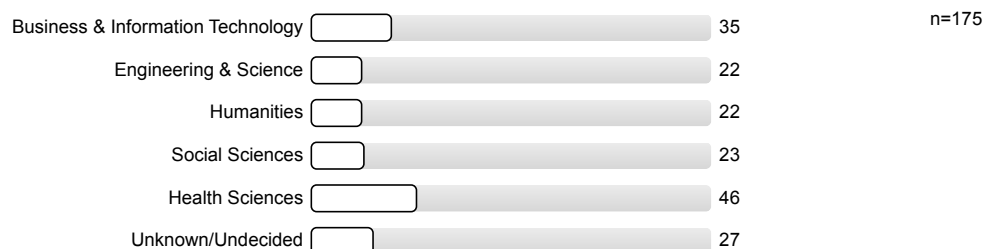
2.4) Which do you have?



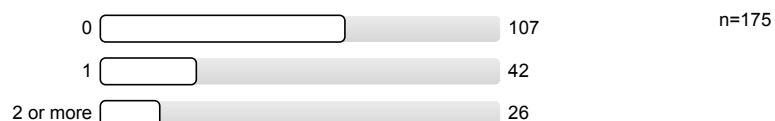
2.5) Total college credit hours completed



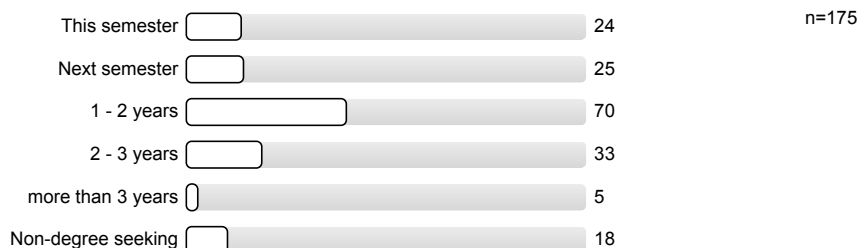
2.6) Which Academic Division is associated with your major?



2.7) How many colleges other than Rose State College have you attended?

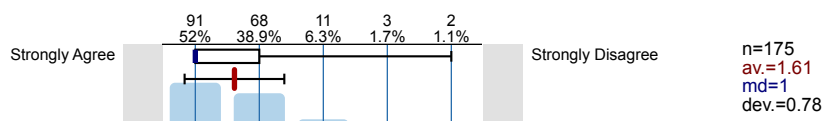


2.8) When do you expect to graduate from Rose State College?

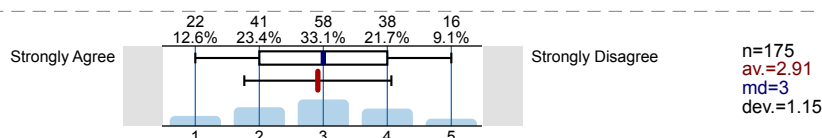


3. What Are Your Views?

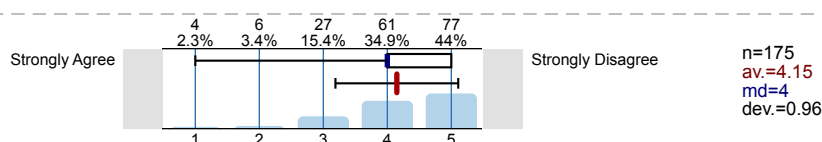
3.1) Society has a great deal of influence on people.

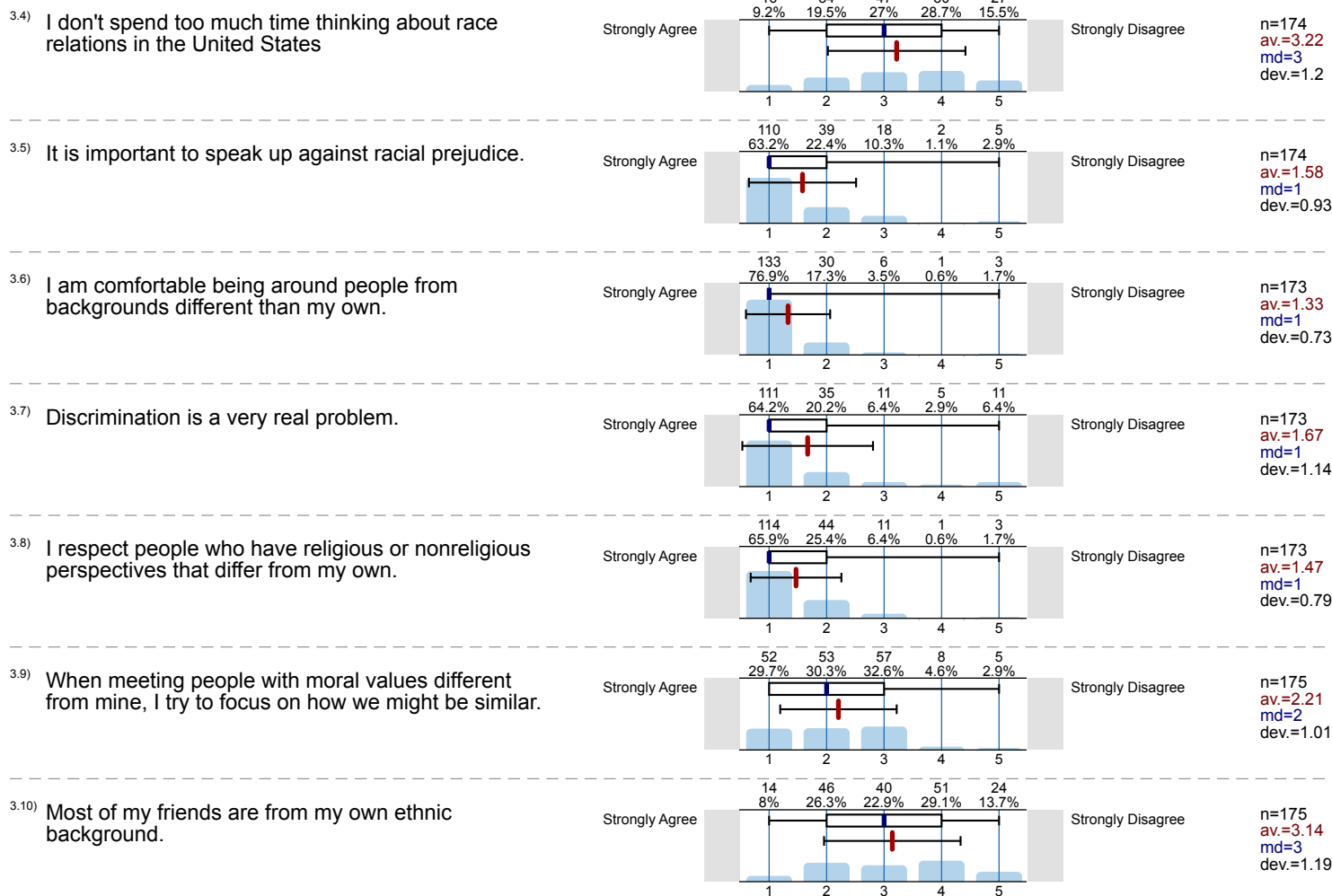


3.2) Being a member of social groups is important to how I feel about myself.

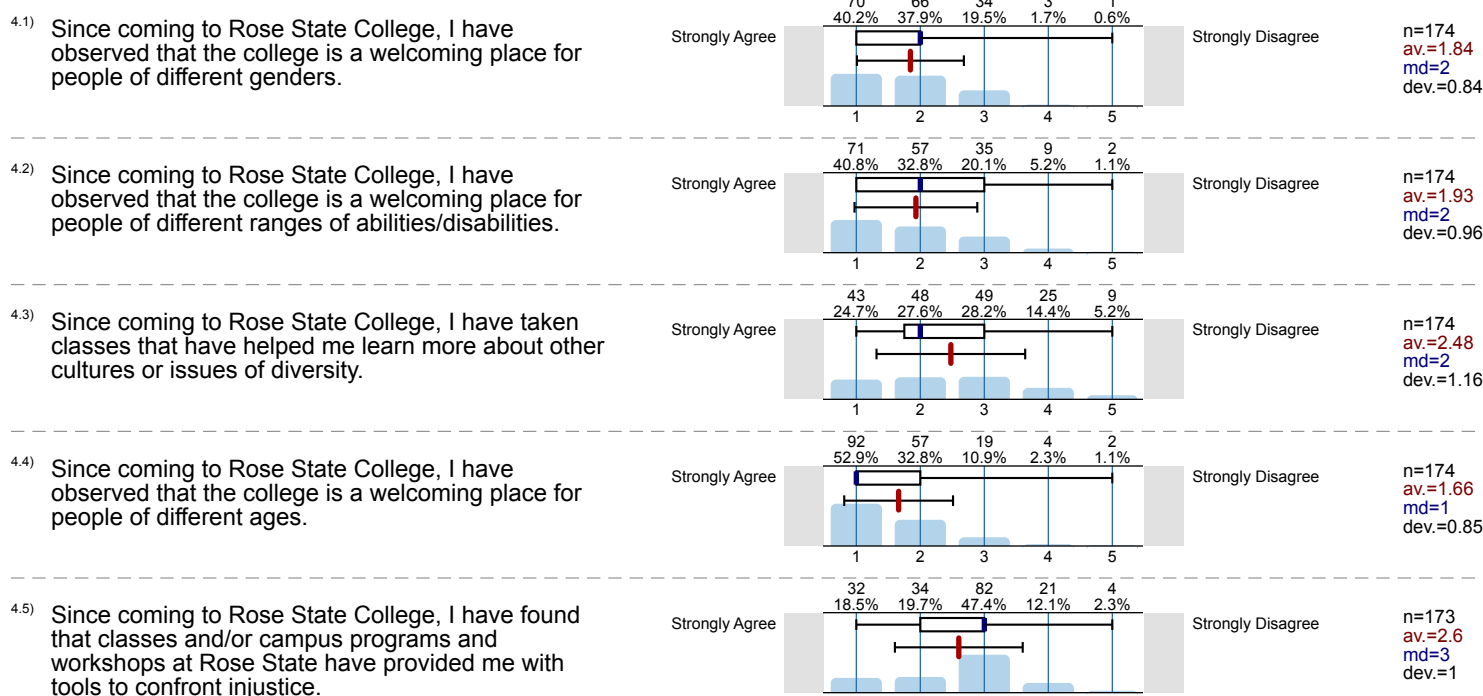


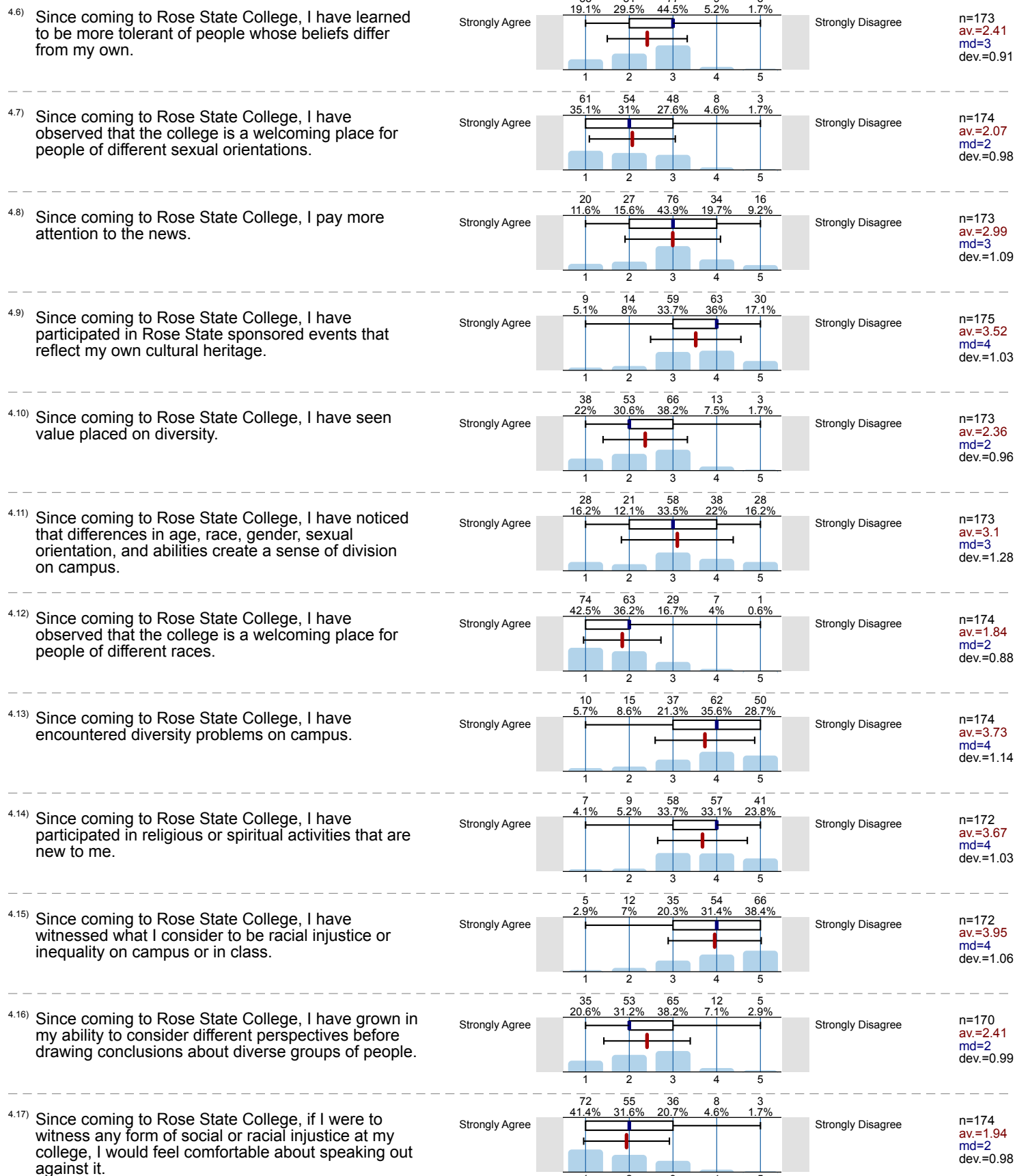
3.3) I would not be friends with someone who belongs to a different political party than I do.



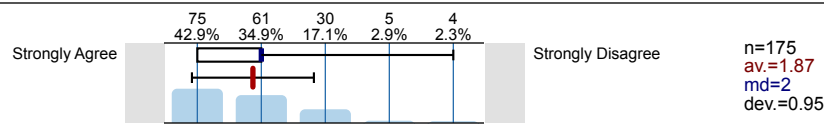


4. Since Coming to Rose State College...

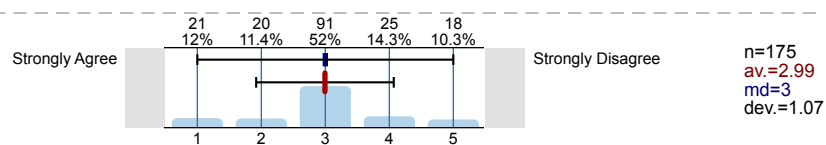




4.18) Since coming to Rose State College, I have worked cooperatively with people from backgrounds other than my own.



4.19) Since coming to Rose State College, I have acted to raise awareness of diversity problems on campus.

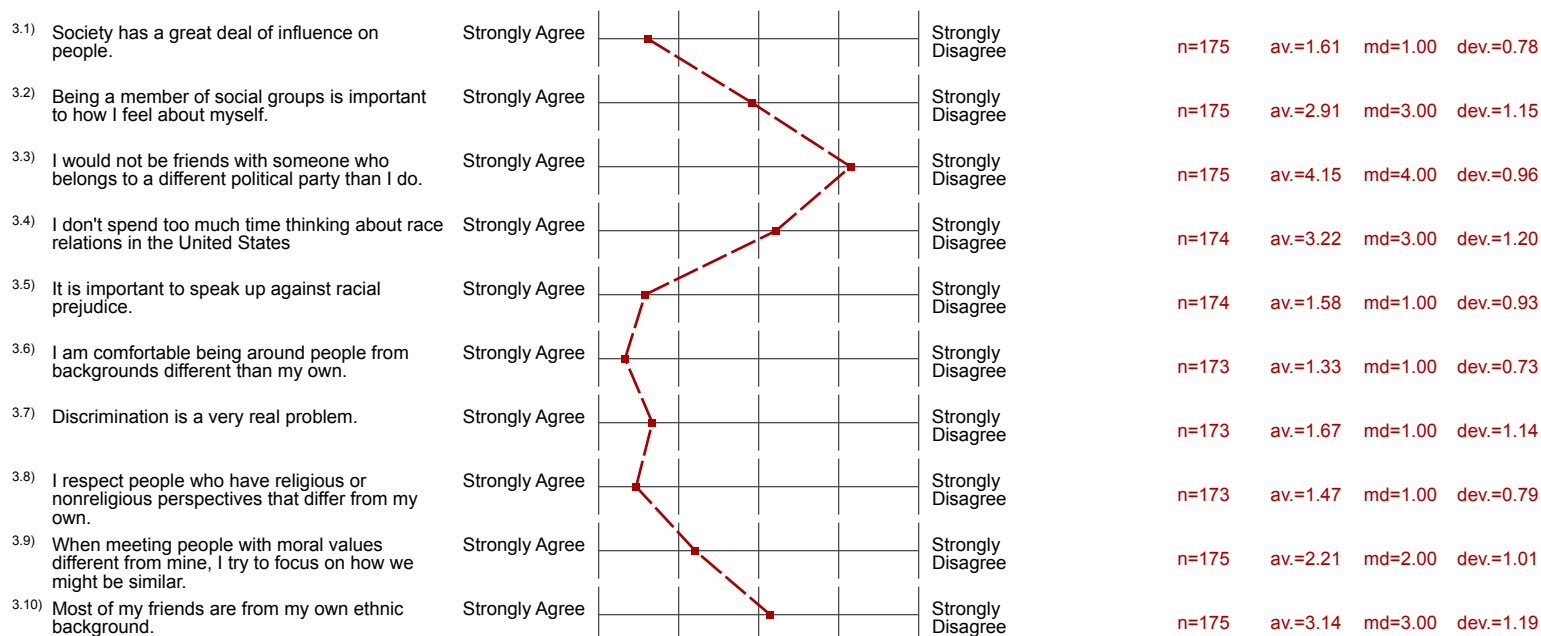


Profile

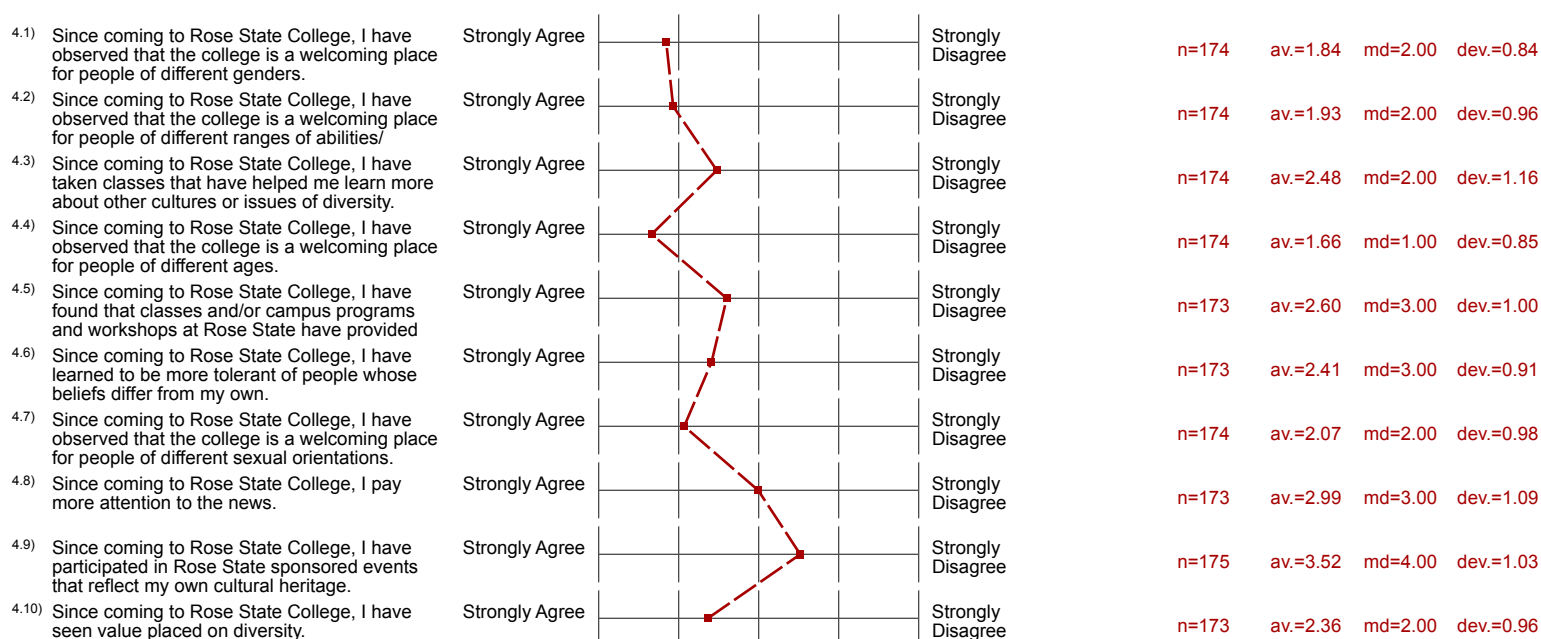
Compilation: SP21 Diversity Awareness Results

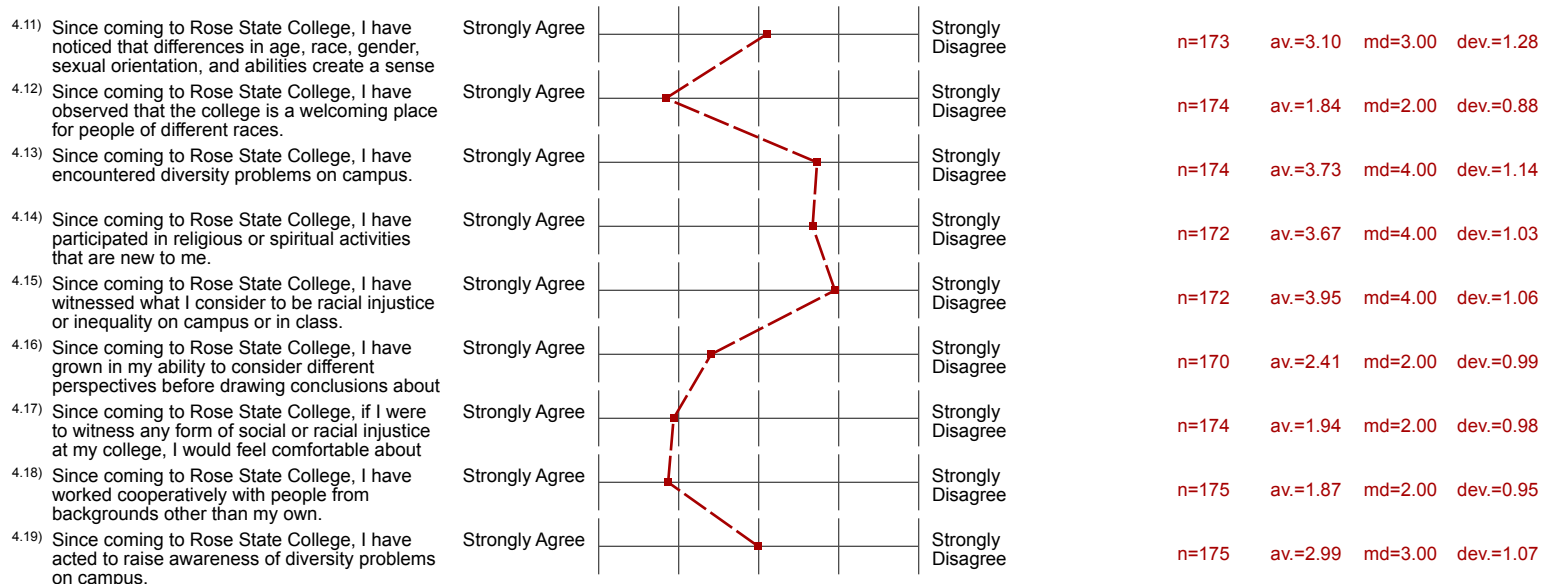
Values used in the profile line: Mean

3. What Are Your Views?



4. Since Coming to Rose State College...





Student Satisfaction Facilities: 2021	Cleanliness	Restrooms	Accessibility	Interior lighting	Interior visual appeal
Building	2021	2021	2021	2021	2021
Wellness Center	4.37	4.06	4.27	4.22	4.11
Student Services Building	4.34	4.31	4.23	4.20	4.11
Stem	4.32	3.96	4.00	4.25	3.95
Social Sciences Building	4.18	4.27	4.12	4.03	4.03
Science and Math Building	4.30	4.31	4.23	4.15	4.05
LRC	4.58	4.55	4.48	4.55	4.56
Humanities Building	4.37	4.33	4.20	4.14	4.09
Hudiburg Center	4.47	4.49	4.33	4.33	4.35
Health Sciences Building	4.66	4.48	4.44	4.34	4.42
Engineering Tech Building	4.29	4.24	4.20	4.24	3.91
Business Building	4.51	4.56	4.35	4.29	4.24
Bookstore	4.41	4.31	4.32	4.42	4.41
Allied Dental Building	4.40	4.20	4.40	4.20	4.40
Administration Building	4.33	4.28	4.26	4.17	4.08
Student Union (Open 9/2020)	4.67	4.69	4.65	4.73	4.72
Benchmark 4.0>					
Avg (per column item)	4.40	4.31	4.27	4.25	4.19
Min(per column item)	4.18	3.96	4.00	4.03	3.91
Max(per column item)	4.66	4.56	4.48	4.55	4.56
Number of items surveyed	237				
Number of items < 4.0	21				
Percent Items < 4.0	8.86%				
Unique Number Respondents (n)	179				

Student Satisfaction Facilities: 2021	Interior signage	General maintenance	Social gathering spaces	Study areas	Classroom appearance
Building	2021	2021	2021	2021	2021
Wellness Center	4.08	4.16			4.14
Student Services Building	4.25	4.28	4.21		
Stem	4.09	4.11	3.84	3.80	4.00
Social Sciences Building	4.05	4.07	3.98	3.98	4.00
Science and Math Building	4.12	4.18	3.92	3.95	4.07
LRC	4.51	4.55	4.56	4.58	4.49
Humanities Building	4.13	4.26	4.18	4.12	4.13
Hudiburg Center	4.29	4.41	4.28	4.28	4.14
Health Sciences Building	4.49	4.41	4.46	4.38	4.28
Engineering Tech Building	4.15	4.11	3.80	3.79	3.91
Business Building	4.29	4.27	4.26	4.21	4.20
Bookstore	4.35	4.38			
Allied Dental Building	4.20	4.40	4.25	4.25	4.25
Administration Building	4.18	4.21			
Student Union (Open 9/2020)	4.60	4.64	4.66		
Benchmark 4.0>					
Avg (per column item)	4.23	4.27	4.16	4.13	4.15
Min(per column item)	4.05	4.07	3.80	3.79	3.91
Max(per column item)	4.51	4.55	4.56	4.58	4.49
Number of items surveyed					
Number of items < 4.0					
Percent Items < 4.0					
Unique Number Respondents (n)					

Student Satisfaction Facilities: 2021	Classroom comfort	Computer labs	Science labs	Classroom technology	Parking
Building	2021	2021	2021	2021	2021
Wellness Center	4.09			4.11	4.14
Student Services Building					4.12
Stem	4.12	4.15	4.17	4.00	4.18
Social Sciences Building	3.96	4.06	4.04	4.04	4.05
Science and Math Building	3.96	4.06	4.20	3.93	4.07
LRC	4.48	4.50		4.48	4.27
Humanities Building	4.03	4.24		4.18	4.21
Hudiburg Center	4.23			4.23	4.20
Health Sciences Building	4.17	4.25	4.31	4.20	3.95
Engineering Tech Building	3.96	4.11	4.14	4.06	4.19
Business Building	4.14	4.34		4.24	4.27
Bookstore					4.28
Allied Dental Building	4.25	4.00	4.50	4.75	4.75
Administration Building					4.10
Student Union (Open 9/2020)					4.53
Benchmark 4.0>					
Avg (per column item)	4.13	4.19	4.23	4.20	4.20
Min(per column item)	3.96	4.00	4.04	3.93	3.95
Max(per column item)	4.48	4.50	4.50	4.75	4.75
Number of items surveyed					
Number of items < 4.0					
Percent Items < 4.0					
Unique Number Respondents (n)					

Student Satisfaction Facilities: 2021	Exterior lighting	Exterior visual appeal	Exterior signage	Writing Lab	Class Room Labs
Building	2021	2021	2021	2021	2021
Wellness Center	4.10	3.98	4.13		
Student Services Building	4.20	4.20	4.20		
Stem	4.17	4.16	4.21		
Social Sciences Building	3.96	4.02	4.00		
Science and Math Building	3.97	3.95	4.02		
LRC	4.37	4.43	4.43		
Humanities Building	4.14	4.15	4.06	4.29	
Hudiburg Center	4.35	4.38	4.43		4.38
Health Sciences Building	4.13	4.34	4.33		
Engineering Tech Building	4.06	4.04	4.19		
Business Building	4.17	4.05	4.11		
Bookstore	4.41	4.39	4.33		
Allied Dental Building	4.50	4.00	4.00		
Administration Building	4.30	4.20	4.17		
Student Union (Open 9/2020)	4.64	4.68	4.56		
Benchmark 4.0>					
Avg (per column item)	4.20	4.16	4.19	4.29	4.38
Min(per column item)	3.96	3.95	4.00	4.29	4.38
Max(per column item)	4.50	4.43	4.43	4.29	4.38
Number of items surveyed					
Number of items < 4.0					
Percent Items < 4.0					
Unique Number Responsdents (n)					

Student Satisfaction Facilities: 2021		Avg (per building)	Min (per building)	Max (per building)	# Areas < 4.0 (per building)
Building		2021	2021	2021	2021
Wellness Center		4.14	3.98	4.37	1
Student Services Building		4.22	4.11	4.34	0
Stem		4.08	3.80	4.32	4
Social Sciences Building		4.05	3.96	4.27	4
Science and Math Building		4.08	3.92	4.31	6
LRC		4.49	4.27	4.58	0
Humanities Building		4.18	4.03	4.37	0
Hudiburg Center		4.33	4.14	4.49	0
Health Sciences Building		4.34	3.95	4.66	1
Engineering Tech Building		4.08	3.79	4.29	5
Business Building		4.26	4.05	4.56	0
Bookstore		4.36	4.28	4.42	0
Allied Dental Building		4.32	4.00	4.75	0
Administration Building		4.21	4.08	4.33	0
Student Union (Open 9/2020)		4.65	4.53	4.73	0
Benchmark 4.0>					

Avg (per column item)

Min(per column item)

Max(per column item)

Number of items surveyed

Number of items < 4.0

Percent Items < 4.0

Unique Number Respondents (n)

Student Satisfaction Facilities: 2021	Range # of Respondents (= n per building)
Building	2021
Wellness Center	35 - 55
Student Services Building	106 - 122
Stem	40 - 57
Social Sciences Building	46 - 60
Science and Math Building	70 - 83
LRC	102 - 118
Humanities Building	59 - 73
Hudiburg Center	48 - 66
Health Sciences Building	48 - 62
Engineering Tech Building	37 - 55
Business Building	56 - 65
Bookstore	94 - 124
Allied Dental Building	4 - 5
Administration Building	106 - 129
Student Union (Open 9/2020)	74 - 78
Benchmark 4.0>	
Avg (per column item)	
Min(per column item)	
Max(per column item)	
Number of items surveyed	
Number of items < 4.0	
Percent Items < 4.0	
Unique Number Respondents (n)	

Summary Tables

Area	Age (Area)
Cleanliness	4.40
Class Room Labs	4.38
Restrooms	4.31
Writing Lab	4.29
General maintenance	4.28
Accessibility	4.27
Interior lighting	4.26
Science labs	4.23
Interior signage	4.23
Parking	4.21
Interior visual appeal	4.20
Classroom technology	4.20
Exterior signage	4.19
Computer labs	4.19
Exterior lighting	4.19
Social gathering spaces	4.16
Exterior visual appeal	4.16
Classroom appearance	4.15
Classroom comfort	4.13
Study areas	4.13
Total Average	4.23

Building	Age (Bldg)
Student Union (Open 9/2000)	4.65
LRC	4.49
Bookstore	4.36
Health Sciences Building	4.34
Hudiburg Center	4.33
Allied Dental Building	4.32
Business Building	4.26
Student Services Building	4.22
Administration Building	4.21
Humanities Building	4.18
Wellness Center	4.14
STEM	4.08
Science and Math Building	4.08
Engineering Tech Building	4.08
Social Sciences Building	4.05
Total Average	4.25

Educational Demographics Fall 2020

No. of responses = 750

No. of enrolled = 5598

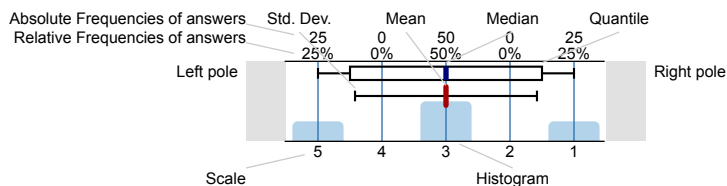
% returned = 13.4



Survey Results

Legend

Question text



n=No. of responses

av.=Mean

md=Median

dev.=Std. Dev.

ab.=Abstention

2. About You

2.1) Sex

Male	<input type="text"/>	181	n=739
Female	<input type="text"/>	558	

2.2) What is your age group?

19 or younger	<input type="text"/>	268	n=739
20-24	<input type="text"/>	130	
25-29	<input type="text"/>	79	
30-34	<input type="text"/>	59	
35-39	<input type="text"/>	61	
40 or older	<input type="text"/>	142	

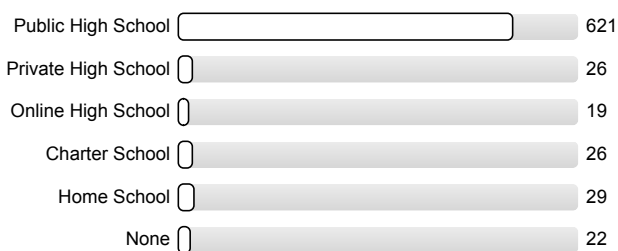
2.3) Race/Ethnicity (select all that apply)

American Indian or Alaska Native	<input type="text"/>	94	n=750
Asian	<input type="text"/>	21	
White	<input type="text"/>	547	
Black or African American	<input type="text"/>	124	
Hispanic/Latino or Spanish Origin	<input type="text"/>	71	
Native Hawaiian or Other Pacific Islander	<input type="text"/>	8	

2.4) Which do you have?

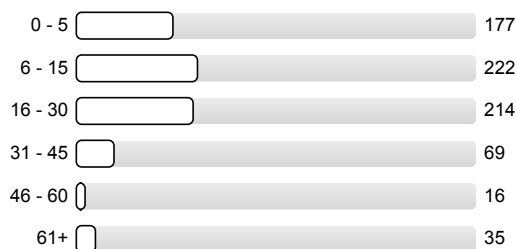
GED	<input type="text"/>	73	n=743
High School Diploma	<input type="text"/>	608	
Neither	<input type="text"/>	62	

2.5) What type of high school did you graduate from or last attend?



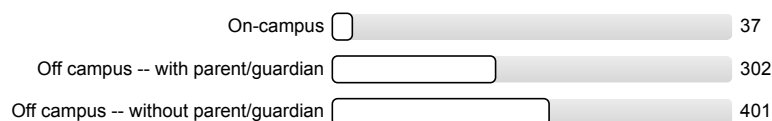
n=743

2.6) How many miles is your current residence from Rose State College?



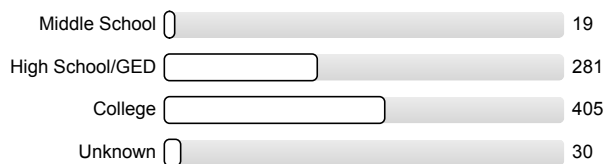
n=733

2.7) What are your housing arrangements?



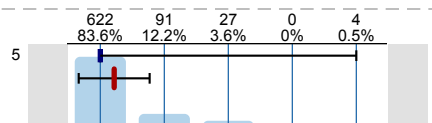
n=740

2.8) What is the highest grade level achieved by any parent or guardian?



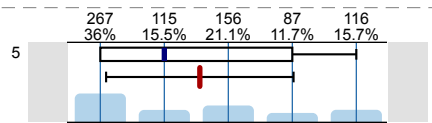
n=735

2.9) Future goals (income, employment)



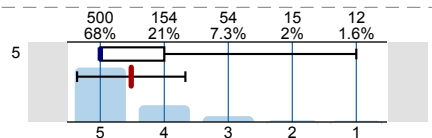
n=744
 av.=4.78
 md=5
 dev.=0.55

2.10) Family expectations



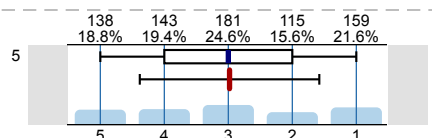
n=741
 av.=3.45
 md=4
 dev.=1.46

2.11) Personal growth and enrichment

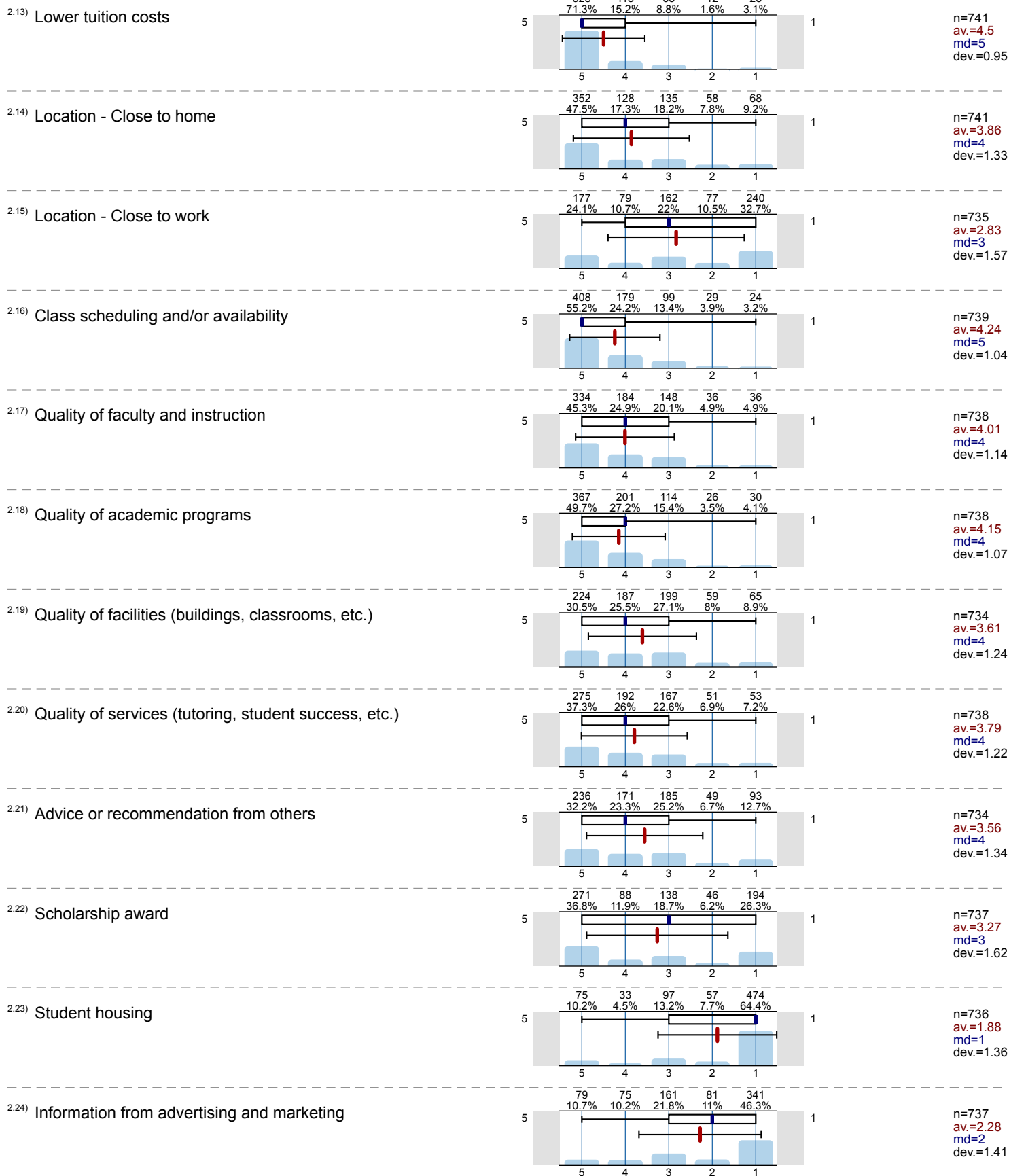


n=735
 av.=4.52
 md=5
 dev.=0.85

2.12) To socialize and network

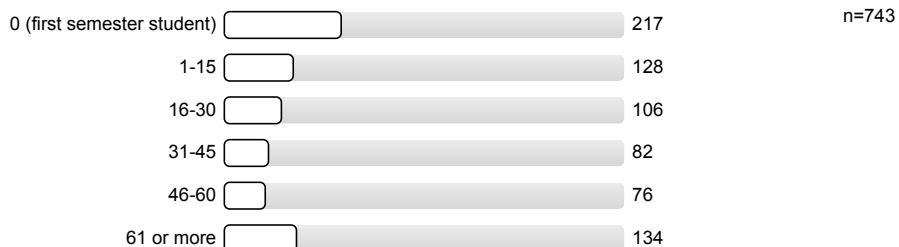


n=736
 av.=2.98
 md=3
 dev.=1.4

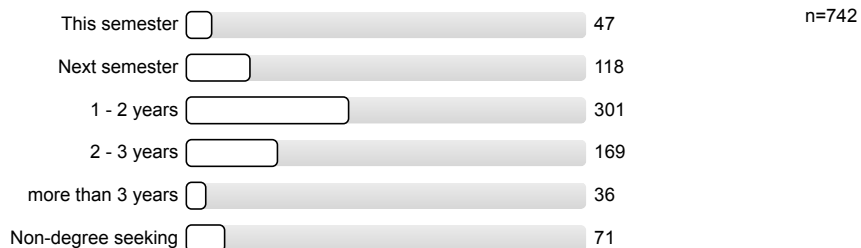


3. About Your College Experience

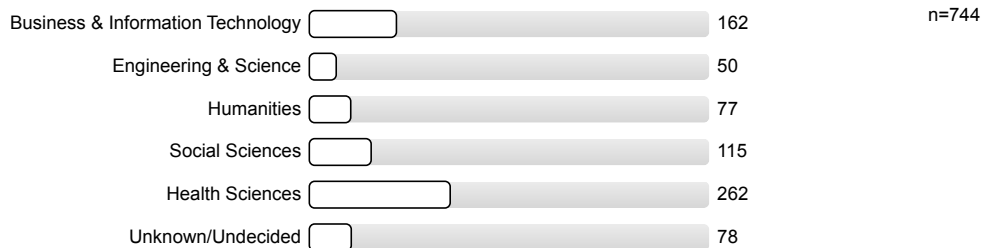
3.1) Total college credit hours completed



3.2) When do you expect to graduate from Rose State College?



3.3) Which Academic Division is associated with your major?



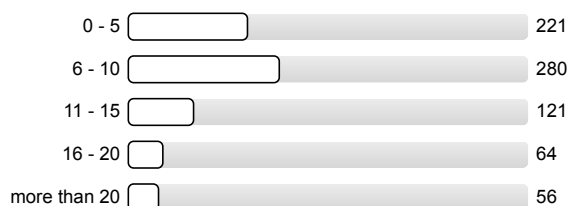
3.4) How many colleges other than Rose State College have you attended?



3.5) What is your current GPA?

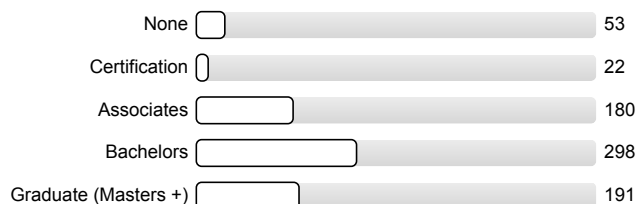


3.6) How many hours do you typically study outside of class per week?



n=742

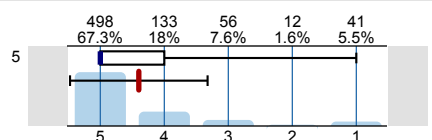
3.7) What is the highest college credential you expect to achieve?



n=744

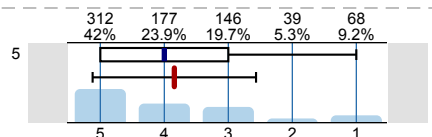
4. Tell us about the courses you prefer

4.1) Time of the day



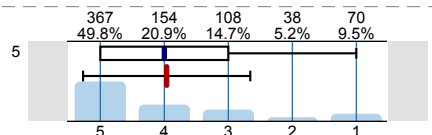
n=740
 av.=4.4
 md=5
 dev.=1.07

4.2) The professor teaching the class



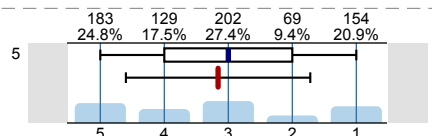
n=742
 av.=3.84
 md=4
 dev.=1.28

4.3) Day of the week



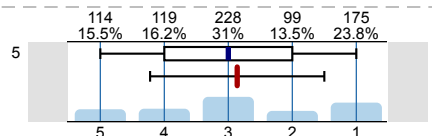
n=737
 av.=3.96
 md=4
 dev.=1.31

4.4) Recommendation that the class is easier than others



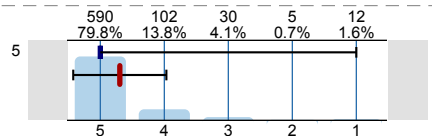
n=737
 av.=3.16
 md=3
 dev.=1.44

4.5) Recommendation that the class is more challenging than others



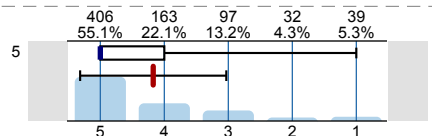
n=735
 av.=2.86
 md=3
 dev.=1.36

4.6) Fits with future goals



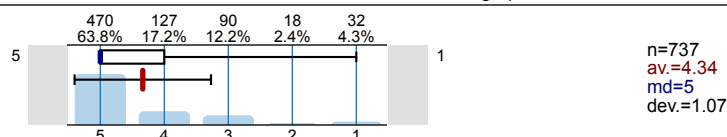
n=739
 av.=4.7
 md=5
 dev.=0.73

4.7) Personal interest

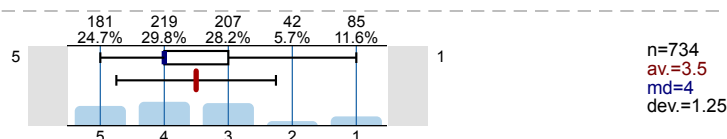


n=737
 av.=4.17
 md=5
 dev.=1.14

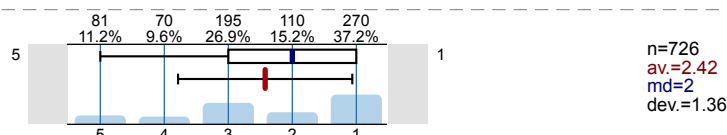
4.8) 16-Week format



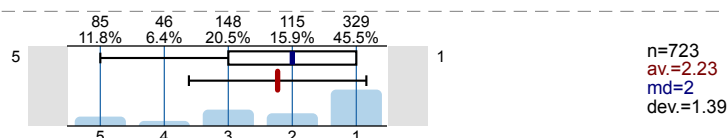
4.9) 8-week format



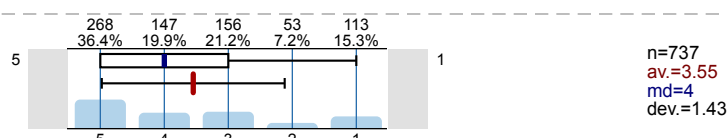
4.10) 4-week format



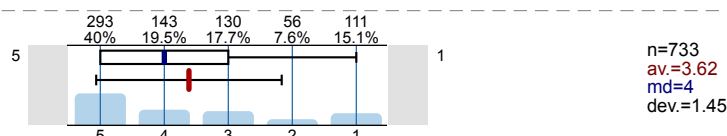
4.11) 2-week format (interim courses)



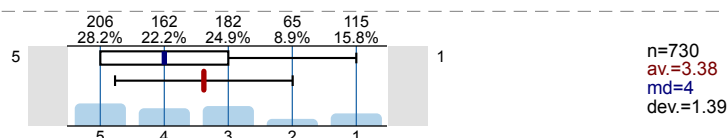
4.12) Traditional on-campus courses



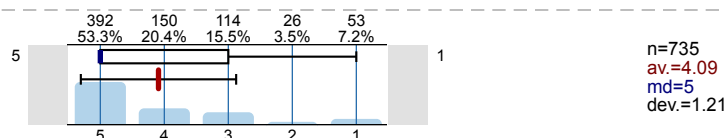
4.13) Fully online courses



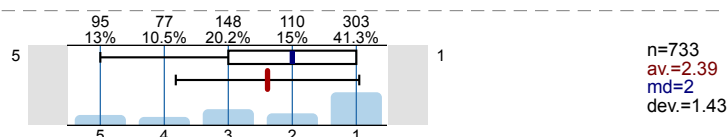
4.14) Courses that are hybrid (a mixture of online and on-campus requirements)



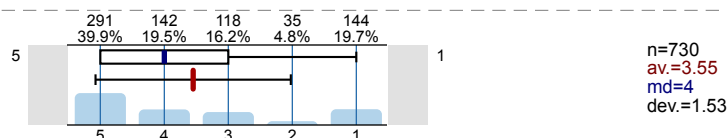
4.15) Flex Courses (students choose to attend in person or online/remotely)



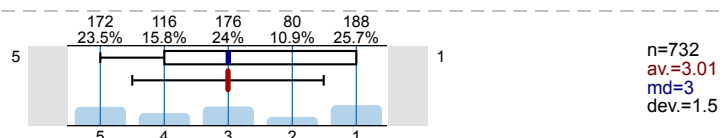
4.16) Courses taught in early morning -- before 9:00 am



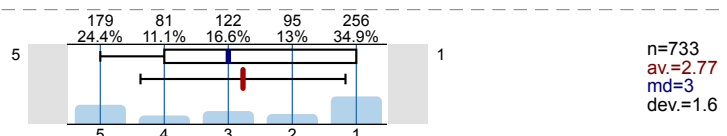
4.17) Courses taught later in the morning -- between 9 am and noon



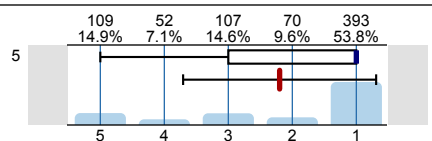
4.18) Courses taught in the afternoon -- between noon and 5:00 pm



4.19) Courses taught in the evening -- 5:00 pm to 8:00 pm

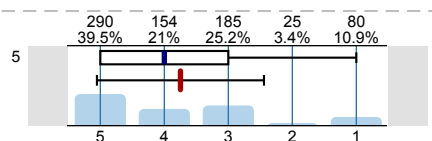


4.20) Courses taught at night -- after 8:00 pm



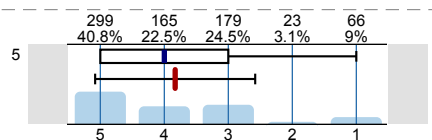
n=731
av.=2.2
md=1
dev.=1.51

4.21) Courses taught on Monday/Wednesday



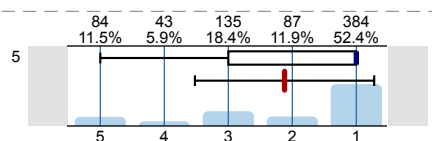
n=734
av.=3.75
md=4
dev.=1.31

4.22) Courses taught on Tuesday/Thursday



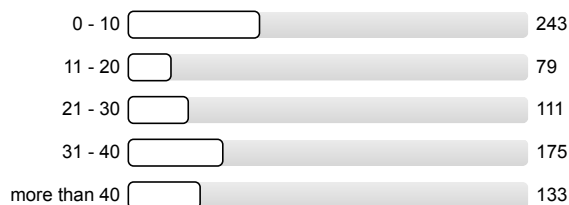
n=732
av.=3.83
md=4
dev.=1.25

4.23) Courses taught on Friday and/or Saturday



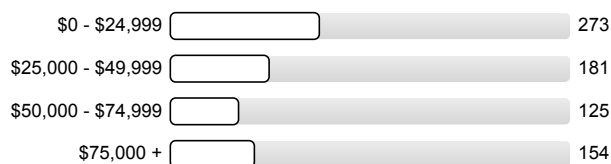
n=733
av.=2.12
md=1
dev.=1.4

5. About Your College Resources

5.1) How many hours do you typically **work per week** for pay?

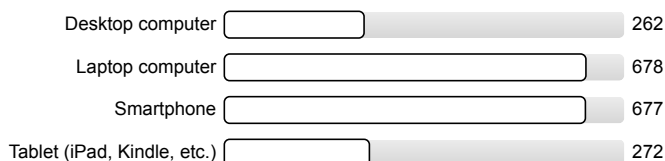
n=741

5.2) Which best describes your household earned income?



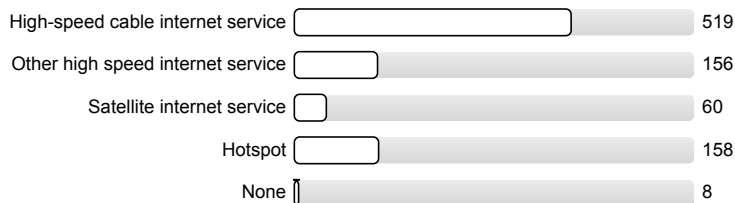
n=733

5.3) Which devices do you have as resources (check all that apply):



n=750

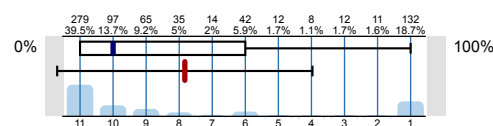
5.4) What type of internet access do you have at home (check all that apply)?



n=750

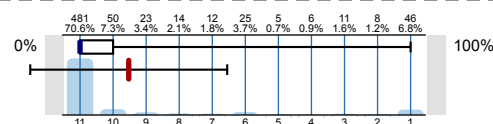
6. Regarding paying for college, what **percentage (%)** comes from the following?

6.1) Self-Financed



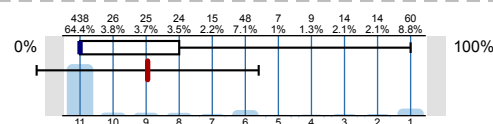
n=707
av.=7.83
md=10
dev.=3.86

6.2) Paid by parent or guardian



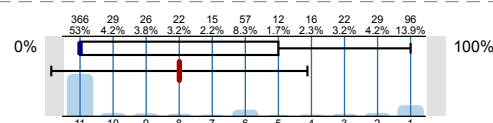
n=681
av.=9.53
md=11
dev.=2.98

6.3) Student loans



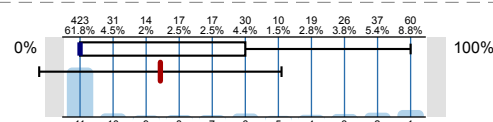
n=680
av.=8.95
md=11
dev.=3.36

6.4) Grants



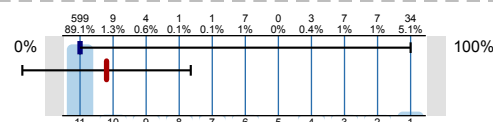
n=690
av.=8
md=11
dev.=3.87

6.5) Scholarships



n=684
av.=8.57
md=11
dev.=3.67

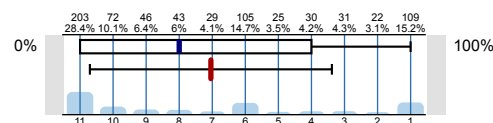
6.6) GI Bill



n=672
av.=10.2
md=11
dev.=2.55

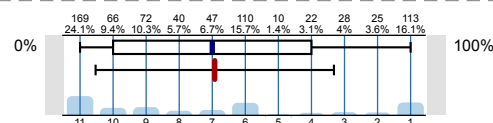
7. Regarding books for your classes, what **percentage (%)** do you?

7.1) Buy a printed hard copy textbook



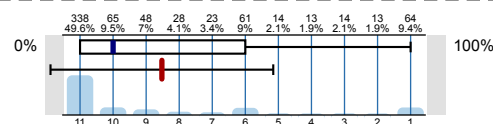
n=715
av.=7.04
md=8
dev.=3.66

7.2) Buy a digital copy (Publisher site)



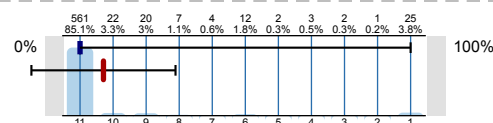
n=702
av.=6.92
md=7
dev.=3.61

7.3) Rent a textbook



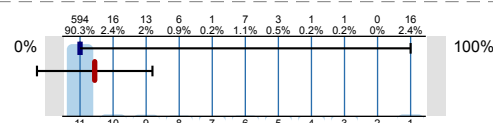
n=681
av.=8.52
md=10
dev.=3.37

7.4) Use the copy of the textbook on file in the Library



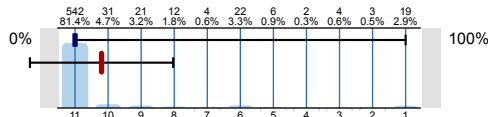
n=659
av.=10.29
md=11
dev.=2.18

7.5) Share a textbook with a fellow student



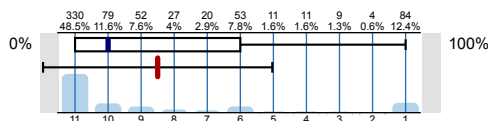
n=658
av.=10.56
md=11
dev.=1.75

7.6) Make due without a book



n=666
 av.=10.2
 md=11
 dev.=2.17

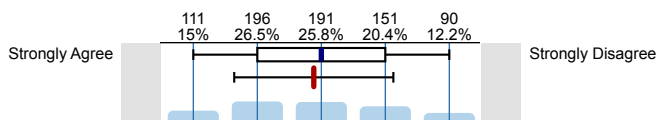
7.7) Have a class that doesn't require purchasing a textbook



n=680
 av.=8.5
 md=10
 dev.=3.47

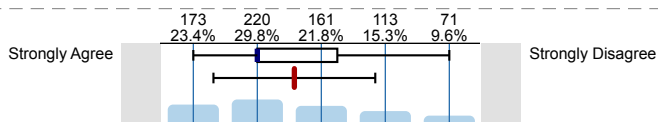
8. What are your perceptions?

8.1) My high school academic studies adequately prepared me for college-level math and science.



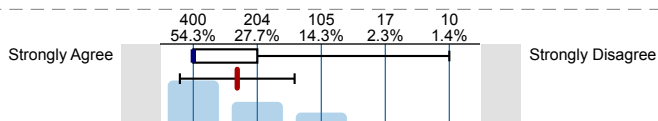
n=739
 av.=3.12
 md=3
 dev.=1.24

8.2) My high school academic studies adequately prepared me for college-level English and writing.



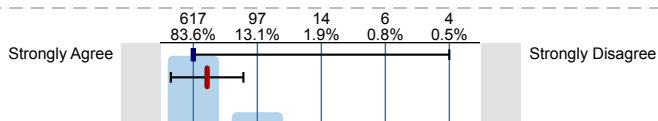
n=738
 av.=3.42
 md=4
 dev.=1.26

8.3) My ethical behavior will increase my chance of success.



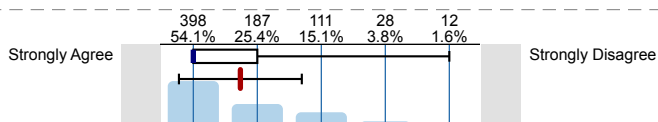
n=736
 av.=4.31
 md=5
 dev.=0.9

8.4) I understand the meaning of plagiarism.



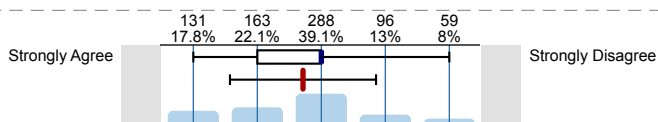
n=738
 av.=4.78
 md=5
 dev.=0.57

8.5) I believe plagiarism should result in a failing grade on an assignment.



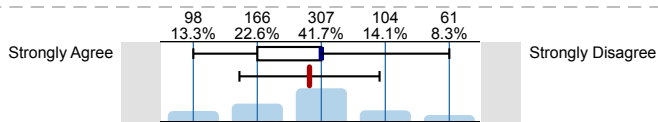
n=736
 av.=4.26
 md=5
 dev.=0.96

8.6) I benefit from studying with other students.



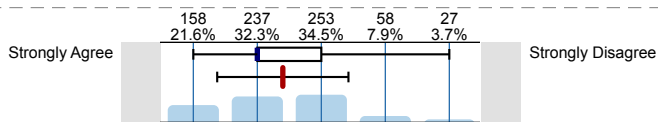
n=737
 av.=3.29
 md=3
 dev.=1.14

8.7) I feel as if my classmates assist my learning.



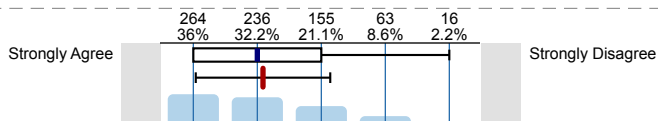
n=736
 av.=3.18
 md=3
 dev.=1.09

8.8) I feel as if my classes are a learning community.



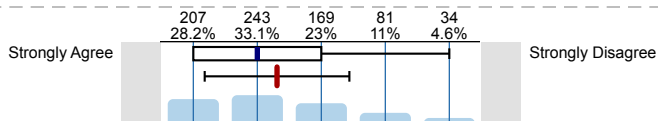
n=733
 av.=3.6
 md=4
 dev.=1.03

8.9) I feel comfortable asking my professors for help.

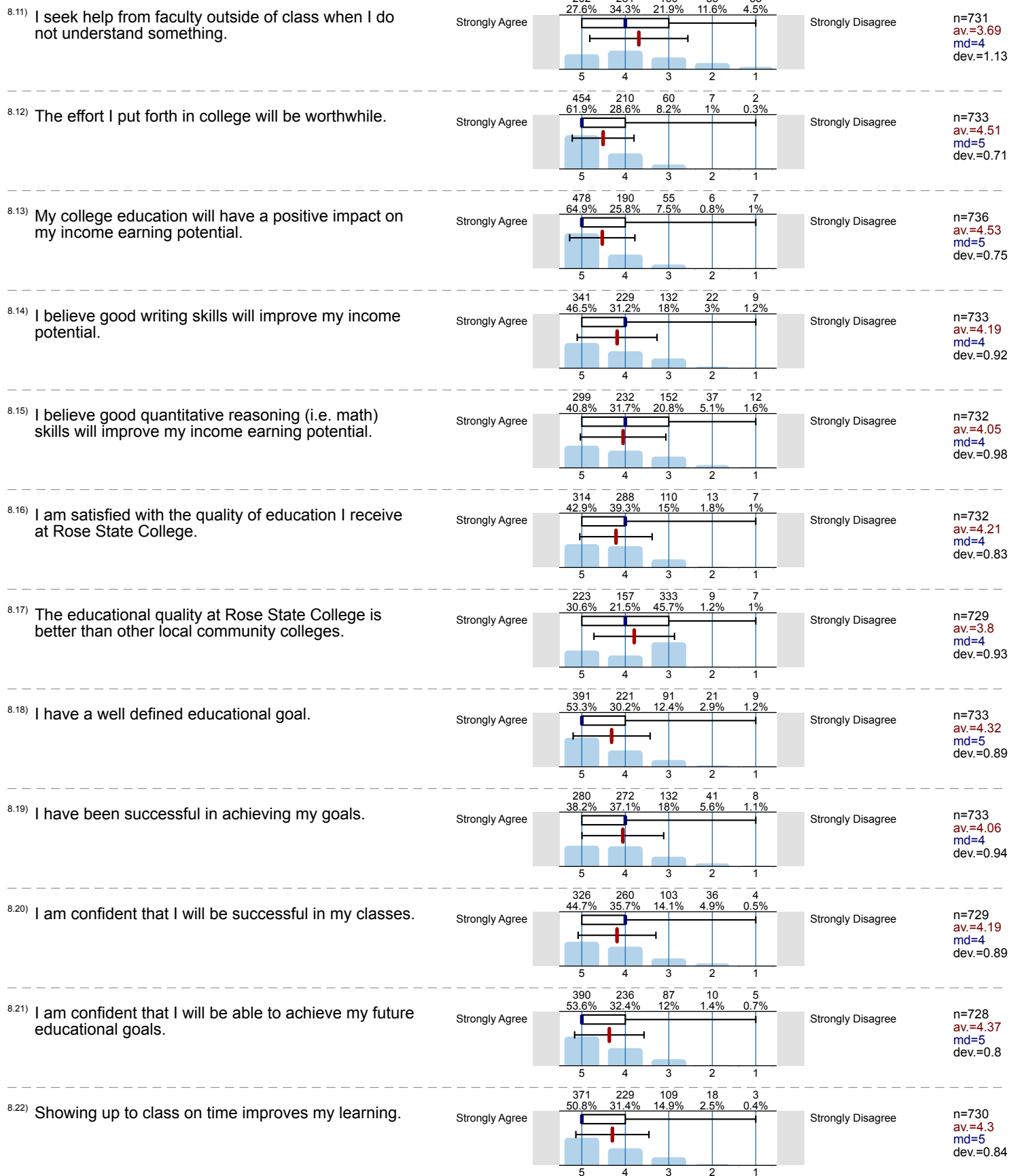


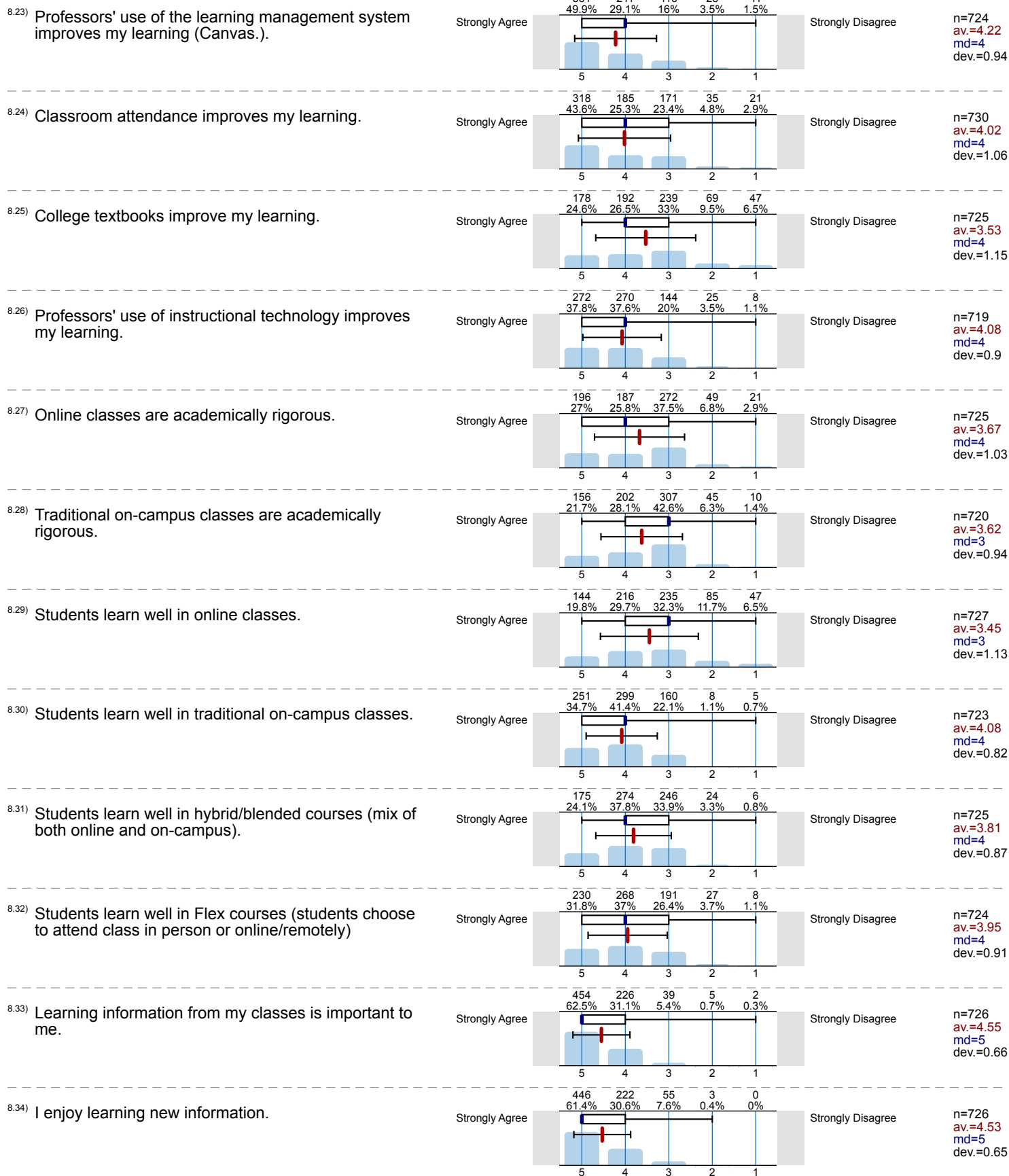
n=734
 av.=3.91
 md=4
 dev.=1.05

8.10) I seek help from faculty during class when I do not understand something.

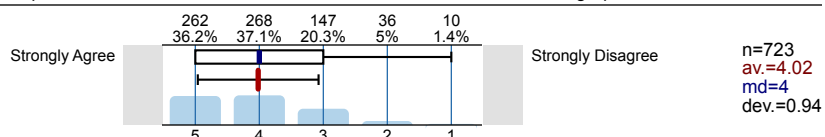


n=734
 av.=3.69
 md=4
 dev.=1.13

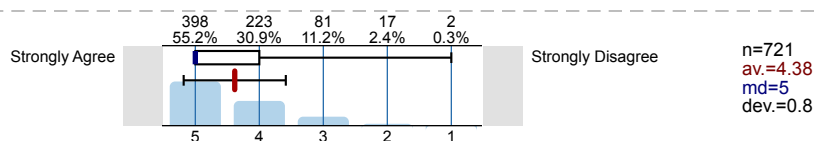




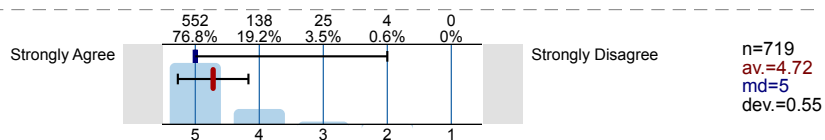
8.35) I enjoy being challenged in my classes.



8.36) The information I learn in my classes will benefit me in the future.



8.37) Receiving a good grade in my classes is important to me.



Profile

Subunit:

Institutional Effectiveness

Name of the instructor:

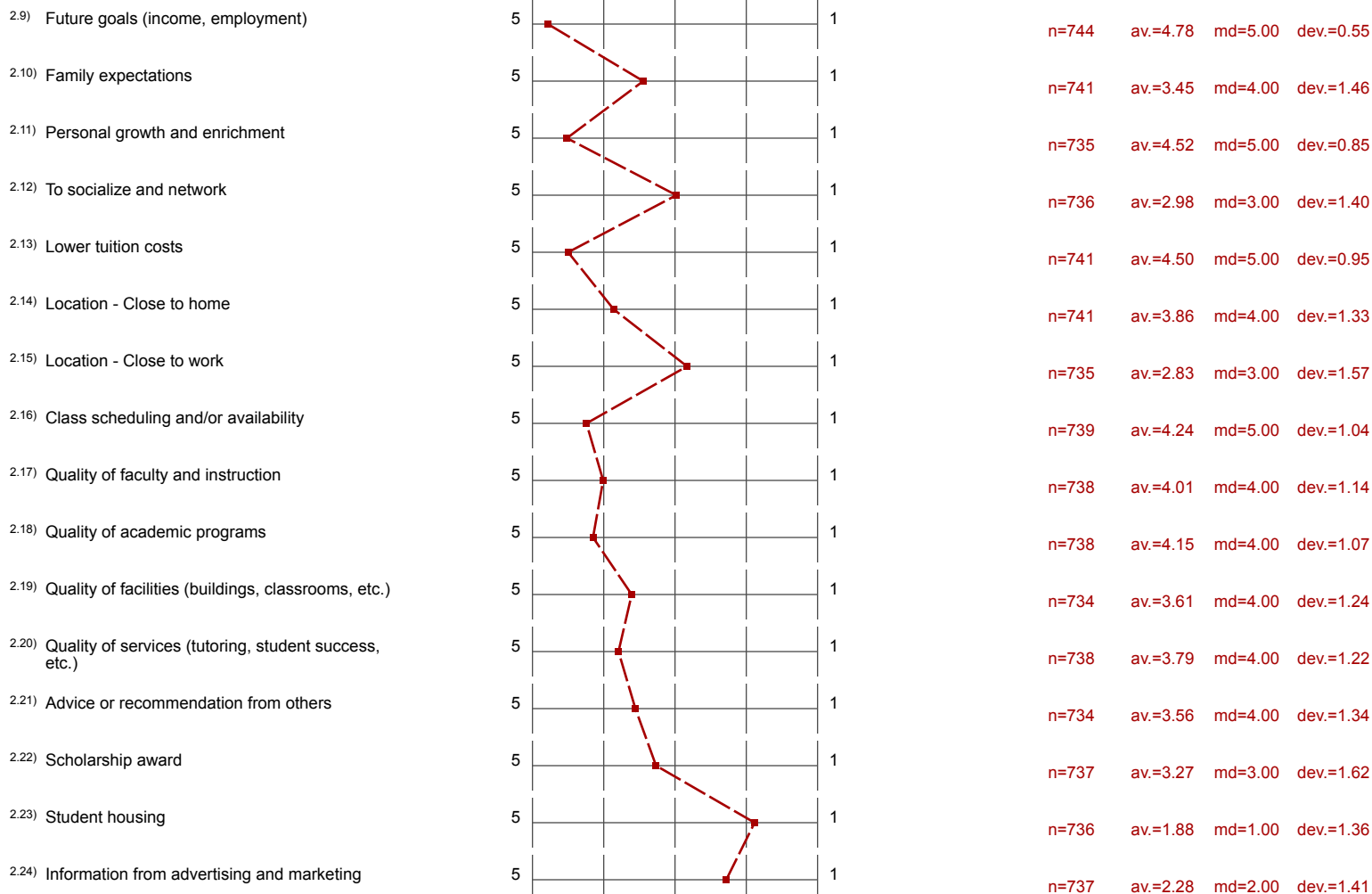
Campus Assessment RSC Assessment Committee

Name of the course:
(Name of the survey)

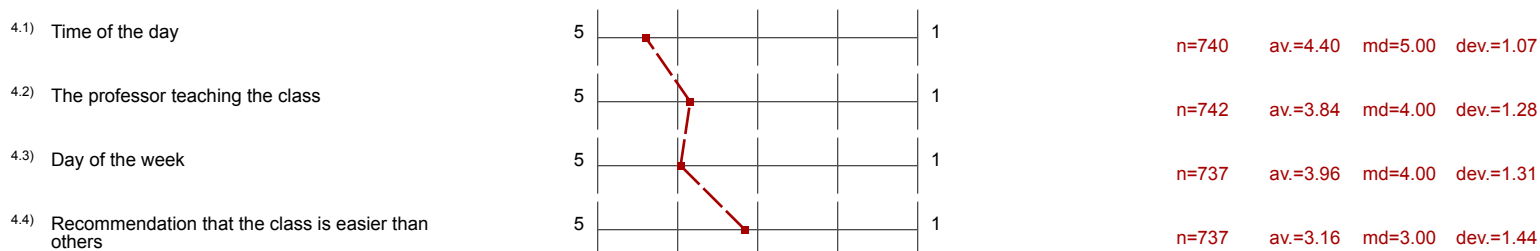
Educational Demographics Fall 2020

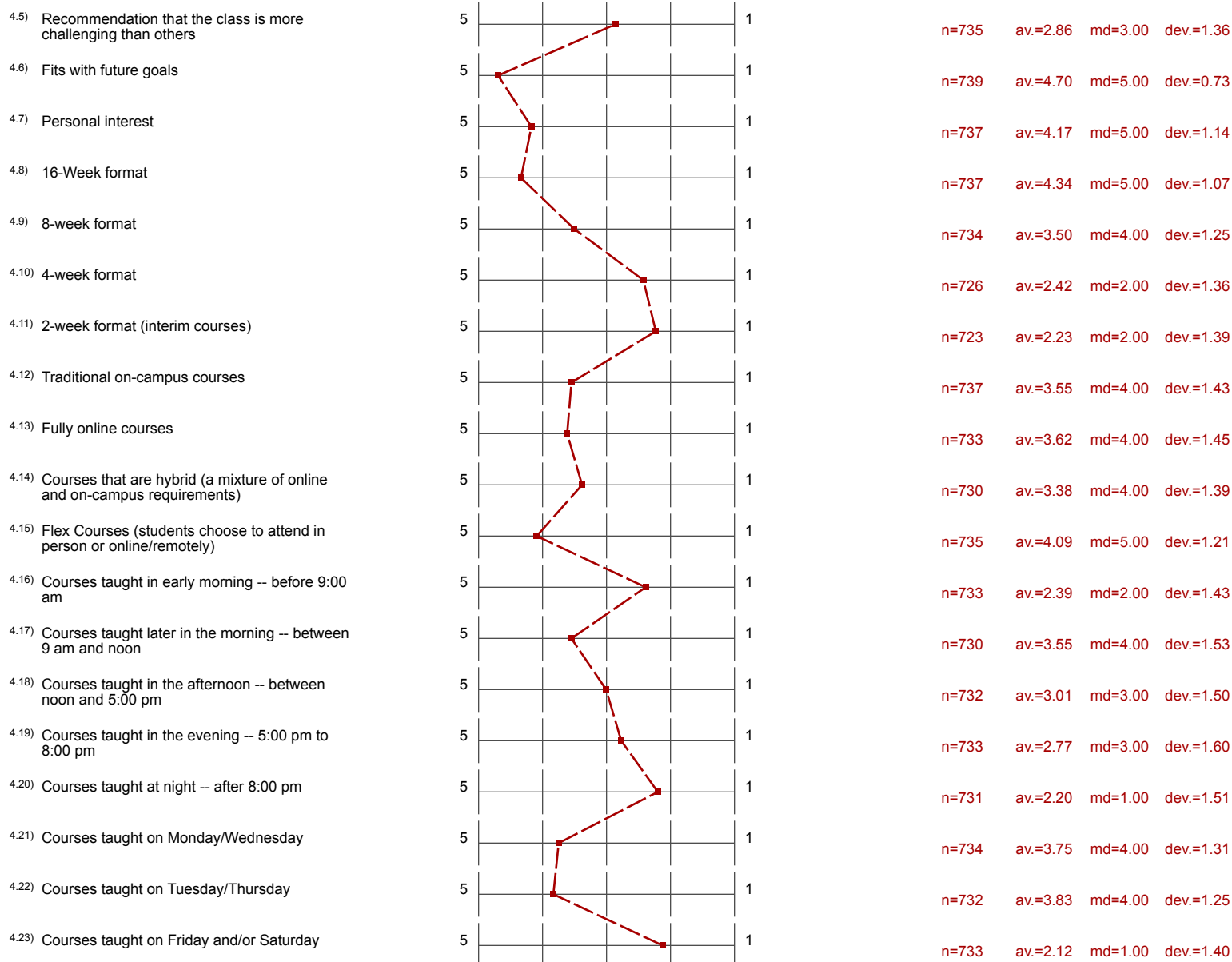
Values used in the profile line: Mean

2. About You

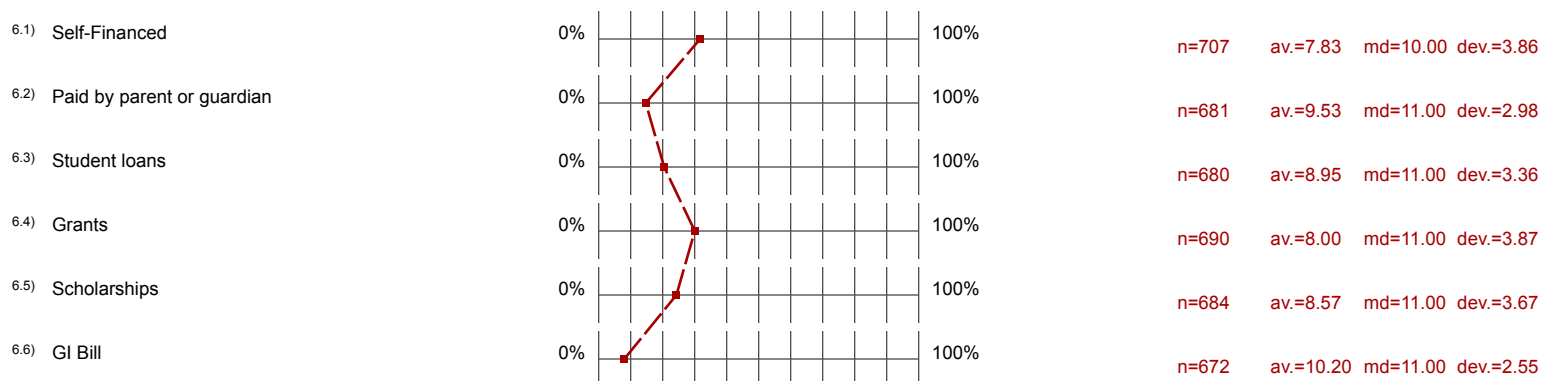


4. Tell us about the courses you prefer

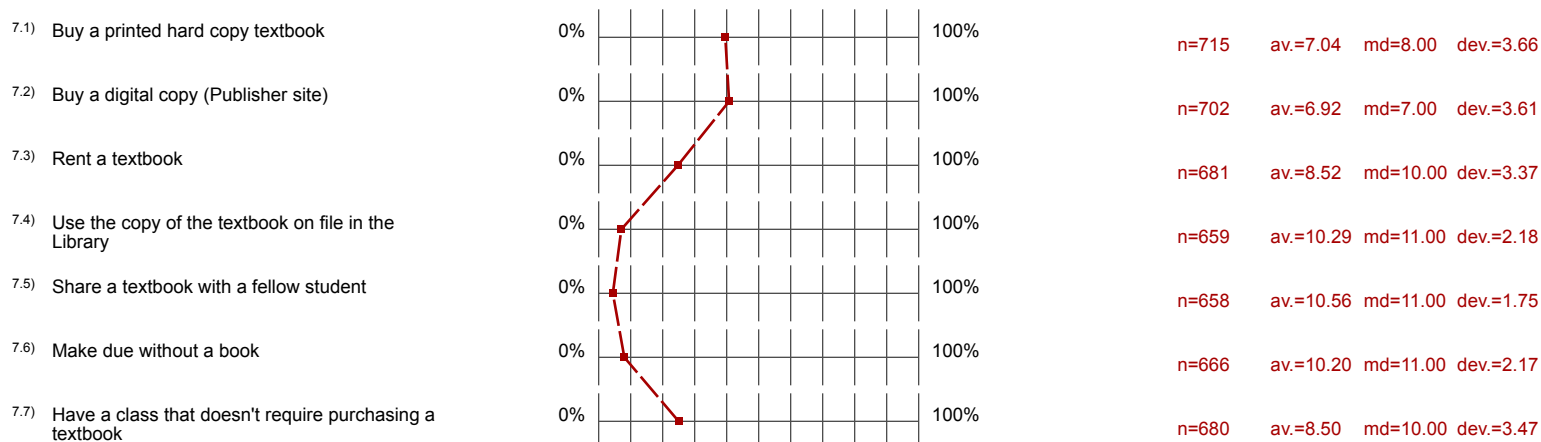




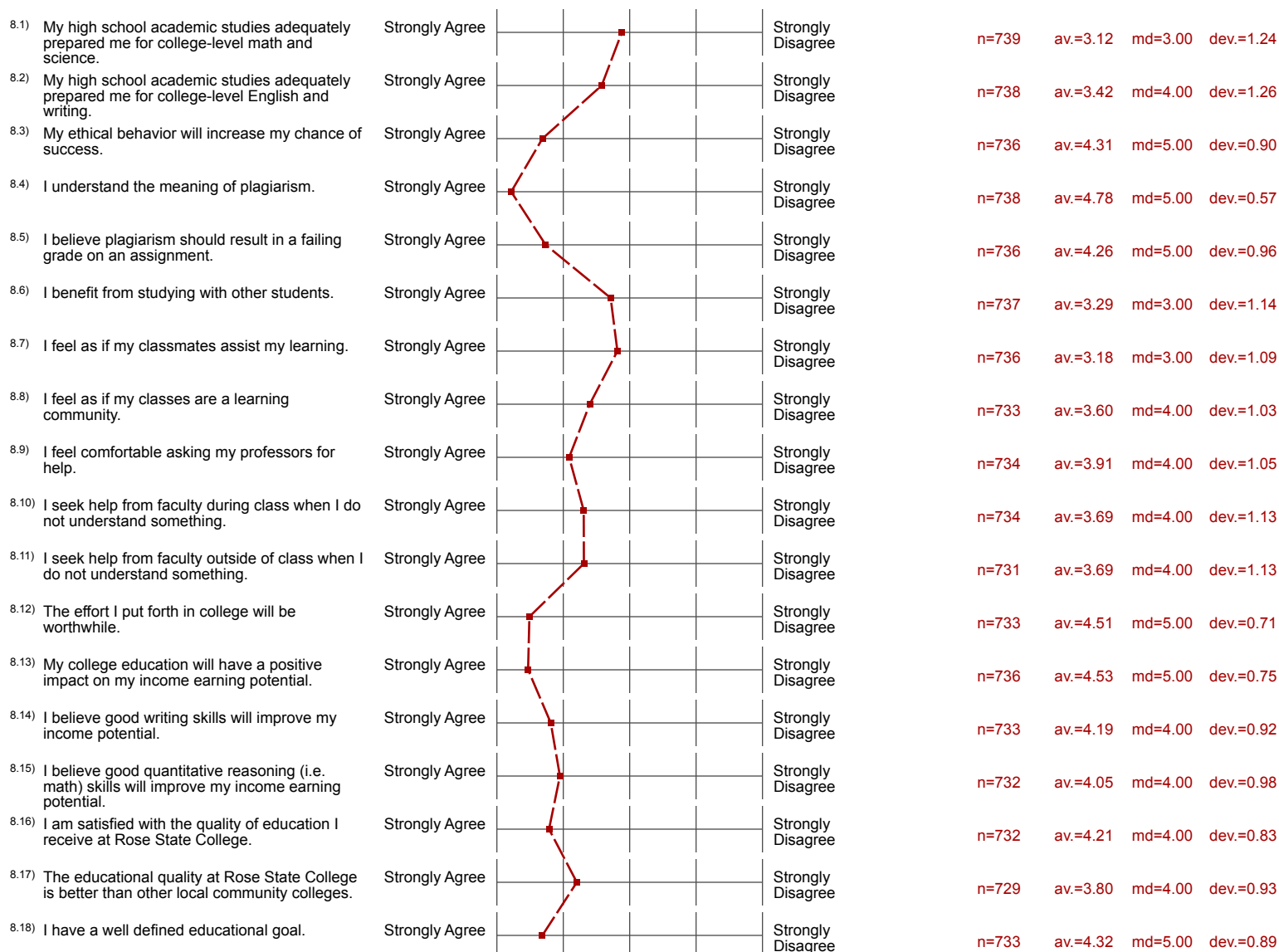
6. Regarding paying for college, what percentage (%) comes from the following?



7. Regarding books for your classes, what percentage (%) do you?



8. What are your perceptions?



8.19) I have been successful in achieving my goals.	Strongly Agree		Strongly Disagree	n=733	av.=4.06	md=4.00	dev.=0.94
8.20) I am confident that I will be successful in my classes.	Strongly Agree		Strongly Disagree	n=729	av.=4.19	md=4.00	dev.=0.89
8.21) I am confident that I will be able to achieve my future educational goals.	Strongly Agree		Strongly Disagree	n=728	av.=4.37	md=5.00	dev.=0.80
8.22) Showing up to class on time improves my learning.	Strongly Agree		Strongly Disagree	n=730	av.=4.30	md=5.00	dev.=0.84
8.23) Professors' use of the learning management system improves my learning (Canvas.).	Strongly Agree		Strongly Disagree	n=724	av.=4.22	md=4.00	dev.=0.94
8.24) Classroom attendance improves my learning.	Strongly Agree		Strongly Disagree	n=730	av.=4.02	md=4.00	dev.=1.06
8.25) College textbooks improve my learning.	Strongly Agree		Strongly Disagree	n=725	av.=3.53	md=4.00	dev.=1.15
8.26) Professors' use of instructional technology improves my learning.	Strongly Agree		Strongly Disagree	n=719	av.=4.08	md=4.00	dev.=0.90
8.27) Online classes are academically rigorous.	Strongly Agree		Strongly Disagree	n=725	av.=3.67	md=4.00	dev.=1.03
8.28) Traditional on-campus classes are academically rigorous.	Strongly Agree		Strongly Disagree	n=720	av.=3.62	md=3.00	dev.=0.94
8.29) Students learn well in online classes.	Strongly Agree		Strongly Disagree	n=727	av.=3.45	md=3.00	dev.=1.13
8.30) Students learn well in traditional on-campus classes.	Strongly Agree		Strongly Disagree	n=723	av.=4.08	md=4.00	dev.=0.82
8.31) Students learn well in hybrid/blended courses (mix of both online and on-campus).	Strongly Agree		Strongly Disagree	n=725	av.=3.81	md=4.00	dev.=0.87
8.32) Students learn well in Flex courses (students choose to attend class in person or online/remotely)	Strongly Agree		Strongly Disagree	n=724	av.=3.95	md=4.00	dev.=0.91
8.33) Learning information from my classes is important to me.	Strongly Agree		Strongly Disagree	n=726	av.=4.55	md=5.00	dev.=0.66
8.34) I enjoy learning new information.	Strongly Agree		Strongly Disagree	n=726	av.=4.53	md=5.00	dev.=0.65
8.35) I enjoy being challenged in my classes.	Strongly Agree		Strongly Disagree	n=723	av.=4.02	md=4.00	dev.=0.94
8.36) The information I learn in my classes will benefit me in the future.	Strongly Agree		Strongly Disagree	n=721	av.=4.38	md=5.00	dev.=0.80
8.37) Receiving a good grade in my classes is important to me.	Strongly Agree		Strongly Disagree	n=719	av.=4.72	md=5.00	dev.=0.55