

**ROSE STATE COLLEGE  
ANNUAL STUDENT ASSESSMENT REPORT  
2011 - 2012**

***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. The College is highly goal oriented and is continually evaluating its goals and purposes. Rose State College believes that the use of systematic, realistic, and manageable assessment activities will significantly increase student success.

Assessment at Rose State College entails the study of students' entry-level skills, mid-level profiles, accomplishments following employment, transfer, graduation, and student satisfaction with programs and services. Entrusting the academic assessment of student achievement to a faculty coordinator who has administrative support from Academic Affairs, research support from the Office of Institutional Advancement, and computer support from Information Technology Services is changing the perception of the process on campus.

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.

**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 Fall 2011 Students**

Rose State College requested a Fall 2011 ACT student profile, a characteristics report, for students who took the COMPASS assessment. The report for 3,676 tested students included demographics, educational goals, requests for assistance, and ability profiles. Based on this ACT student profile, the reported ethnicity of the tested population indicated that thirty-two percent, (32%), were Caucasian; twenty-seven percent, (27%), African American; seven percent, (7%), Native American; four percent, (4%), Hispanic; and, three percent, (3%), Asian. Two percent, (2%), chose not to respond. Other characteristics are summarized in the following table:

### Characteristics of Students Tested

Characteristic of Students Tested	2010	2011
Female	63%	65%
Male	37%	35%
Age group 20-29	45%	45%
Requesting financial aid assistance	75%	71%
Requesting help with study skills	58%	57%
Requesting major and career assistance	39%	37%

English assessment: Approximately 2,043 students, (70%), were administered the Writing Skills COMPASS test to determine proficiency in English. In the Fall 2011 semester, forty-seven percent, (47%) of the tested students placed at freshman English compared to forty-eight percent (48%) in Fall 2010. Fifty-three percent, (53%), of the tested students placed in remedial English classes. The English mean for this group was 63 compared to 64 the previous year.

Reading assessment: Approximately 2,124 students, (73%), were administered the Reading COMPASS test during the Fall 2011 semester to determine reading proficiency. Sixty-nine percent, (69%), placed in the acceptable reading level range of 76-100, a one percent decrease from the Fall 2010 semester. The reading mean for Fall 2011 was 80, the same as the previous year.

Math assessment: Rose State College has approved a three-tiered math assessment composed of pre-algebra, algebra, and college algebra. Although pre-algebra scores are not used for college-level placement, students are allowed to enroll in classes designed to prepare them for college-level coursework. Approximately 2,428 students were administered the math COMPASS test. This is approximately eighty-four percent, (84%) of all students taking the assessment test compared to the same percentage (84%) in Fall 2010. As an adaptive math assessment, only 43% of those tested were given the algebra section of COMPASS and 6% made it to the college algebra level of the exam. The mean for each respective math assessment level was 46, 34 and 43 as compared to 46, 34 and 44 in Fall 2010.

### Mid-Level Assessment

The Academic Assessment Committee has established that mid-level assessment will include those students who have completed either the Associate in Arts [AA] or Associate in Science [AS] two-year transfer degree. Data retrieved from receiving universities regarding Rose State College graduates who are enrolled in baccalaureate degree programs are analyzed to determine student success. In addition, one of the four core competencies of general education assessment, using a course embedded approach, is analyzed for all disciplines and programs. This approach includes critical thinking, effective communications, computer proficiency, and quantitative literacy using an embedded process within the class and/or course rather than utilizing an external instrument.

The Committee analyzed the outcomes data related to mid-level students, compared general education program requirements, and reviewed College general education policies and related competencies. As a result of the findings, no major changes or actions were recommended.

**Fall 2007, 2008, 2010 and 2011  
Rose State College Transfer Students to  
*The University of Oklahoma***

	2007	2008	2010	2011
<b>Number to OU</b>	79*	59*	74*	93*
<b>OU GPA</b>	2.78	2.86	2.72	2.91

\*Semester count

**Fall 2009, 2010 and 2011 Comparison  
Rose State College Transfer Students to  
*Oklahoma State University***

Number of Students			Transfer GPA			Cumulative			Current Semester			Total Cumulative GPA		
2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
277*	288*	281	3.140	3.185	3.159	2.894	2.840	2.887	2.831	2.842	2.858	2.942	2.914	2.942

\*Annual count

**Fall 2011  
Rose State College Transfer Students to  
*University of Central Oklahoma* Including the Students'  
Transfer Hours from Other Colleges**

Transferred from RSC and Other Schools	Students Transferring 1-30 hours	Students Transferring 31+ hours
	Fall 2011	Fall 2011
<b>No. Of Students</b>	97	1033
<b>Avg. Transfer Hours</b>	19.22	78.77
<b>Avg. Transfer GPA</b>	2.67	2.98
<b>Avg. UCO Hours</b>	43.21	34.52
<b>Avg. UCO GPA</b>	2.52	2.91
<b>Avg. Total Hours</b>	61.09	112.24
<b>Avg. Total GPA</b>	2.63	2.97

## 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 239 students in capstone courses. Of the 239 students, 223 students, or 93.3 percent, were successful.
  - Health Sciences Division enrolled 207 students in capstone courses. Of the 207 students, 179 students, or 86.5 percent, were successful.
  - Humanities Division enrolled 41 students in capstone courses. Of the 41 students, 34 students, or 82.9 percent, were successful.
  - Social Sciences Division enrolled 28 students in capstone courses. Of the 28 students, 27 students, or 96.4 percent, 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.
  - Transfer reports from other academic institutions.
  - The students' success when they transfer to a four-year institution is the College's instrument of assessment for mid-level. Data tables are provided in the report.

## Student Satisfaction Assessment

In Fall 2011, the faculty members were selected randomly; then they were asked to randomly select ten students in one class to complete the ACT Student Satisfaction Survey. Five hundred and one students participated. During the Spring 2012 semester, 331 graduates completed the ACT Student Satisfaction Survey. The survey allows students to provide comments or suggestions concerning the College on the back of the form. Responses were shared with the appropriate vice presidents, deans, and/or student services area.

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.

## Assessment

The Academic Assessment Committee continues to suggest methods and procedures for gathering information that will aid in the advancement of institutional effectiveness and improve strategic planning.

- In FY08, the four-part reporting cycle of the assessment program started over with the analysis of critical thinking. Full-time and adjunct faculty reported on their assessment of 861 classes/sections for **critical thinking**. A total of 14,049 participated with 11,599, (82.6%), demonstrating successful critical thinking skills based on the context-specific criteria of the individual professors.
- In FY09, full-time and adjunct faculty reported on their assessment of 1,056 classes/sections for **effective communication**. A total of 16,368 participated with 13,691,

(83.64%), demonstrating successful effective communication skills based on the context-specific criteria of the individual professors.

- In FY10, full-time and adjunct faculty reported on their assessment of 1,147 classes/sections for **technology proficiency**. A total of 19,899 participated with 17,399, (87.4%), demonstrating successful technology proficiency skills based on the context specific criteria of the individual professors.
- In FY11, full-time and adjunct faculty reported on their assessment of 1,133 classes for **quantitative/analytical literacy**. A total of 19,823 students participated with 16,106, (81.25%), demonstrating successful quantitative/analytical literacy based on the context-specific criteria of the individual professors.
- In FY12, full-time and adjunct faculty reported on **critical thinking** from 1,112 classes. A total of 18,797 students participated with 15,411, (81.99 %), demonstrating successful critical thinking based on the context-specific criteria of the individual faculty member.

## **ANNUAL REPORT OF 2011-2012 STUDENT ASSESSMENT ACTIVITY**

### **Narrative Questions**

#### **Section I – Entry Level**

##### **Administering Assessment**

###### **I-1. How were instruments administered?**

Rose State College is dedicated to assisting individuals in achieving their academic goals. The College determines academic readiness by administering assessment tools such as the American College Testing's ACT, residual ACT, and/or COMPASS prior to enrollment in English, math, and science courses.

Students may also submit SAT scores as a means of determining entry-level placement. Rose State has implemented a placement chart for Accuplacer (CPT) to be used for distance learning and transfer students. These students now have the opportunity to submit official scores from this exam to Admissions as an alternative placement method.

Rose State College offers all national ACT exams. Students are encouraged to take the ACT or COMPASS examination prior to enrollment. COMPASS is a computer-based assessment tool available to students at their convenience and without appointment during normal Testing Center hours.

###### **I-2. Which students were assessed?**

Students entering the College for the *first time* who have not taken the American College Test (ACT) examination, or who have scored below nineteen on an ACT sub-test may be required to take the Rose State College assessment examination. The one exception to the ACT score of nineteen is the mathematics sub-score. Although students may enroll in other 1000 level math courses with an ACT sub-score of nineteen or above, students enrolling in MATH 1513, College Algebra, must score twenty-one or above. In addition to ACT sub-test scores, academic advisors consider additional information and prior coursework to place students. Advisors also evaluate those students who receive a borderline score on the assessment tests in English, mathematics, science, and reading on a case-by-case basis. Students who do not assess at college level must enroll and successfully complete remedial coursework before enrolling in college-level courses.

The College uses two competency categories: curricular requirements and performance requirements. Students admitted to the College who are pursuing transfer degrees must satisfy all high school curricular deficiencies within the first twenty-four credit hours attempted. If curricular deficiencies are not remediated within the first twenty-four credit hours, future enrollment is limited to deficiency removal courses only. (Zero-level courses are not counted in the twenty-four hours.) Transfer students with deficiencies must satisfy all curricular requirements within the first twelve credit hours or enrollment will be limited to curricular deficiency removal courses only. The second competency category is the performance requirement. First time entering students with official ACT scores should meet a benchmark of 19 in each subject area (21 for college algebra). When these minimum levels are not achieved, COMPASS assessment is available for students to demonstrate their competency in a particular subject area consistent with the institution's assessment policy. However, the student may undergo additional testing to determine his/her level of readiness for college-level work. Following assessment, students found to be under-prepared for

college-level work are required to successfully complete the appropriate remediation. Students who lack three performance requirements must enroll in STSR 1102, Educational Planning, an appropriate reading course, and obtain academic advisor enrollment assistance.

**I-3. Describe how and when they were assessed, including options for students to seek retesting, tutoring, or other academic support.**

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. 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. 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.

Rose State College provides free tutoring for required general education and/or zero-level developmental courses in math, science, social studies, and English. Rose State College Tutoring Center estimates that by the end of 2012 we will have provided approximately 11,000 hours of free tutoring to 909 Rose State College students and 135 high school students. 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. Other academic services include career planning workshops, job placement, Steps to Success workshops, study skills workshops, academic contracts, disabled student services, and campus assistance programs

The Student Success Center, an early alert system office, was established January 2009 to help students' personal growth, professional development, and academic progress from enrollment through graduation. A professor may refer a student if the professor has concerns about the student, whether academic or personal. Through the early alert system, referrals for established services (tutoring, labs, personal counseling, career counseling, academic advisement, etc.), and mentoring programs can be identified to assist a student before his/her problem become insurmountable. As noted in the following table, in the Fall 2011 semester, 90 faculty utilized the system; 1,012 students were notified by email, phone, or mail that the faculty member was concerned at that time with their success in the course. In the Spring 2012 semester, 94 faculty utilized the system; 1,177 students were contacted through the early alert system.

### Early Alert Semester Comparison

Early Alerts			
Fall 2011		Spring 2012	
Faculty	Student Alerted	Faculty	Students Alerted
90	1012	94	1177

### Analyses and Findings

#### I-4. What were the analyses and findings from the 2011 -12 entry-level assessment?

The purpose of the testing/assessment process is to place students in appropriate pre-collegiate level courses, when needed. Rose State College participates in ACT's data collection services.

#### **Entering Student Descriptive Report Fall 2011 Students**

Rose State College requested a Fall 2011 ACT student profile, a characteristics report, for students who took the COMPASS assessment. The report for 3,676 tested students included demographics, educational goals, requests for assistance, and ability profiles. Based on this ACT student profile, the reported ethnicity of the tested population indicated that thirty-two percent, (32%), were Caucasian; twenty-seven percent, (27%), African American; seven percent, (7%), Native American; four percent, (4%), Hispanic; and, three percent, (3%), Asian. Two percent, (2%), chose not to respond. Other characteristics are summarized in the following table:

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**I-5. How was student progress tracked?**

At the conclusion of each grading term, reports are prepared by the College's Information Technology Services area. Reports are shared with general and academic advisors, so that the advisors may contact unsuccessful students. Unsuccessful students are to be dropped from the next course in the developmental sequence, or from collegiate courses for which the developmental course was a prerequisite. Options communicated to these students include: (1) the student may repeat the developmental course; (2) the student may retest using COMPASS or ACT to attempt placement in the next sequential course.

Communication with students serves as a useful avenue to provide direction to students about the resources available to assist them (e.g., tutoring, mathematics lab). These communications create an opportunity for the College to reinforce the services provided by the Student Success Center. The outcomes for students are used by the Testing and Placement Committee to identify areas of concern for focused, applied research.

The Testing and Placement Committee continues to place emphasis on statistical analysis of reading proficiency. Analysis of the means for COMPASS placements areas, from summer 2003 through Spring 2012, revealed no statistically significant variance in the means for writing skills, reading skills, prealgebra, algebra, and collegiate algebra. No improved placement range was identifiable from the statistical analysis.

**I-6. Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluations of cut-off scores, and changes in the entry-level assessment process as a result of findings.**

A grading analysis at the course section level is completed for academic departments for the use of College Deans and faculty to identify strategies, trends, and/or concerns. Those can be addressed at the departmental level, or may be referred to an appropriate College committee. Data, coupled with ongoing analysis of placement score ranges guide the institution's decision-making.

College Deans and faculty may identify areas for focused research by the Testing and Placement Committee. One identified concern derived from discussions regarding assessment policies was reading readiness in liberal arts courses. A study was completed in Spring 2009 to analyze the correlation of student success in courses to entering reading scores. As a result of that study, the expected COMPASS reading score for placement into reading intensive coursework was increased to a 76 beginning in Fall 2009. The College continues to analyze reading placements. Current analysis indicates the new placement range is yielding positive results. A survey of the liberal arts faculty reported satisfaction.

## Other Assessment Plans

### I-7. What other studies of entry-level assessment have been conducted at the institution?

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; mean scores have not varied statistically. The Committee did not recommend change in the placement ranges for COMPASS areas for 2011-2012.

### I-8. Describe results.

The Testing and Placement Committee, composed of a cross-section of faculty, continues to review the cut scores when trends of unsuccessful performance warrant evaluation. Although discussions and data analysis occurred, outcome placement ranges were not modified. Changes made six years ago to math/pre-algebra routing have yielded significant course placement adjustments in developmental math which are more consistent with concepts taught in each of those courses. Success rates for these students in the areas of pre-algebra, elementary algebra, and intermediate algebra indicate the cut scores are appropriate. Math faculty have collaborated to merge some developmental courses (e.g. Arithmetic Skills/Prealgebra) into single courses. The College is monitoring these new courses.

In many cases, students who have met these cut scores have been more successful than students who enrolled through other means. The reading changes accomplished in Fall 2009 continue to be supported by faculty and are yielding improved student outcomes.

The consensus of the Testing and Placement Committee is that the mathematics changes are resulting in positive improvements in student outcomes. The English and reading faculty members on the committee undertook a study to evaluate the appropriateness of the English and reading placement ranges consistent with the previous work completed by the committee for mathematics placement ranges. The English faculty were surveyed regarding satisfaction with placement. The survey revealed strong support among English faculty for the current course placement processes. As noted previously, reading placements were modified based on an analysis of success patterns within reading intensive coursework. The liberal arts faculty on the committee surveyed liberal arts faculty. No placement changes were identified.

The College continues to use *The Entering Student Descriptive Report* as a research tool which provides useful information to aid College staff in the evaluation and interpretation of the responses of Rose State College students who have taken the COMPASS assessment. Student data collected from summer/fall enrollment yielded information regarding student background, needs, and assessment results.

Student-identified needs from the report parallel those identified in previous years. Students continue to identify needs in career planning, financial aid, and study skills. Attention is being given to an enhanced campaign to promote the institution's study skills workshops delivered by the Student Success Center which was established as part of the College's commitment

to the Achieving the Dream initiative. The efforts of this new Center will be part of the ongoing assessment of the campus and the effectiveness of its programs.

#### **I-9. What instructional changes occurred or are planned due to entry-level assessment?**

*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. Describe how assessment activities were linked to the institutional general education program competencies.**

Rose State College has been assessing all classes for critical thinking, effective communication, technology proficiency, and quantitative literacy, respectively, since Fall 2003.

During the Fall 2003 semester, full-time faculty reported on **critical thinking skills** from 409 classes. A total of 6,310 students participated with 5,154, (81.89 %), demonstrating successful critical thinking skills based on the context-specific criteria of the individual professors. In addition, adjunct faculty assessed 231 classes during the Spring 2004 semester. A total of 3,583 students participated with 2,781, (77.62 %), demonstrating successful critical thinking skills based on the context-specific criteria of the individual professors.

During the Fall 2004 semester, full-time faculty reported on **effective communication** from 461 classes. A total of 7,402 students participated with 6,111, (82.56 %), demonstrating successful effective communication skills based on the context-specific criteria of the individual professors. In addition, adjunct faculty assessed 325 classes for effective communication during the Spring 2005 semester. A total of 5,714 students participated with 4,633, (81.08 %), demonstrating successful effective communication skills based on the context-specific criteria of the individual professors.

During the Fall 2005 semester, full-time faculty reported on **technology proficiency** from 613 classes. A total of 9,113 students participated with 7,660, (84.06 %), demonstrating successful technology proficiency based on the context-specific criteria of the individual professors. In addition, adjunct faculty assessed 473 classes for technology proficiency during the Spring 2006 semester. A total of 7,153 students participated with 5,854, (81.84 %), demonstrating successful technology proficiency skills based on the context-specific criteria of the individual professors.

During the Fall 2006 semester, full-time faculty reported on **quantitative literacy** from 611 classes. A total of 8,682 students participated with 6,910, (79.59 %), demonstrating successful quantitative literacy based on the context-specific criteria of the individual

professors. In addition, adjunct faculty assessed 398 classes for quantitative literacy during the Spring 2007 semester. A total of 5,880 students participated with 4,518, (76.84 %), demonstrating successful technology proficiency skills based on the context-specific criteria of the individual professors.

During the Fall 2007 semester, the four-part cycle started over. Full-time faculty reported on **critical thinking**. Full-time faculty reported critical thinking assessment for 594 classes. A total of 9,889 students participated with 7,954, (80.43 %), demonstrating successful critical thinking skills based on the context-specific criteria of the individual professors. Spring 2008 adjunct faculty assessed critical thinking from 267 classes. A total of 4,520 students participated with 3,645,

(80.64 %), demonstrating successful critical thinking skills based on the context-specific criteria of the individual professors.

During the Fall 2008 semester, the full-time faculty reported on **effective communication** from 636 classes. A total of 10,109 students participated with 8,540, (84.48 %), demonstrating successful effective communication skills based on the context-specific criteria of the individual professors. Spring 2009 adjunct faculty assessed effective communication in 420 classes. A total of 6,259 students participated with 5,151, (82.30 %), demonstrating successful effective communication skills based on the context-specific criteria of the individual professors.

During the Fall 2009 semester, full-time faculty reported on **technology proficiency** from 638 classes. A total of 10,996 students participated with 9,700, (88.21 %), demonstrating successful technology proficiency based on the context-specific criteria of the individual professors. In addition, adjunct faculty assessed technology proficiency from 509 classes during the Spring 2010 semester. A total of 8,903 students participated with 7,699, (86.48 %), demonstrating successful technology proficiency skills based on the context-specific criteria of the individual professors.

During the Fall 2010 semester, full-time and adjunct faculty reported on **quantitative/analytical literacy** from 1,133 classes. A total of 19,823 students participated with 16,106, (81.25 %), demonstrating successful quantitative/analytical literacy based on the context-specific criteria of the individual faculty member.

During the Fall 2011 semester, full-time and adjunct faculty reported on **critical thinking** from 1,112 classes. A total of 18,797 students participated with 15,411, (81.99 %), demonstrating successful critical thinking based on the context-specific criteria of the individual faculty member.

**The Academic Assessment Committee requested that full-time faculty report any instructional changes during the Spring 2012 semester related to their assessment of Goal #2 - Effective Communication as a result of the outcomes and/or their classroom assessment experience. The survey will be completed by full-time faculty each spring term. Since adjunct faculty may or may not teach the same course routinely, adjunct faculty may not have the reflective perspective of full-time faculty. Hence, only full-time faculty have been asked to submit the spring survey.**

Information Technology Services continues to make available, through PeopleSoft and the College's Internal Website, a system to allow faculty to submit their assessment reports online.

## **II-2. Describe how the instruments were administered and how students were selected.**

The Academic Assessment Committee identified four competencies, assessed in the general education program, which should be evident in Rose State College graduates: Critical Thinking, Effective Communication, Technology Proficiency, and Quantitative Analytical Literacy. To be identified as having successfully learned concepts of the core competency, the student must meet the standard developed by the faculty member for the course in the assessed competency. 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 to be used. An online reporting form is provided to faculty to allow for a consistent means of collecting information regarding the method of assessment, the criteria for success, and implementation to improve learning. The course-embedded design allows for the assessment of all enrolled students to be context-specific.

## **II-3. Describe strategies to motivate students to participate meaningfully.**

The course-embedded nature of the College assessment program mitigates the need for additional motivational strategies. As an integral part of the normal classroom experience, students are assessed and graded on identified general education goals in a context-specific manner.

## **Analyses and Findings**

### **II-4. How was student progress tracked into future semesters and what were the findings?**

The Office of Admissions and Records (Admissions) is dedicated to supporting students in pursuit of their educational goals. As such, Admissions distributes one survey, prepared by the Job Placement Office, to graduating students. The preferred method of distribution has been to mail the graduate survey with each student's diploma. The survey was developed to gather additional information regarding utilization of job placement services provided by RSC. Data collected from the graduate survey is sent directly to the director of that area.

The annual ACT Student Satisfaction Survey is distributed to each student as part of the graduation process. With the aid of the campus bookstore, students who are waiting to be measured for cap and gown are asked to complete the ACT survey. The surveys are collected and forwarded to the Academic Assessment Committee Chairperson for tabulation. Beginning spring 2013 the ACT survey will not be available and the Assessment Committee is currently looking at other options.

### **II-5. What were the analyses and findings from the 2011-12 mid-level/general education assessment?**

The Academic Assessment Committee has established that mid-level assessment will include those students who have completed either the Associate in Arts [AA] or Associate in Science [AS] two-year transfer degree. Data received from receiving universities regarding Rose State College graduates who are enrolled in baccalaureate degree programs are analyzed to determine student success. In addition, one of the four core competencies of general education assessment, using a course embedded approach, is analyzed for all disciplines and programs including critical thinking, effective communications, computer

proficiency, and quantitative literacy using an embedded process within the class and/or course rather than utilizing an external instrument.

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Transfer Hours from Other Colleges**

Transferred from RSC and Other Schools	Students Transferring 1-30 hours	Students Transferring 31+ hours
	Fall 2011	Fall 2011
<b>No. Of Students</b>	97	1033
<b>Avg. Transfer Hours</b>	19.22	78.77
<b>Avg. Transfer GPA</b>	2.67	2.98
<b>Avg. UCO Hours</b>	43.21	34.52
<b>Avg. UCO GPA</b>	2.52	2.91
<b>Avg. Total Hours</b>	61.09	112.24
<b>Avg. Total GPA</b>	2.63	2.97

### **Course/Instructor Evaluations**

Course/professor evaluation surveys were administered during the Fall 2011 semester. Approximately 5,293 Student Survey/questionnaires were submitted representing 452 course sections. The evaluations were collected anonymously from students during class time. Evaluations, by policy, are delivered to the Learning Resources Center in a sealed envelope immediately. The LRC delivers the surveys to the Information Technology Services Department for tabulation. Students evaluate issues regarding their own performance in the class (e.g., study time, knowledge of subject matter, etc.), the professor (e.g., preparedness, organization, presentation of information, etc.), and the course (e.g., relevancy, etc.). Information Technology Services provides a summary of the results to the Division Dean and professor, after the completion of the course/semester. Deans and/or professors may then use the results to judge their effectiveness, and modify material or presentation for the following semester.

### **Online Course Evaluations**

Online students are invited each semester, through an announcement in the Desire2Learn (D2L) learning management system, to participate in an online evaluation of each course in which they are enrolled. The evaluations are voluntary and allow an opportunity for students to provide anonymous feedback on instructors and courses. In Fall 2011, students submitted 148 course evaluations. In Spring 2012, students submitted 183 course evaluations. The evaluation responses are made available to the division deans and instructors after grades are submitted via the survey report tool in D2L.

### Section III – Program Outcomes

#### Administering Assessment

III-1. List, in table format, assessment measures and the number of individuals assessed for each major field of study.

**ROSE STATE COLLEGE  
PROGRAM OUTCOMES ASSESSMENT  
Fall 2011 and Spring 2012**

<b>Degree Program</b>	<b><i>Capstone Course</i></b>	<b>Passed</b>
<b>Business and Information Technology Division</b>		
Accounting (AAS)	ACCT 2191-3 – Accounting Internship	9 of 9
Business Administration (AAS) General Business Admin. Human Resources Option Management Option	BA 2523 -- Problem Solving BA 2191-4 -- Business Administration Int. MGMT 2903 Management Seminar	13 of 13 7 of 7 0 of 0
Computer Information Tech. (AAS)	CIT 2313 -- Systems Implementation and Development	7 of 7
Multimedia Communications (AAS)	MULT 2323 Multimedia Portfolio CIT 2313 -- Systems Implementation and Development	3 of 3 3 of 3
Networking	CIT 2023 – Micro Hardware and Operating Systems	82 of 98
Networking CyberSecurity Certificates	#4011 – Information Security Professional #4012 – Designated Approving Authority #4013 – System Administration in Systems Security #4014 – Information System Security Officer #4015 – Systems Certifier #4016 – Risk Analyst	10 of 10 11 of 11 25 of 25 7 of 7 7 of 7 9 of 9
Paralegal Studies (AAS)	LS 2993 –Capstone Seminar	30 of 30
<b>Health Sciences Division</b>		
Dental Assisting (AAS)	HSDA 1353 – Practicum II	12 of 12 received Expanded Duty Permits State of OK- Board of Dentistry 12 of 12 passed



Degree Program	Capstone Course	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	2 of 13 have taken exam 2 of 2 passed RHIT NOTE: 2012 graduates are still taking exams
Clinical Laboratory Tech. (AAS)	HSCL 2606 – Clinical Laboratory Sciences III	16 of 17 passed ASCP; NOTE: 2012 graduates have not yet taken exams.
Nursing Science (AAS)	HSNS 2205 – Advanced Medical Surgical Nursing	NCLEX-RN 106 of 114 passed the 1st time; 8 have retaken and passed.
Radiologic Technology (AAS)	HSXT 2614 – Analytical Radiologic Tech.	12 of 18 continued to 2 <sup>nd</sup> year ARRT/15 of 15 grads passed
Respiratory Therapist (AAS)	HSRT 2334 – Respiratory Therapy Clinic III	20 of 22 passed first time, 2 have not yet taken the exam.
<b>Humanities Division</b>		
English (AA)	ENGL 2502	4 of 5
Liberal Studies (AA)	Art Option: ART 2902 Theatre Option: TH 2902	6 of 6 5 of 5
Library Technical Assistant (AAS)	LTA 2001	2 of 3
Mass Communications (AA)	Journalism Option: JCOM 2213 Broadcast Option: BCOM 2292	6 of 8 3 of 5
Modern Languages (AA)	Spanish Option: SPAN 2223	8 of 9
<b>Social Sciences Division</b>		
Family Services and Child Care (AAS)	FSCD 2233 Practicum in FSCD	27 of 28

Degree Program	Capstone Course	Passed
<b>NOTE:</b> ACAT: ACAT Accountancy Examination 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. What were the analyses and findings from the 2011-12 program outcomes assessment?

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. What instructional changes occurred or are planned in the programs due to program outcomes assessment?

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.

As has typically been the case, several of the curricular changes of FY 12 were related to the Associate of Applied Science degrees. The new and revised degree programs, such as, the Aerospace Technology AAS degree, the Baccalaureate Track Allied Health Option, the revised Engineering Program and revised Geosciences program further developed advisory/collaborative relationships with aerospace, energy and health industries. Identify cross-discipline opportunities in areas such as Biology, Chemistry, Physics, and Engineering to meet growing career fields such as Biochemical, Biomechanical, etc. Goals of the programs are to increase intern opportunities for students and faculty within the Engineering and Science Division; increase community outreach activities in STEM; and encourage faculty to pursue additional grant opportunities for laboratory equipment acquisition and experiential activities for students.

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. Among these were Family Services and Child Development, English, Mass Communications, Library Technical Assistant, Applied Technology, Geosciences, and Computer Game Development. All were approved with the exception of Computer Game Development which was subsequently deleted through the appropriate curricular process. Unfortunately, OSRHE determined that individual embedded certificate requests will have to be forwarded for approval. This action stymied the initiative due to the consequences of Gainful Employment. Rose State College will not be able to forward any requests.

## **Section IV – Student Satisfaction**

### **Administration of Assessment**

IV-1. How were the students selected?

**In Fall 2011, faculty were selected randomly. The faculty members were asked to randomly select ten students in one class to complete the ACT Student Satisfaction Survey. Five hundred and one students participated.** During the Spring 2012 semester, 331 graduates completed the ACT Student Satisfaction Survey. The survey allows students to provide comments or suggestions concerning the College on the back of the form. Responses were shared with the appropriate vice presidents, deans, and/or student services area.

**IV-2. What were the analyses and finding from the 2011-12 student satisfaction assessment?**

Fall 2011 Student Opinion Survey (501 responses).

<b>Student Satisfaction Survey Opinions</b>	<b>Fall 2011</b>	<b>Fall 2009</b>	<b>Fall 2007</b>	<b>Fall 2005</b>
Academic advising/course planning services	4.01	3.99	3.91	3.75
Academic probation and suspension policies	3.66	3.72	3.74	3.73
Assistance provided by the college staff when you entered this college	3.97	4.01	3.98	3.86
Attitude of the college non-teaching staff toward students	3.87	3.90	3.80	3.77
Attitude of the teaching staff toward students	4.20	4.25	4.29	4.25
Availability of financial aid information prior to enrolling	3.84	3.85	3.82	3.81
Availability of your advisor	3.95	3.93	3.90	3.86
College bookstore	3.83	3.96	3.92	3.93
College-sponsored tutorial services	4.27	4.16	4.06	4.33
Concern for you as an individual	3.77	3.87	3.81	3.78
General admissions/entry procedures	3.93	4.03	4.08	3.95
General registration procedures	3.89	4.00	3.97	3.96
Laboratory facilities	3.94	3.91	3.88	3.90
Library/learning resources center facilities and services	4.34	4.43	4.36	4.40
Opportunities for personal involvement in college activities	3.87	3.83	3.86	3.77
Opportunities for student employment	3.63	3.64	3.71	3.67
Personal counseling services	4.17	3.96	3.88	3.71
Personal security/safety at this college	3.90	3.94	4.00	3.91
Rules governing student conduct at this college	3.98	4.00	4.03	3.96
Student government	3.62	3.64	3.69	3.65
Testing/grading system	3.93	4.01	4.01	4.02
Value of the information provided by your advisor	3.94	3.94	3.91	3.81
Vocational guidance/career planning services	3.93	3.91	3.92	3.90

Spring 2012 ACT Student Opinion Survey (331 responses)

<b>Student Opinions evaluated</b>	<b>Spring 2012</b>	<b>Spring 2011</b>	<b>Spring 2010</b>	<b>Spring 2009</b>	<b>Spring 2008</b>
Academic advising/course planning services	4.17	4.18	4.22	3.99	3.98
Academic probation and suspension policies	3.97	3.89	3.89	3.97	4.07
Assistance provided by the college staff when you entered this college	4.23	4.13	4.18	4.16	4.18
Attitude of the college non-teaching staff toward students	4.08	4.10	4.08	4.06	4.13
Attitude of the teaching staff toward students	4.43	4.27	4.28	4.27	4.33
Availability of financial aid information prior to enrolling	4.11	4.10	4.06	4.04	4.19
Availability of your advisor	4.15	4.05	4.09	4.02	4.02
College bookstore	4.14	4.16	4.21	4.15	4.24
College-sponsored tutorial services	4.30	4.34	4.39	4.38	4.11
Concern for you as an individual	4.16	4.16	4.11	4.04	4.13
General admissions/entry procedures	4.25	4.23	4.18	4.22	4.19
General registration procedures	4.25	4.16	4.19	4.09	4.21
Laboratory facilities	4.18	4.10	4.13	4.03	4.06
Library/learning resources center facilities and services	4.53	4.55	4.58	4.43	4.49
Opportunities for personal involvement in college activities	4.13	4.06	4.01	4.05	4.15
Opportunities for student employment	4.03	3.85	3.84	3.97	4.06
Personal counseling services	4.24	4.00	4.45	4.04	4.18
Personal security/safety at this college	4.23	4.11	4.14	4.09	4.12
Rules governing student conduct at this college	4.27	4.16	4.18	4.16	4.23
Student government	4.01	3.86	3.82	3.98	4.01
Testing/grading system	4.19	4.15	4.15	4.18	4.16
Value of the information provided by your advisor	4.17	4.08	4.05	3.94	4.02
Vocational guidance/career planning services	4.23	4.26	4.53	4.15	4.03

#### IV-3. What changes occurred or are planned due to student satisfaction assessment?

Changes are occurring in areas related to budgeting, syllabi development, and computer usage requirements. In the *2012-2014, Strategic Directions Progress Report*, the College provides general goals, the prescribed strategies for achieving the goals, and the College area(s) responsible in the following areas:

- To enhance retention of first-time students, the remedial math redesign project implanted courses with a common syllabi, objectives, homework assignments and examinations. A third faculty member will be employed in 2012-2013 to work with the two full-time professors assigned to the effort. Moving students through the math sequence is a key priority for the College
- One method that Rose State College assists students in demonstrating learning is to assist them in proper course placement through assessment testing. A primary assessment tool at RSC is the COMPASS. The Student Service Building Testing Center administered 15,909 COMPASS assessments for 2011.
- The Developmental Math Courses Redesign Project is progressing from its initiation during FY 2011. Sections of elementary and intermediate algebra are consistent in objectives, design, homework assignments, examinations, and grading. In addition, two of the full-time faculty have developed workshops for MyMathLab orientation, coping with math anxiety, and in specific math content areas.
- The College conducts assessment on a variety of levels. In addition to the general education assessment which has been in effect for ten years, course evaluations, both in class and online through D2L, are conducted. Program objectives and outcomes, indicated on the program pages of the College Catalog, are identified by discipline. Results of the general education assessment are reported to the College Assessment Committee, a sub-committee of the College Academic Affairs Committee.