

**ROSE STATE COLLEGE
ANNUAL STUDENT ASSESSMENT REPORT
2013 - 2014**

Section I – Entry Level

Administering Assessment

I-1. How were instruments administered?

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

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

The National ACT is offered six times during the year and administered under testing guidelines set forth by the national office.

While the Residual ACT can serve as a placement test, the results are only valid for students seeking course placement at Rose State College. Students need to schedule in advance to take the Residual ACT and the cost is \$30.

Students taking the National or Residual ACT must wait at least 60 days to retest, and can take the test a maximum of 12 times.

I-2. Which students were assessed?

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

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

College personnel are committed to providing students with resources that will assist them in their academic endeavors. The identification of students who are having difficulty in their courses early in the semester is a priority for the College. Through the implementation of institutional initiatives, faculty and staff work together to identify students who may be encountering challenges. The following sections provide a brief overview of College efforts.

Placement Testing

Students may take the COMPASS test twice during each major enrollment period, a total of four times per year. An enrollment period is defined as beginning on the first day of summer/fall enrollment and continuing until the first day of spring enrollment. Students may choose to take the residual ACT as a retest option.

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

- Reference materials are provided in the Learning Resources Center (LRC) in Mathematics, reading, and English. Library reference materials outlined in the study guide are held on reserve in the Learning Resources Center. In addition to the COMPASS Study Guide, a literary reference specific to preparation for COMPASS assessment is available.
- In 2013-2014, the PLATO Learning System was available free to students by request through the Student Success Center.
- 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 Student Services Testing Center.
- In addition to campus resources, students are provided a list of Internet resources.

Early Alert Program

The Early Alert Program is used by both full-time and adjunct faculty from all academic divisions. Through the Early Alert Program, students are notified by email, phone, or mail that a faculty member is concerned with their success in the course.

The data reflected in the chart below shows the number of students for whom faculty requested contact through the Early Alert Program from Fall 2013 to Spring 2014.

Early Alert Program Contacts Conducted	
Fall 2013	Spring 2014
1206	1141

PLATO

To help students needing assistance in developmental instruction, students had access through the 2013-2014 academic year to the PLATO software system. Modules consist of integrated assessments, including pretests that allow learners to forgo content they have already mastered and focus on the concepts in which they need additional work.

The table below reflects the total number of students who used PLATO:

Year	Total number of students
Fall 2010 to Spring 2011	55
Fall 2011 to Spring 2012	89
Fall 2012 to Spring 2013	171
Fall 2013 to Spring 2014	258

Other Academic Support

Academic support continues to be a primary focus in retention efforts, including:

Academic Success Plans

The Student Success Center assists the at-risk student population by providing Academic Success Plans (ASP). Academic Success Plans benefit students by providing a visual depiction of an individualized degree plan semester-by-semester. In 2013-2014, the Student Success Center completed 60 Academic Success Plans to students enrolled in sections of the College's Educational Planning course, EDUC 1103, or to individual students referred to the Center.

Learning Styles

The Learning Styles Inventory assessment program (LSI) is used across campus. Student Success Center staff provides individualized reports for each student that depicts his or her preferred learning style. Students are exposed to helpful techniques they can use to make the most of their learning experience.

The Learning Styles Inventory assessment program (LSI) experienced modest growth in 2013-2014, as seen in the table below.

Year	Total Number of Classes	Total Number of Students
Fall 2010 to Spring 2011	32	454
Fall 2011 to Spring 2012	21	373
Fall 2012 to Spring 2013	28	435
Fall 2013 to Spring 2014	33	465

Student Support Workshops

Student Success Workshops are embraced by students and faculty alike. Faculty not only by offering extra credit for student attendance at workshops, but also participate by presenting on topics of expertise.

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

Year	Total Number of Workshops	Total Number of Attendees
Fall 2010 to Spring 2011	49	251
Fall 2011 to Spring 2012	60	677
Fall 2012 to Spring 2013	33	559
Fall 2013 to Spring 2014	27	550

Case Management

Case management of students continues throughout the institution. The Student Success Center case manages all student athletes, as well as Ticket-to-Rose recipients. In 2013-2014, the Social Sciences Division piloted case management of first-time, full-time Social Sciences majors. Students also receive specialized academic advisement and are monitored throughout the semester through the Early Alert Program, as well as ongoing communication between the student and campus personnel.

The Leadership Program at Rose State College continues to grow and show great success. These students are case managed by Student Affairs and Enrollment Management in collaboration with the five academic divisions.

In 2013-2014, the College's case management efforts continued as a way to increase retention and graduations rates. Targeted cohorts included:

- 148 freshman Ticket-to-Rose students through the Student Success Center
- 55 student athletes
- 113 Leadership Program students
- 140 high-risk students

Analyses and Findings

I-4. Describe how and when they were assessed, including options for students to seek retesting, tutoring, or other academic support.

As noted above, for the 2013-2014 academic year the following assessments were proctored through Rose State College:

Assessment	No of Assessments
COMPASS	4,029
ACT, National	388
ACT, Residual	55
ASSET	132
Total	4,604

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

COMPASS (N= 4,029)	
Characteristic	2013-2014
Female	63%
Male	34%
Age Group	
<20	29%
20-29	45%
30-39	17%
Ethnicity	
White/Caucasian	53%
Black/African American	25%
American Indian/Alaskan Native	7%
Mexican American/Chicano	5%

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

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

Would Like Help With:	Yes	No
Financial Aid	49%	35%
Study Skills	27%	47%
Mathematics Skills	37%	38%

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

I-5. How was student progress tracked?

Academic advisors monitor student progress by reviewing academic performance in developmental courses at the end of each semester. The goal of such efforts is to ensure that students are academically prepared to successfully sequence through developmental coursework. Advisors review reports generated through Information Technology Services to identify students who did not pass a developmental course. Prior to the start of the next semester, these students are administratively dropped from courses for which they have registered, but for which successful completion of the prior course is a prerequisite.

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

I-6. 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.

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

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

The following table summarizes COMPASS assessment results as compared to Rose State College institutional requirements for college course preparedness.

COMPASS Assessment	Number of Testers	Mean Score Achieved	RSC Minimum College Readiness Score
Writing Skills	2,820	67	74
Reading	2,820	82	81
Algebra	1,934	35	51*
College Algebra	282	44	26*

*General College Math

In June 2014, the Mathematics COMPASS Assessment cut-off scores for placement into General College Math were lowered, as shown in the table below.

COMPASS Assessment	Prior RSC Minimum College Readiness Score	New RSC Minimum College Readiness Score
Algebra	60	51*
College Algebra	40	26*

*General College Math

Seventy percent of students completed the Writing Skills portion of the COMPASS assessment. The average score was 67. According to Rose State College's minimum college readiness score for writing, the majority of students who complete the COMPASS writing are not ready for freshman English composition.

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

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

Students who would like to enroll in College Algebra need a higher score on the Mathematics COMPASS assessment in order to place into the course: 76 in Algebra and 51 College Algebra. For

students to place into College Algebra, the average COMPASS Mathematics scores reflect a strong deficiency. However, as noted earlier in the report, 38 percent of students stated that they would not like help with their Mathematics skills.

This analysis confirms that students are academically prepared for college reading levels; however, the same analysis suggests a deficiency in writing and Mathematics.

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 and continues to rely upon earlier validity studies.

As stated previously, the Assessment Plan includes a regular assessment of Educational Demographics, General Education, and Student Satisfaction. By separating out those students who have 0 credit hours completed, we can assess and compare across all measures students at varying stages of their academic careers.

I-8. Describe results.

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

I-9. 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 can provide a basis for future planning of student services (financial aid, workshops, job placement, special services and accommodation, etc.).

Section II – Mid-Level/General Education Administering Assessment

Administering Assessment

II-1. Describe how assessment activities were linked to the institutional general education program competencies.

The objective of the Assessment Program at Rose State College reads:

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

In year 2 of the revised Assessment Program, it was determined that we would assess Quantitative Reasoning as the second general education outcome. Quantitative Reasoning was defined as:

Students who demonstrate quantitative reasoning skills will be able to:

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

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

As described in last year's report, the Assessment Program at Rose State College was completely revised. Please refer to that document for greater detail.

A random sample of approximately 750 students was selected using traditional lecture sections as the means for selection. Sections were randomly selected until at least 750 students were included. This sample size was sufficiently large enough to allow for generalizability at the 95% level of confidence. The decision was made to not survey online classes for assessment based on the fact that only a small percentage of students (11%) do not enroll in both online and traditional classes. Thus, the committee determined that the sample selected is representative of the students to the campus and online classes, and the results are generalizable to all students.

The instrument for measurement of Quantitative Reasoning was distributed to 40 sections of various courses in spring 2014. The respondent's assessment measure was evaluated standardized grading rubric. Point values were assigned and data were collated. The measure included eleven questions that measured the three factors that made up the campus' definition of the outcome.

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

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

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

Analyses and Findings

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

Since the Assessment was an anonymous measure, tracking student progress into the future is not directly possible. It should be noted, however, that our measure in future semesters will be used to make comparisons to evaluate changes, and measure the expected improvement, over time. This analyses shall be used to describe and measure campus trends.

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

II-5. What were the analyses and findings from the 2013-2014 mid-level/general education assessment?

Please refer to Attachment #1 for the detailed analyses and findings. This document is an example of the *Stats of the Week* report that is regularly shared with the campus to describe, discuss, and analyze the findings from the data collected.

Scores by Credit Hours Completed

		Score		
		Mean	Standard Deviation	Total N
Hours Compl.	0	44.48	18.62	31
	1 - 15	49.01	20.01	106
	16 - 30	50.72	22.21	88
	31 - 45	59.62	19.87	68
	46 - 60	57.71	21.69	65
	61 or more	56.14	22.56	95

As indicated above, our methodology for measuring mid-level Quantitative Reasoning centers on measuring the student's QR score at various points in their program. This was done with the addition of a demographic question on the measure to record the students' credit hours completed. As noted in the table above, students who were further along in their program tended to do better, to a point.

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.

<i>Degree Program</i>	<i>Capstone Course</i>	<i>Passed</i>
Business and Information Technology Division		
Business Administration (AAS) General Business Admin. Human Resources Option Management Option	BA 2523 -- Problem Solving BA 2191-4 -- Business Admin. Int. MGMT 2903 Management Seminar	13 of 14 5 of 5 17 of 17
Computer Information Tech. (AAS)	CIT 2313 -- Systems Implementation and Development	11 of 15
Networking	CIT 1523 – Micro Hardware and Operating Systems	96 of 115
Networking CyberSecurity Certificates	#4011 – Information Security Prof. #4012 – Designated Approving Auth. #4013 – System Admin. in System Security #4014 – Information System Security Officer #4015 – Systems Certifier #4016 – Risk Analyst	9 of 9 9 of 9 28 of 28 4 of 4 4 of 4 9 of 9
Paralegal Studies (AAS)	LS 2993 –Capstone Seminar	36 of 38
Health Sciences Division		
Dental Assisting (AAS)	HSDA 1353 – Practicum II	7 of 7 received Expanded Duty Permits State of OK- Board of Dentistry 7 of 7 passed Dental Assisting National Board CDA exam
Dental Hygiene (AAS)	HSDH 2405 – Dental Hygiene IV	12 of 12 passed written NDHBE exam 12 of 12 passed clinical exam WREB 12 of 12 passed Oklahoma State jurisprudence exam
Health Information Tech. (AAS)	HSHT 2332 – Health Information Seminar	2 of 9 have taken exam 2 of 2 passed RHIT NOTE: 2014 graduates are still taking exams
Clinical Laboratory Tech.	HSCL 2606 – Clinical Laboratory	21 of 23 passed ASCP;

Degree Program	Capstone Course	Passed
(AAS)	Sciences III	
Nursing Science (AAS)	HSNS 2205 – Advanced Medical Surgical Nursing	NCLEX-RN 93 of 104 passed this year
Radiologic Technology (AAS)	HSXT 2614 – Analytical Radiologic Tech.	11 of 12 continued to 2 nd year; 1 yet to test ARRT/12 of 12 grads passed
Respiratory Therapist (AAS)	HSRT 2334 – Respiratory Therapy Clinic III	17 of 19 passed first time, 5 have not yet taken the exam.
Humanities Division		
English (AA)	ENGL 2502	10 of 10
Liberal Studies (AA)	Art Option: ART 2902 Theatre Option: TH 2902	9 of 9 5 of 5
Library Technical Assistant (AAS)	LTA 2001	5 of 6
Modern Languages (AA)	Spanish Option: SPAN 2223	10 of 11
Family Services and Child Care (AAS)	FSCD 2233 Practicum in FSCD	29 of 32

NOTE:

RHIT: Registered Health Information Technician Examination

NDHBE: National Dental Board Hygiene Board Examination

WREB: Western Regional Clinical Dental Hygiene Exam

NCLEX-RN: NCLEX-Registered Nurse Examination

ASCP: ASCP National Board

DANB: Dental Assistants National Board

CRT: Certified Respiratory Therapist Test

ARRT: American Registry of Radiologic Technologists

Analyses and Findings

III-2. What were the analyses and findings from the 2013-14 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.

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.

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

As previously noted, during the fall 2013 semester, we administered our first *Education Demographic* measure. This measure was developed by our Assessment Committee to measure many student characteristics, behaviors, and attitudes to allow us to better understand our students. The second administration occurred during the fall 2014 semester. This information was disseminated to the campus via multiple *Stats of the Week* reports. A tremendous interest and amount of discourse has occurred as a result.

Section IV – Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

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

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

Approximately 400 students completed each of the two measures: the Facilities Assessment and the Services Assessment. Different sections of classes were selected for each sampling.

IV-2. What were the analyses and finding from the 2013-14 student satisfaction assessment?

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

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

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

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

One interesting finding that came from the analyses was that those students who have attended other campuses tended to be more satisfied with RSC services and less satisfied with the facilities than those who had not attended another campus. One could deduce from this that when comparing our services and facilities to other campuses, our services are viewed superior to those of other campuses, but the facilities are inferior. The recent renovation of the campus will correct many of these shortcomings.

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

ATTACHMENTS

ATTACHMENT 1

QUANTITATIVE REASONING STATS OF THE WEEK – Level IIB Analysis April 24, 2014

This week's edition will conclude the discussion comparing the Quantitative Reasoning scores for factors that were observed across subjects (aka students).

Scores by High School Status

		Score		
		Mean	Standard Deviation	Total N
HS Status	GED	44.21	19.63	29
	Diploma	54.00	21.57	415
	Neither	56.30	16.81	10

Comment: The table summarize the differences among those students who received a GED, graduated high school and received a diploma, and those who have neither (assumed to be concurrent students). As would be expected, those students who received their high school diploma scored much higher than those with a GED. Interestingly, the concurrent students scored the highest (this provides greater validity to the argument that the "neither" category are the concurrent students). An analysis of differences for gender and race across HS status did not result in any differences worth noting, which was surprising. Further, I found it interesting that the GED Total N was as low as it was.

Scores by Major Division

		Score		
		Mean	Standard Deviation	Total N
Major Division	BIT	56.54	21.35	123
	ES	55.80	21.08	61
	HU	59.89	23.52	36
	SS	46.69	22.07	78
	HS	52.75	20.21	125
	Unknown	46.00	19.60	30

Comment: These comparisons resulted in some differences that were totally unexpected. It is true to say that the measure was distributed across all courses and divisions; however, this comparison consists of the division associated with the student's major (i.e. Accounting = BIT; History = SS; Engineering = ES;

etc.). One might expect that those students who are majoring in an ES degree would score the highest on a Quantitative Reasoning Assessment. However, we should also remember that this assessment measured “reasoning” ability, and not “computational/literacy” ability. That said, as noted, the highest scores in QR were derived from the HU majors, with BIT and ES next highest, HS next, SS next, and Unknown the lowest. True, the samples are not conclusive, but this should bring to our attention the potential differences that may exist. For this reason, we should make certain that we stress the importance of QR skills in all areas and to all majors, as a difference does appear to exist across divisions. Just as a side note, years ago I completed a study of the predictors of a student’s success in math courses as it related to Compass Scores and found that their English and Reading scores were very good predictors of success in math classes (high correlations)...almost as good as their math compass scores. Wow!!

Scores by Credit Hours Completed

		Score		
		Mean	Standard Deviation	Total N
Hours Compl.	0	44.48	18.62	31
	1 - 15	49.01	20.01	106
	16 - 30	50.72	22.21	88
	31 - 45	59.62	19.87	68
	46 - 60	57.71	21.69	65
	61 or more	56.14	22.56	95

Comment: The above data compares student QR scores across the total number of college credit hours the student has completed. Not surprisingly, as the student’s hours completed rises, their QR competency rises...to a point, and then declines slightly. At first glance, we may be lead to believe that this gain is solely a result of their learning in college and our efforts, which is good. While this is in part a correct conclusion, in my view, we should also be aware that some of the less capable students never make it to the upper hours’ categories, so they are not measured. This only leaves the higher achieving students in the higher categories, which naturally, would raise the scores. How much? Who knows? We can and should attribute some of this gain from credit hours completed to student learning in the courses we teach. Good job!!

Scores by Expected Graduation Date

		Score		
		Mean	Standard Deviation	Total N
Grad Date	Cur Sem	59.79	21.93	71
	Next Sem	55.63	22.86	70
	1 - 2 yrs	54.31	20.93	167
	2 - 3 yrs	47.86	18.16	78
	more than 3	48.15	23.18	13
	Uncertain	47.15	22.18	52

*Comment: Again, these data seem to follow a natural and expected pattern. The data summarizes the QR scores according to when the student expects to graduate from RSC (these data will also serve as our graduate data). Those students who expect to graduate in the current semester scored the highest in QR, and the further the student is removed from the current semester, the lower their scores. As stated previously, this difference may partly be attributed to their gains in competency due to learning over time. Our current graduates have been exposed to the most instruction, and their QR competencies **SHOULD** be the highest. As before, some of this gain is due to attrition. The current semester students are the survivors, with the highest aptitudes. Those in the 2 – 3 year category, consist of many students who cannot or will not choose to graduate. Again, we should claim credit for some of this gain.*

Please rate the facilities on the right using the following scale by placing the number associated with your opinion in the appropriate box. 5 – Very Good 4 – Good 3 – Acceptable 2 – Poor 1 – Very Poor No knowledge – Leave Blank														
	Business Building	Humanities Building	Social Sciences Building	Science and Math Building	Engineering Technology Building	Health Sciences Building	Allied Dental Education Building	Wellness Center	Administration Building	Student Center (Cafeteria & Bookstore) Building	Student Services Building	Communications Center	LRC-Library	Health/Environmental Science Building
1. Cleanliness	4.08	4.05	4.05	4.00	4.06	4.36	4.11	4.31	4.33	4.12	4.21	4.13	4.24	4.21
2. Exterior visual appeal	3.65	3.70	3.73	3.68	3.68	4.12	3.83	3.90	3.86	3.81	3.91	3.98	3.84	3.84
3. Interior visual appeal	3.56	3.63	3.59	3.54	3.55	4.05	3.65	4.00	3.90	3.82	3.85	3.80	3.82	3.76
4. Social gathering spaces	3.48	3.41	3.39	3.39	3.34	3.88	3.56	3.96	3.64	3.98	3.83	3.79	3.98	3.75
5. Study areas	3.55	3.53	3.49	3.55	3.40	3.94	3.60	3.80	3.59	3.85	3.67	3.79	4.10	3.73
6. Classroom technology	3.91	3.64	3.66	3.73	3.75	3.88	3.81	3.98	3.80	3.79	3.83	3.89	4.01	3.89
7. Effective signage	3.72	3.72	3.75	3.72	3.66	3.90	3.65	3.83	3.85	3.86	3.88	3.85	3.89	3.78
8. Restrooms	3.01	3.01	2.94	3.01	3.17	3.61	3.21	3.33	3.47	3.44	3.47	3.41	3.25	3.32
9. General maintenance	3.84	3.84	3.78	3.84	3.79	4.08	3.80	4.01	3.91	3.89	3.99	3.86	3.86	3.90
10. Classroom appearance	3.68	3.61	3.62	3.66	3.64	3.95	3.68	3.87	3.75	3.69	3.72	3.68	3.87	3.66
11. Classroom comfort	3.72	3.68	3.69	3.72	3.72	4.05	3.69	4.01	3.83	3.81	3.80	3.76	3.93	3.84
12. Computer labs	3.91	3.81	3.82	3.88	3.76	4.01	3.68	4.05	3.91	3.82	3.84	3.77	4.09	3.88
13. Parking	3.52	3.53	3.46	3.49	3.57	3.48	3.37	3.65	3.54	3.57	3.56	3.55	3.55	3.42
14. Exterior lighting	3.68	3.67	3.69	3.65	3.65	3.89	3.60	3.80	3.72	3.64	3.70	3.58	3.73	3.61
15. Interior lighting	3.98	3.93	3.95	3.91	3.91	4.02	3.80	4.05	3.96	3.89	3.96	3.94	3.91	3.88

Student Services	1.0 – 1.79	1.8 – 2.59	2.6 – 3.39	3.4 – 4.19	4.2 – 5.0
In answering the following questions, please rate the service of each area using the scale to the right (answer on SCANTRON), or leave blank if you have no knowledge.	Very Poor 1	Poor 2	Acceptable 3	Good 4	Very Good 5
16. Academic Advisement Office (academic advisors located in the Student Services Building)				3.91	
17. Welcome Center (located in the Student Services Building)				3.94	
18. Financial Aid Office				3.74	
19. Admissions and Records Office				3.94	
20. Testing Center (for COMPASS, ACT, CLEP/DSST exams; located in the Student Services Building)				3.99	
21. Graduation Services Center (located in the Student Services Building)				3.95	
22. Student Success Center (located in the Student Services Building)				3.92	
23. Veteran Services Office (located in the Student Services Building)				3.92	
Comment:					
General Questions: Student Affairs					
In answering the following questions, please indicate your agreement with each statement (answer on SCANTRON), or leave blank if you have no knowledge.	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
24. Rose State has enough intramural sports.			2.93		
25. The admissions procedures were easy to follow.				3.93	
26. I enjoy Raider Dayz activities.				3.52	
27. I am familiar with campus clubs.			2.97		
28. I enjoy working with campus clubs.			3.15		
29. Enrollment at the college was a smooth process for me.				3.98	
30. I received accurate information about scholarship availability.			3.22		

31. I received accurate information about Pell Grants.			3.28		
32. The information contained in the <i>Student Handbook</i> is valuable.				3.62	
33. When I need assistance, I know whom to ask.				3.58	
34. I feel welcome on campus.				4.01	
35. Students have a voice in running this campus.				3.50	

Comment:

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General Questions: Academic Affairs

Business & Info Technology (If you have never been in this division, please skip to #27)

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
36. The service in the Business & Info Tech Division office is helpful.				3.69	
37. The Business & Info Tech Division academic advisor(s) provide accurate information.				3.66	
38. The faculty in the Business & Info Tech Division are supportive.				3.82	
39. The Business & Info Tech Division faculty are available to me outside of class.				3.70	
40. The schedule of classes in the Business & Info Tech Division meets my needs.				3.67	
41. Computer labs are adequately equipped.				3.85	

Comment:

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Engineering & Science (If you have never been in this division please skip to #33)

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
42. The service in the Engineering & Science Division office is helpful.				3.78	

43. The Engineering & Science Division academic advisor(s) provide accurate information.				3.80	
44. The faculty in the Engineering & Science Division are supportive.				3.88	
45. The Engineering & Science Division faculty are available to me outside of class.				3.83	
46. The schedule of classes in the Engineering & Science Division meets my needs.				3.75	
47. Labs are adequately equipped.				3.75	

Comment:

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

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
48. The service in the Health Sciences Division office is helpful.				3.79	
49. The Health Sciences Division academic advisor(s) provide accurate information.				3.73	
50. The faculty in the Health Sciences Division are supportive.				3.85	
51. The Health Sciences Division faculty are available to me outside of class.				3.85	
52. The schedule of classes in the Health Sciences Division meets my needs.				3.79	
53. Labs are adequately equipped.				3.80	

Comment:

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Humanities (if you have never been in this division please skip to #45)

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
54. The service in the Humanities Division office is helpful.				3.87	
55. The Humanities Division academic advisor(s) provide accurate information.				3.87	

56. The faculty in the Humanities Division are supportive.				3.98	
57. The Humanities Division faculty are available to me outside of class.				3.92	
58. The schedule of classes in the Humanities Division meets my needs.				3.98	
59. Computer labs (writing, reading, and language) are adequately equipped.				3.93	
Comment:					
Social Sciences (If you have never been in this division please skip to #51)					
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
60. The service in the Social Sciences Division office is helpful.				3.94	
61. The Social Sciences Division academic advisor(s) provide accurate information.				3.92	
62. The faculty in the Social Sciences Division are supportive.				4.01	
63. The Social Sciences Division faculty are available to me outside of class.				3.94	
64. The schedule of classes in the Social Sciences Division meets my needs.				3.98	
65. Computer labs are adequately equipped.				3.92	
Comment:					
LRC – Library (If you have never been in the LRC please skip to #55)					
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
66. The service in the Learning Resources Center (LRC) is helpful.					4.22
67. The Learning Resources Center (LRC) staff provide accurate information.				4.17	

68. The LRC's tutoring services meet my needs.				3.91	
69. The LRC's testing services meet my needs.				4.06	
Comment:					
Wellness Center (if you have never used the wellness center please skip to #57)					
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
70. I can find a class to take at the Wellness Center that meets my schedule.				3.84	
71. The staff who work at the Wellness Center are friendly.				4.07	
Comment:					
•					
General Questions: Business Affairs					
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
72. Services provided by the Cashiers office meet my needs.				3.98	
73. I feel safe when I am on campus.				4.05	
74. Campus security is visible.				3.64	
75. The cafeteria menu meets my needs.				3.46	
76. The food service at Java Rose meets my needs.				3.54	
77. The vending machines provide adequate options.				3.46	
78. The staff at the bookstore are helpful.				4.06	
Comment:					
•					
General Questions: Overall Campus					
	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
79. Faculty are friendly.					4.22

80. Faculty care about my academic success.				4.12	
81. Classes are scheduled at convenient times for me.				3.91	
82. It's easy for me to self-enroll via the OASIS system.				3.82	
83. I understand how to use D2L.					4.33
84. There is adequate help on campus to help me use D2L.				3.95	
85. The WIFI system is easy to use.			3.38		
86. The campus is welcoming.				3.97	
87. I am aware of the services provided by the Child Development Laboratory Center			3.09		
88. I am satisfied with the services provided by the Child Development Laboratory Center.			3.35		
89. I would recommend Rose State College to others.				4.17	
Comment: <ul style="list-style-type: none"> 					

