

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Annual Student Assessment Report of 2017-18 Activity

All information is to be submitted electronically as email attachments. No documents, other than a transmittal letter from the President to Chancellor Glen D. Johnson, will need to be printed and delivered.

Please submit by **December 10, 2018**.

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement

Activities

I-1. What information was used to determine course placement?

Following a large pilot of the ACCUPLACER testing and evaluation system in 2016, Rose State College adopted the Next-Generation version of ACCUPLACER to use for testing and evaluation of incoming and returning students.

Since Next-Gen ACCUPLACER is relatively new, there is currently no national data base that can be used as a comparison for our placement scores. For the next several semesters very close attention will be paid to student performance (course pass rates and grades) and enrollment patterns.

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

Here is the link on the Enrollment Testing (EAST) website for the current placement chart: <https://www.rose.edu/media/8699/updated-placement-chart-sp-2018.pdf>

Rose State College relies on high school performance and the ACT as the primary method for assessing the remediation needs of traditional students. The Next-Gen ACCUPLACER, in use on campus since 2017, provides additional information to advisors for determining remediation needs. AAUPLACER is the primary assessment and placement tool for non-traditional students.

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

I-3. What options were available for the students to remediate lack of preparedness?

Students exhibit their preparedness for standard college courses and pathways by taking the ACCUPLACER with support and testing materials provided by Enrollment Testing (EAST). The Writing and Reading Labs at Rose State College also offer review assistance for the ACCUPLACER. Additionally, the Rose State Summer Bridge Program was restarted in May 2017, to provide additional opportunities for skills remediation prior to students' initial course placement and for helping those students who eventually exhibit curricular deficiencies in one or more core areas. Finally, our English program offers two-week, interim, and Composition Studio courses that some students complete and successfully pass to avoid the full remedial course, should test scores place them on that path.

Analyses and Findings

I-4. Describe analyses and findings of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

For Math courses College Algebra and lower: Institutional Research provides a detailed report which includes data on all student placement scores, course grades, as well as grades in previous and subsequent math courses. This data is used to analyze pass rates, grade distributions (% of A's, B's, etc.) as well as retention and success in current and subsequent math courses. For students near a placement cutoff, the institution uses the data to try to answer the question: Could this cohort of students successfully navigate and complete the next higher course in the pathway, or should they be starting in a course prior to that one?

As a consequence of data gleaned from Institutional Research beginning in spring, 2015, Rose State College lowered its Math COMPASS placement scores, which resulted in approximately 200 students a semester starting in the next progressive math course without any diminishment of pass rates.

Section II –General Education Assessment

Administering Assessment

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

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.
- Presently, the specific General Education Outcomes (GEOs) that are measured include:
 1. Written Communication is the ability to compose a quality written document on a collegiate level. This includes the following characteristics:
 - Development of a Central Idea
 - Diction
 - Organization
 - Support
 - Sentence Structure
 - Grammar and Mechanics
 2. Quantitative Reasoning refers to the ability to analyze information when presented either numerically, or in formulas, graphs, or tables, and to critically evaluate and interpret that information for solving problems, making predictions, or drawing conclusions.

Students who demonstrate quantitative reasoning skills will be able to:

- 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.

3. Global and Cultural Awareness stems from a critical analysis of and an engagement with complex, interdependent global and cultural systems and legacies (such as natural, physical, social, economic, and political) and their implications on people's lives.

Through global and cultural awareness activities, students should:

- Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences
- Seek to understand how their actions affect both local and global communities
- Address the world's most pressing and enduring issues collaboratively and equitably
- Work cooperatively with people from populations different than their own

The Rose State College Assessment Committee continually refines the measurement of the institution's General Education Outcomes, and to date we have assessed all three outcomes at least twice.

The strategy for assessing the learning outcomes for the selected general education competencies was established in 2012 when RSC redesigned its assessment program. It was determined that for the institution to gauge the best measure of student learning for the specified outcomes, the committee would implement the measure in multiple sections/courses across campus. The Assessment Committee stressed that this evaluation of GEOs did not rest solely within the disciplines most closely related to those outcomes. Rather, the committee stressed that these outcomes should be emphasized across the entire curriculum and educational experience at RSC.

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

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

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

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

Current Assessment Methodology: Using specified expectations and the error tolerance for the data, it was determined that a timed, bulk email to the entire campus student population would be efficient and effective. This alleviated a challenge that assessment efforts at RSC had labored under since the committee's reorganization in 2012 -- the over-assessment of students and the burden of data collection and analysis by faculty. The faculty were constantly filling out reports, filing data, and providing duplicative scores. The current selection process and administration of the measure now involves:

1. All course sections are selected in a given semester for analysis
2. The goal is to achieve a participation level of around 700 students, or 10% of the RSC student population. So far, the participation level has been steady at approximately 690 students, or 9.8% of the student body.
3. The Scantron program allows assessment personnel and college administrators to track the level of participation and send out email reminders and post messages discussing the assessments and their importance in our learning management system, Desire 2 Learn, or D2L/Brightspace.

4. All assessment measures have a set of demographic questions that are used for comparative and analytical purposes.
5. Upon completion, the measures are returned to the AVP for Academic Affairs.
6. The AVP analyzes the data and provides several reports to the campus regarding the findings over the following weeks in the *Stats of the Week* reports. These reports include observations, recommendations, and questions for thought.

As of spring 2018, the online assessment methodology has been the standard operating procedure for the Assessment process at Rose State College.

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

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

Rose State College faculty are strongly encouraged to remind students of their valuable role in the assessment process and to encourage them to take ownership in the role. In some instances, faculty offered extra credit to those students who could demonstrate that they had completed a survey or evaluation, such as by asking students to send them a screen shot of the notice of completion generated by the program. Institutionally, the assessment administrators use email and D2L announcements to explain the purpose of the assessments, encourage the students to provide maximum effort and honesty, and to note that the students' efforts and results remain very important to the school's administration.

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

As has occurred following the assessment procedures for all of our GEOs, data gained from the instruments led to the revision of our placement measure, placement scores, and a redesign of our developmental mathematics curriculum. Further, our mathematics tutoring and testing processes are continually revised or altered based upon assessment data. Finally, GEO data leads directly to curriculum revisions within academic programs, to changes in class offerings within academic disciplines, and to more creative course scheduling strategies by administrators.

Analyses and Findings

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

SEE ATTACHED DOCUMENT: “1182 RSC Global GEO Results”

The online assessment distribution of the Global and Cultural Awareness GEO in spring 2018 resulted in a student participation/return rate of 690 students, or 9.8% of the total student population at Rose State College. The previous GEO measurement in spring 2017 of Quantitative Reasoning – using the traditional paper/pencil process – netted a response/return of 431 students. Thus, for GEO assessments, the online assessment process resulted in a 38% increase in student participation/return.

SP2018 RSC Global and Cultural Awareness GEO **Categorical Comparisons**

Age	N
19 or younger	209
20-24	158
25-29	88
30-34	60
35-39	54
40 or older	119
Total	688

Sex	N
Male	183
Female	507
Total	690

Race	N
White	402
African American	94
Hispanic	50
Asian	24
Native American	59
Two or more	60
Total	689

High School	N
GED	59
Diploma	564
Neither	66
Total	689

Division	N
BIT	148
ES	67
HU	79
SS	123
HS	197
Undecided	75
Total	689

Credit Hrs	N
0	53
1-15	192
16-30	151
31-45	85
46-60	78
61+	131
Total	690

Num of Colleges	N
0	367
1	186
2 or more	136
Total	689

Graduate	N
This semester	91
Next semester	69
1-2 years	295
2-3 years	128
more than 3 years	25
non-degree seeking	78
Total	686

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

The institutional assessment protocols at Rose State College are designed to measure educational outcomes at a point in time to represent students in all majors, of varied classifications, and a cross section of demographic groupings. In our judgement, the general education outcomes on which we focus are of such importance that they should be a focal point of all academic divisions and courses.

As a result, we do not track specific students over time. However, we do assess and compare data set results across time to gain an indication of our students' abilities regarding the general education outcomes, and to provide valuable insight into how our students are performing across various categorical factors used in planning, curriculum, and budgeting.

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

The assessment of all three GEOs – Quantitative Reasoning, Effective Written Communication, and Global and Cultural Awareness -- have been completed twice, with Effective Written Communication set to be reassessed again in spring 2019.

Prior to the second administration of each GEO, the measurement instruments were slightly revised. Following the first administration, the assessment committee determined that there were some items that needed clearer wording or to be deleted. Some additional questions were added to each. While this added potential variability to the scores, the committee determined that the expected improvement in the measurement's accuracy would prove worthwhile.

Section III – Program Outcomes

Administering Assessment

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

<i>Degree Program</i>	Capstone Course/Licensure Exam	Passed
Business and Information Technology Division		
Business Administration (AAS) General Business Admin. Human Resources Option Management Option	BA 2191-4 -- Business Admin. Int. MGMT 2903 Management Seminar	8/8 11/13
Computer Info. Tech. (AAS)	CIT 2313 -- Systems Implementation & Dev.	19/22
Networking	CIT 1523 – Micro Hardware and Operating Systems	119/141
Paralegal Studies (AAS)	LS 2993 –Capstone Seminar	17/18
Health Sciences Division		
Dental Assisting (AAS)	HSDA 1353 – Practicum II	11/11 received Expanded Duty Permits State of OK-Board of Dentistry 11 of 11 passed Dental Assisting National Board CDA exam
Dental Hygiene (AAS)	HSDH 2405 – Dental Hygiene IV	12/12 passed written NDHBE exam 12/12 passed clinical exam WREB 12/12 passed Oklahoma State jurisprudence exam
Health Information Tech. (AAS)	HSHI 2332 – Health Information Seminar	3 of 10 have taken exam 3 of 3 passed RHIT NOTE: Graduates are still taking exams
Clinical Laboratory Tech. (AAS)	HSCL 2606 – Clinical Lab. Sciences III	6 of 6 passed ASCP
Nursing Science (AAS)	HSNS 2218 – Professional Nursing Concepts IV	NCLEX-RN 62/68 (91.18%) passed
Radiologic Technology (AAS)	HSXT 2614 – Analytical Radiologic Tech.	7/7 grads passed ARRT / 1 yet to test
Respiratory Therapist (AAS)	HSRT 2334 – Respiratory Therapy Clinic III	18 of 20 passed the CRT 11 of 12 passed the RRT

Degree Program	Capstone Course/Licensure Exam	Passed
Humanities Division		C or better
English (AA)	ENGL 2503	9/11
Fine Arts (AA)	Art & Photography Emphasis Musical Theatre Emphasis: MUS 2512 Music Emphasis: MUS 2432 & 2442 Theatre Emphasis: TH 2902	10/10 0/0 9/11 2/4
Liberal Studies (AA)	General Studies Emphasis: HUM 2501 Cultural Studies Emphasis: HUM 2501	50/56 1/1
Library Technical Assistant (AAS)	LTA 2001 Capstone Project	4/4
	Philosophy Capstone (PHIL 2503)	3/3
	Mass Comm. Capstone (MCOM 2901)	12/12
Modern Languages (AA)	LANG 2501 Modern Language Cap.	3/4
Social Sciences Division		C or better
Family Services and Child Care (AA and AAS)	FSCD 2233 Practicum in FSCD	13 of 13
History (AA)	HIST 2993 Historical Research	8/10
Criminal Justice (AA)	CJ 2193 Criminal Justice Internship	23/25
Health & Sports Sci. (AS)	HPER 2701- 3 Practicum in HPER	11/11
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 RRT: Registered Respiratory Therapist Test ARRT: American Registry of Radiologic Technologists		

Analyses and Findings

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

See table above.

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

The success rates exhibited above indicated that few wholesale program changes were warranted; however, as is always the case, every program and its courses receive a regular review. Following the 2017 major overhaul of virtually every campus program – which included updates to degree sheets, academic requirements, and program goals – program level assessment continued using data and recommendations provided by the RSC Assessment Committee. The institution thus sees assessment of these matters as an evergreen process.

Of course, some assessment data resulted in changes to course offerings and course offering formats, such as shifting formats to more online and hybrid course options across many of our programs. We continue to scrutinize and monitor the effects of these changes.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

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

The assessment of student engagement and satisfaction is accomplished utilizing internally developed measures. The committee distributes the Educational Demographics measure semi-annually during the fall academic terms. This instrument assesses many student characteristics beyond engagement. Two versions of Student Satisfaction assessment – one measuring facilities satisfaction and the other measuring services satisfaction – are utilized on a rotating basis in the spring terms. In spring 2018, the committee distributed the Student Satisfaction – Services instrument to the student body.

As with the general education outcome assessments, all campus students receive the Student Satisfaction assessment measure in electronic format.

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

**SEE ATTACHED DOCUMENTS: “1177 RSC Student Satisfaction Facilities Results”
“1182 RSC Student Satisfaction Services Results”**

Using the traditional paper method, the Assessment Committee targeted a sample size of approximately 750 students, or 10% of the total student population at Rose State College, seeking a return rate of 60%, or 450 students. The Student Satisfaction – Facilities survey, conducted in fall 2017, produced 240 usable responses using the traditional paper method. The Student Demographics – Services survey, conducted in spring 2018 using the online distribution method, resulted in a return rate of 408 usable responses. This represented a 70% increase in student response rates and produced results closer to the return rate goal of 450 students established by the RSC Assessment Committee.

Much more detailed analyses were conducted and distributed to the campus in the weekly Stats of the Week reports. In these, the AVP for Academic Affairs analyzed data across numerous demographic factors and other stratifications. Information

gleaned from these statistical analyses went directly into various committees on campus to aid in curriculum, planning, and budgeting.

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

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

The Facilities measure provided our institution clear evidence that the recent renovation of our campus has resulted in significant improvement in student satisfaction with the campus. In addition, areas that previously scored low in terms of student satisfaction – such as parking – saw increases in overall student satisfaction as a result of campus improvements via resurfacing and lighting.

Assessment Budgets

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

Provide information regarding RSC’s Special Assessment Fees and Expenditures for 2017-18:

Assessment Fees	\$240,432
Assessment salaries	\$127,764
Distributed to other departments	\$72,564
Operational costs	\$40,104
Total Expenditures	\$240,432

Izzy Billen

1182_Global & Cultural Awareness ()

No. of responses = 690

No. of enrolled = 7000

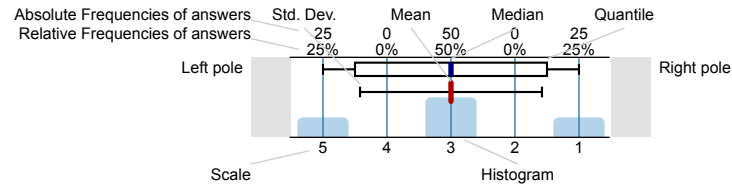
% returned = 9.86



Survey Results

Legend

Question text



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

1. Tell us about you

1.1) Sex



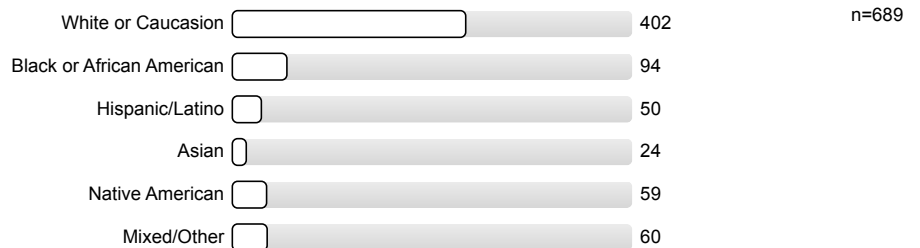
1.2) Marital Status



1.3) What is your age group?



1.4) Race/Ethnicity



1.5) Which do you have?



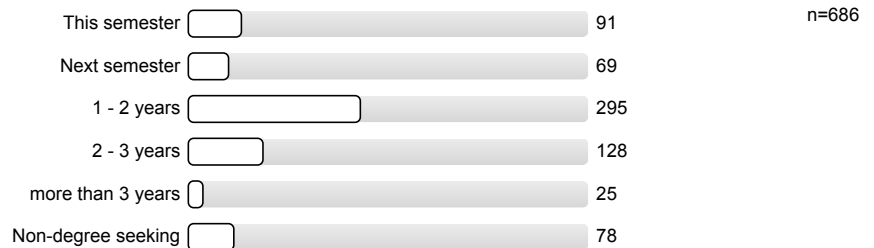
1.6) How many colleges other than Rose State have you attend?



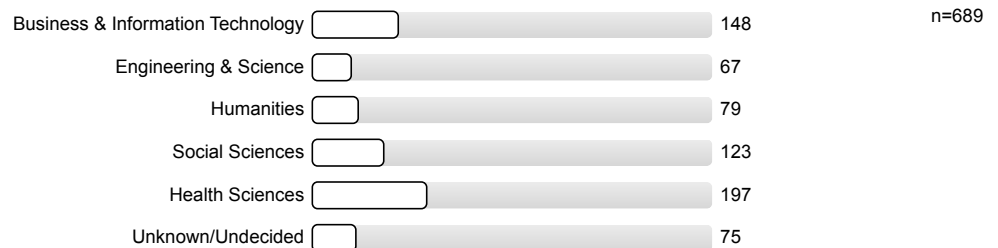
1.7) Total college credit hours completed



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

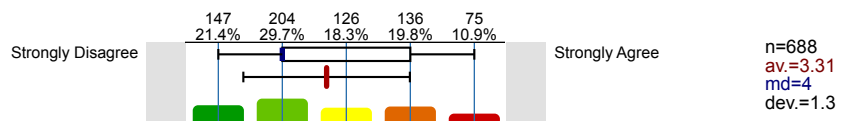


1.9) Which Academic Division is associated with your major?

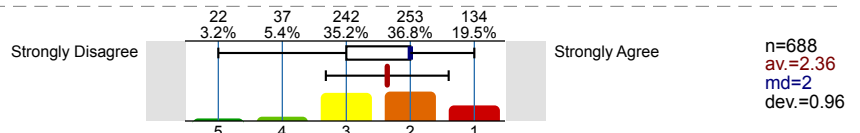


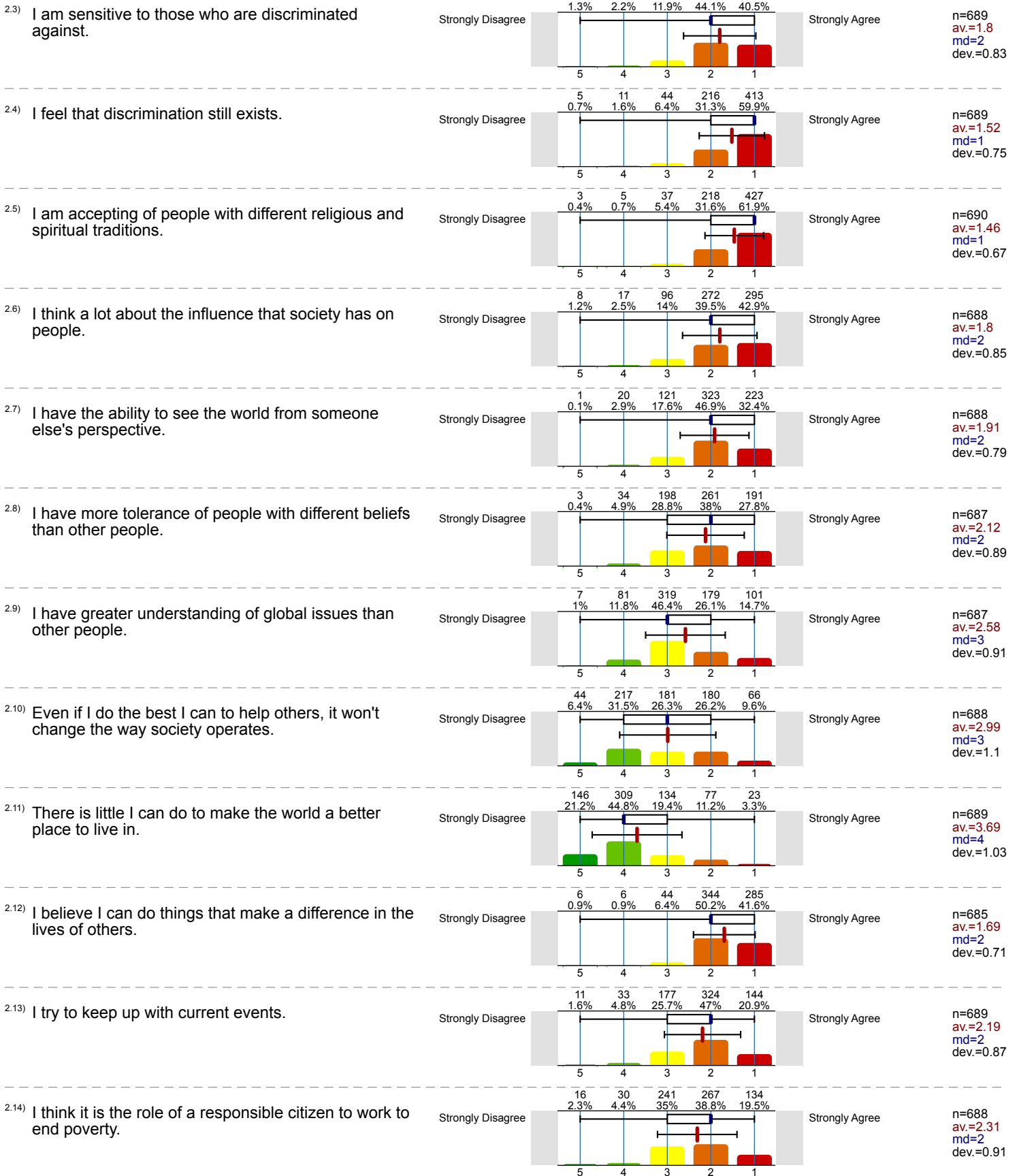
2. What are your views?

2.1) I believe some people have a culture and others do not.



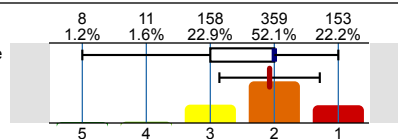
2.2) I see myself as a global citizen.





2.15) I feel it is important to contribute money or time to a charitable cause.

Strongly Disagree

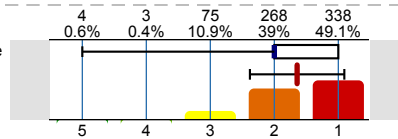


Strongly Agree

n=689
av.=2.07
md=2
dev.=0.78

2.16) I believe it is important to speak up against racial injustice.

Strongly Disagree

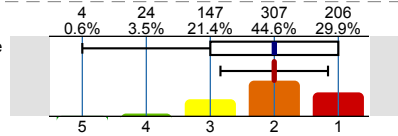


Strongly Agree

n=688
av.=1.64
md=2
dev.=0.74

2.17) I am knowledgeable about my own culture.

Strongly Disagree

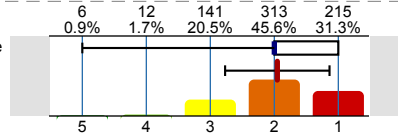


Strongly Agree

n=688
av.=2
md=2
dev.=0.84

2.18) I feel that my college community honors diversity.

Strongly Disagree

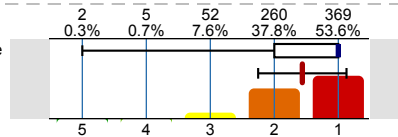


Strongly Agree

n=687
av.=1.95
md=2
dev.=0.82

2.19) I feel comfortable being around people from backgrounds different from my own.

Strongly Disagree



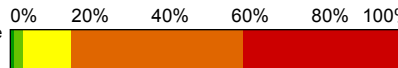
Strongly Agree

n=688
av.=1.56
md=1
dev.=0.69

3. How do you respond?

3.1) I frequently interact with people from a race/ethnic group different from my own.

Strongly Disagree

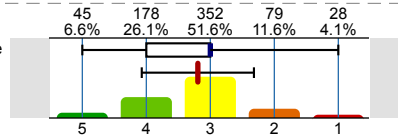


Strongly Agree

n=684
av.=1.78
md=2
dev.=0.82

3.2) When I notice cultural differences, my culture tends to have the better approach.

Strongly Disagree

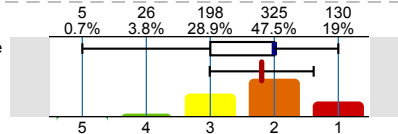


Strongly Agree

n=682
av.=3.2
md=3
dev.=0.88

3.3) I consider different cultural perspectives when evaluating global problems.

Strongly Disagree

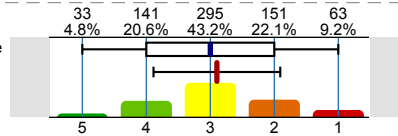


Strongly Agree

n=684
av.=2.2
md=2
dev.=0.81

3.4) I have taken action to raise awareness of a local issue.

Strongly Disagree

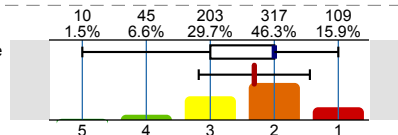


Strongly Agree

n=683
av.=2.9
md=3
dev.=0.99

3.5) I can discuss cultural differences from an informed perspective.

Strongly Disagree

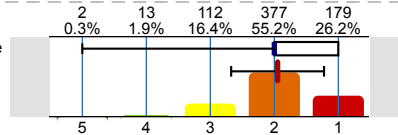


Strongly Agree

n=684
av.=2.31
md=2
dev.=0.87

3.6) I take into account different perspectives before drawing conclusions about the world around me.

Strongly Disagree

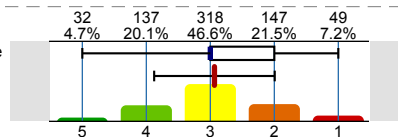


Strongly Agree

n=683
av.=1.95
md=2
dev.=0.73

3.7) I have taken action to raise awareness of a global issue.

Strongly Disagree

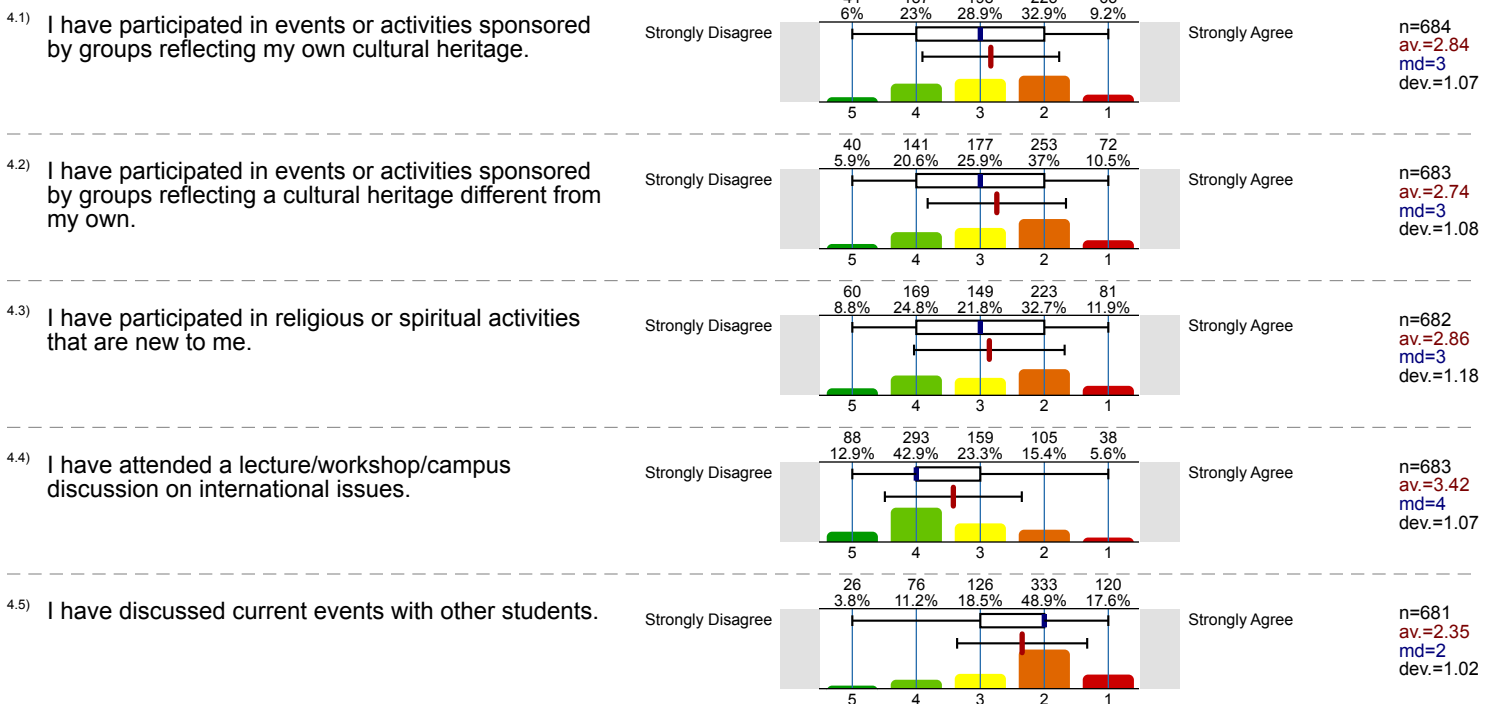


Strongly Agree

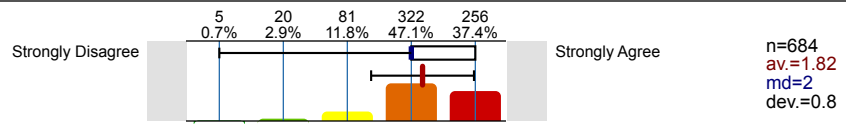
n=683
av.=2.94
md=3
dev.=0.94



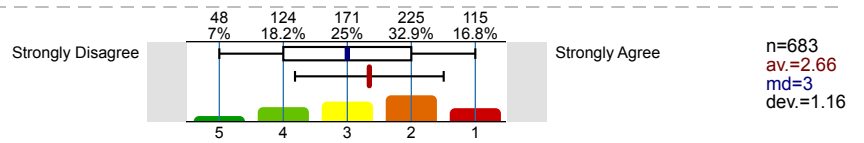
4. Share about your experiences since coming to Rose State College



4.6) I have worked cooperatively with people from backgrounds other than my own.



4.7) I have taken classes that help me understand other cultures.

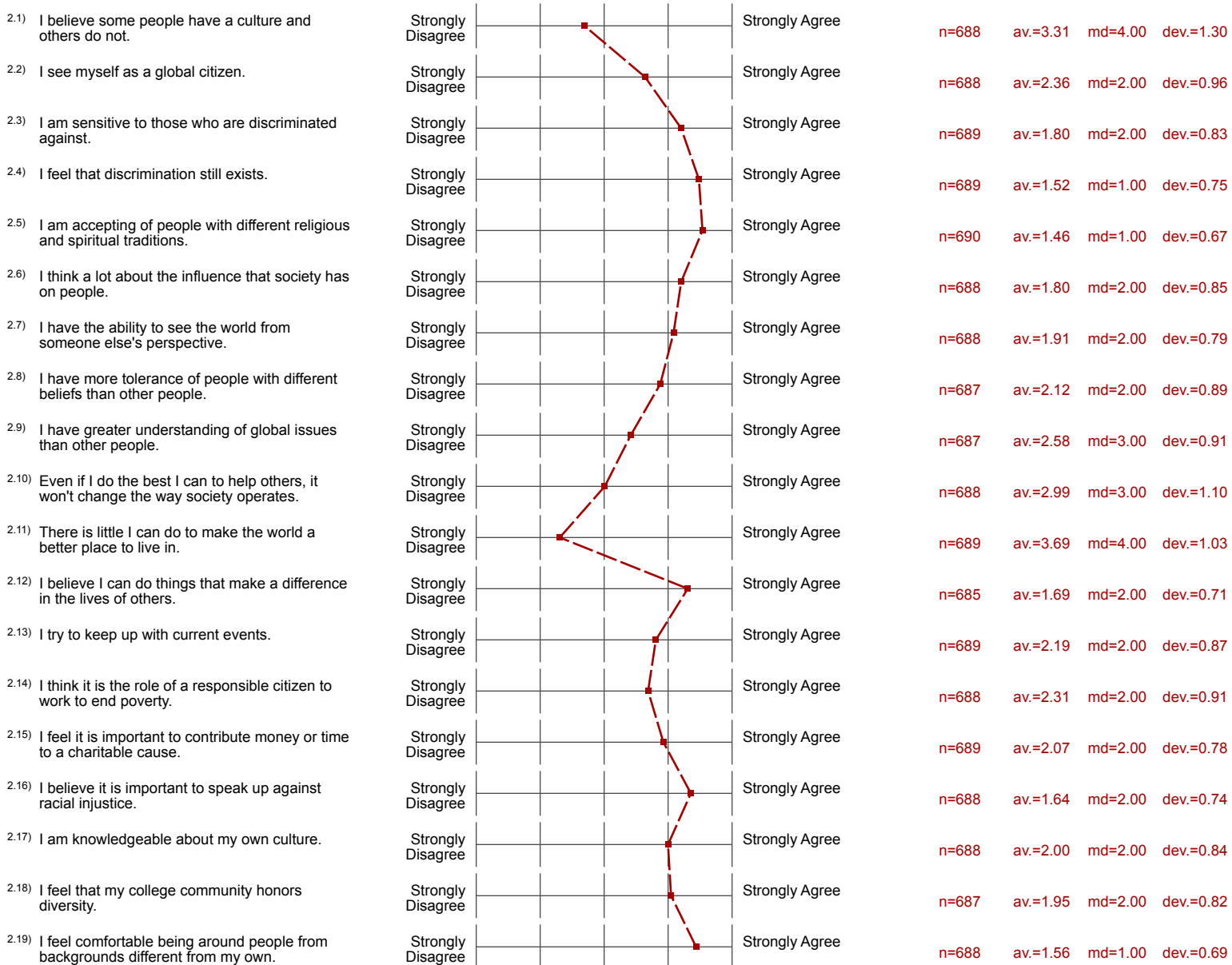


Profile

Subunit: Institutional Effectiveness
 Name of the instructor: Izzy Billen
 Name of the course: 1182_Global & Cultural Awareness
 (Name of the survey)











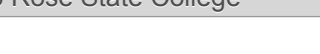
Values used in the profile line: Mean

2. What are your views?



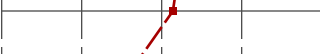






3. How do you respond?



3.2) When I notice cultural differences, my culture tends to have the better approach.	Strongly Disagree		Strongly Agree	n=682	av.=3.20	md=3.00	dev.=0.88
3.3) I consider different cultural perspectives when evaluating global problems.	Strongly Disagree		Strongly Agree	n=684	av.=2.20	md=2.00	dev.=0.81
3.4) I have taken action to raise awareness of a local issue.	Strongly Disagree		Strongly Agree	n=683	av.=2.90	md=3.00	dev.=0.99
3.5) I can discuss cultural differences from an informed perspective.	Strongly Disagree		Strongly Agree	n=684	av.=2.31	md=2.00	dev.=0.87
3.6) I take into account different perspectives before drawing conclusions about the world around me.	Strongly Disagree		Strongly Agree	n=683	av.=1.95	md=2.00	dev.=0.73
3.7) I have taken action to raise awareness of a global issue.	Strongly Disagree		Strongly Agree	n=683	av.=2.94	md=3.00	dev.=0.94
3.8) I frequently interact with people from a country different than my own.	Strongly Disagree		Strongly Agree	n=682	av.=2.50	md=2.00	dev.=1.15
3.9) I rarely question what I have been taught about the world around me.	Strongly Disagree		Strongly Agree	n=682	av.=3.63	md=4.00	dev.=1.09
3.10) I intentionally involve people from many cultural backgrounds in my life.	Strongly Disagree		Strongly Agree	n=682	av.=2.59	md=3.00	dev.=0.98
3.11) I don't spend much time thinking about race relations in this country.	Strongly Disagree		Strongly Agree	n=683	av.=3.25	md=3.00	dev.=1.09
3.12) Most of my friends are from my own ethnic background.	Strongly Disagree		Strongly Agree	n=684	av.=2.95	md=3.00	dev.=1.07
3.13) I am informed of current issues that impact international relations.	Strongly Disagree		Strongly Agree	n=683	av.=2.48	md=2.00	dev.=0.90
3.14) I understand the reasons and causes of conflict among nations of different cultures.	Strongly Disagree		Strongly Agree	n=684	av.=2.43	md=2.00	dev.=0.90

4. Share about your experiences since coming to Rose State College

4.1) I have participated in events or activities sponsored by groups reflecting my own cultural heritage.	Strongly Disagree		Strongly Agree	n=684	av.=2.84	md=3.00	dev.=1.07
4.2) I have participated in events or activities sponsored by groups reflecting a cultural heritage different from my own.	Strongly Disagree		Strongly Agree	n=683	av.=2.74	md=3.00	dev.=1.08
4.3) I have participated in religious or spiritual activities that are new to me.	Strongly Disagree		Strongly Agree	n=682	av.=2.86	md=3.00	dev.=1.18
4.4) I have attended a lecture/workshop/campus discussion on international issues.	Strongly Disagree		Strongly Agree	n=683	av.=3.42	md=4.00	dev.=1.07
4.5) I have discussed current events with other students.	Strongly Disagree		Strongly Agree	n=681	av.=2.35	md=2.00	dev.=1.02
4.6) I have worked cooperatively with people from backgrounds other than my own.	Strongly Disagree		Strongly Agree	n=684	av.=1.82	md=2.00	dev.=0.80
4.7) I have taken classes that help me understand other cultures.	Strongly Disagree		Strongly Agree	n=683	av.=2.66	md=3.00	dev.=1.16

Stats of the Week

Student Satisfaction – Facilities

Level I Analyses

Introduction

Greetings to all the stat geeks out there. This week's report will detail the scores from the 2017 Student Satisfaction – Facilities assessment. Next week, we will begin our comparisons to prior years', but we will first detail the scores for 2017. Did the values change over previous years? Absolutely...but, first things first.

Considerable research indicates that students' perceptions of the quality of facilities is positively correlated with performance. Students who feel better about their surroundings tend to do better and put forth more effort. Further, I now believe that bathrooms are the gateway to a facility's perception. Previously, I was a non-believer. My mistaken perception was that bathrooms are inherently unpleasant places and that people were never "satisfied" with bathrooms, they were just less "unsatisfied". WRONG!!

This week, we will simply compare the satisfaction scores on various factors across the buildings noting the variations. Be aware that some buildings were not renovated so it would be expected that their scores would be lower. Further, the LRC was left off this assessment since our LRC is displaced at this time.

Approximately 240 student measures were counted. Several others were discarded due to nonsensical responses and duplication.

<ul style="list-style-type: none"> Please rate the facilities on the right using the following scale. Place an X or leave the box blank if you are unfamiliar with the building. <p> 5 – Very Good 4 – Good 3 – Acceptable 2 – Poor 1 – Very Poor X – No knowledge </p>	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	Hudburg Communications Center	Health/Environmental Science Building	
1. Cleanliness	4.37	4.44	4.46	4.33	4.29	4.54	4.35	4.39	4.45	4.31	4.40	4.62	4.23	
2. Restrooms	4.18	4.24	4.25	4.17	4.12	4.21	4.26	3.94	4.26	4.17	4.16	4.33	4.00	
3. Interior lighting	4.30	4.32	4.31	4.24	4.23	4.46	4.35	4.31	4.27	4.21	4.29	4.46	3.96	
4. Interior visual appeal	4.01	4.11	4.10	4.05	3.99	4.37	4.08	4.16	4.17	4.09	4.09	4.25	3.91	
5. Interior signage	4.04	4.18	4.14	4.09	4.06	4.33	4.17	4.19	4.21	4.08	4.11	4.08	3.86	
6. General maintenance	4.22	4.24	4.25	4.21	4.18	4.41	4.14	4.27	4.26	4.19	4.24	4.33	4.16	
7. Social gathering spaces	3.78	3.92	3.96	3.92	3.91	4.34	4.11	4.13	4.03	4.18	4.09	4.00	4.00	
8. Study areas	3.85	4.03	3.98	3.92	3.94	4.25	4.06	N/A	N/A	N/A	N/A	4.40	4.04	
9. Classroom appearance	4.01	4.07	4.09	4.02	4.01	4.31	4.08	4.18	N/A	N/A	N/A	4.17	4.04	
10. Classroom comfort	4.04	4.06	4.01	3.97	4.01	4.27	4.29	4.20	N/A	N/A	N/A	4.42	4.08	
11. Computer labs	4.15	4.21	4.10	4.10	4.12	4.23	4.00	N/A	N/A	N/A	N/A	3.90	3.95	
12. Science labs	N/A	N/A	N/A	4.17	4.18	4.41	4.17	N/A	N/A	N/A	N/A	N/A	4.11	
13. Classroom technology	3.90	3.90	3.92	3.94	3.91	4.15	3.96	4.09	N/A	N/A	N/A	4.08	3.83	
14. Parking	3.73	3.60	3.67	3.76	3.70	3.76	3.38	3.85	3.76	3.70	3.66	3.92	3.58	
15. Exterior lighting	3.76	3.87	3.93	3.90	3.85	4.11	3.90	4.02	4.05	4.02	3.95	4.27	3.88	
16. Exterior visual appeal	3.80	3.91	3.92	3.95	3.85	4.27	4.02	4.08	4.10	4.06	3.98	4.42	4.08	
17. Exterior signage	3.79	3.98	3.99	4.01	3.89	4.26	4.16	4.09	4.11	4.08	3.95	4.17	4.00	
Please comment:														

Comments: Remember, dividing the 5 pt. scale into 5 categories of equal size would result in 4.20 and above being “Very Good”, 3.40 – 4.19 being “Good”, and 2.60 – 3.39 being “Acceptable”.

- 1. Cleanliness – every building’s score is above 4.20. Outstanding...*
- 2. Restrooms – most are in the “Very Good” category, or close. The Wellness Centers (not renovated) is the lowest.*
- 3. Interior lighting – remember, we have gone to LED lighting, all except HE are in the “Very Good” category*
- 4. Interior visual appeal – all close to the “Very Good”, with ET and HE being the lowest*
- 5. Interior signage – all good with HE being the lowest*
- 6. General maintenance – all “Very Good”, or very close. Notice a trend...the HS building, which was not renovated, is still among the highest*
- 7. Social gathering places – here is an area where we scored low. If these spaces are important in all buildings, notice that the divisions scored relatively low here*
- 8. Study areas – again, lower scores*
- 9. Classroom appearance – scores here were impressive and close to “Very Good”*
- 10. Classroom comfort – comfort? Chairs and temperature? Again, high scores with SM being lowest*
- 11. Computer labs – high scores with the lower being in CC and HE*
- 12. Science labs – apparently the renovations to the labs has resulted in very satisfied students (note HS)*
- 13. Classroom technology – this is one of the lower scoring areas*
- 14. Parking – always lower, and still one of the lower areas. Surfacing and lighting contribute to this...and students all want to be able to park close...which is impossible. Remember, parking, food, and the bookstore are areas historically disliked around campuses.*
- 15. Exterior lighting – one of the lower areas but still Good*
- 16. Exterior visual appeal – still Good but a lower score. Student like CC and HS.*
- 17. Exterior signage – a lower area...but still Good*

Conclusion

As I mentioned at the beginning, the scores are very impressive. Can we justify the expenditure? I believe we can. Where can we improve and how can we do so? Study areas, gathering places...

Next week we will compare these results to the last three measures and we will be able to measure the degree of improvement. I’m going to look around in the bathrooms...maybe they could serve as gathering places...no, not a good idea. There is a reason why am a numbers person and not a designer.

Until next week...keep those donations coming.

Izzy Billen

Services Satisfaction Survey ()

No. of responses = 408

No. of enrolled = 0

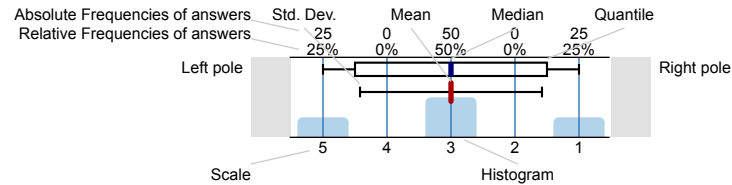
% returned = 0



Survey Results

Legend

Question text



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

2. About You

2.1) Sex

Male	<input type="text"/>	93	n=403
Female	<input type="text"/>	310	

2.2) What is your age group?

19 or younger	<input type="text"/>	85	n=406
20-24	<input type="text"/>	98	
25-29	<input type="text"/>	48	
30-34	<input type="text"/>	44	
35-39	<input type="text"/>	43	
40 or older	<input type="text"/>	88	

2.3) Race/Ethnicity

White/Caucasian	<input type="text"/>	251	n=404
Black or African American	<input type="text"/>	60	
Hispanic/Latino	<input type="text"/>	29	
Asian	<input type="text"/>	14	
Native American	<input type="text"/>	23	
Mixed/Other	<input type="text"/>	27	

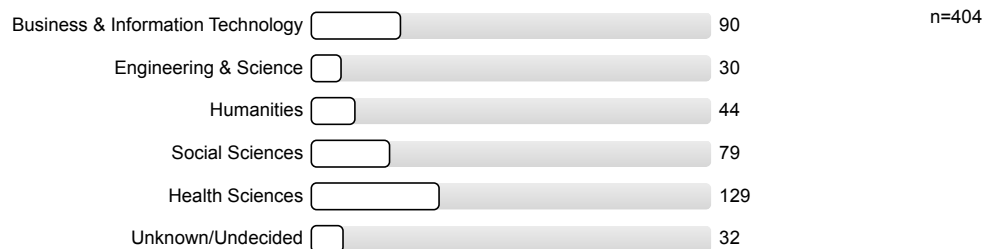
2.4) Which do you have?

GED	<input type="text"/>	34	n=406
High School Diploma	<input type="text"/>	343	
Neither	<input type="text"/>	29	

2.5) Total college credit hours completed



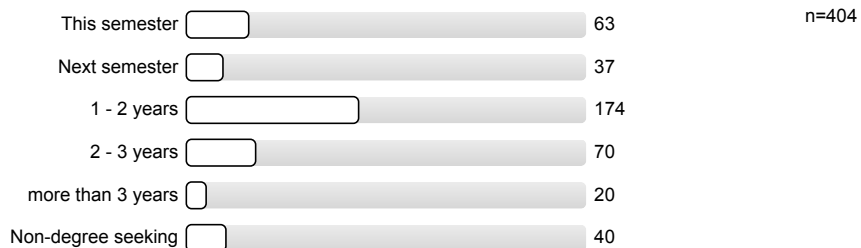
2.6) Which Academic Division is associated with your major?



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



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



3. Tell us about your experiences at Rose State College

3.1) Have you ever received services from or taken a class in the Health Sciences Division?



3.2) Have you ever received services from or taken a class in the Humanities Division?



3.3) Have you ever received services from or taken a class in the Engineering & Sciences Division?



3.4) Have you ever received services from or taken a class in the Business & Information Technology Division?



3.5) Have you ever received services from or taken a class in the Social Sciences Division?



3.6) Have you ever visited the Wellness Center?



3.7) Have you ever visited the Learning Resource Center and/or Library?

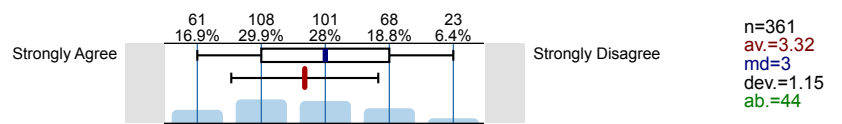


3.8) Have you ever visited or lived in Rose State College's student housing?

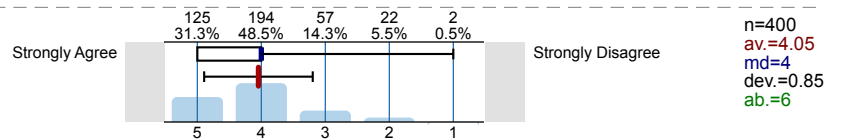


4. Tell us about your experiences regarding the enrollment & payment services at Rose State College.

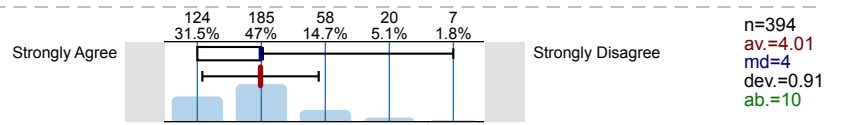
4.1) Visiting the campus influenced my decision to attend Rose State College.



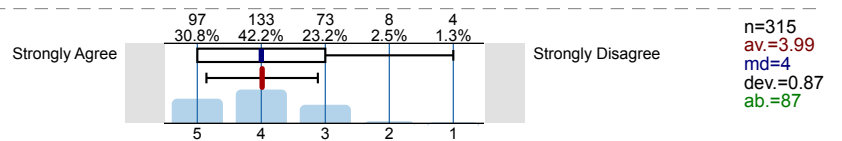
4.2) The admissions procedures were easy to navigate.



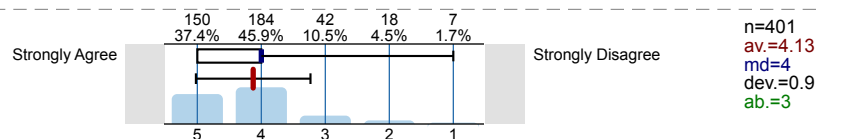
4.3) The Admissions and Records/Registrar Office staff provides high quality support/service.



4.4) The Testing Center or E.A.S.T. (for Accuplacer, ACT, CLEP/DSST exam) provides high quality support/service.

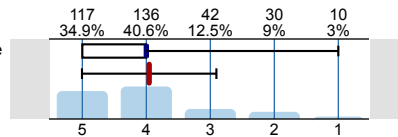


4.5) Enrollment at Rose State College was a smooth process for me.



4.6) It is easy for me to self-enroll via the OASIS system.

Strongly Agree

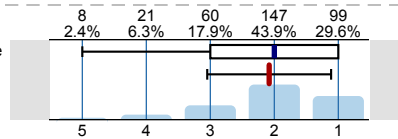


Strongly Disagree

n=335
av.=3.96
md=4
dev.=1.05
ab.=70

4.7) The Academic Advisement Office in the Student Services Building provides high quality support/service.

Strongly Disagree

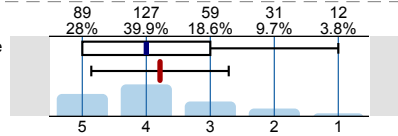


Strongly Agree

n=335
av.=2.08
md=2
dev.=0.97
ab.=70

4.8) The Financial Aid Office provides high quality support/service.

Strongly Agree

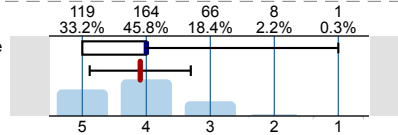


Strongly Disagree

n=318
av.=3.79
md=4
dev.=1.07
ab.=88

4.9) The services provided by the Cashiers office meet my needs.

Strongly Agree



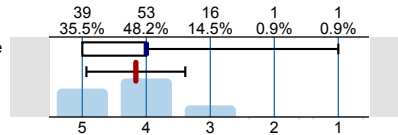
Strongly Disagree

n=358
av.=4.09
md=4
dev.=0.79
ab.=48

5. Services provided by the Business & Information Technology Division

5.1) The office staff in the Business & Info Tech Division office is helpful.

Strongly Agree

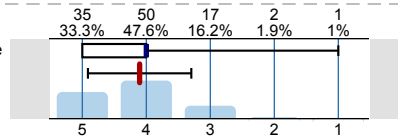


Strongly Disagree

n=110
av.=4.16
md=4
dev.=0.77
ab.=38

5.2) The Business & Info Tech Division academic advisor(s) provide accurate information.

Strongly Agree

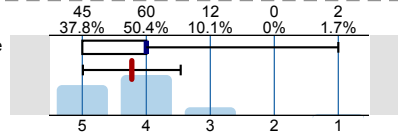


Strongly Disagree

n=105
av.=4.1
md=4
dev.=0.81
ab.=44

5.3) The faculty in the Business & Info Tech Division are supportive.

Strongly Agree

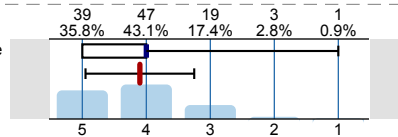


Strongly Disagree

n=119
av.=4.23
md=4
dev.=0.76
ab.=29

5.4) The Business & Info Tech Division faculty are available to me outside of class.

Strongly Agree

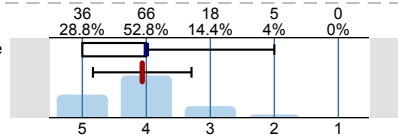


Strongly Disagree

n=109
av.=4.1
md=4
dev.=0.85
ab.=38

5.5) The schedule of classes in the Business & Info Tech Division meets my needs.

Strongly Agree

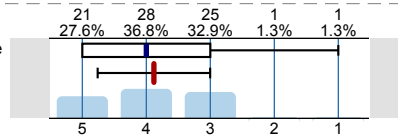


Strongly Disagree

n=125
av.=4.06
md=4
dev.=0.77
ab.=23

5.6) The BIT labs meet my needs.

Strongly Agree



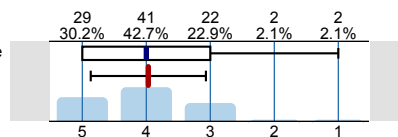
Strongly Disagree

n=76
av.=3.88
md=4
dev.=0.88
ab.=73

6. Services Provided by the Engineering and Sciences Division

6.1) The office staff in the Engineering & Science Division office is helpful.

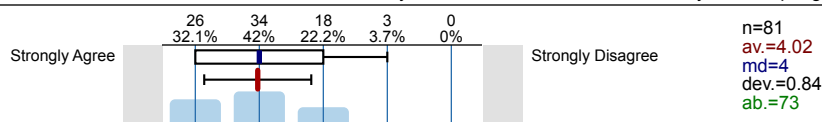
Strongly Agree



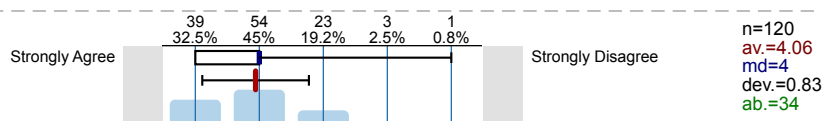
Strongly Disagree

n=96
av.=3.97
md=4
dev.=0.9
ab.=58

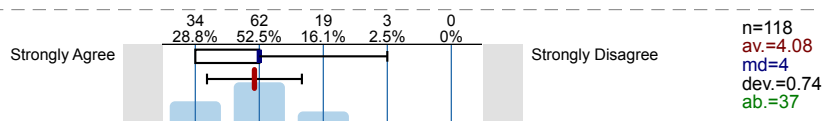
6.2) The Engineering & Science Division academic advisor(s) provide accurate information.



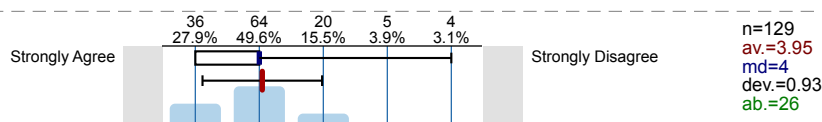
6.3) The faculty in the Engineering & Science Division are supportive.



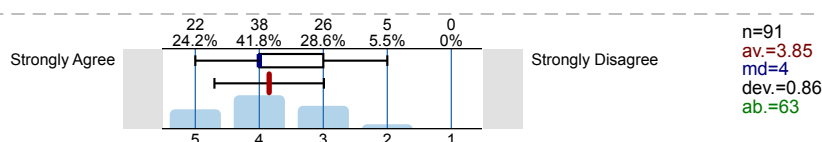
6.4) The Engineering & Science Division faculty are available to me outside of class.



6.5) The schedule of classes in the Engineering & Science Division meets my needs.

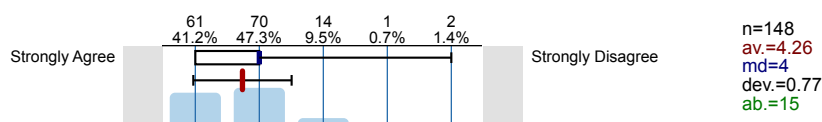


6.6) The ES labs meet my needs.

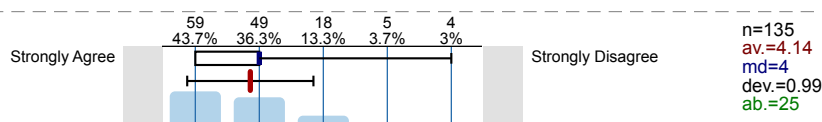


7. Services Provided by the Health Sciences Division

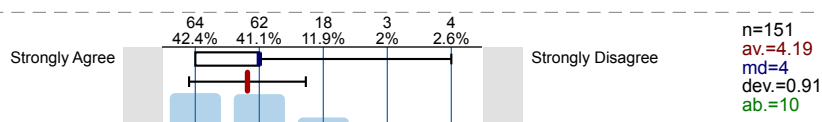
7.1) The office staff in the Health Sciences Division office is helpful.



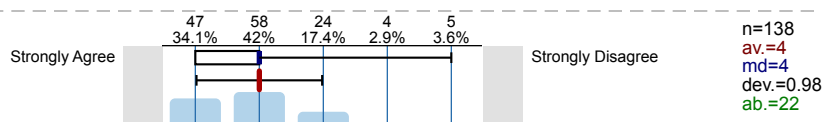
7.2) The Health Sciences Division academic advisor(s) provide accurate information.



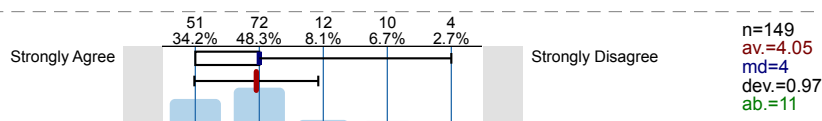
7.3) The faculty in the Health Sciences Division are supportive.



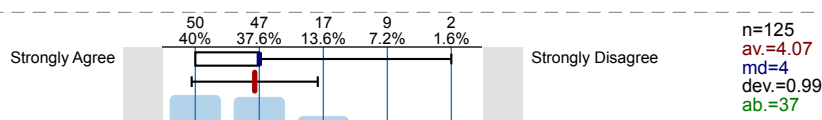
7.4) The Health Sciences Division faculty are available to me outside of class.



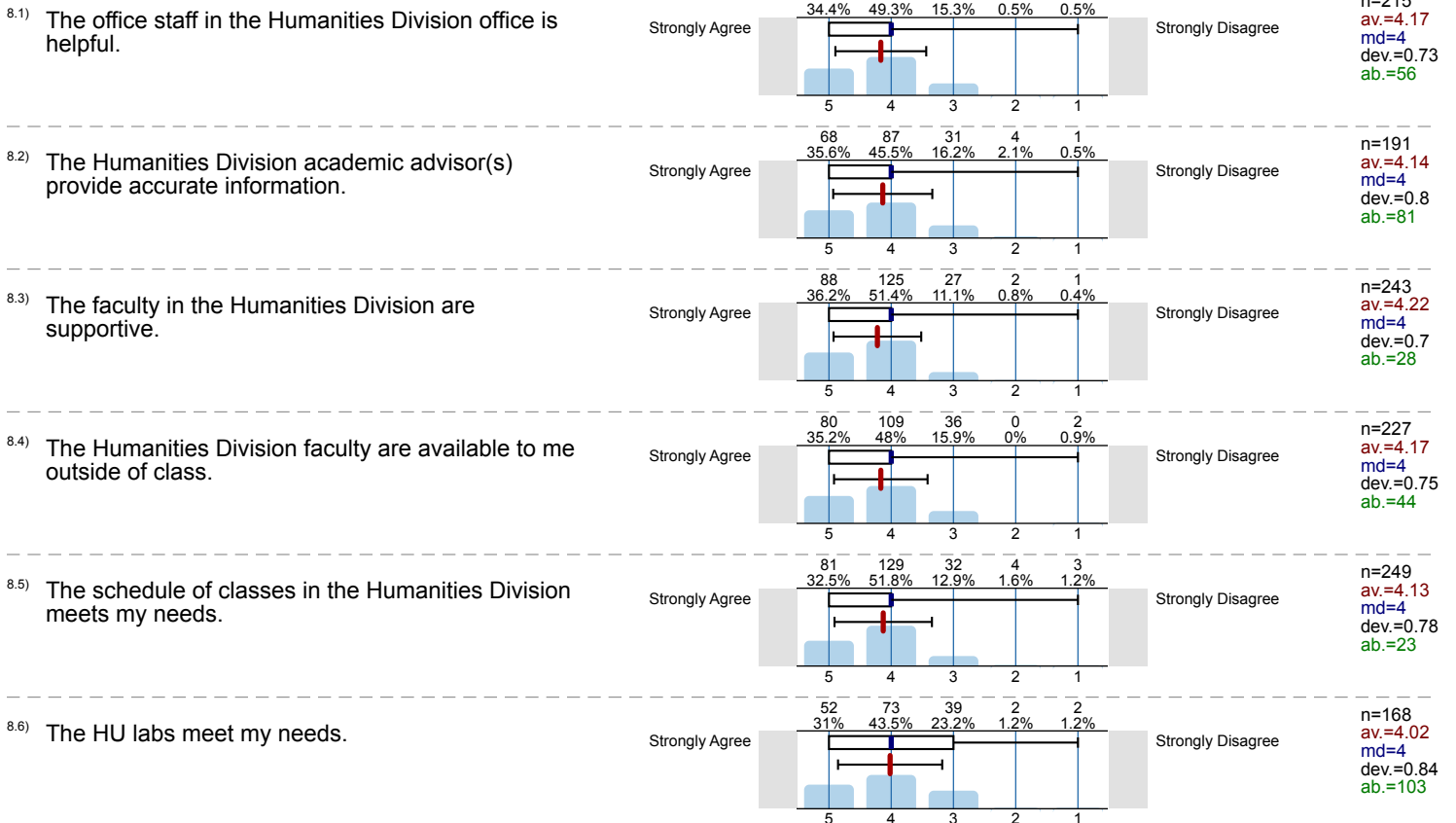
7.5) The schedule of classes in the Health Sciences Division meets my needs.



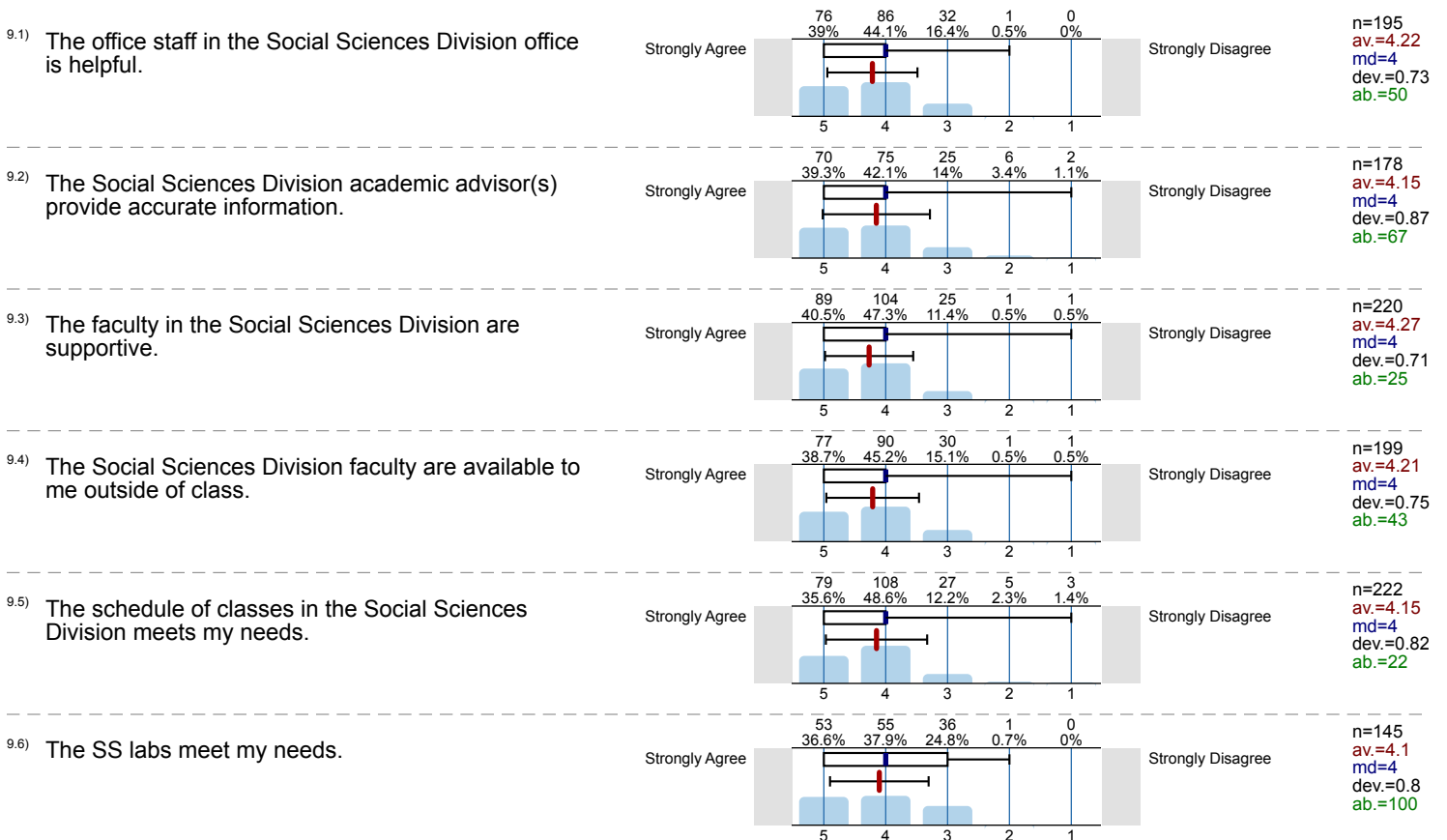
7.6) The HS labs meet my needs.



8. Services provided from the Humanities Division

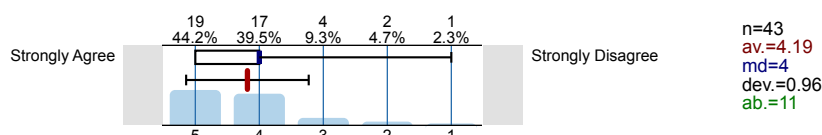


9. Services provided by the Social Sciences Division

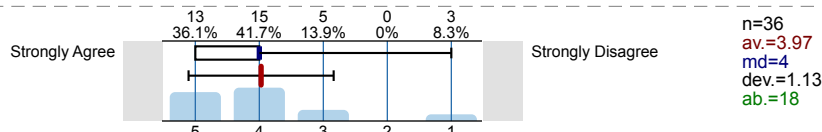


10. Share about your experiences with student housing.

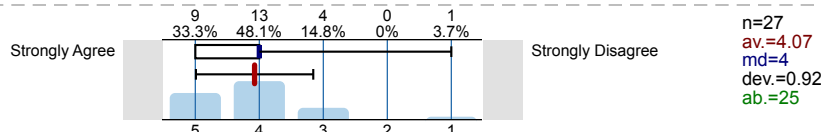
10.1) Rose State College provides quality student housing.



10.2) The Rose State College Student Housing staff provides high quality support/service.

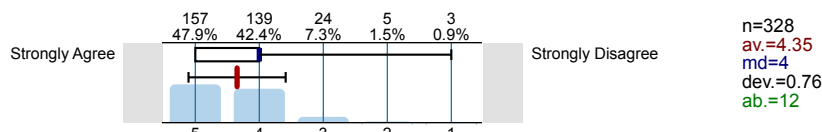


10.3) The programs provided for students in student housing met my needs.

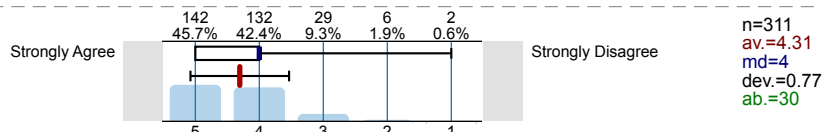


11. Services provided by the Learning Resource Center (LRC - Library)

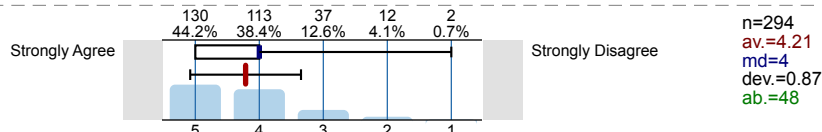
11.1) The personnel in the Learning Resources Center (LRC) are helpful.



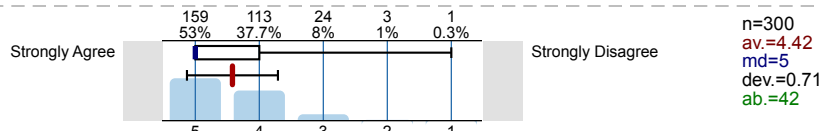
11.2) The services provided by the Library (1st floor of the LRC) meet my needs.



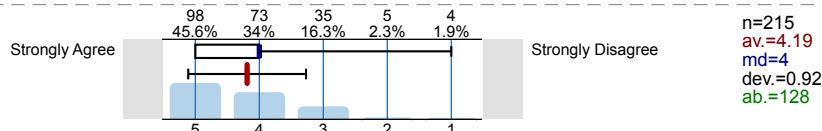
11.3) The online databases provided by the Library meet my needs.



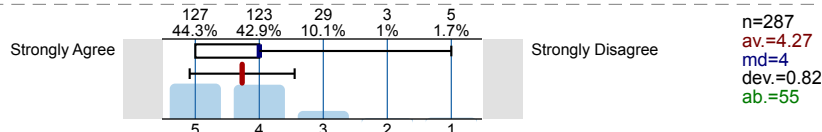
11.4) The study and meeting spaces in the LRC meet my needs.



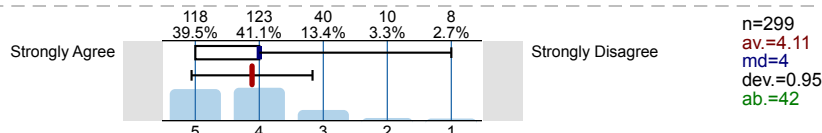
11.5) The services provided by the Tutoring Center (2nd floor of the LRC) meet my needs.



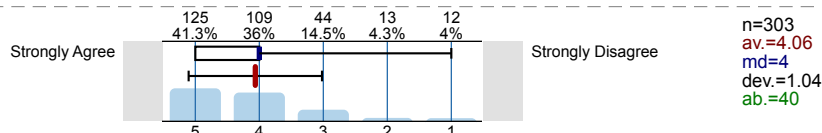
11.6) The services provided by the Testing Center (2nd Floor of the LRC) meet my needs.



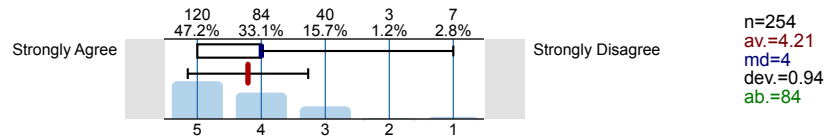
11.7) The hours of the Learning Resources Center (2nd Floor Services) meet my needs.



11.8) The hours of the Library (1st Floor of LRC Bldg) meet my needs.

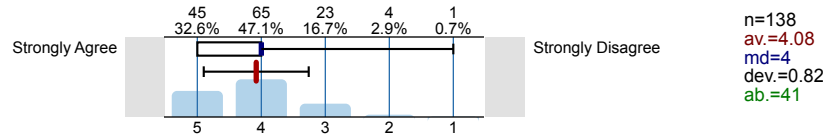


- 11.9) The services provided by the *Underground Cafe* meet my needs.

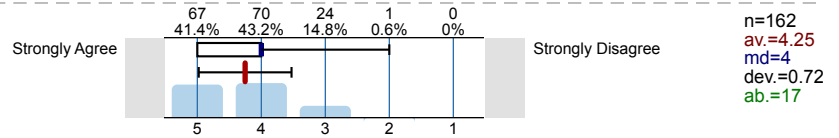


12. Services provided by the Wellness Center

- 12.1) The schedule of classes in the Wellness Center meets my needs.

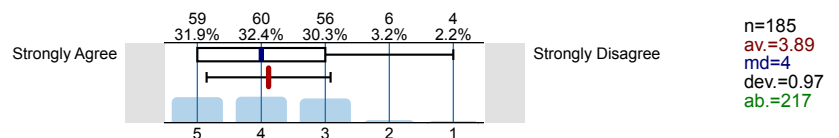


- 12.2) The staff who work at the Wellness Center is helpful.

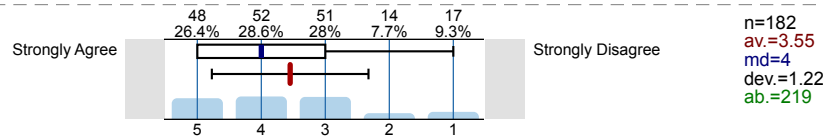


13. Your experiences with other student resource offices.

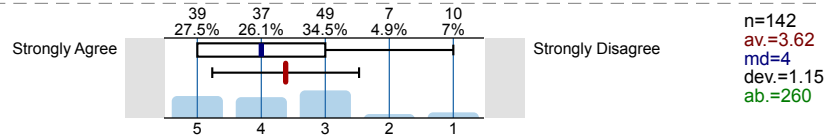
- 13.1) The staff of the GRAD Center provides high quality support/service.



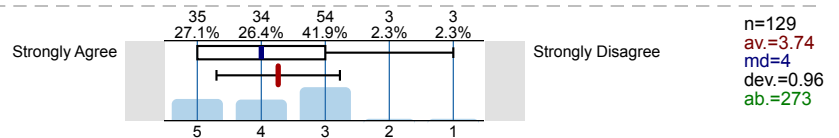
- 13.2) The Student Engagement Office was helpful in getting me involved on campus.



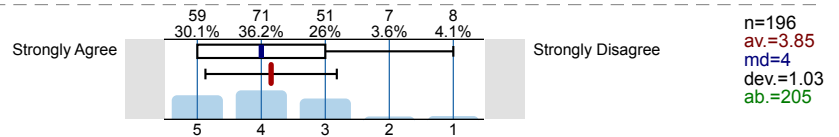
- 13.3) The TRIO staff helped to navigate my educational experience.



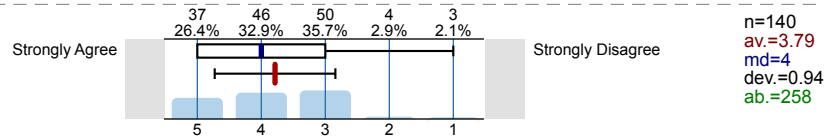
- 13.4) The Veteran Student Services Office provides high quality support/service.



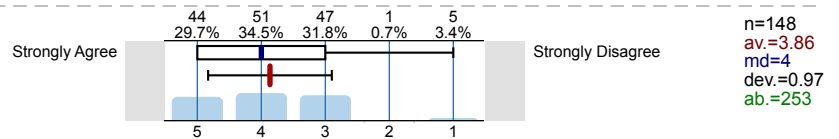
- 13.5) The Student Success Center provides high quality support/service.



- 13.6) The Student Access Services/Disability Services staff provides high quality support/service.

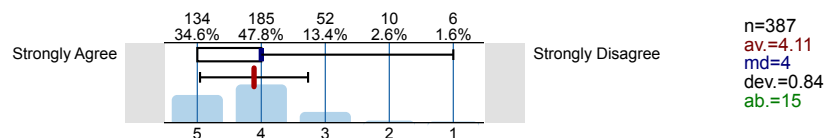


- 13.7) Personal Counseling Services provides high quality support/service.

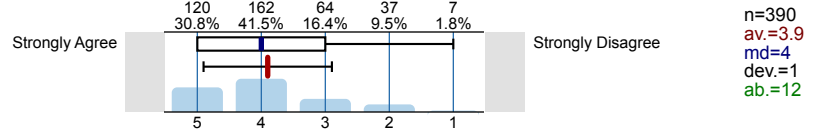


14. What are your thoughts about social media & other campus communication?

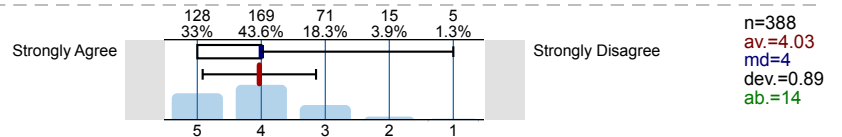
- 14.1) The RSC website is a valuable source of information.



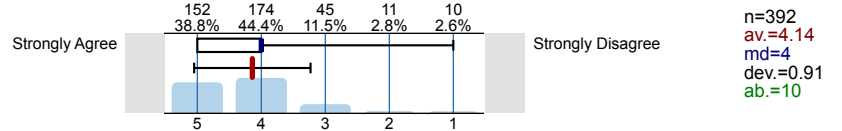
14.2) The layout of the RSC website is easy to navigate.



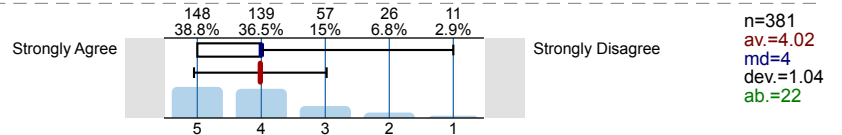
14.3) The RSC webpage meets my needs.



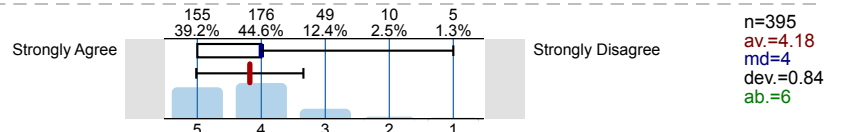
14.4) The College does a good job of communicating important information to me.



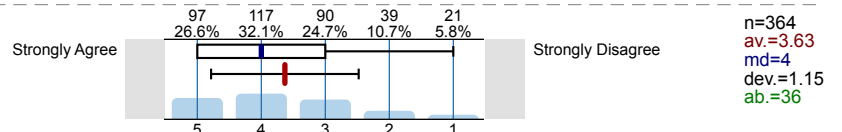
14.5) I regularly use text messaging as a means to gather information.



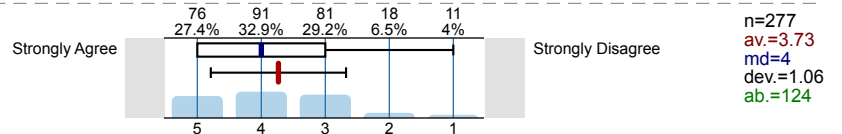
14.6) I regularly use email as a means to gather information.



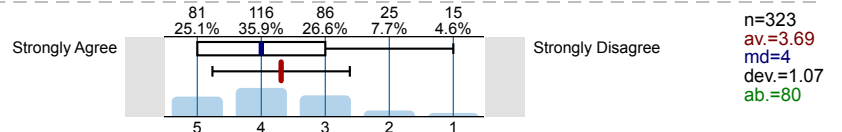
14.7) I regularly use social media as a means to gather information.



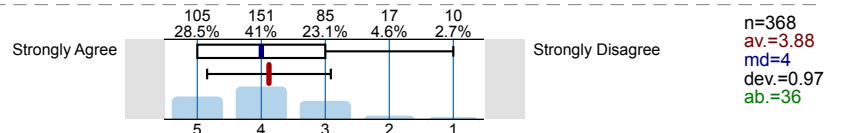
14.8) RSC social media (Twitter, Instagram, Facebook) meets my needs.



14.9) Flyers on campus are a helpful way of obtaining campus information.

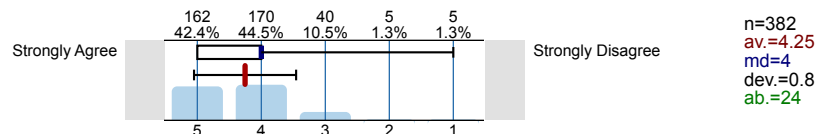


14.10) The information I receive regarding campus activities is adequate.

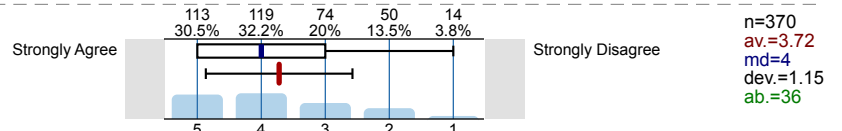


15. What are your thoughts about the Rose State College campus as a whole?

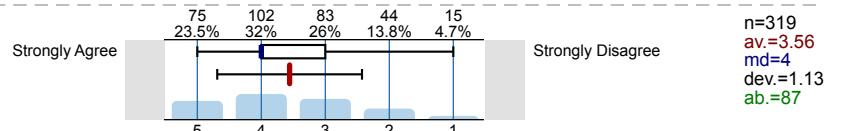
15.1) I feel safe when I am on campus.



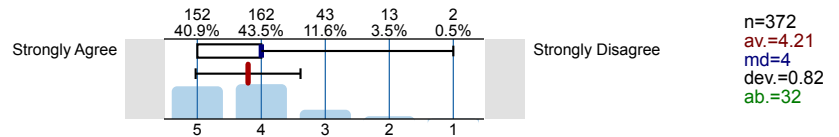
15.2) Campus security is visible.



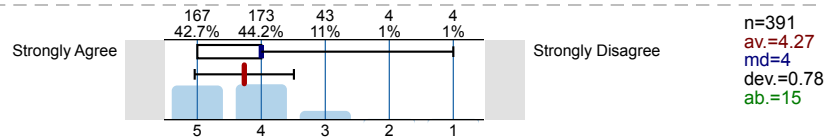
15.3) The vending machines meet my needs.



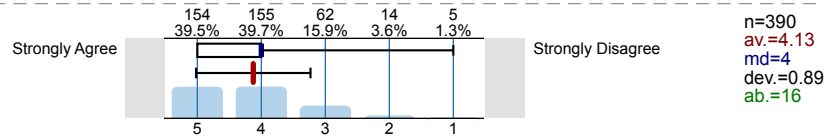
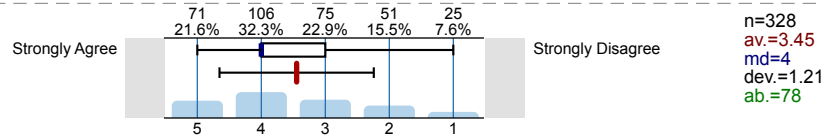
15.4) The staff at the bookstore is helpful.



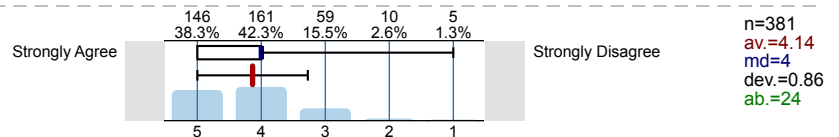
15.5) The faculty are helpful and supportive.



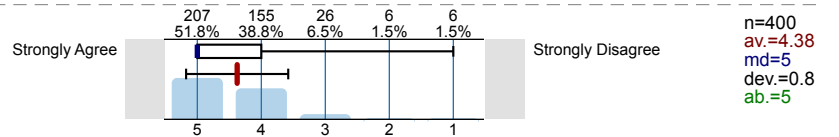
15.6) The faculty care about my academic success.

15.7) I reference the *Student Handbook* online.

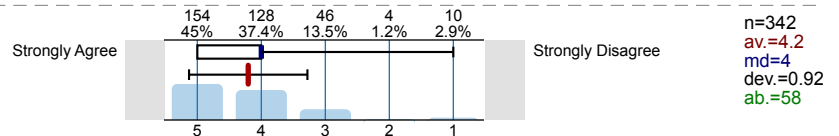
15.8) Rose State College supports student success



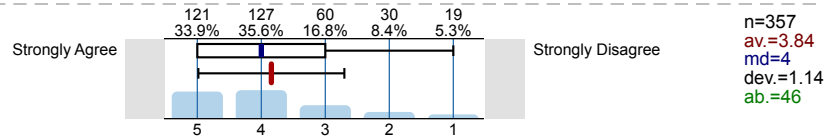
15.9) I understand how to use D2L Brightspace.



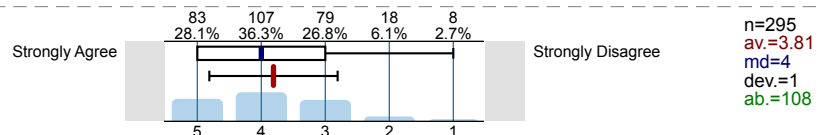
15.10) There are adequate services on campus to help me use D2L.



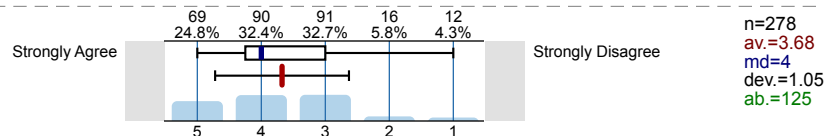
15.11) The WiFi system meets my needs.



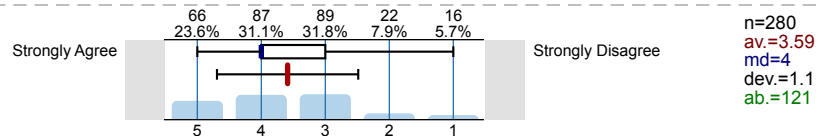
15.12) Student activities provide me ample opportunity to participate on campus.



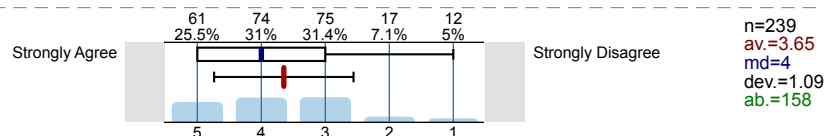
15.13) Students have a voice in running this campus.



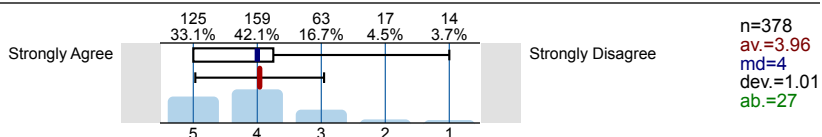
15.14) Student events held on campus are valuable to me.



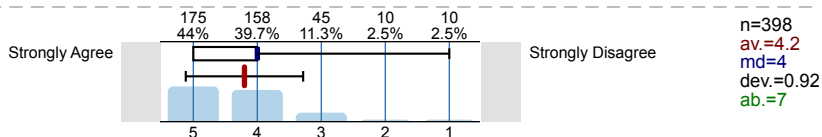
15.15) My involvement in student organizations and/or campus committees has been valuable to me.



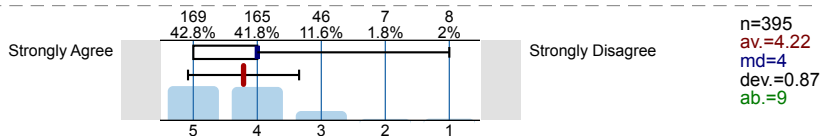
15.16) Rose State College cares about my college experience.



15.17) I would recommend Rose State College to others.



15.18) Overall, I am satisfied with the services provided to me at Rose State College.

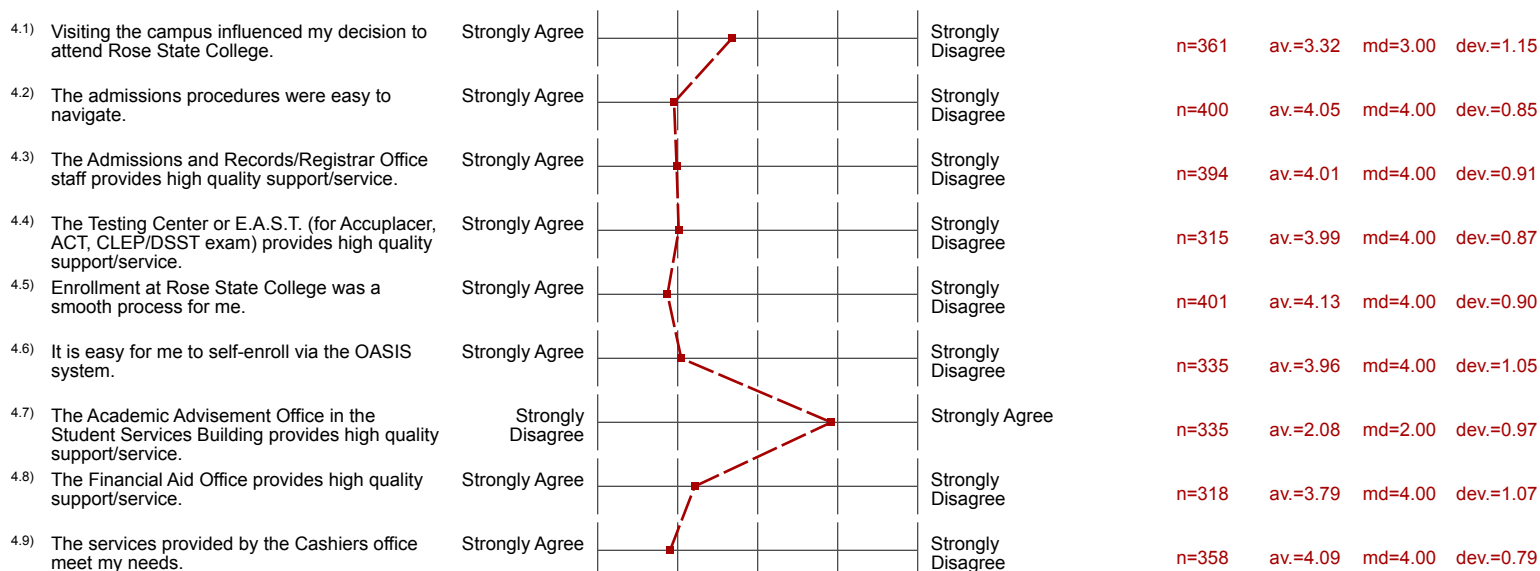


Profile

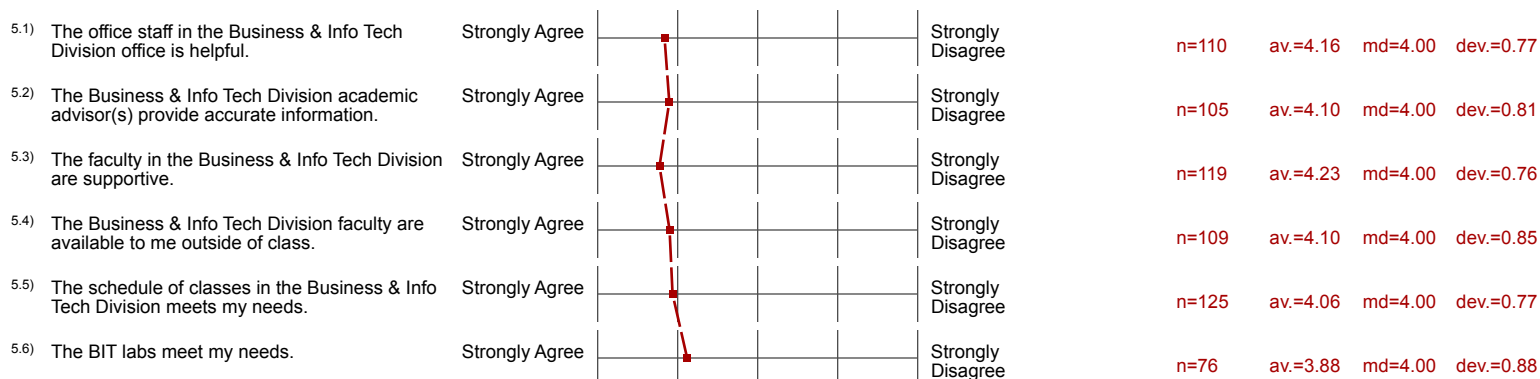
Subunit: Institutional Effectiveness
 Name of the instructor: Izzy Billen
 Name of the course: Services Satisfaction Survey
 (Name of the survey)

Values used in the profile line: Mean

4. Tell us about your experiences regarding the enrollment & payment services at Rose State College.

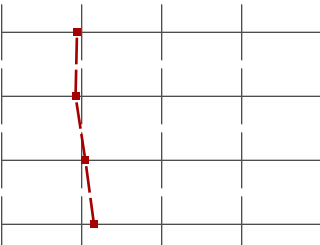





5. Services provided by the Business & Information Technology Division









6. Services Provided by the Engineering and Sciences Division









6.3) The faculty in the Engineering & Science Division are supportive.	Strongly Agree		Strongly Disagree	n=120	av.=4.06	md=4.00	dev.=0.83
6.4) The Engineering & Science Division faculty are available to me outside of class.	Strongly Agree		Strongly Disagree	n=118	av.=4.08	md=4.00	dev.=0.74
6.5) The schedule of classes in the Engineering & Science Division meets my needs.	Strongly Agree		Strongly Disagree	n=129	av.=3.95	md=4.00	dev.=0.93
6.6) The ES labs meet my needs.	Strongly Agree		Strongly Disagree	n=91	av.=3.85	md=4.00	dev.=0.86







7. Services Provided by the Health Sciences Division

7.1) The office staff in the Health Sciences Division office is helpful.	Strongly Agree		Strongly Disagree	n=148	av.=4.26	md=4.00	dev.=0.77
7.2) The Health Sciences Division academic advisor(s) provide accurate information.	Strongly Agree		Strongly Disagree	n=135	av.=4.14	md=4.00	dev.=0.99
7.3) The faculty in the Health Sciences Division are supportive.	Strongly Agree		Strongly Disagree	n=151	av.=4.19	md=4.00	dev.=0.91
7.4) The Health Sciences Division faculty are available to me outside of class.	Strongly Agree		Strongly Disagree	n=138	av.=4.00	md=4.00	dev.=0.98
7.5) The schedule of classes in the Health Sciences Division meets my needs.	Strongly Agree		Strongly Disagree	n=149	av.=4.05	md=4.00	dev.=0.97
7.6) The HS labs meet my needs.	Strongly Agree		Strongly Disagree	n=125	av.=4.07	md=4.00	dev.=0.99

8. Services provided from the Humanities Division

8.1) The office staff in the Humanities Division office is helpful.	Strongly Agree		Strongly Disagree	n=215	av.=4.17	md=4.00	dev.=0.73
8.2) The Humanities Division academic advisor(s) provide accurate information.	Strongly Agree		Strongly Disagree	n=191	av.=4.14	md=4.00	dev.=0.80
8.3) The faculty in the Humanities Division are supportive.	Strongly Agree		Strongly Disagree	n=243	av.=4.22	md=4.00	dev.=0.70
8.4) The Humanities Division faculty are available to me outside of class.	Strongly Agree		Strongly Disagree	n=227	av.=4.17	md=4.00	dev.=0.75
8.5) The schedule of classes in the Humanities Division meets my needs.	Strongly Agree		Strongly Disagree	n=249	av.=4.13	md=4.00	dev.=0.78
8.6) The HU labs meet my needs.	Strongly Agree		Strongly Disagree	n=168	av.=4.02	md=4.00	dev.=0.84

9. Services provided by the Social Sciences Division

9.1) The office staff in the Social Sciences Division office is helpful.	Strongly Agree		Strongly Disagree	n=195	av.=4.22	md=4.00	dev.=0.73
9.2) The Social Sciences Division academic advisor(s) provide accurate information.	Strongly Agree		Strongly Disagree	n=178	av.=4.15	md=4.00	dev.=0.87
9.3) The faculty in the Social Sciences Division are supportive.	Strongly Agree		Strongly Disagree	n=220	av.=4.27	md=4.00	dev.=0.71
9.4) The Social Sciences Division faculty are available to me outside of class.	Strongly Agree		Strongly Disagree	n=199	av.=4.21	md=4.00	dev.=0.75
9.5) The schedule of classes in the Social Sciences Division meets my needs.	Strongly Agree		Strongly Disagree	n=222	av.=4.15	md=4.00	dev.=0.82
9.6) The SS labs meet my needs.	Strongly Agree		Strongly Disagree	n=145	av.=4.10	md=4.00	dev.=0.80

10. Share about your experiences with student housing.

10.1) Rose State College provides quality student housing.	Strongly Agree		Strongly Disagree	n=43	av.=4.19	md=4.00	dev.=0.96
10.2) The Rose State College Student Housing staff provides high quality support/service.	Strongly Agree		Strongly Disagree	n=36	av.=3.97	md=4.00	dev.=1.13
10.3) The programs provided for students in student housing met my needs.	Strongly Agree		Strongly Disagree	n=27	av.=4.07	md=4.00	dev.=0.92

11. Services provided by the Learning Resource Center (LRC - Library)

11.1) The personnel in the Learning Resources Center (LRC) are helpful.	Strongly Agree		Strongly Disagree	n=328	av.=4.35	md=4.00	dev.=0.76
11.2) The services provided by the Library (1st floor of the LRC) meet my needs.	Strongly Agree		Strongly Disagree	n=311	av.=4.31	md=4.00	dev.=0.77
11.3) The online databases provided by the Library meet my needs.	Strongly Agree		Strongly Disagree	n=294	av.=4.21	md=4.00	dev.=0.87
11.4) The study and meeting spaces in the LRC meet my needs.	Strongly Agree		Strongly Disagree	n=300	av.=4.42	md=5.00	dev.=0.71
11.5) The services provided by the Tutoring Center (2nd floor of the LRC) meet my needs.	Strongly Agree		Strongly Disagree	n=215	av.=4.19	md=4.00	dev.=0.92
11.6) The services provided by the Testing Center (2nd Floor of the LRC) meet my needs.	Strongly Agree		Strongly Disagree	n=287	av.=4.27	md=4.00	dev.=0.82
11.7) The hours of the Learning Resources Center (2nd Floor Services) meet my needs.	Strongly Agree		Strongly Disagree	n=299	av.=4.11	md=4.00	dev.=0.95
11.8) The hours of the Library (1st Floor of LRC Bldg) meet my needs.	Strongly Agree		Strongly Disagree	n=303	av.=4.06	md=4.00	dev.=1.04
11.9) The services provided by the Underground Cafe meet my needs.	Strongly Agree		Strongly Disagree	n=254	av.=4.21	md=4.00	dev.=0.94



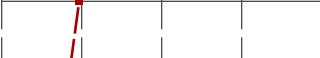






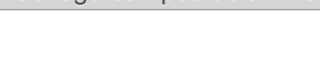
12. Services provided by the Wellness Center

12.1) The schedule of classes in the Wellness Center meets my needs.	Strongly Agree		Strongly Disagree	n=138	av.=4.08	md=4.00	dev.=0.82
12.2) The staff who work at the Wellness Center is helpful.	Strongly Agree		Strongly Disagree	n=162	av.=4.25	md=4.00	dev.=0.72


13. Your experiences with other student resource offices.




13.1) The staff of the GRAD Center provides high quality support/service.	Strongly Agree		Strongly Disagree	n=185	av.=3.89	md=4.00	dev.=0.97
13.2) The Student Engagement Office was helpful in getting me involved on campus.	Strongly Agree		Strongly Disagree	n=182	av.=3.55	md=4.00	dev.=1.22
13.3) The TRIO staff helped to navigate my educational experience.	Strongly Agree		Strongly Disagree	n=142	av.=3.62	md=4.00	dev.=1.15
13.4) The Veteran Student Services Office provides high quality support/service.	Strongly Agree		Strongly Disagree	n=129	av.=3.74	md=4.00	dev.=0.96
13.5) The Student Success Center provides high quality support/service.	Strongly Agree		Strongly Disagree	n=196	av.=3.85	md=4.00	dev.=1.03
13.6) The Student Access Services/Disability Services staff provides high quality support/service.	Strongly Agree		Strongly Disagree	n=140	av.=3.79	md=4.00	dev.=0.94
13.7) Personal Counseling Services provides high quality support/service.	Strongly Agree		Strongly Disagree	n=148	av.=3.86	md=4.00	dev.=0.97

14. What are your thoughts about social media & other campus communication?

14.1) The RSC website is a valuable source of information.	Strongly Agree		Strongly Disagree	n=387	av.=4.11	md=4.00	dev.=0.84
14.2) The layout of the RSC website is easy to navigate.	Strongly Agree		Strongly Disagree	n=390	av.=3.90	md=4.00	dev.=1.00
14.3) The RSC webpage meets my needs.	Strongly Agree		Strongly Disagree	n=388	av.=4.03	md=4.00	dev.=0.89
14.4) The College does a good job of communicating important information to me.	Strongly Agree		Strongly Disagree	n=392	av.=4.14	md=4.00	dev.=0.91
14.5) I regularly use text messaging as a means to gather information.	Strongly Agree		Strongly Disagree	n=381	av.=4.02	md=4.00	dev.=1.04
14.6) I regularly use email as a means to gather information.	Strongly Agree		Strongly Disagree	n=395	av.=4.18	md=4.00	dev.=0.84
14.7) I regularly use social media as a means to gather information.	Strongly Agree		Strongly Disagree	n=364	av.=3.63	md=4.00	dev.=1.15
14.8) RSC social media (Twitter, Instagram, Facebook) meets my needs.	Strongly Agree		Strongly Disagree	n=277	av.=3.73	md=4.00	dev.=1.06
14.9) Flyers on campus are a helpful way of obtaining campus information.	Strongly Agree		Strongly Disagree	n=323	av.=3.69	md=4.00	dev.=1.07
14.10) The information I receive regarding campus activities is adequate.	Strongly Agree		Strongly Disagree	n=368	av.=3.88	md=4.00	dev.=0.97

15. What are your thoughts about the Rose State College campus as a whole?

15.1) I feel safe when I am on campus.	Strongly Agree		Strongly Disagree	n=382	av.=4.25	md=4.00	dev.=0.80
15.2) Campus security is visible.	Strongly Agree		Strongly Disagree	n=370	av.=3.72	md=4.00	dev.=1.15
15.3) The vending machines meet my needs.	Strongly Agree		Strongly Disagree	n=319	av.=3.56	md=4.00	dev.=1.13
15.4) The staff at the bookstore is helpful.	Strongly Agree		Strongly Disagree	n=372	av.=4.21	md=4.00	dev.=0.82
15.5) The faculty are helpful and supportive.	Strongly Agree		Strongly Disagree	n=391	av.=4.27	md=4.00	dev.=0.78
15.6) The faculty care about my academic success.	Strongly Agree		Strongly Disagree	n=390	av.=4.13	md=4.00	dev.=0.89
15.7) I reference the <i>Student Handbook</i> online.	Strongly Agree		Strongly Disagree	n=328	av.=3.45	md=4.00	dev.=1.21
15.8) Rose State College supports student success	Strongly Agree		Strongly Disagree	n=381	av.=4.14	md=4.00	dev.=0.86
15.9) I understand how to use D2L Brightspace.	Strongly Agree		Strongly Disagree	n=400	av.=4.38	md=5.00	dev.=0.80
15.10) There are adequate services on campus to help me use D2L.	Strongly Agree		Strongly Disagree	n=342	av.=4.20	md=4.00	dev.=0.92
15.11) The WiFi system meets my needs.	Strongly Agree		Strongly Disagree	n=357	av.=3.84	md=4.00	dev.=1.14
15.12) Student activities provide me ample opportunity to participate on campus.	Strongly Agree		Strongly Disagree	n=295	av.=3.81	md=4.00	dev.=1.00
15.13) Students have a voice in running this campus.	Strongly Agree		Strongly Disagree	n=278	av.=3.68	md=4.00	dev.=1.05
15.14) Student events held on campus are valuable to me.	Strongly Agree		Strongly Disagree	n=280	av.=3.59	md=4.00	dev.=1.10
15.15) My involvement in student organizations and/or campus committees has been valuable to me.	Strongly Agree		Strongly Disagree	n=239	av.=3.65	md=4.00	dev.=1.09

15.16) Rose State College cares about my college experience.	Strongly Agree		Strongly Disagree	n=378	av.=3.96	md=4.00	dev.=1.01
15.17) I would recommend Rose State College to others.	Strongly Agree		Strongly Disagree	n=398	av.=4.20	md=4.00	dev.=0.92
15.18) Overall, I am satisfied with the services provided to me at Rose State College.	Strongly Agree		Strongly Disagree	n=395	av.=4.22	md=4.00	dev.=0.87