

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Annual Report of Student Assessment Activity
Rose State College
2018-2019

All information is to be submitted electronically as email attachments to Dr. Rachel Bates, Associate Vice Chancellor for Educational Partnerships, via email at rbates@osrhe.edu.

Please submit by **December 2, 2019**.

Section I – Entry Level Assessment and Course Placement Activities

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

Rose State College relies on high school performance indicators and the ACT as the primary methods for assessing the college-level course placement of incoming and returning students. If that information remains unavailable or fails to provide an accurate portrait of students' skill sets, students complete the Next-Gen ACCUPLACER. Results from that assessment aid the academic advisors in each division in enrolling and maneuvering students through the appropriate academic and/or remediation pathway. Additionally, ACCUPLACER is the primary assessment and placement tool for non-traditional students.

Here is the link on the Enrollment Testing (EAST) website for the current placement chart: <https://www.rose.edu/media/9741/draft-4-17-19-placement-chart-sp-2019.pdf>

I-2 What information was used to determine co-requisite course placement (e.g., cut scores, high school GPA, class ranking)?

Rose State College relies on high school performance indicators and the ACT as the primary methods for assessing the college-level course placement of incoming and returning students. If that information remains unavailable or fails to provide an accurate portrait of students' skill sets, students complete the Next-Gen ACCUPLACER. Results from that assessment aid the academic advisors in each division in enrolling and maneuvering students through the appropriate academic and/or remediation pathway. Additionally, ACCUPLACER is the primary assessment and placement tool for non-traditional students.

Here is the link on the Enrollment Testing (EAST) website for the current placement chart: <https://www.rose.edu/media/9741/draft-4-17-19-placement-chart-sp-2019.pdf>

I-3 How were students determined to need remediation deficiencies (e.g., cut scores, multiple measure metrics, or advising process)?

Rose State College relies on high school performance indicators and the ACT as the primary method for assessing the remediation needs of traditional students. If that information remains unavailable or fails to provide an accurate portrait of students' skill sets, students complete the Next-Gen ACCUPLACER. Results from that assessment aid the academic advisors in each division in enrolling and maneuvering students through the appropriate remediation pathway. Additionally, ACCUPLACER is the primary assessment and placement tool for non-traditional students.

As a follow-up to the ACCUPLACER results in the developmental writing courses, professors also provide a diagnostic within the first two weeks to help ensure accurate placement.

I-4 What options were available for the students to remediate basic academic skill deficiencies?

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

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

In addition to the resources provided by EAST, various campus entities strive to make information available to students that increases the likelihood they will transition through the developmental education program. The Writing and Reading Labs at Rose State College 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, the RSC 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-5** Describe analyses and findings of student success in developmental, co-requisite, and college-level courses (include enrollment counts, grade distribution, and overall pass rates), 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.

FINDINGS: Developmental Reading

Utilizing a comprehensive, motivational approach to improving reading accuracy and fluency, as well as enhancing vocabulary, the RSC Developmental Reading program relies on two courses to remediate students' academic deficiencies in this area – Reading and Vocabulary Enrichment, and Advanced Reading and Vocabulary Enrichment.

The placement chart for developmental reading can be found on the second page of the following document:

<https://www.rose.edu/media/9741/draft-4-17-19-placement-chart-sp-2019.pdf>

The percentages of students' success for the timeline of this report were as follows:

READ 1203 Reading and Vocabulary Enrichment
FA2018 60% of students passed (A-D grade)
SP2019 63% of students passed (A-D grade)

READ 1213 Advanced Reading and Vocabulary Enrichment
FA2018 75% of students passed (A-D grade)
SP2019 72% of students passed (A-D grade)

FINDINGS: Developmental Writing

Developmental writing courses provide students with the composition skills needed to improve their performance in credit-level college courses. RSC offers several levels of skills courses to fit the differing needs of entering students. Placement decisions for each student are determined by the individual student's ACT, SAT, or Rose State College Writing Placement Test, and discussions between the student and an academic advisor augment and clarify this process.

The placement chart for developmental writing can be found on the second page of the following document:

<https://www.rose.edu/media/9741/draft-4-17-19-placement-chart-sp-2019.pdf>

The percentages of students' success in the applicable developmental writing courses for the timeline of this report were as follows:

0133 Composition Review

FA18	Enrolled	Fail	Pass	Withdraw
Final Grades	149	63	59	27
		42%	40%	18%
SP19	Enrolled	Fail	Pass	Withdraw
Final Grades	59	25	22	12
		42%	37%	20%
SU19	Enrolled	Fail	Pass	Withdraw
Final Grades	59	23	24	12
		39%	41%	20%

0131 Composition Studio

FA18	Enrolled	Fail	Pass	Withdraw
Final Grades	92	7	79	6
		8%	86%	7%
SP19	Enrolled	Fail	Pass	Withdraw
Final Grades	23	0	21	2
		0%	91%	9%
SU19	Enrolled	Fail	Pass	Withdraw
Final Grades	4	0	4	0
		0%	100%	0%

0142 Integrated Composition Skills

FA18	Enrolled	Fail	Pass	Withdraw
Final Grades	205	31	138	36
		15%	67%	18%
SP19	Enrolled	Fail	Pass	Withdraw
Final Grades	101	17	69	15
		17%	68%	15%

FINDINGS: Developmental Math

Developmental math courses at RSC seek to facilitate students in developing competencies in fundamental mathematical literacy skills that will translate into success in college-level mathematics curricula, provide an inclusive, engaged learning environment which fosters student achievement, and helps students overcome any barriers that would hinder their personal and academic success. The placement chart for math can be found at the following link:

<https://www.rose.edu/media/9741/draft-4-17-19-placement-chart-sp-2019.pdf>

The percentages of students' success in the applicable developmental math courses for the timeline of this report were as follows:

0124 Foundations of Math

FA18	Enrolled	Fail	Pass	Withdraw
	208	31%	41%	28%
SP19	Enrolled	Fail	Pass	Withdraw
	97	27%	46%	27%

0134 Math Literacy

FA18	Enrolled	Fail	Pass	Withdraw
	103	28%	47%	25%
SP19	Enrolled	Fail	Pass	Withdraw
	61	16%	69%	15%

0141 General College Math Studio

FA18	Enrolled	Fail	Pass	Withdraw
	36	42%	36%	22%
SP19	Enrolled	Fail	Pass	Withdraw
	14	50%	43%	7%

0144 Algebraic Literacy

FA18	Enrolled	Fail	Pass	Withdraw
	496	39%	36%	25%
SP19	Enrolled	Fail	Pass	Withdraw
	295	35%	38%	27%

0151 College Algebra Studio

FA18	Enrolled	Fail	Pass	Withdraw
	30	7%	53%	40%
SP19	Enrolled	Fail	Pass	Withdraw
	10	20%	70%	10%

ANALYSIS:

In all three areas of developmental education, faculty and administrators assess pass rates and success markers every semester. Occasionally, these professionals make adjustments to placement decisions indicated by initial ACCUPLACER results, such as in the reading and developmental writing courses. In those courses, professors provide a diagnostic within the first two weeks to help ensure accurate placement.

The anecdotal evidence provided by professors in General Education courses suggests that the developmental education program at RSC helps students successfully navigate the expectations and assignments in college level credit courses. For students who might still struggle after completing the developmental course requirements, or for students who initially bypassed developmental education but who found themselves struggling in their college level credit courses, RSC provides an additional remediation effort. The course EDUC 1103 Educational Planning (rechristened "College and Life Strategies" for Fall 2019), is a comprehensive skills class that covers everything from best study practices and time management techniques to navigating financial aid and interpersonal relationships. For fall 2018, this course garnered a success rate (A,B, or C) of 65%, and a success rate (A, B, or C) in spring 2019 of 72%.

Section II –General Education Assessment

Administering Assessment

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

The Assessment Program at Rose State College strives to provide relevant and timely data to support efforts 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. Such communication 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 the committee has assessed all three outcomes at least twice.

The strategy for assessing the learning outcomes for the selected General Education Outcomes 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 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, Canvas.
4. All assessment measures have a set of demographic questions that are used for comparative and analytical purposes. These demographic questions are refined or augmented annually by the committee to increase the usefulness of the data collected and allow for extended analysis of GEOs.
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 Canvas announcements to explain the purpose of the assessments, encourage the students to provide maximum effort and honesty, and to note that the students' efforts and results remain very important to the school's administration.

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

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

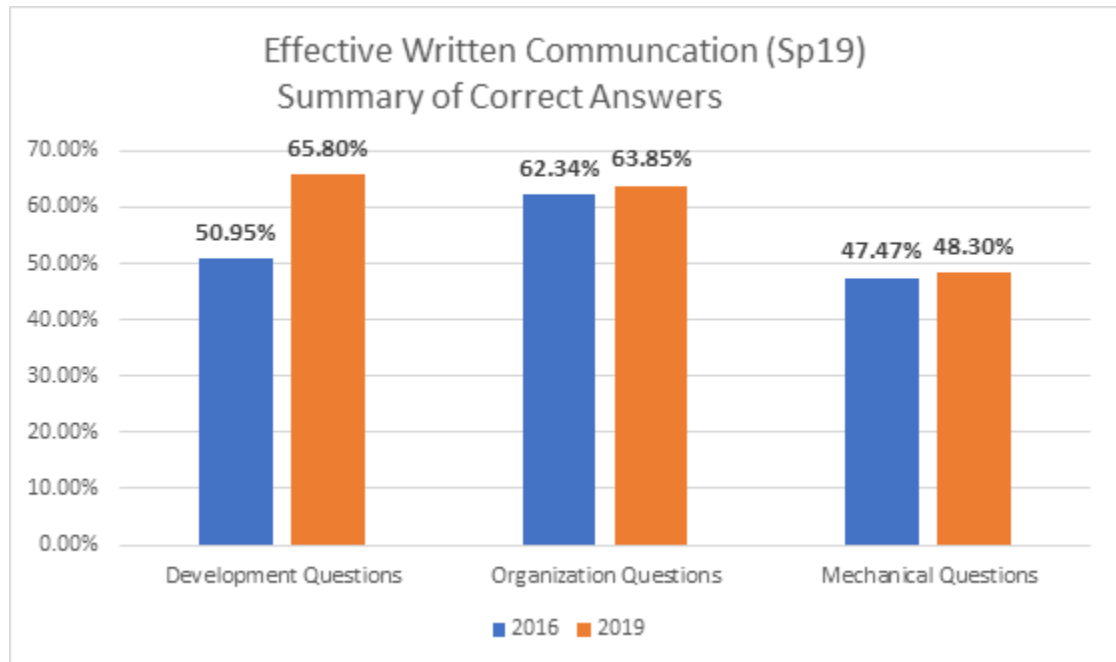
II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.

SEE ATTACHED DOCUMENT: "1192 RSC Written Communication GEO Results"

The online assessment distribution of the Written Communication GEO in spring 2019 resulted in a participation/return rate of 653 students, or 10% of the total student population at Rose State College. This percentage of student participation/return compared favorably to the previous online GEO assessment that the Committee completed in spring 2018 – Global and Cultural Awareness – which netted a response of 690 students, or 10.1% of the student population at that juncture. More significantly, the previous assessment of the Written Communication GEO in spring 2016, which the Committee conducted using a random selection of courses and a pencil/paper format, netted 367 usable responses, which represented approximately 6% of the total RSC student population. Clearly, the online distribution system using Scantron led to significant increases in student participation and interest in the institutional GEOs.

The RSC Written Communication GEO included an objective multiple-choice measure that assesses students' ability to recognize correct grammar, punctuation, spelling, and usage tenets. Additionally, English faculty evaluated a randomly selected number of student essays from capstone courses using a rubric to assess construction and communication habits. This information rolled into three broad analytical categories – Developmental, Organizational, and Mechanical Effectiveness.

Aside from some small wording adjustments to survey items and the use of online distribution of the instrument, the 2019 and 2016 Written Communication GEO Assessments remained almost identical. This allowed the Committee to draw some interesting comparisons between data sets.



Increases were noted in all three analytical categories, but the largest increase occurred in the level of RSC students' abilities to develop ideas and express those ideas in written formats. These increases likely resulted from the changes made to developmental English protocols – specifically RSC's creation of layered pathways for students struggling in areas of composition – and the robust nature of the Reading enrichment program at RSC. The English faculty noted the lower scores in the Mechanical Effectiveness area, and they continue to adjust curriculum and pedagogical techniques to maximize the effectiveness of their programs.

SP2019 RSC Written Communication GEO Demographic Comparisons

Age	N
19 or younger	151
20-24	162
25-29	79
30-34	68
35-39	63
40 or older	130
Total	653

Sex	N
Male	145
Female	485
Total	630

Race	N
White	411
African American	107
Hispanic	51
Asian	22
Native American	55
Two or more	5
Total	651

High School	N
GED	62
Diploma	528
Neither	56
Total	646

Division	N
BIT	156
ES	54
HU	65
SS	90
HS	234
Undecided	52
Total	651

Credit Hrs	N
0	61
1-15	175
16-30	122
31-45	85
46-60	86
61+	122
Total	651

Num of Colleges	N
0	336
1	182
2 or more	131
Total	649

Graduate	N
This semester	91
Next semester	73
1-2 years	264
2-3 years	140
more than 3 years	32
non-degree seeking	50
Total	650

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

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

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

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

The assessment of Effective Written Communication has been completed three times since the reorganization of the RSC Assessment processes in 2012. Quantitative Reasoning, and Global and Cultural Awareness have been completed twice, with Quantitative Reasoning scheduled for assessment once again in spring 2020.

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. This process continues to date, although the RSC Assessment Committee remains acutely aware of the value of standardization of assessment tools for the useful comparison of data sets across assessment cycles.

Section III – Program Outcomes

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>	<i>Capstone Course/Licensure Exam</i>	<i>Passed</i>
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	10/10 5/5
Computer Info. Tech. (AAS)	CIT 2313 -- Systems Implementation & Dev.	13/14
Networking	CIT 1523 – Micro Hardware and Operating Systems	162/178
Paralegal Studies (AAS)	LS 2993 –Capstone Seminar	27/28
Health Sciences Division		
Dental Assisting (AAS)	HSDA 1353 – Practicum II	12/12 received Expanded Duty Permits State of OK-Board of Dentistry 12 of 12 passed Dental Assisting National Board CDA exam
Dental Hygiene (AAS)	HSDH 2405 – Dental Hygiene IV	9/9 passed written NDHBE exam 9/9 passed clinical exam WREB 9/9 passed Oklahoma State jurisprudence exam
Health Information Tech. (AAS)	HSHI 2332 – Health Information Seminar	3 of 5 graduates have taken RHIT -- 3 of 3 passed. NOTE: Graduates are still taking exams
Clinical Laboratory Tech. (AAS)	HSCL 2606 – Clinical Lab. Sciences III	17 of 17 passed ASCP
Nursing Science (AAS)	HSNS 2218 – Professional Nursing Concepts IV	NCLEX-RN 61/67 (91.04%) passed 1 st attempt
Radiologic Technology (AAS)	HSXT 2614 – Analytical Radiologic Tech.	8/8 grads passed ARRT
Respiratory Therapist (AAS)	HSRT 2334 – Respiratory Therapy Clinic III	19 of 19 passed the CRT 13 of 14 passed the RRT

Degree Program	Capstone Course/Licensure Exam	Passed
Humanities Division		C or better
English (AA)	ENGL 2503	10/10
Fine Arts (AA)	Art & Photography Emphasis Musical Theatre Emphasis: MUS 2512 Music Emphasis: MUS 2432 & 2442 Theatre Emphasis: TH 2902	8/8 0/0 11/11 6/7
Liberal Studies (AA)	General Studies Emphasis: HUM 2501 Cultural Studies Emphasis: HUM 2501	56/62 0/0
Library Technical Assistant (AAS)	LTA 2001 Capstone Project	3/3
	Philosophy Capstone (PHIL 2503)	3/3
	Mass Comm. Capstone (MCOM 2901)	8/10
Modern Languages (AA)	LANG 2501 Modern Language Cap.	2/2
Social Sciences Division		C or better
Family Services and Child Care (AA and AAS)	FSCD 2233 Practicum in FSCD	15 of 15
History (AA)	HIST 2993 Historical Research	9/11
Criminal Justice (AA)	CJ 2193 Criminal Justice Internship	24/26
Health & Sports Sci. (AS)	HPER 2701- 3 Practicum in HPER	9/9
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 2019, the committee distributed the Student Satisfaction – Facilities instrument to the student body.

As with the general education outcome assessments, all campus students receive the Educational Demographics Measure and the Student Satisfaction assessment in electronic formats.

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

SEE ATTACHED DOCUMENTS: “1187 RSC Educational Demographics Results”

“1192 RSC Student Satisfaction Facilities Results”

The Student Satisfaction of Facilities survey, conducted in spring 2019, produced 470 usable responses using the Scantron online distribution method. The Student Demographics survey applicable to this report, conducted in spring 2018 using the Scantron online distribution method, resulted in a return rate of 497 usable responses. Historically, when using the traditional paper/pencil method of conducting these surveys, the Assessment Committee targeted a sample size of approximately 650 students, or 10% of the total student population at Rose State College, seeking a return rate of 60%, or 390 usable responses. To date, the actual response rate using the online distribution system exceeded that goal by 21-28% respectively.

The Student Demographics Survey indicated that, among other things:

- 45% of RSC students are from families with no parental/guardian collegiate backgrounds
- Female students outnumber male students 76% to 24%
- 52% of RSC students fall between the ages of 16-24, but almost 20% of RSC students are over the age of 40

- 46% of RSC students' one-way commute is more than 16 miles; 19% of RSC students' one-way commute is more than 30 miles
- 58% of RSC students live off-campus without the help/aid of parents or guardians

These statistics underscored the importance of crafting course rotations, course offering times, degree programs, and student support services that are as diverse as our college's population.

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.

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

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

The Student Satisfaction of 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.

Data gleaned from these two key assessments provided key Rose State College committees – Planning, Budget, Academic Affairs, and Curriculum to name only four – with a clearer picture of student preferences and needs. This information made direct impacts on budget decisions and long-range planning across campus.

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 2018-19:

Assessment Fees	\$225,178
Assessment salaries	\$123,351
Distributed to other departments	\$68,411
Operational costs	\$33,416
Total Expenditures	\$225,178