

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Annual Student Assessment Report of 2019-20 Activity

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement

(Student Assessment and Remediation 3.20.4)

Activities

- I-1. What information was used to determine college-level course placement. Please report the specific multiple measures your institution used for FY 2019-2020 (e.g., high school GPA and CPT cut scores)?

Rose State College relies on the ACT/SAT and previous college-level coursework completion as the primary methods for assessing the college-level course placement of incoming and returning students. If that information is unavailable or fails to provide an accurate portrait of students' skill sets, students complete the Next-Generation 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. If a student declines the ACCUPLACER assessment and is without applicable ACT/SAT scores and/or previously completed college-level coursework, the student will be placed into the foundational level of developmental coursework.

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

The College Placement Chart for 2019-2020 is provided in the attached document.

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

Rose State College relies on the ACT/SAT and previous college-level coursework completion as the primary methods for assessing the college-level course placement of incoming and returning students. If that information remains unavailable or fails to provide an accurate portrait of students' skill sets, students complete the Next-Generation 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. If a student declines the ACCUPLACER assessment and is without

applicable ACT/SAT scores and/or previously completed college-level coursework, the student will be placed into the foundational level of developmental coursework.

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

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

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

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

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

In addition to the resources provided by EAST, various campus entities strive to make information available to students that increases the likelihood they will transition through the developmental education program. Co-requisite courses are available in math and English to allow for more timely completion of developmental and college level course work. The STEM Lab is staffed by knowledgeable assistants to help students on an as-needed basis. The Writing and Reading Labs at Rose State College offer review assistance for the ACCUPLACER. Additionally, the 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. The RSC English program also offers two-week, interim, and Composition Studio courses that some students complete and successfully pass to avoid the full developmental course, should test scores place them on that path. Finally, the Student Success Center offers study skills workshops, learning styles assessments, and other interventions to connect students with resources to ensure their success.

- I-4. What information was used to determine co-requisite course placement? Please report the specific multiple measures your institution used for FY 2019-2020 (e.g., high school GPA and CPT cut scores).

Eligibility to enroll in college-level courses is primarily determined by ACT, SAT, or Next-Generation ACCUPLACER scores, in accordance with the College Placement Chart. Students who miss the minimum placement score by a small margin may be directed toward an appropriate co-requisite course in English or math. Two co-requisite options are offered for English remediation. For students requiring moderate English remediation, a full-semester co-requisite course is offered to be taken in conjunction with Composition I. For students requiring minor English remediation, a shortened English developmental course is offered during interim sessions. Students who successfully complete the interim course may continue directly to Composition I. Students are only required to take a full-semester standalone English developmental course if a major need for remediation is displayed. Co-requisite math classes are designed to be taken simultaneously with the corresponding college-level math course, allowing students immediate access to credit-bearing course work. Three distinct co-requisite math courses are available to align with the college's three different math pathways: STEM Pathway, Non-STEM Pathway, and Functions Pathway.

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

If ACT/SAT scores are unavailable or fail to provide an accurate portrait of students' skill sets, students complete the Next-Generation 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. ACCUPLACER is the primary assessment and placement tool for non-traditional students.

During 2019, a team consisting of faculty members from math, reading, and English developed and proposed a new placement plan utilizing Multiple Measures Assessment. The team researched national studies and analyzed data of Rose State College students. They collaborated with Admissions, Advising, Testing, Information Technology, Institutional Research, and other faculty to create a Multiple Measures Placement Guide. The Guide includes individual student self-evaluations in addition to high school GPA, ACT, SAT, or ACCUPLACER scores to determine initial course placement. The proposed Guide has been approved for use starting in the Fall 2020 semester.

Analyses and Findings

I-6. Describe analyses and findings of student success in both developmental and college-level courses, effectiveness of the placement decisions, evaluation of multiple measures, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

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

Complete the Online Reporting Form: <https://forms.gle/KQMtSh4xq3CWbmjq5>.

Faculty and enrollment staff have collaborated to examine placement metrics and course pass rates to continuously improve upon best placement practices. It was found that examining only test scores (ACT/SAT or ACCUPLACER) for placement did not provide a complete representation of a student's academic ability. A combination of internal and external research resulted in the development of a Multiple Measures Placement Guide that utilizes additional placement metrics including high school GPA and student self-assessment of academic skills. Examination and consideration of the high school GPA will provide a more holistic assessment of students' academic capabilities. Incorporating students' self-assessment of academic skills will promote engagement in the placement process and provide the advisor with additional information. The Multiple Measures Placement Guide has been approved for use starting in the Fall 2020 semester. Faculty and enrollment staff will continue to evaluate the effectiveness of placement procedure with the Multiple Measures Placement Guide.

Section II –General Education Assessment

(Student Assessment and Remediation 3.20.5)

Administering Assessment

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

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

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

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:

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

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

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

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

Demographic questions included with each assessment provided valuable analytical vectors, which the institution used to draw conclusions regarding student academic success. Most

notably, the number of credit hours completed and expected semester of graduation allow administrators to analyze the competencies at various stages of our students' academic journey, as well as in relation to their academic classification. Other demographic questions, such as those querying student study habits, technological capabilities, and access to services, provided meaningful comparisons and data sets that influenced policy making and policy analysis within Academic Affairs.

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

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

1. All course sections are selected in a given semester for analysis
2. The goal is to achieve a participation level of around 10% of the RSC student population.
3. The Scantron/Class Climate program allows assessment personnel and college administrators to track the level of participation, send out email reminders, and post messages discussing the assessments and their importance in our learning management system, Canvas.
4. All assessment measures have a set of demographic questions that are used for comparative and analytical purposes. These demographic questions are refined or augmented annually by the committee to increase the usefulness of the data collected and allow for extended analysis of learning outcomes.
5. Upon completion, the measures are returned to the Associate Vice President of Academic Affairs.
6. The Associate Vice President analyzes the data and provides several reports to the campus regarding the findings. Faculty and staff receive results and highlights of the data in small doses called "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 screenshot of the notice of completion generated by the program. Institutionally, the assessment administrators use email and Canvas announcements to explain the purpose of the assessments, encourage the students to provide maximum effort and honesty, and to note that the students' efforts and results remain very important to the school's administration.

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

As has occurred following the assessment procedures for all of our General Education Outcomes, 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, data on General Education Outcomes assessment leads directly to curriculum revisions within academic programs, changes in class offerings within academic disciplines, and more creative course scheduling strategies by administrators.

Analyses and Findings

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

Rose State maintains a rotation schedule for General Education Outcomes, measuring one outcome each year. For the 2019-2020 academic year, the college assessed Quantitative Reasoning. The RSC Quantitative Reasoning assessment instrument includes an objective multiple-choice measure that assesses students' performance on three distinct domains: numerical computation, evaluation of quantitative relationships, and drawing appropriate conclusions from quantitative information.

The online distribution of the Quantitative Reasoning assessment in Spring 2020 resulted in responses from 344 students, which is lower than the typical number of responses for this assessment. The campus closure in March 2020 due to the COVID-19 pandemic may explain the low response rate for this year. In spite of this, the results of the assessment offer insight into the impact of General Education teaching and learning at Rose State College. The data is analyzed over various demographic and academic characteristics, such as sex, race, academic background, discipline of study, and number of college hours completed.

A score of 70 is considered the benchmark for passing the Quantitative Reasoning assessment. Of the 344 students who completed the assessment, the number of students who met this benchmark was 119. This is a pass rate of 34.6%. A comparison of the results from previous years is as follows.

Table 1: Overall Results by Year

	2020	2017	2014
Number Completed	344	431	457
Average Score	56.94	56.57	53.30
Percent Passing	34.6%	31%	26%

The following tables offer further analysis of the pass rate across various academic variables.

Table 2: Pass Rates by Academic Division

Division	Number Failing	Percent Failing	Number Passing	Percent Passing	Total	Total Percent
BIT	58	70.73%	24	29.27%	82	100.00%
ENG SCI	17	44.74%	21	55.26%	38	100.00%
HUM	26	72.22%	10	27.78%	36	100.00%
SOC SCI	41	66.13%	21	33.87%	62	100.00%
HEALTH SCI	67	67.00%	33	33.00%	100	100.00%
UNKNOWN	16	64.00%	9	36.00%	25	100.00%
(blank)		0.00%	1	100.00%	1	100.00%
Grand Total	225	65.41%	119	34.59%	344	100.00%

Table 3: Pass Rates by High School Education

	Number Failing	Percent Failing	Number Passing	Percent Passing	Total	Total Percent
GED	16	51.61%	15	48.39%	31	100.00%
HS Diploma	200	66.67%	100	33.33%	300	100.00%
Neither	9	75.00%	4	25.00%	12	100.00%
Grand Total	225	65.41%	119	34.59%	344	100.00%

Table 4: Pass Rates by Number of College Hours Completed

Number of College Hours Completed	Number Failing	Percent Failing	Number Passing	Percent Passing	Total	Total Percent
0 hrs	22	84.62%	4	15.38%	26	100.00%
1-30 hrs	93	70.99%	38	29.01%	131	100.00%
31-60 hrs	82	67.77%	39	32.23%	121	100.00%

61+ hrs	26	41.27%	37	58.73%	63	100.00%
(blank)	2	66.67%	1	33.33%	3	100.00%
Grand Total	225	65.41%	119	34.59%	344	100.00%

Table 5: Pass Rates by Sex

Sex	Number Failing	Percent Failing	Number Passing	Percent Passing	Total	Total Percent
Male	67	57.76%	49	42.24%	116	100.00%
Female	156	69.33%	69	30.67%	225	100.00%
(blank)	2	66.67%	1	33.33%	3	100.00%
Grand Total	225	65.41%	119	34.59%	344	100.00%

As has been observed in previous years, success rates on this assessment tend to increase with the number of college hours completed. Pairing this information with students' level of college preparation and the data comparing performance within academic disciplines brings to light the importance of repeated exposure to quantitative processes throughout the general education curriculum.

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

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

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

The assessment of Effective Written Communication and Quantitative Reasoning have been completed three times since the reorganization of the RSC Assessment processes in 2012. Global and Cultural Awareness has been completed twice, and is scheduled for distribution once again in spring 2021. Prior to the second administration of each General Education Outcome, 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. Because revisions have been relatively minor, the evaluation of comparative data over time

continues to provide enlightening and actionable information for each of the General Education Outcomes. This process continues to date, and the RSC Assessment Committee remains acutely aware of the value of standardization of assessment tools for the useful comparison of data sets across assessment cycles.

Section III – Program Outcomes

(Student Assessment and Remediation 3.20.6)

Administering Assessment

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

Degree Program	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	2/2 NA
Computer Info. Tech. (AAS)	CIT 2313 -- Systems Implementation & Dev.	19/21
Networking	CIT 1523 – Micro Hardware and Operating Systems	160/211
Paralegal Studies (AAS)	LS 2993 –Capstone Seminar	22/24
Health Sciences Division		
Dental Assisting (AAS)	HSDA 1353 – Practicum II	11 of 11 passed Dental Assisting National Board CDA exam
Dental Hygiene (AAS)	HSDH 2405 – Dental Hygiene IV	12/12 passed written NDHBE exam
Health Information Tech. (AAS)	HSI 2332 – Health Information Seminar	RHIT -- 3 of 3 passed.
Clinical Laboratory Tech. (AAS)	HSCL 2606 – Clinical Lab. Sciences III	15 of 15 passed ASCP
Nursing Science (AAS)	HSNS 2218 – Professional Nursing Concepts IV	NCLEX-RN 64/76 (84.2%) passed
Radiologic Technology (AAS)	HSXT 2614 – Analytical Radiologic Tech.	7/7 grads passed ARRT
Respiratory Therapist (AAS)	HSRT 2334 – Respiratory Therapy Clinic III	19 of 20 passed the CRT 18 of 19 passed the RRT

Degree Program	Capstone Course/Licensure Exam	Passed
Humanities Division		C or better
English (AA)	ENGL 2503	11/14
Fine Arts (AA)	Art & Photography Emphasis Musical Theatre Emphasis: MUS 2512 Music Emphasis: MUS 2432 & 2442 Theatre Emphasis: TH 2902	8/9 0/0 3/3 and 4/4 2/2
Library Technical Assistant (AAS)	LTA 2001 Capstone Project	0/0
	Philosophy Capstone (PHIL 2503)	1/1
	Mass Comm. Capstone (MCOM 2901)	5/6
Modern Languages (AA)	LANG 2501 Modern Language Cap.	1/1
Social Sciences Division		C or better
Family Services and Child Care (AA and AAS)	FSCD 2233 Practicum in FSCD	14/14
History (AA)	HIST 2993 Historical Research	9/10
Criminal Justice (AA)	CJ 2193 Criminal Justice Internship	5/6
Health & Sports Sci. (AS)	HPER 2701- 3 Practicum in HPER	10/10
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?

All programs and their courses undergo regular review. Following the 2017 major overhaul of virtually every campus program – which included updates to degree sheets, academic requirements, and program goals – program level assessment continued using data and recommendations provided by the RSC Assessment Committee. The success rates above indicated that few program changes were warranted. Some assessment data resulted in

changes to course offerings and course offering formats, such as shifting formats to more online and hybrid course options across many of our programs. The college continues to scrutinize and monitor the effects of these changes.

Section IV – Student Engagement and Satisfaction

(Student Assessment and Remediation 3.20.7)

Administration of Assessment

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

The assessment of student engagement and satisfaction is accomplished utilizing internally developed measures. The committee distributes the Educational Demographics measure biannually during the fall semester of even numbered years. This instrument assesses many student characteristics beyond engagement. The college separates the assessment of Student Satisfaction into two categories: facilities and services. These two assessments are distributed on a rotating basis in the spring semesters. In Spring 2020, the committee distributed the Student Satisfaction of Services instrument to the student body. As with the General Education Outcome assessments, all campus students receive the Educational Demographics Measure and the Student Satisfaction assessment in electronic formats. Participation, while strongly encouraged by faculty and staff, is voluntary.

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

The Student Satisfaction of Services assessment, administered in the Spring 2020 semester, yielded responses from 450 students. Results are analyzed across various areas of campus, and comparisons across time reflect a continued commitment to excellence at Rose State College. In all categories, the average student responses on statements reflecting positive satisfaction fell in the ranges of Agree to Strongly Agree, with Strongly Agree occurring even more frequently than in previous years. A summary of the Student Satisfaction of Services assessment data is provided in the attached document.

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

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

Data gleaned from these two key assessments provides key Rose State College committees – Planning, Budget, Academic Affairs, and Curriculum to name only four – with a clearer picture of student preferences and needs. This information has a direct impact on budget decisions and long-range planning across campus. Additionally, in response to survey results and recent events in our local and national communities, the college is exploring methods of promoting and assessing

diversity awareness through a joint effort involving the Assessment Committee, the Student Engagement Office, and the Center for Success, Inclusion, and Diversity. Finally, the college has added two members to the College Assessment Committee from the Student Engagement Office to enhance and improve co-curricular assessment efforts.

Section V – Assessment Budgets

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

Provide the following information regarding assessment fees and expenditures for 2019-20:

Assessment fees	222,614.09
Assessment salaries	137,844.00
Distributed to other departments	68,835.09
Operational costs	15,935.00
Total Expenditures	222,614.09