



# ROSE STATE COLLEGE ASSESSMENT PLAN

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## OVERVIEW

This document's purpose is to identify the principles and strategies of assessing student learning at Rose State College and provide a general account of the college's assessment procedures. Assessment efforts support the College Mission and reflect the college's commitment to excellence in academics and community service.

### College Mission Statement

As a public and open admission institution that grants associate degrees, Rose State College provides higher education programs and services intended to foster lifelong learning for a diverse population.

### Assessment Committee Mission

The mission of the Rose State College Assessment Committee is to promote a culture of continuous improvement and accountability by assessing and reporting the achievement of publicly stated goals and learning outcomes.

### Assessment Committee Values

The College Assessment Committee strives to maintain assessment practices and procedures that are aligned with the following characteristics.

- **Meaningful:** Information gathered from assessment efforts is relevant and valuable for making decisions and guiding plans, procedures, and policies.
- **Sustainable:** Systems of assessment are designed to operate efficiently within reasonable resource boundaries of time, money, and personnel.
- **Transparent:** Results of assessments and changes made in response to those results are made available to the campus community and the public.

The task of organizing, developing, analyzing, and dispersing information falls on the College Assessment Committee. The Committee is co-chaired by a faculty member and the Associate Vice-President for Academic Affairs. The members include at least one faculty representative and one administrator from each division, and other representatives from various offices on campus including Student Engagement, Institutional Research, Student Success, and Instructional Support and Online Learning. The committee meets monthly to implement current assessment practices, review results, and formulate ideas for the future.

## Assessment Plan Outline

- I. Entry Level Assessment
- II. Mid-Level Assessment
- III. Program Outcomes Assessment
- IV. Cocurricular and Student Satisfaction Assessment
- V. Goals or Future Initiatives

## I. ENTRY LEVEL ASSESSMENT

### Administering the Measures

Students interested in taking college courses at Rose State College must show their academic skill set prior to enrolling in courses with an advisor. There are several different assessment tests that Rose State College accepts to show a student's competency level; however, only three tests are currently being proctored at Rose State College: Next-Generation ACCUPLACER, National ACT, and ACT On-Campus. RSC utilizes Next-Generation ACCUPLACER as the primary placement measure for reading, English, and mathematics for nontraditional students.

The college works with ten correctional facilities that proctor the Compass test to inmates interested in completing college courses offered at their respective correctional centers. The campus also accepts the SAT exam scores, but these exams are not proctored on campus.

The Next-Generation ACCUPLACER assessment is administered in the Enrollment and Specialized Testing Center. Unless noted otherwise, the Next-Generation ACCUPLACER test is administered under standard testing conditions. Students may take the assessment during normal business hours. No appointment is necessary, and the first assessment is free to students. After the first attempt at the Next-Generation ACCUPLACER, all further attempts will cost \$5 per section with a maximum cost of \$15 for three sections. Students may take the ACCUPLACER assessment two times during each enrollment period without a restricted grace period in between testing dates.

The National ACT is offered six times during the year and administered under testing guidelines set forth by the national office. While the ACT On-Campus test (formerly Residual ACT) can serve as a placement test, the results are only valid for students seeking course placement at Rose State College. Students need to schedule in advance to take the ACT On-Campus test and the cost is \$30. Students taking the National ACT or the ACT On-Campus test must wait at least 60 days to retest and can take the test a maximum of 12 times.

### Selection of Students

Rose State College has been selected to participate in a 5-year pilot program of test-optional admissions and placement approved by the Oklahoma State Regents for Higher Education. For students who have not taken one of the above assessments, initial course placement is determined using a Placement Guide, which includes high school GPA, ACT, SAT, or Next-Generation ACCUPLACER scores. Students not meeting the minimum college-level readiness scores for placement may be placed in pre-college coursework to help build their academic skill set prior to enrolling in college level courses. Discussions with an academic advisor determine if retesting is necessary or recommended.

### Process and Administration

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

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

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

- Reference materials are provided in the Learning Resources Center (LRC) in mathematics, reading, and English. Library reference materials outlined in the study guide are held on reserve in the Learning Resources Center. In addition to the Next-Generation ACCUPLACER Study Guide, a literary reference specific to preparation for ACCUPLACER assessment is available.
- Study guides for the Accuplacer examinations are available online. Paper copies of the study guide are available in the Student Services Testing Center.
- In addition to campus resources, students are provided a list of Internet resources.

### Academic Success Plans

The Office of Student Success, which is a part of the Rose State College Diversity Center, assists the at-risk student population by providing an academic success plan, called the MAP (My Academic Plan). Academic Plans benefit students by providing a visual depiction of an individualized degree plan semester-by-semester. The MAP is also utilized with students enrolled in sections of the College and Life Strategies course, EDUC 1103, as part of the curriculum, and to individual students referred to the Center.

### Student Support Workshops

Student Success Workshops are embraced by students and faculty alike, not only by offering extra credit for student attendance at workshops, but also by presenting on topics of expertise. Each workshop is evaluated by participants and recorded in a tracking system to identify other areas of interest for students.

### Case Management

Case management of students continues throughout the institution. The Student Success Office case manages all student athletes and other specialized populations. Students also receive specialized academic advisement and are monitored throughout the semester.

### Early Alert System

The Early Alert System is an academic warning system designed to promote student success through early identification of students in need of guidance and assistance. Using the college's student information system, faculty identify students about whom they are concerned and can indicate the cause for concern. (Examples include poor attendance, missed deadlines, or poor test performance.) The Student Success Office contacts these students directly to connect them with additional support services to avoid a failed class or a withdrawal.

### Entry-Level Assessment and Improving Student Learning

As a result of the Entry-Level Assessment, Rose State College continually reviews a variety of academic issues:

1. A student's full academic history is used to place students in the most appropriate course.
2. Cut-off scores and other placement criteria are continually evaluated for accuracy and best placement.
3. Data is collected and utilized to revise curriculum in all developmental courses.
4. Data is used to assist the academic advisors in the placement of students.

5. Data is used to provide better support to students in tutoring and improve learning.

## II. MID-LEVEL ASSESSMENT

The Assessment Committee has established four core competencies for student achievement prior to graduation, regardless of degree program. They are Communication, Awareness, Reasoning, and Engagement. These skills will be developed through the general education curriculum and reinforced through program requirements. Students may demonstrate proficiency in each of these competencies through the achievement of one or more of the Institutional Learning Outcomes within each category.

Core Competency	Institutional Learning Outcomes (ILOs)
Communication	C1 - Compose a <b>written</b> document suitable to one's target audience.
	C2 - Express information <b>verbally</b> .
	C3 - Create <b>visual</b> media to deliver a message or information.
Awareness	A1 - Interpret <b>cultural</b> variations within and between communities.
	A2 - Evaluate <b>aesthetic</b> expressions of human identity or experience.
	A3 - Contextualize <b>historical</b> phenomena across time and place.
Reasoning	R1 - Recognize when <b>information</b> is needed and how to locate, evaluate, and use sources.
	R2 - Develop <b>critical thinking</b> in relation to a scenario or problem.
	R3 - Evaluate <b>quantitative</b> relationships.
Engagement	E1 - Engage in collaborative <b>learning</b> inside or outside a classroom.
	E2 - Identify <b>skills</b> that are transferable to work or continued education.

### Assessment and Improvement of Student Learning

The Academic Assessment Committee is currently engaged in a widespread effort to map general education courses to this list of Institutional Learning Outcomes. Also, the college has selected a new software application to help collect student achievement data from the current Learning Management System. Learning activities and assessments embedded in select courses must meet preapproved performance indicators and appropriate assessment methodologies. Additionally, dashboards within the software will make data accessible to faculty in real time, allowing for continuous improvement of teaching and learning.

### III. ACADEMIC PROGRAM LEARNING OUTCOMES ASSESSMENT

#### Administering the Assessment and Subject Selection

Presently, RSC utilizes scores from various capstone experiences, certification, and licensure pass rates for program assessment. The college is revising the program/course level assessment to include outcomes across many programs. This revised assessment will focus heavily on the achievement of the program outcomes and alignment with the Institutional Learning Outcomes.

As of 2022, Rose State College utilizes the following program assessment measures:

1. Business Administration – successful completion of MGMT 2903 Management Seminar
2. Computer Information Technology – successful completion of CIT 2313 Systems Development and Implementation
3. Networking – successful completion of CIT 1523 Micro Hardware and Operating Systems
4. Cybersecurity – successful completion of certification requirements
5. Paralegal Studies – successful completion of LS 2993 Capstone Seminar
6. Biological Sciences – successful completion of BIOL 2203 – Biotechnology Final Project
7. Chemistry – successful completion of CHEM 2203 – Organic Chemistry II
8. Earth and Environmental Science - successful completion of ENSC 2233 – Water Resources
9. Engineering - successful completion of ENGR 2213 – Engineering Thermodynamics Final Exam
10. Mathematics - successful completion of MATH 2934 – Calculus III Final Exam
11. Physics – successful completion of PHYS 2424 General Physics II
12. Dental Assisting – successful passing of Expanded Duty Permit and Dental Assisting National Board exam
13. Dental Hygiene – successful passing of the NDHBE, WREB, and jurisprudence exams
14. Health Information Tech – successful passing of RHIT exam
15. Clinical Laboratory Technology – successful passing of ASCP exam
16. Nursing – successful passing of the NCLEX exam
17. Radiological Technology – successful passing of the ARRT exam
18. Respiratory Therapist – successful completion of CRT and RRT exams
19. English – successful completion of English 2503 English Capstone
20. Fine Arts Art Emphasis - successful completion of ART 2902 Capstone
21. Fine Arts Photography Emphasis - successful completion of ART 2912 Capstone
22. Fine Arts Musical Theatre Emphasis -successful completion of MUS 2512

23. Fine Arts Music Emphasis - successful completion of MUS 2432 & MUS 2442
24. Fine Arts Theatre Emphases - successful completion of TH 2902 Theatre Capstone Project
25. Library Technical Assistant - successful completion of LTA 2001 Capstone Project
26. Liberal Studies Philosophy Emphasis - successful completion of PHIL 2503 Philosophy Capstone
27. Mass Communication - successful completion of MCOM 2901 Capstone
28. Modern Languages - successful completion of LANG 2501 Capstone
29. Family Services and Child Development - successful completion of FSCD 2233 Practicum in FSCD
30. History - successful completion of HIST 2993 Historical Research
31. Criminal Justice - successful completion of CJ 2193 Criminal Justice Internship
32. Health & Sports Science - successful completion of HPER 2701 - 3 Practicum in HPER

## IV. COCURRICULAR AND STUDENT SATISFACTION ASSESSMENT

### Cocurricular Assessment

At Rose State College, cocurricular events are defined as activities, programs, service opportunities, or learning experiences that support and enhance the mission of the institution, align with the institutional and discipline-specific curriculum outcomes, and augment the overall educational experiences. The Academic Assessment Committee has identified a collection of target areas (including student organizations, the honors program, and many others) for evaluation of student learning in cocurricular activities.

### Student Satisfaction

Presently, the college conducts two measures of student satisfaction. One, *Facilities*, focuses on the satisfaction with the physical attributes of the campus, the buildings, their appearance, functionality, and value. The second, *Services*, addresses the satisfaction with the quality of services provided by the various offices around campus with which students may have contact. This includes the offices within Student Affairs and Academic Affairs. The Student Satisfaction surveys are conducted year-round, and the results are disseminated annually to the entire campus for reflection, discussion, and action where appropriate. Data comparison across demographic categories and time periods provides support for actions taken by the Academic Affairs, Curriculum, Planning, and division level committees.

## V. FUTURE INITIATIVES AND GOALS

Because the assessment cycle encourages continuous improvement, existing processes are likely to undergo changes due to recent evaluations. Over the next five years, the college plans to apply more focused effort toward improvement in the following areas.

1. Articulate the direct alignment between course-level, program-level, and institutional learning outcomes through curriculum maps.
2. Create a unified system for assessing student learning in cocurricular programs and activities.

3. Establish more efficient and consistently used pathways for communication of assessment results with strategic planning and other data-dependent entities across campus.
4. Complete HLC's 4-year Assessment Academy. (2023 – 2027)

## Conclusion

At Rose State College, the assessment of student learning, satisfaction, and engagement has become a significant part of the culture of the campus. The faculty cooperate willingly and illustrate an appreciation for the information provided. The college will continue to revise and improve the assessment processes, data reporting, and utilization of information.