OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Carl Albert State College
Annual Student Assessment Report of 2018-19 Activity

Monday, **December 2, 2019**.

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.

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ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement Activities

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

CASC's ASSESSMENT PLAN determines a student's college preparedness by evaluating testing results and high school performance measurements. Students are placed into freshman-level courses, or into a combination of college-level and remedial when tests scores fall below cut-off scores. The Office of Admissions evaluated credentials to provide students with a summary of entry requirements.

These placement testing criteria DO NOT apply to concurrent student enrollments.

COLLEGE LEVEL ENGLISH (ENGLISH 1113):

- ACT 19+;
- Accuplacer Writing 98+;
- Next-Gen Accuplacer Writing 265+; or
- ACT 17-18 & HS GPA of 3.00+

COLLEGE LEVEL READING:

- ACT 19+;
- Accuplacer Reading 90+;
- Next-Gen Accuplacer Reading Comprehension 260+; or
- ACT 17-18 & HS GPA of 3.00+

COLLEGE LEVEL MATH:

- ACT 19+;
- Accuplacer Arithmetic 103+ Accuplacer Elementary Algebra 97+;
- Next-Gen Accuplacer Arithmetic 265+ Next-Gen Accuplacer Quantitative 264+

COLLEGE LEVEL SCIENCE:

- ACT 19+

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

CASC's ASSESSMENT PLAN determines a student's college preparedness by evaluating testing results and high school performance measurements. Students are placed into freshman-level courses, or into a combination of college-level and remedial when tests scores fall below cut-off scores. The Office of Admissions evaluated credentials to provide students with a summary of entry requirements.

These placement testing criteria DO NOT apply to concurrent student enrollments.

For Deficiency Guidelines CASC adheres to Oklahoma State Regent policy stating that all students must be evaluated for placement into college-level courses and remediate identified deficiency(s) within the first 24 credit hours of college enrollment and before college-level course may be taken. CASC evaluates both standard testing tools (ACT, SAT, & NextGen Accuplacer) and high school GPA and performance measurements to place students into college-level courses. The following guidelines apply.

- Deficiency courses should be completed in the student's first semester.
- A HOLD will be placed on student's 2nd term enrollment when student fails to complete/enroll in all deficiency course(s) in the 1st term and removed when the student is enrolled in final deficiency course(s).
- Successful completion of a deficiency course is "C" grade or higher.
- Students who earn a final grade of D, F, or W in any deficiency course have not met that deficiency requirement and will be administratively withdrawn from the following term's college-level equivalent. Student must repeat the deficiency class and earn an A, B, or C grade, or successfully repeat testing to advance to college-level course.
- CASC evaluates high school GPA and performance measurements to place students into college-level courses.
- "Fast track" is designed to move students through the deficiency process faster with fewer zero-level credit hours. Fast-track students enroll in both a 1 credit hour study/personal instruction lab and college-level course placement in English 1113, Math 1513, or Math 1413.
- Fast Track course enrollments should be addressed to the Office of Admissions, English advisors or Math advisors.
- Students enrolling in MATH 0113 must also complete MATH 0123 in the next term and lastly, in MATH 1513 or 1413.

COREQUISITE LEVEL ENGLISH (ENGLISH 1113 + ENGL 0121):

- ACT 16-18;
- Accuplacer Writing 81-97;
- Next-Gen Accuplacer Writing 250-264; or
- HS GPA of 3.00+;

COREQUISITE LEVEL READING (ENGL 1113 + ENGL 0111):

- ACT 11-18;
- Accuplacer Reading 28-89;
- Next-Gen Accuplacer Reading Comprehension 220-259; or
- HS GPA of 3.00+

Math Pathways:

- Math Pathways is a statewide effort to tie relevant math to an expected major.
- Students should enroll in MATH 1413 Survey of Contemporary Math if their major is Child Development, ComputerInformation Technology, Enterprise Development, General Studies, HPER, Pre-Elementary Education, Pre-Law Criminal Justice, History and Political Science, and Sociology/Psychology.
- Students should enroll in MATH 1513 College Algebra (Pre-Calculus) if their major is Business Administration, Allied Health, Biological & Pre-Professional Sciences, Math Physical Science & Pre-Engineering.
- Students should consult transfer college for their Math Pathways requirement, and adjust CASC selection accordingly.

COREQUISITE LEVEL MATH (MATH 1513 + MATH 0111):

- ACT 17-18;
- Accuplacer Arithmetic 79-102 Accuplacer Elementary Algebra 63-96;
- Next-Gen Accuplacer Arithmetic 255-265 Next-Gen Accuplacer Quantitative 249-263; AND
- HS GPA of 3.00+; AND
- HS Completion of Algebra I, Algebra II, and Geometry

COREQUISITE LEVEL MATH (MATH 1413 + MATH 0111):

- ACT 16-18;
- Accuplacer Arithmetic 59-102 Accuplacer Elementary Algebra 43-96;
- Next-Gen Accuplacer Arithmetic 245-265 Next-Gen Accuplacer Quantitative 240-263; AND
- HS GPA of 3.00+; AND
- HS Completion of Algebra I, Algebra II, and Geometry

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

CASC's ASSESSMENT PLAN determines a student's college preparedness by evaluating testing results and high school performance measurements. Students are placed into freshman-level courses, or into a combination of college-level and remedial when tests scores fall below cut-off scores. The Office of Admissions evaluated credentials to provide students with a summary of entry requirements.

These placement testing criteria DO NOT apply to concurrent student enrollments.

For Deficiency Guidelines CASC adheres to Oklahoma State Regent policy stating that all students must be evaluated for placement into college-level courses and remediate identified deficiency(s) within the first 24 credit hours of college enrollment and before college-level course may be taken. CASC evaluates both standard testing tools (ACT, SAT, & NextGen Accuplacer) and high school GPA and performance measurements to place students into college-level courses. The following guidelines apply.

- Deficiency courses should be completed in the student's first semester.
- A HOLD will be placed on student's 2nd term enrollment when student fails to complete/enroll in all deficiency course(s) in the 1st term and removed when the student is enrolled in final deficiency course(s).
- Successful completion of a deficiency course is "C" grade or higher.
- Students who earn a final grade of D, F, or W in any deficiency course have not met that deficiency requirement and will be administratively withdrawn from the following term's college-level equivalent. Student must repeat the deficiency class and earn an A, B, or C grade, or successfully repeat testing to advance to college-level course.
- CASC evaluates high school GPA and performance measurements to place students into college-level courses.
- "Fast track" is designed to move students through the deficiency process faster with fewer zero-level credit hours. Fast-track students enroll in both a 1 credit hour study/personal instruction lab and college-level course placement in English 1113, Math 1513, or Math 1413.
- Fast Track course enrollments should be addressed to the Office of Admissions, English advisors or Math advisors.
- Students enrolling in MATH 0113 must also complete MATH 0123 in the next term and lastly, in MATH 1513 or 1413.

REMEDIAL LEVEL ENGLISH (ENGLISH 1113 + ENGL 0123):

- ACT 0-15;
- Accuplacer Writing 0-81;
- Next-Gen Accuplacer Writing 200-249; and
- HS GPA below 3.00;

REMEDIAL LEVEL READING (ENGL 1113 + ENGL 0113):

- ACT 0-10;
- Accuplacer Reading 0-27;
- Next-Gen Accuplacer Reading Comprehension 200-219; and
- HS GPA below 3.00

REMEDIAL LEVEL MATH (MATH 0123):

- ACT 13-15;
- Accuplacer Arithmetic 30-58 Accuplacer Elementary Algebra 28-42;
- Next-Gen Accuplacer Arithmetic 230-244 Next-Gen Accuplacer Quantitative 233-239

REMEDIAL LEVEL MATH (MATH 0113):

- ACT 0-12;
- Accuplacer Arithmetic 0-29 Accuplacer Elementary Algebra 0-27;
- Next-Gen Accuplacer Arithmetic 200-229 Next-Gen Accuplacer Quantitative 200-232

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

Tutoring and coaching was available for students through the Learning Resource Center, Native American Resource Center, Office of Student Support Services, and by appointment with instructors.

Multiple placement measures allowed students to gain access to credit-bearing, college-level coursework more quickly, and in many cases immediately upon enrollment.

Corequisite remediation options allowed a significant number of students to access credit-bearing, college-level coursework.

Analyses and Findings

I-5. Describe analyses and findings of student success in developmental, corequisite 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.

Carl Albert State College fully implemented corequisite remediation in the Fall of 2018, especially concerning students with English and reading deficiencies. All students are able, with varying degrees of corequisite remediation, to enroll in ENGL 1113 upon admission to the college. Data collected by the administration is focused on the success of students in both the 0-level courses and, more importantly, in the credit-bearing courses. Also of particular interest is the delivery method of the courses: traditional delivery vs. online delivery. In the past, CASC has experimented with cohort groups enrolled in a section of 0-level and credit-bearing, and this is still the case in MATH; however, this academic year that restriction was lifted from ENGL courses, meaning that students can enroll in any section of 0-level and any section of ENGL 1113.

After several semesters of analysis and adjustment, placement levels are, for the most part, satisfactory. Data indicates that ENGL 0113 may be an unnecessary class, as both enrollment and success rates are low. This is most likely associated with the extreme lack of preparation indicated by placement scores.

TABLE SET 1: Developmental Grade Distributions Separated by Campus (Table 1)

The initial set of tables indicate the grade distributions of students enrolled in 0-level English and Math courses for the 18-19 academic year, separated by campus. The separation by campus was requested by administration to evaluate the effectiveness of online remediation courses in comparison to traditional courses.

For Fall 2018 in ENGL 0123, 43 of 60 students (71.7%) enrolled in Poteau passed with a C or better; 13 of 17 Sallisaw students (76.5%) passed with a C or better; and 11 of 23 Online students (47.8%) passed with a C or better. In Spring 2019, 11 of 19 in Poteau (57.9%) passed with a C or better; and 19 of 30 Online students (63.3%) passed with a C or better. No sections were offered at the Sallisaw campus. Overall, for ENGL 0123 in AY 18-19, 97 of 149 students completed with a C or better (65%).

For Fall 2018 in ENGL 0121 , 39 of 49 students (79.6%) enrolled in Poteau passed with a C or better; 11 of 14 Sallisaw students (78.6%) passed with a C or better; and 16 of 25 Online students (64.0%) passed with a C or better. In Spring 2019, 9 of 12 in Poteau (75.0%) passed with a C or better; 5 of 9 Sallisaw students (55.6%) passed with a C or better; and 11 of 16 Online students

(68.8%) passed with a C or better. Overall, for ENGL 0121 in AY 18-19, 96 of 125 students completed with a C or better (76.8%).

For Fall 2018 in ENGL 0113 , 10 of 16 students (62.5 %) enrolled in Poteau passed with a C or better; No sections were offered at the Sallisaw campus. No sections were offered at any campus during the Spring 2019 semester. Overall, for ENGL 0113 in AY 18-19, 10 of 16 students completed with a C or better (62.5%).

For Fall 2018 in ENGL 0111, 27 of 40 students (67.5%) enrolled in Poteau passed with a C or better; 12 of 16 Sallisaw students (75.0%) passed with a C or better; and 26 of 50 Online students (52%) passed with a C or better. In Spring 2019, 11 of 23 in Poteau (57.9%) passed with a C or better; 6 of 8 SAllisaw students (75.0%) passed with a C or better; and 12 of 21 Online students (57.1%) passed with a C or better. Overall, for ENGL 0111 in AY 18-19, 94 of 158 students completed with a C or better (59.5%).

For Fall 2018 in MATH 0111, 21 of 31 students (67.7%) enrolled in Poteau passed with a C or better; 7 of 12 Sallisaw students (58.3%) passed with a C or better. In Spring 2019, 5 of 11 in Poteau (45.5%) passed with a C or better; 1 of 5 Sallisaw students (20%) passed with a C or better; Overall, for MATH 0111 in AY 18-19, 34 of 59 students completed with a C or better (57.6%).

Table 1:

Fall 2018

ENGL 0123	Poteau	Sallisaw	Online	%
A's	22	4	5	31
B's	14	2	3	19
C's	7	7	3	17
D's	0	2	0	2
F's	11	1	11	23
W's	6	1	1	8
Total	60	17	23	

ENGL 0121	Poteau	Sallisaw	Online	%
A's	15	6	2	26
B's	17	2	9	32
C's	7	3	5	17
D's	1	2	0	3
F's	5	1	8	16
W's	4	0	1	6
Total	49	14	25	

ENGL 0113	Poteau	Sallisaw	Online	%
A's	4	No sections of Intro to College Reading were offered in Sallisaw or online in Fall 2018.		25
B's	3			19
C's	3			19
D's	0			0
F's	4			25
W's	2			12
Total	16			

ENGL 0111	Poteau	Sallisaw	Online	%
A's	13	7	13	31
B's	8	3	4	14
C's	6	2	9	16
D's	6	1	1	8
F's	3	3	17	22
W's	4	0	6	9
Total	40	16	50	

Math 0111	Poteau	Sallisaw	%
A's	6	7	30
B's	7		16
C's	8		19
D's	0		0
F's	3		7
W's	7	5	28
Total	31	12	100

Spring 2019

ENGL 0123	Poteau	Sallisaw	Online	%
A's	5	No sections of ENGL 0123 were offered on the Sallisaw campus Spring 2019	10	31
B's	5		8	27
C's	1		1	4
D's	0		2	4
F's	4		8	24
W's	4		1	10
Total	19		30	

ENGL 0121	Poteau	Sallisaw	Online	%
A's	6	3	5	38
B's	2	1	3	16
C's	1	1	3	13
D's	0	1	0	3
F's	1	2	4	19
W's	2	1	1	11
Total	12	9	16	

ENGL 0113	Poteau	Sallisaw	Online
A's	No sections of Intro to College Reading were offered in the spring.		
B's			
C's			
D's			
F's			
W's			

ENGL 0111	Poteau	Sallisaw	Online	%
A's	6	3	6	29
B's	3	2	4	17
C's	2	1	2	10
D's	0	0	1	2
F's	7	1	5	25
W's	5	1	3	17
Total	23	8	21	

Math 0111	Poteau	Sallisaw	%
A's	0	0	0
B's	2	1	18.75
C's	3	0	18.75
D's	0	0	0
F's	1	2	18.75
W's	5	2	43.75
Total	11	5	100

TABLE SET 2: Success of ENGL Students in Corequisite and Credit-Bearing Courses (Tables 2-5)

This set of tables indicates the grade distributions of students enrolled in Corequisite English courses for the 18-19 academic year. Administration requested this matrix to determine and compare success in credit-bearing courses of students enrolled in both 3-hour and 1-hour corequisite courses.

In Fall 2018 those students identified as most underprepared and requiring the 3-hour corequisite course (ENGL0123) (Table 2) demonstrated the following success rates: 23 of 50 Poteau students (46%) completed both courses with a C or better; 11 of 17 Sallisaw students (64.7%) completed both courses with a C or better; and 8 of 19 Online students (42.1%) completed both courses with a C or better.

In Spring 2019 those students identified as most underprepared and requiring the 3-hour corequisite course (ENGL0123) demonstrated the following success rates: 8 of 18 Poteau students (44.4%) completed both courses with a C or better; no sections of ENGL 0123 were offered in Sallisaw; and 12 of 20 Online students (60.0%) completed both courses with a C or better.

Overall, 62 of 124 students (50%) successfully completed both ENGL 0123 and ENGL 1113. 5 students (04%) successfully completed ENGL 1113, but failed to complete ENGL 0123; however, their success in the credit-bearing has demonstrated ability to complete college-level coursework and the deficiency has been removed.

In Fall 2018 those students identified as less underprepared and requiring the 1-hour corequisite course (ENGL0121) (Table 3) demonstrated the following success rates: 34 of 49 Poteau students (69.4%) completed both courses with a C or better; 11 of 14 Sallisaw students (78.6%) completed both courses with a C or better; and 15 of 25 Online students (60.0%) completed both courses with a C or better.

In Spring 2019 those students identified as less underprepared and requiring the 1-hour corequisite course (ENGL0121) demonstrated the following success rates: 7 of 11 Poteau students (63.6%) completed both courses with a C or better; 4 of 9 Sallisaw students (44.4%) completed both courses with a C or better; and 10 of 16 Online students (62.5%) completed both courses with a C or better (Table 3).

Overall, 78 of 124 students (62.9%) successfully completed both ENGL 0121and ENGL 1113. 6 students (05%) successfully completed ENGL 1113, but failed to complete ENGL 0121; however, their success in the credit-bearing course has demonstrated ability to complete college-level coursework and the deficiency has been removed.

In Fall 2018 those students identified as most underprepared and requiring the 3-hour corequisite course (ENGL0113) (Table 4) demonstrated the following success rates: 0 of 5 Poteau students (00%) completed both courses with a C or better; no sections were offered at Sallisaw or online.

In Spring 2019 there were no section of ENGL 0113 offered on any CASC campus.

Overall, 0 of 5 students (00%) successfully completed both ENGL 0113 and ENGL 1113.

In Fall 2018 those students identified as less underprepared and requiring the 1-hour corequisite course (ENGL0111) (Table 5) demonstrated the following success rates: 24 of 40 Poteau students (60%) completed both courses with a C or better; 11 of 16 Sallisaw students (69%) completed both courses with a C or better; and 21 of 46 Online students (46%) completed both courses with a C or better.

In Spring 2019 those students identified as less underprepared and requiring the 1-hour corequisite course (ENGL0111) demonstrated the following success rates: 8 of 23 Poteau students (35%) completed both courses with a C or better; 5 of 8 Sallisaw students (63%) completed both courses with a C or better; and 12 of 21 Online students (57%) completed both courses with a C or better.

Table 2: Students enrolled in ENGL 0123 & ENGL 1113

Fall 2018

POTEAU

	A	B	C	D	F	W
A	5	8	2	2	1	3
B		5	3		1	3
C					1	
D			1			
F				1	8	
W						6
SALLISAW						
	A	B	C	D	F	W
A	3	1				
B	1	1				
C	1	2	2	1	1	
D			1		1	
F					1	

W						1
ONLINE						
	A	B	C	D	F	W
A	3	1	1			
B		1	1		1	
C		1				1
D						
F			1	1	6	
W						1

Spring 2019

POTEAU						
	A	*B*	*C*	*D*	*F*	*W*
A	*3*	*1*	*1*			
B	*1*	*2*		*2*		
C						
D						
F			*1*	*1*	*2*	
W						*4*
SALLISAW						
	A	*B*	*C*	*D*	*F*	*W*
A	*No sections of ENGL 0123 were offered on the Sallisaw campus in Spring 2019*					
B						
C						
D						

F						
W						
ONLINE						
	A	*B*	*C*	*D*	*F*	*W*
A	*1*	*2*	*3*			*1*
B		*4*	*1*			
C			*1*			
D		*1*	*1*			
F			*1*		*3*	
W						*1*

Table 3: **Students enrolled in ENGL 0121 & ENGL 1113**
Fall 2018

POTEAU						
	A	**B**	**C**	**D**	**F**	**W**
A	**10**	**5**				
B	**3**	**8**	**4**	**1**	**1**	
C		**2**	**2**	**1**	**2**	
D					**1**	
F				**2**	**3**	
W					**2**	**2**
SALLISAW						
	A	**B**	**C**	**D**	**F**	**W**
A	**4**	**2**				
B		**2**				
C	**1**	**2**				

D			**2**			
F					**1**	
W						
ONLINE						
	A	**B**	**C**	**D**	**F**	**W**
A		**1**			**1**	
B	**6**		**3**			
C		**3**	**2**			
D						
F			**1**		**7**	
W						**1**
Spring 2019 **POTEAU**						
	A	**B**	**C**	**D**	**F**	**W**
A	**6**					
B		**1**				
C					**1**	
D						
F					**1**	
W						**2**
SALLISAW						
	A	**B**	**C**	**D**	**F**	**W**
A	**3**					
B	**1**					
C					**1**	

D			**1**			
F					**2**	
W						**1**
ONLINE						
	A	**B**	**C**	**D**	**F**	**W**
A	**3**	**2**				
B	**2**		**1**			
C		**2**		**1**		
D						
F					**4**	
W						**1**

Table 4: Students enrolled in ENGL 0113 & ENGL 1113

The following tables indicate how students fared in the corequisite Reading courses of ENGL 0113 or 0111 and ENGL 1113.

Poteau

	A	B	C	D	F	W
A				1		1
B						
C						
D						
F					1	
W			1		1	

A total of 16 students were enrolled in ENGL 0113 on the Poteau campus. Eleven students were not enrolled in a corequisite Comp 1 course. Of the 5 that were, no students successfully completed both courses.

Spring 2019: Students enrolled in ENGL 0113 & ENGL 1113

No sections of ENGL 0113 were offered in the spring semester on any CASC campus.

No sections of ENGL 0113 were offered in Fall 2018 on the Sallisaw or Online campuses.

Table 5: Students enrolled in ENGL 0111 & ENGL 1113

Fall 2018:

Poteau

	A	B	C	D	F	W
A	8	5				
B		5	2		1	
C		2	2	1	1	
D			2	1	3	
F					3	
W					1	3

A total of 40 students were enrolled in ENGL 0111 on the Poteau Campus. All 40 were corequisitely enrolled in ENGL 1113. Twenty-four of the 40 students, or 60%, passed both classes with a C or higher.

Sallisaw

	A	B	C	D	F	W
A	4	3				
B	1	2				
C			1	1		
D		1				
F			1	1	1	
W						

A total of 16 students were enrolled in ENGL 0111 on the Sallisaw Campus. All 16 were corequisitely enrolled in ENGL 1113. Eleven of the students, or 69%, passed both classes with a C or higher.

Online

	A	B	C	D	F	W
A	3	4	6			
B		2	2			
C		3	1	1	2	
D					1	
F				1	14	
W					1	5

A total of 50 students were enrolled in ENGL 0111 online. All 46 of the 50 were corequisitely enrolled in ENGL 1113. Twenty-one, or 46%, passed both classes with a C or higher.

Spring 2019: Students enrolled in ENGL 0111 (Lab) & ENGL 1113

Poteau

	A	B	C	D	F	W
A	4	1		1		
B		2	1			
C				1	1	
D						
F			1	1	5	
W						5

A total of 23 students were enrolled in ENGL 0111 on the Poteau campus. All 23 were in the corequisite ENGL 1113. Eight students, or 35%, completed both courses with a C or higher.

Sallisaw

	A	B	C	D	F	W
A	3					
B	1				1	
C			1			
D						
F					1	
W						1

A total of eight students were enrolled in ENGL 0111 on the Sallisaw campus. All eight were in the corequisite ENGL 1113 course. Five of the eight, or 63%, completed both courses with a C or higher.

Online

	A	B	C	D	F	W
A	3	3				
B		4	1			
C		1	1			
D			1			
F			1		4	
W						3

A total of 21 students were enrolled in ENGL 0111 online. All 23 were enrolled in the corequisite ENGL 1113. Twelve of the 21, or 57%, completed both courses with a C or higher.

Table Set 3: Success of MATH Students in Corequisite and Credit-Bearing Courses

This set of tables indicates the grade distributions of students enrolled in Corequisite Math courses for the 18-19 academic year. Administration requested this matrix to determine and compare success in credit-bearing courses of students enrolled in both 3-hour and 1-hour corequisite courses.

In Fall 2018 those students identified as requiring the 1-hour corequisite course MATH0111 and MATH 1413 (Table 6) demonstrated the following success rates: 6 of 11Poteau students (54.5%) completed both courses with a C or better; no sections were offered at the Sallisaw campus.

In Spring 2019 those students identified as requiring the 1-hour corequisite course MATH0111 and MATH 1413 demonstrated the following success rates: 1 of 4 Poteau students (25%) completed both courses with a C or better; 1 of 2 students (50%) successfully completed both courses at the Sallisaw campus.

In Fall 2018 those students identified as requiring the 1-hour corequisite course MATH0111 and MATH 1513 demonstrated the following success rates: 11 of 19 Poteau students (57.9%) completed both courses with a C or better; 4 of 12 students (33.3%) at the Sallisaw campus.

In Spring 2019 those students identified as requiring the 1-hour corequisite course MATH0111 and MATH 1513 demonstrated the following success rates: 2 of 7 Poteau students (28.6%) completed both courses with a C or better; 0 of 3 students (00%) successfully completed both at the Sallisaw campus.

Table 6: Mathematics Corequisites at CASC Fall 2018/ Spring 2019

Students Enrolled in Fast Tack Lab and Math0111- Math1413 Poteau Campus Fall 2018

	A	B	C	D	F	W
A	1	1				
B						
C			4	2	1	
D						
F						
W						2

A total of 11 students were enrolled in MATH 0111 and the corequisite MATH 1413. Six of the 11, or 54.5%, completed both courses with a C or higher.

*Math011- Math1413- Not offered in Sallisaw Fall 2018

Math0111- Math1513 Poteau Campus Fall 2018

	A	B	C	D	F	W
A	1		3			
B		2	5			
C				1		
D						
F				1	1	
W						5

A total of 19 students were enrolled in MATH 0111 and the corequisite MATH 1513. Eleven of the 19, or 57.9%, completed both courses with a C or higher.

Math0111- Math1513 Sallisaw Campus Fall 2018

	A	B	C	D	F	W
A			4	2	1	
B						
C						
D						
F						
W						5

A total of 7 students were enrolled in MATH 0111 and the corequisite MATH 1513. Four of the 7, or 57.1%, completed both courses with a C or higher.

Math0111- Math1413 Poteau Campus Spring 2019

	A	B	C	D	F	W
A						
B						
C			1	1		
D						
F						
W						2

A total of 4 students were enrolled in MATH 0111 and the corequisite MATH 1413. One of the 4, or 25%, completed both courses with a C or higher.

Math0111- Math1413 Sallisaw Campus Spring 2019

	A	B	C	D	F	W
A						
B		1				
C						
D						
F		1				
W						

A total of 2 students were enrolled in MATH 0111 and the corequisite MATH 1413. One of the 2, or 50%, completed both courses with a C or higher.

Math0111- Math1513 Poteau Campus Spring 2019

	A	B	C	D	F	W
A						
B		1	1			
C				1		
D						
F					1	
W						3

A total of 7 students were enrolled in MATH 0111 and the corequisite MATH 1513. Two of the 7, or 25.6%, completed both courses with a C or higher.

Math0111- Math1513 Sallisaw Campus Spring 2019

	A	B	C	D	F	W
A						
B						
C						
D						
F					1	
W						2

A total of 3 students were enrolled in MATH 0111 and the corequisite MATH 1513. Zero of the 3, or 00%, completed both courses with a C or higher.

Table Set 4: Overview of Student Success Rates in both Math and ENGL Corequisite and Credit-Bearing Courses

Table 7: Corequisite Success Rates at CASC Fall 2018/ Spring 2019

ENGL 0123/ 1113	Poteau	Sallisaw	Online
Fall	46.00%	64.70%	42.10%
Spring	44.40%	NA	60.00%
ENGL 0121/ 1113	Poteau	Sallisaw	Online
Fall	69.40%	78.60%	60.00%
Spring	63.60%	44.40%	62.50%
ENGL 0113/ 1113	Poteau	Sallisaw	Online
Fall	0.00%	NA	NA
Spring	NA	NA	NA
ENGL 0111/ 1113	Poteau	Sallisaw	Online
Fall	60.00%	69.00%	46.00%
Spring	35.00%	63.00%	57.00%
ENGL 0123/ 1113	Poteau	Sallisaw	Online
Fall	46.00%	64.70%	42.10%
Spring	44.40%	NA	60.00%
MATH 0111/ 1413	Poteau	Sallisaw	
Fall	54.50%	NA	
Spring	25.00%	50.00%	
MATH 0111/ 1513	Poteau	Sallisaw	
Fall	57.90%	33.30%	
Spring	28.60%	0.00%	

Summary of Actions

Many changes have been made in the developmental placement and curriculum at CASC in the past years. As a result of the placement test changes and implementation of corequisite courses a significant number of students are given earlier access to credit in college-level courses. Beginning with small pilot groups in curricular concentrations, beginning with writing in 2015, then reading, then math, CASC develops models that guide a "scaling-up" process. Currently, CASC is full "at scale" with placement and corequisite remediation.

Early results on the implementation of corequisite math, writing, and reading show promise; however, it is recognized that some tweaks need to be made to the system, beginning with articulation of courses, communication of purpose, and eliminating the feeling, especially for those most under-prepared students, that they have "two math classes" or "two English classes" when in fact one is meant to supplement and support the other rather than add to workload in areas of academic weakness. This is recognized, and curricular adjustments are being made.

Experiments in online reading and writing co-requisites have proven to need further development. The preparation level of students mixed with the requirements of the online format creates a unique set of issues. At this time no online versions of math corequisite courses are available, and based on the reading and writing results further development is necessary.

Math corequisites were "married" to individual sections, keeping students together as a cohort. Reading and writing corequisites were not tied to specific sections of credit-bearing courses. No significant advantages appear to arise from linking courses; as a result, math corequisite courses will be untied beginning Spring 2020.

The necessity for 3-hour corequisite courses is also being questioned. Because of multiple placement measures, only those significantly underprepared qualify for these courses, and for the few students who are placed there failure rates are startling. Math faculty have elected to create a 1-hour corequisite to replace MATH 0113 as a stand-alone course which will be paired with MATH 0123. This support has been deemed necessary to increase the success of these critically underprepared students.

Section II – General Education Assessment

Administering Assessment

II-1. The four general education outcomes reflect the purpose of the general education curriculum, which is to:

- Emphasize the broad knowledge and skills characteristic of a lifelong learner
- Serve as the foundation of the education experience
- Equip graduates with transferable skills required to adapt, respond, and contribute to an ever-changing workforce and diverse world
- Provide a shared foundation, regardless of specialization, that unites recipients of higher education.

Demonstrate Technologic & Information Literacy

a. Effectively and ethically locate, evaluate, and communicate relevant information from diverse sources
b. Determine scope (extent) of information needed
c. Judge the reliability of sources and evidence
d. Apply an understanding of technology to solve problems

Think Critically

a. Examine connections between ideas
b. Solve problems systematically
c. Assess relevance of important ideas
d. Analyze information from credible sources

Communicate Effectively

a. Use writing, speech, performance, or project to communicate a thought
b. Organize ideas in an understandable, suitable manner
c. Employ the appropriate verbal and nonverbal skills within context
d. Communicate with correct use of grammar, syntax, and punctuation

Practice Global and Civil Awareness

a. Recognize the impact of different cultural beliefs and behaviors
b. Identify local, national, and global topics
c. Recognize the potential impact of decisions on individuals, groups, situations, and the environment
d. Practice social and civic engagement

Findings and analysis from 2017-2018 prompted a few changes for 2018-2019 general education outcome assessment:

- The "demonstrate knowledge" outcome was replaced with "demonstrate technological & information literacy." The former outcome was too broad to define and measure. The revised outcome adequately reflects the purpose of the general education curriculum.

- Each outcome was defined by the development of performance indicators. These indicators provide clarity and can serve as performance criteria.
- An academic division chair has accepted leadership of the development and improvement of general education outcome assessment.

In alignment with continuous improvement efforts related to student learning, the 2018-2019 academic year featured a pilot method utilizing course-embedded assessment as a direct measure. Based upon the core general education curriculum, faculty members mapped general education outcomes (GEOs)/indicators to specific courses with related student learning outcomes (SLOs). Each associated course/SLO featured a course-embedded activity for data collection. Level of instruction of these associations was noted through the mapping process. Since course level assessment is conducted currently on a predetermined yearly schedule of course rotation with a three-year-cycle focusing on the assessment of even numbered SLOs, only select associations were assessed throughout the academic year semesters. Course-embedded findings from all sections of the data collection points featuring the GEO/SLO associations were aggregated to assess student learning for the 2018-2019 academic year, which encompassed online, hybrid, and traditional courses. The academic division chairs established a committee of key faculty members led by a designated division chair to provide analysis and plans of improvement based upon the findings.

II-2. CASC utilizes the direct measure of course-embedded assessment. Therefore, general education outcomes are assessed through the mapping of core general education courses with associated student learning outcomes. These SLOs are assessed with activities and metrics that are embedded into the course work. This ensures that all students in core general education courses have the opportunity to be assessed on all GEOs over their course of study.

II-3. Student motivation is reinforced in the curriculum through course-embedded assessment. Course syllabi state the general education outcomes along with the student learning outcomes for each course. Instructors emphasize general education assessment throughout the course to inform students on the purpose and importance of general education.

II-4. As the students progress through the core curriculum during the academic year, findings are collected through course-embedded assessment. Faculty members report related findings near the end of each semester through email/link access to the assessment software. Based upon the findings, faculty provides analysis to initiate action plans, which detail instructional improvements. Therefore, modifications and enhancements are made in real-time on the course level throughout the academic year.

After the end of the academic year, the aggregated results that include findings, analyses, and action plans of improvement are shared with the division chairs and faculty. A committee of designated faculty members led by a division chair was formed to analyze the aggregated findings for 2018-2019 and provide plans of improvement. After group discussion and analysis, it was determined that many course student learning outcomes need to be condensed and revised. Course level assessment should focus on three to four concise student learning outcomes with

emphasis on the appropriate level of instruction. Currently many SLOs are too broad to assess adequately.

Analyses and Findings

II-5. Based upon the aggregation of findings, all four of the GEOs with related indicators surpassed the target of 70%. The 2018-2019 general education assessment results are displayed below:

General Education Outcome Assessment Results
2018-2019 Academic Year

General Ed. Outcomes	Measure	Indicators	SLOs Measured	Students Assessed	Students Meeting Target	% Success
Demonstrate Technologic & Information Literacy	Course-Embedded					
		A	31	2136	1681	79%
		B	5	591	484	82%
		C	6	847	740	87%
		D	10	1378	1147	83%
		Total	52	4952	4052	82%
Think Critically	Course-Embedded					
		A	67	4680	3800	81%
		B	21	1711	1308	76%
		C	16	1567	1220	78%
		D	14	1664	1379	83%
		Total	118	9622	7707	80%
Communicate Effectively	Course-Embedded					
		A	40	3911	3135	80%
		B	25	2007	1670	83%
		C	29	2389	1984	83%
		D	7	804	710	88%
		Total	101	9111	7499	82%
Practice Global & Civil Awareness	Course-Embedded					
		A	10	1092	922	84%
		B	22	1167	892	76%

		C	22	1711	1462	85%
		D	8	1016	856	84%
		Total	62	4986	4132	83%

II-6. Since CASC utilizes course-embedded assessment, student performance is tracked continuously throughout the academic year as demonstrated in the 2018-2019 aggregated findings. Once again, instructional changes are made in real-time as those associated general education outcomes and SLOs are assessed and evaluated.

II-7. After the assessment results were collected, a committee of faculty members led by the designated division chair met to analyze the results and provide feedback. Below is the analysis of 2018-2019 findings:

- The reporting committee agreed that the outcomes/indicators do reflect the mission of the general ed. curriculum. At the beginning of the 2018-2019 academic year, the "demonstrate knowledge" outcome, which was considered vague and hard to define, was replaced by "demonstrate technologic & information literacy." Also, performance indicators were developed for each outcome to provide clarity and definition. The new addition is a viable component of the general ed. curriculum at CASC.
- Although curriculum mapping specifically to the indicators under each outcome might not be a continued approach in the development of general ed. outcome assessment, it did indicate gaps of focus. The biggest gaps on the map were indicators b, c, and d under "demonstrate technological and information literacy" and indicators c and d under "communicate effectively." In the advancement of this assessment, those indicators may need to be simplified and condensed.
- Also, there were many examples of outcomes being "introduced" and "applied," but there were very few examples of where those outcomes were "reinforced." Overall, the four outcomes are consistent with curriculum.
- Although the aggregated results show success, there are specific concepts and learning demonstrated in the courses that might not be reflected in the collection method.

The committee confirmed that the trajectory of general education outcome assessment is still in pilot mode and detailed improvements are needed:

Revised Assessment Plan: Recommendation

- The current process of data collection at the course level is too broad to provide an in depth review. Mapping associations between all course SLOs with the GEOs/indicators provide only an aggregated review.
- The indicators need to be simplified and condensed. Instead of mapping to the performance indicators, the performance indicators can be used strictly as evaluation criteria for course/activity selection and related data collection tools.
- The committee recommends the consideration of an alternative process to assessing the general education outcomes that narrows the focus on student learning.

Course Improvements: Revision of Course SLOs

- Several course SLOs need to be revised as noted from the aggregated sample.

Assessment Measure Improvements

- Assessment measure improvements relate to researching an alternative approach to general education assessment, revising SLOs, and evaluating associated activities and metrics.

Section III – Program Outcomes

Administering Assessment

III-1.

Academic Program Outcome Assessment Results
2018-2019 Academic Year

Program	Measure	Program Outcomes	SLOs Measured	Students Assessed	Students Meeting Threshold	% Success
Allied Health AS	Course-Embedded	1	17	1309	1089	83%
		2	6	541	475	88%
		3	2	203	196	96%
		4	4	218	187	86%
		Total	29	2271	1947	86%
Biological and Pre-Professional Sciences AS	Course-Embedded	1	27	376	295	79%
		2	31	929	713	77%
		3	12	159	119	75%
		Total	70	1464	1127	77%
Business Administration AA	Course-Embedded	1	20	534	481	90%
		2	7	285	260	91%
		3	7	212	196	93%
		4	7	216	202	94%
		Total	41	1247	1139	91%
Child Development AA/AAS	Course-Embedded	1	37	647	542	84%
		2	27	553	458	83%
		3	15	262	213	82%
		4	14	293	258	88%
		Total	93	1755	1471	84%
Child Development Directors Certificate	Course-Embedded	1	12	299	224	75%
		2	11	325	257	79%
		3	2	60	44	73%
		4	5	153	132	86%
		Total	30	837	657	79%
Child Development Infant/Tod Certificate	Course-Embedded	1	25	462	369	80%
		2	23	476	391	82%
		3	16	270	223	83%
		4	7	178	154	87%
		Total	71	1386	1137	82%

Computer Information Systems AA	Course-Embedded	1	8	113	92	81%
		2	9	95	92	97%
		3	6	71	60	85%
		Total	23	279	244	88%
Computer Technology AAS	Course-Embedded	1	5	59	47	80%
		2	5	44	44	100%
		3	1	9	6	67%
		4	3	29	23	79%
		Total	14	141	120	85%
Health, Physical Ed. & Recreation AA	Course-Embedded	1	6	308	274	89%
		2	13	623	542	87%
		3	11	595	521	88%
		4	7	136	127	93%
		Total	37	1662	1464	88%
Math, Physical Science, & Pre-Engineering AS	Course-Embedded	1	34	407	320	79%
		2	25	329	252	77%
		3	25	349	275	79%
		Total	84	1085	847	78%
Occupational Health & Safety AAS	Course-Embedded	1	10	200	189	95%
		2	12	287	272	96%
		3	10	195	182	93%
		4	8	169	157	93%
		Total	40	851	800	94%
Nursing AAS	Course-Embedded	1	4	136	115	85%
		2	4	136	129	95%
		3	4	136	130	96%
		4	4	136	136	100%
		5	4	175	124	71%
		Total	20	719	634	88%
Pre-Law/Criminal Justice AA	Course-Embedded	1	14	249	234	94%
		2	8	163	153	94%
		3	5	138	121	88%
		4	10	193	180	93%
		Total	37	743	688	93%
History/Political Science AA	Course-Embedded	1	8	654	536	82%
		2	20	1528	1185	78%
		3	8	368	289	79%
		4	24	1636	1301	80%
		Total	60	4186	3311	79%

Sociology/Psychology AA	Course-Embedded	1	4	405	379	94%
		2	1	105	84	80%
		3	6	421	349	83%
		Total	11	931	812	87%

Analyses and Findings

III-2. The aggregated findings of all programs surpassed the 70% threshold by meeting 85% of program outcomes, which demonstrated that successful learning has taken place. However, the data alone did not provide a viable means to improve student learning. The utilization of other tools provided more insight into program level assessment. Program curriculum mapping was incorporated during the 2018-2019 academic year, and a guide for analysis and reporting was used to prompt analyses and plans of action. Mapping demonstrated where the program outcomes were addressed in the curriculum and provided a point of data collection within the program courses. The guide posed questions to initiate analysis of the role of the map and the strength of the assessment components in relation to the production of findings that make assessment actionable. Mapping revealed program outcomes that need revision and program outcomes that are not being addressed or fully addressed in the curricula. In addition, course sequencing problems were identified. The analyses of the results associated with the data collection points within the courses revealed that the metrics of assessing the outcomes are focused on course pass/fail rates instead of student learning. On the course level, the sampling method indicated that many course student learning outcomes are too broad and difficult to measure.

III-3. Program improvements were categorized under seven types: 1) revised program outcomes, 2) revised assessment plan, 3) increased rigor, 4) improve faculty understanding and buy-in, 5) curriculum improvements, 6) course improvements, and 7) assessment measure improvements. Below are noted program and instructional improvements in response to program outcome assessment:

Biological and Pre-Professional Science Program Faculty:

- Slightly revise program outcomes based on *Best Practices for Writing Outcomes*
- Revise course student learning outcomes to properly align with program outcomes
- Determine some common performance indicators for better uniformity in measuring the outcomes and work toward streamlining the assessment process across course sections
- Consider revision of curriculum to better provide student opportunities to meet program outcomes
- Investigate whether students are actually gaining skills as opposed to merely being exposed to the information

Business Administration Program Faculty:

- Investigate areas of course components where adjustments/improvements can be made
- Investigate how to improve the assessment process to make it more user friendly and intuitive

- Investigate ways to motivate students to be more responsible in their studies and consider strategies to stimulate an environment of passion for learning
- Continue with changes to presentations and assignments that are more collaborative and continue to be accessible to students
- Revise outcomes based on state SLO alignment

Child Development Program Faculty:

- Identified learning management system, course materials, assignments, and group projects as worthy of consideration for adjustments/improvements
- Investigate how to improve the assessment process to make it more user friendly and intuitive
- Investigate ways to motivate students to be more responsible in their studies and consider strategies to stimulate an environment of passion for learning
- Continue to develop useful assessment instruments while proving corrective action and giving students multiple chances for success
- Revise outcomes based on state SLO alignment

Computer Information Systems Program Faculty:

- Investigate areas of course components where adjustments/improvements can be made
- Investigate ways to improve the assessment process to make it more user friendly and intuitive
- Investigate ways to motivate students to be more responsible in their studies and consider strategies to stimulate an environment of passion for learning
- Continue with changes to presentations and assignments that are more collaborative and continue to be accessible to students
- Revise outcomes based on state SLO alignment

Criminal Justice Program Faculty:

- Investigate areas of course components where adjustments/improvements can be made
- Investigate ways to improve the assessment process to make it more user friendly and intuitive
- Investigate ways to motivate students to be more responsible in their studies and consider strategies to stimulate an environment of passion for learning
- Continue with changes to presentations and assignments that are more collaborative and continue to be accessible to students
- Revise outcomes based on state SLO alignment
- Developed an additional course (Criminal Justice Seminar) that acts as a review for the CLEET qualification exam to increase the number of successful candidates

History/Political Science Program Faculty:

- Revise history student learning outcomes for effective concision and appropriate usage of Bloom's Taxonomy
- Investigate alternative ways to assess program outcomes
- Continue to improve courses to increase rigor through the use of various technologies, new texts, etc.

- Investigate other 4 year degree programs in the region to ensure that faculty are indeed preparing students for the next level of their education and professional futures
- Continue to offer program courses so that HIST & POLS degree can be obtained through CASC Virtual Campus in a timely manner
- Continue to investigate other ways to assess and measure improvements vs the current pass/fail method

Health, Physical Ed. & Recreation Program Faculty:

- Revised and combined program outcomes 1 and 3
- Establish a new program outcome that reflects content taught in *Theory of Coaching*
- Investigate alternative ways to assess program outcomes
- Review and secure a new textbook for *Theory of Coaching*
- Develop *Theory of Coachin*g to an online course

Math, Physical Science, and Pre-Engineering Program Faculty:

- Slightly revise two program outcomes
- Revise a few course level student learning outcomes
- Develop and utilize performance indicators for better uniformity in measuring the outcomes
- Investigate alternative ways to assess program outcomes

Nursing Program Faculty

- Implemented a one hour Zoom tutoring session during crucial weeks
- Implement the Zoom tutoring sessions early in the first semester
- Incorporate Zoom technology into Skills Labs to reduce travel between campuses through NASNTI partnership
- Clarify SLO working for End of Program Outcomes
- Change SLO evaluation outcome expression to demonstration of a vital skill rather than percentage of class who achieve benchmark on grades
- Plan for all faculty to attend Next Gen NCLEX conference in Spring 2020 to prepare for NCLEX changes coming by 2023
- Consider change of support course CHEM 1025 to CHEM 1115 to increase ease of articulation for students transferring in or out of nursing and to better prepare graduates for future BSN completion
- Applied for and received Endowed Professorship funds to update simulation lab equipment/supplies
- Plan to incorporate simulation labs into all four nursing courses and increase the amount of simulation time throughout the program
- Reword outcome measurements to address a specific skill instead of a percentage will help clarify what is being measured

Occupational Health & Safety Program Faculty:

- Rephrase program outcome 2
- Address the pass/fail rate issue as part of revising the assessment plan
- Continue to budget for additional hands-on equipment – budget request - $500 +

- Continue regular assessment meetings to answer any questions that come up throughout the semester
- Continue to adjust to the textbook and stay current with state and federal laws
- Add yearly facility tours to improve student's ability to retain information

Sociology/Psychology Program Faculty:

- Revisit the curriculum map to evaluate the level of instruction and make sure that all course assignments used as data points reflect the appropriate level of instruction
- Create student learning outcomes for *Social Problems* and *Marriage and Family*

In retrospect of CASC's second year of a four-year assessment project through the Higher Learning Commission (HLC) Assessment Academy, program outcome assessment efforts during the 2018-2019 academic year have set the stage for a substantial process improvement that will pilot during the 2019-2020 academic year. This third phase of development begins with honing the fundamental framework of program assessment and curriculum mapping to reflect the shift of methodology from course level to program level. The overarching goal is to move away from producing data that proves student learning to producing data that improves student learning.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1. The Ruffalo Noel Levitz Student Satisfaction Inventory was delivered by email to a population of students enrolled in the spring 2019 semester. The survey window was open from April 24, 2019 through May 15, 2019. The inventory measured student satisfaction and priorities across the institution to provide national benchmark comparisons with similar colleges in the national comparison group. The data is intended for use in guiding strategic action planning and strengthening student retention initiatives.

Of the population, a sample of 246 students responded. Demographic data regarding gender, age, ethnicity/race, enrollment status, class load, class level, major, and other fields were gathered, indicating a sufficient mix in the sample to be deemed representative of the student population as a whole.

IV-2. The top ten institutional strengths revealed in the study indicate the following:

- Nearly all of the faculty are knowledgeable in their fields.
- I am able to experience intellectual growth here.
- Computer labs are adequate and accessible.
- Class change (drop/add) policies are reasonable.
- This institution has a good reputation within the community.
- Students are made to feel welcome on this campus.
- The campus is safe and secure for all students.
- Policies and procedures regarding registration and course selection are clear and well-publicized.
- On the whole, the campus is well-maintained.
- Campus item: The financial aid staff is available and accessible to students.

The top ten institutional challenges revealed in the study indicate the following:

- My academic advisor is knowledgeable about my program requirements.
- Campus item: My bill is easy to understand.
- My academic advisor is knowledgeable about the transfer requirements of other schools.

- Campus item: I have a good idea of how much my education will cost.
- Campus item: The financial aid process is clear to me.
- Faculty provide timely feedback about student progress in a course.
- The quality of instruction I receive in most of my classes is excellent.
- Financial aid counselors are helpful.
- There are adequate services to help me decide upon a career.
- Faculty take into consideration student differences as they teach a course.

Overall, for the sample, CASC was the 1st choice for 76.13%, the 2nd choice for 20.27%, and 3rd or lower for 3.60%, with financial aid, cost, and academic reputation listed as the top three influencers for students to enroll. 6.08% of students responding to the survey were satisfied/ very satisfied with their experience, compared to a national percentage of 5.58%. Likewise, 6.34% indicated they would probably/ definitely enroll again if given the opportunity compared to 5.82% nationally.

IV-3. Based on the findings academic advising processes are currently being evaluated and pathways to degree completion are being clarified. It is recognized that changes in multiple placement measures and multiple math pathways for meta-majors have created confusion for students and some advisors, so training and exposure to new practices is emphasized.

Similarly, the financial aid process is being streamlined and clarified from a student perspective, and efforts are being made to reduce the time period from application to approval to disbursement.

Clarification of cost and billing is also being addressed in an effort to reduce confusion and misunderstanding about true costs, payment requirements, and payment options.

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 2018-19:

Assessment fees	$0
Assessment salaries	$72496.67
Distributed to other departments	$0
Operational costs	$49500
Total Expenditures	$121996.67