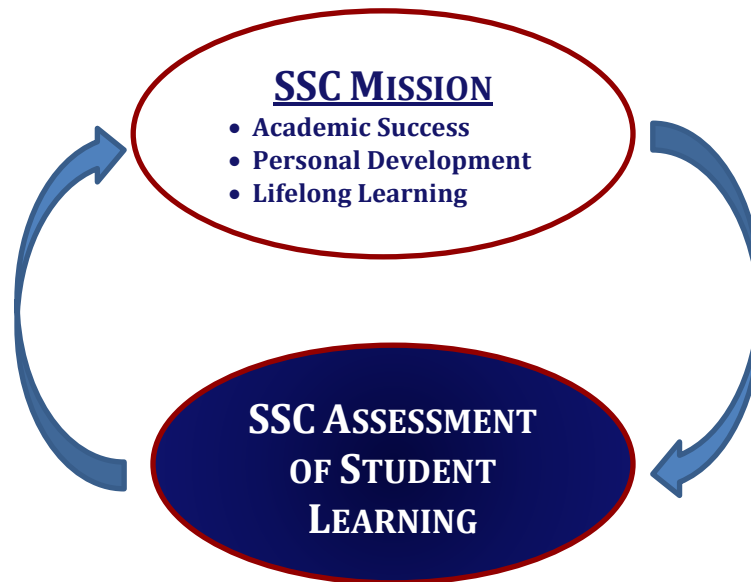


Assessment of Student Learning Executive Summary 2019-20

At Seminole State College, assessment of student learning is a dynamic, comprehensive process designed to create and sustain a culture of learning on campus. The primary goal of the assessment of student learning is to continuously utilize all of the creative and analytical talents of the College to improve student learning and achievement. It is an ongoing process, distinct from the evaluation of individual students and faculty, and is driven by the mission of Seminole State College.



In general, the following line of questions guide the assessment of student learning: WHAT are students learning? HOW do we know it? And how do we USE this evidence to improve student learning? To answer these questions, academic assessment is conducted first and foremost at the course level, but also involves the use of other important self-inspective activities. All assessment activities are designed to determine if desired student learning outcomes for general education, degree programs, and the institution as a whole are being met. Factors such as the allocation of resources and the needs of local and global communities also share a dynamic relationship with the College, and therefore with the assessment process as well.

The SSC assessment procedure consists of five overlapping levels of student assessment. **Entry-Level Assessment** uses primarily direct measures of student basic academic skills proficiency through the use of ACT, SAT, institutional placement test scores, and scoring rubrics. The **Assessment of Transitional Education** tracks the success of students requiring remediation from their point of entry to the completion of general education gateway courses and degree completion. **Assessments of General Education and Degree Program Assessment, Evaluation and Review** are conducted simultaneously and most prominently at the course level in the form of annual Course-Embedded Assessments and also via annual administrations of the *ETS Proficiency Profile Report* and the analysis of available transfer data. The **Assessment of Student Engagement and Satisfaction** provides indirect assessment data that contributes to student assessment at each of the above levels to differing degrees. Indirect assessments

regularly used for this purpose include internal instruments such as the *Entering Student Engagement Survey*, *Student Feedback on Classroom Instruction*, *Student Feedback on Online Instruction*, *Graduate Exit Survey*, and *SSC Institutional Statistics Report*.

Critical activities completed during the 2019-20 academic year as the result of the assessment process include the following:

1. Conducted monthly meetings of the Assessment of Student Learning Committee.
2. Conducted Degree Program Reviews for Agriculture, Business, Social Sciences, Medical Lab Technology, and Reach Higher.
3. Conducted Degree Program Assessments for all associate degree/certificate programs.
4. Conducted Degree Program Evaluations for all associate degree/certificate programs.
5. Assessed Transitional Education.
6. Conducted ETS Proficiency Profile Test.
7. Conducted Graduate Exit Survey.
8. Conducted Survey of Student Engagement for Entering Students.
9. Conducted the Survey of Faculty Engagement.
10. Checked the assessment procedure for accuracy as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.
11. Redefined co-curricular courses and will create a method to assess courses meeting this definition.
12. Participated in Accreditation by HLC.
13. Created the Institutional Effectiveness Committee as a subcommittee of the Assessment Committee.

The Assessment of Student Learning Committee has committed to address the following items during its 2020-21 proceedings:

1. Continue process of educating the SSC campus about assessment.
2. Create fall and spring Assessment Newsletters
3. Plan for January professional development to meet the needs of the campus community, if requested.
4. Develop an assessment orientation for new employees.
5. Continue developing a campus wide assessment process for institutional assessment.
6. Attend HLC Conference in preparation for next phase of providing a meaningful and productive educational experience. (if funds are available)
7. Develop cocurricular assessment plans.
8. Update assessment procedure as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.
(These action items are subject to revision after the summer Assessment Committee meeting.)

2019-20 Assessment of Student Learning Committee

Yasminda Choate	Assistant Professor of Language Art, Faculty Senate President
Dr. Linda Goeller	VPAA, Coordinator of Institutional Assessment
Jessica Isaacs	Coordinator of HLC Accreditation Division Chair, LA Division
Noble Jobe	Division Chair, Health Science Division
Tammy Kasterke	Assistant Professor of Business and Information Systems, BE Division
Sheila Morris	Registrar, Student Support Services
Melanie Rinehart	Financial Aid Director, Fiscal Affairs
Samuel Rivera	Assistant Professor of Criminal Justice, Social Sciences Division
Jarrold Tollett	Associate Professor of Physics, STEM Division