

**Seminole State College**  
**Course Embedded Assessment**  
**2018-19**

**COURSE-EMBEDDED ASSESSMENT**

The most prominent type of assessment employed by Seminole State College faculty to assess the General Education Outcomes is Course-Embedded Assessment. Course-Embedded Assessment is designed to foster the continued improvement of teaching methods that lead directly to measurable increases in student learning. A variety of Course-Embedded Assessment methods are available for use by SSC faculty. The most common type of Course-Embedded Assessment traditionally utilized at SSC is pre- and post-tests that contain a set of locally-developed questions intended to measure specific student learning outcomes. Ideally, questions used for assessment purposes measure competence beyond knowledge and comprehension and require the demonstration by students of higher-order cognitive functions such as application, synthesis, and analysis. Detailed descriptions of the different forms of Course-Embedded Assessment in use may be viewed in the *SSC Assessment of Student Learning Procedure*, available on the SSC Assessment webpage.

All methods of Course-Embedded Assessment have in common the fact that the assessment process is built into the course delivery and individual student evaluation process. Instructors are required to choose the form of Course-Embedded Assessment that best suits the assessment of each particular course. The appropriate Division Chair must approve the choices prior to the beginning of the semester. However, instructors are asked to consider that one goal of this procedure is to use common assessments for common courses. Faculty members are responsible for collecting, analyzing, and reporting the appropriate data.

The campus-wide completion of Course-Embedded Assessment of General Education Outcomes facilitates the accumulation of a wealth of data and recommendations for the improvement of student learning as it pertains to General Education. What follows is a brief presentation of the Course-Embedded Assessment Results for the 2018-19 academic year compiled as per the *SSC Assessment of Student Learning Procedure* after the summer of 2018.

**2018-19 Course-Embedded Assessment Results**

Course-Embedded Assessment results were aggregated from five academic divisions for the 2018-19 academic year. These assessments quantified student achievement of the four General Education Outcomes previously specified. The assessments were completed in conjunction with the assessment of all the courses contributing to nineteen SSC degree programs. Of those nineteen assessments, 16 employed only pre- and post-tests, while three of the reports employed a combination of assessment options as permitted by the *SSC Assessment of Student Learning Procedure*.

There were 8,354 Course-Embedded Assessments of General Education Outcomes reported for 2018-19. As shown in Table 1, the aggregate percentages for each outcome showed increases reflecting student learning across the curriculum when comparing pre-test performance to post-test performance. The aggregate percentage increases were 36.8 for Outcome 1, 34.8 for Outcome 2, 32.5 for Outcome 3, and 38.2 for Outcome 4.

Table 1. 2018-19 Course-Embedded Assessment of General Education Outcomes				
Outcome Assessed	Number Assessed	Pre-Test	Post-Test	Difference
Outcome 1	2,693	40.4%	77.2%	36.8%
Outcome 2	2,096	36.4%	70.0%	34.8%
Outcome 3	2,259	40.0%	72.5%	32.5%
Outcome 4	1,306	35.1%	73.3%	38.2%

### Course-Embedded Assessment of Online Courses

In 2018-19, Seminole State College began using course embedded assessments to evaluate online courses. Seven hundred eight online students and 1,131 classroom students participated in the assessments. Course-embedded assessments of online courses compared to data from the same face-to-face courses is shown in Table 2. For each outcome, the course assessment differences from online and classroom courses were similar ranging from 25.8% to 29.9%, a difference of 4.1%, for online courses and 30.9% to 40.1% for classroom courses, a difference of 9.2%.

Table 2. 2018-19 Course-Embedded Assessment of General Education Outcomes for Same Online and Classroom Courses					
Outcome Assessed	Class Type	Number of Students	Pre-Test	Post-Test	Difference
Outcome 1	Online	319	44.9%	74.8%	29.9%
	Classroom	888	37.5%	68.4%	30.9%
Outcome 2	Online	278	55.2%	81.0%	25.8%
	Classroom	440	42.1%	82.2%	40.1%
Outcome 3	Online	412	54.0%	81.6%	27.6%
	Classroom	637	45.7%	81.0%	35.3%
Outcome 4	Online	232	49.3%	78.4%	29.2%
	Classroom	293	42.1%	75.6%	33.5%

## 2018-19 Course-Embedded Assessment Analysis

Analysis of the data at hand focuses on two primary areas for each outcome: the percentage of increase from pre-test to post-test and the magnitude of the post-test percentage. Percentage improvements range from 32.5% on outcome 3 to 38.2% on outcome 4. All four of the outcomes showed percentage growth at or above 32%.

A review of the post-assessment percentages may provide a clearer understanding of how much students have learned from the start of the semester to the end. Overall, the post-assessment results seem satisfactory. The post-assessment range of scores from 70.0% to 77.2% substantiate that student learning occurred based on the General Education Outcomes. All of the post-test percentages were above the 60% threshold typically

considered passing in letter grade assessments. All four were above the 70% mark. The Assessment of Student Learning Committee has established minimum thresholds for the achievement of General Education Outcomes. Goals and minimum standards were set for both the expected percentage increases pre- to post-test and for the magnitude of post-test percentage. The expectations are a 30% range of growth or 60% minimum posttest on Course Embedded Assessment of General Education Outcomes. Additionally, mechanisms for focused, long-term improvement when thresholds are not met were established as follows:

When preset thresholds for General Education Outcome Course Embedded Assessments are not met, the Coordinator of Assessment will inform Division Chairs, Department Committee, and other Key Personnel to begin the process of improvement. These stakeholders will

1. Analyze the individual components in the area needing improvement.
2. Identify issues needing improvement.
3. Develop an action plan.
4. Present the plan for approval to the Assessment of Student Learning Committee.

Division chairs will continue to require all faculty to participate in the course-embedded assessment process and to identify assessment data related to each of the General Education Outcomes. They will continue to provide suggestions to the Assessment of Student Learning Coordinator in regard to the reporting format.