



SEMINOLE STATE COLLEGE

Annual Report of Student Assessment Activity
2016-17

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Seminole State College Annual Report of Student Assessment Activity 2016-17

Entry-Level Assessment

All students applying for admission to Seminole State College are assessed on ACT scores. If a student has an ACT score of 19 or above in each of the subject areas, the student is admitted without further assessment. Students with ACT subject test scores below 19 or lacking ACT Assessment Test scores altogether participate in secondary testing. The testing instruments for secondary testing in language arts are COMPASS Assessment Tests in reading and writing skills. Students may retest with the COMPASS or take appropriate ASSET Tests in reading and writing. The testing instruments for secondary testing in mathematics are institutionally designed placement tests and an institutionally designed placement rubric. The rubric includes length of time since last math course, placement test score, and instructor evaluation. Students are permitted to take a placement test in a subject no more than twice each enrollment period. Forty-eight hours must elapse before a student may retake a placement test. A study guide for students to prepare them for placement tests in math has been developed by faculty. Students also have access to a number of free online placement testing tutorial sites. Every entry-level student attending Seminole State College receives specialized advising from one of the entry-level advisors. These advisors work mainly with entry-level students and placement. Therefore, we have very few student complaints about placement. Each entry-level student takes a Learning Strategies course. In this course, students participated in the Entering Student Engagement Survey for the first time in fall 2016.

Seminole State College 2016-17 enrollment for three semesters was 3,752 which included 727 first-time college students. For students with ACT scores, the mean composite score for all enrollees was 20.3 in 2016-17. The developmental courses enrollment was 954 with 849 (88.9%) completing the courses. In 2013, Seminole State College redesigned the developmental course sequence which contributed to a significant growth in the completion rate of the individual courses. The SSC Transitional Education Report for 2016-17 reports that 41% of students beginning their math sequence in 2016-17 completed the math sequence. In Language Arts, 82% of students completed English Composition I. The total enrollment in graded courses for college credit in 2016-17 was 11,345. Of this number, 10,594 (93.3%) completed the course with a passing grade. Enrollment in non-credit, developmental courses was responsible for the generation of 3,517 credit hours, while college level graded courses generated 33,321 credit hours in the 2016-17 academic year.

2016-17 Course Enrollment, Course Completion and Credit Hour Production

2016-17	Course Enrollment				Successfully Completed Course				
	SU16	FA16	SP17	Total	SU16	FA16	SP17	Total	Comp. Rate
Non-Credit Developmental Courses	21	596	337	954	21	531	297	849	88.9%
College Level Graded Courses for Credit	827	5580	4938	11,345	713	5232	4,649	10,594	93.3%

2016-17	Credit Hour Production			
	SU16	FA16	SP17	Total
Non-Credit Developmental Courses	88	2,356	1,073	3,517
College Level Graded Courses for Credit	2,484	15,981	14,856	33,321

General Education Assessment

Seminole State College uses the phrase General Education Assessment to mean an assessment of the educational experiences of those students who are pursuing associate degrees and those students completing terminal degree programs designed to empower them to enter the work force immediately. The following four outcomes comprise the General Education Outcomes for SSC:

- Outcome 1: Demonstrate effective and scholarly communication skills.
- Outcome 2: Utilize scientific reasoning and/or critical thinking to solve problems.
- Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
- Outcome 4: Recognize the role(s) of history, culture, the arts, or sciences within civilization.

In terms of general education assessment, the SSC Assessment of Student Learning Procedure provides a variety of course-embedded assessment methods for use by SSC faculty. In fall 2016, instructors assessed all students in every academic course. In spring 2017, instructors only assessed student in courses not assessed in the fall. The most common type of course-embedded assessment employed at SSC uses pre- and post-tests that contain a set of locally developed questions intended to measure specific student learning outcomes. The table below shows the aggregate SSC data for student performance on pre- and post-tests assessing general education student outcomes. The course-embedded assessment data showed a significant amount of improvement for each of the four general education outcomes assessed. The average pre- to post-test improvement was 43%. Students participated in the assessment as part of their regularly assigned coursework.

All instructors report assessment results by course to the Assessment Coordinator. The Assessment Coordinator compiles the data for each course and reports this along with the instructor’s individual data to each instructor. The instructor compares their results to the aggregate results, responds to questions concerning the results, and adjusts teaching in response to their evaluation. In their responses, instructors report at least one formative assessment used and provide details describing resources that would increase success with students. Instructors return these reports to Division Chairs who then use the results to complete Degree Program Evaluations and Degree Program Assessments.

2016-17 Course-Embedded Assessment of General Education

General Education Outcome	Number of Degree Programs Assessing Outcome	Number Assessed	Correct Answers Pre- to Post-Assessment		Percentage Pre- to Post-Assessment		
			Pre	Post	Pre	Post	Difference (%)
Outcome 1	15	2517	748	1988	29.7%	79.0%	+49.3%
Outcome 2	13	1905	579	1352	30.4%	71.0%	+40.8%
Outcome 3	14	2198	789	1613	35.9%	73.4%	+37.5%
Outcome 4	15	1456	491	1101	33.7%	75.6%	+41.9%

The College also analyzes enrollment and completion trends in courses used to meet general education requirements. The total enrollment in general education courses was 8,079. Of this number, 7,577 (93.8%) successfully completed the course. These courses generated 24,054 credit hours in 2016-17.

2016-17 Representative General Education Course Enrollment, Course Completion and Credit Hour Production

2016-17	Course Enrollment				Successfully Completed Course				
	SU16	FA16	SP17	Total	SU16	FA16	SP17	Total	Comp. Rate
Representative General Education Courses	603	4,090	3,386	8,079	550	3,855	3,172	7,577	93.8%

2016-17	Credit Hour Production			
	SU16	FA16	SP17	Total
Representative General Education Courses	1,913	11,869	10,272	24,054

The SSC assessment procedure requires the evaluation of the College’s general education outcomes annually by testing a representative group of students with 45 or more credit hours. The College uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test for that purpose. In fall 2016, one hundred fifty-eight students who met the criteria took two randomly chosen subject tests. Subject areas tested were writing skills, math, reading, critical thinking and science. Student performance in writing skills, math,

science, and reading was within the established institutional minimum acceptable threshold of no more than 2.0 points (5 percent) below the national means. Seminole State students scored near national means in all five subject areas. SSC students averaged a score of 62.0 on the Writing Skills test, which is 1.2 higher than the national mean. In Math, SSC students performed slightly below the national mean with a score of 56.0 compared to the national mean of 56.1. In Critical Thinking, SSC students scored below the national mean of 60.2 with a score of 59.7. SSC students scored higher than the national mean in Reading with a score of 60.2 and slightly below the national mean in Science with a score 0.1 below their counterparts with 45+ credit hours at other two-year institutions nationwide. As a whole, the five-test averages covering a five-year span all fell within 0.5 of a point of the national mean for those tests in that period. This indicates that SSC students are performing at levels consistent with but not generally superior to students in the national database for these areas of general education. Because the SSC President reached out to the students to urge participation, students have willingly participated in the CAAP test. Because more students have been complaining about participating, the Assessment of Student Learning Committee has plans to offer prizes to the students.

**Seminole State College
2016 CAAP Test Score Means vs. National Score Means**

Mean Scores		Writing Skills	Math	Reading	Critical Thinking	Science
All Participants	SSC	62.0	56.0	60.2	59.7	59.0
	National	60.8	56.1	59.4	60.2	59.1
	Over/Under National	+1.2	-0.1	+0.8	-0.5	-0.1

In the past, the College regularly administered the Community College Survey of Student Engagement (CCSSE). Due to the cost of administering this test and budget restraints, SSC replaced this survey with two surveys created and administered by the College. The Entering Student Engagement Survey and the Faculty Survey of Student Engagement have replaced the CCSSE.

The revised Graduate Exit Survey was first administered as part of the degree process in fall 2013. Since that time, SSC has refined and revised the Graduate Exit Survey to reflect the needs of the College. In 2016-17, three hundred eighteen students completed the 45 question survey. Participation in the survey is required as part of the graduation process. “Quality of teaching in your major field of study” scored highest overall with 82.7% of students choosing excellent or above average while the “quality of art laboratory equipment” again received the lowest score with only 40.0% of students choosing excellent or above average. “Quality of lab equipment” scored low also at 53.2% as did “quality of computer laboratory equipment” at 56.9%. The majority of the responses and comments reflected positive experiences by the students, but students repeatedly referenced the lack of quality lab equipment.

The College is continuing the endeavor to formalize its process for assessing SSC students that transfer to four-year institutions. SSC is increasing efforts to track students as they

progress in their careers and education. To accomplish this goal, SSC requests information from the main transfer institutions for our students. The information provided is based on data from University of Oklahoma, East Central University, and University of Central Oklahoma. Mean GPA's for students who transfer from SSC to the primary receiving institutions are slightly higher than the average GPA at these institutions, having a difference from -0.05 to 0.19. SSC students complete courses at these institutions successfully at a rate of 89%.

Program Outcomes Assessment

The College offers twenty programs leading to Associate in Arts or Associate in Science degrees. It offers two certificate program and three programs culminating in the Associate in Applied Science degree. Each degree program undergoes institutionally mandated assessment and evaluation each year. Degree program assessments and evaluations focus on student achievement of desired degree program outcomes and degree program completion rates. Additionally, each program undergoes a more detailed and state mandated degree program review every five years.

The degree program evaluations are prepared annually by the division chairs and faculty. The degree program evaluations require information in five different categories. Aligned to the state mandated degree program reviews that is required every five years, the categories encompass program objectives and goals, quality indicators, minimum productivity indicators, quantitative measures including total credit hours generated by the courses taught for the major field of the degree program, and recommendations made for the program.

A number of instruments contribute to the previously mentioned degree program assessments and evaluations, including course-embedded assessment and relevant results from the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test. Additionally, and as mentioned in the previous section, the Entering Student Engagement Survey and the Faculty Survey of Student Engagement also contribute to the assessment process at this level to a smaller extent. In the case of these non-degree specific assessment tools, each degree program analyzes SSC aggregate data, as well as any relevant program specific data available, as part of the evaluation process. Increasing amounts of data from transfer reports and the SSC Graduate Exit Survey have provided meaningful assessment data at the program level during this reporting period. SSC will continue the effort to collect data from transfer reports, the Graduate Exit Survey, and future communications with graduates.

Like the assessment of general education, degree program assessment also employs course-embedded assessment using pre- and post-test data for analysis. The assessment results for each program's Degree Program Student Outcomes are shown below. For these Student Outcomes, 3,956 students were assessed. Across all of the degree programs, there was a 45% average increase in correct answers on post-tests vs. pre-tests assessing the achievement of the degree program student outcome.

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2016-17 Degree Program Outcomes Assessment Results

Division	Degree Program	Assessment Measure	Degree Program Outcome	No. Students Assessed	Pre	%	Post	%	Increase in %
BE	Business AS	Course-Embedded	3	282	99	35%	223	79%	44%
			4	239	72	30%	189	79%	49%
BE	Business AAS	Course-Embedded	3	381	156	42%	309	80%	38%
			4	338	128	38%	270	80%	42%
BE	Child Development AA	Course-Embedded	3	61	36	59%	49	80%	21%
BE	Computer Science AS	Course-Embedded	3	227	34	15%	132	58%	43%
			4	209	29	14%	125	60%	46%
BE	Elementary Education AS	Course-Embedded	3	395	75	19%	340	86%	67%
			4	205	51	25%	160	78%	53%
			5	16	1	3%	12	77%	74%
			6	16	1	3%	12	77%	74%
BE	Health PE and Recreation AS	Course-Embedded	3	375	195	52%	278	74%	22%
			4	391	199	51%	289	74%	23%
LAH	Art AA	Course-Embedded	3	109	32	29%	86	79%	50%
			4	109	32	29%	86	79%	50%
LAH	Language Arts AA	Course-Embedded	3	47	26	55%	45	96%	41%
			4	47	26	55%	45	96%	41%
LAH	Liberal Studies AA	Course-Embedded	3	1126	360	32%	845	75%	43%
			4	1062	287	27%	722	68%	41%
SS	Criminal Justice AS	Course-Embedded	3	316	155	49%	161	51%	2%
			4	305	142	45%	232	76%	31%
SS	Psychology AS	Course-Embedded	3	546	224	41%	382	70%	29%
			4	428	163	38%	282	66%	28%
SS	Social Sciences AA	Course-Embedded	3	451	180	40%	320	71%	31%

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			4	451	171	38%	316	70%	32%	
STEM	Health Sciences AS	Course-Embedded	3	731	241	33%	475	65%	32%	
			4	682	205	30%	423	62%	32%	
STEM	Biology AS	Course-Embedded	3	124	23	19%	74	59%	41%	
			4							
STEM	Mathematics AS	Course-Embedded	3	348	37	11%	269	77%	66%	
			4	348	36	10%	271	78%	67%	
			5	299	18	6%	231	77%	71%	
			6	299	18	6%	231	77%	71%	
STEM	Physical Sciences AS	Course-Embedded	3	434	33	8%	280	64%	57%	
			4	355	26	7%	248	70%	63%	
			5	386	23	6%	253	66%	60%	
			6	386	24	6%	256	66%	60%	
STEM	Pre-Engineering AS	Course-Embedded	3	389	37	10%	261	67%	58%	
			4	358	28	8%	250	70%	62%	
			5	340	20	6%	222	65%	60%	
			6	340	22	6%	227	67%	60%	
STEM	Medical Laboratory Technology AAS	ASCP		9	na	na	8	na	na	
STEM	Nursing AAS	HESI/NCL EX		17	na	na	14	82%	na	
				Total Students Assessed	3956				Average Increase	45%

Led by the Assessment of Student Learning Committee, the College continues to devise methods to improve the assessment process. The Associate in Arts in Liberal Studies continues to provide the opportunity for students to graduate with a variety of options but students may now choose an emphasis such as Mathematics or Physical Science. In the future, the Nursing AAS and the Medical Laboratory Technology AAS will be evaluated using pre- and post-tests. The College endeavors to use the data currently generated more effectively and to implement creative new methods of assessment that increase the

frequency of classroom assessment activities and shorten the turnaround time between data collection and the initiation of instructional change.

Student Satisfaction Assessment

The primary tools for this area of assessment are the Student Feedback on Classroom Instruction, the Student Feedback on Online Instruction, the Survey of Entering Student Engagement, the Faculty Survey of Student Engagement, and the SSC Graduate Exit Survey. The Student Feedback on Classroom Instruction has been reviewed fall 2017. The Student Feedback on Online Instruction is currently in the review process. The SSC Graduate Exit Survey undergoes a review process annually for updates to current procedures. The two newly most recent surveys, the Survey of Entering Student Engagement and the Faculty Survey of Student Engagement, were created by the Assessment of Student Learning Committee to specifically meet the needs of the SSC campus.

In 2013, the College began using its Campus Cruiser learning management system as a platform for student feedback. Every student in every class received the opportunity to participate in the survey. In 2016, SSC changed to Brightspace as its learning management system. The change precipitated a change in the student feedback survey process. For the new process, students in two classes for each full-time instructor and students in one class for each adjunct or part-time instructor receive invitations to participate in the Student Feedback on Classroom Instruction or the Student Feedback on Online Instruction toward the end of the fall semester. In the spring semester, surveys are conducted in the same manner but only for those instructors not assessed in the fall.

Two thousand, three hundred seventy-eight 2,378 students received survey invitations, and students completed a total of 1,331 surveys during the fall semester. The rate of participation was 56.0%. One hundred one classes were surveyed, which resulted in redundant evaluations of 76 different faculty members. The survey consisted of fifteen rated-scale questions and three essay/short answer questions. The rated-scale questions used a five-point scale (1-5) with the questions phrased in such a way that 5 was always the most desirable answer. An average response or score can be calculated for each question based on the number and value of each scaled answer and the total number of respondents. For example, the average response score for question no. 3. "The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance" was 4.35. The average response scores ranged from 4.24 to 4.73 for the rated scale questions. Therefore, all of the averaged responses fell between "usually applies" and "almost always applies" with those responses describing desired attributes or behaviors. The average response score for the rated-scale questions pertaining to all classes was 4.47. Students answered three essay/short answer questions. The questions were the following:

1. Would you recommend this course to another student?
2. What other questions or suggestions do you have about the course and/or the instructor?
3. Do you have any comments or suggestions about Brightspace?

For the first question, 97% of the responses affirmed that students would recommend the course to another student. Many of the student responses mirrored this statement - “Yes, the instructor showed great enthusiasm towards the students and their grades.” Responses to the second question are used by individual instructors for self-evaluation with appropriate changes made to increase student engagement and success. The third question responses varied on the intensity of the use of Brightspace in the class. If instructors used it for a few things such as grades and communication, the students approved of it. Students did request that grades be placed on Brightspace. Instructors have helped create the procedures so that grades will be posted on Brightspace beginning in 2017-18.

**2016-17 Responses to Student Feedback on Classroom Instruction
Observation/ Rated Scale Questions**

Aggregate Rated Scale Response Percentages for Classroom Instruction	
(1) almost never applies	1.3%
(2) rarely applies	2.1%
(3) sometimes applies.	5.4%
(4) usually applies	14.7%
(5) almost always applies	76.4%

During the fall semester, online students completed two hundred thirty surveys. The rate of participation was 42.3%. Seventeen faculty members were evaluated in 17 courses. Nineteen rated-scale questions and two essay/short answer questions reflect student responses concerning online classes. The format of the online instruction survey follows the basic format of the classroom instruction survey with the rated scale questions using a five-point scale (1-5) with 5 always occurring as the most desirable answer. The results of the online instruction responses are reported using the same format as the question shown in the responses to the classroom instruction responses.

**2016-17 Responses to Student Feedback on Classroom Instruction
Observation/ Rated Scale Questions**

Aggregate Rated Scale Response Percentages for Online Instruction	
(1) almost never applies	2.6%
(2) rarely applies	2.3%
(3) sometimes applies.	5.4%
(4) usually applies	14.7%
(5) almost always applies	74.5%

For the rated scale questions, the range of average response scores was 4.13 to 4.70 showing that students responded with favorable answers to all of the rated-scale questions. Students responded with an average response of 4.39 to all of the rated-scale questions.

The two essay/short answer questions were as follows:

1. What other comments or suggestions do you have about the course and/or the instructor?
2. What other comments do you have about Brightspace?

Worded in this manner, the responses to these questions will be used by instructors to increase student engagement, improve online instruction, and improve online instruction use of Brightspace.

The fact that the College's average on the rated-scale questions was 4.47 on a 5.0 scale is taken as an indicator of overall positive feedback from students on classroom instruction. These averages fall close to the midpoint between the answers "usually applies" and "almost always applies" and were offered as positive affirmations to fifteen different statements regarding course effectiveness and classroom instruction. On all of these rated-scale questions, the most common answer was "almost always applies." Depending on the question, the "almost always applies" answers ranged between comprising 68.7% and 85.6% of the responses with an aggregate average of 76.4% for the whole survey. The table above shows the aggregate percentages of the rated-scale responses to questions offering the "almost always applies" type answers. It seems notable that the "almost always applies" and the "usually applies" responses comprise 91.1% of the aggregated responses for SSC.

The average for questions pertaining only to online courses was 4.39 and is taken as evidence that student satisfaction in online courses very closely mirrors that in classes overall. The most common answer on the rated-scale questions was "almost always applies" with this response having an aggregate response of 74.5%. The response "usually applies" had an aggregate response of 14.7%. Both of these together comprised 89.2% of the responses.

The Assessment of Student Learning Committee began planning for the Survey of Entering Student Engagement in 2014. The members created a survey, ran a trial survey in spring 2016, and conducted the survey in fall 2016. The survey asks for students' first experiences at Seminole State College on course engagement, course placement, freshman orientation, financial aid, and actions by students indicating their engagement. Two hundred nine of 496 students (42%) enrolled in Freshman Seminar and PASS classes took the Survey of Entering Student Engagement in fall 2016. Over 95 percent of the students responded to enrolling before the first of the semester. This was the first semester for 71.2% of the respondents, and 61.3% reported having an assigned person who will help them at SSC. Only 25.6% of the respondents reporting placing into college level courses without taking a placement test. Forty-three percent of students reported that they did not have to take developmental courses. Students reported the following responses concerning the first three weeks of the semester.

Fall 2016 Experiences in First 3-weeks of Class Responses				
Prompt	Percentage of Responses			
	Agree	Disagree		
I believe the instructors at SSC want me to succeed.	99.0%	1%		
I was able to meet with an academic advisor at times convenient to me.	86.0%	14.0%		
I have discussed creating a plan for reaching my goals with students or instructors at SSC.	68.1%	31.9%		
The courses were available at convenient time for me.	90.8%	9.2%		
I talked with a college representative about managing my commitments to be able to reach my goals.	57.0%	43.0%		
I received information about financial aid from an SSC representative.	76.8%	23.2%		
An SSC representative helped me determine if I qualify for financial aid.	61.8%	38.2%		
Prompt	Percentage of Responses			
	All did	Most did	Most did not	None did
Instructors had class activities to introduce students to one another.	36.7%	47.8%	13.1%	2.4%
Instructors explained course syllabi.	82.6%	15.9%	1.0%	0.5%
Instructors gave students their contact information to help outside of class.	76.8%	19.8%	1.9%	1.5%
Prompt	Percentage of Responses			
	Yes	No		
At least one college staff member learned my name.	89.9%	10.1%		
I have learned the name of at least one other classmate in each class.	93.2%	6.8%		
At least one classmate in each class has learned my name.	86.5%	13.5%		
Are you feeling as motivated in the fourth week of school as you did in the previous three weeks?	83.1%	16.9%		

Beginning with fall semester of 2016, all faculty members are given the opportunity to provide input on student engagement using the SSC Faculty Survey on Student Engagement. With 34 potential respondents from 100 fall instructors, the rate of participation was 34%. The next table gives the instructors' perceptions of student involvement. Instructors rated students as almost always or usually engaging in class activities. Instructors perceive two areas in need of improvement, students working with other students on assignments outside of class and students participating in student led study groups. Since Seminole State College is largely a commuter school, instructors may hesitate to give students assignments that require that they work together outside of class and students may struggle to find convenient times to work together due to other obligations. The first Faculty Survey on Student Engagement reflects that 34% of faculty members employ student success techniques that result in the faculty identifying student behavior that should result in successful completion of the course and program.

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2016-17 Instructor Perception of Student Engagement					
Item	Percentage of Responses				
	Almost always applies	Usually applies	Sometimes applies	Rarely applies	Almost never applies
Students are actively engaged in classroom discussions, activities, group participation.	35.3%	47.1%	14.7%	2.9%	0%
Students come to class prepared every class period.	11.8%	47.1%	35.3%	5.9%	0%
Students worked outside of class individually on assignments.	35.3%	41.2%	20.6%	2.9%	0%
Students worked with other students on assignments outside of class.	8.8%	14.7%	38.2%	23.5%	14.7%
Students turned assignments in on time.	29.4%	61.8%	8.8%	0%	0%
Students sought tutoring or came during office hours for clarification on assignments.	11.8%	17.7%	50.0%	20.6%	0%
Students participated in student led study groups.	2.9%	8.8%	41.2%	29.4%	17.7%
Students checked grades.	26.5%	44.1%	29.4%	0%	0%
Students communicated with other students about the course.	17.7%	47.1%	35.3%	0%	0%
Students demonstrated a genuine concern for their grades by seeking and following advice from the instructor, advisor, and other students.	17.7%	55.9%	26.5%	0%	0%

Three hundred eighteen students completed the 2016-17 Graduate Exit Survey which provides information about SSC student satisfaction. Students applying for graduation must take the survey as part of the application process. The survey consists of 45 questions of which 39 request students’ opinions about the SSC experience and future plans. The survey requested that students score varying aspects of their experience at SSC. For the purpose of assessing student satisfaction, the results were grouped into the categories of academics, student services, facilities, and campus safety. The following table provides the student responses to the academic section of the survey.

2016-17 Academic Responses					
Attribute	Percentage of Responses				
	Excellent	Above Average	Average	Below Average	Poor
Overall quality of academics	48.1%	28.0%	22.2%	0.6%	0.0%
Quality of teaching in your major field of study	58.5%	24.2%	15.4%	0.9%	0.3%
Quality of teaching in general education courses	45.6%	29.6%	22.3%	1.5%	0.3%
Quality of teaching in transitional education courses	41.8%	29.9%	22.3%	0.6%	0.0%
Faculty maintenance of positive learning environment	52.2%	27.0%	18.9%	1.3%	0.3%
Faculty concern for student well-being	56.6%	22.3%	17.6%	2.5%	0.3%
Faculty commitment to student success and learning	56.2%	23.9%	18.9%	0.3%	0.0%

Brightspace learning management system	39.9%	17.9%	31.5%	4.7%	2.5%
Instructor Use of Technology when appropriate	51.3%	23.3%	21.4%	2.8%	0.3%
Availability of courses in your major field of study	47.5%	19.2%	23.6%	6.6%	2.2%
Availability of general education courses	53.1%	22.3%	22.3%	0.6%	0.3%
Quality of classroom equipment	34.9%	20.4%	33.7%	7.6%	2.5%
Quality of laboratory equipment	34.6%	18.6%	32.1%	8.2%	2.8%
Quality of art laboratory equipment	29.6%	10.4%	19.5%	1.9%	0.3%
Quality of computer laboratory equipment	37.1%	19.8%	30.5%	5.4%	3.1%
Instructor availability during office hours	53.1%	22.6%	20.8%	1.6%	0.3%
Instructor availability via electronic means	53.8%	21.1%	20.8%	1.9%	1.6%
College orientation through Freshman Seminar Course	37.4%	14.8%	22.6%	1.5%	1.3%
College orientation through PASS Course	26.7%	10.4%	10.1%	0.6%	0.0%

SSC scored favorably in all aspects of academics, student services, facilities, and campus safety. The majority of the scores in the academic section were excellent or above average. Quality of teaching in the major field of study scored highest overall with 82.7% of the students choosing excellent or above average. In the category of student services, the average for combined scores of excellent or above average was 64.6%. Facilities were rated excellent or above average by 82% of the students. Ninety-eight percent of the students responding to the survey chose always or usually to feeling safe on the SSC campus. Over 86% of the students stated they would definitely or probably choose Seminole State College again if starting over. When queried on SSC's greatest strength, the students overwhelmingly listed professors while smaller student-to-teacher ratios ranked second.

Closing

Seminole State College began a Student Success Council in an effort to emphasize providing students with the opportunity to succeed academically and personally. Through the leadership of the Assessment of Student Learning Committee and the Vice-President for Academic Affairs, the College has chosen assessments directly correlated to this effort. At the entry level, SSC has redesigned its developmental course offerings to allow students to progress more quickly through the courses without sacrificing academic integrity and has altered the placement process to allow the use of institutionally designed placement tests and a placement rubric for developmental mathematics. In assessing general education, SSC continues to research available avenues such as StudentTracker to increase data collected as students transfer to four-year institutions. SSC continues to create and implement assessment tools used to increase and emphasize student success. Seminole State College will continue to evaluate the assessments and the assessment process to best lead students to reach their goals.

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY 2016-17

Section I – Entry Level Assessment and Course Placement

Activities

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

If 19 or above, student ACT scores determined college-level course placement. Students with ACT subject test scores below 19 or lacking ACT Assessment Test scores altogether participate in secondary testing. The testing instruments for secondary testing in language arts are COMPASS Assessment Tests in reading and writing skills. Students may retest with the COMPASS or take appropriate ASSET Tests in reading and writing. The testing instruments for secondary testing in mathematics are institutionally designed placement tests and an institutionally designed placement rubric. The rubric includes length of time since last math course, placement test score, and instructor evaluation.

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

Based on the cut scores, rubric scores, and consultation with an advising specialist, students receive remediation. Students scoring below the cut score, must remediate but some students scoring above the cut score may want remediation. In this instance, the advising specialist determines the correct remediation needed for the student.

- I-3. What options were available for the students to remediate lack of preparedness?

In 2016-17, students could take one developmental course in Language Arts. Depending on which mathematics course they needed and their score on the department rubric and placement test, students could take a 2-course sequence, one course, or a co-requisite course leading to or coinciding with the required college-level mathematics course.

Analyses and Findings

- I-4. Describe analyses and findings of student success in both remedial and college-level courses, 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.

Seminole State College 2016-17 enrollment for three semesters was 3,752 which included 727 first-time college students. For students with ACT scores, the mean composite score for all enrollees was 20.3 in 2016-17. The developmental courses enrollment was 954 with 849 (88.9%) completing the courses. In 2013, Seminole State College redesigned the developmental course

sequence which contributed to a significant growth in the completion rate of the individual courses. The SSC Transitional Education Report for 2016-17 reports that 41% of students beginning their math sequence in 2016-17 completed the math sequence. In Language Arts, 82% of students completed English Composition I. The total enrollment in graded courses for college credit in 2016-17 was 11,345. Of this number, 10,594 (93.3%) completed the course with a passing grade.

Section II –General Education Assessment

Administering Assessment

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

The following four outcomes comprise the General Education Outcomes for SSC:

- Outcome 1: Demonstrate effective and scholarly communication skills.
- Outcome 2: Utilize scientific reasoning and/or critical thinking to solve problems.
- Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
- Outcome 4: Recognize the role(s) of history, culture, the arts, or sciences within civilization.

In terms of general education assessment, the SSC Assessment of Student Learning Procedure provides a variety of course-embedded assessment methods for use by SSC faculty. In fall 2016, instructors assessed students in every academic course. In spring 2017, instructors only assessed student in courses not assessed in the fall. The most common type of course-embedded assessment employed at SSC uses pre- and post-tests that contain a set of locally developed questions intended to measure specific student learning outcomes.

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

Students participated in the course embedded assessment as part of their regularly assigned coursework.

- II-3. Describe strategies used to motivate students to substantively participate in the assessment.

SSC requires instructors to collect pre-post-test data in each course. Since most instructors incorporate it into their course assessment, students participate willingly.

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

The Assessment Coordinator compiles the data for each course and reports this along with the instructor's individual data to each instructor. The instructor

compares their results to the aggregate results, responds to questions concerning the results, and adjusts teaching in response to their evaluation. In their responses, instructors report at least one formative assessment used and provide details describing resources that would increase success with students. Instructors return these reports to Division Chairs with plans to focus on raising assessment scores.

Analyses and Findings

- II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.
- II-6. How is student performance tracked into subsequent semesters and what were the findings?

The SSC assessment procedure requires the evaluation of the College's general education outcomes annually by testing a representative group of students with 45 or more credit hours. The College uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test for that purpose. In fall 2016, one hundred fifty-eight students who met the criteria took two randomly chosen subject tests. Subject areas tested were writing skills, math, reading, critical thinking and science. Student performance in writing skills, math, science, and reading was within the established institutional minimum acceptable threshold of no more than 2.0 points (5 percent) below the national means. Seminole State students scored near national means in all five subject areas. SSC students averaged a score of 62.0 on the Writing Skills test, which is 1.2 higher than the national mean. In Math, SSC students performed slightly below the national mean with a score of 56.0 compared to the national mean of 56.1. In Critical Thinking, SSC students scored below the national mean of 60.2 with a score of 59.7. SSC students scored higher than the national mean in Reading with a score of 60.2 and slightly below the national mean in Science with a score 0.1 below their counterparts with 45+ credit hours at other two-year institutions nationwide. As a whole, the five-test averages covering a five-year span all fell within 0.5 of a point of the national mean for those tests in that period.

SSC is increasing efforts to track students as they progress in their careers and education. To accomplish this goal, SSC requests information from the main transfer institutions for our students. The information provided is based on data from University of Oklahoma, East Central University, and University of Central Oklahoma. Mean GPA's for students who transfer from SSC to the primary receiving institutions are slightly higher than the average GPA at these institutions, having a difference from -0.05 to 0.19. SSC students complete courses at these institutions successfully at a rate of 89%.

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

SSC uses course embedded assessment, the results of the CAAP test, and transfer reports to evaluate the general education of our students. The College also evaluates courses used to meet general education requirements. After evaluating

the results, SSC will continue to consider methods to collect more information from or about transfer student success.

Section III – Program Outcomes

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.

2016-17 Degree Program Outcomes Assessment Results

Division	Degree Program	Assessment Measure	Degree Program Outcome	No. Students Assessed	Pre	%	Post	%	Increase in %
BE	Business AS	Course-Embedded	3	282	99	35%	223	79%	44%
			4	239	72	30%	189	79%	49%
BE	Business AAS	Course-Embedded	3	381	156	42%	309	80%	38%
			4	338	128	38%	270	80%	42%
BE	Child Development AA	Course-Embedded	3	61	36	59%	49	80%	21%
BE	Computer Science AS	Course-Embedded	3	227	34	15%	132	58%	43%
			4	209	29	14%	125	60%	46%
BE	Elementary Education AS	Course-Embedded	3	395	75	19%	340	86%	67%
			4	205	51	25%	160	78%	53%
			5	16	1	3%	12	77%	74%
			6	16	1	3%	12	77%	74%
BE	Health PE and Recreation AS	Course-Embedded	3	375	195	52%	278	74%	22%
			4	391	199	51%	289	74%	23%
LAH	Art AA	Course-Embedded	3	109	32	29%	86	79%	50%
			4	109	32	29%	86	79%	50%
LAH	Language Arts AA	Course-Embedded	3	47	26	55%	45	96%	41%
			4	47	26	55%	45	96%	41%
LAH	Liberal Studies AA	Course-Embedded							
SS	Criminal Justice AS	Course-Embedded	3	316	155	49%	161	51%	2%
			4	305	142	45%	232	76%	31%

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SS	Psychology AS	Course-Embedded	3	546	224	41%	382	70%	29%	
			4	428	163	38%	282	66%	28%	
SS	Social Sciences AA	Course-Embedded	3	451	180	40%	320	71%	31%	
			4	451	171	38%	316	70%	32%	
STEM	Health Sciences AS	Course-Embedded	3	731	241	33%	475	65%	32%	
			4	682	205	30%	423	62%	32%	
STEM	Biology AS	Course-Embedded	3	124	23	19%	74	59%	41%	
			4							
STEM	Mathematics AS	Course-Embedded	3	348	37	11%	269	77%	66%	
			4	348	36	10%	271	78%	67%	
			5	299	18	6%	231	77%	71%	
			6	299	18	6%	231	77%	71%	
STEM	Physical Sciences AS	Course-Embedded	3	434	33	8%	280	64%	57%	
			4	355	26	7%	248	70%	63%	
			5	386	23	6%	253	66%	60%	
			6	386	24	6%	256	66%	60%	
STEM	Pre-Engineering AS	Course-Embedded	3	389	37	10%	261	67%	58%	
			4	358	28	8%	250	70%	62%	
			5	340	20	6%	222	65%	60%	
			6	340	22	6%	227	67%	60%	
STEM	Medical Laboratory Technology AAS	ASCP		9	na	na	8	na	na	
STEM	Nursing AAS	HESI/NCL EX		17	na	na	14	82%	na	
				Total Students Assessed	3956				Average Increase	45%

Analyses and Findings

III-2. What were the analyses and findings from the program outcomes assessment?

Degree program assessment employs course-embedded assessment using pre- and post-test data for analysis. For these Student Outcomes, 3,956 students were assessed. Across all of the degree programs, there was a 45% average increase in correct answers on post-tests vs. pre-tests assessing the achievement of the degree program student outcome.

III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

Based on responses to the Degree Program Assessments, instructors plan to address learning outcomes which had the least amount of growth through more real world scenarios. Instructors would like the equipment and resources to be able to teach students using a more learner-centered approach.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

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

The primary tools for this area of assessment are the Student Feedback on Classroom Instruction, the Student Feedback on Online Instruction, the Survey of Entering Student Engagement, the Faculty Survey of Student Engagement, and the SSC Graduate Exit Survey.

In the fall semester, students in two classes for each full-time instructor and students in one class for each adjunct or part-time instructor receive invitations to participate in the Student Feedback on Classroom Instruction or the Student Feedback on Online Instruction. In the spring semester, surveys are conducted in the same manner but only for those instructors not assessed in the fall. Students in Freshman Seminar and PASS classes received the invitation to participate in the Entering Student Engagement Survey. All faculty received invitations to participate in the Faculty Survey of Student Engagement. All graduating students must participate in the Graduate Exit Survey.

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

For the most part, students appear satisfied with the education received from SSC. The fact that the College's average on the rated-scale questions was 4.47 on a 5.0 scale is taken as an indicator of overall positive feedback from students on classroom instruction. The average for questions pertaining only to online courses was 4.39 and is taken as evidence that student satisfaction in online courses very closely mirrors that in classes overall. In the Entering Student Engagement Survey, students reported that 99% of the instructors wanted them

to succeed. Eighty-six percent of the students reported meeting with an academic advisor at a time convenient to the student.

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

Each division consider the results from the surveys and adjusts accordingly. For instance, students voiced a concern over computer labs. SSC has a grant that will be updating certain computer equipment and labs. Academic advisor plan to reach out to students using sign-in sheets to schedule meetings convenient to the student.

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 2016-17:

Assessment fees	\$102,000.00
Assessment salaries (includes fringe)	\$19,968.08
Distributed to other departments	\$81,112.98
Operational costs	\$5,000.00
Total Expenditures	\$106,081.06