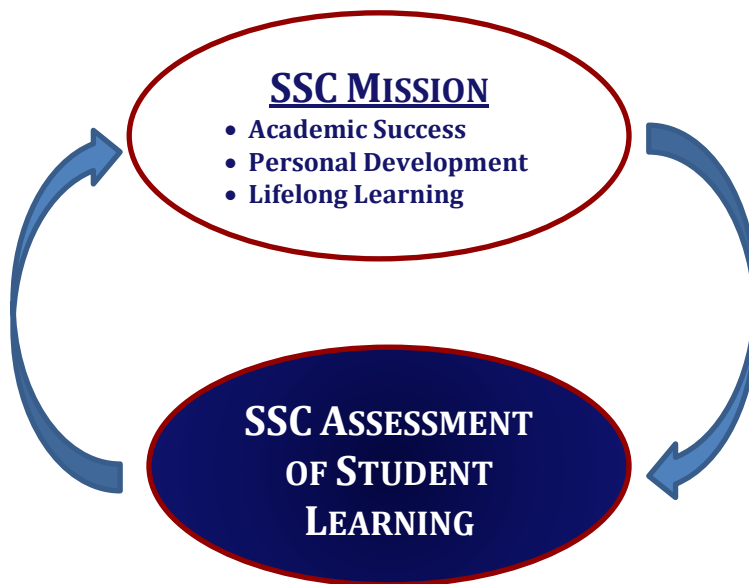


Assessment of Student Learning Executive Summary 2017-18

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 *ACT Collegiate Assessment of Academic Proficiency* 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 2017-18 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 A.A. in Liberal Studies, A.S. in Criminal Justice, A.S. in Biology, A.S. Health Sciences, and A.A. in Child Development.
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 College Assessment of Academic Proficiency (CAAP) Test.
7. Conducted Graduate Exit Survey.
8. Conducted Survey of Student Engagement for Entering Students.
9. Conducted the Survey of Faculty Engagement.
10. Collected data on course success rates.
11. Will update assessment procedure as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.
12. Developed a process to change the free response question at the end of the Student Feedback on Instruction to assess current concerns.

The Assessment of Student Learning Committee has committed to address the following items during its 2018-19 proceedings:

1. Establish minimum thresholds and goals for achievement of GEO's.
2. Establish mechanism for focused long-term improvements when thresholds are not met.
3. Define co-curricular courses and create method to assess courses meeting this definition.
4. Update Student Feedback on Online Instruction to reflect Quality Matters standards such as the promotion of an environment of respect and concern for student success in conjunction with the Distance Education Committee.
5. Update assessment procedure as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.

2017-18 Assessment of Student Learning Committee

Dr. Linda Goeller	Coordinator of Assessment
Dr. Thomas Mills	Vice-President of Academic Affairs
John Bolander	Faculty Senate President
Carol Hartman	Business Training Coordinator
Stephen Hendrix	Assistant Professor of Social Sciences
Jessica Isaacs	Associate Professor of Language Arts
Tammy Kasterke	Assistant Professor of Business and Information Systems
Jarrold Tollett	Assistant Professor of Physics