

Seminole State College
GENERAL EDUCATION EVALUATION
2016-17

SEMINOLE STATE COLLEGE MISSION STATEMENT

Seminole State College empowers people for academic success, personal development, and lifelong learning.

GENERAL EDUCATION OUTCOMES

SSC has established four general education outcomes that students are expected to demonstrate as the result of their diligent participation in coursework and campus activities. As such, all courses offered for college credit should accomplish one or more of the following student outcomes:

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

METHODS FOR THE ASSESSMENT OF GENERAL EDUCATION

In order to assess the achievement of the above desired outcomes, assessment of general education utilizes a number of direct indicators including course-embedded assessment of the general education component of all SSC courses, student performance on the *ACT College Assessment of Academic Proficiency*, and analysis of the success of students that transfer to four-year institutions. The College also employs a number of indirect assessments of general education including the *Entering Student Engagement Survey* (ESES), which was created by the Assessment of Student Learning Committee and implemented this year, and the *Institutional Statistics Report* compiled on an annual basis to provide relevant student data. Similarly, institutional surveys such as the *Graduate Exit Survey* and *Student Feedback on Instruction* provide a wealth of information that contributes to the assessment process, institutional decision-making, and the improvement of student learning.

The following assessment reports were prepared from data collected during the 2015-16 academic year and provide the basis for the outline of this report:

Direct Assessments

- Course-embedded assessment.....(pages 2-3)
- *ACT College Assessment of Academic Proficiency*.....(pages 4-6)

Indirect Assessments

- *Transfer Reports from Four-Year Institutions*.....(page 7)
- *Entering Student Engagement Survey*.....(page 8-11)
- *Student Feedback on Instruction*.....(pages 12-15)
- *Faculty Survey on Student Engagement*.....(pages 16-18)
- *Graduate Exit Survey*.....(pages 19-22)
- *Institutional Statistics Report*.....(pages 23-24)

COURSE-EMBEDDED ASSESSMENT

The most prominent type of assessment employed by Seminole State College faculty to assess the General Education Outcomes listed on page one 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 2016-17 academic year compiled as per the *SSC Assessment of Student Learning Procedure* during the fall of 2017.

2016-17 Course-Embedded Assessment Results

Course-Embedded Assessment results were aggregated from four academic divisions for the 2016-17 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 sixteen SSC degree programs. Of those sixteen assessments, fourteen employed only pre- and post-tests, while two of the reports employed a combination of assessment options as permitted by the *SSC Assessment of Student Learning Procedure*.

There were 8,076 Course-Embedded Assessments of General Education Outcomes reported for 2016-17. 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 49.3 for Outcome 1, 40.8 for Outcome 2, 37.5 for Outcome 3, and 41.9 for Outcome 4.

Table 1. 2016-17 Course-Embedded Assessment of General Education Outcomes				
Outcome Assessed	Number Assessed	Pre-Test	Post-Test	Difference
Outcome 1	2517	29.7%	79.0%	49.3%
Outcome 2	1905	30.4%	71.0%	40.8%
Outcome 3	2198	35.9%	73.4%	37.5%
Outcome 4	1456	33.7%	75.6%	41.9%

2016-17 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 37.5% on outcome 3 to 49.3% on outcome 1. Three of the outcomes showed percentage growth at or above 40%.

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 71.0% to 79.0% 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 will also establish minimum thresholds for the achievement of General Education Outcomes. Specifically, goals and minimum standards should be set for both the expected percentage increases pre- to post-test and for the magnitude of post-test percentage. Additionally, mechanisms for focused, long-term improvement when thresholds are not met will be established.

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.

ACT COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY (CAAP) TEST

The College uses the *ACT Collegiate Assessment of Academic Proficiency (CAAP)* as a component of its Assessment of General Education. This assessment is a nationally recognized academic test designed to measure general education foundational skills typically attained in the first two years of college. Each fall the College uses five objective test modules of the CAAP Test—Writing Skills, Mathematics, Reading, Critical Thinking, and Science—to assess students with 45 or more credit hours. Approximately 200 students typically take the exam in late October or early November. ACT provides the college demographic information about the participants as well as mean scores for each module for both Seminole State College students and the national database. ACT also provides information for the following groups: sophomore students, students planning to transfer to another institution, female students, and male students.

Fall 2016 CAAP Test Assessment Results

The CAAP Test was administered to 158 students the morning of Wednesday, October 26, 2016. The students were chosen based upon their anticipated completion of 45 or more credit hours at the completion of the fall 2016 semester and their having classes scheduled during the morning testing period. Each student was administered two randomly selected test modules from the pool of modules consisting of Writing Skills, Mathematics, Reading, Critical Thinking, and Science. Consequently, a total of 316 test modules were taken during the testing period consisting of 65 in Writing Skills, 64 in Mathematics, 62 in Critical Thinking, 61 in Reading, and 64 in Science. The test was administered in the Foundation Hall of the SSC Haney Center. The test was administered according to ACT guidelines under the supervision of the Coordinator of Assessment, members of the Assessment of Learning Committee, and other SSC faculty and staff volunteers.

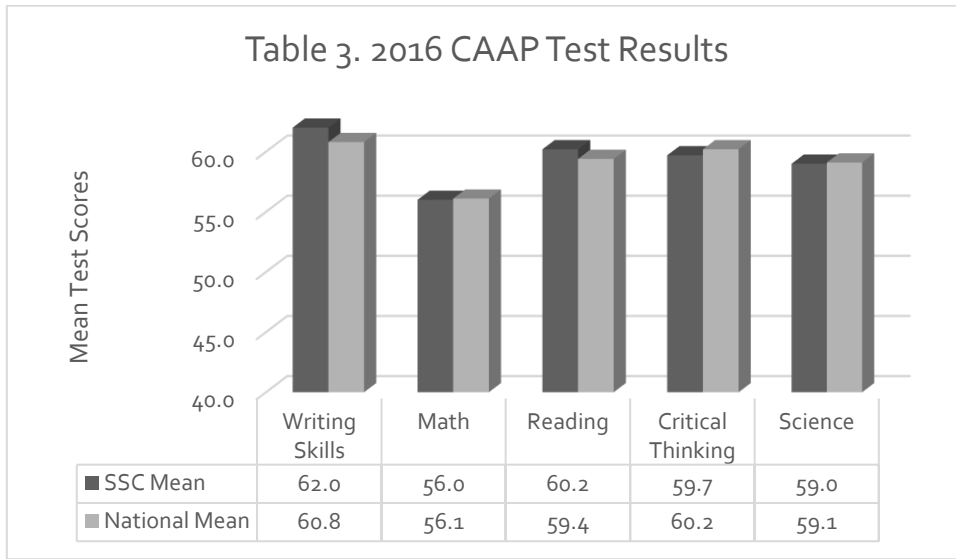
Demographics

Table 2 shown on the right summarizes the self-reported demographic information for the 158 examinees. As shown in the table, students representing at least six ethnic groups participated in testing. Caucasian students accounted for 60% of the examinees while Native Americans accounted for 16%. About 62% of the examinees were female and about 37% were male. About 88% of the students considered themselves to be full-time students. Ninety-two percent of the students tested gave English as their first language, and 80% replied that they began their freshman year of college as an SSC student.

Table 2. 2016 CAAP Test Examinee Demographic Information		Student Count
Ethnicity	African American/Black	12
	Amer. Indian/Alaskan Nat.	26
	White/Caucasian	95
	Mexican	
	American/Chicano	3
	Asian/Pacific Islander	1
	Puerto Rico/Cuban/Hisp.	2
	Filipino	0
	Other	2
	Prefer not to respond	3
No response	14	
Gender	Male	58
	Female	98
	No response	2
Age	18 and under	10
	19-20	75
	21-25	32
	26-30	13
	31-39	20
	40 and older	8
No response	-	
English	First Language	145
	Not First Language	12
	No response	1
Enrolled at SSC as Freshman?	Yes	127
	No (Transfer Students)	31
	No response	0
Enrollment Status	Full-time	139
	Part-time	18
	No response	1

Test Scores

The tests were scored based on a scale that ranges from 40 to 80. National means for two-year institutions for each test subject are shown in Table 3. As shown in the table, Seminole State students scored near national means in all five subject areas. For example, 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.



In terms of individual student performance, SSC had students whose performances placed them in the 99th percentile nationally in all five subject areas. ACT awarded Certificates of Achievement to students who scored at or above the national mean on a test module. Of the 316 tests administered, 147 were at or above the national average. A number of students earned certificates in more than one module.

Fall 2016 CAAP Test Analysis

As per the *2016-17 SSC Assessment of Student Learning Procedure*, the Assessment of Student Learning Committee set a goal for students to perform at or above the national average on each test module. The Committee set a minimum acceptable threshold of no more than 2.0 points (5 percent) below the current national mean scores. Based on this criteria, SSC students are performing above the minimum threshold levels established as "long-term" in 2013 in all of the five subject areas assessed.

Cumulative Data

Data has now been collected for five test administrations spanning a five-year period. As shown in Table 4 on the right, SSC's five-test average is at the national mean in Mathematics and above the national mean in Writing Skills. However, student scores for the five-year average were slightly below the national mean in Reading, Critical Thinking, and Science. As a whole, the five-test averages covering a five-year span all fell within 1.0 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.

The Assessment of Student Learning Committee will continue to review both single year and cumulative results each spring following a CAAP Test administration and recommend appropriate expectations for improvement.

Table 4. 2016 Cumulative CAAP Test Results		SSC Mean	National Mean	Over/Under National Mean
Writing Skills	2012	61.3	61.5	-0.2
	2013	61.7	61.5	0.2
	2014	61.9	61.3	0.6
	2015	61.8	61.0	0.8
	2016	62.8	60.8	1.2
	5-test average	61.9	61.2	+0.5
Mathematics	2012	56.2	56.1	0.1
	2013	56.3	56.0	0.3
	2014	56.4	56.0	0.4
	2015	55.5	56.1	-0.6
	2016	56.0	56.1	-0.1
	5-test average	56.1	56.1	0.0
Reading	2012	59.9	60.1	-0.2
	2013	60.0	60.2	-0.2
	2014	60.7	60.1	0.6
	2015	59.9	59.9	0.0
	2016	60.2	59.4	-0.8
	5-test average	60.1	60.0	-0.1
Critical Thinking	2012	59.8	60.6	-0.8
	2013	61.2	60.6	0.6
	2014	60.7	60.6	0.1
	2015	60.6	60.5	0.1
	2016	59.7	60.2	-0.5
	4-test average	60.4	60.5	-0.1
Science	2012	57.8	59.2	-1.4
	2013	59.0	59.2	-0.2
	2014	58.4	59.2	-0.8
	2015	59.0	59.1	-0.1
	2016	59.0	59.1	-0.1
	5-test average	58.6	59.2	-0.5

TRANSFER REPORTS FROM FOUR-YEAR INSTITUTIONS

Transfer reports from the primary receiving institutions provide grade point averages (GPAs) and degrees earned for students who transfer from Seminole State College. Students from SSC transfer mainly to East Central University, University of Central Oklahoma, Oklahoma University, and Oklahoma State University. At the end of the spring semester, the Coordinator of Assessment contacts representatives of these four schools requesting information pertaining to the number of graduates and the GPAs received by all SSC transfer students. Due to SSC’s emphasis on preparing students to transfer, students are expected to achieve similar GPAs at the transfer institutions.

2016-17 Transfer Reports from Four-Year Institutions Results

All four of the transfer institutions responded to the request for information from SSC. Only three of the four reports were complete but we were able to analyze data from ECU that we have not gotten in the past. Therefore, the information provided is based on data from East Central University, University of Central Oklahoma, Oklahoma University, and Oklahoma State University. Mean GPAs for students who transfer from SSC to the primary receiving institution are slightly higher than the average GPA at these institutions as shown in Table 7, having a difference from -0.05 to 0.19. SSC students complete courses successfully at a rate of 88.6%.

Table 7. 2016-17 Transfer Reports from Four-Year Institutions

Four Year Institution	Number of Former SSC Students Enrolled	Credit Hours Completed	Credit Hours Attempted	Course Completion Rate	Aggregated GPA of Former SSC Students	Aggregated Student Body GPA	Difference	Bachelor’s Degrees Awarded
East Central University	264	unavailable	unavailable	unavailable	3.06	3.03	0.03	62
University of Oklahoma	189	3,733	3,944	94.7%	3.18	2.99	0.19	26
University of Central Oklahoma	295	4,701	5,573	84.4%	2.81	2.86	-0.05	41
Totals	748	8,434	9,517	88.6%				129

2016-17 Transfer Reports from Four-Year Institutions Analysis

Mean GPAs for students who transfer from SSC to the primary receiving institutions are higher when compared to the overall GPA for students at those reporting institutions. With an 88.6% completion rate for SSC students and the former SSC students GPA comparing well with the aggregated student body GPA at the receiving institutions, SSC transfer students seem to be performing well.

Considering that many SSC students begin college unprepared, the transfer students perform well in comparison to the other students at the four-year institutions. As transfer students, the students face different issues that might affect their grades such as larger class sizes, potentially more impersonal interactions, and adjustments to new situations and settings.

ENTERING STUDENT ENGAGEMENT SURVEY

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. The survey was administered during the fourth week of all Freshman Seminar and PASS classes. Freshman Seminar classes are 8-week courses and PASS classes are 16-week courses. The results are divided into the categories of general information, experiences before the first day of classes, experiences during the first three weeks of the semester, and occurrence of student engagement actions in the first three weeks.

Fall 2016 Survey of Entering Student Engagement Results

Two hundred nine of 496 students (42%) enrolled in Freshman Seminar and PASS classes took the Survey of Entering Student Engagement in fall 2016. The following table shows the results of the surveys. Table 1 gives the student responses to general information prompts. The majority of the students are 18-19 years of age.

Table 1. Fall 2016 General Information Responses	
Question and Responses	Percentage
Did you begin college at SSC?	
Yes	90.5%
No	9.5%
Did you earn college credit while in high school?	
Yes	26.4%
No	73.6%
What is your age group?	
Under 18 years	1.9%
18-19 years	66.0%
20-24 years	11.8%
25-29 years	8.5%
30-44 years	9.4%
45-59 years	1.9%
60+ years	0.5%
What is your ethnicity?	
American Indian or Native American	23.6%
Asian, Asian American, Pacific Islander	0.0%
Native Hawaiian	0.0%
Black or African American, non-Hispanic	3.3%
White, non-Hispanic	65.6%
Hispanic, Latino, Spanish	5.2%
Other	2.3%
Please select the highest level of education your parent(s) completed	
High School	29.1%
Career/technical training	8.0%
Attended college	10.1%
Associate degree	9.3%
Bachelor degree	10.1%
Took graduate level classes	7.2%
Graduate degree (Masters, Doctorate degree)	9.7%
None of the above	5.9%

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.

Question and Responses	Percentage
Including this one, how many semesters have you been enrolled at this college?	
1	71.2%
2	14.6%
3	5.2%
4+	9.0%
How many credit hours did you take for your first semester at SSC?	
1-11	20.8%
12-15	56.1%
16+	23.1%
When did you register for your first semester at SSC?	
More than 1 week before classes began	87.7%
The week before classes began	9.0%
The day classes began	0.5%
The two days after classes began	2.8%
Up to this time, who has been the main source of your academic advising?	
Family member	21.2%
Friend	5.2%
High school counselor	7.1%
SSC advisor	34.4%
Self	25.5%
None	6.6%
Has a specific person been assigned to help you when you needed information at SSC?	
Yes	61.3%
No	46.2%
I don't know	17.9%
Of the courses you enrolled in originally, how many have you dropped?	
0	87.0%
1	9.1%
2	2.9%
3	1.0%
4+	0%
How many courses did you add?	
0	85.0%
1	10.1%
2	1.9%
3	1.5%
4+	1.5%
Were you required to take a placement test?	
Yes	67.6%
No, I placed into the first transitional course	6.8%
No, my scores were high enough that I did not take a placement test	25.6%
Were you required to take a developmental course?	
Yes	51.2%
No	48.6%
If you answered yes to the previous question, which courses were you required to take?	
Basic Algebra	47.3%
Elementary Algebra	5.6%
Intermediate Algebra	6.8%
Special Topics with College Algebra	4.8%
Fundamentals of Language Arts	17.9%
I did not take any developmental courses	43.0%

Ninety-nine percent of students reported that they believe instructors want them to succeed. Over 70% of students received information about financial aid, enrolled in courses at times convenient to their schedule, and met with an academic advisor at times convenient to the student.

Table 3. 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%		

As shown in Table 3, over 80% of the students stated that all or most of their instructors conducted class activities to introduce students to each other. Students indicated at a rate over 83% that they had learned other students’ names and other students had learned their names. Students claimed that they were still motivated at the fourth week of school.

Besides responding to statements about the initial engagement activities, students responded to statements reporting on student and course engagement opportunities. Students reported low occurrences of discussing grades or attendance with instructors. If students are attending regularly, they would not have a reason to discuss attendance with the instructor. Many instructors make the grades available through Brightspace which could limit the need for discussion with students who have adequate grades. Over 70% of respondents reported that they completed all assignments, came to class prepared every session, and turned in their assignments in a timely manner.

Table 4. Fall 2016 Occurrence of Student Engagement Responses						
Statements	Percentage of Responses					
	0	1-2	3-4	5-10	11-19	20+
Please respond with the number of times you did each of the following in the first three weeks of school.						
Number of class periods you skipped.	74.7%	22.8%	1.9%	0.5%	0%	0%
Discussed a grade with an instructor.	57.8%	32.5%	8.3%	1.0%	0%	0.4%
Discussed attendance with an instructor.	70.2%	24.4%	4.9%	0.5%	0%	0%
Received grades or points on assignments, quizzes, tests, papers, etc.	1.5%	14.6%	27.2%	35.0%	13.5%	8.2%
Discussed an assignment with an instructor outside of class.	42.2%	39.3%	11.2%	4.9%	1.0%	1.4%
Asked for help from a campus employee regarding an assignment.	67.5%	20.4%	8.3%	2.4%	0.4%	1.0%
Asked questions in class.	14.6%	34.5%	27.2%	12.1%	5.8%	5.8%
Contributed to class discussions.	6.3%	30.1%	29.6%	20.4%	4.3%	9.3%
Turned in late assignments.	74.3%	20.1%	3.4%	1.0%	0%	0.5%
Prepared a draft of a paper in time to allow for revisions or discussion with the instructor.	44.2%	35.4%	14.6%	5.3%	0%	0.5%
Did not complete an assignment.	75.7%	20.4%	2.9%	0.5%	0.5%	0%
Came to class unprepared by not completing readings or assignments.	77.1%	17.5%	3.9%	1.0%	0.5%	0%
Worked with other students on a project outside of class.	59.2%	19.4%	15.5%	3.9%	1.0%	0.5%
Participated in a student led study group.	78.6%	11.2%	6.8%	1.9%	1.0%	0.5%
Used Brightspace, D2L, texting, emails, messaging, etc. to communicate with an instructor about the course.	20.9%	27.2%	22.3%	12.6%	6.3%	10.7%
Used Brightspace, D2L, texting, emails, messaging, etc. to communicate with another student about the course.	51.9%	23.8%	15.0%	3.9%	2.9%	2.4%

2016-17 Entering Student Engagement Survey Analysis

This report shows that SSC staff and faculty support engaged learning, early connections, and has a clear track for college readiness through interventions and incorporating best practices for student success. The Assessment of Student Learning Committee will consider how this instrument might be modified to show the early engagement of students in academic pathways and knowledge of the importance of completing a degree at SSC.

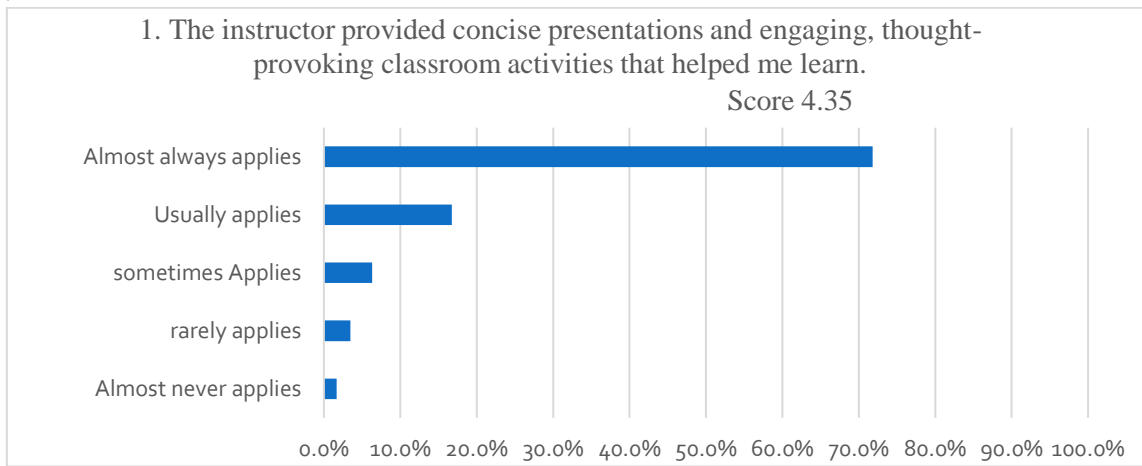
STUDENT FEEDBACK ON INSTRUCTION

Due to a change in the learning management system, SSC now gives the opportunity to fall semester students to give feedback on classroom instruction in 2 classes of each full-time instructor and in 1 class of each adjunct instructor. The students are given the opportunity to provide assessment input via the *SSC Student Feedback on Instruction* process. The information is gathered anonymously via electronic means through Lime Survey. Students in online classes received the Student Feedback on Online Instruction Survey, while students in face-to-face classes received the Student Feedback on Classroom Instruction survey. Both surveys generate data that includes student opinions on instructor and course quality and effectiveness. Students are directed to complete the survey via emails through SSC campus mail and in-class announcements by instructors. The survey consists of the combination of rated scale and essay/short answer questions. Rated-scale questions allow students to affirm or disagree to differing degrees with statements describing desired course attributes and instructor behaviors. The essay/short answer questions provide students the opportunity to submit personal observations and suggestions for improvement for the course and instructor. Each instructor has access to his/her feedback following the completion of the semester. The data is aggregated by instructor and by course and may be manipulated for analysis in a number of ways. Appropriate supervisory and administrative personnel also have access to the feedback for the purpose of mentoring instructors and improving courses.

2016-17 Student Feedback on Instruction Results

Student Feedback on Classroom Instruction

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. The shaded figure below shows an example of one of the rated-scale questions and the coinciding results. The graphs indicated both the number and percentage of respondents that registered each of the scaled responses.



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. Table 5 shows the average response scores for all of the rated-scale answers across the survey.

Table 5. 2016-17 Rated Scale Questions and Results to Classroom Instruction	
Rated Scale Questions That Applied to All Courses	Average Score
<i>Answer Options: (1) almost never applies (2) rarely applies (3) sometimes applies (4) usually applies (5) almost always applies</i>	
The instructor provided concise presentations and engaging, thought-provoking classroom activities that helped me learn.	4.35
The instructor consistently displayed energy and enthusiasm.	4.54
The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance.	4.65
The instructor demonstrated a genuine concern for student success in the course.	4.56
The syllabus for this course clearly outlined the manner in which the instructor graded.	4.59
The syllabus for this course clearly defined the attendance policy and my responsibilities for this class.	4.73
The instructor taught the course in a manner consistent with the syllabus.	4.52
The instructor encouraged or required active participation.	4.47
The course materials helped me learn.	4.25
Exams or other evaluation methods consisted of topics outlined in class.	4.50
The use of audiovisual aids enhanced the course. (Audiovisual aids include items such as overheads, slides, films, whiteboards, SmartBoards, etc.)	4.39
Class presentations were well-prepared, organized, and used class time wisely.	4.34
The instructor graded tests, papers, and assignments based on established guidelines and provided feedback in a timely manner.	4.54
The instructor routinely provided information about student progress in the course.	4.24
The course met my overall expectations.	4.31

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.

Student Feedback on Online Instruction

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. Following the same format as the classroom instruction results, Table 6 gives the average response for all of the rated-scale answers on the online instruction survey.

Table 6. 2016-17 Rated Scale Questions and Results to Online Instruction	
Rated Scale Questions That Applied to All Courses	Average Score
<i>Answer Options: (1) almost never applies (2) rarely applies (3) sometimes applies (4) usually applies (5) almost always applies</i>	
The instructor introduced himself/herself online appropriately.	4.70
The instructor gave clear instructions on where to start and where to find course components.	4.35
The instructor has clear guidelines on course etiquette (sometimes called “netiquette”) that students must follow when communicating with other students or to the teacher (emails, message board, etc.)	4.56
The syllabus clearly outlines course and learning objectives.	4.49
The instructor provided a clear course grading policy in the syllabus.	4.50
The instructor created activities and assignments that allowed for class interaction.	4.13
The instructor stated and followed a plan for classroom response time and assignment feedback.	4.27
The instructor clearly stated student interaction and participation requirements.	4.44
The instructor’s course design followed logical, consistent, and efficient navigation through online components.	4.31
The course materials helped students prepare for class assignments.	4.25
Exams or other testing methods covered class topics.	4.32
The instructor treated students fairly and respectfully in this course.	4.60
The instructor graded exams and assignments fairly and accurately.	4.49
The instructor routinely provided student grades on exams, assignments, and participation via My Grades on Brightspace.	4.13
The instructor seemed to have adequate knowledge about the subject matter and was able to communicate this knowledge to the class.	4.47
The instructor indicated a willingness to help students and a concern for student progress.	4.40
Brightspace helped me easily communication with the instructor and other students (for example, through email and/or discussion boards).	4.28
It was easy to submit assignments and/or take assessments on Brightspace.	4.44
I received quality Brightspace support when needed.	4.20

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.

2016-17 Student Feedback on Instruction Analysis

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. Table 7 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.

(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%

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.

(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%

FACULTY SURVEY ON STUDENT ENGAGEMENT

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*. The information is gathered anonymously via electronic means through Lime Survey. The Assessment of Student Learning Committee created the instrument to include an emphasis on engagement and success. The survey generates data about engagement techniques our instructors use and the instructors perception of student engagement. Instructors received an email requesting that they complete the survey via emails. The survey consists of a combination of multiple choice, rated scale, and essay/short answer questions. The essay/short answer question provided instructors the opportunity to submit personal observations and suggestions for improvement for the course, instructor, and survey. Appropriate supervisory and administrative personnel also have access to the feedback for comparison of data between this survey and the Entering Student Engagement Survey.

2016-17 Faculty Survey on Student Engagement Results

Faculty Survey on Student Engagement

With 34 potential respondents from 100 fall instructors, the rate of participation was 34%. The survey consisted of eight multiple choice questions, 10 rated-scale questions and one essay/short answer question. 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. Results appear in the following tables.

Instructors were asked to respond to items over student engagement in their fall 2016 classes. The following table lists the items and the responses. The results indicate that the respondents use engagement techniques proven to improve student success.

Item	Percentage of Responses				
1. I have class activities to introduce students to one another.	In every class 58.8%	Most Classes 38.2%	Not at all 2.9%	No Answer 0%	0.0%
2. I explain the course syllabi.	Once 17.7%	Once at the beginning of the semester and again later in the semester. 5.9%	Once to all students and to each student who entered class late. 2.9%	Once to all students and several times during the semester as students asked questions that were covered in the syllabus. 73.5%	
3. I give students my professional contact information for help outside of class.	Yes to all students. 85.3%	Only as needed. 14.7%	No 0%		
4. I attempt to learn my students' names.	By the end of the first week. 35.3%	By the end of the second week. 38.2%	By the first test. 23.5%	Only as needed. 2.9%	
5. I emphasize the following good habits to my students.	Exchanging contact information with at least one other student in	Setting up study sessions with other students. 44.1%	Studying a little every night instead of		

	case they need notes. 76.5%		waiting until the last minute. 82.3%		
6. When do you report grades to students?	Continuously on Brightspace. 61.8%	Every time I turn graded assignments or tests back to students. 47.1%	At 6 weeks and the end of the semester. 20.1%		
7. When a student is absent, I take the following actions.	Email the student. 47.1%	Call the student. 8.8%	Contact the students' other instructors. 0%	Call the students' advisor. 0%	Other 5.9%
8. I use the following student engagement techniques.	Clearly stating the objective. 76.5%	Logical Content. 58.8%	Incorporating prior knowledge. 82.4%	Visual Aids. 94.1%	Technology such as music, video clips, document cameras. 70.6%
	Repetition 88.2%	Group Work 76.5%	Student interaction such as questioning and think, pair, and share. 64.7%	Brain Breaks 32.4%	Case Studies 23.5%
	Focusing on the big ideas 64.7%	Problem based learning 52.9%	Beginning and ending often 20.6%	Learner centered projects 41.2%	Interactive notebooks 20.6%

Table 2 portrays 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.

Table 2. 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%

2016-17 Faculty Survey on Student Engagement Analysis

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. In the future, administration of the survey will be conducted in way that will result in more faculty participation with participation percentage set by the Assessment of Student Learning Committee.

GRADUATE EXIT SURVEY

The revised Graduate Exit Survey was first administered as part of the degree application process in 2013-14. The primary purpose of the survey involves obtaining information about students' future plans and satisfaction with experiences while at Seminole State College. The survey was administered through the collaboration of Student Services and Academic Affairs. The results are divided into the categories of general information, post graduate plans, and satisfaction with academics, student services, facilities, and campus safety. Only students applying for graduation complete this survey.

2016-17 Graduate Exit Survey Results

Three hundred eighteen students completed the 2016-17 Graduate Exit Survey. The survey consisted of 45 questions. Six of these questions related specifically to the application for graduation and commencement participation while the other 39 questions requested students' opinions about their SSC experience and future plans.

Table 8 shows the major responses to questions related to general information. Two hundred sixty-nine students or 84.6% indicated plans to transfer to a four-year institution.

Question and Responses	Percentage
Why did you choose SSC?	
Close to home	7.3%
Low cost of attendance	49.4%
Wanted to start at a smaller college before going to a four-year institution	39.6%
What were your goals while attending SSC?	
Earn an Associate's Degree and Transfer to a four-year institution	84.6%
If you plan to transfer to a four-year institution, which is your most probable choice?	
East Central University	44.7%
University of Oklahoma	14.5%
University of Central Oklahoma	11.4%
Oklahoma State University	9.7%
Which factors made achieving these goals more difficult?	
Conflicts with a job	44.3%
Financial Difficulties	44.0%
What is your most common enrollment status?	
Full-time	88.4%
What is your weekly employment status?	
40+ hours	23.5%
21-39 hours	21.7%
Did not work	22.4%
What is your residential status?	
Off-campus with family	49.1%
Off-campus separate from family	33.2%
Residence Hall	17.7%
What financial aid have you received?	
Pell Grant	64.2%
Federal Direct Student Loan	30.1%
Academic or Other Scholarship	20.4%
Oklahoma Tuition Aid Grant	28.6%
Oklahoma Higher Learning Access Program	15.7%
Athletic Scholarship	9.8%
Student Activities	
Students attending other events at least once during a semester	58.2%
Students attending athletic events at least once during a semester	50.0%

Students were asked to score aspects of their academics while at SSC. The items were scored using a scale of excellent, above average, average, below average, poor, and no answer. The majority of the responses were

excellent and above average as shown in Table 9. Students also had the opportunity to comment on this section. The majority of the comments reflected positive experiences by the students.

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%
Campus Cruiser 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%

The next section requested that students score varying aspects of student services. Students were given the same answer choices of excellent, above average, average, below average, poor, or no answer. Table 10 gives scores for the questions listed from the student services section.

Service	Percentage of Responses				
	Excellent	Above Average	Average	Below Average	Poor
Placement testing at Testing Center	40.6%	20.6%	33.0%	0.6%	0.6%
Enrollment services	49.2%	24.8%	23.8%	1.6%	0.0%
Enrollment advising received from advisors in student services	48.2%	23.1%	23.8%	2.5%	0.9%
Enrollment advising received from faculty	48.6%	24.8%	21.9%	2.9%	0.3%
Mentoring received from your degree program faculty mentor	43.8%	22.2%	24.8%	1.9%	1.0%
Financial Aid Office	43.1%	22.5%	27.3%	3.8%	0.6%
Admission and Records Office	47.6%	23.2%	26.4%	1.3%	0.0%
Business Office - Cashier	47.3%	21.3%	24.8%	3.2%	0.3%
Academic Affairs Office	43.8%	19.4%	27.9%	0.3%	0.0%
Tutoring Services	39.4%	15.6%	21.6%	1.0%	1.0%
Student Affairs Office	40.0%	15.6%	27.3%	0.3%	0.0%
SSC Bookstore	48.9%	23.8%	23.8%	0.9%	1.3%
Student Union Snack Bar	39.1%	16.8%	22.5%	3.2%	0.6%
Student Union Cafeteria	36.5%	15.6%	23.2%	4.4%	4.4%
Attitude of Non-teaching personnel toward students	44.1%	22.2%	25.4%	1.0%	0.6%
Concern shown for you as an individual by non-teaching personnel	41.9%	20.3%	27.0%	2.5%	0.6%
Student Services overall	46.7%	24.4%	26.0%	1.3%	0.3%

Students were next given the opportunity to state the frequency of visits to the SSC facilities and to give an overall score for the facilities. Table 11 gives the percentage of students who frequented the facilities a variety of times per semester.

Facility	1-2 Visits	3 to 5 Visits	6 to 10 Visits	11 to 20 Visits	More than 20 Visits	Never	Percentage Of Students Who Visited at least Once
Computer lab or computer lounge	17.5%	16.5%	28.3%	14.6%	21.9%	1.27%	98.7%
Bookstore	32.7%	35.2%	21.3%	4.1%	4.7%	1.9%	98.1%
Gym	53.7%	4.1%	7.3%	2.2%	4.8%	27.6%	72.1%
Haney Center	54.3%	13.0%	6.0%	1.6%	3.5%	21.3%	78.3%
Henderson Park &/or Walking Trail	45.4%	12.4%	9.2%	1.9%	4.1%	27.0%	73.0%
Jeff Johnston Auditorium	48.3%	11.1%	7.6%	1.6%	1.6%	29.5%	70.2%
Library (excluding classrooms)	31.4%	21.9%	16.2%	5.1%	6.7%	18.1%	81.3%
Math Lab in Tanner Hall	32.7%	14.3%	13.7%	5.4%	8.6%	25.1%	74.6%
Pool	35.2%	5.7%	2.2%	1.63%	1.3%	53.7%	46.0%
Student Union Cafeteria	24.8%	12.7%	13.7%	4.8%	17.5%	26.4%	73.3%
Snack bar	28.3%	11.4%	15.6%	4.1%	8.6%	31.8%	67.9%
Student Services Building	23.1%	31.4%	26.0%	7.6%	9.2%	2.2%	97.5%
Writing Lab	28.3%	14.9%	15.2%	3.5%	12.1%	25.4%	73.4%
Question and Responses	Excellent		Above Average		Average		Below Average
Overall Rating of Facilities and Grounds	53%		29%		16%		3%

In the next category, students responded to statements concerning feelings of campus safety at SSC. Responses were scored using the categories of always, usually, sometimes, never, and uncertain or not applicable. Responses mainly fell in the always or usually category. Table 12 shows the percentage of the responses to the questions.

Question	Percentage of Responses				
	Always	Usually	Sometimes	Never	Uncertain or Not Applicable
In general, I felt safe on the SSC campus	82.6%	15.4%	1.6%	0.0%	0.3%
SSC police officers were visible on campus	47.0%	32.5%	17.4%	2.6%	0.6%
I felt safe on the SSC campus after dark	59.2%	21.5%	5.8%	1.2%	12.2%
I felt safe in SSC parking lots during daylight hours	85.9%	12.5%	0.6%	0.0%	1.0%
I felt safe in SSC parking lots after dark	57.9%	19.3%	6.1%	0.0%	16.7%
I felt safe in SSC classrooms	87.8%	11.3%	0.3%	0.0%	0.6%
I felt safe in SSC hallways	88.8%	10.3%	0.3%	0.0%	0.6%
I felt safe in SSC residence halls	60.8%	8.7%	1.6%	0.6%	28.3%
I felt safe in SSC common areas such as the Student Union and Library	82.3%	13.5%	0.3%	0.0%	3.9%

When asked to assess their overall experience at SSC, 81.9% of the students rated the educational experience as excellent or above average. Over 86% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors consistently as one of the greatest strength at SSC, but the campus culture of pushing student success and caring advisors received more attention this year. Students again cited small class sizes and the personal interaction with everyone at SSC. Items mentioned repeatedly in weaknesses were science lab equipment, computer lab equipment, printers in the labs, lack of funding, cost, and the upgrades needed on facilities such as the bathrooms, classroom buildings, and gym.

2016-17 Graduate Exit Survey Analysis

Analysis of the data generated from the Graduate Exit Survey stems from each of the categories addressed above and a comparison of the data from these categories. Eighty-four and six tenths percent of students stated a goal of transferring to a four-year institution. Whether it was a goal or not for these students, a huge majority of SSC students plan to continue their educational endeavors. This speaks to the success of faculty, student services, and staff at encouraging and preparing students for the next phase of their education.

The majority of scores in the academic section were excellent or above average. The average for excellent or above average for academics excluding the Freshman Seminar and PASS class scores was 69.0%. Fewer students scored the PASS and Freshman Seminar course questions. “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.

In the category of student services, the combined scores for excellent or above average fell between 52.1% and 74.0%. The lowest score was given to the Student Union Cafeteria. The average for excellent and above average responses in Student Services was 64.6%. Student Services was not rated by every student since not all students used every office in Student Services. In general, comments on Student Services were positive.

In the facilities section, the bookstore, student services building, and computer labs had the most student use with at least 97% of the students indicating visiting the buildings at least once. Students frequented the computer labs and the cafeteria more often than any other facility and fewer students used the pool than any other facility. Seventy-four and six-tenths percent of students used the Math Lab, and 73.4% used the Writing Lab at least once. Overall, 82% of the students rated the facilities excellent or above average. In the comments, more students requested better parking lots than any other item.

Over 98% of the students responding to the survey chose always or usually to feeling safe on the SSC campus. Seventy-nine and five-tenth percent responded always or usually to the visibility of SSC police officers. Students responded always or usually 69.5% of the time to feeling safe in the dorms and 77.2% to feeling safe after dark in the SSC parking lots after dark.

In the statistics related to the overall satisfaction with SSC, 81.9% of students indicated satisfaction with the SSC education experience by giving a rating of excellent or above average. The students indicated they would again choose SSC if starting over at 86.5%.

INSTITUTIONAL STATISTICS

The Institutional Statistics Report provides a framework for the analysis of every other report at SSC. In order to understand the data collected, one must be familiar with the characteristics of the student body. This report is compiled each semester and provides demographics and statistical descriptors of learners at SSC. The report is compiled by Academic Affairs after receiving the data from the Information Technology Department. The student data supplied by IT covers topics such as age, ethnicity, income level, home city, and ACT scores.

2016-17 Institutional Statistics Results

The data collected for this report arose from three different semesters – summer 2016, fall 2016, and spring 2017. The data has not been aggregated since many of the students are duplicated and would give misleading information. For example, Table 13 shows student classification by gender. Therefore, adding all of the freshman for the three semesters would result in a miscount since some of the freshmen become sophomores during the year.

Statistics from the reports reveal that more than 70% of the students from each semester are under 24 years old with the largest majority under 20 years old. The median age of SSC students was between 20 and 21 years old in all three of the semesters reported. Percentages of part-time students versus full-time students are about the same at 50% for each group per semester. The majority of the students are white or Native American with about 64% of the students white and about 25% Native American. About 40% of the students have incomes less than \$29,000.

Table 14 lists the ACT scores for the 2016 fall semester. All three semesters follow a similar pattern to the fall semester. The majority of students who have taken the ACT and attend SSC have scores that fall between 15 and 24. Notice that over 600 of the students did not have an ACT score.

Table 13. 2016-17 Student Classification by Gender

Summer 2016	Males	Females	Total	%
1st Time Freshmen	25	58	83	16%
First-Time, Full-Time Cohort	21	44	65	13%
Freshmen	56	114	170	33%
Sophomores	58	138	196	38%
Special Students	43	105	148	29%
TOTAL	157	357	514	100%
Fall 2016	Males	Females	Total	%
1st Time Freshmen	157	235	389	22%
First-Time, Full-Time Cohort	139	205	344	20%
Freshmen	246	454	700	40%
Sophomores	213	431	644	37%
Special Students	116	269	385	22%
TOTAL	575	1154	1279	100%
Spring 2017	Males	Females	Total	%
1st Time Freshmen	34	42	76	5%
First-Time, Full-Time Cohort	21	28	49	3%
Freshmen	185	314	499	33%
Sophomores	221	447	668	44%
Special Students	118	224	342	23%
Total	524	985	1509	100%

Table 14. Fall 2016-17 Students by Act Scores

Fall 2017	Number	%
ACT of 10 to 14:	49	4.4%
ACT of 15 to 19:	417	37.7%
ACT of 20 to 24:	512	46.3%
ACT of 25 or more	128	11.6%
Total	1106	64.0%

Representative data for students by home community is given in Table 15 with only the spring semester shown. This data reflects the main ten communities with these changing positions by one or two places each semester.

The first three home communities remain constant each time. These ten communities comprise over 70% of the SSC student body each semester.

Table 15. Spring 2016 Students by Home Community (Top 10 Feeders)			
Spring 2016	CITY	# OF STUDENTS	%
1	Shawnee	364	24.1%
2	Seminole	236	15.6%
3	Tecumseh	109	7.2%
4	Wewoka	79	5.2%
5	Holdenville	67	4.4%
6	Prague	58	3.8%
7	Okemah	49	3.2%
8	Ada	48	3.2%
9	Maud	37	2.5%
9	McLoud	37	2.5%
10	Earlsboro	31	2.1%
Total		1220	73.9%

2016-17 Institutional Statistics Analysis

The analysis of the data from the 2016-17 Institutional Statistics reveals that the majority of the fall students are freshmen, which could be interpreted to mean that SSC has students who are transferring or quitting before beginning their sophomore year. Through the leadership of the Vice President of Academic Affairs, the SSC faculty, Student Services, and staff will continue with the initiative toward degree completion. With the largest majority of students under twenty and from our five county area, the assessment team will be watching and evaluating the number of sophomores listed in the institutional statistics.