



SEMINOLE STATE COLLEGE

Annual Report of Student Assessment Activity
2020-21

Submitted to the
Oklahoma State Regents of Higher Education
October 2021

Contact: Dr. Linda Goeller, Vice-President of Academic Affairs
405-382-9513
l.goeller@sscok.edu

Seminole State College Annual Report of Student Assessment Activity 2020-21

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 instrument for secondary testing in language arts is Accuplacer Assessment Tests in reading and writing skills. Students may retest with the Accuplacer. The testing instruments for secondary testing in mathematics are institutionally designed placement tests and an institutionally designed placement rubric. 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 used to prepare students for placement tests in math has been developed by faculty. Students also have access to several free online placement testing tutorial sites. “Adult” students may test using the residual ACT, the Accuplacer, and the math departmental tests. Advisors work with these students to inform them of their options. In addition to the testing, SSC employs a Multiple Measures Rubric which considers the test scores, high school G.P.A., grade in a high school related course, and a self-evaluation. Students place into developmental courses based on placement test scores followed by the Multiple Measures Rubric for English or math. 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. Advisors lead students to enroll in their first math and English course in the first semester. Each entry-level student takes a Learning Strategies course. In this course, students participated in the Entering Student Engagement Survey in the sixth week of class.

Seminole State College 2020-21 enrollment for three semesters was 3,200 students which included 529 first-time college students. For students with ACT scores, the mean composite score for all enrollees was 19.8 in 2020-21. The developmental course enrollment for entering students was 479 with 308 (64.3%) completing the courses. In 2017-18, Seminole State College again redesigned the developmental courses to include more co-requisites with the math pathways. In 2018, Language Arts chose to add more co-requisites and offer fewer standalone remedial classes. Sixty-four percent of students beginning their math sequence in 2020-21 completed the math sequence. In Language Arts, 64.4% of students completed English Composition I. The total enrollment in graded courses for college credit in 2020-21 was 10,060. Of this number, 7,227 (71.8%) completed the course with a passing grade. Enrollment in non-credit, developmental courses was responsible for the generation of 1,490 credit hours, while college level graded courses generated 30,437 credit hours in the 2020-21 academic year.

2020-21 Course Enrollment, Course Completion and Credit Hour Production

2020-21	Course Enrollment				Successfully Completed Course				
	SU20	FA20	SP21	Total	SU20	FA20	SP21	Total	Comp. Rate
Non-Credit Developmental Courses	25	306	148	479	20	187	101	308	64.3%
College Level Graded Courses for Credit	927	5,038	4,095	10,060	807	3,067	3,353	7,227	71.8%

2020-21	Credit Hour Production			
	SU20	FA20	SP21	Total
Non-Credit Developmental Courses	75	961	454	1,490
College Level Graded Courses for Credit	2,912	14,979	12,546	30,437

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 2020, instructors assessed all students in every academic course. In spring 2021, instructors only assessed students 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 36%. 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.

2020-21 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	16	1,505	722	1249	48%	83%	+35%
Outcome 2	16	933	383	690	41%	74%	+33%
Outcome 3	18	1,187	510	902	43%	76%	+34%
Outcome 4	16	921	378	746	41%	81%	+41%

The College also analyzes enrollment and completion trends in courses used to meet general education requirements. The total enrollment in general education courses was 6,444. Of this number, 5,199 (80.6%) successfully completed the courses. These courses generated 19,445 credit hours in 2020-21.

2020-21 Representative General Education Course Enrollment, Course Completion and Credit Hour Production

2020-21	Course Enrollment				Successfully Completed Course				
	SU20	FA20	SP21	Total	SU20	FA20	SP21	Total	Comp. Rate
Representative General Education Courses	709	3,285	2,450	6,444	612	2,550	2,037	5,199	80.6%

2020-21	Credit Hour Production			
	SU20	FA19	SP21	Total
Representative General Education Courses	2,168	9,779	7,498	19,445

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. Previously, the college used the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test for that purpose. Due to the retirement of this assessment, SSC chose to implement the Educational Testing Services Proficiency Profile. In fall 2020, sixty-three students who met the criteria took the SSC administered Proficiency Profile. Each student was administered one test covering Writing, Mathematics, Humanities, Social Sciences, and Natural Sciences. The test was administered

according to ETS guidelines under the supervision of the Coordinator of Assessment, members of the Assessment of Learning Committee, and other SSC faculty and staff volunteers.

The tests were scored based on a scale that ranges from 400 to 500 for the total score with subscore ranges from 100 to 130. National means for two-year institutions total scores and for each test subject subscore are shown in Table 3. As shown in the table, Seminole State students scored near national means in all seven subject areas. For example, SSC students averaged a score of 110.7 on the Critical Thinking test, which is 1.1 higher than the national mean. In Mathematics, SSC students performed slightly above the national mean with a score of 112.5 compared to the national mean of 111.7. In Reading, SSC students scored above the national mean by 0.9 point. SSC students scored above the national mean by 1.7 in Writing. SSC students scored higher than the national mean in Humanities by 1.1 points and slightly below the national mean in Social Sciences with a score 0.3 below their counterparts with 45+ credit hours at other two-year institutions nationwide. In the Natural Sciences, SSC students scored 0.8 point above the national mean for that category.

**Seminole State College
2019 Proficiency Profile Test Score Means vs. National Score Means**

Mean Scores		Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
All Participants	SSC	110.7	116.5	114.1	112.5	113.7	111.0	115.5
	National	109.6	115.6	112.4	111.7	112.6	111.3	113.7
	Over/Under National	1.1	0.9	1.7	0.8	1.1	-0.3	0.8

In terms of individual student performance, SSC had students whose performances placed them above the national total mean of 437. The SSC total mean was 440.8. SSC awarded Certificates of Achievement to students who scored at or above the national mean in a test area. Of the 63 tests administered, 34 students or 54% were above the national average.

As per the *2020-21 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 20.0 points (5 percent) below the current national mean scores for the ETS Proficiency Profile. Keeping this criteria sets the minimum acceptable threshold for the ETS Proficiency Profile at no more than 20 points (5%) below the national mean of 438.5. Based on this criteria, SSC students are performing above the minimum threshold levels established as "long-term" in 2018 in all of the seven subject areas assessed.

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 Faculty Survey of Student Engagement will be given again in January 2022.

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 2020-21, three hundred fifty-eight students completed the 69 question survey.

Participation in the survey is required as part of the graduation process. “Faculty maintenance of positive learning environment” scored highest overall with 74.2% of students choosing excellent or above average while the “Quality of Classroom Equipment” received the lowest score with only 52.1% of students choosing excellent or above average. This course was replaced with Learning Strategies. The majority of the responses and comments reflected positive experiences by the students, but students repeatedly referenced the lack of quality wi-fi and the condition of parking lots. SSC is updating the wi-fi and repaving the parking lots.

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, Oklahoma State University, and University of Central Oklahoma. Mean GPA’s for students who transfer from SSC to the primary receiving institutions are about the same as the average GPA at these institutions, having a difference from -0.21 to +0.22. SSC students complete courses at these institutions successfully at a rate of 91.0%.

Program Outcomes Assessment

The College offers sixteen programs leading to Associate in Arts or Associate in Science degrees. It offers two certificate program and six programs culminating in the Associate in Applied Science degree. Two of the Associate in Applied Science programs were added in 2017, and one was just added this year. 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 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 Educational Testing Services Proficiency Profile which replaced 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, 19,631 students were assessed. Across all of the degree programs, there was a 36% average increase in correct answers on post-tests vs. pre-tests assessing the achievement of the degree program student outcome.

2020-21 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	169	85	50%	137	81%	31%
			4	50	21	42%	42	84%	42%
BE	Business AAS	Course-Embedded	3	287	129	45%	216	75%	31%
			4	70	26	37%	56	80%	43%
BE	Child Development AA	Course-Embedded	3	51	30	59%	41	80%	22%
BE	Computer Science AS	Course-Embedded	3	40	14	35%	25	63%	30%
			4	5	0	0%	0	0%	0%
BE	Elementary Education AS	Course-Embedded	3	66	32	48%	46	70%	21%
			4	41	20	49%	29	71%	22%
			5	90	40	44%	58	64%	21%
			6	41	20	49%	29	71%	22%
BE	Enterprise Development – Business Administration AS	Course-Embedded	3	231	88	38%	170	74%	35%
			4	70	27	39%	56	80%	40%
BE	Health PE and Recreation AS	Course-Embedded	3	231	106	46%	151	65%	19%
			4	128	12	9%	86	67%	58%
BE	Secondary Education AS	Course-Embedded	3	173	57	33%	123	71%	38%
			4	136	35	26%	102	75%	49%
			5	45	9	20%	31	69%	49%
			6	45	9	20%	31	69%	49%

Annual Report of Student Assessment Activity

LAH	Liberal Studies AA	Course-Embedded	3	747	374	50%	633	85%	35%
			4	812	405	50%	693	85%	36%
SS	Criminal Justice AS	Course-Embedded	3	141	55	39%	105	74%	35%
			4	58	12	21%	41	71%	50%
SS	Psychology AS	Course-Embedded	3	208	83	40%	172	83%	43%
			4	208	86	41%	181	87%	46%
SS	Social Sciences AA	Course-Embedded	3	335	159	47%	283	84%	37%
			4	549	218	40%	450	82%	42%
STEM	Agriculture AS	Course-Embedded	3	238	81	34%	173	73%	39%
			4	185	56	30%	140	76%	45%
STEM	Biology AS	Course-Embedded	3	191	81	42%	145	76%	33%
			4	204	97	48%	155	76%	28%
STEM	Health Sciences AS	Course-Embedded	3	188	81	43%	141	75%	32%
			4	188	78	41%	138	73%	32%
STEM	Pre-Engineering AS	Course-Embedded	3	55	12	22%	36	65%	44%
			4	42	7	17%	28	67%	50%
			5	55	13	24%	37	67%	44%
			6	50	13	26%	37	74%	48%
STEM	Engineering Technology AAS	Course-Embedded	1	25	12	48%	20	80%	36%
			2	17	8	47%	13	76%	29%
HS	Medical Laboratory Technology AAS	ASCP		12	na	na	9	75%	na
HS	Nursing AAS	NCLEX		31	na	na	21	68%	na
HS	Physical Therapist Assistant AAS	CAPTE		4	na	na	3	75%	na

Total Students Assessed	19,631
--	--------

Average Increase	36%
-----------------------------	-----

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 Biology, English, Language Arts, Mathematics, Physical Science, or Speech. We have added the Physical Therapist Assistant AAS degree to our report. 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 assesses fall and spring semesters. The Student Feedback on Online Instruction provides valuable information for these courses as SSC enters a new era of promoting online courses. The SSC Graduate Exit Survey undergoes a review process annually for updates to current procedures. The two 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. We are now using a different vendor that we hope will make the process easier and we will be able to get more responses from students in every class again.

Two thousand, seven hundred sixty-two students received survey invitations, and students completed a total of 1,259 surveys during the fall semester. The rate of participation was 43.8%. One hundred sixty-three classes were surveyed, which resulted in redundant evaluations of 60 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 4.7. The average response scores ranged from 4.5 to 4.7 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 4.6. 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, 95% of the responses affirmed that students would recommend the course to another student. Many of the student responses mirrored this statement - “Yes. Great course, easy to follow along and gain much knowledge.” 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 used this question to voice a major concern about the wi-fi or lack of it on campus.

**Fall 2020 Responses to Student Feedback on Classroom Instruction
Observation/ Rated Scale Questions**

Aggregate Rated Scale Response Percentages for Classroom Instruction	
(1) almost never applies	1.4%
(2) rarely applies	1.9%
(3) sometimes applies.	4.8%
(4) usually applies	12.0%
(5) almost always applies	80.0%

During the fall semester, online students completed eight hundred forty surveys. The rate of participation was 36.8%. Forty-five faculty members were evaluated in 70 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.

**Fall 2020 Responses to Student Feedback on Online Instruction
Observation/ Rated Scale Questions**

Aggregate Rated Scale Response Percentages for Online Instruction	
(1) almost never applies	1.2%
(2) rarely applies	1.3%
(3) sometimes applies.	4.8%
(4) usually applies	11.5%
(5) almost always applies	81.3%

For the rated scale questions, the range of average response scores was 4.5 to 4.8 showing that students responded with favorable answers to all of the rated-scale questions. Students responded with an average response of 4.6 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 4.6 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" comprised an average of 80.0% 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 92% of the aggregated responses for SSC.

The average for questions pertaining only to online courses was 4.6 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 81.3%. The response "usually applies" had an aggregate response of 11.5%. Both of these together comprised 92.8% 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 first official 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 one of 341 students (58.9%) enrolled in Student Success Learning Strategies took the Survey of Entering Student Engagement in fall 2020. Almost 90 percent of the students responded to enrolling before the first of the semester. This was the first semester for 69% of the respondents, and 62% reported having an assigned person who will help them at SSC. Only 44% of the respondents reporting placing into college level courses without taking a placement test. About sixty-five percent of students reported that they did not have to take developmental courses. Students reported the following responses concerning the first five weeks of the semester.

Fall 2020 Experiences in First 6-weeks of Class Responses				
Prompt	Percentage of Responses			
	Agree		Disagree	
I believe the instructors at SSC want me to succeed.	99%		1%	
I was able to meet with an academic advisor at times convenient to me.	85%		13%	
I have set my academic goals.	89%		11%	
I have discussed creating a plan for reaching my goals with students or instructors at SSC.	57%		43%	
The courses were available at convenient time for me.	96%		3%	
I talked with a college representative about managing my commitments to be able to reach my goals.	36%		63%	
I received information about financial aid from an SSC representative.	79%		20%	
An SSC representative helped me determine if I qualify for financial aid.	61%		38%	
Prompt	Percentage of Responses			
	All did	Most did	Most did not	None did
Instructors had class activities to introduce students to one another.	16%	47%	5%	21%
Instructors explained course syllabi.	75%	20%	3%	0%
Instructors gave students their contact information to help outside of class.	70%	25%	4%	0%
Prompt	Percentage of Responses			
	Yes	No		
At least one college staff member learned my name.	92%	7%		
I have learned the name of at least one other classmate in each class.	83%	16%		
At least one classmate in each class has learned my name.	72%	26%		
Are you feeling as motivated in the sixth week of school as you did in the previous five weeks?	76%	23%		

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. In this survey, the instructors’ give perceptions of student involvement. Instructors rate 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 next Faculty Survey on Student Engagement will be conducted in January 2022.

Three hundred fifty-eight students completed the 2020-21 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 69 questions of which 62 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.

Annual Report of Student Assessment Activity

2020-21 Academic Responses					
Attribute	Percentage of Responses				
	Excellent	Above Average	Average	Below Average	Poor
Overall quality of academics	45.2%	24.6%	27.1%	1.7%	0.9%
Quality of teaching in your major field of study	51.3%	22.8%	20.2%	2.9%	2.9%
Quality of teaching in general education courses	39.9%	29.1%	27.6%	2.3%	0.6%
Quality of teaching in transitional education courses	39.9%	27.7%	29.6%	1.5%	1.2%
Faculty maintenance of positive learning environment	49.2%	25.0%	21.0%	2.6%	1.4%
Faculty concern for student well-being	50.3%	23.2%	21.2%	1.7%	2.5%
Faculty commitment to student success and learning	50.9%	26.0%	18.1%	2.0%	1.7%
Brightspace learning management system	45.8%	22.7%	24.3%	4.0%	0.3%
Instructor Use of Technology when appropriate	44.1%	25.7%	24.6%	4.0%	1.4%
Availability of courses in your major field of study	48.6%	21.8%	23.7%	4.2%	1.4%
Availability of general education courses	45.8%	25.7%	24.9%	1.7%	0.6%
Quality of classroom equipment	29.9%	22.2%	21.5%	4.1%	0.9%
Quality of science laboratory equipment	42.1%	26.8%	23.5%	5.3%	0.6%
Quality of art laboratory equipment (only students who took an art class included)	48.0%	24.0%	24.6%	2.2%	1.1%
Quality of computer laboratory equipment	38.8%	22.1%	29.4%	3.5%	5.0%
Instructor availability during office hours	47.9%	21.7%	24.5%	3.4%	1.6%
Instructor availability via electronic means	48.0%	24.9%	22.6%	2.8%	0.9%
College orientation through Freshman Seminar Course (only students who took Freshman Seminar)	34.4%	21.6%	23.2%	3.7%	2.4%
College orientation through PASS Course (only students who took PASS)	36.3%	19.6%	18.6%	0.0%	1.1%
College orientation through Learning Strategies Course (only students who took PASS)	40.4%	23.6%	24.2%	3.3%	2.4%
Distance Education Proctoring Center	42.4%	21.8%	24.9%	1.6%	1.6%
Library	39.7%	17.9%	19.4%	0.6%	0.6%

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. “Faculty maintenance of positive learning environment” scored highest overall with 74.2% of the students choosing excellent or above average. In the category of student services, combined scores for excellent or above average fell between 53.3% and 74.2%. Facilities were rated excellent or above average by 78% of the students. Ninety-five percent of the students responding to the survey chose always or usually to feeling safe on the SSC campus. Over 79% 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 cited class size, staff, and affordability.

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 Institutional Effectiveness 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 2020-21

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 instrument for secondary testing in language arts is the Accuplacer Assessment Tests in reading and writing skills and an institutionally designed rubric. Students may retest with the Accuplacer. 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 2020-21, students could take one developmental course in Language Arts or a co-requisite course along with the college level English course. Depending on which mathematics course they needed and their score on the department rubric and placement test, students could take one developmental course followed the next semester by a co-requisite course along with the college level mathematics course or a co-requisite course 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 2020-21 enrollment for three semesters was 3,200 which included 529 first-time college students. For students with ACT scores, the mean composite score for all enrollees was 19.8 in 2020-21. The developmental course enrollment for entering students was 479 with 308 (64.3%) completing the courses. In 2017-18, Seminole State College again redesigned the developmental courses to include more co-requisites with the math pathways. Sixty-four percent of students beginning their math sequence in 2020-21 completed the math sequence. In Language Arts, 64.4% of

students completed English Composition I. The total enrollment in graded courses for college credit in 2020-21 was 10,060. Of this number, 7,227 (71.8%) completed the course with a passing grade. Enrollment in non-credit, developmental courses was responsible for the generation of 1,490 credit hours, while college level graded courses generated 30,437 credit hours in the 2020-21 academic year.

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 2019, instructors assessed all students in every academic course. In spring 2020, instructors only assessed students 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. Previously, the college used the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test for that purpose. Due to the retirement of this assessment, SSC chose to implement the Educational Testing Services Proficiency Profile. In fall 2020, sixty-three students who met the criteria took the SSC administered Proficiency Profile. Each student was administered one test covering Writing, Mathematics, Humanities, Social Sciences, and Natural Sciences. The test was administered according to ETS guidelines under the supervision of the Coordinator of Assessment, members of the Assessment of Learning Committee, and other SSC faculty and staff volunteers.

The tests were scored based on a scale that ranges from 400 to 500 for the total score with subscore ranges from 100 to 130. National means for two-year institutions total scores and for each test subject subscore are shown in Table 3. As shown in the table, Seminole State students scored near national means in all seven subject areas. For example, SSC students averaged a score of 110.7 on the Critical Thinking test, which is 1.1 higher than the national mean. In Mathematics, SSC students performed slightly above the national mean with a score of 112.5 compared to the national mean of 111.7. In Reading, SSC students scored below the national mean by 0.9 point. SSC students scored above the national mean by 1.7 in Writing. SSC students scored higher than the national mean in Humanities by 1.1 point and slightly below the national mean in Social Sciences with a score 0.3 below their counterparts with 45+ credit hours at other two-year institutions nationwide. In the Natural Sciences, SSC students scored 0.8 point above the national mean for that category. As per the *2020-21 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 20.0 points (5 percent) below the current national mean scores for the ETS Proficiency Profile. Keeping this criteria sets the minimum acceptable threshold for the ETS Proficiency Profile at no more than 20 points (5%) below the national mean of 438.5. Based on this criteria, SSC students are performing above the minimum threshold levels established as "long-term" in 2013 in all of the seven subject areas assessed.

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

about the same as the average GPA at these institutions, having a difference from -0.21 to +0.22. SSC students complete courses at these institutions successfully at a rate of 91.0%.

- 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 Educational Testing Services Proficiency Profile 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.

Division	Degree Program	Assessment Measure	Degree Program Outcome	No. Students Assessed	Pre	%	Post	%	Increase in %
BE	Business AS	Course-Embedded	3	169	85	50%	137	81%	31%
			4	50	21	42%	42	84%	42%
BE	Business AAS	Course-Embedded	3	287	129	45%	216	75%	31%
			4	70	26	37%	56	80%	43%
BE	Child Development AA	Course-Embedded	3	51	30	59%	41	80%	22%
BE	Computer Science AS	Course-Embedded	3	40	14	35%	25	63%	30%
			4	5	0	0%	0	0%	0%
BE	Elementary Education AS	Course-Embedded	3	66	32	48%	46	70%	21%
			4	41	20	49%	29	71%	22%
			5	90	40	44%	58	64%	21%
			6	41	20	49%	29	71%	22%
BE	Enterprise Development – Business Administration AS	Course-Embedded	3	231	88	38%	170	74%	35%
			4	70	27	39%	56	80%	40%

Annual Report of Student Assessment Activity

BE	Health PE and Recreation AS	Course-Embedded	3	231	106	46%	151	65%	19%
			4	128	12	9%	86	67%	58%
BE	Secondary Education AS	Course-Embedded	3	173	57	33%	123	71%	38%
			4	136	35	26%	102	75%	49%
			5	45	9	20%	31	69%	49%
			6	45	9	20%	31	69%	49%
LAH	Liberal Studies AA	Course-Embedded	3	747	374	50%	633	85%	35%
			4	812	405	50%	693	85%	36%
SS	Criminal Justice AS	Course-Embedded	3	141	55	39%	105	74%	35%
			4	58	12	21%	41	71%	50%
SS	Psychology AS	Course-Embedded	3	208	83	40%	172	83%	43%
			4	208	86	41%	181	87%	46%
SS	Social Sciences AA	Course-Embedded	3	335	159	47%	283	84%	37%
			4	549	218	40%	450	82%	42%
STEM	Agriculture AS	Course-Embedded	3	238	81	34%	173	73%	39%
			4	185	56	30%	140	76%	45%
STEM	Biology AS	Course-Embedded	3	191	81	42%	145	76%	33%
			4	204	97	48%	155	76%	28%
STEM	Health Sciences AS	Course-Embedded	3	188	81	43%	141	75%	32%
			4	188	78	41%	138	73%	32%
STEM	Pre-Engineering AS	Course-Embedded	3	55	12	22%	36	65%	44%
			4	42	7	17%	28	67%	50%
			5	55	13	24%	37	67%	44%
			6	50	13	26%	37	74%	48%
STEM	Engineering Technology AAS	Course-Embedded	1	25	12	48%	20	80%	36%

			2	17	8	47%	13	76%	29%
HS	Medical Laboratory Technology AAS	ASCP		12	na	na	9	75%	na
HS	Nursing AAS	NCLEX		31	na	na	21	68%	na
HS	Physical Therapist Assistant AAS	CAPTE		4	na	na	3	75%	na
		Total Students Assessed	19,631					Average Increase	36%

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, 19,631 students were assessed. Across all of the degree programs, there was a 36% 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. Again, instructors would like the equipment and resources to be able to teach students using a more learner-centered approach but they would like training in the implementation of these techniques.

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 Student Success Learning Strategies 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 4.6 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 4.6 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 over 99% of the instructors wanted them to succeed. Eighty-five 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 considers the results from the surveys and adjusts accordingly. For instance, students voiced a concern over wi-fi speed and parking lots. SSC has been working to update these services and repair the parking lot and continues to find ways to better the internet infrastructure.

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 2020-21:

Assessment fees	92,930.76
Assessment salaries (includes fringe)	18,009.22
Distributed to other departments	62,509.04
Operational costs	12,412.50
Total Expenditures	92,930.76