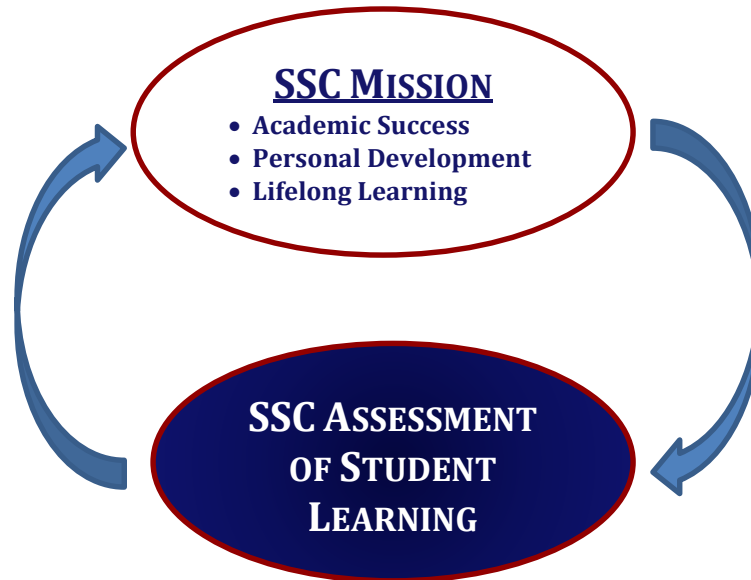


## **Assessment of Student Learning Executive Summary 2014-15**

At Seminole State College, assessment of student learning is a dynamic, comprehensive process designed to create and sustain a culture of learning on campus. The primary goal of the assessment of student learning is to continuously utilize all of the creative and analytical talents of the College to improve student learning and achievement. It is an ongoing process, distinct from the evaluation of individual students and faculty, and is driven by the mission of Seminole State College.



In general, the following line of questions guide the assessment of student learning: WHAT are students learning? HOW do we know it? And how do we USE this evidence to improve student learning? To answer these questions, academic assessment is conducted first and foremost at the course level, but also involves the use of other important self-inspective activities. All assessment activities are designed to determine if desired student learning outcomes for general education, degree programs, and the institution as a whole are being met. Factors such as the allocation of resources and the needs of local and global communities also share a dynamic relationship with the College, and therefore with the assessment process as well.

Critical activities completed during the 2014-15 academic year as the result of the assessment process include the following:

1. Conducted monthly meetings of the Assessment of Student Learning Committee.
2. Conducted Degree Program Assessments for all associate degree/certificate programs.
3. Conducted Degree Program Evaluations for all associate degree/certificate programs.
4. Assessed Transitional Education.
5. Conducted College Assessment of Academic Proficiency (CAAP) Test.

- a. Selected students were projected to complete at least 45 credit hours by the conclusion of the fall 2014 semester.
  - b. Each student took two test modules chosen randomly from four subject areas that included writing skills, mathematics, reading and science.
  - c. One hundred ninety two student participants.
  - d. Mean scores for SSC students were above the national mean in Reading, Writing, Mathematics, and Critical Thinking and slightly below in Science.
6. Conducted Community College Survey of Student Engagement.
- a. More than 450 students chosen randomly from over 50 class sections participated in the survey.
  - b. The College was above the 2015 national cohort in Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners.
  - c. SSC students were slightly below the national cohort for Active and Collaborative Learning.
7. Conducted Graduate Exit Survey.
- a. Three hundred twenty-eight students completed the revised form of the Graduate Exit Survey.
  - b. Two hundred eighty-nine students or 88.1% indicated plans to transfer to a four-year institution.
  - c. Students indicated satisfaction with the SSC education experience with 84.4% giving a rating of excellent or above average. The students indicated they would again choose SSC if starting over at 88.4%.
8. Devised a mechanism to objectively assess student success rates
- a. Planned to assess individual course sections.
  - b. Accomplish this task by developing a method of reporting an unadjusted DFW rate, adjusting for students who attended less than 80% or completed less than 80% of the coursework, and reporting an adjusted DFW rate.
9. Updated the General Education Outcomes Matrix.
10. Created a *Student Feedback on Classroom Instruction* Survey.

The Assessment of Student Learning Committee has committed to address the following items during its 2015-16 proceedings:

1. Create a syllabus template of SSC common information.
  2. Update the Degree Program Outcomes Document to reflect changes to Degree Program requirements.
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3. Continue refinement of assessment of transitional education.
4. Create a plan to organize an environment for the sharing of assessment ideas among instructors, Academic Affairs, Student Services, and other contributors to assessment.
5. Learn about the process of creating the course outcomes and objectives for face-to-face courses on campus.
6. Investigate the possibility of developing a Faculty/Staff created survey for entering student engagement.