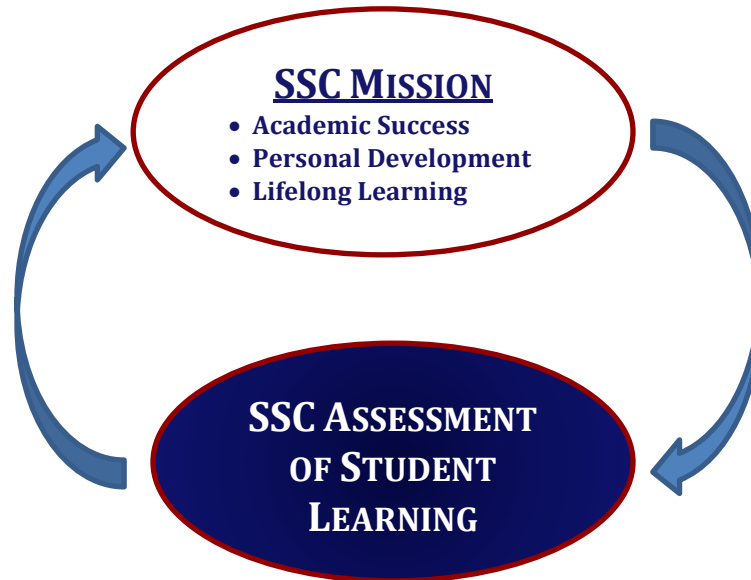


Assessment of Student Learning Executive Summary 2015-16

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



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

The SSC assessment procedure consists of five overlapping levels of student assessment. **Entry-Level Assessment** uses primarily direct measures of student basic academic skills proficiency through the use of ACT, SAT, COMPASS, institutional placement test scores, and scoring rubrics. The **Assessment of Transitional Education** tracks the success of students requiring remediation from their point of entry to the completion of general education gateway courses and degree completion. **Assessments of General Education and Degree Program Assessment, Evaluation and Review** are conducted simultaneously and most prominently at the course level in the form of annual Course-Embedded Assessments and also via annual administrations of the *ACT Collegiate Assessment of Academic Proficiency* and the analysis of available transfer data. The **Assessment of Student Engagement and Satisfaction** provides indirect assessment data that contributes to student assessment at each of the above levels to differing degrees. Indirect

assessments regularly used for this purpose include internal instruments such as *Student Feedback on Classroom Instruction*, the *Graduate Exit Survey*, and the *SSC Institutional Statistics Report*.

Critical activities completed during the 2015-16 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 2015 semester.
 - b. Each student took two test modules chosen randomly from four subject areas that included writing skills, mathematics, reading and science.
 - c. Two hundred three student participants.
 - d. Mean scores for SSC students were above the national mean in writing skills and critical thinking, at the national mean in reading, and slightly below in mathematics and science.
6. Conducted Graduate Exit Survey.
 - a. Four hundred forty-six students completed the revised form of the Graduate Exit Survey.
 - b. Three hundred sixty-one students, 80.9%, indicated plans to transfer to a four-year institution.
 - c. Students indicated satisfaction with the SSC education experience with 86.9% giving a rating of excellent or above average. The students indicated they would choose SSC again if starting over at 91.7%.
7. Created a campus wide syllabus of common SSC syllabus information as requested by faculty. Committee recommends that students be required to read this syllabus once each semester. This would increase the effectiveness of the individual course syllabi by removing the common syllabus information from these documents.
8. Updated the Degree Program Outcomes Document to reflect changes to Degree Program requirements.
9. Continued refinement of assessment of transitional education to include reporting on the following
 - a. Student Success Rate of transitional courses

- b. An analysis of Student Feedback on Classroom Instruction for transitional education
 - c. Information received from questions on the Graduate Exit Survey related to transitional education.
10. Created a plan to organize an environment for the sharing of assessment ideas among instructors, Academic Affairs, Student Services, Fiscal Affairs, and other contributors to assessment.
11. Learned about the process of creating more robust course outcomes and objectives for face-to-face courses on campus.
12. Developed a survey of student engagement for entering students.

The Assessment of Student Learning Committee has committed to address the following items during its 2016-17 proceedings:

1. Update degree program outcomes, course outcomes, and learning objectives for face-to-face courses on campus.
2. Continue developing a process for reporting instructor, course, and division success rates. Success rates are defined as completing a course with an A, B, or C.
3. Update assessment procedure as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.