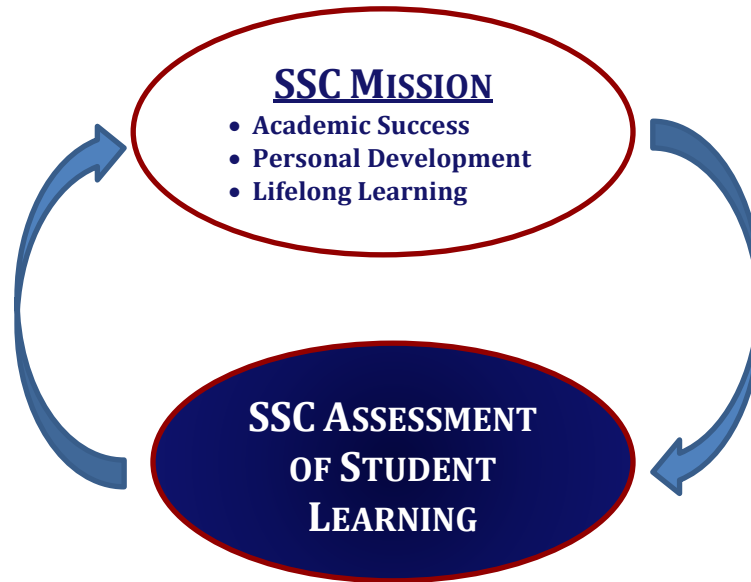


Assessment of Student Learning Executive Summary 2018-19

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



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

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

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

Critical activities completed during the 2018-19 academic year as the result of the assessment process include the following:

1. Conducted monthly meetings of the Assessment of Student Learning Committee. We added members from Fiscal Affairs and Student Affairs
2. Conducted Degree Program Reviews for Business Technology, Computer Science, Pre-Engineering, and Psychology.
3. Conducted Degree Program Assessments for all associate degree/certificate programs.
4. Conducted Degree Program Evaluations for all associate degree/certificate programs.
5. Assessed Transitional Education.
6. Conducted ETS Proficiency Profile Test.
7. Conducted Graduate Exit Survey.
8. Conducted Survey of Student Engagement for Entering Students.
9. Conducted the Survey of Faculty Engagement.
10. Conducted the first Faculty and Non-Faculty Satisfaction Surveys.
11. Collected data on course success rates.
12. Will update assessment procedure as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.
13. Established minimum thresholds and goals for achievement of General Education Outcomes.
14. Established mechanism for focused long-term improvements when thresholds are not met.
15. Defined co-curricular courses and created a method to assess courses meeting this definition.
16. Updated Student Feedback on Online Instruction to reflect Quality Matters standards such as the promotion of an environment of respect and concern for student success in conjunction with the Distance Education Committee.
17. Updated the assessment procedures as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation by sending a notification of changes.
18. Fully vetted and cross checked the assessment procedures and processes with the Higher Learning Commission criteria in preparation for accreditation.
19. Conducted in-service for faculty on assessing the engagement of non-traditional students.

The Assessment of Student Learning Committee has committed to address the following items during its 2019-20 proceedings:

1. Continue process of educating the SSC campus about assessment.
2. Create fall and spring Assessment Newsletters
3. Plan for August and January professional development to meet the needs of the campus community if allowed.

4. Develop an assessment orientation for new employees including adjuncts that emphasizes connections to course objectives, degree program assessments, and general education assessments.
 5. Update assessment procedure as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.
 6. Create a more defined plan for Institutional Assessment.
- (These action items are subject to revision after the summer Assessment Committee meeting.)

2018-19 Assessment of Student Learning Committee

Angela Church	Associate Professor of Art, Faculty Senate President
Dr. Linda Goeller	Coordinator of Assessment
Jessica Isaacs	Associate Professor of Language Arts, Coordinator of HLC Accreditation
Tammy Kasterke	Assistant Professor of Business and Information Systems, BE Division
Dr. Thomas Mills	Vice-President of Academic Affairs
Sheila Morris	Registrar, Student Support Services
Melanie Rinehart	Financial Aid Director, Fiscal Affairs
Samuel Rivera	Assistant Professor of Criminal Justice, Social Sciences Division
Jarrold Tollett	Associate Professor of Physics, STEM Division
Valerie Watts	Director of Nursing Program, Health Science Division