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* is 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 2013-14 academic year compiled as per the *SSC Assessment of Student Learning Procedure* during the fall of 2014.

2013-14 Course-Embedded Assessment Results

Course-Embedded Assessment results were aggregated from five academic divisions for the 2013-14 academic year. These assessments quantified student achievement of the four General Education Outcomes previously specified. The assessments were completed in conjunction with the assessment all of the courses contributing to sixteen SSC degree programs. Of those sixteen assessments, eleven employed only pre- and post-tests, while five of the reports employed a combination of assessment options as permitted by the *SSC Assessment of Student Learning Procedure*.

There were a total of 10,418 Course-Embedded Assessments of General Education Outcomes reported for 2013-14. 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 48.4 for Outcome 1; 34.0 for Outcome 2; 39.1 for Outcome 3; and 17.6 for Outcome 4.

Table 1. 2013-14 Course-Embedded Assessment of General Education Outcomes				
Outcome Assessed	Number Assessed	Pre-Test	Post-Test	Difference
Outcome 1	4739	37.9%	86.3%	48.4%
Outcome 2	1096	31.9%	66.0%	34.0%
Outcome 3	1411	32.5%	71.6%	39.1%
Outcome 4	3231	17.8%	35.4%	17.6%

2013-14 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 17.6% on outcome 4 to 48.4% on outcome 1. Only one of the four outcomes showed percentage growth above 40% while two outcomes were above 30%, which is a significant indicator of student learning. The improvement of 17.6% for outcome four is a decrease from last year and is still a cause for concern. With the help of faculty, the Assessment of Student Learning Committee revised the General Education Outcomes. These revisions could lead to more courses assessing the outcomes and thus affect the post-test percentages for each outcome.

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. On the whole, the post-assessment results seem satisfactory with the exception of Outcome 4. The post-assessment scores of 66.0% to 86.3% for Outcomes 1, 2, and 3 substantiate that student learning occurred in these three General Education Outcomes. The fact that the difference for Outcome 4 was less than last year suggests that the assessment of Outcome 4 must be evaluated. Three of the post-test percentages were above the 60% threshold typically considered passing in letter grade assessments. Two of the four were above the 70% mark. The fact that one of the outcomes was achieved at a rate below 65% requires the attention of the Assessment of Student Learning Committee, the faculty, and the academic leadership at SSC. Analysis of previous data resulted in the revision of the General Education Outcomes. The members of the Assessment of Student Learning Committee will lead faculty this year to match course outcomes to the revised General Education Outcomes for better assessment of these goals. The Assessment of Student Learning Committee will also establish minimum thresholds for the achievement of General Education Outcomes as suggested in the 2012-13 General Education Evaluation. 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.