

Seminole State College
GENERAL EDUCATION EVALUATION
2014-15

SEMINOLE STATE COLLEGE MISSION STATEMENT

Seminole State College empowers people for academic success, personal development, and lifelong learning.

GENERAL EDUCATION OUTCOMES

SSC has established four general education outcomes that students are expected to demonstrate as the result of their diligent participation in coursework and campus activities. As such, all courses offered for college credit should accomplish one or more of the following student outcomes:

1. Demonstrate effective and scholarly communication skills.
2. Utilize scientific reasoning and/or critical thinking to solve problems.
3. Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
4. Recognize the role(s) of history, culture, the arts, or sciences within civilization.

METHODS FOR THE ASSESSMENT OF GENERAL EDUCATION

In order to assess the achievement of the above desired outcomes, assessment of general education utilizes a number of direct indicators including course-embedded assessment of the general education component of all SSC courses, student performance on the *ACT College Assessment of Academic Proficiency*, and analysis of the success of students that transfer to four-year institutions. The College also employs a number of indirect assessments of general education including the *Community College Survey of Student Engagement (CCSSE)*, which is given on an alternating annual basis, and the *Institutional Statistics Report* compiled on an annual basis to provide relevant student data. Similarly, institutional surveys such as the *Graduate Exit Survey* and *Student Feedback on Instruction* provide a wealth of information that contributes to the assessment process, institutional decision-making, and the improvement of student learning.

The following assessment reports were prepared from data collected during the 2014-15 academic year and provide the basis for the outline of this report:

Direct Assessments

- Course-embedded assessment.....(pages 2-3)
- *ACT College Assessment of Academic Proficiency*.....(pages 4-6)

Indirect Assessments

- *Transfer Reports from Four-Year Institutions*.....(page 7)
- *Community College Survey of Student Engagement*.....(page 8)
- *Student Feedback on Instruction*.....(pages 9-12)
- *Graduate Exit Survey*.....(pages 13-16)
- *Institutional Statistics Report*.....(pages 17-18)

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*, 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 2014-15 academic year compiled as per the *SSC Assessment of Student Learning Procedure* during the fall of 2015.

2014-15 Course-Embedded Assessment Results

Course-Embedded Assessment results were aggregated from five academic divisions for the 2014-15 academic year. These assessments quantified student achievement of the four General Education Outcomes previously specified. The assessments were completed in conjunction with the assessment of all 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 7,070 Course-Embedded Assessments of General Education Outcomes reported for 2014-15. 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 45.2 for Outcome 1, 42.2 for Outcome 2, 42.5 for Outcome 3, and 48.1 for Outcome 4.

Outcome Assessed	Number Assessed	Pre-Test	Post-Test	Difference
Outcome 1	2331	33.1%	78.3%	45.2%
Outcome 2	1786	30.1%	72.2%	42.1%
Outcome 3	1703	34.1%	76.6%	42.5%
Outcome 4	1250	27.9%	76.0%	48.1%

2014-15 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 42.1% on outcome 2 to 48.1% on outcome 4. Four of the outcomes showed percentage growth above 40%, which is a significant indicator of student learning. Outcome 4 improved from 17.6% last year to 48.1% growth this year. With the help of faculty, the Assessment of Student Learning Committee revised the General Education Outcomes. These revisions may have attributed to a better assessment of student learning in the outcomes. These revisions could lead to a better match of 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. Overall, the post-assessment results seem satisfactory. The post-assessment range of scores from 72.2% to 78.3% substantiate that student learning occurred based on the General Education Outcomes. All of the post-test percentages were above the 60% threshold typically considered passing in letter grade assessments. All four were above the 70% mark. Analysis of previous data resulted in the revision of the General Education Outcomes. The members of the Assessment of Student Learning Committee led 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. 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.

ACT COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY (CAAP) TEST

The College uses the *ACT Collegiate Assessment of Academic Proficiency (CAAP)* as a component of its Assessment of General Education. This assessment is a nationally recognized academic test designed to measure general education foundational skills typically attained in the first two years of college. Each fall the College uses five objective test modules of the CAAP Test—Writing Skills, Mathematics, Reading, Critical Thinking, and Science—to assess students with 45 or more credit hours. Approximately 200 students typically take the exam in late October or early November. ACT provides demographic information for the participants as well as mean scores for each module for both Seminole State College students and the national database. ACT also provides information for the following groups: sophomore students, students planning to transfer to another institution, female students, and male students.

Fall 2014 CAAP Test Assessment Results

The CAAP Test was administered to 192 students the morning of Wednesday, October 29, 2014. The students were chosen based upon their anticipated completion of 45 or more credit hours at the completion of the fall 2014 semester and their having classes scheduled during the morning testing period. Each student was administered two randomly selected test modules from the pool of modules consisting of Writing Skills, Mathematics, Reading, Critical Thinking, and Science. Consequently, a total of 368 test modules were taken during the testing period consisting of 73 in Writing Skills, 74 in Mathematics, 76 in Critical Thinking, 75 in Reading, and 70 in Science. The test was administered in the Foundation Hall of the SSC Haney Center. The test was administered according to ACT guidelines under the supervision of the Coordinator of Assessment, members of the Assessment of Learning Committee, and other SSC faculty and staff volunteers.

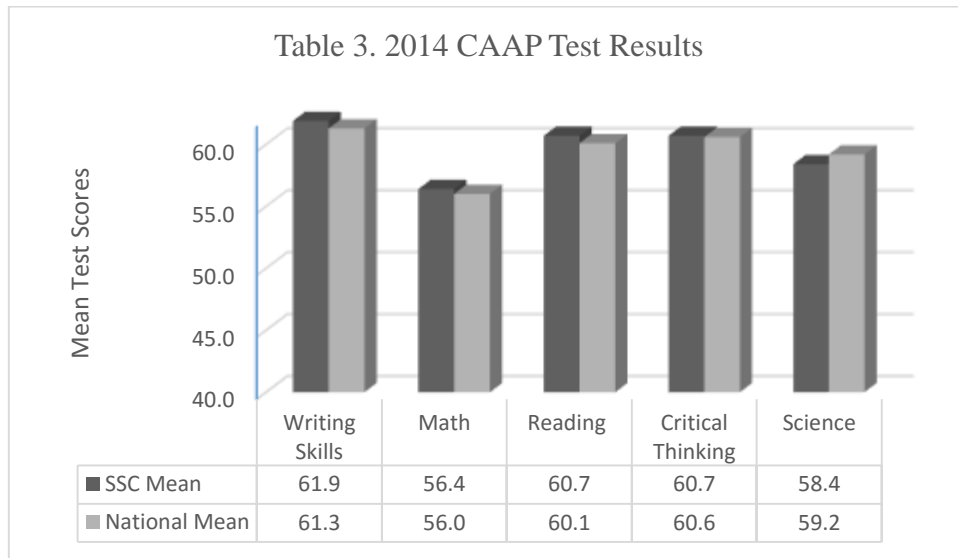
Demographics

Table 2 shown on the right summarizes the self-reported demographic information for the 192 examinees. As shown in the table, students representing at least seven ethnic groups participated in testing. Caucasian students accounted for 61% of the examinees while Native Americans accounted for 16%. About 67% of the examinees were female and about 32% were male. About 89% of the students considered themselves to be full-time students. Ninety-six percent of the students tested gave English as their first language, and 85% replied that they began their freshman year of college as an SSC student.

Table 2. 2014 CAAP Test Examinee Demographic Information		Student Count
Ethnicity	African American/Black	12
	Amer. Indian/Alaskan Nat.	31
	White/Caucasian	117
	Mexican	
	American/Chicano	8
	Asian/Pacific Islander	3
	Puerto Rico/Cuban/Hisp.	4
	Filipino	1
	Other	-
	Prefer not to respond	4
No response	12	
Gender	Male	62
	Female	129
	No response	1
Age	18 and under	11
	19-20	97
	21-25	42
	26-30	16
	31-39	13
	40 and older	13
	No response	-
English	First Language	184
	Not First Language	7
	No response	1
Enrolled at SSC as Freshman?	Yes	163
	No (Transfer Students)	28
	No response	1
Enrollment Status	Full-time	170
	Part-time	21
	No response	1

Test Scores

The tests were scored based on a scale that ranges from 40 to 80. National means for two-year institutions for each test subject are shown in Table 3. As shown in the table, Seminole State students scored near national means in all five subject areas. For example, SSC students averaged a score of 61.9 on the Writing Skills test, which is 0.6 higher than the national mean. In Math, SSC students performed slightly above the national mean with a score of 56.4 compared to the national mean of 56.0. In Critical Thinking, SSC students scored slightly above the national mean of 60.6 with a score of 60.7. SSC students scored above the national mean in Reading by 0.6 with a score of 60.7 and slightly below the national mean in Science with a score 0.8 below their counterparts with 45+ credit hours at other two-year institutions nationwide.



In terms of individual student performance, SSC had students whose performances placed them in the 99th percentile nationally in all five subject areas. ACT awarded Certificates of Achievement to students who scored at or above the national mean on a test module. Of the 368 tests administered, 188 were at or above the national average. A number of students earned certificates in more than one module.

Fall 2014 CAAP Test Analysis

As per the *2014-15 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 2.0 points (5 percent) below the current national mean scores. Based on this criteria, SSC students are performing above the minimum threshold levels established as "long-term" in 2013 in all of the five subject areas assessed.

Cumulative Data

Data has now been collected for five test administrations spanning a seven-year period. As shown in Table 4 on the right, SSC's five-test average is slightly below the national mean in every area except Writing Skills and Reading. However, student scores for the current year were above the national mean in Writing Skills, Mathematics, Reading, and Critical Thinking Skills. As a whole, the five-test averages covering a seven-year span all fell within 1.0 of the national mean for those tests in that period. This indicates that SSC students are performing at levels consistent with but not generally superior to students in the national database for these areas of general education.

The Assessment of Student Learning Committee will continue to review both single year and cumulative results each spring following a CAAP Test administration and recommend appropriate expectations for improvement.

Table 4. 2014 Cumulative CAAP Test Results		SSC Mean	National Mean	Over/Under National Mean
Writing Skills	2008	61.6	62	-0.4
	2011	62.2	61.6	0.6
	2012	61.3	61.5	-0.2
	2013	61.7	61.5	0.2
	2014	61.9	61.3	0.6
	5-test average	61.7	61.6	0.2
Mathematics	2008	55.1	56.2	-1.1
	2011	54.8	56.2	-1.4
	2012	56.2	56.1	0.1
	2013	56.3	56.0	0.3
	2014	56.4	56.0	0.4
	5-test average	55.8	56.1	-0.3
Reading	2008	59.8	60.4	-0.7
	2011	60.4	60.2	0.2
	2012	59.9	60.1	-0.2
	2013	60.0	60.2	-0.2
	2014	60.7	60.1	0.6
	5-test average	60.2	60.2	0.0
Critical Thinking	2008	59.5	60.8	-1.3
	2011	na	60.4	Na
	2012	59.8	60.6	-0.8
	2013	61.2	60.6	0.6
	2014	60.7	60.6	0.1
	4-test average	60.3	60.6	-0.4
Science	2008	59.9	59.2	0.7
	2011	59	59.2	-0.2
	2012	57.8	59.2	-1.4
	2013	59.0	59.2	0.2
	2014	58.4	59.2	-0.8
	5-test average	58.8	59.2	-0.4

TRANSFER REPORTS FROM FOUR-YEAR INSTITUTIONS

Transfer reports from the primary receiving institutions provide grade point averages (GPAs) and degrees earned for students who transfer from Seminole State College. Students from SSC transfer mainly to East Central University, University of Central Oklahoma, Oklahoma University, and Oklahoma State University. At the end of the spring semester, the Coordinator of Assessment contacts representatives of these four schools requesting information pertaining to the number of graduates and the GPAs received by all SSC transfer students. Due to SSC’s emphasis on preparing students to transfer, students are expected to achieve similar GPAs at the transfer institutions.

2014-15 Transfer Reports from Four-Year Institutions Results

All four of the transfer institutions responded to the request for information from SSC. Only three of the four reports were complete. Therefore, the information provided is based on data from University of Central Oklahoma, Oklahoma University, and Oklahoma State University. Mean GPAs for students who transfer from SSC to the primary receiving institution are slightly lower than the average GPA at these institutions as shown in Table 7, having a difference from -0.10 to -0.01. SSC students complete courses successfully at a rate of 89.0%, which is up 3% from last year.

Table 7. 2014-15 Transfer Reports from Four-Year Institutions

Four Year Institution	Number of Former SSC Students Enrolled	Credit Hours Completed	Credit Hours Attempted	Course Completion Rate	Aggregated GPA of Former SSC Students	Aggregated Student Body GPA	Difference	Bachelor’s Degrees Awarded
Oklahoma State University	185	3976	4630	85.9%	3.00	3.01	-0.01	34
University of Oklahoma	171	3491	3655	95.5%	3.02	3.12	-0.10	23
University of Central Oklahoma	161	2936	3405	86.2%	2.97	2.99	-0.02	48
Totals	517	10403	11690	89.0%				105

2014-15 Transfer Reports from Four-Year Institutions Analysis

Mean GPAs for students who transfer from SSC to the primary receiving institutions are slightly lower when compared to the overall GPA for students at those reporting institutions. According to the range of results in this measure, SSC students are competitive with the overall student body with a Course Completion Rate of 89.0% but fall slightly below the student body GPA at the receiving institutions.

Considering that many SSC students begin college unprepared, the transfer students perform well in comparison to the other students at the four-year institutions. As transfer students, the students face different issues that might affect their grades such as larger class sizes, potentially more impersonal interactions, and adjustments to new situations and settings.

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)

SSC students participate biannually in the *Community College Survey of Student Engagement (CCSSE)*, a tool created and administered by the Center for Community College Student Engagement. It is used by community colleges to improve student learning, student experience, retention, and degree completion. The survey results are benchmarked against community college national norms on educational practice and performance. In addition to surveying the student experience and level of student engagement, the survey also quantifies some student demographics. This spring more than 450 students from 50 randomly chosen class sections were surveyed following the CCSSE guidelines.

Spring 2015 Community College Survey of Student Engagement Key Findings Synopsis

The Center for Community College Student Engagement compiles and analyzes survey results and makes them available to SSC. Readers will find here a brief synopsis of the key findings provided by CCSSE. The more detailed *2015 Key Findings* report supplied by CCSSE is available on the SSC Assessment webpage. CCSSE employs nationally-normed benchmarks for groups of conceptually-related survey items that educational research has shown to be important to students' experiences and educational outcomes.

CCSSE Benchmarks

- ❖ Active and Collaborative Learning
- ❖ Student Effort
- ❖ Academic Challenge
- ❖ Student-Faculty Interaction
- ❖ Support for Learners

SSC student responses placed the College at or near the 2015 national cohort averages in all five benchmarked categories. The College was above the 2015 national cohort in Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. SSC students were slightly below the national cohort for Active and Collaborative Learning. CCSSE also highlights data on items across all of the benchmarks on which the College scored highest and five items on which the College scored lowest.

Aspects of HIGHEST Student Engagement at SSC

- Worked on a paper or project that required integrating ideas or information from various sources
- Used email to communicate with an instructor
- Discussed grades or assignments with an instructor
- Providing the support you need to thrive socially
- Frequency of skill lab use (writing, math, etc.)

Aspects of LOWEST Student Engagement at SSC

- Asked questions in class or contributed to class discussions
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as a part of a regular course
- Frequency of peer or other tutoring

Graphical representations of all of the above items that include numerical data can be found in the *2015 Key Findings* report available on the SSC Assessment webpage. Special focus and faculty survey results may also be found therein. Additional survey data is available upon request to the SSC Coordinator of Assessment.

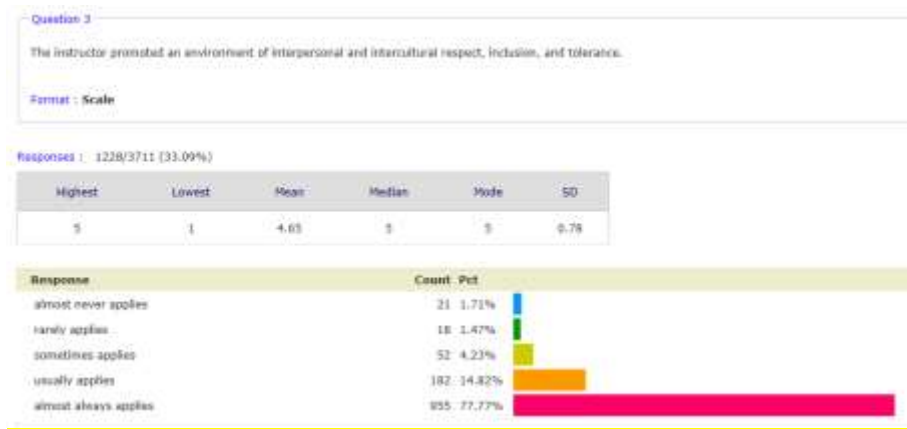
STUDENT FEEDBACK ON INSTRUCTION

Each fall and spring semester all students in all classes are given the opportunity to provide assessment input via the *SSC Student Feedback on Instruction* process. The information is gathered anonymously via electronic means through Campus Cruiser. Students in online classes received the Student Feedback on Online Instruction Survey while students in face-to-face classes received the Student Feedback on Classroom Instruction survey. The Assessment of Student Learning Committee revised the Student Feedback on Classroom Instruction survey to include an emphasis on engagement and success. Both surveys generate data that includes student opinions on instructor and course quality and effectiveness. Students are directed to complete the survey via emails through Campus Cruiser and in-class announcements by instructors. The survey consists of the combination of rated scale and essay/short answer questions. Rated-scale questions allow students to affirm or disagree to differing degrees with statements describing desired course attributes and instructor behaviors. The essay/short answer questions provide students the opportunity to submit personal observations and suggestions for improvement for the course and instructor. Each instructor has access to his/her feedback following the completion of the semester. The data can be aggregated by instructor and by course and may be manipulated for analysis in a number of ways. Appropriate supervisory and administrative personnel also have access to the feedback for the purpose of mentoring instructors and improving courses.

2014-15 Student Feedback on Instruction Results

Student Feedback on Classroom Instruction

Two thousand, nine hundred twenty-nine students completed a total of 3,648 surveys during the fall and spring semesters. With 8,706 potential respondents, the rate of participation was 47.9%. Four hundred eighty-nine classes were surveyed, which resulted in redundant evaluations of 162 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. The shaded figure below shows an example of one of the rated-scale questions and the coinciding results. The graphs indicated both the number and percentage of respondents that registered each of the scaled responses.



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 4.65. Table 5 shows the average response scores for all of the rated-scale answers across the survey.

Table 5. 2014-15 Rated Scale Questions and Results to Classroom Instruction	
Rated Scale Questions That Applied to All Courses	Average Score
<i>Answer Options: (1) almost never applies (2) rarely applies (3) sometimes applies (4) usually applies (5) almost always applies</i>	
The instructor provided concise presentations and engaging, thought-provoking classroom activities that helped me learn.	4.59
The instructor consistently displayed energy and enthusiasm.	4.67
The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance.	4.68
The instructor demonstrated a genuine concern for student success in the course.	4.65
The syllabus for this course clearly outlined the manner in which the instructor graded.	4.71
The syllabus for this course clearly defined the attendance policy and my responsibilities for this class.	4.78
The instructor taught the course in a manner consistent with the syllabus.	4.69
The instructor encouraged or required active participation.	4.65
The course materials helped me learn.	4.54
Exams or other evaluation methods consisted of topics outlined in class.	4.66
The use of audiovisual aids enhanced the course. (Audiovisual aids include items such as overheads, slides, films, whiteboards, SmartBoards, etc.)	4.64
Class presentations were well-prepared, organized, and used class time wisely.	4.61
The instructor graded tests, papers, and assignments based on established guidelines and provided feedback in a timely manner.	4.65
The instructor routinely provided information about student progress in the course.	4.51
The course met my overall expectations.	4.56

The average response scores ranged from 4.51 to 4.78 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 4.64.

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 Cruiser?

For the first question, 96% of the responses affirmed that students would recommend the course to another students. Some of the students qualified the answers with statements such as "if you must take a math course, take this one." 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 favored approval of Cruiser with encouragement to create an app for student use.

Student Feedback on Online Instruction

During the fall and spring semesters, online students completed eight hundred eight surveys. The rate of participation was 45.9%. One hundred six faculty members were redundantly evaluated in 102 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. Following the same format as the classroom instruction results, Table 6 gives the average response for all of the rated-scale answers on the online instruction survey.

Table 6. 2014-15 Rated Scale Questions and Results to Online Instruction	
Rated Scale Questions That Applied to All Courses	Average Score
<i>Answer Options: (1) almost never applies (2) rarely applies (3) sometimes applies (4) usually applies (5) almost always applies</i>	
The instructor introduced himself/herself online appropriately.	4.73
The instructor gave clear instructions on where to start and where to find course components.	4.58
The instructor has clear guidelines on course etiquette (sometimes called “netiquette”) that students must follow when communicating with other students or to the teacher (emails, message board, etc.)	4.56
The syllabus clearly outlines course and learning objectives.	4.68
The instructor provided a clear course grading policy in the syllabus.	4.67
The instructor created activities and assignments that allowed for class interaction.	4.28
The instructor stated and followed a plan for classroom response time and assignment feedback.	4.46
The instructor clearly stated student interaction and participation requirements.	4.48
The instructor’s course design followed logical, consistent, and efficient navigation through online components.	4.55
The course materials helped students prepare for class assignments.	4.51
Exams or other testing methods covered class topics.	4.62
The instructor treated students fairly and respectfully in this course.	4.66
The instructor graded exams and assignments fairly and accurately.	4.69
The instructor routinely provided student grades on exams, assignments, and participation via My Grades on Cruiser.	4.59
The instructor seemed to have adequate knowledge about the subject matter and was able to communicate this knowledge to the class.	4.58
The instructor indicated a willingness to help students and a concern for student progress.	4.52
Cruiser helped me easily communication with the instructor and other students (for example, through email and/or discussion boards).	4.62
It was easy to submit assignments and/or take assessments on Cruiser.	4.66
I received quality Cruiser support when needed.	4.56

For the rated scale questions, the range of average response scores was 4.28 to 4.73 showing that students responded with favorable answers to all of the rated-scale questions. Students responded with an average response of 4.58 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 Cruiser?

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 Cruiser.

2014-15 Student Feedback on Instruction Analysis

The fact that the College’s average on the rated-scale questions was 4.64 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 4.58 and is taken as evidence that student satisfaction in online courses very closely mirrors that in classes overall. 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" answers ranged between comprising 71.9% and 84.7% of the responses with an aggregate average of 77.8% for the whole survey. On all of the rated-scale questions, at least 85% of students responded either "almost always applies" or "usually applies" to each question and in many cases their combined total exceeded 90% of the answers on a given question. Table 7 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 91.1% of the aggregated responses for SSC.

Table7. 2014-15 Aggregate Rated Scale Response Percentages	
(1) almost never applies	1.8%
(2) rarely applies	1.8%
(3) sometimes applies.	5.3%
(4) usually applies	13.3%
(5) almost always applies	77.8%

GRADUATE EXIT SURVEY

The revised Graduate Exit Survey was first administered as part of the degree application process in 2013-14. The primary purpose of the survey involves obtaining information about students' future plans and satisfaction with experiences while at Seminole State College. The survey was administered through the collaboration of Student Services and Academic Affairs. The results are divided into the categories of general information, post graduate plans, and satisfaction with academics, student services, facilities, and campus safety. Only students applying for graduation complete this survey.

2014-15 Graduate Exit Survey Results

Three hundred twenty-eight students completed the 2014-15 Graduate Exit Survey. The survey consisted of 45 questions. Six of these questions related specifically to the application for graduation and commencement participation while the other 39 questions requested students' opinions about their SSC experience and future plans.

Table 8 shows the major responses to questions related to general information. Two hundred eighty-nine students or 88.1% indicated plans to transfer to a four-year institution.

Question and Responses	Percentage
Why did you choose SSC?	
Close to home	79.3%
Low cost of attendance	54.0%
Wanted to start at a smaller college before going to a four-year institution	44.5%
What were your goals while attending SSC?	
Earn an Associate's Degree and Transfer to a four-year institution	83.2%
If you plan to transfer to a four-year institution, which is your most probable choice?	
East Central University	35.4%
University of Oklahoma	10.7%
University of Central Oklahoma	8.5%
Oklahoma State University	5.2%
Which factors made achieving these goals more difficult?	
Conflicts with a job	40.5%
Financial Difficulties	37.8%
What is your student status?	
Full-time	86.3%
What is your weekly employment status?	
40+ hours	23.5%
21-39 hours	24.1%
Did not work	27.4%
What is your residential status?	
Residence Hall	16.2%
Off-campus with family	53.4%
Off-campus separate from family	30.8%
What financial aid have you received?	
Pell Grant	63.7%
Federal Direct Student Loan	34.1%
Oklahoma Tuition Aid Grant	30.2%
Academic or Other Scholarship	27.1%
Oklahoma Higher Learning Access Program	18.0%
Athletic Scholarship	9.8%
Student Activities	
Students attending other events at least once during a semester	71.0%
Students attending athletic events at least once during a semester	64.0%

Students were asked to score aspects of their academics while at SSC. The items were scored using a scale of excellent, above average, average, below average, poor, and no answer. The majority of the responses were excellent and above average as shown in Table 9. Students also had the opportunity to comment on this section. The majority of the comments reflected positive experiences by the students.

Attribute	Percentage of Responses				
	Excellent	Above Average	Average	Below Average	Poor
Overall quality of academics	44.2%	33.8%	20.1%	0.9%	0.3%
Quality of teaching in your major field of study	51.8%	32.0%	13.7%	1.2%	0.0%
Quality of teaching in general education courses	39.0%	36.1%	22.0%	0.9%	0.6%
Faculty maintenance of positive learning environment	42.7%	35.4%	18.9%	1.6%	0.6%
Faculty concern for student well-being	49.1%	30.2%	17.4%	2.7%	0.6%
Faculty commitment to student success and learning	48.8%	32.0%	16.5%	1.8%	0.6%
Campus Cruiser learning management system	36.0%	34.5%	24.7%	2.7%	0.9%
Instructor Use of Technology when appropriate	40.2%	33.2%	24.1%	1.5%	3.0%
Availability of courses in your major field of study	38.7%	26.2%	28.4%	4.0%	0.9%
Availability of general education courses	44.8%	31.7%	22.0%	0.6%	0.0%
Quality of classroom equipment	32.3%	25.6%	33.5%	5.8%	1.2%
Quality of laboratory equipment	29.0%	24.4%	32.0%	8.5%	2.7%
Instructor availability during office hours	45.7%	29.6%	22.3%	0.9%	0.3%
Instructor availability via electronic means	47.3%	28.4%	21.3%	1.5%	0.6%
Enrollment advising you received from faculty in your major field of study	41.8%	20.7%	24.7%	7.3%	2.4%
College orientation through Freshman Seminar Course	36.6%	19.5%	26.2%	4.9%	1.5%
College orientation through PASS Course	34.5%	21.6%	38.8%	4.3%	0.8%

The next section requested that students score varying aspects of student services. Students were given the same answer choices of excellent, above average, average, below average, poor, or no answer. Table 10 gives scores for the questions listed from the student services section. Students had the opportunity to comment in this section. Very few students responded, but the majority were positive.

Service	Percentage Of Responses				
	Excellent	Above Average	Average	Below Average	Poor
Placement testing at Testing Center	35.1%	19.8%	36.6%	1.2%	0.0%
Enrollment services	37.5%	25.6%	32.0%	3.4%	6.0%
Financial Aid Office	37.8%	25.9%	26.5%	4.6%	1.8%
Admission and Records Office	39.6%	28.0%	27.7%	2.1%	1.2%
Business Office - Cashier	37.5%	22.3%	29.0%	5.8%	3.0%
Academic Affairs Office	35.7%	23.5%	31.1%	0.6%	0.9%
Tutoring Services	29.0%	19.5%	29.3%	4.9%	1.2%
Student Affairs Office	34.8%	19.5%	30.8%	0.9%	0.6%
SSC Bookstore	38.7%	27.1%	30.2%	1.5%	1.2%
Student Union Snack Bar	40.5%	19.5%	24.4%	2.1%	1.5%
Student Union Cafeteria	36.0%	20.1%	25.9%	3.7%	1.8%
Attitude of Non-teaching personnel toward students	41.8%	21.3%	27.1%	2.4%	2.4%
Concern shown for you as an individual by non-teaching personnel	39.3%	21.6%	27.7%	4.3%	2.1%
Student Services overall	42.7%	24.1%	26.8%	2.7%	0.9%

Students were next given the opportunity to state the frequency of visits to the SSC facilities and to give an overall score for the facilities. Table 11 gives the percentage of students who frequented the facilities a variety of times per semester.

Facility	1-2 Visits	3 to 5 Visits	6 to 10 Visits	11 to 20 Visits	More than 20 Visits	Never	Percentage Of Students Who Visited at least Once
Computer lab	6.7%	23.8%	16.2%	17.7%	17.7%	17.1%	82.0%
Bookstore	11.9%	32.6%	25.0%	18.0%	6.4%	6.2%	93.9%
Gym	16.2%	39.0%	5.5%	4.3%	3.4%	30.8%	68.3%
Haney Center	16.2%	43.3%	9.5%	3.4%	1.8%	25.0%	74.1%
Henderson Park	15.5%	42.1%	8.8%	4.0%	2.1%	26.5%	72.6%
Jeff Johnston	17.7%	42.7%	9.1%	1.5%	1.5%	26.5%	72.6%
Library	16.8%	41.5%	13.4%	6.7%	5.2%	15.5%	83.5%
Math Lab	21.6%	33.5%	13.1%	10.4%	4.6%	15.9%	83.2%
Pool	26.5%	31.7%	4.3%	4.0%	1.2%	31.4%	67.7%
Student Union Cafeteria	17.4%	19.5%	11.0%	9.1%	11.6%	30.5%	68.6%
Snack bar	19.8%	25.9%	9.1%	11.3%	9.8%	23.2%	75.9%
Student Services Building	7.9%	26.5%	28.0%	17.7%	10.7%	8.2%	90.9%
Writing Lab	18.3%	27.4%	9.5%	9.1%	10.1%	24.7%	74.4%
Question and Responses	Excellent	Above Average	Average		Below Average		
Overall Rating of Facilities and Grounds	45%	30%	21%		3%		

In the next category, students responded to statements concerning feelings of campus safety at SSC. Responses were scored using the categories of always, usually, sometimes, never, and uncertain or not applicable. Responses mainly fell in the always or usually category. Table 12 shows the percentage of the responses to the questions.

Question	Percentage Of Responses				
	Always	Usually	Sometimes	Never	Uncertain or Not Applicable
In general, I felt safe on the SSC campus	79.6%	15.9%	2.4%	0.3%	0.9%
SSC police officers were visible on campus	36.0%	23.8%	30.5%	6.4%	2.2%
I felt safe on the SSC campus after dark	43.0%	28.4%	6.7%	2.4%	13.2%
I felt safe in SSC parking lots during daylight hours	80.5%	15.2%	1.8%	0.3%	1.2%
I felt safe in SSC parking lots after dark	43.0%	26.8%	7.3%	3.7%	12.6%
I felt safe in SSC classrooms	82.3%	12.8%	1.8%	0.0%	1.8%
I felt safe in SSC hallways	82.9%	13.7%	1.2%	0.0%	1.2%
I felt safe in SSC residence halls	52.7%	11.6%	3.7%	0.9%	18.1%
I felt safe in SSC common areas such as the Student Union and Library	79.3%	13.7%	1.2%	0.3%	3.1%

When asked to assess their overall experience at SSC, 84.4 of the students rated the educational experience as excellent or above average. Over 88% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors as one of the greatest strength at SSC while also referring to small class sizes and caring personnel. When asked for weaknesses, students most often referred to the lack of parking and need of repair of the parking lots.

2014-15 Graduate Exit Survey Analysis

Analysis of the data generated from the Graduate Exit Survey stems from each of the categories addressed above and a comparison of the data from these categories. Eighty-eight and one tenth percent of students stated a goal of transferring to a four-year institution while 86.6% gave the name of the school to which they plan to transfer. Whether it was a goal or not for these students, a huge majority of SSC students plan to continue their educational endeavors. This speaks to the success of faculty, student services, and staff at encouraging and preparing students for the next phase of their education.

The majority of scores in the academic section were excellent or above average. The average for excellent or above average for academics was 70.4%. It is interesting to note that students gave input on the PASS class when a relatively small percentage of students actually take this course. "Quality of teaching in your major field of study" scored highest overall with 83.8% of students choosing excellent or above average while the quality of laboratory equipment received the lowest score with 53.4% students choosing excellent or above average. Quality of classroom equipment scored low also at 57.9%. The majority of the responses and comments reflected positive experiences by the students. When asked to give a preference on delivery methods, 53.0% of students chose face-to-face while 30.0% chose blended. Online received the lowest first preference at only 11%. For length of class, 71.6% of the students preferred 16-week courses. Students preferred morning classes at 52.6% with 13.4% choosing afternoon classes, 10.7% choosing night classes, and 1.2% choosing Saturday classes.

In the category of student services, the combined scores for excellent or above average fell between 48.5% and 67.6%. The lowest percentage was in tutoring services, but only 35.8% of responders indicated using the service. The average for excellent and above average responses in Student Services was 56.3%. Student Services was not rated by every student since not all students used every office in Student Services.

In the facilities section, the bookstore and student services building had the most student use with at least 90% of the students indicating visiting the buildings at least once. Students frequented the computer labs and the cafeteria more often than any other facility and fewer students used the pool than any other facility. Eighty-three and two-tenths percent of students used the Math Lab, and 74.4% used the Writing Lab at least once. Overall, 75% of the students rated the facilities excellent or above average. In the comments, more students requested better parking lots than any other item.

Over 95% of the students responding to the survey chose always or usually to feeling safe on the SSC campus. Only 69.8% responded feeling safe in the parking lot after dark. Fifty-nine and eight-tenths percent responded always or usually to the visibility of SSC police officers.

In the statistics related to the overall satisfaction with SSC, 84.4% of students indicated satisfaction with the SSC education experience by giving a rating of excellent or above average. The students indicated they would again choose SSC if starting over at 88.4%.

INSTITUTIONAL STATISTICS

The Institutional Statistics Report provides a framework for the analysis of every other report at SSC. In order to understand the data collected, one must be familiar with the characteristics of the student body. This report is compiled each semester and provides demographics and statistical descriptors of learners at SSC. The report is compiled by Academic Affairs after receiving the data from the Information Technology Department. The student data supplied by IT covers topics such as age, ethnicity, income level, home city, and ACT scores.

2014-15 Institutional Statistics Results

The data collected for this report arose from three different semesters – summer 2014, fall 2014, and spring 2015. The data has not been aggregated since many of the students are duplicated and would give misleading information. For example, Table 13 shows student classification by gender. Therefore, adding all of the freshman for the three semesters would result in a miscount since some of the freshmen become sophomores during the year.

The data from Table 13 shows that more freshmen are enrolled than sophomores. In the fall semester, the difference is drastic at 51% freshmen and 29% sophomores. In the spring semester, the difference is not as pronounced with 40% freshmen and 35% sophomores. The percentage of special students remains about the same each semester.

Statistics from the report reveal that almost 60% of the students from each semester are under 24 years old with the largest majority being under 20 years old. The median age of SSC students was less than 20 years old in all three of the semesters reported. Percentages of part-time students versus full-time students are about the same at 50% for each group per semester. The majority of the students are white or Native American with around 65% of the students white and over 20% Native American. About 40% of the students have incomes less than \$29,000 and another 45% have incomes above \$29,000. About fifteen percent of students chose not to reveal their income level.

Table 14 lists the ACT scores for the 2014 fall semester. All three semesters follow a similar pattern to the fall semester. The majority of students who have taken the ACT and attend SSC have scores that fall between 15 and 24.

Notice that over 800 of the students did not have an ACT score.

Summer 2014	Males	Females	Total	%		
1st Time Freshmen	36	46	82	15%		
Freshmen	80	124	204	37%		
Sophomores	74	148	222	41%		
Special Students	42	80	122	22%		
TOTAL	196	36%	352	64%	548	100%
Fall 2014	Males	Females	Total	%		
1st Time Freshmen	197	276	473	26%		
First-Time, Full-Time Cohort	170	220	390	21%		
Freshmen	355	612	967	51%		
Sophomores	165	384	549	29%		
Special Students	148	231	379	20%		
TOTAL	668	35%	1227	65%	1895	100%
Spring 2015	Males	Females	Total	%		
1st Time Freshmen	47	114	161	9%		
First-Time, Full-Time Cohort	23	61	84	5%		
Freshmen	266	475	744	40%		
Sophomores	190	462	652	35%		
Special Students	161	287	448	24%		
Total	620	34%	1224	66%	1844	100%

Fall 2014	Number	%
ACT of 10 to 14:	52	2.7%
ACT of 15 to 19:	382	20.1%
ACT of 20 to 24:	495	26.1%
ACT of 25 or more	130	6.9%
Total	1059	55.8%

Representative data for students by home community is given in Table 15 with only the spring semester shown. This data reflects the main ten communities with these changing positions by one or two places each semester. The first three home communities remain constant each time. These ten communities comprise over 70% of the SSC student body each semester.

Spring 2014	CITY	# OF STUDENTS	%
1	Shawnee	454	24.6%
2	Seminole	261	14.2%
3	Tecumseh	148	8.0%
4	Holdenville	105	5.7%
5	Wewoka	87	4.7%
6	Prague	76	4.1%
7	McCloud	70	3.8%
8	Okemah	55	3.0%
9	Ada	52	2.8%
10	Meeker	41	2.2%
Total		1347	73.2%

2014-15 Institutional Statistics Analysis

The analysis of the data from the 2014-15 Institutional Statistics reveals that the majority of the fall students are freshmen, which could be interpreted to mean that SSC has students who are transferring or quitting before beginning their sophomore year. Through the leadership of the Vice President of Academic Affairs, the SSC faculty, Student Services, and staff have begun a new initiative toward degree completion. With the largest majority of students under twenty and from our five county area, the assessment team will be watching and evaluating the number of sophomores listed in the institutional statistics.

The statistics from 2014-15 show student head count to be down slightly from 2013-14. However, when adjusted to exclude career tech enrollment, which dropped suddenly in 2014-15 due to mandated Higher Learning Commission mandated programmatic change, 2014-15 headcount is shows a slight increase when compared to 2013-14 (data not shown). Age, ethnicity, and income levels remained about the same as the 2013-14 statistics.