Seminole State College
GENERAL EDUCATION EVALUATION
2015-16

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 2015-16 academic year and provide the basis for the outline of this report:

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 2015-16 academic year compiled as per the *SSC Assessment of Student Learning Procedure* during the fall of 2015.

2015-16 Course-Embedded Assessment Results

Course-Embedded Assessment results were aggregated from four academic divisions for the 2015-16 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 8,144 Course-Embedded Assessments of General Education Outcomes reported for 2015-16. 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 47.8 for Outcome 1, 41.5 for Outcome 2, 40.9 for Outcome 3, and 39.7 for Outcome 4.

Table 1. 2015-16 Course-Embedded Assessment of General Education Outcomes				
Outcome Assessed	Number Assessed	Pre-Test	Post-Test	Difference
Outcome 1	2524	31.9%	79.7%	47.8%
Outcome 2	1863	28.7%	70.2%	41.5%
Outcome 3	2031	34.7%	75.6%	40.9%
Outcome 4	1726	34.9%	74.6%	39.7%

2015-16 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 39.7% on outcome 4 to 47.8% on outcome 1. Four of the outcomes showed percentage growth at or above 40%.

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 70.2% to 79.7% 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 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 the college demographic information about 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 203 students the morning of Wednesday, November 4, 2015. The students were chosen based upon their anticipated completion of 45 or more credit hours at the completion of the fall 2015 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 406 test modules were taken during the testing period consisting of 81 in Writing Skills, 81 in Mathematics, 81 in Critical Thinking, 81 in Reading, and 82 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.
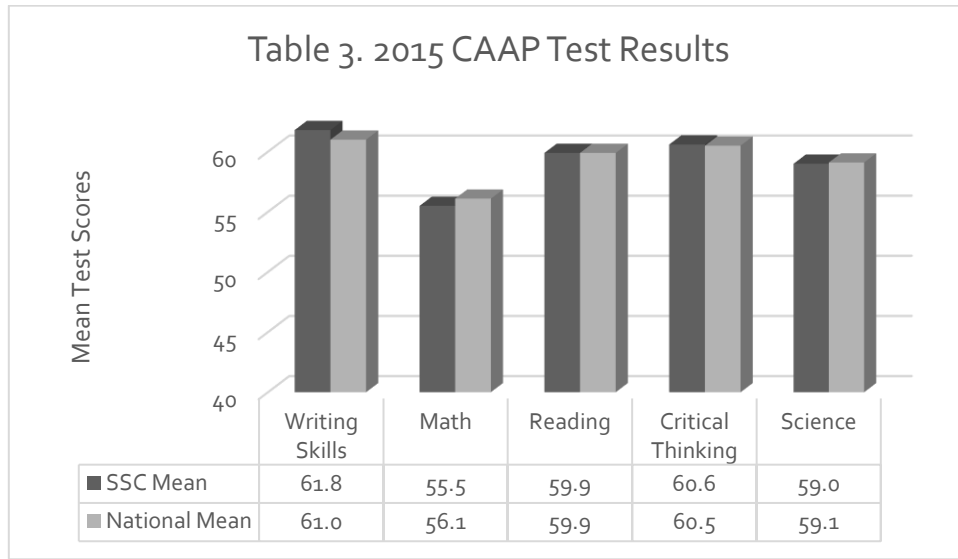
Demographics

Table 2 shown on the right summarizes the self-reported demographic information for the 203 examinees. As shown in the table, students representing at least six ethnic groups participated in testing. Caucasian students accounted for 70% of the examinees while Native Americans accounted for 15%. About 70% of the examinees were female and about 30% were male. About 88% of the students considered themselves to be full-time students. Ninety-six percent of the students tested gave English as their first language, and 84% 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	6
	Amer. Indian/Alaskan Nat.	30
	White/Caucasian	142
	Mexican American/Chicano	6
	Asian/Pacific Islander	1
	Puerto Rico/Cuban/Hisp.	2
	Filipino	0
	Other	1
	Prefer not to respond	5
	No response	10
Gender	Male	60
	Female	143
	No response	0
Age	18 and under	4
	19-20	100
	21-25	47
	26-30	21
	31-39	17
	40 and older	14
	No response	-
English	First Language	195
	Not First Language	8
	No response	-
Enrolled at SSC as Freshman?	Yes	170
	No (Transfer Students)	33
	No response	0
Enrollment Status	Full-time	179
	Part-time	24
	No response	0

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 61.8 on the Writing Skills test, which is 0.8 higher than the national mean. In Math, SSC students performed slightly below the national mean with a score of 55.5 compared to the national mean of 56.1. In Critical Thinking, SSC students scored slightly above the national mean of 60.5 with a score of 60.6. SSC students scored the national mean in Reading with a score of 59.9 and slightly below the national mean in Science with a score 0.1 below their counterparts with 45+ credit hours at other two-year institutions nationwide.

Table 3. 2015 CAAP Test Results

Mean Test Scores	Writing Skills	Math	Reading	Critical Thinking	Science
■ SSC Mean	61.8	55.5	59.9	60.6	59.0
▨ National Mean	61.0	56.1	59.9	60.5	59.1

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 406 tests administered, 203 were at or above the national average. A number of students earned certificates in more than one module.

Fall 2015 CAAP Test Analysis

As per the *2015-16 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 five-year period. As shown in Table 4 on the right, SSC's five-test average is at the national mean in Critical Thinking and above the national mean in Writing Skills and Reading. However, student scores for the five-year average were slightly below the national mean in Mathematics and Science. As a whole, the five-test averages covering a five-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. 2015 Cumulative CAAP Test Results		SSC Mean	National Mean	Over/Under National Mean
Writing Skills	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
	2015	61.8	61.0	0.8
	5-test average	61.8	61.4	+0.4
Mathematics	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
	2015	55.5	56.1	-0.6
	5-test average	55.8	56.1	-.0.2
Reading	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
	2015	59.9	59.9	0.0
	5-test average	60.2	60.1	+0.1
Critical Thinking	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
	2015	60.6	60.5	0.1
	4-test average	60.6	60.6	0.0
Science	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
	2015	59.0	59.1	-0.1
	5-test average	58.6	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.

2015-16 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 higher than the average GPA at these institutions as shown in Table 7, having a difference from 0.03 to 0.23. SSC students complete courses successfully at a rate of 89.0%, which is the same as last year.

Table 7. 2015-16 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	198	3989	4678	85.3%	3.02	2.99	0.03	42
University of Oklahoma	184	3618	3810	95.0%	3.16	3.06	0.10	27
University of Central Oklahoma	165	2782	3310	84.0%	2.99	2.76	0.23	38
Totals	547	10389	11798	89.0%				107

2015-16 Transfer Reports from Four-Year Institutions Analysis

Mean GPAs for students who transfer from SSC to the primary receiving institutions are higher when compared to the overall GPA for students at those reporting institutions. With an 89.0% completion rate for SSC students and the former SSC students GPA comparing well with the aggregated student body GPA at the receiving institutions, SSC transfer students seem to be performing well.

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.
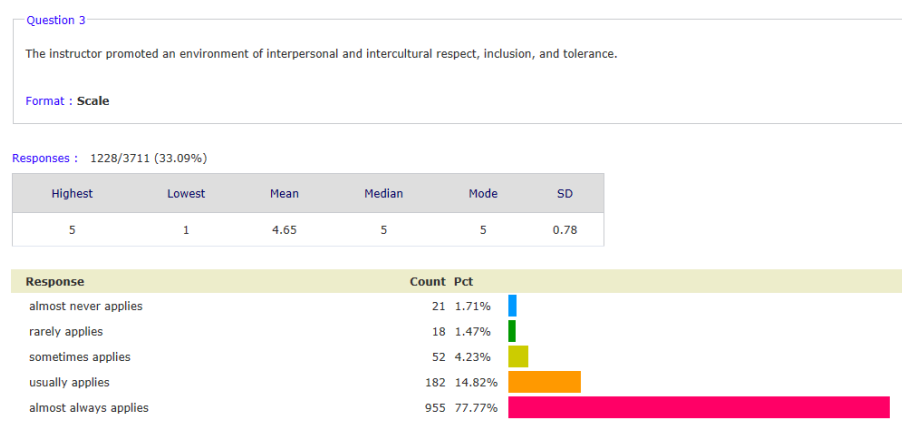
STUDENT FEEDBACK ON INSTRUCTION

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.

2015-16 Student Feedback on Instruction Results

Student Feedback on Classroom Instruction

A duplicated total of two thousand, eight hundred seventy-four students completed a total of 3,237 surveys during the fall and spring semesters. With 8,134 potential respondents, the rate of participation was 39.8%. Four hundred forty-six classes were surveyed, which resulted in redundant evaluations of 158 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.

Question 3

The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance.

Format : **Scale**

Responses : 1228/3711 (33.09%)

Highest	Lowest	Mean	Median	Mode	SD
5	1	4.65	5	5	0.78

Response	Count	Pct	
almost never applies	21	1.71%	
rarely applies	18	1.47%	
sometimes applies	52	4.23%	
usually applies	182	14.82%	
almost always applies	955	77.77%	

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. 2015-16 Rated Scale Questions and Results to Classroom Instruction	
Rated Scale Questions That Applied to All Courses *Answer Options: (1) almost never applies (2) rarely applies (3) sometimes applies (4) usually applies (5) almost always applies*	**Average Score**
The instructor provided concise presentations and engaging, thought-provoking classroom activities that helped me learn.	4.62
The instructor consistently displayed energy and enthusiasm.	4.70
The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance.	4.71
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.	4.70
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.	4.70
The instructor encouraged or required active participation.	4.66
The course materials helped me learn.	4.56
Exams or other evaluation methods consisted of topics outlined in class.	4.67
The use of audiovisual aids enhanced the course. (Audiovisual aids include items such as overheads, slides, films, whiteboards, SmartBoards, etc.)	4.63
Class presentations were well-prepared, organized, and used class time wisely.	4.63
The instructor graded tests, papers, and assignments based on established guidelines and provided feedback in a timely manner.	4.71
The instructor routinely provided information about student progress in the course.	4.50
The course met my overall expectations.	4.57

The average response scores ranged from 4.50 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 4.65.

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, 98% of the responses affirmed that students would recommend the course to another student. Some of the students qualified the answers with statements such as "I would recommend this course to another student but I would let them know that the course is very fluid and flexible." 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 varied on the intensity of the use of Cruiser in the class. If instructors used it for a few things such as grades and communication, the students approved of it. For more intense course use, the students voiced disapproval of Cruiser.

Student Feedback on Online Instruction

During the fall and spring semesters, online students completed eight hundred eighty-five surveys. The rate of participation was 45.0%. Fifty-three 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. 2015-16 Rated Scale Questions and Results to Online Instruction	
Rated Scale Questions That Applied to All Courses *Answer Options: (1) almost never applies (2) rarely applies (3) sometimes applies (4) usually applies (5) almost always applies*	**Average Score**
The instructor introduced himself/herself online appropriately.	4.75
The instructor gave clear instructions on where to start and where to find course components.	4.59
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.)	4.62
The syllabus clearly outlines course and learning objectives.	4.70
The instructor provided a clear course grading policy in the syllabus.	4.66
The instructor created activities and assignments that allowed for class interaction.	4.24
The instructor stated and followed a plan for classroom response time and assignment feedback.	4.43
The instructor clearly stated student interaction and participation requirements.	4.49
The instructor's course design followed logical, consistent, and efficient navigation through online components.	4.51
The course materials helped students prepare for class assignments.	4.45
Exams or other testing methods covered class topics.	4.56
The instructor treated students fairly and respectfully in this course.	4.68
The instructor graded exams and assignments fairly and accurately.	4.65
The instructor routinely provided student grades on exams, assignments, and participation via My Grades on Cruiser.	4.50
The instructor seemed to have adequate knowledge about the subject matter and was able to communicate this knowledge to the class.	4.61
The instructor indicated a willingness to help students and a concern for student progress.	4.48
Cruiser helped me easily communication with the instructor and other students (for example, through email and/or discussion boards).	4.65
It was easy to submit assignments and/or take assessments on Cruiser.	4.69
I received quality Cruiser support when needed.	4.58

For the rated scale questions, the range of average response scores was 4.24 to 4.75 showing that students responded with favorable answers to all of the rated-scale questions. Students responded with an average response of 4.57 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.

2015-16 Student Feedback on Instruction Analysis

The fact that the College's average on the rated-scale questions was 4.70 on a 5.0 scale is taken as an indicator of overall positive feedback from students on classroom instruction. 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 72.3% and 84.2% of the responses with an aggregate average of 77.8% for the whole survey. On all of the rated-scale questions, at least 86% 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.

Table7. 2015-16 Aggregate Rated Scale Response Percentages	
(1) almost never applies	1.4%
(2) rarely applies	1.7%
(3) sometimes applies.	5.4%
(4) usually applies	13.7%
(5) almost always applies	77.8%

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 91.5% of the aggregated responses for SSC.

The average for questions pertaining only to online courses was 4.57 and is taken as evidence that student satisfaction in online courses very closely mirrors that in classes overall. The most common answer on the rated-scale questions was "almost always applies" with this response having an aggregate response of 74.7%. The response "usually applies" had an aggregate response of 14.4%. Both of these together comprised 89.1% of the responses.

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.

2015-16 Graduate Exit Survey Results

Four hundred forty-six students completed the 2015-16 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. Three hundred sixty-one students or 80.9% indicated plans to transfer to a four-year institution.

Table 8. 2015-16 General Information Responses	
Question and Responses	**Percentage**
Why did you choose SSC?	
Close to home	77.7%
Low cost of attendance	52.4%
Wanted to start at a smaller college before going to a four-year institution	51.3%
What were your goals while attending SSC?	
Earn an Associate's Degree and Transfer to a four-year institution	80.9%
If you plan to transfer to a four-year institution, which is your most probable choice?	
East Central University	30.5%
University of Central Oklahoma	13.5%
University of Oklahoma	10.0%
Oklahoma State University	4.9%
Which factors made achieving these goals more difficult?	
Conflicts with a job	40.5%
Financial Difficulties	34.8%
What is your most common enrollment status?	
Full-time	83.8%
What is your weekly employment status?	
40+ hours	27.9%
21-39 hours	23.4%
Did not work	24.4%
What is your residential status?	
Off-campus with family	47.1%
Off-campus separate from family	35.4%
Residence Hall	17.6%
What financial aid have you received?	
Pell Grant	60.6%
Federal Direct Student Loan	29.3%
Academic or Other Scholarship	27.4%
Oklahoma Tuition Aid Grant	24.2%
Oklahoma Higher Learning Access Program	18.6%
Athletic Scholarship	11.2%
Student Activities	
Students attending other events at least once during a semester	54.3%
Students attending athletic events at least once during a semester	52.6%

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.

Table 9. 2015-16 Academic Responses					
Attribute	**Percentage of Responses**				
	Excellent	**Above Average**	**Average**	**Below Average**	**Poor**
Overall quality of academics	48.5%	27.6%	23.32%	0.0%	0.0%
Quality of teaching in your major field of study	57.7%	26.4%	14.6%	0.8%	0.0%
Quality of teaching in general education courses	47.2%	27.5%	23.5%	0.3%	0.3%
Quality of teaching in transitional education courses	43.7%	25.9%	22.2%	1.1%	0.0%
Faculty maintenance of positive learning environment	50.4%	28.6%	19.7%	0.3%	0.3%
Faculty concern for student well-being	56.1%	26.4%	15.9%	1.4%	0.0%
Faculty commitment to student success and learning	59.0%	25.9%	14.6%	0.5%	0.0%
Campus Cruiser learning management system	43.9%	23.7%	25.9%	5.1%	1.4%
Instructor Use of Technology when appropriate	51.2%	24.3%	21.0%	3.0%	0.5%
Availability of courses in your major field of study	47.4%	23.4%	22.9%	5.1%	1.6%
Availability of general education courses	50.7%	26.7%	21.0%	0.3%	0.3%
Quality of classroom equipment	41.8%	20.8%	29.4%	5.7%	1.6%
Quality of laboratory equipment	38.0%	18.9%	30.2%	5.7%	3.8%
Quality of art laboratory equipment	27.8%	11.1%	15.2%	1.1%	0.7%
Quality of computer laboratory equipment	35.2%	21.1%	31.5%	4.4%	2.2%
Instructor availability during office hours	51.5%	23.7%	22.1%	1.4%	1.1%
Instructor availability via electronic means	51.8%	24.5%	21.0%	1.6%	0.8%
College orientation through Freshman Seminar Course	41.5%	16.9%	21.3%	1.6%	0.3%
College orientation through PASS Course	28.6%	8.1%	10.5%	0.3%	0.0%

Table 10. 2015-16 Student Services Responses					
Service	**Percentage Of Responses**				
	Excellent	**Above Average**	**Average**	**Below Average**	**Poor**
Placement testing at Testing Center	40.1%	19.8%	29.8%	2.2%	0.0%
Enrollment services	48.5%	22.2%	26.8%	1.6%	0.0%
Enrollment advising received from advisors in student services	46.6%	20.3%	25.2%	5.2%	0.5%
Enrollment advising received from faculty	51.8%	20.3%	24.4%	2.7%	0.0%
Mentoring received from your degree program faculty mentor	47.2%	19.8%	23.0%	3.3%	1.4%
Financial Aid Office	43.1%	21.1%	25.5%	4.9%	1.4%
Admission and Records Office	48.2%	22.0%	27.9%	1.1%	0.3%
Business Office - Cashier	46.6%	23.6%	24.9%	2.4%	0.5%
Academic Affairs Office	46.3%	20.1%	24.9%	0.8%	0.3%
Tutoring Services	37.7%	15.5%	20.3%	2.7%	1.1%
Student Affairs Office	42.3%	16.0%	25.5%	0.8%	0.5%
SSC Bookstore	49.3%	20.3%	27.6%	1.1%	0.8%
Student Union Snack Bar	48.0%	17.1%	21.4%	1.4%	1.4%
Student Union Cafeteria	44.7%	16.0%	21.4%	2.2%	1.9%
Attitude of Non-teaching personnel toward students	47.2%	22.8%	23.3%	2.3%	0.5%
Concern shown for you as an individual by non-teaching personnel	47.2%	22.5%	22.2%	2.7%	0.8%
On-campus tutoring services	16.0%	13.6%	2.7%	3.0%	3.0%
Student Services overall	49.3%	27.4%	20.9%	1.1%	0.3%

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.

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.

Table 11. 2015-16 Facilities Responses							
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 or computer lounge	19.7%	14.8%	23.3%	13.4%	22.7%	6.0%	94.0%
Bookstore	36.2%	30.7%	20.3%	7.4%	4.1%	1.4%	98.6%
Gym	49.0%	4.4%	6.0%	2.7%	4.1%	33.7%	66.3%
Haney Center	64.7%	8.1%	4.0%	1.0%	3.0%	19.2%	80.8%
Henderson Park &/or Walking Trail	50.1%	11.2%	6.3%	3.3%	2.5%	26.6%	73.4%
Jeff Johnston Auditorium	53.2%	10.7%	6.9%	1.9%	1.9%	25.5%	74.5%
Library (excluding classrooms)	40.0%	17.0%	13.2%	4.9%	4.4%	20.6%	79.5%
Math Lab in Tanner Hall	33.4%	17.5%	11.0%	6.9%	7.4%	23.8%	76.2%
Pool	40.3%	5.5%	3.8%	3.3%	3.3%	43.8%	56.2%
Student Union Cafeteria	26.3%	12.6%	13.4%	8.8%	18.4%	20.6%	68.6%
Snack bar	30.4%	17.8%	14.0%	6.3%	10.4%	21.1%	78.9%
Student Services Building	24.7%	26.0%	26.0%	10.7%	9.3%	3.3%	96.7%
Writing Lab	25.2%	14.8%	13.4%	8.8%	11.5%	26.3%	73.7%
Question and Responses	Excellent		Above Average		Average		Below Average
Overall Rating of Facilities and Grounds	54%		28%		17%		1%

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.

Table 12. 2015-16 Campus Safety Responses					
Question	Percentage of Responses				
	Always	Usually	Sometimes	Never	Uncertain or Not Applicable
In general, I felt safe on the SSC campus	79.7%	19.2%	1.1%	0.0%	0.0%
SSC police officers were visible on campus	50.4%	24.7%	20.3%	3.8%	0.8%
I felt safe on the SSC campus after dark	62.6%	20.2%	4.0%	1.0%	12.1%
I felt safe in SSC parking lots during daylight hours	83.8%	14.3%	1.4%	0.0%	0.6%
I felt safe in SSC parking lots after dark	56.2%	23.0%	1.1%	14.0%	0.0%
I felt safe in SSC classrooms	84.9%	14.0%	0.8%	0.0%	0.3%
I felt safe in SSC hallways	84.4%	14.5%	0.6%	0.0%	0.6%
I felt safe in SSC residence halls	61.4%	13.0%	1.1%	0.3%	24.4%
I felt safe in SSC common areas such as the Student Union and Library	79.7%	16.4%	1.1%	0.0%	2.7%

When asked to assess their overall experience at SSC, 86.9% of the students rated the educational experience as excellent or above average. Over 91% 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. The weaknesses relate to a small school such as the size of the surrounding town and lack of course selection.

2015-16 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 and nine tenths percent of students stated a goal of transferring to a four-year institution. 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 71.0%. Fewer students scored the PASS class question. The question on transitional education was added this year. "Faculty commitment to student success and learning" scored highest overall with 84.9% of students choosing excellent or above average while the "quality of art laboratory equipment" received the lowest score with only 38.9% of students choosing excellent or above average. "Quality of lab equipment" scored low also at 56.9% as did "quality of computer laboratory equipment" at 56.3%. The majority of the responses and comments reflected positive experiences by the students.

In the category of student services, the combined scores for excellent or above average fell between 29.6% and 70.7%. The lowest percentage was in tutoring services, but few responders indicated using the service. The average for excellent and above average responses in Student Services was 64.5%. Student Services was not rated by every student since not all students used every office in Student Services.

In the facilities section, the bookstore, student services building, and computer labs 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. Seventy-six and two-tenths percent of students used the Math Lab, and 73.7% used the Writing Lab at least once. Overall, 82% of the students rated the facilities excellent or above average. In the comments, more students requested better parking lots than any other item.

Over 99% of the students responding to the survey chose always or usually to feeling safe on the SSC campus. Seventy-five and one-tenth percent responded always or usually to the visibility of SSC police officers. Students responded always or usually 74.4% of the time to feeling safe in the dorms and 79.2% to feeling safe after dark in the SSC parking lots after dark.

In the statistics related to the overall satisfaction with SSC, 86.9% 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 91.7%.

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.

2015-16 Institutional Statistics Results

The data collected for this report arose from three different semesters – summer 2015, fall 2015, and spring 2016. 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.

Statistics from the reports reveal that almost 70% of the students from each semester are under 24 years old with the largest majority under 20 years old. The median age of SSC students was between 20 and 24 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 about 62% of the students white and about 25% Native American. About 40% of the students have incomes less than $29,000.

Table 14 lists the ACT scores for the 2015 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 700 of the students did not have an ACT score.

Table 13. 2015-16 Student Classification by Gender					
Summer 2015	**Males**		**Females**	**Total**	**%**
1st Time Freshmen	8		28	36	7%
First-Time, Full-Time Cohort	8		24	32	6%
Freshmen	42		104	146	27%
Sophomores	53		175	228	43%
Special Students	43		110	162	30%
TOTAL	**147**	**27%**	**389**	**73%**	**536**	**100%**
Fall 2015	**Males**		**Females**	**Total**	**%**
1st Time Freshmen	157		211	368	20%
First-Time, Full-Time Cohort	135		178	313	17%
Freshmen	274		469	743	40%
Sophomores	219		461	680	37%
Special Students	153		263	416	20%
TOTAL	**646**	**35%**	**1839**	**65%**	**1839**	**100%**
Spring 2016	**Males**		**Females**	**Total**	**%**
1st Time Freshmen	37		54	91	5%
First-Time, Full-Time Cohort	27		29	84	5%
Freshmen	187		321	508	30%
Sophomores	253		481	734	43%
Special Students	173		277	450	27%
Total	**613**	**36%**	**1079**	**64%**	**1692**	**100%**

Table 14. Fall 2015-16 Students by Act Scores		
Fall 2015	**Number**	**%**
ACT of 10 to 14:	63	3.4%
ACT of 15 to 19:	396	21.5%
ACT of 20 to 24:	513	27.9%
ACT of 25 or more	135	7.3%
Total	**1107**	**60.1%**

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.

Table 15. 2015-16 Students by Home Community (Top 10 Feeders)			
Spring 2016	**CITY**	**# OF STUDENTS**	**%**
1	Shawnee	409	24.2%
2	Seminole	246	14.5%
3	Tecumseh	121	7.2%
4	Wewoka	88	5.2%
5	Holdenville	80	4.7%
6	Prague	58	3.4%
7	Ada	54	3.2%
7	Okemah	54	3.2%
8	Earlsboro	43	2.5%
9	McLoud	36	2.1%
10	Meeker	31	1.8%
Total		**1220**	**72.1%**

2015-16 Institutional Statistics Analysis

The analysis of the data from the 2015-16 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 fall 2015-16 show student head count to be down slightly from Fall 2014-15. However, when adjusted to exclude career tech enrollment, which dropped suddenly in 2014-15 due to mandated Higher Learning Commission mandated programmatic change and continued to decrease in 2015-16, headcount shows a slight increase when compared to 2014-15 (data not shown). Age, ethnicity, and income levels remained about the same as the 2014-15 statistics.