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Seminole State College
GENERAL EDUCATION EVALUATION
2019-20

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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 *ETS Proficiency Profile*, 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 *Entering Student Engagement Survey* (ESES), which was created by the Assessment of Student Learning Committee and implemented this year, 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 2018-19 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 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 2019-20 academic year compiled as per the *SSC Assessment of Student Learning Procedure*.

2019-20 Course-Embedded Assessment Results

Course-Embedded Assessment results were aggregated from five academic divisions for the 2019-20 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 eightteen SSC degree programs. Of those nineteen assessments, 16 employed only pre- and post-tests, while three of the reports employed a combination of assessment options as permitted by the *SSC Assessment of Student Learning Procedure*.

There were 8,613 Course-Embedded Assessments of General Education Outcomes reported for 2019-20. 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 35.5 for Outcome 1, 36.3 for Outcome 2, 33.2 for Outcome 3, and 33.2 for Outcome 4.

Table 1. 2019-20 Course-Embedded Assessment of General Education Outcomes

Outcome Assessed	Number Assessed	Pre-Test	Post-Test	Difference
Outcome 1	2,607	45.5%	81.0%	35.5%
Outcome 2	2,013	37.2%	73.6%	36.3%
Outcome 3	2,349	45.2%	78.5%	33.3%
Outcome 4	1,644	42.2%	76.4%	34.2%

Course-Embedded Assessment of Online Courses

In 2018-19, Seminole State College began using course embedded assessments to evaluate online courses. For 2019-20, Nine hundred seventy-three online students and 1,259 classroom students participated in the assessments to compare online courses to face-to-face courses. Course-embedded assessments of online courses compared to data from the same face-to-face courses is shown in Table 2. For each outcome, the course assessment differences from online and classroom courses were similar ranging from 25.1% to 31.1%, a difference of 6.0%, for online courses and 27.8% to 39.1% for classroom courses, a difference of 11.3%.

Table 2. 2019-20 Course-Embedded Assessment of General Education Outcomes for Same Online and Classroom Courses					
Outcome Assessed	Class Type	Number of Students	Pre-Test	Post-Test	Difference
Outcome 1	Online	469	54.0%	85.1%	31.1%
	Classroom	776	40.1%	79.2%	39.1%
Outcome 2	Online	385	51.8%	80.5%	28.7%
	Classroom	574	39.0%	75.0%	36.0%
Outcome 3	Online	340	54.7%	79.8%	25.1%
	Classroom	557	40.5%	75.7%	35.2%
Outcome 4	Online	216	59.5%	85.9%	26.4%
	Classroom	360	49.4%	77.2%	27.8%

2019-20 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 33.3% on outcome 3 to 36.3% on outcome 2. All four of the outcomes showed percentage growth at or above 33%.

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 73.6% to 81.0% substantiates 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. The Assessment of Student Learning Committee has established minimum thresholds for the achievement of General Education Outcomes. Goals and minimum standards were set for both the expected percentage increases pre- to post-

test and for the magnitude of post-test percentage. The expectations are a 30% range of growth or 60% minimum posttest on Course Embedded Assessment of General Education Outcomes. Additionally, mechanisms for focused, long-term improvement when thresholds are not met were established as follows:

When preset thresholds for General Education Outcome Course Embedded Assessments are not met, the Coordinator of Assessment will inform Division Chairs, Department Committee, and other Key Personnel to begin the process of improvement. These stakeholders will

1. Analyze the individual components in the area needing improvement.
2. Identify issues needing improvement.
3. Develop an action plan.
4. Present the plan for approval to the Assessment of Student Learning Committee.

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.

ETS PROFICIENCY PROFILE TEST

Since ACT discontinued the *ACT Collegiate Assessment of Academic Proficiency* (CAAP) in 2017, the Assessment of Student Learning Committee chose the Educational Testing Center (ETS) Proficiency Profile to replace the 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. Beginning fall 2018, the College began the use of the *ETS Proficiency Profile* 40 question paper and pencil test measuring seven different areas —Reading, Writing, Mathematics, Critical Thinking, Humanities, Social Sciences, and Natural Sciences—to assess students with 45 or more credit hours. Approximately 200 students typically take the exam in late October or early November. ETS 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. ETS provides information for the following groups: sophomore students, students planning to transfer to another institution, female students, and male students.

Fall 2019 ETS Proficiency Profile Assessment Results

The ETS Proficiency Profile Test was administered to 126 students the morning of Wednesday, November 6, 2019. The students were chosen based upon their anticipated completion of 45 or more credit hours at the completion of the fall 2019 semester and their having classes scheduled during the morning testing period. Each student was administered one test covering Writing, Mathematics, Humanities, Social Sciences, and Natural Sciences. The test was administered in the Foundation Hall of the SSC Haney Center. The test was administered according to ETS guidelines under the supervision of the Coordinator of Assessment, members of the Assessment of Learning Committee, and other SSC faculty and staff volunteers.
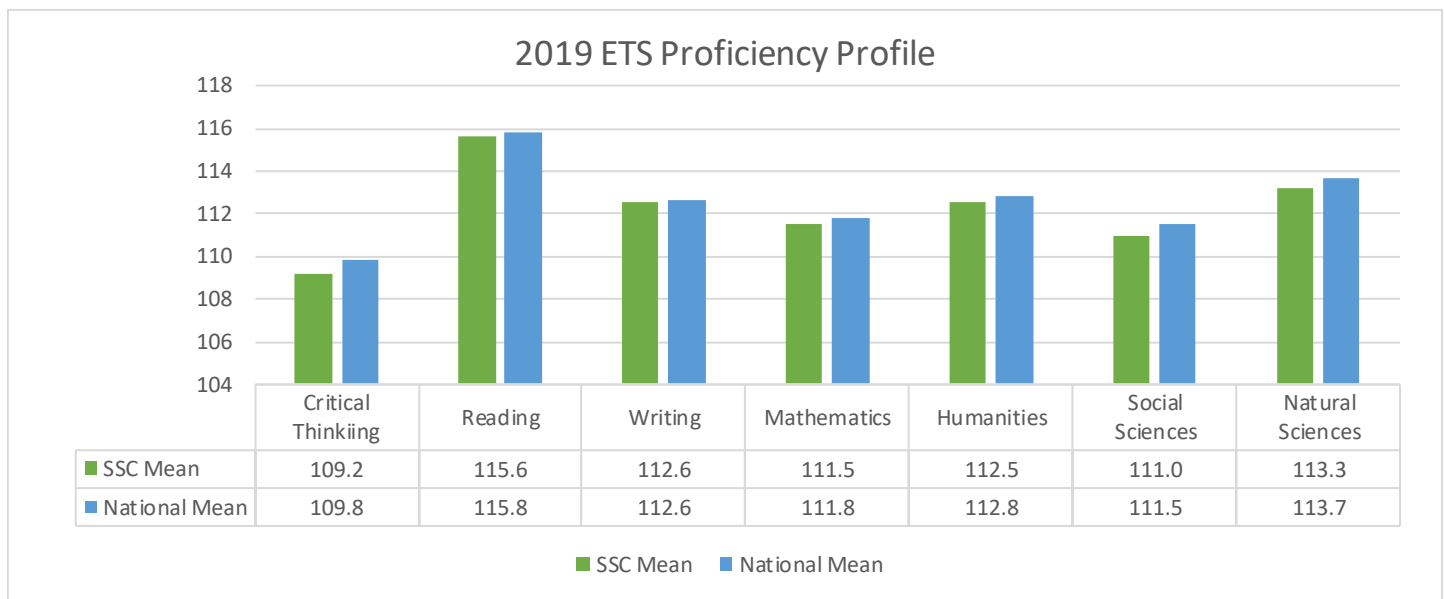
Demographics

Table 2 shown on the right summarizes the self-reported demographic information for the 126 examinees. As shown in the table, students representing at least five ethnic groups participated in testing. Caucasian students accounted for approximately 60% of the examinees while Native Americans accounted for 22%. About 59% of the examinees were female and about 39% were male. About 90% of the students considered themselves to be full-time students. Ninety percent of the students tested gave English as their first language.

Table 2. 2019 ETS Proficiency Profile Test Examinee Demographic Information		Student Count
Ethnicity	African American/Black	10
	Amer. Indian/Alaskan Nat.	28
	White/Caucasian	75
	Hispanic	2
	Latino	0
	Asian, Asian American, or Pacific Islander.	1
	Filipino	0
	Other	0
	Prefer not to respond	0
	No response	10
Gender	Male	49
	Female	74
	No response	3
Age	Under 20	45
	20-29	60
	30-39	13
	40-49	4
	50-59	2
	60 and older	1
	No response	1
English	First Language	117
	Not First Language	8
	Equally well in both	0
	No response	1
Enrollment Status	Full-time	113
	Part-time	7
	No response	6

Test Scores

The tests were scored based on a scale that ranges from 400 to 500 for the total score with subscore ranges from 100 to 130. National means for two-year institutions total scores and for each test subject subscore are shown in Table 3. As shown in the table, Seminole State students scored near national means in all seven subject areas. For example, SSC students averaged a score of 109.2 on the Critical Thinking test, which is 0.6 lower than the national mean. In Mathematics, SSC students performed slightly below the national mean with a score of 111.5 compared to the national mean of 111.8. In Writing, SSC students scored at the National mean. In Reading, SSC students scored below the national mean by 0.2 point. SSC students scored lower than the national mean in Humanities by 0.3 point and slightly below the national mean in Social Sciences with a score 0.5 below their counterparts with 45+ credit hours at other two-year institutions nationwide. In the Natural Sciences, SSC students scored 0.4 point below the national mean for that category.

2019 ETS Proficiency Profile

	Critical Thinkiing	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
SSC Mean	109.2	115.6	112.6	111.5	112.5	111.0	113.3
National Mean	109.8	115.8	112.6	111.8	112.8	111.5	113.7

■ SSC Mean ■ National Mean

In terms of individual student performance, SSC had students whose performances placed them above the national total mean of 437.0. The SSC total mean was 436. SSC awarded Certificates of Achievement to students who scored at or above the national mean. Of the 126 tests administered, 54 or 43% were above the national average.

Fall 2019 Proficiency Profile Analysis

As per the *2019-20 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 for the ETS Proficiency Profile. Keeping this criteria sets the minimum acceptable threshold for the ETS Proficiency Profile at no more than 20 points (5%) below the national mean of 437.0. Based on this criteria, SSC students are performing above the minimum threshold levels established as "long-term" in 2013 in all of the seven subject areas assessed.

Cumulative Data

Data has now been collected for two test administrations spanning a five-year period. In Table 4 on the right, SSC's first and second test averages for each area assessed is compared with the National Mean of the ETS Proficiency Profile. We will continue filling in the table as we approach five years of administering the test.

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

Table 4. 2019 Cumulative ETS Proficiency Profile Test Results		SSC Mean	National Mean	Over/Under National Mean
Writing	2018	112.1	113.0	-0.9
	2019	112.6	112.6	0.0
	2020			
	2021			
	2022			
	5-test average			
Reading	2018	115.5	116.4	-0.9
	2019	115.6	115.8	-0.2
	2020			
	2021			
	2022			
	5-test average			
Mathematics	2018	110.8	112.1	-1.3
	2019	111.5	111.8	-0.3
	2020			
	2021			
	2022			
	5-test average			
Critical Thinking	2018	109.8	110.1	-0.3
	2019	109.2	109.8	-0.6
	2020			
	2021			
	2022			
	5-test average			
Humanities	2018	112.4	113.1	-0.7
	2019	112.5	112.8	-0.3
	2020			
	2021			
	2022			
	5-test average			
Social Sciences	2018	110.9	112.0	-1.1
	2019	111.0	111.5	-0.5
	2020			
	2021			
	2022			
	5-test average			
Natural Sciences	2018	113.6	114.1	-0.5
	2019	113.3	113.7	-0.4
	2020			
	2021			
	2022			
	5-test average			

CO-CURRICULAR REPORTS

In 2018-19, Seminole State College began the process to assess co-curricular activities. After getting input from committee members, the Assessment of Student Learning Committee submitted a definition and process for co-curricular assessment SSC defines a co-curricular course as a course that includes structured activities or learning experiences that take place outside of the classroom and complement what students are learning in the course. The experiences are connected to or mirror the academic curriculum. This definition excludes activity and sport participation courses, and courses with occasional class field trips or activities which don't constitute a substantial portion of the course. . SSC assesses co-curricular learning activities in a manner consistent with traditional courses using course-embedded assessment or other pre-post assessment tools listed in this procedure. In the first year, two programs submitted assessment plans and one program submitted an assessment report.

In this second year of co-curricular assessment, the Institutional Effectiveness Committee chose to redefine co-curricular and use the definition provided by the Higher Learning Commission.

> Co-curricular definition: Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, serving learning, professional clubs or organizations, athletics, honor societies, career services, etc.

Because of the change in definition, Seminole State College will be working diligently to develop the plan for co-curricular assessment practices.

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.

2019-20 Transfer Reports from Four-Year Institutions Results

Three of the transfer institutions responded to the request for information from SSC. Oklahoma State University had a change in software 3 years ago that appears to still be affecting their ability to quickly retrieve data. The information provided is based on data from East Central University, University of Central Oklahoma, and Oklahoma University. Mean GPAs for students who transfer from SSC to the primary receiving institution are about the same as the average GPA at the institutions who reported data, having a difference from -0.01 to 0.12. SSC students complete courses successfully at a rate of 89.83%.

Table 7. 2019-20 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
East Central University	408	7,386	7,688	96.07%	3.09	2.97	0.12	73
Oklahoma State University	-	-	-	-	-	-	-	-
University of Oklahoma	175	3,585	4,340	82.60%	3.26	Not available	Not available	36
University of Central Oklahoma	258	4,765	5,489	86.81%	3.17	3.16	-0.01	57
Totals	841	15736	17517	89.83%				166

2019-20 Transfer Reports from Four-Year Institutions Analysis

Mean GPAs for students who transfer from SSC to the primary receiving institutions are about the same when compared to the overall GPA for students at those reporting institutions. With an 89.8% 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.

ENTERING STUDENT ENGAGEMENT SURVEY

The third annual Entering Student Engagement Survey at Seminole State College was conducted during the sixth week of the fall 2019 semester. The survey requests first experiences by students at Seminole State College on course engagement, course placement, freshman orientation, financial aid, and actions by students indicating their engagement. They survey was administered in all Freshman Learning Strategies classes. Formerly named Freshman Seminar or PASS, Learning Strategies is now a course for entering student designed to empower students to succeed. Learning Strategies classes are now mainly offered as 16-week courses along with 8-week options and 5-week Saturday options. The results are divided into the categories of general information, experiences before the first day of classes, experiences during the first five weeks of the semester, and occurrence of student engagement actions in the first five weeks.

2019-20 Survey of Entering Student Engagement Results

Two hundred forty-one of 358 students (67.3%) enrolled in Learning Strategies classes took the Survey of Entering Student Engagement in fall 2019. The results of the survey follow. Table 1 gives the student responses to general information prompts. The majority of the students are 18-19 years of age.

Table 1. Fall 2019 General Information Responses	
Question and Responses	**Percentage**
Did you begin college at SSC?	
Yes	91.7%
No	8.3%
Did you earn college credit while in high school?	
Yes	39.4%
No	60.6%
What is your age group?	
Under 18 years	7.9%
18-19 years	72.2%
20-24 years	10.0%
25-29 years	4.6%
30-44 years	4.6%
45-59 years	0.8%
60+ years	0%
What is your ethnicity?	
American Indian or Native American	32.0%
Asian, Asian American, Pacific Islander	1.2%
Native Hawaiian	0%
Black or African American, non-Hispanic	11.6%
White, non-Hispanic	64.7%
Hispanic, Latino, Spanish	9.5%
Other	0.8%
Please select the highest level of education your parent(s) completed	
High School	36.5%
Career/technical training	5.4%
Attended college	12.4%
Associate degree	11.6%
Bachelor degree	21.2%
Took graduate level classes	0.4%
Graduate degree (Masters, Doctorate degree)	10.6%
None of the above	1.7%

About 90 percent of the students responded to enrolling before the first of the semester. This was the first semester for 66.8% of the respondents compared to 69.4% for fall 2018. At a rate of 37.3% students reported having an assigned person who will help them at SSC compared to 77.6% for fall 2018. Thirty-eight percent of the respondents reporting placing into college level courses without taking a placement test as compared to 36% in fall 2018. About 55% of students reported that they did not have to take developmental courses as compared to 45% in fall 2018.

Table 2. Fall 2019 Experiences Prior to First Class Responses	
Question and Responses	**Percentage**
Including this semester, how many semesters have you been enrolled at this college?	
1	66.8%
2	11.2%
3	13.3%
4+	8.7%
How many credit hours did you take for your first semester at SSC?	
1-11	23.7%
12-15	61.4%
16+	14.9%
When did you register for your first semester at SSC?	
More than 1 week before classes began	89.6%
The week before classes began	7.9%
The day classes began	1.7%
The two weeks after classes began	0.8%
Choose the statement that best describes the length of time since your last math class.	
I took a math class last year.	56.3%
It has been more than a year but less than 5 years since I took a math class.	34.5%
My last math class was more than 5 years ago.	9.2%
Up to this time, who has been the main source of your academic advising?	
Family member	27.0%
Friend	5.4%
High school counselor	14.5%
SSC advisor	22.4%
Self	25.7%
None	5.0%
Has a specific person been assigned to be your advisor and provide you with information about SSC and your plan of study at SSC?	
Yes	37.3%
No	24.5%
I don't know	38.2%
About how many hours do you spend per week preparing for class?	
0-3	31.5%
4-6	47.3%
7-10	14.9%
11+	6.2%
About how many hours do you spend per week working?	
0-15	54.4%
16-35	35.3%
36+	10.4%
Have you declared a major field of study at SSC?	
Yes	86.3%
No	13.7%
Have you created a graduation plan with your advisor?	
Yes	25.7%
No	74.3%
Do you expect to earn a degree at SSC?	
Yes	93.8%
No	6.2%
Of the courses you enrolled in originally, how many have you dropped?	
0	83.8%
1	12.4%
2	2.5%
3	0%
4+	1.2%
How many courses did you add?	
0	83.4%
1	10.0%
2	2.9%
3	1.2%
4+	2.5%
Were you required to take a placement test?	
Yes	51.9%
No, I placed into the first transitional course	10.4%
No, my scores were high enough that I did not take a placement test	37.8%
Were you required to take a developmental course?	
Yes	44.8%
No	55.2%
If you answered yes to the previous question, which courses were you required to take?	
Special Topics (Math)	63.9%
Basic Algebra	8.3%

Fundamentals of Language Arts	13.9%
Special Topics (English)	46.3%

Over ninety-nine percent of students reported that they believe instructors want them to succeed and that classes were available at convenient times for them. Over 80% of students had set academic goals.

Table 3. Fall 2019 Experiences in First 5-weeks of Class Responses		
Prompt	**Percentage of Responses**	
	Agree	**Disagree**
I believe the instructors at SSC want me to succeed.	99.2%	0.8%
I was able to meet with an academic advisor at times convenient to me.	78.0`%	22.0%
I have set my academic goals.	86.7%	13.3%
I have discussed creating a plan for reaching my goals with students or instructors at SSC.	68.0%	32.0%
The courses were available at convenient times for me.	92.9%	7.1%
I talked with a college representative about managing my commitments to be able to reach my goals.	47.3%	52.7%
I received information about financial aid from an SSC representative.	76.3%	23.7%
An SSC representative helped me determine if I qualify for financial aid.	61.4%	38.6%

Prompt	Percentage of Responses			
	All did	Most did	Most did not	None did
Instructors had class activities to introduce students to one another.	39.0%	49.8%	10.0%	1.2%
Instructors explained course syllabi.	89.2%	10.1%	0.4%	0%
Instructors gave students their contact information to help outside of class.	75.5%	19.5%	2.9%	2.1%

Prompt	Percentage of Responses	
	Yes	No
At least one college staff member learned my name.	94.6%	5.4%
I have learned the name of at least one other classmate in each class.	90.9%	9.1%
At least one classmate in each class has learned my name.	88.0%	12.0%
Are you feeling as motivated in the 6th week of school as you did in the previous five weeks?	73.9%	26.1%

As shown in Table 3, over 89% of the students stated that all or most of their instructors conducted class activities to introduce students to each other. Students indicated at a rate over 88% that they had learned other students' names and other students had learned their names. Over 73% of students claimed that they were still motivated at the sixth week of school.

Besides responding to statements about the initial engagement activities, students responded to statements reporting on student and course engagement opportunities. Students reported low occurrences of discussing grades or attendance with instructors. If students are attending regularly, they would not have a reason to discuss attendance with the instructor. Many instructors make the grades available through Brightspace which could limit the need for discussion with students who have adequate grades. Over 46% of respondents reported that they completed all assignments, came to class prepared every session, and turned in their assignments in a timely manner.

Table 4. Fall 2019 Occurrence of Student Engagement Responses						
Statements	Percentage of Responses					
	0	1-2	3-4	5-10	11-19	20+
Please respond with the number of times you did each of the following in the first five weeks of school.						
Number of class periods you skipped.	53.1%	29.0%	14.5%	3.3%	0.0%	0.0%
Discussed a grade with an instructor.	44.4%	36.1%	7.1%	1.2%	0.4%	0.8%
Discussed attendance with an instructor.	62.2%	28.6%	5.8%	2.1%	0.4%	0.8%
Received grades or points on assignments, quizzes, tests, papers, etc.	3.7%	10.0%	16.6%	24.9%	14.9%	29.9%
Discussed an assignment with an instructor outside of class.	31.1%	44.0%	19.5%	2.9%	0.4%	1.2%
Asked for help from a campus employee regarding an assignment.	68.9%	17.8%	10.0%	1.7%	0.4%	1.2%
Received help from a campus employee regarding an assignment.	63.9%	22.4%	10.0%	1.7%	0.4%	1.7%
Asked questions in class.	13.7%	29.0%	29.9%	17.0%	5.4%	5.0%
Contributed to class discussions.	8.7%	28.2%	24.9%	22.0%	7.9%	8.3%
Turned in late assignments.	52.7%	35.7%	8.7%	2.5%	0.4%	0.0%
Prepared a draft of a paper in time to allow for revisions or discussion with the instructor.	28.6%	45.6%	15.4%	7.5%	0.8%	2.1%
Did not complete an assignment.	46.5%	39.8%	10.0%	2.9%	0.4%	0.4%
Came to class unprepared by not completing readings or assignments.	54.4%	35.3%	8.3%	1.7%	0%	0.4%
Worked with other students on a project outside of class.	42.3%	29.0%	16.2%	9.1%	2.5%	0.8%
Participated in a student led study group.	71.4%	14.5%	9.1%	3.7%	0.8%	0.4%
Used Brightspace, D2L, texting, emails, messaging, etc. to communicate with an instructor about the course.	7.9%	23.7%	27.0%	19.5%	6.2%	15.8%
Used Brightspace, D2L, texting, emails, messaging, etc. to communicate with another student about the course.	43.2%	24.1%	11.6%	9.1%	2.9%	9.1%

This report shows that SSC staff supports engaged learning, early connections, and has a clear track for college readiness. The Assessment of Student Learning Committee and the Student Success Committee will consider the results to inform faculty and staff of the importance of early engagement of students in academic pathways and knowledge of the importance of completing a degree at SSC. Twenty-one students responded with comments. One student said "At SSC, I have never felt more welcomed by students and staff. The kind nature of everyone makes me enjoy my day and allows me mentally to feel better about the idea of college."

2019-20 Entering Student Engagement Survey Analysis

This report shows that SSC staff and faculty support engaged learning, early connections, and has a clear track for college readiness through interventions and incorporating best practices for student success. The Assessment of Student Learning Committee will consider how this instrument might be modified to show the early engagement of students in academic pathways and knowledge of the importance of completing a degree at SSC as the college continues the new process of having one learning strategies course for every student.

STUDENT FEEDBACK ON INSTRUCTION

With the purchase of *Class Climate* from Scantron, SSC is able to provide student feedback from each class in fall and spring semesters. The students 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 *Class Climate*. 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. Both surveys generate data that includes student opinions on instructor and course quality and effectiveness. Students are directed to complete the survey invitations from Brightspace. 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 is 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.

2019-20 Student Feedback on Instruction Results

Student Feedback on Classroom Instruction

Four thousand, two hundred sixty-nine, 4,269, students received survey invitations, and students completed a total of 2,651 surveys during the fall semester. The rate of participation was 62.1%. Two hundred fifty-four classes were surveyed, which resulted in redundant evaluations of 82 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.
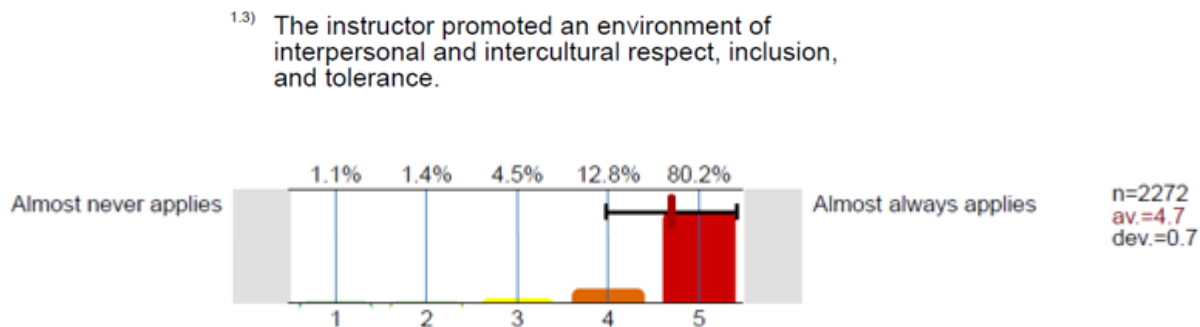
An average response or score can be calculated for each question based on the number and value of each scaled answer and the total number of respondents. For example, the average response score for question no. 3. "The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance" was 4.7. Table 5 shows the average response scores for all of the rated-scale answers across the survey.

Table 5. 2019-20 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.	4.6
The instructor consistently displayed energy and enthusiasm.	4.6
The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance.	4.7
The instructor demonstrated a genuine concern for student success in the course.	4.6
The syllabus for this course clearly outlined the manner in which the instructor graded.	4.7
The syllabus for this course clearly defined the attendance policy and my responsibilities for this class.	4.7
The instructor taught the course in a manner consistent with the syllabus.	4.6
The instructor encouraged or required active participation.	4.6
The course materials helped me learn.	4.5
Exams or other evaluation methods consisted of topics outlined in class.	4.6
The use of audiovisual aids enhanced the course. (Audiovisual aids include items such as overheads, slides, films, whiteboards, SmartBoards, etc.)	4.5
Class presentations were well-prepared, organized, and used class time wisely.	4.6
The instructor graded tests, papers, and assignments based on established guidelines and provided feedback in a timely manner.	4.6
The instructor routinely provided information about student progress in the course.	4.5
The course met my overall expectations.	4.5

The average response scores ranged from 4.5 to 4.7 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 4.6.

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 Brightspace?

For the first question, 95% of the responses affirmed that students would recommend the course to another student. Many of the student responses mirrored this statement - "YESSS! This class is very fun with an amazing professor!" 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 Brightspace in the class. If instructors used it for a few things such as grades and communication, the students approved of it. For the second year, students used this question to voice a major concern about the quality of the wi-fi or lack of it on campus.

Student Feedback on Online Instruction

During the fall semester, online students completed 631 surveys. The rate of participation was 82.2% with a total of 768 surveys sent to students. Twenty faculty members were evaluated in 40 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. 2019-20 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.	4.8
The instructor gave clear instructions on where to start and where to find course components.	4.7
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.)	4.7
The syllabus clearly outlines course and learning objectives.	4.7
The instructor provided a clear course grading policy in the syllabus.	4.7
Activities and Assignments allow for interaction with the instructor and from one student to another.	4.5
The instructor stated and followed a plan for classroom response time and assignment feedback.	4.6
The instructor clearly stated student interaction and participation requirements.	4.6
The instructor's course design followed logical, consistent, and efficient navigation through online components.	4.6
The course materials helped students prepare for class assignments.	4.6
Exams or other testing methods covered class topics.	4.6
The instructor treated students fairly and respectfully in this course.	4.7
The instructor graded exams and assignments fairly and accurately.	4.7
The instructor routinely provided student grades on exams, assignments, and participation via My Grades on Brightspace.	4.6
The instructor seemed to have adequate knowledge about the subject matter and was able to communicate this knowledge to the class.	4.6
The instructor indicated a willingness to help students and a concern for student progress.	4.5
Brightspace helped me easily communication with the instructor and other students (for example, through email and/or discussion boards).	4.7
It was easy to submit assignments and/or take assessments on Brightspace.	4.8
I received quality Brightspace support when needed.	4.6

For the rated scale questions, the range of average response scores was 4.6 to 4.8 showing that students responded with favorable answers to all of the rated-scale questions. Students responded with an average response of 4.6 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 Brightspace?

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 Brightspace.

2019-20 Student Feedback on Instruction Analysis

The fact that the College's average on the rated-scale questions was 4.6 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." The "almost always applies" answers comprised an aggregate average of 76.5% for the whole survey. 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 89.9% of the aggregated responses for SSC.

Table 7. 2019-20 Aggregate Rated Scale Response Percentages for Classroom Instruction	
(1) almost never applies	2.3%
(2) rarely applies	2.1%
(3) sometimes applies.	5.5%
(4) usually applies	13.4%
(5) almost always applies	76.5%

The average for questions pertaining only to online courses was 4.6 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 79.5%. The response "usually applies" had an aggregate response of 11.8%. Both of these together comprised 91.3% of the responses.

Table 8. 2019-20 Aggregate Rated Scale Response Percentages for Online Instruction	
(1) almost never applies	1.9%
(2) rarely applies	2.3%
(3) sometimes applies.	4.6%
(4) usually applies	11.8%
(5) almost always applies	79.5%

FACULTY SURVEY ON STUDENT ENGAGEMENT

Beginning with fall semester of 2016, all faculty members are given the opportunity to provide input on student engagement using the *SSC Faculty Survey on Student Engagement*. The information is gathered anonymously via electronic means through Lime Survey. The Assessment of Student Learning Committee created the instrument to include an emphasis on engagement and success. The survey generates data about engagement techniques our instructors use and the instructors perception of student engagement. Instructors received an email requesting that they complete the survey via emails. The survey consists of a combination of multiple choice, rated scale, and essay/short answer questions. The essay/short answer question provided instructors the opportunity to submit personal observations and suggestions for improvement for the course, instructor, and survey. Appropriate supervisory and administrative personnel also have access to the feedback for comparison of data between this survey and the Entering Student Engagement Survey.

2019-20 Faculty Survey on Student Engagement Results

Faculty Survey on Student Engagement

With 88 potential respondents from all fall 2019 instructors, the rate of participation was approximately 33.0%. The survey consisted of eight multiple choice questions, 10 rated-scale questions and one essay/short answer question. 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. Results appear in the following tables.

Instructors were asked to respond to items over student engagement in their fall 2019 classes. The following table lists the items and the responses. The results indicate that the respondents use engagement techniques proven to improve student success.

Table 1. 2019-20 Instructor Engagement Techniques Used				
Item	**Percentage of Responses**			
1. I have class activities to introduce students to one another.	In every class 44.8%	Most Classes 44.8%	Not at all 10.3%	No Answer 0%
2. I explain the course syllabi.	Once 17.2%	Once at the beginning of the semester and again later in the semester. 3.4%	Once to all students and to each student who entered class late. 3.4%	Once to all students and several times during the semester as students asked questions that were covered in the syllabus. 75.9%
3. I give students my professional contact information for help outside of class.	Yes to all students. 93.1%	Only as needed. 6.9%	No 0%	
4. I attempt to learn my students' names.	By the end of the first week. 24.1%	By the end of the second week. 55.2%	By the first test. 20.7%	Only as needed. 0%
5. I emphasize the following good habits to my students.	Exchanging contact information with at least one other student in	Setting up study sessions with other students. 55.2%	Studying a little every night instead of	

	case they need notes. 62.1%		waiting until the last minute. 89.7%		
6. When do you report grades to students?	Continuously on Brightspace. 79.3%	Every time I turn graded assignments or tests back to students. 44.8%	At required times. 24.1%	Other 3.4%	
7. When a student is absent, I take the following actions.	Email the student. 93.1	Contact the students' other instructors. 17.2%	Other 27.6%	Call the student. 10.3%	None of these 7.0%
8. I use the following student engagement techniques.	Clearly stating the objective. 86.2%	Logical Content. 79.3%	Incorporating prior knowledge. 89.7%	Visual Aids. 89.7%	Technology such as music, video clips, document cameras. 79.3%
	Repetition 79.3%	Group Work 75.9%	Student interaction such as questioning and think, pair, and share. 62.1%	Brain Breaks 34.5%	Case Studies 51.7%
	Focusing on the big ideas 79.3%	Problem based learning 55.2%	Beginning and ending often 41.4%	Learner centered projects 48.3%	Interactive notebooks 17.2%

The next table gives the instructors' perceptions of student involvement. Instructors rated students as almost always or usually engaging in class activities. Instructors perceive two areas in need of improvement, students working with other students on assignments outside of class and students participating in student led study groups. Since Seminole State College is largely a commuter school, instructors may hesitate to give students assignments that require that they work together outside of class and students may struggle to find convenient times to work together due to other obligations.

Table 2. 2019-20 Instructor Perception of Student Engagement					
Item	**Percentage of Responses**				
	Almost always applies	Usually applies	Sometimes applies	Rarely applies	Almost never applies
Students are actively engaged in classroom discussions, activities, group participation.	44.8%	20.7%	31.0%	3.4%	0%
Students come to class prepared every class period.	31.0%	24.1%	44.8%	0%	0%
Students worked outside of class individually on assignments.	48.3%	20.7%	27.6%	3.4%	0%
Students worked with other students on assignments outside of class.	6.9%	6.9%	58.6%	10.3%	17.2%
Students turned assignments in on time.	24.1%	51.7%	24.1%	0%	0%
Students sought tutoring or came during office hours for clarification on assignments.	6.9%	24.1%	51.7%	10.3%	6.9%
Students participated in student led study groups.	3.4%	10.3%	37.9%	34.5%	13.8%
Students checked grades.	34.5%	24.1%	37.9%	0%	3.4%
Students communicated with other students about the course.	20.7%	37.9%	37.9%	3.4%	0%
Students demonstrated a genuine concern for their grades by seeking and following advice from the instructor, advisor, and other students.	13.8%	44.8%	37.9%	0%	3.4%

2019-20 Faculty Survey on Student Engagement Analysis

The 2019-20 Faculty Survey on Student Engagement reflects that faculty members employ student success techniques that result in the faculty identifying student behavior that should result in successful completion of the course and program. With only 33% of the faculty responding, the Institutional Effectiveness Committee will need to find ways to encourage faculty to participate in the survey to continue the comparison between the Faculty Survey on Student Engagement and the Entering Student Engagement Survey.   In a comparison of the two surveys, both surveys show that engagement techniques are being used by SSC faculty.

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.

2019-20 Graduate Exit Survey Results

Three hundred sixty-one students completed the 2019-20 Graduate Exit Survey. The survey consisted of 69 questions. Seven of these questions related specifically to the application for graduation and commencement participation while the other 62 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 ninety-six students or 82.0% indicated plans to transfer to a four-year institution.

Table 8. 2019-20 General Information Responses	
Question and Responses	**Percentage**
Why did you choose SSC?	
Close to home	82.0%
Low cost of attendance	52.9%
Wanted to start at a smaller college before going to a four-year institution	46.5%
What were your goals while attending SSC?	
Earn an Associate's Degree and Transfer to a four-year institution	77.6%
If you plan to transfer to a four-year institution, which is your most probable choice?	
East Central University	43.9%
University of Central Oklahoma	13.4%
University of Oklahoma	13.0%
Oklahoma State University	10.6%
Which factors made achieving these goals more difficult?	
Conflicts with a job	44.0%
Financial Difficulties	38.2%
What is your most common enrollment status?	
Full-time	88.9%
What is your weekly employment status?	
21-39 hours	26.3%
40+ hours	24.7%
Did not work	20.5%
What is your residential status?	
Off-campus with family	53.6%
Off-campus separate from family	28.6%
Residence Hall	17.8%
Which type of course delivery did you prefer?	
Face-to-face	51.7%
Blended	33.9%
Online	9.0%
For face-to-face and blended courses, which meeting times do you prefer for your course?	
Morning classes	70.1%
Afternoon classes	13.0%
Night classes	5.7%

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. 2019-20 Academic Responses					
Attribute	Percentage of Responses				
	Excellent	Above Average	Average	Below Average	Poor
Overall quality of academics	50.6%	25.8%	21.9%	0.9%	0.3%
Quality of teaching in your major field of study	54.7%	24.7%	17.8%	2.0%	0.6%
Quality of teaching in general education courses	49.7%	21.3%	27.0%	0.6%	0.3%
Quality of teaching in transitional education courses	45.9%	21.2%	25.3%	1.5%	0.0%
Faculty maintenance of positive learning environment	52.7%	25.9%	20.0%	0.3%	0.6%
Faculty concern for student well-being	56.2%	21.4%	20.0%	1.7%	0.3%
Faculty commitment to student success and learning	55.1%	25.6%	17.7%	0.8%	0.0%
Brightspace learning management system	47.7%	22.9%	25.7%	1.4%	1.4%
Instructor Use of Technology when appropriate	47.6%	23.7%	25.4%	2.0%	0.6%
Availability of courses in your major field of study	47.6%	22.1%	23.8%	4.0%	1.7%
Availability of general education courses	53.3%	19.8%	23.8%	1.7%	0.0%
Quality of classroom equipment	43.1%	22.3%	29.6%	2.8%	1.7%
Quality of science laboratory equipment	44.5%	23.2%	25.2%	5.1%	0.9%
Quality of art laboratory equipment (only students who took an art class included)	48.2%	18.9%	26.2%	3.7%	3.1%
Quality of computer laboratory equipment	41.4%	19.5%	31.5%	4.1%	1.5%
Instructor availability during office hours	50.7%	26.5%	1.3%	0.0%	1.1%
Instructor availability via electronic means	52.5%	23.3%	22.5%	0.8%	0.3%
College orientation through Freshman Seminar Course (only students who took Freshman Seminar)	44.5%	17.4%	23.0%	1.5%	1.1%
College orientation through PASS Course (only students who took PASS)	41.0%	13.8%	18.6%	1.1%	0.5%
College orientation through Learning Strategies Course (only students who took PASS)	53.9%	20.2%	22.3%	2.1%	1.6%
Distance Education Proctoring Center (DEC closed Fall 2019)	48.4%	18.4%	23.3%	0.5%	0.9%
Library	49.3%	20.1%	28.5%	1.1%	1.1%

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.

Table 10. 2019-20 Student Services Responses					
Service	Percentage of Responses				
	Excellent	Above Average	Average	Below Average	Poor
Placement testing at Testing Center	43.0%	15.6%	23.9%	1.1%	0.3%
Enrollment services	46.7%	16.2%	32.4%	2.6%	0.6%
Enrollment advising received from advisors in student services	43.9%	18.0%	25.1%	6.6%	2.6%
Enrollment advising received from faculty	47.3%	19.9%	25.9%	3.4%	1.4%
Mentoring received from your degree program faculty mentor	46.7%	17.4%	23.1%	4.0%	1.7%
Financial Aid Office	45.0%	16.8%	23.4%	5.7%	4.0%
Admission and Records Office	48.4%	19.1%	25.4%	2.6%	1.4%
Business Office – Cashier	45.6%	14.8%	28.2%	4.6%	3.7%
Academic Affairs Office	52.1%	16.6%	28.7%	1.6%	1.0%
Tutoring Services	58.7%	14.6%	24.4%	1.2%	1.2%
Student Affairs Office	53.6%	17.5%	26.6%	1.1%	1.1%
SSC Bookstore	46.4%	17.5%	26.9%	6.2%	3.0%
Student Union Snack Bar (72 students did not answer)	53.3%	19.1%	23.7%	1.4%	1.4%
Student Union Cafeteria (71 students did not answer)	52.0%	16.4%	25.7%	1.7%	4.1%
Attitude of Non-teaching personnel toward students	51.7%	19.5%	23.7%	2.7%	2.4%
Concern shown for you as an individual by non-teaching personnel	51.4%	19.4%	25.4%	2.8%	0.9%
Student Services overall	47.4%	25.0%	23.8%	2.4%	1.5%

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. 2019-20 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	14.0%	17.7%	15.4%	13.4%	29.1%	10.3%	89.7%
Bookstore	35.4%	28.9%	14.6%	9.7%	4.9%	6.6%	93.4%
Gym	8.6%	4.0%	2.0%	1.4%	8.0%	76.0%	24.0%
Haney Center	21.7%	8.9%	4.9%	3.1%	5.1%	56.3%	43.7%
Henderson Park &/or Walking Trail	18.6%	11.1%	4.7%	14%	3.4%	60.6%	39.4%
Jeff Johnston Auditorium	26.6%	12.6%	3.4%	2.9%	1.1%	53.4%	46.6%
Library (excluding classrooms)	22.0%	16.0%	12.9%	7.4%	7.7%	34.0%	66.0%
Math Lab in Tanner Hall	17.4%	14.3%	13.7%	7.1%	10.9%	36.6%	63.4%
Pool	10.0%	4.9%	3.4%	1.1%	0.9%	79.7%	20.3%
Student Union Cafeteria	13.1%	9.4%	6.9%	4.6%	20.9%	45.1%	54.9%
Snack bar	16.3%	12.9%	7.4%	6.0%	13.7%	43.7%	56.3%
Student Services Building	21.4%	25.1%	21.1%	10.3%	11.4%	10.6%	89.4%
Writing Lab	17.1%	9.7%	8.9%	8.6%	10.0%	45.7%	54.3%
Question and Responses	Excellent		Above Average		Average		Below Average
Overall Rating of Facilities and Grounds	54%		25%		18%		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.

Table 12. 2019-20 Campus Safety Responses					
Question	Percentage of Responses				
	Always	Usually	Sometimes	Never	Uncertain or Not Applicable
In general, I felt safe on the SSC campus	81.3%	15.3%	0.6%	0.0%	2.9%
SSC police officers were visible on campus	53.0%	26.2%	16.4%	0.9%	3.5%
I felt safe on the SSC campus after dark	50.4%	19.6%	3.2%	0.6%	19.6%
I felt safe in SSC parking lots during daylight hours	84.2%	11.2%	1.2%	0.0%	3.5%
I felt safe in SSC parking lots after dark	50.4%	19.6%	3.5%	0.3%	26.2%
I felt safe in SSC classrooms	85.9%	9.8%	0.9%	0.0%	3.5%
I felt safe in SSC hallways	83.6%	12.4%	0.6%	0.0%	3.5%
I felt safe in SSC residence halls	50.4%	10.1%	1.4%	0.3%	37.8%
I felt safe in SSC common areas such as the Student Union and Library	80.1%	14.1%	0.6%	0.0%	5.2%

When asked to assess their overall experience at SSC, 81.8% of the students rated the educational experience as excellent or above average. Over 85% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors consistently as one of the greatest strengths at SSC. Students cited class size, staff, and affordability as other strengths. Items mentioned repeatedly in weaknesses were computer lab equipment, printers in the labs, lack of funding, and the upgrades needed on facilities such as the bathrooms, classroom buildings, and gym.

2019-20 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. Students stated a goal of transferring to a four-year institution at 68%. Whether it was a goal or not for these students, a vast 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 70.8%. "Faculty commitment to student success and learning" scored highest overall with 80.7% of students choosing excellent or above average. The "College orientation through PASS Course" received the lowest score with only 54.8% of students choosing excellent or above average. It has been several years since SSC offered the PASS course, so this question is only answered by a few students who took the course several years ago. The majority of the responses and comments reflected positive experiences by the students, but students repeatedly referenced the lack of good wi-fi and the parking lot in the comments.

In the category of student services, the combined scores for excellent or above average fell between 58.6% and 73.3% which is consistent with last year's scores. The lowest score was given to Placement Testing again with a score of 58.6%. The average for excellent and above average responses in Student Services was 66.9% which is 0.8% higher than last year. Student Services was not rated by every student since not all students used every office in Student Services. In general, comments on Student Services were positive.

In the facilities section, the bookstore, student services building, and computer labs again had the most student use with at least 89% 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 which supports the decision to close the pool. Over 66% of students used the Library, and 54% used the Tanner Math Lab or the Writing Lab at least once. Overall, 79% of the students rated the facilities excellent or above average which is up 5$% from last year. In the comments, students are still requesting classroom building renovations, updated bathrooms, dormitory renovations, and parking lot repairs.

Over 96% of the students responding to the survey chose always or usually to feeling safe on the SSC campus. About 70% responded always or usually to the visibility of SSC police officers. Students responded always or usually 60.5% of the time to feeling safe in the dorms and 70.0% to feeling safe after dark in the SSC parking lots. Both of these percentages increased from last year.

In the statistics related to the overall satisfaction with SSC, 82% 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 85%. In general, the responses to the survey increased this year with good insight given for areas to improve.

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.

2019-20 Institutional Statistics Results

The data collected for this report arose from three different semesters – summer 2019, fall 2019, and spring 2020. 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 the majority 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 19 and 25 years old in all three of the semesters reported. For all three semesters, more students were full-time but the percentages were closer. The majority of the students are white or Native American with about 59% of the students white and about 25% Native American.

Table 14 lists the ACT scores for the 2019 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. Over 500 of the students did not have an ACT score.

Table 13. 2019-20 Student Classification by Gender				
Summer 2019	**Males**	**Females**	**Total**	**%**
1st Time Freshmen	15	35	50	11%
First-Time, Full-Time Cohort	12	24	36	9%
Freshmen	35	91	126	27%
Sophomores	58	186	244	53%
Special Students	29	63	92	20%
TOTAL	**122 26%**	**340 74%**	**462**	**100%**
Fall 2019	**Males**	**Females**	**Total**	**%**
1st Time Freshmen	120	202	322	21%
First-Time, Full-Time Cohort	102	161	263	17%
Freshmen	192	354	546	36%
Sophomores	171	470	641	42%
Special Students	111	241	344	22%
TOTAL	**474 31%**	**1057 69%**	**1531**	**100%**
Spring 2020	**Males**	**Females**	**Total**	**%**
1st Time Freshmen	14	33	47	3%
First-Time, Full-Time Cohort	8	10	18	1%
Freshmen	120	248	368	26%
Sophomores	222	502	724	50%
Special Students	130	220	350	3%
Total	**472 33%**	**970 67%**	**1442**	**100%**

Table 14. Fall 2019-20 Students by Act Scores		
Fall 2019	**Number**	**%**
ACT of 10 to 14:	51	5.1%
ACT of 15 to 19:	442	43.8%
ACT of 20 to 24:	392	38.9%
ACT of 25 or more	123	12.2%
Total	**1008**	**100%**

Representative data for students by home community is given in Table 15 with only the fall 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 45% of the SSC student body each semester.

Table 15. Fall 2019 Students by Home Community (Top 10 Feeders)			
Fall 2019	**CITY**	**# OF STUDENTS**	**%**
1	Shawnee	366	23.9%
2	Seminole	236	15.4%
3	Tecumseh	129	8.4%
4	Wewoka	79	5.2%
5	Holdenville	77	5.0%
6	Prague	52	3.4%
7	Wetumka	44	2.9%
8	Maud	35	2.3%
9	Earlsboro	30	2.0%
9	Okemah	28	1.8%
9	Ada	24	1.6%
10	Maud	**1100**	71.8%

2019-20 Institutional Statistics Analysis

The analysis of the data from the 2019-20 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 will continue with the 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.