



SEMINOLE STATE COLLEGE

Annual Student Assessment Report
2013-14 Activity

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Seminole State College 2013-14 Assessment Report Executive Summary

Entry-Level Assessment

Prior to entry-level enrollment, students with ACT subject test scores below 19 or lacking ACT Assessment Test scores altogether participate in secondary testing. The testing instruments for secondary testing are COMPASS Assessment Tests in math, reading, and writing skills. Students may retest with the COMPASS or take appropriate ASSET Tests in math and writing. Students are permitted to take a placement test in a subject no more than twice each enrollment period. Forty-eight hours must elapse before a student may retake a placement test. A study guide for students to prepare them for placement tests in math has been developed by faculty. Students also have access to a number of free online placement testing tutorial sites. SSC piloted institutionally designed placement tests and an institutionally designed placement rubric to assess students for placement in developmental mathematics courses in 2013-14.

For the 2013-14 academic year, Seminole State College's enrollment included 727 first-time college students. For students with ACT scores, the mean composite score for all enrollees was 20.3 in 2013-14. As shown in the table, the total enrollment in non-credit, developmental courses was 1,000. Of this number, 646 (64.6%) successfully completed the course. The developmental course completion rate of 64.6% is 6.1 percentage points above the previous three-year average of 58.5% and 10.1 percentage points above the 2012-13 completion rate. During the past year, the College redesigned the developmental course sequence which contributed to this significant growth in the completion rate. Twenty-five percent (24.5%) of SSC students were enrolled in at least one developmental education course during 2013-14. The total enrollment in graded courses for college credit during 2013-14 was 12,662. Of this number, 10,450 (82.5%) completed the course with a passing grade. Enrollment in non-credit, developmental courses was responsible for the generation of 3,351 credit hours, while college level graded courses generated 39,181 credit hours the 2013-14 academic year.

2013-14 Course Enrollment, Course Completion and Credit Hour Production

2013-14	Course Enrollment				Successfully Completed Course				
	SU13	FA13	SP14	Total	SU13	FA13	SP14	Total	Comp. Rate
Non-Credit Developmental Courses	54	673	273	1,000	50	404	192	646	64.6%
College Level Graded Courses for Credit	1,132	6,132	5,398	12,662	1,014	4,968	4,468	10,450	82.5%

2013-14	Credit Hour Production			
	SU13	FA13	SP14	Total
Non-Credit Developmental Courses	178	2,281	892	3,351
College Level Graded Courses for Credit	3,643	18,372	17,166	39,181

In the 2013-14 year, SSC continued to refine an aggressive, bottom-up redesign of its developmental course sequences. The resulting redesigned delivery system involves the use of compressed courses that combine nurturing face-to-face instruction and state-of-the-art instructional technology in mathematics and language arts (reading and writing). The immediate effect has been to reduce both the number of courses required for remediation and the time required for completion of the remediation, both factors that research has shown to increase student success and completion. The long-term goals of the reformation are to increase remedial course and program completion, increase general education gateway course completion (English Composition I and college-level math), and, ultimately, increase degree program completion and graduation. SSC is in the process of collecting data associated with the change in the developmental course offerings while also monitoring student success and completion rates.

Mid-Level/ General Education Assessment

Seminole State College uses the term *Mid-Level Assessment* to mean an assessment of the educational experiences of those students who are graduating with associate degrees and those students completing terminal degree programs designed to empower them to enter the work force immediately. The SSC assessment procedure requires the evaluation of the College’s general education outcomes annually by testing a representative group of students with 45 or more credit hours. The College uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test for that purpose. In fall 2013, two hundred students who met the criteria took two randomly chosen subject tests. Subject areas tested were writing skills, math, reading, critical thinking and science. Student performance in writing skills, math, science, and reading was within the established institutional minimum acceptable threshold of no more than 2.0 points (5 percent) below the national means. Student performance in writing skills, mathematics, and critical thinking was above the national mean. Student performance in science and reading was below the national mean but well within the threshold set by the institution. As a whole, the five-test averages covering a five-year span all fell within 0.5 of a point 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.

**Seminole State College
2013 CAAP Test Score Means vs. National Score Means**

Mean Scores		Writing Skills	Math	Reading	Critical Thinking	Science
All Participants	SSC	61.7	56.3	60.0	61.2	59.0
	National	61.5	56.0	60.2	60.6	59.2
	Over/Under National	+0.2	+0.3	-0.2	+0.6	-0.2

In terms of general education assessment, the SSC Assessment of Student Learning Procedure provides a variety of course-embedded assessment methods for use by SSC faculty. The most common type of course-embedded assessment employed at SSC uses pre- and post-tests that contain a set of locally developed questions intended to measure specific student learning outcomes. The table below shows the aggregate SSC data for student performance on pre- and post-tests assessing general education student outcomes. The course-embedded assessment data showed a significant amount of improvement for each of the four general education outcomes assessed. The average pre- to post-test improvement was 36%. The data shows improvement for each outcome, although the improvement for outcome 4 was more moderate.

2013-14 Course-Embedded Assessment of General Education

General Education Outcome	Number of Degree Programs Assessing Outcome	Number Assessed	Correct Answers Pre- to Post-Assessment		Percentage Pre- to Post-Assessment		
			Pre	Post	Pre	Post	Difference (%)
Outcome 1	12	4,739	1,798	4,091	38%	86%	+48%
Outcome 2	9	1,096	350	723	32%	66%	+34%
Outcome 3	12	1,411	458	1010	33%	72%	+39%
Outcome 4	8	3,231	212	360	18%	35%	+18%

The College also analyzes enrollment and completion trends in a group of twenty-one courses considered to be representative general education courses based on degree requirements for transfer degrees and student preference. As shown in the table, the total enrollment in representative general education courses was 6,004. Of this number, 4,796 (79.9%) successfully completed the course. These courses generated 18,012 credit hours during 2013-14.

2013-14 Representative General Education Course Enrollment, Course Completion and Credit Hour Production

2013-14	Course Enrollment				Successfully Completed Course				
	SU13	FA13	SP14	Total	SU13	FA13	SP14	Total	Comp. Rate
Representative General Education Courses	423	2,998	2,583	6,004	371	2,303	2,122	4,796	79.9%

2013-14	Credit Hour Production			
	SU13	FA13	SP14	Total
Representative General Education Courses	1,269	8,994	7,749	18,012

In the past, the College regularly administered the Community College Survey of Student Engagement (CCSSE) and the AACC/ACT Faces of the Future Survey as part of its assessment of general education. The college rotated the utilization of these surveys with Faces of the Future administered in spring of even numbered years and CCSSE administered in spring of odd numbered years. AACC/ACT no longer offers the Faces of the Future Survey. Therefore, SSC administers only the CCSSE in odd numbered years and has replaced the Faces of the Future Survey with the Graduate Exit Survey administered in the fall and spring semesters.

The revised Graduate Exit Survey was first administered as part of the degree process in fall 2013. Two hundred fifty-eight students completed the survey which consisted of 45 questions. Thirty-nine of the questions requested students' opinions about the SSC experience and future plans. Two hundred thirty-seven students or 91.9% indicated plans to transfer to a four-year institution.

The College is continuing the endeavor to formalize its process for assessing SSC students that transfer to four-year institutions. SSC is increasing efforts to track students as they progress in their careers and education. To accomplish this goal, SSC requests information from the main transfer institutions for our students. The information provided is based on data from University of Oklahoma, Oklahoma State University, and University of Central Oklahoma. Mean GPA's for students who transfer from SSC to the primary receiving institutions are slightly lower than the average GPA at these institutions, having a difference from -0.01 to -0.062. SSC students complete courses at these institutions successfully at a rate of 86.6%.

Program Outcomes Assessment

The College offers eighteen programs leading to Associate in Arts or Associate in Science degrees. It offers one certificate program and four programs culminating in the Associate in Applied Science degree. Each degree program undergoes institutionally mandated assessment and evaluation each year. Degree program assessments and evaluations focus on student achievement of desired degree program outcomes and degree program completion rates. Additionally, each program undergoes a more detailed and state mandated degree program review every five years.

The degree program evaluations are prepared annually by the division chairs and faculty. The degree program evaluations require information in five different categories. Aligned to the state mandated degree program reviews that is required every five years, the categories encompass program objectives and goals, quality indicators, minimum productivity indicators, quantitative measures including total credit hours generated by the courses taught for the major field of the degree program, and recommendations made for the program.

A number of instruments contribute to the previously mentioned degree program assessments and evaluations, including course-embedded assessment and relevant results from the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test. Additionally, and as mentioned in the previous section, the Community College Survey

of Student Engagement (CCSSE) also contributes to the assessment process at this level to a smaller extent. In the case of these non-degree specific assessment tools, each degree program analyzes SSC aggregate data, as well as any relevant program specific data available, as part of the evaluation process. Increasing amounts of data from transfer reports and the SSC Graduate Exit Survey have provided meaningful assessment data at the program level during this reporting period. SSC will continue the effort to collect data from transfer reports, the Graduate Exit Survey, and future communications with graduates.

Like the assessment of general education, degree program assessment also employs course-embedded assessment using pre- and post-test data for analysis. As an example, the assessment results for each program's Degree Program Student Outcome 3 are shown below. For this particular Student Outcome, 5,335 assessments were performed. Across all of the degree programs, there was a 43% average increase in correct answers on post-tests vs. pre-tests assessing the achievement of the degree program student outcome.

2013-14 Degree Program Outcomes Assessment Results

Division	Degree Program Outcome 3	Assessment Measure	No. Students Assessed	Pre	%	Post	%	Increase in %
BIS	Business AS	Course-Embedded	341	40	12%	293	86%	74%
BIS	Business AAS	Course-Embedded	252	32	13%	208	83%	70%
BIS	Computer Science AS	Course-Embedded	140	22	16%	121	86%	70%
HPER	Health PE and Recreation AS	Course-Embedded	8	2	25%	8	100%	75%
LAH	Art AA	Course-Embedded	835	271	32%	501	60%	28%
LAH	Elementary Education AS	Course-Embedded	835	271	32%	501	60%	28%
LAH	Language Arts and Humanities AA	Course-Embedded	835	271	32%	501	60%	28%
MSE	Health Related AS	Course-Embedded	266	83	31%	160	60%	29%
MSE	Life Sciences AS	Course-Embedded	236	80	34%	144	61%	27%
MSE	Math AS	Course-Embedded	318	54	17%	201	63%	46%
MSE	Physical Sciences AS	Course-Embedded	114	23	20%	71	62%	42%
MSE	Pre-Engineering AS	Course-Embedded	105	20	19%	67	64%	45%
NHS	Medical Laboratory Technology AAS	ASCP	9	na	na	8	na	na
NHS	Nursing AAS	HESI/NCLEX	12	11	92%	12	100%	na
SS	Behavioral Sciences AS	Course-Embedded	347	160	46%	285	82%	36%
SS	Child Development AA	Course-Embedded	91	63	69%	81	89%	20%

SS	Criminal Justice AS	Course-Embedded	79	39	49%	70	89%	40%
SS	Social Sciences AA	Course-Embedded	512	212	41%	360	70%	29%
			Total Students Assessed	5335			Average Increase	43%

Led by the Assessment of Student Learning Committee, the College continues to devise methods to improve the assessment process. The College endeavors to use the data being currently generated more effectively and to implement creative new methods of assessment that increase the frequency of classroom assessment activities and shorten the turnaround time between data collection and the initiation of instructional change.

Student Satisfaction Assessment

The primary tools for this area of assessment are the Student Feedback on Classroom Instruction process and SSC Graduate Exit Survey. All surveys and reports relating to student satisfaction are carefully and regularly reviewed. All students enrolled in fall 2013 were given the opportunity to offer Student Feedback on Classroom Instruction for each course in which they were enrolled. The Graduate Exit Survey was under major revision during 2013-14. The updated survey was launched in October 2013.

During the fall 2013 semester, the College conducted its second 100% electronic Student Feedback on Instruction survey using the Campus Cruiser platform. One thousand, eight hundred twenty-two students completed a total of 3,362 surveys during the fall 2013 semester. With 6,420 potential respondents, the rate of participation was 52.3%. Three hundred forty-five classes were surveyed which resulted in redundant evaluations of 105 different faculty members. The survey consisted of thirty 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. Eight of the rated scale questions were answered only by students in online courses. 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. The average response scores ranged from 4.30 to 4.75 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 all the rated scale questions was 4.57. The average response score for rated scale questions pertaining only to online courses was 4.49. Instructors, supervisors, and administrators have easy and appropriate access to the feedback in these surveys which makes the process an increasingly useful assessment tool and vehicle for the improvement of student learning at Seminole State College.

**2013-14 Responses to Student Feedback on Instruction
Observation/ Rating Scale Questions**

Answers to Questions 1-22	% of Respondents
almost never applies/ poor	2.4%
rarely applies/ below average	1.9%
sometimes applies/ average	7.7%
usually applies/ above average	14.0%
almost always applies/ excellent	74.0%

In 2013, SSC revived the Graduate Exit Survey from an ineffectual assessment tool to one that now offers a variety of information about SSC student satisfaction. Students applying for graduation must take the survey as part of the application process. Two hundred fifty-eight students completed the survey which consisted of 45 questions. Thirty-nine of the questions requested students’ opinions about the SSC experience and future plans. The survey requested that students score varying aspects of their experience at SSC. For the purpose of assessing student satisfaction, the results were grouped into the categories of academics, student services, facilities, and campus safety. The following table provides the student responses to the academic section of the survey.

Table 9. 2013-14 Academic Responses						
Attribute	Percentage of Responses					
	Excellent	Above Average	Average	Below Average	Poor	No Response
Overall quality of academics	47.7%	32.9%	17.1%	0.8%	0.8%	0.8%
Quality of teaching in your major field of study	56.8%	24.1%	15.6%	0.4%	1.6%	1.6%
Quality of teaching in general education courses	39.1%	32.2%	25.6%	0.4%	1.2%	1.6%
Faculty maintenance of positive learning environment	48.8%	32.2%	16.7%	1.2%	0.8%	0.4%
Faculty concern for student well-being	52.7%	30.2%	12.4%	2.7%	1.2%	0.8%
Faculty commitment to student success and learning	52.7%	33.7%	10.1%	1.6%	1.2%	0.8%
Campus Cruiser learning management system	46.1%	28.3%	21.3%	3.5%	0.4%	0.4%
Instructor Use of Technology when appropriate	51.5%	26.2%	19.0%	1.7%	0.8%	0.8%
Availability of courses in your major field of study	47.3%	25.6%	21.3%	3.9%	1.6%	0.4%
Availability of general education courses	48.1%	29.1%	19.0%	0.8%	1.2%	1.9%
Quality of classroom equipment	41.1%	25.6%	28.7%	3.1%	0.8%	0.8%
Quality of laboratory equipment	34.7%	24.3%	30.1%	5.4%	1.9%	3.5%
Instructor availability during office hours	50.8%	27.1%	19.4%	0.8%	0.8%	1.2%
Instructor availability via electronic means	50.0%	27.9%	19.4%	1.9%	0.4%	0.4%
Enrollment advising you received from faculty in your major field of study	47.5%	24.3%	17.4%	5.8%	3.5%	1.5%
College orientation through Freshman Seminar Course	40.5%	24.9%	23.7%	1.9%	0.8%	8.2%
College orientation through PASS Course	33.1%	20.6%	24.5%	1.9%	1.2%	18.7%

SSC scored favorably in all aspects of academics, student services, facilities, and campus safety. The majority of the scores in the academic section were excellent or above average. Faculty commitment to student success and learning scored highest overall with 86.4% of the students choosing excellent or above average. In the category of student services, the average for combined scores of excellent or above average was 65.7%. Facilities were rated excellent or above average by 82% of the students. Eighty percent of the students responding to the survey chose always or usually to feeling safe on the SSC campus. Over 90% of the students stated they would definitely or probably choose Seminole State College again if starting over. When queried on SSC's greatest strength, the students overwhelmingly listed professors while smaller student-to-teacher ratios ranked second.

Closing

Seminole State College strives to allow students the opportunity to succeed academically and personally. Through the leadership of the Assessment of Student Learning Committee and the Vice-President of Academic Affairs, the College has chosen assessments directly correlated to this effort. At the entry level, SSC has redesigned its developmental course offerings to allow students to progress more quickly through the courses without sacrificing academic integrity and has also piloted a placement process involving the use of institutionally designed placement tests and a placement rubric for developmental mathematics. In assessing general education, SSC continues to increase data collected as students transfer to four-year institutions. The College implemented the first intense Graduate Exit Survey in 2013-14. This survey resulted in feedback that indicated student satisfaction with the college at 90%. Seminole State College will continue to evaluate the assessment process to best lead students to reach their goals.

ANNUAL REPORT OF 2013-14 STUDENT ASSESSMENT ACTIVITY
Narrative Questions

Section I – Entry Level

Administering Assessment

I-1. How were instruments administered?

The SSC Testing Center administered secondary assessments during normal business hours.

I-2. Which students were assessed?

All first-time students lacking ACT/SAT scores participated in secondary testing. First-time students with ACT subject test scores below 19 were required to take secondary placement tests.

I-3. Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.

Prior to entry-level enrollment, students with ACT subject test scores below 19 or who lacked ACT Assessment Test scores altogether participated in secondary testing. The first testing instruments used for secondary testing were the COMPASS Assessment Tests in math, reading, and writing skills. Students could retest with the COMPASS or take appropriate ASSET tests in math and writing. Students were permitted to take a placement test in a subject no more than twice each enrollment period. Forty-eight hours must have elapsed before a student was permitted to retake a placement test. Students also had access to a number of free online placement testing tutorial sites. SSC piloted institutionally designed placement tests and an institutionally designed placement rubric to assess students for placement in developmental mathematics courses in 2013-14.

Analyses and Findings

I-4. What were the analyses and findings from the 2013-14 entry-level assessment?

For the 2013-14 academic year, Seminole State College's enrollment included 727 first-time college students. For students with ACT scores, the mean composite score for all enrollees was 20.3 for 2013-14. Twenty-five percent (24.5%) of SSC students were enrolled in at least one developmental education course during 2013-14.

I-5. How was student progress tracked?

Student progress was tracked by monitoring completion rates in developmental courses and graded, college-level courses.

I-6. Describe analyses and findings of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

The total enrollment in non-credit, developmental courses was 1,000. Of this number, 646 (64.6%) successfully completed the course. The developmental course completion rate of 64.6% is 6.1 percentage points above the previous three-year average of 58.5% and 10.1 percentage points above the 2012-13 completion rate. During the past year, the College redesigned the developmental course sequence which contributed to the growth in the completion rate. Twenty-five percent (24.5%) of SSC students were enrolled in at least one developmental education course during 2013-14. The total enrollment in graded courses for college credit during 2013-14 was 12,662. Of this number, 10,450 (82.5%) completed the course with a passing grade. Enrollment in non-credit, developmental courses was responsible for the generation of 3,351 credit hours while college-level graded courses generated 39,181 credit hours the 2013-14 academic year.

Other Assessment Plans

I-7. What other studies of entry-level assessment have been conducted at the institution?

SSC continues to monitor and assess the redesign of its developmental course sequences as initiated in 2012-13.

I-8. Describe results.

Prompted by the redesign of the developmental sequence, a comprehensive review of developmental student data has been initiated. Assessment of Student Learning Committee members have compiled information from the past five years, will analyze the data, and report the findings. Student success for cohorts entering the developmental curriculum will be assessed on the basis of developmental course completion, the completion of subject area remediation, the completion of what we have termed general education gateway courses (English Composition I and college-level math), and graduation.

I-9. What instructional changes occurred or are planned due to entry-level assessment?

As described in last year's report, the Language Arts and Humanities Division combined what had been four developmental courses into one course titled Fundamentals of Language Arts. Enrollment in this course requires that students also enroll in a Personal and Academic Success Skills (PASS) course, participation in a Language Arts Learning Community, and completion of a

structured First-Year Experience that provides intrusive mentoring to students and drastically limits enrollment options.

The previous developmental math sequence included three progressive courses. A student beginning with the first course was required to take all three courses. As the result of the redesign, the developmental math courses were compressed into more intensive courses. Although the redesigned sequence still includes three courses, students are now required to complete a maximum of two and in many cases only one course. Basic Algebra is the first of the redesigned courses and is the result of compressing Basic Math and Elementary Algebra into a single course. The second compressed course is Elementary/Intermediate Algebra. The third course in the sequence is a stand-alone Intermediate Algebra course. Students scoring exceptionally well in Basic Algebra may progress to a developmental course taught as a supplement to College Algebra. SSC provides students with the opportunity to progress quickly and successfully through the developmental courses.

Section II – Mid-Level/General Education Administering Assessment

II-1. Describe how assessment activities were linked to the institutional general education program competencies

In terms of general education assessment, the SSC Assessment of Student Learning Procedure provides a variety of course-embedded assessment methods that assess the achievement of general education outcomes by students in all courses taught. The most common type of course-embedded assessment employed at SSC uses pre- and post-tests that contain a set of locally developed questions intended to measure specific student learning outcomes. The assessment procedure requires the evaluation of the College's general education outcomes annually by testing a representative group of students with 45 or more credit hours. The College uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test for this purpose. The College also analyzes enrollment and completion trends in a group of twenty-one courses considered to be representative of general education courses based on degree requirements for transfer degrees and the consistently high level of student enrollment. Additionally, SSC students also participate biannually in the *Community College Survey of Student Engagement (CCSSE)*, a tool created and administered by the Center for Community College Student Engagement.

II-2. Describe how the instruments were administered and how students were selected.

Course-embedded assessments were conducted in all courses taught in the fall 2013 semester. Any courses offered in the spring or summer only were assessed during that semester. Students expected to have completed 45 or more hours at the end of the fall 2013 semester were selected to take the CAAP Test, provided they were enrolled in a course that met during the scheduled testing

time. The CAAP Test was administered under standard ACT testing conditions.

II-3. Describe strategies to motivate students to participate meaningfully.

For the CAAP Test, students were offered certificates of achievement for above average test performance. In many cases, the inclusion of course-embedded test questions on graded examinations motivated student performance. Students also received an email from the President requesting participation in the CAAP test. The letter encouraged students to display school pride by participating in the test.

II-4. What instructional changes occurred or are planned in the programs due to mid-level assessment?

The College continues its efforts to expand course offerings and develop deliveries that will better engage students, increase retention and lead to increased degree completion. The college's assessment procedure has also taken on a more comprehensive, campus-wide tone. Course assessment remains a central component of the procedure, but additional focus is being placed on other indirect measures, especially those that utilize student feedback as it pertains to general education. Division faculty reviewed course assessments and suggested modifications based on the evaluations. Faculty members suggested several methods to increase student engagement such as in-class revisions, more individual interaction between instructors and students, and video lectures for online courses. Due to an emphasis on formative assessment by faculty, students have the opportunity to give feedback through "exit tickets" and are learning to assess themselves through such activities as "pause, reflect, review."

Analyses and Findings

II-5. How was student progress tracked into future semesters and what were the findings?

The College is increasing efforts to track students as they progress in their careers and education. To accomplish this, the College requests information from the main transfer institutions for our students. The information provided is based on data from University of Oklahoma, Oklahoma State University, and University of Central Oklahoma. Mean GPA's for students who transfer from SSC to the primary receiving institutions are slightly lower than the average GPA at these institutions, having a difference from -0.01 to -.062. SSC students complete courses successfully at a rate of 86.6%.

SSC has expanded considerably the depth of the Graduate Exit Survey in an effort to track students. The revised Graduate Exit Survey was first administered as part of the degree process in fall 2013. Two hundred fifty-eight students completed the survey which consisted of 45 questions. Thirty-nine of the questions requested students' opinions about the SSC experience and future plans. Two hundred thirty-seven students or 91.9% indicated plans to transfer to a four-year institution.

II-6. What were the analyses and findings from the 2013-14 mid-level/general education assessment?

The course-embedded assessment data showed improvement for each of the four general education outcomes assessed. The average pre- to post-test improvement was 36%. In fall 2013, two hundred students who met the selection criteria took two randomly chosen CAAP subject tests. Subject areas tested were writing skills, math, reading and science. Student performance in writing skills, math, and reading was within the established institutional threshold of no more than 2.0 points (5%) below the national means. Student performance in writing skills, mathematics, and critical thinking was above the national mean. Student performance in science and reading was below the national mean but well within the threshold set by the institution. As a whole, the five-test averages covering a five-year span all fell within 0.5 of a point of the national mean for those tests in that period. The total enrollment in representative general education courses was 6,004. Of this number, 4,796 (79.9%) successfully completed the course. These courses generated 18,012 credit hours during 2013-14.

**Section III – Program Outcomes
Administering Assessment**

III-1. List, in table format, assessment measures and number of individuals assessed for each major field of study.

Table of assessment measures and number of individuals assessed for each major field of study.

Division	Degree Program Outcome 3	Assessment Measure	No. Students Assessed	Pre	%	Post	%	Increase in %	
BIS	Business AS	Course-Embedded	341	40	12%	293	86%	74%	
BIS	Business AAS	Course-Embedded	252	32	13%	208	83%	70%	
BIS	Computer Science AS	Course-Embedded	140	22	16%	121	86%	70%	
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LAH	Art AA	Course-Embedded	835	271	32%	501	60%	28%	
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LAH	Language Arts and Humanities AA	Course-Embedded	835	271	32%	501	60%	28%	
MSE	Health Related AS	Course-Embedded	266	83	31%	160	60%	29%	
MSE	Life Sciences AS	Course-Embedded	236	80	34%	144	61%	27%	
MSE	Math AS	Course-Embedded	318	54	17%	201	63%	46%	
MSE	Physical Sciences AS	Course-Embedded	114	23	20%	71	62%	42%	
MSE	Pre-Engineering AS	Course-Embedded	105	20	19%	67	64%	45%	
NHS	Medical Laboratory Technology AAS	ASCP	9	na	na	8	na	na	
NHS	Nursing AAS	HESI/NCLEX	12	11	92%	12	100%	na	
SS	Behavioral Sciences AS	Course-Embedded	347	160	46%	285	82%	36%	
SS	Child Development AA	Course-Embedded	91	63	69%	81	89%	20%	
SS	Criminal Justice AS	Course-Embedded	79	39	49%	70	89%	40%	
SS	Social Sciences AA	Course-Embedded	512	212	41%	360	70%	29%	
			Total Students Assessed	5335			Average Increase	43%	

Analyses and Findings

III-2. What were the analyses and findings from the 2013-14 program outcomes assessment?

As is the case for the assessment of general education, degree program assessment also employs course-embedded assessment using pre- and post-test data for analysis. As an example, the assessment results for each program's Degree Program Student Outcome 3 are shown above. For this particular Student Outcome, 5,335 assessments were performed. Across all of the degree programs, there was a 43% average increase in correct answers on post-tests vs. pre-tests assessing the achievement of the degree program student outcome. A number of instruments contribute to degree program assessments including course-embedded assessment and relevant results from the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test. Additionally, the Community College Survey of Student Engagement (CCSSE) and the Graduate Student Survey contribute to the assessment process at this level to a smaller extent. In the case of these non-degree specific assessment tools, each degree program analyzes SSC aggregate data, as well as any relevant program specific data available, as part of the evaluation process.

Other Assessment Plans

III-3. What instructional changes occurred or are planned in the programs due to program outcomes assessment?

Led by the Assessment of Student Learning Committee, the College continues to devise methods to improve the assessment process. The College endeavors to use the data currently being generated more effectively and to implement creative new methods of assessment that increase the frequency of classroom assessment activities and shorten the turnaround time between data collection and the initiation of instructional change.

Section IV – Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

All students enrolled in fall 2013 were given the opportunity to offer Student Feedback on Classroom Instruction for each course in which they were enrolled. The Graduate Exit Survey was given to students as part of the degree application process.

IV-2. What were the analyses and findings from the 2013-14 student satisfaction assessment?

During the fall 2013 semester, SSC continued the plan to use Campus Cruiser to conduct the Student Feedback on Instruction survey. One thousand, eight hundred twenty-two students completed a total of 3,362 surveys during the fall 2013 semester. With 6,420 potential respondents, the rate of participation was

52.3%. Three hundred forty-five classes were surveyed which resulted in redundant evaluations of 105 different faculty members. The survey consisted of thirty 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. Eight of the rated scale questions were answered only by students in online courses. 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. The average response scores ranged from 4.30 to 4.75 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 all the rated scale questions was 4.57. The average response score for rated scale questions pertaining only to online courses was 4.49. Instructors, supervisors, and administrators have easy and appropriate access to the feedback in these surveys which makes the process an increasingly useful assessment tool and vehicle for the improvement of student learning at Seminole State College.

SSC administered the Graduate Exit Survey to students in fall 2013 and spring 2014. The survey contained items related to various aspects of student life at SSC including academics, student services, use of facilities, and campus safety. As related to academics, students chose the responses of excellent and above average most often in all categories. Student comments reflected positive experiences by the students.

2013-14 Academic Responses						
Attribute	Percentage of Responses					
	Excellent	Above Average	Average	Below Average	Poor	No Response
Overall quality of academics	47.7%	32.9%	17.1%	0.8%	0.8%	0.8%
Quality of teaching in your major field of study	56.8%	24.1%	15.6%	0.4%	1.6%	1.6%
Quality of teaching in general education courses	39.1%	32.2%	25.6%	0.4%	1.2%	1.6%
Faculty maintenance of positive learning environment	48.8%	32.2%	16.7%	1.2%	0.8%	0.4%
Faculty concern for student well-being	52.7%	30.2%	12.4%	2.7%	1.2%	0.8%
Faculty commitment to student success and learning	52.7%	33.7%	10.1%	1.6%	1.2%	0.8%
Campus Cruiser learning management system	46.1%	28.3%	21.3%	3.5%	0.4%	0.4%
Instructor Use of Technology when appropriate	51.5%	26.2%	19.0%	1.7%	0.8%	0.8%
Availability of courses in your major field of study	47.3%	25.6%	21.3%	3.9%	1.6%	0.4%
Availability of general education courses	48.1%	29.1%	19.0%	0.8%	1.2%	1.9%
Quality of classroom equipment	41.1%	25.6%	28.7%	3.1%	0.8%	0.8%
Quality of laboratory equipment	34.7%	24.3%	30.1%	5.4%	1.9%	3.5%
Instructor availability during office hours	50.8%	27.1%	19.4%	0.8%	0.8%	1.2%
Instructor availability via electronic means	50.0%	27.9%	19.4%	1.9%	0.4%	0.4%

Enrollment advising you received from faculty in your major field of study	47.5%	24.3%	17.4%	5.8%	3.5%	1.5%
College orientation through Freshman Seminar Course	40.5%	24.9%	23.7%	1.9%	0.8%	8.2%
College orientation through PASS Course	33.1%	20.6%	24.5%	1.9%	1.2%	18.7%

Over 90% of the student stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors overwhelmingly at the greatest strength at SSC while small class sizes came in a distant second.

IV-3. What changes occurred or are planned due to student satisfaction assessment?

The most significant change that occurred this year was the reporting of the findings of the Graduate Exit Survey. Due to the fundamental importance of the opinions of students moving on to four-year institutions or the workforce, the survey is now a mandatory component of the application for graduation process. SSC anticipates a wealth of actionable data will be gathered from the survey each year. The high degree of student satisfaction indicated in the Student Feedback on Classroom Instruction responses has led to no systemic, campus-wide changes other than the recommendation by the SSC Assessment of Student Learning Committee that courses increase the quantity and quality of student-to-student interaction in courses whenever possible. SSC recently separated the Student Feedback on Instruction into two surveys, the Student Feedback on Online Instruction and the Student Feedback on Classroom Instruction.