Seminole State College
Evaluation of Associate in Science for Elementary Education
2012

Seminole State College Mission Statement

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

Transfer Degree Program Outcomes

NOTE: The first two outcomes are the same for all transfer programs. Each degree must list 2 or more additional outcomes.

1. Transfer degree programs at Seminole State College will successfully articulate to state baccalaureate institutions of higher learning in Oklahoma.
2. SSC transfer degree graduates will demonstrate successful academic achievement at primary receiving state baccalaureate institutions of higher learning in Oklahoma. Successful academic achievement is defined as the maintenance of satisfactory academic progress toward degree completion as determined by the receiving institution.
3. Degree Program Outcome 3 – Specific to Associate in Science for Elementary Education: Students will demonstrate critical thinking skills required for higher level communication. Higher level communication skills apply to advanced courses in American Sign Language, Art, English, Foreign Languages, Humanities, Journalism, Music, Photography, Speech, and Theatre. Courses in this area can be used to fulfill 4X12 requirements or they can aid the student in obtaining area certifications.
4. Degree Program Outcome 4 – Specific to Associate in Science for Elementary Education: Students will demonstrate an ability to understand and interpret at a higher level, concepts and issues related to the Social Sciences. Courses in this area can be used to fulfill 4X12 requirements.
5. Degree Program Outcome 5 – Specific to Associate in Science for Elementary Education: Students will demonstrate continued pursuit of problem-solving skills and knowledge for advanced courses in the Sciences. Courses in this area can be used to fulfill 4X 12 requirements.
6. Degree Program Outcome 6 – Specific to Associate in Science for Elementary Education: Students will continue to develop problem-solving skills needed for advanced courses in Mathematics. Courses in this area can be used to fulfill 4X12 requirements.

Requirements for Associate in Science for Elementary Education

General Transfer Degree Requirements: 62 hours (see the Seminole State College 2011-2012 Catalog)

Major Field Recommendations: 15-21 hours selected from ENG 2113 Creative Writing, ENG 2413 Introduction to Literature, ENG 2433 World Literature, ENG 2543 Survey of English Literature I, ENG 2653 Survey of English Literature II, ENG 2753 Survey of American Literature I, ENG 2883 Survey of American Literature II, HIST 1063 Oklahoma History, HIST 1223 History of Native Americans to 1890, HIST 1243 History of Native Americans 1891 to Present, HIST 1483 American History 1492-1865, HIST 1493 American History 1865 – Present, HIST 2113 The American West, HIST 2203 Native American History and Policy, HIST 2223 Western Civilization to 1600, HIST 2233 Western Civilization from 1600 to Present, HIST 2323 Issues in Social Sciences as Perceived through Movies, MATH – any college level math beyond General Ed requirement, SCIENCES – any additional science course beyond the General Ed requirement, PSY 1113 General Psychology, PSY 2023 Developmental Psychology , SPAN 1123 Spanish I, SPAN 1223 Spanish II, SPCH 1523 Introduction to Theatre / Theatre Appreciation, SPCH 1533 Acting I, SPCH 2203 Small Group Communication, SPCH 2243 Oral Interpretation

Degree Overview for Associate in Science for Elementary Education

Degree Overview for Associate in Science for Elementary Education

Age Categories:

	<20	20-24	25-29	30-34	35-39	40-44	45-49	50>
Sp 08	18	29	9	7	5	4	2	2
F 08	21	26	7	11	6	2	5	2
Sp 09	20	29	7	9	4	2	5	2
F 09	27	45	6	7	8	1	2	2
Sp 10	26	28	13	14	6	1	3	2
F 10	34	36	8	12	6	0	4	1
Sp 11	21	42	8	11	4	1	4	1
F 11	16	35	10	2	6	0	3	1

ACT Scores 19 and Under:

Total ACT Records: 131

	<5	5-9	10-14	15-19	Total <19	% Total Records
Sp 08	0	0	2	20	15	37%
F 08	0	0	3	16	14	33%
Sp 09	0	0	3	17	15	35%
F 09	0	0	3	31	19	53%
Sp 10	0	0	4	27	18	49%
F 10	0	0	5	30	19	54%
Sp 11	0	0	6	29	17	52%
F 11	0	0	3	24	14	41%

(note: over 50% of SSC students do not have ACT scores)

Declared Majors:

Sp 08 76 (10 male; 66 female; 42 fresh; 34 soph)
F 08 80 (11 male; 69 female; 43 fresh; 37 soph)
Sp 09 78 (11 male; 67 female; 39 fresh; 39 soph)
F 09 98 (14 male; 84 female; 54 fresh; 44 soph)
Sp 10 93 (15 male; 78 female; 53 fresh; 40 soph)
F 10 101 (15 male; 86 female; 70 fresh; 31 soph)
Sp 11 91 (8 male; 83 female; 49 fresh; 42 soph)
F 11 73 (12 male; 61 female; 42 fresh; 31 soph)

Graduates:

07-08 15
08-09 24
09-10 24
10-11 23
11-12 N/A at time of this report

Analysis/Action for Age Categories	Analysis/Action for ACT Scores 19 and Under	Analysis/Action for Declared Majors/Graduates
Provide brief, but thorough, analysis of data. If appropriate, list actions planned as well as timelines.	Provide brief, but thorough, analysis of data. If appropriate, list actions planned as well as timelines.	Provide brief, but thorough, analysis of data. If appropriate, list actions planned as well as timelines.

Averages for Age Categories:

<20	20-24	25-29	30-34	35-39	40-44	45-49	50>
22.89	33.75	8.5	9.13	5.63	1.38	3.5	1.63

This analysis shows that most of the students who choose the AS for Elementary Education Degree are between the ages of approx. 18-24 years old.

Averages for ACT Scores 19 and Under:

Total ACT Records: 131 for AS for Elementary Education:

<5	5-9	10-14	15-19	Total <19	% Total Records
0	0	3.63	24.25	16.38	44.25

Averages for Declared Majors:

Total # of Declared Majors = 86.25
# of Males = 12
# of Females = 74.25
# of Frosh. = 49
# of Soph. = 37.25

Average # of Graduates (2007 – 2011) = 21.5

Degree Assessment Methods and Criteria for Associate in Science for Elementary Education

Assessment of this degree program derives from a culmination of direct and indirect evaluation indicators. The focus of this evaluation is to determine the degree program's achievement of relevant points of the Degree Program Outcomes. A variety of indicators and instruments are used to make this evaluation.

The primary direct indicators used are:	Principal indirect indicators used are:
1. Course-Embedded Assessment; 2. ACT Collegiate Assessment of Academic Proficiency (CAAP) Test; 3. Transfer reports from four-year institutions.	1. Community College Survey of Student Engagement (CCSSE); 2. ACT Faces of the Future Survey (biennial survey); 3. SSC Graduate Opinion Survey.
Supplemental statistical data is provided by the SSC Institutional Statistics Report and electronic database as a framework for understanding the makeup of the student body.	Specific Assessment Methods and Criteria used in each of the measures are detailed in: 1. Evaluation of General Education Outcomes Report; 2. Degree Program Assessment Reports; 3. Course-Embedded Assessment Reports.

Degree Assessment Results for Associate in Science for Elementary Education

Documents referred to for specific assessment results are:
1. Evaluation of General Education Outcomes Report;
2. Degree Program Assessment Reports;
3. Course-Embedded Assessment Reports;
4. Institutional Statistics;
5. Specific Program Data provided by SSC's MIS Department;
6. Transfer Reports;
7. Oklahoma State Regents for Higher Education Assessment Reports.

Course-Embedded Assessment

Assessment Methods and Criteria

The most critical component of the College's assessment methods and criteria is the course-embedded assessment process. In this process, each course is defined by course outcomes measured by learning objectives. Also, each course measures one or more Degree Program Outcome and one or more General Education Outcome, all of which are tied to the College mission. The General Education Outcomes Matrix, which is updated annually, comprehensively demonstrates how each course is linked to one or more of the four General Education Outcomes.

In each course, instructors, in conjunction with the appropriate division chair, select one of nine assessment options to assess student learning. The reporting procedure requires all classes not taught in the fall semester to be assessed in subsequent semesters. In addition, it requires: (1) Collection of assessment data for one or more Degree Program Outcome; (2) Collection of assessment data for one or more General Education Outcome; and (3) Reporting of data in the annual fall report from all classes taught during the previous academic year.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs.	Analysis Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.
All of the courses in the A.S. for Elementary Education Degree Program include a pre- and post-assessment component. Most of the courses include either a pre- and post-test, or pre- and post-written assessment, or both. On average, the assessment results for the time span covered by this Evaluation are: 2008= 59% increase in students' skills / knowledge over course of semester(s) 2009= 38% increase in students' skills / knowledge over course of semester(s) 2010= 70% increase in students' skills / knowledge over course of semester(s) 2011= 51% increase in students' skills / knowledge over course of semester(s)	Overall, the Program's Course Embedded Assessment Reports results demonstrate that students are satisfactorily meeting the Degree Program and Course Objectives.
Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	**Status of Previous Action Plans** Report progress made on all action plans from the last evaluation.
The A.S. for Elementary Education Degree Program, while technically "assigned" to the LAH Division, is actually a Degree Program that spans multiple academic divisions / disciplines, including Language Arts and Humanities, Social Sciences, and Math and Science. In fact, a better way to fully assess this Degree Program would be not to assign it to any particular division, but instead to assign it to either the Chair of the SSC Assessment of Student Learning Committee, or the Dean of Instructional Compliance, or the Vice President for Academic Affairs, to assess it much like the General Education Transfer Degree Program is handled for assessment purposes across the multiple academic divisions.	N/A

ACT Collegiate Assessment of Academic Proficiency (CAAP) Test

Assessment Methods and Criteria

This nationally recognized test is designed to assist in assessing the outcomes of general education programs by focusing on the academic skills developed through general education courses. The CAAP Test does this by testing the following areas: writing skills, mathematics, reading, critical thinking, and science reasoning. The Assessment of Student Learning Committee administers the test each fall to a representative group of students who will have 45 or more credit hours by the end of the fall semester. The test was first administered during the fall 2006 semester.

Assessment Results
Identify source(s) of data; report summary of results;
if possible, use tables and/or graphs.
Summary data will be provided by the Assessment of Student Learning Coordinator.

Analysis
Provide brief, but thorough, analysis of assessment results;
link to specific outcomes as appropriate.

Comparison of Mean Scores
SSC Scores vs National Scores

Mean Scores		Writing Skills	Math	Reading	Science	
All Participants	SSC	62.2	54.8	60.4	59.0	
	National	61.6	56.2	60.2	60.5	
Sophomore	SSC	62.3	54.8	60.0	59.0	
	National	61.6	56.2	60.2	60.5	
Transfer	SSC	62.0	56.0	61.0	59.0	
	National	61.6	56.2	60.2	60.5	
Female	SSC	62.0	55.0	60.0	58.0	
	National	61.6	56.2	60.2	60.5	
Male	SSC	62.0	55.0	61.0	61.0	
	National	61.6	56.2	60.2	60.5	

These results indicate that SSC is in-line with the national mean scores in the two principal areas that apply to the Language Arts and Humanities Division courses: Writing Skills and Reading. In order to continue to improve these areas, the LAH faculty incorporates reading and writing activities in their classes whenever possible.

Action Plan: Next Steps to Improve Student Learning
List actions planned as a result of analysis;
link to specific outcomes as appropriate; include timelines.

Status of Previous Action Plans
Report progress made on all action plans from the last evaluation.

The LAH Faculty for this degree program will continue to incorporate critical reading and writing assignments in the courses' curricula.

N/A

Transfer Reports from Four-Year Institutions

Assessment Methods and Criteria

Transfer reports from the primary receiving institutions—East Central University, the University of Central Oklahoma, Oklahoma University, and Oklahoma State University—provide GPAs of students who transfer from Seminole State College. In addition, Northeastern State University has provided reports. We expect our students to maintain similar GPAs upon transfer as they attained at SSC.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	Analysis Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.
This data is not available for this report.	N/A
Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	**Status of Previous Action Plans** Report progress made on all action plans from the last evaluation.
N/A	N/A

Survey Data

Assessment Methods and Criteria
Survey data provides indirect indicators for analyzing the effectiveness of the educational experience students are receiving at Seminole State College.

Community College Survey of Student Engagement (CCSSE)

The survey provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	Analysis Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.
	These assessment results indicate that SSC has a high level of student engagement at the course curriculum level and interaction with faculty.

Highest Student Engagement	SSC Student Response	Cohort Responses
Active and Collaborative Learning – made class presentation	36.2%	29.3%

Student Effort – prepared two or more drafts of a paper or assignment before turning it in	60.0%	50.3%
Academic Challenge – number of written papers or reports of any length	62.4%	48.3%
Student Faculty Interaction – discussed grades or assignments with an instructor	75.4%	59.8%
Support for Learners – providing the financial support you need to afford your education	63.0%	51

Lowest Student Engagement		
	SSC Student Response	Cohort Responses
Active and Collaborative Learning – worked with classmates outside of class	21.7%	22.9%
Active and Collaborative Learning – participated in community-based project	4.8%	6.8%
Student-Faculty Interaction – talked about career plans with an instructor or advisor	21.1%	26.4%
Student Effort – preparing for class	25.3%	28.7%
Student Effort – frequency of peer or other tutoring	22.7%	27.5%

Special Focus Items		
	SSC Student Response	Cohort Responses
Registration completed before first class session	88.8%	88.8%
Orientation – participated in some form	68.9%	58%
Participated in a structured experience for new students	66.2%	26.3%
Participated in Learning Communities	18.3%	13.1%
Enrolled in Student Success Course	17.6%	24.2%

Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	Status of Previous Action Plans Report progress made on all action plans from the last evaluation.
N/A	N/A

ACT Faces of the Future Survey

This nationally recognized survey, conducted on a biennial basis, collects data similar to that collected by the SSC Graduate Opinion Survey, but it is administered to students who are enrolled during the fall semester.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	Analysis Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.

Experiences

Category	#	%
Marriage	23	10.7%
Change or Loss of Job	107	50.0%
Birth/Adoption of Child(ren)	24	11.2%
Death of Immediate Family Member	52	24.3%
Divorce/Separation	25	11.7%
Assumed Primary Responsibility for Person with illness or Other Disabling Condition	10	4.7%
Major Illness or Other Disabling Condition	7	3.3%
Retirement	0	0
Other	69	32.2%
Blank	62	n/a
Total	379	

These assessment results indicate that well over half of SSC's students are employed either part-time or full-time, and the biggest challenge that students encounter while taking classes is personal financial problems.

Employment Status

Category	Number	% w/o Blanks
Caring for my family/home full-time	26	9.6%
Employed Part-Time (including self-employed)	105	38.7%
Employed Full-Time (including self-employed)	46	17.0%
Unemployed, seeking employment	35	12.9%
Unemployed, not seeking employment	59	21.8%
Blank:	5	n/a
Total	276	100.0%

Top Seven Problems Encountered While Taking Classes: 1. Personal financial problems (2.33), 2. Cost and/or availability of books and related materials (2.06), 3. Cost of transportation (2.03), 4. Family responsibilities (1.99), 5. Cost of computer (1.93) * new category at this level 6. Job-related responsibilities (1.89), 7. Cost of child or other dependent (e.g., parent) care (1.78)	
Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	**Status of Previous Action Plans** Report progress made on <u>all</u> action plans from the last evaluation.
N/A	N/A

SSC Graduate Opinion Survey

The primary survey tool used for this evaluation the annual SSC Graduate Opinion Survey. This online survey is sent to recent graduates—Fall, Spring, May, Summer.	
Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	**Analysis** **Action: Next Steps to** **Improve Student Learning** Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.
This information is not available at this time due to recent personnel changes in Academic Affairs and the restructuring of SSC's Assessment Committee.	N/A
Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	**Status of Previous Action Plans** Report progress made on <u>all</u> action plans from the last evaluation.
N/A	N/A

Institutional Statistics Report

Assessment Methods and Criteria

The Office of the Vice President for Academic Affairs compiles this report each fall and spring semester. It provides demographic and statistical data useful to profile learners seeking instruction at SSC.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	Analysis Action: Next Steps to Improve Student Learning Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.

The Executive Summary of the 2010-2011 Course-Embedded Assessment Report, prepared by the Dean of Instructional Compliance, indicated the following increase in achieving the General Education Outcomes relevant to the AS for Elementary Education, and measurable by the Language Arts and Humanities Division:
 	
        Outcome 1: Demonstrate college level communication skills = 84.12%
            of all SSC students achieved this outcome
        Outcome 4: Demonstrate an understanding of the roles of history,
            culture, and the arts within civilization = 76.10% of all SSC
            students achieved this outcome
	This assessment affirms that for the General Education Outcomes measurable by the Language Arts and Humanities Division courses, students are effectively meeting the overall general education outcomes for the institution.

Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	**Status of Previous Action Plans** Report progress made on all action plans from the last evaluation.
While the AS for Elementary Education is "assigned" to the Language Arts and Humanities Division, many of the courses required for the degree fall outside of the LAH purview and assessment capabilities, such as the Math, Science, and Social Sciences courses. A better way to truly assess the effectiveness of this degree would be to assign it to the Dean of Instructional Compliance or the Vice President for Academic Affairs to treat as a "cross-disciplinary" degree, much like how the General Education Degree or Transfer Degree is handled.	N/A