Seminole State College

Assessment of Student Learning and Institutional Assessment Procedure Manual

2023-24

Prepared by the
Assessment of Student Learning Committee
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Contents

2023-24 Assessment of Student Learning Committee

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Seminole State College
Assessment of Student Learning Procedure
2022-2023

I. Introduction

At Seminole State College (SSC), assessment of student learning is a dynamic, comprehensive process designed to create and sustain a culture of learning on campus. It is a process that begins when a student is admitted to the College, continues as the student actively pursues his/her studies, and follows the student after graduation with an associate degree or program certification.

Historically, teachers have used the assessment of individual students in some form or another to ensure that their students were well-served in each course. Unfortunately, this form of assessment was focused on individual student performance, was not standardized to provide campus-wide perspective, and did not effectively address the attainment of Degree Program and General Education Outcomes by students as an aggregate. Consequently, this made it difficult to convey meaningful analysis regarding broader aspects of student and institutional achievement. To put it another way, grades assess individual student performances whereas an effective institutional assessment process measures the achievement of specific outcomes for students as a group. Therefore, this document describes the procedure that Seminole State College uses to perform the assessment of student learning at the institutional level.

II. Assessment Purpose

The primary goal of the assessment of student learning is to continuously improve student learning and achievement at Seminole State College. It is an ongoing process, distinct from the evaluation of individual students and faculty and is driven by the mission of Seminole State College.

SSC MISSION
- Academic Success
- Personal Development
- Lifelong Learning

SSC ASSESSMENT OF STUDENT LEARNING

Figure 1. SSC Assessment Dynamics

Assessment is a vitally important process and one the College takes seriously. It provides a mechanism for the College to evaluate its educational philosophy and its methods

of providing a quality educational experience for its students. Most importantly, it focuses on student learning and the improvement of the learning environment at SSC. In general, the assessment of student learning is guided by the following line of questions: WHAT are students learning? HOW do we know it? And how do we USE this evidence to improve student learning? With those questions in mind, the College assesses groups of students, in a variety of ways and at periodic intervals, to gain a clear understanding of student academic ability and academic progress. Assessment is a dynamic, interactive process and is reviewed and refined each academic year.

The degree to which the assessment of student learning interacts with overall campus operation and decision-making is modeled in Figure 2. Factors such as the allocation of resources and the needs of local and global communities also share a dynamic relationship with the College, and therefore with the assessment process as well.

Figure 2. The Interactive Role of Assessment at SSC
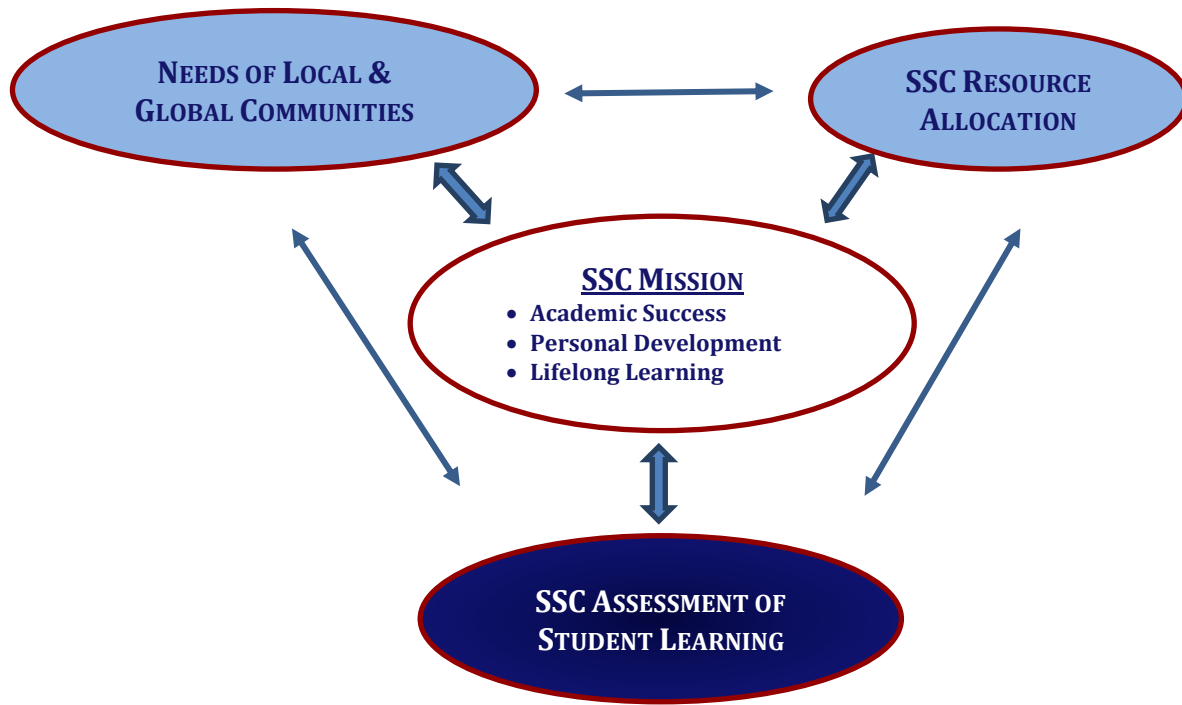
The use of assessment data should have a noticeable impact upon SSC resource allocation. The needs of global and local communities should have a direct impact on the design and interpretation of assessment activities. In total, all these variable processes and influences interact with each other and with the College mission, and in so doing, form a dynamic interactive relationship.

III.   Assessment Process Overview

The SSC assessment procedure consists of five overlapping levels of student assessment as listed below:

1. Entry-Level Assessment
2. Assessment of Transitional Education
3. Assessment of General Education
4. Degree Program Assessment, Evaluation and Review
5. Assessment of Student Engagement and Satisfaction
6. Assessment of Co-Curricular activities
7. Institutional Assessment of nonacademic activities

Depending on the nature of each level of assessment, an appropriate balance of direct and indirect assessments is implemented. **Entry-Level Assessment** primarily uses direct measures of student basic academic skills proficiency through the use of ACT, SAT, Accuplacer, ASSET and institutional placement test scores. The **Assessment of Transitional Education** tracks the success of students requiring remediation from their point of entry to the completion of general education gateway courses and degree completion. **Assessments of General Education and Degree Programs** are conducted simultaneously and most prominently at the course level in the form of annual Course-Embedded Assessments and also via annual administrations of the *ETS Proficiency Profile* and the analysis of available transfer data. The **Assessment of Student Engagement and Satisfaction** provides indirect assessment data that contributes to student assessment at each of the above levels to differing degrees. Indirect assessments regularly used for this purpose include internal instruments such as *Entering Student Engagement Survey*, *Student Feedback on Classroom Instruction*, the *Graduate Exit Survey,* and the *SSC Institutional Statistics Report*.

Direct and indirect assessment activities are designed to determine if desired student learning outcomes for general education, degree programs, and the institution as a whole are being met. The following is a presentation of each component of this procedure.

IV. Entry-Level Assessment

Entry-Level Assessment at SSC is based on the *Academic Affairs Procedures* mandated by the Oklahoma State Regents for Higher Education. SSC has established a minimum score of 19 on ACT subject tests in science reasoning, mathematics, reading and English as the initial determinant for individual student readiness for college-level work in those subjects. Students that do not score at or above this level may qualify for college-level work by passing the Multiple Measures Rubric for English or Math. These rubrics use high school GPA, ACT scores, high school English or math grades, a self-evaluation, and scores on placement tests to determine college readiness. Students scoring below 19 in any of the ACT subject areas are considered to have basic academic skills deficiencies and are not immediately permitted to enroll in college-level courses in that subject area and are required to undergo secondary testing. Students must remediate basic academic skills deficiencies by completing a transitional

education course in the appropriate subject area at the earliest possible time, but within the first 24 college-level hours attempted. Institutional entry-level assessments may also include an evaluation of past academic performance, mental, physical, and emotional educational readiness, educational goals, study skills, values, self-concept and motivation.

As mentioned, students with ACT subject test scores below 19 or who lack ACT Assessment Test scores altogether, are required to participate in secondary testing. The purpose of secondary testing is to further assess student preparedness for enrollment in college-level courses in science reasoning, mathematics, reading and English. The testing instruments for secondary testing in language arts are ACCUPLACER Assessment Tests in reading and writing skills. If students do not score highly enough on the ACCUPLACER Assessment tests, students will be assessed using the institutionally designed English placement rubric. Students scoring below an 18 on the Multiple Measures English Rubric are not considered college ready. Students participating in the College Career Math Ready (CCMR) course during their last year of high school who score a B or better in each of the 8 modules are considered to be college ready. The testing instruments for secondary testing in math are the ACCUPLACER Quantitative Reasoning, Algebra, and Statistics test and an institutionally designed placement rubric. Students scoring below an 11(Quantitative Reasoning), 14 (Statistics or Precalculus for Business/Biology) or 16 (Precalculus for Engineering/Computer Science) on the Multiple Measures Mathematics Rubric are not considered college ready. 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. Students who do not demonstrate college-level performance in language arts will be placed into a transitional course or a corequisite course with the college-level course. Students placed into the transitional course will be permitted to subsequently enroll in the first college-level English course after receiving a C or better in the transitional course. Students must pass the corequisite course in order to pass the college-level course. Students who do not demonstrate college-level performance in mathematics will place into a corequisite course with the college-level mathematics course. Students must pass the corequisite course in order to pass the college-level course. SSC Placement Cut-Scores delineate appropriate entry-level math and language arts courses based on primary and secondary testing. SSC Placement Cut-Scores are available on the SSC Office of Institutional Effectiveness webpage.

Students with less than 19 on the ACT Science Test must clear both mathematics and language arts basic academic skills deficiencies by concurrent enrollment in or completion of college-level math and composition. for entry-level science courses other than General Chemistry I. Tables showing placement testing cut scores in each subject area are available on the SSC Office of Institutional Effectiveness webpage.

V. Assessment of Transitional Education

The SSC Transitional Education Program consists of courses designed to remediate underprepared students for college-level coursework in mathematics, language arts and science. Language arts coursework focuses on both reading and writing skills. **Assessment of Transitional Education** focuses primarily on student success and completion rates at four levels: (1) transitional course completion, (2) completion of remediation process, (3)

completion of general education gateway courses, and (4) graduation. Without sacrificing academic rigor, the program continuously strives to improve both the number and the percentage of students that successfully complete each of the above milestones. This is accomplished in part through the development of new strategies and teaching methodologies that target the specific needs of SSC students. Assessment is fundamental to that process.

VI. Assessment of General Education

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:

Outcome 1:   Demonstrate effective and scholarly communication skills.

Outcome 2:   Utilize scientific reasoning and/or critical thinking to solve problems.

Outcome 3:   Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.

Outcome 4:   Recognize the role(s) of history, culture, the arts, or sciences within civilization.

To assess the achievement of the above desired outcomes, **Assessment of General Education** utilizes several direct indicators including Course-Embedded Assessment of the general education component of all SSC courses, student performance on the *ETS Proficiency Profile*, and the success of students that transfer to four-year institutions. Figure 3 below summarizes general education assessment at SSC. The College also employs a few indirect assessments of General Education that will be discussed in the **Assessment of Student Satisfaction and Demographics** section later in this procedure.
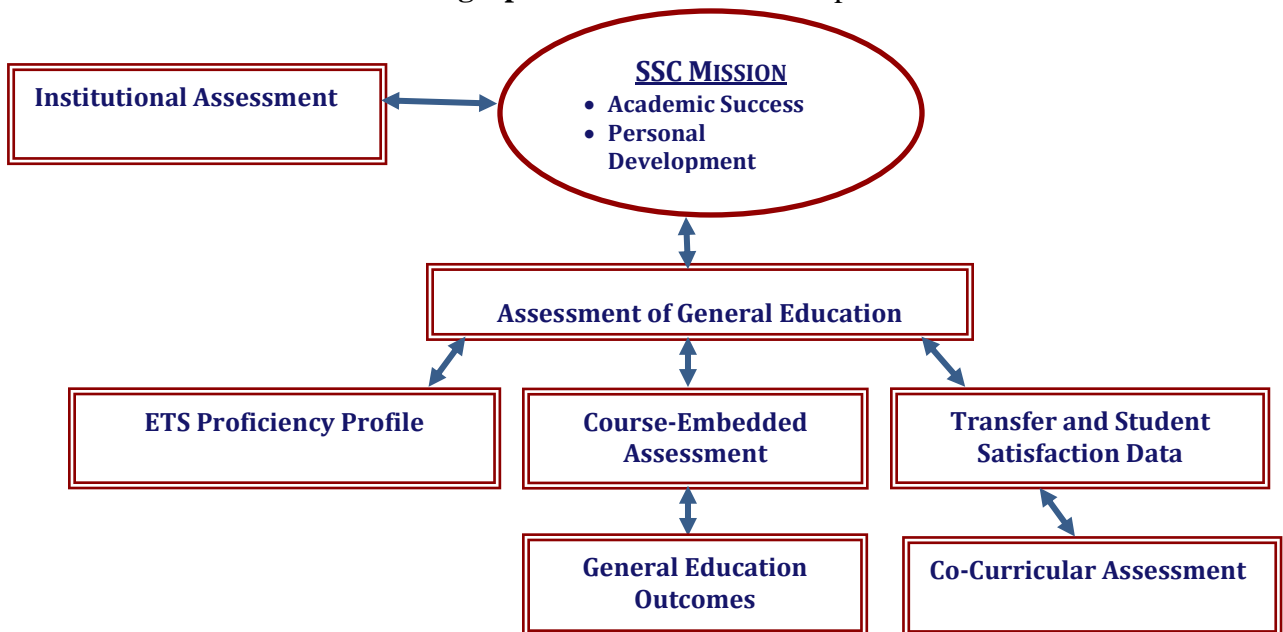
Figure 3. Assessment of General Education at SSC

Course-Embedded Assessment

The name for the most prominent type of assessment employed by Seminole State College faculty to assess 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. Through this procedure the College demands that faculty members are professionals committed to providing high quality courses. A variety of Course-Embedded Assessment methods are available for use by SSC faculty. Detailed descriptions of the different forms of Course-Embedded Assessment permitted by this procedure are available in Appendix I of this procedure.

As the name implies, 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.

The most common type of Course-Embedded Assessment traditionally employed 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. To track cognitive or skill development through a program, sets of embedded questions, with each expecting a higher level of proficiency than the previous, should also be used across sequential courses. The Course-Embedded Assessment process for online courses includes additional measures and comparisons that demonstrate equivalent learning between sections of the same course title offered via online and face-to-face delivery.

The detailed guidelines for the administration of Course-Embedded Assessment are available on MySSCOK in the Assessment Section. Similarly, the form for recording and submitting assessment results to respective Division Chairs is also found on MySSCOK in the Assessment Section. Faculty members are responsible for collecting, analyzing and reporting the appropriate data. Analysis of assessment results requires a brief discussion of specific areas of interest related to student learning. In addition, it includes a section for listing specific plans of action based on assessment results, and budgetary needs tied to the assessment. Most importantly, the guidelines also specify different models for follow-up analysis and discussion of assessment results among peers and supervisors. Such follow-up has the intention of closing the assessment loop in that it should lead to implementation of new practices and allow for experimentation with various innovative techniques to improve student learning.

Preset thresholds for General Education Outcome Use of Course Embedded Assessments

have been set on Course Embedded Assessment at the 30% growth range OR 60% minimum posttest. When preset thresholds for General Education Outcome Course Embedded Assessments are not met, the Coordinator of Institutional Effectiveness 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.

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 and the College as a whole.

Assessment of Co-Curricular Activities

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. The College defines a co-curricular course as a course that includes 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, service learning, professional clubs or organizations, athletics, honor societies, career services, etc.

See Appendix II on page 17 on the directions and templates to develop a co-curricular assessment project.

Educational Testing Service Proficiency Profile

The College will use the Educational Testing Service (ETS) Proficiency Profile to assess General Education. This assessment is a nationally recognized academic test designed to measure general education foundational thinking skills. ETS has years of experience providing educational testing to colleges including the GRE and the TOEFL. SSC will continue to use the ETS Proficiency Profile in the same manner as the former CAAP test. Since fall 2018 the College has administered a 40-question test to students who have completed 45 or more credit hours. The tests will measure students' proficiency in Writing Skills, Mathematics, Reading, and Critical Thinking. Approximately 150-200 students typically take the exam in late October or early November.

ETS will provides demographic information for the participants as well as mean scores for each module for both Seminole State College students and the national data base. ETS provides a comprehensive data base for preparing a variety of reports including a comparison to schools with similar features. The Committee will adopt a minimum acceptable threshold after considering the first scores with the ETS Proficiency Test.

Each following fall, the Assessment of Student Learning Committee is charged with conducting a thorough review of the testing process and the informative value of the data derived from this assessment. The Committee reviews both SSC and national mean scores for the academic year. During the review, the Committee notes mean test scores for each objective test and identifies those areas falling outside the threshold score range. For these tests, recommendations are made by the committee as to ways to bring scores into the threshold range. In addition, the Committee will adjust SSC threshold ranges as appropriate.

Institutional Assessment (nonacademic activities)

Seminole State College seeks to be an institution of unparalleled excellence, regarded by both internal and external constituents as a college whose quality is second-to-none, where employees and regents make a continual effort to meet the needs and exceed the expectations of our community and our students. To meet this degree of excellence, SSC recognizes the importance of continuous quality improvement by assessing all departments on campus – academic and non-academic in nature.

Assessment is an ongoing process of collecting, analyzing, and interpreting evidence that describes the department's effectiveness, ultimately to improve department functions, student learning, or institutional performance. Information gathered will guide decision making and the allocation of resources. Assessment plans provide a documented process of measuring performance against the College's mission. Assessment plans provide the staff the opportunity to make programmatic changes and adjustments to the course of program mid-cycle. This allows for achievement in goals and error correction in real time. The assessment plan also provides the means for providing accountability to participants, the College, any funding agencies, regulating bodies and the public.

Effective institutional assessment is undertaken:

1. To improve - The assessment process should provide feedback to determine how the nonacademic department can be improved.
2. To inform - The assessment process should inform decision makers (department managers and others) of the contributions and impact(s) of the department to the institutional mission.
3. To prove - The assessment process should summarize and demonstrate what the nonacademic department is accomplishing.

See Section X, page 24 for directions and templates to develop an institutional assessment project.

Transfer Data

An important part of the assessment process involves tracking Seminole State College graduates as they pursue additional education and/or degrees. Thus, the College routinely gathers transfer data from the primary transfer baccalaureate institutions. Data regarding student performance and completion rates after they leave SSC is used to influence decisions regarding the effectiveness and improvement of General Education at the College.

Other Reports

In addition to steering the improvement of student learning at SSC, the **Assessment of General Education** also contributes to several reports compiled by the College.

Additionally, reports required by external agencies such as the Oklahoma Regents for Higher Education (OSRHE) are compiled and submitted annually using these assessments. Summaries of reports submitted to OSRHE are also published on the SSC Office of Institutional Effectiveness webpage.

VII.   Assessment of Degree Programs

Seminole State College offers sixteen programs leading to Associate in Arts or Associate in Science degrees. It offers one certificate program and five programs culminating in the Associate in Applied Science degree. Each of these degree programs has specific Degree Program Outcomes that must be assessed each year. The most recent version of the Degree Program Outcomes may be found on the SSC Office of Institutional Effectiveness webpage.

Similar to the Assessment of General Education, the **Assessment of Degree Programs** also uses Course-Embedded Assessment (as well as ETS Proficiency Profile and transfer data when appropriate). In the case of Degree Program Assessments, the Course-Embedded Assessments used focus on and quantify the achievement of Course Outcomes by students, as opposed to General Education Outcomes. It should be noted that by design, Course-Embedded Assessments simultaneously evaluate student achievement of both General Education <u>and</u> Degree Program Outcomes.

As shown in Figure 4, the scrutiny of degree programs progresses in a bottom-up pattern beginning with Course Syllabi and Course-Embedded Assessment through a sequence of Degree Program Assessment, Evaluation and Review that each occur on a periodic basis described below, and ultimately to the College mission. Additionally, several indirect measures of effectiveness are used to assess Degree Programs on a regular basis. These tools are discussed in the **Assessment of Student Satisfaction and Demographics** section.
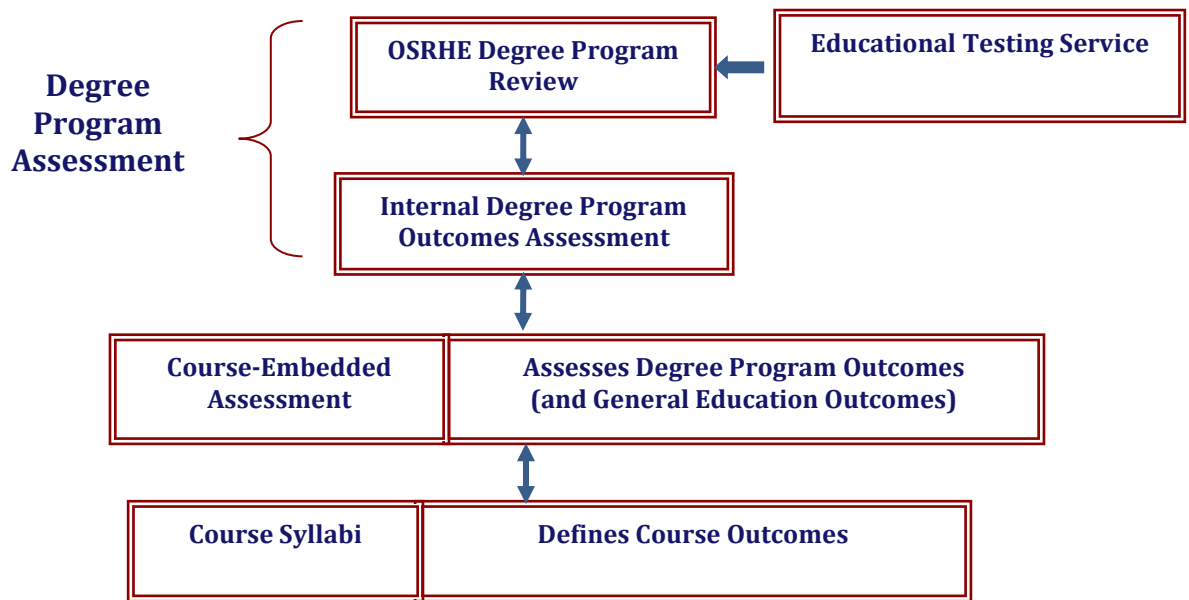

SSC MISSION
- Academic Success
- Personal Development
- Lifelong Learning

AA/AS/AAS or Certificate

Transfer and Student Satisfaction Data

Figure 4. Assessment of Degree Programs at SSC

Course Syllabi and Course-Embedded Assessment

By design, Course Outcomes are linked directly to Degree Program Outcomes. Course Outcomes are dependent on the rationale and objectives of each individual course. Appropriately designed Course Outcomes also serve Degree Program Outcomes which are themselves established based on the intentional needs of each field of study. Each syllabus must contain concise Course Outcomes, as well as General Education Outcomes that relate to the Assessment of General Education described above. Course Outcomes link to several Degree Program Outcomes. This information is available from the Coordinator of Institutional Effectiveness.

Course syllabi are designed to provide a variety of detailed information for students about the course. SSC requires all instructors to use the same syllabus format. A syllabus template is available for faculty use on MySSCOK. It is the responsibility of each faculty member to continually maintain an accurate and up to date syllabus on Bright Space for each course during each semester. Bright Space is the College's learning management system software.

As was the case for Assessment of General Education, Course-Embedded Assessment of degree programs should also include follow-up analysis and discussion of assessment results among peers and supervisors. Again, this follow-up has the intention of closing the assessment loop by prompting the implementation of new practices and allowing for experimentation with various innovative techniques to improve student learning.

Degree Program Outcomes Assessment

This procedure specifies that at the conclusion of each academic year, the Course-Embedded Assessments for all courses that are part of a particular degree program are to be

compiled by Division Chairpersons into a Degree Program Assessment document and submitted to the Coordinator of Assessment prior to a well-publicized deadline which is currently October 15th. This is to be done for each degree program each year. The form for the compilation and submission of Degree Program Assessments is available on MySSCOK Assessment. As above, discussion and analysis of compiled results together with implementation of experimental practices to improve student learning should comprise a fundamental part of this procedure.

Degree Program Reviews

This procedure, as well as the Oklahoma Regents for Higher Education, requires an even more robust inspection of the degree program called the Degree Program Review every five years. Degree Program Reviews are completed by the Division Chairperson of the division through which each degree is offered, and faculty are expected to assist as requested with this process. Degree Program Reviews present the revision and updating of Degree Program Outcomes, presentation and discussion of course-embedded assessment results, student satisfaction and demographic data, minimum productivity and indicators such as majors and graduates, individual course enrollment data, instructional costs, faculty composition and relevant recommendations for approvement which includes a five-year action plan. Completed Degree Program Reviews are to be submitted to Academic Affairs prior to a well-publicized deadline which is currently October 15th.

Upon approval by the Vice President for Academic Affairs and the President's Administrative Council, Degree Program Reviews are submitted to the SSC Board of Regents and subsequently to the Oklahoma Regents for Higher Education. The template for this formal review is available on the Oklahoma State Regents for Higher Education website under the title "Program Review Summary Template." The *Degree Program Review Schedule* that specifies by academic division, the year in which these reports are due is available on the SSC Office of Institutional Effectiveness webpage.

VIII. Assessment of Student Engagement and Satisfaction

Assessment of student satisfaction is a vital component of this assessment procedure. Included in this section is a brief description of each of the indirect indicators of student engagement, satisfaction and/or demographics that are utilized by this process. Similarly, institutional surveys such as the *Entering Student Engagement Survey*, *Graduate Exit Survey* and *Student Feedback on Classroom Instruction* provide a wealth of information that contributes to the assessment process, institutional decision-making, and the improvement of student learning. Results from these indirect measures are available on the SSC Office of Institutional Effectiveness webpage.

Seminole State College Student Feedback on Classroom Instruction

Each fall and spring semester all students are given the opportunity to provide assessment input via the *SSC Student Feedback on Classroom Instruction* process. The information is gathered anonymously via electronic means. Student Feedback on Classroom

Instruction data provides student opinions on classroom quality and effectiveness. The survey also provides students the opportunity to provide personal observations and suggestions for improvement. A summary of the data is included in the annual General Education Evaluation written by the Coordinator of Institutional Effectiveness and posted on the SSC Office of Institutional Effectiveness webpage. Results are also available electronically to appropriate faculty and division chairs.

Seminole State College Graduate Exit Survey

The *SSC Graduate Exit Survey* is completed electronically by students as part of the application for graduation process. The survey is used to monitor how the College is doing regarding providing a quality educational experience for its students. The survey brings together opinions concerning the total learning experience at Seminole State College, and it also provides students the opportunity to make observations and suggestions they believe will help the College achieve its mission. Once the data has been analyzed, a summary is included in the annual General Education Evaluation written by the Coordinator of Assessment and posted on the SSC Office of Institutional Effectiveness webpage.

Seminole State College Institutional Statistics Reports

Each semester the office of the Vice President for Academic Affairs prepares a detailed Institutional Statistics Report. This report includes enrollment information such as the number of students by classification (freshmen, first-time freshmen, sophomores, and special students), the number of students enrolled in both the day and evening schedule, FTE, and total credit hours. Information about students include the number of students by age, ethnicity, full-time and part-time enrollment status, major, ACT scores, veteran status, and income level. In addition, data regarding the number of student credit hours generated by individual instructors and each academic division is summarized. The reports are available on the SSC Office of Institutional Effectiveness webpage and serve as a source for various reports.

Entering Student Engagement Survey

The *Entering Student Engagement Survey* is a tool created by the Assessment of Student Learning Committee to improve student learning, student experience, retention, and degree completion. The survey is administered to all participants of the Freshman Seminar or Learning Strategies classes during the sixth week of the course. The survey collects information on students' first perceptions of educational practices and performances. A summary of the results of the survey is included in the annual General Education Evaluation written by the Coordinator of Assessment and posted on the SSC Office of Institutional Effectiveness webpage.

IX.   The Assessment of Student Learning Committee

The Assessment of Student Learning Committee is composed of representatives from across campus with most members serving two-year terms. The Committee will consist of

one representative from each academic division, one representative from Fiscal Affairs, one representative from Student Services, and the Faculty Senate President or properly elected designee. Members representing academic divisions will be nominated by the Division Chair of the division being represented. The Vice President for Student Services and the Vice President of Fiscal Affairs will nominate members representing those areas. The Vice President for Academic Affairs will also serve on the Committee. The Assessment of Student Learning Committee is chaired by the Coordinator of Assessment. A complete list of committee members is available on the SSC Office of Institutional Effectiveness webpage.

2023-24Committee Action Agenda

- Continue process of educating the SSC campus about assessment.
  - Create fall and spring Assessment Newsletters to be sent out campus wide

- Develop an assessment orientation for new employees.

- Continue developing a campus wide assessment process for institutional assessment.
  - Piloting for the second time is B&I, the Online Division Office, and Financial Aid

- Attend HLC Conference in preparation for next phase of providing a meaningful and productive educational experience.

- Develop cocurricular assessment plans.
  - Piloting for the second time - Ag Club, Phi Theta Kappa, Psi Beta, FBLA, and Soccer.

- Update assessment procedure as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.

- Update the Office of Institutional Effectiveness Website
  - Make live once all proper documentation has been transferred over from the old webpage

Appendix I. Course-Embedded Assessment Options

Option A: Pre- and Post-Tests

- **Standardized Exams** - examinations produced by a government (state or federal) entity, an accrediting body (e.g., nursing licensure), or a testing agency (e.g., ETS Field tests). Valid and reliable instruments, or subsets of instruments, can assist in assessing programs when the standards upon which they are written are the same as those of the program.
- **Locally Developed Exams** - exams produced by faculty within a discipline. The Pre- and Post-Test is a locally developed test that measure students' incoming level of knowledge, skills, behaviors and attitudes and post program knowledge, skills, behaviors and attitudes can be used to measure students' gains.

- **Embedded Questions** - set of locally developed questions intended to measure specific student learning outcomes. These are placed within tests of all sections of the same course. To track cognitive or skill development through a program, sets of embedded questions, with each expecting a higher level of proficiency than the previous, may be used across sequential courses.
- **Oral Exams** - exams where the student responds orally to a set of locally developed questions intended to measure specific student learning outcomes before a panel of faculty

Option B: Pre- and Post-Writing

- A pre-writing assignment will be given early in the semester to determine the student's ability to communicate with the written word and to express his/her knowledge of the discipline. A post-writing assignment will be given toward the end of the semester to determine the degree to which writing skills have improved and the degree to which knowledge of the discipline has increased. The student will be given either a single topic or several topics upon which to write, and all topics for writing assignments must be approved by full-time faculty who teach the course. Finished writing assignments may be in paragraph or essay form.

Option C: Pre- and Post-Performance Tests

- Performance pre-tests will be given to determine the level of skill development possessed by the incoming student. Performance post-tests will be given at the conclusion of the course to determine the degree to which the student's skills have increased. Pre- and post-tests will consist of measurable skills associated with the course, and all performance tests will be approved by full-time instructors who teach the courses.

Option D: Observations
- **External Examiner or Panel** - field experts (faculty, review board, mentors, etc.) observe a student performance or review a student product to determine the level of understanding and accomplishment demonstrated for a specific student learning outcome
- **Behavioral Observations** - an expert observer (often a supervisor) observes a practical application of a student learning outcome (e.g., within an internship or apprenticeship) and rates student performance
- **Simulations** - student responses within scenarios designed to replicate "real-life" situations with the purpose of assessing student knowledge and understanding through application. This may include role play and interaction among groups of students.

Option E: Projects and Portfolios
- **Project Evaluations** - can address several learning outcomes The criteria for each are specified along with proficiency indicators. These projects may be associated with capstone courses.
- **Portfolio** (with rubrics for individual elements) - a collection of students' work (e.g., writing, homework, etc.) over a period of time, that provides longitudinal information and an opportunity for student reflection. The work is scored by a portfolio committee or

designated faculty members for the purpose of identifying where improvements in the program are needed.

Option F: Creative Assignment: Any Combination of A-E

- Designed with the approval of the appropriate Division Chair and VPAA prior to implementation.

Appendix II Co-Curricular Assessment

SSC's Definition of Co-Curricular Assessment

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. The College defines a co-curricular course as a course that includes learning activities, programs and experiences that reinforce the institution's mission and values and experiences that complement the formal curriculum.

Examples:

Global studies, student-faculty research experiences, service learning, professional clubs or organizations, athletics, honor societies, career services, etc.

Co-Curricular Assessment Process

- Each organization creates a mission statement and goals that are derived from the campus mission statement.
- Organizations can select one of the four General Education Outcomes or create their own student learning outcome that meets the organization's mission and goals.
- Often, performance indicators are identified to further define the outcome. The indicators become criteria for data collection/evaluation tools.
- Organizations identify a learning experience/activity to assess the outcome. Each organization will be responsible for successfully completing at least one project per academic year.
- Data evaluation/collection tools, such as developmental rubrics, single point rubrics, focus groups, surveys, etc., are selected based on the type of measure. The purpose of the tool is to evaluate evidence of student learning to understand where the students are in the learning process.
- All organizations must utilize the co-curricular assessment plan template.

    Approval Process:
    - o All projects must first be approved by their direct supervisor.
    - o Final approval will be provided by the VPAA to ensure the project meets all requirements before implementation of the plan.

    Reporting:
    - o Reports are due near the end of the academic year or semester – whichever is the most appropriate for the assessment project.
    - o Parties must use the provided reporting template.

       o   Annual meetings are held the following fall with the Assessment Committee to allow organizations to share their reporting and to discuss overall improvements; this will allow for transparency and information-sharing campus-wide.

Simplified Explanation of Assessment of Student Learning

Organizations will follow this four-step process for assessing co-curricular activities.

Step 1: Measuring

Organizations have two options when creating measurable outcomes for each co-curricular activity.

Option 1:

Select one of the following four General Education Outcomes to measure:

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

Option 2:

Develop a student learning outcome – what skill, knowledge, or behavior students should be able to demonstrate after the learning experience?

The SLO should state what the students will be able to do after and as a result of the learning experience.

- *Example:*

  - After attending the library presentation, students will be able to identify ways on how to find different information sources.

Step 2: Collecting

Collect evidence on how well they have mastered the outcome and how they perceive mastery of the outcome.

Step 3: Evaluating.

Evaluate the evidence, excluding the use grades as the assessment tool – this is not the purpose of this assessment.

Step 4: Creating

Create a plan of action to close the loop. What are you planning to do with what you learned?

Organizations responsible for co-curricular assessment projects:

Student Government
Men and Women's Basketball
Softball
Women's Soccer
Baseball
Men and Women's Golf

Shooting Club PTK
PLC
PRIDE
Book Club
Global Studies

Methods of Data Collection for the Assessment Project

Direct and Indirect Measures – Methods of collecting data to assess student learning outcomes.

- **Definitions**
  - **Direct measures:** methods of collecting data that require students to demonstrate a knowledge, skill, or behavior (students demonstrate).
  - **Indirect measures:** methods of collecting data that require students to provide their perception on student learning – mastery of the outcome (students provide their perception).

Examples

Direct

- Portfolios of student work
- Systematic observations of student behavior (presentations, group discussions, etc.)
- Summaries or analyses of electronic discussion threads
- Student reflections on values, attitudes, and beliefs
- Capstone experiences (research papers, theses, presentations, etc.) scored with a rubric
- Other written work, performances, or presentations scored with a rubric

Indirect

- Assignment grades if not accompanied by rubric/scoring guide
- Admission rates into graduate programs and subsequent graduation rates
- Student ratings of their knowledge/skills or reflections on what they have learned
- End-of-semester evaluation questions focused on course not instructor
- Student/alumni satisfaction collected through surveys/exit interviews/focus groups

Example Co-Curricular Assessment Plan 2022 – 2023 PTK

Name of Organization:

- Phi Theta Kappa

Organizational Mission Statement:

- The mission of Phi Theta Kappa is to recognize academic achievement of college students and to provide opportunities for them to develop as leaders and lifelong learners.

Goal:

- To provide opportunities to grow as leaders and lifelong learners.

Student Learning Outcome (SLO):

- After participating in Phi Theta Kappa, students will work effectively within a team structure.

Activity/ Experience (Measure):

- (Direct Measure) Phi Theta Kappa students will work as a team at a local fundraiser to raise money to attend the national conference.

Performance Criteria (If applicable):

(This criterion is on the rubric.)

- Effectively Communicates with Team Members
- Exhibits Time Management
- Contributes to the Team and Team Goals
- Exhibits a Positive Attitude
- Demonstrates Leadership and Takes Responsibility

Data Collection/Evaluation Tool Description

(focus group, rubric, etc.):

- Teamwork Rubric

Expected Performance Level:

(based on tool, rubric, focus group, etc.)

- "accomplished"

Threshold:

(Do you have a threshold for the expected performance level?)

- 90% of students will be at accomplished.

Collection Timeline:

- End of March 2023

Co-Curricular Assessment Plan Template 2023 – 2024

1. Name of Organization:

2. Organizational Mission Statement:

3. Goal:

- Create one, use a direct section from Organization Mission Statement

4. Student Learning Outcome:

5. Performance Indicators (PIs):

- Out of all of the steps to or features of meeting the student learning outcome, select a few that are most important in assessing the outcome during the learning experience. This also makes it easier for you to assess! PIs guide the assessment, become the performance criteria for data collection, and help set the standard of accomplishment, which is the expected performance level.

6. Assess:

- How will you assess the learning outcome? What is the co-curricular activity/learning experience used to meet this outcome?

7. Activity/Experience (Measure):

8. How will you know if the students have met the learning outcome?

- Data Collection/Evaluation Tool (focus group, rubric, etc.): How will you evaluate the students' performance, work, perception, etc.?
- Expected Performance Level: (Based on data collection/evaluation tool, rubric, etc., what is the expected performance level that students should demonstrate to meet each performance indicator and the overall outcome?)
- Threshold: (Do you have a threshold for the expected performance level? This is the minimum percentage of students meeting the expected threshold.)

9. Collection Timeline:

Note: Please attach the assessment tool with the submission of the assessment plan.

Supervisor Signature: _____ Date: _____

VPAA Signature: _____ Date: _____

Co-Curricular Reporting Template
(After you complete your assessment(s))

2023 - 2024

1. Name of Organization:
2. Student Learning Outcome that was assessed:
3. Submission Date:
4. Reporting Period: 2022 - 2023
5. Findings (Data and Narrative): *(What were the results from the assessment using the measure (data collection tool)? What did you find? Provide a narrative that explains your data.)*
6. Data Charts & Graphs: *(Optional: Include any applicable charts and graphs)*
7. Outcome Findings Conclusion:
8. Analysis: *(Did you meet the outcome? What worked and why? What didn't work and why? What did you learn?)*
9. What changes were implemented based on data from the previous cycle that affected these findings? (if applicable)
10. Plan of Action – What are we going to do about it? (Action) *(What will you do differently and why? What can be improved and why? What is your next step?)*
11. Resources to Support Action – What resources will support planning? *(What resources will support action, such as budget allocation, materials, personnel, donations, outside support, etc.? Explain.)* For resources that include a budget request, please provide cost breakdown and total costs.

Note: Upon submission, please include the data and any other documents used to complete this project with this form.

Supervisor Signature: _____ Date: _____

VPAA Signature: _____ Date: _____

Institutional Assessment Procedures

Seminole State College

2023-2024

Approved by the Assessment Committee

Introduction

Seminole State College seeks to be an institution of unparalleled excellence, regarded by both internal and external constituents as a college whose quality is second-to-none, where employees and regents make a continual effort to meet the needs and exceed the expectations of our community and our students. To meet this degree of excellence, SSC recognizes the importance of continuous quality improvement by assessing all departments on campus – academic and non-academic in nature.

Assessment is an ongoing process of collecting, analyzing, and interpreting evidence that describes the department's effectiveness, ultimately to improve department functions, student learning, or institutional performance. Information gathered will guide decision making and the allocation of resources. Assessment plans provide a documented process of measuring performance against the College's mission. Assessment plans provide the staff the opportunity to make programmatic changes and adjustments to the course of program mid-cycle. This allows for achievement in goals and error correction in real time. The assessment plan also provides the means for providing accountability to participants, the College, any funding agencies, regulating bodies and the public.

Effective institutional assessment is undertaken:

4. To improve - The assessment process should provide feedback to determine how the nonacademic department can be improved.
5. To inform - The assessment process should inform decision makers (department managers and others) of the contributions and impact(s) of the department to the institutional mission.
6. To prove - The assessment process should summarize and demonstrate what the nonacademic department is accomplishing.

Each department at SSC will assess at least two goals throughout the fiscal year, and each assessment project must be vetted and approved by the supervisor of that department, then sent to the VPAA for final approval; this process will also be used for the submission of the assessment project's results.

List of Departments to undergo institutional assessment:

- Admissions
- Financial Aid
- Advising
- Online Division Office
- Library
- Maintenance
- Athletic Department
- Business & Industry
- IT
- SSS/STEM
- NASNTI
- GEARUP
- TANF
- Human Resources
- Talent Search
- Upward Bound
- Bookstore

Institutional Assessment Plan Instructions

STEP 1 – Departmental MISSION STATEMENT

Mission Statement:

The mission statement must be congruent with the college mission statement and must reflect the department's contribution to the college.

SSC's Mission Statement:

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

Template:

The mission of (department name) is to (department's primary purpose) by providing (department's primary functions) to (identify stakeholders and provide additional clarifying statements that include alignment with college mission statement).

Example of a Departmental Mission:

The mission of the Office of Academic Affairs is to provide quality programming that will promote lifelong learning to all students and to the surrounding communities the college serves.

STEP 2 – GOAL

Goals should be consistent with the mission and purpose of the College and/or department but reflect the purposes and functions of the department. Goal statements should begin with a verb. It is a best practice to identify goals in department meetings/brainstorming sessions. One strategy that works well is to ask each of the department's staff members to create a list of the most important services, processes, or functions that the department performs. From the list, establish a set of goals (will be broad) that would have the most important impact on the department. The number of goals will vary as they are unique to each specific department. After the department analyzes data collected from assessment, outcomes may be revised and/or new goals developed. The process is constantly revolving.

Steps:

1. Review the department mission statement.
2. identify goals to improve the primary purpose/functions to achieve the department mission statement.
3. Questions to consider:
   a. What are you trying to accomplish?
   b. How well are you achieving it?
   c. What and how does the department contribute to student/institution development and growth?

d. Using the answers to the first three questions, how can you improve what you are doing?

Example of a Goal:

Provide quality education or training to all students in the 5-county service area through innovative and progressive methodologies and qualitative assessments.

STEP 3 – OBJECTIVE TO REACH OUTCOME

Objective: Based off the identified goal, the objective is what the office/department will do or implement to enhance/improve the department's primary purpose/functions. Ideally the focus is on processes, services, or products that can be improved: effectiveness, efficiency, service, quality, compliance, and satisfaction.

Example of an Objective: Academic affairs will regularly assess the training and education offerings to determine their effectiveness and rate of engagement with the community and students.

STEP 4 – PERFORMANCE OUTCOME

Performance Outcome/Target: The outcome is the end result reflecting what the department intends to accomplish. Outcomes focus on the ends, not the means, which are the objectives. The fulfillment of the outcome suggests that the department is achieving its mission. Outcomes are concise, measurable statements, and they should be under the control of the department.

An outcome should contain a target, establishing a result, benchmark, or value that will represent success. For each outcome, determine the acceptable level or standard of performance based upon established criteria. At times, the outcome could establish a baseline instead of a target.

Performance relates to what the department intends to accomplish:

- Level or volume of activity (direct assessment)
- Efficiency or effectiveness (direct assessment)
- Compliance with external standards or regulations (direct assessment)
- Satisfaction of those served with processes and services (indirect assessment)

Create SMART Outcomes!
(Adopted from Peter Drucker)

S	M	A	R	T
Specific	**Measurable**	**Aggressive/ Attainable**	**Results- oriented**	**Time-bound**
Clear and definite terms describing the knowledge,	It is feasible to get the data; data are accurate and reliable; multiple	The outcome has the potential to move the	Describe what standards are expected from	Describe a specified time period for

skills, values, and abilities.	methods are preferred.	program/unit/course forward.	staff/customers/students.	accomplishing the outcome.

Hints for writing outcomes:

- Begin the outcome statement with the beneficiary of the service you provide: For example, "Students are aware of…," "Buildings are…," "Administrators have the…."
- Outcomes focus on the ends, not the means -- what the department will do, what the desired "end state" should be.
- Use an action verb to describe an observable way what the unit should be able to do.
- Outcomes need to be measurable and related directly to the work of the office/department.

Example of Performance Outcome/Target:

- By June 30, 2023, Academic Affairs office will assess metrics for all stated programs using their assessment plans.
- By August 30, 2023, Academic Affairs office will provide feedback for all programs that are not meeting assessment metrics set forth in the plans and create an improvement plan for the next year.

STEP 5 – MEASURES TO ASSESS THE OUTCOME

Assessment Measure

(Collection Tool) For each performance outcome, identify at least one method of measurement that will be used to assess the outcome. This is the source of evidence used to determine if the department is achieving the outcome. Direct measures are specific and objective means of measurement, that usually exist within the office/department in the form of tools, such as reports and procedures, used to collect data.

Indirect measures, such as surveys, focus upon the stakeholder's perception and satisfaction with the service. Indirect measures typically supplement direct measures.

Measures:

- Provide sufficient data and information to measure the outcome.
- Are not overly burdensome to collect.
- The activities and tasks planned should be measured in meaningful ways.

Below are examples of ways to measure progress:

- Customer/student satisfaction surveys
- Number of complaints
- Number of applications
- Attendance at events
- Processing time for requests
- Average wait time
- Comparisons to professional organizations' best practices
- Statistical reports
- Average service time
- Staff training hours/number of staff trained
- Number of users/participants

- Focus group feedback
- Opinion surveys
- External review/audits
- Internal audit findings
- Dollars raised/saved

- Percentage of compliance with various regulations/laws/mandates
- Number of incidents (increase/decrease)

Measure Example:

- Results of standardized tests
- Number of enrollments in courses and course completion rate.

STEP 6 – COLLECTION TIMELINE

Collection Timeline: The collection timeline is the projected time of data collection. Reporting will be due by the end of the academic or fiscal (whichever is the most appropriate) year so that assessment can be tied to budget and planning.

Besides deciding the timeline, need to provide a plan of who will be responsible for what to ensure the assessment project is a success. Meeting several times throughout the duration of the project is also recommended to help stay on target with the timelines.

Institutional Assessment Example Plan 2023 - 2024

Departmental Mission:

The mission of (department name) is to (department's primary purpose) by providing (department's primary functions) to (identify stakeholders and provide additional clarifying statements that include alignment with college mission statement).

Example of a Departmental Mission Statement:

- The mission of the SSC Advising Office is to increase the enrollment of prospective students, promote the educational opportunities available at SSC, and act as a liaison to area high schools and to the community by providing services, opportunities, and workshops that support the successful matriculation into post-secondary education at SSC.

(Outcome 1)

Goal: (Derived from mission – can be a direct section from mission)

- To provide services, opportunities, and workshops that support the successful matriculation into post-secondary education at SSC.

Performance Objective: (Something that you plan to do – What your office/unit will implement)

- The SSC Advising Office will offer specialized high school student workshops to increase the number of local, on-site high school visits.

Performance Outcome/Target: (Desired end result – time sensitive – Could be obtaining baseline data as a starting point)

- Local, on-site high school visits/contacts will increase by 10% from the previous year by May 2023.

Measure: (Data collection tool) 2022 & 2023 Visit Reports

- Collection Timeline: June 2023

Institutional Assessment Plan Template 2023 - 2024

Departmental Mission:

The mission of (department name) is to (department's primary purpose) by providing (department's primary functions) to (identify stakeholders and provide additional clarifying statements that include alignment with the college mission statement).

(Outcome 1)

Goal: (Derived from mission – can be a direct section from mission)

Performance Objective: (Something that you plan to do – What your office/department will implement)

Performance Outcome/Target: (Desired end result – time sensitive – Could be obtaining baseline data as a starting point) finish line for that point in time.

Measure: (Data collection tool)

Collection Timeline:

(Outcome 2)

Goal: (Derived from mission – can be a direct section from mission)

Performance Objective: (Something that you plan to do – What your office/department will implement)

Performance Outcome/Target: (Desired end result – time sensitive – Could be obtaining baseline data as a starting point) finish line for that point in time.

Measure: (Data collection tool)

Collection Timeline:

Please submit the assessment tool with this form.

Institutional Assessment Reporting Form

Fill out after you complete your assessment(s)

2022 – 2023

Note: Please submit the data and any other supporting documents this form.

Questions to consider when completing this section:

1. What does the data indicate about the quality of services provided? What does the data indicate about the satisfaction of the student?
2. Are there specific areas where performance is outstanding or weak?
3. Do you see specific areas where you would like or expect to see higher performance levels?
4. What was the most valuable thing learned from the assessment results?
5. Was the assessment tool sufficient or does it need revision? Some activities may require further assessment (after changes are made) or additional tasks/activities implemented, others will be completed after progress notes are shared with the appropriate stakeholders (Supervisor, Board, etc.).

Name of Department:

Performance Outcome/Target:

Submission Date:

Reporting Period: 2023 – 2024

Findings: (Data and Narrative)

(What were the results from the assessment using the measure (data collection tool)? What did you find? Provide a narrative that explains your data.)

Data Charts & Graphs:

(Optional: Include any applicable charts and graphs)

Outcome Findings Conclusion:

(There are two options in this field. Select "expected findings" or "unexpected findings.")

Analysis:

(Did you meet the outcome/target? What worked and why? What didn't work and why? What did you learn?)

What changes were implemented based on data from the previous cycle that affected these findings?

Plan of Action/Closing the Loop: – What are we going to do about it? (Action)

(What will you do differently and why? What can be improved and why? What is your next step?)

Resources to Support Action – What resources will support planning?

(What resources will support action, such as budget allocation, materials, personnel, donations, outside support, etc.? Explain.)

For resources that include a budget request, please provide cost breakdown and total cost.