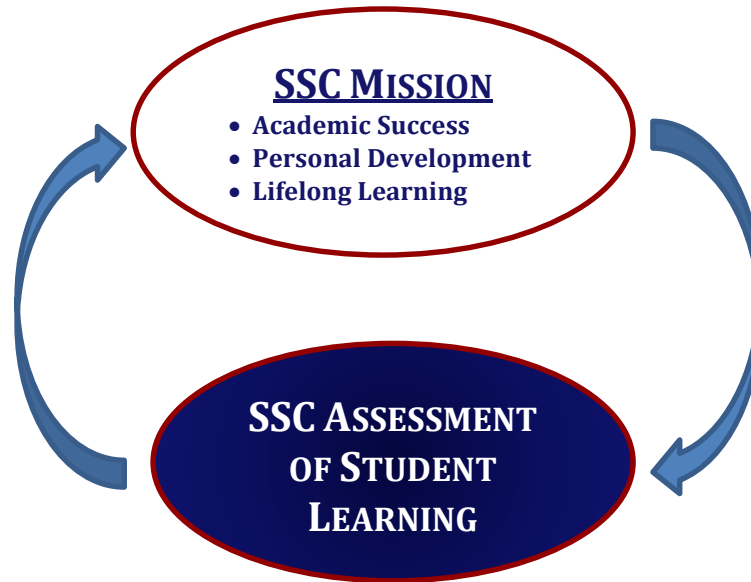


# Assessment of Student Learning Executive Summary 2012-13

At Seminole State College, assessment of student learning is a dynamic, comprehensive process designed to create and sustain a culture of learning on campus. The primary goal of the assessment of student learning is to continuously utilize all of the creative and analytical talents of the College to improve student learning and achievement. It is an ongoing process, distinct from the evaluation of individual students and faculty, and is driven by the mission of Seminole State College.



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? To answer these questions, academic assessment is conducted first and foremost at the course level, but also involves the use of other important self-inspective activities. All 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. 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.

Critical activities completed during the 2012-13 academic year as the result of the assessment process include the following:

1. Conducted monthly meetings of the Assessment of Student Learning Committee.
2. Updated Course Embedded Assessment Form. Conducted course assessments on all courses as per assessment plan.
3. Evaluated the implementation of electronic Student Feedback on Classroom Instruction in some courses to examine the method's effectiveness and feasibility for future campus-wide implementation.

4. Initiated short assessment presentations at Faculty Senate meetings.
  5. Conducted Degree Program Assessments for all associate degree/certificate programs.
  6. Changed Degree Program Evaluations to reporting on an annual basis.
  7. Conducted Degree Program Evaluations for the following associate degrees/ certificates:

AA Art	AS Physical Sciences
AA Language Arts and Humanities	AS Pre-Engineering
AS Elementary Education	AS Behavioral Sciences
AS Health Related	AS General Studies
AS Behavioral Sciences	AA Social Sciences
AS Life Science	AA Child Development
AS Mathematics	Cert. Child Development
  8. Conducted Degree Program Reviews for the following associate degrees/ certificates:

AS Health Related	AS General Studies
AS Life Science	AA Social Sciences
AS Mathematics	AS Criminal Justice
AS Physical Sciences	AS Child Development
AS Pre-Engineering	Cert. Child Development
AS Behavioral Sciences	
  9. Conducted College Assessment of Academic Proficiency (CAAP) Test.
    - a. Students were selected who were projected to complete at least 45 credit hours by the conclusion of the fall 2012 semester.
    - b. Each student took two test modules chosen randomly from four subject areas that included writing skills, mathematics, reading and science.
    - c. 200 students selected for testing participated.
    - d. Mean scores for SSC students were slightly below the national mean in Writing Skills, Reading, and Science, while the reverse was true for Mathematics and Critical Thinking.
  10. Continued the initiative to conduct electronic Graduate Exit Survey in conjunction with application for candidacy.
  11. Revision of the assessment model and procedures.
  12. Revision of the Student Feedback on Instruction.
  13. Conducted Community College Survey on Student Engagement (CCSSE).
    - a. More than 500 students chosen randomly from 56 class sections participated in the survey.
    - b. The College was above the 2013 national cohort in Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.
    - c. SSC students were slightly below the national cohort for Active and Collaborative Learning.
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Critical assessment activities planned for the 2013-14 academic year include the following:

1. Implement the Graduate Exit Survey considering revisions necessary to provide the information formerly attained on the Faces of the Future Survey.
2. Revise the Mathematics placement assessment to reflect the changing needs of the SSC student population and courses.
3. Create a Distance Education assessment consistent with the SSC assessment plan and procedures.