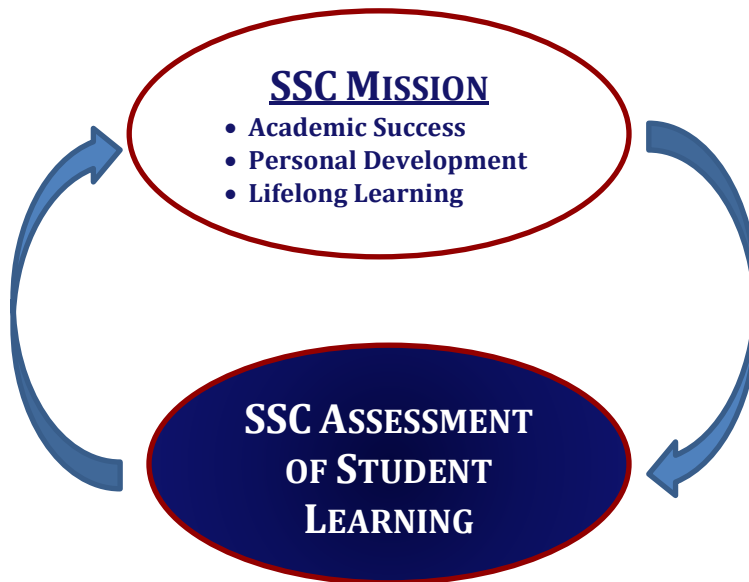


## Assessment of Student Learning Executive Summary 2016-17

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 following line of questions guide the assessment of student learning: 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.

The SSC assessment procedure consists of five overlapping levels of student assessment. **Entry-Level Assessment** uses primarily direct measures of student basic academic skills proficiency through the use of ACT, SAT, institutional placement test scores, and scoring rubrics. 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 Program Assessment, Evaluation and Review** 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 *ACT Collegiate Assessment of Academic Proficiency* 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 the *Entering Student Engagement Survey*, *Student Feedback on Classroom Instruction*, *Student Feedback on Online Instruction*, *Graduate Exit Survey*, and *SSC Institutional Statistics Report*.

Critical activities completed during the 2016-17 academic year as the result of the assessment process include the following:

1. In accordance with changes to OSRHE policy, the SSC Assessment of Student Learning procedure received a five-year approval from OSRHE.
2. Conducted monthly meetings of the Assessment of Student Learning Committee.
3. Conducted Degree Program Reviews for A.A.S. in Nursing, A.A. in Art, A.A. in Language Arts, A.S. in Elementary Education, and A.S. in Health, Physical Education and Recreation.
4. Conducted Degree Program Assessments for all associate degree/certificate programs.
5. Conducted Degree Program Evaluations for all associate degree/certificate programs.
6. Assessed Transitional Education.
7. Conducted College Assessment of Academic Proficiency (CAAP) Test.
  - a. Selected students were projected to complete at least 45 credit hours by the conclusion of the fall 2016 semester.
  - b. Each student took two test modules chosen randomly from four subject areas that included writing skills, mathematics, reading and science.
  - c. One hundred fifty-eight student participated.
  - d. Mean scores for SSC students were above the national mean in writing skills and reading and slightly below in mathematics, critical thinking, and science.
  - e. The CAAP Test results were circulated to faculty for planning future improvements.
8. Conducted Graduate Exit Survey.
  - a. Three hundred eighteen students completed the Graduate Exit Survey.
  - b. Two hundred sixty-nine students, 84.5%, indicated plans to transfer to a four-year institution.
  - c. Students indicated satisfaction with the SSC education experience with 81.9% giving a rating of excellent or above average. Eighty-six percent of the students indicated they would choose SSC if beginning again.
9. Updated the Degree Program Outcomes Document to reflect changes to Degree Program requirements.
10. Conducted first Survey of Student Engagement for Entering Students.
  - a. Two hundred nine of 496 students (42%) enrolled in Freshman Seminar and PASS classes took the Survey of Entering Student Engagement in fall 2016.

- b. Students responded to prompts about success, contact with instructors on a variety of topics including expectation of class performance, and interaction with advisors.
  - c. Several suggestions were made to improve the survey including conducting the survey in the sixth week of class to allow time for students to interact with assigned advisors.
11. Conducted the first Survey of Faculty Engagement. Report available in August. Highlights from the report are the following:
- a. Thirty-four faculty members responded to the survey.
  - b. Faculty members reported at 82.4% that students are almost always or usually actively engaged in classroom discussions, activities, or group participation.
  - c. Faculty members also reported at 70.4% that students almost always or usually check grades.
12. Collected data on course success rates.
13. Update assessment procedure as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.

The Assessment of Student Learning Committee has committed to address the following items during its 2017-18 proceedings:

1. Develop a process to change the free response question at the end of the Student Feedback on Instruction to assess current concerns.
2. Update Student Feedback on Online Instruction to reflect Quality Matters standards such as the promotion of an environment of respect and concern for student success in conjunction with the Distance Education Committee.
3. Update assessment procedure as required by the Oklahoma State Regents of Higher Education policy on student assessment and remediation.

### **2016-17 Assessment of Student Learning Committee**

Dr. Linda Goeller	Coordinator of Assessment
Dr. Thomas Mills	Vice-President of Academic Affairs
Jeffrey Christiansen	Faculty Senate President
Carol Hartman	Business Training Coordinator
Stephen Hendrix	Assistant Professor of Social Sciences
Jessica Isaacs	Associate Professor of Language Arts
Tammy Kasterke	Assistant Professor of Business and Information Systems
Jarrold Tollett	Assistant Professor of Physics