

Seminole State College
GENERAL EDUCATION EVALUATION
2013-14

SEMINOLE STATE COLLEGE MISSION STATEMENT

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

GENERAL EDUCATION OUTCOMES

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:

1. Students will demonstrate college level communication skills;
2. Students will demonstrate an understanding and application of scientific principles;
3. Students will demonstrate knowledge related to functioning in society;
4. Students will demonstrate an understanding of the roles of history, culture, and the arts within civilization.

METHODS FOR THE ASSESSMENT OF GENERAL EDUCATION

In order to assess the achievement of the above desired outcomes, assessment of general education utilizes a number of direct indicators including course-embedded assessment of the general education component of all SSC courses, student performance on the *ACT College Assessment of Academic Proficiency*, and analysis of the success of students that transfer to four-year institutions. The College also employs a number of indirect assessments of general education including the *Community College Survey of Student Engagement (CCSSE)*, which is given on an alternating annual basis, and the *Institutional Statistics Report* given on an annual basis to provide relevant student data. Similarly, institutional surveys such as the *Graduate Exit Survey* and *Student Feedback on Instruction* provide a wealth of information that contributes to the assessment process, institutional decision-making, and the improvement of student learning.

The following assessment reports were prepared from data collected during the 2013-14 academic year and provide the basis for the outline of this report:

Direct Assessments

- Course-embedded assessment.....(pages 2-3)
- *ACT College Assessment of Academic Proficiency*.....(pages 4-6)

Indirect Assessments

- *Transfer Reports from Four-Year Institutions*.....(pages 7-8)
- *Student Feedback on Instruction*.....(pages 9-11)
- *Graduate Exit Survey*.....(pages 12-15)
- *Institutional Statistics Report*.....(pages 16-17)

COURSE-EMBEDDED ASSESSMENT

The most prominent type of assessment employed by Seminole State College faculty to assess the General Education Outcomes listed on page one 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. A variety of Course-Embedded Assessment methods are available for use by SSC faculty. The most common type of Course-Embedded Assessment traditionally utilized 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. Detailed descriptions of the different forms of Course-Embedded Assessment in use may be viewed in the *SSC Assessment of Student Learning Procedure* is available on the SSC Assessment webpage.

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. Faculty members are responsible for collecting, analyzing, and reporting the appropriate data.

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. What follows is a brief presentation of the Course-Embedded Assessment Results for the 2013-14 academic year compiled as per the *SSC Assessment of Student Learning Procedure* during the fall of 2014.

2013-14 Course-Embedded Assessment Results

Course-Embedded Assessment results were aggregated from five academic divisions for the 2013-14 academic year. These assessments quantified student achievement of the four General Education Outcomes previously specified. The assessments were completed in conjunction with the assessment all of the courses contributing to sixteen SSC degree programs. Of those sixteen assessments, eleven employed only pre- and post-tests, while five of the reports employed a combination of assessment options as permitted by the *SSC Assessment of Student Learning Procedure*.

There were a total of 10,418 Course-Embedded Assessments of General Education Outcomes reported for 2013-14. As shown in Table 1, the aggregate percentages for each outcome showed increases reflecting student learning across the curriculum when comparing pre-test performance to post-test performance. The aggregate percentage increases were 48.4 for Outcome 1; 34.0 for Outcome 2; 39.1 for Outcome 3; and 17.6 for Outcome 4.

Outcome Assessed	Number Assessed	Pre-Test	Post-Test	Difference
Outcome 1	4739	37.9%	86.3%	48.4%
Outcome 2	1096	31.9%	66.0%	34.0%
Outcome 3	1411	32.5%	71.6%	39.1%
Outcome 4	3231	17.8%	35.4%	17.6%

2013-14 Course-Embedded Assessment Analysis

Analysis of the data at hand focuses on two primary areas for each outcome: the percentage of increase from pre-test to post-test and the magnitude of the post-test percentage. Percentage improvements range from 17.6% on outcome 4 to 48.4% on outcome 1. Only one of the four outcomes showed percentage growth above 40% while two outcomes were above 30%, which is a significant indicator of student learning. The improvement of 17.6% for outcome four is a decrease from last year and is still a cause for concern. With the help of faculty, the Assessment of Student Learning Committee revised the General Education Outcomes. These revisions could lead to more courses assessing the outcomes and thus affect the post-test percentages for each outcome.

A review of the post-assessment percentages may provide a clearer understanding of how much students have learned from the start of the semester to the end. On the whole, the post-assessment results seem satisfactory with the exception of Outcome 4. The post-assessment scores of 66.0% to 86.3% for Outcomes 1, 2, and 3 substantiate that student learning occurred in these three General Education Outcomes. The fact that the difference for Outcome 4 was less than last year suggests that the assessment of Outcome 4 must be evaluated. Three of the post-test percentages were above the 60% threshold typically considered passing in letter grade assessments. Two of the four were above the 70% mark. The fact that one of the outcomes was achieved at a rate below 65% requires the attention of the Assessment of Student Learning Committee, the faculty, and the academic leadership at SSC. Analysis of previous data resulted in the revision of the General Education Outcomes. The members of the Assessment of Student Learning Committee will lead faculty this year to match course outcomes to the revised General Education Outcomes for better assessment of these goals. The Assessment of Student Learning Committee will also establish minimum thresholds for the achievement of General Education Outcomes as suggested in the 2012-13 General Education Evaluation. Specifically, goals and minimum standards should be set for both the expected percentage increases pre- to post-test and for the magnitude of post-test percentage. Additionally, mechanisms for focused, long-term improvement when thresholds are not met will be established.

Division chairs will continue to require all faculty to participate in the course-embedded assessment process and to identify assessment data related to each of the General Education Outcomes. They will continue to provide suggestions to the Assessment of Student Learning Coordinator in regard to the reporting format.

ACT COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY (CAAP) TEST

The College uses the *ACT Collegiate Assessment of Academic Proficiency (CAAP)* as a component of its Assessment of General Education. This assessment is a nationally recognized academic test designed to measure general education foundational skills typically attained in the first two years of college. Each fall the College uses five objective test modules of the CAAP Test—Writing Skills, Mathematics, Reading, Critical Thinking, and Science—to assess students with 45 or more credit hours. Approximately 200 students typically take the exam in late October or early November. ACT provides demographic information for the participants as well as mean scores for each module for both Seminole State College students and the national database. ACT also provides information for the following groups: sophomore students, students planning to transfer to another institution, female students, and male students.

Fall 2013 CAAP Test Assessment Results

The CAAP Test was administered to 187 students the morning of Wednesday, October 30, 2013. The students were chosen based upon their anticipated completion of 45 or more credit hours at the completion of the fall 2013 semester and their having classes scheduled during the morning testing period. Each student was administered two randomly selected test modules from the pool of modules consisting of Writing Skills, Mathematics, Reading, Critical Thinking, and Science. Consequently, a total of 369 test modules were taken during the testing period consisting of 77 in Writing Skills, 76 in Math and Critical Thinking, 75 in Reading, and 65 in Science. The test was administered in the Foundation Hall of the SSC Haney Center. The test was administered according to ACT guidelines under the supervision of the Dean of Instructional Compliance, members of the Assessment of Learning Committee, and other SSC faculty and staff volunteers.

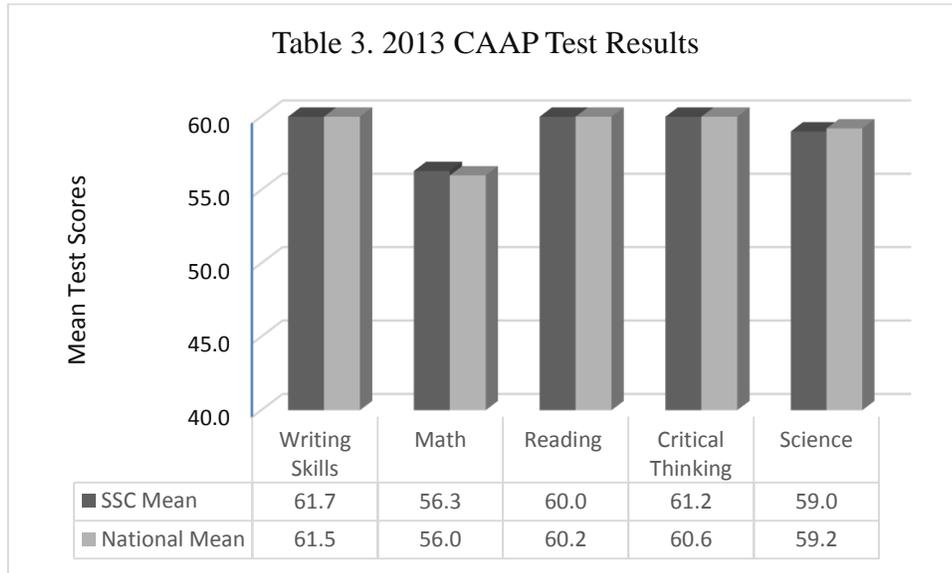
Demographics

Table 2 shown on the right summarizes the self-reported demographic information for the 187 examinees. As shown in the table, students representing at least seven ethnic groups participated in testing. Caucasian students accounted for 74% of the examinees, while Native Americans accounted for 12%. About 72% of the examinees were female and about 28% were male. More than 94% of the students considered themselves to be full-time students. Ninety-seven percent of the students tested gave English as their first language and 76% replied that they began their freshman year of college as an SSC student.

Table 2. 2013 CAAP Test Examinee Demographic Information		Student Count
Ethnicity	African American/Black	7
	Amer. Indian/Alaskan Nat.	23
	White/Caucasian	139
	Mexican	
	American/Chicano	2
	Asian/Pacific Islander	1
	Puerto Rico/Cuban/Hisp.	3
	Filipino	-
	Other	1
	Prefer not to respond	6
No response	5	
Gender	Male	53
	Female	134
	No response	-
Age	18 and under	8
	19-20	84
	21-25	49
	26-30	16
	31-39	15
	40 and older	15
	No response	-
English	First Language	181
	Not First Language	6
	No response	-
Enrolled at SSC as Freshman?	Yes	142
	No (Transfer Students)	45
	No response	-
Enrollment Status	Full-time	161
	Part-time	26
	No response	-

Test Scores

The tests were scored based on a scale that ranges from 40 to 80. National means for two-year institutions for each test subject are shown in Table 3. As shown in the table, Seminole State students scored near national means in all five subject areas. For example SSC students averaged a score of 61.5 on the writing skills test, which is 0.2 higher than the national mean. In math, SSC students performed slightly above the national mean with a score of 56.3 compared to the national mean of 56.0. In critical thinking, SSC students scored slightly above the national mean at 61.2. In reading and science, SSC students were slightly below national means with scores 0.2 below their counterparts with 45+ credit hours at other two-year institutions nationwide.



In terms of individual student performance, SSC had students whose performances placed them in the 99th percentile nationally in both writing skills and critical thinking. In all five subject areas, SSC had students whose scores placed them above the 90th percentile nationwide. ACT awarded Certificates of Achievement to students who scored at or above the national mean on a test module. Of the 369 tests administered, 201 were at or above the national average. A number of students earned certificates in more than one module.

Fall 2013 CAAP Test Analysis

As per the *2013-14 SSC Assessment of Student Learning Procedure*, the Assessment of Student Learning Committee set a goal for students to perform at or above the national average on each test module. The Committee set a minimum acceptable threshold of no more than 2.0 points (5 percent) below the current national mean scores. Based on this criteria, SSC students are performing above the minimum threshold levels established as "long-term" in 2013 in all of the five subject areas assessed.

Cumulative Data

Data has now been collected for five test administrations spanning a seven-year period. As shown in Table 4 on the right, SSC's five-test average is slightly below the national mean in every area except Writing Skills. However, student scores for the current year were above the national mean in Writing Skills, Mathematics, and Critical Thinking Skills. As a whole, the five-test averages covering a seven-year span all fell within 1.0 of the national mean for those tests in that period. This indicates that SSC students are performing at levels consistent with but not generally superior to students in the national database for these areas of general education.

The Assessment of Student Learning Committee will continue to review both single year and cumulative results each spring following a CAAP Test administration and recommend appropriate expectations for improvement.

Table 4. 2013 Cumulative CAAP Test Results		SSC Mean	National Mean	Over/Under National Mean
Writing Skills	2007	62.3	62.1	0.2
	2008	61.6	62	-0.4
	2011	62.2	61.6	0.6
	2012	61.3	61.5	-0.2
	2013	61.7	61.5	0.2
	5-test average	61.8	61.7	0.1
Mathematics	2007	55.4	56.2	-0.8
	2008	55.1	56.2	-1.1
	2011	54.8	56.2	-1.4
	2012	56.2	56.1	0.1
	2013	56.3	56.0	0.3
	5-test average	55.6	56.1	-0.5
Reading	2007	59.7	59.7	0.0
	2008	59.8	60.4	-0.7
	2011	60.4	60.2	0.2
	2012	59.9	60.1	-0.2
	2013	60.0	60.2	-0.2
	5-test average	60.0	60.1	-0.1
Critical Thinking	2007	60.6	60.9	-0.3
	2008	59.5	60.8	-1.3
	2011	na	60.4	Na
	2012	59.8	60.6	-0.8
	2013	61.2	60.6	0.6
	4-test average	60.3	60.7	-0.4
Science	2007	59.9	59.2	0.7
	2008	59.9	59.2	0.7
	2011	59	59.2	-0.2
	2012	57.8	59.2	-1.4
	2013	59	59.2	-0.2
	5-test average	59.1	59.2	-0.1

TRANSFER REPORTS FROM FOUR-YEAR INSTITUTIONS

Transfer reports from the primary receiving institutions provide grade point averages (GPAs) of students who transfer from Seminole State College. Students from SSC transfer mainly to East Central University, University of Central Oklahoma, Oklahoma University, and Oklahoma State University. At the end of the spring semester, the Coordinator of Assessment contacts representatives of these four schools requesting information pertaining to the number of graduates and the GPAs received by all SSC transfer students. Due to SSC's emphasis on preparing students to transfer, students are expected to achieve similar GPAs at the transfer institutions.

2013-14 Transfer Reports from Four-Year Institutions Results

All four of the transfer institutions responded to the request for information from SSC. Only three of the four reports were complete. Therefore, the information provided is based on data from University of Central Oklahoma, Oklahoma University, and Oklahoma State University. Mean GPA's for students who transfer from SSC to the primary receiving institution are slightly lower than the average GPA at these institutions as shown in Table 7, having a difference from -0.01 to -0.62. SSC students complete courses successfully at a rate of 86.6%.

Four Year Institution	Number of Former SSC Students Enrolled	Credit Hours Completed	Credit Hours Attempted	Course Completion Rate	Aggregated GPA of Former SSC Students	Aggregated Student Body GPA	Difference	Bachelor's Degrees Awarded
Oklahoma State University	194	3971	4680	84.9%	3.00	3.01	-0.01	35
University of Oklahoma	167	3379	3575	94.5%	2.96	3.09	-0.13	28
University of Central Oklahoma	202	3106	3822	81.3%	2.43	3.04	-0.62	24
Totals	563	10456	12077	86.6%				87

2013-14 Transfer Reports from Four-Year Institutions Analysis

Mean GPAs for students who transfer from SSC to the primary receiving institutions are slightly lower when compared to the overall GPA for students at those reporting institutions. According to the range of results in this measure, SSC students are competitive with the overall student body with a Course Completion Rate of 86.6% but fall slightly below the student body GPA at the receiving institutions.

Considering that many SSC students begin college unprepared, the transfer students perform well in comparison to the other students at the four-year institutions. As transfer students, the students face different issues that might affect their grades such as larger class sizes, potentially more impersonal interactions, and adjustments to new situations and settings.

The number of bachelor's degrees awarded as compared to the overall student enrollment from SSC might be a cause for concern. The Coordinator of Assessment will attempt to collect information for overall upper level student enrollment and degrees awarded to compare the percentage of SSC students receiving bachelor's degrees versus this same percentage for the student body as well as more information from other receiving institutions.

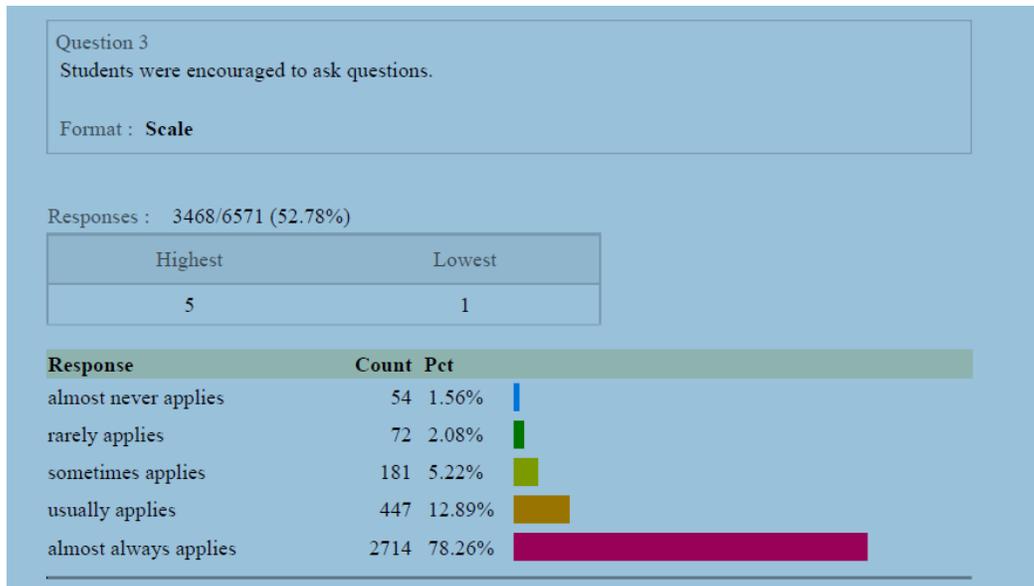
STUDENT FEEDBACK ON INSTRUCTION

Each fall semester all students in all classes are given the opportunity to provide assessment input via the *SSC Student Feedback on Instruction* process. The information is gathered anonymously via electronic means through Campus Cruiser. The survey generates data that includes student opinions on instructor and course quality and effectiveness. Students are directed to complete the survey via emails through Campus Cruiser and in-class announcements by instructors. The survey consists of the combination of rated scale and essay/short answer questions. Rated-scale questions allow students to affirm or disagree to differing degrees with statements describing desired course attributes and instructor behaviors. The essay/short answer question provide students the opportunity to submit personal observations and suggestions for improvement for the course and instructor. Each instructor has access to his/her feedback following the completion of the semester. The data can be aggregated by instructor and by course and may be manipulated for analysis in a number of ways. Appropriate supervisory and administrative personnel also have access to the feedback for the purpose of mentoring instructors and improving courses.

Fall 2013 Student Feedback on Instruction Results

One thousand, eight hundred twenty-two students completed a total of 3,362 surveys during the fall 2013 semester. With 6,420 potential respondents, the rate of participation was 52.3%. Three hundred forty-five classes were surveyed, which resulted in redundant evaluations of 105 different faculty members. The survey consisted of thirty rated-scale questions and one essay/short answer question. The rated-scale questions used a five point scale (1-5) with the questions phrased in such a way that 5 was always the most desirable answer. Eight of the rated-scale questions were answered only by students in online courses.

The shaded figure below shows an example of one of the rated-scale questions and the coinciding results. The graphs indicated both the number and percentage of respondents that registered each of the scaled responses.



An average response or score can be calculated for each question based on the number and value of each scaled answer and the total number of respondents. For example, the average response score for question no. 3. "Students were encouraged to ask questions" was 4.65. Table 5 shows the average response scores for all of the rated-scale answers across the survey. The lower section of the table shows the same data for questions that applied only to online courses.

Table 5. Fall 2013 Rated Scale Questions and Results	
Rated Scale Questions That Applied to All Courses	Average Score
<i>Answer Options: (1) almost never applies (2) rarely applies (3) sometimes applies (4) usually applies (5) almost always applies</i>	
The student syllabus for this course clearly outlined objectives for the course and the manner in which I will be graded.	4.71
The student syllabus clearly defined the attendance policy and my responsibilities for this class.	4.75
Students were encouraged to ask questions.	4.65
Help was available during posted office hours.	4.63
The course materials, textbook, Internet, handouts, etc., helped me prepare for the graded class assignments.	4.58
The course-related activities lectures, discussions, projects, exercises, etc. increased my skills or knowledge about this subject.	4.57
Exams or other testing methods covered the topics discussed in this class.	4.62
The instructor was timely in providing feedback and returning examinations and/or assignments	4.57
The audiovisual aids, overheads, slides, films, whiteboard, etc., increased my skills and/or knowledge about the subject matter.	4.55
The instructional methods used in this course handouts, reviews, etc. helped me understand this subject at a new or deeper level.	4.52
Class presentations were well prepared, organized, and used class time wisely.	4.55
Students were treated fairly and respectfully in this course.	4.68
Sufficient meeting time was allotted in the class schedule to cover course content.	4.63
Test papers were graded fairly and accurately.	4.71
Pertinent information about student progress in the course was routinely provided to the students.	4.54
Course content compared favorably with my expectations for the course.	4.57
The instructor demonstrated enthusiasm about the subject and teaching in general.	4.64
The instructor seemed to have adequate knowledge about the subject matter and is able to communicate this knowledge of the class.	4.67
As a result of taking this course my confidence in my ability to learn the subject matter increased.	4.54
The instructor demonstrated a genuine concern for the student progress in the course.	4.57
The instructor indicated a willingness to help students outside of regular class time.	4.57
The course met my overall expectations.	4.54
Rated Scale Questions That Applied Only to Online Courses	Average Score
<i>Answer Options: (1) almost never applies (2) rarely applies (3) sometimes applies (4) usually applies (5) almost always applies</i>	
The technology used in this course supported the goals of the course.	4.57
The technology facilitated my interactions with the instructor.	4.47
The technology facilitated my interactions with classmates.	4.30
It was easy to use technology for this course.	4.54
The technology in this course worked well.	4.52
I received adequate technical support when necessary.	4.50
The technology part of the course was well organized, easy to navigate and logical.	4.52
Technology provided multiple opportunities for student input throughout the course.	4.47

The average response scores ranged from 4.30 to 4.75 for the rated scale questions. Therefore, all of the averaged responses fell between "usually applies" and "almost always applies" with those responses describing desired attributes or behaviors. The average response score for the rated-scale questions pertaining to all classes was 4.57. The average response score for rated-scale questions pertaining only to online courses was 4.49.

Due to concern about the essay/short answer question wording, the essay/short answer question was changed from "What did you like about the course?" to "What other comments or suggestions do you have about the course and/or the instructor?" This question drew 1,023 responses campus-wide. Previous concern had been that the wording of the question prompted a disproportionate number of positive responses. Even with the new wording, responses were overwhelmingly positive. However, the responses mainly focused on the instructor with a few references to other concerns such as outdated lab equipment.

Fall 2013 Student Feedback on Instruction Analysis

The fact that the College average on the rated-scale questions was 4.57 on a 5.0 scale is taken as an indicator of overall positive feedback from students on classroom instruction. The average for questions pertaining only to online courses was 4.49 and is taken as evidence that student satisfaction in online courses very closely mirrors that in classes overall. These averages fall close to the midpoint between the answers "usually applies" and "almost always applies" and were offered as positive affirmations to twenty-nine different statements regarding course effectiveness and classroom instruction. On all of these rated-scale questions, the most common answer was "almost always applies." Depending on the question, the "almost always applies" answers ranged between comprising 66.1% and 83.3% of the responses with an aggregate average of 74.0% for the whole survey. On all of the rated-scale questions, at least 80% of students responded either "almost always applies" or "usually applies" to each question and in many cases their combined total exceeded 90% of the answers on a given question. Table 6 shows the aggregate percentages of the rated-scale responses to questions offering the "almost always applies" type answers. It seems notable that the "almost always applies" and the "usually applies" responses comprise 88.0% of the aggregated responses for SSC.

(1) almost never applies	2.4%
(2) rarely applies	1.9%
(3) sometimes applies.	7.7%
(4) usually applies	14.0%
(5) almost always applies	74.0%

The last question that applied to all courses was modified from the previous survey. The previous question used the scaled answers (1) poor, (2) below average, (3) average, (4) above average, and (5) excellent and was the question "What was your overall perception of this course?" In the prior year, this question scored the lowest average (4.33) of all of the rated-scale questions. Close inspection of the available answer selections led to the speculation that the answer with a value of (3), "average," was perceived as a more positive response than its counterpart "sometimes applies" on the other rated scale-questions. The Assessment of Student Learning Committee rephrased the question to "The course met my overall expectations" thus allowing the use of the same scale applied to other responses. This resulted in a score more reflective of the average of the other scores in the survey. The Assessment of Student Learning Committee did consider the addition of one or two more essay/short answer questions in the hope of improving the variability and usefulness of the responses but chose not to alter the survey any further at this time. The committee will continue to evaluate the survey annually.

GRADUATE EXIT SURVEY

The revised Graduate Exit Survey was first administered as part of the degree application process in 2013-14. The primary purpose of the survey involves obtaining information about students' future plans and satisfaction with experiences while at Seminole State College. The survey was administered through the collaboration of Student Services and Academic Affairs. The results are divided into the categories of general information, post graduate plans, and satisfaction with academics, student services, facilities, and campus safety. Only students applying for graduation complete this survey.

2013-14 Graduate Exit Survey Results

Two hundred fifty-eight students completed the revised form of the Graduate Exit Survey. The survey consisted of 45 questions. Six of these questions related specifically to the application for graduation and commencement participation while the other 39 questions requested students' opinions about their SSC experience and future plans.

Table 8 shows the major responses to questions related to general information. Two hundred thirty seven students or 91.8% indicated plans to transfer to a four-year institution.

Question and Responses	Percentage
Why did you choose SSC?	
Close to home	78.3%
Low cost of attendance	49.2%
Wanted to start at a smaller college before going to a four-year institution	47.7%
What were your goals while attending SSC?	
Earn an Associate's Degree and Transfer to a four-year institution	83.7%
If you plan to transfer to a four-year institution, which is your most probable choice?	
East Central University	39.7%
University of Oklahoma	12.2%
University of Central Oklahoma	10.1%
Northeastern State University	8.9%
Oklahoma State University	8.9%
Which factors made achieving these goals more difficult?	
Conflicts with a job	42.6%
What is your student status?	
Full-time	88.0%
What is your weekly employment status?	
40+ hours	31.2%
21-39 hours	20.5%
Did not work	20.9%
What is your residential status?	
Residence Hall	24.8%
Off-campus with family	32.0%
Off-campus separate from family	43.2%
What financial aid have you received?	
Pell Grant	62.8%
Federal Direct Student Loan	29.5%
Oklahoma Tuition Aid Grant	27.1%
Oklahoma Higher Learning Access Program	20.9%
Academic or Other Scholarship	17.8%
Athletic Scholarship	12.0%
Student Activities	
Students attending athletic events at least once during a semester	96.0%
Students attending other events at least once during a semester	91.0%

Students were asked to score aspects of their academics while at SSC. The items were scored using a scale of excellent, above average, average, below average, poor, and no answer. The majority of the

responses were excellent and above average as shown in Table 9. Students also had the opportunity to comment on this section. The majority of the comments reflected positive experiences by the students.

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

The next section requested that students score varying aspects of student services. Students were given the same answer choices of excellent, above average, average, below average, poor, or no answer. Table 10 gives scores for the questions listed from the student services section. Students had the opportunity to comment in this section. Very few students responded, but the majority were positive.

Service	Percentage Of Responses					
	Excellent	Above Average	Average	Below Average	Poor	No Response
Placement testing at Testing Center	40.3%	18.5%	0.4%	0.8%	23.5%	16.4%
Enrollment services	43.4%	25.2%	3.5%	2.3%	23.6%	1.9%
Financial Aid Office	46.1%	22.9%	1.2%	3.1%	23.3%	3.5%
Admission and Records Office	47.7%	27.1%	1.2%	1.2%	20.5%	2.3%
Business Office - Cashier	43.4%	22.1%	3.1%	3.1%	23.6%	4.7%
Academic Affairs Office	42.6%	23.6%	0.8%	1.6%	20.2%	11.2%
Tutoring Services	30.2%	24.0%	1.2%	2.7%	16.7%	25.2%
Student Affairs Office	36.0%	23.3%	0.4%	0.4%	19.4%	20.5%
SSC Bookstore	44.4%	28.6%	1.2%	2.7%	22.0%	1.2%
Student Union Snack Bar	43.4%	24.0%	1.2%	1.6%	15.5%	14.3%
Student Union Cafeteria	40.7%	21.3%	1.2%	2.3%	16.3%	18.2%
Attitude of Non-teaching personnel toward students	43.8%	22.7%	1.2%	2.3%	21.9%	8.2%
Concern shown for you as an individual by non-teaching personnel	45.3%	19.4%	0.8%	3.1%	24.0%	7.4%
Student Services overall	45.2%	24.7%	1.2%	0.4%	25.9%	2.7%

Students were next given the opportunity to state the frequency of visits to the SSC facilities and to give an overall score for the facilities. Table 11 gives the percentage of students who frequented the facilities a variety of times per semester.

Table 11. 2013-14 Facilities Responses							
Facility	1-2 Visits	3 to 5 Visits	6 to 10 Visits	11 to 20 Visits	More than 20 Visits	Never	Percentage Of Students Who Visited at least Once
Computer lab	21.2%	17.0%	15.4%	11.6%	25.5%	9.3%	90.7%
Bookstore	32.9%	36.8%	15.5%	7.0%	6.2%	1.6%	98.4%
Gym	25.6%	3.1%	3.1%	2.3%	10.1%	55.8%	44.2%
Haney Center	37.6%	10.5%	3.5%	3.5%	2.7%	42.2%	57.8%
Henderson Park	32.2%	10.1%	3.1%	3.5%	5.8%	45.3%	54.7%
Jeff Johnston	36.8%	7.0%	2.7%	2.3%	2.7%	48.4%	51.6%
Library	26.0%	17.8%	11.2%	7.4%	10.9%	26.7%	73.3%
Math Lab	23.4%	12.5%	12.1%	6.9%	7.3%	37.9%	62.1%
Pool	19.0%	2.3%	3.1%	3.1%	5.0%	67.4%	32.6%
Student Union Cafeteria	18.2%	10.5%	7.4%	5.4%	23.3%	35.3%	64.7%
Snack bar	24.0%	11.6%	8.9%	3.9%	15.9%	35.7%	64.3%
Student Services Building	23.9%	29.0%	22.0%	7.1%	11.4%	6.7%	93.3%
Writing Lab	18.6%	8.5%	11.2%	4.3%	11.2%	46.1%	53.9%
Question and Responses	Excellent		Above Average		Average		Below Average
Overall Rating of Facilities and Grounds	48%		34%		16%		2%

In the next category, students responded to statements concerning feelings of campus safety at SSC. Responses were scored using the categories of always, usually, sometimes, never, and uncertain or not applicable. Responses mainly fell in the always or usually category. Table 12 shows the percentage of the responses to the questions.

Table 12. 2013-14 Campus Safety Responses					
Question	Percentage Of Responses				
	Always	Usually	Sometimes	Never	Uncertain or Not Applicable
In general, I felt safe on the SSC campus	76.9%	2.7%	19.2%	0.8%	0.4%
SSC police officers were visible on campus	38.8%	4.3%	22.5%	29.5%	5.0%
I felt safe on the SSC campus after dark	46.5%	23.6%	23.6%	5.8%	0.4%
I felt safe in SSC parking lots during daylight hours	84.0%	2.3%	12.8%	0.4%	0.4%
I felt safe in SSC parking lots after dark	48.1%	22.9%	21.7%	6.6%	0.8%
I felt safe in SSC classrooms	85.3%	2.3%	11.6%	0.4%	0.4%
I felt safe in SSC hallways	84.9%	2.7%	11.6%	0.4%	0.4%
I felt safe in SSC residence halls	50.4%	36.0%	10.9%	2.3%	0.4%
I felt safe in SSC common areas such as the Student Union and Library	76.7%	8.9%	13.2%	0.8%	0.4%
In general, I felt safe on the SSC campus	76.9%	2.7%	19.2%	0.8%	0.4%

When asked to assess their overall experience at SSC, fifty-three percent of the students rated the educational experience as excellent or above average while 46.5% rated the experience as poor or below average. Over 90% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors overwhelmingly as the greatest strength at SSC while small class sizes came in a distant second. When asked for weaknesses, students most often stated lack of variety in course offerings and course times as well as poor laboratory equipment.

2013-14 Graduate Exit Survey Analysis

Analysis of the data generated from the Graduate Exit Survey stems from each of the categories addressed above and a comparison of the data from these categories. Eighty-three and seven tenths percent of students stated a goal of transferring to a four-year institution while 91.9% gave the name of the school to which they plan to transfer. Whether it was a goal or not for these students, a huge majority of SSC students plan to continue their educational endeavors. This speaks to the success of faculty, student services, and staff at encouraging and preparing students for the next phase of their education.

The majority of scores in the academic section were excellent or above average. It is interesting to note that students gave input on the PASS class when it was just started last year for beginning students. Faculty commitment to student success and learning scored highest overall with 86.4% students choosing excellent or above average while the quality of laboratory equipment received the lowest score with 59.1% students choosing excellent or above average. The majority of the responses and comments reflected positive experiences by the students. When asked to give a preference on delivery methods, 43.0% of students chose face-to-face while 32.9% chose blended. Online received the lowest first preference at only 8.9%. The Assessment of Student Learning Committee should consider changing this question to a ranking question where students rank the delivery methods instead of choosing only the first preference. For length of class, 64.0% of the students preferred 16-week courses. Students preferred morning classes at 65.9% with only 13.6% choosing night or afternoon classes.

In the category of student services, the combined scores for excellent or above average fell between 54.3% and 74.8%. The lowest percentage was in tutoring services, but only 25.2% of responders indicated using the service. The average for excellent and above average responses in Student Services was 65.7%. This same average for Academics was 73.9%. Student Services was not rated by every student since not all students used every office in Student Services.

In the facilities section, the bookstore and student services building had the most student use with at least 90% of the students indicating visiting the buildings at least once. Students frequented the cafeteria more often than any other facility and fewer students used the pool than any other facility. Sixty-two and one-tenth percent of students used the Math Lab, and 53.9% used the Writing Lab at least once. Overall, 82% of the students rated the facilities excellent or above average. In the comments, more students requested better gym facilities than any other item.

Over 80% of the students responding to the survey chose always or usually to feeling safe on the SSC campus. Only 70.9% responded feeling safe in the parking lot after dark. Only 43% responded always or usually to the visibility of SSC police officers.

In the statistics related to the overall satisfaction with SSC, an oddity occurred. Until this question, students had overwhelmingly chosen to give SSC high marks in almost every area. With this question, only 53.0% of students indicated satisfaction with the SSC education experience by giving a rating of excellent or above average. However, 90.6% the students indicated they would again choose SSC if starting over. The Assessment of Student Learning Committee needs to consider the implications of the incongruity of the data supplied in these two questions.

INSTITUTIONAL STATISTICS

The Institutional Statistics Report provides a framework for the analysis of every other report at SSC. In order to understand the data collected, one must be familiar with the characteristics of the student body at SSC. This report is compiled each semester of the current year and provides demographics and statistical descriptors of learners at SSC. The report is compiled by the Vice President of Academic Affairs office after receiving the data from the Management Information Sciences Division. The student data supplied by a representative of MIS covers topics such as age, ethnicity, income level, home city, and ACT scores.

2013-14 Institutional Statistics Results

The data collected for this report arose from three different semesters – summer, fall, and spring. The data should not be aggregated since many of the students are duplicated and the report would give misleading information. For example, Table 13 shows student classification by gender. Students completing 24 credits at the end of the summer semester will be sophomores in the fall. Therefore, adding all of the freshman for the three semesters would result in a miscount since some of the freshmen become sophomores during the year.

The data from Table 13 shows that more freshmen are enrolled than sophomores. In the fall semester, the difference is drastic at 52% freshmen and 28% sophomores. In the spring semester, the difference is not as pronounced with 38% freshmen and 34% sophomores. The percentage of special students remains about the same each semester.

Statistics from the report reveal that over 60% of the students from each semester are under 24 years old with the largest majority being under 20 years old. Percentages of part-time students versus full-time students are about the same at 50% for each group per semester. The majority of the students are white or Native American with around 65% of the students white and over 20% Native American. About 40% of the students have incomes less than \$29,000 and another 40% have incomes above \$29,000. Twenty percent of students chose not to reveal their income level.

Table 14 lists the ACT scores for the 2013 fall semester. All three semesters follow a similar pattern to the fall semester. The majority of students who have taken the ACT and attend SSC have scores that fall between 15 and 24.

Notice that about half of the students did not have an ACT score.

Representative data for students by home community is given in Table 15 with only the spring semester shown. This data reflects the main ten communities with these changing positions by one or two

Summer 2013	Males	Females	Total	%
Ist Time Freshmen	33	68	101	15%
Freshmen	100	168	268	41%
Sophomores	64	155	219	34%
Special Students	58	108	166	25%
TOTAL	222	431	653	100%
Fall 2013	Males	Females	Total	%
Ist Time Freshmen	227	301	528	26%
Freshmen	403	644	1047	52%
Sophomores	156	401	557	28%
Special Students	139	277	416	20%
TOTAL	698	1322	2020	100%
Spring 2014	Males	Females	Total	%
Ist Time Freshmen	33	65	98	5%
Freshmen	261	430	691	38%
Sophomores	183	439	622	34%
Special Students	175	334	509	28%
Total	619	1203	1822	100%

Fall 2013	Number	%
ACT of 10 to 14:	56	2.8%
ACT of 15 to 19:	420	20.8%
ACT of 20 to 24:	438	21.7%
ACT of 25 or more	122	6.0%
Total	1036	51%

places each semester. The first three home communities remain constant each time. These ten communities comprise over 70% of the SSC student body each semester.

Spring 2014	CITY	# OF STUDENTS	%
1	Shawnee	458	25.1%
2	Seminole	275	15.1%
3	Tecumseh	131	7.2%
4	Prague	105	5.8%
5	Holdenville	98	5.4%
6	Wewoka	92	5.0%
7	Ada	54	3.0%
8	Okemah	52	2.9%
9	McLoud	42	2.3%
10	Earlsboro	40	2.2%
Total		1347	73.9%

2013-14 Institutional Statistics Analysis

The analysis of the data from the 2013-14 Institutional Statistics reveals that the majority of the fall students are freshmen, which could be interpreted to mean that SSC has students who are transferring or quitting before beginning their sophomore year. Through the leadership of the Vice President of Academic Affairs, the SSC faculty, Student Services, and staff have begun a new initiative toward degree completion. With the largest majority of students under twenty and from our five county area, the initiative begun by the University President to organize recruiting and student advising under the leadership of the Director of Recruitment and Advising will have a great influence on SSC enrollment.

The statistics from 2013-14 show student head count to be down slightly from 2012-13. Age, ethnicity, and income levels remained about the same as the 2012-13 statistics. In Table 14, the data would be more informative if the score cut occurred between 18 and 19, since students scoring below a 19 must enroll in transitional courses.

GENERAL EDUCATION EVALUATION SUMMARY

The assessments used to evaluate general education suggest that the students who attend Seminole State College reflect the main body of community college students across the nation. The Course Embedded Assessment and the CAAP Test results substantiate this finding. SSC faculty should consider whether this designation presents a satisfactory challenge for our students. Through the use of retention interventions such as changes in classroom pedagogy and advising strategies, the college could rise above the national average thus affecting the success of all of our students especially those transferring to four-year institutions.

Students consistently indicated their satisfaction with faculty even listing faculty as the greatest strength in the Graduate Exit Survey. Complaints of poor lab equipment occurred frequently as a theme of dissatisfaction with the campus. Overall, students indicated satisfaction with the SSC experience. The data reflected in this report reflects the cooperation and hard work of the faculty, staff, and administration at Seminole State College.