

Seminole State College 2012-13 Assessment Report Executive Summary

Entry-Level Assessment

Prior to entry-level enrollment, students with ACT subject test scores below 19 or lack ACT Assessment Test scores altogether, participate in secondary testing. The primary testing instruments for secondary testing are COMPASS Assessment Tests in math, reading, and writing skills. Students may retest with the COMPASS or take appropriate ASSET Tests in math, and writing. 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. A study guide for students to prepare them for placement tests in math has been developed by faculty. Students also have access to a number of free online placement testing tutorial sites.

For the 2012-13 academic year, Seminole State College's enrollment included 598 first-time college students. For students with ACT scores, the mean composite scores for all enrollees were 20.5 in summer 2011, 20.0 in fall 2011 and 20.4 in spring 2013. As shown in the table, the total enrollment in non-credit, developmental courses was 1,683. Of this number, 917 (54.5%) successfully completed the course. The developmental course completion rate of 54.5% is 5.2 percentage points below the previous three-year average of 59.7%. Twenty-seven percent (27.5%) of SSC students were enrolled in at least one developmental education course during 2012-13. The total enrollment in graded courses for college credit during 2012-13 was 14,058. Of this number, 11,224 (79.8%) completed the course with a passing grade. Enrollment in non-credit, developmental courses was responsible for the generation of 5,045 credit hours, while college level graded courses generated 40,732 credit hours the 2012-13 academic year.

2012-13 Course Enrollment, Course Completion and Credit Hour Production

2012-13	Course Enrollment				Successfully Completed Course				
	SU12	FA12	SP13	Total	SU12	FA12	SP13	Total	Comp. Rate
Non-Credit Developmental Courses	1121	1,012	550	1,683	61	561	295	917	54.5%
College Level Graded Courses for Credit	876	7,139	6,043	14,058	757	5,573	4,894	11,224	79.8%

2012-13	Credit Hour Production			
	SU12	FA12	SP13	Total
Non-Credit Developmental Courses	271	3,056	1,718	5,045
College Level Graded Courses for Credit	2,724	19,971	18,037	40,732

Based on a survey of available internal and external data regarding completion rates and the lack of success of students that begin college in developmental education programs,

SSC initiated and completed an aggressive, bottom-up redesign of its developmental course sequences. The resulting redesigned delivery system involves the use of compressed courses that combine nurturing face-to-face instruction and state-of-the-art instructional technology in mathematics and language arts (reading and writing). The immediate effect has been to reduce both the number of courses required for remediation and the time required for completion of the remediation, both factors that research has shown to increase student success and completion. The long-term goals of the reformation are to increase remedial course and program completion, increase general education gateway course completion (English Composition I and college-level math), and, ultimately, increase degree program completion and graduation.

Specifically, the Language Arts and Humanities Division previously offered a two-course developmental sequence in English that consisted of a Basic Grammar course and a Fundamentals of English course. Similarly, the LAH Division also offered a two-course sequence in reading consisting of Basic College Reading and Fundamentals of Reading. As the result of the redesign initiative, all four of those courses have been combined into a single, intensive course entitled Fundamentals of Language Arts. This course provides students with a wealth of face-to-face instructional time combined with computer-aided instruction available in class and out of class. The technology allows faculty to create instructional exercises customized to the varying needs of the students and that are, to some degree, self-paced. It should also be noted that during the first week of class, students are re-tested for placement purposes following some brief "refresher" instruction. This practice allows students who may have underperformed during the initial placement process to demonstrate proficiency and thereby complete the remediation process and move directly into English Composition I during the first two weeks of class. All students that remain in Fundamentals of Language Arts are also required to enroll in a Personal and Academic Success Skills (PASS) course, participate in a Language Arts Learning Community, and complete a structured First-Year Experience that provides intrusive mentoring to students and drastically limits enrollment options. Students are placed into Fundamentals of Language Arts after demonstrating a performance deficiency in either English or reading (or both) based on ACT or secondary testing scores.

The previous developmental math sequence included Basic Math, Elementary Algebra and Intermediate Algebra. As the result of the redesign, the developmental math courses were also compressed into more intensive courses. Similar to the courses in language arts, these courses provide students with a wealth of face-to-face instructional time combined with computer-aided instruction available outside of the classroom via the internet. Although the redesigned sequence still includes three courses, students are now required to complete a maximum of two and in many cases only one course. Basic Algebra is the first of the redesigned courses and is the result of compressing Basic Math and Elementary Algebra into a single course. The second compressed course is Elementary/Intermediate Algebra. The third course in the sequence is a stand-alone Intermediate Algebra course. In all cases, students are placed into the appropriate course based on ACT or secondary testing scores.

As the result of the above changes, the placement cut-scores in language arts and math were also modified substantially without lowering the standards for college-readiness. Preliminary feedback regarding the transformation of developmental education at SSC has shown great promise in improving student success. The institution has also added a more rigorous and disciplined approach to the assessment of developmental education courses and the developmental program as a whole. Essentially, student success for cohorts entering the developmental curriculum will be assessed on the basis of developmental course completion, the completion of subject area remediation, the completion of what we have termed general education gateway courses (English Composition I and college-level math), and graduation.

Mid-Level/ General Education Assessment

Seminole State College uses the term *Mid-Level Assessment* to mean an assessment of the educational experiences of those students who are graduating with associate degrees and those students completing terminal degree programs designed to empower them to enter the work force immediately. The SSC assessment procedure requires the evaluation of the College’s general education outcomes annually by testing a representative group of students with 45 or more credit hours. The College uses the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test for that purpose. In fall 2012, two hundred students who met the criteria took two randomly chosen subject tests. Subject areas tested were writing skills, math, reading, critical thinking and science.

Student performance in writing skills, math, and reading was within the established institutional threshold range of ± 0.5 of national means. Student performance in critical thinking was slightly below the institutional threshold range of ± 0.5 of national mean, but showed some improvement by being slightly above the institution's previous three-test average in the that subject. Student performance in science was 1.4 below the national mean. However, the institution's average over the past five tests in this subject, including the current year's, is only 0.1 below the national mean for the same period. The 2012 science performance may be anomalous, and science performance will be monitored closely during future testing.

**Seminole State College
2011 CAAP Test Score Means vs. National Score Means**

Mean Scores		Writing Skills	Math	Reading	Critical Thinking	Science
All Participants	SSC	61.3	56.2	59.9	59.8	57.8
	National	61.5	56.1	60.1	60.6	59.2
	Over/Under National	-0.2	+0.1	-0.2	-0.8	-1.4

In terms of general education assessment, the SSC Assessment of Student Learning Procedure provides a variety of course-embedded assessment methods for use by SSC faculty. The most common type of course-embedded assessment employed at SSC uses pre- and post-tests that contain a set of locally developed questions intended to measure

specific student learning outcomes. The table below shows the aggregate SSC data for student performance on pre- and post-tests assessing general education student outcomes. The course-embedded assessment data showed a significant amount of improvement for each of the four general education outcomes assessed. The average pre- to post-test improvement was 40%. The data shows a significant amount of improvement for each outcome, although the improvement for outcome 4 was more moderate.

2012-13 Course-Embedded Assessment of General Education

General Education Outcome	Number of Degree Programs Assessing Outcome	Number Assessed	Correct Answers Pre- to Post-Assessment		Percentage Pre- to Post-Assessment		
			Pre	Post	Pre	Post	Difference (%)
Outcome 1	16	6,355	2,183	5,026	34%	79%	+45%
Outcome 2	13	2,178	505	1,332	23%	61%	+38%
Outcome 3	9	1,051	224	761	21%	72%	+51%
Outcome 4	4	834	256	481	31%	58%	+27%

The College also analyzes enrollment and completion trends in a group of twenty-one courses considered to be representative general education courses based on degree requirements for transfer degrees and student preference. As shown in the table, the total enrollment in representative general education courses was 6,628. Of this number, 5,354 (80.8%) successfully completed the course. These courses generated 19,750 credit hours during 2012-13.

2012-13 Representative General Education Course Enrollment, Course Completion and Credit Hour Production

2012-13	Course Enrollment				Successfully Completed Course				
	SU12	FA12	SP13	Total	SU12	FA12	SP13	Total	Comp. Rate
Representative General Education Courses	404	3,351	2,873	6,628	352	2,638	2,364	5,354	80.8%

2012-13	Credit Hour Production			
	SU12	FA12	SP13	Total
Representative General Education Courses	1,205	9,913	8,632	19,750

Additionally, the College regularly administers the Community College Survey of Student Engagement (CCSSE) and the AACCC/ACT Faces of the Future Survey as part of its assessment of general education. Currently, the college rotates the utilization of these

surveys with Faces of the Future administered in spring of even numbered years and CCSSE administered in spring of odd numbered years.

The *Community College Survey of Student Engagement* (CCSSE) is a tool created and administered by the Center for Community College Student Engagement. It is used by community colleges to improve student learning, student experience, retention and degree completion. The survey results are benchmarked against community college national norms on educational practice and performance. In addition to surveying the student experience and level of student engagement, the survey also quantifies some student demographics. This spring more than 500 students from 56 randomly chosen class sections were surveyed following the CCSSE guidelines.

The Center for Community College Student Engagement compiles and analyzes survey results and makes them available to SSC. CCSSE employs nationally-normed benchmarks for groups of conceptually-related survey items that educational research has shown to be important to students' experiences and educational outcomes.

CCSSE Benchmarks

- ❖ Active and Collaborative Learning
- ❖ Student Effort
- ❖ Academic Challenge
- ❖ Student-Faculty Interaction
- ❖ Support for Learners

SSC student responses placed the College at or near the 2013 national cohort averages in all five benchmarked categories. The College was above the 2013 national cohort in Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners. SSC students were slightly below the national cohort for Active and Collaborative Learning. CCSSE also highlights data on items across all of the benchmarks on which the College scored highest and five items on which the College scored lowest.

Aspects of HIGHEST Student Engagement at SSC

- Used email to communicate with an instructor
- Discussion of grades or assignments with an instructor
- Providing the support you need to thrive socially
- Providing the financial support you need to afford your education
- Frequency of skill lab use (writing, math, etc.)

Aspects of LOWEST Student Engagement at SSC

- Made a class presentation
- Participated in community-based project as a part of a regular course
- Using information you have read or heard to perform new skill
- Number of assigned textbooks, manuals, books or book-length packs of course readings
- Frequency of computer lab use

Graphical representations of all of the above items that include numerical data can be found in the *2013 Key Findings* report available on the SSC Assessment webpage. The College is also in the process of formalizing its process for assessing SSC students that transfer to four-year institutions.

Program Outcomes Assessment

The College offers eighteen programs leading to Associate in Arts or Associate in Science degrees. It offers one certificate program and four programs culminating in the Associate in Applied Science degree. Each degree program undergoes institutionally mandated assessment and evaluation each year. Degree program assessments and evaluations focus on student achievement of desired degree program outcomes and degree program completion rates. Additionally, each program undergoes a more detailed and state mandated degree program review every five years.

A number of instruments contribute to the previously mentioned degree program assessments and evaluations, including course-embedded assessment and relevant results from the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test. Additionally, and as mentioned in the previous section, the Community College Survey of Student Engagement (CCSSE) and the AACC/ACT Faces of the Future Survey also contribute to the assessment process at this level to a smaller extent. In the case of these non-degree specific assessment tools, each degree program analyzes SSC aggregate data, as well as any relevant program specific data available, as part of the evaluation process. In the future, increasing amounts of data from transfer reports and the SSC Graduate Exit Survey will also provide meaningful assessment data at the program level.

Like the assessment of general education, degree program assessment also employs course-embedded assessment using pre- and post-test data for analysis. As an example, the assessment results for each program's Degree Program Student Outcome 3 are shown below. For this particular Student Outcome, 6,027 assessments were performed. Across all of the degree programs, there was an 40% average increase in correct answers on post-tests vs. pre-tests assessing the achievement of the degree program student outcome.

2012-13 Degree Program Outcomes Assessment Results

Division	Degree Program Outcome 3	Assessment Measure	No. Students Assessed	Pre	%	Post	%	Increase in %
BIS	Business AS	Course-Embedded	355	20	6%	287	81%	75%
BIS	Business AAS	Course-Embedded	270	11	4%	218	81%	77%
BIS	Computer Science AS	Course-Embedded	224	10	4%	164	73%	69%
HPER	Health PE and Recreation AS	Course-Embedded	243	65	27%	132	54%	28%
LAH	Art AA	Course-Embedded	1132	330	29%	925	82%	53%
LAH	Elementary Education AS	Course-Embedded	1153	367	32%	960	83%	51%
LAH	Language Arts and Humanities AA	Course-Embedded	1181	385	33%	991	84%	51%
MSE	Health Related AS	Course-Embedded	228	70	31%	152	67%	36%

MSE	Life Sciences AS	Course-Embedded	193	64	33%	123	64%	31%	
MSE	Math AS	Course-Embedded	324	54	17%	211	65%	48%	
MSE	Physical Sciences AS	Course-Embedded	140	21	15%	98	70%	55%	
MSE	Pre-Engineering AS	Course-Embedded	103	17	17%	67	65%	49%	
NHS	Medical Laboratory Technology AAS	ASCP	9	na	na	8	89%	na	
NHS	Nursing AAS	HESI/NCLEX	24	16	67%	18	75%	na	
SS	Behavioral Sciences AS	Course-Embedded	394	168	43%	316	80%	38%	
SS	Child Development AA	Course-Embedded	124	74	60%	96	77%	18%	
SS	Criminal Justice AS	Course-Embedded	90	44	49%	78	87%	38%	
SS	Social Sciences AA	Course-Embedded	663	248	37%	448	68%	30%	
			Total Students Assessed	6817				Average Increase	47%

Led by the Assessment of Student Learning Committee, the College continues to devise methods to improve the assessment process. The College endeavors to use the data being currently generated more effectively and to implement creative new methods of assessment that increase the frequency of classroom assessment activities and shorten the turnaround time between data collection and the initiation of instructional change.

Student Satisfaction Assessment

The primary tools for this area of assessment are the Student Feedback on Classroom Instruction process and SSC Graduate Exit Survey. All surveys and reports relating to student satisfaction are carefully and regularly reviewed.

All students enrolled in fall 2012 were given the opportunity to offer Student Feedback on Classroom Instruction for each course in which they were enrolled. The Graduate Exit Survey was under major revision during 2012-13 and data collection was very limited. The updated survey was launched in October 2013.

During the fall 2012 semester, the College conducted its first 100% electronic Student Feedback on Instruction survey using the Campus Cruiser platform. One thousand, eight hundred, fifty-eight students completed a total of 3,468 surveys during the fall 2012 semester. With 6,571 potential respondents, the rate of participation was 52.8%. Three hundred and eighty classes were surveyed, which resulted in redundant evaluations of 92 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. 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. The average response scores ranged from 4.33 to 4.73 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 all the rated scale questions was 4.56. The average response score for rated scale questions pertaining only to online courses was 4.52. The dramatic increase in the level of student participation in the survey resulted in the growth of the number of completed surveys from 757 in fall 2011 to 3,468 in fall 2012. All told, the fact that instructors, supervisors and administrators have easy and appropriate access to the feedback in these surveys makes the process an increasingly useful assessment tool and vehicle for the improvement of student learning at Seminole State College.

2012-13 Responses to Student Feedback on Instruction Observation/ Rating Scale Questions

Answers to Questions 1-22	% of Respondents
almost never applies/ poor	2.38%
rarely applies/ below average	2.36%
sometimes applies/ average	6.21%
usually applies/ above average	14.83%
almost always applies/ excellent	74.63%

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