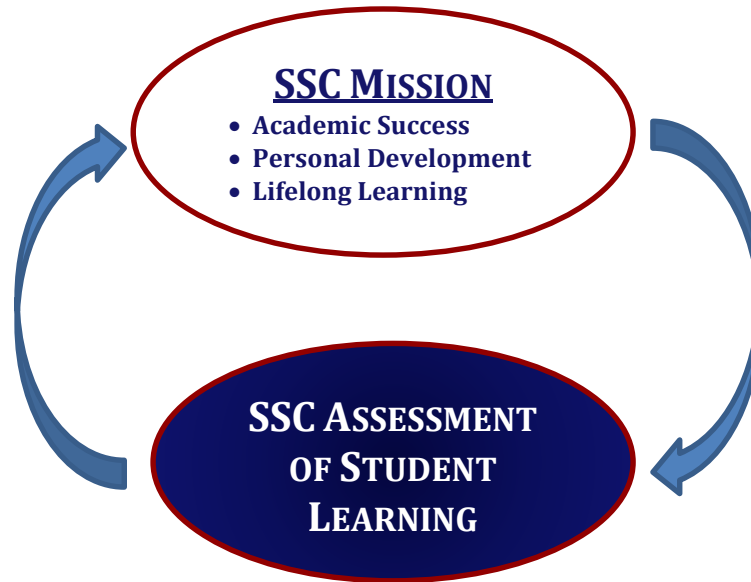


Assessment of Student Learning Executive Summary 2011-12

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 2011-12 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. Implemented electronic Student Feedback on Classroom Instruction in some courses to examine the method's effectiveness and feasibility for future campus-wide implementation.

4. Conducted Degree Program Assessments for all associate degree/certificate programs.
5. 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 2011 semester.
 - b. Each student took two test modules chosen randomly from four subject areas that included writing skills, mathematics, reading and science.
 - c. 158 of the 437 students selected for testing participated (36.2% participation rate).
 - d. Mean scores for SSC students were slightly below the national mean in Mathematics and Science, while the reverse was true for Writing Skills and Reading.
6. Conducted Faces of the Future Survey in October, 2011, resulting in 227 usable surveys.
7. Initiated electronic Graduate Exit Survey in conjunction with application for candidacy.

Critical assessment activities planned for the 2012-13 academic year include the following:

1. Set future survey schedule as follows: Faces of the Future in spring of even numbered years and Community College Survey of Student Engagement for spring of odd numbered years.
2. Implementation of campus-wide online Student Feedback on Classroom Instruction.
3. Development and implementation of a combined and electronic Application for Graduation-Graduate Exit Survey.
4. Addition of formal section to assessment procedure that mandates the discussion and use of assessment data.