

**EMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN ELEMENTARY EDUCATION (204)**

2017-18 Degree Program Evaluation

The information required to complete this annual evaluation process mirrors the information required by OSRHE Policy on Academic Program Review. Specifically, it covers the following Vitality of the Program items: (1) Program Objectives and Goals, (2) Quality Indicators, (3) Minimum Productivity Indicators, and (4) Other Quantitative Measures (for additional information see OSRHE Policy 3.7.5.B.1-4).

1. Program Objectives and Goals

Associate in Science in Elementary Education Degree Program Outcomes

Outcomes for Transfer Degree Programs

- Outcome 1: Demonstrate successful articulation of Seminole State College transfer degree programs to state and professional institutions of higher learning granting professional and baccalaureate degrees in Oklahoma.
- Outcome 2: Demonstrate successful academic achievement by Seminole State College transfer degree students at primary receiving state baccalaureate institutions of higher learning in Oklahoma. Successful academic achievement is defined as the maintenance of satisfactory academic progress toward degree completion as determined by the receiving institution.

Outcomes Specific to Associate in Science in Elementary Education

- Outcome 3: Demonstrate critical-thinking skills required for higher level communication. Higher level communication skills apply to advanced courses in American Sign Language, art, English, foreign language, humanities, journalism, music, photography, speech, and theater. Courses in this area can be used to fulfill 4 x 12 requirements or they can aid the student in obtaining area certifications.
- Outcome 4: Demonstrate an ability to understand and interpret at a higher level, concepts and issues related to the social sciences. Courses in this area can be used to fulfill 4 x 12 requirements.
- Outcome 5: Demonstrate continued pursuit of problem-solving skills and knowledge for advanced courses in the sciences. Courses in this area can be used to fulfill 4 x 12 requirements.
- Outcome 6: Continue to develop problem-solving skills needed for advanced courses in mathematics. Courses in this area can be used to fulfill 4 x 12 requirements.

2. Quality Indicators

**Combined Course Embedded Assessment Results For 2017-18
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	31%	75%	43%
General Education Outcome 2	38%	63%	25%
General Education Outcome 3	41%	72%	32%
General Education Outcome 4	27%	41%	14%
Specific Outcomes for AS Elementary Education	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	34%	69%	35%
Degree Program Outcome 4	35%	70%	36%
Degree Program Outcome 5	27%	53%	26%
Degree Program Outcome 6	27%	53%	26%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2017		Fall 2017		Spring 2018	
		Count	%	Count	%	Count	%
2017-18	Total Students	10	100%	46	100%	45	100%
	Black	0	0%	1	2%	2	4%
	Indian	3	30%	10	17%	8	18%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	1	2%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	7	70%	45	79%	34	76%
	Undeclared	0	0%	0	0%	1	2%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2017	Fall 2017	Spring 2018
2017-18	Male	1	2	3
	Female	9	44	42

Student Feedback on Instruction: The average response scores from the Student Feedback on Instruction ranged from 4.15 to 4.68 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.

Graduate Exit Survey: Overall, students rated their academic experience favorably with 70.6% of the students rating “quality of teaching in your major field of study” as excellent or above average. More than 77% of students rated “faculty concern for student well-being” and 80% “faculty commitment to student success and learning” as excellent or above average.

Collegiate Assessment of Academic Proficiency (CAAP) Test: SSC students scored within .5 points (+ or -) of the national mean in all categories. Specifically, on the Science portion SSC students scored .1 below the national mean and .5 below the national mean on the Mathematics portion of the CAAP test. The Writing Skills category results were .1 points below the national mean.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2017-18	Summer 2017	10	0
	Fall 2017	46	0
	Spring 2018	45	1

Does the degree program meet the minimum OSRHE standards for productivity this year?

Majors Enrolled (25 per year): Yes

Degree Conferred (5 per year): No

Comments/Analysis: The vast majority of Elementary Education majors are female, about 93%. While the number of declared majors 45.5 is strong, it has slipped a little from last year when there were 51.

Low Productivity Justification: The 2% graduation rate is very low, a major drop from the previous year when it was 23%. This sharp drop will be addressed. It is particularly unusual because the overall graduation rate at SSC has improved.

4. Other Quantitative Measures

Number of Sections Taught and Enrollment for Each Course in Major Field of Degree Program

Prefix	Number	Major Field Course Title	Number of Sections	Total Students	Ave. Class Size	Total Credit Hours Generated
BIOL	1114	General Biology	6	161	27	633
ENG	2433	World Literature I	1	12	12	36
GEOG	1123	World Regional Geography	2	40	20	120
MATH	2113	Mathematics Concepts for Educators I	1	22	22	66
MATH	2123	Mathematics Concepts for Educators II	1	23	23	69
MATH	2133	Mathematics Concepts for Educators III	1	12	12	36

PHYS	1114	General Physical Science	2	47	24	188
PHYS	1214	Earth Science	4	77	19	308
PSY	1113	General Psychology	13	382	29	1146

Credit Hours Generated in Major Field Courses of Degree Program By Level (from table above)

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	2395	207

Note: Credit Hours Generated columns represent the student credit hours generated by all the major field courses of the degree program for the given academic year. The hours do not represent the number of student credit hours generated only by those students declaring this major.

Direct Instructional Costs

Academic Year	Instructional Costs*	Costs Shown By Division or Program?
2017-18	\$319,452	Business & Education Division

*When cost data are not available by degree program, use total division budget for instructional costs for each degree program.

Credit Hours Generated by Courses in Major Field That Are Part of General Education Requirements in Other Degree Programs

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
na	na	na	na

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Emily Carpenter	MATH	M.S.	Oklahoma State University
Jason Cook	BIOL	B.S.	University of Oklahoma
Theran Hernandez	BIOL	M.Ed.	Grand Canyon University
Christal Knowles	PSY	M.A.	Cameron University
Kelli McBride	ENG	M.A.	University of Central Oklahoma
Kendall Rogers	PSY	M.H.R.	University of Oklahoma
Kara Stanley	BIOL	M.S.	West Texas A&M University

Jarrod Tollett	PHYS	M.Ed.	East Central University
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Stephanie Heald	GEOG	M.S.	University of North Texas
David Helseth	BIOL	E.S.	Oral Roberts University
Maida VanDuser	PSY	M.A.	Mid-America Christian University

5. Recommendations and Other Relevant Items: Describe recommendations, new developments or initiatives pertaining to degree program.

Since 2015 the Business and Education division has administered the Associate in Science in Elementary Education. Courses in this degree program are from many different academic divisions and disciplines including Language Arts and Humanities, Social Sciences, and Science, Technology, Engineering, and Mathematics.

The following is recommended:

- Expand the number of declared majors in the degree program by 10% or about 5 students next year.
- Expand the number of graduates from the degree program to the OSRHE mandated minimum of 5 as soon as possible and then grow by 20% each year.
- The degree program mentor visit with Freshman Seminar and PASS classes early in the semester to explain the benefits and requirements of the degree plan to students actively choosing a major and planning their futures at the College.
- The degree program mentor educate faculty advisors about the benefits and requirements of the degree program during August in-service.
- The degree program mentor, the Business and Education Division Chair, and the Vice President for Academic Affairs work together to publicize the Elementary Education joint degree offered by the College and East Central University.