

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

2019-20 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 2019-20
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	39%	71%	31%
General Education Outcome 2	41%	72%	31%
General Education Outcome 3	45%	78%	34%
General Education Outcome 4	65%	90%	25%
Specific Outcomes for AS Elementary Education	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	40%	73%	33%
Degree Program Outcome 4	41%	76%	35%
Degree Program Outcome 5	47%	57%	10%
Degree Program Outcome 6	48%	84%	36%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2019		Fall 2019		Spring 2020	
		Count	%	Count	%	Count	%
2019-20	Total Students	19	100%	46	100%	33	100%
	Black	0	0%	0	0%	1	3%
	Indian	4	21%	12	26%	6	18%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	2	4%	3	9%
	Hawaiian/Pacific Islander	0	0%	1	2%	1	3%
	White	14	74%	31	68%	21	64%
	Undeclared	1	5%	0	0%	1	3%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2019	Fall 2019	Spring 2020
2019-20	Male	1	1	2
	Female	18	45	31

Student Feedback on Instruction: The average response scores from the Student Feedback on Instruction ranged from 4.5 to 4.7 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. Students responded with an average response of 4.6 to all rated-scale questions.

Graduate Exit Survey: In the statistics related to the overall satisfaction with SSC, 82% of students indicated satisfaction with the SSC education experience by giving a rating of excellent or above average. The students indicated they would again choose SSC if starting over at 85%. In general, the responses to the survey increased this year with good insight given for areas to improve.

ETS Proficiency Profile: SSC students scored within 0.6 points (+ or -) of the national mean in all seven

subject areas. In Writing, SSC students scored at the National mean. In Mathematics, SSC students performed 0.3 below the National mean. The national total mean was 437.0 while the SSC total mean was 436.0.

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 33.3% on outcome 3 to 36.3% on outcome 2. All four of the outcomes showed percentage growth at or above 33%.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2019-20	Summer 2019	19	1
	Fall 2019	46	3
	Spring 2020	33	3

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

Majors Enrolled (25 per year): Yes

Degree Conferred (5 per year): Yes

Comments/Analysis: The degree program meets the minimum OSRHE standards for productivity.

Low Productivity Justification:

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	8	192	24	768
GEOG	1123	World Regional Geography	2	25	13	75
PSY	1113	General Psychology	12	368	31	1104
PHYS	1114	General Physical Science	2	28	14	112
PHYS	1214	Earth Science	3	45	15	180
MATH	2113	Mathematics Concepts for Educators I	1	18	18	54
MATH	2123	Mathematics Concepts for Educators II	1	17	17	51

MATH	2133	Mathematics Concepts for Educators III	2	15	7	45
ENG	2433	World Literature I	1	9	9	27

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
2019-20	2239	177

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?
2019-20	\$708,875	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
None			
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Jason Cook	BIOL	B.S.	University of Oklahoma
Emily Carpenter	MATH	M.S.	Oklahoma State University
Theran Hernandez	BIOL	M.Ed.	Grand Canyon University
Christal Knowles	PSY	M.S.	Cameron University
Kelli McBride	ENG	M.A.	University of Central Oklahoma
Deanna Miles	PHYS	M.D.	University of Oklahoma
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)			
David Helseth	BIOL	E.S.	Oral Roberts University
Kara Stanley	PHYS	M.S.	West Texas A & M University
Stephanie Heald	GEOG	Ph.D	Oklahoma State University

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

The Business & Education division has administered the Associate in Science in Elementary Education degree since 2015. 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:

- The degree program mentor visit with Learning Strategies students 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 educates 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.