

**SEMINOLE STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN BUSINESS TECHNOLOGY (114)**

2013-14 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 Applied Science in Business Technology 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 Applied Science in Business Technology

Outcome 3: Demonstrate problem-solving skills related to the world of business.

Outcome 4: Demonstrate preparation for continued pursuit of courses leading to employment.

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2. Quality Indicators

Combined Course Embedded Assessment Results For Fall 2013 and Spring 2014 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	13%	82%	69%
General Education Outcome 2	02%	56%	54%
General Education Outcome 3	0%	49%	49%
General Education Outcome 4	-	-	-
Specific Outcomes for AAS Business Technology	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	13%	83%	70%
Degree Program Outcome 4	09%	80%	71%

Other Data Indicating Quality Relevant to Degree Program Major Field

Student Feedback on Instruction:

The average response scores from the Student Feedback on Instruction for the Business & Information Systems Division ranged from 4.52 to 4.77 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 4.65.

The lowest (4.52) The audiovisual aids, overheads, slides, films, whiteboard, etc., increased my skills and/or knowledge about the subject matter. I believe many students answered negatively on this question due to the online component. This question did not fit well with online delivery.

The highest (4.77) The student syllabus clearly defined the attendance policy and my responsibilities for this class.

Graduate Exit Survey:

Collegiate Assessment of Academic Proficiency (CAAP) Test:

Community College Survey of Student Engagement:

Faces of the Future Survey:

Other Quality Indicators:

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2013-14	Summer 2013	7	0
	Fall 2013	48	2
	Spring 2014	38	1

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

Majors Enrolled (25 per year): **Yes/No**

Degree Conferred (5 per year): **Yes/No**

Comments/Analysis:

Low Productivity Justification:

In order to facilitate an increase in majors and graduates, significant revisions were made to the AAS in Business Technology Degree during the past year. The technical occupational specialty core for this degree was overhauled to increase the rigor of the course and the employment readiness of its graduates. Degree options were either added, deleted or modified to respond to student demand and employment trends. Additionally, the ongoing institutional engagement and completion initiative at SSC will also increase majors and graduates in this degree program. A major component of the initiative is a new recruiting and advising model that focusses from the first point of student contact to the last on degree programs and career goals of prospective and current students. The intrusive advising model will employ faculty advisors to push students to thoroughly explore career options and declare realistic majors relating to career goals. A drastic increase in recruiting efforts at technology centers and in the service, area will also increase the number of majors in this program.

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
ACCT	1413	General College Accounting	4	63	15.75	189
ACCT	2033	Financial Accounting	5	64	12.8	192
ACCT	2123	Managerial Accounting	3	42	14	126
ACCT	2143	QuickBooks (not offered this reporting	Period)			
ACCT	2233	Payroll Tax Accounting (not offered this	Period)			
BA	1733	Business Math	1	1	11	33
BA	2113	Macroeconomics	4	54	13.5	162
BA	2123	Small Business Management	2	22	11	66
BA	2133	Human Relations	3	80	26.67	240
BA	2213	Microeconomics	3	44	14.67	132
BA	2233	Business Communication	2	14	7	42
BA	2243	Personal Finance	2	49	24.5	147
BA	2403	Principles Business Management	2	28	14	84
BA	2423	Business Ethics	4	90	22.5	270
BA	2513	Principles of Marketing	1	11	11	33
CS	1103	Introduction to Microcomputers	18	284	15.78	852
CS	2013	Word	1	9	9	27
CS	2163	Desktop Publishing	0	0	0	0
CS	2643	Excel	0	0	0	0

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
2013-14	1074	1521

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?
2013-14	\$361,601	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	

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Fred Bunyan	Accounting/Business/Information	MS Business	Oklahoma State University
Dawn Hamm	Accounting/Business	MBA Management	Oklahoma City University
Brad Schatzel	Business/Information Systems	MBA Management	University of Central Oklahoma
Alayna Grady	Information Systems	Educational	University of Oklahoma
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Donna Chambers	Medical Terminology	MS Nursing	University of Oklahoma
Dewayne Forrester	Business	MA Leadership	Mid-America Christian University
Michael Schnell	Information Systems	Information	Florida Institute of Technology
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Chun Fu Cheng	Information Systems	MBA Management	Oklahoma City University
David Dickens	Business	MS Management	Southern Nazarene University
Bettye Finch	Business	MPA Public	Norwich University
Tammy Kasterke	Information Systems	MBA Management	Cameron University
Heather Kreeger	Business/Information Systems	MBA Management	Western Kentucky University
Don Pilgrim	Business Communication	MA Speech	Oklahoma State University
Karen Smith	Business	BS Computer Science	University of Central Oklahoma

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

The B & IS division recommend the following:
 The Busienss Technology Degree meets the OSHRE requirements for the number of majors.
 However, it does need to improve the graduation rates to meet OSHRE requirements.

As stated in Section 3 above:
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AAS in Business Technology Degree during the past year. The technical occupational specialty core for this degree was overhauled to increase the rigor of the course and the employment readiness of its graduates. Degree options were either added, deleted or modified to respond to student demand and employment trends. Additionally, the ongoing institutional engagement and completion initiative at SSC will also increase majors and graduates in this degree program. A major component of the initiative is a new recruiting and advising model that focusses from the first point of student contact to the last on degree programs and career goals of prospective and current students. The intrusive advising model will employ faculty advisors to push students to thoroughly explore career options and declare realistic majors relating to career goals. A drastic increase in recruiting efforts at technology centers and in the service, area will also increase the number of majors in this program.

Aggressively Seek New Students

The B&IS Division has hired a part-time faculty to help in the Business & Computer Science Area and to help grow our programs. (Jeff Cheng)

The VPAA's office and the B & IS Division worked together to develop updated degree plans. The new degree plans are available for use by B & IS students and available in Personal and Academic Success Strategies (PASS) and Freshman Seminar courses. This is a campus-wide initiative and these degree plans are available for all degree options at SSC.

Division instructors will identify and speak with General Studies majors in their classes to recruit them to one of the B & IS degrees. Assistant Professor Brad Schatzel will visit to both Freshman Seminar and PASS classrooms to explain the benefits and requirements of the B & IS degrees. Full color informational pamphlets will be distributed to provide supplementary information. These pamphlets will be distributed at as many classroom and student events as possible. Additionally we will intrusively advise B & IS degree students to ensure they are on a path to graduation. Meetings, phone calls, and email will be utilized to keep students on track to finishing their degree.

Grow our Global Studies Offerings

Building on the success of our inaugural B & IS Global Studies trip to New York City last spring, we will be traveling further and longer. Brad Schatzel is organizing a nine-day trip to London during Spring Break 2015. The trip will be part of a new three-hour Global Business course, which will serve as a business major elective. Highlights of the trip include a tour of the financial district, St. Paul's Cathedral, and a visit to the Borough Market. Relevant real world experience mixed with the excitement of international travel will create a positive reputation for the B & IS division.

Expand Phi Beta Lambda

A healthy Phi Beta Lambda (PBL) business club will help with recruitment and retention of B & IS majors. Our small club participated in two community events last year: Trick or Treat

Main Street and Night at the Lights at the Reynold Wellness Center. We will use this momentum to be more active in the coming year. Local projects and PBL national conferences offer students a chance to highlight their skills and meet new people.

Maintain a Robust Exchange Relationship with Silkeborg Business College

We are entering the third year of our exchange partnership with the Danes. Administrators and instructors from Silkeborg are anxious to set up academic programs with the B & IS division. We must seize this opportunity to create an exciting international curriculum for our students and bring prestige to our division. Silkeborg's Mathijs Broer and SSC's Brad Schatzel are working to expand a collaborative project started last year during an exchange visit, which brought 20 Danes to our campus.