

**SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN ART (201)**

2016-17 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 Arts in Art 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 Arts in Art

- Outcome 3: Demonstrate an ability to produce higher lever creative works. Higher level creativity applies to advanced courses in drawing, painting, watercolor, and ceramics.
- Outcome 4: Demonstrate critical-thinking skills for higher level academic writing in art. Higher level writing skills apply to art courses such as Art History Survey I, Art History Survey II, Art Appreciation, and Global Studies

2. Quality Indicators

**Combined Course Embedded Assessment Results For Fall 2016 and Spring 2017
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	24%	83%	59%
General Education Outcome 2			
General Education Outcome 3			
General Education Outcome 4	33%	100%	67%
Specific Outcomes for AA Art	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	24%	83%	59%
Degree Program Outcome 4	24%	83%	59%

Other Data Indicating Quality Relevant to Degree Program Major Field
Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2016		Fall 2016		Spring 2017	
2016-17	Total Students	5	100%	18	100%	18	100%
	Black	0	0%	0	0%	0	0%
	Native American	0	0%	6	33%	4	22%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	1	6%	1	6%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	5	100%	11	61%	13	72%
	Undeclared	0	0%	1	5%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2016	Fall 2016	Spring 2017
2016-17	Male	0	6	7
	Female	5	12	11

Student Feedback on Instruction:

On the rated-scale questions, the average was 4.47 on a 5.0 scale was taken as an indicator of overall positive feedback from students on classroom instruction. These averages fell close to the midpoint between the answers "usually applies" and "almost always applies" and were offered as positive affirmations to fifteen different statements regarding course effectiveness and classroom instruction. On all of the rated-scale questions, the most common answer was "almost always applies." Depending on the question, the "almost always applies" answers ranged between comprising 68.7% and 85.6% of the responses with an aggregate average of 76.4% for the whole survey.

Graduate Exit Survey:

Students were asked to score aspects of their academics while at SSC. The items were scored using a scale of excellent, above average, average, below average, poor, and no answer. The majority of the responses were excellent and above average as shown in Table 9. Students also had the opportunity to comment on this section. The majority of the comments reflected positive experiences by the students.

The percentage of students who visited the Writing Lab at once was 73.4%. When asked to assess their overall experience at SSC, 81.9% of the students rated the educational experience as excellent or above average. Over 86% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors consistently as one of the greatest strength at SSC. Items mentioned repeatedly in weaknesses were science lab equipment, computer lab equipment, printers in the labs, lack of funding, cost, and the upgrades needed on facilities such as the bathrooms, classroom buildings, and gym.

Collegiate Assessment of Academic Proficiency (CAAP) Test:

The CAAP Test was administered to 158 students the morning of Wednesday, October 26, 2016. Each student was administered two randomly selected test modules from the pool of modules consisting of Writing Skills, Mathematics, Reading, Critical Thinking, and Science. Seminole State students scored near national means in all five subject areas. SSC students averaged a score of 62.0 on the Writing Skills test, which is 1.2 higher than the national mean. In Math, SSC students performed slightly below the national mean with a score of 56.0 compared to the national mean of 56.1. In Critical Thinking, SSC students scored below the national mean of 60.2 with a score of 59.7. SSC students scored higher than the national mean in Reading with a score of 60.2 and slightly below the national mean in Science with a score 0.1 below their counterparts with 45+ credit hours at other two-year institutions nationwide.

Other Quality Indicators:

The first Faculty Survey on Student Engagement reflects that 34% of faculty members employ student success techniques that result in the faculty identifying student behavior that should result in successful completion of the course and program. In the future, administration of the survey will be conducted in way that will result in more faculty participation with participation percentage set by the Assessment of Student Learning Committee.

In the Entering-Student Engagement Survey, ninety-nine percent of students reported that they believe instructors want them to succeed. Over 70% of students received information about financial aid, enrolled in courses at times convenient to their schedule, and met with an academic advisor at times convenient to the student.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2016-17	Summer 2016	4	1
	Fall 2016	18	2
	Spring 2017	18	0

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:

The numbers indicate a healthy art program and art department, except in the area of graduates. There were 40 declared majors; however, there were only 3 graduates during the academic year. With this number of declared majors, reaching the required minimum number of graduates is easily possible. A plan of action to improve these numbers will include:

- a. Reviewing all course enrollees and seeking out Liberal Studies majors who are really Art majors. This effort should yield additional majors.
- b. The campus-wide advising model will endeavor to get all students to better identify majors so they will not stay listed as “Liberal Studies” majors for their two years at Seminole State.
- c. The Art subdivision with the LAH division only consists of one full-time faculty member; however, this faculty member, along with the division chair, will visit Learning Strategies classes to solicit and advertise the AA in Art degree program.
- d. The Art instructors will have targeted discussions with their students about majors and transferring. The instructors will emphasize the importance of declaring a major.

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
ART	1103	Fundamentals of Art I	2	19	10	57
ART	1123	Drawing I	3	26	9	78
ART	1133	Fundamentals of Art II	2	4	2	12
ART	1143	Drawing II	3	7	2	21
ART	1153	Art History I	4	66	16	198
ART	1163	Art History II	2	28	14	84
ART	1173	Crafts I				
ART	1203	Art Appreciation	4	89	22	267
ART	1223	Black and White Photography I				
JOUR	1223	Photography I				
ART	2123	Ceramics I	1	7	7	21
ART	2203	Black and White Photography II				
ART	2213	Watercolor I	1	2	2	6
ART	2223	Watercolor II				
ART	2233	Painting I	1	6	6	18
ART	2243	Painting II	1	1	1	3
ART	2273	Graphic Design I				
ART	2293	Ceramics II	1	2	2	6
ART	2301	Special Topics in Art	3	9	3	9
ART	2302	Special Topics in Art				
ART	2303	Special Topics in Art	1	2	2	6
ART	2323	Global Studies in Art	2	17	8	51
ART	2713	Printmaking	1	2	2	6
JOUR	2203	Photography II				
SPCH	2243	Oral Interpretation				

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
2016-17	717	126

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?

2016-17	\$695,523.02	LAH Division
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*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
ART	1153	Art History Survey I	198
ART	1163	Art History Survey II	84
ART	1203	Art Appreciation	267
ART	1103	Fundamentals of Art I	57
ART	1123	Drawing I	78
ART	1173	Crafts I	
ART	1223	Black and White Photography I	
ART	2123	Ceramics I	21
ART	2213	Watercolor I	6

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Angela Church	ART	M.F.A.	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)			
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Ron Chastine	ART, HUM, SPCH	Th.D.	Trinity Theological Seminary
Lynette Atchley	ART	M.F.A.	Texas at San Antonio

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

- The Art instructors will have targeted discussions with their students about majors, transferring, and the importance of declaring a major to increase the number of AA in Art graduates.
- Instructors reported the largest growth in general education outcome #4 as this is a major focus of Art courses. As faculty have the most direct contact with students, it is notable that instructors reported multiple strengths in teaching such as experience working in different mediums, bodies of example artwork for classes, exemplary artmaking skills, confidence in the ability to help bring out the best possible work from students and sensitivity to student's fears about making art.
- Instructors reported that future changes will include developing more complex watercolor painting assignments, include modern art examples in Art History classes, refining PowerPoints and presentations, creating Possible Test Slide Image Guides that will act as a modification for students to improve their note taking skills in preparation for their tests, building a portfolio process in studio art classes curriculum, and including self-assessment forms for students to complete to assess their own progress..
- Instructors reported that what went well was that critiquing student work formally at mid-term and giving constant feedback throughout the process of making each art project has attributed to the success of growth that was evident in the pre- and post-assessments in all classes.
- Instructors reported that more support was needed in terms of technology for students and classrooms. Graphic Design is a desirable course but the budget does not allow for the necessary updated software to be able to offer the course. Students need access to the classroom outside of class (studio lab hours) to use the equipment necessary to complete their required projects in classes like ceramics and printmaking. This resulted in having to simplify some assignments and curriculum so that students would have enough time to complete assignments. More potter's wheels would be beneficial as students are only able to use a wheel for a third of the classroom time since they must share. Better still life props and cloth to lay on the model stand would help with image development.