SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN ELEMENTARY EDUCATION (204)

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 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 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	53%	96%	43%
General Education Outcome 2	XX%	XX%	XX%
General Education Outcome 3	XX%	XX%	XX%
General Education Outcome 4	12%	26%	14%
Specific Outcomes for AA Language Arts & Humanities	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	32%	60%	28%
Degree Program Outcome 4	32%	60%	28%

Other Data Indicating Quality Relevant to Degree Program Major Field
Student Feedback on Instruction: No relevant current data available.
Graduate Exit Survey: No relevant current data available.
Collegiate Assessment of Academic Proficiency (CAAP) Test: No relevant current data available.
Community College Survey of Student Engagement: No relevant current data available.
Faces of the Future Survey: No relevant current data available.
Other Quality Indicators: No relevant current data available.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2013-14	Summer 2013	16	3
	Fall 2013	49	2
	Spring 2014	42	2

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:
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
ART	1103	Fundamentals of Art I	6	34	57	102
ART	1133	Fundamentals of Art II	6	5	8	15
BA	2233	Business Communication	1	10	10	30
CD	1103	Child Development	6	91	15	273
CD	1123	Introduction to Early Childhood Education	3	52	17	156

HIST	2233	Modern Western Civilization	11	75	7	225
MATH	2113	Mathematics Concepts for Educators I	1	9	9	18
MATH	2123	Mathematics Concepts for Educators II	1	11	1	33
MATH	2133	Mathematics Concepts for Educators III	0	0	0	0
PSY	1113	Child Psychology	0	0	0	0
PSY	2023	Developmental Psychology	5	130	26	390
PSY/SOC	2053	Social Psychology	3	30	10	90
SPAN	1125	Introductory Spanish I	4	85	21	130

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	676	786

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	$847,719.46	$847,719.46

*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

LASTNAME	FIRSTNAME	Teaching Area	Highest Degree	Institution
Kirk	Kelly	LAH	MTA	University of Tulsa

Adjunct Faculty Teaching Major Field Courses in Degree Program

LASTNAME	FIRSTNAME	Teaching Area	Highest Degree	Institution
Chastine	Ronald	LAH	TH.D	University of Oklahoma
Church	Angela	LAH	MFA	University of Oklahoma
Hooten	Teri	LAH	BA	Anderson University
Mills	Marsha	LAH	BA	University of Oklahoma
Pilgrim	Don	LAH	MA	Oklahoma State University
Qualls	Linda	LAH	BA	University of Central Oklahoma
Qualls	Zach	LAH	BFA	University of Central Oklahoma

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

The positive comments in Language Arts and Humanities Course Embedded Assessment Reports included the high quality of students, meeting course objectives, and using regular writing assignments with incentivized peer reviews. Negative comments addressed how poor attendance, lack of participation, lack of assignment submissions, or a combination of these, were common factors for students who did not pass the class. Teachers recommended more computerized classrooms and labs because these tools helped foster retention.