

Seminole State College
Evaluation of Associate in Arts for Language Arts and Humanities
 2012

Seminole State College Mission Statement

Seminole State College empowers people for academic success, personal development, and lifelong learning.

Transfer Degree Program Outcomes

NOTE: The first two outcomes are the same for all transfer programs. Each degree must list 2 or more additional outcomes.

1. Transfer degree programs at Seminole State College will successfully articulate to state baccalaureate institutions of higher learning in Oklahoma.
2. SSC transfer degree graduates will demonstrate successful academic achievement 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.
3. Degree Program Outcome 3 – Specific to Associate in Arts for Language Arts and Humanities: Students will demonstrate critical thinking skills required for higher level academic writing. Higher level writing skills apply to advanced courses in American Sign Language, Art, English, Foreign Language, Humanities, Journalism, Music, Photography, Speech, and Theatre.
4. Degree Program Outcome 4 – Specific to Associate in Arts for Language Arts and Humanities: Students will demonstrate an ability to produce higher level creative works. Producing works that demonstrate a higher level of creativity applies to advanced courses in Art, English, Journalism, Music, Photography, Speech, and Drama.

Requirements for Associate in Arts for Language Arts and Humanities

General Transfer Degree Requirements: 62 hours (see the Seminole State College 2011-2012 Catalog)

Major Field Recommendations: 15-21 hours selected from ENG 2113 Creative Writing, ENG 2413 Introduction to Literature, ENG 2433 World Literature, ENG 2543 Survey of English Literature I, ENG 2653 Survey of English Literature II, ENG 2753 Survey of American Literature I, ENG 2883 Survey of American Literature II, SPCH 1523 Introduction to Theatre / Theatre Appreciation, SPCH 1533 Acting I, SPCH 2203 Small Group Communication, SPCH 2243 Oral Interpretation, ART 1153 Art History Survey I, ART 1163 Art History Survey II, ART 1203 Art Appreciation, JOUR 1103 Reporting I, JOUR 1123 Intro to Mass Communication, JOUR 1223 Black and White Photo I, JOUR 2203 Black and White Photo II

Degree Overview for Associate in Arts for Language Arts and Humanities

Age Categories:									ACT Scores 19 and Under:					Declared Majors:										
<20	20-24	25-29	30-34	35-39	40-44	45-49	50>		Total ACT Records:83 in AA for Language Arts & Humanities:	<5	5-9	10-14	15-19	Total <19	% Total Records	Sp 08	F 08	Sp 09	F 09	Sp 10	F 10	Sp 11	F 11	
Sp 08	2	11	0	1	1	0	0	1	Sp 08	0	0	1	4	6	11%	16 (4 male; 12 female; 6 fresh; 10 soph)	14 (1 male; 13 female; 6 fresh; 8 soph)	13 (2 male; 11 female; 7 fresh; 6 soph)	25 (7 male; 18 female; 12 fresh; 13 soph)	25 (7 male; 18 female; 13 fresh; 12 soph)	30 (10 male; 20 female; 18 fresh; 12 soph)	30 (9 male; 21 female; 16 fresh; 14 soph)	22 (8 male; 14 female; 12 fresh; 10 soph)	
F 08	6	5	0	0	3	0	0	0	F 08	0	0	0	3	6	9%									
Sp 09	6	1	1	1	3	0	1	0	Sp 09	0	0	0	1	4	5%									
F 09	10	6	3	1	3	1	1	0	F 09	0	0	2	4	6	12%									
Sp 10	9	8	4	1	1	1	1	0	Sp 10	0	0	2	4	6	12%									
F 10	11	9	5	2	2	0	1	0	F 10	0	0	1	3	9	13%									
Sp 11	8	10	7	2	2	1	0	0	Sp 11	0	0	1	4	6	11%									
F 11	7	8	2	1	1	3	0	0	F 11	0	0	0	4	6	10%									
									<i>(note: over 50% of SSC students do not have ACT scores)</i>						Graduates:									
															2007-2008: 15 2008-2009: 10 2009-2010= 14 2010-2011: 6 2011-2012: N/A at time of this report									

Analysis/Action for Age Categories Provide brief, but thorough, analysis of data. If appropriate, list actions planned as well as timelines.	Analysis/Action for ACT Scores 19 and Under Provide brief, but thorough, analysis of data. If appropriate, list actions planned as well as timelines.	Analysis/Action for Declared Majors/Graduates Provide brief, but thorough, analysis of data. If appropriate, list actions planned as well as timelines.
Averages for Age Categories: <20 20-24 25-29 30-34 35-39 40-44 45-49 50> 7.38 7.25 2.75 1.13 2.0 0.75 0.5 0.13 This analysis shows that most of the students who choose the AA for Language Arts and Humanities Degree are between the ages of approx. 18-24 years old.	Averages for ACT Scores 19 and Under: Total ACT Records: 83 for AA for Language Arts and Humanities: <5 5-9 10-14 15-19 Total <19 % Total Records 0 0 0.88 3.38 6.13 10.38	Averages for Declared Majors: Total # of Declared Majors = 21.88 # of Males = 3.38 # of Females = 15.88 # of Frosh. = 11.25 # of Soph. = 6.13 Average # of Graduates (2007 – 2011) = 11.25

Degree Assessment Methods and Criteria for Associate in Arts for Language Arts and Humanities

Assessment of this degree program derives from a culmination of direct and indirect evaluation indicators. The focus of this evaluation is to determine the degree program's achievement of relevant points of the Degree Program Outcomes. A variety of indicators and instruments are used to make this evaluation.	
The primary direct indicators used are: 1. Course-Embedded Assessment; 2. ACT Collegiate Assessment of Academic Proficiency (CAAP) Test; 3. Transfer reports from four-year institutions.	Principal indirect indicators used are: 1. Community College Survey of Student Engagement (CCSSE); 2. ACT Faces of the Future Survey (biennial survey); 3. SSC Graduate Opinion Survey.
Supplemental statistical data is provided by the SSC Institutional Statistics Report and electronic database as a framework for understanding the makeup of the student body.	Specific Assessment Methods and Criteria used in each of the measures are detailed in: 1. Evaluation of General Education Outcomes Report; 2. Degree Program Assessment Reports; 3. Course-Embedded Assessment Reports.

Degree Assessment Results for Associate in Arts for Language Arts and Humanities

Documents referred to for specific assessment results are: 1. Evaluation of General Education Outcomes Report; 2. Degree Program Assessment Reports; 3. Course-Embedded Assessment Reports; 4. Institutional Statistics; 5. Specific Program Data provided by SSC's MIS Department; 6. Transfer Reports; 7. Oklahoma State Regents for Higher Education Assessment Reports.
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Course-Embedded Assessment

Assessment Methods and Criteria

The most critical component of the College's assessment methods and criteria is the course-embedded assessment process. In this process, each course is defined by course outcomes measured by learning objectives. Also, each course measures one or more Degree Program Outcome and one or more General Education Outcome, all of which are tied to the College mission. The General Education Outcomes Matrix, which is updated annually, comprehensively demonstrates how each course is linked to one or more of the four General Education Outcomes.

In each course, instructors, in conjunction with the appropriate division chair, select one of nine assessment options to assess student learning. The reporting procedure requires all classes not taught in the fall semester to be assessed in subsequent semesters. In addition, it requires: (1) Collection of assessment data for one or more Degree Program Outcome; (2) Collection of assessment data for one or more General Education Outcome; and (3) Reporting of data in the annual fall report from all classes taught during the previous academic year.

Assessment Results	Analysis
Identify source(s) of data; report summary of results; if possible, use tables and/or graphs.	Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.
<p>All of the courses in the A.A. for Language Arts and Humanities Degree Program include a pre- and post-assessment component. Most of the courses include either a pre- and post-test, or pre-and post-written assessment, or both. On average, the assessment results for the time span covered by this Evaluation are:</p> <p>2008= 59% increase in students' skills / knowledge over course of semester(s) 2009=38% increase in students' skills / knowledge over course of semester(s) 2010= 49% increase in students' skills / knowledge over course of semester(s) 2011= 53% increase in students' skills / knowledge over course of semester(s)</p>	Overall, the Program's Course Embedded Assessment Reports results demonstrate that students are satisfactorily meeting the Degree Program and Course Objectives.
Action Plan: Next Steps to Improve Student Learning	Status of Previous Action Plans
List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	Report progress made on <u>all</u> action plans from the last evaluation.
The Degree Program Faculty will continue to assess the academic rigor and viability of the new online offerings in Speech, Literature, Composition, and Foreign Language courses.	N/A

ACT Collegiate Assessment of Academic Proficiency (CAAP) Test

Assessment Methods and Criteria

This nationally recognized test is designed to assist in assessing the outcomes of general education programs by focusing on the academic skills developed through general education courses. The CAAP Test does this by testing the following areas: writing skills, mathematics, reading, critical thinking, and science reasoning. The Assessment of Student Learning Committee administers the test each fall to a representative group of students who will have 45 or more credit hours by the end of the fall semester. The test was first administered during the fall 2006 semester.

Assessment Results

Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.

Analysis

Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.

Comparison of Mean Scores

SSC Scores vs National Scores

Mean Scores		Writing Skills	Math	Reading	Science
All Participants	SSC	62.2	54.8	60.4	59.0
	National	61.6	56.2	60.2	60.5
Sophomore	SSC	62.3	54.8	60.0	59.0
	National	61.6	56.2	60.2	60.5
Transfer	SSC	62.0	56.0	61.0	59.0
	National	61.6	56.2	60.2	60.5
Female	SSC	62.0	55.0	60.0	58.0
	National	61.6	56.2	60.2	60.5
Male	SSC	62.0	55.0	61.0	61.0
	National	61.6	56.2	60.2	60.5

These results indicate that SSC is in-line with the national mean scores in the two principal areas that apply to the Language Arts and Humanities Division courses: Writing Skills and Reading. In order to continue to improve these areas, the LAH faculty incorporates reading and writing activities in their classes whenever possible.

Action Plan: Next Steps to Improve Student Learning

List actions planned as a result of analysis;
link to specific outcomes as appropriate; include timelines.

Status of Previous Action Plans

Report progress made on all action plans from the last evaluation.

The LAH Faculty for this degree program will continue to incorporate critical reading and writing assignments in the courses' curricula.

N/A

Transfer Reports from Four-Year Institutions

Assessment Methods and Criteria

Transfer reports from the primary receiving institutions—East Central University, the University of Central Oklahoma, Oklahoma University, and Oklahoma State University—provide GPAs of students who transfer from Seminole State College. In addition, Northeastern State University has provided reports. We expect our students to maintain similar GPAs upon transfer as they attained at SSC.

Assessment Results	Analysis
Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.
This data is not available for this report.	N/A
Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	Status of Previous Action Plans Report progress made on <u>all</u> action plans from the last evaluation.
N/A	N/A

Survey Data

Assessment Methods and Criteria

Survey data provides indirect indicators for analyzing the effectiveness of the educational experience students are receiving at Seminole State College.

Community College Survey of Student Engagement (CCSSE)

The survey provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence.

Assessment Results	Analysis												
Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Highest Student Engagement</th> </tr> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">SSC Student Response</th> <th style="width: 20%; text-align: center;">Cohort Responses</th> </tr> </thead> <tbody> <tr> <td>Active and Collaborative Learning – made class presentation</td> <td style="text-align: center;">36.2%</td> <td style="text-align: center;">29.3%</td> </tr> <tr> <td>Student Effort – prepared two or more drafts of a paper or assignment before turning it in</td> <td style="text-align: center;">60.0%</td> <td style="text-align: center;">50.3%</td> </tr> </tbody> </table>	Highest Student Engagement				SSC Student Response	Cohort Responses	Active and Collaborative Learning – made class presentation	36.2%	29.3%	Student Effort – prepared two or more drafts of a paper or assignment before turning it in	60.0%	50.3%	These assessment results indicate that SSC has a high level of student engagement at the course curriculum level and interaction with faculty.
Highest Student Engagement													
	SSC Student Response	Cohort Responses											
Active and Collaborative Learning – made class presentation	36.2%	29.3%											
Student Effort – prepared two or more drafts of a paper or assignment before turning it in	60.0%	50.3%											

Academic Challenge – number of written papers or reports of any length	62.4%	48.3%		
Student Faculty Interaction – discussed grades or assignments with an instructor	75.4%	59.8%		
Support for Learners – providing the financial support you need to afford your education	63.0%	51		
Lowest Student Engagement				
	SSC Student Response	Cohort Responses		
Active and Collaborative Learning – worked with classmates outside of class	21.7%	22.9%		
Active and Collaborative Learning – participated in community-based project	4.8%	6.8%		
Student-Faculty Interaction – talked about career plans with an instructor or advisor	21.1%	26.4%		
Student Effort – preparing for class	25.3%	28.7%		
Student Effort – frequency of peer or other tutoring	22.7%	27.5%		
Special Focus Items				
	SSC Student Response	Cohort Responses		
Registration completed before first class session	88.8%	88.8%		
Orientation – participated in some form	68.9%	58%		
Participated in a structured experience for new students	66.2%	26.3%		
Participated in Learning Communities	18.3%	13.1%		
Enrolled in Student Success Course	17.6%	24.2%		
Action Plan: Next Steps to Improve Student Learning			Status of Previous Action Plans	
List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.			Report progress made on <u>all</u> action plans from the last evaluation.	
N/A			N/A	

ACT Faces of the Future Survey

This nationally recognized survey, conducted on a biennial basis, collects data similar to that collected by the SSC Graduate Opinion Survey, but it is administered to students who are enrolled during the fall semester.

Assessment Results

Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.

Analysis

Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.

Experiences

Category	#	%
Marriage	23	10.7%
Change or Loss of Job	107	50.0%
Birth/Adoption of Child(ren)	24	11.2%
Death of Immediate Family Member	52	24.3%
Divorce/Separation	25	11.7%
Assumed Primary Responsibility for Person with illness or Other Disabling Condition	10	4.7%
Major Illness or Other Disabling Condition	7	3.3%
Retirement	0	0
Other	69	32.2%
Blank	62	n/a
Total	379	

Employment Status

Category	Number	% w/o Blanks
Caring for my family/home full-time	26	9.6%
Employed Part-Time (including self-employed)	105	38.7%
Employed Full-Time (including self-employed)	46	17.0%
Unemployed, seeking employment	35	12.9%
Unemployed, not seeking employment	59	21.8%
Blank:	5	n/a
Total	276	100.0%

Top Seven Problems Encountered While Taking Classes:

1. Personal financial problems (2.33),
2. Cost and/or availability of books and related materials (2.06),
3. Cost of transportation (2.03),
4. Family responsibilities (1.99),
5. Cost of computer (1.93) * new category at this level
6. Job-related responsibilities (1.89),
7. Cost of child or other dependent (e.g., parent) care (1.78)

These assessment results indicate that well over half of SSC's students are employed either part-time or full-time, and the biggest challenge that students encounter while taking classes is personal financial problems.

<p>Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.</p>	<p>Status of Previous Action Plans Report progress made on <u>all</u> action plans from the last evaluation.</p>
N/A	N/A
<p>SSC Graduate Opinion Survey</p>	
<p>The primary survey tool used for this evaluation the annual SSC Graduate Opinion Survey. This online survey is sent to recent graduates—Fall, Spring, May, Summer.</p>	
<p>Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.</p>	<p>Analysis Action: Next Steps to Improve Student Learning Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.</p>
<p>This information is not available at this time due to recent personnel changes in Academic Affairs and the restructuring of SSC's Assessment Committee.</p>	N/A
<p>Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.</p>	<p>Status of Previous Action Plans Report progress made on <u>all</u> action plans from the last evaluation.</p>
N/A	N/A
<p>Institutional Statistics Report</p>	
<p>Assessment Methods and Criteria</p>	
<p>The Office of the Vice President for Academic Affairs compiles this report each fall and spring semester. It provides demographic and statistical data useful to profile learners seeking instruction at SSC.</p>	
<p>Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.</p>	<p>Analysis Action: Next Steps to Improve Student Learning Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.</p>
<p>The Executive Summary of the 2010-2011 Course-Embedded Assessment Report, prepared by the Dean of Instructional Compliance, indicated the following increase in achieving the General Education Outcomes relevant to the AA for Language Arts and Humanities Degree: Outcome 1: Demonstrate college level communication skills = 84.12% of all SSC students achieved this outcome / Outcome 4: Demonstrate an understanding of the roles of history, culture, and the arts within civilization = 76.10% of all SSC students achieved this outcome</p>	<p>This assessment affirms that students are effectively meeting the overall general education outcomes for the institution.</p>
<p>Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.</p>	<p>Status of Previous Action Plans Report progress made on <u>all</u> action plans from the last evaluation.</p>
N/A	N/A