SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN LIBERAL STUDIES (205)

2015-16 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 General Studies 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 General Studies

Outcome 3: Demonstrate problem-solving skills foundational to higher order social science, language arts, humanities, mathematics, sciences, and wellness/human development. Higher order applies to advanced courses in each of the transfer degree programs.

Outcome 4: Demonstrate preparation for continued pursuit of education leading to a baccalaureate degree.

2. Quality Indicators

Combined Course Embedded Assessment Results For Fall 2014 and Spring 2015 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	32%	80%	48%
General Education Outcome 2	29%	70%	41%
General Education Outcome 3	35%	76%	41%
General Education Outcome 4	35%	75%	40%
Specific Outcomes for AA General Studies	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	na	na	na
Degree Program Outcome 4	na	na	na

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2015		Fall 2015		Spring 2016	
2015-16	Total Students	77	100%	311	100%	288	100%
	Black	4	5%	25	8%	24	8%
	Indian	20	26%	87	28%	90	31%
	Asian	0	0%	0	0%	0	0%
	Hispanic	6	8%	11	4%	9	3%
	Hawaiian/Pacific Islander	0	0%	1	0%	0	0%
	White	46	60%	177	57%	151	53%
	Undeclared	1	1%	9	3%	14	5%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2015	Fall 2015	Spring 2016
2015-16	Male	25	132	121
	Female	52	179	167

Student Feedback on Instruction: The College's average on the rated-scale questions was 4.70 on a 5.0 scale is taken as an indicator of overall positive feedback from students on classroom instruction. These averages fall 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 overall. On all of these rated-scale questions, the most common answer was "almost always applies."

Graduate Exit Survey: Four hundred forty six students completed the 2015-2016 survey. Eighty-one percent of those surveyed indicated a plan to transfer to a four-year institution. The majority of student responses reflected a positive academic experience, with 76% of responses being excellent or above average for overall quality.

==Collegiate Assessment of Academic Proficiency (CAAP) Test:== As per the *2015-16 SSC Assessment of Student Learning Procedure*, the Assessment of Student Learning Committee set a goal for students to perform at or above the national average on each test module. The Committee set a minimum acceptable threshold of no more than 2.0 points (5 percent) below the current national mean scores. Based on these criteria, SSC students are performing above the minimum threshold levels established as "long-term" in 2013 in all of the five subject areas assessed.

==Other Quality Indicators:==

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2015-16	Summer 2015	77	9
	Fall 2015	311	21
	Spring 2016	288	48

==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
na	na	na	na	na	na	na

Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2015-16	na	na

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 <u>do not</u> 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?
2015-16	$824,141.18	LAH 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
na	na	na	na
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
na	na	na	na
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
na	na	na	na

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

Faculty members are experienced, motivated, qualified, and caring instructors that work to coordinate course content to insure a proper background for their students. Faculty are receiving training in the use of new instructional technology and are actively implementing more technology into the classrooms and computer labs as it becomes available. The size of SSC allows for smaller class sizes and more one on one involvement with the students.

-Increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a four-year institution.