

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

Program Review Summary

October 1, 2018

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers twenty-three degree/certificate programs, including the Associate in Applied Science in Business Technology. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Business & Education Division presents here the results of its self-review of Associate in Applied Science in Business Technology.

Assessment of this workforce degree program employed a number of direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Additionally, this review relates these findings to a number of relevant Higher Learning Commission criteria and components, the Seminole State College 2017-18 Academic Plan and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the degree program.

3.7.5 Process (Internal/External Review): Self-review by academic division

Previous reviews and actions from those reviews: In the previous review, recommendations addressed issues related to cooperative agreements, underprepared students, and faculty advising. Faculty members utilized student support services to better prepare students, participated in a faculty-mentoring program, and prepared plans to improve cooperative agreements.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Analysis and Assessment Abstract

Analysis of degree program productivity revealed that over the review period, the degree program averaged annually about 23 declared majors, two graduates, and 7,965 total credit hours generated. In a comparison of the pre-test and post-test scores students increased knowledge by 43% for general education outcomes and 42.5% in Business Technology specific outcomes. Other direct indicators used were course-embedded assessment and ACT Collegiate Assessment of Academic Proficiency (CAAP) Test. Principal indirect indicators used were the Community College Survey of Student Engagement (CCSSE) and the SSC Graduate Exit Survey. The CAAP test scores reflect learning in line with the national averages. The data reported on the CCSSE reflected the commuter campus atmosphere of Seminole State College.

Key findings from the most current evaluation of the Associate in Applied Science in Business Technology

Faculty in the Business & Education Division see a need to develop a plan to increase student and faculty awareness of articulation agreements among colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a state institution. Faculty found a need for increased efforts to encourage students to choose and follow a specific degree program rather than choosing Liberal Studies.

A. Centrality of the Program to the Institution's Mission:

SSC Mission Statement

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

The Associate in Applied Science in Business Technology Degree Program:

Empowers people for academic success by preparing students for a range of careers in Business and at the same time improve their critical thinking skills necessary for success in all studies.

Empowers people for personal development by encouraging students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that will broaden a student's appreciation and desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

**Associate in Applied Science in Business Technology Degree Program Outcomes
Outcomes for Applied Science Degree Programs**

Outcome 1: Demonstrate successful student preparation for the work place.

Outcome 2: Demonstrate successful academic achievement by Seminole State College AAS degree students. Successful academic achievement is defined as the satisfactory academic progress toward employment.

Outcomes Specific to Associate in Applied Science in Business Technology

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

Measurable Indicators

Assessment data demonstrating students' ability to:

- a. Analyze a problem or case,
- b. Identify steps necessary for problem solving,
- c. Apply the steps identified for solution,
- d. Verify the results,
- e. Report the results in an understandable and timely manner.

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

Measurable Indicators

Assessment data demonstrating students' ability to:

- a. Interpret and manipulate data,
- b. Use appropriate technology to assist with problem-solving,
- c. Apply critical thinking to real-world scenarios.

B.2 Quality Indicators (including Higher Learning Commission issues):

The Business Technology Degree Program fulfills Higher Learning Commission criteria by providing evidence of student learning, faculty engagement that encourages quality teaching and effective assessment of the student learning process. Instructors in the Business & Education division consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the two outcomes specific to the Business Technology Degree Program course embedded assessment is the foremost method utilized. In the Business & Education division, instructors used pre-tests and post-tests as tools to obtain assessment data. Faculty members regularly review and change pre-test and post-test questions as necessary. The Division changed books in several classes and updated the assessment tools as needed during this review period. For example, during the past year members of the Business & Education faculty have reviewed the pre-tests and post-tests in Financial Accounting, Managerial Accounting, Introduction to Microsoft Office, Human Relations, Microeconomics, Macroeconomics, Business Ethics, Business Statistics, and Advanced Access. As a result, instructors have rewritten, replaced, or deleted some of the existing questions. This process illustrates that the Business Technology Degree Program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality as emphasized in the 2017-18 SSC Institutional Degree Completion and Academic Plan.

Instructors calculate student score improvements from pre-test to post-test for every class every year. While pre-tests and post-tests only assess improvements in a sampling of course objectives, the fact that all courses in the Business & Education division show improvement verifies that student learning takes place and that outcomes specific to the Business Technology Degree Program are met.

Key personnel gathered course embedded assessment data from the fall 2017 to summer 2018 semesters as shown in the following table. The percent of increase reflects the difference between the average of the post-test scores and the pre-test scores. For all twenty-two of the Major Field courses, the average growth rate was 43%.

Faculty gathered course embedded assessment data from the fall 2017 to summer 2018 semesters as shown in the following table. Course-embedded assessment of general education outcomes 1-4 showed an increase from 40% to 48% when pre-test and post-test scores were compared. This is an average increase of 43 percentage points. Course-embedded assessment of degree program outcomes 3-4 showed an increase from 41% to 44% when pre-test and post-test scores were compared. This is an average increase of 42.5 percentage points. These dramatic increases demonstrate that student learning is taking place and that outcomes specific to the business degree program are met.

Table 1. Combined Course Embedded Assessment Results For Fall 2017 through Summer 2018 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	44%	84%	40%
General Education Outcome 2	35%	78%	43%
General Education Outcome 3	46%	87%	41%
General Education Outcome 4	45%	93%	48%
Specific Outcomes for AAS Business	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	44%	85%	41%
Degree Program Outcome 4	37%	81%	44%

B.3. Minimum Productivity Indicators:

The following table provides data for the Business Technology Degree Program.

Table 2 Business Technology Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2013 – 2014	Fall 2013	48	
	Spring 2014	38	2
2014 – 2015	Fall 2014	44	
	Spring 2015	41	1
2015 – 2016	Fall 2015	16	
	Spring 2016	16	4
2016 – 2017	Fall 2016	15	
	Spring 2017	5	2
2017 - 2018	Fall 2017	3	
	Spring 2018	1	1

In Table 2, the results show an approximate an annual average of 22.7 students selecting the program each year and about 2 graduates from the program annually. This degree program has a low demand. This program has a high incidence of the students who declare Business Technology as their major, realize they can complete college work and change majors to a transfer degree. Additionally, a significant number of students transfer to other institutions

before completing an associate degree at Seminole State College. This data shows that the Business Technology Degree Program does not meet the minimum standards of productivity for majors enrolled and does not for degrees conferred.

B.4. Other Quantitative Measures:

a. Number of courses taught for the major program for each of the last five years and the size of classes:

Table 3. 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	Credit Hours
CAP	1103	Introduction to Microcomputers	93	1923	21	5769
ACCT	1413	Intro to Accounting	13	273	21	819
BA	2123	Small Business Management	4	42	11	126
BA	2133	Human Relations	13	252	19	756
BA	2233	Business Communication	2	14	7	42
BA	2423	Business Ethics	8	151	19	453

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

Table 4. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	1104	141
2016-17	1971	78
2015-16	1545	207
2014-15	891	390
2013-14	1077	561
Totals	6588	1377

Table 4 shows the credit hours generated by all the major courses of the degree program for the given academic years. The hours do not represent the number of student credit hours generated only by those students declaring Business Technology as their major.

c. Direct instructional costs for the program for the review period:

Instructional Costs:
 No direct data was available that could be used to determine the exact amount of the instructional costs for individual Business & Education Degree Programs. The annual SSC budget report provided the total expenditures for the Business & Education division as shown in Table 5. The annual Business & Education budget contains the instructional costs for six Business & Education Degree Programs.

Table 5. Instructional Costs

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
Instructional Cost	\$361,601	\$372,170	\$276,810	\$319,887	\$319,452

d. The number of credits and credit hours generated in the program that supports the general education component and other major programs including certificates:

Courses offered in the Business & Education division areas support the general education philosophy of Seminole State College. The Business & Education instructors make every effort to provide experiences that will equip students with the necessary skills to make informed decisions and encourage life-long learning. In an effort to take the students experience beyond the classroom walls, the concepts of service learning and global studies will be incorporated into the curriculum through the SSC Global Studies Program and Phi Beta Lambda.

Please see Table 3 for a list of student credit hours generated in the major courses.

Table 6. Credit Hours Generated by Courses in Major Field of Degree Program That Are Part of General Education Requirements in Other Degree Programs

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
CAP	1103	Introduction to Microsoft Office	5769

All college level courses in the Business & Education division at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the course offerings in the Business Technology Degree Program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes Table 7 shows the Major Field courses for the Associate in Applied Science in Business Technology Degree Program and the General Education Outcomes each course addresses.

Table 7. All General Education Outcomes addressed by a specific course are marked with the letter "X."

Major Field Course Information			General Education Outcome			
Prefix	Number	Title	1	2	3	4
CAP	1103	Introduction to Microcomputers	X	X	X	X
ACCT	1413	Intro to Accounting	X	X	X	
BA	2123	Small Business Management	X	X	X	
BA	2133	Human Relations	X		X	
BA	2233	Business Communication	X		X	

e. A roster of faculty members, faculty credentials and faculty credential institution(s).

Table 8. Current Business & Education Division Faculty			
Full-Time Faculty			
Name	Teaching Area	Highest Degree	Institution
Brad Schatzel	Business	MBA	University of Central Oklahoma
Chunfu Cheng	Business	MBA	Oklahoma City University
Tammy Kasterke	Accounting/Computer Applications	MBA	Cameron University
Daniel Hill	Computer Applications	MBA	University of Central Oklahoma
Stephen Brooks	Computer Applications	MBA	University of Oklahoma
Current Full-Time Faculty From Other Divisions Teaching B & E Classes			
Michael Schnell	CAP & CS	Information Technology	Florida Institute of Technology
Current Adjunct Faculty			
Dawn Hamm	Accounting/Business	MBA	Oklahoma City University
Ryan Taylor	Computer Applications	MBA	Southeastern Oklahoma State University
Regina Stillwell	Computer Applications	MBA	St. Gregory's University

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Information not available

g. If available, information about the success of students from this program who have transferred to another institution:

Transfer Reports from Four-Year Institutions:

Although students are not expected to transfer to a four-year institution, some Business Technology students upon accomplishing their degree gain the confidence to transfer to a four-year institution. Seminole State College routinely seeks transfer data from the primary transfer baccalaureate institutions but receipt of transfer data from those institutions has been sporadic. Transfer reports received from East Central University, University of Central Oklahoma, and Oklahoma State University provided GPAs of students who had transferred from Seminole State College. Data in those reports cited in the 2009 Seminole State College HLC Self-Study Report, indicated, "Students' GPAs typically only decrease 0.25 on the 4.0 scale upon transferring from SSC. This decrease is considered not as a reflection of SSC's curriculum, but the fact that at the university, students take more advanced, junior, and senior level courses in their majors." The data in those reports confirmed our expectation that SSC students maintain

similar GPAs upon transfer as those attained at SSC and verified the competence of SSC students in their academic preparation.

B.5. Duplication and Demand:

B.5. Duplication and Demand Issues:

Review of Duplicated Programs

Seminole State College provides easy access to students in our five county service area wishing to pursue a degree in a business field. The only duplication (in our five county area) is one private college that is cost prohibitive for many students.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The Business Technology Degree has a low demand. The rates of declared majors and graduates do not meet OSRHE productivity levels. Approximately 22.7 students selected the Associate in Applied Science in Business Technology Degree Program each year over the review period. Forty-eight students in 2013-14, thirty-eight students in 2014-15, 16 in 2015-16, 15 students in 2016-17 and in 2017-18 just three students declared Business Technology as their major. The students in the Business Technology Degree Program are predominately under the age of 24 and are female. There exists in the program a relatively high percentage of under-prepared students as indicated by ACT scores.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

The primary goal of the Business Technology degree is to increase the economic growth of the Seminole State College service area. Economic growth comes from enhancing the skilled workforce in bookkeeping, customer services, medical and legal office assistants and entry-level management. In addition, growth comes from aiding in the development of small businesses and starting new businesses.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Faculty members and students actively participate in the five county area communities served by SSC. Although many faculty members commute, they participate in community activities such as blood drives, churches, and local chambers of commerce.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery.

With the advances in technology, faculty members have the opportunity to expand to several different forms of delivery. SSC also addresses the community need for a variety of course scheduling by offering online courses, evening courses, weekend courses, 8-week courses, and

courses at correctional facilities.

B.6. Effective Use of Resources:

Staff Support

The Business and Education Division administers the Business Technology degree program. The division has a part-time (16 hours weekly) secretary who primarily supports the division chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the B&E faculty members.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College creates a technologically enhanced academic environment focused on student learning. As a result, technology has never been a limiting factor in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College installed a wireless network with two control centers providing internet and Seminole State College intranet connectivity to campus academic and residential buildings. In addition to wireless connectivity, all classrooms are hard-wired for internet and Seminole State College intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites. Technologically equipped classrooms have computer systems with current instructional and multimedia software, digital multimedia projectors and Smartboards. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, telecourse testing, and technologically-aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services

Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has just such a team made up of the MIS director and two tech persons. They are responsible for maintaining all campus technology such as computers, SmartBoards, Zoom equipment, and keeping the campus intranet and internet operable in all offices and classrooms.

Web-based Support Services

Currently D2L Brightspace is available to instructors for course management. It is used to communicate with students, post and collect assignments, record grades, and host student discussion boards. Through a separate system, MySSCOK, instructors report final student grades and attendance electronically.

Institutional Program Recommendations:

Table 9

Recommendation	Implementation Plan	Target Date
<p>Create a transfer matrix with Careertech and SSC courses to ease the transfer of CareerTech courses to SSC for the completion of the Business Technology degree.</p>	<p>Business and Education faculty, the division chair, and the SSC VPAA are working collaboratively to create the matrix. The project is approximately half-complete.</p>	<p>May 2019</p>
<p>Although students are not expected to transfer to a four-year institution, some Business Technology students upon accomplishing their degree gain the confidence to transfer to a four-year institution.</p> <p>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.</p>	<p>B & E faculty plan to increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and alert them to the advantage of receiving an associate degree before transferring to a four-year institution. Increased contact between faculty in the major area and students enrolled in the degree program will result from a faculty mentor program in progress.</p>	<p>On-going</p>
<p>Modify degree to make the degree more relevant to students and workforce needs.</p>	<p>Review degree immediately to begin the changes necessary.</p>	
<p>Encourage students to enroll in specific degree programs rather than choosing Liberal Studies</p>	<p>A degree program mentor will continue to educate both faculty advisors and students about the advantages of choosing the Business Technology degree program. Specifically, the degree program ambassador will meet with faculty advisors during August in-service and meet with students in the first year experience classes early each semester.</p>	<p>The degree program mentor visits first year experience classes during the first several weeks of every semester. The degree program ambassador meets with faculty advisors during August in-service every year.</p>

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program	As soon as possible with a deadline of October 2019, meet the OSRHE mandated productivity goals of 25 majors enrolled and five annual graduates. After that, increase the number of majors and graduates by 10% annually.		

Division Chair _____ Date _____
 (Signature)

VPAA _____ Date _____
 (Signature)