

**Program Review Summary Template**  
**Reach Higher: FlexFinish**  
**Associate of Arts or Science in Enterprise Development**  
**3.7 Academic Program Review**

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

\*Unshaded boxes have been completed by the State Regents’ office and shaded boxes are to be completed by participating Reach Higher institutions.

Description of the program’s connection to the institutional mission and goals:

|   |
|---|
| <i>(Size of box provided is <u>NOT</u> an indicator of the length of response expected; please include as much information as needed to thoroughly address each element of the review.)</i>   |
| 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 Science in Business. 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 the Associate in Science in Business.   |
| Assessment of this transfer 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 2018-19 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):**

Previous Reviews and Actions from those reviews:

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

According to the SSC records, we have not conducted previous reviews on this degree. The degree has only been in place for one year. We will be seeking advice on increasing the productivity of this program.

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

*(Institution's response/rationale should follow each criteria of this policy; (Size of box provided is **NOT** an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)*

Reach Higher is designed to support the State Regents' goal of increased degree completion, support annual goals of Complete College America, and help students complete degrees to contribute to a more educated workforce.

Institutional Response:

**SSC Mission Statement**

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

The Associate in Science in Business Degree Program:

**Empowers people for academic success** by preparing students for a range of careers in business and at the same time improving 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:**

The goals of the Reach Higher program are to increase the number of Oklahoman's who obtain an associate degree, to facilitate life-long learning goals of adult learners, to enable people with at least 18 hours of college credit to finish an associate degree in an accelerated format, to offer flexible and intensive course schedules to meet the needs of working adults, to offer a curriculum designed with the input of Oklahoma business leaders to ensure that students are prepared to succeed in the workplace, and to contribute to the economic development goals of the state of Oklahoma through providing a relevant degree option for working adults to earn an associate degree.

**Institutional Response:****Associate of Science in Business 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 Enterprise Development –  
Business Administration**

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

Outcome 4: Demonstrate preparation for continued pursuit of courses leading to a baccalaureate degree in business.

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

All degree programs in the State System are scheduled for review on a five-year cycle. The review will encompass all levels of degree programs. At the core of the review process is the selection of criteria to be used in the evaluation. Both qualitative and quantitative criteria must be included in the review process. Careful collection and analysis of data is essential to the review process. The various criteria may be weighted differently for each program depending upon its objectives; the evaluation should make clear the relative weight given to the criteria by the institution. Refer to State Regents "3.7 Academic Program Review" for details. The instructional provider institution shall include all Reach Higher student, course, and professional staff data in their submissions to UDS and other requested data forms.

Reach Higher Program: 8,590 students have graduated from participating institutions (from Fall 2007 through Spring 2019).

**B.3. Minimum Productivity Indicators:**

| Time Frame (e.g.: 5 year span) | Head Count | Graduates |
|--------------------------------|------------|-----------|
| 2018-19                        | 1          | 0         |

**B.4. Other Quantitative Measures:**

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

*List or attach list of courses*

| Prefix | Number | Major Field Course Title           | Number of Sections | Total Students | Ave. Class Size | Total Credit Hours Generated |
|--------|--------|------------------------------------|--------------------|----------------|-----------------|------------------------------|
| BA     | 1121   | Seminar in Business Management I   |                    |                |                 |                              |
| BA     | 1221   | Seminar in Business Management II  |                    |                |                 |                              |
| ACCT   | 2033   | Financial Accounting               | 3                  | 56             | 19              | 168                          |
| ACCT   | 2123   | Managerial Accounting              | 2                  | 41             | 20              | 123                          |
| BA     | 2113   | Macroeconomics                     | 4                  | 73             | 18              | 219                          |
| BA     | 2213   | Microeconomics                     | 4                  | 78             | 20              | 234                          |
| BA     | 2421   | Seminar in Business Management III |                    |                |                 |                              |
| BA     | 2253   | Business Statistics                | 1                  | 16             | 16              | 48                           |

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

| Academic Year | 1000 Level Credit Hours Generated | 2000 Level Credit Hours Generated |
|---------------|-----------------------------------|-----------------------------------|
| 2018-19       | 0                                 | 792                               |

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

| Academic Year | Instructional Costs* | Costs Shown By Division or Program? |
|---------------|----------------------|-------------------------------------|
| 2018-19       | \$678,960            | Division                            |

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

N/A

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

| Faculty        | Credential         | Institution that granted degree |
|----------------|--------------------|---------------------------------|
| Name           | Teaching Area      | Highest Degree                  |
| Chunfu Cheng   | Business           | MBA                             |
| Tammy Kasterke | Accounting         | MBA                             |
| Brad Schatzel  | Business/Economics | MBA                             |
|                |                    |                                 |
|                |                    |                                 |

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

None

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

None

**B.5. Duplication and Demand:**

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

**B.5. Duplication and Demand Issues:**

*Address Duplication:*

The Reach Higher statewide program addresses the need for degree holders consistent with Oklahoma’s workforce and wealth generation goals. To meet these goals and serve the thousands of place-bound adults, duplication is appropriate and necessary.

**B.6. Effective Use of Resources:**

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

The Reach Higher program includes collaboration of the participating institutions, sharing of best practices, professional development, statewide marketing, and institutional marketing funds to be utilized for individualized marketing plans.

**Institutional Program Recommendations:** (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

| Recommendations  | Implementation Plan | Target Date |
|--|---------------------|-------------|
| <p>The following is recommended:</p> <ul style="list-style-type: none"> <li>• Expand the number of declared majors to meet the OSRHE minimum as soon as possible.</li> <li>• Expand the number of graduates from the degree program to the OSRHE mandated minimum of five as soon as possible and then grow by 20% each year.</li> <li>• The degree program mentor visit with Learning Strategies classes early every semester to explain the benefits and requirements of the degree plan to students actively choosing a major and planning their futures at the College.</li> <li>• The degree program mentor educate faculty advisors about the benefits and requirements of the degree program during August in-service.</li> </ul> |                     |             |
|  |                     |             |

