

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

2016-17 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 2016 and Spring 2017
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	8%	75%	66%
General Education Outcome 2	24%	67%	43%
General Education Outcome 3	25%	67%	42%
General Education Outcome 4	5%	95%	90%
Specific Outcomes for AS Elementary Education	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	19%	86%	66%
Degree Program Outcome 4	25%	78%	53%
Degree Program Outcome 5	3%	77%	74%
Degree Program Outcome 6	3%	77%	74%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2016		Fall 2016		Spring 2017	
2016-17	Total Students	13	100%	57	100%	45	100%
	Black	1	8%	1	2%	2	4%
	Indian	2	15%	10	17%	9	20%
	Asian	0	0%	0	0%	0	0%
	Hispanic	1	8%	1	2%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	9	69%	45	79%	33	74%
	Undeclared	0	0%	0	0%	1	2%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2016	Fall 2016	Spring 2017
2016-17	Male	1	10	8
	Female	12	47	37

Student Feedback on Instruction:

The average response scores from the Student Feedback on Instruction ranged from 4.24 to 4.73 for the rated scale questions. Therefore, all of the averaged responses fell between “usually applies” and “almost always applies” with those responses describing desired attributes or behaviors.

Graduate Exit Survey:

Overall, students rated their academic experience favorably with 83% of the students rating “quality of teaching in your major field of study” as excellent or above average. More than 79% of students rated “faculty concern for student well-being” and 80% “faculty commitment to student success and learning” as excellent or above average.

Collegiate Assessment of Academic Proficiency (CAAP) Test: SSC students scored within 1.2 points (+ or -) of the national mean in all categories. Specifically, both the Science portion and the Mathematics portion of the CAAP test was 0.1 of a point below the national mean. The Writing Skills category results were 1.2 points above the national mean.

A gender imbalance exists in the degree program; just 16.5% of declared majors were male in academic year 2016-17.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2016-17	Summer 2016	13	1
	Fall 2016	57	2
	Spring 2017	45	10

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: A graduation rate of 23% (13 graduates/57 declared majors) is on par with the College's graduation rate. As with all SSC degree programs, better retention in the spring semester will lead to a higher graduation rate.

Low Productivity Justification: N/A

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
PSY	1103	Child Psychology				
PSY	1113	General Psychology	10	397	40	1191
BIOL	1114	General Biology	8	198	25	792
PHYS	1114	General Physical Science	4	111	28	444
GEOG	1123	World Regional Geography	2	39	20	117
FREN	1125	French I				
SPAN	1125	Introductory Spanish I	3	39	13	117
PHYS	1214	Earth Science	4	78	20	312

2015-16 Degree Program Evaluation - AS in Elementary Education

PSY	2023	Developmental Psychology				
MATH	2113	Mathematics Concepts for Educators I				
MATH	2123	Mathematics Concepts for Educators II	1	13	13	39
MATH	2133	Mathematics Concepts for Educators III	1	17	17	51
SPCH	2203	Small Group Communication				
SPCH	2243	Oral Interpretation				
ENG	2343	Sign Language I	4	32	8	96
ENG	2353	Sign Language II	1	8	8	24
ENG	2433	World Literature I	1	24	24	72

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
2016-17	2973	708

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?
2016-17	\$320,661.72	Business and Education 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

Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Emily Carpenter	MATH	M.S.	Oklahoma State University
Jason Cook	BIOL	B.S.	University of Oklahoma
Theran Hernandez	BIOL	M.Ed.	Grand Canyon University
Christopher Holtz	PHYS	M.E.	University of Florida
Christal Knowles	PSY	M.A.	Cameron University
Kelli McBride	ENG	M.A.	University of Central Oklahoma
Kendall Rogers	PSY	M.H.R.	University of Oklahoma
Kara Stanley	BIOL	M.S.	West Texas A&M University
Jarrold Tollett	PHYS	M.Ed.	East Central University
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Sindi Creekmore	BIOL	M.D.	University of Saint Eustatius
Stephanie Heald	GEOG	M.S.	University of North Texas
David Helseth	BIOL	E.S.	Oral Roberts University
Marsha Mills	SPAN	B.A.	University of Oklahoma
Donna Urban	ENG	Certificate of Diploma	Central Bible College
Maida VanDuser	PSY	M.A.	Mid-America Christian University

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

Since 2015 the Business and Education division has administered the Associate in Science in Elementary Education. Courses in this degree program are from many different academic divisions and disciplines including Language Arts and Humanities, Social Sciences, and Science, Technology, Engineering, and Mathematics.

We recommend the following:

- Expand the number of declared majors in the degree program by 10% or about 6 students next year.
- Expand the number of graduates from the degree program by 20% or about 3 students per year.
- The degree program mentor visit with Freshman Seminar and PASS classes early in the semester to explain the benefits and requirements of the degree plan to students actively choosing a major and planning their futures at the College.
- The degree program mentor educate faculty advisors about the benefits and requirements of the degree program during August in-service.
- The degree program mentor, the Business and Education Division Chair, and the Vice President for Academic Affairs work together to publicize the Elementary Education joint degree offered by the College and East Central University.

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