

**SEMINOLE STATE COLLEGE  
ASSOCIATE IN SCIENCE IN BUSINESS ENTERPRISE DEVELOPMENT –  
BUSINESS ADMINISTRATION (676)**

**2018-19 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 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 Business**

- 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.

## 2. Quality Indicators

### Combined Course Embedded Assessment Results For 2018-19 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	33%	67%	34%
General Education Outcome 2	24%	57%	33%
General Education Outcome 3	25%	57%	32%
General Education Outcome 4	24%	64%	40%
Specific Outcomes for AS Business	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	33%	68%	36%
Degree Program Outcome 4	23%	36%	13%

#### Other Data Indicating Quality Relevant to Degree Program Major Field

#### Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2018		Fall 2018		Spring 2019	
		Count	Percentage	Count	Percentage	Count	Percentage
2018-19	Total Students	0	100%	1	100%	0	100%
	Black	0	0%	0	0%	0	0%
	Indian	0	0%	0	0%	0	0%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	0	0%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	0	0%	1	100%	0	0%
	Undeclared	0	0%	0	0%	0	0%

#### Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2018	Fall 2018	Spring 2019
2018-19	Male	0	1	0
	Female	0	0	0

Student Feedback on Instruction: The average response scores from the Student Feedback on Instruction ranged from 4.4 to 4.8 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. Students responded with an average response of 4.6 to all rated-scale questions.

Graduate Exit Survey: Overall, students rated their academic experience favorably with 81% of the students rating “quality of teaching in your major field of study” as excellent or above average. 84.2% of students rated the overall educational experience at SSC as excellent or above average.

ETS Proficiency Profile: SSC students scored within 1.3 points (+ or -) of the national mean in all categories. Specifically, on the Critical Thinking portion SSC students scored .3 below the national mean and .5 below the national mean on the Natural Sciences portion. The national total mean was 438.5 while the SSC total mean was 435.

### 3. Minimum Productivity Indicators

<b>Productivity Indicators</b>			
<b>Academic Year</b>	<b>Semester</b>	<b>Declared Majors</b>	<b>Graduates</b>
2018-19	Summer 2018	0	0
	Fall 2018	1	0
	Spring 2019	0	0

Does the degree program meet the minimum OSRHE standards for productivity this year?  
 Majors Enrolled (25 per year):No  
 Degree Conferred (5 per year):No

Comments/Analysis: The numbers for both declared majors and graduates are far below OSRHE minimums.

Low Productivity Justification: 2018-19 was the first year the Enterprise Development degree program was directed by the Business and Education Division and perhaps the first year it was available at the College.

**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
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

**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
2018-19	0	792

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?
2018-19	\$678,960	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	

**Faculty Teaching Major Field Courses in Degree Program**

Name	Teaching Area	Highest Degree	Institution
Chunfu Cheng	Business	MBA	Oklahoma City University
Tammy Kasterke	Accounting	MBA	Cameron University
Brad Schatzel	Business/Economics	MBA	University of Central Oklahoma

<b>Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)</b>			
none			
<b>Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)</b>			
none			

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

The following is recommended:

- Expand the number of declared majors to meet the OSRHE minimum as soon as possible.
- 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.
- 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.
- The degree program mentor educate faculty advisors about the benefits and requirements of the degree program during August in-service.