

**SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN ART (201)**

2017-18 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 Art 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 Art

- Outcome 3: Demonstrate an ability to produce higher lever creative works. Higher level creativity applies to advanced courses in drawing, painting, watercolor, and ceramics.
- Outcome 4: Demonstrate critical-thinking skills for higher level academic writing in art. Higher level writing skills apply to art courses such as Art History Survey I, Art History Survey II, Art Appreciation, and Global Studies

2. Quality Indicators

**Combined Course Embedded Assessment Results For 2017-18
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	44%	78%	34%
General Education Outcome 2			
General Education Outcome 3			
General Education Outcome 4	18%	92%	74%
Specific Outcomes for AA Art	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	44%	78%	34%
Degree Program Outcome 4	44%	78%	34%

Other Data Indicating Quality Relevant to Degree Program Major Field
Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2017		Fall 2017		Spring 2018	
2017-18	Total Students	5	100%	14	100%	13	100%
	Black	0	0%	0	0%	0	0%
	Indian	3	60%	5	36%	5	38%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	0	6%	1	6%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	2	40%	8	57%	8	62%
	Undeclared	0	0%	1	7%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2017	Fall 2017	Spring 2018
2017-18	Male	1	6	6
	Female	4	8	7

Student Feedback on Instruction:

Seminole State College’s average on the rated-scale questions was 4.39 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. On all of these rated-scale questions, the most common answer was "almost always applies." Depending on the question, the "almost always applies" answers ranged between comprising 65.7% and 84.7% of the responses with an aggregate average of 74.4% for the whole survey. It seems notable that the "almost always applies" and the "usually applies" responses comprise 89.2% of the aggregated responses for SSC.

Graduate Exit Survey:

Analysis of the data generated from the Graduate Exit Survey stems from each of the categories addressed and a comparison of the data from these categories. Students stated a goal of transferring to a

four-year institution at 84.1%. Whether it was a goal or not for these students, a huge majority of SSC students plan to continue their educational endeavors. This speaks to the success of faculty, student services, and staff at encouraging and preparing students for the next phase of their education.

The majority of scores in the academic section were excellent or above average. The average for excellent or above average for academics excluding the Freshman Seminar and PASS class scores was 65.8%. “Faculty commitment to student success and learning” scored highest overall with 79.6% of students choosing excellent or above average while the “quality of lab equipment” received the lowest score with only 47.7% of students choosing excellent or above average. The majority of the responses and comments reflected positive experiences by the students, but students repeatedly referenced the lack of quality lab and classroom equipment.

In the statistics related to the overall satisfaction with SSC, 80.8% of students indicated satisfaction with the SSC education experience by giving a rating of excellent or above average. The students indicated they would again choose SSC if starting over at 84.1%.

Collegiate Assessment of Academic Proficiency (CAAP) Test:

The CAAP Test was administered to 139 students the morning of Wednesday, November 1, 2017. The students were chosen based upon their anticipated completion of 45 or more credit hours at the completion of the fall 2017 semester and their having classes scheduled during the morning testing period. Each student was administered two randomly selected test modules from the pool of modules consisting of Writing Skills, Mathematics, Reading, Critical Thinking, and Science. Consequently, a total of 278 test modules were taken during the testing period consisting of 57 in Writing Skills, 56 in Mathematics, 55 in Critical Thinking, 56 in Reading, and 54 in Science.

The tests were scored based on a scale that ranges from 40 to 80. Seminole State students scored near national means in all five subject areas. For example, SSC students averaged a score of 60.7 on the Writing Skills test, which is 0.1 lower than the national mean. In Math, SSC students performed slightly below the national mean with a score of 55.6 compared to the national mean of 56.1. In Critical Thinking, SSC students scored below the national mean of 60.2 with a score of 59.2. SSC students scored lower than the national mean in Reading by 0.5 point and slightly below the national mean in Science with a score 0.1 below their counterparts with 45+ credit hours at other two-year institutions nationwide. Interestingly, SSC students scored above the national mean by 0.1 in Rhetorical Writing Skills subscore and at the national mean in the College Algebra subscore.

In terms of individual student performance, SSC had students whose performances placed them in the 99th percentile nationally in all five subject areas. ACT awarded Certificates of Achievement to students who scored at or above the national mean on a test module. Of the 278 tests administered, 128 were at or above the national average. A number of students earned certificates in more than one module.

Other Quality Indicators:

2017-18 Transfer Reports from Four-Year Institutions:

Mean GPAs for students who transfer from SSC to the primary receiving institutions are higher when compared to the overall GPA for students at those reporting institutions. With a 92.1% completion rate for SSC students and the former SSC students GPA comparing well with the aggregated student body GPA at the receiving institutions, SSC transfer students seem to be performing well.

2017-18 Survey of Entering Student Engagement:

The second annual Entering Student Engagement Survey at Seminole State College was conducted during the sixth week of the fall 2017 semester. The survey requests first experiences by students at Seminole State College on course engagement, course placement, freshman orientation, financial aid,

and actions by students indicating their engagement.

Over ninety-nine percent of students reported that they believe instructors want them to succeed. Over 80% of students received information about financial aid, enrolled in courses at times convenient to their schedule, and met with an academic advisor at times convenient to the student.

Besides responding to statements about the initial engagement activities, students responded to statements reporting on student and course engagement opportunities. Students reported low occurrences of discussing grades or attendance with instructors. If students are attending regularly, they would not have a reason to discuss attendance with the instructor. Many instructors make the grades available through Brightspace which could limit the need for discussion with students who have adequate grades. Over 70% of respondents reported that they completed all assignments, came to class prepared every session, and turned in their assignments in a timely manner.

2017-18 Faculty Survey on Student Engagement:

Instructors rated students as almost always or usually engaging in class activities. Instructors perceive two areas in need of improvement, students working with other students on assignments outside of class and students participating in student led study groups. Since Seminole State College is largely a commuter school, instructors may hesitate to give students assignments that require that they work together outside of class and students may struggle to find convenient times to work together due to other obligations.

The Faculty Survey on Student Engagement reflects that about 24% of faculty members employ student success techniques that result in the faculty identifying student behavior that should result in successful completion of the course and program. In the future, administration of the survey will be conducted in way that will result in more faculty participation with participation percentage set by the Assessment of Student Learning Committee.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2017-18	Summer 2017	5	2
	Fall 2017	14	1
	Spring 2018	13	3

Does the degree program meet the minimum OSRHE standards for productivity this year?

Majors Enrolled (25 per year): Yes/No

Degree Conferred (5 per year): Yes/No

Comments/Analysis:

The numbers indicate the art program is functioning well although there is only 1 full time faculty member and several adjuncts. There were 32 declared majors and 6 graduates during the academic year. The plan of action to improve the graduation numbers from last academic year was successful. The art program will continue to work on graduation initiatives for the program to improve these numbers even more.

The continuing efforts will include:

- a. Reviewing all course enrollees and seeking out Liberal Studies majors who are really Art

majors.

b. The campus-wide advising model will endeavor to get all students to better identify majors so they will not stay listed as “Liberal Studies” majors for their two years at Seminole State.

c. The Art subdivision with the LAH division only consists of one full-time faculty member; however, this faculty member, along with the division chair, will continue to visit Learning Strategies classes to solicit and advertise the AA in Art degree program.

d. The Art faculty member and adjunct instructors will have targeted discussions with their students about majors and transferring. The instructors will emphasize the importance of declaring a major.

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
ART	1103	Fundamentals of Art I	2	13	7	39
ART	1123	Drawing I	2	15	8	45
ART	1133	Fundamentals of Art II	2	5	3	15
ART	1143	Drawing II	1	2	6	6
ART	1153	Art History I	3	102	34	306
ART	1163	Art History II	2	36	18	108
ART	1173	Crafts I	0	0	0	0
ART	1203	Art Appreciation	6	133	22	399
ART	2123	Ceramics I	1	4	4	12
ART	2213	Watercolor I	1	2	2	6
ART	2223	Watercolor II	0	0	0	0
ART	2233	Painting I	1	3	3	9
ART	2243	Painting II	0	0	0	0
ART	2273	Graphic Design I	0	0	0	0
ART	2293	Ceramics II	0	0	0	0
ART	2323	Global Studies in Art	1	18	18	54
ART	2713	Printmaking	1	2	2	6

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
2017-18	918	87

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?
2017-18	\$693,523	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
ART	1103	Fundamentals of Art I	39
ART	1123	Drawing I	45
ART	1133	Fundamentals of Art II	15
ART	1143	Drawing II	6
ART	1153	Art History I	306
ART	1163	Art History II	108
ART	1173	Crafts I	0
ART	1203	Art Appreciation	399
ART	2123	Ceramics I	12
ART	2213	Watercolor I	6
ART	2223	Watercolor II	0
ART	2233	Painting I	9
ART	2243	Painting II	0
ART	2273	Graphic Design I	0
ART	2293	Ceramics II	0
ART	2323	Global Studies in Art	54
ART	2713	Printmaking	6

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Angela Church	ART	M.F.A.	University of Oklahoma
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Kelly Kirk	ART	M.T.A	University of Tulsa
Lynette Atchley	ART	M.F.A.	University of Texas at San Antonio
Lucas Simmons	ART	M.F.A	University of Oklahoma

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

- Instructors are staying on track with another year showing large growth in the #4 general education outcome demonstrating the major concentration of the Art courses. The instructors' list of strengths are addressed with experience in the various mediums of art. Those areas are demonstrated in history with slides of personal trips to such countries as Italy and local museums. The instructors use art models, past and present, to illustrate techniques with demonstrations to clarify objectives of the classes. Instructors also reported multiple strengths in teaching such as exemplary artmaking skills, confidence in the ability to help bring out the best possible work from students, and sensitivity to student's fears about making art. Other strengths include having good communication skills with students and expressing clear objectives for them to follow when completing assignments
- Instructors reported growth in the areas of history and elements of design, theory and art itself. This was accomplished through slides, sketches, and art projects. Research papers added to the overall understanding of the different mediums of art.
- Instructors reported the research papers, an art balance project using white and black paper, and the use of a T-chart all helped open the student's awareness to what art really is.
- Instructors reported that more use of a smart board in the classroom benefitted the students by increasing engagement. This allowed for 3-4 minute Smart Art videos to be shown to add to the class history and appreciation aspects of the class and the students understanding.
- Instructors reported that more support was needed in terms of technology for students and classrooms. Graphic Design is a desirable course but the budget does not allow for the necessary updated software to be able to offer the course. Students need access to the classroom outside of class (studio lab hours) to use the equipment necessary to complete their required projects in classes like ceramics and printmaking. This resulted in having to simplify some assignments and curriculum so that students would have enough time to complete assignments. More potter's wheels would be beneficial as students are only able to use a wheel for a third of the classroom time since they must share. Better still life props and cloth to lay on the model stand would help with image development.
- A major concern is fixing the plumbing in the Colclazier building. Bucket have to be placed under all of the faucets and buckets of used water have to be discarded outside for cleanup.