

**SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN LANGUAGE ARTS (209)**

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 Arts in Language Arts 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 Language Arts

- Outcome 3: Demonstrate critical-thinking skills for higher level academic writing. Higher level writing skills apply to advanced courses in American Sign Language, art, English, foreign language, humanities, journalism, music, photography, speech, and theater.
- Outcome 4: Demonstrate an ability to produce higher level creative works. Producing works that demonstrate a higher level of creativity applies to advanced courses in art, English, journalism, music, photography, speech, and drama.

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 | 55% | 96% | 41% |
| General Education Outcome 2 | | | |
| General Education Outcome 3 | | | |
| General Education Outcome 4 | 49% | 98% | 48% |
| Specific Outcomes for AA Language Arts & Humanities | Pre-Test % Correct | Post-Test % Correct | Difference |
| Degree Program Outcome 3 | 55% | 96% | 41% |
| Degree Program Outcome 4 | 55% | 96% | 41% |

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 | 6 | 100% | 17 | 100% | 16 | 100% |
| | Black | 1 | 17% | 0 | 0% | 0 | 0% |
| | Indian | 1 | 17% | 5 | 29% | 2 | 13% |
| | Asian | 0 | 0% | 0 | 0% | 0 | 0% |
| | Hispanic | 0 | 0% | 0 | 0% | 1 | 6% |
| | Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| | White | 4 | 66% | 12 | 71% | 13 | 81% |
| | Undeclared | 0 | 0% | 0 | 0% | 0 | 0% |

Degree Program Enrollment by Gender

| Academic Year | Gender | Summer 2016 | Fall 2016 | Spring 2016 |
|---------------|--------|-------------|-----------|-------------|
| 2016-17 | Male | 2 | 7 | 7 |
| | Female | 4 | 10 | 9 |

Student Feedback on Instruction:

On the rated-scale questions, the average was 4.47 on a 5.0 scale was taken as an indicator of overall positive feedback from students on classroom instruction. These averages fell 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 the rated-scale questions, the most common answer was "almost always applies." Depending on the question, the "almost always applies" answers ranged between comprising 68.7% and 85.6% of the responses with an aggregate average of 76.4% for the whole survey.

Graduate Exit Survey:

Students were asked to score aspects of their academics while at SSC. The items were scored using a scale of excellent, above average, average, below average, poor, and no answer. The majority of the responses were excellent and above average as shown in Table 9. Students also had the opportunity to comment on this section. The majority of the comments reflected positive experiences by the students.

The percentage of students who visited the Writing Lab at least once was 73.4%. When asked to assess their overall experience at SSC, 81.9% of the students rated the educational experience as excellent or above average. Over 86% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors consistently as one of the greatest strengths at SSC. Items mentioned repeatedly in weaknesses were science lab equipment, computer lab equipment, printers in the labs, lack of funding, cost, and the upgrades needed on facilities such as the bathrooms, classroom buildings, and gym.

Collegiate Assessment of Academic Proficiency (CAAP) Test:

The CAAP Test was administered to 158 students the morning of Wednesday, October 26, 2016. Each student was administered two randomly selected test modules from the pool of modules consisting of Writing Skills, Mathematics, Reading, Critical Thinking, and Science. Seminole State students scored near national means in all five subject areas. SSC students averaged a score of 62.0 on the Writing Skills test, which is 1.2 higher than the national mean. In Math, SSC students performed slightly below the national mean with a score of 56.0 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 59.7. SSC students scored higher than the national mean of 60.2 in Reading with a score of 60.2 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.

Other Quality Indicators:

The first Faculty Survey on Student Engagement reflects that 34% 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.

In the Entering-Student Engagement Survey, ninety-nine percent of students reported that they believe instructors want them to succeed. Over 70% 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.

3. Minimum Productivity Indicators

Productivity Indicators

| Academic Year | Semester | Declared Majors | Graduates |
|---------------|-------------|-----------------|-----------|
| 2016-17 | Summer 2016 | 6 | 2 |
| | Fall 2016 | 17 | 2 |
| | Spring 2017 | 16 | 5 |

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:

Seminole State College has recommended deletion of the Language Arts degree program due to

a history of low enrollment and graduation numbers in the program. Despite the fact that SSC typically meets productivity requirements for graduating majors, the minimum number of majors enrolled has not been met for some time. While efforts have been made to increase declared majors in the program, students are vying for options that are more closely suited to their future transfer degrees. For example, many students who would major in Language Arts are looking towards teaching English at the secondary education level and thusly choose a major in a degree geared towards education. This occurs in many fields including business and public relations, law, political science, behavioral sciences, and technology. Additionally, due to the negative portrayal of humanities majors' future earnings potential, many students are also deterred from majoring in a program such as Language Arts and opt for more technical degrees because they believe that they can secure employment in the field in the future.

While the degree program is recommended for elimination, the courses within the degree program will not be cancelled or deleted as these courses are required for all other degree programs and are an essential part of students' general education requirements and required electives. These required courses included Composition I and II and Speech, as well as humanities and major field elective courses such as Introduction to Literature, American Literature I and II, British Literature I and II, Spanish I and II, Sign Language I and II, and Introduction to Theatre. These courses are clearly connected to the college's mission of "SSC empowers people for academic success, personal development, and lifelong learning."

Low Productivity Justification:

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 |
|--------|--------|---|--------------------|----------------|-----------------|------------------------------|
| FREN | 1125 | French I (not offered this period) | | | | |
| SPAN | 1125 | Spanish I | 3 | 39 | 13 | 195 |
| JOUR | 1223 | Photography I (not offered this period) | | | | |
| JOUR | 1103 | Reporting I (not offered this period) | | | | |
| FREN | 1225 | French II (not offered this period) | | | | |
| JOUR | 1123 | Introduction to Mass Communication (not offered this period) | | | | |
| SPAN | 1225 | Spanish II | 1 | 5 | 5 | 25 |
| ENG | 1313 | Technical Report Writing (not offered this period) | | | | |
| SPCH | 1523 | Introduction to Theatre/Theatre Appreciation | 2 | 40 | 20 | 120 |
| SPCH | 1553 | Acting I (not offered this period) | | | | |
| ENG | 1803 | Native American Contemporary Literature (not offered this period) | | | | |
| ASL | 2343 | Sign Language I | 4 | 32 | 8 | 96 |
| ASL | 2353 | Sign Language II | 1 | 8 | 8 | 24 |
| ENG | 2103 | Introduction to Fiction Writing (not offered this period) | | | | |
| ENG | 2123 | Introduction to Poetry (not offered this period) | | | | |
| ENG | 2113 | Creative Writing (not offered this period) | | | | |
| JOUR | 2203 | Photography II (not offered this period) | | | | |
| SPCH | 2203 | Small Group Communication (not offered this period) | | | | |
| SPCH | 2243 | Oral Interpretation (not offered this period) | | | | |
| SPCH | 2253 | Argumentation and Debate | 1 | 5 | 5 | 15 |
| ENG | 2343 | Sign Language I (not offered this period) | | | | |
| ENG | 2353 | Sign Language II (not offered this period) | | | | |
| ENG | 2413 | Introduction to Literature | 1 | 30 | 30 | 90 |
| ENG | 2433 | World Literature I | 1 | 24 | 24 | 72 |
| ENG | 2543 | British Literature I (not offered this period) | | | | |
| ENG | 2653 | British Literature II (not offered this period) | | | | |
| ENG | 2753 | American Literature I | 1 | 14 | 14 | 42 |
| ENG | 2883 | American Literature I (not offered this period) | | | | |

Credit Hours Generated in Major Field Courses By Level

| Academic Year | 1000 Level Credit Hours Generated | 2000 Level Credit Hours Generated |
|---------------|-----------------------------------|-----------------------------------|
| 2016-17 | 340 | 339 |

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 | \$695,523.02 | 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 of Degree Program That Are Part of General Education Requirements in Other Degree Programs

| Major Field Course Information | | | |
|--------------------------------|--------|----------------------------|------------------------|
| Prefix | Number | Title | Credit Hours Generated |
| ENG | 1113 | English Composition I | 2202 |
| ENG | 1213 | English Composition II | 1920 |
| ENG | 2413 | Introduction to Literature | 90 |
| ENG | 2543 | British Literature I | |
| ENG | 2753 | American Literature I | 42 |
| ENG | 2113 | Creative Writing | |
| ENG | 2123 | Introduction to Poetry | |
| SPCH | 1523 | Introduction to Theatre | 120 |
| SPCH | 1143 | Speech | 1233 |
| SPCH | 1533 | Acting I | |
| SPCH | 2243 | Oral Interpretation | |
| FREN | 1125 | French I | |
| SPAN | 1125 | Spanish I | 195 |

Faculty Teaching Major Field Courses in Degree Program

| Name | Teaching Area | Highest Degree | Institution |
|--|---------------|----------------|--------------------------------|
| John Bolander | SPCH | M.Ed. | East Central University |
| Yasminda Choate | ENG | M.S. | Texas A&M University |
| Jessica Isaacs | ENG, SPCH | M.A. | University of Central Oklahoma |
| Kelli McBride | ENG | M.A. | University of Central Oklahoma |
| Jim Wilson | ENG, HUM | M.F.A. | Spalding University |
| 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) | | | |
| Malinda Bishop | ASL | B.A. | East Central University |
| Dr. Ron Chastine | SPCH, HUM | Th.D. | Trinity Theological Seminary |
| Krista Clark | SPCH | B.A. | East Central University |
| | | | |
| Rebecca Ewing | ENG | M.F.A. | Oklahoma City University |
| Thomas Holman | ENG | M.A. | University of Central Oklahoma |

| | | | |
|-------------------|------|------------------------|----------------------------|
| Tammy Madden | SPCH | M.A. | University of Nevada, Reno |
| Marsha Mills | SPAN | B.A. | University of Oklahoma |
| Lindsey Oliver | ENG | M.F.A. | University of Colorado |
| Don Pilgrim | SPCH | M.A. | Oklahoma State University |
| Laurence Raunikar | ENG | M.A. | Southwester Oklahoma State |
| Jeff Shelton | SPCH | J.D. | Oklahoma University |
| Donna Urban | ASL | Certificate of Diploma | Central Bible College |

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

Instructors reported the largest growth in general education outcome #1 as this is a major focus of English, Literature, and Speech courses. As faculty have the most direct contact with students, it is notable that instructors reported multiple strengths in teaching such as passion, content knowledge, giving students one-on-one instruction, enthusiasm for the material, relating the material to the lives of students, and implementing critical thought.

Instructors reported that they would work on revising MLA/APA instruction, breaking down some assignments in smaller chunks, spend more time on revision and writing, rotate readings, add more appealing readings, and give students more opportunities to explore social and political issues in their writings.

Instructors conferenced with students on their rough drafts, did peer reviews in class, and gave students extensive feedback along the way during their writing process which led to stronger essays and better grades overall.

Instructors reported that more support was needed in terms of technology for students and classrooms. All instructors in the division requested more computer-based classrooms, more computer labs for students, updated computer software in current classrooms, more printers for students, and printer supplies such as paper and ink for the division to provide for students. One instructor requested a subscription to one of the online digital libraries that provides videos and other presentations for classes, like the NEA's version of Medea which is \$99 and which would make our online courses ADA compliant. Another instructor reported that students need greater access to research libraries like questia and increased subscriptions to library databases because many of the more recent sources via Ebsco require students to either pay for articles or find a different resource.