

**SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN LIBERAL STUDIES (205)**

Program Review Summary

October 1, 2017

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

The Liberal Studies degree program encompasses basic general education courses required of all students at Seminole State College. SSC believes the General Education program is a conduit between the educational mission of the institution by promoting academic success, personal development, and lifelong learning. The General Education courses within the Liberal Studies degree program include an educational foundation of skills, knowledge, and values that prepare students for success in their majors and in their personal and professional lives after graduation. These General Education courses include courses that assist students in transfer programs as well as terminal programs.

3.7.5 Process (Internal/External Review): Self-review by academic division

Previous Reviews and Actions from those reviews:

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

SSC Mission Statement

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

The Associate in Arts in Liberal Studies Degree Program:

Empowers people for academic success by providing students with educational experiences that provide not only a solid foundation of core courses within the major, but also a basic general education foundation that helps students in developing a set of general critical competencies. This foundation forms the core for all associate degrees and forms a bridge between all educational endeavors of Seminole State College, whether they are terminal programs, transfer programs, or life-long learning.

Empowers people for personal development by providing courses that are designed to broaden students' exposure to commonly recognized areas of knowledge, to introduce them to diverse subject areas that will enable them to make informed choices in today's society, and to equip them with essential and useful skills to prepare them for meaningful careers.

Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening students' perspectives towards human life and cultural diversity.

Students at Seminole State College must select from a variety of specific courses in the Social Sciences; Language Arts; Humanities; Mathematics; Life Sciences; Physical Sciences; Computer Applications; Health, Physical Education and Recreation; First-Year Success; and

Arts and Fine Arts to complete the General Education requirements. The courses vary in content but all have the purpose of broadening students' perspectives toward human life, cultural diversity, and biological and physical environments. Three-fourths or more of the credit hours earned in transfer degrees and an appropriate number of hours earned in technical degrees come from general education.

B. Vitality of the Program:

B.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 Liberal Studies

Outcome 3: Demonstrate problem-solving skills foundational to higher order social science, language arts, humanities, mathematics, sciences, and wellness/human development. Higher order applies to advanced courses in each of the transfer degree programs.

Measurable Indicators

Assessment data demonstrating students' ability to:

- a. Analyze an issue or problem,
- b. Evaluate existing information,
- c. Apply appropriate techniques and/or technology to resolve the issue or problem,
- d. Evaluate the results,
- e. Communicate the results in an understandable manner.

Outcome 4: Demonstrate preparation for continued pursuit of education leading to a baccalaureate degree.

Measurable Indicators

Assessment data demonstrating students' ability to:

- a. Interpret and manipulate data,

- b. Use appropriate technology to assist with problem-solving,
- c. Use appropriate written and/or oral presentations to effectively communicate results,
- d. Apply critical thinking.

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

CAAP

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 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.

CCSSE Survey

As a result of this survey, 99% 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.

Over 80% of the students stated that all or most of their instructors conducted class activities to introduce students to each other. Students indicated at a rate over 83% that they had learned other students' names and other students had learned their names. Students claimed that they were still motivated at the fourth week of school.

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.

Course Embedded Assessment

Since those who declare a Liberal Studies degree program are enrolled in courses across multiple divisions it is vital to look at the overall Assessment data for the previous year. Each instructor can determine what assessment option is most valuable for each of their courses from the multiple options available. The options include:

- A: Pre- and Post-Test
- B: Pre- and Post-Writing
- C: Pre- and Post-Performance
- E: Rubrics
- F: Projects and Portfolios
- G: Classroom Response System

D: Observations

H: Creative Assessment

I: Any Combination of A-H

In the Liberal Studies degree program, all General Education Outcomes are assessed.

Outcome 1: Demonstrate effective and scholarly communication skills.

Outcome 2: Utilize scientific reasoning and/or critical thinking to solve problems.

Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.

Outcome 4: Recognize the role(s) of history, culture, the arts, or sciences within civilization.

A review of the post-assessment percentages, Table 1 below, provides understanding of how much students have learned from the start of the semester to the end. Overall, the post-assessment results seem satisfactory. The post-assessment range of scores from 71% to 79% substantiate that student learning occurred based on the General Education Outcomes. All of the post-test percentages were above the 60% threshold typically considered passing in letter grade assessments. All four were above the 70% mark.

Table 1. Combined Course Embedded Assessment Results For Fall 2016 through Spring 2017 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	30%	79%	49%
General Education Outcome 2	30%	71%	41%
General Education Outcome 3	36%	73%	38%
General Education Outcome 4	34%	76%	42%
Specific Outcomes for Liberal Studies	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	32%	75%	43%
Degree Program Outcome 4	27%	68%	41%

B.3. Minimum Productivity Indicators: Incorporate from DP Evaluation

The following table provides data for the Language Arts Degree Program. Report Date May, 2017

Table 2. Language Arts Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2012 - 2013	Summer 2012	100	5
	Fall 2012	450	6
	Spring 2013	374	21
2013 - 2014	Summer 2013	134	6
	Fall 2013	470	9
	Spring 2014	321	27
2014 - 2015	Summer 2014	96	14
	Fall 2014	386	18
	Spring 2015	318	59
2015 - 2016	Summer 2015	77	9
	Fall 2015	311	21
	Spring 2016	288	48

2016-2017	Summer 2016	74	17
	Fall 2016	289	23
	Spring 2017	235	42

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:

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
na	na	na	na	na	na	na

SSC Institutional Statistics - Fall 2016

ENROLLMENT SUMMARY	Hours	%	Students	%	Credit Hrs	%	FTE	FT FTE
B&E	137	16%	1,182	18%	2,843	16%	236.9	84.3
LAH	262	31%	1,561	23%	4,995	27%	416.3	153.2
STEM	276	33%	2,388	35%	6,350	35%	529.2	370.0
SS	163	19%	1,590	24%	4,108	22%	342.3	219.0
SUBTOTAL	838	99%	6721	100%	18296	100%	1524.7	826.5
Employment Readiness	0	0%	0	0%	0	0.00%	0.0	0.0
Business/Industry	7	1%	31	0%	41	0.22%	3.4	0.0
SUBTOTAL	7	1%	31	0%	41	0%	3.4	0.0
TOTAL	845	100%	6,752	100%	18,337	100%	1528.1	826.5

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

Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2016-17	na	na

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.

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

Instructional Costs:

No direct data was available that could be used to determine the exact amount of the instructional cost for any of the Language Arts and Humanities Division which is where the Liberal Studies degree program falls.

Table 5. Instructional Costs

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Instructional Cost	\$1,020,284	\$847,719.46	\$829,341.18	\$824,141.18	\$696,023

*When cost data are not available by degree program, use total division budget for instructional costs for each degree program.

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

In the Liberal Studies degree program, students must complete 41 hours of General Education Requirements including GOV 1113, HIST 1483 or HIST 1493, ENG 1113, ENG 1213, SPCH 1143, 3 credit hours of HUM (any class designated as Humanities), 3 credit hours of MATH (one mathematics course), 8 credit hours of SCIENCE (one Life Science with lab and one Physical Science with lab), CAP 1103, HPER 1012 or two HPER Activity Courses, SOC 1101 or SOC 1003, and 3 credit hours from Psychology, Social Sciences, World Languages, or Fine Arts. Students then choose 21 hours from Major Field Electives from a student's field of interest.

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:

Table 8. Current Liberal Studies Faculty as of Spring 2017- Language Arts and Humanities Division			
Full-Time Faculty			
Name	Teaching Area	Highest Degree	Institution
John Bolander	SPCH	M.Ed.	East Central University
Yasminda Choate	ENG	M.S.	Texas A&M University
Angela Church	ART	M.F.A.	Oklahoma University
Jessica Isaacs	ENG, SPCH	M.A.	University of Central Oklahoma
Christal Knowles	SS, ENG, HUM	M.S.	Cameron University
Kelli McBride	ENG	M.A.	University of Central Oklahoma
Jim Wilson	ENG, HUM	M.F.A.	Spalding University
Current Adjunct Faculty			
(Instructors with ** beside their name teach only zero-level classes)			
Lynette Atchley	ART	M.F.A.	Texas at San Antonio
Malinda Bishop	ASL	B.A.	East Central University
Dr. Ron Chastine	SPCH, SOC	Th.D.	Trinity Theological Seminary

Krista Clark	SPCH	B.A.	East Central University
Barbara Day	ENG	B.A.	Oklahoma Baptist University
Linda Dearing	ENG	B.A.	University of Central Oklahoma
Rebecca Ewing	ENG	M.F.A.	Oklahoma City University
Thomas Holman	ENG	M.A.	University of Central Oklahoma
Jonathan Isaacs	MUS	M.M.	University of 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
Travis Qualls	MUS	M.Ed.	East Central University
Laurence Raunikar	ENG	M.A.	Southwestern Oklahoma State
Jeff Shelton	SPCH	J.D.	University of Oklahoma
Lynda Thompson	ENG	M.A.	College of William and Mary
MaryAnn Tinsley	ENG	B.S.	East Central University
Donna Urban	ASL	Certificate of Diploma	Central Bible College

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

Information for this area is not available at this time.

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

Complete information for this area is not available at this time. Below is data for Fall 2013-Spring 2016.

Four Year Institution	Number of Former SSC Students Enrolled	Credit Hours Completed	Credit Hours Attempted	Course Completion Rate	Aggregated GPA of Former SSC Students	Aggregated Student Body GPA	Difference	Bachelor's Degrees Awarded
Oklahoma State University	198	3989	4678	85.3%	3.02	2.99	0.03	42
University of Oklahoma	184	3618	3810	95.0%	3.16	3.06	0.10	27
University of Central Oklahoma	165	2782	3310	84.0%	2.99	2.76	0.23	38
Totals	547	10389	11798	89.0%				107

Table 7. 2014-15 Transfer Reports from Four-Year Institutions								
Four Year Institution	Number of Former SSC Students Enrolled	Credit Hours Completed	Credit Hours Attempted	Course Completion Rate	Aggregated GPA of Former SSC Students	Aggregated Student Body GPA	Difference	Bachelor's Degrees Awarded
Oklahoma State University	185	3976	4630	85.9%	3.00	3.01	-0.01	34
University of Oklahoma	171	3491	3655	95.5%	3.02	3.12	-0.10	23
University of Central Oklahoma	161	2936	3405	86.2%	2.97	2.99	-0.02	48
Totals	517	10403	11690	89.0%				105

Table 7. 2013-14 Transfer Reports from Four-Year Institutions								
Four Year Institution	Number of Former SSC Students Enrolled	Credit Hours Completed	Credit Hours Attempted	Course Completion Rate	Aggregated GPA of Former SSC Students	Aggregated Student Body GPA	Difference	Bachelor's Degrees Awarded
Oklahoma State University	194	3971	4680	84.9%	3.00	3.01	-0.01	35
University of Oklahoma	167	3379	3575	94.5%	2.96	3.09	-0.13	28
University of Central Oklahoma	202	3106	3822	81.3%	2.43	3.04	-0.62	24
Totals	563	10456	12077	86.6%				87

B.6. Effective Use of Resources:

The institution plans to continue to devote institutional resources- human, physical, and financial- to enhance instruction and to maintain effective operations of the institution. Efforts are ongoing to routinely upgrade computers, servers, and software. Emphasis is being placed on technology in the classroom, development of online courses, and on colloquial programs and in-house seminars for faculty on the use of technology in academic courses. SSC has updated the Learning Management System to D2L Brightspace. Systematically, computerized multimedia projection equipment is being purchased and installed in classrooms to foster the use of instructional technology. The College maintains a list of requested technology-based equipment and requests to update older instructional equipment to address as funding becomes available. To support the addition of instructional technology, Seminole State College dedicates allocations from its E & G budget, capital outlay funds, and appropriate federal grants.

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
Continue to provide liberal studies courses for the majority of SSC students who transfer with a general studies degree.	Review the liberal studies courses each semester to add or reduce course offerings.	Continual

Increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a four-year institution.	Work with Director of Advising and advisors to increase awareness during meetings including in-service.	Continual
Increase use of instructional technology.	Faculty are receiving training in the use of new instructional technology and are actively implementing more technology into the classrooms and computer labs as it becomes available.	Continual
Create specialized lists of courses for major field electives courses that students in the Liberal Studies degree program could take that would mimic majoring in a degree program to help ensure students can take courses that will assist in completion of transfer degree.	Work with VPAA, division chairs, and faculty to update Liberal Studies degree plans to include specialized lists of courses for major field electives courses.	Fall 2017

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	Assistance with program publicity. Update degree program brochures.	Utilizing college recruiters to promote program.	Funding for advertising in local media.
Increase use of instructional technology.	Train faculty	Train faculty	Funding for updated and expanded computer labs
Reorganize program	Each division will assist in creating lists of suggested courses.	Update Liberal Studies degree plans to include specialized lists of courses for major field electives	Funding.

Department/
Program Head _____
(Signature)

Date _____

Dean _____
(Signature)

Date _____

ATTACHMENT 1: General Studies Degree Program Review (Section: B.4.e)
Seminole State College
Faculty Credentials for Full-Time Faculty as of Spring 2017

DIVISION CHAIRPERSONS

STEVEN D. BOLIN, Ph.D. (2006)

Social Sciences Division Chair

Associate Professor

B.A., University of Illinois at Springfield, 1986

M.A., Wheaton College Graduate School, 1989

Ph.D., Oklahoma State University, 2009

BRADLEY SCHATZEL, M.B.A. (2012)

Business and Education Division Chair

Assistant Professor

B.A., University of Oregon, 2002

M.B.A., University of Central Oklahoma, 2010

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B.S., Oklahoma State University, 1985

M.S., Cameron University, 2003

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Medical Laboratory Technology Program

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B.S., Indiana University, 1982

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M.Ed., Northeastern State University, 2009

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