

Agenda

SEMINOLE STATE COLLEGE BOARD OF REGENTS REGULAR MEETING Thursday, December 15, 2022

Lunch – 12:15 P.M.
Enoch Kelly Haney Center
Room #204

Business Session
Enoch Kelly Haney Center – Board Room
1:00 P.M.

I. **CALL TO ORDER**

II. **ROLL CALL OF MEMBERS**

III. **INTRODUCTION OF GUESTS**

IV. **READING AND APPROVAL OF MINUTES**

Regular Meeting October 20, 2022

V. **COMMUNICATIONS TO THE BOARD**

Financial Report – November 30, 2022

○ ***Report on Purchases over \$15,000 for October:***

✓	Dell Marketing	\$19,265.52
✓	College Board/ PowerFaiDs	\$16,143.99
✓	Winsupply of Oklahoma	\$15,800.34
✓	Bytespeed	\$31,663.00
✓	KiwiCo, Inc.	\$24,656.00
✓	Ramona Munsell & Associates	\$25,264.00

○ ***Report on Purchases over \$15,000 for November:***

✓	Carolina Biological Supply	\$19,583.88
✓	Jenzabar	\$34,295.00
✓	Hinkle & Company	\$23,000.00
✓	Pinnacle Evaluation Services	\$18,500.00

VI. **HEARING OF DELEGATIONS**

None at the time of filing of the agenda

VII. PRESIDENT'S REPORT

- ✓ Personnel Update
- ✓ 2023 Board Meeting Dates
- ✓ Campus Activities
- ✓ Planning Retreat
- ✓ Legislative Events
- ✓ Enrollment Report

VIII. BUSINESS

A. Consideration of any matter not known about, or which could not have been reasonably foreseen prior to the posting of the agenda.

Board Action: As Appropriate

IX. CONSENT AGENDA

Approval of the following items:

- Ratification of the 2023-2024 Academic Calendar
- Jenzabar Maintenance Contract Renewal
- Great Western Dining Contract Revision
- Memorandum of Understanding - BancFirst - Employees
- Memorandum of Understanding – BancFirst – Student Bank Board
- Memorandum of Understanding – Enviro Systems Incorporated
- Memorandum of Understanding – Meeker Public Schools
- Annual Report of Student Assessment Activity
- Degree Program Review for the Associate in Arts in Liberal Studies (205)
- Degree Program Review for the Associate in Applied Science for Nursing (110)
- Degree Program Review for the Associate in Science for Health Sciences (207)
- Degree Program Review for the Associate in Science in Biology (210)
- Degree Program Review for the Associate in Science for Criminal Justice (225)
- Degree Program Review for the Associate in Arts in Child Development (228)
- Degree Program Review for the Certificate in Child Development (Mastery) (229)

X. ADJOURNMENT

If you need a disability-related accommodation or wheelchair access information, please contact: Office of ADA compliance at 405-382-9216. Requests should be made by December 14, 2022.

Minutes

**SEMINOLE STATE COLLEGE
BOARD OF REGENTS REGULAR MEETING
October 20, 2022**

I. Call to Order

The Seminole State College Board of Regents’ regular monthly meeting was called to order at 1:00 p.m. in the Board Room of the Enoch Kelly Haney Center.

II. Roll Call of Members

Roll call was conducted. Regent Ryan Franklin was absent. Members present were Curtis Morgan, Marci Donaho, Ryan Pitts, Bryan Cain Ray Robyn Ready and Kim Hyden.

III. Introduction of Guests

President Reynolds introduced administrators, guests and staff present at the meeting. Special recognition was given to members of the STEM Division. Members present were: Emily Carpenter, Scarlet Figueroa, Dr. Noble Jobe, Melissa Bryant, Dana Denwalt, Amanda Sowers, and Wendy Rich. Also present was Julie Hix, Comptroller and Kirk Vanderslice with Hinkle and Associates.

IV. Minutes

There being no additions or corrections to the minutes of the meeting held July 21st and the special meeting held August 18, 2022; Regent Morgan made a motion to approve the minutes of both meetings as written and Regent Hyden seconded the motion. Roll call was as follows: Morgan, yes; Donaho, yes; Cain, yes; Hyden, yes; Ready, yes and Pitts, yes.

V. Communications to the Board

Financial Report – Melanie Rinehart, Vice President for Fiscal Affairs presented a review of the College’s revenue and expenses through September 30, 2022. Regent Cain made a motion to approve the Financial Report as presented and Regent Morgan seconded the motion. Roll call was as follows: Morgan, yes; Donaho, yes; Cain, yes; Hyden, yes; Ready, yes and Pitts, yes.

Purchases over \$15,000 for July – None

Purchases over \$15,000 for August

✓ Central Sheet Metal LLC	\$19,788.00
✓ Streater Construction LLC	\$20,506.25

✓ Village Tours LLC \$30,315.00

Purchases over \$15,000 for September –

✓ Dell Marketing \$32,407.36
✓ Crawford & Associates \$22,794.12
✓ Ramona Munsell & Associates \$25,264.00
✓ Dell Marketing \$19,265.52

VI. Hearing of Delegations

None

VII. President's Report

President Reynolds discussed items under the President's Report and the Business portion of the agenda by utilizing a PowerPoint presentation. (See enclosed copy of the PowerPoint presentation)

Personnel Update – President Reynolds informed the Board that letters of resignation had been received from Heather Heard, Paige Hannabass, and Cynthia Tainpeah. New hires since the Board's regular meeting were as follows: Ann Benson, Assistant Professor of Nursing; Desirae Coon, GEAR UP Coordinator; Truitt Eubank, Assistant Professor of Life Sciences; Scarlet Figueroa, B&I Coordinator; Elizabeth Floyd, SSS STEM Advisor; Peggy Newman, PTA-ACCE; Faith Rogers, IT Technician; Amanda Soward, and Assistant Professor of Life Science.

Update on Sports Complex – President Reynolds gave an update on the construction of the BCM Sports Complex and gave the Regents the itinerary for the Sports Complex ribbon cutting to be held at 3 p.m. after the Board Meeting

Campus Activities – President Reynolds told the Board members about several campus activities. These were:

- ✓ Two Upward Bound grants were renewed, and we will receive over \$2.9 million over five years
- ✓ A retirement reception was held for Robbie Lindsey, IT Technician
- ✓ In-Service was held August 10th through the 12th
- ✓ Former SSC Belles Basketball Coach Dixie Woodall was interviewed by TV sports analyst Brenda VanLengen for upcoming docuseries, **If Not for Them**
- ✓ Amber Flores, Head Women's Softball Coach was named Region II Coach of the Year by NJCAA
- ✓ Community members toured the sports complex on September 8th
- ✓ A retirement gala was held for Regent Marci Donaho on September 27th
- ✓ A Creativity Symposium was held on September 27th and 28th
- ✓ The Wellness Committee had a Positivity Challenge for the month of September, concluding with a celebration breakfast

- ✓ SSC was named a Certified Healthy Campus by the Oklahoma State Department of Health
- ✓ The SSC Educational Foundation Golf tournament was held on October 4th. President Reynolds showed a video highlighting the event.
- ✓ The Financial Aid department held several FASFA completion events
- ✓ Holly Wilson-Byrd and Christal Knowles were honored at the Annual OACC conference as Professional Staff Member of the Year and Faculty Member of the Year. Stacey Foster will be honored at the OACC Staff Conference to be held on October 28th
- ✓ Voter Registration and Constitution Day were highlighted on September 19th
- ✓ The Student Government Association elected officers for the year as follows: Georgia Ledford, President; Danielle Sullivan, Vice President and Katherine Nicole Cheatwood, Secretary
- ✓ The Student Support Services group took several students to see a Broadway production of “Hairspray” at the OKC Civic Center
- ✓ College Transfer Day was held on campus
- ✓ The incoming President’s Leadership Class students attended an orientation event. PLC students also visited Riversport OKC for team building activities, the State Capitol, and a cookout at President Reynolds’ home
- ✓ President Reynolds told the Board that the FEMA office, established following the May 4th tornadoes, is no longer officed on campus
- ✓ Nursing Accreditation Meetings were held October 5th with the Board of Nursing, and the ACEN visit will be on October 24 and 25th
- ✓ Concert Pianist Peter Simon will hold a free concert on October 25th
- ✓ Trick-or-Treat Trail at the pond will be held on October 27th
- ✓ The SSC Sporting Clay shoot will be held on November 4th
- ✓ The Annual Regents Education Program will be held on November 14th

VIII. Business

Acceptance of the FY22 External Audit by Hinkle & Company – President Reynolds presented the Board with a copy of the FY22 External Audit for their review. The Audit Committee consisting of Regents Pitts, Hyden and Cain reviewed the audit via Zoom before the Board meeting with President Reynolds, Vice President Rinehart and representatives from Hinkle & Company. Kirk Vanderslice from Hinkle & Company discussed the audit and stated that there were no major concerns. He commended Vice President Rinehart and her staff on a job well done. President Reynolds recommended approval of the External Audit as presented. Regent Donaho made a motion to accept the FY22 External Audit as presented, and Regent Cain seconded this motion. Roll call was as follows: Morgan, yes; Donaho, yes; Cain, yes; Hyden, yes; Ready, yes and Pitts, yes.

Approval of Board Policy III-5-8 regarding Responsible Use of Technology – President Reynolds presented a proposed Board Policy regarding the responsible use of technology. This policy will help support an SSC app. Regent Morgan made a motion to approve Policy III-5-8 as presented and Regent Hyden seconded this motion. Roll call

was as follows: Morgan, yes; Donaho, yes; Cain, yes; Hyden, yes; Ready, yes and Pitts, yes.

IX. Consent Agenda

Regents were presented information concerning items on the Consent Agenda. President Reynolds recommended approval of these items. Regent Hyden made a motion to approve the Consent Agenda items and Regent Cain seconded the motion. Roll call was as follows: Morgan, yes; Donaho, yes; Cain, yes; Hyden, yes; Ready, yes and Pitts, yes.

Items included were:

- ✚ Program Modification – Childhood Development Certificate (229)
- ✚ Revised 2022-2023 - Holiday Schedule
- ✚ Memorandum of Understanding with Canadian Valley Electric Cooperative for Micro-Credentialing Program
- ✚ Hunter Mechanical Controls Change Order #1

X. Adjournment

There being no further business or discussion the meeting was adjourned at 1:50 p.m.

Ryan Pitts, Chair

**Seminole State College
Combining Statement of Net Assets
As of October 31, 2022**

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Cash and Cash Equivalents	\$ 4,184,541	\$ 471,982	\$ 1,591,727	\$ (65)	\$ (5,244)	\$ 34,595	\$ (0)	\$ -	\$ 6,277,536
Accounts Receivable, net	8,869	-	-	-	-	-	-	-	8,869
Capital Assets, net	-	-	-	-	-	-	-	16,270,335	16,270,335
Total Assets	4,193,410	471,982	1,591,727	(65)	(5,244)	34,595	(0)	16,270,335	22,556,740
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Accrued Expenses	-	-	-	(65)	-	-	-	-	(65)
Due To/From Other Funds	-	-	-	-	-	-	-	-	-
Long-Term Debt	-	-	-	-	-	-	-	12,891,739	12,891,739
Total Liabilities	-	-	-	(65)	-	-	-	12,891,739	12,891,674
Beginning Net Position	\$ 3,791,221	\$ 373,299	\$ 1,016,194	\$ -	\$ (5,244)	\$ 75,062	\$ 678	\$ 3,378,596	\$ 8,629,804
Change in Net Position	402,189	98,684	575,533	-	-	(40,466)	(678)	-	1,035,262
Ending Net Position	\$ 4,193,410	\$ 471,982	\$ 1,591,727	\$ -	\$ (5,244)	\$ 34,595	\$ -	\$ 3,378,596	\$ 9,665,066

Seminole State College
Combining Statement of Revenues, Expenses and Changes in Net Assets
For the Period July 1 through October 31, 2022

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Revenues									
Tuition and fees, net	\$ 2,238,479	\$ 370,437	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,608,916
State appropriations	1,749,878	-	1,000,000	-	-	-	-	-	2,749,878
Federal grants and contracts	-	2,990,502	-	-	-	-	653,130	-	3,643,632
State and private grants and contracts	-	623,388	-	-	-	-	-	-	623,388
Housing & Food Service	-	422,196	-	-	-	-	-	-	422,196
Bookstore	-	673,589	-	-	-	-	-	-	673,589
Other revenues	402,886	391,823	-	-	-	-	-	-	794,709
Total operating revenues	4,391,243	5,471,935	1,000,000	-	-	-	653,130	-	11,516,307
Expenditures									
Compensation and benefits	2,670,341	1,051,886	-	-	-	21,508	19,833	-	3,763,568
Contractual services	225,417	242,912	-	-	-	-	-	-	468,329
Supplies and materials	116,346	2,216,475	138,028	-	-	2,957	624,558	-	3,098,364
Scholarships and fellowships	543,539	1,334,066	-	-	-	-	-	-	1,877,605
Communications	15,881	1,465	-	-	-	1,229	-	-	18,574
Depreciation	-	-	-	-	-	-	-	-	-
Utilities	174,521	46,478	-	-	-	-	-	-	220,999
Other expenditures	243,008	479,969	286,439	-	-	14,773	9,416	-	1,033,606
Total Operating Expenses	3,989,054	5,373,251	424,467	-	-	40,466	653,807	-	10,481,046
Operating income (loss)	402,189	98,684	575,533	-	-	(40,466)	(678)	-	1,035,262
Transfers from (to)	-	-	-	-	-	-	-	-	-
Change in Net Position	402,189	98,684	575,533	-	-	(40,466)	(678)	-	1,035,262

Seminole State College
Combining Statement of Changes in Cash and Cash Equivalents
For the Period July 1 through October 31, 2022

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Cash and Cash Equivalents	\$ 3,463,893	\$ 748,089	\$ 1,016,194	\$ 2,457	\$ -	\$ 75,062	\$ 90	\$ -	\$ 5,305,785
Change in Net Position	402,189	98,684	575,533	-	-	(40,466)	(678)	-	1,035,262
Changes not providing (using) cash	318,459	(374,791)	-	(2,522)	(5,244)	-	588	-	(63,511)
Cash and Cash Equivalents, Ending	<u>\$ 4,184,541</u>	<u>\$ 471,982</u>	<u>\$ 1,591,727</u>	<u>\$ (65)</u>	<u>\$ (5,244)</u>	<u>\$ 34,595</u>	<u>\$ (0)</u>	<u>\$ -</u>	<u>\$ 6,277,536</u>

Seminole State College
Education and General - Statement of Budgeted Revenues and Expenditures
For the Period July 1 through October 31, 2022

	<u>ACTUAL</u>		<u>BUDGET</u>	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
<u>REVENUE</u>				
State Appropriations	\$ -	\$ 1,749,878	5,156,388	\$ 1,718,796
Tuition	111,335	1,298,309	3,238,082	1,518,660
Non-Resident Tuition Fees	29,858	292,889	350,000	164,150
Remedial Course Fee	2,462	19,310	39,400	18,479
Tuition	<u>143,655</u>	<u>1,610,508</u>	<u>3,627,482</u>	<u>1,701,289</u>
STEM Academic Excellence Fee	5,746	44,781	124,200	58,250
LAH Academic Excellence Fee	2,486	19,056	53,700	25,185
Bus & Ed Academic Excellence Fee	3,860	21,361	66,200	31,048
Health Science Academic Excellence Fee	485	4,208	15,000	7,035
Social Science Academic Excellence Fee	3,412	20,509	53,600	25,138
Physical Therapist Assistance Fee	340	1,378	6,600	3,095
Technology Service Fee	15,224	103,499	276,500	129,679
Bus And Ind Additional Fees	-	-	-	-
Nursing Fee	3,360	27,034	87,400	40,991
Laboratory Fees	4,708	29,454	79,900	37,473
Medical Lab Tech Fee	40	1,956	10,900	5,112
Electronic Academic Access Fee	4,412	32,926	84,500	39,631
Dist Education/Outreach Fee	11,982	116,482	265,700	124,613
Academic Course Fees	<u>56,054</u>	<u>422,644</u>	<u>1,124,200</u>	<u>527,250</u>
Other Student Fees	<u>30,657</u>	<u>205,328</u>	<u>622,601</u>	<u>292,000</u>
Total Tuition and Fees	<u>230,366</u>	<u>2,238,479</u>	<u>5,374,283</u>	<u>2,520,539</u>
Other Income	<u>82,997</u>	<u>402,886</u>	<u>500,544</u>	<u>234,755</u>
Total Revenue	<u>313,363</u>	<u>4,391,243</u>	<u>11,031,215</u>	<u>4,474,090</u>
<u>EXPENDITURES</u>				
Instruction	421,064	1,552,614	5,095,586	1,727,403
Research	-	-	-	-
Public Service	-	-	-	-
Academic Support	25,711	95,746	439,314	148,927
Student Services	96,140	518,933	1,206,846	409,121
Institutional Support	150,035	613,875	1,993,046	675,643
Physical Plant	203,077	679,263	2,115,460	717,141
Scholarships and Tuition Waivers	-	528,624	900,000	450,000
Total Expenditures	<u>896,027</u>	<u>3,989,054</u>	<u>11,750,252</u>	<u>4,128,235</u>
Total Revenue Over (Under) Expenditures	<u>\$ (582,664)</u>	<u>402,189</u>	<u>\$ (719,037)</u>	<u>\$ 345,854</u>

Seminole State College
Auxiliary Summary Statement of Revenue and Expenditures
For the Period July 1 through October 31, 2022

	CURRENT MONTH	YEAR TO DATE	BUDGET	
			ANNUAL	YEAR-TO-DATE
<u>REVENUES</u>				
Contractual Food Service	\$ 31,004	\$ 245,820	\$ 664,530	\$ 239,895
Bookstore	45,599	675,573	960,000	504,000
Institutional Support	37,860	241,239	679,637	295,642
Seminole/Roesler Residential Centers	41,318	423,080	1,049,100	408,100
Student Activities	20,556	137,895	366,267	158,227
Total Revenues	176,336	1,723,606	3,719,534	1,605,865
<u>EXPENDITURES</u>				
Contractual Food Service	82,004	204,565	617,900	246,542
Bookstore	56,125	257,230	859,730	428,146
Institutional Support	34,836	572,572	1,067,800	524,000
Seminole/Roesler Residential Centers	71,448	259,559	706,448	280,460
Student Activities	53,485	188,924	767,589	338,507
Total Expenditures	297,897	1,482,850	4,019,467	1,817,654
Revenue Over (Under) Expenditures	\$ (121,561)	\$ 240,756	\$ (299,933)	\$ (211,789)

Seminole State College
Food Service - Statement of Revenue and Expenditures
For the Period July 1 through October 31, 2022

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Meals revenue	\$ 30,688	\$ 245,504	\$ 662,530	\$ 239,173
Other revenue	316	316	2,000	722
Total revenue	<u>31,004</u>	<u>245,820</u>	<u>664,530</u>	<u>239,895</u>
Travel	-	-	-	-
Supplies	-	-	-	-
Miscellaneous Expenditures	393	3,127	42,850	17,097
Contractual Service	81,611	201,438	575,000	229,425
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	-	-
Postage	-	-	50	20
Equipment	-	-	-	-
Total expenditures	<u>82,004</u>	<u>204,565</u>	<u>617,900</u>	<u>246,542</u>
Net profit (loss)	<u>\$ (51,000)</u>	<u>\$ 41,255</u>	<u>\$ 46,630</u>	<u>\$ (6,647)</u>

Seminole State College
Bookstore Statement of Revenue and Expenditures
For the Period July 1 through October 31, 2022

	ACTUAL		BUDGET	
	CURRENT	YEAR-TO-DATE	ANNUAL	YEAR-TO-DATE
Sales revenue	\$ 45,189	\$ 673,589	\$ 950,000	\$ 498,750
Other revenue	410	1,984	10,000.00	\$ 5,250
Total revenue	<u>45,599</u>	<u>675,573</u>	<u>960,000</u>	<u>504,000</u>
Purchase For Resale	<u>41,926</u>	<u>210,819</u>	<u>693,872</u>	<u>345,548</u>
Professional Salaries, F.T.	3,325	13,300	42,245	21,038
Classified Salaries, F.T.	2,432	9,728	38,049	18,948
Classified Salaries, P.T.	1,520	5,883	1,295	645
Student Wages	-	-	5,000	2,490
Professional Services	-	-	-	-
Fringe Benefits	3,449	13,780	45,769	22,793
Compensation expenditures	<u>10,726</u>	<u>42,691</u>	<u>132,358</u>	<u>65,914</u>
Travel	-	-	1,500	747
Supplies	236	236	5,000	2,490
Bookstore Supplies	-	-	-	-
Miscellaneous Expenditures	-	-	1,000	498
Contractual Service	3,238	3,484	24,800	12,350
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	-	-
Postage	-	-	1,200	598
Equipment	-	-	-	-
Other expenditures	<u>3,474</u>	<u>3,719</u>	<u>33,500</u>	<u>16,683</u>
Total expenditures	<u>56,125</u>	<u>257,230</u>	<u>859,730</u>	<u>428,146</u>
Net profit (loss)	<u>\$ (10,526)</u>	<u>\$ 418,343</u>	<u>\$ 100,270</u>	<u>\$ 75,854</u>

Seminole State College
Institutional Support- Statement of Budgeted Revenues and Expenditures
For the Period July 1 through October 31, 2022

	<u>ACTUAL</u>		<u>BUDGET</u>	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
<u>REVENUE</u>				
Student Service Fee	\$ 17,173	\$ 111,867	\$ 298,994	130,062
Infrastructure Fee	19,304	120,675	328,893	143,068
Student Fees	<u>36,477</u>	<u>232,542</u>	<u>627,887</u>	<u>273,131</u>
Other Income-Overpayment	-	690	15,000	6,525
Refunds / Reimbursements	-	1	35,000	15,225
Interest Income	-	1,485	-	-
Seminar fees	-	-	-	-
Vending machine commissions	233	701	1,250	544
Photocopy revenue	-	-	-	-
Repair and replacement, damaged property	-	-	-	-
Haney Center	1,150	5,820	500	218
Other income	<u>1,383</u>	<u>8,696</u>	<u>51,750</u>	<u>22,511</u>
Total Revenue	<u>37,860</u>	<u>241,239</u>	<u>679,637</u>	<u>295,642</u>
<u>EXPENDITURES</u>				
Professional Salaries, F.T.	-	-	-	-
Classified Salaries, F.T.	-	-	-	-
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	-	-
Professional Services	29,264	63,955	105,000	46,305
Fringe Benefits	-	-	-	-
Personnel expenditures	<u>29,264</u>	<u>63,955</u>	<u>105,000</u>	<u>46,305</u>
Travel	-	-	9,000	3,969
Supplies	596	4,412	15,000	6,615
Bookstore Supplies	-	-	-	-
Miscellaneous Expenditures	4,927	9,334	32,800	14,465
Lease Payments	-	-	-	-
Contractual Service	-	-	-	-
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	-	-
Postage	-	-	-	-
Equipment	-	-	-	-
Housing and book scholarships	49	494,872	900,000	450,000
Haney Center	-	-	6,000	2,646
Total Expenditures	<u>34,836</u>	<u>572,572</u>	<u>1,067,800</u>	<u>524,000</u>
Total Revenue Over (Under) Expenditures	<u>\$ 3,025</u>	<u>\$ (331,333)</u>	<u>\$ (388,163)</u>	<u>(228,358)</u>

Seminole State College
Housing - Statement of Revenue and Expenditures
For the Period July 1 through October 31, 2022

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Rental revenue - Dorms	\$ 40,114	420,414	\$ 1,044,100	406,155
Other revenue	1,204	2,666	5,000	1,945
Total revenue	<u>41,318</u>	<u>423,080</u>	<u>1,049,100</u>	<u>408,100</u>
Professional Salaries, F.T.	-	-	-	-
Classified Salaries, F.T.	-	-	-	-
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	-	-
Professional Services	-	-	-	-
Fringe Benefits	-	-	-	-
Personnel expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Travel	-	-	-	-
Supplies	-	16,764	20,883	8,291
Miscellaneous Expenditures	-	14,249	90,439	35,904
Lease Payments	45,517.10	182,068	502,126	199,344
Contractual Service	-	-	7,000	2,779
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	1,000	397
Utilities	25,930.76	46,478	85,000	33,745
Postage	-	-	-	-
Equipment	-	-	-	-
Other expenditures	<u>71,448</u>	<u>259,559</u>	<u>706,448</u>	<u>280,460</u>
Total expenditures	<u>71,448</u>	<u>259,559</u>	<u>706,448</u>	<u>280,460</u>
Net profit (loss)	<u>\$ (30,130)</u>	<u>163,521</u>	<u>\$ 342,652</u>	<u>\$ 127,640</u>

Seminole State College
Student Activities - Statement of Revenue and Expenditures
For the Period July 1 through October 31, 2022

	ACTUAL		BUDGET	
	CURRENT	YEAR-TO-DATE	ANNUAL	YEAR-TO-DATE
Student activity fee	\$ 18,353	\$ 124,064	\$ 328,893	\$ 142,082
Cultural & recreation fee	2,202	13,831	37,374	16,146
Athletic Administration	-	-	-	-
Golf-Women	-	-	-	-
Golf-Men	-	-	-	-
Womens Soccer	-	-	-	-
Men's Basketball	-	-	-	-
Women's Basketball	-	-	-	-
Volleyball	-	-	-	-
Baseball	-	-	-	-
Softball	-	-	-	-
Total Revenue	20,556	137,895	366,267	158,227
Athletic Administration	17,164	67,442	216,915	95,660
National Tournaments	-	-	46,756	20,619
Golf-Women	2,628	7,859	29,403	12,967
Golf-Men	3,939	10,272	27,232	12,009
Womens Soccer	6,974	17,888	57,614	25,408
Men's Basketball	3,660	15,234	47,974	21,157
Women's Basketball	2,246	6,140	48,169	21,243
Volleyball	9,948	13,282	37,614	16,588
Baseball	2,560	23,757	126,889	55,958
Softball	3,037	24,846	92,023	40,582
Student Government	500	500	12,000	5,292
Livestock Judging Team	-	-	10,000	4,410
PLC	828	1,706	15,000	6,615
SSC Aggie (AFAC)	-	-	-	-
Phi Theta Kappa (AFAC)	-	-	-	-
NASA (AFAC)	-	-	-	-
Student Nurse Association(AFAC)	-	-	-	-
Total Expenditures	53,485	188,924	767,589	338,507
Revenue Over (Under) Expenditures	\$ (32,929)	\$ (51,030)	\$ (401,322)	\$ (180,279)

Seminole State College
Restricted Funds - Statement of Revenue and Expenditures
For the Period July 1 through October 31, 2022

	<u>Revenue</u>	<u>Expenditures</u>	<u>Net</u>
PELL	\$ 1,237,204	\$ 1,277,620	\$ (40,416)
PELL Recovery	59	-	59
SEOG	34,826	41,826	(7,000)
Direct Loans	471,992	525,626	(53,634)
Student loan repayment	-	-	-
College Work Study	23,605	16,605	7,000
SSC Foundation	2,000	23,627	(21,627)
Private Scholarships	196,926	281,496	(84,570)
Private Loans	43,111	-	43,111
Cherokee Student Grants	17,000	15,000	2,000
Sac & Fox Student Grants	8,277	8,277	-
Creek Tribe Student Grants	1,500	1,000	500
Shawnee Tribe Student Grants	3,438	6,646	(3,208)
Choctaw Tribe Student Grants	20,980	19,787	1,193
Citizen Pottawatomie Stud Grnt	21,500	22,750	(1,250)
Chickasaw Tribe Std Grants	41,339	40,489	850
OHLAP	165,662	192,738	(27,076)
Misc Indial Tribal Grants	42,389	35,701	6,688
Oklahoma Tuition Aid Grant	116,000	116,000	-
Subtotal Financial Aid	<u>2,447,806</u>	<u>2,625,187</u>	<u>(177,381)</u>
Title III Engaging Students in Science	-	-	-
Ub Math/Science #2	110,210	109,274	936
Ub Math/Science #1	116,067	115,709	358
Upward Bound #2	116,929	115,772	1,157
Upward Bound #1	141,772	139,962	1,810
Talent Search West	101,873	102,429	(556)
Talent Search Central	148,404	147,790	614
Dream Catcher Gear Up	200,736	200,737	(1)
STEM Student Support	67,450	70,077	(2,627)
Student Support Serices	90,678	92,478	(1,800)
NASNTI Grant	116,750	116,750	-
Scholars for Excellence	-	26,980	(26,980)
Carl Perkins	13,886	-	13,886
Subtotal Federal Grants	<u>1,224,755</u>	<u>1,237,958</u>	<u>(13,203)</u>
Care Bears	18,964	-	18,964
Nursing Student'S	790	2,030	(1,240)
Residential Deposits	9,200	-	9,200
Professional Staff Council	900	303	597
Upward Bound #2 Fund Raiser	554	1,046	(492)
Upward Bound M/S Fund Raiser	1,238	1,046	192
Ub Ms #2 Fund Raiser	200	384	(184)
Upward Bound #1 Fundraiser	300	716	(416)
Subtoal Other Restricted	<u>32,145</u>	<u>5,525</u>	<u>26,620</u>
Total	<u>\$ 3,704,706</u>	<u>\$ 3,868,670</u>	<u>\$ (163,964)</u>

Seminole State College
Campus Organizations - Statement of Revenue and Expenditures
For the Period July 1 through October 31, 2022

	<u>Revenue</u>	<u>Expenditures</u>	<u>Net</u>
CARE BEARS	18,964	-	18,964
FACULTY SENATE	1,000	2,746	(1,746)
SSC STUDENT PTA ASSOCIATION	20	-	20
NURSING STUDENTS MAILBOXES	25	-	25
UB #1 SUMMER FOOD PROGRAM	4,698	-	4,698
PHI THETA KAPPA	133	-	133
UBMS SUMMER FOOD PROGRAM	3,546	-	3,546
UB M/S #2 SUMMER FOOD PROGRAM	5,246	-	5,246
UB2 SUMMER FOOD PROGRAM	3,728	-	3,728
NURSING STUDENT'S	790	2,030	(1,240)
RESIDENTIAL DEPOSITS	9,200	-	9,200
PROFESSIONAL STAFF COUNCIL	900	303	597
CLASSIFIED STAFF ASSOCIATION	205	525	(320)
PSI BETA	100	-	100
	<u>\$ 48,555</u>	<u>\$ 5,604</u>	<u>\$ 42,951</u>

**Seminole State College
Combining Statement of Net Assets
As of November 30, 2022**

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Cash and Cash Equivalents	\$ 4,596,595	\$ 536,436	\$ 1,484,724	\$ (65)	\$ (5,244)	\$ 26,011	\$ (2,800)	\$ -	\$ 6,635,658
Accounts Receivable, net	(0.00)	0.00	-	-	-	-	-	-	(0.00)
Capital Assets, net	-	-	-	-	-	-	-	16,270,335	16,270,335
Total Assets	4,596,595	536,436	1,484,724	(65)	(5,244)	26,011	(2,800)	16,270,335	22,905,993
Accounts Payable	\$ -	\$ (106)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	(106)
Other Accrued Expenses	-	-	-	(65)	-	-	-	-	(65)
Due To/From Other Funds	-	-	-	-	-	-	-	-	-
Long-Term Debt	-	-	-	-	-	-	-	12,891,739	12,891,739
Total Liabilities	-	(106)	-	(65)	-	-	-	12,891,739	12,891,567
Beginning Net Position	\$ 3,791,221	\$ 373,299	\$ 1,016,194	\$ -	\$ (5,244)	\$ 75,062	\$ 678	\$ 3,378,596	8,629,804
Change in Net Position	805,374	163,244	468,531	-	-	(49,050)	(3,478)	-	1,384,621
Ending Net Position	\$ 4,596,595	\$ 536,543	\$ 1,484,724	\$ -	\$ (5,244)	\$ 26,011	\$ (2,800)	\$ 3,378,596	\$ 10,014,425

Seminole State College
Combining Statement of Revenues, Expenses and Changes in Net Assets
For the Period July 1 through November 30, 2022

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Revenues									
Tuition and fees, net	\$ 2,471,827	\$ 443,706	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,915,533
State appropriations	2,655,980	-	1,000,000	-	-	-	-	-	3,655,980
Federal grants and contracts	-	3,466,274	-	-	-	-	687,425	-	4,153,699
State and private grants and contracts	-	733,219	-	-	-	-	-	-	733,219
Housing & Food Service	-	463,069	-	-	-	-	-	-	463,069
Bookstore	-	681,890	-	-	-	-	-	-	681,890
Other revenues	476,264	452,748	-	-	-	-	-	-	929,012
Total operating revenues	5,604,071	6,240,905	1,000,000	-	-	-	687,425	-	13,532,401
Expenditures									
Compensation and benefits	3,343,357	1,367,723	-	-	-	21,508	19,833	-	4,752,421
Contractual services	264,793	283,457	-	-	-	-	2,800	-	551,050
Supplies and materials	138,863	2,393,346	138,028	-	-	2,957	658,853	-	3,332,047
Scholarships and fellowships	549,188	1,377,675	-	-	-	-	-	-	1,926,863
Communications	20,475	1,810	-	-	-	1,628	-	-	23,913
Depreciation	-	-	-	-	-	-	-	-	-
Utilities	205,596	51,736	-	-	-	-	-	-	257,332
Other expenditures	276,425	601,914	393,442	-	-	22,958	9,416	-	1,304,154
Total Operating Expenses	4,798,697	6,077,661	531,469	-	-	49,050	690,902	-	12,147,780
Operating income (loss)	805,374	163,244	468,531	-	-	(49,050)	(3,478)	-	1,384,621
Transfers from (to)	-	-	-	-	-	-	-	-	-
Change in Net Position	805,374	163,244	468,531	-	-	(49,050)	(3,478)	-	1,384,621

Seminole State College
Combining Statement of Changes in Cash and Cash Equivalents
For the Period July 1 through November 30, 2022

	Education and General Fund	Auxiliary and Restricted Fund	Capital Projects Fund	Payroll Withholding Fund	OKHEEI Trust Fund	Federal Restricted Fund	CARES Act Fund	Capital Assets and Long-Term Debt Fund	Total All Funds
Cash and Cash Equivalents	\$ 3,463,893	\$ 748,089	\$ 1,016,194	\$ 2,457	\$ -	\$ 75,062	\$ 90	\$ -	\$ 5,305,785
Change in Net Position	805,374	163,244	468,531	-	-	(49,050)	(3,478)	-	1,384,621
Changes not providing (using) cash	327,328	(374,897)	-	(2,522)	(5,244)	-	588	-	(54,748)
Cash and Cash Equivalents, Ending	<u>\$ 4,596,595</u>	<u>\$ 536,436</u>	<u>\$ 1,484,724</u>	<u>\$ (65)</u>	<u>\$ (5,244)</u>	<u>\$ 26,011</u>	<u>\$ (2,800)</u>	<u>\$ -</u>	<u>\$ 6,635,658</u>

Seminole State College
Education and General - Statement of Budgeted Revenues and Expenditures
For the Period July 1 through November 30, 2022

	<u>ACTUAL</u>		<u>BUDGET</u>	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
<u>REVENUE</u>				
State Appropriations	\$ 906,102	\$ 2,655,980	5,156,388	\$ 2,351,313
Tuition	95,177	1,393,485	3,238,082	1,699,993
Non-Resident Tuition Fees	22,641	315,530	350,000	183,750
Remedial Course Fee	2,366	21,676	39,400	20,685
Tuition	<u>120,183</u>	<u>1,730,691</u>	<u>3,627,482</u>	<u>1,904,428</u>
STEM Academic Excellence Fee	7,405	52,186	124,200	65,205
LAH Academic Excellence Fee	3,553	22,609	53,700	28,193
Bus & Ed Academic Excellence Fee	5,043	26,404	66,200	34,755
Health Science Academic Excellence Fee	648	4,856	15,000	7,875
Social Science Academic Excellence Fee	3,539	24,048	53,600	28,140
Physical Therapist Assistance Fee	-	1,378	6,600	3,465
Technology Service Fee	18,180	121,679	276,500	145,163
Bus And Ind Additional Fees	-	-	-	-
Nursing Fee	4,652	31,686	87,400	45,885
Laboratory Fees	5,601	35,055	79,900	41,948
Medical Lab Tech Fee	786	2,742	10,900	5,723
Electronic Academic Access Fee	5,500	38,426	84,500	44,363
Dist Education/Outreach Fee	18,804	135,286	265,700	139,493
Academic Course Fees	<u>73,710</u>	<u>496,354</u>	<u>1,124,200</u>	<u>590,205</u>
Late Payment Fees	150	3,157	10,100	5,303
Application For Admission Fees	1,809	7,995	14,900	7,823
Assessment Fee	6,765	40,010	92,000	48,300
Refund Per Legal Settlement	-	-	-	-
Ace Testing Fees	140	1,540	-	-
Hybrid Course Fee	-	-	-	-
Sr Citizens Discount	-	-	-	-
Enrollment Seminars	-	79	-	-
Clep Testing Fees	15	130	-	-
Library Automation Fee	5,698	37,138	84,500	44,363
Clearing Other Special Enrollment	-	-	84,501	44,363
Records Fee	4,221	26,881	61,400	32,235
Parking Fees	3,149	19,450	35,700	18,743
Student Id Fee	2,370	10,556	19,700	10,343
Accident Shield Fee	6,637	42,996	101,400	53,235
Special Testing Fees	130	1,430	-	-
International Student Fee	400	3,778	3,000	1,575
Compliance Fee	4,418	26,569	61,100	32,078
Safety Fee	3,552	23,073	54,300	28,508
Other Student Fees	<u>39,455</u>	<u>244,782</u>	<u>622,601</u>	<u>326,866</u>
Total Tuition and Fees	<u>233,348</u>	<u>2,471,827</u>	<u>5,374,283</u>	<u>2,821,499</u>
Other Income	<u>9,450</u>	<u>476,264</u>	<u>500,544</u>	<u>262,786</u>
Total Revenue	<u>1,148,900</u>	<u>5,604,071</u>	<u>11,031,215</u>	<u>5,435,597</u>
<u>EXPENDITURES</u>				
Instruction	414,538	1,967,152	5,095,586	2,150,337
Research	-	-	-	-
Public Service	-	-	-	-
Academic Support	23,379	119,125	439,314	185,391
Student Services	90,265	609,198	1,206,846	509,289
Institutional Support	165,531	761,831	1,993,046	841,065
Physical Plant	131,855	811,118	2,115,460	892,724
Scholarships and Tuition Waivers	527,896	530,273	900,000	450,000
Total Expenditures	<u>1,353,465</u>	<u>4,798,697</u>	<u>11,750,252</u>	<u>5,028,806</u>
Total Revenue Over (Under) Expenditures	<u>\$ (204,565)</u>	<u>805,374</u>	<u>\$ (719,037)</u>	<u>\$ 406,791</u>

Seminole State College
Auxiliary Summary Statement of Revenue and Expenditures
For the Period July 1 through November 30, 2022

	CURRENT MONTH	YEAR TO DATE	BUDGET	
			ANNUAL	YEAR-TO-DATE
<u>REVENUES</u>				
Contractual Food Service	\$ 58,671	\$ 304,617	\$ 664,530	\$ 312,994
Bookstore	108,497	683,674	960,000	528,960
Institutional Support	47,800	289,038	679,637	348,654
Seminole/Roesler Residential Centers	40,873	463,953	1,049,100	473,144
Student Activities	26,911	164,806	366,267	187,895
Total Revenues	282,752	1,906,088	3,719,534	1,851,646
<u>EXPENDITURES</u>				
Contractual Food Service	31,836	236,401	617,900	316,365
Bookstore	33,496	290,726	859,730	487,467
Institutional Support	16,537	587,460	1,067,800	532,054
Seminole/Roesler Residential Centers	60,130	319,689	706,448	336,976
Student Activities	81,352	270,277	767,589	375,351
Total Expenditures	223,352	1,704,553	4,019,467	2,048,213
Revenue Over (Under) Expenditures	\$ 59,400	\$ 201,535	\$ (299,933)	\$ (196,566)

Seminole State College
Food Service - Statement of Revenue and Expenditures
For the Period July 1 through November 30, 2022

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Meals revenue	\$ 58,671	\$ 304,301	\$ 662,530	\$ 312,052
Other revenue	-	316	2,000	942
Total revenue	<u>58,671</u>	<u>304,617</u>	<u>664,530</u>	<u>312,994</u>
Travel	-	-	-	-
Supplies	744	744	-	-
Miscellaneous Expenditures	893	4,020	42,850	21,939
Contractual Service	30,200	231,638	575,000	294,400
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	-	-
Postage	-	-	50	26
Equipment	-	-	-	-
Total expenditures	<u>31,836</u>	<u>236,401</u>	<u>617,900</u>	<u>316,365</u>
Net profit (loss)	<u>\$ 26,835</u>	<u>\$ 68,216</u>	<u>\$ 46,630</u>	<u>\$ (3,371)</u>

Seminole State College
Bookstore Statement of Revenue and Expenditures
For the Period July 1 through November 30, 2022

	ACTUAL		BUDGET	
	CURRENT	YEAR-TO-DATE	ANNUAL	YEAR-TO-DATE
Sales revenue	\$ 108,698	\$ 681,890	\$ 950,000	\$ 523,450
Other revenue	(201)	1,784	10,000.00	\$ 5,510
Total revenue	108,497	683,674	960,000	528,960
Purchase For Resale	21,499	232,319	693,872	393,425
Professional Salaries, F.T.	3,325	16,625	42,245	23,953
Classified Salaries, F.T.	2,432	12,160	38,049	21,574
Classified Salaries, P.T.	1,501	7,384	1,295	734
Student Wages	-	-	5,000	2,835
Professional Services	395	395	-	-
Fringe Benefits	3,447	17,227	45,769	25,951
Compensation expenditures	11,101	53,792	132,358	75,047
Travel	219	219	1,500	851
Supplies	862	1,098	5,000	2,835
Bookstore Supplies	-	-	-	-
Miscellaneous Expenditures	-	-	1,000	567
Contractual Service	34	3,518	24,800	14,062
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	-	-
Postage	-	-	1,200	680
Equipment	-	-	-	-
Other expenditures	896	4,616	33,500	18,995
Total expenditures	33,496	290,726	859,730	487,467
Net profit (loss)	\$ 75,001	\$ 392,948	\$ 100,270	\$ 41,493

Seminole State College
Institutional Support- Statement of Budgeted Revenues and Expenditures
For the Period July 1 through November 30, 2022

	<u>ACTUAL</u>		<u>BUDGET</u>	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
<u>REVENUE</u>				
Student Service Fee	\$ 22,475	\$ 134,342	\$ 298,994	153,384
Infrastructure Fee	23,882	144,558	328,893	168,722
Student Fees	<u>46,357</u>	<u>278,900</u>	<u>627,887</u>	<u>322,106</u>
Other Income-Overpayment	1,330	2,020	15,000	7,695
Refunds / Reimbursements	4	5	35,000	17,955
Interest Income	-	1,485	-	-
Seminar fees	-	-	-	-
Vending machine commissions	108	809	1,250	641
Photocopy revenue	-	-	-	-
Repair and replacement, damaged property	-	-	-	-
Haney Center	-	5,820	500	257
Other income	<u>1,443</u>	<u>10,139</u>	<u>51,750</u>	<u>26,548</u>
Total Revenue	<u>47,800</u>	<u>289,038</u>	<u>679,637</u>	<u>348,654</u>
<u>EXPENDITURES</u>				
Professional Salaries, F.T.	-	-	-	-
Classified Salaries, F.T.	-	-	-	-
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	-	-
Professional Services	23,000	86,955	105,000	51,345
Fringe Benefits	-	-	-	-
Personnel expenditures	<u>23,000</u>	<u>86,955</u>	<u>105,000</u>	<u>51,345</u>
Travel	-	-	9,000	4,401
Supplies	1,019	5,430	15,000	7,335
Bookstore Supplies	-	-	-	-
Miscellaneous Expenditures	1,214	10,548	32,800	16,039
Lease Payments	-	-	-	-
Contractual Service	-	-	-	-
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	-	-	-	-
Postage	-	-	-	-
Equipment	-	-	-	-
Housing and book scholarships	(8,696)	484,527	900,000	450,000
Haney Center	-	-	6,000	2,934
Total Expenditures	<u>16,537</u>	<u>587,460</u>	<u>1,067,800</u>	<u>532,054</u>
Total Revenue Over (Under) Expenditures	<u>\$ 31,263</u>	<u>\$ (298,422)</u>	<u>\$ (388,163)</u>	<u>(183,400)</u>

Seminole State College
Housing - Statement of Revenue and Expenditures
For the Period July 1 through November 30, 2022

	ACTUAL		BUDGET	
	<u>CURRENT</u>	<u>YEAR-TO-DATE</u>	<u>ANNUAL</u>	<u>YEAR-TO-DATE</u>
Rental revenue - Dorms	\$ 39,455	459,869	\$ 1,044,100	470,889
Other revenue	1,418	4,084	5,000	2,255
Total revenue	<u>40,873</u>	<u>463,953</u>	<u>1,049,100</u>	<u>473,144</u>
Professional Salaries, F.T.	-	-	-	-
Classified Salaries, F.T.	-	-	-	-
Classified Salaries, P.T.	-	-	-	-
Student Wages	-	-	-	-
Professional Services	-	-	-	-
Fringe Benefits	-	-	-	-
Personnel expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Travel	-	-	-	-
Supplies	351	17,115	20,883	9,961
Miscellaneous Expenditures	8,950	23,199	90,439	43,139
Lease Payments	45,517	227,586	502,126	239,514
Contractual Service	-	-	7,000	3,339
Sponsorships	-	-	-	-
Advertising	-	-	-	-
Telephone	54	54	1,000	477
Utilities	5,258	51,736	85,000	40,545
Postage	-	-	-	-
Equipment	-	-	-	-
Other expenditures	<u>60,130</u>	<u>319,689</u>	<u>706,448</u>	<u>336,976</u>
Total expenditures	<u>60,130</u>	<u>319,689</u>	<u>706,448</u>	<u>336,976</u>
Net profit (loss)	<u>\$ (19,257)</u>	<u>144,263</u>	<u>\$ 342,652</u>	<u>\$ 136,168</u>

Seminole State College
Student Activities - Statement of Revenue and Expenditures
For the Period July 1 through November 30, 2022

	ACTUAL		BUDGET	
	CURRENT	YEAR-TO-DATE	ANNUAL	YEAR-TO-DATE
Student activity fee	\$ 24,138	\$ 148,202	\$ 328,893	\$ 168,722
Cultural & recreation fee	2,773	16,604	37,374	19,173
Athletic Administration	-	-	-	-
Golf-Women	-	-	-	-
Golf-Men	-	-	-	-
Womens Soccer	-	-	-	-
Men's Basketball	-	-	-	-
Women's Basketball	-	-	-	-
Volleyball	-	-	-	-
Baseball	-	-	-	-
Softball	-	-	-	-
Total Revenue	26,911	164,806	366,267	187,895
Athletic Administration	31,124	98,566	216,915	106,071
National Tournaments	-	-	46,756	22,864
Golf-Women	4,610	12,469	29,403	14,378
Golf-Men	6,518	16,790	27,232	13,316
Womens Soccer	5,550	23,437	57,614	28,173
Men's Basketball	9,221	24,455	47,974	23,459
Women's Basketball	2,555	8,694	48,169	23,555
Volleyball	3,893	17,175	37,614	18,393
Baseball	7,195	30,952	126,889	62,049
Softball	7,770	32,616	92,023	44,999
Student Government	926	1,426	12,000	5,868
Livestock Judging Team	-	-	10,000	4,890
PLC	1,991	3,697	15,000	7,335
SSC Aggie (AFAC)	-	-	-	-
Phi Theta Kappa (AFAC)	-	-	-	-
NASA (AFAC)	-	-	-	-
Student Nurse Association(AFAC)	-	-	-	-
Total Expenditures	81,352	270,277	767,589	375,351
Revenue Over (Under) Expenditures	\$ (54,441)	\$ (105,471)	\$ (401,322)	\$ (187,456)

Seminole State College
Restricted Funds - Statement of Revenue and Expenditures
For the Period July 1 through November 30, 2022

	<u>Revenue</u>	<u>Expenditures</u>	<u>Net</u>
PELL	\$ 1,328,516	\$ 1,326,081	\$ 2,435
PELL Recovery	59	-	59
SEOG	34,826	41,826	(7,000)
Direct Loans	601,245	601,245	-
Student loan repayment	-	-	-
College Work Study	28,805	21,805	7,000
SSC Foundation	24,780	23,627	1,153
Private Scholarships	241,121	296,884	(55,763)
Private Loans	43,111	-	43,111
Cherokee Student Grants	22,200	18,200	4,000
Sac & Fox Student Grants	8,277	8,277	-
Creek Tribe Student Grants	1,500	1,000	500
Shawnee Tribe Student Grants	3,438	6,646	(3,208)
Choctaw Tribe Student Grants	23,980	22,480	1,500
Citizen Pottawatomie Stud Grnt	22,500	24,000	(1,500)
Chickasaw Tribe Std Grants	43,239	40,489	2,750
OHLAP	174,008	201,084	(27,076)
Misc Indial Tribal Grants	45,637	44,379	1,258
Oklahoma Tuition Aid Grant	116,000	116,000	-
Subtotal Financial Aid	<u>2,763,240</u>	<u>2,794,022</u>	<u>(30,782)</u>
Title III Engaging Students in Science	-	-	-
Ub Math/Science #2	124,523	123,627	896
Ub Math/Science #1	130,932	130,653	278
Upward Bound #2	132,278	131,622	656
Upward Bound #1	158,635	157,615	1,020
Talent Search West	124,601	125,291	(690)
Talent Search Central	180,915	180,287	628
Dream Catcher Gear Up	241,992	276,997	(35,006)
STEM Student Support	94,402	96,905	(2,503)
Student Support Serices	124,653	126,453	(1,800)
NASNTI Grant	147,946	147,946	-
NASNTI Grant	-	-	-
Scholars for Excellence	-	33,658	(33,658)
Carl Perkins	13,886	-	13,886
Subtotal Federal Grants	<u>1,474,762</u>	<u>1,531,054</u>	<u>(56,292)</u>
Care Bears	19,174	-	19,174
Nursing Student'S	921	2,030	(1,109)
Residential Deposits	9,200	-	9,200
Professional Staff Council	1,090	303	787
Upward Bound #2 Fund Raiser	554	1,046	(492)
Upward Bound M/S Fund Raiser	1,238	1,046	192
Ub Ms #2 Fund Raiser	200	384	(184)
Upward Bound #1 Fundraiser	300	716	(416)
Subtoal Other Restricted	<u>32,677</u>	<u>5,525</u>	<u>27,151</u>
Total	<u>\$ 4,270,679</u>	<u>\$ 4,330,601</u>	<u>\$ (59,922)</u>

Seminole State College
Campus Organizations - Statement of Revenue and Expenditures
For the Period July 1 through November 30, 2022

	<u>Revenue</u>	<u>Expenditures</u>	<u>Net</u>
VA REPORT FEE	-	336	(336)
CARE BEARS	19,174	-	19,174
FACULTY SENATE	1,220	2,746	(1,526)
SEMINOLE STATE AGGIE CLUB	-	240	(240)
SSC STUDENT PTA ASSOCIATION	20	-	20
NURSING STUDENTS MAILBOXES	25	-	25
UB #1 SUMMER FOOD PROGRAM	4,698	-	4,698
PHI THETA KAPPA	361	-	361
UBMS SUMMER FOOD PROGRAM	3,546	-	3,546
UB M/S #2 SUMMER FOOD PROGRAM	5,246	-	5,246
UB2 SUMMER FOOD PROGRAM	3,728	-	3,728
NURSING STUDENT'S	921	2,030	(1,109)
MLT BOC FEE	-	430	(430)
RESIDENTIAL DEPOSITS	9,200	-	9,200
PROFESSIONAL STAFF COUNCIL	1,090	303	787
CLASSIFIED STAFF ASSOCIATION	492	525	(33)
PSI BETA	100	-	100
OTHER ORGANIZATIONS	14,317	35,897	(21,580)
	<u>\$ 64,138</u>	<u>\$ 42,507</u>	<u>\$ 21,631</u>

Jacy Allen
(608)-219-9711
2701 Boren Blvd PO Box 351
j.allen@sscok.edu

Education

August 2019-December 2021

Culver- Stockton College
Bachelors in Sports Management
Canton, Missouri

August 2017-December 2018

Hannibal LaGrange University
Hannibal, Missouri

August 2014-June 2017

Poynette High School
High School Diploma
Poynette, Wisconsin

Work Experience

February '22- present

Office Clerk
SSC Upward Bound- Seminole, OK
Throughout the year I assist the office of Upward Bound in various tasks throughout the office including but not limited to; filling, sealing and stamping mass mailers for 200+ Upward bound students for various activities, sorting and filing sensitive paperwork with discretion and organizing and sorting various office supplies. I also volunteer at their June summer camp as a resident assistant and camp counselor ensuring the safety and supervision of 150-200 students.

January '22- present

Assistant Women's Volleyball Coach

Seminole State College-Seminole OK

Assisted the volleyball program in its various duties such as, practice schedules, travel and meal accommodations and the supervision for 15+ students throughout the academic year. I am responsible for recruiting and scheduling visits.

December '19-August '20
Front Desk Receptionist

Spa Del Sol at Chula Vista Resort and Spa- Wisconsin Dells, WI

Created a relaxing environment for ongoing spa guests. Organize and cleaned relaxation areas for spa guests. Booked appointments over the phone, in person and online. Wrote emails to clients. Handled large transactions. Maximized profits between the massage therapists. Very attentive to all clients. Opened and closed the front desk register and lobby.

Activities

Culver-Stockton College Volleyball Team 2019-2021.

Hannibal LaGrange University Volleyball Team 2017-2018

Skills

- Quick learner
- Hard worker
- Team Player
- Respectful
- Great problem solver
- Microsoft Skills

References

Hannah Killian- Head Women's Volleyball coach (479)644-6915

Clara holmes- Spa manager (608)-434-1552

Alesha Hill- Office Manager (405) 382-9706

CULLEN BIRNEY

3916 North Market, Shawnee OK · 405-684-0183

cullenbirney@gmail.com

Devoted teacher with 12 years of experience teaching mathematics and a desire to help students achieve their goals in life. I also have experience with multiply forms of technology that center around teaching math. For example, I have used Smart Board and the program Smart Notebook for my entire career. I can adapt to new forms of technology and programs easily.

EXPERIENCE

2009 – PRESENT

MATH TEACHER, SHAWNEE PUBLIC SCHOOLS

Throughout the years I have taught Geometry, Algebra 2, Pre-Calculus, Trigonometry and Calculus. I have also tutored in all math subjects offered at a secondary level.

2017 – PRESENT

ROBOTICS COACH, SHAWNEE PUBLIC SCHOOLS

I help students achieve their goals while they learn engineering, graphic design and programming.

2015 – 2020

MATH TUTOR, SHAWNEE PUBLIC SCHOOLS NIGHT SCHOOL

Tutoring is where I started my educational career and I know how much it makes a difference in students' education.

EDUCATION

MAY 2012

MASTERS IN MATH EDUCATION, UNIVERSITY OF OKLAHOMA

3.96 GPA, One of my proudest achievements. Earning my masters is something I feel has benefited my teaching experience the most.

JULY 2008

BACHELORS IN MATH EDUCATION, UNIVERSITY OF OKLAHOMA

2.96 GPA, 30+ hours in mathematics and 28 hours in education

DECEMBER 2004

ASSOCIATES IN SCIENCES, SEMINOLE STATE COLLEGE

2.99 GPA, part of the Tutoring Lab for three years

ACTIVITIES

In my career, I have worn many hats. I have been the Robotics' coach for the last five years. I worked as a night school tutor multiple years where I helped students who were on their last chance, to graduate. I have helped with many organizations notably Fellowship of Christian Athletes (FCA) and a class sponsor where I help organize homecoming, prom and graduation.

REFERENCES

Debra Watson
Director of Alternative Education
H: 405-740-3575
W: 405-273-0383

Tammy Cooper
High School Math Teacher
C: 405-808-3681
W: 405-275-3084

Leila Kaseca
High School Math Teacher
C: 405-243-3432
W: 405-275-3084

Cathy Megee
High School English Teacher
C: 405-584-2215
W: 405-275-3084

Caitlin Brown

1810 N. Harrison Apt 115

Seminole, OK 74804

caitlin.brown.work@gmail.com

405-584-2701

Seminole State College

Human Resources

PO Box 351

Seminole, OK 74818

Greetings HR Director Wilson-Byrd,

I am writing to express my interest in the Seminole State College (SSC) Online Degree Student Navigator position in Academic Affairs that was recently announced. I am confident that my experience and educational background will allow me to serve well in this role.

I can offer a Bachelor of Science degree in Psychology, along with experience working in SSC Student Services positions. I am familiar with recruitment processes, and with assisting students with admission, enrollment, and financial aid. Based on the description of eligible candidates, I can also offer:

- Experience maintaining student records, verifying pertinent educational information, and handling personal information properly and confidentially
- Established connections with various local high schools and other community organizations
- Familiarity with SSC's online information systems
- And an understanding of the value of higher education and the enthusiasm to help students navigate through their experience.

I welcome an opportunity to discuss my qualifications, and to learn more about how to meet the needs of the online SSC population. Thank you for your consideration.

Sincerely,

Caitlin Brown

Caitlin Brown

Caitlin Brown

1810 N. Harrison Apt. 115 Shawnee, OK 74804 | 405-584-2701 | caitlin.brown.work@gmail.com

Education

Oklahoma City University

Bachelor of Science in Psychology, Minor in English

- GPA: 3.799 | Magna Cum Laude | President's & Dean's Honor Roll

Graduated May 2017

American University

Summer Scholar Program

- Attended classes for internship readiness and Native American law

Summer 2015

Seminole State College

Concurrent

- GPA: 3.65 | Part-Time Honor Roll

July 2011 – May 2014

Employment Experience

Recruitment Specialist

November 2021 – Present

Seminole State College (SSC); Seminole, OK

- Presents SSC information at various community events, classroom visits, and college/career fairs
- Facilitates the planning, organization, and implementation of recruitment events on and off campus
- Maintains regular contact with high school counselors, teachers, and administrators to develop rapport, provide support, and promote SSC
- Performs scheduled mailings, electronic correspondence, phone calls, and visits with prospective students
- Maintains records of contacts and follow-ups with hundreds of students, and records of all outreach activities
- Manages the SSC Admissions & Recruitment social media pages
- Assists with enrollment and advising

Financial Assistance Specialist

October 2018 – January 2021

Seminole State College; Seminole, OK

- Awarded, returned, and assisted in disbursing federal, state, and institutional financial aid
- Assisted students with the FAFSA, required forms, and questions regarding financial aid
- Coordinated the SSC Federal Work Study program with departments, supervisors, and students
- Organized and attended FAFSA fill out sessions, presentations, and award assembly scholarship presentations with local high schools and other community entities
- Managed the SSC financial assistance social media, webpage, and other campus/community outreach methods

Financial Assistance Clerk

November 2017 – October 2018

Seminole State College; Seminole, OK

- Served as the first point of contact in the financial aid office with students in person, on the phone, and via email
- Assisted students with the FAFSA, required forms, and questions regarding financial aid
- Helped manage the SSC financial aid social media, webpage, and community/campus outreach
- Maintained the flow of traffic through the financial aid office
- Performed all clerical duties needed

Library Circulation Assistant

January 2017 – May 2017

Oklahoma City University; Oklahoma City, OK

- Assisted patrons at circulation desk
 - Shelved books and performed shelf maintenance
 - Performed other clerical duties as needed
-

Volunteer Experience

Construction Management Academy Volunteer

Summer 2021 & 2022

Seminole State College; Seminole, OK

- Chaperoned 40 students during on campus activities
- Supervised students as a dormitory residential assistant
- Moved and maintained project supplies, dorm necessities, and activity equipment
- Assisted program supervisors with tasks as needed

Educational Talent Search Camp Volunteer

Summer 2013, 2014, 2016, 2018 2019, 2021

Seminole State College; Seminole, OK

- Chaperoned 40-60 participants per camp/field trips
- Organized and filed student paperwork
- Planned/taught lessons and activities
- Tutored algebra and geometry
- Supervised students as a dormitory residential assistant

GEAR UP Camp Volunteer

Summer 2019

Seminole State College; Seminole, OK

- Chaperoned 40-60 participants per camp/field trips
- Lead lessons and activities
- Supervised students as a dormitory residential assistant

Peek Into Engineering Academy Volunteer

Summer 2016, 2017

Seminole State College; Seminole, OK

- Chaperoned 20-30 students during on campus activities
- Helped students build remotely operated underwater vehicles for an on-campus competition
- Performed other residential assistance duties as needed

Learning Enhancement Center Tutor

August 2014 – December 2014

Oklahoma City University; Oklahoma City, OK

- Tutored students with essay assignments on grammar, MLA, and APA formatting
- Assisted non-native English-speakers with conversational English
- Learned proper techniques in tutoring and working with students and other members of the community

High School Band Graduate Assistant

August 2013 - December 2013

Seminole High School; Seminole, OK

- Assisted in teaching 5th-12th grade students play clarinet, read music, and march in formation
- Organized sheet music library
- Assisted band director with other tasks as needed

Internships

Family Advocate Intern

October 2016 – December 2016

Oklahoma City Educare; Oklahoma City, OK

- Worked in Early Head Start with 15-20 students Ages 0-3
- Organized and filed student paperwork
- Shadowed family advocate on home visits
- Attended parent/family meetings and events

Office of Human Capital and Talent Management Intern

Summer 2015

United States Agency for International Development; Washington D.C.

- Supported the Foreign Service Performance Board inputting and analyzing data for 1,800 Foreign Service Officers
 - Handled confidential information with tact and discretion
 - Performed clerical work as needed
-

Activities and Services

Professional Staff Council Chair

July 2019 – June 2020, July 2022 - Present

Seminole State College; Seminole, OK

- Presides over 40 members
- Organizes monthly meetings to discuss association business
- Leads committees to organize community service projects and campus events
- Maintains the budget, memberships, dues, and all council documents
- Facilitates and maintains communication between and amongst council members, administration, and other members of the campus and surrounding communities

Student Government Association (SGA) Sponsor

August 2021 - Present

Seminole State College, Seminole OK

- Organizes elections and candidates for SGA Office
- Assists the SGA President in presiding over meetings
- Corresponds with on and off campus entities in organizing on campus events
- Maintains the SGA budget, memberships, and all organization documents

Professional Staff Council Co-Chair

July 2018 – June 2019, June 2021 – July 2022

Seminole State College, Seminole, OK

- Assisted with presiding over up to 39 members
- Helped with organizing monthly meetings to discuss association business
- Served on committees to organize community service projects and campus events
- Carried out duties of the president if the president is absent or unable

Training Committee Member

February 2021 – January 2022

Oklahoma Association of Student Financial Aid Administrators (OASFAA), Various Oklahoma Locations

- Assisted in the organization of conferences, sessions, and events
- Helped oversee ongoing conferences events
- Facilitated communication between and among committee members and members of the organization

Advisory Committee Member

October 2019 – January 2022

Oklahoma Association of Student Financial Aid Administrators (OASFAA), Various Oklahoma Locations

- Evaluated nominations for all OASFAA awards and makes recommendations to the OASFAA Board of Directors
- Provided information, input, and feedback from members to the OASFAA Board of Directors
- Facilitated communication between and among committee members and members of the organization

Classified Staff Vice President

February 2018 – October 2018

Seminole State College; Seminole, OK

- Assisted in presiding over 30 members
- Helped organized monthly staff meetings to discuss association business
- Fundraised for a \$250 scholarship per semester

Native American Society Officer

August 2014 – May 2017

- Served as Secretary by taking minutes and providing them to members
- Served as Historian/Parliamentarian by maintaining social media presence and keeping meetings on track
- Served as Vice President by assisting in presiding over meetings pertaining to organization business

Native American Society Committee Member

August 2013 – May 2017

- Served on the Miss Indian OCU Committee by organizing fundraising, set-up, take-down, invitations, and catering
- Served on the OCU Powwow Committee by organizing volunteers, vendor sales, raffles, contest tabulation, set-up, take-down, fundraising, and promotion

American Indian Scholar

July 2013 – May 2017

- Completed a minimum 150 community service hours per year
- Participated in recognized campus organizations
- Attended monthly meetings and service events

Presentations

Oklahoma Association of Student Financial Aid Administrators Conference

April 2019

Conference Presenter

- **"Engaging Students with Social Media:"** Demonstrating that you do not need to be an expert to meet students where they are—by engaging through various social media platforms and doing so using a variety of skills many financial aid professionals already possess including customer service, consistency, and communication skills.

Capstone

May 2016

Senior Capstone Presentation

- **"Jeepers, It's the (Facebook) Creeper: Attachment Anxiety and Social Media Stalking:"** In this correlational study, I measured Facebook use, obsessive relational intrusion as it manifests on Facebook, and attachment styles to find a potential relationship between attachment anxiety and online stalking behaviors.

OCU Campus-Wide Academic Research Paper Contest

April 2015

1st Place in Pop Culture Category for:

- **"The Importance of Illustration:"** A demonstration of the utility of different forms of illustration in novels using the book *Extremely Loud and Incredibly Close*

OCU Campus-Wide Academic Research Poster Contest

December 2014

2nd Place Overall

- **"The Rise of the Graphic Novel:"** Examines the background of the graphic novel and documents its rise to prominence as a form of art and literature.
-

Memberships and Professional Development

Seminole Young Professionals	September 2022 - Present
Great Plains Association for College Admissions Counseling (GPACAC)	November 2021 - Present
Professional Staff Council (PSC) Member	October 2018 - Present
Psi Chi Member	February 2016 - Present
GPACAC Summer Institute	July 2022
National Association for Student Financial Aid Administrators (NASFAA) Member	November 2017 - January 2022
Southwest Association for Student Financial Aid Administrators (SWASFAA) Member	November 2017-January 2022
Oklahoma Association for Student Financial Aid Administrators (OASFAA) Member	November 2017 - January 2022
Oklahoma State Regents for Higher Education Scholarships and Grants Zoom Workshop	July 2021
OASFAA Spring 2021 Virtual Conference	April 2021
Oklahoma Association of Community Colleges (OACC) 53rd Annual Conference	January 2021
Verification 21-22	January 2021
2020 Virtual Federal Student Aid Training Conference	December 2020
NASFAA New Aid Officer Webinar Series	October 2020
Mental Wellness for Higher Ed Professionals	June 2020
HLC Preparation Session	January 2020
Lunch & Learn: Student Recruitment	November 2019
SWASFAA Fall Conference	November 2019
SWASFAA Boot Camp	November 2019
Discrimination Awareness in the Workplace	November 2019
FACTA: Identity Theft and Consumer Protection	September 2019
The ABCs of Gen Z: Adapting Financial Aid Practices for Effective Outcomes	June 2019
Handling Money Like a #GirlBoss - Empowering Women Through Financial Literacy	April 2019
OASFAA Conference (Attendee and Presenter)	April 2019
Financial Education in the Age of FOMO	February 2019
Campus Logic Student Forms: Student Experience and School user Training	October 2018
OACC Support Staff Conference: Team Building - Best Practices	September 2018
Bridging the Intergenerational Communication Gap	June 2018
Promoting Autonomy in the World of Over-Parenting	June 2018
MINDFULNESS: Strategies for Slowing Down and Living in the Moment	June 2018
OASFAA Support Staff Training: Data Security and Privacy	April 2018
OASFAA Support Staff Training: Who is the parent and other dependency issues	April 2018
Customer-Centric Service in the Aid Office: Raising the Bar with Comprehensive Training	February 2018
Handling Unpleasant Situations: Techniques to Turn the Bad into Good	June 2018
Applying Intrusive Coaching Principles	October 2018
Classified Staff Council Member	November 2017 - October 2018
Society of American Indian Government Employees Conference	June 2017
FSA Coach Basic Training 2017-2018	November 2017
American Indian Scholar	July 2013 - May 2017
Washington Internship for Native Students Intern	Summer 2015



TRIO...

Serving Students...

Promoting Education...

Committed to success...

Have Questions?

Call Now: (405) 382-9706

Fax: 405-382-9583

December 5, 2022

Lana Reynolds, President
Seminole State College
Seminole, OK 74868

Dear President Reynolds,

I am writing this letter to inform you that I will be retiring next year effective July 1, 2023. Also, I would like to request to be in the retirement and insurance incentive plan.

I have really loved working here, first with Talent Search and mainly with Upward Bound. I will truly miss the college and the people that work here, it has been like family. Upward Bound is a very challenging, rewarding program and Richard Thornton has been the best boss ever.

Thank you,

Ronnie Williamson
Upward Bound Coordinator
Seminole State College
405-382-9718
r.williamson@sscok.edu



*Seminole State College
Upward Bound Projects
2701 Boren Blvd.
P.O. Box 351
Seminole, OK 74818-0351*



Meeting Dates

<u>Date</u>	<u>Time</u>	<u>Place of Meeting</u>
Thursday, January 19, 2023	1:00 p.m.	Haney Center– Board Room
Thursday, February 16, 2023	1:00 p.m.	Haney Center– Board Room
Thursday, March 23, 2023	1:00 p.m.	Haney Center– Board Room
Thursday, May 18, 2023	1:00 p.m.	Haney Center– Board Room
Thursday, June 15, 2023	1:00 p.m.	Haney Center– Board Room
Thursday, July 20, 2023	1:00 p.m.	Haney Center– Board Room
Thursday, August 17, 2023	1:00 p.m.	Haney Center– Board Room
Thursday, October 19, 2023	1:00 p.m.	Haney Center– Board Room
Thursday, December 14, 2023	1:00 p.m.	Haney Center– Board Room

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Return by December 1, 2022

Electronic submission with President's signature is preferred (to sbeauchamp@osrhe.edu).

Institution: Seminole State College

ACADEMIC CALENDAR FOR 2023-2024

NOTE: All schedules should include final exams

Summer 2023 Session:

Semester (14-week session) (begins and ends)	5/8/2023 through 8/11/2023
10-week session (begins and ends)	5/15/2023 through 7/21/2023
1st 6-week session (begins and ends)	5/8/2023 through 6/16/2023
1st 5-week session (begins and ends)	5/15/2023 through 6/16/2023
2nd 5-week session (begins and ends)	6/20/2023 through 7/21/2023

Please list dates of all holidays/breaks (no classes)

Memorial Day	5/29/2023 through 5/29/2023
Fourth of July	7/3/2023 through 7/4/2023
Juneteenth	6/19/2023 through 6/19/2023

Semester ends	5/8/2023 through 8/11/2023
---------------	----------------------------

Please add any additional short-term sessions offered at your institution:

(Please note the specific length of the short-term session in the shaded boxes)

4-week session (begins and ends) UB	5/29/2023 through 6/23/2023
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Summer Commencement date (if applicable)	Click here to enter a date.
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Fall 2023 Semester:

16-week Semester (begins and ends)	8/14/2023 through 12/8/2023
12-week Semester (begins and ends)	8/14/2023 through 11/3/2023
10-week Semester (begins and ends)	9/25/2023 through 12/8/2023
1st 8-week session (begins and ends)	8/14/2023 through 10/6/2023
2nd 8-week session (begins and ends)	10/9/2023 through 12/8/2023
1st 4-week session (begins and ends)	8/14/2023 through 9/8/2023
2 nd 4-week session (begins and ends)	9/11/2023 through 10/6/2023
3 rd 4-week session (begins and ends)	10/9/2023 through 11/3/2023
4th 4-week session (begins and ends)	11/6/2023 through 12/8/2023

Please add any additional short-term sessions offered at your institution (if applicable):

(Please note the specific length of the short-term session in the shaded boxes)

1 st 5-week session (begins and ends)	8/14/2023 through 9/16/2023
2 nd 5-week session (begins and ends)	9/18/2023 through 10/21/2023
3 rd 5-week session (begins and ends)	10/23/2023 through 12/2/2023

Please list dates of all holidays/breaks (no classes)

Labor Day	9/4/2023 through 9/4/2023
Fall Break	10/12/2023 through 10/13/2023
Thanksgiving	11/22/2023 through 11/24/2023
Semester ends	8/14/2023 through 12/8/2023

Fall Commencement date (if applicable)	Click here to enter a date.
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Spring 2024 Semester:

16-week Semester (begins and ends)	1/8/2024 through 5/3/2024
12-week Semester (begins and ends)	1/8/2024 through 4/5/2024
10-week Semester (begins and ends)	2/26/2024 through 5/3/2024
1st 8-week session (begins and ends)	1/8/2024 through 3/1/2024
2nd 8-week session (begins and ends)	3/4/2024 through 5/3/2024
1st 4-week session (begins and ends)	1/8/2024 through 2/2/2024
2nd 4- week session (begins and ends)	2/5/2024 through 3/1/2024
3rd 4-week session (begins and ends)	3/4/2024 through 4/5/2024
4th 4-week session (begins and ends)	4/8/2024 through 5/3/2024

Please add any additional short-term sessions offered at your institution (if applicable):

(Please note the specific length of the short-term session in the shaded boxes)

1 st 5 -week session (begins and ends)	1/8/2024 through 2/9/2024
2 nd 5 -week session (begins and ends)	2/12/2024 through 3/22/2024
3 rd 5-week session (begins and ends)	3/25/2024 through 4/26/2024

Please list dates of all holidays/breaks (no classes)

MLK	1/15/2024 through 1/15/2024
President’s Day	2/19/2024 through 2/19/2024
Spring Break	3/18/2024 through 3/22/2024

*****Note: Spring Break should be scheduled for the week that encompasses the third Wednesday in March*****

Spring Commencement date (if applicable)	5/3/2024
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Alternative Schedules (please describe any alternative schedules not already indicated above)

Interessions (classes that meet between regularly scheduled semesters or that meet between summer session and fall semester, between fall semester and spring semester, or between spring semester and summer session):

	Fall 2023 Interession (between summer 2023 and fall 2023)	Spring/Winter 2023- 2024 Interession (between fall 2023 and spring 2024)	Summer 2024 Interession (between spring 2024 and summer 2024)
Interession begins	Click here to enter a date.	12/11/2023	Click here to enter a date.
Interession ends		1/5/2024	Click here to enter a date.

Summer 2023 (if applicable):

Final add date 14-week classes:	5/11/2023
Final drop date 14-week classes:	5/19/2023
Final add date 10-week classes	5/15/2023
Final drop date 10-week classes:	5/19/2023
Final add date first 5-week classes:	5/15/2023
Final drop date first 5-week classes:	5/18/2023
Final add date 2nd 5-week classes:	6/20/2023
Final drop date 2nd 5-week classes:	6/22/2023
Final add date 1 ST 4-week classes:	5/29/2023
Final drop date 1 ST 4-week classes:	5/31/2023
Final add date first 6-week classes:	5/8/2023
Final drop date first 6-week classes:	5/12/2023
Final add date 3-week classes:	7/17/2023
Final drop date 3-week classes:	7/18/2023

Fall 2023:

Final add date 16-week classes:	8/18/2023
Final drop date 16-week classes:	8/28/2023
Final add date 12-week classes:	8/17/2023
Final drop date 12-week classes:	8/23/2023
Final add date 10-week classes:	9/28/2023
Final drop date 10-week classes:	10/5/2023

Final add date 1st 8-week classes:	8/16/2023
Final drop date 1st 8-week classes:	8/18/2023
Final add date 2nd 8-week classes:	10/11/2023
Final drop date 2nd 8-week classes:	10/16/2023
Final add date 1 st 5-week classes:	8/14/2023
Final drop date 1 st 5- week classes:	8/17/2023
Final add date 2 nd 5-week classes:	9/18/2023
Final drop date 2 nd 5- week classes:	9/21/2023
Final add date 3 rd 5- week classes:	10/27/2023
Final drop date 3 rd 5-week classes:	10/26/2023
Final add date 1 st 4-week classes:	8/14/2023
Final drop date 1 st 4- week classes:	8/16/2023
Final add date 2 nd 4-week classes:	9/11/2023
Final drop date 2 nd 4- week classes:	9/13/2023
Final add date 3 rd 4-week classes:	10/9/2023
Final drop date 3 rd 4- week classes:	10/11/2023
Final add date 4 th 4-week classes:	11/6/2023
Final drop date 4 th 4- week classes:	11/9/2023

Spring 2024:

Final add date 16-week classes:	1/12/2024
Final drop date 16-week classes:	1/22/2024
Final add date 12-week classes:	1/11/2024
Final drop date 12-week classes:	1/18/2024
Final add date 10-week classes:	2/28/2024
Final drop date 10-week classes:	3/5/2024
Final add date 1 st 8-week classes:	1/10/2024
Final drop date 1 st 8-week classes:	1/12/2024
Final add date 2 nd 8-week classes:	2/26/2024
Final drop date 2 nd 8-week classes:	3/8/2024
Final add date 1 st 5-week classes:	1/8/2024
Final drop date 1 st 5- week classes:	1/11/2024
Final add date 2 nd 5- week classes:	2/5/2024

Final drop date 2 nd 5-week classes:	2/15/2024
Final add date 3 rd 5- week classes:	3/18/2024
Final drop date 3 rd 5-week classes:	3/28/2024
Final add date 1 st 4-week classes:	1/8/2024
Final drop date 1 st 4- week classes:	1/10/2024
Final add date 2 nd 4-week classes:	2/6/2024
Final drop date 2 nd 4- week classes:	2/7/2024
Final add date 3 rd 4-week classes:	3/4/2024
Final drop date 3 rd 4- week classes:	3/7/2024
Final add date 4 th 4-week classes:	4/8/2024
Final drop date 4 th 4-week classes:	4/10/2024

Signature of President _____ **Date** _____



Invoice #:	INV268306
Customer ID:	111816 Seminole State College
Project ID:	SCO-Annual Renewal Seminole State College : Annual Renewal

Bill To
 Seminole State College
 Accounts Payable
 2701 Boren Blvd
 Seminole OK 74868-1901
 United States

Ship To
 Seminole State College
 Accounts Payable
 2701 Boren Blvd
 Seminole OK 74868-1901
 United States

Invoice Date	Payment Due Date	PO #	Terms
11/30/2022	12/30/2022		Net 30

Item	Coverage Start	Coverage End	Quantity	Unit Price	Total
Accounts Payable	1/1/2023	12/31/2023	1	\$3,517.00	\$3,517.00
Accounts Receivables	1/1/2023	12/31/2023	1	\$3,517.00	\$3,517.00
Admissions	1/1/2023	12/31/2023	1	\$5,890.00	\$5,890.00
Advising	1/1/2023	12/31/2023	1	\$4,746.00	\$4,746.00
Budget	1/1/2023	12/31/2023	1	\$4,053.00	\$4,053.00
Common	1/1/2023	12/31/2023	1	\$14,248.00	\$14,248.00
CRM Admissions Officer	1/1/2023	12/31/2023	1	\$5,376.00	\$5,376.00
CRM Candidate	1/1/2023	12/31/2023	1	\$6,520.00	\$6,520.00
CRM Faculty	1/1/2023	12/31/2023	1	\$7,549.00	\$7,549.00
CRM Staff	1/1/2023	12/31/2023	1	\$4,798.00	\$4,798.00
CRM Student	1/1/2023	12/31/2023	1	\$6,405.00	\$6,405.00
Electronic Transcript	1/1/2023	12/31/2023	1	\$2,677.00	\$2,677.00
Financial Aid Manager	1/1/2023	12/31/2023	1	\$3,160.00	\$3,160.00
Fixed Assets	1/1/2023	12/31/2023	1	\$2,940.00	\$2,940.00
General Ledger	1/1/2023	12/31/2023	1	\$4,557.00	\$4,557.00
Jenzabar Internet Campus Solution	1/1/2023	12/31/2023	1	\$10,059.00	\$10,059.00
Jenzabar Mobile	1/1/2023	12/31/2023	1	\$4,788.00	\$4,788.00
Payroll	1/1/2023	12/31/2023	1	\$2,940.00	\$2,940.00
Personnel	1/1/2023	12/31/2023	1	\$2,940.00	\$2,940.00
Purchasing	1/1/2023	12/31/2023	1	\$3,517.00	\$3,517.00

Item	Coverage Start	Coverage End	Quantity	Unit Price	Total
Registration	1/1/2023	12/31/2023	1	\$5,890.00	\$5,890.00
Retention	1/1/2023	12/31/2023	1	\$5,134.00	\$5,134.00
Student Life	1/1/2023	12/31/2023	1	\$4,746.00	\$4,746.00

Comments: 2023 Renewal

Subtotal	\$119,967.00
Tax Total	\$0.00
Discount Item	
Total	\$119,967.00

For questions please email Accountsreceivable@jenzabar.com

For ACH Payments:

To: Citizens
Riverside, RI
Credit To: Jenzabar, Inc.
Routing/ABA #: 211070175
Account #: 1403278404

For Direct Wire Payments:

To: Citizens
Riverside, RI
Credit To: Jenzabar, Inc.
Routing/ABA #: 011500120
Account #: 1403278404
SWIFT Code: CTZIUS33

For Check Payments

Jenzabar Lockbox
P.O. Box 845588
Boston, MA 02284-5588

Memorandum of Understanding

between
Seminole State College
and
BancFirst Seminole

THIS MEMORANDUM OF UNDERSTANDING (MOU) is made and entered into this _____ day of _____, 2022 by and between **BANCFIRST SEMINOLE**, and **SEMINOLE STATE COLLEGE**, hereinafter referred to as "SSC".

1. Purpose. This Agreement facilitates a cooperative agreement to offer a series of micro-credentials tailored to the needs of BancFirst Seminole. All courses and micro-credentials will be under the direct institutional control of SSC.
2. Term. The term of the Agreement shall be for the period beginning December 1, 2022, and ending November 30, 2023 ("Term"), unless terminated earlier as provided in this Agreement. On or before June 15th of the preceding fiscal year SSC and BancFirst Seminole shall review the agreement and determine whether to continue the Program for an additional year. This MOU may be modified during the Agreement period and/or renewed for successive one (1) year periods by annual mutual consent of authorized officials from SSC and BancFirst Seminole and their respective governing boards.
3. Mutual Responsibilities.
 - a) The Business & Industry Coordinator ("B&I Coordinator"), faculty and BancFirst Seminole Staff, insomuch as possible, will abide by the policies, rules, regulations, and directives of both BancFirst Seminole and SSC.
 - b) Beginning on or before Fall 2022, the following courses for the Program will be made available to BancFirst Seminole which will be the sole provider of computer lab space and/or equipment for the following courses:
 - Conflict Management
 - Workplace Communications
 - Microsoft 365 Fundamentals
 - Business Leadership Basics
 - *Any other course as determined by SSC and BancFirst Seminole
 - c) Adherence to the policies, academic regulations, and academic calendars of SSC, OSRHE, and HLC will be required by both parties. SSC will communicate relevant regulations and calendars to BancFirst Seminole representatives on at least an annual basis.
 - d) The courses will attempt to maintain a minimum enrollment of five (5) individuals per course with 75% completion rate.
 - e) Oversight of the B&I Coordinator and Vice President for Academic Affairs in consultation with the BancFirst Seminole.

4. Responsibilities of BancFirst Seminole.

- a) BancFirst Seminole will pay SSC an agreed upon amount per student per course.
 - SSC will share 50% of the cost with BancFirst Seminole through student scholarships.
- b) SSC must receive payment before the student is enrolled in the course. No refunds will be issued after the student starts the first course.
- c) BancFirst Seminole will be responsible for the direct and indirect costs associated with the technology required for the program including, but not limited to, equipment, supplies, and teaching materials.
- d) BancFirst Seminole will have responsibility for recruiting students into the program.
- e) BancFirst Seminole will provide a list of students and their home location to SSC for recordkeeping purposes
- f) BancFirst Seminole will attempt to maintain a minimum enrollment of five (5) individuals per course with 75% completion rate.

5. Responsibilities of SSC.

- a) The B&I Coordinator and any faculty will be employees of SSC.
- b) All employment issues that may arise surrounding any aspect of the employees after the initial date of hiring shall be the responsibility of SSC.
- c) Upon the completion of all levels of each course, SSC will issue the student an official SSC course micro-credential. These courses do not count toward collegiate credits.
- d) SSC will provide monthly progress reports detailing the number of enrolled and completed students by course.
- e) Administrative costs relating to compliance with SSC Board Policy, OSRHE policy, and HLC accreditation will be the responsibility of SSC.
- f) SSC will provide academic advice to new and current students wanting to enter the Program. SSC will enroll and transcript all students.

6. Termination. Either party may terminate this contract upon sixty (60) days written notice prior to October 31 of each year of the Agreement at any time and for any reason. BancFirst Seminole and SSC will make every effort to avoid termination of this Agreement if the effective date of the termination would disrupt students' completion of the program in progress at the time termination is initiated by BancFirst Seminole or SSC.

7. Entire Agreement. This Agreement constitutes the entire understanding and agreement of the parties with respect to its subject matter and cannot be changed or modified except by another agreement in writing signed by the parties.

IN WITNESS WHEREOF, the parties hereunto set their hand, the day and year first above written.

**SEMINOLE STATE COLLEGE
SEMINOLE COUNTY, OKLAHOMA**

**BANCFIRST SEMINOLE
SEMINOLE COUNTY, OKLAHOMA**

Lana Reynolds, President, SSC

Debbie Kuykendall, President, BancFirst Seminole

ATTEST:

Memorandum of Understanding

between
Seminole State College
and
BancFirst Seminole

THIS MEMORANDUM OF UNDERSTANDING (MOU) is made and entered into this _____ day of _____, 2022 by and between **BANCFIRST SEMINOLE**, hereinafter referred to as BancFirst Seminole, and **SEMINOLE STATE COLLEGE**, hereinafter referred to as "SSC".

1. Purpose: This Agreement facilitates a cooperative agreement to offer a series of micro-credentials tailored to the needs of BancFirst Seminole. All courses and micro-credentials will be under the direct institutional control of SSC.
2. Term: The term of the Agreement shall be for the period beginning December 1, 2022, and ending November 30, 2023 ("Term"), unless terminated earlier as provided in this Agreement. On or before June 15th of the preceding fiscal year SSC and BancFirst Seminole shall review the agreement and determine whether to continue the Program for an additional year. This MOU may be modified during the Agreement period and/or renewed for successive one (1) year periods by annual mutual consent of authorized officials from SSC and BancFirst Seminole and their respective governing boards.
3. Mutual Responsibilities:
 - a) The Business & Industry Coordinator ("B&I Coordinator"), faculty and BancFirst Seminole Staff, insomuch as possible, will abide by the policies, rules, regulations, and directives of both BancFirst Seminole and SSC.
 - b) Beginning on or before Fall 2022, the following courses for the Program will be made available to BancFirst Seminole which will be the sole provider of computer lab space and/or equipment for the following courses:
 - Conflict Management
 - Workplace Communications
 - Microsoft 365 Fundamentals
 - Business Leadership Basics
 - *Any other course as determined by SSC and BancFirst Seminole
 - c) Adherence to the policies, academic regulations, and academic calendars of SSC, OSRHE, and HLC will be required by both parties. SSC will communicate relevant regulations and calendars to BancFirst Seminole representatives on at least an annual basis.
 - d) Oversight of program is the responsibility of the B&I Coordinator and Vice President for Academic Affairs in consultation with the BancFirst Seminole.

4. Responsibilities of BancFirst Seminole:

- a) BancFirst Seminole will pay SSC an agreed upon amount per student per course.
 - SSC will share 50% of the cost with BancFirst Seminole through student scholarships.
- b) SSC must receive payment before the student is enrolled in the course. No refunds will be issued after the student starts the first course.
- c) BancFirst Seminole will be responsible for the direct and indirect costs associated with the technology required for the program including, but not limited to, equipment, supplies, and teaching materials.
- d) BancFirst Seminole will have responsibility for recruiting students into the program.
- e) BancFirst Seminole will provide a list of students and their home locations to SSC for recordkeeping purposes
- f) BancFirst Seminole will attempt to maintain a minimum enrollment of five (5) individuals per course with 75% completion rate.

5. Responsibilities of SSC:

- a) The B&I Coordinator and any faculty will be employees of SSC.
- b) All employment issues that may arise surrounding any aspect of the employees after the initial date of hiring shall be the responsibility of SSC.
- c) Upon the completion of all levels of each course, SSC will issue the student an official SSC course micro-credential. These courses do not count toward collegiate credits.
- d) SSC will provide monthly progress reports detailing the number of enrolled and completed students by course.
- e) Administrative costs relating to compliance with SSC Board Policy, OSRHE Policy, and HLC Accreditation will be the responsibility of SSC.
- f) SSC will provide academic advice to new and current students wanting to enter the Program. SSC will enroll and transcript all students.

6. Termination: Either party may terminate this contract upon sixty (60) days written notice prior to October 31 of each year of the Agreement at any time and for any reason. BancFirst Seminole and SSC will make every effort to avoid termination of this Agreement if the effective date of the termination would disrupt students' completion of the program in

progress at the time termination is initiated by BancFirst Seminole or SSC.

7. Entire Agreement: This Agreement constitutes the entire understanding and agreement of the parties with respect to its subject matter and cannot be changed or modified except by another agreement in writing signed by the parties.

IN WITNESS WHEREOF, the parties hereunto set their hand, the day and year first above written.

**SEMINOLE STATE COLLEGE
SEMINOLE COUNTY, OKLAHOMA**

**BANCFIRST SEMINOLE
SEMINOLE COUNTY, OKLAHOMA**

Lana Reynolds, President, SSC

Deborah Kuykendall, President, BancFirst Seminole

ATTEST:

Memorandum of Understanding

between

Seminole State College

and

Enviro Systems Incorporated

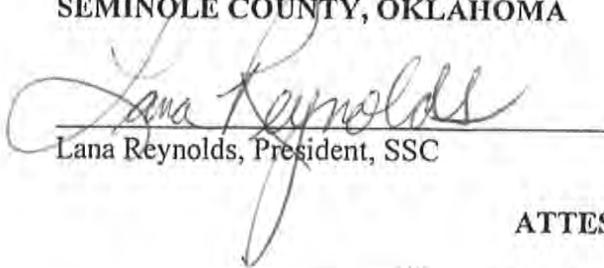
THIS MEMORANDIUM OF UNDERSTANDING (MOU) is made and entered into this 7 day of December, 2022 by and between **ENVIRO SYSTEMS INCORPORATED**, hereinafter referred to as Enviro Systems, and **SEMINOLE STATE COLLEGE**, hereinafter referred to as "**SSC**".

1. **Purpose.** This Agreement facilitates a cooperative agreement to offer a series of micro-credentials tailored to the needs of Enviro Systems. All courses and micro-credentials will be under the direct institutional control of SSC.
2. **Term.** The term of the Agreement shall be for the period beginning December 1, 2022, and ending November 30, 2023 ("Term"), unless terminated earlier as provided in this Agreement. On or before June 15th of the preceding fiscal year SSC and Enviro Systems shall review the agreement and determine whether to continue the Program for an additional year. This MOU may be modified during the Agreement period and/or renewed for successive one (1) year periods by annual mutual consent of authorized officials from SSC and Enviro Systems and their respective governing boards.
3. **Mutual Responsibilities:**
 - a) The Business & Industry Coordinator ("B&I Coordinator"), faculty, and Enviro Systems Staff, insomuch as possible, will abide by the policies, rules, regulations, and directives of both Enviro Systems and SSC.
 - b) Beginning on or before Winter 2022, the following courses for the Program will be made available to Enviro Systems, which will be the sole provider of computer lab space and/or equipment for the following courses:
 - Supply Chain Management
 - *Any other course as determined by SSC and Enviro Systems
 - c) Adherence to the policies, academic regulations, and academic calendars of SSC, OSRHE, and HLC will be required by both parties. SSC will communicate relevant regulations and calendars to Enviro Systems representatives on at least an annual basis.
 - d) Oversight of the program will be the responsibility of SSC B&I Coordinator and Vice President for Academic Affairs in consultation with the Enviro Systems.
4. **Responsibilities of Enviro Systems:**
 - a) Enviro Systems will pay SSC an agreed upon amount per student per course.
 - SSC will share 50% of the cost with Enviro Systems through student scholarships.

- b) SSC must receive payment before the student is enrolled in the course. No refunds will be issued after the student starts the first course.
 - c) Enviro Systems will be responsible for the direct and indirect costs associated with the technology required for the program including, but not limited to, equipment, supplies, and teaching materials.
 - d) Enviro Systems will have responsibility for recruiting students into the program.
 - e) Enviro Systems will provide a list of students and their home locations to SSC for recordkeeping purposes.
 - f) Enviro Systems will attempt to maintain a minimum enrollment of five (5) individuals per course with 75% completion rate.
5. Responsibilities of SSC:
- a) The B&I Coordinator and any faculty will be employees of SSC.
 - b) All employment issues that may arise surrounding any aspect of the employees after the initial date of hiring shall be the responsibility of SSC.
 - c) Upon the completion of all levels of each course, SSC will issue the student an official SSC course micro-credential. These courses do not count toward collegiate credits.
 - d) SSC will provide monthly progress reports detailing the number of enrolled and completed students by course.
 - e) Administrative costs relating to compliance with SSC Board Policy, OSRHE Policy, and HLC accreditation will be the responsibility of SSC.
 - f) SSC will provide academic advice to new and current students wanting to enter the Program. SSC will enroll and transcript all students.
6. Termination: Either party may terminate this contract upon sixty (60) days written notice prior to October 31 of each year of the Agreement at any time and for any reason. Enviro Systems and SSC will make every effort to avoid termination of this Agreement if the effective date of the termination would disrupt students' completion of the program in progress at the time termination is initiated by Enviro Systems or SSC.
7. Entire Agreement. This Agreement constitutes the entire understanding and agreement of the parties with respect to its subject matter and cannot be changed or modified except by another agreement in writing signed by the parties.

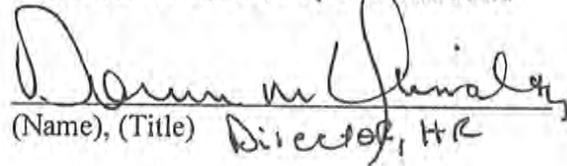
IN WITNESS WHEREOF, the parties hereunto set their hand, the day and year first above written.

SEMINOLE STATE COLLEGE
SEMINOLE COUNTY, OKLAHOMA



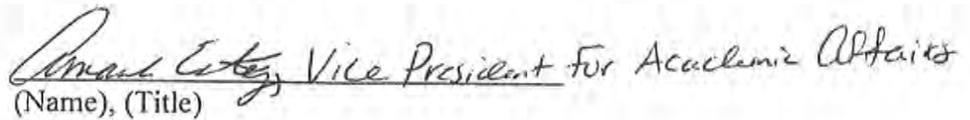
Lana Reynolds, President, SSC

ENVIRO SYSTEMS INCORPORATED
SEMINOLE COUNTY, OKLAHOMA



(Name), (Title) Director, HR

ATTEST:



(Name), (Title) Vice President for Academic Affairs

On-Site High School Campus Concurrent/Dual Enrollment Memorandum of Understanding 2022-23

Introduction:

Concurrent enrollment allows high school juniors and seniors to enroll in college credit bearing courses and allows students to receive college credit and dual high school credit (according to high school's policy concerning dual credit). Concurrent students must meet all Oklahoma State Regents for Higher Education eligibility admission requirements (OSRHE 3.9.6.I). This Memorandum of Understanding (MOU) formally recognizes that through concurrent/dual enrollment, SSC and Meeker Public Schools are actively committed to providing higher education opportunities and successfully transitioning students from secondary to postsecondary education. The two institutions are committed to providing concurrent/dual credit opportunities for secondary students in multiple formats.

Seminole State College and Meeker Public Schools enter into the following agreement concerning concurrent/dual enrollment courses and agree to the following terms and conditions:

Governance:

SSC is under the governance of and in compliance with the SSC Board of Regents and the Oklahoma State Regents for Higher Education. The state approved public secondary high schools and career technology centers are under the governance of the local school board and Oklahoma State Department of Education.

Concurrent Students agree to:

- Meet all SSC and OSRHE admissions requirements and course eligibility requirements for admissions and enrollment. (OSRHE 3.10)
- To pay any and all tuition and fees charged to their SSC student account by the appropriate due dates.
- Adhere to the SSC Academic Calendar and course scheduling.
- Adhere to all SSC policies and procedures for academic and student conduct.

Meeker Public Schools agrees to:

- Provide adequate space for instruction.
- Provide a point of contact for course offerings.
- Adhere to the SSC Academic Calendar and course schedule.
- Adhere to all SSC policies regarding admission requirements for concurrent enrollment.
- Adhere to all SSC policies regarding course enrollment, withdrawal, and grievances.
- Provide a minimum standard of technology and equipment, such as reliable internet bandwidth, technical support contact, and a reliable computer lab to access Zoom, if necessary.
- Provide technical support from the technology center site.

SSC agrees to:

- Provide the qualified instructor as approved by Seminole State College for the courses being taught at Meeker High School; the class offered for the 22-23 Academic Year for the fall and spring semester will be Speech.
- Provide college credit opportunities to include, but not limited to Speech, that can be utilized for dual credit purposes unless specialty classes/program classes are requested in advance.
- Follow all OSRHE policies and procedures for concurrent enrollment (OSRHE 3.10)
- Provide full access to SSC library resources.
- Provide enrollment and advisement support.
- Provide technical support from the college side, and in some instances, remote into the system SSC provides.
- Apply and process the OSRHE tuition waiver to concurrent student accounts per OSRHE guidelines and eligibility.

ADDITIONAL INFORMATION:**Awarding of Credit:**

Meeker Public Schools provide grades to the high school for their concurrent enrollment students. Final Semester grades will be posted on SSC transcripts for each student enrolled in a concurrent/dual credit course. Should a student withdraw from a course, the student must follow SSC policy and procedures for withdrawals.

Faculty Credentials:

Instructors assigned to teach a concurrent/dual enrolled course must meet all SSC, OSRHE, and HLC policies concerning faculty credentials. Instructors will also meet SSC instructional deadlines for grade and attendance reporting.

Student Support:

Students enrolled concurrently will be offered access to SSC resources and services (student ID is required).

Tuition and Fees:

All courses are charged Oklahoma State Regents mandatory course fees regardless of delivery mode or location. Fees are subject to changes on an annual basis as agreed by the two entities with the change to take effect the following academic year. Tuition is waived according to OSRHE policy: up to 18 credit hours for high school seniors. Depending upon budget availability, SSC may or may not agree to waive tuition, up to 9 credit hours per academic term, for high school juniors. If the student is not eligible for the concurrent tuition waiver, the student and/or school district will also be responsible for the cost of tuition at the current tuition rate.

Books: The student or school district is responsible for purchase of the required software or textbook for concurrently enrolled students.

MOU Technology Contact Information*:

Meeker Public Schools

Eric Clontz
IT Director
(405)-788-4540
eclontz@meeker.k12.ok.us

Seminole State College

Marc Hunter
Director of Information Technology
(405) 380-9264
m.hunter@sscok.edu

*Questions on application, admissions, enrollment, and transcripts should be directed to the Office of Admissions at SSC.

Term and Termination:

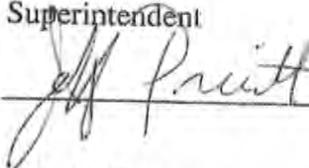
This MOU is effective for the 2022-23 Academic Year. This MOU will remain in effect until terminated by one or both consenting parties. Both parties agree to review the agreement annually for compliance with governing boards. Meeker Public Schools and SSC reserve the right to terminate this MOU, with or without cause, upon written notice to other party at least 30 days prior to the start of the fall academic term.

Signatures:

In Witness, Whereof, by signing this MOU, SSC and Meeker Public Schools fully acknowledge their consent and understanding of and commitment to the term and guidelines set forth above.

Meeker Public Schools

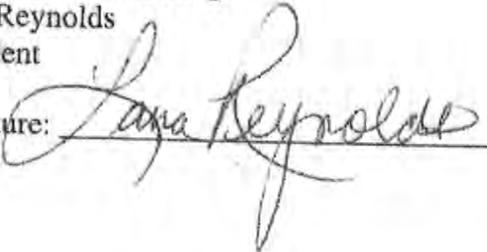
Jeff Pruitt, Superintendent

Signature: 

Date: 12/1/22

Seminole State College

Lana Reynolds
President

Signature: 

Date: 11-30-22



SEMINOLE STATE COLLEGE

Annual Report of Student Assessment Activity
2021-2022

Submitted to the
Oklahoma State Regents of Higher Education
November 2022

Contact: Dr. Amanda Estey, Vice-President for Academic Affairs
405-382-9513
a.estey@sscok.edu

Seminole State College

Annual Report of Student Assessment Activity

2021-2022

Entry-Level Assessment

All students applying for admission to Seminole State College are assessed on ACT scores. If a student has an ACT score of 19 or above in each of the subject areas, the student is admitted without further assessment. Students with ACT subject test scores below 19 or lacking ACT Assessment Test scores altogether participate in secondary testing. The testing instrument for secondary testing in language arts is Accuplacer Assessment Tests in reading and writing skills. Students may retest with the Accuplacer. The testing instruments for secondary testing in mathematics are institutionally designed placement tests and an institutionally designed placement rubric. Students are permitted to take a placement test in a subject no more than twice each enrollment period. Forty-eight hours must elapse before a student may retake a placement test. A study guide used to prepare students for placement tests in math has been developed by faculty. Students also have access to several free online placement testing tutorial sites. “Adult” students may test using the residual ACT, the Accuplacer, and the math departmental tests. Advisors work with these students to inform them of their options. In addition to the testing, SSC employs a Multiple Measures Rubric which considers the test scores, high school G.P.A., grade in a high school related course, and a self-evaluation. Students place into developmental courses based on placement test scores followed by the Multiple Measures Rubric for English or math. Every entry-level student attending Seminole State College receives specialized advising from one of the entry-level advisors. These advisors work mainly with entry-level students and placement. Therefore, we have very few student complaints about placement. Advisors lead students to enroll in their first math and English course in the first semester. Each entry-level student takes a Learning Strategies course. In this course, students participated in the Entering Student Engagement Survey in the sixth week of class.

Seminole State College 2021-2022 enrollment for three semesters was 3,342 students which included 424 first-time college students. For students with ACT scores, the mean composite score for all enrollees was 19.7 in 2021-22. The developmental course enrollment for entering students was 562 with 63.9% completing the courses. In 2017-18, Seminole State College redesigned the developmental courses to include more co-requisites with the math pathways. In 2018, Language Arts chose to add more co-requisites and offer fewer standalone remedial classes. Seventy-one percent of students beginning their math sequence in 2021-22 completed the math sequence. In Language Arts, 80% of students completed English Composition I. The total enrollment in graded courses for college credit in 2021-22 was 11,877. Of this number, 84.6% completed the course with a passing grade. Enrollment in noncredit, developmental courses was responsible for the generation of 1,748 credit hours, while college level graded courses generated 30,361 credit hours in the 2021-22 academic year.

2021-22 Course Enrollment, Course Completion and Credit Hour Production

2021-22	Course Enrollment				Successfully Completed Course				
	SU21	FA21	SP22	Total	SU21	FA21	SP22	Total	Comp. Rate
Non-Credit Developmental Courses	35	366	161	562	26	240	93	359	63.9%
College Level Graded Courses for Credit	970	5714	5193	11877	815	4832	4401	10048	84.6%

2021-22	Credit Hour Production			
	SU20	FA20	SP21	Total
Non-Credit Developmental Courses	105	1152	491	1748
College Level Graded Courses for Credit	2528	14658	13175	30361

General Education Assessment

Seminole State College uses the phrase General Education Assessment to mean an assessment of the educational experiences of those students who are pursuing associate degrees and those students completing terminal degree programs designed to empower them to enter the work force immediately. The following four outcomes comprise the General Education Outcomes for SSC:

- 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.

In terms of general education assessment, the SSC Assessment of Student Learning Procedure provides a variety of course-embedded assessment methods for use by SSC faculty. In fall 2021, instructors assessed all students in every academic course. In spring 2022, instructors only assessed students in courses not assessed in the fall. The most common type of course-embedded assessment employed at SSC uses pre- and post-tests that contain a set of locally developed questions intended to measure specific student learning outcomes. The table below shows the aggregate SSC data for student performance on pre- and post-tests assessing general education student outcomes. The course-embedded assessment data showed a significant amount of improvement for each of the four general education outcomes assessed. The average pre- to posttest improvement was 41%. Students participated in the assessment as part of their regularly assigned coursework.

All instructors report assessment results by course to the Assessment Coordinator. The Assessment Coordinator compiles the data for each course and reports this along with the instructor’s individual data to each instructor. The instructor compares their results to the aggregate results, responds to questions concerning the results, and adjusts teaching in response to their evaluation. In their responses, instructors report at least one formative assessment used and provide details describing resources that would increase success with students. Instructors return these reports to Division Chairs who then use the results to complete Degree Program Evaluations and Degree Program Assessments.

2021-22 Course-Embedded Assessment of General Education

General Education Outcome	Number of Degree Programs Assessing Outcome	Number Assessed	Correct Answers Pre- to Post-Assessment		Percentage Pre- to Post-Assessment		
			Pre	Post	Pre	Post	Difference (%)
Outcome 1	19	2176	478	919	39%	75%	36%
Outcome 2	20	1549	366	802	35%	77%	42%
Outcome 3	22	1606	281	655	33%	77%	44%
Outcome 4	19	1142	266	556	38%	78%	41%

The College also analyzes enrollment and completion trends in courses used to meet general education requirements. The total enrollment in general education courses was 6,938. Of this number, 5,733 (82.6%) successfully completed the courses. These courses generated 20,616 credit hours in 2021-22.

2021-22 Representative General Education Course Enrollment, Course Completion and Credit Hour Production

2020-21	Course Enrollment				Successfully Completed Course				
	SU20	FA20	SP21	Total	SU20	FA20	SP21	Total	Comp. Rate
Representative General Education Courses	635	3562	2741	6938	516	2947	2270	5733	82.6%

2020-21	Credit Hour Production			
	SU20	FA19	SP21	Total
Representative General Education Courses	1919	10677	8440	21036

The SSC assessment procedure requires the evaluation of the College’s general education outcomes annually by testing a representative group of students with 45 or more credit hours. Previously, the

college used the ACT Collegiate Assessment of Academic Proficiency (CAAP) Test for that purpose. Due to the retirement of this assessment, SSC chose to implement the Educational Testing Services Proficiency Profile. In fall 2021, 121 students who met the criteria took the SSC administered Proficiency Profile. Each student was administered one test covering Writing, Mathematics, Humanities, Social Sciences, and Natural Sciences. The test was administered according to ETS guidelines under the supervision of the Coordinator of Assessment, members of the Assessment of Learning Committee, and other SSC faculty and staff volunteers. The tests were scored based on a scale that ranges from 400 to 500 for the total score with subscore ranges from 100 to 130. National means for two-year institutions total scores and for each test subject subscore are shown in Table 3. As shown in the table, Seminole State students scored near national means in all seven subject areas. For example, SSC students averaged a score of 108.6 on the Critical Thinking test, which is 1.7 lower than the national mean. In Mathematics, SSC students performed slightly below the national mean with a score of 111.6 compared to the national mean of 112.5. In Reading, SSC students scored below the national mean by 0.9 point. SSC students scored below the national mean by 1.0 in Writing. SSC students scored lower than the national mean in Humanities by 2.0 points and slightly below the national mean in Social Sciences with a score 1.3 below their counterparts with 45+ credit hours at other two-year institutions nationwide. In the Natural Sciences, SSC students scored 0.9 point below the national mean for that category.

**Seminole State College
2019 Proficiency Profile Test Score Means vs. National Score Means**

Mean Scores		Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
All Participants	SSC	108.6	115.4	112.2	111.6	111.4	110.7	113.3
	National	110.3	116.5	113.2	112.5	113.4	112	114.2
	Over/Under National	-1.7	-1.1	-1	-0.9	-2	-1.3	-0.9

In terms of individual student performance, SSC had students whose performances placed them above the national total mean of 439.5. The SSC total mean was 434.74. Of the 121 tests administered, 39 students or 32% were above the national average.

As per the *2020-21 SSC Assessment of Student Learning Procedure*, the Assessment of Student Learning Committee set a goal for students to perform at or above the national average on each test module. The Committee set a minimum acceptable threshold of no more than 5.0 points (5%) below the current national mean scores for the ETS Proficiency Profile. Keeping this criterion sets the minimum acceptable threshold for the ETS Proficiency Profile at no more than 20 points (5%) below the national mean of 439.5. Based on this criterion, SSC students are performing below the national average. SSC students are performing within the minimum threshold levels established as "long-term" in 2013 in all the seven subject areas assessed.

In the past, the College regularly administered the Community College Survey of Student Engagement (CCSSE). Due to the cost of administering this test and budget restraints, SSC replaced this survey with two surveys created and administered by the College. The Entering

Student Engagement Survey and the Faculty Survey of Student Engagement have replaced the CCSSE. The Faculty Survey of Student Engagement will be given again in January 2022.

The revised Graduate Exit Survey was first administered as part of the degree process in fall 2013. Since that time, SSC has refined and revised the Graduate Exit Survey to reflect the needs of the College. In 2021-22, four hundred fifty-six students completed the 69-question survey. Participation in the survey is required as part of the graduation process. “Faculty maintenance of positive learning environment” and “Availability of general education courses” scored highest overall with 55% of students choosing excellent or above average while the “Quality of art equipment” received the lowest score with only 25% of students choosing excellent or above average.

The College is continuing the endeavor to formalize its process for assessing SSC students that transfer to four-year institutions. SSC is increasing efforts to track students as they progress in their careers and education. To accomplish this goal, SSC requests information from the main transfer institutions for our students. The information provided is based on data from University of Oklahoma, East Central University, Oklahoma State University, and University of Central Oklahoma. Mean GPAs for students who transfer from SSC to the primary receiving institutions are about the same as the average GPA at these institutions, having a difference from +0.03 to +0.04. SSC students complete courses at these institutions successfully at a rate of 91.7%.

Program Outcomes Assessment

The College offers sixteen programs leading to Associate in Arts or Associate in Science degrees. It offers two certificate programs and five programs culminating in the Associate in Applied Science degree. Each degree program undergoes institutionally mandated assessment and evaluation each year. Degree program assessments and evaluations focus on student achievement of desired degree program outcomes and degree program completion rates. Additionally, each program undergoes a more detailed and state mandated degree program review every five years.

The degree program evaluations are prepared annually by the division chairs and faculty. The degree program evaluations require information in five different categories. Aligned to the state mandated degree program reviews required every five years, the categories encompass program objectives and goals, quality indicators, minimum productivity indicators, quantitative measures including total credit hours generated by the courses taught for the major field of the degree program, and recommendations made for the program.

Several instruments contribute to the previously mentioned degree program assessments and evaluations, including course-embedded assessment and relevant results from the Educational Testing Services Proficiency Profile Test. Additionally, and as mentioned in the previous section, the Entering Student Engagement Survey and the Faculty Survey of Student Engagement also contribute to the assessment process at this level to a smaller extent. In the case of these nondegree specific assessment tools, each degree program analyzes SSC aggregate data, as well as any relevant program specific data available, as part of the evaluation process.

Increasing amounts of data from transfer reports and the SSC Graduate Exit Survey have provided meaningful assessment data at the program level during this reporting period. SSC will continue the effort to collect data from transfer reports, the Graduate Exit Survey, and future communications with graduates.

Like the assessment of general education, degree program assessment also employs course embedded assessment using pre- and post-test data for analysis. The assessment results for each program's Degree Program Student Outcomes are shown below. For these Student Outcomes, 14,343 students were assessed. Across all the degree programs, there was a 37% average increase in correct answers on post-tests vs. pre-tests assessing the achievement of the degree program student outcome.

2020-21 Degree Program Outcomes Assessment Results

Division	Degree Program	Assessment Measure	Outcome	No. Students Assessed	Pre	%	Post	%	Increase %
BE	Business AS	Course Embedded	Program 3	235	108	46%	181	77%	31%
			Program 4	47	23	49%	41	87%	38%
BE	Business Operations AAS	Course Embedded	Program 3	330	135	41%	260	79%	38%
			Program 4	70	30	43%	58	83%	40%
BE	Child Development AA	Course Embedded	Program 3	130	88	68%	115	88%	22%
			Program 4	0					
BE	Computer Science AS	Course Embedded	Program 3	39	14	36%	27	69%	33%
			Program 4	2	0	0%	0	0%	0%
BE	Elementary Education	Course Embedded	Program 3	197	79	40%	142	72%	31%
			Program 4	80	34	43%	67	84%	43%
			Program 5	91	34	37%	71	78%	41%
			Program 6	53	21	40%	43	81%	42%
BE	Enterprise Development AS	Course Embedded	Program 3	305	113	37%	241	79%	42%
			Program 4	95	38	40%	73	77%	37%
BE	Health Physical Education and Recreation	Course Embedded	Program 3	241	129	54%	204	85%	31%
			Program 4	158	62	39%	135	85%	46%
BE	Secondary Education	Course Embedded	Program 3	493	181	37%	355	72%	35%
			Program 4	239	68	28%	184	77%	49%
			Program 5	112	25	22%	82	73%	51%
			Program 6	107	25	23%	82	77%	53%
LAH	Art AA	Course Embedded	Program 3	61	33	54%	49	80%	26%

Annual Report of Student Assessment Activity

			Program 4	103	60	58%	96	93%	33%
LAH	Liberal Studies	Course Embedded	Program 3	1283	614	48%	1001	78%	30%
			Program 4	1374	674	49%	1094	80%	30%
Other	Child Development Certificate	Course Embedded	Program 3	120	79	66%	106	88%	23%
			Program 4	0					
Other	Early College Certificate	Course Embedded	Program 3	1109	532	48%	834	75%	27%
			Program 4	1341	617	46%	1008	75%	29%
Other	Enterprise Development AA – General Studies	Course Embedded	Program 3	175	62	35%	143	82%	46%
			Program 4	0					
SS	Criminal Justice AS	Course Embedded	Program 3	161	63	39%	132	82%	43%
			Program 4	94	25	27%	70	74%	48%
SS	Psychology AS	Course Embedded	Program 3	373	137	37%	286	77%	40%
			Program 4	281	101	36%	233	83%	47%
SS	Social Sciences	Course Embedded	Program 3	400	184	46%	332	83%	37%
			Program 4	627	242	39%	492	78%	40%
STEM	Agriculture AS	Course Embedded	Program 3	442	157	36%	303	69%	33%
			Program 4	273	86	32%	203	74%	43%
STEM	Biology AS	Course Embedded	Program 3	476	202	42%	371	78%	36%
			Program 4	483	216	45%	375	78%	33%
STEM	Engineering Technology AAS	Course Embedded	Program 3	73	33	45%	55	75%	30%
			Program 4	46	17	37%	32	70%	33%
STEM	Health Sciences AS	Course Embedded	Program 3	448	196	44%	355	79%	35%
			Program 4	448	185	41%	345	77%	36%
STEM	Pre-Engineering AS	Course Embedded	Program 3	123	26	21%	82	67%	46%
			Program 4	116	24	21%	77	66%	46%
			Program 5	123	27	22%	82	67%	46%
			Program 6	118	27	23%	82	69%	47%
HS	Medical Laboratory Technology AAS	Course Embedded	Program 3	274	93	34%	210	77%	42%
			Program 4	149	69	46%	108	72%	26%
		ASCP		9				78%	na
HS	Nursing AAS	Course Embedded	Program 4	225	96	43%	168	75%	32%
		NCLEX		47				60%	na
HS	Physical Therapist Assistant	CAPTE		8				62.5%	na
Total Number of Students Assessed				14343					

Led by the Assessment of Student Learning Committee, the College continues to devise methods to improve the assessment process. The Associate in Arts in Liberal Studies continues to provide the opportunity for students to graduate, with a variety of options, but students may now choose an emphasis such as Biology, English, Language Arts, Mathematics, Physical Science, or Speech. The College endeavors to use the data currently generated more effectively and to implement creative new methods of assessment that increase the frequency of classroom assessment activities and shorten the turnaround time between data collection and the initiation of instructional change.

Student Satisfaction Assessment

The primary tools for this area of assessment are the Student Feedback on Classroom Instruction, the Student Feedback on Online Instruction, the Survey of Entering Student Engagement, the Faculty Survey of Student Engagement, and the SSC Graduate Exit Survey. The Student Feedback on Classroom Instruction assesses fall and spring semesters. The Student Feedback on Online Instruction provides valuable information for these courses as SSC enters a new era of promoting online courses. The SSC Graduate Exit Survey undergoes a review process annually for updates to current procedures. The two most recent surveys, the Survey of Entering Student Engagement, and the Faculty Survey of Student Engagement, were created by the Assessment of Student Learning Committee to specifically meet the needs of the SSC campus.

The campus uses Lime Survey as the platform for student feedback. Every student in every class receives the opportunity to participate in the survey. We hope this will make the process easier and we will be able to get more responses from students in every class again.

Three thousand, five hundred twenty-seven students completed surveys during the 2021 fall and 2022 spring semester. The survey consisted of fifteen rated-scale questions and three essay/short answer questions. The rated-scale questions used a five-point scale (1-5) with the questions phrased in such a way that 5 was always the most desirable answer. An average response or score can be calculated for each question based on the number and value of each scaled answer and the total number of respondents. For example, the average response score for question no. 3, "The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance", was 4.45. The average response scores ranged from 4.17 to 4.57 for the rated scale questions. Therefore, all the averaged responses fell between "usually applies" and "almost always applies" with those responses describing desired attributes or behaviors. The average response score for the rated-scale questions pertaining to all classes was 4.33. Students answered three essay/short answer questions. The questions were the following:

1. Would you recommend this course to another student?
2. What other questions or suggestions do you have about the course and/or the instructor?
3. Do you have any comments or suggestions about Brightspace?

For the first question, most of the responses affirmed that students would recommend the course to another student. Responses to the second question are used by individual instructors for self-evaluation with appropriate changes made to increase student engagement and success. The third question responses varied on the intensity of the use of Brightspace in the class. If instructors used it for a few things such as grades and communication, the students approved of it.

**Fall 2021 Responses to Student Feedback on Classroom Instruction
Observation/ Rated Scale Questions**

Aggregate Rated Scale Response Percentages for Classroom Instruction	
(1) almost never applies	2%
(2) rarely applies	2%
(3) sometimes applies.	6%
(4) usually applies	12%
(5) almost always applies	78%

During the 2021-2022, online students completed surveys and are included in the data above.

The two essay/short answer questions were as follows:

1. What other comments or suggestions do you have about the course and/or the instructor?
2. What other comments do you have about Brightspace?

Worded in this manner, the responses to these questions will be used by instructors to increase student engagement, improve online instruction, and improve online instruction use of Brightspace.

The fact that the College’s average on the rated-scale questions was 4.33 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 these rated-scale questions, the most common answer was "almost always applies." Depending on the question, the "almost always applies" comprised an average of 78% for the whole survey. The table above shows the aggregate percentages of the rated-scale responses to questions offering the "almost always applies" type answers. It seems notable that the "almost always applies" and the "usually applies" responses comprise 90% of the aggregated responses for SSC.

Four hundred fifty-six students completed the 2021-22 Graduate Exit Survey which provides information about SSC student satisfaction. Students applying for graduation must take the survey as part of the application process. The survey consists of 69 questions of which 62 request students' opinions about the SSC experience and their future plans. The survey requested that students score varying aspects of their experience at SSC. For assessing student satisfaction, the results were grouped into the categories of academics, student services, facilities, and campus safety. The following table provides the student responses to the **academic section** of the survey.

2021-2022 Graduate Exit Survey Responses					
Attribute	Excellent	Above Average	Average	Below Average	Poor
Overall quality of academics at SSC	44%	26%	28%	1%	2%
Quality of teaching in your major field of study	51%	25%	20%	3%	2%
Quality of teaching in general education courses	38%	27%	33%	1%	1%
Quality of teaching in transitional education courses	38%	26%	32%	3%	0%
Faculty maintenance of positive learning environment	42%	28%	26%	2%	1%
Faculty concern for student well-being	44%	24%	23%	4%	3%
Faculty commitment to student success and learning	45%	27%	23%	4%	2%
Brightspace learning management system	44%	22%	29%	3%	2%
Instructor use of technology when appropriate	44%	23%	29%	3%	1%
Availability of courses in your major field of study	44%	22%	29%	3%	1%
Availability of general education courses	49%	23%	26%	2%	0%
Quality of classroom equipment	40%	23%	32%	5%	1%
Quality of science laboratory equipment	41%	27%	28%	4%	1%
Quality of art laboratory equipment (reply "not applicable" if you did not take art courses)	47%	22%	26%	5%	1%
Quality of computer laboratory equipment	36%	22%	35%	4%	2%
Instructor availability during office hours	45%	26%	27%	2%	0%
Instructor availability via electronic means	45%	26%	24%	3%	1%
College orientation through Freshman Seminar course	42%	23%	34%	1%	1%
College orientation through PASS course	46%	25%	26%	3%	0%
College orientation through Learning Strategies	42%	17%	32%	5%	3%
Quality of services received and the procedures experienced in the Distance Education Proctoring Center	44%	25%	30%	1%	0%
Quality of services received and the procedures experienced in the Library	46%	22%	30%	2%	1%

SSC scored favorably in all aspects of academics, student services, facilities, and campus safety. Most of the scores in the academic section were excellent or above average. "Quality of teaching in your major field of study" scored highest overall with 75% of the students choosing excellent or above average.

Closing

Seminole State College began a Student Success Council to emphasize providing students with the opportunity to succeed academically and personally. Through the leadership of the Assessment of Institutional Effectiveness Committee and the Vice-President for Academic Affairs, the College has chosen assessments directly correlated to this effort. At the entry level, SSC has redesigned its developmental course offerings to allow students to progress more quickly through the courses without sacrificing academic integrity and has altered the placement process to allow the use of institutionally designed placement tests and a placement rubric for developmental mathematics. SSC continues to create and implement assessment tools used to increase and emphasize student success. Seminole State College will continue to evaluate the assessment tools and the assessment process to best assist students in achieving their goals.

**ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY
2021-22**

Section I – Entry Level Assessment and Course Placement

Activities

I-1. What information was used to determine course placement?

If 19 or above, student ACT scores determined college-level course placement. Students with ACT subject test scores below 19 or lacking ACT Assessment Test scores altogether participate in secondary testing. The testing instrument for secondary testing in language arts is the Accuplacer Assessment Tests in reading and writing skills and an institutionally designed rubric. Students may retest with the Accuplacer. The testing instruments for secondary testing in mathematics are institutionally designed placement tests and an institutionally designed placement rubric. The rubric includes length of time since last math course, placement test score, and instructor evaluation.

I-2. How were students determined to need remediation (e.g., cut scores or advising process)?

Based on the cut scores, rubric scores, and consultation with an advising specialist, students receive remediation. Students scoring below the cut score, must remediate but some students scoring above the cut score may want remediation. In this instance, the advising specialist determines the correct remediation needed for the student.

I-3. What options were available for the students to remediate lack of preparedness?

In 2021-22, students could take one developmental course in Language Arts or a corequisite course along with the college level English course. Depending on which mathematics course they needed and their score on the department rubric and placement test, students could take one developmental course followed the next semester by a corequisite course along with the college level mathematics course or a co-requisite course coinciding with the required college-level mathematics course.

Analyses and Findings

I-4. Describe analyses and findings of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching because of findings.

Seminole State College 2021-2022 enrollment for three semesters was 3,342 students which included 424 first-time college students. For students with ACT scores, the mean composite score for all enrollees was 19.7 in 2021-22. The developmental course enrollment for entering students was 562 with 63.9% completing the courses. In 2017-18, Seminole State College redesigned the developmental courses to include more co-requisites with the math pathways. In

2018, Language Arts chose to add more co-requisites and offer fewer standalone remedial classes. Seventy-one percent of students beginning their math sequence in 2021-22 completed the math sequence. In Language Arts, 80% of students completed English Composition I. The total enrollment in graded courses for college credit in 2021-22 was 11,877. Of this number, 84.6% completed the course with a passing grade. Enrollment in noncredit, developmental courses was responsible for the generation of 1,748 credit hours, while college level graded courses generated 30,361 credit hours in the 2021-22 academic year.

Section II –General Education Assessment

Administering Assessment

II-1. Describe the institutional general education competencies/outcomes and how they are assessed.

The following four outcomes comprise the General Education Outcomes for SSC:

- 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.

In terms of general education assessment, the SSC Assessment of Student Learning Procedure provides a variety of course-embedded assessment methods for use by SSC faculty. In fall 2021, instructors assessed all students in every academic course. In spring 2022, instructors only assessed students in courses not assessed in the fall. The most common type of course-embedded assessment employed at SSC uses pre- and post-tests that contain a set of locally developed questions intended to measure specific student learning outcomes.

II-2. Describe how the assessments were administered and how students were selected.

Students participated in the course embedded assessment as part of their regularly assigned coursework.

II-3. Describe strategies used to motivate students to substantively participate in the assessment.

SSC requires instructors to collect pre-post-test data in each course. Since most instructors incorporate it into their course assessment, students participate willingly.

II-4. What instructional changes occurred or are planned in response to general education assessment results?

The Assessment Coordinator compiles the data for each course and reports this along with the instructor's individual data to each respective division chair. Each division chair then shares the data with the instructor. The instructor compares their results to the aggregate results, responds to questions concerning the results, and adjusts teaching in response to their evaluation. In their responses, instructors report at least one formative assessment used and provide details describing resources that would increase success with students. Instructors return these reports to Division Chairs with plans to focus on raising assessment scores.

Analyses and Findings

- II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.
- II-6. How is student performance tracked into subsequent semesters and what were the findings?

The SSC assessment procedure requires the evaluation of the College's general education outcomes annually by testing a representative group of students with 45 or more credit hours. SSC chose to implement the Educational Testing Services Proficiency Profile. In fall 2021 one hundred twenty-one students who met the criteria took the SSC administered Proficiency Profile. Each student was administered one test covering Writing, Mathematics, Humanities, Social Sciences, and Natural Sciences. The test was administered according to ETS guidelines under the supervision of the Coordinator of Assessment, members of the Assessment of Learning Committee, and other SSC faculty. The tests were scored based on a scale that ranges from 400 to 500 for the total score with subscore ranges from 100 to 130. National means for two-year institutions total scores and for each test subject subscore are shown in Table 3. As shown in the table, Seminole State students scored near national means in all seven subject areas. For example, SSC students averaged a score of 108.6 on the Critical Thinking test, which is 1.7 lower than the national mean. In Mathematics, SSC students performed slightly below the national mean with a score of 111.6 compared to the national mean of 112.5. In Reading, SSC students scored below the national mean by 0.9 point. SSC students scored below the national mean by 1.0 in Writing. SSC students scored lower than the national mean in Humanities by 2.0 points and slightly below the national mean in Social Sciences with a score 1.3 below their counterparts with 45+ credit hours at other two-year institutions nationwide. In the Natural Sciences, SSC students scored 0.9 point below the national mean for that category. As per the *2020-21 SSC Assessment of Student Learning Procedure*, the Assessment of Student Learning Committee set a goal for students to perform at or above the national average on each test module. The Committee set a minimum acceptable threshold of no more than 5.0 points (5%) below the current national mean scores for the ETS Proficiency Profile. Keeping this criterion sets the minimum acceptable threshold for the ETS Proficiency Profile at no more than 20 points (5%) below the national mean of 439.5. Based on this criterion, SSC students are performing below the national average. SSC students are performing within the minimum threshold levels established as "long-term" in 2013 in all the seven subject areas assessed.

SSC is increasing efforts to track students as they progress in their careers and education. To accomplish this goal, SSC requests information from the main transfer institutions for our students. The information provided is based on data from University of Oklahoma, East Central University, Oklahoma State University and University of Central Oklahoma. Mean GPA's for students who transfer from SSC to the primary receiving institutions are about the same as the average GPA at these institutions, having a difference from +0.03 to +0.04. SSC students complete courses at these institutions successfully at a rate of 91.7%.

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

SSC uses course embedded assessment, the results of the Educational Testing Services Proficiency Profile test, and transfer reports to evaluate the general education of our students. The College also evaluates courses used to meet general education requirements. After evaluating the results, SSC will continue to consider methods to collect more information from or about transfer student success. **Section III – Program Outcomes**

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

2021-22 Degree Program Outcomes Assessment Results									
Division	Degree Program	Assessment Measure	Outcome	No. Students Assessed	Pre	%	Post	%	Increase %
BE	Business AS	Course Embedded	Program 3	235	108	46%	181	77%	31%
			Program 4	47	23	49%	41	87%	38%
BE	Business Operations AAS	Course Embedded	Program 3	330	135	41%	260	79%	38%
			Program 4	70	30	43%	58	83%	40%
BE	Child Development AA	Course Embedded	Program 3	130	88	68%	115	88%	22%
			Program 4	0					
BE	Computer Science AS	Course Embedded	Program 3	39	14	36%	27	69%	33%
			Program 4	2	0	0%	0	0%	0%
BE	Elementary Education	Course Embedded	Program 3	197	79	40%	142	72%	31%
			Program 4	80	34	43%	67	84%	43%
			Program 5	91	34	37%	71	78%	41%
			Program 6	53	21	40%	43	81%	42%
BE	Enterprise Development AS	Course Embedded	Program 3	305	113	37%	241	79%	42%
			Program 4	95	38	40%	73	77%	37%

Annual Report of Student Assessment Activity

BE	Health Physical Education and Recreation	Course Embedded	Program 3	241	129	54%	204	85%	31%
			Program 4	158	62	39%	135	85%	46%
BE	Secondary Education	Course Embedded	Program 3	493	181	37%	355	72%	35%
			Program 4	239	68	28%	184	77%	49%
			Program 5	112	25	22%	82	73%	51%
			Program 6	107	25	23%	82	77%	53%
LAH	Art AA	Course Embedded	Program 3	61	33	54%	49	80%	26%
			Program 4	103	60	58%	96	93%	33%
LAH	Liberal Studies	Course Embedded	Program 3	1283	614	48%	1001	78%	30%
			Program 4	1374	674	49%	1094	80%	30%
Other	Child Development Certificate	Course Embedded	Program 3	120	79	66%	106	88%	23%
			Program 4	0					
Other	Early College Certificate	Course Embedded	Program 3	1109	532	48%	834	75%	27%
			Program 4	1341	617	46%	1008	75%	29%
Other	Enterprise Development AA – General Studies	Course Embedded	Program 3	175	62	35%	143	82%	46%
			Program 4	0					
SS	Criminal Justice AS	Course Embedded	Program 3	161	63	39%	132	82%	43%
			Program 4	94	25	27%	70	74%	48%
SS	Psychology AS	Course Embedded	Program 3	373	137	37%	286	77%	40%
			Program 4	281	101	36%	233	83%	47%
SS	Social Sciences	Course Embedded	Program 3	400	184	46%	332	83%	37%
			Program 4	627	242	39%	492	78%	40%
STEM	Agriculture AS	Course Embedded	Program 3	442	157	36%	303	69%	33%
			Program 4	273	86	32%	203	74%	43%
STEM	Biology AS	Course Embedded	Program 3	476	202	42%	371	78%	36%
			Program 4	483	216	45%	375	78%	33%
STEM	Engineering Technology AAS	Course Embedded	Program 3	73	33	45%	55	75%	30%
			Program 4	46	17	37%	32	70%	33%
STEM	Health Sciences AS	Course Embedded	Program 3	448	196	44%	355	79%	35%
			Program 4	448	185	41%	345	77%	36%
STEM	Pre-Engineering AS	Course Embedded	Program 3	123	26	21%	82	67%	46%
			Program 4	116	24	21%	77	66%	46%
			Program 5	123	27	22%	82	67%	46%
			Program 6	118	27	23%	82	69%	47%

Annual Report of Student Assessment Activity

HS	Medical Laboratory Technology AAS	Course Embedded	Program 3	274	93	34%	210	77%	42%
			Program 4	149	69	46%	108	72%	26%
		ASCP		9				78%	na
HS	Nursing AAS	Course Embedded	Program 4	225	96	43%	168	75%	32%
		NCLEX		47				60%	na
HS	Physical Therapist Assistant	CAPTE		8				62.50%	na
Total Number of Students Assessed				14351					
Average Percent increase									37%

Analyses and Findings

III-2. What were the analyses and findings from the program outcomes assessment?

Degree program assessment employs course-embedded assessment using pre- and post-test data for analysis. For these Student Outcomes, 14,351 students were assessed. Across all the degree programs, there was a 37% average increase in correct answers on post-tests vs. pre-tests assessing the achievement of the degree program student outcome.

III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

Based on responses to the Degree Program Assessments, instructors plan to address learning outcomes which had the least amount of growth through more real-world scenarios. Again, instructors would like the equipment and resources to be able to teach students using a more learner-centered approach, but they would like training in the implementation of these techniques.

Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1. What assessments were used and how were the students selected?

The primary tools for this area of assessment are the Student Feedback on Classroom Instruction, the Student Feedback on Online Instruction, and the SSC Graduate Exit Survey.

In the fall semester, students receive invitations to participate in the Student Feedback on Classroom Instruction or the Student Feedback on Online Instruction. In the spring semester, surveys are conducted in the same manner. All graduating students must participate in the Graduate Exit Survey.

IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?

For the most part, students appear satisfied with the education received from SSC. The fact that the College’s average on the rated-scale questions was 4.33 on a 5.0 scale is taken as an indicator of overall positive feedback from students on classroom instruction. In the Graduate Exit Survey, 70% of students reported the instructors had concern for student success and learning and showed concern for student well-being.

IV-3. What changes occurred or are planned in response to the student engagement and satisfaction assessment?

Each division considers the results from the surveys and adjusts accordingly. Previously students voiced a concern over wi-fi speed and parking lots, and SSC then worked to update these services and repair the parking lot. SSC continues to find ways to better the internet infrastructure.

Assessment Budgets

State Regents policy states that academic service fees “shall not exceed the actual costs of the course of instruction or the academic services provided by the institution” (Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions).

Provide the following information regarding assessment fees and expenditures for 2021-22:

	21-22	20-21	
Assessment Fees	\$180,945.34	\$92,930.76	*Assessment fees considered 1-62300-0000-4-63683 and Compliance fees considered 1-62300-0022-4-63699
Assessment Salaries	\$63,351.46	\$18,009.22	*Testing Center Coordinator, Assessment Coordinator and HLC Coordinator salary and fringe
Distributed to other departments	\$92,873.38	\$62,509.04	*Portions distributed for in-class assessments, HLC functions, and many other various areas of assessment not covered by testing, assessment or HLC Coordinator
Operational Costs	\$24,720.50	\$12,412.50	*Other line items from testing center, assessment, and accreditation budgets
Total Expenditures	\$180,945.34	\$92,930.76	

*Assessment fee - This fee supports testing services provided to students for placement testing, skills testing and all other student testing needs. It will provide for upgrades, electronic access to all testing services, software, hardware, and other needs for the testing center.

*Compliance fee - This fee is used for mandatory and required state and federal compliance expenses, including programs such as Title IX and for the college-wide assessment program, which provides an annual assessment of the college's academic and support programs. This program is required for the accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools and is mandated by the Oklahoma State Regents for Higher Education.

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

Program Review Summary

September 2022

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):

Educational Testing Service Proficiency Profile Test (ETS).

The ETS Test administered consisted of modules measuring Writing, Reading, Mathematics, Critical Thinking, Humanities, Social Science and Natural Science. The ETS test scores reflect learning slightly below (0.3%) the national averages over the past 4 years.

Principal indirect indicator used was the SSC Graduate Exit Survey. Students increased knowledge by a 2.0 to 1 ratio in a comparison of the pre-test and post-test scores.

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 | E: Rubrics |
| B: Pre- and Post-Writing | F: Projects and Portfolios |
| C: Pre- and Post-Performance | 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 75% to 82% substantiate that student learning occurred based on the General Education Outcomes. All the post-test percentages were above the 60% threshold typically considered passing in letter grade assessments. All four were above the 75% mark.

Table 1. Combined Course Embedded Assessment Results for Fall 2021 through Spring 2022 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	50%	80%	30%
General Education Outcome 2	34%	76%	42%
General Education Outcome 3	26%	75%	50%
General Education Outcome 4	43%	82%	39%
Specific Outcomes for Liberal Studies	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	48%	78%	30%
Degree Program Outcome 4	49%	80%	30%

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

The following table provides data for the Liberal Studies Degree Program.

Table 2. Language Arts Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2017 - 2018	Summer 2017	76	13
	Fall 2017	251	14
	Spring 2018	191	35
2018 - 2019	Summer 2018	83	21
	Fall 2018	195	13
	Spring 2019	178	41
2019 - 2020	Summer 2019	44	7
	Fall 2019	140	19
	Spring 2020	117	43
2020 - 2021	Summer 2020	42	10
	Fall 2020	112	16
	Spring 2021	102	26
2021-2022	Summer 2021	45	11
	Fall 2021	161	14
	Spring 2022	156	26

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

Enrollment Summary	Students	%	Credit Hours	%
B&E	917	22.7	2300	19.0
LAH	1005	24.9	3029	25.0
STEM	1594	39.4	5258	43.4
SS	527	13.0	1520	12.6

TOTAL	4043	100	12107	100
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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
na	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 the Liberal Studies degree program. However, the data provided is from the Language Arts and Humanities Division, which is where the Liberal Studies degree program falls. We have experienced significant budget cuts over the last several years.

Table 5. Instructional Costs

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22
Instructional Cost	\$696,023	\$672,415	\$670, 077	\$670, 077	\$656,994

*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 42 hours of General Education Requirements including GOV 1113, HIST 1483 or HIST 1493, ENG 1113, ENG 1213, SPCH 1143, six credit hours of HUM (any class designated as Humanities), three credit hours of

MATH (one mathematics course), eight credit hours of SCIENCE (one Life Science with lab and one Physical Science with lab), CAP 1103, HPER 1012 or two HPER Activity Courses, STSC 1002 and three 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 2022- Language Arts and Humanities Division			
Full-Time Faculty			
Name	Teaching Area	Highest Degree	Institution
Lynette Atchley	ART	M.F.A	Texas at San Antonio
Yasminda Choate	ENG	M.S.	Texas A&M University
Dr. Andrew Davis	ENG	Ph. D.	Oklahoma State University
Jessica Isaacs	ENG, SPCH	M.F.A.	Oklahoma City University
Paul Juhasz	ENG	M.F.A.	Oklahoma City University
Kelli McBride	ENG	M.S.	Capella University
Jamie Worthley	ENG	M.A.	University of Central Oklahoma
Robin Tyler**	ENG	M.I.S.	East Central University
Current Adjunct Faculty			
(Instructors with ** beside their name teach only zero-level classes)			
Malinda Bishop	ASL	B.A.	East Central University
John Bolander	SPCH	M.Ed.	East Central University
Dr. Ron Chastine	SPCH, HUM	Th.D.	Trinity Theological Seminary
Barbara Day	ENG, HUM	M.A.	Oklahoma Baptist University
Kylee George	ENG	M.F.A.	Oklahoma City University
Brian Green-Young	ENG	M.F.A.	Oklahoma City University
Jonathan Isaacs	MUS	M.M.	University of Oklahoma
Wesley Kramer	ART	M.F.A.	University of Oklahoma
Marsha Mills	SPAN	B.A.	University of Oklahoma
Dr. Charles Phelps	MUS	D.S.M.	Graduate Theological Foundation
Melanie Rinehart	SPCH	M.B.A.	St. Gregory's University
Jeff Shelton	SPCH	J.D.	University of Oklahoma
Davida Smith	SPCH	M.S.	East Central University

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 currently.

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

Seminole State College routinely seeks transfer data from the primary transfer baccalaureate institutions but receipt of transfer data from those institutions has been sporadic. Transfer reports received from East Central University, the University of Central Oklahoma, Oklahoma

University, and Oklahoma State University provided GPAs of students who had transferred from Seminole State College. Transfer data in 2021-22 showed that SSC students who transferred to these universities had a slightly higher G.P.A. (approximately 0.07 higher) than the average student at these schools. The data in those reports confirm our expectation that SSC students perform well when compared with other students upon transfer and verifies the competence of SSC students in their academic preparation.

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

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

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 College plans to continue to devote institutional resources -- human, financial, and physical -- to enhance instruction and to maintain effective operations. The Language Arts & Humanities Division continues to be understaffed, with two full-time positions remaining unfilled over the last several years. Budgets continue to decline as well, creating even more difficulty in recruiting and hiring additional personnel as well as granting raises to existing personnel to offset inflation / cost-of-living and insurance increases. Efforts are ongoing to find possible ways to address this issue. Efforts are also 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. 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.

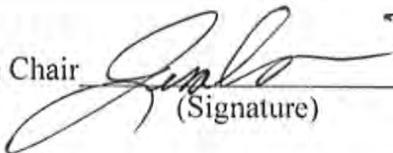
Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Continue to provide liberal studies courses for most SSC students who transfer with a general studies degree.	Review the liberal studies courses each semester to add or reduce course offerings. In 2021, each academic division created Course Rotation Lists to assist with scheduling and degree planning needs.	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. Division Chairs and faculty have been more involved with recruitment and advising since 2020.	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	Work with VPAA, division chairs, and faculty to update Liberal Studies degree plans to include specialized lists of courses for major field electives courses. Continue to follow best practices for	Course Rotation Schedules were completed in 2021 and are now in implementation / Continual

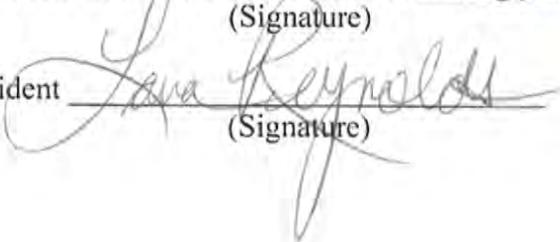
students can take courses that will assist in completion of transfer degree.	course scheduling following established semester and yearly course offering rotations.	
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Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	Assistance with program publicity. Update degree program brochures	Utilize 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
Hire additional full-time faculty	The Language Arts & Humanities Division continues to be understaffed, as do other divisions offering general education courses within the Liberal Studies degree program	Analyze need based on enrollment / faculty load data and historic trends as well as future predictions for growth	Funding for Faculty, consider possibility of sponsored faculty positions / fundraising

Division Chair  Date 11-16-22
 (Signature)

Vice President for Academic Affairs  Date 11-16-22
 (Signature)

President  Date 11-29-22
 (Signature)

**ATTACHMENT 1: General Studies Degree Program Review (Section: B.4.e)
Seminole State College
Faculty Credentials for Full-Time Faculty as of Spring 2022**

DIVISION CHAIRS

EMILY CARPENTER, M.S. (2016)
Assistant Professor
Transitional Education Coordinator
Science, Technology, Engineering, and Mathematics Division
B.S., Oklahoma State University, 2002
M.S., Oklahoma State University, 2004

JESSICA ISAACS, M.F.A. (2002)
Language Arts Humanities Division Chair
Professor
B.S., East Central University, 1998
B.A., East Central University, 1998
M.A., University of Central Oklahoma, 2001
M.F.A., Oklahoma City University, 2017

NOBLE JOBE, Ph.D. (2011)
Health Sciences Division Chair
Science, Technology, Engineering, and Mathematics Division
Assistant Professor
A.A., Rose State College, 1987
B.S., East Central University, 1989
M.S., Oklahoma State University, 1991
Ph.D., Oklahoma State University, 1995

TAMMY KASTERKE, M.B.A. (2004)
Assistant Professor
Business and Education Division
A.S., Seminole State College, 1988
A.S., St. Gregory's University, 1993
B.B.A., Oklahoma Baptist University, 1994
M.B.A., Cameron University, 2009

SAM RIVERA, M.S. (2015)
Assistant Professor
Social Sciences Division
B.S., Union Institute and University, 2012
M.S., University of Oklahoma, 2016

FACULTY

LYNETTE ATCHLEY, M.F.A. (2020)
Assistant Professor/Business and Industry Coordinator of Outreach
Business and Education Division
B.A., University of Oklahoma, 1989
M.B.A., University of Oklahoma, 1997

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

CRYSTAL BRAY, M.S.N. (2021)
Nursing Program Director/Assistant Professor
Health Sciences Division
A.A.S., Seminole State College, 1997
B.S.N., Oklahoma Wesleyan, 2008
M.S.N. Southern Nazarene University, 2011

STEPHEN BROOKS, M.B.A. (2018)
Assistant Professor/Business and Industry Coordinator of Outreach
Business and Education Division
B.A., University of Oklahoma, 1989
M.B.A., University of Oklahoma, 1997

MALINDA BROWNING, M.P.H. (1989)
Associate Professor
Health Science Division
B.S., Indiana University, 1982
M.PH, University of Oklahoma, 2000

MELISSA BRYANT, M.Ed. (2011)
Assistant Professor/Division Vice Chair
Science, Technology, Engineering, and Mathematics Division
A.S., St. Gregory's University, 1988
B.S., Marquette University, 1991
M.Ed., East Central University, 1993

MACK CHAMBERS, B.S. (2018)
Instructor/Head Baseball Coach
Business and Education Division
A.A., Seminole State College, 1993
B.S., Northeastern State University, 1998

YASMINDA CHOATE, M.A. (2011)
Associate Professor
Language Arts and Humanities Division
B.A., East Central University, 2001
M.A., Oklahoma State University, 2002
M.S., Texas A&M University, 2010

JEFFREY CHRISTIANSEN, M.A. (2009)
Professor
Social Sciences Division
A.A., Flathead Valley Community College, 1997
B.A., University of Montana, 2000
B.A., University of Montana, 2000
M.A., University of Montana, 2001

ANDREW DAVIS, Ph.D. (2018)
Assistant Professor
Language Arts and Humanities Division
B.A., Connecticut College, 2006
M.A., Simmons College, 2008
Ph.D., Oklahoma State University 2020

SHERYL DENTON, M.S.N. (2020)
Assistant Professor
Health Sciences Division
A.A.S., Excelsior College, 1997
B.S.N., Oklahoma City University, 2007
M.S.N., Graceland University, 2015

AMBER FLORES, M.A. (2012)
Instructor/Head Softball Coach
Business and Education Division
B.A., University of Oklahoma, 2010
M.A., University of Oklahoma, 2012

KELLY HANKAL, M.B.A. (2012)
Medical Laboratory Technology Program Director/Assistant Professor
Health Sciences Division
A.A.S., Seminole State, 1993
B.S., East Central University, 1999
M.B.A., St. Gregory's University, 2017

DANIEL HILL, M.B.A. (2016)
Instructor/Head Women's Soccer Coach
Business and Education Division
A.A., Northern Oklahoma, 2003
B.A., University of Oklahoma, 2007
M.B.A., University of Central Oklahoma, 2016

PAUL JUHASZ, M.F.A. (2021)
Assistant Professor
Language Arts and Humanities Division
B.A., University of Illinois, 1993
M.A., Illinois State University, 1995
M.F.A., Oklahoma City University, 2020

HANNAH KILLIAN (2019)
Instructor/Head Volleyball Coach
Learning Strategies
B.S., Hannibal Lagrange University, 2018

CHRISTAL KNOWLES, M.S. (2009)
Professor
Help Center Coordinator
Social Sciences Division
B.A., Cameron University, 2003
M.S., Cameron University, 2006

DAMAILA LESTER, M.S.N. (2020)
Assistant Professor
Health Sciences Division
B.S.N., Oklahoma City University, 2016

KELLI M. McBRIDE, M.A. (1997)
Associate Professor/ Division Vice Chair
Language Arts and Humanities Division
B.A., East Central University, 1990
M.A., University of Central Oklahoma, 2001

M.S., Capella University, 2013

DEANNA MILES, M.D. (2019)

Assistant Professor

Science, Technology, Engineering, and Mathematics Division

B.S., Baylor University, 2010

M.S., Grand Canyon University, 2017

M.D., University of Oklahoma, 2015

MARTA OSBY, M.A. (2002)

Professor

Social Sciences Division

B.S., University of Oklahoma, 1993

M.A., University of Central Oklahoma, 1995

WENDY RICH, M.S. (2017)

Assistant Professor

Science, Technology, Engineering, and Mathematics Division

B.S., Virginia Polytechnic Institute & State University, 2007

M.S., Oklahoma State University, 2009

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

Assistant Professor

Business and Education Division

B.A., University of Oregon, 2002

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

RITA STORY-SHELL, M.Ed. (2000)

Instructor/ Head Women's Basketball Coach/Division Vice Chair

Business and Education Division

A.S., Seminole State College, 1984

B.S., East Central University, 1987

M.Ed., University of Central Oklahoma

NILMINI SENARATNE, Ph.D. (2018)

Assistant Professor

Science, Technology, Engineering, and Mathematics Division

B.S., University of Peradeniya, Sri Lanka, 2007

M.S., Wichita State University, 2016

Ph.D., Wichita State University, 2017

AMANDA SOWARD, M.S. (2010)

Assistant Professor

Science, Technology, Engineering, and Mathematics Division

B.S., Oklahoma Baptist University, 2008

M.S., University of Oklahoma Science Center, 2010

SHAKIRA STAFFORD, M.P.T. (2016)

Physical Therapist Assistant Program Director/Assistant Professor

Health Sciences Division

A.S., Eastern Oklahoma State College, 1993

B.S., University of Central Oklahoma, 1995

M.P.T., Wichita State University, 1997

RICKY STREIGHT, Ph.D. (1996)

Assistant Professor

Science, Technology, Engineering, and Mathematics Division
Ph.D., University of Oklahoma (1996)
M.S., West Coast University, 1986
B.S., University of Central Oklahoma, 1979
M.S., U.S. Army War College, 2000
M.S., Western Governors University, 2002
M.S., Indiana State University, 2007

CYNTHIA TAINPEAH, M.S.N. (2019)
Assistant Professor
Health Sciences Division
A.A.S., Seminole Junior College, 1994
B.S.N, Oklahoma Wesleyan, 2016
B.A., Bacone College, 2013
M.S.N., Oklahoma Wesleyan, 2019

JARROD TOLLETT, M.Ed. (2008)
Professor
Science, Technology, Engineering, and Mathematics Division
B.S. East Central University, 2000
B.A. East Central University, 2003
M.Ed., East Central University, 2010

TRUIT EUBANK, M.Ed., (2004)
Assistant Professor
Science, Technology, Engineering, and Mathematics Division
B.S. Howard Payne University, 1984
M.Ed., Steven F Austin State University, 2004

ROBIN TYLER, M.L.S. (2018)
Instructor/Librarian
Language Arts and Humanities Division
B.F.A., University of North Texas, 1987
M.L.S., East Central University, 2003

JAMIE WORTHLEY, M.A. (2019)
Assistant Professor
SSC/ECU Language Arts and Humanities Division, 2006
B.A., East Central University, 2008
M.A., University of Central Oklahoma, 2012

ADJUNCTS

JASON COOK
Adjunct Math and Science
M.Ed., University of Oklahoma, 2019

THERAN HERNANDEZ
Adjunct Math and Science
M.Ed., Grand Canyon University, 2010

DAVID JOHNSON
Adjunct Math and Science
M.S., Texas A&M University, 2015

SUSAN KIRK

Adjunct Math and Science
M.Ed., Northeastern State University, 2013

KENDALL ROGERS
Adjunct Social Science
M.S., University of Oklahoma, 2006

PAMELA KOENIG
Adjunct Social Science
M.A., Oklahoma State University, 1992

STEPHANIE HEALD
Adjunct Social Science
M.S., University of North Texas, 2012

ELIZABETH NELSON
Adjunct Social Science
M.S., East Central University, 2012

LUKE BROWN
Adjunct Social Science
M.Ed., Northeastern State, 2020

JENTRY HOLT
Adjunct Social Science
MBA, Oral Roberts University, 2020

HANNAH KILLIAN
Adjunct Social Science
B.S., Hannibal-LaGrange University, 2018

TAMI SHELTON
Adjunct Social Science
J.D., University of Oklahoma, 1994

JEFFREY SHELTON
Adjunct Language Arts & Humanities
J.D., University of Oklahoma, 1994

JOHN BOLANDER
Adjunct Language Arts & Humanities
M.Ed., East Central University, 1995

RONALD CHASTINE
Adjunct Language Arts & Humanities
Ph.D. Trinity Theological Seminary, 1982

DAVIDA SMITH
Adjunct Language Arts & Humanities
M.Ed., East Central University, 2018

JONATHAN ISAACS
Adjunct Language Arts & Humanities

M.M., University of Oklahoma, 2013

CHARLES PHELPS

Adjunct Language Arts & Humanities
M.M., University of Oklahoma 2008

WESLEY KRAMER

Adjunct Language Arts & Humanities
Northern Illinois University, 2017

BARBARA DAY

Adjunct Language Arts & Humanities
M.A., Oklahoma Baptist University, 2018

KYLEE GEORGE

Adjunct Language Arts & Humanities
B.A., University of Central Oklahoma, 2017

MALINDA BISHOP

Adjunct Language Arts & Humanities
B.A., East Central University, 1982

ALICIA BARE

Adjunct Business & Education
M.Ed., East Central University, 2015

JAYCIE COSSEY

Adjunct Business & Education
M.Ed., East Central University, 2010

CHUNFE "JEFF" CHENG

Adjunct Business & Education
Ph.D., Northeastern University, 2021

JAMES MCSWEENEY

Adjunct Business & Education
M.S., Barry University, 2004

JOHNATHAN KOLARIK

Adjunct Health Sciences
M.B.A., Oklahoma Christian University, 2007

MEGAN MACHADO

Adjunct Health Sciences
B.S.N., Northeastern State, 2021

JO RAMERIZ

Adjunct Health Sciences
M.S., Excelsior College, 2016

LISA SCHOAPS

Adjunct Health Sciences
B.S.N., Iowa Wesleyan College, 1993

GINNI DILDAY
Adjunct Health Sciences
B.S.N., East Central University, 2011

**SEMINOLE STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE FOR NURSING (110)**

Program Review Summary

October 2022

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers twenty-seven degree/certificate programs, including the Associate in Applied Science for Nursing. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Health Science Division presents here the results of its self-review of the Associate in Applied Science for Nursing.

Assessment of this transfer degree program employed several direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Additionally, this review relates these findings to several relevant Higher Learning Commission Criteria and Components and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the degree program.

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

Previous Reviews and Actions from those reviews: While the previous AY's strategy was to create a plan to extend the time for completion of the mathematics requirement the enrollment into Dosage Calculations has declined and may be offered less frequently. A plan to address this trend is being formulated in consultation with Advising and STEM.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Analysis of degree program productivity revealed that the degree program averaged 118 declared majors per year an increase from 82 the average years' prior. We have developed and implemented an online LPN to RN program that is popular among working LPNs and increases our retention, graduation rates, and success in the curriculum. The improvement data are not illustrated in the current dataset because the first cohort has not completed the curriculum.

Additionally, the SSC Nursing program is accredited by ACEN and authorized by the Oklahoma Board of Nursing. All our metrics are externally evaluated by these organizations, and we are currently engaged in submitting the organization's requested reports and follow-up visits. Both organizations have expressed concern of our declining NCLEX pass rates which is primarily due to recent personnel and curricular changes. The effectiveness of the current curriculum and faculty will show significant improvement in these metrics upon graduation of the initial cohort enrolled in the revised curriculum. It is anticipated with the current enrollment

increase, implementation of the LPN to RN program and new faculty that administrative support of additional faculty (including current salaries) and support staff will be warranted.

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 Science for Health Sciences Degree Program:

Empowers people for academic success by preparing students for a range of Health Sciences careers and at the same time improve their critical thinking skills necessary for success in all studies.

Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student's appreciation of and creating a desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Associate in Applied Science for Nursing Degree Program Outcomes

Outcome 1: Develop professional nursing skills using the core values of Compassion, Opportunity, Respect and Excellence.

Outcome 2: Promote nursing excellence through exploration of opportunities for lifelong learning and professional self-development.

Outcome 3: Operate within the scope of practice of the registered nurse to perform safe, ethical, and legal care.

Outcome 4: Demonstrate comprehensive professional knowledge of evidence based practice to promote health and prevent disease, leading to improved health care outcomes.

Outcome 5: Apply clinical reasoning and nursing process to meet patients'

health care needs, throughout the lifespan, using a holistic, patient centered approach.

Outcome 6: Utilize effective therapeutic communication in the care of individuals and their families.

Outcome 7: Appreciate and provide culturally competent, patient-centered care to promote, restore and maximize health potential of individuals.

Outcome 8: Collaborate with multidisciplinary health care teams to advocate for efficient and effective health care.

Outcome 9: Utilize nursing informatics and advanced technology to enhance patient outcomes.

Outcome 10: Demonstrate integrity in all professional interactions and academic settings.

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

The SSC Nursing Degree Program fulfills Higher Learning Commission Criteria by providing evidence of student learning, faculty engagement that encourages quality teaching, and effective assessment of the student learning process. Instructors in the Health Science - Nursing area consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the outcomes specific to the Nursing Degree Program course embedded assessment is one method. Instructors used pre-tests and post-tests as the tools to obtain assessment data. Faculty members regularly review and change pre-test and post-test questions when necessary. Instructors use formative assessment to evaluate student learning and adjust teaching to reflect the findings from the formative assessment. This process illustrates that the Nursing Degree Program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality.

Instructors calculate student score improvements from pre-test to post-test for every class in the fall semester. While pre-tests and post-tests only assess improvements in a sampling of course objectives, the fact that all courses in the Nursing area show improvement verifies that student learning takes place and that outcomes specific to the Nursing Degree Program are met and students are prepared for National Board Certifications.

As an example, key personnel gathered course embedded assessment data from the Fall 2021 and Spring 2022 semesters, as shown in the following table. The percent of increase reflects the difference between the average of the post-test scores and the pre-test scores. For all the Major Field courses, the average growth rate was 37.5%.

Table 1. Combined Course Embedded Assessment Results for Fall 2021 through Spring 2022 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
----------------------------	--------------------	---------------------	------------

General Education Outcome 1			
General Education Outcome 2	42%	71%	29%
General Education Outcome 3	29%	71%	42%
General Education Outcome 4	28%	75%	47%
Specific Outcomes for AAS Nursing	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3			
Degree Program Outcome 4	43%	75%	32%

B.3. Minimum Productivity Indicators:

The following table provides the data for the Nursing Degree Program.

Table 2

Nursing Declared Majors and Graduates			
Academic Year	Semester	Declared Majors	Graduates Total Per Year
2017-2018	Summer	66	
	Fall	85	
	Spring	68	22
2018-2019	Summer	21	
	Fall	88	
	Spring	112	20
2019-2020	Summer	27	
	Fall	113	
	Spring	113	31
2020-2021	Summer	30	
	Fall	122	
	Spring	121	50
2021-2022	Summer	26	
	Fall	118	
	Spring	111	39

Enrollment and graduation data showed increases in declared majors and graduates of the program. With the online LPN to RN implemented we expect these metrics to increase in the next year.

These data shows that the Nursing Degree Program well exceeds the minimum standards of productivity for Majors Enrolled (25) and Degrees Confirmed (5).

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:

However, the seven courses considered major courses for this program are listed in Table 5. The classes range in size from 10 to 50 students.

- b. Student credit hours by level generated in all major courses that make up the

degree program for five years:

Table 3. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	898	3193
2018-19	923	2175
2019-20	1027	2662
2020-21	917	2599
2021-22	1030	1373
Totals	4795	12002

Note: In Table 3, the “Total Hours Generated” column represents the student credit hours generated by all the Major 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 Nursing as their major.

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

Instructional Cost (Estimate):

No direct data was available that could be used to determine the exact amount of the instructional cost for any of the math and science degree programs. The annual SSC budget report provided the total expenditures for the science department as shown in Table 4. The annual Nursing budget contains the instructional costs for the degree program.

Table 4

Academic Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Instructional Cost	\$423,548	\$460,621	\$459,621	\$463,449	\$460,000*

*Assumption of flat allocation

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

Support of General Education Outcomes

All courses offered in the Nursing areas support the General Education philosophy. The Nursing Program instructors at Seminole State College make every effort to provide experiences that will equip students with the necessary skills to make informed decisions and encourage life-long learning. Instructors also attempt to provide experiences that will make students into citizens who will be thoughtful about their attitudes toward human life, cultural diversity, and biological and physical environments. Please see Table 3 for a list of student credit hours generated in the major courses.

All college level courses in the Nursing areas at Seminole State College support one or more of the General Education Outcomes. As students move through the course offerings of the Nursing Degree Program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes the following table shows the Major Field courses for the Associate in Applied Science for Nursing Degree Program and the General Education Outcomes each course addresses.

Table 5

All General Education Outcomes addressed by a specific course are marked with the letter "X."

Major Field Course Information			General Education Outcome			
Prefix	Number	Title	1	2	3	4
NURS	1104	Pre-Nursing	X	X	X	X
NURS	1113	Nursing Pharmacology		X	X	X
NURS	1214	Med-Surg Nursing I		X	X	X
NURS	1213	Med-Surg Clinical I		X	X	X
NURS	1225	Maternal, Newborn, Peds		X	X	X
NURS	2214	Med-Surg Nursing II		X	X	X
NURS	2223	Med-Surg Clinical II		X	X	X

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:

Current Nursing Faculty

Table 6

Current Full-Time Nursing Faculty

Name	Teaching Area	Highest Degree	Institution
Crystal Bray	Pre-Nursing	MSN	Southern Nazarene U.
Sheryl Denton	Med Surg	MSN	Graceland U.
Damaila Lester	Med Surg/Pharm/Pre-Nursing	MSN	Northeastern State
Ann Benson	Med Surg/Leadership/Peds	MSN	Phoenix U.
Cynthia Tainpeah	Psychosocial/Pharm	MSN	Okla. Wesleyan

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 Mathematics/Science/Engineering Faculty			

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

No data

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

Transfer Reports from Four-Year Institutions:
na

B.5. Duplication and Demand:
B.5. Duplication and Demand Issues:

Review of Duplicated Programs

While other institutions have similar programs, the Nursing Degree Program is a high demand program at Seminole State College. Our function at Seminole State College is to provide local access to those students in our five-county service area wishing to pursue the Nursing Degree. This degree program prepares students for an occupation in high demand.

The Nursing Degree is a high demand program and the rates of declared majors and graduation well exceed OSRHE productivity levels.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The Nursing Degree is a high demand program and the rates of declared majors and graduation exceed OSRHE productivity levels. An average of 81 students selected the Associate in Applied Science in Nursing Degree Program each year over the period under review with an average of 32 graduates each year. This degree program possesses a high demand level. Relative to the number of students declaring Nursing as a major, the graduation rate is 40%. The students in the Nursing Degree Program are predominately over the age of 24 at 63% in spring 2022. Learners of all ages declare this major. The number of under-prepared learners following this program in spring 2022 was 29% as indicated by the Nursing ACT scores under 19.

B.5.b. Detail demand for students produced by the program, considering employer demands, demands for skills of graduates, and job placement data:

Faculty members expect students with a Nursing Degree to enter immediately into the workforce.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community: cf. B.5.b above

Although many of the faculty members commute, they also participate in community activities such as blood drives, Lion's Club, Rotary Club, churches, and the local chambers of commerce. Additionally, the faculty sponsor student-led Health Fairs and vaccination clinics. Faculty members and students are active in the five-county area served by SSC.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The SSC Nursing program implemented an online LPN to RN program. This program allowed expansion of student cohort size and thus help to address the nursing demand.

B.6. Effective Use of Resources:

Staff Support

The Nursing Program has a full-time secretary who primarily supports the Health Science Division Chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the Nursing faculty members. The program also has a part time dedicated pre-nursing advisor housed in the Nursing program's main office.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College creates a technologically enhanced academic environment focused on student learning. As a result, technology has never been a limiting factor in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College installed a wireless network with two control centers providing Internet and Seminole State College Intranet connectivity to campus academic and residential buildings. In addition to wireless connectivity, all classrooms are hard-wired for Internet and Seminole State College Intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites. Technologically equipped classrooms have computer systems with current instructional and multimedia software, CD/DVD/VCR players, digital multimedia projectors and a Smart Board. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, telecourse testing, and technologically aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services

Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has just such a team made up of the MIS director and two tech persons. They are responsible for maintaining all campus technology such as computers, Smart Boards, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services

Brightspace is available to instructors for course management and not just for online course delivery. Through My SSCOK, instructors report student grades electronically, receive emergency response, and make announcements.

Institutional Program Recommendations: (describe detailed recommendations for the program because of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Table 7

Recommendation	Implementation Plan	Target Date
Expand enrollment and graduation rates in the nursing Program.	Follow cohort of online LPN to RN students for success rates.	Ongoing
Increase NCLEX pass rates.	Evaluate effectiveness of standardized predictors of passing the NCLEX and adjust accordingly.	Ongoing

Summary of Recommendations:

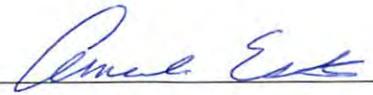
	Department	School/College	Institutional
Possible Recommendations:			
Expand program	Increase graduates by 20%	Increase graduates by 20%	Provide support of program expansion with increased commitment to more competitive faculty salaries. Increase number of faculty

Department/
Program Head


(Signature)

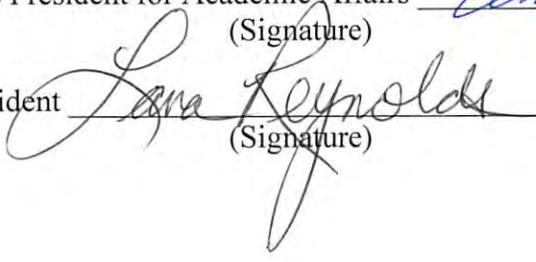
Date 16 Nov 22

Vice President for Academic Affairs
(Signature)



Date 11-16-22

President


(Signature)

Date 11-21-22

**SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE FOR HEALTH SCIENCES (207)**

Program Review Summary

October 2022

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers twenty-seven degree/certificate programs, including the Associate in Science for Health Sciences. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Science Technology Engineering and Mathematics Division (S.T.E.M.) presents here the results of its self-review of the Associate in Science for Health Sciences.

Assessment of this transfer degree program employed a number of direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Additionally, this review relates these findings to a number of relevant Higher Learning Commission Criteria and Components and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the degree program.

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

Previous Reviews and Actions from those reviews: In the previous review, instructors recommended addressing issues related to low graduation rates in the Health Science degree program and increasing the time to complete mathematics prerequisite courses. S.T.E.M faculty members created a plan to address low graduation rates.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Analysis of degree program productivity revealed that the degree program averaged 241 declared majors per year with 52 graduates and an average of 6710 total credit hours generated per year over the period under review. Other direct indicators used were course-embedded assessment and Educational Testing Service Proficiency Profile Test (ETS). Principal indirect indicator used was the SSC Graduate Exit Survey. Students increased knowledge by a 1.96 to 1 ratio in a comparison of the pre-test and post-test scores. The ETS test scores reflect learning slightly below (0.3%) the national averages over the past 4 years.

Key findings from the most current evaluation of the Associate in Science for Health Sciences Faculty serving as analysts found that more students major in the Health Sciences degree program at Seminole State College than all other majors except one. Faculty and degree program mentors have worked to tailor this degree program to specific fields with 3 emphases added recently, MLT, Nursing, and PTA. Faculty have received positive feedback from students

regarding the emphases as students seem to thrive with a more specific plan. Pre-requisite courses and application requirements for these programs are regularly reviewed by faculty and used to accurately advise students as they plan to apply and transfer into 4-year baccalaureate programs and/or healthcare professional programs. Healthcare industry needs and shortages are also regularly evaluated across our state to ensure job placement upon graduation.

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 Science for Health Sciences Degree Program:

Empowers people for academic success by preparing students for a range of Health Sciences careers and at the same time improve their critical thinking skills necessary for success in all studies.

Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student's appreciation of and creating a desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

**Associate in Science for Health Sciences 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 of Science for Health Sciences

Outcome 3: Demonstrate a grasp of biological and related concepts foundational to advanced courses in Health Sciences sciences. Advanced courses shall be defined as courses commonly considered Junior and Senior level at baccalaureate or professional degree granting institutions.

Outcome 4: Demonstrate preparation for continued pursuit of Health Sciences education leading to a baccalaureate or professional degree in a branch of the Health Sciences.

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

The SSC Health Sciences Degree Program fulfills Higher Learning Commission Criteria by providing evidence of student learning, faculty engagement that encourages quality teaching, and effective assessment of the student learning process. Instructors in the Mathematics and Science areas consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the two outcomes specific to the Health Sciences Degree Program course embedded assessment is the foremost method. In the S.T.E.M. areas, instructors used pre-tests and post-tests as the tools to obtain assessment data. Faculty members regularly review and change pre-test and post-test questions when necessary. Instructors use formative assessment to evaluate student learning and adjust teaching to reflect the findings from the formative assessment. This process illustrates that the Health Sciences Degree Program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality.

Instructors calculate student score improvements from pre-test to post-test for every class in the fall semester. While pre-tests and post-tests only assess improvements in a sampling of course objectives, the fact that all courses in the S.T.E.M. areas show improvement verifies that student learning takes place and that outcomes specific to the Health Sciences Degree Program are met.

As an example, key personnel gathered course embedded assessment data from the Fall, 2021 and Spring, 2022 semesters as shown in the following table. The percent of increase reflects the difference between the average of the post-test scores and the pre-test scores. For all fourteen of the Major Field courses, the average growth rate was 39%. The range of growth from pre-test scores to post-test scores was 35% to 43%.

Table 1. Combined Course Embedded Assessment Results for Fall 2021 through Spring 2022 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	43%	85%	42%
General Education Outcome 2	42%	78%	35%
General Education Outcome 3	37%	78%	41%
General Education Outcome 4	38%	81%	43%
Specific Outcomes for AS Health Sciences	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	44%	79%	35%
Degree Program Outcome 4	41%	77%	36%

B.3. Minimum Productivity Indicators:

The following table provides the data for the Health Sciences Degree Program.

Table 2
Health Sciences Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates Total Per Year
2017-2018	Summer	50	
	Fall	345	
	Spring	320	32
2018-2019	Summer	137	
	Fall	356	
	Spring	328	44
2019-2020	Summer	178	
	Fall	345	
	Spring	283	52
2020-2021	Summer	139	
	Fall	320	
	Spring	222	70
2021-2022	Summer	95	
	Fall	272	
	Spring	221	64

In Table 2, the results show approximately 241 students selecting the program each year and about 52 successfully completing the program annually. This degree program has a fairly high demand level. However, relative to the number of students declaring Health Sciences as a major, the graduation rate is low. Analysts partially attributed the low graduation rate to the phenomenon that many of the students who declare Health Sciences as their major change majors upon acceptance to the Seminole State College nursing or medical laboratory technology program. Additionally, some students transfer to other institutions before completing an associate degree at Seminole State College.

This data shows that the Health Sciences Degree Program well exceeds the minimum standards of productivity for Majors Enrolled (25) and Degrees Confirmed (5).

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:

Since all courses offered in this major may be used as lower division general education courses, no courses exclusively for this degree were taught in the past five years. However, the fifteen courses considered major courses for this program are listed in Table 5. The classes range in size from 10 to 50 students.

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

Table 3. Credit Hours Generated in Major Field Courses By Level

Academic	1000 Level Credit Hours	2000 Level Credit Hours
----------	-------------------------	-------------------------

Year	Generated	Generated
2017-18	2952	2294
2018-19	4577	2948
2019-20	3864	3262
2020-21	4203	2852
2021-22	4208	2389
Totals	19804	13745

Note: In Table 3, the “Total Hours Generated” column represents the student credit hours generated by all the Major 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 Health Sciences as their major.

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

Instructional Cost (Estimate):

No direct data was available that could be used to determine the exact amount of the instructional cost for any of the math and science degree programs. The annual SSC budget report provided the total expenditures for the science department as shown in Table 4. The annual science department budget contains the instructional costs for four of the S.T.E.M. division degree programs.

Table 4

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Instructional Cost	\$996,965	\$463,449	\$562, 778	\$906,012	\$903,307

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

Support of General Education Outcomes

All courses offered in the S.T.E.M. areas support the General Education philosophy. The S.T.E.M. Division instructors at Seminole State College make every effort to provide experiences that will equip students with the necessary skills to make informed decisions and encourage life-long learning. Instructors also attempt to provide experiences that will make students into citizens who will be thoughtful about their attitudes toward human life, cultural diversity and biological and physical environments. Please see Table 3 for a list of student credit hours generated in the major courses.

All college level courses in the S.T.E.M. areas at Seminole State College support one or more of the General Education Outcomes. As students move through the course offerings of the Health Sciences Degree Program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes the following table shows the Major Field courses for the Associate in Science for Health Sciences Degree Program and the General Education Outcomes each course addresses.

Table 5
All General Education Outcomes addressed by a specific course are marked with the letter "X."

Major Field Course Information			General Education Outcome			
Prefix	Number	Title	1	2	3	4
BIOL	1214	Principles of Biology		X		
BIOL	1234	General Zoology		X		X
CHEM	1114	Introduction to Chemistry	X	X	X	X
CHEM	1315	General Chemistry I	X	X	X	X
MATH	1513	College Algebra	X	X	X	
PSY	1113	General Psychology		X	X	
SOC	1113	Introduction to Sociology		X	X	
BIOL	2113	Introduction to Nutrition	X	X		
BIOL	2114	Human Anatomy		X		X
BIOL	2214	Human Physiology		X		X
BIOL	2224	Microbiology		X	X	X
MATH	2153	Elementary Statistics	X	X	X	X
PSY	2023	Developmental Psychology		X	X	
PSY	2053	Social Psychology	X	X	X	X

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:

Current Science/Technology/Engineering/Mathematics Division Faculty

Table 6

Current Full-Time Mathematics/Science/Engineering Faculty			
Name	Teaching Area	Highest Degree	Institution
Miles, Deanna	Science	M.D.	University of Oklahoma
Senaratne, Nilmini	Science	Ph.D.	University of Kansas
Jobe, Noble	Science	Ph.D.	Oklahoma State University
Tollett, Jarrod	Mathematics / Science	M.Ed.	East Central University

Streight, Ricky	Mathematics	Ph D.	University of Oklahoma
Bryant, Melissa	Mathematics	M.Ed.	East Central University
Carpenter, Emily	Mathematics	M.S.	Oklahoma State University
Eubank, Truitt	Science	M.S.	Stephen F. Austin State University
Soward, Amanda	Science	M.S.	University of Oklahoma HS
Rich, Wendy	Agriculture Science	M.S.	Oklahoma State University
Current Full-Time Faculty From Other Divisions Teaching MSE Classes (Instructors with ** beside their name teach only zero-level classes)			
Rogers, Kendall	Sociology/Psychology	M.H.R.	University of Oklahoma
Knowles, Christal	Psychology	M.S.	Cameron University
Current Adjunct Mathematics/Science/Engineering Faculty (Instructors with ** beside their name teach only zero-level classes)			
Helseth, Dave	Science	M.S.	Oklahoma State University
Hernandez, Theran	Science	M.Ed.	Grand Canyon University, Phoenix
Stanley, Kara	Science	M.S.	West Texas A&M University
Walker, Susan	Science	M.S.	Oklahoma State University
Cook, Jason	Science	M.S.	University of Oklahoma
Berry, Ana	Math	M.S.	Southwest Oklahoma State University
Blackwood, Kevin	Science	M.S.	East Central University
Hobbs, Charles	Math	Ph D.	University of Wisconsin
Howser, Cheri**	Math	B.S.	East Central University
Johnson, David	Science	M.S.	Texas A&M
Kirk, Susan	Math	Ph D.	Oklahoma State University
Kidney, Allison	Math	M.A.	Southern Nazarene University

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

No data

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

Transfer Reports from Four-Year Institutions:

Seminole State College routinely seeks transfer data from the primary transfer baccalaureate institutions but receipt of transfer data from those institutions has been sporadic. Transfer reports received from East Central University, the University of Central Oklahoma, Oklahoma University, and Oklahoma State University provided GPAs of students who had transferred from Seminole State College. Transfer data in 2021-22 showed that SSC students who transferred to these universities had a slightly higher G.P.A. (approximately 0.07 higher) than the average student at these schools. The data in those reports confirm our expectation that SSC students perform well when compared with other students upon transfer and verifies the competence of SSC students in their academic preparation.

B.5. Duplication and Demand:

B.5. Duplication and Demand Issues:

Review of Duplicated Programs

While other institutions have similar programs, the Health Sciences Degree Program is a high demand program at Seminole State College. Our function at Seminole State College is to provide local access to those students in our five county service area wishing to pursue the Health Sciences Degree. This degree program prepares students for a wide range of health professions. The only near duplications (in our five county area) are at a few private schools that are cost prohibitive for many students.

The Health Sciences Degree is a high demand program and the rates of declared majors and graduation well exceed OSRHE productivity levels. According to institutional statistics reports, the demand for the Health Sciences Degree Program was the second highest behind the General Studies degree.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The Health Sciences Degree is a high demand program and the rates of declared majors and graduation exceed OSRHE productivity levels. An average of 241 students selected the Associate in Science in Health Sciences Degree Program each year over the period under review with an average of 52 graduates each year. This degree program possesses a high demand level. Relative to the number of students declaring Health Sciences as a major, the graduation rate is small at 22%. The students in the Health Sciences Degree Program are predominately under the age of 24 at 65% in spring 2022. Learners of all ages declare this major. The number of under-prepared learners following this program in spring 2022 was 24% as indicated by the Health Sciences ACT scores under 19.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Faculty members expect students with a Health Sciences Degree to matriculate to a four-year program. The wide variety of options available to these students includes positions in areas such as health care administration, medical billing and coding, and imaging and diagnostics.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Although many of the faculty members commute, they also participate in community activities such as blood drives, Lion's Club, Rotary Club, churches, and the local chambers of commerce. Faculty members and students are active in the five county area served by SSC.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

With the advances in technology, faculty members have expanded to several different forms of delivery. They have found that online, hybrid or blended courses, and zoom courses prove to be successful delivery methods. SSC also addresses the community need for a variety of course scheduling by offering online and accelerated courses. Online lab simulations have been utilized as many students have needed to complete labs virtually either due to enrolling in an online science course or to the recent pandemic.

B.6. Effective Use of Resources:

Staff Support

The S.T.E.M. Division has a full-time secretary who primarily supports the Division Chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the S.T.E.M. faculty members. There is currently one student wage student working for the S.T.E.M. Division along with a student tutor working in the STEM lab.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College creates a technologically enhanced academic environment focused on student learning. As a result, technology has never been a limiting factor in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College installed a wireless network with two control centers providing Internet and Seminole State College Intranet connectivity to campus academic and residential buildings. In addition to wireless connectivity, all classrooms are hard-wired for Internet and Seminole State College Intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites. Technologically equipped classrooms have computer systems with current instructional and multimedia software, CD/DVD/VCR players, digital multimedia projectors and a Smart Board. Classrooms equipped for IETV have full-motion video/audio interactive television technology interfaced with fiber optic transmission equipment and a computerized multimedia projection system for OneNet course sharing. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, telecourse testing, and technologically-aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services

Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has just such a team made up of the MIS director and two tech persons. They are responsible for maintaining all campus technology such as computers, Smart Boards, IETV equipment, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services

Brightspace is available to instructors for course management and not just for online course delivery. Through MySSCOK, instructors report student grades electronically, receive emergency response, and make announcements.

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)

Table 7

Recommendation	Implementation Plan	Target Date
S.T.E.M. faculty will again investigate the high demand and low graduation rate discrepancy to see if graduation rates can be increased.	S.T.E.M. faculty will investigate the high demand and low graduation rate discrepancy by using a variety of methods including student surveys and transfer student data.	Ongoing
Consider revising the degree program to include more flexibility in the major field electives to better meet specific needs of students entering pre-professional programs or already working in healthcare industry or biology fields.	Faculty will review the major field electives included on the Health Science degree program along with the Liberal Studies-Biology emphasis to determine if any additions should be made. Equivalent experience/certification may be considered as a Special Projects course as more investigation is needed by faculty to determine this option.	On-going

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	Increase graduates by 50%	Increase graduates by 50%	
Maintain program at current level	Maintain program enrollment at this level		

Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program Head *Tracy Carper* (Signature) Date 11/15/2022

Vice President for Academic Affairs *Armand East* (Signature) Date 11/16/22

President *Lana Reynolds* (Signature) Date 11-29-22

**SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN BIOLOGY (210)**

Program Review Summary

October 2022

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers thirty-eight degree/certificate programs, including the Associate in Science for in Biology. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Science, Technology, Mathematics, and Engineering (S.T.E.M.) Division presents here the results of its self-review of the Associate in Science in Biology.

Assessment of this transfer degree program employed a number of direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Additionally, this review relates these findings to a number of relevant Higher Learning Commission Criteria and Components and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the degree program.

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

Previous Reviews and Actions from those reviews: In the previous review, recommendations addressed issues related to articulation agreements and faculty mentoring. Faculty members used student support services to prepare students, participated in a newly created faculty advisor program, and prepared plans to improve articulation agreements. Courses for transfer are on the Oklahoma State Regents Higher Education Course Equivalency Matrix.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Analysis of degree program productivity revealed that the degree program averaged about 29 declared majors per year with an average of 6 graduates per year and an average of 4395 total credit hours generated per year over the five-year period under review. Other direct indicators used were course-embedded assessment and Educational Testing Service Proficiency Profile Test (ETS). Principal indirect indicator used was the SSC Graduate Exit Survey. Students increased knowledge by a 2.0 to 1 ratio in a comparison of the pre-test and post-test scores. The ETS test scores reflect learning slightly below (0.3%) the national averages over the past 4 years.

Key findings from the most current evaluation of the Associate in Science in Biology Faculty in the S.T.E.M. Division discovered a need to develop a plan to increase student and faculty awareness of the course equivalency plan among colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a regional

institution. Faculty cited a need for increased efforts to encourage students to enroll in and a follow specific degree program rather than choosing Liberal Studies. The Biology Degree Program has been redesigned specifically to include a pre-professional emphasis in medicine, dentistry, pharmacy, and optometry. Pre-requisite courses and application requirements for these programs are regularly reviewed by faculty and used to accurately advise students as they plan to apply and transfer into 4-year baccalaureate programs and/or healthcare professional programs. Healthcare industry needs and shortages are also regularly evaluated across our state to ensure job placement upon graduation.

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 Science in Biology Degree Program:

Empowers people for academic success by preparing students for a range of careers involving Biology and at the same time improve their critical thinking skills necessary for success in all studies.

Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student's appreciation of and creating a desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Associate in Science in Biology 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 of Science in Biology

Outcome 3: Demonstrate a grasp of biological and related concepts foundational to advanced courses in Biology. Advanced courses shall be defined as courses commonly considered Junior and Senior level at baccalaureate degree granting institutions.

Outcome 4: Demonstrate preparation for continued pursuit of Biology education leading to a baccalaureate or professional degree in a branch of Biology.

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

The SSC Biology Degree Program fulfills Higher Learning Commission Criteria by providing evidence of student learning, faculty engagement that encourages quality teaching, and effective assessment of the student learning process. Instructors in the S.T.E.M. areas consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. Instructors use formative assessment to evaluate the needs of individual students. To measure the two outcomes specific to the Biology Degree Program course embedded assessment is the foremost method. In the S.T.E.M. areas, instructors used pre-tests and post-tests as tools to obtain assessment data. Faculty members regularly review and change pre-test and post-test questions when necessary. This process illustrates that the Biology Degree Program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality.

Instructors calculate and report student score improvements from pre-test to post-test for every class in the fall semester. While pre-tests and post-tests only assess improvements in a sampling of course objectives, the fact that all courses in the Mathematics and Science areas show improvement verifies that student learning takes place and that outcomes specific to the Biology Degree Program are met.

Key personnel gathered course embedded assessment data from the fall 2021 and spring 2022 semesters as shown in the following table. The percent increase reflects the difference between the average of the post-test scores and the pre-test scores. For the Major Field courses, the average growth rate was 39%.

Table 1. Combined Course Embedded Assessment Results for Fall 2021 through Spring 2022 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	36%	85%	49%
General Education Outcome 2	41%	76%	35%
General Education Outcome 3	36%	77%	41%
General Education Outcome 4	38%	80%	42%
Specific Outcomes for Biology	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	42%	78%	36%
Degree Program Outcome 4	45%	78%	33%



B.3. Minimum Productivity Indicators:

The following table provides data for the Biology Degree Program. Report Date September 2022

Table 2
Biology Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates Total Per Year
2017-2018	Summer	18	
	Fall	35	
	Spring	41	4
2018-2019	Summer	23	
	Fall	34	
	Spring	37	5
2019-2020	Summer	14	
	Fall	33	
	Spring	31	8
2020-2021	Summer	23	
	Fall	40	
	Spring	28	10
2021-2022	Summer	11	
	Fall	35	
	Spring	27	7

Table 2 shows approximately 29 students selecting the program each year and an average of 6 students successfully completing the program annually. This degree program has a low to moderate demand level. Relative to the number of students declaring Biology as a major, the graduation rate is 21%. Analysts partially attributed the low graduation rate to the concept that many of the students who declare Biology as their major, succumb to the rigor of the courses and do not complete their degree or decide to change majors. Additionally, a significant number of students transfer to other institutions before completing an associate degree at Seminole State College.

These data show that the Biology Degree Program exceeds the minimum standards of productivity for Majors Enrolled (25) and Degrees Conferred (5).

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:

Since all courses offered in this major may be used as lower division general education courses, no courses exclusively for this degree were taught in the past five years. However, the thirteen courses considered major courses for this program are listed in Table 5. The classes range in size from 10 to 50 students.

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

Student Credit Hours Generated in the Major Courses (Five Year Period)

Table 3. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	2376	2423
2018-19	2161	2048
2019-20	1897	2450
2020-21	2449	2169
2021-22	2242	1758
Totals	11125	10848

Note: In Table 3, the "Credit Hours Generated" column represents the student credit hours generated by all the Major 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 Biology as their major.

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

Instructional Cost (Estimate):

No direct data were available that could be used to determine the exact amount of the instructional cost for any of the math and science degree programs. The annual SSC budget report provided the total expenditures for the science department as shown in Table 4. The annual science department budget contains the instructional costs for four of the S.T.E.M. division degree programs.

Table 4

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Instructional Cost	\$996,965	\$463,449	\$562,778	\$906,012	\$903,307

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

Support of General Education Outcomes

All courses offered in the S.T.E.M. areas support the General Education philosophy of Seminole State College. S.T.E.M. instructors make every effort to provide experiences that will equip students with the necessary skills to make informed decisions and encourage life-long learning. Instructors also attempt to provide experiences that will prepare students to be citizens who will be thoughtful about their attitudes toward human life, cultural diversity, and biological and physical environments. Please see Table 3 for a list of student credit hours generated in the major courses.

All college level courses in the Science area at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the course offerings in the Biology Degree Program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes Table 5 shows the Major Field courses for the Associate in Science for Biology Degree Program and the General Education Outcomes each course addresses.

Table 5
All General Education Outcomes addressed by a specific course are marked with the letter "X."

Major Field Course Information			General Education Outcome			
Prefix	Number	Title	1	2	3	4
BIOL	1113	Introduction to Environmental Science (not offered this period)		X	X	X
BIOL	1214	Principles of Biology		X		
BIOL	1224	General Botany	X	X		
BIOL	1234	General Zoology		X		X
CHEM	1114	Introduction to Chemistry	X	X	X	X
CHEM	1315	General Chemistry I	X	X	X	X
CHEM	1515	General Chemistry II	X	X	X	X
BIOL	2113	Introduction to Nutrition	X	X		
BIOL	2114	Human Anatomy		X		X
BIOL	2214	Human Physiology		X		X
BIOL	2224	Microbiology	X	X		
BIOL	2300	Special Projects in Biology	X	X	X	
PHYS	2114	General Physics I	X	X	X	X
PHYS	2224	General Physics II	X	X	X	

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:

Current Science/Technology/Engineering/Mathematics Division Faculty

Table 6
Current Full-Time Mathematics/Science/Engineering Faculty

Name	Teaching Area	Highest Degree	Institution
Miles, Deanna	Science	M.D.	University of Oklahoma
Senaratne, Nilmini	Science	Ph.D.	University of Kansas
Jobe, Noble	Science	Ph.D.	Oklahoma State University
Tollett, Jarrod	Mathematics / Science	M.Ed.	East Central University
Streight, Ricky	Mathematics	Ph D.	University of Oklahoma
Bryant, Melissa	Mathematics	M.Ed.	East Central University
Carpenter, Emily	Mathematics	M.S.	Oklahoma State University
Eubank, Truitt	Science	M.S.	Stephen F. Austin State University
Soward, Amanda	Science	M.S.	University of Oklahoma HS
Rich, Wendy	Agriculture Science	M.S.	Oklahoma State University
Current Full-Time Faculty from Other Divisions Teaching MSE Classes (Instructors with ** beside their name teach only zero-level classes)			
Current Adjunct Mathematics/Science/Engineering Faculty (Instructors with ** beside their name teach only zero-level classes)			
Helseth, Dave	Science	M.S.	Oklahoma State University
Hernandez, Theran	Science	M.Ed.	Grand Canyon University, Phoenix
Stanley, Kara	Science	M.S.	West Texas A&M University
Walker, Susan	Science	M.S.	Oklahoma State University

Cook, Jason	Science	M.S.	University of Oklahoma
Berry, Ana	Math	M.S.	Southwest Oklahoma State University
Blackwood, Kevin	Science	M.S.	East Central University
Hobbs, Charles	Math	Ph D.	University of Wisconsin
Howser, Cheri**	Math	B.S.	East Central University
Johnson, David	Science	M.S.	Texas A&M
Kirk, Susan	Math	Ph D.	Oklahoma State University
Kidney, Allison	Math	M.A.	Southern Nazarene University

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

No data

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

Transfer Reports from Four-Year Institutions:

Seminole State College routinely seeks transfer data from the primary transfer baccalaureate institutions but receipt of transfer data from those institutions has been sporadic. Transfer reports received from East Central University, the University of Central Oklahoma, Oklahoma University, and Oklahoma State University provided GPAs of students who had transferred from Seminole State College. Transfer data in 2021-22 showed that SSC students who transferred to these universities had a slightly higher G.P.A. (approximately 0.07 higher) than the average student at these schools. The data in those reports confirm our expectation that SSC students perform well when compared with other students upon transfer and verifies the competence of SSC students in their academic preparation.

B.5. Duplication and Demand:

B.5. Duplication and Demand Issues:

Review of Duplicated Programs

Seminole State College provides local access to students in our five-county service area to pursue the Biology Degree. The only near duplications (in our five-county area) are a few private schools that are cost prohibitive for many students.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The Biology Degree is a low to moderate demand program and the rates of declared majors and graduation exceed OSRHE productivity levels. Approximately 29 students selected the Associate in Science in Biology degree program each year over the review period with an average of 6 graduates each year. Relative to the number of students declaring Biology as a major, the graduation rate is 21%. The students in the Biology degree program are predominately under the age of 24 at 85% in spring 2022. The percent of under-prepared learners in spring 2021 was 26% as indicated by the Biology degree program ACT composite scores 19 and under. There exists a relatively high percentage of under-prepared students

declaring Biology as a major as indicated by ACT scores.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Faculty members encourage students with a Biology Degree to matriculate to a four-year program. The options available to these students include fields such as education, research, health care, and consultancy.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Although many of the faculty members commute, they also participate in community activities such as blood drives, Lion's Club, Rotary Club, churches, and the local chambers of commerce. Faculty members and students actively participate in the five county area communities served by SSC.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

With the advances in technology, faculty members have expanded to several different forms of delivery. They have found that online, hybrid or blended courses, and zoom courses prove to be successful delivery methods. SSC also addresses the community need for a variety of course scheduling by offering online and accelerated courses. Online lab simulations have been utilized as many students have needed to complete labs virtually either due to enrolling in an online science course or to the recent pandemic.

B.6. Effective Use of Resources:

Staff Support

The S.T.E.M. Division has a full-time secretary who primarily supports the Division Chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the S.T.E.M. faculty members. There is currently one student wage student working for the S.T.E.M. Division along with a student tutor working in the STEM lab.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College creates a technologically enhanced academic environment focused on student learning. As a result, technology has never been a limiting factor in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College has a wireless network with two control centers providing Internet and

Seminole State College Intranet connectivity to campus academic and residential buildings. In addition to wireless connectivity, all classrooms are hard-wired for Internet and Seminole State College Intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites.

Technologically equipped classrooms have computer systems with current instructional and multimedia software, CD/DVD/VCR players, digital multimedia projectors and a Smart Board. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, telecourse testing, and technologically aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services

Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has just such a team made up of the MIS director and two tech persons. They are responsible for maintaining all campus technology such as computers, Smart Boards, IETV equipment, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services

Brightspace is available to instructors for course management and not just for online course delivery. Through MySSCOK, instructors report student grades electronically, receive emergency response, and make announcements.

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)

Table 7

Recommendation	Implementation Plan	Target Date
Increase student and faculty awareness of the advantage of receiving an associate degree before transferring to a four-year institution.	S.T.E.M. faculty plan to increase awareness of the CEP between colleges and universities in the state system and alert them to the advantage of receiving an associate degree before transferring to a four-year institution.	On-going
Encourage students to enroll in specific degree programs rather than choosing Liberal Studies.	Faculty, along with student support services, will continue the efforts to inform students of the advantages of enrolling in a specific S.T.E.M. degree program by implementing a degree enrollment plan that is created in Learning Strategies.	On-going

<p>Consider revising the degree program to include more flexibility in the major field electives to better meet specific needs of students entering pre-professional programs or already working in healthcare industry or biology fields.</p>	<p>Faculty will review the major field electives included on the Health Science degree program along with the Liberal Studies-Biology emphasis to determine if any additions should be made. Equivalent experience/certification may be considered as a Special Projects course as more investigation is needed by faculty to determine this option.</p>	<p>On-going</p>
--	--	-----------------

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	We recommend expanding the program about 10 students per year.		
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program Head

Emily Carpenter
(Signature)

Date

11/15/2022

Vice President for Academic Affairs

(Signature)

[Signature]

Date

11-16-22

President

(Signature)

Lana Reynolds

Date

11-29-22

**SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE FOR CRIMINAL JUSTICE (225)**

Program Review Summary

October 2022

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

The SSC mission empowers all students for academic success, personal development, and lifelong learning. The goals of the Criminal Justice program promote these qualities by providing education and training that can be utilized throughout their career. Not only are high academic standards expected, but this program prepares students for career long personal development and continuing education that the Criminal Justice field requires. The employment opportunities in the Criminal Justice field require employees to earn continuing education hours to stay current on laws, proper field practices, and new techniques needed for this profession. Each student becomes familiar with these requirements and through the institutions mission, students develop the skills and drive to want to strive for lifelong learning and academic success in the classroom as well as in their career field.

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

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

According to the U.S. Bureau of Labor Statistics, the most common career choices for Criminal Justice majors occur in the projections shown below. The SSC Criminal Justice program prepares highly educated students that can enter most of the careers listed with the completion of their degree. As students near graduation, they are highly encouraged to transfer to a college or university to complete their bachelor’s degree to increase their knowledge in the field and increase their salary potential. The SSC mission states we should empower students’ personal development and lifelong learning. This belief is carried over to the students seeking continual improvement in the Criminal Justice field. Criminal Justice professionals practice continual improvement through the many hours of required continuing education and training.

Employment projections data for police and detectives, 2021-31

Occupational Title	Employment		Projected Employment %	Change 2021-2031	Numeric
	2021	2031			
Police, detectives, criminal investigators	808,200	832,446	+3		24,246
Fish and game wardens	28,600	29,458	+3		600
Probation and correction officers		94,500			0
	100				
Bailiffs and jailers	419,000	377,000	-10		-42,000

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

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 Science for Criminal Justice Degree Program:

Empowers people for academic success by preparing students for a range of careers involving Criminal Justice and at the same time improve their critical thinking skills necessary for success in all studies.

Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student’s appreciation of and creating a desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Associate in Science in Criminal Justice 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 Criminal Justice

Outcome 3: Students will demonstrate knowledge, skills, and values consistent with the science and application of criminal justice.

Outcome 4: Students will display the knowledge, skills and values consistent with curriculum developed for criminal justice.

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

Course Embedded Assessment Results

Table 1. Combined Course Embedded Assessment Results for Fall 2021 through Summer 2022 for Major Field Courses in Degree Program			
General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	13%	72%	57%
General Education Outcome 2	24%	80%	56%
General Education Outcome 3	39%	79%	39%
General Education Outcome 4	13%	72%	57%
Specific Outcomes for Criminal Justice	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	39%	82%	43%
Degree Program Outcome 4	27%	74%	48%

Analysis of degree program productivity revealed that the degree program averaged about 35 declared majors per year with an average of 9 graduates per year and 3548 average total credit hours generated per year over the five-year period under review. Other direct indicators used were course-embedded assessment and Educational Testing Service Proficiency Profile Test (ETS). Principal indirect indicators used were the Community College Survey of Student Engagement (CCSSE), and the SSC Graduate Exit Survey. Students increased knowledge by a 3.5 to 1 ratio in a comparison of the pre-test and post-test scores. The ETS test scores reflect learning slightly below (0.3%) the national averages over the past 4 years.

B.3. Minimum Productivity Indicators:

The following table provides data for the Criminal Justice Degree Program.

Table 2. Criminal Justice Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2017 - 2018	Summer 2017	16	
	Fall 2017	51	
	Spring 2018	34	7
2018 - 2019	Summer 2018	15	
	Fall 2018	45	
	Spring 2019	29	8
2019 - 2020	Summer 2019	17	
	Fall 2019	52	
	Spring 2020	44	7
2020 - 2021	Summer 2020	16	

	Fall 2020	58	
	Spring 2021	41	11
2021-2022	Summer 2021	10	
	Fall 2021	55	
	Spring 2022	42	15

In Table 2, the results show that over the last 5 years an average of 35 students selecting the Criminal Justice program as their major each year. During the same period 48 students graduated from the program or an average of 9 students successfully completing the program annually.

This data shows that the Criminal Justice Degree Program exceeds the minimum standards of productivity for Majors Enrolled (25) and Degrees Conferred (5).

B.4. Other Quantitative Measures:

a. Number of courses taught exclusively for the major program for the last five years and the size of classes:

Table 3. Number of Sections Taught and Enrollment for Each Course in Major Field of Criminal Justice Degree Program 2021-2022

Prefix	Number	Major Field Course Title	Number of Sections	Total Students	Credit Hours
CJ	1103	Introduction to Criminology	2	24	72
CJ	1123	Introduction to Criminal Justice Systems	1	24	72
CJ	1143	Introduction to Law Enforcement	1	15	45
CJ	1233	Adult Correctional Systems	1	7	21
PSY	1103	Child Psychology	1	26	78
PSY	1113	General Psychology	15	372	1116
PSY	1123	Psychology of Adjustment	3	35	105
SOC	1113	Introduction to Sociology	5	99	297
CJ	2203	Rules of Evidence	1	24	72
CJ	2243	Fundamentals of Criminal Investigations	1	13	39
CJ	2253	Juvenile Justice Procedures	1	4	12
CJ	2303	Special Projects in Criminal Justice	0	0	0
CJ	2103	Ethics in Criminal Justice	2	21	63
MATH	1503	Elementary Statistics	9	193	579
PSY	2013	Personality Theories	2	35	105
PSY	2023	Developmental Psychology	5	92	276
PSY	2053	Social Psychology	3	51	153
SOC	2153	Crime, Delinquency, and Social Science Issues	1	22	66

b. Student credit hours by level generated in all major courses that make up the degree program for five years: 16,863 total credit hours in major during review period.

Table 4. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	3378	1011
2018-19	3018	1151
2019-20	2484	969
2020-21	1845	712
2021-22	2385	786
Totals	13110	4629

Note: Table 4 shows the credit hours generated by all the major courses of the degree program for the given academic years. The hours do not represent the number of student credit hours generated only by those students declaring Criminal Justice as their major.

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

Instructional Cost (Estimate):

No direct data was available that could be used to determine the exact amount of the instructional cost for the criminal justice degree program. The annual SSC budget report provided the total expenditures for the Social Science department as shown in Table 5. The annual department budget contains the instructional costs for division degree programs such as Criminal Justice.

Table 5

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22
Instructional Cost	\$577,983	\$551,074	\$560,175	\$535,470	\$566,099

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

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
NA			

All college level courses in Criminal Justice area at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the course offerings in the Criminal Justice Degree Program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes Table 7 shows the Major Field courses for the Associate in Science in Criminal Justice Degree Program and the General Education Outcomes each course addresses.

Table 7. All General Education Outcomes addressed by a specific course are marked with the letter "X."

Major Field Course Information			General Education Outcome			
Prefix	Number	Title	1	2	3	4
CJ	1103	Introduction to Criminology			X	
CJ	1123	Introduction to Criminal Justice Systems			X	
CJ	1143	Introduction to Law Enforcement			X	
CJ	1233	Adult Correctional Systems				
PSY	1103	Child Psychology	X	X	X	X
PSY	1113	General Psychology		X	X	
PSY	1123	Psychology of Adjustment		X	X	
SOC	1113	Introduction to Sociology				
CJ	2203	Rules of Evidence				
CJ	2243	Fundamentals of Criminal Investigations				
CJ	2253	Juvenile Justice Procedures			X	
CJ	2303	Special Projects in Criminal Justice				
MATH	2153	Elementary Statistics				
PSY	2013	Personality Theories				
PSY	2023	Developmental Psychology		X	X	
PSY	2053	Social Psychology				
SOC	2153	Crime, Delinquency, and Social Science Issues				

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:

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Sam Rivera	Criminal Justice	M.S.CJ	University of Oklahoma
Kendall Rogers	Behavioral Science	M.HR	University of Oklahoma
Christal	Psychology	M.S.	Cameron University
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
NA	NA	NA	NA
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			

NA	NA	NA	NA
----	----	----	----

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

In general, although this degree is not required to enter the field of law enforcement, there have been several who used it to enter law enforcement, advance their positions, or went on to a 4-year institution for further studies.

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

The only information available at this time is anecdotal data self-reported by former students who have transferred to one of the University of Central Oklahoma's Forensics programs. For example, since about 2018, at least 6 students attended the Forensic Science program at UCO with many others seeking a 4-year degree in Criminal Justice at various institutions. At least two students went to law school.

B.6. Effective Use of Resources:

The institution has in the past year recommitted itself to continuing to the Criminal Justice Program as well as to basic institutional resources, human, physical, and financial to enhance instruction and to maintain effective operations of the college. Despite budget concerns and cutbacks as much as can be done in this environment to routinely upgrade computers, servers and software. Particularly with the recent upgrade to Brightspace as the Learning Management System used by students and faculty as well as the system upgrade for all areas of the college with Jenzabar. Classroom technology as well as online course instruction continue to improve across campus. 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)

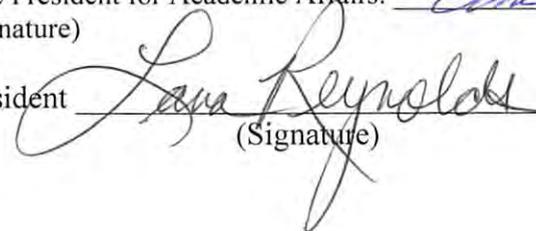
Recommendations	Implementation Plan	Target Date
Increase enrollment of Criminal Justice majors by 20%.	Coordinate outreach to local high schools as well as Criminal Justice professionals regarding SSC's Criminal Justice course offerings and major. Stress employment statistics and the number of employment positions in the job market for this specific major. Actively recruit Criminal Justice professionals to courses that can help maintain certification and continuing education.	Fall 2023

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:	Degree Program instructor and mentor will actively recruit at local high schools. Consider expanding the course offerings per semester from 4 courses to 5 courses. I recommend the first course addition be an "Ethics" course.	Keep admissions counselors and faculty advisors up-to-date on program offerings and opportunities. Offer programs/seminars to the public conducted by the Criminal Justice Program (Active Shooter, Self-Defense, etc.)	Note: Ethics in Criminal Justice was added to the OSRHE state matrix (CJ 116) in Fall 2019 as an elective.
Expand program (# of students)	Assistance with program publicity.	Utilizing college recruiters to promote program.	Funding for advertising in local media.
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/Program Head  Date 11-16-22
 (Signature)

Vice President for Academic Affairs:  Date 11/16/22
 (Signature)

President  Date 11-21-22
 (Signature)

**SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN CHILD DEVELOPMENT (228)**

Program Review Summary

October 2022

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

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers twenty-three degree/certificate programs, including the Associate in Arts in Child Development. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Business and Education Division presents here the results of its self-review of the Associate in Arts in Child Development.

Assessment of this transfer degree program employed several direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Additionally, this review relates these findings to several relevant Higher Learning Commission Criteria and Components, the Seminole State 2020-2021 Academic Plan, and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the degree program.

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

Previous Reviews and Actions from those reviews: In the previous review, recommendations addressed issues related to articulation agreements, underprepared students, and faculty advising. Faculty members utilized student support services to better prepare students, participated in a faculty-mentoring program, and prepared plans to improve articulation agreements.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Analysis and Assessment Abstract

Analysis of degree program productivity revealed that over the review period the degree program averaged annually about 26 declared majors, 7 graduates, and 1,938 total credit hours generated. In a comparison of the pre-test and post-test scores students increased knowledge by 20% for general education outcomes and 20% in Child Development specific outcomes. Other direct indicators used were course-embedded assessment and Educational Testing Service Proficiency Profile Test (ETS). The ETS test scores reflect learning slightly below (0.3%) the national averages over the past 4 years.

Key findings from the most current evaluation of the Associate in Arts in Child Development: Faculty in the Business and Education division discovered a need to develop a

plan to increase student and faculty awareness of the articulation agreements among colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a regional institution. Faculty found a need for increased efforts to encourage students to enroll in and a follow specific degree program rather than choosing Liberal Studies.

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 Child Development Program:

Empowers people for academic success by preparing students for a career in Child Development and improving their critical thinking skills necessary for success in all studies.

Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student's appreciation of and creating a desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

The Child Development degree program is vital to the success of the Institution's future students and its community. The vital courses are designed to prepare students to enter or eventually enter careers such as Head Start Teacher, Child Care Teacher or Director, Nanny, Elementary Teacher, School Age Program Provider, Early Intervention/Special Needs Provider, Teacher's aide, and home visitor. These specialized courses are designed to enhance the student's education beyond General Education core curriculum courses. It is important to note that many Child Development courses are not listed as core curriculum but may be taken as course electives for students seeking other degrees. Institutional resources are utilized to employ qualified faculty to provide Early Child Development instruction. Through the courses and instruction provided students receive an understanding of early childhood developmentally appropriate practices which enables them to provide exceptional care in their current and future careers.

B. Vitality of the Program:

B.1. Program Objectives and Goals:**Outcomes Specific to Associate in Arts in Child Development**

- Outcome 1:** Demonstrate successful articulation of Seminole State College transfer degree programs to state baccalaureate institutions of higher learning 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.
- Outcome 3:** Demonstrate problem-solving skills and critical thinking in the areas of child development, parent and community involvement, and professional ethics.
- Outcome 4:** Demonstrate the art and the science of a career in teaching and working with young children.

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

The Child Development degree program fulfills Higher Learning Commission Criteria by providing evidence of student learning, faculty engagement that encourages quality teaching, and effective assessment of the student learning process. Child Development course instructors consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the four outcomes specific to the Child Development degree program course embedded assessment is the foremost method. Instructors use pre-tests and post-tests as the tools to obtain assessment data. Faculty members regularly review pre-test and post-test questions and make changes when necessary. For example, in the past year faculty members have reviewed the pre-tests and post-tests in Child Development, Intro to Early Childhood Development, Behavior and Guidance of Young Children, Program and Curriculum Planning for Early Childhood, Family and Community Relationships, and Health, Safety, and Nutrition for Children. As a result, instructors have rewritten, replaced, or deleted some of the existing questions. This process illustrates that the Child Development degree program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality.

Instructors calculate student score improvements from pre-test to post-test for every class every semester. While pre-tests and post-tests only assess improvements in a sampling of course objectives, the fact that all courses in Child Development degree program show improvement verifies that student learning takes place and that outcomes specific to the Child Development degree program are met.

Course embedded assessment data from the Academic Year 2021-2022 (Summer, Fall and Spring) semesters as shown in the following table. The percent of increase reflects the difference between the average of the post-test scores and the pre-test scores. The average growth rate was 20%.

Table 1. Combined Course Embedded Assessment Results for Fall 2021 through Spring 2022

for Major Field Courses in Degree Program			
General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	na	na	na
General Education Outcome 2	na	na	na
General Education Outcome 3	68%	88%	20%
General Education Outcome 4	na	na	na
Specific Outcomes for Child Development	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	68%	88%	20%
Degree Program Outcome 4	na	na	na

B.3. Minimum Productivity Indicators:

The following table provides data for the Child Development Degree Program.

Table 2. Child Development Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2017 - 2018	Summer 2017	2	
	Fall 2017	33	
	Spring 2018	33	5
2018 - 2019	Summer 2018	9	
	Fall 2018	32	
	Spring 2019	37	5
2019 - 2020	Summer 2019	15	
	Fall 2019	38	
	Spring 2020	40	8
2020 - 2021	Summer 2020	13	
	Fall 2020	30	
	Spring 2021	26	9
2021-2022	Summer 2021	8	
	Fall 2021	39	
	Spring 2022	33	9

In Table 2, the results show approximately 26 students selecting the program each year and about 7 successfully completing the program annually. This degree program has a low to moderate demand level. Relative to the number of students declaring Child Development as a major, the graduation rate is 26.9%. This data shows that the Child Development Degree Program exceeds the minimum standards of productivity for Majors Enrolled (25) and Degrees Conferred (5).

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:

Table 3. 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	Credit Hours
CD	1103	Child Development	7	114	16	342
CD	1123	Introduction to Early Childhood Education	8	103	13	309
CD	1223	Behavior & Guidance of Young Children	5	87	17	261
PSY	1103	Child Psychology (not offered this period)				
CD	2101	Developmentally Appropriate Practice (not offered this period)				
CD	2113	Prog. & Curr. Planning for Early Childhood	8	70	9	210
CD	2123	Health, Safety & Nutrition for Children	5	90	18	270
CD	2143	Family & Community Relationships	5	60	12	180
CD	2163	Administration of Early Childhood Programs	3	28	9	84
CD	2333	Field Experience	10	52	5	156
CD	2393	Daily Programming for Infants and Toddlers (not offered this period)	4	42	11	126

b. Student credit hours by level generated in all major courses that make up the degree program for five years: 1,938 total credit hours in major during review period.

Table 4. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	153	165
2018-19	177	150
2019-20	195	330
2020-21	162	165
2021-22	252	189
Totals	939	999

Note: Table 4 shows the credit hours generated by all the major courses of the degree program for the given academic years. The hours do not represent the number of student credit hours generated only by those students declaring Child Development as their 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 Child Development degree program. The annual SSC budget report provided the total expenditures for the Business and Education Division. The Child Development Degree Program transferred to the Business and Education Division in fall 2015. Instructional costs prior to that time were reported by the Social Sciences Division.

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22
Instructional Cost	\$319,452	\$678,960	\$708,875	\$696,191	\$762,442

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

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
N/A			

All college level courses in the Child Development degree program at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the course offerings in the degree program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes, Table 7 shows the Major Field courses for the Associate in Art in Child Development degree program and the General Education Outcomes each course addresses.

Major Field Course Information			General Education Outcome			
Prefix	Number	Title	1	2	3	4
CD	1103	Child Development			X	
CD	1123	Introduction to Early Childhood Education			X	
CD	1223	Behavior & Guidance of Young Children			X	
PSY	1103	Child Psychology	X	X	X	X
CD	2113	Prog. & Curr. Planning for Early Childhood			X	
CD	2123	Health, Safety & Nutrition for Children			X	
CD	2143	Family & Community Relationships			X	
CD	2163	Administration of Early Childhood Programs			X	
CD	2333	Field Experience			X	
CD	2393	Daily Programming for Infants and Toddlers			X	

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:

Full-Time Faculty			
Name	Teaching Area	Highest Degree	Institution

Current Adjunct Faculty (Instructors with ** beside their name teach only zero-level classes)			
Jaycie Cossey	Child Development	M.Ed.	East Central University
Alicia Bare	Child Development	M.Ed.	East Central University

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

Information not available.

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

Transfer Reports from Four-Year Institutions:
 Seminole State College routinely seeks transfer data from the primary transfer baccalaureate institutions but receipt of transfer data from those institutions has been sporadic. Transfer reports received from East Central University, the University of Central Oklahoma, Oklahoma University, and Oklahoma State University provided GPAs of students who had transferred from Seminole State College. Transfer data in 2021-22 showed that SSC students who transferred to these universities had a slightly higher G.P.A. (approximately 0.07 higher) than the average student at these schools. The data in those reports confirm our expectation that SSC students perform well when compared with other students upon transfer and verifies the competence of SSC students in their academic preparation.

B.5. Duplication and Demand:

B.5. Duplication and Demand Issues:

Review of Duplicated Programs
 Seminole State College provides local access to students in our five-county service area wishing to pursue a degree in Child Development. The only near duplications in our five-county area are a few private schools that are cost prohibitive for many students.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Child Development is a low to moderate demand program and the rates of declared majors and graduation exceed OSRHE productivity levels. Approximately 26 students selected the Associate in Arts in Child Development degree program each year over the review period. The degree program averages approximately 7 graduates annually. Relative to the number of students declaring Child development as a major, the graduation rate is 26.9%.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Faculty members expect students with an Associate of Art in Child Development degree to matriculate to a four-year program. The options available to these students include fields such as Head Start teacher, child care teacher or director, nanny, teacher’s aide, home visitor, and

employee at any community and private organization focused on child development. Currently, Oklahoma has started the Care for Kids campaign to combat the current childcare worker shortage. This campaign offers a \$1,000 employment incentive to licensed childcare professionals.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Faculty members and students actively participate in the five-county area communities served by SSC. Although many faculty members commute, they participate in community activities such as blood drives, churches, and local chambers of commerce. Both of our adjunct faculty members are involved in K-12 grade schools in our five-county service area.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

With the advances in technology, faculty members have the opportunity to expand to several different forms of delivery. Due to the pandemic environment that we all found ourselves within, faculty have become efficient with multiple course delivery methods. They have found that Zoom and other hybrid courses are successful delivery methods at SSC. SSC also addresses the community need for a variety of general education courses by offering traditional face-to-face 16-week courses, online courses, 8-week courses, and 5 Saturday courses. The vast majority of students in the Child Development degree program are working adults who are unable to attend classes on campus during traditional working hours. To meet the specific needs of these students, classes are offered online.

B.6. Effective Use of Resources:

Staff Support

The Business and Education Division administers the Child Development degree program. The division has a part-time office manager who primarily supports the division chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the B&E faculty members.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College creates a technologically enhanced academic environment focused on student learning. As a result, technology has never been a limiting factor in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College has enhanced the wireless network within the past year in order to allow students additional access to high-speed internet. Areas provided with enhanced wireless access

include the parking lots around campus and the residence hall. In addition to wireless connectivity, all classrooms are hard-wired for Internet and Seminole State College Intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites.

Technologically equipped classrooms have computer systems with current instructional and multimedia software, digital multimedia projectors and Smartboards. Some classrooms equipped for virtual student access have video/audio interactive television technology interfaced with fiber optic transmission equipment and a computerized multimedia projection system for OneNet course sharing. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, telecourse testing, and technologically aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services

Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has just such a team made up of the Information Technology Director and three tech persons and one web specialist. They are responsible for maintaining all campus technology such as computers, SmartBoards, virtual access equipment, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services

Currently D2L Brightspace is available to instructors for course management. It is used to communicate with students, post and collect assignments, record grades, maintain attendance, and host student discussion boards. Through a separate system, MySSCOK, instructors report final student grades electronically.

Table 9

Recommendation	Implementation Plan	Target Date
<p>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.</p>	<p>Child Development faculty plan to increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and alert them to the advantage of receiving an associate degree before transferring to a four-year institution. Increased contact between faculty in the major area, students enrolled in the degree program, and the Scholar Coordinator will aid in this process.</p>	<p>On-going</p>

<p>Encourage students to enroll in specific degree programs rather than choosing Liberal Studies</p>	<p>The Scholar Coordinator and a degree program mentor will continue to educate both faculty advisors and students about the advantages of choosing the Child Development degree program.</p>	<p>The Scholar Coordinator and/or a degree program mentor will visit first-year experience classes during the first several weeks of every semester to provide information about the Child Development degree program.</p>
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Summary of Recommendations:

	Department	School/College	Institutional
<p>Possible Recommendations:</p>	<p>We are fortunate to now have a Scholar Coordinator from the OSRHE Scholars for Excellence in Child Care program on campus. She has been instrumental in increasing the enrollment in this degree program.</p> <p>We recommend expanding the program by 10% or about 5 students per year.</p>		

Department/Program Head *Jammy Kestelo* Date 11/14/2022
 (Signature)

Vice President for Academic Affairs *Amal E...* Date 11/16/22
 (Signature)

President *Sara Reynolds* Date 11-21-22
 (Signature)

**SEMINOLE STATE COLLEGE
CERTIFICATE IN CHILD DEVELOPMENT (Mastery) (229)**

2022-2023 Degree Program Review

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers thirty-eight degree/certificate programs, including the Certificate in Child Development. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this certificate program every five years. The Business and Education Division presents here the results of its self-review of the Certificate in Child Development.

Assessment of this certificate program employed a number of direct and indirect indicators. The focus of this process was to evaluate certificate program productivity and the achievement of specific program and general education outcomes by students. Additionally, this review relates these findings to a number of relevant Higher Learning Commission Criteria and Components and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the certificate program.

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

Faculty members used student support services to prepare students, and participated in a newly created faculty advisor program.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Analysis of certificate program productivity revealed that the degree program averaged about 14 declared majors per year with an average of 11 graduates per year and an average of 1972 total credit hours generated per year over the five-year period under review. Other direct indicators used were course-embedded assessment and Educational Testing Service Proficiency Profile Test (ETS). Principal indirect indicators used were the Community College Survey of Student Engagement (CCSSE), and the SSC Graduate Exit Survey. Students increased knowledge by a 2.0 to 1 ratio in a comparison of the pre-test and post-test scores. The ETS test scores reflect learning slightly below (0.3%) the national averages over the past 4 years.

Key findings from the most current evaluation of the Certificate in Child Development
Faculty in the Business and Education Division cited a need for increased efforts to encourage students to enroll in and follow a specific program rather than choosing Liberal Studies. The Certificate in Child Development has been designed specifically to prepare students for entry-level positions in the child care industry.

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 Certificate in Child Development (Mastery):

Empowers people for academic success by preparing students for a range of careers involving Child Development and at the same time improve their critical thinking skills necessary for success in all studies.

Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student's appreciation of and creating a desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Outcome 1: Demonstrate problem-solving skills and critical thinking skills in the areas of child development, program planning, family and community relationships, and professional ethics.

Outcome 2: Demonstrate the art and the science of working with children in a culturally diverse society.

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

The SSC Certificate in Child Development (Mastery) fulfills Higher Learning Commission Criteria by providing evidence of student learning, faculty engagement that encourages quality teaching, and effective assessment of the student learning process. Instructors in the Business and Education areas consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. Instructors use formative assessment to evaluate the needs of individual students. To measure the two outcomes specific to the Certificate in Child Development Program course embedded assessment is the foremost method. In the Business and Education areas, instructors used pre-tests and post-tests as tools to obtain assessment data. Faculty members regularly review and change pre-test and post-test questions when necessary. This process illustrates that the Certificate in Child Development (Mastery) Program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality.

Instructors calculate and report student score improvements from pre-test to post-test for every class in the fall semester. While pre-tests and post-tests only assess improvements in a sampling of course objectives, the fact that all courses in the Business and Education areas show improvement verifies that student learning takes place and that outcomes specific to the Certificate in Child Development Program are met.

Key personnel gathered course embedded assessment data from the fall 2021 and spring 2022 semesters as shown in the following table. The percent increase reflects the difference between the average of the post-test scores and the pre-test scores. For the Major Field courses, the average growth rate was 22%.

Table 1. Combined Course Embedded Assessment Results for Fall 2021 through Spring 2022 for Major Field Courses in Certificate Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1			
General Education Outcome 2			
General Education Outcome 3	66%	88%	22%
General Education Outcome 4			
Specific Outcomes for Biology	Pre-Test % Correct	Post-Test % Correct	Difference
Program Outcome 1	66%	88%	22%
Program Outcome 2			

B.3. Minimum Productivity Indicators:

The following table provides data for the Certificate Program. Report Date September 2022

Table 2

Biology Declared Majors and Graduates			
Academic Year	Semester	Declared Majors	Graduates Total Per Year
2017-2018	Summer	3	
	Fall	2	
	Spring	2	0
2018-2019	Summer	0	
	Fall	6	
	Spring	5	8
2019-2020	Summer	4	
	Fall	3	
	Spring	4	14
2020-2021	Summer	2	
	Fall	7	
	Spring	7	12
2021-2022	Summer	2	
	Fall	11	
	Spring	12	10

Table 2 shows approximately 14 students selecting the program each year and an average of 11 students successfully completing the program annually. This certificate program has a low to moderate demand level. Relative to the number of students selecting the certificate program, the completion rate is 78.5%. Students are focused on receiving their Associate in Arts in Child Development degree from SSC and are typically unaware of the value of receiving a Certificate in Child Development (Mastery). We are fortunate to now have a Scholar Coordinator from the OSRHE Scholars for Excellence in Child Care program on campus. She has been instrumental in increasing the enrollment in this certificate program.

These data show that the Certificate in Child Development (Mastery) Program is below the minimum standards of productivity for Majors Enrolled (25) but exceeds the standards for Certificates Awarded (5).

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:

Table 3. Number of Sections Taught and Enrollment for Each Course in Major Field of Certificate Program

Prefix	Number	Major Field Course Title	Number of Sections	Total Students	Ave. Class Size	Total Credit Hours Generated
ENG	1113	Principles of English Composition I	33	581	18	1743
CD	1103	Child Development	1	30	30	90
CD	1123	Introduction to Early Childhood Education	1	25	25	75
CD	1223	Behavior & Guidance of Young Children	1	29	29	87
CD	2113	Program & Curriculum Planning for Early Childhood	2	13	6	39
CD	2123	Health, Safety, & Nutrition for Children	1	26	26	78

Credit Hours Generated in Major Field Courses of Certificate Program By Level (from table above)

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2021-22	1995	116

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.

Since all courses offered in this major may be used as lower division general education courses, no courses exclusively for this degree were taught in the past five years. However, the six courses considered major courses for this program are listed in Table 5. The classes range in size from 10 to 50 students.

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

Student Credit Hours Generated in the Major Courses (Five Year Period)

Table 4. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	1623	84
2018-19	2046	78
2019-20	1884	123
2020-21	1833	78
2021-22	1995	116
Totals	9381	479

Note: In Table 4, the “Credit Hours Generated” column represents the student credit hours generated by all the Major 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 a Certificate in Child Development.

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

Instructional Cost (Estimate):

No direct data were available that could be used to determine the exact amount of the instructional cost for any of the math and science degree programs. The annual SSC budget report provided the total expenditures for the science department as shown in Table 4. The annual Business and Education department budget contains the instructional costs for twenty of the Business and Education division programs.

Table 5

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Instructional Cost	\$319,452	\$678,960	\$708,875	\$696,191	\$762,442

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

Support of General Education Outcomes

All courses offered in the Business and Education areas support the General Education philosophy of Seminole State College. Business and Education instructors make every effort to provide experiences that will equip students with the necessary skills to make informed decisions and encourage life-long learning. Instructors also attempt to provide experiences that will prepare students to be citizens who will be thoughtful about their attitudes toward human life, cultural diversity, and biological and physical environments. Please see Table 3 for a list of student credit hours generated in the major courses.

All college level courses in the Science area at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the course

offerings in the Certificate in Child Development (Mastery) Program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes Table 6 shows the Major Field courses for the Certificate in Child Development Program and the General Education Outcomes each course addresses.

Table 6

All General Education Outcomes addressed by a specific course are marked with the letter "X."

Major Field Course Information			General Education Outcome			
Prefix	Number	Title	1	2	3	4
ENG	1113	Principles of English Composition I	X			
CD	1103	Child Development			X	
CD	1123	Introduction to Early Childhood Education			X	
CD	1223	Behavior & Guidance of Young Children			X	
CD	2113	Program & Curriculum Planning for Early Childhood			X	
CD	2123	Health, Safety, & Nutrition for Children			X	

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:

Current Business and Education Division Faculty

Table 7

Current Full-Time Business and Education Faculty			
Name	Teaching Area	Highest Degree	Institution
Current Full-Time Faculty from Other Divisions Teaching Business and Education Classes (Instructors with ** beside their name teach only zero-level classes)			
Dr. Andrew Davis	ENG	Ph. D.	Oklahoma State University
Kelli McBride	ENG	M.S.	Capella University
Paul Juhasz	ENG	M.F.A.	Oklahoma City University
Yasminda Choate	ENG	M.S.	Texas A & M University
Jamie Worthley	ENG	M.A.	University of Central Oklahoma
Jessica Isaacs	ENG	M.F.A.	Oklahoma City University
Current Adjunct Business and Education Faculty (Instructors with ** beside their name teach only zero-level classes)			
Jaycie Cossey	Child Development	M.Ed.	East Central University
Alicia Bare	Child Development	M.Ed.	East Central University
Brian Green-Young	ENG	M.F.A.	Oklahoma City University
Kylee George	ENG	M.F.A.	Oklahoma City University

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

No data

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

Not a transfer program

B.5. Duplication and Demand:

B.5. Duplication and Demand Issues:

Review of Duplicated Programs

Seminole State College provides local access to students in our five-county service area to pursue the Certificate in Child Development (Mastery). The only near duplications (in our five-county area) are a few private schools that are cost prohibitive for many students.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The Certificate in Child Development (Mastery) Program is a low to moderate demand program and the rates of declared majors is below OSRHE productivity levels, but certificate awards exceed OSRHE productivity levels. Approximately 14 students selected the Certificate in Child Development program each year over the review period with an average of 11 certificates awarded each year. Relative to the number of students declaring this major, the completion rate is 78.5%.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Faculty members encourage students to complete this certificate program for employment.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Although many of the faculty members commute, they also participate in community activities such as blood drives, Lion's Club, Rotary Club, churches, and the local chambers of commerce. Faculty members and students actively participate in the five county area communities served by SSC.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

With the advances in technology, faculty members have expanded to several different forms of delivery. They have found that online, hybrid or blended courses, and zoom courses prove to be

successful delivery methods. SSC also addresses the community need for a variety of course scheduling by offering online and accelerated courses.

B.6. Effective Use of Resources:

Staff Support

The Business and Education Division has a full-time secretary who primarily supports the Division Chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the Business and Education faculty members.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College creates a technologically enhanced academic environment focused on student learning. As a result, technology has never been a limiting factor in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College has a wireless network with two control centers providing Internet and Seminole State College Intranet connectivity to campus academic and residential buildings. In addition to wireless connectivity, all classrooms are hard-wired for Internet and Seminole State College Intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites.

Technologically equipped classrooms have computer systems with current instructional and multimedia software, CD/DVD/VCR players, digital multimedia projectors and a Smart Board. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, telecourse testing, and technologically aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services

Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has just such a team made up of the MIS director and two tech persons. They are responsible for maintaining all campus technology such as computers, Smart Boards, IETV equipment, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services

Brightspace is available to instructors for course management and not just for online course delivery. Through MySSCOK, instructors report student grades electronically, receive emergency response, and make announcements.

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)

Table 8

Recommendation	Implementation Plan	Target Date
Increase student and faculty awareness of the advantage of completion of the certificate program.	Advertising and utilizing recruitment opportunities with campus recruiting office.	On-going
Encourage students to enroll in specific programs rather than choosing Liberal Studies.	Faculty, along with student support services, will continue the efforts to inform students of the advantages of enrolling in a specific program by implementing a degree enrollment plan that is created in Learning Strategies.	On-going

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	We recommend expanding the program about 10 students per year.		
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program Head *Jammy Kustecku* Date 11/16/2022
(Signature)

Vice President for Academic Affairs *Amal S. Jay* Date 11/16/22
(Signature)

President *Laura Reynolds* Date 11-21-22
(Signature)