

**SEMINOLE STATE COLLEGE  
ASSOCIATE IN APPLIED SCIENCE IN BUSINESS TECHNOLOGY (114)**

**2014-15 Degree Program Evaluation**

*The information required to complete this annual evaluation process mirrors the information required by OSRHE Policy on Academic Program Review. Specifically, it covers the following Vitality of the Program items: (1) Program Objectives and Goals, (2) Quality Indicators, (3) Minimum Productivity Indicators, and (4) Other Quantitative Measures (for additional information see OSRHE Policy 3.7.5.B.1-4).*

**1. Program Objectives and Goals**

**Associate in Applied Science in Business Technology 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 Applied Science in Business Technology**

Outcome 3: Demonstrate problem-solving skills related to the world of business.

Outcome 4: Demonstrate preparation for continued pursuit of courses leading to employment.

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## 2. Quality Indicators

### Combined Course Embedded Assessment Results For Fall 2014 and Spring 2015 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	41%	84%	43%
General Education Outcome 2	40%	59%	19%
General Education Outcome 3	36%	78%	42%
General Education Outcome 4	14%	44%	30%
Specific Outcomes for AAS Business Technology	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	40%	84%	44%
Degree Program Outcome 4	40%	84%	44%

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

Academic Year	Ethnicity	Summer 2014		Fall 2014		Spring 2015	
2014-15	Total Students	3	100%	44	100%	41	100%
	Black	0	0%	5	11%	5	12%
	Indian	0	0%	8	18%	8	20%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	2	5%	2	5%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	3	100%	29	66%	26	63%
	Undeclared	0	0%	0	0%	3	7%

### Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2014	Fall 2014	Spring 2015
2014-15	Male	0	3	4
	Female	3	41	37

#### Student Feedback on Instruction:

We have difficulties with student participation. In the fall and spring semesters, we only had a 44 to 52% participation rate among students.

The average response scores for all SSC classes ranged from 4.51 to 4.78 for the rated scale questions. Therefore, all of the averaged responses fell between "usually applies" and "almost always applies" with those responses describing desired attributes or behaviors. The average response score for the rated-scale questions pertaining to all classes was 4.64.

The average response scores for the B&IS Division ranged from 4.55 to 4.78 (in class) for the rated scale questions. Therefore, all of the averaged responses fell between "usually applies" and "almost always applies" with those responses describing desired attributes or behaviors. The average response score for the rated-scale questions pertaining to all classes was approximately 4.67.

Comments made by students:

All of the teachers in the business department are great! Its teachers like herself (Tammy Kasterke) that make this department great.

I would definitely recommend this course to other students; I would even recommend this class to students who do not have a business major. You learn valuable things in this class that you can take out into the real world; it is not a waste of money or time. Brad Schatzel is an awesome teacher that knows and actually likes what he is doing; it makes the overall experience that much better. By far this was my favorite class that I have ever taken in the past 3 years.

I would definitely recommend to anyone interested. His enthusiasm and wit is unmatched and his professionalism is sublime to say the least. (Brad Schatzel, Introduction to Business)

The teacher is amazing and I have learned so much this semester from her. I didn't even know what a computer was until I came into this class, now I feel like Steve Jobs (Tammy Kasterke)

Make sure you always have your homework finish and if you miss class at all then you will be behind. Professor Hamm is a wonderful teacher and one of my favorite here at SSC. I learned so much about her and she cared about us. She makes sure you know the material before moving on. (Dawn Hamm)

Professor Cheng was very fair and easy to talk to when you had trouble with an assignment. Mr. Cheng made you engage with other students, which in turn made the class a lot better.

Graduate Exit Survey:

No specific data collected for major area.

Collegiate Assessment of Academic Proficiency (CAAP) Test:

No specific data collected for major area.

Community College Survey of Student Engagement:

The 2015 Key Findings report indicates that Seminole State College is just barely (.08%) below the CCSSE Cohort in active and collaborative learning. It is the primary goal of the business division to continue to increase active and collaborative learning. Business simulations, group projects, and real world experiences added to the curriculum replaced passive learning techniques like lecture and book exercises. In time, we hope to match not only the CCSSE cohort but also the top-performing colleges' levels of active and collaborative learning.

Faces of the Future Survey:

No reported data in 2014-2015.

Other Quality Indicators:

The B & IS Division was pleased to participate in a community workforce forum during the spring of 2015. Roughly 100 business leaders, educators, and administrators from the Seminole area spent the afternoon discussing how Seminole State College can best serve community employers and employees. The participants utilized lunchtime roundtables and both small and large group discussions. Top concerns were work ethic and basic competencies like punctuality and common courtesy (manners, customer service, and smart-phone etiquette).

### 3. Minimum Productivity Indicators

#### Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2014-15	Summer 2014	3	0
	Fall 2014	44	1
	Spring 2015	41	0

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

Majors Enrolled (25 per year): **Yes**/No

Degree Conferred (5 per year): Yes/**No**

Comments/Analysis:

Low Productivity Justification:

The significant revisions made two years ago to the AAS in Business Technology Degree have not lead to an increase in the number of declared majors or in the number of graduates. The aforementioned changes are discussed below.

Taken from the Seminole State College Associate in Applied Science In Business Technology (114) 2013-14 Degree Program Evaluation:

The technical occupational specialty core for this degree was overhauled to increase the rigor of the course and the employment readiness of its graduates. Degree options were either added, deleted or modified to respond to student demand and employment trends. Additionally, the ongoing institutional engagement and completion initiative at SSC will also increase majors and graduates in this degree program. A major component of the initiative is a new recruiting and advising model that focusses from the first point of student contact to the last on degree programs and career goals of prospective and current students. The intrusive advising model will employ faculty advisors to push students to thoroughly explore career options and declare realistic majors relating to career goals. A drastic increase in recruiting efforts at technology centers and in the service, area will also increase the number of majors in this program.(4)

The recruiting and educational efforts of the degree ambassador should lead to an increase in numbers. Additionally, we believe the new institution wide intrusive advising model will increase the numbers for the AAS in Business Technology.

**4. Other Quantitative Measures**

**Number of Sections Taught and Enrollment for Each Course in Major Field of Degree Program**

Prefix	Number	Major Field Course Title	Number of Sections	Total Students	Ave. Class Size	Total Credit Hours Generated
ACCT	1413	General College Accounting	3	46	15	138
ACCT	2033	Financial Accounting	5	80	16	240
ACCT	2123	Managerial Accounting	4	44	11	132
ACCT	2143	QuickBooks (not offered this reporting period)			0	0
ACCT	2233	Payroll Tax Accounting	1	1	1	3
BA	2113	Macroeconomics	3	9	3	27
BA	2123	Small Business Management	1	14	14	42
BA	2133	Human Relations	4	75	19	225
BA	2213	Microeconomics	4	79	20	237
BA	2233	Business Communication (not offered this reporting period)			0	0
BA	2243	Personal Finance	3	57	19	171
BA	2403	Principles Business Management	2	21	11	63
BA	2423	Business Ethics	3	41	14	123
CT	1103	Introduction to Microcomputers	14	251	18	753
CT	2103	Advanced Microsoft Word Communication (not offered this reporting period)			0	0
CT	2163	Desktop Publishing	2	7	4	21
CT	2643	Advanced Microsoft Excel	1	6	6	18

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

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2014-15	891	1320

Note: Credit Hours Generated columns represent the student credit hours generated by all the major field courses of the degree program for the given academic year. The hours do not represent the number of student credit hours generated only by those students declaring this major.

**Direct Instructional Costs**

Academic Year	Instructional Costs*	Costs Shown By Division or Program?
2014-15	<b>\$372,170</b>	Division

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

**Credit Hours Generated by Courses in Major Field That Are Part of General Education Requirements in Other Degree Programs**

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
CT	1103	Introduction to Microcomputers	753

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

Name	Teaching Area	Highest Degree	Institution
Dawn Hamm	Accounting/Business	MBA Management	Oklahoma City University
Chun Fu Cheng	Information Systems	MBA Management	Oklahoma City University
Tammy Kasterke	Information Systems	MBA Management	Cameron University
Brad Schatzel	Business/Information Systems	MBA Management	University of Central Oklahoma
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Donna Chambers	Medical Terminology	MS Nursing	University of Oklahoma
Dewayne Forrester	Business	MA Leadership	Mid-America Christian University
Michael Schnell	Information Systems	Information	Florida Institute of Technology
Kay Wallace	Business	MS Management	University of Phoenix
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Fred Bunyan	Accounting/Business/Information	MS Business	Oklahoma State University
David Dickens	Business	MS Management	Southern Nazarene University
Dr. William Duncan	Business	PH.D Public	Idaho State University
Bettye Finch	Business	MPA Public	Norwich University

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

The Business and Information Systems (B & IS) division recommend the following:

Improve graduation rate to five for the next evaluation period.

Increase the number of majors by 10% or about 5 students for the next evaluation period.

The B & IS division aims to achieve these goals by doing the following:

### **Recruit New Students**

Degree program mentors Jeff Cheng (AS in Computer Science), Tammy Kasterke, AAS in Business), and Brad Schatzel) (AS in Business) will identify and speak with Liberal Studies majors in their classes to recruit them to one of the B & IS degrees. Assistant Professor Brad Schatzel will continue to visit to both Freshman Seminar and PASS classrooms to explain the benefits and requirements of the business degree program. Full color informational pamphlets will provide supplementary information. We will distribute these pamphlets at as many classrooms and student events as possible. Additionally we will intrusively advise B & IS degree students to ensure they are on a path to graduation. Through face-to-face meetings, phone calls, and email we will keep students on track to finish their degree.

### **Build on Global Studies Successes**

With consecutive Global Studies trips in the books (2014 to New York and 2015 to London), the buzz surrounding B & IS study tours continues to grow. We intend to return to New York City in spring 2016 pairing the trip with our new International Business course. In addition, we are working toward sending business students to Costa Rica during the summer of 2016, perhaps through a sustainable tourism course. Finally, and perhaps most exciting, we are seriously exploring a study tour to China in the summer of 2017 with Assistant Professor Jeff Cheng, a native of Hubei province.

### **Expand Future Business Leaders of America (Formerly Phi Beta Lambda)**

A robust and conspicuous Future Business Leaders of America (FBLA) business club will help with recruitment and retention of business majors. Our small club participated in two community events last year: Seminole State College Trick or Treat and the Seminole Main St. Christmas Parade. During 2014-15, FBLA members completed a constitution and other required paperwork to become an official student organization. Next, we will aggressively seek new members to grow our numbers. Last year we inducted just four members during our inaugural induction ceremony. In addition to local events, FBLA offers regional and national conferences and competitions that allow student to showcase their abilities and meet new people.

### **Offer Opportunities for International Collaboration with Silkeborg Business College**

In our fourth year of an exchange partnership with the Danes, we are excited to welcome Silkeborg Business College's Professor Henrik Staal to our campus for six weeks. This is the first time faculty have been part of the exchange that has included nearly one hundred students to date. Henrik and his colleagues are eager to set up collaborative programs with our SSC students. We must seize this opportunity to create an exciting international curriculum for our students and bring prestige to our division. To this end, roughly thirty Danish students will travel to Seminole this spring to study alongside SSC students. Heterogeneous classes of Danes and Americans will include Introduction to Business and Marketing.

