

**SEMINOLE STATE COLLEGE**  
**ASSOCIATE IN ARTS IN LANGUAGE ARTS (209)**  
**Program Review Executive Summary**

**Date of Review:** Fall 2016

**Recommended Date of Next Review:** Fall 2021

**Centrality to Institutional Mission:** The Associate in Arts of Language Arts Degree Program is central to the Seminole State College mission in the following ways: **Empowers people for academic success** by preparing students for a range of careers involving Language Arts and at the same time improve their critical thinking and writing 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.

**Program Objectives and Goals:** Outcomes Specific to Associate of Arts for Language Arts

Outcome 3: Demonstrate critical-thinking skills for higher-level academic writing. Higher level writing skills apply to advanced courses in American Sign Language, art, English, foreign language, humanities, journalism, music, photography, speech, and theater.

Outcome 4: Demonstrate an ability to produce higher-level creative works. Producing works that demonstrate a higher level or creativity applies to advanced courses in art, English, journalism, music, photography, speech, and drama.

**Quality Indicators Such as:**

- **Student Learning Outcomes**
- **Effective Teaching**
- **Effective Learning Environments**
- **External Curricular Evaluation**
- **Capacity to Meet Needs and Expectations of Constituencies**

- Course-embedded assessment of general education outcomes 1 and 4 showed an averaged increase from 42% to 80% when pre-test and post-test scores were compared. An average increase of 38 percentage points. Course-embedded assessment of degree program outcomes 3 and 4 showed an average increase from 40.4% to 81.8% when pre-test and post-test scores were compared which is an average increase of 41.4 percentage points. These dramatic increases demonstrate that student learning is taking place and that outcomes specific to the Language Arts degree program are being met. SSC provides faculty with the opportunity for professional development through funding opportunities and onsite technology training. The college employs faculty based on Higher Learning Commission guidelines and teaching ability.
- SSC is committed to creating effective learning environments with technology, increased tutoring and other academic support, and the development of a variety of delivery methods such as blended, IETV, and online courses.
- The Language Arts Degree Program is not meeting the demand of the service area with approximately 22 declared majors and about 6 graduates per year.

**Productivity for Most Recent 5 Years**

**Number of Degrees:** 6 per year

**Number of Majors:** 22 per year

**Other Quantitative Measures**

– **Number of Courses for Major:** 24

**Such as:**

- Number of Courses for Major
- Student Credit Hour in Major
- Direct Instructional Costs
- Roster of faculty members including the number of FTE faculty in the specialized courses within the curriculum

- **Student Credit Hour in Major:** 4,909 for total of review period (Includes non-major enrollees)
- **Direct Instructional Costs:** \$4,540,555 for five-year review period (Total for three Language Arts and Humanities degree programs)
- **Roster of LAH faculty (Instructors with \*\* beside their name teach only zero-level classes)**

<b>Full-Time LAH Faculty</b>				
<b>LASTNAME</b>	<b>FIRSTNAME</b>	<b>Teaching Area</b>	<b>Highest Degree</b>	<b>Institution</b>
Choate	Yasminda	LAH	M.S.	Texas A&M, Commerce
Clapper	Rayshell	LAH	M.A.	University of Oklahoma
Dawson	Marie	LAH	M.A.	Ohio State University
Isaacs	Jessica	LAH	M.A.	University of Central Oklahoma
Kirk	Kelly	LAH	M.T.A.	University of Tulsa
Mcbride	Kelli	LAH	M.A.	University of Central Oklahoma
Morgan	Christian	LAH	M.A.	University of Tulsa
Wilson	Jim	LAH	M.F.A.	Spalding University
<b>Current Full-Time Faculty from Other Divisions Teaching LAH Classes:</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Teaching Area</b>	<b>Highest Degree</b>	<b>Institution</b>
Grady	Alayna	LAH/BIS	M.A.	University of Oklahoma
Stevenson **	Christal	LAH/SS	M.S.	Cameron University
Schnell	Michael	LAH/NASNTI	M.S.	Florida Institute of Technology
<b>Adjunct Faculty Teaching Major Field Courses in Degree Program:</b>				
<b>LASTNAME</b>	<b>FIRSTNAME</b>	<b>Teaching Area</b>	<b>Highest Degree</b>	<b>Institution</b>
Ainsworth	Breeman	LAH	M.A.	Montana State University
Baker	Dustie	LAH	M.A.	East Central University
Bishop	Malinda	LAH	B.A.	East Central University
Bolander	John	LAH	M.Ed.	East Central University
Bowling	Linda	LAH	M.A.	University of Central Oklahoma
Brewer	Paul	LAH	M.Ed.	Southern Baptist Tech Seminary
Buchanan**	Aaron	LAH	B.A.	East Central University
Chastine	Ronald	LAH	Th.D.	University of Oklahoma
Church	Angela	LAH	M.F.A.	University of Oklahoma

	Crelia	Jenny	LAH	M.A.	University of Central Oklahoma
	Day**	Barbara	LAH	B.A.	Oklahoma Baptist University
	Dearing**	Linda	LAH	B.A.	University of Oklahoma
	Hildebrand	Cori	LAH	M.B.A.	East Central University
	Hooten	Teri	LAH	B.A.	Anderson University
	Isaacs	Johnathan	LAH	B.A.	University of Oklahoma
	McGee	Carrie	LAH	M.A.	East Central University
	Miller	Jamie	LAH	M.A.	University of Central Oklahoma
	Mills	Marsha	LAH	B.A.	University of Oklahoma
	Oliver	Lindsay	LAH	M.F.A.	University of Nebraska
	Pilgrim	Don	LAH	M.A.	Oklahoma State University
	Qualls	Linda	LAH	B.A.	University of Central Oklahoma
	Qualls	Travis	LAH	M.Ed.	East Central University
	Qualls	Zach	LAH	B.F.A.	University of Central Oklahoma
	Reimer	Karmyn	LAH	M.A.	East Central University
	Reynolds	Lana	LAH	M.A.	University of Oklahoma
	Sams	Kasey	LAH	M.A.	University of Oklahoma
	Schnell	Michael	LAH/NASNTI	M.S.	Florida Institute of Technology
	Scruggs	Yashanda	LAH	M.Ed.	University of Oklahoma
	Shelton	Jeff	LAH	J.D.	University of Oklahoma
<b>Duplication and Demand</b>	<ul style="list-style-type: none"> <li>Degree program does not duplicate programs in the service area. Demand is high.</li> </ul>				
<b>Effective Use of Resources</b>	<ul style="list-style-type: none"> <li>The LAH Division maximizes productivity using the available physical, technical, financial and personnel resources.</li> </ul>				

<p><b>Strengths and Weaknesses</b></p>	<p><b>Strengths:</b> Faculty members share a commitment to excellent teaching and are talented, dedicated, motivated, and knowledgeable in a broad range of Language Arts fields. Faculty members are dedicated to excellence in teaching and professional development; faculty members attend applicable conferences in the field. There is valuable collaboration and good communication among faculty members. 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. The size of SSC allows for smaller class sizes and more one-on-one involvement with the students.</p> <p><b>Weaknesses:</b> Within the last five years, the number of faculty employed by the LAH division has decreased from eleven full-time to seven full-time and one faculty member shared with another division. Also, the LAH division employed a full-time secretary but within this evaluation period the division secretary became half-time.</p> <p>Scheduling and offering classes that have computer lab components is becoming a problem due to limited computer lab space. This space is integral to teaching transitional education courses and implementing technology in all other courses.</p>
<p><b>Recommendations</b></p>	<ul style="list-style-type: none"> <li>• Increasing declared Language Arts majors and graduates</li> <li>• Ensure objective grading for writing assignments</li> <li>• Increase student participation in class and to stress the importance of attendance</li> <li>• 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.</li> <li>• Encourage students to enroll in specific degree programs rather than choosing General Studies.</li> </ul>