

**EMINOLE STATE COLLEGE  
ASSOCIATE IN SCIENCE IN SECONDARY EDUCATION (235)**

**2017-18 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 Science in Secondary Education 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 Secondary Education**

Outcome 3: Demonstrate critical-thinking skills required for higher level communication. Higher level communication skills apply to humanities, composition, and speech.

Outcome 4: Demonstrate an ability to understand and interpret at a higher level, concepts and issues related to the social sciences.

Outcome 5: Demonstrate continued pursuit of problem-solving skills and knowledge for advanced courses in the sciences.

Outcome 6: Continue to develop problem-solving skills needed for advanced courses in mathematics.

**2. Quality Indicators**

**Combined Course Embedded Assessment Results For 2017-18  
for Major Field Courses in Degree Program**

<b>General Education Outcomes</b>	<b>Pre-Test % Correct</b>	<b>Post-Test % Correct</b>	<b>Difference</b>
General Education Outcome 1	29%	76%	47%
General Education Outcome 2	24%	64%	40%
General Education Outcome 3	20%	64%	44%
General Education Outcome 4	16%	52%	36%
<b>Specific Outcomes for AS Secondary Education</b>	<b>Pre-Test % Correct</b>	<b>Post-Test % Correct</b>	<b>Difference</b>
Degree Program Outcome 3	23%	54%	31%
Degree Program Outcome 4	28%	68%	41%
Degree Program Outcome 5	7%	51%	44%
Degree Program Outcome 6	7%	52%	46%

Other Data Indicating Quality Relevant to Degree Program Major Field

**Degree Program Enrollment by Ethnicity**

<b>Academic Year</b>	<b>Ethnicity</b>	<b>Summer 2017</b>		<b>Fall 2017</b>		<b>Spring 2018</b>	
2017-18	Total Students	0	100%	7	100%	8	100%
	Black	0	0%	0	0%	0	0%
	Indian	0	0%	2	29%	3	38%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	0	0%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	0	0%	5	71%	5	62%
	Undeclared	0	0%	0	0%	0	0%

**Degree Program Enrollment by Gender**

<b>Academic Year</b>	<b>Gender</b>	<b>Summer 2017</b>	<b>Fall 2017</b>	<b>Spring 2018</b>
2017-18	Male	0	4	5
	Female	0	3	3

Student Feedback on Instruction: The average response scores from the Student Feedback on Instruction ranged from 4.15 to 4.68 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.

Graduate Exit Survey: Overall, students rated their academic experience favorably with 70.6% of the students rating “quality of teaching in your major field of study” as excellent or above average. More than 77% of students rated “faculty concern for student well-being” and 80% “faculty commitment to student success and learning” as excellent or above average.

Collegiate Assessment of Academic Proficiency (CAAP) Test: SSC students scored within .5 points (+ or -) of the national mean in all categories. Specifically, on the Science portion SSC students scored .1 below the national mean and .5 below the national mean on the Mathematics portion of the CAAP test. The Writing Skills category results were .1 points below the national mean.

### 3. Minimum Productivity Indicators

#### Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2017-18	Summer 2017	0	0
	Fall 2017	7	0
	Spring 2018	8	0

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

Majors Enrolled (25 per year): no

Degree Conferred (5 per year): no

Comments/Analysis: While the sample is very small, having more students in the spring than in the fall indicates the program is gaining popularity. Also, as the program is brand new it is reasonable to not have any graduates yet.

Low Productivity Justification: The degree program is brand new and students have not had enough time to matriculate through it.

### 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
BIOL	1114	General Biology	6	161	27	633
BIOL	1214	Principles of Biology	10	296	30	1184
BIOL	1224	General Botany	1	14	14	56
BIOL	1234	General Zoology	3	55	18	220
BIOL	2114	Human Anatomy	5	165	33	660
CHEM	1315	General Chemistry I	3	82	27	410

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CHEM	1515	General Chemistry II	13	382	29	1146
PHYS	1214	Earth Science	4	77	19	308
PHYS	1314	Astronomy	4	106	27	424
PHYS	2114	General Physics I	1	28	28	112
PHYS	2224	General Physics II	1	16	16	64
ENG	1803	Native American Literature				
ENG	2103	Fiction Writing				
ENG	2113	Creative Writing				
ENG	2123	Introduction to Poetry				
ENG	2413	Introduction to Literature	1	18	18	54
ENG	2433	World Literature I	1	12	12	36
ENG	2543	British Literature I	1	1	1	3
ENG	2653	British Literature II				
ENG	2753	American Literature I				
ENG	2883	American Literature II				
ANTH	1113	General Anthropology				
BA	2113	Macroeconomics	1	28	28	84
BA	2213	Microeconomics	2	52	26	156
GEOG	1123	World Regional Geography	2	40	20	120
HIST	1483	American History to 1877	4	107	27	321
HIST	1493	American History since 1877	24	403	16	1209
HIST	2223	Early Western Civilization to 1660	4	67	17	201
HIST	2233	Early Western Civilization since 1660	6	189	32	567
MATH	1503	Elementary Statistics	17	378	22	1134
MATH	1513	Pre-Calculus for Eng-Phys-CS	9	201	22	603
MATH	1613	Trigonometry	2	22	11	66
MATH	2215	Calculus and Analytic Geometry I	2	25	13	125
MATH	2424	Calculus and Analytic Geometry II	3	22	7	88
MATH	2434	Calculus and Analytic Geometry III	3	14	5	56
PHYS	2211	Calculus Based Physics I	2	14	7	14
PHYS		Calculus Based Physics II	1	16	16	64

**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
2017-18	7834	2284

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?
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2017-18	\$319,452	Business & Education Division
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\*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
na	na	na	na

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

Name	Teaching Area	Highest Degree	Institution
Brad Schatzel	Business	MBA	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)			
Jarrod Tollett	STEM	M.Ed.	East Central University
Jason Cook	STEM	B.S.	University of Oklahoma
Jessica Isaacs	LAH	M.A.	University of Central Oklahoma
Kara Stanley	STEM	M.S.	West Texas A&M University
Kelli McBride	LAH	M.A.	University of Central Oklahoma
Nilmini Seranatine	STEM	M.S.	Wichita State University
Dr. Noble Jobe	STEM	Ph.D	Oklahoma State University
Susan Walker	STEM	M.S.	Oklahoma State University
Theran Hernandez	STEM	M.Ed.	Grand Canyon University
Yasminda Choate	LAH	M.S.	Texas A&M University
Pam Koenig	Social Sciences	M.A.	Oklahoma State University
Emily Carpenter	STEM	M.S.	Oklahoma State University
Marta Osby	Social Sciences	M.A.	University of Central Oklahoma
Dr. Steve Bolin	Social Sciences	Ph.D	Oklahoma State University
Jeffery Christiansen	Social Sciences	M.A.	University of Montana
Lynette Gomez	STEM	B.S.	Oklahoma Baptist University
Melissa Bryant	STEM	M.Ed.	East Central University
Dr. Linda Goeller	STEM	PhD	Oklahoma State University
Annette Troglin	STEM	M.Ed.	East Central University

<b>Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)</b>			
Stephanie Heald	Social Sciences	M.S.	University of North Texas
David Helseth	STEM	E.S.	Oral Roberts University
Mary Love	STEM	M.A.	Northern Arizona University
Danita Coursey	STEM	Physical Education	Univ of Science and Arts of Okla
Jamie Crouch	STEM	B.S.	Southern Nazarene University

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

- The following is recommended:
- Expand the number of declared majors to meet the OSRHE minimum as soon as possible.
  - Expand the number of graduates from the degree program to the OSRHE mandated minimum of five as soon as possible and then grow by 20% each year.
  - The degree program mentor visit with Learning Strategies classes early every semester to explain the benefits and requirements of the degree plan to students actively choosing a major and planning their futures at the College.
  - The degree program mentor educate faculty advisors about the benefits and requirements of the degree program during August in-service.