SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN LANGUAGE ARTS (209)

2015-16 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 Arts in Language Arts & Humanities 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 Language Arts & Humanities

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.

2. Quality Indicators

Combined Course Embedded Assessment Results For Fall 2015 and Spring 2016 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	53%	92%	39%
General Education Outcome 2			
General Education Outcome 3			
General Education Outcome 4	45%	92%	47%
Specific Outcomes for AA Language Arts & Humanities	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	53%	92%	39%
Degree Program Outcome 4	53%	92%	39%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2015		Fall 2015		Spring 2016	
2015-16	Total Students	3	100%	20	100%	20	100%
	Black	0	0%	2	10%	2	10%
	Indian	0	0%	6	30%	4	20%
	Asian	0	0%	1	5%	1	5%
	Hispanic	0	0%	1	5%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	3	100%	9	45%	13	65%
	Undeclared	0	0%	1	5%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2015	Fall 2015	Spring 2016
2015-16	Male	1	6	4
	Female	2	14	16

==Student Feedback on Instruction:== The College's average on the rated-scale questions was 4.70 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 overall. On all of these rated-scale questions, the most common answer was "almost always applies."

==Graduate Exit Survey:== Four hundred forty six students completed the 2015-2016 survey. Eighty-one percent of those surveyed indicated a plan to transfer to a four-year institution. The majority of student responses reflected a positive academic experience, with 76% of responses being excellent or above average for overall quality.

Collegiate Assessment of Academic Proficiency (CAAP) Test: As per the *2015-16 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 2.0 points (5 percent) below the current national mean scores. Based on these criteria, SSC students are performing above the minimum threshold levels established as "long-term" in 2013 in all of the five subject areas assessed.

Other Quality Indicators:

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2015-16	Summer 2015	3	0
	Fall 2015	20	1
	Spring 2016	20	2

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): No

Comments/Analysis:

The Associate in Arts for Language Arts and Humanities is structured like an "umbrella" degree, with "emphasis" that students can choose in either English or Speech. The LAH faculty will explore splitting this "umbrella degree" into separate degrees, perhaps Associate in Arts for English, and Associate in Arts for Communication would provide a clearer degree plan that in turn may help students to better understand and identify with a particular degree program early on.

Consider using the "recommend map" of courses scheduled by terms for tracking critical courses for the associates in arts in language arts and humanities. Students who do not successfully complete a critical course in the term recommended would be required to meet with their LAH advisor to find out what happened. Faculty advisors would take appropriate action to ensure the student understands how to proceed and gets back on track.

Low Productivity Justification:

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
FREN	1125	French I	3	18	6	90
SPAN	1125	Spanish I	4	48	12	240
JOUR	1223	Photography I	1	11	11	33
JOUR	1103	Reporting I				
FREN	1225	French II	1	2	2	10
JOUR	1123	Introduction to Mass Communication				
SPAN	1225	Spanish II	1	11	11	55
ENG	1313	Technical Report Writing	1	7	7	21
SPCH	1523	Introduction to Theatre/Theatre Appreciation	2	19	10	57
SPCH	1553	Acting I				
ENG	1803	Native American Contemporary Literature				
ENG	2103	Introduction to Fiction Writing	1	9	9	27
ENG	2123	Introduction to Poetry	2	17	9	51
ENG	2113	Creative Writing	3	18	6	54
JOUR	2203	Photography II				
SPCH	2203	Small Group Communication				
SPCH	2243	Oral Interpretation	1	3	3	9
ASL	2343	Sign Language I	4	29	7	87
ASL	2353	Sign Language II	2	7	7	21
ENG	2413	Introduction to Literature	3	29	13	117
ENG	2433	World Literature I	1	13	13	39
ENG	2543	British Literature I	1	8	8	24
ENG	2653	British Literature II				
ENG	2753	American Literature I	1	11	11	33
ENG	2883	American Literature II	1	10	10	30
SPCH	2253	Argumentation and Debate				

Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2015-16	506	492

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 <u>do not</u> 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?
2015-16	$824,141.18	LAH 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 of Degree Program That Are Part of General Education Requirements in Other Degree Programs

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
ASL	2343	Sign Language I	87
ENG	1113	English Composition I	2436
ENG	1213	English Composition II	2022
ENG	2413	Introduction to Literature	117
ENG	2543	British Literature I	24
ENG	2753	American Literature I	33
ENG	2113	Creative Writing	54
ENG	2123	Introduction to Poetry	51
SPCH	1523	Introduction to Theatre	57
SPCH	1143	Speech	1368
SPCH	1533	Acting I	
SPCH	2243	Oral Interpretation	9
HUM	1143	New Testament	117
HUM	2123	Multiculturalism through Film	60
HUM	2153	Crime, Delinquency, & Social Issues through Film	75
HUM	2223	Early Western Civilization to 1660	366
HUM	2233	Mod Western Civilization since 1660	507
HUM	2333	Leadership Develop through Classics	120
HUM	2343	Global Studies in Humanities	51
HUM	2323	Social Issues Perceived through Film	42
FREN	1125	French I	90
SPAN	1125	Spanish I	240

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Angela Church	LAH	MFA	University of Oklahoma
Christian Morgan	LAH	MA	University of Tulsa
Jessica Isaacs	LAH	MA	University of Central Oklahoma
Jim Wilson	LAH	MFA	Spalding University
John Bolander	LAH	M Ed	East Central Oklahoma
Kelli McBride	LAH	MA	University of Central Oklahoma

Raeshell Clapper	LAH	MA	University of Oklahoma
Yasminda Choate	LAH	MS	Texas A&M, Commerce
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 Faculty Teaching Major Courses in Degree Program **(Instructors with ** beside their name teach only zero-level classes)**			
Aaron Buchanan	LAH	BA	East Central University
Cori Hildebrand	LAH	MBA	East Central University
Don Pilgrim	LAH	MA	Oklahoma State University
Holly Fipps	LAH	MA	University of Central Oklahoma
Jeff Shelton	LAH	JD	University of Oklahoma
Krista Clark	LAH	BA	East Central University
Linda Thompson	LAH	MA	College of William and Mary
Lindsey Oliver	LAH	MFA	University of Nebraska
Ronald Chastine	LAH	ThD	University of Oklahoma
Starrla Sims	LAH	BA	East Central University
Teri Hooten	LAH	BA	Anderson University
Zach Qualls	LAH	BFA	University of Central Oklahoma

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

The positive comments from faculty in the *Language Arts and Humanities Course Embedded Assessment* reports included the high quality of students, meeting course objectives, and using regular writing assignments with incentivized peer reviews.

The negative comments addressed how poor attendance, lack of participation, lack of assignment submissions, or a combination of these were common factors for students who did not pass classes.

Teachers recommended smaller classes to provide the kind of writing instruction students need and more computerized classrooms and labs because these tools help foster retention.

Funding for additional tutors in the Writing Lab for students has been recommended. Having tutors available from 8am to 3pm would be especially desirable.

New developments consist of improving and streamlining classes in Speech and Art. LAH faculty continue to pursue degrees and conferences to further advance teaching proficiency.