

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

**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 Arts in Liberal Studies 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.
- Outcome 4: Demonstrate preparation for continued pursuit of education leading to a baccalaureate degree.

**2. Quality Indicators**

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

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	38%	77%	39%
General Education Outcome 2	35%	71%	36%
General Education Outcome 3	39%	76%	37%
General Education Outcome 4	35%	76%	41%
Specific Outcomes for AA Liberal Studies	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	38%	71%	33%
Degree Program Outcome 4	38%	74%	36%

Other Data Indicating Quality Relevant to Degree Program Major Field

**Degree Program Enrollment by Ethnicity**

Academic Year	Ethnicity	Summer 2017		Fall 2017		Spring 2018	
		Count	%	Count	%	Count	%
2017-18	Total Students	76	100%	251	100%	191	100%
	Black	9	12%	26	10%	18	9%
	Indian	21	28%	76	31%	53	28%
	Asian	0	0%	1	0%	2	1%
	Hispanic	3	3%	6	2%	13	7%
	Hawaiian/Pacific Islander	0	0%	0	0%	1	0%
	White	43	57%	136	55%	104	55%
	Undeclared	0	0%	6	2%	0	0%

**Degree Program Enrollment by Gender**

Academic Year	Gender	Summer 2017	Fall 2017	Spring 2018
2017-18	Male	34	124	87
	Female	42	127	104

**Student Feedback on Instruction:**

Seminole State College’s average on the rated-scale questions was 4.39 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 of these rated-scale questions, the most common answer was "almost always applies." Depending on the question, the "almost always applies" answers ranged between comprising 65.7% and 84.7% of the responses with an aggregate average of 74.4% for the whole survey. It seems notable that the "almost always applies" and the "usually applies" responses comprise 89.2% of the aggregated responses for SSC.

**Graduate Exit Survey:**

Analysis of the data generated from the Graduate Exit Survey stems from each of the categories addressed and a comparison of the data from these categories. Students stated a goal of transferring to a four-year institution at 84.1%. Whether it was a goal or not for these students, a huge majority of SSC students plan to continue their educational endeavors. This speaks to the success of faculty, student services, and staff at encouraging and preparing students for the next phase of their education.

The majority of scores in the academic section were excellent or above average. The average for excellent or above average for academics excluding the Freshman Seminar and PASS class scores was 65.8%. "Faculty commitment to student success and learning" scored highest overall with 79.6% of students choosing excellent or above average while the "quality of lab equipment" received the lowest score with only 47.7% of students choosing excellent or above average. The majority of the responses and comments reflected positive experiences by the students, but students repeatedly referenced the lack of quality lab and classroom equipment.

In the statistics related to the overall satisfaction with SSC, 80.8% of students indicated satisfaction with the SSC education experience by giving a rating of excellent or above average. The students indicated they would again choose SSC if starting over at 84.1%.

#### **Collegiate Assessment of Academic Proficiency (CAAP) Test:**

The CAAP Test was administered to 139 students the morning of Wednesday, November 1, 2017. The students were chosen based upon their anticipated completion of 45 or more credit hours at the completion of the fall 2017 semester and their having classes scheduled during the morning testing period. Each student was administered two randomly selected test modules from the pool of modules consisting of Writing Skills, Mathematics, Reading, Critical Thinking, and Science. Consequently, a total of 278 test modules were taken during the testing period consisting of 57 in Writing Skills, 56 in Mathematics, 55 in Critical Thinking, 56 in Reading, and 54 in Science.

The tests were scored based on a scale that ranges from 40 to 80. Seminole State students scored near national means in all five subject areas. For example, SSC students averaged a score of 60.7 on the Writing Skills test, which is 0.1 lower than the national mean. In Math, SSC students performed slightly below the national mean with a score of 55.6 compared to the national mean of 56.1. In Critical Thinking, SSC students scored below the national mean of 60.2 with a score of 59.2. SSC students scored lower than the national mean in Reading by 0.5 point and slightly below the national mean in Science with a score 0.1 below their counterparts with 45+ credit hours at other two-year institutions nationwide. Interestingly, SSC students scored above the national mean by 0.1 in Rhetorical Writing Skills subscore and at the national mean in the College Algebra subscore.

In terms of individual student performance, SSC had students whose performances placed them in the 99th percentile nationally in all five subject areas. ACT awarded Certificates of Achievement to students who scored at or above the national mean on a test module. Of the 278 tests administered, 128 were at or above the national average. A number of students earned certificates in more than one module.

#### **Other Quality Indicators:**

2017-18 Transfer Reports from Four-Year Institutions:

Mean GPAs for students who transfer from SSC to the primary receiving institutions are higher when compared to the overall GPA for students at those reporting institutions. With a 92.1% completion rate for SSC students and the former SSC students GPA comparing well with the aggregated student body GPA at the receiving institutions, SSC transfer students seem to be performing well.

2017-18 Survey of Entering Student Engagement:

The second annual Entering Student Engagement Survey at Seminole State College was conducted

during the sixth week of the fall 2017 semester. The survey requests first experiences by students at Seminole State College on course engagement, course placement, freshman orientation, financial aid, and actions by students indicating their engagement.

Over ninety-nine percent of students reported that they believe instructors want them to succeed. Over 80% of students received information about financial aid, enrolled in courses at times convenient to their schedule, and met with an academic advisor at times convenient to the student.

Besides responding to statements about the initial engagement activities, students responded to statements reporting on student and course engagement opportunities. Students reported low occurrences of discussing grades or attendance with instructors. If students are attending regularly, they would not have a reason to discuss attendance with the instructor. Many instructors make the grades available through Brightspace which could limit the need for discussion with students who have adequate grades. Over 70% of respondents reported that they completed all assignments, came to class prepared every session, and turned in their assignments in a timely manner.

**2017-18 Faculty Survey on Student Engagement:**

Instructors rated students as almost always or usually engaging in class activities. Instructors perceive two areas in need of improvement, students working with other students on assignments outside of class and students participating in student led study groups. Since Seminole State College is largely a commuter school, instructors may hesitate to give students assignments that require that they work together outside of class and students may struggle to find convenient times to work together due to other obligations.

The Faculty Survey on Student Engagement reflects that about 24% of faculty members employ student success techniques that result in the faculty identifying student behavior that should result in successful completion of the course and program. In the future, administration of the survey will be conducted in way that will result in more faculty participation with participation percentage set by the Assessment of Student Learning Committee.

**3. Minimum Productivity Indicators**

**Productivity Indicators**

Academic Year	Semester	Declared Majors	Graduates
2017-18	Summer 2017	76	13
	Fall 2017	251	14
	Spring 2018	191	36

**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:

N/A

**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
na	na	na	na	na	na	na

**Credit Hours Generated in Major Field Courses By Level**

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	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.

**Direct Instructional Costs**

Academic Year	Instructional Costs*	Costs Shown By Division or Program?
2017-18	\$693,523	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 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- Language Arts and Humanities Division**

Name	Teaching Area	Highest Degree	Institution
John Bolander	SPCH	M.Ed.	East Central University
Yasminda Choate	ENG, HUM	M.S.	Texas A&M University
Angela Church	ART, HUM	M.F.A.	Oklahoma University
Jessica Isaacs	ENG, SPCH, HUM	M.A.	University of Central Oklahoma
Christal Knowles	SS, ENG, HUM	M.S.	Cameron University
Kelli McBride	ENG, HUM	M.A.	University of Central Oklahoma
Jennifer Wilson	ENG, HUM	M.F.A.	University of Mississippi

Justin Yates	ENG, HUM	M.A.	Northeastern State University
<b>Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)</b>			
See Attachment 1*			
<b>Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)</b>			
na	na	na	na

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

- Initiatives pertaining to degree program: In order to better serve students, SSC has created specialized lists of courses for major field elective courses that students in the Liberal Arts degree program could take that would mimic majoring in a degree program to help ensure students can take courses that will assist in completion of a transfer degree. These specialized lists are called “emphases” and students can access the lists in the Course Catalog.

  - Liberal Studies AA
  - Liberal Studies Biology Emphasis AA
  - Liberal Studies English Emphasis AA
  - Liberal Studies Language Arts Emphasis AA
  - Liberal Studies Mathematics Emphasis AA
  - Liberal Studies Physical Sciences Emphasis AA
  - Liberal Studies Speech Emphasis AA
- New developments: Faculty report marked improvement with students that attend class and submit assignments timely as to those who still struggle with attendance and do not submit work on time. The faculty report a number of positive strengths: Some of which are communication skills, student engagement, inclusion, empathy, discernment of various student-learning styles. The instructors also noted that many examples either personal, work, or from the library, the web, videos, or textbooks are used to demonstrate and give examples modeling desired outcomes for the students.

Instructors reported partner or group activities to enhance the learning process. For instance, peer review or simply working with other students to create a finished project has proved successful. Constant feedback to the students by the instructors was also reported as benefitting the student’s success in the classroom. Faculty reported verbal communication skills among students improved when re-enforcing the need for students to develop this skill that will serve them well in their future.
- Recommendations: Faculty reported the need for more support in the areas of computer labs that meet the size of the classes with the emphasis toward more areas needing technology to aid the teaching and learning process. With this comes a concern for a print library that is up to date for research. Another concern is working smartboards in every classroom to enhance the learning process. The ability to use the smartboards for writing on (electronically) or show images or videos benefits the visual learners of today. Faculty also expressed a concern about reliable, faster WiFi internet throughout the buildings to allow

access to laptops and phones for research or surveys.

**ATTACHMENT 1: General Studies Degree Program Evaluation  
Seminole State College  
Faculty Credentials for Full-Time Faculty as of Spring 2018**

DIVISION CHAIRPERSONS

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

BRADLEY SCHATZEL, M.B.A. (2012)  
Business and Education Division Chair  
Assistant Professor  
B.A., University of Oregon, 2002  
M.B.A., University of Central Oklahoma, 2010  
LINDA GOELLER, Ph.D. (2009)

JOHN BOLANDER, M.Ed. (2015)  
Assistant Professor  
Language Arts and Humanities Division  
B.A., Southwestern Oklahoma State University, 1979  
M.Ed, East Central University, 1995  
M.Ed., East Central University, 2003

CRYSTAL BRAY, M.S. (2010)  
Assistant Professor  
Science, Technology, Engineering, and Mathematics  
Division  
A.A.S., Seminole State College, 2004  
B.S.N., Wesleyan University, 2008  
M.S., Southern Nazarene University, 2011

MALINDA BROWNING, M.P.H. (1989)  
Medical Laboratory Technology Program  
Director/Associate Professor  
Science, Technology, Engineering, and Mathematics  
Division  
B.S., Indiana University, 1982  
M.PH, University of Oklahoma, 2000

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

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

CHUNFU (JEFF) CHENG, M.S., M.B.A. (2014)  
Assistant Professor  
Business and Education Division/  
B.S. Hubei University 2009

Science, Technology, Engineering, and Mathematics  
Division

Associate Professor/Coordinator of Assessment  
B.S., Oklahoma State University, 1985  
M.S., Cameron University, 2003  
Ph.D., Oklahoma State University, 2011

CHRISTAL KNOWLES, M.S. (2009)  
Language Arts and Humanities Division Chair  
Associate Professor  
B.A., Cameron University, 2003  
M.S., Cameron University, 2006

FACULTY

M.S., Dalian University 2012  
A.S., Seminole State College 2012  
M.B.A., Oklahoma City University 2014

JASON COOK, B. S. (2015)  
Instructor  
Science, Technology, Engineering, and Mathematics  
Division  
B.S., University of Oklahoma, 2014

YASMINDA CHOATE, M.A. (2011)  
Assistant 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)  
Associate Professor  
Social Sciences Division  
A.S., Flathead Valley Community College, 1997  
B.A., University of Montana, 2000  
B.A., University of Montana, 2000  
M.A., University of Montana, 2001

ANGELA CHURCH, M.F.A. (2015)  
Assistant Professor  
Language Arts and Humanities Division  
A.A., Seminole State College, 1994  
B.A., East Central University, 2001  
M.F.A., East Central University, 2007

LACI DILIBERO, A.A.S. (2017)  
Coordinator of Clinical Education/Instructor  
Science, Technology, Engineering, and Mathematics  
Division  
A.A., Tulsa Community College, 2007  
A.A.S., Tulsa Community College, 2008



- AMBER FLORES, B.A. (2012)  
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Business and Education Division  
B.A., University of Oklahoma, 2010  
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Instructor  
Science, Technology, Engineering, and Mathematics  
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B.S.N., St. Gregory's University, 2016
- LYNETTE GOMEZ, B.S. (2015)  
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B.S., Oklahoma Baptist University, 2014
- KELLY HANKAL, M.B.A. (2012)  
Assistant Professor  
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Division  
A.A.S., Seminole State, 1993  
B.S., East Central University, 1999  
M.B.A., St. Gregory's University, 2017
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Assistant Professor  
Social Sciences Division  
B.A., MidAmerica Nazarene University, 1984  
M.Div., Nazarene Theological Seminary, 1993  
M.P.A. University of Oklahoma, 2013
- THERAN HERNANDEZ, M.Ed. (2011)  
Assistant Professor  
Science, Technology, Engineering, and Mathematics  
Division  
B.S., Langston University, 2005  
M.Ed., Grand Canyon University, 2010
- DANIEL HILL, M.B.A. (2016)  
Head Volleyball Coach/Head Women's Soccer  
Coach/Instructor  
Business and Education Division  
A.A., Northern Oklahoma, 2003  
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- CHRISTOPHER HOLTZ, M.E. (2013)  
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M.A., San Diego State University, 1989  
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- JESSICA ISAACS, M.A. (2002)  
Associate Professor  
Language Arts and Humanities Division  
B.S., East Central University, 1998  
B.A., East Central University, 1998  
M.A., University of Central Oklahoma, 2001
- NOBLE JOBE, Ph.D. (2011)  
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A.A., Rose State College, 1987  
B.S., East Central University, 1989  
M.S., Oklahoma State University, 1991  
Ph.D., Oklahoma State University, 1995
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A.S., Eastern Oklahoma State College, 1993  
B.S., University of Central Oklahoma, 1995  
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A.S., Seminole State College, 1988  
A.S., St. Gregory's University, 1993  
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A.S., Seminole State College, 1998  
B.S., East Central University, 2002  
M.S., East Central University, 2004
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B.A., East Central University, 1990  
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