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

2018-19 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 2018-19
for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	40%	77%	37%
General Education Outcome 2	36%	70%	34%
General Education Outcome 3	40%	73%	32%
General Education Outcome 4	35%	73%	38%
Specific Outcomes for AA Liberal Studies	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	36%	62%	26%
Degree Program Outcome 4	31%	62%	31%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2018		Fall 2018		Spring 2019	
2018-19	Total Students	83	100%	212	100%	167	100%
	Black	5	6%	13	6%	18	11%
	Indian	20	24%	56	26%	34	20%
	Asian	2	2%	1	0%	1	1%
	Hispanic	5	6%	11	5%	12	7%
	Hawaiian/Pacific Islander	1	1%	0	0%	2	1%
	White	50	60%	128	60%	99	59%
	Undeclared	0	0%	3	1%	1	1%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2018	Fall 2018	Spring 2019
2018-19	Male	36	109	80
	Female	47	103	87

Student Feedback on Instruction: The Student Feedback on Instruction results show that students are satisfied with the courses in the program. The average score was 4.6 out of 5, with 552 students surveyed (-0.4 deviation). These scores indicate students feel engaged with the curriculum and the professors and are receiving quality instruction.

Graduate Exit Survey: In the statistics related to overall satisfaction with SSC, 84.2% of students indicated satisfaction with the SSC educational experience by giving a rating of excellent or above average. The students indicated at 83% that they would choose SSC again if starting over.

Educational Testing Center (ETS) Proficiency Profile: The ETS results indicate that SSC students are scoring near the national mean in all of the learning skills taught in the Language Arts and Humanities division, with -0.9 or less deviation in all areas, including critical thinking, reading, writing, and humanities.

Other Quality Indicators:

- Within the Associate in Arts in Liberal Studies with emphases in English, Language Arts, or Speech degree program, several factors contribute to successful student learning. Professors break assignments into smaller, more manageable units that build into larger writing, speaking, or researching assignments to help students better understand the curriculum. Chunking some larger assignments into smaller units and then linking those together to create the major course assignments helped students manage the cognitive load better.

- Working one-on-one with students and offering a variety of teaching methodologies such as in-class group and partner work to encourage students to learn from each other, detailed feedback on essay drafts, in-class discussions, writing and speaking activities, group presentation collaborations, peer review, and revision and research workshops helped students engage with the course material.

- Self-reflection writings at midterm and finals week helped students and professors assess how well the students felt they were understanding the curriculum, and which aspects needed more attention. Consistent conversations throughout the semester helped students understand their progress.

- One strength noted for the literature and humanities courses is the professors' efforts in making the works studied more relatable to contemporary readers and learners, through connections to pop culture and events.

- More oral exams and presentations, in addition to more traditional writing assignments, also help students relate to and engage with the material.

- Likewise, students appreciate having the option to choose their own topics for their various writing, researching, and speaking assignments.

- Professors noted that creating a welcoming classroom discussion environment for students to respectfully engage in critical discourse about challenging topics enhanced students' abilities for critical thinking and analysis without fear of alienation, divisiveness, or offense. Encouraging students to engage with media and research current events contributed to a depth of critical thinking and analysis in class discussions and writing and speaking assignments.

- Opportunities to revise with multiple checkpoints for success were also noted as directly increasing student performance.

- Study guides, worksheets, practice tests, and teaching students how to use course resources like textbooks and online supplemental materials also benefitted the students, as did instructing them on how to manage their time and schedule writing, researching, and reading homework sessions in their daily agendas.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2018-19	Summer 2018	83	21
	Fall 2018	212	13
	Spring 2019	167	41

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

Majors Enrolled (25 per year): Yes

Degree Conferred (5 per year): Yes

Comments/Analysis: With 462 majors and 75 graduates in 2018-2019, the Associate in Arts in Liberal Studies degree with various emphases continues to prove a consistently productive and viable degree program for students.

Low Productivity Justification: NONE.

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
2018-19	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 <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?
2018-19	$672,415* Included in Total LAH Division Budget Allocation	N/A – Included in Total LAH Division Budget Allocation

*When cost data are not available by degree program, use total division budget for instructional costs for each degree program. NOTE: No direct data was available that could be used to determine the exact amount of the instructional cost for the AA in Liberal Studies with emphases in English, Language Arts, or Speech degree program. The annual SSC budget report provided the total expenditures for the LAH division. The annual LAH division budget contains the instructional costs for the entire LAH division.

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
na	na	na	na
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program **(Instructors with ** beside their name teach only zero-level classes)**			
na	na	na	na
Current Adjunct Faculty Teaching Major Courses in Degree Program **(Instructors with ** beside their name teach only zero-level classes)**			
na	na	na	na

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

- Professors indicated that more time should be spent teaching students how to analyze and understand assignments and instructions, as well as how to use their books and online materials for classroom learning.
- Professors also indicated that even more repetition, chunking, and scaffolding of skills and assignments would help students to better understand the importance of writing and other communication processes.
- Professors plan to include more oral exams, class presentations, group projects, more opportunities for revision, and more checkpoints for students to gauge their own success throughout each formal assignment.
- Professors also plan to create more incentives for class participation through weekly or daily grades.
- All program faculty stated that for writing and other communication classes, smaller class sizes are critical for student success. Because English, speech, and humanities courses are all "applied skills" courses, professors are most effective when they can work with the students one-on-one during class time. For instance, research from the Association of Writing Programs (AWP) consistently proves that smaller class sizes for writing, literature, humanities and communication courses result in more students successfully completing the courses.
- In response to this finding, the LAH Division is working with college administration to establish more appropriate maximum enrollment limits for the degree program's face-to-face and online courses, following the standard best practices for the discipline. The goal is to lower the maximum class enrollment limit from 28 to 25, with the maximum enrollment limit of 20 for remedial and special circumstances courses, such as the five-Saturday and intersession speech courses. This change is in direct response to the degree

program's course-embedded assessment results, which show that smaller class sizes for applied skills courses facilitate more one-on-one interaction among professors and students, which directly results in increased student success and ultimate persistence to graduation. The Association of Writing Programs (AWP) also sets the guidelines for best practices for maximum class enrollment for English and humanities classes. The AWP guidelines call for no more than 20 students in these types of classes. While 25 is still outside that recommended limit, it represents a move in the right direction for SSC toward a more appropriate class size than 28 or 30 students or more for these applied skills courses.

- Additionally, these more appropriate class sizes will allow faculty to grade and return large essay and comprehensive research assignments more efficiently, thus responding to a need identified in the division's Student Feedback on Instruction surveys.

- In order to facilitate this need for smaller class sizes, more instructors may need to be hired, and more classrooms as well as computer labs must be available during prime enrollment days and times.

- In fact, more access to computers and computer labs was consistently noted throughout the Liberal Studies degree program. More computer labs are critical for helping students succeed. Recognizing that students learn best by doing, being able to demonstrate skills in class while students utilize digital resources in a computer lab is the most effective method for teaching writing and researching and increasing learning proficiency.

- Several professors in the degree program have noted a need for larger classroom spaces to allow room for students to move around for more collaborative work, as well as more easily moved furniture to accommodate this workshopping and group work.

- Speech faculty noted a need for mirrors in the classrooms for students to be able to see themselves as they practice to realize the habits they have, or for video cameras for the taping of performances to play back and help the students' overall performance.

- Other budgetary items needed to ensure success of the degree program are more Library resources and online resources, more reliable Ebscohost connectivity, more online research database subscriptions, access to video databases, subscription to MetOpera streaming service, new laser printers for the Writing Center, LAH Division, and Library, a color printer for the LAH division faculty, and more money for paper, ink and toner.

- Additional budget considerations include money for more Writing Center tutors, full-time LAH division support staff, tutor training, and hiring more full-time LAH division faculty.

- The LAH division continues to be down two full-time positions, which were lost several years ago due to state-wide budget cuts. Instead of increasing class sizes, the college needs to hire more full-time faculty to better serve the students' needs and ensure quality learning experiences.