SEMINOLE STATE COLLEGE

ASSOCIATE IN APPLIED SCIENCE IN ENGINEERING TECHNOLOGY (236)

Degree Program Evaluation for 2018-19

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 Pre-Engineering Degree Program Outcomes

Associate in Applied Science in Engineering Technology Degree Program Outcomes

The degree program is consistent with the Seminole State College mission, and satisfies the general AAS degree program outcomes of achieving student academic achievement as well as the direct entry of graduates into the workforce in their chosen field.

Outcomes Specific to Associate in Applied Science in Engineering Technology

Outcome 1: Operate effectively, both timely and qualitatively, to apply mathematics and physics principles using modern technology to identify, evaluate, and solve complex engineering technology problems in a variety of ways including team-oriented and individual activities.

Outcome 2: Prepare well- written, oral, and graphical communication for both technical and non-technical environments by using the application of ethical and professional standards of conduct and by reporting on the results of conducting standard tests and measurements through the analysis and interpretation of experimental results.

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	38%	84%	46%
General Education Outcome 2	32%	74%	42%
General Education Outcome 3	41%	81%	41%
General Education Outcome 4	29%	80%	50%
Specific Outcomes for AS Pre-Engineering	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	31%	86%	55%
Degree Program Outcome 4	24%	82%	58%
Degree Program Outcome 5	22%	76%	54%
Degree Program Outcome 6	22%	76%	54%

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	1	100%	1	100%	4	100%
[redacted]	Black	0	0%	0	0%	0	0%
	Indian	0	0%	0	0%	2	50%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	0	0%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	1	100%	1	100%	2	50%
	Undeclared	0	0%	0	0%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2018	Fall 2018	Spring 2019
2018-19	Male	1	1	4
[redacted]	Female	0	0	0

Student Feedback on Instruction:
The average response scores ranged from 4.5 to 4.8 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. The average response score for the rated-scale questions pertaining to all classes was 4.6.

Graduate Exit Survey:
When asked to assess their overall experience at SSC, 84.2% of the students rated the educational experience as excellent or above average. Over 83% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors consistently as one of the greatest strength at SSC. Students cited class size, staff, and affordability as other strengths.

Collegiate Assessment of Academic Proficiency (CAAP) Test:
This data would not be relevant to this degree option as SSC did not offer the CAAP Test during the first year of this degree program and is now offering the ETS.

Educational Testing Center Proficiency Profile (ETS)
The Educational Testing Center (ETS) Proficiency Profile has replaced the CAAP as a component of its Assessment of General Education. This assessment is a nationally recognized academic test designed to measure general education foundational skills typically attained in the first two years of college. SSC students scored 0.3 points below the national mean in Critical Thinking, 1.3 points below the national mean in Mathematics, and 0.5 points below the national mean in Natural Science.

Other Quality Indicators: none

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2018-19	Summer 2018	1	0
	Fall 2018	1	0
	Spring 2019	4	0

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:
This is the first year for this degree program. At the beginning of 2018-2019 there were six students enrolled in this degree program. At the beginning of 2019-2020 there are two students currently enrolled in this degree program. This degree is new and needs time to develop a community awareness.

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
BA	1603	Workplace and Cultural Competence	**1**	**4**	**4**	**12**
ENGR	1113	Introduction to Engineering	1	22	22	66
ENGR	1123	Geometric Dimensioning and Tolerances	1	4	4	12
ENGR	1133	Manual Machining Skills	1	2	2	6
MATH	1613	Trigonometry	2	23	12	69
BA	2133	Human Relations	1	28	28	84
BA	2423	Business Ethics	1	23	23	69
HUM	2333	Leadership Development through the	1	34	34	102
PHYS	2114	General Physics I	1	24	24	96
PHYS	2224	General Physics I	1	9	9	36

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
2018-19	165	387

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?
2018-19	$562,778	Science 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**
NA	NA	NA	

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution

Bryant, Melissa	Mathematics	M.Ed.	East Central University
Goeller, Linda	Mathematics	Ph.D.	Oklahoma State University
Gomez, Lynnette	Mathematics	B.S.	Oklahoma Baptist University
Tollett, Jarrod	Mathematics / Science/ Engineering	M.Ed.	East Central University
Carpenter, Emily	Mathematics	M.Ed.	Oklahoma State University
Chun Fu Cheng	Information Systems	MBA Management	Oklahoma City University
Current Adjunct			Mathematics
Stevenson, Kirsten	Mathematics		
Troglin, Annette	Mathematics	M.Ed.	East Central University

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

Expand the program to 10 students. Continue to develop relationships with Gordon Cooper Technology Center.