

SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN BUSINESS (203)

Program Review Summary

October 1, 2019

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers twenty-three degree/certificate programs, including the Associate in Science in Business. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Business & Education Division presents here the results of its self-review of the Associate in Science in Business.

Assessment of this transfer degree program employed a number of direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Additionally, this review relates these findings to a number of relevant Higher Learning Commission Criteria and Components, the Seminole State College 2018-19 Academic Plan and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the degree program.

3.7.5 Process (Internal/External Review): Self-review by academic division

Previous Reviews and Actions from those reviews: In the previous review, recommendations addressed issues related to articulation agreements, underprepared students, and faculty advising. Faculty members utilized student support services to better prepare students, participated in a faculty-mentoring program, and prepared plans to improve articulation agreements.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Analysis and Assessment Abstract

Analysis of degree program productivity revealed that the degree program averaged about 172 declared majors and 36 graduates per year and generated 4,281 total credit hours per year over the five-year period under review. In a comparison of the pre-test and post-test scores students increased knowledge by 40% for general education outcomes and 36.5% in Business AS specific outcomes. Other direct indicators used were course-embedded assessment and ACT Collegiate Assessment of Academic Proficiency (CAAP) Test. Principal indirect indicators used were the Community College Survey of Student Engagement (CCSSE) and the SSC Graduate Exit Survey. The CAAP test scores reflect learning in line with the national averages. The data reported on the CCSSE reflected the commuter campus

atmosphere of Seminole State College.

Key findings from the most current evaluation of the Associate in Science in Business

Faculty in the Business & Education Division see a need to develop a plan to increase student and faculty awareness of articulation agreements among colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a state institution. Faculty found a need for increased efforts to encourage students to choose and follow a specific degree program rather than choosing Liberal Studies.

A. Centrality of the Program to the Institution's Mission:

SSC Mission Statement

Seminole State College empowers people for academic success, personal development, and lifelong learning.

The Associate in Science in Business Degree Program:

Empowers people for academic success by preparing students for a range of careers in business and at the same time improving critical thinking skills necessary for success in all studies.

Empowers people for personal development by encouraging students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that will broaden a student's appreciation and desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

**Associate in Science in Business 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 Business

Outcome 3: Demonstrate problem-solving skills related to the world of business.

Measurable Indicators

Assessment data demonstrating students' ability to:

- a. Analyze a problem or case
- b. Identify steps necessary for problem solving
- c. Apply the steps identified for solution
- d. Validate the results
- e. Report the results in an understandable and timely manner

Outcome 4: Demonstrate preparation for continued pursuit of courses leading to a baccalaureate degree in business.

Measurable Indicators

Assessment data demonstrating students' ability to:

- a. Interpret and manipulate data
- b. Use appropriate technology to assist with problem-solving
- c. Apply critical thinking to real-world scenarios

B.2 Quality Indicators (including Higher Learning Commission issues):

The Business Degree Program fulfills Higher Learning Commission criteria by providing evidence of student learning, faculty engagement that encourages quality teaching, and effective assessment of the student learning process. Instructors in the Business & Education Division consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the two outcomes specific to the Business Degree Program course embedded assessment is the foremost method utilized. In the Business & Education Division, instructors used pre-tests and post-tests as tools to obtain assessment data. Faculty members regularly review and change pre-test and post-test questions as necessary. The division has changed several books in several classes and updated the assessment tools at that time or as needed during this review period. For example, during the past year Business & Education faculty members have reviewed the pre-tests and post-tests in Financial Accounting, Managerial Accounting, Microeconomics, Macroeconomics, and Business Statistics. As a result, instructors have rewritten, replaced, or deleted some of the existing questions. This process illustrates that the Business Degree Program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality as emphasized in the 2018-19 SSC Institutional Degree Completion and Academic Plan.

Instructors calculate student score improvements from pre-test to post-test for every class every academic year. Revised pre-tests and post-tests are aligned with all course outcomes and learning objectives to better measure student learning and ensure stated outcomes and objectives are being met.

Faculty gathered course embedded assessment data from the fall 2018 and spring 2019 semesters as shown in the following table. Course-embedded assessment of general education outcomes 1-3 showed an averaged increase from 27% to 67% when pre-test and post-test scores were compared. An average increase of 40 percentage points. Course-embedded assessment of degree program outcomes 3-4 showed an average increase from 36% to 73% when pre-test and post-test scores were compared. An average increase of 37 percentage points. These dramatic increases demonstrate that student learning is taking place and that outcomes specific to the business degree program are being met.

Table 1. Combined Course Embedded Assessment Results For Fall 2018 through Spring 2019 for Major Field Courses in Degree Program

| General Education Outcomes | Pre-Test % Correct | Post-Test % Correct | Difference |
|--------------------------------|--------------------|---------------------|------------|
| General Education Outcome 1 | 29% | 68% | 39% |
| General Education Outcome 2 | 29% | 68% | 39% |
| General Education Outcome 3 | 24% | 64% | 40% |
| General Education Outcome 4 | - | - | - |
| Specific Outcomes for Business | Pre-Test % Correct | Post-Test % Correct | Difference |
| Degree Program Outcome 3 | 29% | 70% | 41% |
| Degree Program Outcome 4 | 44% | 76% | 32% |

B.3. Minimum Productivity Indicators:

The following table provides data for the Business Degree Program.

Table 2. Business Declared Majors and Graduates

| Academic Year | Semester | Declared Majors | Graduates |
|---------------|-------------|-----------------|-----------|
| 2014-2015 | Summer 2014 | 53 | 2 |
| | Fall 2014 | 189 | 6 |
| | Spring 2015 | 166 | 30 |
| 2015-2016 | Summer 2015 | 41 | 3 |
| | Fall 2015 | 197 | 7 |
| | Spring 2015 | 149 | 24 |
| 2016-2017 | Summer 2016 | 48 | 2 |
| | Fall 2016 | 181 | 14 |
| | Spring 2017 | 131 | 20 |
| 2017-2018 | Summer 2017 | 40 | 3 |
| | Fall 2017 | 163 | 6 |
| | Spring 2018 | 144 | 21 |
| 2018-2019 | Summer 2018 | 46 | 8 |
| | Fall 2018 | 132 | 10 |
| | Spring 2019 | 111 | 23 |

In Table 2, the results show an approximate an annual average of 172 students selecting the program each year and more than 35.8 graduates from the program annually. This degree program has a high demand level. The Associate in Science in Business Degree Program is the second most frequently declared degree program by SSC students not including Liberal Studies. This number could be higher but a significant number of students transfer before completing an associate degree at Seminole State College. This data shows that the Business Degree Program exceeds the minimum standards of productivity for majors enrolled and degrees conferred.

B.4. Other Quantitative Measures:

a. Number of courses taught for the major program for each of the last five years and the size of classes:

Table 3. 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 | Credit Hours |
|--------|--------|--------------------------|--------------------|----------------|-----------------|--------------|
| ACCT | 2033 | Financial Accounting | 17 | 301 | 18 | 903 |
| ACCT | 2123 | Managerial Accounting | 16 | 228 | 14 | 684 |
| BA | 2113 | Macroeconomics | 16 | 272 | 17 | 816 |
| BA | 2213 | Microeconomics | 18 | 360 | 20 | 1080 |
| BA | 2253 | Business Statistics | 15 | 266 | 18 | 798 |

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

Table 4. Credit Hours Generated in Major Field Courses By Level

| Academic Year | 1000 Level Credit Hours Generated | 2000 Level Credit Hours Generated |
|---------------|-----------------------------------|-----------------------------------|
| 2018-19 | 0 | 792 |
| 2017-18 | 0 | 579 |
| 2016-17 | 0 | 945 |
| 2015-16 | 0 | 1179 |
| 2014-15 | 0 | 786 |
| Totals | 0 | 4281 |

Note: Table 4 shows the credit hours generated by all the major courses of the degree program for the given academic years. The hours do not represent the number of student credit hours generated only by those students declaring business as their major.

c. Direct instructional costs for the program for the review period:

Instructional Costs:

No direct data was available that could be used to determine the exact amount of the instructional costs for the Business Degree Program. The annual SSC budget report provided the total expenditures for the Business & Education Division as shown in Table 5. In 2018-19, the previously separate HPER and B&E budgets were combined. This is reflected in the dramatic cost increase from 2017-18 to 2018-19. The annual B & E budget contains the instructional costs for six B & E degree programs.

Table 5. Instructional Costs

| Academic Year | 2014-2015 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--------------------|-----------|-----------|--------------|-----------|-----------|
| Instructional Cost | \$372,170 | \$276,810 | \$320,661.72 | \$319,452 | \$678,757 |

d. The number of credits and credit hours generated in the program that supports the general education component and other major programs including certificates:

Courses offered in the Business Degree Program support the general education philosophy of Seminole State College. The business instructors make every effort to provide experiences that will equip students with the necessary skills to make informed decisions and encourage life-long learning. In an effort to take students' experience beyond the classroom walls, the concepts of service learning and global studies are incorporated into the program through the SSC Global Studies Program and Future Business Leaders of America.

Please see Table 3 for a list of student credit hours generated in the major courses.

Table 6. 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 |
| n/a | n/a | n/a | n/a |

All college level courses in the Business Degree Program at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the General Education courses and the Business Degree Program, they will achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes Table 7 shows the Major Field requirements and electives for the Associate in Science for Business Degree Program and the General Education Outcomes each course addresses.

Table 7. All General Education Outcomes addressed by a specific course are marked with the letter "X."

| Major Field Course Information | | | General Education Outcome | | | |
|--------------------------------|--------|---------------------------|---------------------------|---|---|---|
| Prefix | Number | Title | 1 | 2 | 3 | 4 |
| ACCT | 2033 | Financial Accounting | X | X | X | |
| ACCT | 2123 | Managerial Accounting | X | X | X | |
| BA | 2113 | Macroeconomics | X | X | X | |
| BA | 2213 | Microeconomics | X | X | X | |
| BA | 2253 | Business Statistics | X | X | X | |
| BA | 1123 | Introduction to Business | X | X | X | |
| BA | 2123 | Entrepreneurship | X | | X | |
| BA | 2233 | Business Communication | X | | X | |
| BA | 2133 | Human Relations | X | | X | |
| BA | 2243 | Personal Finance | X | X | X | |
| BA | 2403 | Business Management | X | | X | |
| BA | 2423 | Business Ethics | X | | X | |
| BA | 2513 | Marketing | X | X | X | |
| BA | 1003 | College Keyboarding | X | | X | |
| BA | 1223 | Introduction to Economics | X | X | X | |
| BA | 1733 | Business Math | X | X | X | |
| BA | 1423 | International Business | X | X | X | X |

e. A roster of faculty members, faculty credentials and faculty credential institution(s)

Table 8. Current Business Degree Program Faculty

| Full-Time Faculty | | | |
|--|-----------------------|------------------------|---------------------------------|
| Name | Teaching Area | Highest Degree | Institution |
| Chunfu Cheng | Business | MBA | Oklahoma City University |
| Tammy Kasterke | Accounting | MBA | Cameron University |
| Brad Schatzel | Business/Economics | MBA | University of Central Oklahoma |
| Stephen Brooks | Computer Applications | MBA | University of Oklahoma |
| Current Full-Time Faculty From Other Divisions Teaching Business Classes | | | |
| Michael Schnell | Computer Science | Information Technology | Florida Institute of Technology |
| Current Adjunct Faculty | | | |
| Dawna Hamm | Business | MBA | Oklahoma City University |
| Regina Stillwell | Accounting | MBA | St. Gregory's University |

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

No data

g. If available, information about the success of students from this program who have transferred to another institution:

Transfer Reports from Four-Year Institutions:

Seminole State College routinely seeks transfer data from the primary transfer baccalaureate institutions. Transfer reports received from East Central University, University of Central Oklahoma, and Oklahoma State University provided GPAs of students who had transferred from Seminole State College. Data in those reports cited in the 2009 Seminole State College HLC Self-Study Report, indicated, "Students' GPAs typically only decrease 0.25 on the 4.0 scale upon transferring from SSC. This decrease is considered not as a reflection of SSC's curriculum, but the fact that at the university, students take more advanced, junior, and senior level courses in their majors." The data in those reports confirmed our expectation that SSC students maintain similar GPAs upon transfer as those attained at SSC and verified the competence of SSC students in their academic preparation.

B.5. Duplication and Demand:

Review of Duplicated Programs

Seminole State College provides easy access to students in our five county service area wishing to pursue a degree in a business field. The only duplication in our five county area is one private college that is cost prohibitive for many students. A second private college in the five county service area closed in 2017.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The Business Degree is a high demand program and the rates of declared majors and graduation exceed OSRHE productivity levels. An average of 172 students per year selected the Associate in Science in Business Degree Program over the review period. 189 in 2014-15, 197 in 2015-16, 181 in 2016-17, 163 in 2017-18, and 132 in 2018-19 declared Business as their major. The students in Business Degree Program are predominately under the age of 24. There exists in the program a relatively high percentage of under-prepared students as indicated by ACT scores.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Graduates from the Business Degree Program normally matriculate to a four-year program. The options available to these students include fields such as education, accounting, marketing, economics, actuary, management, and international business.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Although several of the faculty members commute, they also volunteer in community organizations such as Salvation Army, churches, libraries, and the local Chambers of Commerce. Faculty members and students actively participate in the communities served by SSC in our five county area.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The Business Degree Program will have a 100% online option beginning fall 2021. SSC also addresses the community need for a variety in course scheduling by offering night courses, weekend courses, 12-week courses, and 8-week courses.

B.6. Effective Use of Resources:

Staff Support

The Business & Education Division has a half-time secretary who primarily supports the Division Chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the B & E faculty members. There are currently three lab assistants employed by the B & E Division. They support the Computer and Tutoring (CAT) Lab.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College creates a technologically enhanced academic environment focused on student learning. As a result, technology has never been a limiting factor in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College recently upgraded the wireless network with two control centers providing internet and Seminole State College intranet connectivity to campus academic and residential buildings. In addition to wireless connectivity, all classrooms are hard-wired for internet and Seminole State College intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites.

Technologically equipped classrooms have computer systems with current instructional and multimedia software, digital multimedia projectors and a Smart Board. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, telecourse testing, and technologically-aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services

Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has such a team made up of the MIS director and three technical personnel. They are responsible for maintaining all campus technology such as computers, Smart Boards, the LMS, and keeping the campus intranet and internet operable in all offices and classrooms.

Web-based Support Services

D2L/Brightspace, the Learning Management System (LMS) used at SSC for all class formats, serves as the main communication channel in classes through email, announcements, early alerts and message boards. Through a separate system, MySSCOK, instructors report student grades and attendance electronically.

Institutional Program Recommendations:

Table 9

| Recommendation | Implementation Plan | Target Date |
|---|---|---|
| Increase student and faculty awareness of the articulation agreements and the Course Equivalency Project between colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a four-year institution. | B & E faculty plan to increase student and faculty awareness of the articulation agreements and the Course Equivalency Project. Faculty advising of declared business majors will result in many opportunities for faculty to educate students about the above-described advantages. | On-going |
| Encourage students to enroll in specific degree programs rather than choosing Liberal Studies | Faculty, along with Student Support Services, will continue the efforts to inform students of the advantages of enrolling in a specific degree program. Specifically, the degree program ambassador will meet with faculty advisors during August in-service and meet with students in the first year experience classes early each semester. | The degree program mentor visits first year experience classes during the first several weeks of every semester. The degree program ambassador meets with faculty advisors during August in-service every year. |

Summary of Recommendations:

| | Department | School/College | Institutional |
|-----------------------------------|---|-----------------------|----------------------|
| Possible Recommendations: | | | |
| Expand program | <p>Improve graduation rate by 20% or 7 students for the next evaluation period. (see attached sheet for details)</p> <p>Increase the number of business majors by 20% or about 28 students for the next evaluation period. (see attached sheet for details)</p> | | |
| Maintain program at current level | | | |
| Reduce program in size or scope | | | |
| Reorganize program | | | |
| Suspend program | | | |
| Delete program | | | |

Division Chair _____
(Signature)

Date _____

VPAA _____
(Signature)

Date _____

Recommendations and Other Relevant Items:

The Business and Education Division Chair recommends the following::

Improve graduation rates by 20% or about 7 students per year.

Increase the number of business majors by 20% or 28 students for the next evaluation period.

The Business Degree Program instructors hope to accomplish these recommendations by doing the following:

Encourage students to choose the business as their major in lieu of Liberal Studies by providing information, degree plan forms, and reinforcement in business classes.

The Business and Education Division Chair will continue to recruit students into the Business Degree Program by visiting Learning Strategies classes, area high schools, and other recruiting events.

Retention and graduation efforts will include:

Reviewing business degree graduation requirements and procedures with students every semester in every business class.

Business Degree Program instructors will continue efforts to help students learn about transfer options. SSC business students and instructors annually tour the Stonecipher School of Business at ECU. Additionally, recruiters from the UCO and OCU business programs make annual visits to SSC.

In each of the past five years, business students have participated in Global Studies tours that include enrollment in the Global Studies in International Business class. Studies show students who participate in study abroad and/or study tour programs are more likely to persist and graduate. Business instructors will continue to organize study tours for business students.

Studies show that students who are involved in a campus club are more likely to persist and graduate. To this end, we created a chapter of Future Business Leaders of America. Now in its fourth year, SSC FBLA has more members and resources than ever before. Business instructors will continue to sponsor and grow the FBLA chapter.

Our exchange relationship with the Silkeborg Business School in Denmark continues to flourish. SSC will welcome about 20 Danish business students in October 2019. This is a great opportunity for all involved to learn about a different culture, make international friends, and generate goodwill.