SEMINOLE STATE COLLEGE

ASSOCIATE IN SCIENCE IN ELEMENTARY EDUCATION (204)

Program Review Summary

October 1, 2016

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 Elementary Education. 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 and Education Division presents here the results of its self-review of the Associate in Science in Elementary Education.

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 2016-17 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 over the review period the degree program averaged annually about 51 declared majors, 16 graduates, and 4,406 total credit hours generated. In a comparison of the pre-test and post-test scores students increased knowledge by 48.5% for general education outcomes and 58% in Elementary Education 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 Elementary Education: Faculty in the Elementary Education degree program discovered a need to develop a plan to increase student and faculty awareness of the articulation agreements among colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a regional institution. Faculty found a need for increased efforts to encourage students to enroll in and a follow 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 Elementary Education Degree Program:

Empowers people for academic success by preparing students for a career in Elementary Education and improving their critical thinking skills necessary for success in all studies.
Empowers people for personal development by training 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 vary in content and have the purpose of broadening a student's appreciation of and creating a 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 Elementary Education 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 Associates in Elementary Education

Outcome 3: Demonstrate critical-thinking skills required for higher-level communication. Higher level communication 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 understand and interpret at a higher level, concepts and issues related to the social sciences.

Outcome 5: Demonstrate continued pursuit of problem-solving skills and knowledge for advanced courses in the sciences.

Outcome 6: Continue to develop problem-solving skills needed for advanced courses in mathematics.

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

The Elementary Education 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. Elementary Education course instructors 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 four outcomes specific to the Elementary Education degree program course embedded assessment is the foremost method. Instructors use pre-tests and post-tests as the tools to obtain assessment data. Faculty members regularly review pre-test and post-test questions and make changes when necessary. For example, in the past year faculty members have reviewed the pre-tests and post-tests in World Literature 1, General Biology, World Regional Geography, Mathematics Concepts for Educators I, II, and III, General Physical Science, Earth Science, and General Psychology. As a result, instructors have rewritten, replaced, or deleted some of the existing questions. This process illustrates that the Elementary Education degree program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality as emphasized in the SSC Institutional Degree Completion and Academic Plans, 2016-2017 Outline.

Instructors calculate student score improvements from pre-test to post-test for every class every semester. While pre-tests and post-tests only assess improvements in a sampling of course objectives, the fact that all courses in Elementary Education degree program show improvement verifies that student learning takes place and that outcomes specific to the Elementary Education degree program are met.

Key personnel gathered course embedded assessment data from the spring 2014 and fall 2015 semesters as shown in the following table. The percent of increase reflects the difference between the average of the post-test scores and the pre-test scores. For all sixteen of the major field courses, the average growth rate was 54%.

Table 1. Combined Course Embedded Assessment Results For Fall 2015 through Spring 2016 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	22%	70%	48%
General Education Outcome 2	24%	72%	48%
General Education Outcome 3	23%	75%	52%
General Education Outcome 4	33%	79%	46%
Specific Outcomes for Elementary Education	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	29%	75%	46%
Degree Program Outcome 4	33%	86%	53%
Degree Program Outcome 5	12%	80%	68%
Degree Program Outcome 6	12%	80%	68%

B.3. Minimum Productivity Indicators:

The following table provides data for the Elementary Education Degree Program. Report Date May, 2016

Table 2. Elementary Education Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2011-12	Fall 2011	37	5
	Spring 2012	60	9
2012 - 2013	Fall 2012	61	7
	Spring 2013	49	17
2013 – 2014	Fall 2013	49	2
	Spring 2014	42	2
2014 - 2015	Fall 2014	47	2
	Spring 2015	51	8
2015 - 2016	Fall 2015	60	15
	Spring 2016	57	11

In Table 2, the results show approximately 51 students selecting the program each year and about 16 successfully completing the program annually. This degree program has a low to moderate demand level. Relative to the number of students declaring Elementary Education as a major, the graduation rate is 31%. The average graduation rate across all degree programs at SSC is 27%

This data shows that the Elementary Education Degree Program exceeds the minimum standards of productivity for Majors Enrolled (25) and Degrees Conferred (5).

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
PSY	1103	Child Psychology	0	0	0	0
PSY	1113	General Psychology	101	2506	124	7518
BIOL	1114	General Biology	43	1032	120	4128
PHYS	1114	General Physical Science	24	572	120	2276
GEOG	1123	World Regional Geography	9	172	73	516
FREN	1125	French I	7	46	25	212
SPAN	1125	Introductory Spanish I	25	417	88	1733
GPS	1214	Earth Science	23	595	129	2048
PSY	2023	Developmental Psychology	29	714	123	2142
MATH	2113	Mathematics Concepts for Educators I	5	56	56	168
MATH	2123	Mathematics Concepts for Educators II	6	62	56	186
MATH	2133	Mathematics Concepts for Educators III	5	53	53	159
SPCH	2203	Small Group Communication	4	21	16	63
SPCH	2243	Oral Interpretation	4	15	11	45
ASL	2343	Sign Language I	23	200	44	600
ASL	2353	Sign Language II	7	34	28	102
ENG	2433	World Literature I	6	45	39	135

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
2015-16	3169	678
2014-15	3833	714
2013-14	4135	804
2012-13	3553	630
2011-12	3741	774
Totals	18431	3600

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 Elementary Education 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 cost for any of the elementary education degree programs. The annual SSC budget report provided the total expenditures for the Business and Education department for FY2015-16, Social Sciences Department for FY2014-15 and the Language Arts and Humanities Department for FY12, FY13 and FY14 as shown in Table 5. The annual Business and Education department budget contains the instructional costs for five division degree programs.

Table 5. Instructional Costs

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16
Instructional Cost	463,764	496,559	894,120	175,493	276,810

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

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**
BIOL	1114	General Biology	4128
PHYS	1114	General Physical Science	2276
GPS	1214	Earth Science	2048
ENG	2433	World Literature I	135

All college level courses in the Elementary Education area at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the course offerings in the Elementary Education Degree Program, they will eventually achieve all four General Education Outcomes. To illustrate this support of the General Education Outcomes Table 7 shows the Major Field courses for the Associate in Science in Elementary Education 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**
PSY	1103	Child Psychology	x	x	x	x
PSY	1113	General Psychology		x	x	
BIOL	1114	General Biology	x	x		
PHYS	1114	General Physical Science	x	x		
GEOG	1123	World Regional Geography		x	x	x
FREN	1125	French I	x			

SPAN	1125	Introductory Spanish I	x			
GPS	1214	Earth Science	x	x	x	
PSY	2023	Developmental Psychology		x	x	
MATH	2113	Mathematics Concepts of Educators I	x	x	x	x
MATH	2123	Mathematics Concepts of Educators II	x	x	x	x
MATH	2133	Mathematics Concepts of Educator III	x	x	x	x
SPCH	2203	Small Group Communication	x		x	
SPCH	2243	Oral Interpretation	x			x
ASL	2343	Sign Language I	x			
ASL	2353	Sign Language II	x			
ENG	2433	World Literature	x			x

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also, include the number of full time equivalent faculty in the specialized courses within the curriculum:

Table 8. Current Elementary Education Faculty

Full-Time Faculty			
Name	**Teaching Area**	**Highest Degree**	**Institution**
Bryant, Melissa	Mathematics	M.Ed.	East Central University
Holtz, Chris	Science	M.S.	University of Florida
McBride, Kelli	Language Arts	M.A	University of Central Oklahoma
Rogers, Kendall	Social Science	M.H.R.	University of Oklahoma
Stevenson, Christal	Social Science	M.S.	Cameron University
Tollett, Jarrod	Mathematics / Science	M.Ed.	East Central University
Walker, Susan	Science	Ph.D	Oklahoma State University
Current Adjunct Faculty (Instructors with ** beside their name teach only zero-level classes)			
Dunn, K	Social Science	M. Ed.	East Central University
Helseth, Dave	Science	M.S.	Oklahoma State University
Mills, Marsha	Language Arts and Humanities	B.A.	University of Oklahoma
Urban, D	Language Arts and Humanities	B.A.	Central Bible College
VanDuser, Mary	Social Science	M.S,	Mid-America Christian University
Vick, Mary	Geography	M.A.	University of Central Oklahoma

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 but receipt of transfer data from those institutions has been sporadic. Transfer reports received from East Central University, the 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 that "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:

B.5. Duplication and Demand Issues:

Review of Duplicated Programs

Seminole State College provides local access to students in our five county service area wishing to pursue a degree in Elementary Education. The only near duplications in our five county area are a few private schools that are cost prohibitive for many students.

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

The Elementary Education Degree is a low to moderate demand program and the rates of declared majors and graduation exceed OSRHE productivity levels. Approximately 43 students selected the Associate in Science in Elementary Education degree program each year over the review period. The degree program averages approximately 13 graduates annually. Relative to the number of students declaring Elementary Education as a major, the graduation rate is 30%.

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:

Faculty members expect students with an Associate of Science in Elementary Education to matriculate to a four-year program. The options available to these students include fields such as education, tutoring, curriculum and publishing, community and private organization focused on child development.

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:

Faculty members and students actively participate in the five county area communities served by SSC. Although many faculty members commute, they participate in community activities such as blood drives, churches, and local chambers of commerce.

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:

With the advances in technology, faculty members have the opportunity to expand to several different forms of delivery. Although still experimenting with new methods, faculty members have found that blended courses are a successful delivery method. SSC also addresses the community need for a variety of course scheduling by offering online courses, evening courses, weekend courses, 8-week courses, and courses at correctional facilities.

B.6. Effective Use of Resources:

Staff Support

The Business and Education Division administers the Elementary Education program. The division has a part-time (16 hours weekly) 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.

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 installed a 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 Smartboards. Classrooms equipped for IETV have full-motion video/audio interactive television technology interfaced with fiber optic transmission equipment and a computerized multimedia projection system for OneNet course sharing. 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 just such a team made up of the MIS director and two tech persons. They are responsible for maintaining all campus technology such as computers, Smart Boards, IETV equipment, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services
Currently D2L Brightspace is available to instructors for course management. It is used to communicate with students, post and collect assignments, record grades, and host student discussion boards. Through a separate system, Campus Connect, instructors report final student grades and attendance electronically.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Table 9

Recommendation	Implementation Plan	Target Date
Increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a four-year institution.	Elementary Education faculty plan to increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and alert them to the advantage of receiving an associate degree before transferring to a four-year institution. Increased contact between faculty in the major area and students enrolled in the degree program will result from a faculty mentor program in progress.	On-going
Encourage students to enroll in specific degree programs rather than choosing Liberal Studies	A degree program mentor will continue to educate both faculty advisors and students about the advantages of choosing the Elementary Education degree program. Specifically, the degree program mentor will meet with faculty advisors during August in-service and meet with students in both Freshman Seminar and PASS classes early each semester.	The degree program mentor visits Freshman Seminar and PASS classes during the first several weeks of every semester. The degree program mentor meets with faculty advisors during August in-service every year.
Encourage students to enroll in education courses.	East Central now offers 4 education courses to SSC students. We recommend that students be required to choose these education classes as part of their major degree requirements.	

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
	We recommend expanding the program by 10% or about 4 students per year.		

Department/
Program Head_____ Date_____
(Signature)

Dean_____ Date_____
(Signature)