

**SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN BUSINESS (203)**

2015-16 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 of 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.

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

2. Quality Indicators

**Combined Course Embedded Assessment Results For Fall 2014 and Spring 2015
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	36%	77%	41%
General Education Outcome 2	28%	77%	49%
General Education Outcome 3	34%	75%	41%
General Education Outcome 4	31%	67%	36%
Specific Outcomes for AS Business	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	35%	77%	42%
Degree Program Outcome 4	33%	78%	45%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2015		Fall 2015		Spring 2016	
		Count	%	Count	%	Count	%
2015-16	Total Students	41	100%	197	100%	149	100%
	Black	1	2%	8	4%	6	4%
	Indian	14	34%	57	29%	38	25%
	Asian	0	0%	1	1%	0	0%
	Hispanic	2	4%	6	3%	7	5%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	20	50%	112	56%	84	56%
	Undeclared	4	10%	13	7%	13	10%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2015	Fall 2015	Spring 2016
2015-16	Male	16	99	77
	Female	25	98	72

Student Feedback on Instruction: On the scale of 1 – 5 (5 indicating almost always applies) the average response score across all questions was 4.64 with a range of 4.5 – 4.78. This data indicates that students are pleased with the quality of courses and instructors at Seminole State.

Graduate Exit Survey: 76.7% of students rated the overall quality of academics at Seminole State as above average or excellent. 84.9% rated faculty commitment to student success as above average or excellent. These numbers indicate a high degree of student satisfaction. Unfortunately, 38.1% of students rated the quality of computer laboratory equipment as average, below average, or poor. This data reinforces our desire to update computer labs with new equipment.

Collegiate Assessment of Academic Proficiency (CAAP) Test: Results of the 2015 CAAP test show Seminole State students performing just above the national average in all subjects with the exception of math (0.6 below the national average on a scale of 40 – 80). Data from the past five years show scores holding steady over the period.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2015-16	Summer 2015	41	3
	Fall 2015	197	7
	Spring 2015	149	24

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: Over the evaluation period, the average number of declared majors was 173. We are pleased with the steady improvement seen since fall 2012-spring 2013 when the degree program averaged 156 declared majors. This is attributed to the efforts of the degree program mentor visiting first year success classes, distributing information, and attending off campus recruiting events.

We are frustrated with the steady decline in the number of graduates from the business degree program. Despite new efforts (educating students about requirements and procedures) to improve the graduation rate it was lower over this evaluation period than the previous one. This decline is largely due to changes in degree requirements which made the degree considerably more rigorous (adding Business Statistics, Financial and Managerial Accounting, Macroeconomics and Microeconomics to the list of required courses).

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
ACCT	1413	General College Accounting	2	56	28	168
BA	1123	Introduction to Business	8	154	19	462
BA	1223	Introduction to Economics (not offered during this period)				
BA	1323	International Business (not taught during this period)	1	16	16	48
BA	1733	Business Mathematics	3	9	3	27
CS	1183	Information Security	2	26	13	78
MATH	1613	Trigonometry	2	31	16	93
ACCT	2033	Financial Accounting	5	76	15	228
ACCT	2123	Managerial Accounting	5	60	12	180
BA	2113	Macroeconomics	4	82	21	246
BA	2123	Small Business Management	1	11	11	33
BA	2133	Human Relations	4	58	15	174
BA	2213	Microeconomics	4	72	18	216
BA	2233	Business Communication Business (not taught during this period)				
BA	2243	Personal Finance	3	46	15	138
BA	2253	Business Statistics	6	103	17	309
BA	2403	Business Management (note offered during this period)				
BA	2423	Business Ethics	1	13	13	39
BA	2513	Marketing	3	49	16	147
CS	2003	Webpage Design Using HTML	1	12	12	36
CS	2173	Operating Systems	1	12	12	36
MATH	2215	Calculus and Analytic Geometry I	2	28	14	140

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
2015-16	876	1922

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?
2015-16	\$276,810	Business & Education 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
CAP	1103	Introduction to Microsoft Office	1377

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Jeff Cheng	Business & Education and STEM	MBA	Oklahoma City University
Tammy Kasterke	Business & Education Division	MBA	Cameron University
Brad Schatzel	Business & Education Division	MBA	University of Central Oklahoma
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Steven Brooks	Business & Education Division	MBA	University of Oklahoma
Fred Bunyan	Business & Education Division	M.S.	Oklahoma State University
Dawna Hamm	Business & Education Division	MBA	Oklahoma City University
Michael Schnell	Business & Education Division	M.S.	Florida Institute of Technology
Ryan Taylor	Business & Education Division	B.S.	Southeastern Oklahoma State

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

- 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.
- Continue to improve relationships with key personnel at popular transfer institutions.
- Increase the graduation rate by 20% or about 6 students per year.
- Increase the number of declared business majors by 10% or about 20 students.
- Seek opportunities to include real world projects, simulations, group work, and experiences outside the classroom to the curriculum.
- Facilitate students transfer to four-year institutions by bringing recruiters to SSC and sending students on campus tours. On the calendar for 2016-17 is a presentation by the University of Central Oklahoma College of Business recruiter and a field trip to Ada to tour the ECU Stonecipher College of Business.