

**SEMINOLE STATE COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN BUSINESS TECHNOLOGY (114)**

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 in Applied Science in Business Technology 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 Applied Science in Business Technology

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

Outcome 4: Demonstrate preparation for continued pursuit of courses leading to employment.

2. Quality Indicators

Combined Course Embedded Assessment Results For Fall 2015 and Spring 2016 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 AAS Business Technology	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	35%	77%	42%
Degree Program Outcome 4	33%	78%	44.5%

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	5	100%	5	100%	16	100%
	Black	0	0%	0	0%	2	12%
	Indian	2	40%	1	20%	6	38%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	2	40%	2	12%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	3	60%	2	40%	6	38%
	Undeclared	0	0%	0	0%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2015	Fall 2015	Spring 2016
2015-16	Male	0	1	2
	Female	5	4	14

Student Feedback on Instruction:

The average response scores from the Student Feedback on Instruction ranged from 4.50 to 4.78 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.

Graduate Exit Survey:

Overall, students rated their academic experience favorably with 84% of the students rating “quality of teaching in your major field of study” as excellent or above average. More than 82% of students rated “faculty concern for student well-being” and “faculty commitment to student success and learning” as excellent or above average.

Collegiate Assessment of Academic Proficiency (CAAP) Test:

The Science portion of the CAAP test was 0.1 of a point below the national mean. The Mathematics portion of the CAAP test was 0.5 of a point below the national mean for the current year.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2015-16	Summer 2015	5	0
	Fall 2015	5	3
	Spring 2016	16	1

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

Majors Enrolled (25 per year): No

Degree Conferred (5 per year):No

Comments/Analysis: The AAS in Business technology continues to be a difficult degree program to offer because of low enrollment and number of classes that the division must offer to give students the opportunity to graduate in a timely manner.

Low Productivity Justification: The vast majority of business students (approximately 200 of 215 or 93%) choose the transfer degree of this terminal degree. This makes scheduling and filling classes required only by this degree very problematic, which in turn gives students great difficulty in earning the credits required to complete the program.

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	1003	College Keyboarding	2	45	23	135
BA	1733	Business Mathematics	3	9	3	27
CAP	1103	Introduction to Microsoft Office	23	459	20	1377
ACCT	2033	Financial Accounting	5	76	15	228
ACCT	2123	Managerial Accounting	5	60	12	180
ACCT	2143	QuickBooks (not offered this reporting period)				
ACCT	2233	Payroll Tax Accounting (not offered this period)				
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 (not offered this reporting period)				
BA	2243	Personal Finance	3	46	15	138
BA	2403	Business Management (not offered this period)				
BA	2423	Business Ethics (not offered this period)				
BA	2513	Marketing	3	49	17	147
CAP	2103	Advanced Microsoft Word	2	2	1	6
CAP	2263	Desktop Publishing	1	1	1	3
CAP	2603	Advanced Microsoft Access	1	10	10	30
CAP	2643	Advanced Microsoft Excel	2	2	1	6

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	1707	1407

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.

An emerging opportunity to streamline the degree program and collaborate with Express Personal Services could reenergize the program and make it considerably more appealing to students.

It is recommended that the degree program mentor visit Freshman Seminar and Pass classes early each fall to explain to prospective majors the benefits and requirements of the degree

program. Additionally, it is recommended that the degree program mentor educate faculty mentors about the benefits and requirements of the degree program during August in-service.

A final recommendation is to begin the process of getting another online course from the degree program through the Quality Matters program.