ASSOCIATE IN APPLIED SCIENCE IN BUSINESS TECHNOLOGY (114)

2018-19 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.
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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	47%	84%	37%
General Education Outcome 2	37%	75%	38%
General Education Outcome 3	49%	87%	37%
General Education Outcome 4	31%	72%	41%
Specific Outcomes for AAS Business Technology	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	39%	67%	28%
Degree Program Outcome 4	9%	22%	13%

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	0	100%	8	100%	5	100%
	Black	0	0%	1	13%	1	20%
	Indian	0	0%	1	13%	1	20%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	0	0%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	0	0%	5	63%	2	40%
	Undeclared	0	0%	1	13%	1	20%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2018	Fall 2018	Spring 2019
2018-19	Male	0	1	1
	Female	0	7	4

Student Feedback on Instruction: The average response scores from the Student Feedback on Instruction ranged from 4.4 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. Students responded with an average response of 4.6 to all rated-scale questions.

Graduate Exit Survey: Overall, students rated their academic experience favorably with 81% of the students rating "quality of teaching in your major field of study" as excellent or above average. 84.2% of students rated the overall educational experience at SSC as excellent or above average.

ETS Proficiency Profile: SSC students scored within 1.3 points (+ or -) of the national mean in all categories. Specifically, on the Critical Thinking portion SSC students scored .3 below the national mean and .5 below the national mean on the Natural Sciences portion. The national total mean was 438.5 while the SSC total mean was 435.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2018-19	Summer 2018	0	0
	Fall 2018	8	0
	Spring 2019	5	0

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 number of declared majors shows a significant improvement from 2017-18 but is still far too low.

Low Productivity Justification: Data from the Graduate Exit Survey shows that 85% of SSC students earned an Associate's Degree with the intention of transferring to a four-year institution. The Business Technology AAS is a terminal degree, an unpopular choice among SSC students.

Degree requirements for the Business Technology AAS include many business electives. Reductions in faculty and enrollment as well as changes to the Business AS make it difficult to offer regularly all the necessary classes that students needs to finish the Business Technology AAS in a timely manner. A vicious cycle is now in place; required electives are not offered often enough because they do not make, so students spurn the degree program in favor of the Business AS, reducing enrollment in the classes, so the classes don't make, so student spurn the degree program …

In order to solve this problem we have submitted proposal to the OSRHE to accept courses from Oklahoma's Career Tech Centers for credit toward the Business Technology AAS degree. Currently this proposal is going through the approval process. Ideally, this will drive Career Tech students to SSC as they would need to take SSC classes to complete the Business AAS after getting a head start with the transferability of their Career Tech credits.

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	Introduction to Accounting	3	74	25	222
BA	2123	Entrepreneurship				
BA	2133	Human Relations	1	28	28	84
BA	2233	Business Communication	1	9	9	27
BA	2423	Business Ethics	1	23	23	69
CAP	1103	Introduction to Microsoft Office	24	539	22	1617

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	1839	666

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	$678,960	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	1617

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution

Stephen Brooks	Computer Applications	MBA	University of Oklahoma
Brad Schatzel	Business/Computer Applications	MBA	University of Central Oklahoma
Chunfu Cheng	Business	MBA	Oklahoma City University
Tammy Kasterke	Accounting/Computer	MBA	Cameron University
Daniel Hill	Computer Applications	MBA	University of Central Oklahoma
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program **(Instructors with ** beside their name teach only zero-level classes)**			
none			
Current Adjunct Faculty Teaching Major Courses in Degree Program **(Instructors with ** beside their name teach only zero-level classes)**			
Ryan Taylor	Computer Applications	MBA	Southeastern Oklahoma State
Regina Stillwell	Computer Applications	MBA	St. Gregory's University

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

In the spring of 2019 a proposal was submitted by the College to the OSRHE to accept courses from Oklahoma's Career Tech Centers for credit toward the Business Technology AAS degree. Currently this proposal is going through the approval process.

Additionally, the following is recommended:
- Expand the number of declared majors to meet the OSRHE minimum as soon as possible.
- Expand the number of graduates from the degree program to the OSRHE mandated minimum of five as soon as possible and then grow by 20% each year.
- The degree program mentor visit with Learning Strategies classes early every semester to explain the benefits and requirements of the degree plan to students actively choosing a major and planning their futures at the College.
- The degree program mentor educate faculty advisors about the benefits and requirements of the degree program during August in-service.