SEMINOLE STATE COLLEGE
CERTIFICATE IN EARLY COLLEGE (232)

2020-21 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

Outcome 1: Demonstrate problem-solving skills useful in the workplace.

Outcome 2: Demonstrate preparation for continued pursuit of courses leading to employment.

2. Quality Indicators

Combined Course Embedded Assessment Results For 2020-21
for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	54%	89%	35%
General Education Outcome 2	14%	70%	56%
General Education Outcome 3	40%	78%	38%
General Education Outcome 4	33%	83%	50%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2020		Fall 2020		Spring 2021	
2020-21	Total Students	0	100%	0	100%	0	100%
	Black	0	0%	0	0%	0	0%
	Indian	0	0%	0	100%	0	0%
	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%	0	0%	0	0%
	Undeclared	0	0%	0	0%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2020	Fall 2020	Spring 2021
2020-21	Male	0	0	0
	Female	0	0	0

Student Feedback on Instruction: The average response scores ranged from 4.4 to 4.7 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. The average response score for the rated-scale questions pertaining to all classes was 4.6.

Graduate Exit Survey: In the statistics related to the overall satisfaction with SSC, 74.9% of students rated the overall educational experience as excellent or above average. The students indicated they would again choose SSC if starting over at 79%. Students listed professors consistently as one of the greatest strengths at SSC. Also, students stated a goal of transferring to a four-year institution at 79%.

ETS Proficiency Profile: Seminole State students scored near national means in all seven subject areas. For example, SSC students averaged a score of 115.5 on the Natural Sciences test, which is 1.8 higher than the national mean. SSC students scored higher than the national mean in all other areas, except Social Sciences, when compared to their counterparts with 45+ credit hours at other two-year institutions nationwide. SSC had students whose performances placed them above the national total mean of 437. The SSC total mean was 440.8. SSC awarded Certificates of

Achievement to students who scored at or above the national mean. Of the 63 tests administered, 34 students or 54% had scores above the national average.

Course-Embedded Assessment Analysis: Analysis of the data at hand focuses on two primary areas for each outcome: the percentage of increase from pre-test to post-test and the magnitude of the post-test percentage. Percentage improvements range from 19% on Outcome 3 to 29% on Outcome 2. All four of the outcomes showed percentage growth at or above 19%. In 2020-2021, two thousand, one hundred twenty-one online students and 3,366 classroom students participated in the assessments to compare online courses to face-to-face courses. For each outcome, the course assessment difference from online and classroom courses were similar ranging from 14% to 31%, a difference of 17%, for online courses and 15% to 25% for classroom courses, a difference of 10%.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Certificates	Certificates Awarded
2020-21	Summer 2020	0	0
	Fall 2020	0	0
	Spring 2021	0	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: This certificate does not meet the minimum OSRHE standards for productivity.

Low Productivity Justification: Students are focused on receiving their degree from SSC and are typically unaware of the value of receiving an Early College Certificate.

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
ENG	1113	Composition I	29	557	19	1671
ENG	1213	Composition II	27	510	19	1530
GOV	1113	American National Government	19	498	26	1494
HIST	1483	American History to 1877	9	216	24	648
HIST	1493	American History since 1877	16	342	21	1026
MATH	1413	Quantitative Reasoning	6	108	18	324
MATH	1503	Elementary Statistics	10	187	19	561
MATH	1513	PreCalculus for Eng-Phys-CS	4	78	20	234
MATH	1523	PreCalculus for Bus-Biol	8	202	25	606
SPCH	1143	Speech	25	409	16	1227

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
2020-21	8295	-

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?
2020-21	$696,191	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
na	na	na	na

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Andrew Davis	ENG	M.A.	Simmons College
Kelli McBride	ENG	M.A.	University of Central Oklahoma
Luther Riedel	ENG	M.S.	University of Connecticut
Yasminda Choate	ENG	M.S.	Texas A & M University
Jamie Worthley	ENG	M.A.	University of Central Oklahoma
Jessica Isaacs	ENG	M.A.	University of Central Oklahoma
Jeffrey Christiansen	GOV	M.A.	University of Montana
Marta Osby	HIST	M.A.	University of Central Oklahoma
Dr. Steve Bolin	HIST	Ph.D.	Oklahoma State University
Emily Carpenter	MATH	M.S.	Oklahoma State University
Melissa Bryant	MATH	M.Ed.	East Central University
Kirsten Stevenson	MATH	M.A.	University of Oklahoma
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Erick Harris	GOV	Juris Doctor	University of Oklahoma
Mary Troglin	MATH	M.S.	East Central University
Jeffrey Shelton	LAH	Juris Doctor	University of Oklahoma
Ronald Chastine	LAH	Th.D.	University of Oklahoma
Ana Berry	MATH	M.Ed.	Southwestern Oklahoma State University

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

The objective of the Early College Certificate is to encourage concurrent high school students and college-bound Career Tech students to complete eighteen hours of college credit prior to entering the workforce or college full-time. In doing so, students have the opportunity to gain confidence-building collegiate experience that will facilitate the pursuit and completion of a

two-year or four-year college degree. Oklahoma Career Tech graduates holding the certificate will have a competitive advantage in the employment marketplace.