

**SEMINOLE STATE COLLEGE  
ASSOCIATE IN SCIENCE IN ELEMENTARY EDUCATION (204)**

**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 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 Associate in Science 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.

**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	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 AS 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%

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	22	100%	60	100%	57	100%
	Black	0	0%	1	2%	3	5%
	Indian	7	32%	11	18%	8	14%
	Asian	0	0%	0	0%	0	0%
	Hispanic	1	4%	3	5%	3	5%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	14	64%	45	75%	43	76%
	Undeclared	0	0%	0	0%	0	0%

**Degree Program Enrollment by Gender**

Academic Year	Gender	Summer 2015	Fall 2015	Spring 2016
2015-16	Male	4	11	10
	Female	18	49	47

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.

The ethnicity imbalance exists in the program; 76% of students in the program identified as white in spring 2016.  
 A gender imbalance exists in the degree program; just 17.5% of declared majors were male in spring of 2016.

**3. Minimum Productivity Indicators**

**Productivity Indicators**

Academic Year	Semester	Declared Majors	Graduates
2015-16	Summer 2015	22	3
	Fall 2015	60	15
	Spring 2016	57	11

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: The data above reflect a strong degree program well above the minimum standard for productivity. We are hopeful a new joint degree in Elementary Education with the College and East Central University will incentive students to both join the degree program and finish it.

**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
PSY	1103	Child Psychology	0	0	0	0
PSY	1113	General Psychology	7	148	21	444
BIOL	1114	General Biology	4	77	19	231
PHYS	1114	General Physical Science	2	62	31	186
GEOG	1123	World Regional Geography	9	172	19	516
FREN	1125	French I	1	7	7	21
SPAN	1125	Introductory Spanish I	1	12	12	36
GPS	1214	Earth Science	2	52	26	156
PSY	2023	Developmental Psychology	2	41	21	123

MATH	2113	Mathematics Concepts for Educators I	1	21	21	63
MATH	2123	Mathematics Concepts for Educators II	1	17	17	51
MATH	2133	Mathematics Concepts for Educators III	1	17	17	51
SPCH	2203	Small Group Communication	4	21	16	63
SPCH	2243	Oral Interpretation	1	3	3	9
ASL	2343	Sign Language I	3	27	9	81
ASL	2353	Sign Language II	3	16	5	48
ENG	2433	World Literature I	6	45	8	135

**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	1268	297

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

\*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
Bryant, Melissa	Mathematics	M.Ed.	East Central University
Holtz, Chris	Science	M.S.	University of Florida
McBride, Kellie	Language Arts and Humanities	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 Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with \*\* beside their name teach only zero-level classes)**

n/a	n/a	n/a	n/a
<b>Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)</b>			
Mills, Marsha	Language Arts and Humanities	B.A.	University of Oklahoma
Dunn, K	Social Science	M. Ed.	East Central University
Dreger, Heather	Business	M.A.	Western Kentucky University
Helseth, Dave	Science	M.S.	Oklahoma State University
Urban, Donna	Language Arts and Humanities	B.A.	Central Bible College
VanDuser, M	Social Science	M.S.	Mid-America Christian University
Vick, M	Geography	M.A.	University of Central Oklahoma

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

Since 2015 the Business and Education division has administered the Associate in Science in Elementary Education. Courses in this degree program are from many different academic divisions and disciplines including Language Arts and Humanities, Social Sciences, and Science, Technology, Engineering, and Mathematics.

We recommend the following:

- Expand the number of declared majors in the degree program by 10% or about 6 students next year.
- Expand the number of graduates from the degree program by 10% or about 3 students per year.
- The degree program mentor visit with Freshman Seminar and PASS classes early in the 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.
- The degree program mentor, the Business and Education Division Chair, and the Vice President for Academic Affairs work together to publicize the new Elementary Education joint degree offered by the College and East Central University.