

**EMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN SECONDARY EDUCATION (235)**

2019-20 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 Secondary 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 Secondary Education

- Outcome 3: Demonstrate critical-thinking skills required for higher level communication. Higher level communication skills apply to humanities, composition, and speech.
- 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 2019-20
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	27%	62%	35%
General Education Outcome 2	28%	64%	36%
General Education Outcome 3	23%	57%	34%
General Education Outcome 4	21%	46%	26%
Specific Outcomes for AS Secondary Education	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	25%	51%	26%
Degree Program Outcome 4	27%	58%	31%
Degree Program Outcome 5	11%	56%	45%
Degree Program Outcome 6	11%	56%	45%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2019		Fall 2019		Spring 2020	
		Count	%	Count	%	Count	%
2019-20	Total Students	5	100%	24	100%	17	100%
	Black	0	0%	1	4%	1	6%
	Indian	3	60%	5	21%	4	24%
	Asian	0	0%	0	0%	0	0%
	Hispanic	1	20%	4	17%	4	24%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	1	20%	12	50%	8	46%
	Undeclared	0	0%	2	8%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2019	Fall 2019	Spring 2020
2019-20	Male	2	13	8
	Female	3	11	9

Student Feedback on Instruction: The average response scores from the Student Feedback on Instruction ranged from 4.5 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. Students responded with an average response of 4.6 to all rated-scale questions.

Graduate Exit Survey: In the statistics related to the overall satisfaction with SSC, 82% of students indicated satisfaction with the SSC education experience by giving a rating of excellent or above average. The students indicated they would again choose SSC if starting over at 85%. In general, the responses to the survey increased this year with good insight given for areas to improve.

ETS Proficiency Profile: SSC students scored within 0.6 points (+ or -) of the national mean in all seven subject areas. In Writing, SSC students scored at the National mean. In Mathematics, SSC students performed 0.3 below the National mean. The national total mean was 437.0 while the SSC total mean

was 436.0.

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 33.3% on outcome 3 to 36.3% on outcome 2. All four of the outcomes showed percentage growth at or above 33%.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2019-20	Summer 2019	5	0
	Fall 2019	24	0
	Spring 2020	17	0

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

Majors Enrolled (25 per year): Yes

Degree Conferred (5 per year): No

Comments/Analysis: This degree program meets the minimum OSRHE standards for productivity for the number of majors enrolled but not for the number of degrees conferred.

Low Productivity Justification: 2018-19 was the second year for the Secondary Education degree program and students had not had enough time to matriculate through it. While number of declared majors is relatively small, the fall 2018 number represents an increase. The number of majors declared in this program has increased from 22 in 2018-2019 to 46 in 2019-2020. It appears the degree is gaining popularity and we expect to see graduates in the next year.

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
BIOL	1114	General Biology	8	192	24	768
BIOL	1214	Principles of Biology	10	205	21	820
BIOL	1224	General Botany				
BIOL	1234	General Zoology	2	32	16	128

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BIOL	2114	Human Anatomy	6	157	26	275
CHEM	1315	General Chemistry I	3	55	18	220
CHEM	1515	General Chemistry II	1	6	6	30
PHYS	1214	Earth Science	3	45	15	180
PHYS	1314	Astronomy	5	86	17	344
PHYS	2114	General Physics I	1	30	30	120
PHYS	2224	General Physics II	1	13	13	52
ENG	1803	Native American Literature				
ENG	2103	Fiction Writing				
ENG	2113	Creative Writing	1	2	2	6
ENG	2123	Introduction to Poetry	1	14	14	42
ENG	2413	Introduction to Literature	1	36	36	108
ENG	2433	World Literature I	1	9	9	27
ENG	2543	British Literature I				
ENG	2653	British Literature II	1	6	6	18
ENG	2753	American Literature I	1	11	11	33
ENG	2883	American Literature II	1	17	17	51
ANTH	1113	General Anthropology	1	7	7	21
BA	2113	Macroeconomics	3	76	25	228
BA	2213	Microeconomics	4	81	20	243
GEOG	1123	World Regional Geography	1	13	13	39
HIST	1483	American History to 1877	6	137	23	411
HIST	1493	American History since 1877	11	361	33	1083
HIST	2223	Early Western Civilization to 1660	3	54	18	162
HIST	2233	Early Western Civilization since 1660	6	97	16	291
MATH	1503	Elementary Statistics	16	255	16	765
MATH	1513	Pre-Calculus for Eng-Phys-CS	4	50	13	150
MATH	1613	Trigonometry	3	23	8	69
MATH	2215	Calculus and Analytic Geometry I	2	36	18	180
MATH	2424	Calculus and Analytic Geometry II	2	23	12	92
MATH	2434	Calculus and Analytic Geometry III	1	10	10	40
PHYS	2211	Calculus Based Physics I	1	8	8	8
PHYS	2231	Calculus Based Physics II	1	7	7	7

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
2019-20	2937	4074

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?
2019-20	\$708,875	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
Brad Schatzel	Business	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)

Jarrod Tollett	STEM	M.Ed.	East Central University
Jason Cook	STEM	B.S.	University of Oklahoma
Jessica Isaacs	LAH	M.A.	University of Central Oklahoma
Kelli McBride	LAH	M.A.	University of Central Oklahoma
Nilmini Seranatine	STEM	M.S.	Wichita State University
Dr. Noble Jobe	STEM	Ph.D.	Oklahoma State University
Susan Walker	STEM	M.S.	Oklahoma State University
Theran Hernandez	STEM	M.Ed.	Grand Canyon University
Yashminda Choate	LAH	M.S.	Texas A & M University
Emily Carpenter	STEM	M.S.	Oklahoma State University
Marta Osby	Social Sciences	M.A.	University of Central Oklahoma
Dr. Steve Bolin	Social Sciences	Ph.D.	Oklahoma State University
Jeffrey Christiansen	Social Sciences	M.A.	University of Montana
Lynette Gomez	STEM	B.S.	Oklahoma Baptist University
Melissa Bryant	STEM	M.Ed.	East Central University
Dr. Linda Goeller	STEM	Ph.D.	Oklahoma State University

Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Annette Troglin	STEM	M.Ed.	East Central University
David Helseth	STEM	E.S.	Oral Roberts University
Kara Stanley	PHYS	M.S.	West Texas A & M University
Pam Koenig	ANTH	M.A.	Oklahoma State University
Stephanie Heald	GEOG	Ph.D.	Oklahoma State University

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

This degree program has reached the minimum OSRHE standards for the number of majors enrolled during the 2019-2020 academic year. It has not yet reached the minimum OSRHE standards for the number of graduates, but with the large increase in declared majors the degree program is poised to begin seeing graduates soon.

The degree program mentor should visit with Learning Strategies classes early every semester to explain the benefits and requirements of the degree plan to students that are actively choosing a major and planning their futures. Also, the degree program mentor should work to educate faculty advisors about the benefits and requirements of the degree program during August In Service.