

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

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

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 2020-21
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	25%	72%	47%
General Education Outcome 2	27%	70%	43%
General Education Outcome 3	19%	72%	53%
General Education Outcome 4	26%	78%	52%
Specific Outcomes for AS Secondary Education	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	33%	71%	38%
Degree Program Outcome 4	26%	75%	49%
Degree Program Outcome 5	20%	69%	49%
Degree Program Outcome 6	20%	69%	49%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2020		Fall 2020		Spring 2021	
		Count	Percentage	Count	Percentage	Count	Percentage
2020-21	Total Students	4	100%	28	100%	22	100%
	Black	0	0%	2	7%	1	5%
	Indian	0	0%	4	14%	5	23%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	2	7%	2	9%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	4	100%	20	72%	14	64%
	Undeclared	0	0%	0	0%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2020	Fall 2020	Spring 2021
2020-21	Male	1	14	12
	Female	3	14	10

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, 75% 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 79%. In general, the responses to the survey increased this year with good insight given for areas to improve.

ETS Proficiency Profile: Seminole State students scored near national means in all seven subject

areas. For example, SSC students averaged a score of 110.7 on the Critical Thinking test, which is 1.1 higher than the national mean. SSC students scored higher than the national mean in all other areas 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%.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2020-21	Summer 2020	4	0
	Fall 2020	28	0
	Spring 2021	22	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: The Secondary Education degree program is still a fairly new program to SSC. While the number of declared majors is relatively small, the fall 2020 number represents an increase. The number of majors declared in this program has increased from 46 in 2019-2020 to 54 in 2020-2021. 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	7	158	23	632
BIOL	1214	Principles of Biology	11	273	25	1092
BIOL	1224	General Botany	1	13	13	52
BIOL	1234	General Zoology	2	31	16	132
BIOL	2114	Human Anatomy	6	161	27	644
CHEM	1315	General Chemistry I	5	105	21	525
CHEM	1515	General Chemistry II	1	4	4	20
PHYS	1214	Earth Science	3	44	15	168
PHYS	1314	Astronomy	6	102	17	408
PHYS	2114	General Physics I	1	30	30	120
PHYS	2224	General Physics II	1	16	16	564
ENG	1803	Native American Literature				
ENG	2103	Fiction Writing				
ENG	2113	Creative Writing	1	12	12	36
ENG	2123	Introduction to Poetry	1	15	15	45
ENG	2413	Introduction to Literature	1	29	29	87
ENG	2433	World Literature I	1	11	11	33
ENG	2543	British Literature I				
ENG	2653	British Literature II				
ENG	2753	American Literature I	1	5	5	15
ENG	2883	American Literature II	1	8	8	24
ANTH	1113	General Anthropology	1	7	7	21
BA	2113	Macroeconomics	4	74	19	222
BA	2213	Microeconomics	4	70	18	210
GEOG	1123	World Regional Geography	2	27	14	81
HIST	1483	American History to 1877	9	216	24	648
HIST	1493	American History since 1877	16	342	21	1026
HIST	2223	Early Western Civilization to 1660	5	44	9	132
HIST	2233	Modern Western Civilization since 1660	6	81	14	243
MATH	1503	Elementary Statistics	10	187	19	561
MATH	1513	Pre-Calculus for Eng-Phys-CS	4	78	20	234
MATH	1613	Trigonometry	2	10	5	30
MATH	2215	Calculus and Analytic Geometry I	3	20	7	100
MATH	2424	Calculus and Analytic Geometry II	3	20	7	80
MATH	2434	Calculus and Analytic Geometry III	1	9	9	36
PHYS	2211	Calculus Based Physics I	1	10	10	10
PHYS	2231	Calculus Based Physics II	1	8	8	8

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	5578	2609

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
Brad Schatzel	Business/Economics	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)			
Jason Cook	BIO	B.S.	University of Oklahoma
Theran Hernandez	BIO	M.Ed.	Grand Canyon University
Susan Walker	STEM	M.S.	Oklahoma State University
Deanna Miles	STEM	M.D.	University of Oklahoma
Noble Jobe	STEM	Ph.D.	Oklahoma State University
Nilmini Senaratne	STEM	Ph.D.	Wichita State University
Jarrod Tollett	STEM	M.Ed.	East Central University
Jessica Issacs	ENG	M.A.	University of Central Oklahoma
Andrew Davis	ENG	M.A.	Simmons College

Marta Osby	HIST	M.A.	University of Central Oklahoma
Kelli McBride	ENG	M.A.	University of Central Oklahoma
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
Linda Goeller	MATH	Ph.D.	Oklahoma State University
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
David Helseth	BIO	E.S.	Oral Roberts University
Kara Stanley	STEM	M.S.	West Texas A&M University
Chris Braun	STEM	Ph.D.	George Mason University
Kevin Blackwood	STEM	M.S.	East Central University
Pam Koenig	ANTH	M.A.	Oklahoma State University
Stephanie Heald	GEOG	Ph.D.	Oklahoma State University
Ana Berry	MATH	M.Ed.	Southwestern Oklahoma State University
Mary Troglin	MATH	M.S.	East Central University
Jamie Crouch	MATH	M.A.	Southern Nazarene 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 2020-2021 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 Secondary Education degree program is still a fairly new program to SSC. While the number of declared majors is relatively small, the fall 2020 number represents an increase. The number of majors declared in this program has increased from 46 in 2019-2020 to 54 in 2020-2021. It appears the degree is gaining popularity and we expect to see graduates in the next year.

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.