Seminole State College
Evaluation of Associate in Arts for Art
2012

Seminole State College Mission Statement

Seminole State College empowers people for academic success, personal development, and lifelong learning.

Transfer Degree Program Outcomes

NOTE: The first two outcomes are the same for all transfer programs. Each degree must list 2 or more additional outcomes.
1. Transfer degree programs at Seminole State College will successfully articulate to state baccalaureate institutions of higher learning in Oklahoma.
2. SSC transfer degree graduates will demonstrate successful academic achievement 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.
3. Degree Program Outcome 3 – Specific to Associate in Arts for Art: Students will demonstrate an ability to produce higher level creative works. Higher level creativity applies to advanced courses in drawing, painting, watercolor, and ceramics.
4. Degree Program Outcome 4 – Specific to Associate in Arts for Art: Students will demonstrate critical-thinking skills for higher-level academic writing in art. Higher level writing skills apply to art courses such as Art History Survey I and II, Art Appreciation, and Global Studies.

Requirements for Associate in Arts for Art

General Transfer Degree Requirements: 62 hours (see the Seminole State College 2011-2012 Catalog)

Major Field Recommendations: 15-21 hours selected from ART 1103 FUNDAMENTALS OF Art I, ART 1123 Drawing I, ART 1133 Fundamentals of Art II, ART 1143 Drawing II, ART 1153 Art History Survey I, ART 1163 Art History Survey II, ART 1173 Crafts I, ART 1203 Art Appreciation, ART 2123 Ceramics I, ART 2213 Watercolor I, ART 2223 Watercolor II, ART 2233 Painting I, ART 2243 Painting II, ART 2273 Graphic Design, ART 2293 Ceramics II, ART 2323 Global Studies.

Degree Overview for Associate in Arts for Art

Age Categories:

	<20	20-24	25-29	30-34	35-39	40-44	45-49	50>
Sp 08	3	11	4	1	0	0	1	0
F 08	8	7	4	3	0	0	0	1
Sp 09	8	7	3	0	0	0	0	0
F 09	14	19	4	1	0	0	0	2
Sp 10	15	15	4	1	1	0	0	2
F 10	7	13	3	2	1	0	0	2
Sp 11	4	9	3	1	1	0	0	2
F 11	6	12	2	1	0	1	0	1

ACT Scores 19 and Under:

Total ACT Records: 115 for AA for Art:

	<5	5-9	10-14	15-19	Total <19	% Total Records
Sp 08	0	0	2	3	7	12%
F 08	0	0	1	4	9	14%
Sp 09	0	0	1	4	6	11%
F 09	0	0	3	11	9	23%
Sp 10	0	0	3	7	11	21%
F 10	0	0	1	6	8	15%
Sp 11	0	0	0	5	5	10%
F 11	0	0	0	5	4	9%

(note: over 50% of SSC students do not have ACT scores)

Declared Majors:

Sp 08   20 (4 male; 16 female; 6 fresh; 14 soph)
F 08   23 (6 male; 17 female; 12 fresh; 11 soph)
Sp 09   18 (7 male; 11 female; 9 fresh; 9 soph)
F 09   40 (18 male; 22 female; 25 fresh; 15 soph)
Sp 10   86 (16 male; 70 female; 45 fresh; 41 soph)
F 10   28 (12 male; 16 female; 20 fresh; 8 soph)
Sp 11   20 (8 male; 12 female; 12 fresh; 8 soph)
F 11   23 (8 male; 15 female; 14 fresh; 9 soph)

Graduates:
2007-2008: 7   2008-2009: 7   2009-2010: 6
2010-2011: 7   2011-2012: N/A at time of report

Analysis/Action for Age Categories	Analysis/Action for ACT Scores 19 and Under	Analysis/Action for Declared Majors/Graduates

Degree Overview for Associate in Arts for Art

Provide brief, but thorough, analysis of data. If appropriate, list actions planned as well as timelines.	Provide brief, but thorough, analysis of data. If appropriate, list actions planned as well as timelines.	Provide brief, but thorough, analysis of data. If appropriate, list actions planned as well as timelines.
Averages for Age Categories: **<20 20-24 25-29 30-34 35-39 40-44 45-49 50>** 8.13 11.63 3.34 1.25 0.38 0.13 0.13 1.25 This analysis shows that most of the students who choose the AA for Art Degree are between the ages of approx. 18-24 years old.	**Averages for ACT Scores 19 and Under:** **Total ACT Records: 115 for AA for Art:** **<5 5-9 10-14 15-19 Total <19 % Total Records** 0 0 1.38 5.63 7.38 14.38	**Averages for Declared Majors:** **Total # of Declared Majors = 32.25** **# of Males = 9.88** **# of Females = 22.38** **# of Frosh. = 17.88** **# of Soph. = 14.38** **Average # of Graduates (2007 – 2011) = 6.75**

Degree Assessment Methods and Criteria for Associate in Arts for Art

Assessment of this degree program derives from a culmination of direct and indirect evaluation indicators. The focus of this evaluation is to determine the degree program's achievement of relevant points of the Degree Program Outcomes. A variety of indicators and instruments are used to make this evaluation.

The primary direct indicators used are: 1. Course-Embedded Assessment; 2. ACT Collegiate Assessment of Academic Proficiency (CAAP) Test; 3. Transfer reports from four-year institutions.	Principal indirect indicators used are: 1. Community College Survey of Student Engagement (CCSSE); 2. ACT Faces of the Future Survey (biennial survey); 3. SSC Graduate Opinion Survey.
Supplemental statistical data is provided by the SSC Institutional Statistics Report and electronic database as a framework for understanding the makeup of the student body.	Specific Assessment Methods and Criteria used in each of the measures are detailed in: 1. Evaluation of General Education Outcomes Report; 2. Degree Program Assessment Reports; 3. Course-Embedded Assessment Reports.

Degree Assessment Results for Associate in Arts for Art

Documents referred to for specific assessment results are:
1. Evaluation of General Education Outcomes Report;
2. Degree Program Assessment Reports;
3. Course-Embedded Assessment Reports;
4. Institutional Statistics;
5. Specific Program Data provided by SSC's MIS Department;
6. Transfer Reports;
7. Oklahoma State Regents for Higher Education Assessment Reports.

Course-Embedded Assessment

Assessment Methods and Criteria

The most critical component of the College's assessment methods and criteria is the course-embedded assessment process. In this process, each course is defined by course outcomes measured by learning objectives. Also, each course measures one or more Degree Program Outcome and one or more General Education Outcome, all of which are tied to the College mission. The General Education Outcomes Matrix, which is updated annually, comprehensively demonstrates how each course is linked to one or more of the four General Education Outcomes.

In each course, instructors, in conjunction with the appropriate division chair, select one of nine assessment options to assess student learning. The reporting procedure requires all classes not taught in the fall semester to be assessed in subsequent semesters. In addition, it requires: (1) Collection of assessment data for one or more Degree Program Outcome; (2) Collection of assessment data for one or more General Education Outcome; and (3) Reporting of data in the annual fall report from all classes taught during the previous academic year.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs.	Analysis Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.
All A.A. for Art Degree Program courses include a pre- and post-assessment component. Most of the courses within the Program use a pre- and post-test, a pre- and post-written assessment, or a pre- and post-creative assessment, or some combination of the three. On average the assessment results for the time span covered by this Evaluation are: 2008 = 59% increase in students' skills / knowledge over course of semester(s) 2009 = 38% increase in students' skills / knowledge over course of semester(s) 2010 = 48 % increase in students' skills / knowledge over course of semester(s) 2011 = 48% of increase in students' skills / knowledge over course of semester(s)	Overall, the Program's Course Embedded Assessment Reports results demonstrate that students are satisfactorily meeting the Degree Program and Course Objectives.
Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	**Status of Previous Action Plans** Report progress made on all action plans from the last evaluation.
N/A	N/A

ACT Collegiate Assessment of Academic Proficiency (CAAP) Test

Assessment Methods and Criteria

This nationally recognized test is designed to assist in assessing the outcomes of general education programs by focusing on the academic skills developed through general education courses. The CAAP Test does this by testing the following areas: writing skills, mathematics, reading, critical thinking, and science reasoning. The Assessment of Student Learning Committee administers the test each fall to a representative group of students who will have 45 or more credit hours by the end of the fall semester. The test was first administered during the fall 2006 semester.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	Analysis Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.

Comparison of Mean Scores
SSC Scores vs National Scores

Mean Scores		Writing Skills	Math	Reading	Science		These results indicate that SSC is in-line with the national mean scores in the two principal areas that apply to the Language Arts and Humanities Division courses: Writing Skills and Reading. In order to continue to improve these areas, the LAH faculty incorporates reading and writing activities in their classes whenever they can. For example, the Art History I and II curriculum includes writing essay exams and thinking critically about the assigned reading.
All Participants	SSC	62.2	54.8	60.4	59.0		
	National	61.6	56.2	60.2	60.5		
Sophomore	SSC	62.3	54.8	60.0	59.0		
	National	61.6	56.2	60.2	60.5		
Transfer	SSC	62.0	56.0	61.0	59.0		
	National	61.6	56.2	60.2	60.5		
Female	SSC	62.0	55.0	60.0	58.0		
	National	61.6	56.2	60.2	60.5		
Male	SSC	62.0	55.0	61.0	61.0		
	National	61.6	56.2	60.2	60.5		

Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	Status of Previous Action Plans Report progress made on all action plans from the last evaluation.
The LAH Faculty for this degree program will continue to incorporate critical reading and writing assignments in the courses' curricula.	N/A

Transfer Reports from Four-Year Institutions

Assessment Methods and Criteria

Transfer reports from the primary receiving institutions—East Central University, the University of Central Oklahoma, Oklahoma University, and Oklahoma State University—provide GPAs of students who transfer from Seminole State College. In addition, Northeastern State University has provided reports. We expect our students to maintain similar GPAs upon transfer as they attained at SSC.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	Analysis Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.
This data is not available for this report.	N/A
Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	**Status of Previous Action Plans** Report progress made on all action plans from the last evaluation.
N/A	N/A

Survey Data

Assessment Methods and Criteria
Survey data provides indirect indicators for analyzing the effectiveness of the educational experience students are receiving at Seminole State College.

Community College Survey of Student Engagement (CCSSE)

The survey provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	Analysis Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.

Highest Student Engagement				These assessment results indicate that SSC has a high level of student engagement at the course curriculum level and interaction with faculty.
	SSC Student Response	Cohort Responses		
Active and Collaborative Learning – made class presentation	36.2%	29.3%		
Student Effort – prepared two or more drafts of a paper or assignment before turning it in	60.0%	50.3%		

Academic Challenge – number of written papers or reports of any length	62.4%	48.3%
Student Faculty Interaction – discussed grades or assignments with an instructor	75.4%	59.8%
Support for Learners – providing the financial support you need to afford your education	63.0%	51

Lowest Student Engagement		
	SSC Student Response	Cohort Responses
Active and Collaborative Learning – worked with classmates outside of class	21.7%	22.9%
Active and Collaborative Learning – participated in community-based project	4.8%	6.8%
Student-Faculty Interaction – talked about career plans with an instructor or advisor	21.1%	26.4%
Student Effort – preparing for class	25.3%	28.7%
Student Effort – frequency of peer or other tutoring	22.7%	27.5%

Special Focus Items		
	SSC Student Response	Cohort Responses
Registration completed before first class session	88.8%	88.8%
Orientation – participated in some form	68.9%	58%
Participated in a structured experience for new students	66.2%	26.3%
Participated in Learning Communities	18.3%	13.1%
Enrolled in Student Success Course	17.6%	24.2%

Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	Status of Previous Action Plans Report progress made on <u>all</u> action plans from the last evaluation.
N/A	N/A

ACT Faces of the Future Survey

This nationally recognized survey, conducted on a biennial basis, collects data similar to that collected by the SSC Graduate Opinion Survey, but it is administered to students who are enrolled during the fall semester.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	**Analysis** Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.

Experiences

Category	#	%
Marriage	23	10.7%
Change or Loss of Job	107	50.0%
Birth/Adoption of Child(ren)	24	11.2%
Death of Immediate Family Member	52	24.3%
Divorce/Separation	25	11.7%
Assumed Primary Responsibility for Person with illness or Other Disabling Condition	10	4.7%
Major Illness or Other Disabling Condition	7	3.3%
Retirement	0	0
Other	69	32.2%
Blank	62	n/a
Total	379	

These assessment results indicate that well over half of SSC's students are employed either part-time or full-time, and the biggest challenge that students encounter while taking classes is personal financial problems.

Employment Status

Category	Number	% w/o Blanks
Caring for my family/home full-time	26	9.6%
Employed Part-Time (including self-employed)	105	38.7%
Employed Full-Time (including self-employed)	46	17.0%
Unemployed, seeking employment	35	12.9%
Unemployed, not seeking employment	59	21.8%
Blank:	5	n/a
Total	276	100.0%

Top Seven Problems Encountered While Taking Classes:
1. Personal financial problems (2.33),
2. Cost and/or availability of books and related materials (2.06),
3. Cost of transportation (2.03),
4. Family responsibilities (1.99),
5. Cost of computer (1.93) * new category at this level
6. Job-related responsibilities (1.89),
7. Cost of child or other dependent (e.g., parent) care (1.78)

Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	**Status of Previous Action Plans** Report progress made on all action plans from the last evaluation.
N/A	N/A

SSC Graduate Opinion Survey

The primary survey tool used for this evaluation the annual SSC Graduate Opinion Survey. This online survey is sent to recent graduates—Fall, Spring, May, Summer.

Assessment Results Identify source(s) of data; report summary of results; if possible, use tables and/or graphs. Summary data will be provided by the Assessment of Student Learning Coordinator.	**Analysis** **Action: Next Steps to** **Improve Student Learning** Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.
This information is not available at this time due to recent personnel changes in Academic Affairs and the restructuring of SSC's Assessment Committee.	N/A
Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	**Status of Previous Action Plans** Report progress made on all action plans from the last evaluation.
N/A	N/A

Institutional Statistics Report

Assessment Methods and Criteria

The Office of the Vice President for Academic Affairs compiles this report each fall and spring semester. It provides demographic and statistical data useful to profile learners seeking instruction at SSC.

Assessment Results Identify source(s) of data; report summary of results ;if possible, use tables and/or graphs.Summary data will be provided by the Assessment of Student Learning Coordinator.	**Analysis** **Action: Next Steps to Improve Student Learning** Provide brief, but thorough, analysis of assessment results; link to specific outcomes as appropriate.

The Executive Summary of the 2010-2011 Course-Embedded Assessment Report, prepared by the Dean of Instructional Compliance, indicated the following increase in achieving the General Education Outcomes relevant to the AA for Art Degree:
        Outcome 1: Demonstrate college level communication skills = 84.12% of all SSC students achieved this outcome
        Outcome 4: Demonstrate an understanding of the roles of history, culture, and the arts within civilization = 76.10% of all SSC students achieved this outcome
	This assessment affirms that students are effectively meeting the overall general education outcomes for the institution.

Action Plan: Next Steps to Improve Student Learning List actions planned as a result of analysis; link to specific outcomes as appropriate; include timelines.	**Status of Previous Action Plans** Report progress made on <u>all</u> action plans from the last evaluation.
N/A	N/A