

**SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN LANGUAGE ARTS AND HUMANITIES (209)**

2012-13 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 Arts in Language Arts & Humanities 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 Arts in Language Arts & Humanities

- Outcome 3: Demonstrate critical-thinking skills for higher-level academic writing. Higher level writing 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 produce higher-level creative works. Producing works that demonstrate a higher level of creativity applies to advanced courses in art, English, journalism, music, photography, speech, and drama.

2. Quality Indicators

**Combined Course Embedded Assessment Results For Fall 2012 and Spring 2013
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	44%	86%	42%
General Education Outcome 2	-	-	-
General Education Outcome 3	-	-	-
General Education Outcome 4	26%	69%	43%
Specific Outcomes for AA Language Arts & Humanities	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	33%	84%	51%
Degree Program Outcome 4	33%	84%	51%

Other Data Indicating Quality Relevant to Degree Program Major Field

Student Feedback on Instruction: Of the 1797 students who completed English classes, 839 participated in the Student Feedback Questionnaire. The Language Arts and Humanities average score for the “almost always applies” response was 71.97%.

Graduate Exit Survey: No relevant current data available.

CAAP Test: An average of CAAP test scores since 2006 shows that SSC students are above the national average in writing and reading. SSC students are only .9 of a percent below the national average in critical thinking despite not having data for 2011.

Community College Survey of Student Engagement: Sixty-two percent of SSC students responded often or very often to the student-faculty interaction of discussing grades or assignments with an instructor as compared to 50.1% for students in the cohort schools. All of the LAH faculty conference with their students in order to tailor their instruction based on students’ needs. The diversity of our students’ knowledge of English and the arts demands this interaction.

Faces of the Future Survey: No relevant current data available.

Other Quality Indicators: No relevant current data available.

3. Minimum Productivity Indicators

Productivity Indicators			
Academic Year	Semester	Declared Majors	Graduates
2012-13	Summer 2012	2	2
	Fall 2012	24	-
	Spring 2013	17	4
Total Graduates			6

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 Associate in Arts for Language Arts and Humanities is structured like an “umbrella” degree, with “options” that students can choose in either English, Speech, or Journalism. The LAH faculty is currently evaluating if splitting this “umbrella degree” into separate degrees, perhaps Associate in Arts for English, Associate in Arts for Communication, and Associate in Arts for Journalism, would provide a clearer degree plan, that in turn may help students to better understand and identify with a particular degree program early on. In other words, if the degree is specified better, perhaps more students would be retained on to completion of the degree. The LAH faculty is also considering and researching the viability of adding options or degree programs in Foreign Languages and Performing Arts, in order to better serve student demands and increase number of majors.

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
ART/JOUR	1223	Photography I	2	17	9	51
ART/JOUR	2203	Photography II	1	1	1	3
ART	1153	Art History Survey I	7	86	12	258
ART	1163	Art History Survey II	5	61	12	183
BA	2233	Business Communication	2	24	12	72
CS	1103	Introduction to Microcomputers	22	165	12	795
ENG	1313	Technical Report Writing	-	-	-	-
ENG	1803	Native American Contemporary Literature	1	3	3	9
ENG	2103	Introduction to Fiction Writing	1	9	9	27
ENG	2113	Creative Writing	1	17	17	51
ENG	2343	Introduction to Sign Language	5	38	8	114
ENG	2353	Sign Language II	2	12	6	36
ENG	2413	Introduction to Literature	2	20	10	60
ENG	2433	World Literature I	1	5	5	15
ENG	2543	Survey English Literature I	-	-	-	-
ENG	2653	Survey English Literature II	1	7	7	21
ENG	2753	Survey American Literature I	1	7	7	21
ENG	2883	Survey American Literature II	1	7	7	21
FREN	1125	Introduction to French I	1	4	4	12
FREN	1225	Introduction to French II	-	-	-	-
HUM	2223	Western Civilization to 1660	10	136	13	408

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HUM	2233	Modern Western Civilization	13	210	16	630
JOUR	1103	Reporting I	-	-	-	-
JOUR	1123	Introduction to Mass Communication	1	1	1	1
JOUR	2300	Special Projects in Journalism	1	1	1	1
SPAN	1125	Introductory Spanish I	6	105	17	391
SPAN	1225	Introductory Spanish II	2	25	12	111
SPCH	1523	Introduction to Theatre/Theatre Appreciation	1	1	1	3
SPCH	2203	Small Group Communication	1	4	4	12
SPCH	1553	Acting I	-	-	-	-
SPCH	2243	Oral Interpretation	1	3	3	9
SPCH	2300	Special Topics in Speech	-	-	-	-

Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2012-13	1814	1501

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?
2012-13	\$1,020,284	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 of Degree Program That Are Part of General Education Requirements in Other Degree Programs

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
ENG	1113	English Composition I	2136
ENG	1213	English Composition II	1896
HUM	1123	Introduction to Mass Communication	18
HUM	1153	Art History Survey I	111
HUM	1163	Art History Survey II	72
HUM	1203	Art Appreciation	51
HUM	1523	Introduction to Theatre	75
HUM	2323	Global Studies	18
HUM	2413	Introduction to Literature	60
HUM	2433	Survey of World Literature I	15
HUM	2543	Survey of English Literature I	-
HUM	2653	Survey of English Literature II	3
HUM	2753	Survey of American Literature I	24

HUM	2883	Survey of American Literature II	6
MUS	1213	Music Appreciation I	84
MUS	1223	Music Appreciation II	24

Full-time Faculty Teaching Major Field Courses in Degree Program

LASTNAME	FIRSTNAME	Teaching Area	Highest Degree	Institution
Choate	Yasminda	LAH	MS	Texas A&M, Commerce
Clapper	Rayshell	LAH	MA	University of Oklahoma
Dawson	Marie	LAH	MA	Ohio State University
Isaacs	Jessica	LAH	MA	University of Central Oklahoma
Kirk	Kelly	LAH	MTA	University of Tulsa
Mcbride	Kelli	LAH	MA	University of Central Oklahoma
Morgan	Christian	LAH	MA	University of Tulsa
Wilson	Jim	LAH	MFA	Spalding University

Current Full-Time Faculty from Other Divisions Teaching LAH Classes:

Last Name	First Name	Teaching Area	Highest Degree	Institution
Grady	Alayna	LAH/BIS	MA	University of Oklahoma
Stevenson **	Christal	LAH/SS	MS	Cameron University
Schnell	Michael	LAH/NASNTI	MS	Florida Institute of Technology

Adjunct Faculty Teaching Major Field Courses in Degree Program

LASTNAME	FIRSTNAME	Teaching Area	Highest Degree	Institution
Ainsworth	Breeman	LAH	MA	Montana State University
Baker	Dustie	LAH	MA	East Central University
Bishop	Malinda	LAH	BA	East Central University
Bolander	John	LAH	ME d	East Central University
Brewer	Paul	LAH	MR ed	Southern Baptist Tech Seminary
Buchanan	Aaron	LAH	BA	East Central University
Chastine	Ronald	LAH	TH.D	University of Oklahoma
Church	Angela	LAH	MFA	University of Oklahoma
Hildebrand	Cori	LAH	MBA	East Central University
Hooten	Teri	LAH	BA	Anderson University
McGee	Carrie	LAH	MA	East Central University
Miller	Jamie	LAH	MA	University of Central Oklahoma
Oliver	Lindsay	LAH	MFA	University of Nebraska
Pilgrim	Don	LAH	MA	Oklahoma State University
Qualls	Linda	LAH	BA	University of Central Oklahoma
Qualls	Travis	LAH	MED	East Central University
Qualls	Zach	LAH	BFA	University of Central Oklahoma

Reimer	Karmyn	LAH	MA	East Central University
Reynolds	Lana	LAH	MA	University of Oklahoma
Schnell	Michael	LAH/NASNTI	MS	Florida Institute of Technology
Scruggs	Yashanda	LAH	MEd	University of Oklahoma
Shelton	Jeff	LAH	Juris Doctor	University of Oklahoma

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

Recommendations Based on Review for Associates in Art for Language Arts and Humanities:

- Develop a plan to recruit more majors.
- Continue to work toward finding a way to increase number of computer classrooms for teaching the writing and journalism classes.
- Develop a plan to possibly move writing classes to a lab-based format, either by extending the actual class time or requiring a tutoring component.
- Research and Implement better placement procedures for students entering the writing courses, specifically by requiring an actual writing sample to correctly place students in either Composition I or an appropriate remedial level writing course. Since SSC is an open-enrollment college, correct placement is critical to improving student success and retention rates. Currently, students are not required to take the written portion of the ACT, and the College uses a Compass placement test for the English courses, which is an identification test students take on the computer. Instead, students should be required to provide a writing sample in order to be correctly placed in a writing class suitable for their skills level. SSC's Division Chair, Writing Program Director, and Developmental English Director are spearheading these efforts.
- Create a listening lab for the foreign language classes. The foreign language class offerings are growing, with the addition of one full-time Spanish instructor and online courses. These new courses not only brought enrollment numbers to the division, but also a need for a listening lab, and potentially more adjunct instructors as the foreign language program continues to grow.
- Add certificate programs and new courses in Speech, Journalism, and Music to help increase enrollment / declared majors numbers.
- Add a Performing Arts Option to help increase enrollment / declared majors numbers. (The addition of a Performing Arts Option will necessitate a renovation of the Jeff Johnston Theatre in order to provide a functional space for such courses. This Performing Arts Option will also meet an identified community need for a venue for cultural events in this area of the state.)
- Develop a plan to retain more majors through to degree completion.
- Develop a plan to track Language Arts and Humanities Majors to their transfer institutions and careers.
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