2016-17 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 Liberal Studies 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 Liberal Studies

Outcome 3: Demonstrate problem-solving skills foundational to higher order social science, language arts, humanities, mathematics, sciences, and wellness/human development. Higher order applies to advanced courses in each of the transfer degree programs.

Outcome 4: Demonstrate preparation for continued pursuit of education leading to a baccalaureate degree.

2. Quality Indicators

Combined Course Embedded Assessment Results For Fall 2016 and Spring 2017 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	30%	79%	49%
General Education Outcome 2	30%	71%	41%
General Education Outcome 3	36%	73%	37%
General Education Outcome 4	34%	73%	42%
Specific Outcomes for AA Liberal Studies	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	32%	75%	43%
Degree Program Outcome 4	27%	68%	41%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2016		Fall 2016		Spring 2017	
2016-17	Total Students	74	100%	289	100%	235	100%
	Black	5	7%	23	8%	25	11%
	Indian	21	28%	91	32%	74	31%
	Asian	1	1%	0	0%	0	0%
	Hispanic	2	3%	9	3%	9	4%
	Hawaiian/Pacific Islander	0	0%	1	0%	0	0%
	White	41	55%	158	55%	118	50%
	Undeclared	4	6%	7	2%	9	4%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2016	Fall 2016	Spring 2017
2016-17	Male	26	129	107
	Female	48	160	128

Student Feedback on Instruction:
On the rated-scale questions, the average was 4.47 on a 5.0 scale was taken as an indicator of overall positive feedback from students on classroom instruction. These averages fell close to the midpoint between the answers "usually applies" and "almost always applies" and were offered as positive affirmations to fifteen different statements regarding course effectiveness and classroom instruction. On all of the rated-scale questions, the most common answer was "almost always applies." Depending on the question, the "almost always applies" answers ranged between comprising 68.7% and 85.6% of the responses with an aggregate average of 76.4% for the whole survey.

Graduate Exit Survey:
Students were asked to score aspects of their academics while at SSC. The items were scored using a scale of excellent, above average, average, below average, poor, and no answer. The majority of the

responses were excellent and above average as shown in Table 9. Students also had the opportunity to comment on this section. The majority of the comments reflected positive experiences by the students. The percentage of students who visited the Writing Lab at once was 73.4%. When asked to assess their overall experience at SSC, 81.9% of the students rated the educational experience as excellent or above average. Over 86% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors consistently as one of the greatest strength at SSC. Items mentioned repeatedly in weaknesses were science lab equipment, computer lab equipment, printers in the labs, lack of funding, cost, and the upgrades needed on facilities such as the bathrooms, classroom buildings, and gym.

Collegiate Assessment of Academic Proficiency (CAAP) Test:
The CAAP Test was administered to 158 students the morning of Wednesday, October 26, 2016. Each student was administered two randomly selected test modules from the pool of modules consisting of Writing Skills, Mathematics, Reading, Critical Thinking, and Science. Seminole State students scored near national means in all five subject areas. SSC students averaged a score of 62.0 on the Writing Skills test, which is 1.2 higher than the national mean. In Math, SSC students performed slightly below the national mean with a score of 56.0 compared to the national mean of 56.1. In Critical Thinking, SSC students scored below the national mean of 60.2 with a score of 59.7. SSC students scored higher than the national mean in Reading with a score of 60.2 and slightly below the national mean in Science with a score 0.1 below their counterparts with 45+ credit hours at other two-year institutions nationwide.

Other Quality Indicators:
The first Faculty Survey on Student Engagement reflects that 34% of faculty members employ student success techniques that result in the faculty identifying student behavior that should result in successful completion of the course and program. In the future, administration of the survey will be conducted in way that will result in more faculty participation with participation percentage set by the Assessment of Student Learning Committee.

In the Entering-Student Engagement Survey, ninety-nine percent of students reported that they believe instructors want them to succeed. Over 70% of students received information about financial aid, enrolled in courses at times convenient to their schedule, and met with an academic advisor at times convenient to the student.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2016-17	Summer 2016	74	17
	Fall 2016	289	23
	Spring 2017	235	42

Does the degree program meet the minimum OSRHE standards for productivity this year?
Majors Enrolled (25 per year): **Yes**/No
Degree Conferred (5 per year): **Yes**/No

Comments/Analysis:

Low Productivity Justification:

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
na	na	na	na	na	na	na

Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2016-17	na	na

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?
2016-17	$695,523.02	LAH Division

*When cost data are not available by degree program, use total division budget for instructional costs for each degree program.
-No direct data was available that could be used to determine the exact amount of the instructional cost for any of the Language Arts and Humanities Division which is where the Liberal Arts degree program falls.

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
na	na	na	na

Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
na	na	na	na
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
na	na	na	na

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

- In order to better serve students, SSC has created specialized lists of courses for major field electives courses that students in the Liberal Arts degree program could take that would mimic majoring in a degree program to help ensure students can take courses that will assist in completion of transfer degree. These specialized lists are called "emphases" and students can access the lists in the Course Catalog.