

**SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN ART (201)**

Program Review Summary

October 1, 2016

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers twenty-three degree/certificate programs, including the Associate in Arts in Art. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Language Arts and Humanities Division presents here the results of its self-review of the Associate in Arts in Art.

Assessment of this transfer degree program employed a number of direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Additionally, this review relates these findings to a number of relevant Higher Learning Commission Criteria and Components, the Seminole State 2016-17 Degree Completion and Academic Plan and the educational mission of the College. Based on the information presented here, the academic division makes recommendations regarding the degree program.

3.7.5 Process (Internal/External Review): Self-review by academic division

Previous Reviews and Actions from those reviews: In the previous review, recommendations addressed issues related to articulation agreements, underprepared students, and faculty advising. Faculty members utilized student support services to better prepare students, participated in a faculty-mentoring program, and prepared plans to improve articulation agreements.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Analysis and Assessment Abstract

Analysis of degree program productivity revealed that the degree program averaged about 18 declared majors per year with 6 graduates and 5,156 total credit hours generated over the five-year period under review. Other direct indicators used were course-embedded assessment and ACT Collegiate Assessment of Academic Proficiency (CAAP) Test. Principal indirect indicators used were the Community College Survey of Student Engagement (CCSSE), the ACT Faces of the Future Survey (biennial survey), and the SSC Graduate Opinion Survey. Students increased knowledge by an approximate 2 to 1 ratio in a comparison of the pre-test and post-test scores. The CAAP test scores reflect learning slightly above national averages. The data reported on the CCSSE reflected the commuter campus atmosphere of Seminole State College.

Key findings from the most current evaluation of the Associate in Arts in Art
 In accordance with the SSC Assessment of Student Learning Procedure, each SSC degree program undergoes a formal Degree Program Evaluation each year. In the most recent evaluation, the faculty in the LAH Division discovered a need to develop a plan to increase student participation in class and to stress the importance of attendance. Students benefitted the most from workshop and revision opportunities in order to improve their writing ability. In classroom instruction, faculty continue to focus on objective grading strategies through grade norming sessions and utilizing comparable grading rubrics. Faculty also focused on increasing declared Art majors and graduates. A major focus was to increase knowledge for students of the advantage of receiving an associate degree before transferring to a regional institution. Faculty found a need for increased efforts to encourage students to enroll in and a follow specific degree program rather than choosing General Studies.

A. Centrality of the Program to the Institution’s Mission:

SSC Mission Statement

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

The Associate in Arts in Art Degree Program:

Empowers people for academic success by preparing students for a range of careers involving Language Arts and at the same time improve their creative and critical thinking necessary for success in all studies.

Empowers people for personal development by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate developmental or college level courses, allowing students the opportunity to progress through the curriculum to achieve success.

Empowers people for life-long learning by providing a variety of courses that vary in content and have the purpose of broadening a student’s appreciation of and creating a desire for continued learning once they have completed their education.

Seminole State College prepares students to continue their education beyond the two-year level, trains students for careers and other educational opportunities, and makes available resources and services designed to benefit students and the community at large. Seminole State College also enhances the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Associate in Art in Art 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 of Arts in Art

Outcome 3: Demonstrate an ability to produce higher-level creative works. Higher-level creativity applies to advanced courses in drawing, painting, watercolor, and ceramics.

Outcome 4: 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, Art History Survey II, Art Appreciation, and Global Studies.

B.2 Quality Indicators (including Higher Learning Commission issues):

The SSC Art Degree Program fulfills Higher Learning Commission Criteria by providing evidence of student learning, faculty engagement that encourages quality teaching, and effective assessment of the student learning process. Instructors in the Language Arts and Humanities areas consistently review assessment tools and methods and revise those tools and methods, when necessary, to provide the most accurate assessment data possible. To measure the two outcomes specific to the Art Degree Program, course embedded assessment is the foremost method. In the Art area, instructors used pre-tests, and post-tests as the tools to obtain assessment data. Faculty members regularly review and change pre-test and post-test questions when necessary. For example, in the past year faculty reviewed the Art History pre-post test questions. As a result, instructors have rewritten, replaced, or deleted some of the existing questions. Future changes will include a pre-post creative assignment and summative portfolio for students to assess their improvement in fine art. This process illustrates that the Art Degree Program fulfills academic priorities such as improving the assessment of student learning and striving for instructional quality as emphasized in the SSC Institutional Degree Completion and Academic Plans, 2016-2017 Outline.

Instructors calculate student score improvements from pre-test to post-test for every class every semester. While these assessments only assess improvements in a sampling of course objectives, the fact that all courses in the Art areas show improvement verifies that student learning takes place and that outcomes specific to the Art Degree Program are met.

Key personnel gathered course embedded assessment data from the fall 2011 through spring 2015 semesters as shown in the following table. The percent of increase reflects the difference between the average of the post-test scores and the pre-test scores. For all twenty-five of the Major Field courses, the average growth rate was 42%. The overall ratio of post-test scores to pre-test scores was approximately 2 to 1 (40% to 82%).

**Table 1. Combined Course Embedded Assessment Results For Fall 2011 through Spring 2015
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	36%	81%	45%
General Education Outcome 2	XX%	XX%	XX%
General Education Outcome 3	XX%	XX%	XX%
General Education Outcome 4	45%	82%	37%
Specific Outcomes for AA Art	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	37%	80%	43%
Degree Program Outcome 4	37%	80%	43%

B.3. Minimum Productivity Indicators:

The following table provides data for the Art Degree Program.

Table 2. Art Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2011 - 2012	Summer 2011	8	1
	Fall 2011	23	0
	Spring 2012	14	3
2012 - 2013	Summer 2012	0	0
	Fall 2012	12	0
	Spring 2013	11	6
2013 - 2014	Summer 2013	1	0
	Fall 2013	10	0
	Spring 2014	14	5
2014 - 2015	Summer 2014	5	1
	Fall 2014	22	2
	Spring 2015	21	5
2015 - 2016	Summer 2015	4	2
	Fall 2015	21	2
	Spring 2016	20	3

In Table 2, the results show approximately 18 students selecting the program each year and about 6 successfully completing the program annually. This degree program has a low to moderate demand level. Relative to the number of students declaring Art as a major, the graduation rate is 33%. Faculty partially attributed the low graduation rate to the concept that many of the students who declare Art as their major do not complete their degree or decide to change majors to focus on career ready majors. Additionally, a significant number of students transfer to other institutions before completing an associate degree at Seminole State College.

This data shows that the Art Degree Program does not meet the minimum standards of productivity for Majors Enrolled (25) and Degrees Conferred (5).

B.4. Other Quantitative Measures:

a. Number of courses taught *exclusively* for the major program for each of the last five years and the size of classes:

Table 3. Number of Sections Taught and Enrollment for Each Course in Major Field of Degree Program

Table 3. 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	Credit Hours
ART	1103	Fundamentals of Art I	24	145	32	435
ART	1123	Drawing I	16	134	44	402
ART	1133	Fundamentals of Art II	16	32	12	96
ART	1143	Drawing II	12	38	17	114
ART	1153	Art History I	31	366	65	1098
ART	1163	Art History II	22	239	52	717
ART	1173	Crafts I	6	8	7	24
ART	1203	Art Appreciation	24	355	76	873
ART	1223	Black and White Photography I	4	19	15	57
JOUR	1223	Photography I	7	53	34	159
ART	2123	Ceramics I	13	67	28	201
ART	2203	Black and White Photography II	1	2	2	6
ART	2213	Watercolor I	7	45	34	135
ART	2223	Watercolor II	5	8	7	24
ART	2233	Painting I	8	31	20	93
ART	2243	Painting II	5	8	7	24
ART	2273	Graphic Design I	0	0	0	0
ART	2293	Ceramics II	9	22	14	66
ART	2301	Special Topics in Art	11	32	14	32
ART	2302	Special Topics in Art	2	3	3	6
ART	2303	Special Topics in Art	8	22	14	66
ART	2323	Global Studies in Art	10	153	71	459
ART	2713	Printmaking	1	4	4	12
JOUR	2203	Photography II	4	7	5	21
SPCH	2243	Oral Interpretation	4	12	9	36

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

Student credit hours generated in all major courses (five year period):

Table 4. Credit Hours Generated in Major Field Courses

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2015-16	660	132
2014-15	636	228
2013-14	690	186
2012-13	873	249
2011-12	1,116	386
Totals	3,975	1,181

Note: Table 4 shows the credit hours generated by all the Major courses of the degree program for the given academic years. The hours do not represent the number of student credit hours generated only by those students declaring Art as their major.

c. Direct instructional costs for the program for the review period:

Instructional Costs:

No direct data was available that could be used to determine the exact amount of the instructional cost for the Art degree program. The annual SSC budget report provided the total expenditures for the LAH division as shown in Table 5. The annual LAH division budget contains the instructional costs for all of the LAH division.

Table 5. Instructional Costs

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16
Instructional Cost	\$1,019,069.08	\$1,020,284	\$847,719.46	\$829,341.18	\$824,141.18

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

All courses offered in the Art area support the General Education Philosophy of Seminole State College. LAH instructors make every effort to provide experiences that will equip students with the necessary skills to think critically and encourage life-long learning. Instructors also attempt to provide experiences that will make students into citizens who will be thoughtful about their attitudes toward art, human life, cultural diversity, and who will be able to evaluate different types of works created by artists. Instructors also strive to expose students to the methods and skills used for creating works of art as well as the history and context of the creation of different works of art. Please see Table 6 for a list of student credit hours generated in the major field of the degree program that are part of the general education requirements in other degree programs.

Table 6. 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
ART	1153	Art History Survey I	1,098
ART	1163	Art History Survey II	747
ART	1203	Art Appreciation	873

All college level courses in the Art area at Seminole State College support one or more of the General Education Outcomes. As students successfully progress through the course offerings in the Art Degree Program, they will eventually achieve all of the General Education Outcomes. To illustrate this support of the General Education Outcomes Table 7 shows the Major Field courses for the Associate in Arts in Art Degree Program and the General Education Outcomes each course addresses.

Table 7. All General Education Outcomes addressed by a specific course are marked with the letter "X."

Major Field Course Information			General Education Outcome			
Prefix	Number	Title	1	2	3	4
ART	1103	Fundamentals of Art I			X	X
ART	1123	Drawing I			X	X
ART	1133	Fundamentals of Art II			X	X
ART	1143	Drawing II			X	X
ART	1153	Art History I	X	X	X	X
ART	1163	Art History II	X	X	X	X
ART	1173	Crafts I			X	X
ART	1203	Art Appreciation	X		X	X
ART	1223	Black and White Photography I		X	X	X
JOUR	1223	Photography I			X	X
ART	2123	Ceramics I		X	X	X
ART	2203	Black and White Photography II		X	X	X
ART	2213	Watercolor I			X	X
ART	2223	Watercolor II			X	X
ART	2233	Painting I			X	X
ART	2243	Painting II			X	X
ART	2273	Graphic Design I		X	X	X
ART	2293	Ceramics II		X	X	X
ART	2301	Special Topics in Art			X	X
ART	2302	Special Topics in Art			X	X
ART	2303	Special Topics in Art			X	X
ART	2323	Global Studies in Art	X		X	X
ART	2713	Printmaking		X	X	X
JOUR	2203	Photography II		X	X	X
SPCH	2243	Oral Interpretation	X		X	X

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

**Table 8. Language Arts and Humanities Division Faculty
Full-time Faculty Teaching Major Field Courses in Degree Program
(Instructors with ** beside their name teach only zero-level classes)**

LASTNAME	FIRSTNAME	Teaching Area	Highest Degree	Institution
Bartos	John	LAH	B.A.	University of Tulsa
Church	Angela	LAH	M.F.A.	University of Oklahoma
Isaacs	Jessica	LAH	M.A.	University of Central Oklahoma
Kirk	Kelly	LAH	M.T.A.	University of Tulsa
Morgan	Christian	LAH	M.A.	University of Tulsa

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

Last Name	First Name	Teaching Area	Highest Degree	Institution
N/A	N/A	N/A	N/A	N/A

Adjunct Faculty Teaching Major Field Courses in Degree Program

LASTNAME	FIRSTNAME	Teaching Area	Highest Degree	Institution
Brewer	Roger	LAH	M.Ed.	Southern Baptist Tech Seminary
Chastine	Ronald	LAH	Th.D.	University of Oklahoma
Church	Angela	LAH	M.F.A.	University of Oklahoma
Hooten	Teri	LAH	B.A.	Anderson University
Qualls	Linda	LAH	B.A.	University of Central Oklahoma
Qualls	Travis	LAH	M.Ed.	East Central University
Qualls	Zach	LAH	B.F.A.	University of Central Oklahoma

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

No data

g. If available, information about the success of students from this program who have transferred to another institution:

Transfer Reports from Four-Year Institutions:

Seminole State College routinely seeks transfer data from the primary transfer baccalaureate institutions but receipt of transfer data from those institutions has been sporadic. Transfer reports received from the University of Oklahoma, the University of Central Oklahoma, and Oklahoma State University provided GPAs of students who transferred from Seminole State College. According to the SSC 2015-16 Transfer Report, the mean GPAs for students who transfer from SSC to the primary receiving institutions are higher when compared to the overall GPA for students at those reporting institutions. SSC students who transfer to these institutions have an 89% completion rate. The data in the transfer reports confirmed our expectation that SSC students maintain similar GPAs upon transfer as those attained at SSC and verified the competence of SSC students in their academic preparation.

B.5. Duplication and Demand:

B.5. Duplication and Demand Issues:

Review of Duplicated Programs

Seminole State College provides local access to students in our five county service area wishing to pursue an Art Degree. The only near duplications (in our five county area) are a few private schools that are cost prohibitive for many students.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

The Art Degree is a low demand program and the rates of declared majors and graduation did not meet OSRHE productivity levels. Approximately 18 students selected the Associate in Art degree program each year over the review period. Approximately 6 students per year successfully completed the program. Relative to the number of students declaring Art as a major, the graduation rate is 33%. The students in the Art Degree program are predominately female.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Faculty members expect students with an Associate in Arts in Art to matriculate to a four-year program. The options available to these students include fields such as education, fine arts, illustrator, animator, graphic designer, media, marketing, music, drama and theater arts, film, video and photographic arts, art history and criticism, studio arts, and visual and performing arts.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable to SSC.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Although many of the faculty members commute, they also participate in community activities such as blood drives, Lion's Club, churches, and the local chambers of commerce. Faculty members and students actively participate in the five county area communities served by SSC. Faculty members promote their field by hosting the Annual Howlers and Yawpers Creativity Symposium. Faculty members have been recognized for their expertise in art and have created online portfolios of their work.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

With the advances in technology, faculty members have the opportunity to expand to several different forms of delivery. Although still experimenting with new methods, faculty members have found that online, blended courses and IETV prove to be successful delivery methods. Online classes are in the process of being restructured to meet Quality Matters standards in

order to ensure online course quality. Quality Matter's quality assurance processes have been developed to improve and certify the design of online courses. SSC also addresses the community need for a variety of course scheduling by offering night courses, weekend courses, 8-week courses, and courses at correctional facilities and career technology centers.

B.6. Effective Use of Resources:

Staff Support

Due to budget cuts, the LAH division secretary has been reduced to half time in LAH as the full-time position is now split between two divisions. The LAH division secretary primarily supports the Division Chair, and secondarily supports the other functions of the division including purchasing, maintaining budgets and various records, and facilitating the various needs of the LAH faculty members and adjunct. There is currently one student wage student working for the LAH Division whose primary responsibility is to tutor and manage the writing lab.

Educational Technology Support

The infusion of technology into academic programs and processes currently receives priority implementation and funding at Seminole State College. Through this focus, the College strives to create a technologically enhanced academic environment focused on student learning. As a result, technology use has increased in classroom instruction. Primary funding sources are E&G funds, federal grants, dedicated student fees, and private donations.

Seminole State College installed a wireless network with two control centers providing Internet and Seminole State College Intranet connectivity to campus academic and residential buildings. In addition to wireless connectivity, all classrooms are hard-wired for Internet and Seminole State College Intranet access. Students have access to personal email accounts, online enrollment, student records, and can obtain copies of their transcripts online. Students may use one of the computers in 16 computer labs stationed across campus to access these sites. Technologically equipped classrooms have computer systems with current instructional and multimedia software, CD/DVD players, digital multimedia projectors and a Smart Board. Classrooms equipped for IETV have full-motion video/audio interactive television technology interfaced with fiber optic transmission equipment and a computerized multimedia projection system for OneNet course sharing. Faculty members use the internet for instructional activities and information research in courses throughout the curriculum.

Technological services provided by the Testing Center include computerized Advanced Placement testing, class placement testing, ACT residual testing, and technologically-aided ADA appropriate testing for students with special needs.

Instructional Technology Support Services

Maintaining all forms of technology used in instruction requires a qualified support team. Seminole State College has just such a team made up of the IT director and 3 full-time tech persons. They are responsible for maintaining all campus technology such as computers, Smart Boards, IETV equipment, and keeping the campus Intranet and Internet operable in all offices and classrooms.

Web-based Support Services

The Brightspace learning management system is used by instructors for course management in all SSC courses. Through Campus Connect, instructors report student grades electronically, receive emergency response, and make announcements.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Table 9

Recommendation	Implementation Plan	Target Date
Increasing declared Art majors and graduates	Art faculty plan to update the division brochure to include current information about career paths within the major. Art faculty will also increase awareness of the Arts major and work with degree program mentors and advisors to ensure that students are aware of the option. Art faculty will then continue to advise and guide students toward completing the necessary courses for graduation.	On-going
Ensure objective qualitative grading of art projects	Art faculty will work together create a streamlined process to ensure fair, objective evaluation of works of art by students through assessing the quality of the work, such as choice of subject, handling of media, and control of the composition.	5/2017
Increase student participation in class and stress the importance of attendance	Art faculty plan to focus on increasing student engagement by fostering student interaction with peers and the instructor as well as expanding the use of multimedia & technology in the classroom. Art faculty utilize peer review, one-on-one feedback meetings, and workshop opportunities to create	On-going

	collaborative critical thinking in students.	
Increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and the advantage of receiving an associate degree before transferring to a four-year institution.	Art faculty plan to increase student and faculty awareness of the articulation agreements between colleges and universities in the state system and alert them to the advantage of receiving an associate degree before transferring to a four-year institution. Increased contact between faculty in the major area and students enrolled in the degree program will result from a faculty mentor program in progress.	On-going
Encourage students to enroll in specific degree programs	Faculty, along with advisors and student support services, will continue the efforts to inform students of the advantages of enrolling in a specific Art degree program by implementing a degree enrollment plan currently advancing through implementation stages.	On-going

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	We recommend expanding the program by 10% or about 3 students per year.		
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program Head _____
(Signature)

Date _____

Dean _____
(Signature)

Date _____