

SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS FOR GENERAL STUDIES (205)

Program Review Summary

October 1, 2012

Description of the program's connection to the institutional mission and goals:

Seminole State College is committed to requiring participation of students in all degree programs in basic general education courses. SSC believes the General Education program is a conduit between the educational mission of the institution by promoting academic success, personal development, and lifelong learning. These General Education courses include courses that assist students in transfer programs as well as terminal programs.

3.7.5 Process (Internal/External Review): Self-review by academic division
Previous Reviews and Actions from those reviews:

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

1. **Empowers people for academic success** by providing students with educational experiences that provide not only a solid foundation of core courses within the major, but also a basic general education foundation. This foundation forms the core for all associate degrees and forms a bridge between all educational endeavors of Seminole State College, whether they are terminal programs, transfer programs, or life-long learning.
2. **Empowers people for personal development** by providing courses that are designed to broaden students' exposure to commonly recognized areas of knowledge, to introduce them to diverse subject areas that will enable them to make informed choices in today's society, and to equip them with essential and useful skills to prepare them for meaningful careers.
3. **Empowers people for life-long learning** by providing a variety of courses that vary in content and have the purpose of broadening students' perspectives towards human life and cultural diversity.

Students at Seminole State College must select from a variety of specific courses in the Arts, Business and Computer Sciences, Communications, Humanities, Mathematics, Natural and Social Sciences, and Personal Wellness to complete the General Education requirements. The courses vary in content but all have the purpose of broadening students' perspectives toward human life, cultural diversity and biological and physical environments. Three-fourths or more of the credit hours earned in transfer degrees and an appropriate number of hours earned in technical degrees come from general education.

B. Vitality of the Program:**B.1. Program Objectives and Goals:**

Outcome 1: Demonstrate successful articulation of Seminole State College transfer degree programs to state baccalaureate institutions of higher learning 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.

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.

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

During this review period, student scored higher than the National Mean in the areas of Reading and Writing skills, while students were lower than National Mean in Science it was only by .5. The great difference from National Mean came in the area of Math, in which students were 1.4 lower than the Mean.

Males predictably score higher than females in Math and Science, and females higher than males in Reading and Writing Skills, but during this review period, the scores were the same in Math and Writing Skills. Males scored higher in Reading and Science while females and males scored the same in the Writing Skills and Math categories. The SSC mean scores for Reading and Science are within the Assessment Threshold Ranges established by the Assessment of Student Learning Committee in February 2007. The Writing Skills mean score is 0.1 above the threshold range. Mean scores for Science are within 0.2 points of the range, but below the national mean.

CCSSE Survey

As a result of this survey, students had the strongest positive response to the student faculty interaction they received while enrolled at SSC as it pertains to their path in their respective courses. At the community college level we continue to struggle with the issue of students who are unprepared when they come to college. Students responded favorably to the efforts made by the College to ensure that students are enrolled before the first day of class. In this regard, students not only have access to early enrollment, but to the option of enrolling online. The College also has strong response to the number of high school students who are taking college

level classes concurrently while still in high school.

Course Embedded Assessment

Since those who declare a General Studies degree program are enrolled in courses across multiple divisions it is vital to look at the overall Assessment data for the previous year. Each instructor can determine what assessment option is most valuable for each of their courses from the multiple options available. The options include:

- | | |
|------------------------------|------------------------------|
| A: Pre- and Post-Test | E: Rubrics |
| B: Pre- and Post-Writing | F: Projects and Portfolios |
| C: Pre- and Post-Performance | G: Classroom Response System |
| D: Observations | H: Creative Assessment |
| | I: Any Combination of A-H |

In the General Studies degree program, all General Education Outcomes are assessed.

- Outcome 1: Demonstrate college level communication skills.
- Outcome 2: Demonstrate an understanding and application of scientific principles.
- Outcome 3: Demonstrate knowledge related to functioning in society.
- Outcome 4: Demonstrate an understanding of the roles of history, culture and the arts within civilization.

Post-assessment data reveals an increase in successful completion percentages from pre-assessment to post-assessment for each outcome. These results are collectively outstanding, as a benchmark of 75% as an acceptable average was met for each outcome with the exception of Outcome 2 – which was only .28% short of that benchmark.

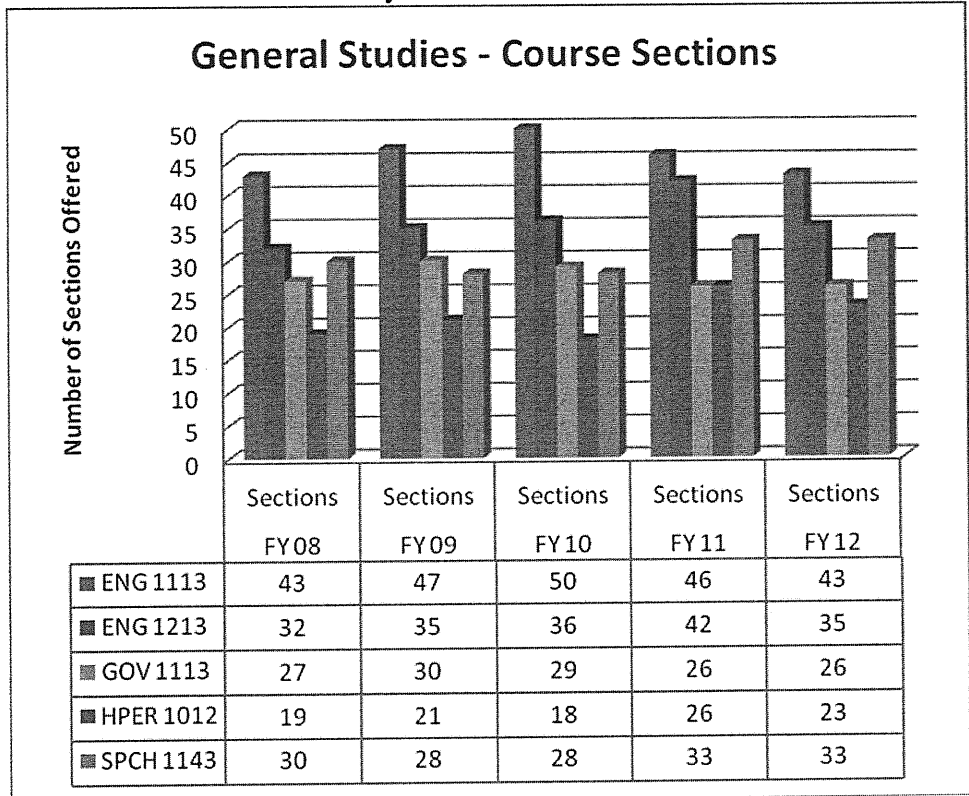
B.3. Minimum Productivity Indicators: Incorporate from DP Evaluation

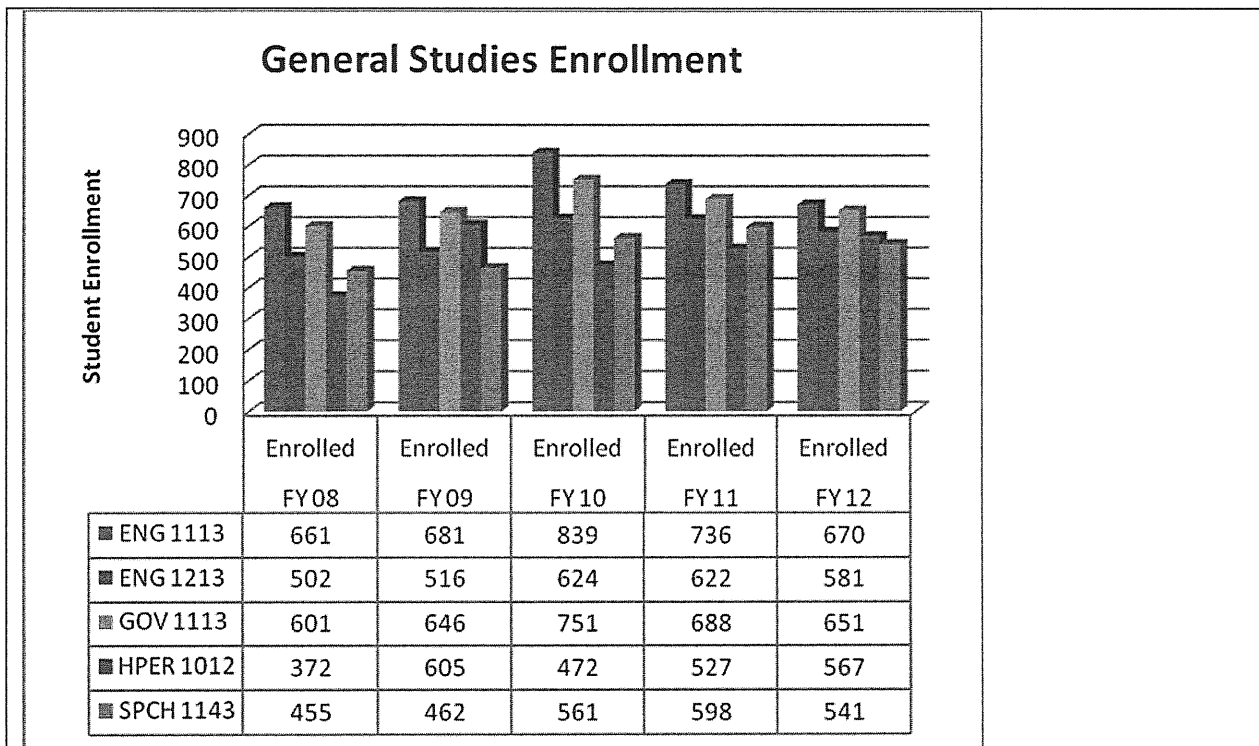
Time Frame (e.g.: 5 year span)	Head Count	Graduates
	Declared Majors	
Spring 2008	492 (189 male; 303 female; 184 fresh; 287 soph)	07-08 28 08-09 29
Fall 2008	499 (185 male; 314 female; 139 fresh; 331 soph)	09-10 37 10-11 38
Spring 2009	480 (189 male; 291 female; 135 fresh; 325 soph)	11-12 40
Fall 2009	655 (254 male; 401 female; 253 fresh; 384 soph)	
Spring 2010	587 (232 male; 355 female; 215 fresh; 352 soph)	
Fall 2010	686 (264 male; 422 female; 348 fresh; 317 soph)	
Spring 2011	649 (249 male; 400 female; 341 fresh; 292 soph)	
Fall 2011	533 (212 male; 321 female; 336 fresh; 190 soph)	

B.4. Other Quantitative Measures:

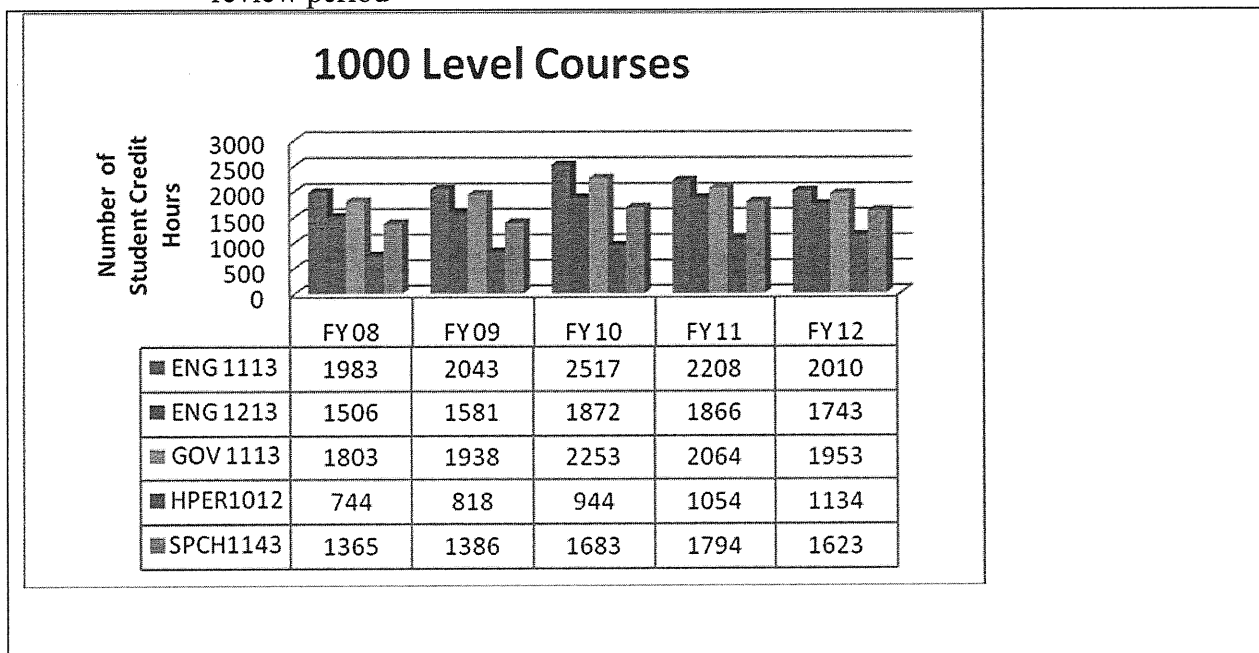
- a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

The data gathered below demonstrates the number of courses(sections) offered for the required classes that all General Studies majors must complete as well as the total enrollment (size) for those courses for the last five years.



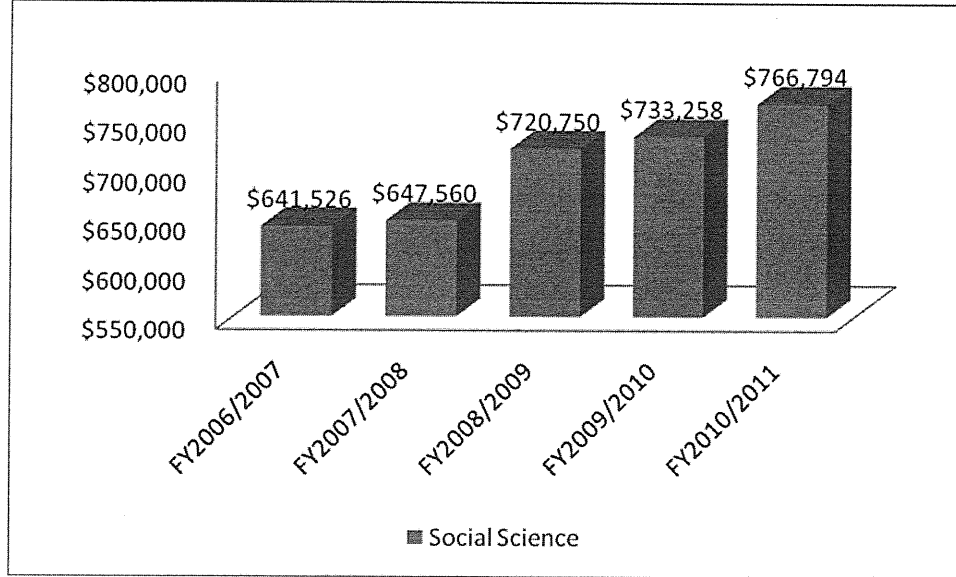


b. Student credit hours by level generated in all major courses that make up the degree program for five years: 41,885 for five representative courses for the review period



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

Seminole State College tracks expenditures at the Division level, not according to Degree Programs. Below are the total expenditures for the Social Sciences Division for each year within the review period, with the exception of the Child Development Program. Child Development is unique within the Social Sciences Division because it operates in conjunction with a grant program.



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

In the General Studies program there are five courses that must be completed by every student in the program; ENG 1113, ENG 1213, GOV 1113, HPER 1012, SPCH 1143. Four of these courses are 3 Credit Hours each and one is a 2 Credit Hour course for a total of 14 hours. There are an additional 48 Hours that students must complete, but they have some options as to which courses they can complete for these General Transfer Degree Requirements, Major Field Recommendations as well as electives for those credit hours. For example, students must complete HIST 1483 or HIST 1493, but we do not dictate which one of the two they must complete. All of the required and elective courses support the general education component.

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:

Faculty	Credential	Institution that granted degree
SSC Faculty who teach General Education classes that make up the General Studies program hold at least 18 graduate credit hours or possess a Master's degree or higher in their respective field(s) of study. An extensive list of these faculty members is attached to the end of this		

review as ATTACHMENT 1.

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

Information for this area is not available at this time.

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

Information for this area is not available at this time.

B.6. Effective Use of Resources:

The institution plans to continue to devote institutional resources, human, physical, and financial to enhance instruction and to maintain effective operations of the institution. Efforts are ongoing to routinely upgrade computers, servers and software. Emphasis is being placed technology in the classroom, development of online courses, and on colloquial programs and in-house seminars for faculty on the use of technology in academic courses. Systematically, computerized multimedia projection equipment is being purchased and installed in classrooms to foster the use of instructional technology. The College maintains a list of requested technology-based equipment and requests to update older instructional equipment to address as funding becomes available. To support the addition of instructional technology, Seminole State College dedicates allocations from its E & G budget, capital outlay funds, and appropriate federal grants.

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)

Recommendations	Implementation Plan	Target Date
Continue to provide general studies courses for the majority of SSC students who transfer with a general studies degree.	Look at general studies courses each semester to add or reduce course offerings.	Continual

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)	Assistance with program publicity.	Utilizing college recruiters to promote program.	Funding for advertising in local media.
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program Head Marta Osby
(Signature)

Date 12-13-12

Dean [Signature]
(Signature)

Date 12-18-12

**ATTACHMENT 1: General Studies Degree Program Review (Section: B.4.e)
Seminole State College
Faculty Credentials**

DIVISION CHAIRPERSONS

DAWNA WATSON HAMM, M.B.A. (1991)
Business and Information Systems Division
B.B.A., University of Oklahoma, 1986;
M.B.A., Oklahoma City University, 1991

JESSICA ISAACS, M.A. (2002)
Language Arts and Humanities Division
B.S., East Central University, 1998;
B.A., East Central University, 1998;
M.A., University of Central Oklahoma, 2001

MARTA OSBY, M.A. (2002)
Social Sciences Division
B.S., University of Oklahoma, 1993;
M.A., University of Central Oklahoma, 1995

ANNETTE TROGLIN, M.S. (2004)
Math, Science and Engineering Division
A.S., Seminole State College, 1984;
B.S., East Central University, 1987;
M.S., East Central University, 1992

RITA STORY-SCHELL, M.Ed. (2000)
Health, Physical Education and Recreation Division
Women's Basketball Coach
A.S., Seminole State College, 1984;
B.S., East Central University, 1987;
M.Ed., University of Central Oklahoma, 1991

FACULTY

JOHN BARTOS, B.A. (2006)
Language Arts and Humanities Division
A.S., Seminole State College, 1987;
B.A., University of Tulsa, 1989
Graduate study, University of Oklahoma

STEVEN D. BOLIN, Ph.D. (2006)
Social Sciences Division
B.A., University of Illinois at Springfield, 1986;
M.A., Wheaton College Graduate School, 1989;
Ph.D., Oklahoma State University, 2009
MELISSA BRYANT, M.Ed. (2011)
A.S., St. Gregory's University, 1988
B.S., Marquette University, 1991
M.Ed., East Central University, 2006

FRED BUNYAN, M.S. (1976)
Business and Information Systems Division
B.S., Panhandle State University, 1975;
M.S., Oklahoma State University, 1976

YASMINDA CHOATE, M.S. (2011)
B.A., East Central University, 2001
M.S., Texas A&M University-Commerce, 2010

JEFFREY CHRISTIANSON, M.A. (2009)
Social Science Division
A.A., Flathead Valley Community College, 1997
B.A., University of Montana, 2000
M.A., University of Montana, 2001

RAYSHELL CLAPPER, M.Ed. (2006)
Language Arts and Humanities Division
B.A., East Central State University, 2002;
M.Ed., East Central State University, 2006

MARIE DAWSON, M.A. (1999)
Language Arts and Humanities Division
B.A. Immaculata College, 1969;
M.A., Ohio State University, 1970

LORI EBERHART, M.S. (1998)
Math, Science and Engineering Division
B.S., Oklahoma State University, 1984
M.S., Oklahoma State University, 1999

LINDA GOELLER, M. Ed (2009)
Math, Science and Engineering Division
B.S., Oklahoma State University, 1985
M. Ed., Northeastern State University, 2005

ALAYNA GRADY, M.Ed. (2010)
Language Arts and Humanities Division
B.A. Northeastern State University, 1998
M.Ed., University of Oklahoma, 2004

DAVID HELSETH, M.S. (2006)
Math, Science and Engineering Division
B.S., Colorado State University, 1972;
M.A., American Bible College, 1995;
M.S., Oklahoma State University, 2001

TRACY WOOD JACOMO, M.S. (1989)
Social Sciences Division
B.S., East Central University, 1985;
M.S., East Central University, 1987

NOBLE JOBE, Ph.D. (2011)
Math, Science and Engineering Division
A.A., Rose State College, 1987
B.S., East Central University, 1989
M.S., Oklahoma State University, 1991
Ph.D., Oklahoma State University, 1995

KELLY D. KIRK, M.T.A. (1976)
Language Arts and Humanities Division
A.A., Crowder Junior College, 1971;
B.S.Ed, Missouri State University, 1973;
M.T.A., University of Tulsa, 1976;
Other Studies, University of Oklahoma, Oklahoma
Baptist University, and University of Houston

WILLIAM KNOWLES, M.A. (2005)
Social Sciences Division
A.A., Seminole State College, 1991;
B.A., University of Oklahoma, 1993;
M.A., Oklahoma City University, 1994
M. Ed., East Central University, 2008

PAM KOENIG, MA (1996)
Social Sciences Division
BA, University of Central Oklahoma, 1989;
MA, Oklahoma State University, 1992;
Graduate Study, Oklahoma State University

HEATHER KREEGER, B.B.A. (2008)
Business and Information System Division
B.B.A., University of Oklahoma, 2007

GERHARD H. F. LAULE, M.S. (1988)
Math, Science, and Engineering Division
B.S., University of Central Arkansas, 1976;
M.S., University of Arkansas, 1986

KELLI M. MCBRIDE, M.A. (1997)
Language Arts and Humanities Division
A.A., Seminole State College, 1990
B.A., East Central University, 1993;
M.A., University of Central Oklahoma, 2003

CHRISTIAN MORGAN, M.A. (2002)
Language Arts and Humanities Division
B.A., Southwestern Oklahoma State University,
1997;
M.A., University of Tulsa, 1999

BRIAN NELSON, B.S. (2007)
A.S., Seminole State College, 2000
B.S., East Central University, 2004
Graduate Study, East Central University

TRAVIS QUALLS, M.Ed. (1987)
Math, Science and Engineering Division
B.S., East Central State College, 1972;
M.Ed., East Central Oklahoma State University, 1974

MONA RIDLEY, M.A. (1997-1998) (2000)
Social Sciences Division
B.A., University of Oklahoma, 1995;
M.A., University of Oklahoma, 1998

KENDALL ROGERS, M.H.R. (2006)
Social Sciences Division
B.A., University of Oklahoma, 2004;
M.H.R. University of Oklahoma, 2006

LORETTA RUSH, M.Ed. (2007)
Math, Science, and Engineering Division
B.S. East Central University, 2003;
M.Ed., East Central University, 2004

BRAD SCHATZEL
Business and Information System Division
B.A., University of Oregon, 2002
M.B.A., University of Central Oklahoma, 2010

CHRISTAL STEVENSON, M.S. (2009)
Social Science and Language Arts and Humanities
B.A., Cameron University, 2003
M.S., Cameron University, 2006

JARROD TOLLETT, M.Ed. (2008)
Math, Science, and Engineering Division
B.S. East Central University, 2000;
B.A. East Central University, 2003
M.Ed., East Central University, 2010

JIM WILSON, M.F.A. (2010)
Language Arts and Humanities
B.S., Iowa State University, 1980
M.A., American University of Beirut, Lebanon,
1987;
M.A., University of Iowa, 1998
M.F.A., Spalding University, 2007;