

**SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE FOR PSYCHOLOGY (202)**

Program Review Summary

October 1, 2018

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 forty degree/ certificate programs, including the Associate in Science in Psychology. 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 Social Sciences Division presents here the results of its self-review of the Associate in Science in Psychology.

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. Based on the information presented here, the academic division makes recommendations regarding the degree program.

In the Psychology Program the course curriculum fulfills the intent of the Seminole State College's Mission Statement as well as the Psychology Degree Program Outcomes. In all the degree program courses, students are instructed in college level communication skills, writing skills, scientific method, and academic research methods. The sociology and psychology faculty cover interpersonal communication, diversity in society, as well as prejudice and bias in General Psychology, Introduction to Sociology, Sociology of Religion, Psychology of Adjustment, and Social Psychology. Faculty incorporate discussions on careers and majors in Psychology as well as bringing in guest speakers from various colleges and universities and working professionals in various fields such mental health, counseling, and social work.

To provide a richer educational experience, the Psychology faculty volunteer their knowledge, time, and expertise as sponsors of the SSC chapter of the National Psychology Honor Society (PSI Beta). Faculty sponsors help students address degree or career plans, by bringing SSC members to four-year institutions, inviting four-year institutional counselors to campus to discuss possible educational plans as well as inviting special speakers who work in the Psychology area to discuss possible career plans. This aids in the College's mission of training students for career and other educational opportunities, and makes available resources and services designed to benefit students and the community at large.

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

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.

The Psychology Program is critical to Seminole State College mission because the core of the basic studies of psychology are subject areas that specifically address functioning in society as well as individual responsibility in society and to others. The course work, which is a vital component of all Psychology classes, stresses the importance of interpersonal communication skills within relationships such as the workplace (professionalism) and families/personal relationships. The critical thinking skills stressed within the degree program are another vital component that aid students beyond the academic setting and better prepare them for real life applications. For some students this is their first experience with diverse thinking. It is important to all Psychology faculty that the core of the curriculum is designed for academic growth, as well as personal self-actualization.

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 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 Science in Psychology

Outcome 3: Students will demonstrate knowledge, skills, and values consistent with the science and application of Psychology.

Outcome 4: Students will display the knowledge, skills and values consistent with curriculum developed for Psychology.

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

Assessment of the Psychology program derives from a culmination of direct and indirect evaluation indicators, including primary direct indicators, such as Course-Embedded Assessment and Collegiate Assessment of Academic Proficiency (CAAP) Test. These evaluation indicators provide evidence for the quality indicators of student learning outcomes, effective teaching and effective learning environments.

COURSE EMBEDDED ASSESSMENT RESULTS: PRE-AND POST-TEST

Degree Program Outcomes

	Students Assessed	Pre-Test % Correct	Post-Test % Correct	Difference
2017-18				
Outcome 3	630	34%	66%	32%
Outcome 4	495	29%	62%	33%
2016-17				
Outcome 3	546	41%	70%	29%
Outcome 4	428	38%	66%	58%
2015-16				
Outcome 3	546	41%	78%	37%
Outcome 4	353	40%	46%	6%
2014-15				
Outcome 3	299	41%	83%	42%
Outcome 4	299	41%	83%	42%
2013-14				
Outcome 3	512	46%	82%	36%
Outcome 4	512	44%	94%	50%

General Education Outcomes for Fall 2017-18 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	24%	74%	50%
General Education Outcome 2	35%	67%	32%
General Education Outcome 3	30%	69%	39%
General Education Outcome 4	25%	51%	26%

Student Learning Outcomes Quality Indicator:

In each year assessed, Psychology professors created pre- and post-test assessments in order to help students learn more about Psychology perspectives, as well as meet the educational outcomes of understanding scientific principles and functioning in society.

Effective Teaching Quality Indicator:

Each professor has several years of experience and attempts to improve their assessment results from year to year by updating teaching techniques, lectures, PowerPoints and technology in the classroom.

Effective Learning Environment Quality Indicator:

Additionally, the professors created more effective learning environments by including a variety of teaching styles and media to address scientific principles and Psychology perspectives; thus, these professors believe they were able to teach to the auditory, visual and kinesthetic learners in order to give each student an opportunity to learn the outcome objectives. This not only made the class fun for some of the learners, but may have also increased the percentages on the pre- and post-tests. Furthermore, professors feel that students benefitted from in-class assignments, class lecture, PowerPoint presentations, classroom demonstrations and activities, videos, and test reviews which helped clarify principles and encourage critical thinking.

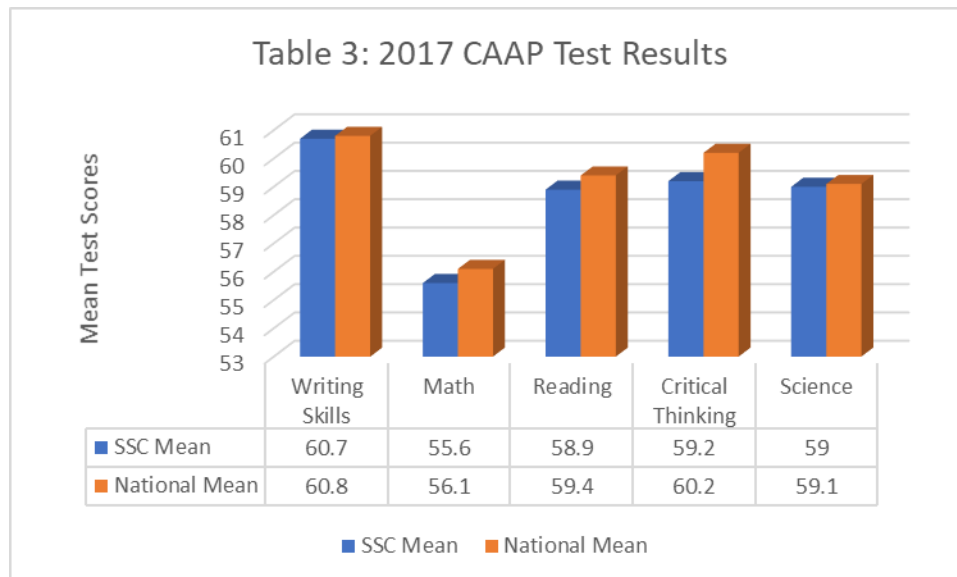
COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY (CAAP)

The CAAP test is given to students who have earned at least 45 credit hours and thus many of the students may have had their basic courses in English.

Effecting Teaching and Effective Learning Environment Quality Indicators:

SSC students are performing above the minimum threshold levels established as "long-term" in 2013 in all of the five subject areas assessed in the CAAP. To meet or exceed the minimum threshold levels, the Psychology faculty plan for effective teaching and learning environments. To create these environments, the Psychology courses require several writing assignments throughout the semester, including but not limited to APA bibliographies, self-autobiographies, and research papers. Many students come to these classes with limited writing and reading skills. Therefore, professors in these areas use class time to teach APA writing style and stress the importance of grammar, etc. Additionally, although time consuming with the number of students served in Psychology program, these professors encourage rough drafts to improve student writing skills and grades. Such assignments also require "outside" reading and research assignments. Such assignments also help fulfill general education outcomes of functioning in society.

Another outcome addresses the use of critical thinking or the scientific reasoning to solve problems. SSC's scores on the CAAP in math and science fall just below the national average. Although correlational studies and averages are discussed in Psychology, math computations are not incorporated into the courses. The Scientific Method, science research methods and current theories in Psychology are discussed as part of the general education outcome of understanding and applying scientific principles. Therefore, critical thinking skills are strengthened in these courses which aids in math and science skill development.



B.3. Minimum Productivity Indicators:

The following table provides data for the Psychology Degree Program. Report Date May, 2017

Table 2. Psychology Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2013 – 2014	Summer 2013	14	3

	Fall 2013	76	7
	Spring 2014	75	17
2014 - 2015	Summer 2014	17	4
	Fall 2014	71	3
	Spring 2015	79	17
2015 - 2016	Summer 2015	22	4
	Fall 2015	77	3
	Spring 2016	62	17
2016-2017	Summer 2016	12	1
	Fall 2016	62	2
	Spring 2017	63	8
2017-2018	Summer 2017	18	0
	Fall 2017	61	0
	Spring 2018	64	6

In Table 2, the results show that over the last 5 years that 773 duplicated students selected the Psychology program as their major, which is on average 155 students each year. During the same period 92 students graduated from the program or an average of 18.5 students successfully completing the program annually. Beginning in spring 2016 the number of students declaring this major declined and has remained below levels from the previous three academic years. Graduation rates for this major have dropped by half beginning in the 2016-2017 academic year and again in 2017-2018. This may be the result of reformulating Social Sciences degree programs in 2016 and discontinuing the Behavior Sciences degree programs, which the 2013-2015 figures reflect.

This data shows that the Psychology Degree Program is high demand and high graduation, although experiencing recent declines.

B.4. Other Quantitative Measures:

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

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
BIOL	1114	General Biology	42	1,045	25	3985
BIOL	1214	Principles of Biology	39	1058	27	4232
BIOL	1234	Zoology	10	228	23	912
MATH	1503	Elementary Statistics	18	391	18	1173
PSY	1113	General Psychology	79	2243	29	6729
PSY	1123	Psychology of Adjustment	7	81	12	243
PSY	2013	Personality Theories	7	153	21	459
PSY	2023	Developmental Psychology	28	697	25	1749
PSY	2053	Social Psychology	14	156	12	405

- b. Student credit hours by level generated in all major courses that make up the degree program for five years: 23,277 total credit hours in major during review period.

Table 4. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2017-18	4771	153
2016-17	3673	522
2015-16	3751	561
2014-15	4159	504
2013-14	4310	873
Totals	20664	2613

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 Psychology as their major.

- 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.

Instructional Cost (Estimate):

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

Table 5

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
Instructional Cost	\$811,301.05	816,489.04	702,734.22	\$577,983	\$577,983

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

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
PSY	1113	General Psychology	6729
SOC	1113	Introduction to Sociology	3390

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 Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Christal Stevenson	Psychology	M.S	Cameron University
Kendall Rogers	Behavioral Science	M.HR	University of Oklahoma
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Maida VanDuser	Psychology	M.A.	Mid-America Christian University

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

Information not available at this time.

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

Information not available at this time.

B.6. Effective Use of Resources:

The faculty who teach in the Psychology utilize many resources to better serve their students. Through SSC, the program uses federal and state funds. Psychology students utilize funds from various grants for student support programs that the college has received including NASNTI and TRiO which includes Student Support Services and Veteran's Upward Bound. Through these programs students receive help from tutoring to academic advisement.

SSC Psychology students have access to the David L. Boren Learning Resource Center for research, computer use, and various other needs. Students can use the facility on campus or electronically through online research links. The Resource Center provides services such as; interlibrary loan, copy services, and EBSCO database search. The library portion of the resource center provides the opportunity for students to check out and use books, reference books, periodicals, and journals. The online research links connect students to avenues of research including millions of articles from various disciplines.

Psychology faculty utilize technology by delivering courses via ZOOM, blended, and online formats. These courses reach students in high schools in our service area. Through the use of our LMS, Brightspace, as well as SmartBoard projection units and wireless technology across campus faculty are able to deliver course material using the most up to date technology available.

Tutoring services are primarily available through All Nations Student Development Center, the Student Success Center, Student Support Services, and the writing labs. Psychology students can also utilize any of the computer labs on campus and most find the writing labs beneficial in completing the research knowledge aspect of the course outcomes. Students may also use computers available in the Student Services building, the library, and Tanner building.

Lastly, Psychology faculty support students by teaching and providing curricula support. To remain current in their fields and to better service their students, faculty attend workshops, training, conferences, and seminars.

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
<p>Monitor number of declared majors in program in order to keep track of current majors and recruit non-declared majors. This is recommended in order to increase the number of declared majors for the program by 5% for the next two academic years. (Roughly 7 to 8 more students each academic year.)</p>	<p>Each semester for the next two academic years get list of students who declare major. Actively recruit students known not to currently be Psychology majors. Keep list in division office and work with office manager to keep updated on a monthly basis. Take advantage of the CORE Action System for assistance and advice.</p>	<p>Review data collected for the 2018-2019 and 2019-2020 academic years to determine if efforts increased declared majors by 5% for each year. Plot results in Degree Program Evaluations for next two academic years.</p>
<p>Track the progress of student majors toward the complete of degree. Majors should be advised by program faculty members and degree program mentor. This is recommended in order to stop the decline in the number of majors graduating from the program over the next two years. The last two academic years the graduation rates for this degree drop by about 50% each year. Stop the decline and begin to reverse the trend.</p>	<p>Maintain list of program majors so that program faculty know who they are. Using campus communication contact majors to advise and remind students of program requirements and course availability for enrollment. Keep list in division office and work with office manager to keep updated on a monthly basis. Take advantage of the CORE Action System for assistance and advice.</p>	<p>Review graduation and retention rates over the next two academic years (2018-2019 and 2019-2020) to determine if efforts are effective. Plot results in Degree Program Evaluations for next two academic years. 2018-2019 goal 10 graduates. 2019-2020 goal 14 graduates.</p>

Department/
Program Head _____
(Signature)

Date _____

Dean _____
(Signature)

Date _____