

**SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN HEALTH SCIENCES (207)**

2020-21 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 Science in Health Sciences 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 Science in Health Sciences

Outcome 3: Demonstrate a grasp of biological and related concepts foundational to advanced courses in Health Sciences. Advanced courses shall be defined as courses commonly considered Junior and Senior level at baccalaureate or professional degree granting institutions.

Outcome 4: Demonstrate preparation for continued pursuit of Health Sciences related education leading to a baccalaureate or professional degree in a branch of the Health Sciences.

2. Quality Indicators

Combined Course Embedded Assessment Results For 2020-21 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	50%	87%	37%
General Education Outcome 2	43%	76%	32%
General Education Outcome 3	38%	77%	38%
General Education Outcome 4	45%	80%	35%
Specific Outcomes for AS Health Sciences	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	43%	75%	32%
Degree Program Outcome 4	41%	73%	32%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2020		Fall 2020		Spring 2021	
2020-21	Total Students	139	100%	319	100%	222	100%
	Black	9	6%	23	7%	18	8%
	Indian	35	25%	110	34%	83	37%
	Asian	1	1%	2	1%	1	0.5%
	Hispanic	10	7%	18	6%	10	5%
	Hawaiian/Pacific Islander	0	0%	0	0%	1	0.5%
	White	85	61%	164	51%	109	49%
	Undeclared	0	0%	2	1%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2020	Fall 2020	Spring 2021
2020-21	Male	18	53	39
	Female	121	266	183

Range 4.29-4.79

Overall 4.58

Usually applies and almost applies

81% almost always applies

Student Feedback on Instruction:

The average response scores from the Student Feedback on Instruction for the Math/Science/Engineering Division ranged from 4.29 to 4.79 for the rated scale questions. Therefore, all of the averaged responses fell between “usually applies” and “almost always applies” with those responses describing desired attributes or behaviors. The average STEM response score for all the rated scale questions was 4.58, slightly higher than the previous reporting, albeit not significantly. The STEM Division is meeting its goals but continues to implement new learning and experiential exercises to improve student learning.

Graduate Exit Survey:

Overall, students rated the quality of science lab equipment as 68.9 % as excellent or above average reflecting the administrative investment in STEM with the Title III grant. Students also rated quality of teaching in your major field of study at 74.1% as excellent or above average (note: this statistic is not exclusive to Health Science but is reflective of the institution as a whole).

ETS Proficiency Profile:

Students at SSC performed better than the national average in Natural Sciences (mean ETS scores: SSC = 115.5 cf. National Mean = 113.7). Given that we are an open door institution, these achievements illustrate the strength of the division and its administrative support.

Faculty Survey of Student Engagement:

Next Faculty Survey of Student Engagement is scheduled for January 2022. With the Faculty Survey of Student Engagement pending until the next term, we must remain cognizant of gravitation towards more online presence thus lessened opportunity to engage maximally with students. However, mutual exclusivity does not necessarily have to apply. The degree program faculty remain committed to innovation in accommodating students' needs and still benefit from a genuine engagement with students in the Health Sciences. As we matriculate the pandemic's waning and waxing with innovative yet engaging pedagogical modalities, the degree program metrics (cited elsewhere in this evaluation) show no compromise in strength of the program. We would be remiss if we did not cite the administrative support in allowing ample latitude to the programmatic faculty to implement new methods of teaching and learning. The program should remain strong in facing the challenges ahead with innovative approaches without compromising student engagement.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2020-21	Summer 2020	139	12
	Fall 2020	319	22
	Spring 2021	222	36

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: Number of students graduating with an AS in Health Sciences continues to

remain strong. The increase is in part a result from implementing a new allied health program, Physical Therapy Assistant in collaboration with Gordon Cooper Technology Center and the administrative support in investing in capital improvements. The HS degree program also continues to attract many students from our local 4 year institutions because of our reputation and varied offerings of relevant classes at more convenient times. Credit is also due to the 4 year institutions for accepting our courses as transfer equivalents.

Low Productivity Justification: not necessary – productivity criterion is exceeded

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
BIOL	1214	Principles of Biology	11	273	25	1092
BIOL	1234	General Zoology	2	33	17	132
CHEM	1114	Introduction to Chemistry	3	73	24	292
CHEM	1315	General Chemistry I	5	105	21	525
PSY	1113	General Psychology	14	329	24	987
BIOL	2114	Human Anatomy	6	161	27	644
BIOL	2214	Human Physiology	5	132	26	528
BIOL	2224	Microbiology	7	135	19	540

Credit Hours Generated in Major Field Courses of Degree Program By Level (from table above)

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2020-21	3028	1,712

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?
2020-21	\$562,778.00	Science 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 That Are Part of General Education Requirements in Other Degree Programs

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

With the Health Sciences degree program meeting 80% of the general education and degree programmatic outcomes, exemplary student feedback, and meeting enrollment criteria, the Health Sciences degree program remains strong. However, much of the enrollment in the Health Sciences degree program is dependent on associated allied health programs, e.g, MLT, therefore, the program faculty must continue to foster collaboration with the faculty and allied health program directors and faculty to maintain its success. Capital equipment and support are perennial needs but with the strong administrative support for the Health Sciences program over the past few years, the physical facilities are quite adequate for the program to meet its goals. Continued support is the recommendation.