

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

2015-16 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 Behavioral 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 Behavioral Sciences

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

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

2. Quality Indicators

Combined Course Embedded Assessment Results For Fall 2014 and Spring 2015 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	54%	79%	25%
General Education Outcome 2	41%	69%	28%
General Education Outcome 3	34%	69%	35%
General Education Outcome 4	42%	52%	10%
Specific Outcomes for AS Behavioral Sciences	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	41%	77%	36%
Degree Program Outcome 4	41%	77%	36%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2015		Fall 2015		Spring 2016	
		Count	%	Count	%	Count	%
2015-16	Total Students	22	100%	77	100%	62	100%
	Black	1	5%	5	6%	3	5%
	Indian	8	36%	25	33%	22	35%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	5	6%	4	6%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	13	59%	41	54%	33	54%
	Undeclared	0	0%	1	1%	0	0%

Gender Degree Program Enrollment

Academic Year	Gender	Summer 2015	Fall 2015	Spring 2016
2015-16	Male	7	17	12
	Female	17	60	50

Student Feedback on Instruction: Instructors had a mean score of 4.7 out of 5 in questions concerning instructor engagement, caring, and engagement. For online instructors the mean score was 4.5 out of 5.

Graduate Exit Survey: When asked to assess their overall experience at SSC, 86.9% of the students rated the educational experience as excellent or above average. Over 91% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors as one of the greatest strength at SSC while also referring to small class sizes and caring personnel. "Quality of teaching in your major field of study" scored highest overall with 84.1% of students choosing excellent or above average.

Collegiate Assessment of Academic Proficiency (CAAP) Test: Collegiate Assessment of Academic Proficiency (CAAP) Test: Seminole State students scored near national means in all five subject areas. For example, SSC students averaged a score of 61.8 on the writing skills test, which is 0.8 higher than the national mean. In math, SSC students performed slightly below the national mean with a score of 55.5 compared to the national mean of 56.1. In critical thinking, SSC students scored slightly above the national mean of 60.5 with a score of 60.6. SSC students scored the national mean in reading of 59.9 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.

Community College Survey of Student Engagement:

Faces of the Future Survey:

Other Quality Indicators:

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2015-16	Summer 2015	22	4
	Fall 2015	77	3
	Spring 2016	62	17

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
BIOL	1114	General Biology	10	224	22	896
BIOL	1214	Principles of Biology	7	192	27	768
BIOL	1234	Zoology	2	41	20	164
PSY	1103	Child Psychology (not offered this period)				
PSY	1113	General Psychology	16	393	25	1179
PSY	1123	Psychology of Adjustment	1	13	13	39
SOC	1113	Introduction to Sociology	12	235	20	705
BIOL	2114	Human Anatomy	4	125	31	500
BIOL	2214	Human Physiology	5	117	23	468
MATH	2153	Elementary Statistics (not offered this period)				
PSY	2013	Personality Theories	1	19	19	57
PSY	2023	Developmental Psychology	6	136	23	408
PSY	2053	Social Psychology	2	32	16	96
PSY	2300	Special Projects in Psychology	1	1	1	3
SOC	2033	Sociology of Religion (not offered this period)				
SOC	2043	Human Sexuality	1	14	14	42
SOC	2123	Social Problems	2	32	16	96
SOC	2143	Marriage and Family	1	21	21	63

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
2015-16	3751	1733

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?
2015-16	\$8000	SS

*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

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
PSY	1113	General Psychology	1179
SOC	1113	Introduction to Sociology	705

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 Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Trisha Griswold	Sociology	B.S.	Furman University
Amanda Orso	Sociology	M.A.	Mid-America Christian University
W. Copeland	Sociology/Psychology	M.Ed.	Central State College
Michele Morris	Psychology	M.S.	Florida Institute of Technology
Lindsay Oliver	Sociology	M.FA.	University of Nebraska
Aaron Buchanan	Sociology	B.A.	East Central University
Brett Case	Sociology	B.S	University of Central Oklahoma
Dianna O'Connell	Sociology	M.Ed.	University of Oklahoma
Kay Wallace	Sociology	M.A.	University of Phoenix

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

The psychology degree program is now its own program and sociology, history, and government are now the social science degree programs. The effect of this upon the program, if any, should be evaluated over the next few academic years.

Since the last degree program evaluation there has be significant changes in faculty. Two full-

time faculty (one Sociology and one Psychology) have retired or resigned. As a result, a significant number of courses have been staffed by adjuncts. A determination of the long-term impact is still pending.

This degree program has recently updated its promotional literature with the help of the SSC Public Relations Office.