

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

2018-19 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 Psychology 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 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.

2. Quality Indicators

**Combined Course Embedded Assessment Results for 2018-19
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	49%	82%	33%
General Education Outcome 2	36%	74%	38%
General Education Outcome 3	34%	78%	44%
General Education Outcome 4	35%	68%	33%
Specific Outcomes for AS Psychology	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	36%	75%	39%
Degree Program Outcome 4	30%	61%	31%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2018		Fall 2018		Spring 2019	
		Count	%	Count	%	Count	%
2018-19	Total Students	29	100%	63	100%	58	100%
	Black	3	10%	5	8%	6	10%
	Indian	9	31%	16	25%	17	29%
	Asian	0	0%	0	0%	1	2%
	Hispanic	2	7%	3	5%	4	7%
	Hawaiian/Pacific Islander	1	3%	0	0%	1	2%
	White	14	48%	38	60%	27	47%
	Undeclared	0	0%	1	2%	2	3%

Gender Degree Program Enrollment

Academic Year	Gender	Summer 2018	Fall 2018	Spring 2019
2018-19	Male	1	11	11
	Female	28	52	47

Student Feedback on Instruction:

We did see improvements with regard to percentages of survey completions by class and instructor over the previous year, however, there is still plenty of room for improvement.

Psych Instructors had a mean score of 4.86 out of 5 for all rated questions, which is a very positive score. Students gave positive scores for instructor encouragement of students (4.9 out of 5), concern for student success (4.83 out of 5), and instructors creating an environment of respect, inclusion, and tolerance in the classroom (4.9 out of 5).

For online instructors, the mean score was 4.8 out of 5 for all rated questions, which is also a very good score. Online instructors were rated 4.9 out of 5 for treating students fairly and respectfully. In the area of creating greater class interaction online, the result was 4.85 out of 5. Regarding the question of whether instructors routinely provided students grades via My Grades on Brightspace, the result was

4.85 out of 5. The goal is to track these specific issues over five years to see if any patterns emerge. The Psychology program is doing an excellent job and their students would agree.

Graduate Exit Survey: 2018-19 year not available.

ETS Proficiency Test:

The ETS 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. Approximately 200 students take this test in the fall semester. This test provides information for both Seminole State College students and the national database.

Effecting Teaching and Effective Learning Environment Quality Indicators:

SSC students are performing slightly below the national mean in all areas tested. For the Social Sciences program the results from the Critical Thinking, Reading, Writing, and Social Sciences exams show that our students are just below the national mean by 1.1 point. This comes within the minimum acceptable threshold of no more than 2.0 points established by the Assessment of Student Learning Committee in 2018.

Other Quality Indicators: None available.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2018-19	Summer 2018	29	4
	Fall 2018	63	6
	Spring 2019	58	11

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: Graduation rates for this major for the 2017-18 academic year were at a ten year low with just six graduates. Graduation rates have more than tripled just in one year. The number of declared majors increase some this year going from 143 majors to 150. We will continue to track this over the next several years.

Low Productivity Justification: The recent decline may be the result of lower enrollment numbers across campus over the last ten years.

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	6	153	26	612
BIOL	1214	Principles of Biology	10	254	25	1016
BIOL	1234	Zoology	2	29	15	60
MATH	1503	Elementary Statistics	16	280	18	840
PSY	1113	General Psychology	16	425	27	1275
PSY	1123	Psychology of Adjustment	2	34	17	102
PSY	2013	Personality Theories	2	24	12	72
PSY	2023	Developmental Psychology	3	79	26	237
PSY	2053	Social Psychology	2	45	23	135

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
2018-19	3905	444

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?
2018-19	\$551,074*	\$551,074*

*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
BIOL	1114	General Biology	612
BIOL	1214	Principles of Biology	1016
BIOL	1234	Zoology	60
MATH	1503	Elementary Statistics	840
PSY	1113	General Psychology	1275

Faculty Teaching Major Field Courses in Degree Program			
Name	Teaching Area	Highest Degree	Institution
Christal Stevenson	Psychology	M.S.	Cameron University
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)			
Kendall Rogers	Behavioral Science	M.HR	University of Oklahoma
Jennifer Cheatham	Psychology	M.S.	East Central University

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

One initiative from last year was to ensure that adjuncts were properly credentialed, competent in their field and also the classroom. This has proved easier said than done. It has been a struggle to find credentialed and competent adjuncts. We have recently been working on updating credentialing policy at SSC and hopefully that will help guide future hires.

It is my recommendation that SSC seriously consider raising the pay rates for adjunct instructors. SSC has the lowest pay rate for adjuncts in the area, and this has made it difficult to fill positions.

The degree program also updated its promotional literature as of September 2019. It is my recommendation that recruitment materials be updated annually preferably well before the end of the spring semester in order to have the summer months to recruit more students to the program.

I am also recommending that both online and face-to-face courses have the same maximum capacity students. Currently, online courses are limited to 30 students, whereas some face-to-face Psychology courses have 34 to 50 maximum capacity students. I also recommend that the current policy for overloads for online courses be applied to face-to-face courses.