

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

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 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 2020-21 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	35%	74%	39%
General Education Outcome 2	41%	84%	44%
General Education Outcome 3	35%	85%	50%
General Education Outcome 4	36%	82%	47%
Specific Outcomes for AS Psychology	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	40%	83%	43%
Degree Program Outcome 4	41%	87%	46%

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	19	100%	54	100%	53	100%
	Black	0	0%	5	9%	4	8%
	Indian	7	37%	22	41%	18	34%
	Asian	0	0%	1	2%	1	2%
	Hispanic	2	11%	2	4%	2	4%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	10	52%	23	42%	27	50%
	Undeclared	0	0%	1	2%	1	2%

Gender Degree Program Enrollment

Academic Year	Gender	Summer 2020	Fall 2020	Spring 2021
2020-21	Male	1	3	10
	Female	18	51	43

Course Embedded Assessment for Social Sciences:

Results from the CEA for the year shown above in the table at the top were up significantly compared to the 2018-2019 year. Current results are similar to the outstanding results prior to last year's (2018-2019) decline. The Social Sciences Division goal for years was 70% minimum for post-tests. The Assessment Committee adopted a campus-wide standard in 2018 of 60% minimum for post-tests or 30% growth range from the pre-test scores to the post-test scores. Based upon this standard every category for 2019-2020 exceeded the campus-wide standard and all but two categories exceeded the Social Sciences Division standard for post-tests.

Student Feedback on Instruction:

We still need to improve completion rates for this survey.

Instructors had a mean score this year was **4.76** out of 5 for all rated questions, which was an increase from last year's mean score of 4.6 out of 5. Nonetheless, this year's score is still higher than the 4.52 of 2017-2018. Students continue to give positive scores for topics such as the instructor graded exams and

assignments fairly and accurately (**4.85** out of 5), concern for student success (**4.7** out of 5), and instructors creating an environment of respect, inclusion, and tolerance in the classroom (**4.8** out of 5), which represent an **increase** from the prior year, respectively.

Graduate Exit Survey: The 2020-21 year analysis can be found in the General Education Evaluation on page 24. Very positive numbers given by students rating academics, faculty, and their overall satisfaction with SSC.

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. Unfortunately, only 63 students participated in taking test during the fall 2020 semester. This was, no doubt, a direct result of the COVID-19 pandemic and the safety protocols, including social distancing, that adversely affected the participant turnout and results. This test provides information for both Seminole State College students and the national database. Over the last two years students seem to have met the minimum acceptable threshold established by the Assessment of Student Learning Committee.

Other Quality Indicators: N/A

3. Minimum Productivity Indicators

Productivity Indicators			
Academic Year	Semester	Declared Majors	Graduates
2020-21	Summer 2020	19	1
	Fall 2020	54	4
	Spring 2021	53	8

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 decline slightly from 2018-2019 going from 21 graduates to 19 for this year. Nonetheless, the graduation rate is still much better than two years ago (2017-2018) when they were at a ten year low with just six graduates. The number of declared majors declined to 146 from last year's 150 but remained higher than the 143 for 2017-2018. 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 or due to the COVID-19 pandemic.

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	8	192	24	768
BIOL	1214	Principles of Biology	10	205	21	820
BIOL	1234	Zoology	2	32	16	128
MATH	1503	Elementary Statistics	16	255	16	765
PSY	1113	General Psychology	12	368	31	1104
PSY	1123	Psychology of Adjustment	2	39	20	117
PSY	2013	Personality Theories	2	41	20	123
PSY	2023	Developmental Psychology	5	118	24	354
PSY	2053	Social Psychology	1	14	14	42

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	3702	519

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	\$535,470.00	\$535,470.00

*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	768
BIOL	1214	Principles of Biology	820
BIOL	1234	Zoology	128
MATH	1503	Elementary Statistics	765
PSY	1113	General Psychology	1104

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
Elizabeth Nelson	Human Resources-Counseling	M.S. HRC/LPC Supervisor	East Central University

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

Last year the concern was ensuring that adjuncts were properly credentialed, competent in their field and also the classroom. Fortunately, we did hire a very well credentialed and competent adjunct; however, Professor Knowles is still required to teach heavy course loads each semester with little relief. Hiring adjuncts has proved easier said than done. If we are to expand the number of Zoom courses offered for concurrent students, as well as the hope to create a sustainable completely online program for this degree, finding adjuncts or hiring additional faculty may prove necessary. The issue regarding creating special courses for concurrent students (with very low enrollment numbers) has proven to be a struggle for existing instructors and burdensome on the academic program as a whole. Moreover, we are still struggling to find credentialed and competent adjuncts to fill some of the voids. However, we updated the credentialing policy for the Social Sciences Division as part of the SSC campus-wide initiative. The hope is that this new policy will clearly guide us with regard to future hires.

I concur with my predecessor's 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 online, Zoom, and face-to-face courses have the same maximum capacity students of 25 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.

