

**SEMINOLE STATE COLLEGE
ASSOCIATE IN ARTS IN SOCIAL SCIENCES (215)**

2017-18 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 Social 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 Social Sciences

Outcome 3: Students will demonstrate the ability to explain and analyze social systems.

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

2. Quality Indicators

**Combined Course Embedded Assessment Results For 2017-18
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	40%	86%	46%
General Education Outcome 2	43%	78%	35%
General Education Outcome 3	43%	83%	40%
General Education Outcome 4	46%	79%	33%
Specific Outcomes for AS Social Sciences	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	45%	83%	39%
Degree Program Outcome 4	41%	81%	40%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2017		Fall 2017		Spring 2018	
2017-18	Total Students	9	100%	29	100%	25	100%
	Black	2	22%	1	3%	0	0%
	Indian	4	44%	12	42%	11	44%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	0	0%	1	4%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	3	34%	13	45%	13	52%
	Undeclared	0	0%	3	10%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2017	Fall 2017	Spring 2018
2017-18	Male	6	12	11
	Female	3	17	14

Student Feedback on Instruction:

Instructors had a mean score of 4.52 out of 5 for all rated questions, which is a slight improvement from the last survey 4.46 results. For online instructors, the mean score was 4.53 out of 5, also an improvement from the last survey results of 4.39 out of 5.

For all courses taught this is positive feedback. Students also rated instructors positively for instructor encouragement of students (4.46), concern for student success was down slightly from the last survey (4.42), and instructors creating an environment respect, inclusion, and tolerance in the classroom (4.62).

For online courses also rated instructors 4.73 out of 5 (up from 4.60) for treating students fairly and respectfully. An area that we wanted to improve in last year was creating greater class interaction. This year the survey results were 4.46 out of 5 up from 4.13 and instructors routinely providing students grades via My Grades on Brightspace is up from 4.13 to 4.55 out of 5.

Graduate Exit Survey:

When asked to assess their overall experience at SSC, 70.6% of the students rated the educational experience as excellent or above average. 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 74.4% of students choosing excellent or above average. “Quality of teaching in general education courses” rated 66.7% as excellent or above average. Each of these areas are slightly below last year’s survey.

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 60.7 on the writing skills test, which is higher than the college’s previous average and 0.1 points lower than the national mean. In reading, SSC students performed above the national mean with a score of 58.9 compared to the national mean of 59.4. In critical thinking, SSC students scored slightly below the national mean of 60.2 with a score of 59.2. SSC students scored slightly below the national mean in all five subject areas for students with 45+ credit hours at other two-year institutions nationwide. This was the last year for the CAAP Test.

Other Quality Indicators:

Entering Student Engagement Survey:

The second annual survey was given to students during week six of the fall 2017 semester as well as all Freshman Seminars and PASS classes. 91.5% of all respondents stated that SSC was their first college experience. 80.8% were between the ages of 18 and 24. Regarding the highest level of education achieved by the students’ parents the highest percentage was high school graduation at 31.6%. 99.6% of respondents think that their instructors want them to succeed. 97.4% said that at least one member of the college staff had learned their name this is up from the first survey. 94.5% said they met with an academic advisor at a time convenient for them, which is also up. This survey is a limited snapshot of entering student opinion it does illustrate a very positive portrait of the welcoming and friendly environment of SSC for students who are primarily young adults experiencing college for the first time.

Faculty Survey on Student Engagement:

The second Faculty Survey on Student Engagement reflects low faculty participation in the survey. As chair I will work to encourage all Social Sciences Division instructors participate in future surveys. Of those participating they offered the following responses to some of the questions. For example, 94.1% of faculty provide students with contact information for contact outside of the classroom. 73.5% of faculty try to learn student names by the end of the first two weeks of class. 70.6% provide students continuous access to their grades via Brightspace. Each of these do seem to suggest that a positive learning environment is the goals of these instructors, whether or not this leads to student success will be determined.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
---------------	----------	-----------------	-----------

2017-18	Summer 2017	9	2
	Fall 2017	27	2
	Spring 2018	25	3

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: This program is currently in the middle of a 2-year effort to recruit more majors to the program. During the previous evaluation, the number of degree program graduates was 2 and this year it is 9 graduates. That is a dramatic improvement over the course of one academic year. We also so an increase in declared majors, going from 44 to 61 in one academic year. That is a success for the program.

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
GOV	1303	State and Local Government	1	4	4	12
HIST	1223	History of Native Americans to 1890 (not offered)				
HIST	1243	History of Native Americans since 1890(not offered)				
HIST	1483	American History Survey to 1877	4	107	27	321
HIST	1493	American History Survey since 1877	24	403	16	1209
SOC	1113	Introduction to Sociology	10	223	22	669
GOV	2013	Introduction to International Relations(not offered)				
HIST	2113	The American West (not offered this period)				
HIST	2203	Native American History and Policy (not offered)				
HIST	2223	Western Civilization to 1660	4	67	17	201
HIST	2233	Modern Western Civilization	6	189	32	567
HIST	2323	Social Science Issues as Perceived Through Movies	1	2	2	6
SOC	2033	Sociology of Religion	1	13	13	39
SOC	2043	Human Sexuality	1	8	8	24
SOC	2053	Social Psychology	3	16	5	48
SOC	2123	Special Problems	1	18	18	54
SOC	2143	Marriage and Family	1	23	23	69
SOC	2153	Crime, Delinquency and Social Science Issues through Film	1	4	4	12

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
2017-18	2211	1020

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?
2017-18	\$577,983*	\$577,983*

*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
HIST	1483	American History Survey to 1877	321
HIST	1493	American History Survey since 1877	1209
HIST	2223	Western Civilization to 1660	201
HIST	2233	Modern Western Civilization	567
SOC	1113	Introduction to Psychology	1146
PSY	1113	Introduction to Sociology	669

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Steve Bolin	History	Ph.D.	Oklahoma State University
Jeffrey Christiansen	Government & History	M.A.	University of Montana
Marta Osby	History	M.A.	University of Central Oklahoma
Kendall Rogers	Behavioral Science	M.HR	University of Oklahoma
Christal Stevenson	Psychology	M.S.	Cameron University
Sam Rivera	Criminal Justice	M.S.CJ	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)

Stephanie Heald	Geography	Ph.D.	Oklahoma State
Erick Harris	Government	J.D.	University of Oklahoma
Pam Koenig	History/Anthropology	M.A.	Oklahoma State
Maida VanDuser	Psychology	M.A.	Mid-America Christian

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

There has been a focused effort by the Social Sciences Division to increase the number of students declaring social sciences as a major by improving the variety and number of courses we offer as part of our degree. We continue to want to encourage greater student interest in our major and in particular the history, government, and sociology emphases. We are also striving to increase retention of students who have declared this major. The faculty continue to offer courses in a variety of different formats, locations, and times to accommodate our students as well. The faculty are actively involved in serving the students as faculty advisors of various student organizations such as Psi Beta and PTK, which also allows for interaction outside of the classroom to promote our majors. In addition, faculty continue to help students declare majors whether in Social Sciences through their work as faculty advisors.

Another effort to improve the Social Science Degree Program is the chair's effort to only hire instructors who have at the very least a masters degree in the subject matter they are teaching and experience in the classroom.

We have updated and produced better advertisements for the degrees in the division. Many faculty have participated in recruitment efforts as well.

This past academic year the division helped to launch a number of Zoom courses from the Social Sciences programs offering American National Government and American History Survey to 1877. Next semester we will add American History Survey since 1877 and Modern Western Civilization to 1660 the next semester. As a division, we have also offered General Psychology and Introduction to Sociology as Zoom course offerings.

The division also attempted to hire a new Government instructor this past year after Steve Hendrix moved to Michigan. Unfortunately, despite several rounds of candidates we were unable to hire a person. We are hoping to at least hire an adjunct for the fall 2019 semester.