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

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 Art 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 2018-19
for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	37%	64%	27%
General Education Outcome 2	39%	58%	19%
General Education Outcome 3	37%	65%	29%
General Education Outcome 4	40%	67%	27%
Specific Outcomes for AS Social Sciences	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	49%	76%	27%
Degree Program Outcome 4	45%	73%	28%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2018		Fall 2018		Spring 2019	
2018-19	Total Students	11	100%	27	100%	25	100%
	Black	1	9%	1	4%	1	4%
	Indian	2	18%	12	44%	5	20%
	Asian	0	0.0%	0	0%	0	0%
	Hispanic	0	0%	0	0%	1	4%
	Hawaiian/Pacific Islander	1	9%	0	0%	1	4%
	White	7	64%	13	48%	16	64%
	Undeclared	0	0%	1	4%	1	4%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2018	Fall 2018	Spring 2019
2018-19	Male	6	14	11
	Female	5	13	14

Course Embedded Assessment for Social Sciences:
Results from the CEA for the year shown above in the table at the top were down compared to the 2017-2018 year, which had outstanding results compared to previous years. The cause for this decline could be the result of changes in personnel, but that is just a guess. 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 only one category for 2018-2019 was below 60% and 30% growth that was General Education Outcome 2.

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 in completion rates. Instructors had a mean score of 4.7 out of 5 for all rated questions, which continues the overall improvement in the program over the last couple of years. Last year's score was 4.52 and the year

before it was 4.46. Students gave positive scores for instructor encouragement of students (4.5 out of 5—up from 4.46), concern for student success (4.6 out of 5—up from 4.42), and instructors creating an environment of respect, inclusion, and tolerance in the classroom (4.7 out of 5—up from 4.62).

For online instructors, the mean score was 4.41 out of 5 for all rated questions, which is down from last year's score of 4.53, but better than the 4.39 score from two years ago. Despite the slight decline this year, average scores are still positive. Online instructors were rated 4.38 out of 5 (down from the previous two years scores of 4.60 and 4.73) for treating students fairly and respectfully. In the area of creating greater class interaction online, the result was 4.26 out of 5 (up from 4.13 two years ago and down from 4.46 last year). Regarding the question of whether instructors routinely provided students grades via My Grades on Brightspace, the result was 4.31 out of 5 (up from 4.13 two years ago and down from 4.55 last year). The goal is to track these specific issues over five years to see if any patterns emerge.

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 took 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	11	3
	Fall 2018	27	3
	Spring 2019	25	1

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 just completed a 2-year effort to recruit more majors to the program. During the previous two years the number of graduates went from 2, then 9, and this

year 7 graduates. The number of student majors has gone from 44, to 61, and this academic year 63 students declare as Social Sciences majors. There has been improvement since the start of this effort, which is significant since overall student enrollment at the SSC has been down every year since 2008.

Low Productivity Justification: SSC overall enrollment has trended downward since 2008.

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 this period)				
HIST	1243	History of Native Americans since 1890(not offered this period)				
HIST	1483	American History Survey to 1877	6	149	25	447
HIST	1493	American History Survey since 1877	12	352	29	1056
SOC	1113	Introduction to Sociology	9	181	20	543
GOV	2013	Introduction to International Relations(not offered this period)				
HIST	2113	The American West (not offered this period)				
HIST	2203	Native American History and Policy (not offered this period)				
HIST	2223	Western Civilization to 1660	5	114	23	342
HIST	2233	Modern Western Civilization	5	130	26	390
HIST	2323	Social Science Issues as Perceived Through Movies	1	4	4	12
SOC	2033	Sociology of Religion	1	6	6	18
SOC	2043	Human Sexuality				
SOC	2053	Social Psychology	2	40	20	60
SOC	2123	Special Problems	1	31	31	93
SOC	2143	Marriage and Family	1	17	17	51
S0C	2153	Crime, Delinquency and Social Science Issues through Film	1	28	28	84

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	2058	1050

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 <u>do not</u> 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
HIST	1483	American History Survey to 1877	447
HIST	1493	American History Survey since 1877	1056
HIST	2223	Western Civilization to 1660	342
HIST	2233	Modern Western Civilization	390
SOC	1113	Introduction to Psychology	1146
PSY	1113	Introduction to Sociology	447

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
Christal Stevenson	Psychology	M.S.	Cameron University
Sam Rivera	Criminal Justice	M.S.	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)			
Kendall Rogers	Behavioral Science	M.HR	University of Oklahoma

Stephanie Heald	Geography	Ph.D.	Oklahoma State University
Pam Koenig	History/Anthropology	M.A.	Oklahoma State University
Jennifer Cheatham	Psychology	M.S.	East Central University

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

The Social Sciences Division has worked 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.

We plan to update and produce better advertisements for this major and the different emphasis. We are hoping to complete the updates before the spring 2020 semester. The faculty in these areas continue to promote this degree pathway in their classrooms.

This past academic year the division helped to increase the number of Zoom courses from the Social Sciences programs adding American History Survey since 1877 and Modern Western Civilization to 1660 courses. In addition to these new courses we continue to offer American National Government, American History Survey to 1877, General Psychology, and Introduction to Sociology as Zoom course offerings.

The program is also working to create a 100% online program for the Social Sciences AA with a Sociology emphasis. Currently, all Sociology courses are offered online.

The division has not been able to hire a new Government instructor and our full-time Sociology instructor resigned and only teaches as an adjunct now. We are struggling to staff courses with qualified adjuncts. We believe one of the key issues with finding full-time and adjuncts is the low pay for these positions. After several rounds of interviews for full-time instructors, many turned down job offers because of the low pay. The same is true for adjuncts particularly for face-to-face classes on campus.

Another recommendation is to reconsider the class sizes for Social Sciences courses. Currently, this program's courses are some of the largest on campus. Class size for online sections is set at 30 students, but most of the face-to-face classes have maximum enrollment capacities of 34 to 56 students. Our recommendation is that both online and face-to-face courses have the same maximum student capacities (preferably at or less than 30 students), with the same overload policy for both formats.