

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

2019-20 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 2019-20 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	49%	69%	20%
General Education Outcome 2	55%	81%	26%
General Education Outcome 3	54%	81%	27%
General Education Outcome 4	39%	67%	28%
Specific Outcomes for AS Social Sciences	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	54%	82%	28%
Degree Program Outcome 4	41%	67%	26%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2019		Fall 2019		Spring 2020	
2019-20	Total Students	14	100%	22	100%	14	100%
	Black	2	14%	1	4%	2	14%
	Indian	3	22%	3	14%	2	14%
	Asian	0	0%	0	0%	0	0%
	Hispanic	1	7%	1	4%	1	7%
	Hawaiian/Pacific Islander	1	7%	1	4%	1	7%
	White	7	50%	16	74%	8	58%
	Undeclared	0	0%	0	0%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2019	Fall 2019	Spring 2020
2019-20	Male	2	6	0
	Female	11	16	14

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 4.6 out of 5 for all rated questions, which was a slip from last year's mean score of 4.7 out of 5. Nonetheless, this year's score is still higher than the 4.52 of 2017-2018 and the 4.46 of 2016-2017. Students continue to give positive scores for instructor encouragement

of students (4.5 out of 5—same as last year), concern for student success (4.5 out of 5—down from 4.6), and instructors creating an environment of respect, inclusion, and tolerance in the classroom (4.6 out of 5—down from 4.7).

Responses for online classes seemed down. For online instructors, the mean score was 4.5 out of 5 for all rated questions, which is up from last year’s score of 4.41. All the average scores this year are still positive. My goal was to track specific issues over five years to see if any patterns emerged, but it seems like many of the questions have been updated or modified making this difficult.

Graduate Exit Survey: 2019-20 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. 126 students took this test in the fall semester. 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
2019-20	Summer 2019	13	1
	Fall 2019	22	6
	Spring 2020	14	4

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 3-year effort to recruit more majors to the program. The number of graduates has gone from 2 (2016-2017), 9 (2017-2018), 7 (2018-2019), and this year 11 graduates. The number of student majors has gone from 44(2016-2017), to 61(2017-2018), 63 (2018-2019) to 49 students declaring as Social Sciences majors this year. There has been improvement since the start of this effort to graduate more majors. Until this year’s decline in the number of students enrolled the numbers were improving. However, overall student enrollment at the SSC has been down every year since 2008.

Low Productivity Justification: SSC overall enrollment has trended downward since 2008. I also think that the COVID-19 lockdown probably caused the decrease in the number of students declaring this major and graduating in the spring semester.

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 (not offered this				
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	137	23	411
HIST	1493	American History Survey since 1877	11	361	33	1083
SOC	1113	Introduction to Sociology	5	91	19	273
GOV	2013	Introduction to International Relations(not offered this period)	1	2	2	6
HIST	2113	The American West (not offered this period)				
HIST	2203	Native American History and Policy (not offered				
HIST	2223	Western Civilization to 1660	3	54	18	162
HIST	2233	Modern Western Civilization	6	97	16	291
HIST	2323	Social Science Issues as Perceived Through Movies	1	1	1	3
SOC	2033	Sociology of Religion	1	7	7	21
SOC	2043	Human Sexuality	1	25	25	75
SOC	2053	Social Psychology	3	31	10	93
SOC	2123	Special Problems (not offered this period)				
SOC	2143	Marriage and Family	1	22	22	66
SOC	2153	Crime, Delinquency and Social Science Issues through Film	1	25	25	75

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
2019-20	1767	717

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?
2019-20	\$560,175.00*	\$560,175.00*

*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
HIST	1483	American History Survey to 1877	411
HIST	1493	American History Survey since 1877	1083
HIST	2223	Western Civilization to 1660	162
HIST	2233	Modern Western Civilization	291
SOC	1113	Introduction to Sociology	273

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
Erick Harris	Law	J.D.	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.

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. **We seem to be having greater success in graduating our majors than recruiting in the recent year.**

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

We continue as a division to increase the number of Zoom courses from the Social Sciences programs adding Modern Western Civilization since 1660 and Social Science Issues through Film, as well as Crime, Delinquencies, and Social Science Issues through Film. In addition to these new courses we continue to offer American History Survey since 1877, Modern Western Civilization to 1660, American National Government, American History Survey to 1877, General Psychology, and Introduction to Sociology as Zoom course offerings.

The program continues 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.

We continue to recommend the college 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, Zoom, and face-to-face courses have the same maximum student capacities (25 students), with the same overload policy for both formats.

The recent nationwide trend regarding student enrollment difference between male and female students is starkly illustrated in the numbers for this degree program. This year male majors plummeted whereas female majors grew. We may need to start thinking about how we can

encourage young men to return to college.

We also recommend that the Social Sciences Division maintains its responsibility to schedule courses for its degree programs that are in the best interests of the degree programs and our campus students. We also believe that if our division is required to schedule additional courses for more and more concurrent students (particularly via Zoom) that local high schools provide us with detailed information regarding the courses, days and times, and number of students they expect to enroll in our courses in a timely manner (preferably at the beginning of the semester previous to that being scheduled). This division is responsible for a significant number of General Education Requirement courses and the more concurrent students we have taking these courses may impact the time we will have for our declared majors we are trying to graduate.