

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

2014-15 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 Fall 2014 and Spring 2015
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	28%	73%	45%
General Education Outcome 2	42%	81%	39%
General Education Outcome 3	35%	70%	35%
General Education Outcome 4	47%	66%	19%
Specific Outcomes for AS Social Sciences	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	40%	69%	29%
Degree Program Outcome 4	34%	65%	31%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2014		Fall 2014		Spring 2015	
		Count	Percentage	Count	Percentage	Count	Percentage
2014-15	Total Students	5	100%	22	100%	12	100%
	Black	0	0%	0	0%	0	0%
	Indian	1	20%	8	36%	7	58%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	0	0%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	2	40%	13	59%	4	33%
	Undeclared	2	40%	1	5%	1	8%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2014	Fall 2014	Spring 2015
2014-15	Male	3	11	3
	Female	2	11	9

Student Feedback on Instruction: Instructors had a mean score of 4.8 out of 5 in questions concerning instructor engagement, caring, and engagement.

Graduate Exit Survey: When asked to assess their overall experience at SSC, 84.4 of the students rated the educational experience as excellent or above average. Over 88% of the students stated they would definitely or probably choose Seminole State College again if starting over. 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 highest overall with 83.8% of students choosing excellent or above average

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 61.9 on

the writing skills test, which is 0.6 higher than the national mean. In math, SSC students performed slightly above the national mean with a score of 56.4 compared to the national mean of 56.0. In critical thinking, SSC students scored slightly above the national mean of 60.6 with a score of 60.7. SSC students scored above the national mean in reading by 0.6 with a score of 60.7 and slightly below the national mean in science with a score 0.8 below their counterparts with 45+ credit hours at other two-year institutions nationwide.

Community College Survey of Student Engagement: SSC student responses placed the College at or near the 2015 national cohort averages in all five benchmarked categories. The College was above the 2015 national cohort in Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners. SSC students were slightly below the national cohort for Active and Collaborative Learning.

3. Minimum Productivity Indicators

Productivity Indicators			
Academic Year	Semester	Declared Majors	Graduates
2014-15	Summer 2014	5	0
	Fall 2014	22	2
	Spring 2015	12	3

Does the degree program meet the minimum OSRHE standards for productivity this year?

Majors Enrolled (25 per year): Yes/No

Degree Conferred (5 per year): Yes/No

Comments/Analysis:

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
BA	2253	Business Statistics	2	50	25	150
GEOG	1123	World Regional Geography	2	42	21	126
HIST	1483	American History Survey to 1877	6	110	18	330
HIST	1493	American History Survey since 1877	22	461	21	1383
HIST	2113	The American West	1	11	11	33
HIST	2223	Western Civilization to 1660	7	36	5	108
HIST	2233	Modern Western Civilization	11	57	5	171
HIST	2323	Social Science Issues as Perceived Through Movies	1	7	7	21
PSY	1113	General Psychology	17	430	25	1290
PSY	2023	Developmental Psychology	5	115	23	345
SOC	1113	Introduction to Sociology	17	247	15	741
SOC	2123	Special Problems	1	9	9	27
SOC	2143	Marriage and Family	1	20	20	60

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
2014-15	3870	915

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?
2014-15	\$8,000.00	SS

*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
GOV	1113	American National Government	
HIST	1483	American History Survey to 1877	
HIST	1493	American History Survey since 1877	
HUM	2123	Multiculturalism Through Film	81
HUM	2223	Western Civilization to 1660	
HUM	2233	Modern Western Civilization	
HUM	2333	Leadership/Dev. Through the Classics	99
PHIL	1113	Introduction to Philosophy	63

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
Stephen Hendrix	Government	M.A.	University of Oklahoma
Marta Osby	History	M.A.	University of Central Oklahoma

Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)

Christal Stevenson	Psychology	BA (2003) and MS	Cameron University
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Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)

Pam Koenig	History	M.A.	Oklahoma State University
E. Franks	Government	J.D.	University of Oklahoma
Mary Vick	History	M.A.	University of Central Oklahoma
Robert Clark	Political Science	M.A.	

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

The Assessment of Student Learning Committee, working with the divisions across campus, has recently updated the General Education Outcomes. It would be recommended that the Behavioral Science faculty consider using all four of the broadened General Education Outcomes in order to expand and enrich assessment results with pre-and-post tests.

The psychology degree program is now its own program and sociology, history, and government are now the social science degree programs.

