

**SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN HEALTH SCIENCES (207)**

2016-17 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 Health 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 Health Sciences

- Outcome 3: Demonstrate a grasp of biological and related concepts foundational to advanced courses in Health Sciences. Advanced courses shall be defined as courses commonly considered Junior and Senior level at baccalaureate or professional degree granting institutions.
- Outcome 4: Demonstrate preparation for continued pursuit of Health Sciences related education leading to a baccalaureate or professional degree in a branch of the Health Sciences.

2. Quality Indicators

Combined Course Embedded Assessment Results For Fall 2016 and Spring 2017 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	15%	58%	43%
General Education Outcome 2	34%	65%	31%
General Education Outcome 3	27%	62%	35%
General Education Outcome 4	21%	44%	23%
Specific Outcomes for AS Health Sciences	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	33%	65%	32%
Degree Program Outcome 4	30%	62%	32%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2016		Fall 2016		Spring 2017	
2016-17	Total Students	52	100%	188	100%	176	100%
	Black	4	6%	14	7%	13	7%
	Indian	11	26%	59	30%	48	27%
	Asian	1	0%	1	1%	4	2%
	Hispanic	3	3%	10	5%	6	4%
	Hawaiian/Pacific Islander	0	0%	1	0%	0	0%
	White	33	65%	101	56%	104	59%
	Undeclared	0	0%	2	1%	1	1%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2016	Fall 2016	Spring 2017
2016-17	Male	7	27	28
	Female	45	161	148

Student Feedback on Instruction:

The average response scores from the Student Feedback on Instruction for the Science, Technology, Engineering, Mathematics Division ranged from 4.20 to 4.73 for the rated scale questions. Therefore, all of the averaged responses fell between “usually applies” and “almost always applies” with those responses describing desired attributes or behaviors. The average S.T.E.M. response score for all the rated scale questions was 4.51.

Graduate Exit Survey:

Overall, students rated their academic experience favorably with 83% of the students rating “quality of teaching in your major field of study” as excellent or above average. More than 79% of students rated “faculty concern for student well-being” and “faculty commitment to student success and learning” as excellent or above average.

Collegiate Assessment of Academic Proficiency (CAAP) Test:

There has been a steady, albeit low, decline in CAAP tests results for science at SSC. However, these

results included the physical sciences also. Therefore, to parse the results into degree program categories is not reliably possible.

Faculty Survey of Student Engagement:

Based upon the results of the General Education Evaluation and considering the 34% response rate, it is difficult to parse and evaluate engagement of an individual degree program. (Data provided on the General Education Evaluation do not separate responses by department or degree programs.) However, with the Health Sciences (and most other sciences) program the institution is projecting duplicity by encouraging electronic/digital platforms of learning while also encouraging faculty engagement in the students' academic success. Obviously, success in the Health Sciences demands more on interpersonal interactions in practical laboratory settings with adequate support of capital equipment and personnel. Tempting as it may be to increase asynchronous digital experiences, mostly a financial efficiency impetus, our student profile demands more applied in-person experiences and support for deeper engagement and thus academic success. Surprisingly, with the excessive teaching loads, antiquated and inadequate laboratory facilities we still offer a high quality and successful program because our faculty are committed to engaging the student and enhance each one's chance at success.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2016-17	Summer 2016	52	4
	Fall 2016	188	12
	Spring 2017	176	26

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: Student success within the program and more importantly post-graduation would be enhanced with more capital investment directed at the courses of study. Our federal Title-III grant is addressing some of these weaknesses but more is required if academic excellence is to be attained.

Low Productivity Justification: not necessary – productivity criterion is exceeded
However, it must be cited that our Biology program requires justification (see DPE – Biology) most likely because the Health Sciences overlap of required courses within both programs, electives notwithstanding, and thus to submit savings from reduction in programs would be superfluous.

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	1214	Principles of Biology	9	231	26	924
BIOL	1234	General Zoology	1	22	22	88
CHEM	1114	Introduction to Chemistry	3	82	27	328
CHEM	1315	General Chemistry I	3	93	31	465
MATH	1513	College Algebra	30	520	17	1560
PSY	1113	General Psychology	10	397	40	1191
SOC	1113	Introduction to Sociology	10	203	20	609
BIOL	2113	Introduction to Nutrition	2	66	33	198
BIOL	2114	Human Anatomy	6	136	23	544
BIOL	2214	Human Physiology	5	127	25	508
BIOL	2224	Microbiology	6	146	24	584
MATH	2153	Elementary Statistics	1	13	13	39
PSY	2023	Developmental Psychology	5	128	26	384
PSY	2053	Social Psychology	2	25	13	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
2016-17	5165	2332

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?
2016-17	\$463,449.00	Science Division

*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	792
BIOL	1214	Principles of Biology	924
BIOL	1224	General Botany	48
BIOL	1234	General Zoology	88

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Bryant, Melissa	Mathematics	M.Ed.	East Central University
Carpenter, Emily	Mathematics	M.S.	Oklahoma State University
Goeller, Linda	Mathematics	Ph.D.	Oklahoma State University
Hernandez, T	Science	M.Ed.	Grand Canyon University
Holtz, Chris	Science	M.S.	University of California, San Diego
Jobe, Noble	Science	Ph.D.	Oklahoma State University
Tollett, Jarrod	Mathematics / Science	M Ed.	East Central University
Walker, Susan	Science	M.S.	Oklahoma State University
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Cook, Jason	Science	B.S.	University of Oklahoma
Kendall Rogers	Sociology/Psychology	BA/MHR	University of Oklahoma
Christal Knowles	Psychology	BA/MS	Cameron University
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Coursey, Danita	Mathematics	B.S.	University of Science and Arts of Oklahoma
Helseth, Dave	Science	M.S.	Oklahoma State University
Knox, Vickie	Mathematics	B.S.	East Central University
Love, Mary	Mathematics	M.A.	Northern Arizona University
Qualls, Travis	Mathematics	M.Ed.	East Central University
Troglin, Annette	Mathematics	M. Ed.	East Central University

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

Maintain program and seek increased administrative support for personnel (faculty and lab assistants) and capital investments.