

**SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE FOR BEHAVIORAL SCIENCE (202)**

Program Review Summary

October 1, 2012

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers twenty-three degree/certificate programs, including the Associate in Science for Behavioral Sciences. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Social Sciences Division presents here the results of its self-review of the Associate in Science for Behavioral Sciences.

Assessment of this transfer degree program employed a number of direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Based on the information presented here, the academic division makes recommendations regarding the degree program.

In the Behavioral Science Program the course curriculum fulfills the intent of the Seminole State College's Mission Statement as well as the Behavioral Science Degree Program Outcomes. In all the degree program courses, students are instructed in college level communication skills, writing skills, scientific method, and academic research methods. All the 1000 and 2000 level courses require a research paper, presentation, journaling or portfolio. Many of the faculty utilize either essay questions on exams and some faculty post discussions online that students are required to participate in for class discussion. In several of the 2000 level courses, specifically Psychology of Adjustment and Marriage & Family, the faculty cover decision making and ethics. The sociology and psychology faculty cover interpersonal communication, diversity in society, as well as prejudice and bias in General Psychology, Introduction to Sociology, Sociology of Religion, Psychology of Adjustment, and Social Psychology. Faculty incorporate discussions on careers and majors in the Behavioral Sciences as well as bringing in guest speakers from various colleges and universities and working professionals in various fields such mental health, counseling, and social work.

To provide a richer educational experience, the Behavioral Science faculty volunteer their knowledge, time, and expertise as sponsors of the SSC chapter of the National Psychology Honor Society (PSI Beta). Faculty sponsors help students address degree or career plans, by bringing SSC members to four-year institutions, inviting four-year institutional counselors to campus to discuss possible educational plans as well as inviting special speakers who work in the Behavioral Sciences area to discuss possible career plans. This aids in the College's mission of training students for career and other educational opportunities, and makes available resources and services designed to benefit students and the community at large.

3.7.5 Process (Internal/External Review): Self-review by academic division

A. Centrality of the Program to the Institution's Mission:

- 1) **Empowers people for academic success** by providing students with educational experiences that provide not only a solid foundation of core courses within the major, but also a basic general education foundation. This foundation forms the core for all associate degrees and forms a bridge between all educational endeavors of Seminole State College, whether they are terminal programs, transfer programs, or life-long learning.
- 2) **Empowers people for personal development** by providing courses that are designed to broaden students' exposure to commonly recognized areas of knowledge, to introduce them to diverse subject areas that will enable them to make informed choices in today's society, and to equip them with essential and useful skills to prepare them for meaningful careers.
- 3) **Empowers people for life-long learning** by providing a variety of courses that vary in content and have the purpose of broadening students' perspectives towards human life and cultural diversity.

The Behavioral Science Program is critical to Seminole State College mission because the core of the basic studies of psychology and sociology are the only subject areas that specifically address functioning in society as well as individual responsibility in society and to others. The course work, which is a vital component of all Behavioral Science classes, stresses the importance of interpersonal communication skills within relationships such as the workplace (professionalism) and families/personal relationships. The critical thinking skills stressed within the Degree program are another vital component that aid students beyond the academic setting and better prepare them for real life applications. For some students this is their first experience with diverse thinking. It is important to all Behavioral Science faculty that the core of the curriculum is designed for academic growth, as well as personal self-actualization.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Outcome 1: Demonstrate successful articulation of Seminole State College transfer degree programs to state baccalaureate institutions of higher learning 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.

Outcome 3: Students will demonstrate knowledge, skills, and values consistent with the science and application of Behavioral Sciences.

Outcome 4: Students will display the knowledge, skills and values consistent with curriculum

developed for behavioral sciences.

B.2 Quality Indicators (including Higher Learning Commission issues):

Assessment of the Behavioral Sciences program derives from a culmination of direct and indirect evaluation indicators, including primary direct indicators, such as Course-Embedded Assessment and Collegiate Assessment of Academic Proficiency (CAAP) Test; as well as other principal indirect indicators including the Community College Survey of Student Engagement (CCSSE). As discussed below, these evaluation indicators provide evidence for the quality indicators of student learning outcomes, effective teaching and effective learning environments.

ASSESSMENT OPTION: PRE-AND POST-TEST

The Behavioral Sciences for course-embedded assessment method for 2009-2011 were pre-and-post tests. In 2011, 539 students were assessed; in 2010, 886 students and in 2009, 563 students were assessed. The results are shown in the table below.

2011

DEGREE PROGRAM	STUDENTS					
OUTCOME ASSESSED	ASSESSED	PRE	%	POST	%	DIFF.
3. Outcome #3	539	234	43%	475	88%	241
4. Outcome #4	539	234	43%	475	88%	241

2010

DEGREE PROGRAM	STUDENTS					
OUTCOME ASSESSED	ASSESSED	PRE	%	POST	%	DIFF.
3. Outcome #3	886	359	40.5%	604	68.2%	245
4. Outcome #4	886	359	50.9%	604	68.2%	245

2009

DEGREE PROGRAM	STUDENTS					
OUTCOME ASSESSED	ASSESSED	PRE	%	POST	%	DIFF.
3. Outcome #3	563	153.3	27.2%	309.3	54.9%	156
4. Outcome #4	563	153.3	40%	309.3	84%	156

Note: The drastic increase in the number of students for the 2010 year was the result of including Freshman Seminar students being assessed in Behavioral Sciences. The Freshman Seminar course was cross listed as a Sociology course. These students weren't included in 2009 or 2011.

Student Learning Outcomes Quality Indicator:

In each year assessed, Behavioral Sciences professors created pre- and post-test assessments in order to help students learn more about Behavioral Sciences perspectives, as well as meet the educational outcomes of understanding scientific principles and functioning in society.

The Behavioral Sciences have seen an increase in the number of correct answers for both outcome three and four for all years provided, with the lowest increase coming in 2010 when Freshman Seminar students were included in assessment.

Effective Teaching Quality Indicator:

The highest increase came in 2011 with a 58 percent difference between pre- and post-tests. This increase could be the result of several factors. Each professor was a returning professor with

following years, this included updated “scaffolding” teaching techniques, lectures, PowerPoints and technology in the classroom. These professors also hold master’s degrees with at least 18 graduate hours in their Behavioral Science field, providing them with effective knowledge of course material, course outcomes and teaching techniques. This provided more effective teaching of the program objectives.

Effective Learning Environment Quality Indicator:

Additionally, the professors created more effective learning environments by including a variety of teaching styles and media to address scientific principles and Behavioral Sciences perspectives; thus, these professors believe they were able to teach to the auditory, visual and kinesthetic learners in order to give each student an opportunity to learn the outcome objectives. This not only made the class fun for some of the learners, but may have also increased the percentages on the pre- and post-tests. Furthermore, professors feel that students benefitted from in-class assignments, class lecture, PowerPoint presentations, classroom demonstrations and activities, videos, and test reviews which helped clarify principles and encourage critical thinking.

COLLEGIATE ASSESSMENT OF ACADEMIC PROFICIENCY (CAAP)

The CAAP 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 in English. This could be reflected in SSC’s scores in writing and reading as SSC’s scores hover just above the national average in these areas. *See chart below.*

Effecting Teaching and Effective Learning Environment Quality Indicators:

SSC’s slightly higher scores may also be the result of additional writing assignments in other general education courses, including those found in the Behavioral Sciences. To create effective teaching and effective learning environments, the Behavioral Sciences courses require several writing assignments throughout the semester, including but not limited to APA bibliographies, self-autobiographies, and research papers. Many students come to these classes with limited writing and reading skills. Therefore, professors in these areas use class time to teach APA writing style and stress the importance of grammar, etc. Additionally, although time consuming with the number of students served in the Behavioral Sciences, these professors encourage rough drafts to improve student writing skills and grades. Such assignments also require “outside” reading and research assignments which could also contribute to SSC’s scores in reading, which nearly mirror the national average. Such assignments also help fulfill general education outcomes of functioning in society.

SSC’s scores in math and science fall just below the national average. Although correlational studies and averages are discussed in the Behavioral Sciences, math computations are not incorporated into the courses. The Scientific Method, science research methods and current theories in Behavioral Sciences are discussed as part of the general education outcome of understanding and applying scientific principles. Therefore, critical thinking skills are strengthened in these courses which aids in math and science skill development.

Mean Scores		Writing Skills	Math	Reading	Science
All Participants	SSC	62.2	54.8	60.4	59.0
	National	61.6	56.2	60.2	59.2
Sophomores	SSC	62	55	60	59
Transfers	SSC	63	55	61	59
Females	SSC	62	55	60	58
Males	SSC	62	55	61	61

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)

Below are the results of the Community College Survey of Student Engagement conducted at SSC in spring 2011.

Highest Student Engagement		
	SSC Student Response	Cohort Responses
Active and Collaborative Learning – made class presentation	36.2%	29.3%
Student Effort – prepared two or more drafts of a paper or assignment before turning it in	60.0%	50.3%
Academic Challenge – number of written papers or reports of any length	62.4%	48.3%
Student Faculty Interaction – discussed grades or assignments with an instructor	75.4%	59.8%
Support for Learners – providing the financial support you need to afford your education	63.0%	51
Lowest Student Engagement		
	SSC Student Response	Cohort Responses
Active and Collaborative Learning – worked with classmates outside of class	21.7%	22.9%
Active and Collaborative Learning – participated in community-based project	4.8%	6.8%
Student-Faculty Interaction – talked about career plans with an instructor or advisor	21.1%	26.4%
Student Effort – preparing for class	25.3%	28.7%
Student Effort – frequency of peer or other tutoring	22.7%	27.5%
Special Focus Items		
	SSC Student Response	Cohort Responses
Registration completed before first class session	88.8%	88.8%
Orientation – participated in some form	68.9%	58%
Participated in a structured experience for new students	66.2%	26.3%
Participated in Learning Communities	18.3%	13.1%
Enrolled in Student Success Course	17.6%	24.2%

Effective Learning Environment Quality Indicator:

According to the above CCSSE results, SSC is especially high in the student/faculty interaction category. Behavioral Sciences contributes to this high response rate by adding to effective learning environments by keeping student/faculty interaction high with smaller class sizes, with some class sizes being capped at 50.

The CCSSE also discussed that SSC has more than 66% of all students attending an orientation or new student program. This is surprising low, since the Social Sciences department offers a required course. To address the new student orientation, Freshman Seminar courses are offered through the Behavioral Science program.

The CCSSE also mentioned that SSC has very few students meeting with an advisor about degree or career plans, due to the lack of academic advisors/counselors on campus. Through the Psychology National Honor Society PSI Beta, faculty sponsors are addressing this issue by bringing members to four-year institutions, inviting four-year institutional counselors to campus to discuss possible

educational plans as well as inviting special speakers who work in the Behavioral Sciences area to discuss possible career plans.

Effective Teaching Quality Indicator:

Additionally, the survey revealed that many SSC students are preparing more than one draft of their writing assignments. This is also evident in the Behavioral Sciences where professors incorporate academic writing assignments. Although time consuming, Behavioral Sciences professors encourage rough drafts to improve student writing skills and grades. Such assignments also require "outside" reading and research assignments which may also contribute to SSC's scores in reading, which nearly mirror the national average. Such assignments also help fulfill general education outcomes of functioning in society.

B.3. Minimum Productivity Indicators:

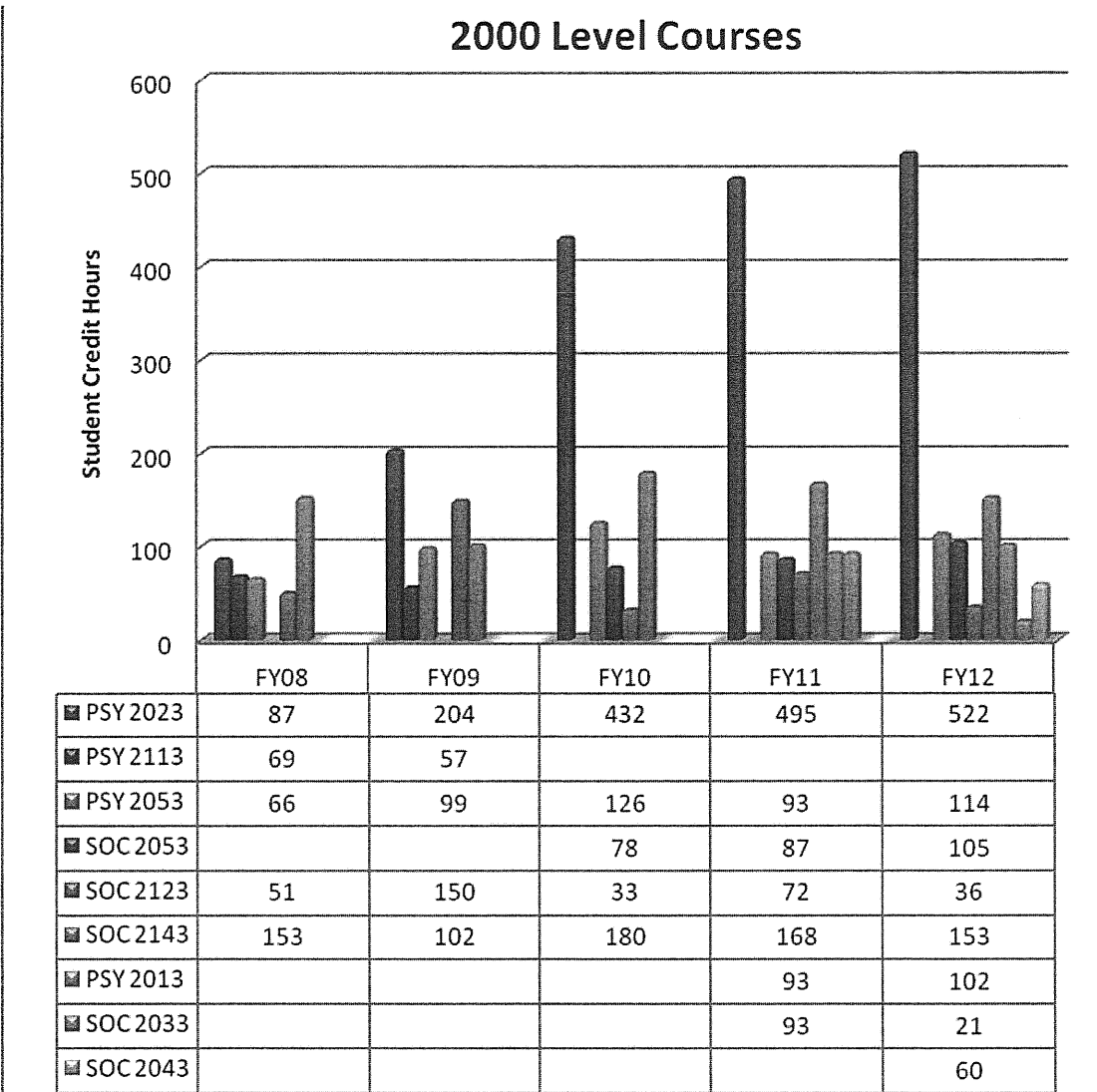
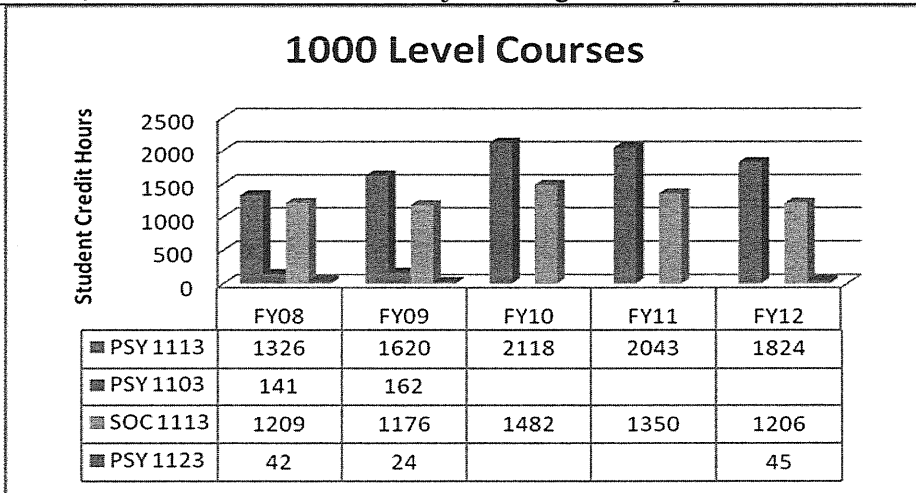
Time Frame (e.g.: 5 year span)	Head Count						Graduates	
	Major	male	female	freshmen	sophomore	Graduates:		
Spring 2008 through Fall 2011	SP08	202	20	79	21	73		
	F08	202	21	93	27	81	07-08	18
	SP09	202	24	91	28	81	08-09	19
	F 09	202	26	115	35	100	09-10	17
	SP10	202	18	101	25	92	10-11	21
	F 10	202	20	92	34	78	11-12	27
	SP11	202	22	111	43	87		
	F 11	202	17	103	50	69		

B.4. Other Quantitative Measures:

a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

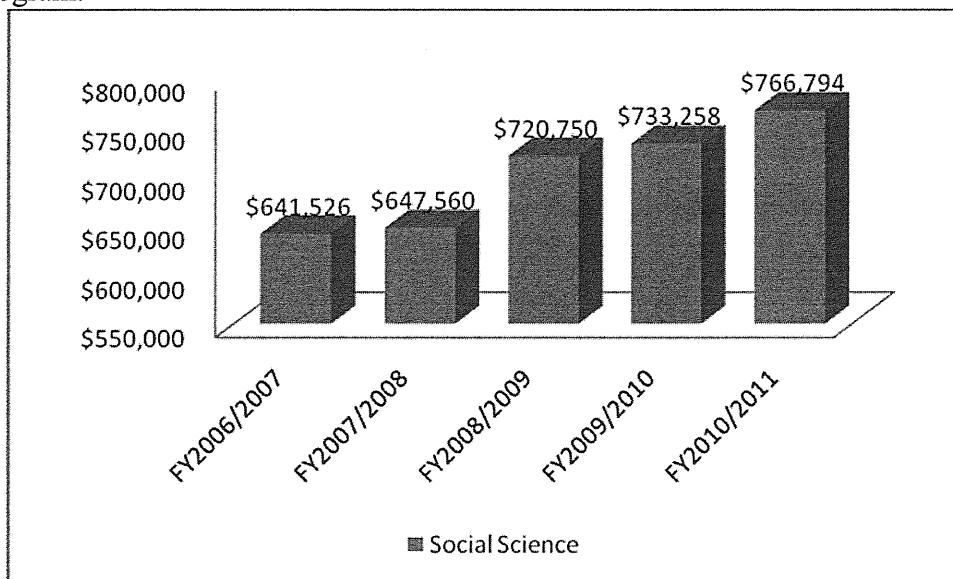
<i>List or attach list of courses</i>	FY08	# of students	FY 09	# s	FY10	#s	FY11	#s	FY12	#s
PSY 1113 General Psychology	26	442	24	540	28	692	24	681	25	608
PSY 1103 Child Psychology	2	47	2	54	0	0	0	0	0	0
PSY 2023 Developmental Psychology	1	29	2	68	5	144	7	165	6	174
PSY 2113 Intro to Applied Behavior Analysis	2	23	2	19	0	0	0	0	0	0
PSY 2053 Social Psychology or	1	22	3	33	3	42	3	31	4	38
SOC 2053 Social Psychology	0	0	3	18	3	26	3	29	4	35
SOC 1113 Introduction to Sociology	20	403	20	384	22	494	19	450	22	402
SOC 2123 Social Problems	1	17	3	50	1	60	2	24	1	12
SOC 2143 Marriage and Family	3	51	2	34	3	11	2	56	2	51
PSY 1123 Psychology of Adjustment	1	14	1	0	0	0	0	0	1	15
PSY 2013 Personality Theories	0	0	0	0	0	0	1	31	1	34
SOC 2033 Sociology of Religion	0	0	0	0	0	0	1	31	1	7
SOC 2043 Human Sexuality	0	0	0	0	0	0	0	0	1	20

b. Student credit hours by level generated in all major courses that make up the degree program for five years: 19,869 total credit hours in major during review period.



c. Direct instructional costs for the program for the review period:

Seminole State College tracks expenditures at the Division level, not according to Degree Programs. Below are the total expenditures for the Social Sciences Division for each year within the review period, with the exception of the Child Development Program. Child Development is unique within the Social Sciences Division because it operates in conjunction with a grant program.



d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

The 10 Behavioral Science Courses (PSY 1113 General Psychology, PSY 2123 Developmental Psychology, PSY 1123 Psychology of Adjustment, PSY 2013 Personality Theories, PSY/SOC 2053 Social Psychology, SOC 1113 Introduction to Sociology, SOC 2123 Social Problems, SOC 2143 Marriage and Family, SOC 2033 Sociology of Religion and SOC 2043 Human Sexuality) are offered at 3 Credit Hours each for a total of 30 possible for Behavioral Science electives that support general education component.

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Tracy Jacomo (1989)	BS (1985) and MS (1987)	East Central University
Mona Ridley (1997-1998) (2000)	BA (1995) and MA (1998)	University of Oklahoma
Kendall Rogers (2006)	BA (2004) and MHR (2006)	University of Oklahoma
Christal Stevenson (2009)	BA (2003) and MS (2006)	Cameron University

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Information not available at this time.

g. If available, information about the success of students from this program who have transferred to another institution:

Information not available at this time.

B.6. Effective Use of Resources:

The faculty who teach in the Behavioral Sciences utilize many resources to better serve their students. Through SSC, the program uses federal and state funds. Behavioral Science students utilize funds from various grants for Student Support programs that the college has received including NASNTI and TRiO which includes Student Support Services and Veteran's Upward Bound. Through these programs students receive help from tutoring to academic advisement.

SSC Behavioral Science students have access to the David L. Boren Learning Resource Center for research, computer use, and various other needs. Students can use the facility on campus or electronically through Online Research links. The Resource Center provides services such as; interlibrary loan, copy services, and EBSCO database search. The library portion of the resource center provides the opportunity for students to check out and use books, reference books, periodicals, and journals. The Online Research links connect students to avenues of research including millions of articles from various disciplines.

Behavioral Science faculty utilize technology by delivering courses via IETV, blended, and online formats. These courses reach students in High Schools and Correctional facilities in our service area. Through the use of our LMS, Campus Cruiser, as well as SmartBoard projection units and wireless technology across campus faculty are able to deliver course material using the most up to date technology available.

Tutoring services are primarily available through All Nations Student Development Center, the Student Success Center, Student Support Services, and the English Writing and Reading labs. Behavioral Science students can also utilize any of the 4 computer labs on campus and most find the Writing and Reading labs beneficial in completing the research knowledge aspect of the course outcomes. Students may also use computers available in the Student Services building, the library, and Tanner building.

SSC incoming freshman are required to enroll in Freshman Orientation class or PASS class to address student success skills and inform students of support services. Freshman Orientation serves to support students in locating and using technology and other resources on campus.

Lastly, Behavioral Science faculty support students by teaching and providing curricula support. To remain current in their fields and to better service their students faculty attend workshops, training, conferences, and seminars.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Consider modifying Program Outcome 4 Measurable Indicators	Behavioral Science Faculty will meet to evaluate measurable indicators under outcome 4	By end of 2013
Develop new courses for the Behavioral Sciences: Some examples-Sociology of Gender and Child Psychology	Sociology and psychology faculty research transferability and course development feasibility	By end of 2013

Department/
Program Head Marta Osby
(Signature)

Date 12-3-12

Dean [Signature]
(Signature)

Date 12-18-12