

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

**Program Review Summary**

**October 1, 2012**

Description of the program's connection to the institutional mission and goals:

The SSC mission empowers all students for academic success, personal development, and lifelong learning. The goals of the Social Science program at SSC promote these qualities by providing students with knowledge, skills, and abilities that can be utilized throughout their academic and professional careers, as well as in their personal lives. Additionally, the program encourages the celebration of diversity and global issues, which is one of SSC's C.O.R.E. values (Compassion, Opportunity, Respect, and Excellence). Indeed, several classes offered as part of the Social Science Program address this specifically—including *Multiculturalism Through Film*, *World Regional Geography*, and *Social Issues as Perceived Through Film*, just to name a few.

The employment opportunities available to Social Science majors typically require critical thinking skills, the ability to communicate on paper, and a general historical knowledge. Each student in the Social Science program is required to develop and improve these skills through the use of content-enhancing writing assignments and critical thinking exercises in most of the program's course offerings.

**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.

According to the U.S. Bureau of Labor Statistics, many of the most common career choices for Social Science majors will experience average to above average growth over the next ten years. The average growth rate for all occupations in the United States is predicted to be approximately 14% over the next ten years. For occupations typically requiring a degree (or at least some training) in the Social Sciences, the growth rate is expected to be approximately 18%. The Social Science programs at Seminole State College prepare students either to enter workforce in many of these fields, or to continue the pursuit of Bachelor and graduate degrees at 4-year colleges and universities.

From the time students at SSC begin their first freshman semester, they are encouraged to have a plan for the completion of their program here and for eventual transfer to a 4-year school. The encouragement of

students to continue learning after leaving SSC is not, however, limited solely to the completion of subsequent degrees. Rather, the goal of creating life-long learners is a big part of the Social Science curriculum, which is in keeping with the stated mission of Seminole State College.

## **B. Vitality of the Program:**

### **B.1. Program Objectives and Goals:**

#### Degree Program Outcomes:

- 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 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.

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

#### Course-embedded Assessment: Social Sciences

##### **2008: Assessment option: Pre- and Post-Test**

- 703 students assessed

#### Degree Program Outcomes:

- 76.4% students scored correctly on Outcomes 3 and 4.
- Percentage increase in scores from Pre- to Post-Test, 34.4%

##### **2009: Assessment option: Pre- and Post-Test**

- 675 students assessed

#### Degree Program Outcomes:

- 66.5% students scored correctly on Outcomes 3 and 4.
- Percentage increase in scores from Pre- to Post-Test, 22.7%

##### **2010: Assessment option: Pre- and Post-Test**

- 682 students assessed

#### Degree Program Outcomes:

- 74.3% students scored correctly on Outcomes 3 and 4.
- Percentage increase in scores from Pre- to Post-Test, 23.61%

##### **2011: Assessment option: Pre- and Post-Test**

- **A new simplified reporting format implemented in fall 2011**
- 675 students assessed

#### Degree Program Outcomes:

- 78% students scored correctly on Outcomes 3 and 4.
- Percentage increase in scores from Pre- to Post-Test, 27%.

**Pre-/Post-Tests**

The number of students assessed between 2008 and 2011 remained between 675 and 700 total students. All instructors assessing Social Science degree program outcomes employed only Pre- and Post-Tests. Participation by instructors in assessment increased during period reviewed. The outcomes assessed dipped by 10% in 2009, yet rebounded and increased in 2010 and 2011. The Social Sciences Division set 70% as a goal for student scores for Outcomes 3 and 4. Clearly the Social Sciences have reached and surpassed that goal three out of the last four years. In 2008, a new assessment tool was created for *EWC*, *MWC*, HIST 1483, and HIST 1493. The dip in student scores in 2009 may have be connected to this change and the need for instructors to make adjustments in their courses. The instructors have used Course-embedded assessments in their classes during the last four years as a way to evaluate their teaching methods and practices. Many use the assessment results to review practices and make plans of action to address possible weakness, try new ideas, and plan for future successes. The instructors have embraced new classroom technology, online instruction and content, as well as various approaches to help with student retention and success. The introduction of a new format for reporting Course-embedded assessment has proved beneficial to the degree program. The new format is simple to use and make the process easier to complete and understand. The easier it is to present and understand the assessment data, the easier it is to analyze the data for practical adjustments and changes to course content and teaching methodologies.

**CCSSE Survey (Community College Survey of Student Engagement)**

Regarding the points of “Highest Student Engagement,” the fact that over 75% of students indicated that they “discussed grades or assignments with an instructor” is not surprising. Since our class sizes are often quite small, there tends to be much more individual interaction between student and teacher. Indeed, it is common for many in the Social Science Division faculty to require students make at least one office visit during the semester—these meetings invariably lead to personal engagement between student and teacher. Also, as we are an open-enrollment institution, we receive a great number of students with academic deficiencies. Writing is one of the deficiencies we encounter most often in the Social Sciences Division. As a result, it is common that the faculty who opt to give writing assignments will often require or at least strongly recommend that students prepare multiple drafts of a paper before submitting it for a grade. Regarding the points of “Lowest Student Engagement,” it is not surprising that only 21.7% of respondents indicated that they had worked with classmates outside of class. We are a commuter school with a relatively small fraction of our students living on campus or very near campus. It is not uncommon for students to drive here only 2 or 3 times per week from many miles away. The fact that we have a great many “non-traditional” students” with fulltime jobs and children (average age of our student population is 29), means that most of our students do not spend a great deal of time on campus outside of the classroom—making such interaction with their classmates difficult. Teachers, for their part, endeavor to be supportive of these students who work to balance college with work and personal life and probably tend not to make group assignments a common or significant component of their assigned coursework.

**CAAP Test(ACT Collegiate Assessment of Academic Proficiency)**

CAAP Test scores for the academic skills of writing and reading are directly related to General Education outcomes 3 and 4 and the Social Sciences degree program in general. In order for students to successfully demonstrate knowledge related to functioning in society and understanding the roles of history, culture, and the arts within civilization it is essential that they be proficient in reading and writing. According to the CAAP Test score results, Seminole State College students are slightly above the national averages for writing skills in all areas specified. Regarding the reading skill scores, Seminole State College students scored either slightly above the national average overall, for transfer and male students. In the categories of sophomore and female students just slightly below the national average. The writing skills score is a slight improvement over the same skill tested in 2006. The writing skills average for the nation declined since 2006, yet Seminole State College student scores improved slightly. The national average reading

skills score declined in all categories compared to 2006 as did Seminole State College student scores. The slight increase in writing skills at Seminole State College is encouraging.

### B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2008	34	4
2009	42	9
2010	47	10
2011	37	15
2012		10

### 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:

Social Science Course	# of sections	# of students
ANTH 1113 General Anthropology	8	127
ANTH 1203 Native Peoples of North America	6	63
ANTH 1313 African Cultures	0	0
ANTH 2103 American Multiculturalism Through Film	9	46
ANTH 2123 Multiculturalism Through Film	2	15
BA 2253 Business Statistics	0	0
GEOG 1123 World Regional Geography	8	176
GOV 1023 Modern Political Systems	0	0
GOV 1303 State and Local Government	0	0
GOV 2013 Introduction to International Relations	0	0
GOV 2403 American Political Parties	0	0
HIST 1483 American History Survey to 1877*	39	737
HIST 1493 American History Survey since 1877*	126	2781
HIST 2113 The American West from 1492-Present	1	23
HIST 2223 Western Civilization to 1660	44	251
HIST 2233 Modern Western Civilization from 1660 to Present	60	326
HIST 2323 Social Issues As Perceived through Movies	12	30
PSY 1113 General Psychology	127	2985
PSY 2023 Developmental Psychology	21	580
SOC 1113 Introduction to Sociology	103	2141
SOC 2123 Social Problems	8	114
SOC 2133 Marriage and Family	0	0
SOC 2153 Crime, Delinquency and Soc. Sci. Issues through Film	2	25

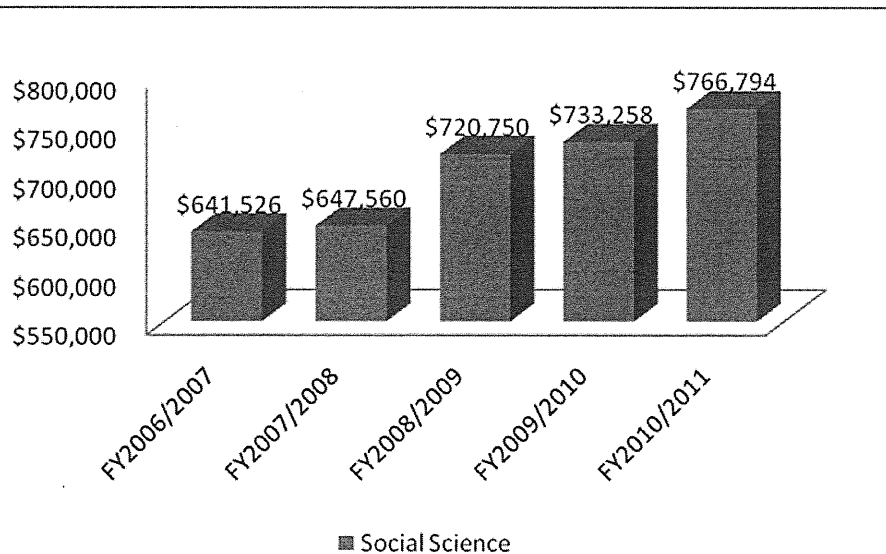
b. Student credit hours by level generated in all major courses that make up the degree program for five years: 31,227 credit hours generated during the review period.

From the Major Field Recommendations list the following classes and their respective credit hours for the last 5 years.

Course	Student Credit Hours				
	2008	2009	2010	2011	2012
ANTH 1113	0	36	123	165	57
ANTH 1203	0	0	72	66	51
ANTH 1313	0	0	0	0	0
ANTH 2103	57	30	30	15	6
ANTH 2123	0	0	42	3	0
BA 2253	0	0	0	0	0
GEOG 1123	66	54	144	129	135
GOV 1023	0	0	0	0	0
GOV 1303	0	0	0	0	0
GOV 2013	0	0	0	0	0
GOV 2403	0	0	0	0	0
HIST 1483	369	471	405	459	507
HIST 1493	1557	1671	1629	1767	1719
HIST 2113	0	0	0	69	0
HIST 2223	87	162	147	198	159
HIST 2233	171	147	231	267	162
HIST 2323	15	9	27	21	18
PSY 1113	1326	1620	2118	2043	1824
PSY 2023	87	204	432	495	522
SOC 1113	1209	1176	1482	1350	1206
SOC 2123	51	150	33	72	36
SOC 2133	0	0	0	0	0
SOC 2153	0	0	0	0	75

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:

Social Science: 20 Courses that are 3 Credit Hours for a total of 60 possible in the areas of Humanities, History, World Environment, Government, and Behavioral Science electives/requirements that support the general education component.

HIST 1483 American History Survey to 1877 – 3 credit hours

HIST 1493 American History Survey since 1877 – 3 credit hours

HIST 2223 Western Civilization to 1660 – 3 credit hours

HIST 2233 Modern Western Civilization from 1660 to Present – 3 credit hours

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	M.S.	East Central University
Pam Koenig	M.A.	Oklahoma State University
Jeffrey Christiansen	M.A.	University of Montana
William Knowles	MCJA M.Ed	Oklahoma City University East Central University
Mona Ridley	M.A.	University of Oklahoma
Christal Stevenson	M.S.	Cameron University
Kendall Rogers	M.HR.	University of Oklahoma
Marta Osby	M.A.	University of Central Oklahoma
Steve Bolin	Ph.D. History	Oklahoma State University
Doris Bohuslavicky	M.Ed.	University of Central Oklahoma
Deedra Eldredge	M.Ed.	East Central 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:

Social Science takes advantage of numerous campus resources here at SSC. Faculty and specific Social Science courses regularly require students to take advantage of research materials and resources available through the Boren Library. These resources include both the print materials and online databases to which the library subscribes. All Social Science faculty employ a variety of technologies inside and outside of the classroom to enhance instruction. Outside of the classroom, faculty members use the college's instructional delivery platform—Campus Cruiser. This delivery process is a valuable asset to the faculty's ability to design and deliver instructional materials and resources to students who have access to the internet. This allows faculty to extend instruction beyond classroom minutes. It also allows for greater creativity and a variety in teaching methodologies, assignments, and assessments. The Social Science faculty utilizes in-class technology that includes internet access,

smart boards, PowerPoint presentations, audio and video presentations, and IETV. In the past couple of years, SSC had increased the number of computer labs available to students. This has given students the ability to research, write, and complete online assignments and assessments. The Social Science division has also taken upon itself to create a testing center in order to better serve the students and faculty members' needs.

**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
<p>Increase the number of students declared as Social Science majors as well as increase the number of students who graduate with this degree.</p>	<p><u>Recruitment for Additional Majors</u>            Create a informational factsheet or pamphlet about the courses and career opportunities available in the Social Sciences. These advertisement materials could be distributed by admission officers to incoming freshman and to distribute to schools in our service area as well as at various events like the Interscholastic Meet.</p> <p><u>Retention Plan for Additional Majors</u>            Continue with improvements made to the Freshman Seminar course in which one particular assignment requires students to complete a Degree Plan and meet with an assigned mentor. Develop a formalized Degree Plan worksheet for all Degree Plans and assimilate data to the Freshman Seminar instructors, counselors, and Division Chairs. This ongoing mentoring program for these majors through Freshman Seminar will allow for monitoring student progress and success in completing the program.</p>	<p>Recruitment and Retention Plans should be implemented by the Fall of 2013</p>
<p>Increase the number and frequency of Social Science course offerings.</p>	<p>Develop a rotating schedule in which 2000 level courses and new courses offered are incorporated on a routine basis.</p>	<p>Implementation for the Fall of 2013</p>
<p>Hire a full time political science professor</p>	<p>Increase the number of Political Science courses and in process increase the number of students enrolled and hopefully completing an Associate in Arts in Social Science Degree</p>	<p>With budgetary restraints the hiring of a full time professor might be difficult to accomplish by 2013.</p>

**Summary of Recommendations:**

	<b>Department</b>	<b>School/College</b>	<b>Institutional</b>
<b>Possible Recommendations:</b>			
Expand program (# of students)	Faculty recruitment and promotion of program and courses offered. Perhaps create a pamphlet or factsheet for the Social Science program. Hire full time Political Science professor.	Educate recruiters and admissions staff regarding the courses offered in program as well as promotion of Social Science program.	Provide clear and specific information regarding the Social Science program to the public through online catalogs and schedules as well as budgetary support
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/  
Program Head Marta Osby  
(Signature)

Date 12-13-12

Dean SMM  
(Signature)

Date 12-18-12