SEMINOLE STATE COLLEGE

ASSOCIATE IN SCIENCE IN HEALTH SCIENCES (207)

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 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 coursed 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 2019-20 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	28%	85%	57%
General Education Outcome 2	36%	65%	29%
General Education Outcome 3	28%	67%	40%
General Education Outcome 4	33%	58%	25%
Specific Outcomes for AS Health Sciences	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	35%	63%	29%
Degree Program Outcome 4	32%	61%	29%

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	180	100%	414	100%	313	100%
	Black	14	8%	31	7%	26	8%
	Indian	56	31%	120	29%	71	23%
	Asian	2	1%	6	1%	6	2%
	Hispanic	15	8%	28	7%	24	8%
	Hawaiian/Pacific Islander	1	1%	1	1%	2	0%
	White	92	51%	228	55%	184	59%
	Undeclared	0	0%	0	0%	0	0%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2019	Fall 2019	Spring 2020
2019-20	Male	17	71	53
	Female	163	343	260

Student Feedback on Instruction:
The average response scores from the Student Feedback on Instruction for the Math/Science/Engineering Division ranged from 4.35 to 4.76 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 MSE response score for all the rated scale questions was 4.55. Faculty members are pleased with this level of response and strive to continue to improve student satisfaction.

Graduate Exit Survey:
Overall, students rated their academic experience favorably with 78% 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.
With the newly developed tested experience document, the division feels that more precise and

appropriate hiring can take place to help improve the confidence of the students and the quality of instruction.

ETS Proficiency Profile:

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 Science (and most other sciences) programs, 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 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 enhancing each one's chance at success.
With that said, SSC faculty members are being strongly encouraged to introduce more online programs and course options. Beginning in the Spring 2020 semester the science department will be offering online General Biology and Principles of Biology courses. These will be evaluated carefully to ensure that academic rigor is being maintained.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2019-20	Summer 2019	180	6
	Fall 2019	414	14
	Spring 2020	313	32

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.
Requests for more money in the budget for fiscal year 19-20 were honored and this was encouraging to the faculty and important to offset the Title III grant that will be phasing out next year.

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 option extracts student majors who would otherwise declare Biology. Also of note are courses requisite within both programs are the same courses, electives notwithstanding, and thus to submit savings from reduction in programs would be superfluous.
To minimize this we are considering developing a biology degree with health science emphasis/pathways.

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	10	205	21	820
BIOL	1234	General Zoology	2	32	16	124
CHEM	1114	Introduction to Chemistry	3	75	25	300
CHEM	1315	General Chemistry I	3	55	18	275
PSY	1113	General Psychology	15	368	25	1104
BIOL	2114	Human Anatomy	6	157	29	628
BIOL	2214	Human Physiology	5	162	32	648
BIOL	2224	Microbiology	8	168	21	672

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	2,623	1,948

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	$562,778.00	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	1214	Principles of Biology	820
CHEM	1114	Introduction to Chemistry	300
CHEM	1315	General Chemistry I	275
PSYC	1113	General Psychology	1,104

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Hernandez, T	Science	M.Ed.	Grand Canyon University
Senaratne, Nilmini	Chemistry	Ph.D.	University of Kansas
Jobe, Noble	Science	Ph.D.	Oklahoma State University
Tollett, Jarrod	Mathematics / Science	M Ed.	East Central University
Cook, Jason	Science	M.Ed.	University of Oklahoma
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)			
Kendall Rogers	Sociology/Psychology	BA/MHR	University of Oklahoma
Christal Stevensen	Psychology	BA/MS	Cameron University
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Helseth, Dave	Science	M.S.	Oklahoma State University
Troglin, Annette	Mathematics	M. Ed.	East Central University
Helseth, Dave	Science	M.S.	Oklahoma State University
Qualls, Travis	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.
Specifically, MLT could use an adjunct in the lab, PTA would like to have a printer for students to use and a work study (money was provided, but no applicants) and nursing needs to have additional faculty, Simulation and new skills manikins and some new lab equipment.