

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

**2012-13 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 Behavioral 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 Behavioral Sciences**

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.

**2. Quality Indicators**

**Combined Course Embedded Assessment Results For Fall 2012 and Spring 2013  
for Major Field Courses in Degree Program**

<b>General Education Outcomes</b>	<b>Pre-Test % Correct</b>	<b>Post-Test % Correct</b>	<b>Difference</b>
General Education Outcome 1	-	-	-
General Education Outcome 2	43%	80%	37%
General Education Outcome 3	22%	43%	21%
General Education Outcome 4	-	-	-
<b>Specific Outcomes for AS Behavioral Sciences</b>	<b>Pre-Test % Correct</b>	<b>Post-Test % Correct</b>	<b>Difference</b>
Degree Program Outcome 3	43%	80%	37%
Degree Program Outcome 4	43%	80%	41%

**Other Data Indicating Quality Relevant to Degree Program Major Field**

Student Feedback on Instruction: The Behavioral Science Faculty consistently score high on the feedback response to their instruction. The positive responses put the two disciplines (Psychology and Sociology) combined at a 4.2, firmly between “usually applies” and “almost always applies” in regards to the feedback questions. Considering that this average includes the addition of Freshman Seminar courses and their student responses is again positive affirmation.

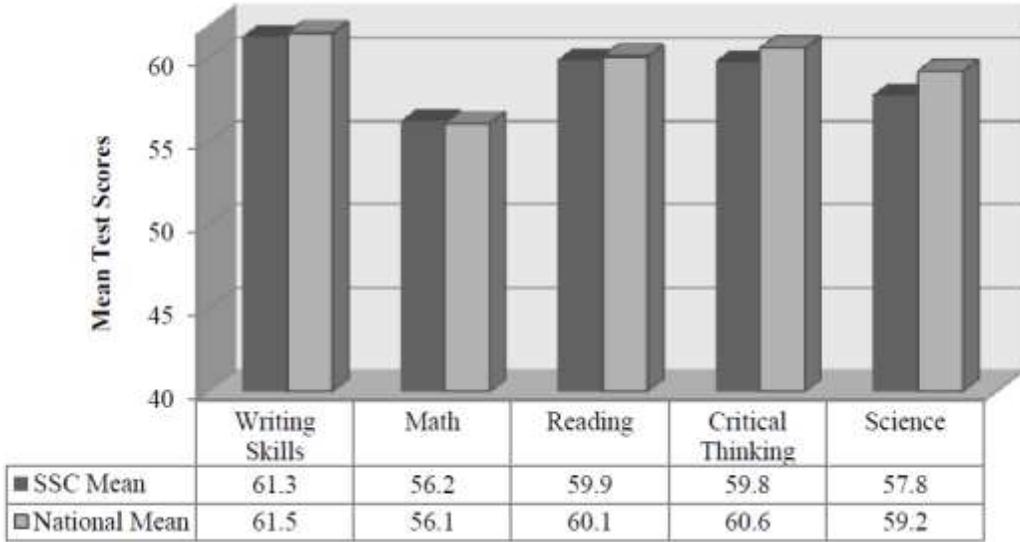
Graduate Exit Survey: : No relevant current data available.

Collegiate Assessment of Academic Proficiency (CAAP) Test: 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 near the national average in these areas. *See chart below.*

SSC’s scores near the national average 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 are also near the national average. Such assignments also help fulfill general education outcomes of functioning in society.

SSC’s scores in math hover above the national average and science scores fall just below the national average. Although correlational studies and averages are discussed in the Behavioral Sciences, math facts 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.

**Table 3. 2012 CAAP Test Results**



Community College Survey of Student Engagement: The Community College Survey of Student Engagement measures important areas for students’ college experiences and educational outcomes including active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The results of this survey relate to the Behavioral Sciences in numerous ways. The institution scored well on Student-Faculty Interaction, Support for Learners, and Student Effort. The Behavioral Sciences have contributed to these scores by encouraging faculty and student contact by visibly posting office hours and encouraging students to utilize them for any reason. Students are urged to ask questions before, after, and during class. Faculty strives to nurture while empowering students to be responsible for their education. Another high-scoring result is in Support for Learners. Behavioral Sciences assists in this area by providing mentoring services through Freshman Seminar and PASS classes. Students are informed of services that are available to them and how to utilize those services. In classes, students are also encouraged to use learning labs and study groups to further facilitate their learning. A last high-scoring result is in the area of Student Effort where Behavioral Sciences faculty contribute by making the expectations of student learning clear to students. By making these expectations well-defined, students are able to set goals for their education and utilize resources to help meet these goals. Faculty continually refer students to services including learning labs, tutoring services, the learning resource center, study groups, and meeting with the professor.

Areas of improvement for the institution included Active and Collaborative Learning and Academic Challenge. Behavioral Sciences may have contributed to the scores in active and collaborative learning by no longer requiring group collaborative projects in all General Psychology courses. Students are now encouraged to complete individual projects, writing assignments, and research papers. Collaborative learning projects are still completed in a number of other behavioral science courses including Social Psychology and Personality Theories. The last area for improvement is Academic Challenge. The Behavioral Sciences faculty continually strive to maintain academic rigor in all classes by encouraging critical, higher-level thinking in test questions, writing assignments, and projects. Students are required to apply the knowledge they learn to reality-based situations and contexts. The faculty will continue to relate the knowledge learned in class to skills the students can utilize in their future learning and careers. The CCSSE survey also measured Special-Focus items related to learning communities and First-year orientation. The Freshman Orientation and Personal and Academic Success Strategies (PASS) classes are

managed under Behavioral Sciences. Every freshman at SSC is required to take either the Freshman orientation or PASS class. These classes cover the expectations for college students as well as information about campus resources, study strategies, campus technology, setting goals, managing stress, critical thinking, using social media, diversity, and advisement. The emphasis in these classes is preparing students for Community college, a four-year college, and a work environment.

Faces of the Future Survey: : No relevant current data available.

Other Quality Indicators: : No relevant current data available.

### 3. Minimum Productivity Indicators

#### Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2012-13	Summer 2012	-	3
	Fall 2012	93	10
	Spring 2013	92	23
<b>Total Graduates</b>			36

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: Addition of courses (Human Sexuality, Sociology of Religion, Psychology of Adjustment, Personality Theories) and full time faculty to teach them has increased program enrollment.

Low Productivity Justification: NA

**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
PSY	1103	Child Psychology	-	-	-	-
PSY	1113	General Psychology	22	444	20	1332
PSY	1123	Psychology of Adjustment	2	42	21	126
PSY	2013	Personality Theories	2	53	27	159
PSY	2023	Developmental Psychology	6	132	22	264
PSY	2053	Social Psychology	4	33	8	99
PSY	2113	Introduction to Applied Behavior Analysis	-	-	-	-
PSY	2123	Independent Study	-	-	-	-
PSY	2300	Special Projects in Psychology	-	-	-	-
SOC	1113	Introduction to Sociology	19	316	17	948
SOC	2033	Sociology of Religion	1	15	15	45
SOC	2043	Human Sexuality	1	12	12	36
SOC	2053	Social Psychology	4	28	7	84
SOC	2123	Social Problems	1	13	13	39
SOC	2143	Marriage and Family	2	57	29	171
SOC	2300	Special Projects in Sociology	-	-	-	-

**Credit Hours Generated in Major Field Courses By Level**

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2012-13	2406	897

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?
2012-13	\$688,581.82	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 of Degree Program That Are Part of General Education Requirements in Other Degree Programs**

Major Field Course Information			
Prefix	Number	Title	Credit Hours Generated
-	-	-	-

**Faculty Teaching Major Field Courses in Degree Program**

Name	Teaching Area	Highest Degree	Institution
Tracy Jacomo	Sociology	Masters of Science	East Central University
Mona Ridley	Psychology	Masters of Arts	University of Oklahoma
Kendall Rogers	Psychology/Sociology	Masters of Human Relations	University of Oklahoma
Christal Stevenson	Psychology	Masters of Science	Cameron University
Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
-	-	-	-
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
-	-	-	-

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

In order to serve Seminole State College Behavioral Science majors better, the following new developments and initiatives have been considered in concurrence with the CEP.

- Develop a Sociology of Gender course
- Develop a Child Psychology course
- Develop a Counseling course upon one of the B.S. faculty completing LPC
- Investigate developing a History and Systems of Psychology course
- Investigate incorporating a Special Projects course for Psychology/Sociology observation hours.
- Expand Psi Beta