

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

2013-14 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 2013 and Spring 2014
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	XX%	XX%	XX%
General Education Outcome 2	45	84	39
General Education Outcome 3	46	82	36
General Education Outcome 4	XX%	XX%	XX%
Specific Outcomes for AS Behavioral Sciences	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	46	82	36
Degree Program Outcome 4	44	94	50

Summary of Above 2013-2014 Results:

Behavioral Science faculty are incredibly diligent in their efforts to truly evaluate what works and what doesn't work each semester. There are adjustments made constantly in an attempt to better educate the student.

Overall, the BS faculty are assessing the primary principals in various ways and often multiple ways and times in each class. Each principal is tested on the pretest, during the semester and again on the final. Many techniques are being put into place to make sure these principals are learned including chapter reviews, reflection time during the lecture and in class demos and activities.

Several changes were made by faculty this semester. These changes included switching from test reviews to chapter reviews that the students work with during the length of the unit, weekly assignments in online classes to keep the class focused and limit procrastination, adjustment to how APA and research papers are done, and updating presentations and demos to go along with new texts.

Research papers are a challenge across the board. Students do not seem prepared for the process, so changes have been made to help the students build up to the point to where they can write an entire research paper in APA format.

There were requests for better printing options for students to allow them to print articles, powerpoints, syllabi, or other resources that could aid in their learning. Also, it was mentioned several times, that smaller class sizes allowed for more in-depth learning to take place, possibly leading to higher results.

Some issues that were addressed were the high pretest scores due to the material being covered in other behavioral science courses therefore leading to the increase in correct scores to not be as high as they could be. Also, the online pretest scores seemed higher than the on campus scores, which could be due to access to their textbook

Other Data Indicating Quality Relevant to Degree Program Major Field

Student Feedback on Instruction:

The Social Science Division's scores are consistent with the collegewide results, with faculty generally receiving scores in the above average of "usually applies" and "almost always applies" categories for each of the questions. Thus, this would be true for the Behavioral Science faculty as well. Such scores demonstrate the faculty's on-going dedication to continually improve courses by incorporating student feedback into teaching each year.

Graduate Exit Survey:

Two-hundred fifty-eight students completed the revised form of the Graduate Exit Survey. Students were to score varying aspects of academics, student services, facilities, and campus safety using a scale of excellent, above average, average, below average, poor and no answer. The survey consisted of 45 questions, two of which concerned Freshman Seminar and PASS courses. These courses are taught with the Behavioral Science SOC prefix. For Freshman Seminar over 89% of the responses were positive, with the percentage spread out between the average, above average and excellent categories. PASS class received positive scores as well with over 78% of the responses spread out between average, above average and excellent. These courses have been both taught and coordinated through the Behavioral Science faculty.

Additionally, three categories (quality of teaching in the major field, faculty commitment to student success and instructor use of technology) were scored with over half of the student responses in the "excellent category." In 2013-2014, Behavioral Science faculty contributed to these excellent scores by continuing their higher education courses in counseling and psychology as well as attending state-recognized teaching leadership academies. Additionally, at the writing of this analysis, each of the four lead Behavioral Science instructors have been recognized by SSC as "Faculty Member of the Month" a recognition to faculty for demonstrating quality of teaching in their fields of study. The Behavioral Science faculty also incorporated technology into teaching, as well as served as faculty leaders in SSC's Distance Education Committee to enhance and accredit student online learning experiences.

The Graduate Exit Survey also revealed that students preferred 16-week courses with 64.0% and preferred morning classes at 65.9% with only 13.6% choosing night or afternoon classes. The Behavioral Science faculty is committed to offering courses at a variety of times and formats. During the 2013-2014 academic year, students could choose both psychology and sociology introductory courses from a morning, afternoon or evening schedule. Students could also chose the introductory courses in both 8-week and 16-week formats. Furthermore, most psychology and sociology courses were offered in both the traditional and online delivery methods.

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 2013-2014 scores in writing and critical thinking as SSC's scores hover just above the national average in these areas. All scores fall in the "short-term thresholds" of +/- 0.5 points of the national mean.

SSC's slightly higher scores and meeting short-term thresholds may also be the result of additional writing, reading and critical thinking 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” research assignments, which could also contribute to SSC’s scores in critical thinking, which nearly mirror the national average. Such assignments also help fulfill general education outcomes of functioning in society.

SSC’s scores in math and reading 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.

Community College Survey of Student Engagement: CCSSE not administered during 2013-2014.

Faces of the Future Survey: Faces of the Future not administered during 2013-2014.

Other Quality Indicators:

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2013-14	Summer 2013	14	3
	Fall 2013	76	7
	Spring 2014	75	17

Does the degree program meet the minimum OSRHE standards for productivity this year?

Majors Enrolled (25 per year): Yes/No – **Yes.** Behavioral Sciences program meets OSRHE standards for productivity for the 2013-2014 year with 165 declared majors.

Degree Conferred (5 per year): Yes/No – **Yes.** Behavioral Sciences program meets OSRHE standards for productivity for the 2013-2014 year with 30 graduates.

Comments/Analysis: The Behavioral Science faculty will continue to monitor and evaluate student enrollment.

Low Productivity Justification: None needed.

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 (Not Taught)	0	0	0	0
PSY	1113	General Psychology	9	203	23	609
PSY	1123	Psychology of Adjustment	1	10	10	30
PSY	2013	Personality Theories	1	19	19	57
PSY	2023	Developmental Psychology	3	84	28	252
PSY	2053	Social Psychology	3	24	8	72
PSY	2113	Introduction to Applied Behavior Analysis (Not Taught)	0	0	0	0
PSY	2123	Independent Study	0	0	0	0
PSY	2300	Special Projects in Psychology	0	0	0	0
SOC	1113	Introduction to Sociology	12	179	15	537
SOC	2033	Sociology of Religion	1	14	14	42
SOC	2043	Human Sexuality	1	7	7	21
SOC	2053	Social Psychology	3	15	5	45
SOC	2123	Special Problems	0	0	0	0
SOC	2143	Marriage and Family	1	16	16	48
SOC	2300	Special Projects in Sociology	0	0	0	0

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
2013-14	1176	537

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?
2013-14	\$799,855.91	SS Division

*When cost data are not available by degree program, use total division budget for instructional costs for each degree program. Not available when completing evaluation.

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
na		na	

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Tracy Jacomo	Sociology	BS (1985) and MS	East Central University
Mona Ridley	Psychology	BA (1995) and MA	University of Oklahoma
Kendall Rogers	Soc/Psy	BA (2004) and MHR	University of Oklahoma
Christal Stevenson	Psychology	BA (2003) and MS	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)			
Jana Manlapig	Sociology	BA (1991) and M.Ed	University of Oklahoma
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.

The Assessment of Student Learning Committee, working with the divisions across campus, has recently updated the General Education Outcomes. It would be recommended that the Behavioral Science faculty consider using all four of the broadened General Education Outcomes in order to expand and enrich assessment results with pre-and-post tests.