ASSOCIATE IN SCIENCE IN PSYCHOLOGY (202)

2016-17 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 Psychology 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 Psychology

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

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 2016 and Spring 2017 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	25%	56%	31%
General Education Outcome 2	43%	71%	28%
General Education Outcome 3	37%	72%	35%
General Education Outcome 4	28%	46%	18%
Specific Outcomes for AS Psychology	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	41%	70%	29%
Degree Program Outcome 4	38%	66%	28%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2016		Fall 2016		Spring 2017	
2016-17	Total Students	12	100%	62	100%	63	100%
	Black	0	0%	3	5%	2	3%
	Indian	6	50%	19	31%	24	38%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	2	3%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	2	3%
	White	6	50%	38	61%	35	56%
	Undeclared	0	0%	0	0%	0	0%

Gender Degree Program Enrollment

Academic Year	Gender	Summer 2016	Fall 2016	Spring 2017
2016-17	Male	2	8	10
	Female	10	54	53

Student Feedback on Instruction:
Instructors had a mean score of 4.47 out of 5 for all rated questions. For online instructors, the mean score was 4.39 out of 5.

For all courses taught this is positive feedback. Students also rated instructors positively for instructor encouragement of students (4.47), concern for student success (4.56), and instructors creating an environment respect, inclusion, and tolerance in the classroom.

For online courses also rated instructors 4.60 out of 5 for treating students fairly and respectfully. Perhaps an area that could be improved upon would be online instruction that creates greater class interaction (4.13) and instructors routinely providing students grades via My Grades on Brightspace (4.13—this rating may not reflect the recent policy changes regarding posting grades and attendance for

students online via Brightspace.)

Graduate Exit Survey:
When asked to assess their overall experience at SSC, 81.9% of the students rated the educational experience as excellent or above average. Over 86% of the students stated they would definitely or probably choose Seminole State College again if starting over. Students listed professors as one of the greatest strength at SSC while also referring to small class sizes and caring personnel. "Quality of teaching in your major field of study" scored 82.7% of students choosing excellent or above average. "Quality of teaching in general education courses" rated 75.2% as excellent or above average.

Collegiate Assessment of Academic Proficiency (CAAP) Test: Seminole State students scored near national means in all five subject areas. For example, SSC students averaged a score of 62.0 on the writing skills test, which is higher than the college's previous average and 1.2 points higher than the national mean. In reading, SSC students performed above the national mean with a score of 60.2 compared to the national mean of 59.4. In critical thinking, SSC students scored slightly below the national mean of 60.2 with a score of 59.7. SSC students scored the national mean in reading of 59.9 and slightly below the national mean in science with a score 0.1 below their counterparts with 45+ credit hours at other two-year institutions nationwide.

Other Quality Indicators:
Entering Student Engagement Survey:
This survey was given to students enrolled in Freshman Seminar fall 2016. 90.5% of all respondents stated that SSC was their first college experience. 77.8% were between the ages of 18 and 24. Regarding the highest level of education achieved by the students' parents the highest percentage was high school graduation at 29.1%.
99% of respondents think that their instructors want them to succeed. 89.9% said that at least one member of the college staff had learned their name. 86% said they met with an academic advisor at a time convenient for them.
Although this survey is really a very limited snapshot of entering student opinion it does illustrate a very positive portrait of the welcoming and friendly environment of SSC for students who are primarily young adults experiencing college for the first time.

Faculty Survey on Student Engagement:
The first Faculty Survey on Student Engagement reflects that 34% of faculty members employ what are said to be student success techniques that are supposed to result in the faculty being able to identify student behavior that is supposed to result in successful completion of the course and program. Only further research will prove this to be true. Nonetheless, despite the low participation of faculty in this survey those who did participate offered positive responses to many of the questions. For example, 85.3% of faculty provide students with contact information for contact outside of the classroom. 73.5% of faculty try to learn student names by the end of the first two weeks of class. 61.8% provide students continuous access to their grades via Brightspace. Each of these do seem to suggest that a positive learning environment is the goals of these instructors, whether this leads to student success will be determined.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2016-17	Summer 2016	12	1
	Fall 2016	62	2
	Spring 2017	63	8

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: This program continues to be the best performing major in the Social Sciences Division with more declared majors and graduates than the other degree programs. General Psychology and Introduction to Sociology remain very popular courses. The General Psychology courses both on campus and online are always full classes.

Low Productivity Justification:

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	1114	General Biology	8	198	25	792
BIOL	1214	Principles of Biology	9	231	26	924
BIOL	1234	Zoology	1	22	22	88
PSY	1103	Child Psychology (not offered this period)				
PSY	1113	General Psychology	10	397	40	1191
PSY	1123	Psychology of Adjustment	1	10	10	30
SOC	1113	Introduction to Sociology	10	203	20	609
BIOL	2114	Human Anatomy	6	136	23	544
BIOL	2214	Human Physiology	5	127	25	508
MATH	2153	Elementary Statistics	1	13	13	39
PSY	2013	Personality Theories	1	21	21	63
PSY	2023	Developmental Psychology	5	128	26	384
PSY	2053	Social Psychology	2	25	13	75
PSY	2300	Special Projects in Psychology	1	1	1	3
SOC	2033	Sociology of Religion	1	18	18	54
SOC	2043	Human Sexuality (not offered this period)				
SOC	2123	Social Problems	1	9	9	27
SOC	2143	Marriage and Family (not offered this period)				

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
2016-17	3634	1697

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?
2016-17	$577,983*	SS

*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
PSY	1113	General Psychology	1191
SOC	1113	Introduction to Sociology	609

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Kendall Rogers	Behavioral Science	M.HR	University of Oklahoma
Christal Stevenson	Psychology	M.S.	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)**			
Maida VanDuser	Psychology	M.A.	Mid-America Christian University
Amanda Orso	Sociology	M.A.	Mid-America Christian University
RaeLeigh Shockley	Psychology	M.A.	University of Houston

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

The psychology degree program is now its own program and sociology, history, and government are now only emphases for the social science degree programs. The effect of this upon the program, if any, should be evaluated over the next few academic years.

Since the last degree program evaluation there have been significant changes in faculty. Two full-time faculty (one Sociology and one Psychology) have retired or resigned. As a result, a

significant number of courses have been staffed by adjuncts. A determination of the long-term impact is still pending. The goal of this division over the past year has been to ensure the credentials of all adjuncts are not just the minimum to teach at this level, but to require at the very least that all instructors have a Masters degree in their subject.

This degree program is currently using updated promotional literature with the help of the SSC Public Relations Office to actively recruit more students to the program.