

**SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN SOCIAL SCIENCES (215)**

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 Social 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 Social Sciences

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.

2. Quality Indicators

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

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	88.00%	100.00%	12.00%
General Education Outcome 2	50.00%	81.00%	31.00%
General Education Outcome 3	71.00%	100.00%	29.00%
General Education Outcome 4	31.00%	59.00%	28.00%
Specific Outcomes for AS Social Sciences	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	37.00%	68.00%	31.00%
Degree Program Outcome 4	37.00%	68.00%	31.00%

Other Data Indicating Quality Relevant to Degree Program Major Field

Student Feedback on Instruction: The average response for the Social Science classes was a 4.1 with overall averages as high as 4.9. Due to the wide range of courses taught and the fact that so many are General Education courses that students must complete the averages were encouraging. There were also a fair number of adjuncts employed to teach these courses and some of them, no longer employed, were not as exceptional as others and brought down the overall positive responses of many full time faculty. The overall averages fell within the categories of “usually applies” and “almost always applies”.

Graduate Exit Survey: No relevant current data available.

Collegiate Assessment of Academic Proficiency (CAAP) Test: Three categories in the CAAP Test relate directly to the Social Science degree program requirements. In the categories of Reading, Writing, and Critical Thinking, SSC students are slightly below the national mean in these areas but are well within our short term thresholds.

Community College Survey of Student Engagement: The CCSSE survey provides SSC faculty with affirmation of what successful strategies they need to maintain in regards to many important benchmarks. The survey showed the greatest success in the area of Student-Faculty Interaction with SSC at 54.2 which was only 4.1 difference with Top Performing colleges nationally and well above other cohort colleges. Social Science faculty are accessible to students by maintaining office hours and communicating with their students online as well as face to face. These connections are also fostered and enriched by the faculty as advisers of student organizations and as faculty mentors.

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	-	1
	Fall	17	2
	Spring	16	3
Total Graduates			6

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

Majors Enrolled (25 per year): No

Degree Conferred (5 per year): Yes

Comments/Analysis: The data shows slight trending upward, while these are not large numbers, they hopefully point to a trend that we can build upon in various ways with an additional year or two of tracking and modifications. One of the most recent modifications was to our Freshman Seminar course. Many changes in this course we believe will positively impact enrollment and graduation numbers. For example, each student is required to complete a Degree Plan and meet with an assigned mentor to ask questions along the way and to tentatively formalize a Degree Plan worksheet. The ongoing mentoring for these majors through Freshman Seminar will allow for monitoring student progress and hopefully success in completing the program.

Low Productivity Justification: The data for degrees conferred and enrollment are trending upward, while these are not large numbers, they hopefully point to a trend that we can build upon in various ways with an additional year or two of tracking and modifications. One of the most recent modifications was to our Freshman Seminar course. Many changes in this course we believe will positively impact enrollment and graduation numbers. For example, each student is required to complete a Degree Plan and meet with an assigned mentor to ask questions along the way and to tentatively formalize a Degree Plan worksheet. The ongoing mentoring for these majors through Freshman Seminar will allow for monitoring student progress and hopefully success in completing the program.

Ongoing changes are also being made to provide each student with a more specific Degree Plan as well as providing incoming freshman and others, information about each degree as well as the importance of declaring a major and continuing on to graduation. These changes will not only aid the students, but help faculty, counselors, and administrators better track students within their respective degrees. Often times, history and political science majors are more proportionally in General Studies when they actually belong in Social Science. This is not as a result of a failure in one areas part, but instead as a result of students who think it really doesn't matter or just don't know the difference between General Studies and Social Science. With an additional year or two, we can actually track the numbers to see if these modifications have resulted in any increases of graduates in AA Social Science.

The Social Science Faculty would also like to create an 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, provided to schools within our service area, distributed at various events, like the Interscholastic Meet, as well as being made available online.

If budget restraints lessen, the hiring of a full-time Political Science instructor would allow for the opportunity of increasing the course offerings in Political Science, beyond the basic GOV 1113 course. If

this was possible, then more history classes could also be offered, which might have a positive impact on encouraging more students to declare Social Science as a major and possibly graduate with an AA in Social Science.

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
ANTH	1113	General Anthropology	1	12	12	36
ANTH	1203	Native Peoples of North America	1	10	10	30
ANTH	2123	Multiculturalism Through Film	1	15	15	45
BA	2253	Business Statistics	3	37	12	111
GEOG	1123	World Regional Geography	2	43	22	129
GOV	1023	Modern Political Systems	-	-	-	-
GOV	1303	State and Local Government	-	-	-	-
GOV	2013	Introduction to International Relations	-	-	-	-
GOV	2303	Special Projects in Government	-	-	-	-
GOV	2403	American Political Parties	-	-	-	-
HIST	1223	History of Native Americans	-	-	-	-
HIST	1243	History of Native Americans 1891 to Present	-	-	-	-
HIST	1483	American History Survey to 1877	7	144	21	432
HIST	1493	American History Survey since 1877	25	568	23	1704
HIST	1603	Oklahoma History	-	-	-	-
HIST	2113	The American West	1	3	3	18
HIST	2203	Native American History and Policy	-	-	-	-
HIST	2223	Western Civilization to 1660	10	58	6	174
HIST	2233	Modern Western Civilization	13	65	5	195
HIST	2300	Special Studies in History	1	1	1	1
HIST	2323	Social Science Issues as Perceived Through	1	5	5	15
PSY	1113	General Psychology	22	444	20	1332
PSY	2023	Developmental Psychology	6	132	22	264
SOC	1113	Introduction to Sociology	19	316	17	948
SOC	2123	Social Problems	1	13	13	39
SOC	2143	Marriage and Family	2	57	29	171

Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2012-13	4611	1033

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
GOV	1113	American National Government	2055
HIST	1483	American History Survey to 1877	432
HIST	1493	American History Survey since 1877	1704
HUM	2123	Multiculturalism Through Film	54
HUM	2223	Western Civilization to 1660	408
HUM	2233	Modern Western Civilization	630
HUM	2323	Social Science Issues Through Movies	12
HUM	2333	Leadership/Dev. Through the Classics	69
PHIL	1113	Introduction to Philosophy	-

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Marta Osby	History	MA in History	University of Central Oklahoma
Dr. Steve Bolin	History	PhD in History	Oklahoma State University
Jeffrey Christiansen	Political Science/History	MA in PSC	University of Montana
Mona Ridley	Psychology	MA in Psychology	University of Oklahoma
Tracy Jacomo	Sociology	MS	East Central University
Christal Stevenson	Psychology	MS	Cameron University
Kendall Rogers	Behavioral Science	M.HR	University of Oklahoma
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)			
Larry Floyd	History	MA	University of Central Oklahoma
Pam Koenig	History/Anthropology	MA	Oklahoma State University
Mary Vick	History	Ph.D.	Oklahoma State University

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

Faculty recruitment and promotion of program and courses offered. Create a pamphlet or fact sheet for the Social Science program. Hire full time Political Science professor which will allow for increase of course offerings in Political Science as well as History courses taught by full-time faculty members. Encourage college to promote all programs to public through a “View book” and through printed as well as online schedules, catalogs, and informational materials.