

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

**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 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 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	10%	55%	45%
General Education Outcome 2	40%	74%	34%
General Education Outcome 3	36%	73%	36%
General Education Outcome 4	25%	45%	20%
Specific Outcomes for AS Social Sciences	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	40%	71%	31%
Degree Program Outcome 4	38%	70%	32%

### 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	10	100%	17	100%	17	100%
	Black	2	20%	3	18%	2	12%
	Indian	4	40%	3	18%	5	29%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	0	0%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	4	40%	11	64%	10	59%
	Undeclared	0	0%	0	0%	0	0%

#### Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2016	Fall 2016	Spring 2017
2016-17	Male	5	6	10
	Female	5	11	7

#### 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 suppose to result in the faculty being able to identify student behavior that is suppose 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 or not this leads to student success will be determined.

### 3. Minimum Productivity Indicators

#### Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2016-17	Summer 2016	10	0
	Fall 2016	17	1
	Spring 2017	17	1

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

Majors Enrolled (25 per year): Yes

Degree Conferred (5 per year): No

Comments/Analysis:

The Social Sciences Division has been in a transition period with the changing of the chair position three times within a two to three year period. Unfortunately, this has resulted in the lack of stability as each chair adjusts and learns the responsibilities and duties of the position. I believe if a stable leadership can be maintained over the next couple of years the focus of the division and the various degree programs can improve. As a historian, and chair I have a vested interest in improving the number of students declaring Social Sciences as a major and graduating from the program. We have begun efforts to educate incoming students regarding the career and employment opportunities with such a degree.

Low Productivity Justification:

Recent efforts by the college to graduate more students may have resulted in more students to seek the basic Liberal Studies degree program as a major. This seems to be backed up by the number of students declaring this major as well as graduation rates for this major. Although the college has been focusing on getting students to select a specific major and not simply focus on completing their basic general education requirements many students simply opt for the Liberal Studies degree so that they can graduate sooner rather than later.

**4. Other Quantitative Measures**

<b>Number of Sections Taught and Enrollment for Each Course in Major Field of Degree Program</b>						
<b>Prefix</b>	<b>Number</b>	<b>Major Field Course Title</b>	<b>Number of Sections</b>	<b>Total Students</b>	<b>Ave. Class Size</b>	<b>Total Credit Hours Generated</b>
ANTH	1113	General Anthropology	1	9	9	27
ANTH	1203	Native People of North America (not offered this period)				
GEOG	1123	World Regional Geography	2	39	20	117
GOV	1303	State and Local Government (not offered this period)				
HIST	1223	History of Native Americans to 1890 (not offered this period)				
HIST	1243	History of Native Americans since 1890 (not offered this period)				
HIST	1483	American History Survey to 1877	4	89	22	267
HIST	1493	American History Survey since 1877	17	470	28	1410
PSY	1113	General Psychology	10	397	40	1191
SOC	1113	Introduction to Sociology	9	187	21	561
ANTH	2103	American Multiculturalism through Film (not offered this period)				
GOV	2013	Introduction to International Relations (not offered this period)				
GOV	2303	Special Projects in Government (not offered this period)				
HIST	2113	The American West (not offered this period)				
HIST	2203	Native American History and Policy (not offered this period)				
HIST	2223	Western Civilization to 1660	7	58	8	174
HIST	2233	Modern Western Civilization	6	60	10	180
HIST	2300	Special Projects in History (not offered this period)				
HIST	2323	Social Science Issues as Perceived Through Movies	2	36	18	108
MATH	2153	Elementary Statistics	1	13	13	39
PSY	2023	Developmental Psychology	5	128	26	384
SOC	2033	Sociology of Religion	1	18	18	54
SOC	2043	Human Sexuality (not offered this period)				
SOC	2053	Social Psychology	2	25	13	75
SOC	2123	Special Problems	1	9	9	27
SOC	2143	Marriage and Family (not offered this period)				
SOC	2153	Crime, Delinquency and Social Science Issues through Film	2	13	7	39
SOC	2303	Special Projects in Sociology	1	2	2	6

**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	3573	1086

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
GEOG	1123	World Regional Geography	117
GOV	1113	American National Government	1950
HIST	1483	American History Survey to 1877	267
HIST	1493	American History Survey since 1877	1410
HIST	2223	Western Civilization to 1660	174
HIST	2233	Modern Western Civilization	180
PSY	1113	Introduction to Psychology	1191
SOC	1113	Introduction to Sociology	561

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

Name	Teaching Area	Highest Degree	Institution
Steve Bolin	History	Ph.D.	Oklahoma State University
Jeffrey Christiansen	Government & History	M.A.	University of Montana
Steve Hendrix	Government	M.P.A.	University of Oklahoma
Marta Osby	History	M.A.	University of Central Oklahoma
Kendall Rogers	Behavioral Science	M.HR	University of Oklahoma
Christal Stevenson	Psychology	M.S.	Cameron University
Sam Rivera	Criminal Justice	M.S.CJ	University of Oklahoma

<b>Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)</b>			
<b>Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)</b>			
Stephanie Heald	Geography	Ph.D.	Oklahoma State University
Paul Smith	Government	J.D.	University of Tulsa
Pam Koenig	History/Anthropology	M.A.	Oklahoma State University
Brienne Parker	Government	M.A.	University of Oklahoma
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.

There has been a concerted and focused effort by members of the Social Sciences Division to dramatically increase the number of students declaring social sciences as a major by improving the variety and number of courses we offer as part of our degree. We continue to want to encourage greater student interest in our major and in particular the history, government, and sociology emphases. We are also striving to increase retention of students who have declared this major. The faculty continue to offer courses in a variety of different formats, locations, and times to accommodate our students as well. The faculty are actively involved in serving the students as faculty advisors of various student organizations, which also allows for discussions outside of the classroom about declared majors. In addition, faculty continue to help students declare majors whether in Social Science or any other through their work as faculty advisors, as instructors in the current Freshman Seminars and PASS courses as well as the soon to begin Student Success courses. Our instructors also serve as advisors to students in Freshman Seminar and PASS classes and will continue to do the same in the Student Success classes. Our faculty will continue to find creative ways to engage their students and encourage more students to declare this major and graduate.

The Social Science degree has been modified and now only includes a history/government emphasis and a sociology emphasis.

Another effort to improve the Social Science Degree Program is the chair's effort to only hire instructors who have at the very least a masters degree in the subject matter they are teaching.

We have updated much of the advertisement for the degrees offered in the division. We have actively participated in recruitment efforts over the past several months making presentations to Freshman Seminars, grant programs such as GEAR UP in which we were able to talk with high school students and their parents about the opportunities and careers possible with a Social Sciences degree.