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

Program Review Summary

October 1, 2019

Introduction

The mission of Seminole State College is to empower people for academic success, personal development, and lifelong learning. To that end, the College offers degree/ certificate programs, including the Associate of Arts for Social Sciences. In accordance with requirements set forth by the Oklahoma State Regents for Higher Education, the College conducts a thorough review of this degree program every five years. The Social Sciences Division presents here the results of its self-review of the Associate of Arts for Social Sciences.

Assessment of this transfer degree program employed a number of direct and indirect indicators. The focus of this process was to evaluate degree program productivity and the achievement of specific degree program and general education outcomes by students. Based on the information presented here, the academic division makes recommendations regarding the degree program.

In the Social Sciences Program the course curriculum fulfills the intent of the Seminole State College's Mission Statement as well as the Social Sciences Degree Program Outcomes. In all the degree program courses, students are instructed in college level communication skills, writing skills, scientific method, and academic research methods. Additionally, the program encourages the celebration of diversity and global issues, which is one of SSC's C.O.R.E. values (Compassion, Opportunity, Respect, and Excellence). Indeed, several classes offered as part of the Social Science Program address this specifically—including *Multiculturalism Through Film*, *World Regional Geography*, and *Social Science Issues as Perceived Through Film*, just to name a few.

The employment opportunities available to Social Science majors typically require critical thinking skills, the ability to communicate on paper, and a general historical knowledge. Each student in the Social Science program is required to develop and improve these skills through the use of content-enhancing writing assignments and critical thinking exercises in most of the program's course offerings.

Faculty mentors and advisors help students address degree or career plans, by discussing possible educational plans as well as inviting special speakers who work in Social Sciences fields to discuss possible career plans. This aids in the College's mission of training students for career and other educational opportunities, and makes available resources and services designed to benefit students and the community at large.

3.7.5 Process (Internal/External Review): Self-review by academic division

A. Centrality of the Program to the Institution's Mission:

1) **Empowers people for academic success** by providing students with educational experiences that provide not only a solid foundation of core courses within the major, but also a basic general education foundation. This foundation forms the core for all associate degrees and forms a bridge between all educational endeavors of Seminole State College, whether they are terminal programs, transfer programs, or life-long learning.

2) **Empowers people for personal development** by providing courses that are designed to broaden students' exposure to commonly recognized areas of knowledge, to introduce them to diverse subject areas that will enable them to make informed choices in today's society, and to equip them with essential and useful skills to prepare them for meaningful careers.

3) **Empowers people for life-long learning** by providing a variety of courses that vary in content and have the purpose of broadening students' perspectives towards human life and cultural diversity.

According to the 2019 U.S. Bureau of Labor Statistics, many of the most common career choices for Social Science majors will experience a 7% growth rate over the next ten years or approximately 98,000 new jobs with a median pay of $66,070 nationwide which is significantly higher than the median pay of $38,640 for all occupations. The Social Science programs at Seminole State College prepare students either to enter workforce in many of these fields, or to continue the pursuit of Bachelor and graduate degrees at 4-year colleges and universities.

From the time students at SSC begin their first freshman semester, they are encouraged to have a plan for the completion of their program here and for eventual transfer to a 4-year school. The encouragement of students to continue learning after leaving SSC is not, however, limited solely to the completion of subsequent degrees. Rather, the goal of creating life-long learners is a big part of the Social Science curriculum, which is in keeping with the stated mission of Seminole State College.

B. Vitality of the Program:
> **B.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.

B.2 Quality Indicators (including Higher Learning Commission issues):

Assessment of the Social Sciences program derives from a culmination of direct and indirect evaluation indicators, including primary direct indicators, such as Course-Embedded Assessment and ETS Proficiency Profile Test. These evaluation indicators provide evidence for the quality indicators of student learning outcomes, effective teaching and effective learning environments.

Table 1. Combined Course Embedded Assessment Results For Fall 2018 through Spring 2019 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	37%	64%	27%
General Education Outcome 2	39%	58%	19%
General Education Outcome 3	37%	65%	29%
General Education Outcome 4	40%	67%	27%
Specific Outcomes for Social Sciences	**Pre-Test % Correct**	**Post-Test % Correct**	**Difference**
Degree Program Outcome 3	49%	76%	27%
Degree Program Outcome 4	45%	73%	28%

Course Embedded Assessment for Social Sciences:
Results from the CEA for the year shown above in Table 1 were down compared to the 2017-2018 year, which had outstanding results compared to previous years. The cause for this decline could be the result of changes in personnel, but that is just a guess. The Social Sciences Division standard for years has been set at 60% minimum for post-tests. The Assessment Committee adopted a campus-wide standard in 2018 of 60% minimum for post-tests or 30% growth range from the pre-test scores to the post-test scores. Based upon this standard only one category for 2018-2019 was below 60% and 30% growth that was General Education Outcome 2

Student Learning Outcomes Quality Indicator:
In each year assessed, Social Science professors created pre- and post-test assessments in order to track students learning in their courses, as well as meet the educational outcomes of understanding scientific principles and functioning in society.

Effective Teaching Quality Indicator:
Each professor has several years of experience and attempts to improve their assessment results from year to year by updating teaching techniques, lectures, PowerPoints and technology in the classroom.

Effective Learning Environment Quality Indicator:
Additionally, the professors created more effective learning environments by including a variety of teaching styles and media to address Social Sciences principles and perspectives; thus, these professors believe they were able to teach to the auditory, visual and kinesthetic learners in order to give each student an opportunity to learn the outcome objectives. Furthermore, professors feel that students benefitted from in-class assignments, class lecture, PowerPoint presentations, classroom demonstrations and activities, videos, and test reviews which helped
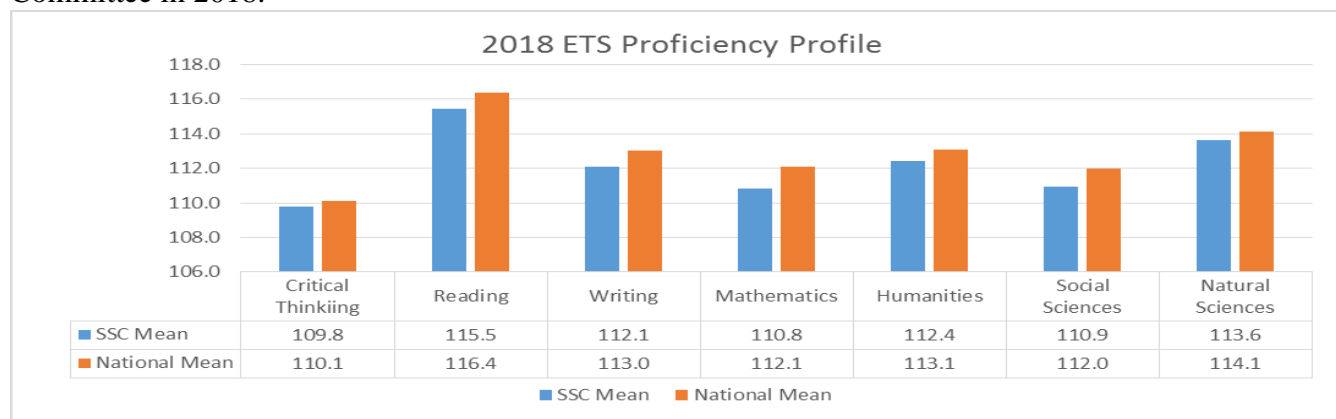
clarify principles and encourage critical thinking.

ETS Proficiency Test:
The ETS 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. Approximately 200 students take this test in the fall semester. This test provides information for both Seminole State College students and the national database.

Effecting Teaching and Effective Learning Environment Quality Indicators:
SSC students are performing slightly below the national mean in all areas tested. For the Social Sciences program the results from the Critical Thinking, Reading, Writing, and Social Sciences exams show that our students are just below the national mean by 1.1 point. This comes within the minimum acceptable threshold of no more than 2.0 points established by the Assessment of Student Learning Committee in 2018.

2018 ETS Proficiency Profile

	Critical Thinkiing	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
SSC Mean	109.8	115.5	112.1	110.8	112.4	110.9	113.6
National Mean	110.1	116.4	113.0	112.1	113.1	112.0	114.1

B.3. Minimum Productivity Indicators:
The following table provides data for the Social Sciences Degree Program. Report Date May, 2017

Table 2. Social Sciences Declared Majors and Graduates

Academic Year	Semester	Declared Majors	Graduates
2014 - 2015	Summer 2014	14	3
	Fall 2014	76	7
	Spring 2015	75	17
2015 - 2016	Summer 2015	17	4
	Fall 2015	71	3
	Spring 2016	79	17
2016-2017	Summer 2016	22	4
	Fall 2016	77	3
	Spring 2017	62	17
2017-2018	Summer 2017	12	1
	Fall 2017	62	2
	Spring 2018	63	8
2018-2019	Summer 2018	11	3
	Fall 2018	27	3
	Spring 2019	25	1

In Table 2, the results show that over the last 5 years the Social Sciences program averaged 139 students each year. During the same period 93 students graduated from the program or an average of 18.6 students

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successfully completing the program annually. Beginning in spring 2017 the number of students declaring this major started to decline and has remained below levels from the previous three academic years. Graduation rates for this major have dropped by half beginning in the 2017-2018 academic year and again in 2018-2019. This may be the result of reformulating Social Sciences degree programs in 2016 and discontinuing the Behavior Sciences degree programs, which the 2014-2015 figures reflect.

This data shows a significant decline in the Social Sciences Degree Program in the last two years. Part of this decline may be related to the lower overall enrollment of the college during the same period.

B.4. Other Quantitative Measures:

a. Number of courses taught for the major program for each of the last five years and the size of classes:

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
GOV	1303	State and Local Government	2	8	8	24
HIST	1223	History of Native Americans to 1890 (not offered this period)	0	0	0	0
HIST	1243	History of Native Americans since 1890(not offered this period)	0	0	0	0
HIST	1483	American History Survey to 1877	27	599	113	1797
HIST	1493	American History Survey since 1877	101	2187	116	6561
SOC	1113	Introduction to Sociology	57	1073	98	3219
GOV	2013	Introduction to International Relations	1	2	4	6
HIST	2113	The American West	1	11	11	33
HIST	2203	Native American History and Policy (not offered this period)	0	0	0	0
HIST	2223	Western Civilization to 1660	29	308	59	924
HIST	2233	Modern Western Civilization	37	474	77	1422
HIST	2323	Social Science Issues as Perceived Through Movies	5	44	26	132
SOC	2033	Sociology of Religion	4	52	52	156
SOC	2043	Human Sexuality	3	41	41	117
SOC	2053	Social Psychology	11	140	68	360
SOC	2123	Special Problems	6	99	83	297
SOC	2143	Marriage and Family	4	81	81	243
S0C	2153	Crime, Delinquency and Social Science Issues through Film	7	56	47	168

b. Student credit hours by level generated in all major courses that make up the degree program for five years: 23,277 total credit hours in major during review period.

Table 4. Credit Hours Generated in Major Field Courses By Level

Academic Year	1000 Level Credit Hours Generated	2000 Level Credit Hours Generated
2018-19	2058	1050
2016-17	2211	1020
2015-16	2238	657
2014-15	2640	537
2013-14	2454	594
Totals	11601	3858

Note: Table 4 shows the credit hours generated by all the major courses of the degree program for the given academic years. The hours do not represent the number of student credit hours generated only by those students declaring Psychology as their major.

c. Direct instructional costs for the program for the review period:

Seminole State College tracks expenditures at the Division level, not according to Degree Programs. Below are the total expenditures for the Social Sciences Division for each year within the review period.

Instructional Cost (Estimate):
No direct data was available that could be used to determine the exact amount of the instructional cost for the Psychology degree program. The annual SSC budget report provided the total expenditures for the Social Science department as shown in Table 5. The annual department budget contains the instructional costs for division degree programs such as Social Sciences.

Table 5

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Instructional Cost	$811,301.05	816,489.04	702,734.22	$577,983	$577,983	$551,074

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

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
HIST	1483	American History Survey to 1877	1797
HIST	1493	American History Survey since 1877	6561

HIST	2223	Western Civilization to 1660	924	
HIST	2233	Modern Western Civilization	1262	
SOC	1113	Introduction to Psychology	6729	
PSY	1113	Introduction to Sociology	3342	

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

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
Marta Osby	History	M.A.	University of Central Oklahoma
Christal Stevenson	Psychology	M.S.	Cameron University
Sam Rivera	Criminal Justice	M.S.CJ	University of Oklahoma
Current Adjunct Faculty Teaching Major Courses in Degree Program **(Instructors with ** beside their name teach only zero-level classes)**			
Kendall Rogers	Behavioral Science	M.HR	University of Oklahoma
Stephanie Heald	Geography	Ph.D.	Oklahoma State University
Pam Koenig	History/Anthropology	M.A.	Oklahoma State University
Jennifer Cheatham	Psychology	M.S.	East Central University

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Information not available at this time.

g. If available, information about the success of students from this program who have transferred to another institution:

The information available only tracks former SSC students (not by degree program). From 2014 to spring 2017 data was collected from East Central, University of Oklahoma, and University of Central Oklahoma. During these three years 1,812 SSC students enrolled at these colleges. The average course completion rate for these students was 89%. The number of former SSC students awarded Bachelor's Degrees totaled 341. Starting in 2018 student transfer information included Oklahoma State University. Data from the four transfer institutions showed that 902 former SSC students were enrolled, with a 91.5% course completion rate, and 294 former SSC students earned a Bachelor's degree. This is excellent information showing that a significant number of our students continue their education, experience classroom success, and finish their undergraduate career with a degree.

B.6. Effective Use of Resources:

Social Science takes advantage of numerous campus resources here at SSC. Faculty and specific Social Science courses regularly require students to take advantage of research materials and resources available through the college.

SSC Social Sciences students have access to the David L. Boren Learning Resource Center for research, computer use, and various other needs. Students can use the facility on campus or electronically through online research links. The Resource Center provides services such as; interlibrary loan, copy services, and EBSCO database search. The library portion of the resource center provides rather limited opportunities for students to check out and use books, reference books, periodicals, and journals. The online research links connect students to avenues of research including millions of articles from various disciplines.

Social Sciences faculty utilize technology by delivering courses via ZOOM, blended, and online formats. These courses reach students in high schools in our service area. Through the use of our LMS, Brightspace, as well as SmartBoard projection units and wireless technology across campus faculty are able to deliver course material using the most up to date technology available.

Tutoring services are primarily available through the Student Success Center, Student Support Services, and the writing labs. Social Sciences students can also utilize any of the computer labs on campus and most find the writing labs beneficial in completing the research knowledge aspect of the course outcomes. Students may also use computers available in the Student Services building, the library, and Tanner building and as of fall 2019 the new computer lab in the Milt Philips Social Sciences Building.

Social Sciences faculty support students by teaching and providing curricula support. To remain current in their fields and to better service their students, faculty attend workshops, training, conferences, and seminars.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Monitor number of declared majors in program in order to keep track of current majors and recruit non-declared majors. This is recommended in order to increase the number of declared majors for the program by 2.5% for the next two academic years. (Roughly 3 to 4 more students each academic year.)	Each semester for the next two academic years get list of students who declare major. Actively recruit students known not to currently be Social Sciences majors. Keep list in division office and work with office manager to keep updated on a semester basis. Take advantage of the college's student assistance and advising services.	Review data collected for the 2020-2021 and 2021-2022 academic years to determine if efforts increased declared majors by 2.5% for each year. Plot results in Degree Program Evaluations for next two academic years. This will double the graduation rate for 2018-2019.
Track the progress of student majors toward the complete of degree. Majors should be advised by program faculty members and degree program mentor. This is recommended in order to increase in the number of majors graduating from the program over the next two years. The last two academic years the graduation rates for this degree drop by approximately 50% each year.	Maintain list of program majors so that program faculty know who they are. Using campus communication contact majors to advise and remind students of program requirements and course availability for enrollment. Keep list in division office and work with office manager to keep updated each semester.	Review graduation and retention rates over the next two academic years (2020-2021 and 2021-2022) to determine if efforts are effective. Plot results in Degree Program Evaluations for next two academic years. 2020-2021 goal 12 graduates. 2021-2022 goal 15 graduates.
Hire a second full-time Political Science Instructor and a full-time Sociology Instructor.	Continue to request additional personnel at Division Chair meetings.	Fall 2021.

Department/
Program Head_____ Date_____

                (Signature)

Dean_____ Date_____

                (Signature)