

SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN HEALTH, PHYSICAL EDUCATION AND RECREATION(206)
Program Review Executive Summary

Date of Review: October 2016

Recommended Date of Next Review: October 2021

The Associate in Science in Health, Physical Education and Recreation (HPER) is central to the Seminole State College mission in the following ways:

Empowers people for academic success by preparing students for a range of careers involving sports administration, physical education and recreation while at the same time improving critical thinking skills necessary for success in all studies. **Empowers people for personal development** by training students to set and achieve educational goals by developing responsibility, organizational skills, and academic skills. The program places students in appropriate college level courses, allowing students the opportunity to progress through the curriculum to achieve success. **Empowers people for life-long learning** by providing a variety of courses that vary in content and have the purpose of broadening a student's appreciation of and creating a desire for continued learning once they have completed their education at SSC.

Program Objectives and Goals: Outcomes specific to the Associate in Science in HPER (206)

Outcome 3: Demonstrate knowledge of current issues and historical context in regard to the fields of health and/or sports administration and/or physical education.

Outcome 4: Demonstrate preparation for further study of sport and physical education in specific areas of expertise.

Quality Indicators

- Students increased knowledge of general education outcomes by an average of 21% over the review period in a comparison of pre-test and post-test data.
- Students increased knowledge of the HPER specific outcomes by an average of 22% over the review period in a comparison of pre-test and post-test data.
- Instructors utilize current instructional technologies as well as hands on learning to effectively teach course outcomes and learning objectives.
- SSC is committed to creating effective learning environments with technology, increased tutoring and other academic support, and the development of a variety of delivery methods such as blended and online courses.

Productivity for Most Recent 5 Years

- Number of degrees: 10 per year
- Number of majors: 40 per year

Other Quantitative Measures	<ul style="list-style-type: none"> • Number of major courses: 11 • Direct instructional cost annual average: \$456,083 • Credit hours generated by major field courses annual average: 3,460
Duplication and Demand	<ul style="list-style-type: none"> • The only near duplications in our five-county service area are two private schools that are cost prohibitive to many students. • Consistent numbers of declared majors and graduates over the review period suggest demand for the degree program.
Effective Use of Resources	<ul style="list-style-type: none"> • The Business and Education division which administers the HPER degree program maximizes productivity using the available physical, technical, financial and personnel resources.
Strengths and Weaknesses	<p>Strengths: Faculty members are experienced motivated, qualified, and caring. Additionally, many HPER instructors are coaches, a position that forces them to be up to date in their field. HPER degree program courses utilize instructional technologies like video conferencing and the web-based learning management system Brightspace. As is the case with most SSC classes, HPER degree program courses have small class sizes allowing for individual student/instructor interaction.</p> <p>Weaknesses: Until two years ago the HPER degree program was administered by the HPER academic division which had its own budget, division chair, and part-time division secretary. Due to budget cuts the HPER academic division was dissolved forcing the HPER degree program to share resources with the other degree programs in Business and Education division. Scheduling HPER activity courses like Yoga is a challenge due to lack of appropriate instructional space. Aquatics classes have been affected by consistent failure of the pool's heating system.</p>
Recommendations	<ul style="list-style-type: none"> • Expand the program by 10% or about four students annually. • Increase the roll of the Degree Program Mentor in recruiting students to the HPER degree program and educating both students and faculty about the benefits and requirements of the HPER degree program. • Utilize general education requirement Wellness and Human Development to recruit students into the HPER degree program.