

SEMINOLE STATE COLLEGE
ASSOCIATE IN SCIENCE IN HEALTH, PHYSICAL EDUCATION & RECREATION (206)

2017-18 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 of Science in Health, Physical Education & Rec. 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 of Science in Health, Physical Education & Recreation

- 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.

2. Quality Indicators

**Combined Course Embedded Assessment Results For 2017-18
for Major Field Courses in Degree Program**

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1			
General Education Outcome 2	37%	59%	23%
General Education Outcome 3	41%	70%	29%
General Education Outcome 4	57%	79%	22%
Specific Outcomes for AS Health, Phys. Ed. and Recreation	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	46%	70%	24%
Degree Program Outcome 4	42%	71%	29%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2017		Fall 2017		Spring 2018	
		Count	%	Count	%	Count	%
2017-18	Total Students	8	100%	39	100%	29	100%
	Black	1	13%	8	21%	6	21%
	Indian	2	25%	12	31%	5	17%
	Asian	0	0%	0	0%	0	0%
	Hispanic	2	25%	2	5%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	3	37%	13	33%	11	38%
	Undeclared	0	0%	4	10%	7	24%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2017	Fall 2017	Spring 2018
2017-18	Male	3	26	19
	Female	5	13	10

Student Feedback on Instruction: The average response scores from the Student Feedback on Instruction ranged from 4.15 to 4.68 for the rated scale questions. Therefore, all of the averaged responses fell between “usually applies” and “almost always applies” with those responses describing desired attributes or behaviors.

Graduate Exit Survey: Overall, students rated their academic experience favorably with 70.6% of the students rating “quality of teaching in your major field of study” as excellent or above average. More than 77% of students rated “faculty concern for student well-being” and 80% “faculty commitment to student success and learning” as excellent or above average.

Collegiate Assessment of Academic Proficiency (CAAP) Test: SSC students scored within .5 points (+ or -) of the national mean in all categories. Specifically, on the Science portion SSC students scored .1 below the national mean and .5 below the national mean on the Mathematics portion of the CAAP test.

The Writing Skills category results were .1 points below the national mean.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2017-18	Summer 2017	8	0
	Fall 2017	39	1
	Spring 2018	29	2

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: A graduation rate of just 7.7% (3 graduates/39 declared majors) is low. The HPER degree program mentor, Business and Education division chair, and Head of Advising should meet to discuss strategies for improving the graduation rate.

Low Productivity Justification: Many if not most of HPER majors are student athletes. When a transfer opportunity is offered, often student athletes leave before finishing their degree or are switched to a Liberal Studies major to meet graduation requirements. As a result, the percent of degrees conferred is lower than other majors on campus. That said, 7.7% is much too low to excuse away, this needs to be addressed.

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
HPER	1012	Wellness/Human Development	16	466	30	932
HPER	1953	Intro Health, Physical Ed. & Recreation	2	27	14	81
PSY	1113	General Psychology	13	382	29	1146
HPER	2222	First Aid-CPR	1	17	17	34
HPER	2223	Care and Prevention of Athletic Injuries	3	56	19	168
HPER	2413	Applied Anatomy	1	12	12	36

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
2017-18	2159	238

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?
2017-18	\$419,648	HPER Program

*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
HPER	1012	Wellness/Human Development	932

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Amber Flores	HPER	M.Ed.	Oklahoma University
Mack Chambers	HPER	BS	Northeastern State University
Rita Schell	HPER	M.Ed.	University of Central Oklahoma

Current Full-Time Faculty From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Jason Cook	BIO	B.S.	Oklahoma University
Noble Jobe	HPER	Ph.D.	Oklahoma State University
Christal Knowles	PSY	M.A.	Cameron University
Kendall Rogers	PSY	M.H.R.	University of Oklahoma
Current Adjunct Faculty Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
James McSweeney	HPER	M.S.	Barry University
Maida VanDuser	PSY	M.A.	Mid-America Christian University

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

A graduation rate of 7.7% (3 graduates/39 declared majors) is low. The HPER degree program mentor, Business and Education division chair, Head of Advising, and VPAA should meet to discuss strategies for improving the graduation rate.

It is recommended that a full time faculty member be hired to teach a full load of HPER courses, coordinate the program, recruit and advise students in the degree program.

In fall 2018 the online version of HPER 1012 Wellness and Human Development was submitted to Quality Matters for peer review and it awaiting approval. This is will bring some much-needed updates and standardization to the course.

A course rotation schedule was considered and ultimately not adopted when research revealed that demand dictates HPER major field electives be offered every semester.