

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

**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 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 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	45%	72%	27%
General Education Outcome 2	55%	73%	18%
General Education Outcome 3	57%	69%	12%
General Education Outcome 4	59%	74%	15%
Specific Outcomes for AS Health, Phys. Ed. and Recreation	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	50%	66%	16%
Degree Program Outcome 4	53%	71%	18%

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	9	100%	48	100%	33	100%
	Black	1	11%	10	21%	6	18%
	Indian	1	11%	13	27%	8	24%
	Asian	0	0%	0	0%	0	0%
	Hispanic	3	33%	4	8%	5	15%
	Hawaiian/Pacific Islander	0	8%	0	0%	0	0%
	White	4	45%	21	44%	13	40%
	Undeclared	0	0%	0	0%	1	3%

### Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2016	Fall 2016	Spring 2017
2016-17	Male	9	28	19
	Female	0	20	14

#### Student Feedback on Instruction:

The average response scores from the Student Feedback on Instruction ranged from 4.24 to 4.73 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 83% of the students rating “quality of teaching in your major field of study” as excellent or above average. More than 79% 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 1.2 points (+ or

-) of the national mean in all categories. Specifically, both the Science portion and the Mathematics portion of the CAAP test was 0.1 of a point below the national mean. The Writing Skills category results were 1.2 points above the national mean.

### 3. Minimum Productivity Indicators

#### Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2016-17	Summer 2016	9	1
	Fall 2016	48	0
	Spring 2017	33	5

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

Majors Enrolled (25 per year): Yes

Degree Conferred (5 per year): Yes

Comments/Analysis:

A graduation rate of 12.5% (6 graduates/48 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: N/A

**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	18	450	25	900
HPER	1953	Intro Health, Physical Ed. & Recreation	2	37	19	111
PSY	1113	General Psychology	10	397	40	1191
BIOL	2113	Introduction to Nutrition	2	66	33	198
HPER	2053	Sociology of Sport	2	33	17	99
HPER	2111	Lifesaving Training				
HPER	2132	Officiating Rules and Procedures	1	11	11	33
HPER	2222	First Aid-CPR	1	19	19	38
HPER	2233	Care and Prevention of Athletic Injuries	3	50	17	150
HPER	2262	Theory of Coaching	2	21	11	42
HPER	2413	Applied Anatomy	1	20	20	60
HPER	2301	Special Projects in HPER				
HPER	2302	Special Projects in HPER				
HPER	2303	Special Projects in HPER				

**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	2202	620

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	\$440,230.87	HPER 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 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	900

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

Name	Teaching Area	Highest Degree	Institution
Amber Flores	HPER	M.Ed.	Oklahoma University
Dax Leone	HPER	M.S.	East Central University
Brian Nelson	HPER	B.A.	East Central University
Rita Schell	HPER	M.Ed.	University of Central Oklahoma
RaeLeigh Shockley	HPER, PSY	M.A.	University of Houston-Clear Lake
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 12.5% (6 graduates/48 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.

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

During Fall 2017 the online version of HPER 1012 Wellness and Human Development will be submitted to Quaity Matter for peer review. This is will bring some much-needed updates and standardization to the course.

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