

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

2020-21 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 2020-21 for Major Field Courses in Degree Program

General Education Outcomes	Pre-Test % Correct	Post-Test % Correct	Difference
General Education Outcome 1	47%	74%	28%
General Education Outcome 2	52%	83%	32%
General Education Outcome 3	47%	81%	34%
General Education Outcome 4	57%	76%	19%
Specific Outcomes for AS Health, Phys. Ed. and Recreation	Pre-Test % Correct	Post-Test % Correct	Difference
Degree Program Outcome 3	54%	83%	29%
Degree Program Outcome 4	38%	88%	50%

Other Data Indicating Quality Relevant to Degree Program Major Field

Degree Program Enrollment by Ethnicity

Academic Year	Ethnicity	Summer 2020		Fall 2020		Spring 2021	
		Count	%	Count	%	Count	%
2020-21	Total Students	6	100%	35	100%	24	100%
	Black	0	0%	8	23%	4	17%
	Indian	1	20%	11	31%	8	33%
	Asian	0	0%	0	0%	0	0%
	Hispanic	0	0%	0	0%	0	0%
	Hawaiian/Pacific Islander	0	0%	0	0%	0	0%
	White	5	80%	15	43%	11	46%
	Undeclared	0	0%	1	3%	1	4%

Degree Program Enrollment by Gender

Academic Year	Gender	Summer 2020	Fall 2020	Spring 2021
2020-21	Male	4	21	15
	Female	2	14	9

Student Feedback on Instruction: The average response scores ranged from 4.4 to 4.7 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. The average response score for the rated-scale questions pertaining to all classes was 4.6.

Graduate Exit Survey: In the statistics related to the overall satisfaction with SSC, 74.9% of students rated the overall educational experience as excellent or above average. The students indicated they would again choose SSC if starting over at 79%. Students listed professors consistently as one of the greatest strengths at SSC. Also, students stated a goal of transferring to a four-year institution at 79%.

ETS Proficiency Profile: Seminole State students scored near national means in all seven subject areas. For example, SSC students averaged a score of 115.5 on the Natural Sciences test, which is

1.8 higher than the national mean. SSC students scored higher than the national mean in all other areas, except Social Sciences, when compared to their counterparts with 45+ credit hours at other two-year institutions nationwide. SSC had students whose performances placed them above the national total mean of 437. The SSC total mean was 440.8. SSC awarded Certificates of Achievement to students who scored at or above the national mean. Of the 63 tests administered, 33 students or 54% had scores above the national average.

Course-Embedded Assessment Analysis: Analysis of the data at hand focuses on two primary areas for each outcome: the percentage of increase from pre-test to post-test and the magnitude of the post-test percentage. Percentage improvements range from 19% on Outcome 3 to 29% on Outcome 2. All four of the outcomes showed percentage growth at or above 19%. In 2020-2021, two thousand, one hundred twenty-one online students and 3,366 classroom students participated in the assessments to compare online courses to face-to-face courses. For each outcome, the course assessment difference from online and classroom courses were similar ranging from 14% to 31%, a difference of 17%, for online courses and 15% to 25% for classroom courses, a difference of 10%.

3. Minimum Productivity Indicators

Productivity Indicators

Academic Year	Semester	Declared Majors	Graduates
2020-21	Summer 2020	6	0
	Fall 2020	35	0
	Spring 2021	24	6

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: This degree program meets the minimum OSRHE standards for productivity this year.

Low Productivity Justification:

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	13	324	25	648
HPER	1953	Intro Health, Physical Ed. & Recreation	2	22	11	66
PSY	1113	General Psychology	14	329	24	987
HPER	2222	First Aid-CPR	2	14	7	28
HPER	2233	Care and Prevention of Athletic Injuries	2	32	16	96
HPER	2413	Applied Anatomy	1	10	10	30

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
2020-21	1701	154

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?
2020-21	\$696,191	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	648

Faculty Teaching Major Field Courses in Degree Program

Name	Teaching Area	Highest Degree	Institution
Amber Flores	HPER	M.Ed.	University of Oklahoma
Story-Schell, Rita	HPER	M.Ed.	University of Central Oklahoma

Current Full-Time Faculty/Staff From Other Divisions Teaching Major Courses in Degree Program (Instructors with ** beside their name teach only zero-level classes)			
Kenneth Crawford	HPER	M.Ed.	East Central University
Christal Knowles	PSY	M.A.	Cameron University
Deanna Miles	BIO	M.D.	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.Ed.	Barry University
Jamie Mills	HPER	M.Ed.	East Central University
Elizabeth Nelson	PSY	M.S.	East Central University

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

The number of graduates in the Associate in Science in Health, Physical Education & Recreation is holding steady, but we would like for this program to grow.

It is recommended that a full-time faculty member be hired to teach a full load of HPER courses, coordinate the program, recruit, advise students, and become the Degree Program Mentor for the AS in Health, Physical Education & Recreation degree program.