Annual
Program
Of
Health, Physical
Education, &
Recreation (HPR)
For
2018-19

Prepared by

Brett Gilcrist

November 28, 2018

Table of Contents

1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:
HPR Assessment Data AY 2018
Number of Faculty:
1 full time (Gilcrist)
2 part time (Donerson, Floyd)
Enrollment & Student credit hours by Faculty type:
Full time: 10 total credit hours taught, with 77 total students enrolled
Part time: 24 credit hours taught, 142 total students enrolled
Average Class size:
16.89 students in Face-to-Face classes
13.40 students in online classes
15.64 students across all courses
Completion rates:
94.74% face-to-face
97.01% online
95.43% all courses
Pass ('D' or better) rates:

95.14% face-to-face
86.15% online
92.34% all courses
Pass ('C' or better) rates:
93.75% face-to-face
83.08% online
90.43% all courses
Number of Majors: 1 (0 returned in Fall 2018)
Degrees Awarded: 0

3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

> The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

Since no full-time faculty member had ever been assigned to oversee the program until the end of the 2017 academic year, there is no assessment data available on any courses outside of Wellness Concepts (in Wellness, 70% of all students who completed the course scored a 70% or higher on each of the common assessments for the course – a pre-/post-test, a wellness assessment, and a written reflection). Even for those courses where a master syllabus exists and common assessments have been identified, adjunct instructors failed to provide such assessment information. The program also does not have established program-level outcomes allowing for a clear connection between course, program, and institutional-level outcomes assessment.

Below is the information that Brett Gilcrist, who is now responsible for overseeing HPR, prepared at the end of last year to guide assessment within the program moving forward (outcomes and common assessments already existed for Wellness and PC Health):

Intro to PE

1. Describe the purposes and objectives of physical education.
2. Demonstrate an understanding of the history of Physical Education and how it interrelates with recent changes and current issues in the field
3. Explain the benefits of health lifestyles for the individual, and justify the need for physical fitness education programs in today's society.
4. Develop a personal philosophy of physical education while demonstrating an understanding of its purpose.
5. Demonstrate an understanding of the importance of teaching basic values such as honesty, sportsmanship, empathy for others, and self-respect in physical education.

**Common assessments:

1. Mixed-format test (multiple-choice and short-answer) to assess outcomes 1 and 2
2. Business plan wherein students address outcome 3
3. Minimum two-page personal philosophy to satisfy outcomes 4 and 5

Intro to Sports Management

1. Define sport management and discuss its international significance.
2. Analyze the historical development of the sports industry.
3. Identify and evaluate major challenges and current trends confronting the sport industry.
4. Analyze the significance of amateur sports, professional sports, lifestyle sports and activities as components of the sports industry.
5. Describe the nature and scope of professional opportunities within the field and explain the functions performed by sports managers and sports marketers
6. Demonstrate an understanding of various theories as they apply to management, leadership and organizational behavior.

**Common assessments:

1. Mixed-format test (multiple-choice and short-answer) to assess outcomes 1-3
2. Interview reflection: Student must interview people at least 10 different people about their impressions concerning outcome 4 before writing a minimum 1.5-page reflection
3. Career plan: Student must select one professional opportunity in the field he/she would be interested in pursuing while addressing outcomes 5 and 6

Rules and Officiating

1. Demonstrate an understanding of the rules of the following sports: football, volleyball, basketball, baseball, and softball.
2. Exhibit the proper training necessary to enter officiating for each sport.
3. Display the proper techniques used by officials for each sport.
4. Exemplify strong communication skills

**Common assessments:

1. Student demonstration: Student is responsible for teaching his/her peers the rules and officiating techniques for at least one sport in order to assess all outcomes
2. Two Official Evaluations: Student must watch two different sporting events (one male sport and one female sports; both cannot be basketball) before writing <u>two</u> minimum one-page critique of the officials in those games (this addresses outcomes 1, 2, and 4)
3. Matching quiz (student matches image of official's signal to call being made) to assess outcome 3

Fundamentals of Coaching

1. Develop a philosophy of coaching based on sound educational principles.
2. Demonstrate an understanding of the role of sports in the schools, and their relationship to the home, community, and academic environments.
3. Demonstrate awareness of the problems related to safety, liability, and law in relation to nutritional practice, drug use, facilities, conduct of practices, and competitive events.

4. Develop policies related to discipline, substance abuse, conditioning, conduct of players, grades, response to officials, and team cohesiveness.

**Common assessments:

1. Mixed-format test(s) (multiple-choice and short-answer) to assess outcomes 2 and 3
2. FINAL: Minimum three-page personal philosophy to satisfy all learning outcomes

Drugs in Sports

1. Explain foundational concepts and terminology appropriate to drug use in sport.
2. Describe the factors which predispose athletes to drug use.
3. Differentiate between various drugs and their effects, both physical and psychological, on athletic performance.
4. Summarize the factors that contribute to the successful cessation of drug use.
5. Analyze effective decision-making skills.

**Common assessments:

1. Pre- and post-test (assesses all outcomes)
2. PowerPoint presentation: Student will summarize recent cases (at least 3) involving athletes' use of a particular drug before discussion how they believe the cases should have been handled and positing potential preventative measures (assesses outcome 5)
   3. Case Study: Student will receive a case study describing an athlete and the drug he/she has misused. Utilizing outcomes 1-4, the student will analyze the case from a textbook/class perspective.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

- IncludeAdvisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Not applicable for HPR

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

Not applicable for HPR

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

Currently, Personal and Community Health is the only HPR course to be articulated through the KBOR transfer matrix. All other courses are considered electives, though Wellness Concepts does satisfy a general education requirement at both ICC and many of the area 4-year

institutions. The program also falls under the accreditation umbrella provided by the Higher Learning Commission (HLC), specifically helping ICC address criterion 3.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

This program underwent significant changes following the comprehensive review of HPR last Spring. In particular, the decision was made to restrict the number of free electives offered within the program of study while also limiting the number of less transferable HPR courses being offered each semester at the college. Also, the program itself was updated to better reflect the general education requirements at ICC (see below):

Health, Physical Education, and Recreation

Degree: Associate of Science

Analysis and Oral Communication (9 hrs)

Course Title Credit Hours

English Composition I - 3

English Composition II - 3

Public Speaking – 3

Mathematics (3 hrs)

College Algebra (or higher) – 3

*Please review the science requirements at your potential transfer institutions to determine if you need Chem I or General Chemistry

**Depending on the four-year institution to whom you are transferring, A&P may be a required course

***Will transfer to KU and WSU if student is pursuing a Sports Management degree, otherwise only a required part of a degree in PSU's Recreation program

******Students are encouraged to consider the requirements of their potential transfer destinations to determine which elective course would be best**

Sciences (8-10 hrs)

General Biology - 5

Chemistry I* – 5

Fine Arts and Aesthetic Studies (3 hrs)

Music Appreciation – 3

OR Art Appreciation – 3

Cultural Studies (3 hrs)

World Regional Geography - 3

Health and Well-Being (4 hrs)

General Psychology - 3

Wellness Concepts – 1

Human Heritage (9 hrs)

Select U.S. History I or U.S. History II - 3

Introduction to Literature - 3

Choose an additional elective from this category - 3

Social Awareness (3 hrs)

Introduction to Sociology - 3

Political Awareness (3 hrs)

American Government - 3

Business and Technology (6 hrs)

Personal Finance – 3

AND select one of the following:

Introduction to Business – 3

OR Computer Concepts and Applications – 3

Major Requirements (6 hrs)

Personal and Community Health - 3

Introduction to Physical Education – 3

Recommended Electives (3-5 hours)

Anatomy and Physiology** – 5

Introduction to Sports Management*** – 3

Free elective**** – 3

Total 60-62 hours

5.2 Degree and Certificate Offerings or Support

> Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

An Associate of Science degree is the only degree/certificate offered in this program.

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)

- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

  - Non-Capital Furniture & Equipment
  - New Capital Furniture & Equipment
  - Replacement Capital Furniture & Equipment

- Other, as applicable

  - Accreditation Fee Request

  - Membership Fee Request
  - Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

No budget requests or adjustments are requested at this time. With the reduced course offerings after re-emphasizing transferability, it should now be even easier to cover all the necessary courses students require without the hiring of a full-time faculty member. If anything, a stipend might be considered to better encourage adjunct faculty to enter assessment data but it is unknown how such an incentive might work.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

> Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

Brett Gilcrist is the only person who worked to complete this program review though he did receive the assistance of the Institutional Research department in gathering data.

9.2 VPAA and/or Administrative Designee Response

> After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division Chair: I agree with the findings of this report. I think HPR can be a valuable program at ICC, but I think it is unrealistic to expect it to grow until the four-year schools are willing to articulate more transfer courses.

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.