

Comprehensive
Program
Of
Health, Physical
Education, and
Recreation (HPR)
For
2017-2020

Prepared by

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

The HPR program is designed to provide students an introduction to potential careers in the health, physical education, and recreation disciplines. Whether the student wants to work as a PE teacher, in sports management, or as a park ranger, the HPR program can help him or her successfully complete the necessary general education requirements towards a Bachelor's degree in those fields.

NOTE: This program underwent extensive changes at the start of this program review cycle. The argument, constructed at the time while conducting a comprehensive program review, was to build a program that considered transferability of courses and to provide (or assign someone to provide) direct oversight of the program to ensure articulation agreements were developed and assessment consistently occurred.

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:

The data below comes from the 2019-20 (AY2020) academic year. To see the data from AY2018 and AY2019, see appendix 1 and 2 respectively.

Program Review Data AY 2020

Number of Faculty:

1 full time (Gilcrist)

1 adjunct (Floyd)

Enrollment & Student credit hours by Faculty type:

Full time: 15 total credit hours taught, with 90 total students enrolled

Adjunct: 15 credit hours taught, 187 total students enrolled

Average Class size:

23 students in Face-to-Face classes

18.5 students in online classes

19.8 students across all courses

Completion rates:

90.2% face-to-face

95.7% online

93.9% all courses

Pass ('D' or better) rates:

91.6% face-to-face

88.7% online

89.6% all courses

Pass ('C' or better) rates:

86.7% face-to-face

84.2% online

85.0% all courses

Number of Majors: 3 (2 returned in Fall 2020)

Degrees Awarded: 0

ACADEMI C_YEAR	ACADEMI C_TERM	ACADEMI C_SESSIO N	EVENT_I D	Credits	SECTION	EVENT_L ONG_NA ME	PERSON_ CODE_ID	Instructor	ADDS	Complete d	Passed 'D' or better	Passed 'C' or better
2020	SPRING	FULL	HPR1053	3	0001	PERSONAL	P0001554	B. Gilcrist	40	33	30	26
2019	FALL	FULL	HPR1023	3	0001	INTRODUC	P0001554	B. Gilcrist	5	3	2	2
2019	SUMMER	SECOND	HPR1053	3	HY01	PERSONAL	P0001146	T. Floyd	24	24	22	22
2019	SUMMER	SECOND	HPR1053	3	HY02	PERSONAL	P0001146	T. Floyd	23	23	22	22
2019	SUMMER	FULL	HPR1053	3	ON01	PERSONAL	P0001554	B. Gilcrist	16	14	10	9
2019	FALL	INTER	HPR1053	3	ON01	PERSONAL	P0001554	B. Gilcrist	12	11	6	5
2020	SPRING	FULL	HPR1053	3	ON01	PERSONAL	P0001554	B. Gilcrist	17	14	13	12
2019	FALL	FULL	HPR1053	3	ON01	PERSONAL	P0001146	T. Floyd	23	23	21	19
2019	SUMMER	SECOND	HPR1401	1	ON01	WELLNESS	P0001146	T. Floyd	18	18	17	15
2019	FALL	FIRST	HPR1401	1	ON01	WELLNESS	P0001146	T. Floyd	21	20	18	18
2019	FALL	INTER	HPR1401	1	ON01	WELLNESS	P0001146	T. Floyd	14	14	12	12
2020	SPRING	FIRST	HPR1401	1	ON01	WELLNESS	P0001146	T. Floyd	20	20	20	20
2020	SPRING	SECOND	HPR1401	1	ON01	WELLNESS	P0001146	T. Floyd	21	20	20	20
2019	FALL	SECOND	HPR1401	1	ON02	WELLNESS	P0001146	T. Floyd	23	23	20	19
									277	260	233	221

2.0 Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

Student success in this program is defined by students' abilities to demonstrate mastery (scoring 70% or higher) on the assessments tied to the program and general education outcomes below:

Program outcomes

- Students will be able to analyze the factors influencing individual lives and societies.
- Students will be able to compose clear, concise written statements.
- Students will be able to demonstrate information literacy.

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

Student success in the HPR program is promoted through adherence to course learning outcomes, common assessments, and upholding values of accountability and integrity. This is accomplished by hiring qualified instructors with educational and occupational experience that are appropriate to the courses being taught. It is accomplished by properly advising students within the discipline, by ensuring the curriculum focuses on transferability of courses within the major, and by focusing the program under the scope of academic affairs more so than the athletic department.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Narrative:

Simply put, this program has failed in each of the last three years. Despite asking every year for the administration to allow Brett Gilcrist, the person who is asked to write the program reviews for HPR due to his experience (educationally and occupationally) within Sports Management, no such declaration has ever been made. As a result, the only assessment data that exists for this program is the data collected in Gilcrist's courses themselves (See Appendix 3 for this data; this means we only have data from 15 of 39 courses [38%]). Furthermore, we have continued to rehire instructors who have failed to submit assessment data and use the required common assessments, we have retained an instructor who we know does not consistently hold classes and fails to teach the proper course outcomes, and we have consistently made an effort to push less academically rigorous courses in an effort to provide GPA boosts for student-athletes.

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:

The lack of data available for this comprehensive review in spite of Gilcrist acknowledging these short-comings were going to occur in each of the annual program reviews demonstrates how poorly this program has been managed and why it fails our students and our institution.

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

At this time, it is recommended the program be eliminated from the catalog. If it is to continue, however, then it is recommended a contract be provided to a full-time faculty member (presumably, Brett Gilcrist) that outlines the roles and expectations placed upon him as “Director of the HPR program”. This would enable Academic Affairs to ensure that the cracks in the assessment of this program are sealed: instructors could be vetted each semester to ensure common assessments are being used, course outcomes are being addressed, assessment data is being submitted, and classes within HPR represent the educational excellence mentioned in ICC’s mission statement. Without someone being empowered to provide these sorts of checks and balances on the program, it is impossible to assume that HPR will ever amount to anything more than a collection of GPA-boosting courses with little academic rigor and validity.

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:

- Include Advisory 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

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

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, both Personal and Community Health and Wellness Concepts are articulated through the KBOR matrix assuring they transfer across the State's public colleges and universities (this also means four-year institutions across the state expect us to teach certain things within these two courses).

Also, given the college's accreditation with the Higher Learning Commission it is important to note the HPR program is supposed to help ICC meet the following HLC criteria:

- 3A – The institution's degree programs are appropriate to higher education.
- 3B – The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
- 3C – The institution has the faculty and staff needed for effective, high-quality programs and student services.
- 3D – The institution provides support for student learning and effective teaching.
- 4A – The institution demonstrates responsibility for the quality of its educational programs.
- 4B – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- 4C – The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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:

Personal and Community Health and Wellness Concepts are system-wide transfer courses across the State of Kansas. Introduction to Physical Education, a major requirement for HPR majors, will also transfer throughout the State.

The concern, however, is that ICC is continuing to offer (despite previous program reviews and conversations with administration explaining why this is less than ideal) Fundamentals of Coaching and Rules and Officiating. Below are my notes about those two courses from the first comprehensive program review (and that information is still accurate today):

- Fundamentals of Coaching (not a required part of any degree program, and only transfers towards a requirement in the Coaching emphasis at KSU)
- Rules and Officiating (not a required part of any degree program, and only transfers towards a requirement of in the Coaching emphasis at KSU and PSU)

HPR is home to the college's “activity” courses which are not transferable requirements at the four-year level.

While it is understandable how advantageous it is to offer students coursework with less academic rigor, it is a disservice to them and to our own scholarship fund to push students into these non-major courses when we know they will not advance students towards their four-year degrees.

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:

Personal and Community Health and Wellness Concepts are listed as General Education electives across almost all of the ICC programs. Otherwise, the courses within the HPR program support an Associate's of Science degree in Health, Physical Education, and Recreation. That program is listed below:

Health, Physical Education, and Recreation (HPR)

Degree: Associate of Science

The HPR program is designed to provide students an introduction to potential careers in the health, physical education, and recreation disciplines. Whether the student wants to work as a PE teacher, in sports management, or as a park ranger, the HPR program can help him or her successfully complete the necessary general education requirements towards a Bachelor's degree in those fields.

Analysis and Oral Communication (9 hours)	Credit Hours
English Composition I (ENG 1003)	3
English Composition II (ENG 1013)	3
Public Speaking (COM 1203)	3
Mathematics (3 hours)	Credit Hours
College Algebra (MAT 1023) or higher	3
Sciences (10 hours)	Credit Hours
General Biology (BIO 1005)	5
Chemistry I (PHS1025)*	5
Fine Arts and Aesthetic Studies (3 hours)	Credit Hours
(Select 1)	
Music Appreciation (MUE 1303)	3
Art Appreciation (AED 1043)	3
Cultural Studies (3 hours)	Credit Hours
World Regional Geography	3
Health and Well-Being (4 hours)	Credit Hours
General Psychology (BEH 1003)	3
Wellness Concepts (HPR 1401)	1
Human Heritage (9 hours)	Credit Hours
History (Select 1)	
US History I (HIS 1023)	3
US History II (HIS 1063)	3
Literature	
Introduction to Literature (ENG 1073)	3
Philosophy and Religion (Select 1)	
Introduction to Philosophy (PHI 2003)	3
Ethics (PHI 1073)	3
Logical and Classical Reasoning (PHI 2073)	3
New Testament History (REL 1013)	3
World Religions (REL1053)	3
Social Awareness (3 hours)	Credit Hours
Introduction to Sociology (SOC 1003)	3
Political Awareness (3 hours)	Credit Hours
American Government (POL 1023)	3
Business and Technology (6 hours)	Credit Hours
Personal Finance (BUS 1003)	3
(Select 1)	
Introduction to Business (BUS 1093)	3
Computer Concepts & Applications (CIT 1003)	3
Major Requirements (6 hours)	Credit Hours
Personal and Community Health (HPR1053)	3
Introduction to Physical Education (HPR1023)	3
Recommended Electives (3-5 hours)	Credit Hours
Anatomy and Physiology (BIO2045)**	5

Intro to Sports Management (HPR1043)*** 3
Free elective**** 3

TOTAL: 60-62

*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.

Long Term Care

Certificate: Long Term Care

The Long Term Care Certificate allows students to have multiple credentials in long term care that will lead to multiple job options or increased pay in a current job. Interested students should choose courses that will complement their goals in long term health care.

Required Course (6 hours)	Credit Hours
Certified Nurse Aide (HEA 1210)	6
Required credits from Tiered Electives (6 hours)	
*Medication Aide (HEA 1220)	2
Activity Director (HEA 1473)	1
Social Service Designer (HEA 1413)	1
Recreative Aide (HEA 1262)	2
*Home Health Aide (HEA 1201)	2
Philosophy Essentials (HEA 1001)	3
Philosophy Funded (HEA 1013)	3
Electives (6 hours)	
English Composition I (ENG 1001)	3
Public Speaking (COM 1203)	3
Interpersonal Communication (COM 1213)	3
Developmental Psychology (HEH 2003)	3
Drugs and Behavior (HEH 2043)	3
Anatomy and Physiology (BIO2045)	5
Total	18

**Requires having a CNA license

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

There is not currently a full-time faculty member assigned to oversee this program. Brett Gilcrist, who teaches in the HPR program and completes the program reviews for HPR, has coached sports at both the high school and college levels while completing a Master's degree specializing in Sports Management. He also attends the Kansas Core Outcomes Group on behalf of ICC and the HPR program, working closely with area four-year faculty to discuss the transferability of courses between the two- and four-year levels.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Not applicable

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Not applicable

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

Narrative:

The biggest challenge in evaluating the data available from the last three academic years is that PC Health is a general education elective at ICC meaning many of the students completing the course were not HPR majors. That said, the data from this course does demonstrate that students who took the course consistently met expectations (see Appendix 3).

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

Narrative:

Category 4 – Phase Out

There is no reason this program needs to continue. There is an extremely small number of majors (3) and zero degrees were awarded during AY2020. By removing this as a program of study, it enables there to be bucket of courses from which administration can draw to create each semester's course offerings.

Should HPR continue as a program, it is imperative that someone be assigned to oversee the program to ensure the proper course outcomes are being taught, that common assessments are being utilized, that assessment data is being submitted, and that qualified instructors are hired and actively engaged with their students. Once someone is empowered to oversee the program, it is then imperative that course offerings be limited to those classes that transfer consistently and count towards students' intended programs.

The VPAA recommends Category 3 – Revitalization Opportunities or Needs – there is indication in this review that the program is not meeting needs and requires substantial resources (VPAA Taylor Crawshaw 4.28.2021

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

Narrative:

Recommendation to phase out, but goals are simple if program remains:

Contract someone to oversee the program to ensure the proper course outcomes are being taught, that common assessments are being utilized, that assessment data is being submitted, and that qualified instructors are hired and actively engaged with their students. This needs to be done ASAP!

Once someone is empowered to oversee the program, it is then imperative that course offerings be limited to those classes that transfer consistently and count towards students' intended programs. This would need to be done on an on-going basis each term.

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

The mission of ICC states “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development” (Appendix 3). As a consequence, the HPR program has the potential to serve the college’s mission by ensuring both academic excellence and cultural enrichment are provided to our students. With the efforts mentioned in 7.2, the HPR program can also help ICC fulfill its vision by providing “...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment”.

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:

There are no new budget needs for the HPR program at this time. Open Education Resources (OERs) are utilized instead of traditional textbooks, and Brett Gilcris't professional development has been sought through continuing education opportunities rather than more traditional conferences and coursework. The zero-based budget worksheets completed at the end of the 2018-19 academic year should fulfill all necessary instructional requirements as it continues to be implemented moving forward.

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:

This program review was completed by the full-time Psychology professor, Brett Gilcrist, with assistance from Anita Chappuie (IR) and Sarah Owen (Librarian).

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:

I agree with the assessment that the program should be Phased Out. We can continue to offer Personal & Community Health and Wellness concepts as they both transfer.

If ICC chooses to continue this program, a full-time faculty member should be oversight of the program.

It is concerning that the adjuncts who teach this course are not held to high standards expected of all faculty. It is important that all faculty teach to the classes learning outcomes, hold class regularly, and have the appropriate rigor for the material. –Brian Southworth 2.4.2020 (PRC Member)

I agree with the faculty and PRC committee comments. I would suggest ICC hire a full-time instructor to embrace this program or eliminate it.

10.0 Appendices

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

Appendix 1: HPR Data from IR – AY2018

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

ACADEMI C_YEAR	ACADEMI C_TERM	EVENT_I D	SECTION	EVENT_ MED_NA ME	CREDITS	ADDS	PERSON_ CODE_ID	Instructor	Completi ons	Passed D or better	Passed C or better
2018	SPRING	HEA1053	0001	PC HEALTH	3	6	P0001554	B. Gilcris	1	1	0
2017	FALL	HPR1013	0001	FUNDAME	3	16	P0001602	K. Donersc	15	15	15
2018	SPRING	HPR1033	0001	RULES & C	3	23	P0001602	K. Donersc	22	22	22
2017	FALL	HPR1003	0001	DRUGS IN	3	25	P0001146	T. Floyd	24	23	23
2018	SPRING	HPR1023	0001	INTRO TO	3	29	P0001146	T. Floyd	29	26	26
2017	FALL	HPR1043	0001	INTRO SPC	3	5	P0001146	T. Floyd	5	5	5
2017	FALL	HEA1053	0001	PC HEALTH	3	6	P0001146	T. Floyd	6	5	5
2017	SUMMER	HEA1053	HY02	PC HEALTH	3	19	P0001554	B. Gilcris	19	18	17
2017	SUMMER	HEA1053	HY03	PC HEALTH	3	23	P0001146	T. Floyd	23	22	22
						152			144	137	135
2017	FALL	HPR1401	ON01	WELLNESS	1	18	P0001554	B. Gilcris	18	13	13
2018	SPRING	HPR1401	ON01	WELLNESS	1	25	P0001554	B. Gilcris	23	22	20
2017	SUMMER	HPR1401	ON01	WELLNESS	1	8	P0001554	B. Gilcris	8	7	7
2017	SUMMER	HEA1053	ON01	PC HEALTH	3	15	P0001146	T. Floyd	15	14	14
2017	FALL	HPR1401	ON02	WELLNESS	1	1	P0001554	B. Gilcris	1	0	0
						67			65	56	54

Appendix 2: HPR Data from IR – AY2019

HPR Program Review Data AY 2019

Number of Faculty:

full time: 1 (Gilcrist)
part time: 1 (Floyd)

Enrollment & Student credit hours by Faculty type:

Full time: 8 total credit hours taught, with 42 total students enrolled
Part time: 13 credit hours taught, 149 total students enrolled

Average Class size:

15.5 students in Face-to-Face classes
19.6 students in online classes
17.4 students across all courses

Completion rates:

94.6% face-to-face
99.0% online
96.9% all courses

Pass ('D' or better) rates:

89.8% face-to-face
86.6% online
88.1% all courses

Pass ('C' or better) rates:

88.6% face-to-face
81.4% online
84.9% all courses

Number of Majors: 0

Degrees Awarded: 0

ACADEMIC	ACADEMIC	ACADEMIC	EVENT_ID	SECTION	EVENT_MI	CREDITS	ADDS	Instructor	Completed	Passed D	Passed C
2018	FALL	FULL	HPR1053	0001	PC HEALTH	3	28	T. Floyd	27	26	25
2019	SPRING	FULL	HPR1053	0001	PC HEALTH	3	24	B. Gilcrist	22	21	21
2018	FALL	SECOND	HPR1401	0001	WELLNESS	1	7	T. Floyd	7	7	7
2018	FALL	FULL	HPR1053	0002	PC HEALTH	3	25	T. Floyd	23	19	19
2019	SPRING	SECOND	HPR1401	0005	WELLNESS	1	1	B. Gilcrist	1	1	1
2018	FALL	INTER	HPR1053	0006	PC HEALTH	3	8	B. Gilcrist	8	5	5
2019	SPRING	SECOND	HPR1053	ON01	PC HEALTH	3	28	T. Floyd	28	24	23
2018	FALL	FIRST	HPR1401	ON01	WELLNESS	1	22	T. Floyd	22	20	19
2019	SPRING	FIRST	HPR1401	ON01	WELLNESS	1	25	T. Floyd	24	22	20
2018	SUMMER	FIRST	HPR1401	ON01	WELLNESS	1	9	B. Gilcrist	9	5	5
2019	SPRING	SECOND	HPR1401	ON02	WELLNESS	1	14	T. Floyd	14	13	12

Appendix 3: Course-level Assessment Data from Gilcrist (Fall 2017-Spring 2020)

Wellness Concepts (HPR 1401) – Summer 2017

Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.

Overall: 7 of 7 (100%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.

Overall: 7 of 7 (100%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

One hundred percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.

Overall: 7 of 7 (100%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.

Seventy percent of students will score a 70% or higher on their calorie count assignment.

Overall: 7 of 7 (100%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).

Overall: 6 of 6 (100%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

One hundred percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.

Overall: 7 of 7 (100%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will average a 70% or higher on their discussion posts throughout the course.

Overall: 5 of 6 (83%) averaged a 70% or higher on their discussion posts.

Wellness Concepts (HPR 1401) – Fall 2017
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.

Overall: 12 of 14 (86%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.

Overall: 11 of 14 (78.5%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

One hundred percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.

Overall: 13 of 14 (93%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.

Seventy percent of students will score a 70% or higher on their calorie count assignment.

Overall: 14 of 15 (93%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).

Overall: 11 of 11 (100%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

One hundred percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.

Overall: 15 of 16 (94%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will average a 70% or higher on their discussion posts throughout the course.

Overall: 13 of 15 (87%) averaged a 70% or higher on their discussion posts.

Wellness Concepts (HPR 1401) – Spring 2018
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.

Overall: 23 of 24 (96%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.

Overall: 20 of 24 (83%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

One hundred percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.

Overall: 22 of 23 (96%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.

Seventy percent of students will score a 70% or higher on their calorie count assignment.

Overall: 23 of 23 (100%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).

Overall: 18 of 21 (86%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

One hundred percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.

Overall: 21 of 23 (91%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will average a 70% or higher on their discussion posts throughout the course.

Overall: 16 of 22 (73%) averaged a 70% or higher on their discussion posts.

Wellness Concepts (HPR 1401) – Summer 2018
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.

Overall: 23 of 24 (96%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.

Overall: 20 of 24 (83%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

One hundred percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.

Overall: 22 of 23 (96%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.

Seventy percent of students will score a 70% or higher on their calorie count assignment.

Overall: 23 of 23 (100%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).

Overall: 18 of 21 (86%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

One hundred percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.

Overall: 21 of 23 (91%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will average a 70% or higher on their discussion posts throughout the course.

Overall: 16 of 22 (73%) averaged a 70% or higher on their discussion posts.

Wellness Concepts (HPR 1401) – Spring 2019
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.

0005: 1 of 1 (100%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.

Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.

0005: 1 of 1 (100%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

One hundred percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.

0005: 1 of 1 (100%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.

Seventy percent of students will score a 70% or higher on their calorie count assignment.

0005: 1 of 1 (100%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).

0005: 1 of 1 (100%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one's own personal wellness.

One hundred percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.

0005: 1 of 1 (100%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will average a 70% or higher on their discussion posts throughout the course.

0005: 1 of 1 (100%) averaged a 70% or higher on their discussion posts.

Personal and Community Health (HEA 1053) – Spring 2019
Assessment Measures

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

Seventy percent of students will average 70% or higher on their four projects.

Overall:

0001: 13 of 22 (59%)

***21 of 22 (95%) scored 70% or higher on the four knowledge inventories that accompanied each project

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

Seventy percent of students will score 70% or higher on their Wellness Assessment reflection.

Overall:

0001: 20 of 20 (100%)

Seventy percent of students will average 70% or higher on their four projects.

Overall:

0001: 13 of 22 (59%)

***21 of 22 (95%) scored 70% or higher on the four knowledge inventories that accompanied each project

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

Seventy percent of students will average 70% or higher on their four projects.

Overall:

0001: 13 of 22 (59%)

***21 of 22 (95%) scored 70% or higher on the four knowledge inventories that accompanied each project

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

Seventy percent of students will average 70% or higher on their four projects.

Overall:

0001: 13 of 22 (59%)

***21 of 22 (95%) scored 70% or higher on the four knowledge inventories that accompanied each project

Personal and Community Health (HPR 1053) – Summer 2019
Assessment Measures

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 10 of 10 (100%)

*** 8 of 8 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

Seventy percent of students will score 70% or higher on their Wellness Assessment reflection.

Overall: 13 of 14 (93%)

Seventy percent of students will average 70% or higher on their four projects.

Overall: 10 of 10 (100%)

*** 8 of 8 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 10 of 10 (100%)

*** 8 of 8 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 10 of 10 (100%)

*** 8 of 8 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Intro to PE (HPR 1023) – Fall 2019
Assessment Outcomes, Measures, and Data

Outcome 1: Describe the purposes and objectives of physical education.

Seventy-percent of students will score a 70% or higher on the final exam question related to this outcome.

0001: 2 of 2 (100%)

Seventy-percent of students will average a 70% or higher on the course reflection papers.

0001: 1 of 2 (50%) – the one student also did if ignoring the zeroes received for missing work

Seventy-percent of students will average a 70% or higher on the personal connection papers.

0001: 3 of 3 (100%)

Outcome 2: Demonstrate an understanding of the history of Physical Education and how it interrelates with recent changes and current issues in the field

Seventy-percent of students will score a 70% or higher on the final exam question related to this outcome.

0001: 2 of 2 (100%)

Seventy-percent of students will average a 70% or higher on the course reflection papers.

0001: 1 of 2 (50%) – the one student also did if ignoring the zeroes received for missing work

Seventy-percent of students will average a 70% or higher on the personal connection papers.

0001: 3 of 3 (100%)

Outcome 3: Explain the benefits of health lifestyles for the individual and justify the need for physical fitness education programs in today's society.

Seventy-percent of students will score a 70% or higher on the final exam question related to this outcome.

0001: 1 of 2 (50%)

Seventy-percent of students will score a 70% or higher on business plan.

0001: 0 of 2 (0%) – both scored a 69%

Seventy-percent of students will average a 70% or higher on the personal connection papers.

0001: 3 of 3 (100%)

Outcome 4: Develop a personal philosophy of physical education while demonstrating an understanding of its purpose.

Seventy-percent of students will score a 70% or higher on the final exam question related to this outcome.

0001: 2 of 2 (100%)

Seventy-percent of students will score a 70% or higher on the personal philosophy reflection.

0001: 3 of 3 (100%)

Seventy-percent of students will average a 70% or higher on the personal connection papers.

0001: 3 of 3 (100%)

Outcome 5: Demonstrate an understanding of the importance of teaching basic values such as honesty, sportsmanship, empathy for others, and self-respect in physical education.

Seventy-percent of students will score a 70% or higher on the final exam question related to this outcome.

0001: 2 of 2 (100%)

Seventy-percent of students will score a 70% or higher on the personal philosophy reflection.

0001: 3 of 3 (100%)

Seventy-percent of students will average a 70% or higher on the personal connection papers.

0001: 3 of 3 (100%)

Personal and Community Health (HPR 1053) – Fall Intercession 2019
Assessment Measures

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 4 of 5 (80%)

*** 7 of 7 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

Seventy percent of students will score 70% or higher on their Wellness Assessment reflection.

Overall: 8 of 8 (100%)

Seventy percent of students will average 70% or higher on their four projects.

Overall: 4 of 5 (80%)

*** 7 of 7 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 4 of 5 (80%)

*** 7 of 7 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 4 of 5 (80%)

*** 7 of 7 (100%) averaged 70% or higher on the four knowledge inventories aligned with these projects

Personal and Community Health (HPR 1053) – Spring 2020
Assessment Measures

Outcome 1: Gather, analyze and utilize information to make decisions that promote personal and community health and wellness.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 32 of 36 (89%)

0001: 20/24 (83%)

ON01: 12/12 (100%)

*** 36 of 41 (88%) averaged 70% or higher on the four knowledge inventories aligned with these projects

0001: 24/28 (86%)

ON01: 12/13 (92%)

Outcome 2: Differentiate among dimensions of wellness as they apply to overall health.

Seventy percent of students will score 70% or higher on their Wellness Assessment reflection.

Overall: 44 of 46 (96%)

0001: 31/32 (97%)

ON01: 13/14 (93%)

Seventy percent of students will average 70% or higher on their four projects.

Overall: 32 of 36 (89%)

0001: 20/24 (83%)

ON01: 12/12 (100%)

*** 36 of 41 (88%) averaged 70% or higher on the four knowledge inventories aligned with these projects

0001: 24/28 (86%)

ON01: 12/13 (92%)

Outcome 3: Demonstrate the knowledge and skills for developing personal responsibility in health choices and quality of life.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 32 of 36 (89%)

0001: 20/24 (83%)

ON01: 12/12 (100%)

*** 36 of 41 (88%) averaged 70% or higher on the four knowledge inventories aligned with these projects

0001: 24/28 (86%)

ON01: 12/13 (92%)

Outcome 4: Recognize the importance of demographic diversity as it applies to health and wellness issues.

Seventy percent of students will average 70% or higher on their four projects.

Overall: 32 of 36 (89%)

0001: 20/24 (83%)

ON01: 12/12 (100%)

*** 36 of 41 (88%) averaged 70% or higher on the four knowledge inventories aligned with these projects