



Program Review Self-Study Template

Academic unit: **Human Performance Studies**

College: **Education**

Date of last review: **2013**

Date of last accreditation report (if relevant): **NA**

List all degrees described in this report (add lines as necessary)

Degree: **BA Athletic Training** \_\_\_\_\_ CIP\* code: **51.0913**

Degree: **BA Exercise Science** \_\_\_\_\_ CIP\* code: **31.0505**

Degree: **BA Physical Education** \_\_\_\_\_ CIP\* code: **31.0599**

Degree: **MEd Exercise Science** \_\_\_\_\_ CIP\* code: **31.0505**

\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)

Name	Signature
<b>Ryan Amick</b>	_____
<b>Whitney Bailey</b>	_____
<b>Heidi Bell</b>	_____
<b>Bobby Berry</b>	_____
<b>Rich Bomgardner</b>	_____
<b>Marla Lindenmeyer</b>	_____
<b>Rick Pappas</b>	_____
<b>Jeremy Patterson</b>	_____
<b>Michael Rogers</b>	_____
<b>Frank Rokosz</b>	_____

Submitted by: **Dr. Michael E. Rogers, Department Chair** \_\_\_\_\_

Date: **3/28/2017**



**1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).**

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

The mission of the Department of Human Performance Studies is to “prepare students in athletic training, exercise science, and physical education as well as to provide the University community with physical activity experiences”.

The mission of the athletic training program is “to provide a comprehensive program of academic coursework and field experience that will educate athletic training students for entry-level positions in the profession of athletic training”.

The mission of the exercise science program is “to promote health and well-being through research, teaching, and service/outreach in the study of physical activity”.

The mission of the physical education program is “to thoroughly prepare future physical educators so they may successfully guide their students in the process of becoming physically active and healthy for a lifetime”.

c. The role of the program(s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The university’s mission is to be “...an essential educational, cultural, and economic driver for Kansas and the greater public good.” Similarly, the Department of Human Performance Studies provides both graduate and undergraduate students a quality curriculum that values both theory and practice based upon content areas approved through our accrediting bodies CAATE (Commission on Accreditation of Athletic Training Education) (athletic training program) and CAEP (Council for the Accreditation of Educator Preparation) (physical education program), or recommended by the American College of Sports Medicine (exercise science). Our programs prepare graduates for work in a variety of health, wellness, activity, and sport settings, which include public and private preK-12 schools, intercollegiate athletics, minor/major league professional sports, parks and recreation departments, the health club/fitness industry, and clinical settings.

Regarding the university’s mission, all of our programs require quality educational experiences for our students. Through class work, integrative experiences (student teaching, internships, and/or practica), both our faculty and students have a presence and impact within many communities across the metropolitan area, Kansas, the region, the US, and globally. This is evidenced by our faculty’s research partnerships and our students’ (and alumni) job placements.

- d. Has the mission of the Program (s) changed since last review?  Yes  No
- i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?
- e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?
- Yes  No

If yes, describe the changes in a concise manner.

All programs are focused on outcomes assessment, which include both program-level intended outcomes and student learner outcomes with direct and indirect measures. Please see section 3.c of this report for tables of student learner outcomes for the graduate and undergraduate programs and the specific measures/assessment tools associated with each outcome.

The Department of Human Performance Studies (HPS) offers a four-year program of study leading to a Bachelor of Arts degree in Athletic Training. The ATEP consists of a one-year pre-professional phase and a three-year professional phase. Students begin their sequenced program in the fall of their first year enrolled at WSU. The program of study incorporates academic course requirements with clinical experiences to encompass the entry-level professional qualifications of the athletic trainer. The academic structure involves over 80 credit hours of courses, laboratories, and practicums to fulfill the NATA Athletic Training Educational Competencies. Athletic training students engage in areas of concentration for upper body and lower body injuries, sports that use protective equipment, and general medical conditions.

For the athletic training program there are seven student learner outcomes that serve as the goals/objectives regarding the program. These goals are:

- 1) Students will demonstrate an understanding of evidence-based practice concepts and their application to essential clinical decision-making and critical examination of athletic training practice. (Evidence-Based Practice).
- 2) Students will develop and implement strategies and programs to prevent the incidence and/or severity of injuries and optimize their clients/patients overall health and quality of life. (Prevention and Health Promotion).
- 3) Students will demonstrate the ability to possess strong clinical examination skills in order to accurately diagnosis and effectively treat their patients. (Clinical Examination and Diagnosis).
- 4) Students will demonstrate knowledge and skills in the evaluation and immediate management of acute injuries and illnesses. (Acute Care of Injuries and Illnesses).
- 5) Students will demonstrate the ability to assess the patient's status using clinician-and patient-oriented outcome measures to determine the stage of healing, goals, and therapeutic intervention to maximize the patient's participation and health-related quality of life. (Therapeutic Interventions).
- 6) Students will demonstrate the ability to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors. (Psychosocial Strategies and Referral).
- 7) Students will demonstrate the ability to function within the context of a complex healthcare system and understand risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. (Healthcare Administration).

- 8) Students will demonstrate the understanding maintaining competence in healthcare, embrace the athletic training practice within the limits of state and national regulations using moral and ethical judgment, and work collaboratively with other healthcare providers. (Professional Development and Responsibility).
- 9) Students will demonstrate the clinical integration proficiencies that represent the synthesis and integrations of knowledge, skills, and clinical decision-making into actual client/patient care. (Clinical Integration Proficiencies).

Exercise science is a multifaceted field of study in which movement or physical activity is the intellectual focus. This includes exercise for improvement of health and physical fitness, activities of daily living, work, sport, and play, and involves special population groups such as children and older adults, persons with disability, injury or disease, and athletes. The undergraduate and graduate programs provide instruction, conduct research and offer public service/outreach regarding the scientific aspects of exercise and sport and their affects on health, fitness, performance and quality of life. The programs prepare students for careers in health promotion and exercise science. Graduates are represented by careers in hospital or corporate health promotion/wellness centers; adult fitness centers; military institutes; senior living communities; clinical exercise physiology clinics; cardiac rehabilitation clinics; coaching; and college teaching. The programs are also structured to prepare students for further academic study in such areas as physical/occupational therapy, medical and allied health, and exercise science at the master or doctoral level.

For the undergraduate exercise science program there are eight student learner outcomes that serve as the goals/objectives regarding the program. These goals are:

- 1) Students will learn basic first aid and cardiopulmonary resuscitation skills following the procedures approved by certifying agencies such as the American Red Cross.
- 2) Students will learn a basic but comprehensive overview of the structure and function of all the systems of the human body: circulatory, immune, respiratory, digestive, urinary, reproductive, skeletal, muscular (including a detailed study of the origin, insertion, and action of the major muscles), nervous, and endocrine systems. Students will become proficient in the use of directional and movement terminology and are able to classify movement levers and identify the plane/axis as well as the agonists and antagonists in a movement.
- 3) Students will learn advanced application of muscle mechanics and physiology to sport and human movement patterns including the analysis of kinematics and kinetics and linear and angular kinematics and kinetics, loads and injuries of joints, and movement in a fluid medium.
- 4) Students will complete a study of the energy systems (metabolic pathways, conversion of food to energy, and measurement of this energy), the cardiorespiratory system, and the neuromuscular system, and how these systems respond and adapt to exercise, and a study of advanced exercise physiology topics to include body composition, endocrine/hormonal response to exercise, environmental physiology (heat/cold, hyper/hypobaric), exercise & aging, and gender differences.
- 5) Students will learn the six fundamental nutrients – carbohydrates, fats, proteins, vitamins, minerals, water – and their role/importance in exercise, as well as ergogenic aids and supplementation, weight gain/loss/maintenance, eating disorders, nutritional fads and consumer nutrition/food labeling.
- 6) Students will complete a study of wellness topics and physical fitness concepts including the health-related components of fitness, fitness assessment, and basic exercise program design. The student

- will complete a practical study of submaximal and maximal exercise tests using a variety of testing apparatus to include contraindications for testing, testing procedures, guidelines for stopping a test, interpretation of the test data, and exercise recommendations.
- 7) The student will complete an introduction to organizing, analyzing, and presenting data with basic descriptive (measures of central tendency and variance or dispersion) and inferential (t-tests, and simple prediction/regression) statistics; the use of computer applications is encouraged. The student will complete an introduction to the basics of conducting research including the collection of data, the analysis of data, the interpretation of data, and the presentation of the results.
  - 8) The student will complete a supervised practical experience(s) in the specialization area in which the student anticipates a career. A diary /log is recorded with comments relative to what was good and bad about the experience.

For the graduate exercise science program there are seven student learner outcomes that serve as the goals/objectives regarding the program. These goals are:

- 1) Students will complete an introduction to the basics of conducting research including the formulation of an idea, the planning of a study, the collection of data, the analysis of data, and the presentation of the results. Basic research concepts such as quantitative versus qualitative research and hypothesis testing are introduced.
- 2) Students will complete an introduction to the scientific literature in exercise science including access to electronic resources. Emphasis will be placed on the reading and critical evaluation of research literature with the goal of developing the skills required for the writing of research proposals and the conduction of scientific research.
- 3) Students will complete an introduction to organizing, analyzing, and presenting data with basic descriptive (measures of central tendency and variance or dispersion) and inferential (t-tests, ANOVA, and simple prediction/regression) statistics; the use of computer applications is encouraged.
- 4) Students will complete a study of the energy systems (metabolic pathways, conversion of food to energy, and measurement of this energy), the cardiorespiratory system, and the neuromuscular system, and how these systems respond and adapt to exercise.
- 5) Students will complete a study of body composition assessment including assessment of race and gender differences.
- 6) Students will complete a study of wellness topics and physical fitness concepts including the health-related components of fitness, fitness assessment, and basic exercise program design.
- 7) Students will be proficient in a variety of laboratory techniques that are commonly used in the field of exercise science. The student will complete a practical study of submaximal and maximal exercise tests using a variety of testing apparatus to include contraindications for testing, testing procedures, guidelines for stopping a test, interpretation of the test data, and exercise recommendations.

The physical education program addresses student needs as well as public school physical educator demands for PreK-12 physical education within the state of Kansas. The physical education curriculum is built upon a philosophy of educating students about the benefits of physical activity and healthy decision-making. The curriculum focuses on how physical educators can educate their own young students in the public schools who will possess a continuum of physical abilities, diverse cultures, and intellectual abilities about the benefits of lifetime physical activity and responsible decision-making.

For the physical education program there are seven student learner outcomes that serve as the goals/objectives regarding the program. These goals are:

- 1) The teacher of physical education understands the concepts of physical education content and applies these concepts for the development of a physically educated learner.
- 2) The teacher of physical education understands how individuals learn and develop, including special needs learners, and can provide safe, developmentally appropriate opportunities that support their physical, cognitive, social and emotional development in the physical education environment.
- 3) The teacher of physical education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.
- 4) The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.
- 5) The teacher of physical education plans and implements a variety of developmentally appropriate instructional strategies to develop physical educated individuals.
- 6) The teacher of physical education understands and uses formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity
- 7) The teacher of physical education uses an understanding of individual group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).**

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1 2014	12		19	12	17											10	\$114,500
Year 2 2015	12		15	7	7											16	\$246,000
Year 3 2016	6		14	11	14											6	\$37,000

\* Winning by competitive audition. \*\*Professional attainment (e.g., commercial recording). \*\*\*Principal role in a performance. \*\*\*\*Commissioned or included in a collection.

Provide assessment here:

The data in the table above represent only the work of faculty members with research responsibilities in the Department of Human Performance Studies. Of the 10 full-time faculty members, these data represent only four people. Given the large number of publications, presentations and secured grants, the Department is very successful in the area of research.

Faculty publications have appeared in premier exercise science journals including *International Journal of Sport, Exercise, and Health Research*; *Journal of Applied Gerontology*; *International Journal of Sport and Health Science*; *International Journal of Aquatic Research and Education*; *International Journal of Sports Physical Therapy*; *Geriatrics and Gerontology International*; *Physical Medicine and Rehabilitation International*; *Rehabilitation Nursing*; *Journal of Physical Therapy Science*; *Activities, Adaptation, and*

*Aging; Physical Therapy in Sport; Journal of Women and Aging; Journal of Geriatric Physical Therapy; Indian Journal of Research; Maturitas; The Physician and Sportsmedicine; Journal of Sports Science and Medicine; Journal of Bodywork and Movement Therapies; Journal of Performance Health; Journal of Aging and Physical Activity; and Medicine and Science in Sports and Exercise.*

The scholarship capabilities and established expertise is further recognized by the faculty's role on editorial review boards and serving as peer reviewers of manuscripts and external grants. Faculty members serve as associate editor on aging for the *Journal of Sports Science and Medicine*, and on the editorial boards for a variety of journals including *Journal of Performance Health, Sports, Jacobs Journal of Gerontology, European Journal of Sports and Exercise Sciences, Journal of Aging Health, and ACSM's Health and Fitness Journal*. They have also served as peer reviewers for over 40 journals including *British Medical Journal; Work; Sports Medicine and Rehabilitation; Asian Journal of Medicine and Health; Jacobs Journal of Gerontology; Biologic Research for Nursing; Experimental Gerontology; International Journal of Medical and Health Sciences Research; Journal of the American Aging Association; Scandanavian Journal of Medicine and Science in Sports; Journal of Medical Internet Research: Research Protocols; Journal of Sport and Health Science; Journal of Strength and Conditioning Research; JMIR Public Health and Surveillance; Medicine and Science in Sports and Exercise; Journal of Visualized Experiments; Chronobiology International; Topics in Geriatric Rehabilitation; International Journal of Medical and Health Sciences Research; Journal of Medicine and Medical Sciences; Rehabilitation Nursing; Medical Science Monitor; Asian Journal of Sports Medicine; Sports; PLOS ONE; Gait & Posture; BMC Musculoskeletal Disorders; Journal of Physical Activity and Health; International Journal of Sport Physical Therapy; International Journal of Sports Medicine; Journal of Medical Internet Research; Journal of Aging Research; and Preventive Medicine*. They are also regularly invited to review grant proposals for the Centers for Disease Control and other funding agencies.

The faculty has presented to a wide array of audiences at the international, national, and state levels. Twenty-two of the non-refereed presentations listed above were invited presentations, four of which were keynote addresses at conferences, in places such as Peru, Denmark, Honduras, Australia, and Canada. This demonstrates the high level at which the faculty are respected for their knowledge in the profession.

The faculty has also been awarded a large number of grants over the past three years from a combination of funding agencies, corporations, foundations, and university-sponsored programs. These awards have been granted by organizations such as the NASA, MusclePharm Corporation, Hygenic Research Fund, and Wichita State University.

The Department had a rolling 5-year (2011-2015) average FTE of 4.0 for tenure eligible faculty and 3.6 for non-tenure eligible faculty. Regarding SCH production, rolling 5-year averages for fiscal year SCH production (7,916) and SCH production at fall census day (3,661) were stable when compared to previous averages for the Department. The rolling 5-year average for SCH production by FTE for tenure eligible faculty was 269, which was above the university average of 196. For non-tenure eligible faculty it was 199, which was below the university average of 296. Although the Department was recently able to hire an additional tenure-track position, a large number of SCH were generated by lecturers 1,295 of 3,470. This dynamic, however, has been consistent for many years due to the low number of full time faculty and the quality-assurance process used by the department to select adjuncts. Additionally, based upon 2008-2012 rolling 5-year averages, the department produces more SCH per FTE (231 SCH) than both the university

(222 SCH) and the college (198). Finally, there have been steady patterns (using 2008-2012 Rolling 5 year averages) regarding program majors by student class and the number of degrees awarded by fiscal year in athletic training and physical education. For exercise science, there have been steady increases regarding program majors (2009-2013=273; 2010-2014=303; 2011-2015=319) and the number of degrees awarded by fiscal year (2009-2013=73; 2010-2014=79; 2011-2015=84).

**3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

According to Table 8 from the Office of Planning and Analysis (OPA) the rolling 5-year average (2011-2015) for ACT scores within the university, as a whole, were 23.0.

For the same timeframe, the athletic training program majors had an ACT of 22.7, which is comparable to the university average. For program majors the previous rolling 5-year average (2010-2014) was 22.5 with ACT scores varying from 22.0 to 24.0 between the years of 2009 and 2015.

For the same timeframe, the exercise science program majors had an ACT of 22.8, which is comparable to the university average. For program majors the previous rolling 5-year average (2010-2014) was also 22.8 with ACT scores varying from 22.3 to 22.9 between the years of 2009 and 2015.

For the same timeframe, the physical education program majors had an ACT of 22.0, which is slightly below the university average. For program majors the previous rolling 5-year average (2010-2014) was 21.9 with ACT scores varying from 19.3 to 22.9 between the years of 2009 and 2015.

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.

According to Table 9 from the Office of Planning and Analysis, the rolling 5-year weighted average (2012-2016) for GPAs within the university, as a whole, were 3.5. For the same timeframe, exercise science graduate program majors had an average GPA of 3.4, which is comparable to the university average. For program majors the previous rolling 5-year weighted average (2008-2012) was 3.4, as well, with GPAs varying from 3.3 to 3.4 between the years of 2007 and 2013.

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:  
Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

**Analysis:** Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

### Athletic Training

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will demonstrate an understanding of evidence-based practice concepts and their application to essential clinical decision-making and critical examination of athletic training practice. (Evidence-Based Practice).	Exams/Labs in HPS 350 Exams/Labs in HPS 351 Exams/Labs in HPS 352	60% or better	100%	Exceeds expectations
Students will develop and implement strategies and programs to prevent the incidence and/or severity of injuries and optimize their clients/patients overall health and quality of life. (Prevention and Health Promotion).	Exams/Labs in HPS 114 Exams/Labs in HPS 331 Exams/Labs in HPS 130 Final Exam in HPS 313 Exams/Labs in HPS 440	60% or better	100%	Exceeds expectations
Students will demonstrate the ability to possess strong clinical examination skills in order to accurately diagnosis and effectively treat their patients. (Clinical Examination and Diagnosis).	Exams/Labs in HPS 350 Exams/Labs in HPS 351 Exams/Labs in HPS 352 Exams/Labs in BIOL 223 Final Exam in HPS 490 Lab 1 & Lab 2 in HPS 328	60% or better	100%	Exceeds expectations
Students will demonstrate knowledge and skills in the evaluation and immediate management of acute injuries and illnesses. (Acute Care of Injuries and Illnesses).	Exams/Labs in HPS 114 Exams/Labs in HPS 317 Exams/Labs in HPS 331	60% or better	100%	Exceeds expectations
Students will demonstrate the ability to assess the patient's status using clinician-and patient-oriented outcome measures to determine the stage of healing, goals, and therapeutic intervention to maximize the patient's participation and health-related quality of life. (Therapeutic Interventions).	Exams/labs in HPS 450 Exams/Labs in HPS 451 Exams in HS 301 Clinical case studies in HS 301	60% or better	100%	Exceeds expectations
Students will demonstrate the ability to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors. (Psychosocial Strategies and Referral).	Exam 1/Lab 1 in HPS 331 Exam 1/Lab 1 in HPS 451 Exam 4/Lab 12 in HPS 352 Exams in HPS 442	60% or better	100%	Exceeds expectations
Students will demonstrate the ability to function within the context of a complex healthcare system and understand risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. (Healthcare Administration).	Exams in HPS 442 Class project in HPS 442 Exams in HPS 114	60% or better	100%	Exceeds expectations

Students will demonstrate the understanding maintaining competence in healthcare, embrace the athletic training practice within the limits of state and national regulations using moral and ethical judgment, and work collaboratively with other healthcare providers. (Professional Development and Responsibility).	Exams in HPS 442 Class project in HPS 442 Exams in HPS 114 Exams/labs in HPS 331	60% or better	100%	Exceeds expectations
Students will demonstrate the clinical integration proficiencies that represent the synthesis and integrations of knowledge, skills, and clinical decision-making into actual client/patient care. (Clinical Integration Proficiencies).	Labs in HPS 114 Labs in HPS 130 Labs in HPS 331 Labs in HPS 350 Labs in HPS 351 Labs in HPS 352 Labs in HPS 440 Class project in HPS 442 Labs in HPS 450 Labs in HPS 451	60% or better	100%	Exceeds expectations

## Exercise Science—BA

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will learn basic first aid and cardiopulmonary resuscitation skills following the procedures approved by certifying agencies such as the American Red Cross.	Labs in HPS 117—Community First Aid and Community CPR	80% scoring 60% or better for each lab	100%	Exceeds expectations
Students will learn a basic but comprehensive overview of the structure and function of all the systems of the human body: circulatory, immune, respiratory, digestive, urinary, reproductive, skeletal, muscular (including a detailed study of the origin, insertion, and action of the major muscles), nervous, and endocrine systems. Students will become proficient in the use of directional and movement terminology and are able to classify movement levers and identify the plane/axis as well as the agonists and antagonists in a movement.	Final exam in HPS 229—Applied Human Anatomy	80% scoring 60% or better	96%	Exceeds expectations
Students will learn advanced application of muscle mechanics and physiology to sport and human movement patterns including the analysis of kinematics and kinetics and linear and angular kinematics and kinetics, loads and injuries of joints, and movement in a fluid medium.	Class project in HPS 328—Kinesiology and Biomechanics	80% scoring 60% or better	100%	Exceeds expectations
Students will complete a study of the energy systems (metabolic pathways, conversion of food to energy, and measurement of this	Final exam in HPS 490—Physiology of Exercise	80% scoring 60% or better	95%	Exceeds expectations

energy), the cardiorespiratory system, and the neuromuscular system, and how these systems respond and adapt to exercise, and a study of advanced exercise physiology topics to include body composition, endocrine/hormonal response to exercise, environmental physiology (heat/cold, hyper/hypobaric), exercise & aging, and gender differences.				
Students will learn the six fundamental nutrients – carbohydrates, fats, proteins, vitamins, minerals, water – and their role/importance in exercise, as well as ergogenic aids and supplementation, weight gain/loss/maintenance, eating disorders, nutritional fads and consumer nutrition/food labeling.	Final exam in HPS 313 Exercise and Sport Nutrition	80% scoring 60% or better	99%	Exceeds expectations
Students will complete a study of wellness topics and physical fitness concepts including the health-related components of fitness, fitness assessment, and basic exercise program design. The student will complete a practical study of submaximal and maximal exercise tests using a variety of testing apparatus to include contraindications for testing, testing procedures, guidelines for stopping a test, interpretation of the test data, and exercise recommendations.	Final project in HPS 440—Concepts in the Prescription of Exercise	80% scoring 60% or better	97%	Exceeds expectations
The student will complete an introduction to organizing, analyzing, and presenting data with basic descriptive (measures of central tendency and variance or dispersion) and inferential (t-tests, and simple prediction/regression) statistics; the use of computer applications is encouraged. The student will complete an introduction to the basics of conducting research including the collection of data, the analysis of data, the interpretation of data, and the presentation of the results.	Final project in HPS 762 – Statistical Concepts in Human Performance	80% scoring 60% or better	100%	Exceeds expectations
The student will complete a supervised practical experience(s) in the specialization area in which the student anticipates a career. A diary /log is recorded with comments relative to what was good and bad about the experience.	Faculty Assessment of Employer Evaluations, Objections, and Project in HPS 495— Internship in Exercise Science	80% scoring 60% or better	100%	Exceeds expectations

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will complete an introduction to the basics of conducting research including the formulation of an idea, the planning of a study, the collection of data, the analysis of data, and the presentation of the results. Basic research concepts such as quantitative versus qualitative research and hypothesis testing are introduced.	Midterm exam in HPS 800—Recent Literature in the Profession	80% scoring 60% or better	100%	Exceeds expectations
Students will complete an introduction to the scientific literature in exercise science including access to electronic resources. Emphasis will be placed on the reading and critical evaluation of research literature with the goal of developing the skills required for the writing of research proposals and the conduction of scientific research.	Research proposal in HPS 800—Recent Literature in the Profession	80% scoring 60% or better	100%	Exceeds expectations
Students will complete an introduction to organizing, analyzing, and presenting data with basic descriptive (measures of central tendency and variance or dispersion) and inferential (t-tests, ANOVA, and simple prediction/regression) statistics; the use of computer applications is encouraged.	Research presentation in HPS 860—Research Methods in the Profession	80% scoring 60% or better	100%	Exceeds expectations
Students will complete a study of the energy systems (metabolic pathways, conversion of food to energy, and measurement of this energy), the cardiorespiratory system, and the neuromuscular system, and how these systems respond and adapt to exercise.	Final exam in HPS 830—Advanced Physiology of Exercise	80% scoring 60% or better	100%	Exceeds expectations
The candidate will complete a study of body composition assessment including assessment of race and gender differences.	Midterm exam in HPS 815—Fitness Assessment/Exercise Recommendations	80% scoring 60% or better	100%	Exceeds expectations
Students will complete a study of wellness topics and physical fitness concepts including the health-related components of fitness, fitness assessment, and basic exercise program design.	Final exam in HPS 815—Fitness Assessment/Exercise Recommendations	80% scoring 60% or better	100%	Exceeds expectations
Students will be proficient in a variety of laboratory techniques that are commonly used in the field of exercise science. The candidate will complete a practical study of submaximal and maximal exercise tests using a variety of testing apparatus to include contraindications for testing, testing procedures, guidelines for	Practical exam in HPS 815—Fitness Assessment/Exercise Recommendations	80% scoring 60% or better	100%	Exceeds expectations

stopping a test, interpretation of the test data, and exercise recommendations.				
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## Physical Education

Data collected from practical planning and teaching assignments in HPS 471/472 (Secondary/Elementary Student Teaching) and HPS 311/324 (Secondary/Elementary Physical Education Methods).

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
The teacher of physical education uses an understanding of individual group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	Lesson Plan Rubric for HPS 311/324	80% scoring 60% or better	80%	Exceeds expectations
The teacher of physical education understands the concepts of physical education content and applies these concepts for the development of a physically educated learner. The teacher of physical education understands how individuals learn and develop, including special needs learners, and can provide safe, developmentally appropriate opportunities that support their physical, cognitive, social and emotional development in the physical education environment. The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.	Physical Education Lesson Plan Rubric (HPS 471/472)	80% scoring 60% or better	89%	Exceeds expectations
The teacher of physical education understands and uses formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity	Physical Education Assessment Rubric (HPS 311/324)	80% scoring 60% or better	92%	Exceeds Expectations
The teacher of physical education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.	Candidate Student Teaching Evaluation: Items 1, 4, and 12	80% scoring 60% or better	100%	Exceeds Expectations
The teacher of physical education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.	Course Grades for HPS 471 and HPS 472	80% scoring 60% or better	100%	Exceeds Expectations

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
The teacher of physical education understands and uses formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity.	Physical Education Unit Plan of Instruction Rubric (HPS 311/324)	80% scoring 60% or better	96%	Exceeds expectations
The teacher of physical education plans and implements a variety of developmentally appropriate instructional strategies to develop physical educated individuals.	Physical Education Unit Plan of Instruction Rubric, (HPS471/472)	80% scoring 60% or better	95%	Exceeds expectations
The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.	Classroom Observation Rubric for HPS 311/325	80% scoring 60% or better	100%	Exceeds expectations

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Based on exit survey data, athletic training program undergraduates reported high satisfaction levels during 2014 (75%), 2015 (100.0%), and 2016 (100.0%), exercise science program undergraduates reported high satisfaction levels during 2014 (88.4%), 2015 (96.1%), and 2016 (88.1%), and physical education program undergraduates reported high satisfaction levels during 2014 (77.8%), 2015 (93.3%), and 2016 (87.5%), which are nearly all higher satisfaction rates as compared to the College of Education (79.6%, 89.5% and 85.7%) and the university (81.4%, 80.9% and 80.7%) during the same years.

Based on exit survey data, graduate students from the exercise science graduate program reported high satisfaction levels during 2014 (100.0%), 2015 (83.3%), and 2016 (84.2%), which are similar or higher satisfaction rates as compared to the College of Education (87.1%, 82.2% and 85.6%) and the university (82.1%, 84.9%, and 85.5%) during the same years.

Licensing exam results for the physical education program over the past three years are:

2014- PRAXIS 86% pass rate (6/7) and PLT 100% pass rate (7/7)  
 2015 - PRAXIS 90% pass rate (9/10) and PLT 70% pass rate (7/10)  
 2016 - PRAXIS 100% pass rate (9/9) and PLT 90% pass rate (8/9)

Athletic training certification exam results: The Board of Certification (BOC) is the certifying agency for the National Athletic Trainers' Association (NATA). The mission of the BOC is to provide exceptional credentialing programs for health care professional to assure protection of the public. The National Athletic Trainers' Association (NATA) is the national membership organization for the profession of athletic training. The mission of the NATA is to enhance the quality of health care provided by certified athletic trainers and to advance the athletic training profession. Athletic training students are eligible to sit for the BOC certification exam upon graduation from a CAATE accredited program. The current

(2015-2016) pass rate for first time exam candidates is 82.7%. Results for the past three graduating classes are provided below:

	2013-2014	2014-2015	2015-2016	3-Year Aggregate
number of students graduating from program	5	1	3	9
number of students graduating from program who took examination	4	1	3	8
number of students who passed the examination on 1st attempt	2	1	3	6
percentage of students who passed the examination regardless of the # of attempts	50	100	100	75
number of students who passed the examination regardless of the # of attempts	3	1	3	7
percentage of students who passed the examination regardless of the # of attempts	75	100	100	88

e. Provide aggregate data on

how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Not applicable.

- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading

standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Not applicable.

- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

The athletic training program has been granted accreditation by the Commission on Accreditation of Athletic Training Education (CAATE) through 2022-2023. The most recent review occurred in 2012-2013 and no concerns were identified.

The exercise science programs are not accredited.

The physical education program was accredited through the National Council for the Accreditation of Teacher Education (NCATE) in 2010. The accreditation continues through 2017. The Council on the Accreditation of Educator Preparation (CAEP) will review the physical education for accreditation at that time.

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Every semester syllabi must include credit hour description and all course syllabi are monitored by full time faculty in each program.

- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

All programs in the Department of Human Performance Studies employ quality control measures. The rigorous outcomes and assessment procedures used to monitor student learning and engagement appear to be effective for developing both graduate and undergraduate students that are not only satisfied with their educational experience, but also are able to translate classroom learning into work-based learning environments.

**4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

- a. Regarding undergraduate applications and admits for the athletic training program, the rolling 5 FY average (2012-2016) was 65 applicants with 61 admitted (93.8% admission rate), which is higher (absolute and relative numbers) than the previous 5 FY average (2011-2015) of 54 applicants and 50 admitted (92.6% admission rate). This was significantly higher than the data in the previous KBOR report where the rolling 5 FY average (2009-2013) was 43 applicants with 39 admitted (90.1% admission

rate). Applicants have increased from 71 in 2015 to 102 in 2016, a 43.6% increase, and from 47 in 2014 to 102 in 2016, a 117.0% increase.

Regarding undergraduate applications and admits for the exercise science program, the rolling 5 FY average (2012-2016) was 81 applicants with 78 admitted (96.3% admission rate), which is slightly higher than the previous 5 FY average (2008-2012) of 76 applicants and 74 admitted (97.4% admission rate). This is also significantly higher than the data in the previous KBOR report where the rolling 5 FY average (2009-2013) was 56 applicants with 54 admitted (96.4% admission rate). Applicants have increased from 65 in 2013 to 95 in 2016, a 46.2% increase.

Regarding student applicants and admits for the physical education program, the rolling 5 FY average (2012-2016) was 18 applicants with 17 admitted (94.4% admission rate), which is comparable with the previous 5-FY average (2011-2015) of 20 applicants with 19 admitted (95.0% admission rate). This was slightly lower than the data in the previous KBOR report where the rolling 5 FY average (2009-2013) was 24 applicants with 22 admitted (91.7% admission rate).

Regarding student applications and admits for the exercise science graduate, the rolling 5 FY average (2012-2016) was 39 applicants with 38 admitted (97.4% admission rate), which is comparable with the previous 5-FY average (2011-2015) of 40 applicants with 39 admitted (97.5% admission rate). This was similar to the data in the previous KBOR report where the rolling 5 FY average (2009-2013) was 43 applicants with 41 admitted (95.3% admission rate).

Rolling 5 year averages (2012-2016) of URM within the university, college of Education and the Department of Human Performance Studies as follows:

<b>Academic classification</b>	<b>University %</b>	<b>College %</b>	<b>Athletic Training %</b>	<b>Exercise Science %</b>	<b>Physical Education %</b>
<b>Fr. &amp; Soph</b>	18.7	14.7	18.9	12.7	14.1
<b>Jr. &amp; Sr.</b>	15.3	13.0	9.1	15.0	15.5
<b>Masters</b>	10.2	11.0	NA	14.1	NA

Overall, the URM percentages for the three undergraduate programs are not vastly different than the University or College of Education percentages. The URM percentages for the exercise science graduate program are slightly above both the university and college URM percentages.

- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

#### Athletic Training

Based on completed surveys of athletic training program alumni, 90% of the students who graduated between 2013 and 2016 are employed in an allied healthcare position. Graduates have gone on to careers or advanced study in: physical therapy school, physician assistant school, medical sales, professional sports, traditional athletic training settings such as high schools and college. In addition, students have pursued

graduate programs in exercise science or sport management. Based on the current and expected job market described above, as well as current enrollment data, there is a genuine and continued need for the athletic training program. As indicated by the data provided in this report, the number of students pursuing education in athletic training has continued to increase since 2008.

#### Exercise Science

Based on completed surveys of undergraduate exercise science program alumni, 89% of the students who graduated between 2013 and 2016 are employed in an exercise science-related position or are currently pursuing additional graduate studies. Graduates have gone on to careers or advanced study in: corporate fitness, commercial fitness, physical education, personal training, strength and conditioning coaching, exercise science graduate programs, medical school, physician's assistant school, physical therapy school, university sport and recreational programs, businesses related to exercise science, and the military as aerospace physiologists or physical training instructors.

Based on the current and expected job market described above, as well as current enrollment data, there is a genuine and continued need for the undergraduate and graduate exercise science programs. As indicated by the data provided in this report, the number of students pursuing education in exercise science has continued to increase since 2008.

#### Physical Education

##### Employment Rates

2014: 8/9 graduates (100%)

2015: 10/13 graduates (76.7%)

2016: 12/12 graduates (100.0%)

73 percent of identified students graduating from the physical education program are employed in some type of physical education or teaching position. Graduates are also substitute teaching and working in fitness or recreational programs.

The United States is plagued with an obesity epidemic. Lack of physical activity is a risk factor for heart disease and stroke. Research demonstrates that active and healthy children become active and healthy adults. Based upon these data and the current and expected job market, there is a need for the physical education program.

- 5. Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Between 2012-2016, per table 16 provided by the Office of Planning and Analysis, total SCH generated by the Department of Human Performance Studies was 3,661 SCH per year. Undergraduate athletic training program majors accounted for 254 SCH (2008-2012=200), exercise science majors for 1,426 SCH (2008-2012=964), and physical education program majors for 504 SCH (2008-2012=610). The graduate

exercise science program majors accounted for 300 SCH per year (2008-2012=258). This results in a total of 2,184 SCH per year taken by these majors or 59.7% of the total hours generated by the Department (compared to 1,774 SCH taken by these majors or 38% of the total hours generated by the Department from 2008-2012). The remaining SCHs are taken mostly by undeclared majors, students taking classes as electives of another program or taking courses that are prerequisites for other programs such as physical therapy. The remaining hours are likely part of the Department's Physical Education Activity Program that consists of nearly 20 one-SCH section activity courses that are generally taken by the general student population. Courses of this nature are offered in archery, weight lifting, yoga, core fitness, swimming, and a variety of other areas. Therefore, based on 40.3% of the Department's SCHs being taken by non-majors, it is apparent that the Department is providing a large amount of service to other programs and the general student population.

Faculty members from all programs provide a large amount of service to the institution. At the college-level, they serve on faculty personnel, teacher preparation, Leadership Team, curriculum committee (chair), graduate showcase, strategic planning, and more. At the university level, they serve on institutional review board (chair), graduate awards, Honors College, faculty senate, intercollegiate athletics, undergraduate research, and graduate research committees.

**6. Report on the Program’s goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Goal (s)	Assessment Data Analyzed	Indicators/Benchmarks	Outcomes (Last 3 FY)
Recruit, hire, and retain diverse, high quality administrators, faculty and staff.	<ol style="list-style-type: none"> <li>1. Aggregated SPTE Data</li> <li>2. Faculty Scholarship Record</li> <li>3. Faculty/Staff Advising Surveys</li> <li>4. Exit Surveys</li> <li>5. Advisory Council</li> <li>6. Annual faculty/staff review of strategic plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Median result for perceived quality index of “good” or better. All other data to be considered.</li> <li>2. Evidence of achievement based on department scholarship policies</li> <li>3. Average score of 3 or better for each item on surveys</li> <li>4. Minimum of 80% of all responses being “mostly prepared” or better. All other data to be considered.</li> <li>5. Annual vote of “satisfied”</li> <li>6. Progress toward objectives defined in plan</li> </ol>	<ol style="list-style-type: none"> <li>1. One tenure-track position has been added since 2013.</li> <li>2. Multiple college awards have been given for teaching, research, service, technology, and non-instructional support indicating faculty and staff are engaging in quality work.</li> <li>3. Overall, SPTE ratings (all faculty, all programs) were above average and exceeded expectations.</li> <li>4. Exit surveys indicate a general level of meeting expectations.</li> <li>5. Annual reviews for faculty exceeded expectations.</li> <li>6. Advisory council meetings “approved” action plans and quality program progress.</li> </ol>
Recruit and retain quality students to meet local and global demands for our graduates	<ol style="list-style-type: none"> <li>1. SCH Data</li> <li>2. Graduation and retention rates</li> <li>3. Internship Supervisor Survey</li> <li>4. Advisory Council</li> </ol>	<ol style="list-style-type: none"> <li>1. Comparison of department SCH with other university data and historical department data</li> <li>2. Comparison of department rates with other university data and historical department data</li> <li>3. Average overall rating of graduates of 8 or better. All other data to be considered.</li> <li>4. Annual vote of “satisfied”</li> </ol>	<ol style="list-style-type: none"> <li>1. SCH production has been consistent and steadily increasing.</li> <li>2. Graduate rates are productive and steady.</li> <li>3. Employers and advisory council members are satisfied with program, student, and faculty quality.</li> </ol>
Achieve professional recognition for programs	<ol style="list-style-type: none"> <li>1. KBOR Approval</li> <li>2. CAATE Accreditation (athletic training)</li> <li>3. NCATE Accreditation (physical education)</li> </ol>	<ol style="list-style-type: none"> <li>1. Approved status</li> <li>2. Accredited status</li> <li>3. Accredited status</li> </ol>	<ol style="list-style-type: none"> <li>1. Currently under review</li> <li>2. CAATE approved</li> <li>3. NCATE approved</li> </ol>
Strengthen the graduate program to support the University’s research and grants/contracts mission components	<ol style="list-style-type: none"> <li>1. Faculty professional development report</li> <li>2. Faculty grant writing report</li> <li>3. Advisory Council</li> </ol>	<ol style="list-style-type: none"> <li>1. Review data based on Faculty Activity Records</li> <li>2. Review data based on Faculty Activity Records</li> <li>3. Annual vote of “satisfied”</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual faculty evaluations show high levels of faculty productivity</li> <li>2. Advisory council satisfied with faculty productivity.</li> </ol>
Ensure a technology rich culture in which administrators, students, faculty, and staff work together to (a) pursue innovation and excellence, (b)	<ol style="list-style-type: none"> <li>1. SPTE student comments: Technology</li> <li>2. Exit survey</li> <li>3. Faculty/staff technology updates</li> <li>4. Advisory Council</li> </ol>	<ol style="list-style-type: none"> <li>1. Review of responses to technology question</li> <li>2. Minimum of 80% of all responses being 4 or 5 based on 5-point scale. All other data considered.</li> </ol>	<ol style="list-style-type: none"> <li>1. SPTE comments regarding technology were positive.</li> <li>2. Department created a physical education-specific technology class (SP 2013), which is part of the program.</li> </ol>

promote intellectual exploration, and (c) enhance learning		3. Review of hardware/software updates within the department 4. Annual vote of "satisfied"	Exercise science is in the process of designing its own technology course. 3. Faculty continues to be college leaders in the use and incorporation of technology within classes and research activities. 4. Technology responses on exit survey were generally positive and advisory council is satisfied with technology incorporated within both research and teaching.
Develop and maintain collaborative relationships, locally and globally, that enrich the department's mission	1. Faculty / staff partnership summary 2. Advisory Council	1. Review of key partnerships established/maintained through the year 2. Annual vote of "satisfied"	1. Faculty continues to expand partnerships and review current partnerships. 2. Advisory council is satisfied with partnership development.

## 7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Generally speaking, all three undergraduate programs and the graduate program appear to be healthy academic programs that develop well-prepared graduates working in multiple fields related to human performance. Using the SWOT analysis framework, the following discussion represents the strengths, weaknesses, opportunities, and threats for both programs moving forward.

**Strengths:** We have developed programmatic goals and student learner outcomes for each program, which are assessed using direct and indirect measures. The benchmarks/criteria are set high to ensure quality student learning (and assessment). When certain benchmarks for student learner outcomes are not met, then the following year an action plan must be developed to address any potential modifications or adjustments. Another strength of the program is the small (i.e., 10 members), but productive faculty. Production can be measured in international scholarly reputation, invited lectures, College of Education faculty awards (numerous, such as awards for faculty regarding teaching, research, service, and technology innovation), and scholarship productivity. Furthermore, these 10 faculty members support four academic programs.

**Weaknesses:** With such a small number of full time faculty members, many SCHs are produced by adjuncts. While steps are taken to professionally develop adjuncts, a larger number of SCHs could be generated by full time faculty. Additional resources (faculty lines, professional staff) would improve upon this weakness.

**Opportunities:** All three fields represented in the department are increasing in popularity and are expected to further evolve, grow and differentiate in the future. As a result, we are attempting to increase not only the number of graduates from our programs, but we are attempting to increase SCH production through a number of initiatives outlined in our upcoming strategic plan. Some of these initiatives include partnering with other departments for graduate level certificates in Coaching and Sports Counseling and working with community partners. According to data provided by OPA (see 4a), our programs have opportunities to better serve URM students by providing them education, cultural, and research-related opportunities.

**Threats:** lack of resources means we cannot grow programs as fast as needed. Regional programs (other KBOR schools) can close the “gap” in productivity by providing resources to grow those programs and entice students to attend those institutions. Also, in order to remain competitive faculty salaries, travel and other forms of compensation are severely lacking, especially in comparison to the other Division I KBOR schools.

**Future goals:**

1. Maintain accreditation for the athletic training and physical education programs to ensure a rich, multifaceted educational experience that emphasizes theory and practices and prepares students for their respective field.
2. Recruit/retain high quality faculty, staff, and students
3. Continue to develop high quality community, educational, and research partnerships.

Overall, all three undergraduate programs and the graduate program appear to be productive programs regarding SCH, scholarship, and quality teaching.