

Comprehensive  
Program  
Of  
HPR  
For  
AY22 and AY23

Prepared by

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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. List degrees and certificates being reviewed.

#### Narrative:

The HPR program at ICC is designed to provide students interested in Health, Physical Education, and Recreation careers with an introduction to the discipline. While HPR is a very broad content area, students within this field typically enter careers as K-12 educators, athletic coaches, or fitness trainers. HPR can also serve as a springboard into kinesiology, exercise science, or sports management careers. Due to the wide array of opportunities within HPR, ICC has created a program of study that enables students to test the waters in a variety of HPR specialties while assuring that students complete all the necessary General Education requirements so they can transfer to a four-year institution and immediately enter into their desired content area.

### 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.)*

Chart:

|                                                               |                      | 2021-2022                                   | 2022-2023                                   |
|---------------------------------------------------------------|----------------------|---------------------------------------------|---------------------------------------------|
| <b>Number of Faculty:</b>                                     |                      |                                             |                                             |
|                                                               | Full time            | 1                                           | 1                                           |
|                                                               | Adjunct              | 3                                           | 2                                           |
| <b>Enrollment &amp; Student credit hours by Faculty type:</b> |                      |                                             |                                             |
|                                                               | Full Time            | 3 credit hrs (29 total students enrolled)   | 6 credit hrs (7 total students enrolled)    |
|                                                               | Adjunct              | 21 credit hrs (109 total students enrolled) | 14 credit hrs (152 total students enrolled) |
| <b>Average Class size:</b>                                    |                      |                                             |                                             |
|                                                               | Face-to-Face classes | 25.5                                        | 3.5                                         |
|                                                               | Online classes       | 21                                          | 19                                          |
|                                                               | All courses          | 21.9                                        | 15.9                                        |
| <b>Completion Rates:</b>                                      |                      |                                             |                                             |
|                                                               | Face-to-Face classes | 98.04%                                      | 42.9%                                       |
|                                                               | Online classes       | 94.05%                                      | 92.1%                                       |
|                                                               | All courses          | 94.98%                                      | 89.9%                                       |
| <b>Pass ('D' or better) rates:</b>                            |                      |                                             |                                             |
|                                                               | Face-to-Face classes | 100%                                        | 100%                                        |
|                                                               | Online classes       | 92.41%                                      | 91.4%                                       |
|                                                               | All courses          | 94.23%                                      | 91.6%                                       |
| <b>Pass ('C' or better) rates:</b>                            |                      |                                             |                                             |
|                                                               | Face-to-Face classes | 100%                                        | 100%                                        |
|                                                               | Online classes       | 86.71%                                      | 86.4%                                       |
|                                                               | All courses          | 89.90%                                      | 86.7%                                       |
| <b>Number of Majors:</b>                                      |                      | 13                                          | 4                                           |
| <b>Degrees Awarded:</b>                                       |                      | 2                                           | 0                                           |
| <b>Retention within Program</b>                               |                      | 2 returned in Fall 2022                     | 2 returned in Fall 2023                     |

Narrative:

When examining this program data, please note that HPR experienced quite a bit of transition over the last three years. For those unfamiliar with previous program reviews, it was recommended in the last comprehensive program review in AY2020-2021 that HPR be phased out. After going through the vitality process (see Appendix 1), however, the college determined that it was better to attempt to revitalize the program. To do so, efforts were first made to implement more accountability within HPR – courses that were not transferable within the HPR major were removed from the teaching schedule, instructors who failed to submit assessment data were eliminated from consideration in future teaching opportunities, and efforts were made to ensure that an instructor's educational background actually fit the courses he/she was being hired to teach (NOTE: as mentioned in the "Program Summary" above (Section 1.1), not all HPR programs are created equally depending on the four-year institution and grad school the instructor graduated from).

## 2.0 External Constituency and Significant Trends

An important component of maintaining a 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.

- 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 (9.0).

### 2.1: Program Advisory Committee:

Narrative:

Not applicable

### 2.2: 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.
- If this does not apply to your program, write “N/A.”

Narrative:

Not applicable

### 2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

Currently, both Personal and Community Health and Wellness Concepts are articulated through the KBOR matrix ensuring 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 designed 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.

### 3.0 Assessment of Program Level Student Learning Outcomes

#### 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.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

#### Narrative:

There are four main courses within the HPR Program: Wellness Concepts, Personal and Community Health, Introduction to Physical Education, and Introduction to Sports Management. With these four classes as the cruxes of the HPR Program, the following program-level outcomes were developed:

Students graduating with a degree in HPR will:

1. Demonstrate information literacy through the gathering of health-related statistics and applying them to real-world experiences.
2. Exercise effective written communication in the expression of one's personal health journey and to demonstrate an understanding of health-related components of physical fitness.
3. Analyze connections between various wellness dimensions and one's personal experiences.

Based on the findings of course-level assessment, students within the HPR program are consistently asked to synthesize information from their own life, various internet sources, and course materials. Students are also being asked to produce work that is both original and understandable. Based on the course-level data, 70% or more of HPR students are meeting the program-level outcomes with a 70% or higher on those course-specific assessments. For example, PC Health requires students to create three different projects that require them to correlate real-world demographics, their personal experiences, and the eight dimensions of wellness discussed in class to a particular topic they've chosen to focus on. Students in Intro to PE are asked to reflect on their personal PE experiences at the K-12 level as the course discusses the historical and current trends within the discipline. All HPR courses ask students to identify describe the different health-related components of physical fitness, either through examinations or projects. Regardless of the class, HPR data shows that students are consistently meeting (often exceeding) the program-level outcomes. See Appendix 3 for the full compilation of assessment data as this snapshots below only provide a brief overview of the findings:

## 2021-2022

| ACADEMIC YEAR | ACADEMIC YEAR | ACADEMIC YEAR | TITLE             | EVENT_ID | SECTION | CREDITS | GENERAL_ | COUNT | Instructor  | COMPLET | PASS D | PASS C |
|---------------|---------------|---------------|-------------------|----------|---------|---------|----------|-------|-------------|---------|--------|--------|
| 2021          | SUMMER        | SECOND        | PC Health         | HPR1053  | SHY2    | 3       | HYBRID   | 25    | T. Floyd    | 24      | 24     | 24     |
| 2021          | SUMMER        | SECOND        | PC Health         | HPR1053  | SHY1    | 3       | HYBRID   | 26    | T. Floyd    | 26      | 26     | 26     |
| 2021          | SUMMER        | SECOND        | Wellness          | HPR1401  | SON1    | 1       | ONLINE   | 24    | A. Fodness  | 24      | 24     | 24     |
|               |               |               |                   |          |         |         |          |       |             |         |        |        |
| 2021          | FALL          | FULL          | Intro PE          | HPR1023  | ON01    | 3       | ONLINE   | 10    | A. Carr     | 9       | 7      | 7      |
| 2021          | FALL          | FULL          | Sports Management | HPR1043  | ON01    | 3       | ONLINE   | 8     | A. Carr     | 6       | 5      | 5      |
| 2021          | FALL          | FULL          | PC Health         | HPR1053  | ON01    | 3       | ONLINE   | 19    | T. Floyd    | 18      | 17     | 17     |
| 2021          | FALL          | SECOND        | PC Health         | HPR1053  | SON1    | 3       | ONLINE   | 24    | T. Floyd    | 24      | 22     | 16     |
| 2021          | FALL          | FULL          | Wellness          | HPR1401  | ON01    | 1       | ONLINE   | 26    | T. Floyd    | 24      | 21     | 20     |
|               |               |               |                   |          |         |         |          |       |             |         |        |        |
| 2022          | SPRING        | SECOND        | Wellness          | HPR1401  | SON1    | 1       | ONLINE   | 28    | T. Floyd    | 28      | 26     | 26     |
| 2022          | SPRING        | FULL          | PC Health         | HPR1053  | ON01    | 3       | ONLINE   | 29    | B. Gilcrist | 25      | 24     | 22     |

## 2022-2023

| ACADEMIC YEAR | ACADEMIC YEAR | ACADEMIC YEAR | EVENT_ID | SECTION | EVENT_LONG_NAME                   | CREDITS | ADDS | GENERAL_ | Instructor  | Combo    | Complete | Passed 'D' | Passed 'C' |
|---------------|---------------|---------------|----------|---------|-----------------------------------|---------|------|----------|-------------|----------|----------|------------|------------|
| 2022          | SUMMER        | FULL          | HPR1401  | ON01    | WELLNESS CONCEPTS                 | 1       | 12   | ONLINE   | T. Floyd    | 2022SUM  | 12       | 11         | 11         |
| 2022          | SUMMER        | FIRST         | HPR1053  | FHY1    | PERSONAL AND COMMUNITY HEALTH     | 3       | 3    | HYBRID   | B. Gilcrist | 2022SUM  | 2        | 2          | 2          |
|               |               |               |          |         |                                   |         |      |          |             |          |          |            |            |
| 2022          | FALL          | FULL          | HPR1053  | ON01    | PERSONAL AND COMMUNITY HEALTH     | 3       | 26   | ONLINE   | T. Floyd    | 2022FALL | 22       | 20         | 16         |
| 2022          | FALL          | FULL          | HPR1401  | ON01    | WELLNESS CONCEPTS                 | 1       | 27   | ONLINE   | T. Floyd    | 2022FALL | 26       | 24         | 23         |
| 2022          | FALL          | SECOND        | HPR1401  | SON1    | WELLNESS CONCEPTS                 | 1       | 10   | ONLINE   | A. Carr     | 2022FALL | 10       | 9          | 9          |
|               |               |               |          |         |                                   |         |      |          |             |          |          |            |            |
| 2023          | SPRING        | FULL          | HPR1043  | ON01    | INTRODUCTION TO SPORTS MANAGEMENT | 3       | 18   | ONLINE   | A. Carr     | 2023SPRI | 16       | 13         | 12         |
| 2023          | SPRING        | FULL          | HPR1401  | ON02    | WELLNESS CONCEPTS                 | 1       | 11   | ONLINE   | A. Carr     | 2023SPRI | 10       | 8          | 8          |
| 2023          | SPRING        | FULL          | HPR1053  | ON01    | PERSONAL AND COMMUNITY HEALTH     | 3       | 24   | ONLINE   | T. Floyd    | 2023SPRI | 22       | 22         | 21         |
| 2023          | SPRING        | FULL          | HPR1401  | ON01    | WELLNESS CONCEPTS                 | 1       | 24   | ONLINE   | T. Floyd    | 2023SPRI | 22       | 21         | 21         |
| 2023          | SPRING        | SECOND        | HPR1023  | S001    | INTRODUCTION TO PE                | 3       | 4    | TRAD     | B. Gilcrist | 2023SPRI | 1        | 1          | 1          |

## 4.0 Curriculum Reflection

### 4.1 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. 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)

#### Narrative:

As a community college working with a program that does not offer any career-specific certifications, the HPR program is appropriately designed to help students complete their Associate's degree in a manner that allows them to experience the HPR discipline while focusing the majority of their attention on General Education requirements they will need to have completed to transfer to their four-year institution in good standing.

As the Vitality process uncovered back in 2021, we had to cut out some classes that were not helpful towards an actual HPR degree at the four-year level, but the five classes that remain (Personal and Community Health, Wellness Concepts, Introduction to Physical Education, Introduction to Sports Management, and Fundamentals of Coaching) all have credibility for students moving forward (you will see the breakdown in Appendix 1). Although Fundamentals of Coaching is not a course that will transfer into a typical Bachelor's degree, it is a common requirement for students who plan to pursue coaching authorization/certification to coach at the K-12 level.

### 4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

#### Narrative:

Since HPR falls within the arena of human services, it is imperative that HPR professionals understand how to work with a diverse audience. Although Introduction to Sports Management and Fundamentals of Coaching focus a tad more on the logistical planning within athletics, the other three classes all have a considerable amount of time/attention dedicated to understanding demographic diversity in our country and how many of the statistics we learn about in HPR are fueled by those demographic differences. For instance, Intro to PE students learn about the consequences of growing up in poverty versus wealth in terms of their K-12 PE experiences.

They also learn how PE experiences vary quite a bit in major metropolitan communities as opposed to in rural areas.

#### 4.3 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 2.3 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” while the vision statement says ICC provides “...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment”. All HPR courses are taught in manner that intentionally challenges students’ intellectual development while enabling students to gain insight into the various specialty areas they could pursue within the larger HPR discipline.

Given the college’s accreditation with the Higher Learning Commission it is also important to note the Pre-Psychology program helps 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 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

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

### Narrative:

This program aligns with the General Education curriculum at all area four-year institutions and puts graduates in a position to graduate with a Bachelor's degree after transferring from ICC. Like other degrees at ICC, the HPR program is modeled after the Liberal Studies degree with the only restrictions being the number of elective options the student is permitted based on what the majority of four-year institutions in the area require.

There is currently no full-time faculty member fully engaged with the HPR curriculum. That said, Brett Gilcrist is a full-time professor at ICC who has educational and career experiences in HPR. With a Master's degree specializing in Sports Management, Gilcrist has taught in HPR programs at two different junior colleges over the last 14 years. He has also coached baseball and basketball at the high school and collegiate levels during this time, getting direct work experience in areas like scheduling, budgeting, culture/team-building, strength training and conditioning, as well as the legislative requirements within HPR. The other prominent HPR instructor at this time is Taylor Westerhold. She also has the educational and career experiences within HPR having taught at the collegiate level for the last decade while coaching at the high school and collegiate levels during that time. Both Gilcrist and Westerhold have experience teaching online, on-ground, and in the hybrid environments.

In an effort to limit student fees/costs, both Gilcrist and Westerhold use Open Education Resources (OERs) in their classes which enable students to avoid costly consumables. HPR instructors are constantly having to stay up-to-date on federal changes within the discipline (for instance, the switch from Healthy People 2020 to Healthy People 2030 and changes to ADA legislation, Title IX legislation, etc.). Gilcrist and Westerhold have also investigated alternative assessment strategies to maintain quality instruction techniques. In addition to the project-based learning strategies applied in their courses, students in these classes are also encouraged to find connections between course content and popular culture references in music, television/film, and literature.

## 6.0 Program Planning & Development for Student and Program Success

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.

**Potential Enhancement Opportunities:** Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

**Maintain Current Levels of Support/Continuous Improvement:** Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

**Revitalization Opportunities or Needs:** At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

**Phase Out:** A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

*(See Section 6.1 in the Program Review Handbook for more information.)*

### 6.1 Academic Program Vitality Reflection

#### Narrative:

**It is recommended that HPR be placed in Category 3: Revitalization Opportunities. Although much has changed within HPR since the last comprehensive program review in Spring 2021, area for growth still exists.**

|                                     |                                    |                                    |           |
|-------------------------------------|------------------------------------|------------------------------------|-----------|
| Potential Enhancement Opportunities | Maintain Current Levels of Support | Revitalization Opportunities/Needs | Phase Out |
|-------------------------------------|------------------------------------|------------------------------------|-----------|

Explain why:

With KBOR changing to the Gen Ed buckets, the first major change within HPR is to change the program of study to maintain alignment with KBOR. See Appendix 2 for the proposed program changes.

As part of that change, you will notice that HPR is now going to move to a set schedule of classes wherein students will always know that certain courses are taught every semester while others may only be taught in the Fall/Spring semester. The goal behind this change is two-fold: 1) There have been a couple of times over the last two years when ICC had to run certain HPR classes we had not planned to have because HPR majors needed them in order to graduate (the hope is that by moving to a set rotation of classes, these “surprises” will be much less common), and 2) By moving to a set rotation, it will become much easier for Gilcrist and Westerhold to cover the majority of HPR classes so we are not scrambling as often to fill classes (this is critical since there is so much variance within the grad programs other prospective instructors may present with).

Perhaps the biggest opportunity for revitalization remains the improving the work-flow amongst the HPR instructors and the Academic Affairs office. Although assessment data is being turned in more frequently over the last two years, there are still times when adjunct instructors are not using the required common assessments, are not completing any formal assessment data, and there are still times when it is still not clear who is responsible for some facets of HPR (for instance, who is responsible for creating the master syllabi, who is in charge of making sure an adjunct understands what needs to be taught/assessed in those classes, etc.).

## 6.2 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 and the vitality indicator. 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 6.2 in the Program Review Handbook for more information.)*

Narrative:

Goals:

1. HPR’s program of study will be fully updated with the academic catalog by AY2024-2025.
2. Master syllabi will be available for all HPR courses beginning in Summer 2024.
3. Every instructor in HPR will use the same common assessments beginning in Summer 2024.

## 7.0 Fiscal Resource 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)
- Expenditures and Revenue
- Extraordinary Costs
- 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

**Programs should not include salary or fringe benefits here**

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.

### 7.1 Budget Requests/Adjustments

#### Narrative:

No budget changes are required at this time. Open Education Resources (OERs) are utilized instead of traditional textbooks, and professional development has been sought through continuing education opportunities rather than more traditional conferences and coursework.

## 8.0 Authorship and Oversight

### 8.1 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 Brett Gilcrist with assistance from the Director of Institutional Research, Anita Chappuie.

### 8.2 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:

Reviewed by Brian Southworth of the Program Review committee on May 2, 2024. The program review is acceptable.

PRC accepts and agrees with the faculty assessment of the HPR program.

VPAA accepts and agrees with the faculty assessment of the HPR program.

## 9.0 Appendices

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

### Appendix 1 – Vitality Report from Spring 2021 (the last Comprehensive Review for HPR)

1. The first email represents the HPR Vitality Committee's initial vote related to the fate of the HPR Program of Study after a phase out was recommended in last year's comprehensive program review. (Pages 17 and 18)
2. Attached to that first email was a document that outlined the data the HPR Vitality Committee considered in coming to its conclusions. (Pages 19 and 20)
3. The second email represents the HPR Vitality Committee's final vote related to the fate of the HPR Program of Study after the group was asked to reconvene. (Page 21)

### Appendix 2 – Proposed HPR Program of Study (Page 22)

### Appendix 3 – Available course-level assessment data for HPR courses taught during this two-year period (spans pages 23-33)

## HPR Vitality Committee

Brett Gilcrist <bGilcrist@indycc.edu>

Thu 10/21/2021 2:25 PM

To: Taylor Crawshaw <tcrawshaw@indycc.edu>

Cc: Brian Southworth <bsouthworth@indycc.edu>; Sonja Conley <SCONLEY@indycc.edu>; April Parsons <apparsons@indycc.edu>; Anita Chappuie <achappuie@indycc.edu>; Heather Mydosh <hmydosh@indycc.edu>; Bridget Carson <bcarson@indycc.edu>; Tamara Blaes <tblaes@indycc.edu>

 1 attachments (22 KB)

HPR Vitality.docx;

Taylor,

I am writing regarding the HPR Vitality Committee that was convened to discuss the future of the HPR program. This group met on August 31st to discuss the original HPR comprehensive program review from AY2020-21, as well as the recommendation I made at that time to phase out the program from our catalog. During the August 31st meeting, the group discussed several things, but namely:

- How do we know if a program is successful?
- What outside factors influence the success of a program?
- What recommendations can we consider as we evaluate the HPR program in particular?

From that conversation, the HPR Vitality Committee determined that we could make one of the following recommendations to you and the Board of Trustees regarding the future of HPR at ICC:

1. Hire a full-time faculty member to teach HPR classes and oversee the program. This would move HPR into Phase 3: Revitalization according to the program review process.
2. Hire someone, preferably an existing faculty member, to serve as a program director overseeing HPR. While this person may teach some HPR courses, the primary responsibilities attached to this position would be to assist with the onboarding of adjunct instructors, to ensure syllabi completion, to track assessment/data collection within the program, and to write the HPR annual and comprehensive program reviews. This would move HPR into Phase 3: Revitalization according to the program review process.
3. Stick to the original recommendation placing HPR in Phase 4: Phase out which would remove the program of study from the course catalog. The individual HPR courses could still be offered without restriction.
4. Stick to the original recommendation placing HPR in Phase 4: Phase out which would remove the program of study from the course catalog. It would also be recommended that any non-essential elective HPR courses have their offerings reduced.

After that August 31st meeting, Anita Chappuie (the college's IR Director) and myself compiled as much data as possible based on the group's discussion regarding how we know if a program is successful. We collected and shared data related to student learning within HPR classes, graduation rates within the HPR program, transferability related to the HPR courses, as well as the average class sizes of the various HPR courses and how revenue they typically generated. On September 23rd, I shared a document (see the attachment titled "HPR Vitality" with the committee that summarized all the data Anita and I were able to compile (the group also had access to much of the rough data as well).

The members of the HPR Vitality Committee were asked on September 23rd to review the summary, as well as any of the other data they were provided or they felt was pertinent to the conversation, before

answering two questions:

1. Based on the information you've been provided, do you believe you are able to make a recommendation concerning the future of the HPR program? (If participants responded "yes", they were directed to question 2. If participants responded "no", they were directed to question 3.)
2. What recommendation do you believe should be made to the VPAA and Board of Trustees regarding the state of the HPR Program?
3. Please explain why you were not able to make a recommendation at this time. It would also be greatly appreciated if you could provide specific examples of data and/or documentation that would aid you in making a recommendation in the future.

Every member of the committee responded "yes" to question 1. In responding to question 2, however, there were mixed results.

Four of the committee members voted in favor of recommendation #2 citing things like financial concerns related to hiring a FT faculty member, concern about whether demand in HPR elective options would be sustainable depending upon the perceived easiness of the faculty member, and citing previous HPR program reviews where this recommendation was made and not yet attempted.

Three of the committee members voted in favor of recommendation #1 citing things like student enrollment within HPR courses, the difficulty of finding qualified adjuncts, and a history of other program directors not working out (or wielding too much power).

Collectively, all seven voting members were clear that the program should not be phased out until the college makes a concerted effort to try and revitalize it by giving it more support (through either a FT faculty member or a program director). Everyone seemed to agree that the demand and perceived popularity of HPR courses is great enough to justify these revitalization efforts. The group also cited the fact that ICC has two HPR courses that are available to students within the Liberal Studies degree plan, both of which consistently fill multiple sections each semester (including summer).

I, admittedly, did not vote as I believe I am biased. My original recommendation was to phase out this program. While the evidence that was collected and the discussions that occurred were very convincing, I still am not sure whether it is worth the college's financial investment to hire a FT faculty member. That said, a program director is not a good option, in my opinion, since we have had so many challenges finding qualified adjuncts who will uphold the value of academic excellence.

Consequently, Option 1 is the best option because I believe it satisfies the committee's goal of seeing this program revitalized while also ensuring we are not at the mercy of whatever adjuncts we can muster.

I know this creates a 4-4 tie in the voting, but I hope you will consider this information and use it to make the best decision you can for the future of the college. If you would like this committee to reconvene, or if you'd like our assistance in any other matter, please do not hesitate to contact us.

Brett Gilcrist, M.S., M.S.O.M.  
Professor of Psychology  
Independence Community College

BELOW IS THE ATTACHMENT ASSOCIATED WITH THAT FIRST EMAIL:

| AY21, 20, & 19                                                                                                                                                                                                         | Rules & Officiating                                                                                                                                                                                                                                                                                                                                                                                                |          |       | Fundamentals of Coaching |          |        | Intro to PE        |       |       | Sports Management  |        |       |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|--------------------------|----------|--------|--------------------|-------|-------|--------------------|--------|-------|--|
| Avg. Class Size / # of sections                                                                                                                                                                                        | 15.75 / 4                                                                                                                                                                                                                                                                                                                                                                                                          | 15.6 / 5 | 0 / 0 | 18 / 3                   | 54 / 1   | 49 / 1 | 12 / 1             | 5 / 1 | 0 / 0 | 14.5 / 2           | 24 / 1 | 0 / 0 |  |
| *Revenue Generated                                                                                                                                                                                                     | \$6.7k                                                                                                                                                                                                                                                                                                                                                                                                             | \$6.7k   | 0     | \$7.7k                   | \$23k    | \$21k  | \$5k               | \$2k  | 0     | \$6k               | \$10k  | 0     |  |
| Student Learning                                                                                                                                                                                                       | Data not available                                                                                                                                                                                                                                                                                                                                                                                                 |          |       | Data not available       |          |        | Data not available |       |       | Data not available |        |       |  |
| Transferable Skills                                                                                                                                                                                                    | Data not available                                                                                                                                                                                                                                                                                                                                                                                                 |          |       | Data not available       |          |        | Data not available |       |       | Data not available |        |       |  |
| Sustainability                                                                                                                                                                                                         | Data not available                                                                                                                                                                                                                                                                                                                                                                                                 |          |       | Data not available       |          |        | Data not available |       |       | Data not available |        |       |  |
|                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                    |          |       |                          |          |        |                    |       |       |                    |        |       |  |
| Grad Rates                                                                                                                                                                                                             | Based on the data, 287 different students completed at least one of these courses, 99 (34.5%) of whom transferred to a four-year school. Of the 287 students, 103 graduated ICC while 99 of those graduates (or 96.1%) completed the AGS degree (NOTE: only 1 student graduated from HPR in this time frame). Total, only 74 (25.8%) of the 287 students graduated from ICC and transferred to a four-year school. |          |       |                          |          |        |                    |       |       |                    |        |       |  |
| Transferability                                                                                                                                                                                                        | In reviewing the list IR provided pertaining to the schools these students transferred to, all schools where two or more students transferred were analyzed more closely. In reviewing the programs offered at these institutions, an effort was made to see whether these four classes transferred directly into a particular program of study...                                                                 |          |       |                          |          |        |                    |       |       |                    |        |       |  |
|                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                    |          |       | Rules                    | Coaching |        | PE                 |       | SM    |                    |        |       |  |
| Y = yes<br>N = no<br>M = maybe<br>E = elective<br>Mi = minor<br><br>The “maybe” is an indication that there was no course obviously equivalent to our own, but courses that would likely be considered as a substitute | Auburn U.                                                                                                                                                                                                                                                                                                                                                                                                          |          |       | N                        | N        |        | M                  |       | N     |                    |        |       |  |
|                                                                                                                                                                                                                        | UAB                                                                                                                                                                                                                                                                                                                                                                                                                |          |       | N                        | E – M    |        | Y                  |       | N     |                    |        |       |  |
|                                                                                                                                                                                                                        | U. Colorado                                                                                                                                                                                                                                                                                                                                                                                                        |          |       | N                        | N        |        | N                  |       | N     |                    |        |       |  |
|                                                                                                                                                                                                                        | E. Michigan                                                                                                                                                                                                                                                                                                                                                                                                        |          |       | N                        | N        |        | N                  |       | Y     |                    |        |       |  |
|                                                                                                                                                                                                                        | Missouri W.                                                                                                                                                                                                                                                                                                                                                                                                        |          |       | N                        | N        |        | Y                  |       | N     |                    |        |       |  |
|                                                                                                                                                                                                                        | W. Carolina                                                                                                                                                                                                                                                                                                                                                                                                        |          |       | N                        | N        |        | Y                  |       | Y     |                    |        |       |  |
|                                                                                                                                                                                                                        | Winston S.                                                                                                                                                                                                                                                                                                                                                                                                         |          |       | N                        | Mi       |        | Y                  |       | Y     |                    |        |       |  |
|                                                                                                                                                                                                                        | New Mex. S.                                                                                                                                                                                                                                                                                                                                                                                                        |          |       | N                        | N        |        | M                  |       | N     |                    |        |       |  |
|                                                                                                                                                                                                                        | C. Oklahoma                                                                                                                                                                                                                                                                                                                                                                                                        |          |       | N                        | Mi       |        | Y                  |       | N     |                    |        |       |  |
|                                                                                                                                                                                                                        | C. Carolina                                                                                                                                                                                                                                                                                                                                                                                                        |          |       | N                        | Mi – M   |        | M                  |       | Y     |                    |        |       |  |
|                                                                                                                                                                                                                        | Bethel (TN)                                                                                                                                                                                                                                                                                                                                                                                                        |          |       | N                        | E        |        | M                  |       | N     |                    |        |       |  |
|                                                                                                                                                                                                                        | UT-Martin                                                                                                                                                                                                                                                                                                                                                                                                          |          |       | E – M                    |          | N      |                    | M     |       | N                  |        |       |  |
|                                                                                                                                                                                                                        | TAM-C                                                                                                                                                                                                                                                                                                                                                                                                              |          |       | N                        |          | N      |                    | M     |       | N                  |        |       |  |
|                                                                                                                                                                                                                        | UTEP                                                                                                                                                                                                                                                                                                                                                                                                               |          |       | N                        |          | N      |                    | E – M |       | N                  |        |       |  |

\*Revenue Generated was calculated by multiplying \$426 x the average number of students enrolled in the course (\$426 is derived from the current in-district tuition cost of \$142/hr). While this number is not entirely accurate, it was used as an estimate given the challenge of trying to determine in-district, out-district, out-of-state, and international student status at this point in the process.

**Potential Recommendations:**

1. Hire a full-time faculty member to teach and oversee all things HPR. This would move the program into Vitality Category 3, “Revitalization Opportunities or Needs”.
2. Hire a HPR Program Director – this person would sign a supplemental contract agreeing to oversee the hiring and evaluation of adjunct instructors within the program, as well as all assessment and program review requirements for HPR. This would move the program into Vitality Category 3, “Revitalization Opportunities or Needs”.
3. Proceed with the original recommendation to “Phase Out” the HPR program of study and continue with the reduction of HPR elective course offerings.
4. Proceed with the original recommendation to “Phase Out” the HPR program of study, but with no restrictions on what courses (or how many) are offered from the HPR discipline.

Other questions we left unanswered as part of our initial discussion:

- Do we need an adjunct hiring flow chart and more prescribed onboarding process?
- Who is now responsible for assessing online instructors?
- How do we hold adjunct and concurrent instructors accountable?
- Does the AGS degree support the need for these electives?
  - This question has somewhat been answered through the data collection process. Although you can argue whether students need these electives or whether there are other courses they could be taken, the data does show that 99 of the AGS graduates over the last three years took at least one of these four electives.

Questions that have been asked as data has come in during this process:

- How does the college define a “program”?
  - According to our own assessment processes, a program is defined as the collection of courses outlined in the course catalog that earn a student a particular degree.
- Is our goal as an institution to get the students to graduation or is our goal to graduate students and then get them into a Bachelor’s program with as close to a 2+2 sequence as possible?
  - This is a philosophical distinction, but one that has come up as conversations delve into the college’s pursuit of academic excellence.

BELOW IS THE FINAL EMAIL SENT BY THE HPR VITALITY COMMITTEE:

**Re: HPR Vitality Committee**

**Brett Gilcrist <bGilcrist@indycc.edu>**

Wed 12/1/2021 10:30 AM

To: Taylor Crawshaw <tcrawshaw@indycc.edu>

Cc: Brian Southworth <bsouthworth@indycc.edu>; Sonja Conley <SCONLEY@indycc.edu>; April Parsons <apparsons@indycc.edu>; Anita Chappuie <achappuie@indycc.edu>; Heather Mydosh <hmydosh@indycc.edu>; Bridget Carson <bcarson@indycc.edu>; Tamara Blaes <tblaes@indycc.edu>

Taylor,

After reconsidering the HPR program per your instructions, the HPR Vitality Committee was asked to vote whether a full-time Faculty member should be hired to teach and oversee the program or if the program should be phased out. By a vote of 5-2, the HPR Vitality Committee voted that ICC should hire a FT Faculty member for HPR.

Brett Gilcrist, M.S., M.S.O.M.  
Professor of Psychology  
Independence Community College

## Appendix 2 – Proposed HPR Program of Study

### **PROPOSED AS Health, Physical Education, and Recreation (HPR) DEGREE PLAN**

#### First Semester:

|                                           |          |         |
|-------------------------------------------|----------|---------|
| English Composition I (ENG1003)           | 3        | SGE 010 |
| Communications Elective                   | 3        | SGE 020 |
| Math & Statistics Elective                | 3        | SGE 030 |
| Social & Behavioral Sciences SOC Elective | 3        | SGE 050 |
| Major Elective                            | <u>3</u> |         |
|                                           | 15       |         |

#### Second Semester:

|                                     |          |         |
|-------------------------------------|----------|---------|
| English Composition II (ENG1013)    | 3        | SGE 010 |
| Institutionally Designated Elective | 3        | SGE 070 |
| General Psychology (BEH1003)        | 3        | SGE 050 |
| Institutionally Designated Elective | 3        | SGE 070 |
| Major Elective                      | <u>3</u> |         |
|                                     | 15       |         |

#### Third Semester:

|                                          |          |         |
|------------------------------------------|----------|---------|
| Arts & Humanities Elective               | 3        | SGE 060 |
| Major Elective                           | 3        |         |
| Major Elective                           | 1        |         |
| Natural & Physical Sciences BIO Elective | 5        | SGE 040 |
| Institutionally Designated Elective      | <u>3</u> | SGE 070 |
|                                          | 15       |         |

#### Fourth Semester:

|                                           |          |         |
|-------------------------------------------|----------|---------|
| Major Elective                            | 3        |         |
| Major Elective                            | 3        |         |
| Social & Behavioral Sciences BUS Elective | 3        | SGE 050 |
| Natural & Physical Sciences PHS Elective  | 5        | SGE 040 |
| Arts & Humanities Elective                | <u>3</u> | SGE 060 |
|                                           | 17       |         |

Degree Credit Total = 62

Major Electives:

|                                                     |   |          |
|-----------------------------------------------------|---|----------|
| First Aid (ATH 1013)                                | 3 |          |
| Care and Prevention of Athletic Injuries (ATH 1103) | 3 |          |
| Drugs and Behavior (BEH 2043)                       | 3 | SP       |
| Nutrition (BIO 2053)                                | 3 |          |
| Fundamentals of Coaching (HPR 1013)                 | 3 | SP       |
| Introduction to Physical Education (HPR 1023)       | 3 | SP       |
| Introduction to Sports Management (HPR 1043)        | 3 | FA       |
| Personal and Community Health (HPR 1053)            | 3 | SU/FA/SP |
| Wellness Concepts (HPR 1401)                        | 1 | SU/FA/SP |

## Appendix 3

### Fall 2021 Intercession – Fundamentals of Coaching

**Learning Outcome #1:** Develop a philosophy of coaching based on sound educational principles.

*Measure #1:*

|                        |                                                                                        |
|------------------------|----------------------------------------------------------------------------------------|
| Measure #1 Description | Three-page personal philosophy that requires students to examine all learning outcomes |
| Measure #1 Type        | DIRECT                                                                                 |
| Measure #1 Target goal | 60% of the class demonstrate 70% or higher                                             |
| Measure #1 Results     | Over 75% demonstrated 70% or higher                                                    |

**SUMMARY**

|                          |                                                                                       |
|--------------------------|---------------------------------------------------------------------------------------|
| Outcome Was:             | MET                                                                                   |
| Findings:                | The students covered majority of the objectives in a broad view but had good insight. |
| Further Actions Planned: | I would make assignments weekly to break the Coaching Philosophy into parts.          |
| Strengths:               | Demonstrated student knowledge of the outcomes                                        |
| Weaknesses:              |                                                                                       |
| Additional Comments:     |                                                                                       |

**Learning Outcome #2:** Demonstrate an understanding of the role of sports in the schools, their relationship to the home, community, and academic environments.

*Measure #1:*

|                        |                                                                                                                                                                                                          |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Measure #1 Description | The students would take a test which students are present with a question or an incomplete sentence or idea. The students are expected to choose the correct or best answer from a menu of alternatives. |
| Measure #1 Type        | DIRECT                                                                                                                                                                                                   |
| Measure #1 Target goal | 60% of the class demonstrate 70% or higher                                                                                                                                                               |
| Measure #1 Results     | Over 75% demonstrated 70% or higher                                                                                                                                                                      |

**SUMMARY**

|                          |                                                                                                                                        |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Was:             | MET                                                                                                                                    |
| Findings:                | The students created a Coaching Dictionary from their reading, key terms, and vocabulary. This gave them insight on the Unit outcomes. |
| Further Actions Planned: | NONE                                                                                                                                   |
| Strengths:               | This gave students a workable knowledge of the outcomes.                                                                               |
| Weaknesses:              |                                                                                                                                        |

|                      |  |
|----------------------|--|
| Additional Comments: |  |
|----------------------|--|

**Learning Outcome #3:** Demonstrate awareness of the problems related to safety, liability, and law in relation to nutritional practice, drug use, facilities, conduct of practices and competitive events.

*Measure #1:*

|                        |                                                                                                                                                                                                          |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Measure #1 Description | The students would take a test which students are present with a question or an incomplete sentence or idea. The students are expected to choose the correct or best answer from a menu of alternatives. |
| Measure #1 Type        | DIRECT                                                                                                                                                                                                   |
| Measure #1 Target goal | 60% of the class demonstrate 70% or higher                                                                                                                                                               |
| Measure #1 Results     | Over 75% demonstrated 70% or higher                                                                                                                                                                      |

#### SUMMARY

|                          |                                                                                                                                        |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Was:             | MET                                                                                                                                    |
| Findings:                | The students created a Coaching Dictionary from their reading, key terms, and vocabulary. This gave them insight on the Unit outcomes. |
| Further Actions Planned: | NONE                                                                                                                                   |
| Strengths:               | This gave students a workable knowledge of the outcomes.                                                                               |
| Weaknesses:              |                                                                                                                                        |
| Additional Comments:     |                                                                                                                                        |

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

*Measure #1:*

|                        |                                                                                                                                                                                                                                  |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Measure #1 Description | The students watch videos with coaching scenarios that dealt with outcome #4 and gave their point of view on the scenarios through discussions. Then it was a follow up video with three professionals gave their point of view. |
| Measure #1 Type        | INDIRECT                                                                                                                                                                                                                         |
| Measure #1 Target goal | 100% involvement for 100% of the students                                                                                                                                                                                        |
| Measure #1 Results     | 100% involvement                                                                                                                                                                                                                 |

#### SUMMARY

|              |                                                                                                                                                                                            |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Was: | MET                                                                                                                                                                                        |
| Findings:    | The students learned a great understanding of the scenarios of coaching character and found qualities bigger than winning and losing. The professional gave great insight on these topics. |

|                          |                                                                                                                                        |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Further Actions Planned: | I believe this was a perfect situation for the students to receive feedback. I would continue to do this.                              |
| Strengths:               | This assignment gets the students talking a lot about a coach's point of view. This assignment had the students question their values. |
| Weaknesses:              |                                                                                                                                        |
| Additional Comments:     |                                                                                                                                        |

## Spring 2022 – Personal and Community Health

### **Personal and Community Health (HPR 1053) – Spring 2022** **Assessment Measures**

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

| <b><u>Section</u></b> | <b><u>Unit Exams</u></b> | <b><u>Unit Projects</u></b> |
|-----------------------|--------------------------|-----------------------------|
| ON01                  | 22/24 (92%)              | 18/24 (75%)                 |

\*\*\*The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

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

| <b><u>Section</u></b> | <b><u>Unit Exams</u></b> | <b><u>Unit Projects</u></b> | <b><u>Wellness Assessment</u></b> |
|-----------------------|--------------------------|-----------------------------|-----------------------------------|
| ON01                  | 22/24 (92%)              | 18/24 (75%)                 | 22/25 (88%)                       |

\*\*\*The table above represents the number of students who averaged a 70% or higher across the three major assessments within each category (except on the Wellness Assessment; for this measure, there is a simple count of students who completed and scored 70% or higher on the assignment). Students had to complete at least two of three assessments within a particular category to have an average calculated.

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

| <b><u>Section</u></b> | <b><u>Unit Exams</u></b> | <b><u>Unit Projects</u></b> |
|-----------------------|--------------------------|-----------------------------|
| ON01                  | 22/24 (92%)              | 18/24 (75%)                 |

\*\*\*The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

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

| <b><u>Section</u></b> | <b><u>Unit Exams</u></b> | <b><u>Unit Projects</u></b> |
|-----------------------|--------------------------|-----------------------------|
| ON01                  | 22/24 (92%)              | 18/24 (75%)                 |

\*\*\*The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

### **Results and Analysis – PC Health – HPR1053 (Spring 2022)**

#### **Findings:**

Utilizing all direct measures, expectations were met in the online section of the course. In a project-based class, students consistently demonstrated a preference towards the more traditional examinations; more specifically, students did well on the projects except when tasked with thinking critically about how their chosen topic connected to all eight dimensions of wellness and (more so) how it varied amongst at least two different demographic categories. It is my opinion that part of this stems from the fact that these two areas are not as integral to success on

the examinations and that part of it stems from students being able to more consistently rely on the internet and classmates for help on the exams in ways that just don't work on the projects.

**Strengths:**

Of the eighteen students who successfully submitted every unit exam and unit project, 14 earned a B or higher in the course (78% of the 18 or 58% of the 24 students who completed the course). These statistics are important because they demonstrate that the majority of students, when doing what was asked, found success in the course. Students get three opportunities to take every quiz, they can use any personal or instructor-provided notes on exams, they have at least one week to complete each project, and students are given the ability to redo/retake one exam and one project at the end of the term. The data shows that students who took advantage of all of these opportunities, regardless of course modality, met expectations in the course.

**Weaknesses:**

As stated previously, the biggest weaknesses came from the projects and how students applied their topics to the eight dimensions of wellness and how they examined demographic factors related to their topics. While the main topic was always something that could be easily researched via Google, these two connections required more time and critical thinking than many students allowed for. Although the projects are always the only assignment required during the week each of them is due, students consistently waited until the last second to turn them in, seldom asked for help or clarification, and got progressively worse as the semester progressed. Looking at the three projects, here are the ratios of As to D/Fs: U1P = 12:5, U2P = 8:7, and U3P = 7:13.

**Recommendations and Actions:**

Moving into the Summer term, I want to keep an eye on three things moving forward:

1. Student success on chapter quizzes – students consistently worked ahead on the quizzes before ever having completed the content from the previous module leading me to suspect cheating.
2. How the wellness dimensions and demographics are addressed on the unit exams – as noted previously, these two topics are not stressed as much on the exams as they are on the projects.
3. How rubrics are balanced between the project topic, wellness dimensions, and demographics – students consistently score well on their general topic, but struggle in the other two areas (especially with the demographics which many often skip altogether).

## Summer 2022 – Personal and Community Health

### Personal and Community Health (HPR 1053) – Summer 2022 Assessment Measures

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

| <u>Section</u> | <u>Unit Exams</u> | <u>Unit Projects</u> |
|----------------|-------------------|----------------------|
| FHY1           | 2/2 (100%)        | 2/2 (100%)           |

\*\*\*The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

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

| <u>Section</u> | <u>Unit Exams</u> | <u>Unit Projects</u> | <u>Wellness Assessment</u> |
|----------------|-------------------|----------------------|----------------------------|
| FHY1           | 2/2 (100%)        | 2/2 (100%)           | 2/2 (100%)                 |

\*\*\*The table above represents the number of students who averaged a 70% or higher across the three major assessments within each category (except on the Wellness Assessment; for this measure, there is a simple count of students who completed and scored 70% or higher on the assignment). Students had to complete at least two of three assessments within a particular category to have an average calculated.

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

| <u>Section</u> | <u>Unit Exams</u> | <u>Unit Projects</u> |
|----------------|-------------------|----------------------|
| FHY1           | 2/2 (100%)        | 2/2 (100%)           |

\*\*\*The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

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

| <u>Section</u> | <u>Unit Exams</u> | <u>Unit Projects</u> |
|----------------|-------------------|----------------------|
| FHY1           | 2/2 (100%)        | 1/2 (50%)            |

\*\*\*The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

### Results and Analysis – PC Health – HPR1053 (Summer 2022)

#### **Findings:**

Utilizing all direct measures, expectations were partially met in the course. In a project-based class, students consistently demonstrated a preference towards the more traditional examinations; more specifically, students did well on the projects except when tasked with thinking critically about how it varied amongst at least two different demographic categories (students performed much better when tasked with differentiating the dimensions of wellness while connecting them to project topics compared to previous semesters). It is my opinion that part of this stems from the fact that demographics are not as integral to success on the examinations and that part of it

stems from students being able to rely more heavily on the internet and classmates for help on the exams in ways that just don't work on the projects. To access the demographic information needed for their topics, students cannot merely perform a superficial internet search and it does not appear they are willing to dig deeper.

**Strengths:**

Two students finished this course (of three), and both excelled when tasked with researching the general topics needed for their projects and presenting the information in a way that was clear, understandable, and creative. In particular, the units on mental health and sexual health really challenged students to gather the necessary information and analyze it according to course concepts and their personal experiences—these two students excelled at that. These two students also did a great job thinking about their topics in relation to the eight dimensions of wellness and were able to consistently articulate how the various dimensions would be impacted/influenced.

In terms of the exams, students performed best when tasked with answering questions that were more explicitly addressed in their notes (anytime a question related to something more indirectly covered in the instructor-provided notes and more heavily addressed during lecture, students struggled).

**Weaknesses:**

As stated previously, the biggest weaknesses came from how they examined demographic factors related to their topics.

On the exams, the short-answer and true-false sections were the most challenging for students. Any time a question went beyond mere comprehension and focused on synthesis and analysis of inter-related concepts, students experienced more struggles. I believe this was two-fold – 1) I think the fact this information was not as explicitly stated in the notes really affected the students, and 2) I think students relied too heavily on the fact that I provided notes believing they did not have to engage in course discussions or write down information from the board.

**Recommendations and Actions:**

Moving forward, I had kept an eye on three things for the summer that I will continue monitoring:

1. Student success on chapter quizzes – students consistently worked ahead on the quizzes before ever having completed the content from the previous module leading me to suspect cheating. \*\*\*This was not an issue this summer, but it was on-ground class where I could dictate more of the pace and timing of things. That said, I did also use the summer term as a chance to rewrite many of the quizzes to place more of an emphasis on course-specific content rather than general facts that could be easily googled (my hope is that this will help students be even more successful on the exams).
2. How the wellness dimensions and demographics are addressed on the unit exams – as noted previously, these two topics are not stressed as much on the exams as they are on the projects. \*\*\*The students did a great job with the wellness dimensions this summer. I made a more concerted effort to emphasize them as part of our discussions

prior to each project and that seemed to pay dividends; unfortunately, a similar emphasis on the demographics did not work.

3. How rubrics are balanced between the project topic, wellness dimensions, and demographics – students consistently score well on their general topic, but struggle in the other two areas (especially with the demographics which many often skip altogether). \*\*\*I did rewrite the rubrics for our projects and felt much better about point distribution and balance between various content areas.

## Spring 2023 – Introduction to Physical Education

### HPR1023 Assessment and Analysis Introduction to Physical Education

Initial Synopsis: This course began with five students, but one was non-certified. Of the four students who remained, three were ultimately withdrawn for non-attendance. This left us to finish the course with one student.

That student met every outcome in the course with a 70% or higher. As you can see from the data table below, there were some inconsistencies in the student's production, but overall, the student did what was expected and at a high level.

|                 | Syllabus Q | Personal F | Personal F | Data Anal | Data Anal | Personal F | Personal F | Data Anal | Data Anal | Data Anal | Personal F | Review for | End of Co | Final Exam | Final Project |
|-----------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-----------|-----------|------------|------------|-----------|------------|---------------|
| Points Possible | 14         | 24         | 24         | 20        | 30        | 16         | 12         | 26        | 26        | 24        | 30         | 20         | 20        | 100        | 100           |
|                 | 12         | 24         | 24         | 12        | 22.5      | 16         | 12         | 22        | 21.5      | 7         | 20         | 18         | 20        | 84         | 100           |

Final Reflection: I intentionally tried to give my students the option as to how this course was taught, what material we discussed, and which assessments were utilized, in hopes that it would lead to a better classroom experience. Instead, however, it was hard to gauge what was working and what wasn't since I only ever had the one student show up and that student was not particularly vocal about her likes/dislikes within the class.

Moving forward, I think I would still offer the next PE class with the same four options I gave this one. I think I would run the class online though or save it for a summer session or fall intercession to see how that affected participation numbers.

#### Learning Outcomes for this course:

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

Four measures were used: Personal Reflections, Data Analyses, Final Exam, Final Project

## Summer 2023 – Personal and Community Health

### Personal and Community Health (HPR 1053) – Summer 2023 Assessment Measures

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

| <u>Section</u> | <u>Unit Exams</u> | <u>Unit Projects</u> |
|----------------|-------------------|----------------------|
| ON01           | 7/7 (100%)        | 7/7 (100%)           |

\*\*\*The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

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

| <u>Section</u> | <u>Unit Exams</u> | <u>Unit Projects</u> | <u>Wellness Assessment</u> |
|----------------|-------------------|----------------------|----------------------------|
| ON01           | 7/7 (100%)        | 2/2 (100%)           | 7/7 (100%)                 |

\*\*\*The table above represents the number of students who averaged a 70% or higher across the three major assessments within each category (except on the Wellness Assessment; for this measure, there is a simple count of students who completed and scored 70% or higher on the assignment). Students had to complete at least two of three assessments within a particular category to have an average calculated.

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

| <u>Section</u> | <u>Unit Exams</u> | <u>Unit Projects</u> |
|----------------|-------------------|----------------------|
| ON01           | 7/7 (100%)        | 7/7 (100%)           |

\*\*\*The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

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

| <u>Section</u> | <u>Unit Exams</u> | <u>Unit Projects</u> |
|----------------|-------------------|----------------------|
| ON01           | 7/7 (100%)        | 6/7 (86%)            |

\*\*\*The table above represents the number of students who averaged 70% or higher across the three major assessments within each category. Students had to complete at least two of three assessments within a particular category to have an average calculated.

### Results and Analysis – PC Health – HPR1053 (Summer 2023)

#### **Findings:**

Utilizing all direct measures, expectations were met.

#### **Strengths:**

Outside of two individuals, this group stayed engaged all summer long and consistently met deadlines and turned in work on time. I also found this group to do a better job than most at addressing the details of the various projects. While it can be easy to quickly scan directions and

miss key details, I felt like this group conscientiously reviewed the rubric to ensure their work was meeting expectations.

**Weaknesses:**

Some students struggled with somewhat innocent instances of plagiarism (technically copying though they didn't realize it), but no one made the same mistake twice which helped keep everyone at a C or higher across the major assessments in the course.

**Recommendations and Actions:**

Moving forward, I do not plan to make any immediate changes since this is a course I am now seldomly teaching. While I have some ideas of things I would consider changing, the infrequency of the data collection (and general lack of data) prevent me from making major changes at this time.