



Final Annual Report

Tennessee Tech University

President

Provost

College of Education

Exercise Science, Physical Education and Wellness

Exercise Science, Physical Education and Wellness BS



Definition of Unit

Department/Unit Contact: Christy Killman

Mission/Vision/Goal Statement

Research is the foundation of the belief of faculty and staff in the Department of Exercise Science, Physical Education and Wellness that all people benefit from physical activity, and that proper, skilled movement at various levels plays an important role in personal and societal wellness. Thus, the mission of the department, in accordance with the TTU Flight Plan, is to promote enhanced quality of life (wellness) through excellence in teaching, research and service related to the fields of Exercise Science, Physical Education and Wellness. All programs of study are based on educational standards and reflect the mission of the College of Education - "to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens". The new conceptual framework for the College "Effective, Engaged Professionals; Clinical Rich, Evidence-based Programs; and Network of Mutually Beneficial Partnerships" is also key and evident in the Departmental Mission, Vision and Goals. Both undergraduate and graduate students will be provided with quality experiences related to advising, mentoring, teaching, learning, professional preparation and more. Special attention will be given to incoming students - freshmen and transfers to insure student success leading to timely graduation.

To accomplish this mission, the department offers:

1. A basic physical activity and sport program open to all TTU students (PHED - physical activity courses) taught by qualified graduate teaching assistants or credentialed community partners;
2. Undergraduate degree programs in Sport Administration, Fitness and Wellness, Physical Education - K-12 licensure, Pre-Occupational Therapy, Pre-Physical



Therapy, and Recreation and Leisure that are taught by full or part time qualified instructors and/or professors;

3. Graduate degree programs in Adapted Physical Education, Elementary and Middle School Physical Education, Fitness and Lifetime Wellness, and Sport Management that are taught by full or part-time professors who have credentials of advanced degree preparation within the field of study;
4. A post baccalaureate degree program designed for candidates to obtain a k-12 Tennessee teaching license in physical education while earning a Master of Arts degree in Exercise Science with concentration in Elementary/Middle School Physical Education;
5. Minor concentrations in Exercise Science and Coaching;
6. On-line class choices in many undergraduate and graduate level classes;
7. Quality advisement from caring and qualified professional advisors promoting student success and program completion.

We believe students will have quality professional/career opportunities in their chosen field upon graduation due to the excellent, quality faculty, their dedication to instruction and their overall investments in student success. Exercise Science, Physical Education and Wellness graduates continue to have high placement rates in gainful professional employment as teachers, corporate wellness directors/personnel, strength coaches, personal trainers, health coaches, and recreation programmers. Likewise, students who complete one of the offered concentrations and who are pursuing an advanced degree program continue to have excellent placement results in masters and doctoral programs across Tennessee and in the southeast region. Exercise Science graduates are successful in getting into professional programs for physical therapy, occupational therapy and physician assistants due to their excellent preparation at the undergraduate level.

As a dedicated faculty, we are continually seeking more ways and better ways to serve our students as well as provide additional educational opportunities for new students.



Goal 1 & Outcome

Define Goal



Sustain departmental faculty (including adjunct faculty) that is committed to excellence in teaching, research and service for the good of the student, department, college and university;

Intended Outcomes / Objectives

1. Employ qualified individuals who display excellence in teaching, research and service.
2. Provide support for faculty needs including training, professional development and research support.
3. Connect faculty to research and grant opportunities in the profession and cross-disciplinary.



Goal 2 & Outcome

Define Goal

The department will offer physical activity classes (PHED) of interest to the TTU student body, taught by qualified instructors - which can count toward the general education and elective requirements.

Intended Outcomes / Objectives

1. Students will demonstrate knowledge and skills related to the physical activity course (PHED) that they are enrolled in, during any given semester. One hour credit courses will be conducted and graded according to the necessary skill development, knowledge attainment and attendance policy of the department.
2. Incoming students will be encouraged to register for a physical activity course (PHED) to provide opportunity for physical activity, socialization, diversity of student interest and to enhance the overall student experience (Flight Plan Focus 1 - Enhance quality of undergraduate student experience).



Goal 3 & Outcome

Define Goal

Offer up-to-date and competitive degree programs in Sport Administration, Fitness and Wellness, Physical Education Teacher Licensure, Pre-Physical Therapy, Pre-Occupational Therapy, and Recreation & Leisure to prepare students to be career or advanced program ready upon completion. Students may also declare a "Minor" area of study in Exercise Science or Coaching.

Intended Outcomes / Objectives

1. Students majoring in any of the 6 concentrations within the Exercise Science, Physical Education & Wellness department will be held to high expectations and lesson mastery to guide them to quality academic preparation and program completion. Upon graduation students will be competitive in the job market or in gaining entry into an advanced educational program.
2. Monitor programs closely for content needs and adjust curricula as needed to maintain the highest quality of academic preparation and student experience. Faculty and advisors remain attentive to student needs while maintaining a high standard for student success resulting in reduced time to degree and increased number of degrees conferred (Flight Plan Focus Area 1).

Goal 4 & Outcome

Define Goal

Provide opportunity and faculty guidance for undergraduate and graduate students to participate in relevant research related to individual interests, professional aspirations and needs within the profession. (Flight Plan Focus Area 3 - Faculty and undergraduate student research)

Intended Outcomes / Objectives

1. Provide basic research experience for students in upper division classes.
2. Encourage students to participate in the Student Research Day to enhance student learning.
3. Provide an undergraduate level Research Methods Class (EXPW 4900) to develop research knowledge and skills available to all EXPW majors but required for students in the Pre-OT, Pre-PT, and Fitness & Wellness concentrations.



Assessment Tool 1

Goal/ Outcome/ Objective: Faculty committed to excellence in teaching, research & service

Type of Tool: Annual Unit Report

Rationale

Full time tenured or tenure track faculty within the Department of Exercise Science, Physical Education & Wellness are evaluated by the department chairperson in the annual faculty evaluation process with regard to their completion of the agreement on responsibility for the year. Overall performance is assessed including teaching, service, and scholarly activities. IDEA evaluations are also reviewed for and by faculty. Adjunct faculty are evaluated according to student input on IDEA evaluations for the instructor and the course. Some adjunct faculty, both on campus and on-line will have a drop in visit by the departmental chairperson for added evaluation information. Graduate teaching assistants in the PHED courses are evaluated during a drop in visit by the department chairperson and the IDEA evaluations for the instructor and the course.

Frequency of Assessment: Once per academic year

Assessment Tool 2

Goal/ Outcome/ Objective: Activity and sport classes for TTU student body/gen ed/elective

Type of Tool: Other

Rationale

The need for a variety of physical activity courses is evaluated by the number of students enrolled and the number of sections of each class. Which courses and how many sections offered per semester is determined in part by these two criteria. It is the goal of the department to offer ample sections of the classes that the student body wants/needs in the way of PHED activity courses. Table 4 below outlines the PHED courses, when they are taught and the number of sections offered during 2016-2017.



Course Number	Description	Number of Sections Offered Per Semester
1002	Physical Fitness Text	5- Fall 4- Spring
1010	Tennis	3 – Fall Only
1020	Swimming	1 – Fall 1 - Spring
1021	Intermediate Swimming	1- Fall 1- Spring
1030	Bowling	2 – Fall 2 - Spring
1031	Advanced Bowling	1 – Fall 1 – Spring
1040	Archery	2 – Fall 2 – Spring
1070	Volleyball	4 – Fall 4 – Spring
1090	Softball	1 – Fall
1100	Golf	6 – Fall 3 – Spring
1101	Advanced Golf	1- Fall 1- Spring
1110	Badminton	1 – Fall 1 – Spring
1120	Ballroom Dance	1- Fall



		1 – Spring
1145	Walk For Fitness (RODP)**	2 – Fall 2 – Spring
1150	Riflery	2- Fall 2- Spring
1160	Scuba & Skin Diving	4 - Fall 4 – Spring
1170	Karate	1- Fall 1 - Spring
1171	Kempojutsu	1 – Fall 1 – Spring
1172	Tai Chi	1 – Fall 1 – Spring
1173	Samurai Sword	1 – Fall 1 –Spring
1180	Self Defense for Women	2 – Fall 2 – Spring
1190	Water Aerobics	1 - Fall 1 - Spring
1200	Beginning Foil Fencing	1- Fall 1 – Spring
1220	Active Lifestyles	1 – Fall 3 – Spring
1221	Fitness Walking	3 – Fall 4 – Spring
1230	Map Reading/Orienteering	1- Fall
1240	Soccer	2 – Fall



1250	Beginning West African Dance	1- Fall 1- Spring
1260	Advanced West African Dance	1- Spring
1290	Basketball for Men	1 – Fall 3 – Spring
1360	Slimnastics & Aerobics	1 – Fall 1 – Spring
1370	Weight Training & Physical Fitness	3 – Fall 3 – Spring
1371	Advanced Weight Training & Fitness	1- Fall 1 - Spring
1372	Weight Training for Womed	1 - Fall 1 - Spring
1374	Cross Training	2 - Fall
1440	Skeet & Trap Shooting	1 - Fall 1 - Spring
1441	Skeet & Trap Shooting Competition	1- Spring
1470	Handgun Familiarization & Safety	3 - Fall 3 - Spring
1520	Canoe-Camping	1- Fall
1550	Advanced Open Water Scuba Diving	1 - Fall 1 - Spring
1590	Back Country Adventure I	1 - Fall
1600	Back Country Adventure II	1 - Spring
1620	Bouldering Movement/Techniques	1 - Fall
1630	Basic Caving	1 - Spring



Quality of instruction is evaluated by students in the various PHED classes completing the IDEA form for the course and instructor and by the informal evaluation of the department chair of the strengths and weaknesses of the instructor and/or course per semester. Knowledge and skill development of each student within each course is assessed using written and skill tests as appropriate. Grades are assigned according to the individual course syllabus for each course as outlined by the instructor of skills learned, knowledge obtained and attendance as required.

Frequency of Assessment: once per academic semester



Assessment Tool 3

Goal/ Outcome/ Objective: Degree Programs in 6 concentrations

Type of Tool: Survey

Rationale

Undergraduate students from the 6 concentrations within the Exercise Science program are surveyed and interviewed by a faculty member before the end of their last semester, just prior to graduation. A list of questions created by the EXPW faculty and focused on the department, curriculum, programs, advising, and extra-curricular opportunities are asked and discussed. (List 1 below). The information retrieved from these surveys and interviews is reviewed and used to make adjustments and improvements where and as needed to insure students are getting the best education and having an overall quality experience. (Flight Plan Focus Area 1) In addition, the face-to-face interview with a departmental faculty member offers an opportunity for the student to seek advice and solidifies the 'family' environment that is identified by students and faculty in the Exercise Science department.

List 1.

Exit Interview Questions

Student: _____

Concentration: _____ Semester: _____

1. Did you start your college career in this department, transfer from another major at Tech or transfer from another institution?
2. Please explain your overall thoughts and feelings about the Exercise Science department and the education you received.
3. Identify your best experience(s) in your program/concentration.
4. Explain difficulties or bad experiences that you had as an undergraduate student.



5. Did you participate in the Major's Club?
6. Identify what you believed to be strengths of the EXPW department/program.
7. Identify (any and all) weaknesses of the department.
8. Which EXPW classes stand out in your mind as being the most helpful/influential in you moving forward in your career choice?
9. What EXPW classes would you say were least valuable in preparing for your career?
10. How can programs/courses in the EXPW department be improved?
11. Would you recommend this department to an incoming freshman or transfer student?
12. If you had it to do over again, what, if anything, would you do differently?

Frequency of Assessment: End of each semester



Assessment Tool 4

Goal/ Outcome/ Objective: Student Research Opportunities
Type of Tool: Capstone Project

Rationale

The faculty in the Exercise Science department believe that students need to be exposed to and submerged in basic academic research. Opportunities for student research at the undergraduate level are present in upper division courses - EXPW 3170, EXPW 4730, EXPW 4171 and EXPW 4900. Students learn basic research method, data collection and data analysis and present their findings to the class. They also learn how to locate and critique scholarly articles and review current literature.

The research that students conduct is considered a capstone project within each of the classes. Students are also encouraged to participate in the Student Research Day at the University, and the best studies are invited to present their research projects at the state TAHPERD convention - Student Research Poster Presentations.

Frequency of Assessment: Once per academic semester



Result Goal 1

Goal/Objective/Outcome Number: 1

**Results**

During the 2016-2017 academic year students who took classes in the Exercise Science department were taught by 6 full time tenured or tenure track faculty, 4 full time term appointment instructors, 18 qualified adjunct faculty and/or 10 qualified graduate teaching assistants. Throughout the course of the academic year, professional development opportunities were shared and encouraged, primarily with full time faculty, but interested adjunct faculty and GA's were also encouraged to participate in training related to their teaching assignment, as appropriate. Included is webinars, online journal articles shared, training ops on campus, workshops and conferences. Table 1 below outlines faculty teaching loads and number of classes taught.



Table 1. EXPW FACULTY LOAD REPORT 2016-2017

FACULTY	STATUS	FALL LOAD	SPRING LOAD
BELL	T	12 HRS (4)	12 HRS (4)
BROWN (OTE)	D		12 HRS (2)**
CATHEY	I	13 HRS (5)	8 HRS (4)
ELMORE	I	13 HRS (5)	18 HRS (8)
HAUSER	TT	14 HRS (5)	13.5 HRS (5)
KILLMAN*	T	12 HRS (6)	15.5 HRS (6)
PHILLIPS	T	15 HRS (5)	15 HRS (5)
RIEL	I	20 HRS (6)	13 HRS (7)
ROSEMOND	TT	13 HRS (5)	15 HRS (5)
SMITH	T	13 HRS (5)	13 HRS (5)
TURNBOW	I	15 HRS (5)	15 HRS (6)
	TOTAL	140 HRS (51)	150 HRS (57)
ADJUNCT FACULTY			
BELLENFANT	ADJ	3 HRS (1)	3 HRS (1)
ENNIS	ADJ		3 HRS (1)
JARED	ADJ	3 HRS (1)	3 HRS (1)
LEWIS	ADJ	5 HRS (1)	
LOUBIER	ADJ	3 HRS (1)	3 HRS (1)
MANNLE	ADJ	2 HRS (1)	
MAXWELL	ADJ	6 HRS (3)	4 HRS (2)
MARTIN	ADJ	2 HRS (1)	2 HRS (1)
MILES	ADJ	5 HRS (2)	3 HRS (1)
MORTARA	ADJ	6 HRS (2)	6 HRS (2)
PALEVO	ADJ	6 HRS (2)	
PEARSON	ADJ	3 HRS (1)	3 HRS (1)



PUGH	ADJ	3 HRS (1)	3 HRS (1)
SANDERS	ADJ	3 HRS (1)	3 HRS (1)
SEVERT	ADJ	6 HRS (2)	6 HRS (2)
SHEETS	ADJ	4 HRS (2)	4 HRS (2)
STERN	ADJ	2 HRS (1)	
ZACHARY	ADJ	5 HRS (2)	3 HRS (1)
TOTAL		67 HRS (25)	49 HRS (18)

Key: *=Department Chair Hours 207 Hours 199

T= tenured TT=tenure track (# classes = 76) (# classes = 75)

I = instructor

D= director

** - Residency & Seminar for
licensure students

Table 2. EXPW Faculty and Seat Count for "EXPW" Courses

Fall 2016	CLASSES	SEATS
Totals	76 Classes	1498 Seats
Undergraduate sections	63	1375
Graduate sections	11	123
Spring 2017	CLASSES	SEATS
Totals	75 Classes	1555 Seats
Undergraduate sections	61	1426
Graduate sections	14	129



CLASSES & Seat Count for "PHED" Activity Courses

Fall 2016

Totals **84 Classes** **1369 Seats**

Spring 2017

Totals **78 classes** **1069 Seats**

Attachments

No items to display.



Result Goal 2

Goal/Objective/Outcome Number: 2

Results

During the 2016-2017 academic year there were a total of 162 PHED (physical education activity courses) courses offered - 84 offered in the fall 2016 semester and 78 offered in the spring 2017 semester. All of these courses have a physical activity component, and students are provided opportunities to learn about and participate in physical activity and/or sport of their choice or liking. Skill development and knowledge acquisition is relevant to each course. Class size is controlled and kept at a safe number for maximum participation and overall student safety.

Included in the PHED numbers is the newly adopted PHED 1002 - Physical Fitness Test that is required of all Exercise Science Majors to complete once per academic year. This is a zero credit hour class and counts for 198 seats in 5 sections in the fall 2016 semester and 155 seats in 4 sections in the spring 2017 semester.

PHED Classes offered include the following:

1002 - Physical Fitness Test (F,S)

1010 - Tennis (F)



- 1020 - Swimming (F,S)
- 1021 - Advanced Swimming (F,S)
- 1030 - Bowling (F,S)
- 1031 - Advanced Bowling (F,S)
- 1040 - Archery (F,S)
- 1070 - Volleyball (F,S)
- 1090 - Softball (F)
- 1100 - Golf (F, S)
- 1101 - Advanced Golf (F,S)
- 1110 - Badminton (F, S)
- 1120 - Ballroom Dance (F,S)
- 1145 - Walk for Fitness (TN ECampus) (F,S)
- 1150 - Riflery (F,S)
- 1160 - Scuba & Skin Diving (F,S)
- 1170 - Karate (F,S)
- 1171 - Kempojutsu (F,S)
- 1172 - Tai Chi (F,S)
- 1173 - Samurai Sword (F,S)
- 1180 - Self-defense for Women (F,S)
- 1190 - Water Aerobics (F,S)
- 1200 - Beginning Foil Fencing (F,S)
- 1220 - Active Lifestyles and Health (F,S)
- 1221 - Fitness Walking (F,S)
- 1230 - Map Reading/Orienteering (F)
- 1240 - Soccer (F)
- 1250 - Beginning West African Dance (F,S)



1260 - Advanced West African Dance (S)
1290 - Basketball for Men (F,S)
1360 - Slimnastics & Aerobics (F,S)
1370 - Weight Training and Physical Fitness (F,S)
1371 - Advanced Weight Training (F,S)
1372 - Weight Training for Women (F,S)
1374 - Cross Training (F)
1440 - Skeet & Trap Shooting (F,S)
1470 - Handgun Safety (F,S)
1520 - Canoe-Camping (F)
1550 - Advanced Open Water Scuba Diving (F,S)
1590 - Back Country Adventure I (F)
1600 - Back Country Adventure II (S)
1620 - Bouldering Movement/Techniques (F)
1630 - Basic Caving (S)
1870 - Varsity Softball
1900 - Varsity Volleyball
1910 - Varsity Football
1920 - Varsity Basketball - Men
1923 - Varsity Basketball - Women
1930 - Varsity Baseball
1940 - Varsity Tennis - Men
1953 - Varsity Golf - Women
1956 - Varsity Golf - Men
1963 - Varsity Cross Country - Women
1966 - Varsity Cross Country - Men
1970 - Varsity Soccer



1980 - Varsity Track/Field - Women

1990 - Varsity Cheerleading

Attachments

No items to display.



Result Goal 3

Goal/Objective/Outcome Number: 3

Results

Students majoring in concentrations within the Exercise Science department took classes and participated in rigorous academic preparation. 130 students graduated with undergraduate degrees during the 2016-2017 academic year and increase of 15% over the previous year. (Does not include summer 2017 graduates.) From departmental surveys and face to face interviews with graduating seniors, the approximate percentage of students who were pursuing acceptance or who were already accepted into an advanced degree program OR who confirmed to be headed to gainful employment related to the area of concentration in the undergraduate program is 77%. While we know that not every student gets accepted into a professional program in Physical Therapy and/or Occupational Therapy, students from the Exercise Science undergraduate program have high success rates or acceptance on the first or second round of application.

This is evidence that Goal 3 and Outcome 3 were met during this academic year. We continue to pursue compliance with Flight Plan Focus Area 1 related to retention and degrees conferred.

Attachments

No items to display.



Result Goal 4

Goal/Objective/Outcome Number: Goal 4 - Research Opportunities

Results

Students are provided the opportunity to take EXPW 4900 - Research Methods in addition to basic research being taught/conducted in various classes. This is an effort to make candidates more prepared for admittance to advanced programs.



Quality work is coming from the students in their research efforts, and research posters are on display in Memorial Gym. Some students from the Exercise Science department participated in Research Day, and some undergraduate students have presented their research at TAHPERD. The Research Methods course is growing in popularity for undergraduate students, and graduates who have gone on to their professional programs have reported back during the year that they are the most prepared students in the cohort in the area of research.

The department has worked hard during the 2016-2017 academic year to provide multiple opportunities for undergraduate students to learn about and be involved in research. This is in line with the Flight Plan related to improved undergraduate experiences and promotion of undergraduate research opportunities.

Attachments

No items to display.

★ Flight Plan Focus Area 1

Action

The Exercise Science Department has worked toward the TTU Flight Plan Focus Area 1 in the following manner:

1. Enhancing quality of undergraduate student experience (Goal 1, Goal 2, Goal 3)
2. Improve academic advising (Goal 3)
3. Increase degrees conferred and retention; reduce time-to-degree (Goal 1, Goal 3)

Objective

★ Flight Plan Focus Area 3

Action

The Exercise Science, Physical Education and Wellness department worked toward



TTU Flight Plan Focus Area 3 in the following manner:

1. Expand research and faculty scholarly activity (Goal 1, Goal 4)
2. Support faculty collaboration and development (Goal 1)
3. Provide undergraduate research opportunities (Goal 4)

Objective