

UNIT REPORT

Exercise Science, Physical Education and Wellness BS - Institutional Effectiveness Final Annual Report 2018

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Exercise Science, Physical Education and Wellness BS

Definition of Unit

Start: 07/01/2017

End: 06/30/2018

Progress: On Schedule

Reporting Year: 2017-2018

Providing Department: Exercise Science, Physical Education and Wellness BS

Department/Unit Contact: Christy Killman

Mission:

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 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 department's 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, adjunct professors or credentialed community partners;
2. Undergraduate concentrations in Sport Administration, Fitness and Wellness, Physical Education - K-12 licensure, Pre-Occupational Therapy, Pre-Physical Therapy, and Pre-Athletic Training that are taught by full or part time qualified instructors, lecturers and/or professors;
3. Graduate degree concentrations in Adapted Physical Education, Elementary and Middle School Physical Education, 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 opportunity 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 their 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 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, athletic training and physician assistant due to their excellent preparation at the undergraduate level at Tennessee Tech.

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 opportunities in Sport Administration, Fitness and Wellness, Physical Education Teacher Licensure, Pre-Physical Therapy, Pre-Occupational Therapy, and Pre-Athletic Training 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 Exercise Science, Physical Education & Wellness in any of the six concentration areas 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. The individual concentration areas are monitored closely for content/student needs and to 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

Frequency of Assessment: Once per academic year

Assessment Methods:

Full time tenured or tenure track faculty as well as full time instructors and lecturers 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, as appropriate for the level of service and agreement of responsibility. 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.

Assessment Tool 2

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

Type of Tool: Other

Frequency of Assessment: once per academic semester

Assessment Methods:

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.

Table 4. 2017-2018 PHED Courses, Number of Sections, Semester Offered

Course Number	Description	Number of Sections Offered Per Semester
1002	Physical Fitness Test (Required of all EXPW Majors once per academic year)	5- Fall 5- Spring
1010	Tennis	3 – Fall Only
1020	Swimming	2 – Fall 1 - Spring
1021	Intermediate Swimming	1- Fall 1- Spring
1030	Bowling	3 – Fall 3 - Spring
1031	Advanced Bowling	1 – Fall 1 – Spring
1040	Archery	2 – Fall 2 – Spring
1070	Volleyball	3 – Fall 4 – Spring
1090	Softball	1 – Fall
1100	Golf	3 – Fall 2 – Spring
1101	Advanced Golf	1- Fall 1- Spring
1110	Badminton	1 – Fall 2 – Spring
1120	Ballroom Dance	1- Fall 1 – Spring
1145	Walk For Fitness (RODP)**	3 – Fall 3 – 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	3 – Fall 2 – Spring
1200	Beginning Foil Fencing	1- Fall 1 – Spring
1220	Active Lifestyles	1 – Fall 1 – Spring
1221	Fitness Walking	4 – Fall 4 – Spring
1240	Soccer	2 – Fall
1250	Beginning West African Dance	1- Fall 1- Spring
1260	Advanced West African Dance	1 - Fall 1- Spring
1290	Basketball for Men	2 – Fall 2 – Spring
1360	Slimnastics & Aerobics	2 – Fall 2 – 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	1 - 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
1630	Basic Caving	1 - Spring
1640	Mountain Biking Skills	1 - Fall

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. Training was provided before the onset of the semester in areas of class management, skill development, skill assessment, and record keeping. 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.

Assessment Tool 3

Goal/ Outcome/ Objective: One degree program with six concentrations

Type of Tool: Survey

Frequency of Assessment: End of each semester

Assessment Methods:

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?

Assessment Tool 4

Goal/ Outcome/ Objective: Student Research Opportunities

Type of Tool: Capstone Project

Frequency of Assessment: Once per academic semester

Assessment Methods:

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 be presented at the state TAHPERD convention - Student Research Poster Presentations.

Result Goal 1

Goal/Objective/Outcome Number: 1

Results:

During the 2017-2018 academic year students who took classes in the Exercise Science department were taught by 6 full time tenured or tenure track faculty, 3 lecturers, 1 full time term appointed instructor, 16 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 teaching loads, number of classes taught and number of students taught.

Table 1. EXPW FACULTY LOAD REPORT 2017-2018

FACULTY	STATUS	FALL LOAD	Head Count	SPRING LOAD	Head Count
BELL	T	12 HRS (4)	112	12 HRS (4)	100
BROWN (OTE)	D	9 HRS (1)**	1	12 HRS (2)**	9
ELMORE	L	13 HRS (5)	122	18 HRS (7)	112
HAUSER	TT	15 HRS (6)	140	18 HRS (6)	177
KILLMAN*	T	12.5 HRS (6)	57	23.5 HRS (9)^	46
MANN	I	13 HRS (5)	129	12 HRS (4)	115
PHILLIPS	T	12 HRS (4)	91	12 HRS (4)	81
ROSEMOND	TT	15 HRS (5)	88	15 HRS (5)^	32
SEVERT	L	14 HRS (6)	124	13 HRS (5)	132
SMITH	T	13 HRS (5)	110	13 HRS (5)	114
TURNBOW	L	16 HRS (5)	92	13 HRS (6)	111
TOTAL		144.5 HRS (52)	1066	161.5 HRS (57)	1029
ADJUNCT FACULTY					
BARFIELD	ADJ	3 HRS (1)^	5		
BELLENFANT	ADJ	3 HRS (1)^	13	3 HRS (1)^	16
CHAMBERS	ADJ	3 HRS (1)	26		
ENNIS	ADJ	3 HRS (1)	23	3 HRS (1)	35
GUINN	ADJ	6 HRS (2)^	24		
HOOK	ADJ			2 HRS (1)^	3
LEWIS	ADJ	5 HRS (1)	9		
LOUBIER	ADJ	3 HRS (1)	33		
MAXWELL	ADJ	6 HRS (3)	73	4 HRS (2)	48
MORTARA	ADJ	6 HRS (2)^	20	6 HRS (2)^	16
PALEVO	ADJ	3 HRS (1)^	5	6 HRS (2)^	21
PEARSON	ADJ	3 HRS (1)	35	3 HRS (1)	25

PUGH	ADJ	6 HRS (2) 32	3 HRS (1) 29
RIEL	ADJ	10 HRS 166 (6)	10 HRS 146 (6)
SHEETS	ADJ	4 HRS (2) 49	4 HRS (2) 49
ZACHARY	ADJ	3 HRS (1) 25	
TOTAL		49 HRS (26) 538	44 HRS (19) 388
Key: *=Department Chair	TOTAL HOURS	TOTAL HOURS	
T= tenured TT=tenure track	193.5	205.5	
I = instructor	TOTAL # CLASSES	TOTAL # CLASSES	
D= director	78	76	TOTAL HEAD COUNT
	HEAD COUNT	1417	
** - Residency & Seminar for licensure students	1604		

^ - on-line graduate classes only

CLASSES & Head Count for "PHED" Activity Courses

Fall 2017

Totals **80 Classes** **1107 Headcount**

Spring 2018

Totals **73 classes** **1035 Headcount**

Attachments:

Result Goal 2

Goal/Objective/Outcome Number: 2

Results:

During the 2017-2018 academic year there were a total of 153 PHED (physical education activity courses) courses offered - 80 offered in the fall 2017 semester and 73 offered in the spring 2018 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 191 students in the headcount in 5 sections in the fall 2017 semester and 152 seats in 5 sections in the spring 2018 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)
1200 - Beginning Foil Fencing (F,S)
1220 - Active Lifestyles and Health (F,S)
1221 - Fitness Walking (F,S)
1240 - Soccer (F)
1250 - Beginning West African Dance (S)
1260 - Advanced West African Dance (F,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)
1441 - Skeet & Trap Shoot Competition (S)
1470 - Handgun Safety (F,S)
1520 - Canoe-Camping (F)
1540 - Rescue Diver (S)
1550 - Advanced Open Water Scuba Diving (F)
1590 - Back Country Adventure I (F)
1600 - Back Country Adventure II (S)
1630 - Basic Caving (S)
1640 - Mountain Bike Skills (F)

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:

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:

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 provided 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:

