

2019-2020

Definition of Unit

Providing Department:

Exercise Science, Physical Education and Wellness BS

Department/Unit Contact:

Christy Killman

Mission/Vision 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 Tennessee Tech's Strategic Plan, is to promote enhanced quality of life (wellness) through creating, advancing and applying knowledge as well as expand opportunities for students, employees and the community by investing in excellence in teaching, relevant research and multiple service opportunities related to all areas and fields on the Exercise Science continuum. All undergraduate and graduate 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 and ties directly to the Tech Tomorrow Strategic Plan. Both undergraduate and graduate students are provided quality experiences related to advising, mentoring, teaching, learning, professional preparation and more. Special attention is 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; (Community Engagement, Meaningful Innovation)
2. Undergraduate concentrations in Sport Administration, Fitness and Wellness, Physical Education - K-12 licensure, Pre-Occupational Therapy, Pre-Physical Therapy, and Pre-Athletic Training, Pre-Physician Assistant that are taught by full time or part time qualified instructors, lecturers and/or professors; (Academic Excellence, Student Success)
3. Master of Arts 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. Additionally, in collaboration with the department of Curriculum and Instruction we offer an online Educational Specialist concentration in Exercise Science (fall 2018) and a Ph.D. concentration in Health Behavior and Wellness Education (fall 2019). (Academic Excellence, Community Engagement, Meaningful Innovation, Value Creation)

4. A post baccalaureate opportunity designed for candidates to obtain a k-12 Tennessee teaching license in physical education and endorsement in health while earning a Master of Arts degree in Exercise Science with their concentration in Elementary/Middle School Physical Education; (Academic Excellence, Community Engagement, Value Creation)

5. Minor concentrations in Exercise Science and Coaching; (Value Creation, Meaningful Innovation, Academic Excellence)

6. On-line class choices in many undergraduate and graduate level classes; (Meaningful Innovation, Academic Excellence)

7. Opportunity for undergraduate students to fast-track into the Exercise Science Master's program; (Meaningful Innovation, Academic Excellence, Value Creation)

8. Quality advisement from caring and qualified professional advisors promoting student success and program completion. (Student Success, Supportive Environment)

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, to name a few. 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, physician assistant and chiropractic due to their excellent preparation at the undergraduate level at Tennessee Tech. (Academic Excellence, Community Engagement)

As a dedicated faculty, we are continually seeking innovative ways to serve our current students, connect with the community and advanced program possibilities for our graduates as well as seek to provide additional educational opportunities to draw new students into our programs. (Meaningful Innovation)

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;

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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.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool 1**Frequency of Assessment:**

Once per academic year

Rationale:

Full time tenured or tenure track faculty as well as full time instructors and lecturers within the Department of Exercise Science, Physical Education & Wellness have all courses evaluated with the IDEA course evaluations. 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.

The Department annually tracks the training, professional development, and research support provided by the department and engaged in by faculty.

The Department annually tracks the number of grants and research opportunities engaged in by faculty.

RELATED ITEM LEVEL 2

Result Goal 1

Results:

During the 2018-2019 academic year students who took classes in the Exercise Science department were taught by 5 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 opportunities 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 2018-2019

FACULTY	STATUS	FALL LOAD	Head Count	SPRING LOAD	Head Count
BELL	T	12 HRS (4)	88	12 HRS (4)	94
BROWN (OTE)	D	18 HRS (2)**	8	21 HRS (3)**	9
ELMORE (HAUSER)	L TT	16 HRS (7)	128	14 HRS (5)#	108
RICHARDS KILLMAN*	T	15 HRS (5)	129	12 HRS (4)	113
		19 HRS (10)^^	79	13 HRS (5)^^	28
MANN	I	15 HRS (6)	118	12.5 HRS (5)	133

PHILLIPS	T	12 HRS (4)	100	12 HRS (4)	91
SEVERT	L	12 HRS (4)#73		13 HRS (4)#	77
SMITH	T	13 HRS (5)#	107	12 HRS (5)#	92
TURNBOW	L	14 HRS (5)	106	13 HRS (5)#	61
TOTAL		146 HRS (52)	936	134.5 HRS (44)	806

ADJUNCT FACULTY

BELLENFANT	ADJ	3 HRS (1)^	11	3 HRS (1)^	15
C. BROWN	ADH	3 HRS (1)	27		
ENNIS	ADJ	3 HRS (1)	19	6 HRS (2)^	48
GRAHAM	ADJ	3 HRS (1)	25	3 HRS (1)	4
HIRKO	ADJ	6 HRS (2)	14		
HOOK	ADJ	2 HRS (1)	5	2 HRS (1)^	3
S JOHNSON	ADJ	6 HRS (2)^	37	6 HRS (2)^	55
T JOHNSON	ADJ	3 HRS (1)^	6		
JONES	ADJ	6 HRS (2)^	53	6 HRS (2)	66
LEWIS	ADJ	5 HRS (1)	7		
MCLEARRAN	ADJ			1 HR (1)	23
MORTARA	ADJ	6 HRS (2)^	31	6 HRS (2)^	23
PALEVO	ADJ	6 HRS (2)^	17	6 HRS (2)^	20
PEARSON	ADJ	3 HRS (1)	22	3 HRS (1)	31
PUGH	ADJ	3 HRS (1)	19		

ROSEMOND	ADJ	6 HRS (2)^	30	9 HRS (3)^	39
SHEETS	ADJ	4 HRS (2)	40	4 HRS (2)	48
SMITH	ADJ			3 HRS (1)	11
VETTER	ADJ			1 HR (1)	29
WITHERSPOON	ADJ	3 HRS (1)^	10		
WOOTEN	ADJ			3 HRS (1)	30
TOTAL		71 HRS (24)	373	62 HRS (23)	445

GRADUATE ASSISTANTS##

WESTRICK	GA	9 HRS (6)	104	8 HRS (6)	71
WYNN	GA	6 HRS (5)	95	6 HRS (3)	72

Key: *=Department Chair

TOTAL HOURS	TOTAL HOURS
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T= tenured TT=tenure track

232	210.5
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I = instructor

TOTAL # CLASSES	TOTAL # CLASSES
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D= director

87	76
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- includes field experience supervision

TOTAL HEAD COUNT	TOTAL HEAD COUNT
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-includes teaching in EXPW and PHED courses

1508	1394
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** - Residency & Seminar for licensure students

^ - includes online section

^^ - includes 7000 level EdS course

CLASSES & Head Count for "PHED" Activity Courses

Fall 2018

Totals	78 Classes	1043 Headcount
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Spring 2019

Totals	75 classes	950 Headcount
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Attachments:

RELATED ITEM LEVEL 3

Goal 1 Modifications and Continuing Improvement to Goals/Objectives/Outcomes Item

Program Changes and Actions due to Results:

We have been down some faculty for a couple of years, but have a recruitment, advertising and hiring plan to get positions filled with perm, tenure-track faculty who can help boost our programs and continue to provide excellent service and education value to our students.

Link to Assessment:

Our assessment is linked to quality of service of faculty once they are here. We are using the criteria from the evaluation tool as a recruitment piece in getting the best fit for each position moving forward.

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:

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.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool 2

Frequency of Assessment:
once per academic semester

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.

RELATED ITEM LEVEL 2

Result Goal 2

Results:

During the 2018-2019 academic year there were a total of 161 PHED (physical education activity courses) courses offered - 83 offered in the fall 2018 semester and 78 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. Some of the courses are offered in the online format to accommodate student schedules and provide flexibility for completion.

Included in the PHED course offerings is PHED 1002 - Physical Fitness Test that is required of all Exercise Science Majors to complete once per academic year. New courses offered in fall 2018 include Yoga, advanced yoga and pickle ball. New courses offered in the spring 2019 semester include Disc Golf, Kayaking, Kickboxing and Rescue Diver.

Included in PHED offerings for elective credit for varsity athletes are the following:

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:

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 and Pre-Physician Assistant to prepare students to be career or advanced program ready upon completion.

Intended Outcomes / Objectives:

1. Students majoring in Exercise Science, Physical Education & Wellness in any of the seven concentration areas will be held to high expectations and lesson mastery to guide them to quality academic preparation and program completion.
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.
3. Upon graduation students will be competitive in the job market or in gaining entry into an advanced educational program.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool 3

Frequency of Assessment:

End of each semester

Rationale:

Culminating Projects:

Student artifacts from the EXPW Assessment course are evaluated using a rubric to evaluate content knowledge mastery.

Employment and Graduate programs:

The Department tracks the number of students who move on to graduates studies or employment in the EXPW field.

Exit Interview:

Undergraduate students from the 7 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. 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:_____

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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?

RELATED ITEM LEVEL 2

Result Goal 3

Results:

Students majoring in concentrations within the Exercise Science department took classes and participated in rigorous academic preparation. 144 students graduated with undergraduate degrees during the 2018-2019 academic year. (Does not include summer 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 81%. While we know that not every student gets accepted into a professional program in Physical Therapy, Occupational Therapy, Athletic Training and/or Physician Assistant, 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 work toward increasing retention and degrees conferred.

Attachments:

RELATED ITEM LEVEL 3

Goal 3 Modifications and Continuing Improvement to Goals/Objectives/Outcomes Item

Program Changes and Actions due to Results:

In considering potential job markets and preparation pathways for undergraduate students, we the faculty are committed to a continued focus on expanding options for students to study in areas of interest by offering additional concentrations as the program of study is built and approved.

Link to Assessment:

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.

Intended Outcomes / Objectives:

1. Encourage students to participate in the Student Research Day to enhance student learning.
2. 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, Pre-PA and Fitness & Wellness concentrations.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment Tool 4

Frequency of Assessment:

Once per academic semester

Rationale:

The Department tracks the number of students who participate in the Student Research Day at the University, the state TAHPERD convention, and other conferences.

Student completing EXPW 4900 must complete a research project. This project along with a grading rubric provide evidence of student's research ability.

RELATED ITEM LEVEL 2**Result Goal 4****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 2018-2019 academic year to provided multiple opportunities for undergraduate students to learn about and be involved in research. This is in line with the university strategic plan related to undergraduate research opportunities.

Attachments: