

Academic unit: **Department of Human Performance Studies**College: **Applied Studies**Date of last university/KBOR review **2020**

Date of last accreditation report (if relevant) **2023 (accreditation approval of M.S. Athletic Training); 2023 (Renewal accreditation of B.A. Athletic Training); 2022 (reaffirmation of accreditation of B.A. Physical Education)**

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

Degree: **B.A. Athletic Training** CIP* code: **51.0913**Degree: **B.A. Exercise Science** CIP* code: **31.0505**Degree: **B.A. Physical Education** CIP* code: **31.0599**Degree: **M.Ed. Exercise Science** CIP* code: **31.0505**Degree: **M.S. Athletic Training** CIP* code: **51.0913**

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

Certificate (s): Human Performance Coaching (formerly Physical Education Coaching) (UG), Human Performance Fitness (formerly Physical Education Fitness) (UG), Human Performance Weight Training (formerly Physical Education Weight Training) (UG); Functional Aging (GR).

Summary Statement (optional):

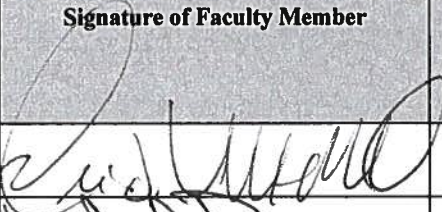





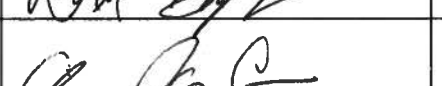
Signature Page

Representative of current faculty of the academic unit review* (add lines as necessary)

***do not list retired faculty employed during years represented in review, only current AY faculty on signature page**

(If interdisciplinary, please list the core teaching faculty and department name if external to the academic unit)

Please note that the signatures indicate that each faculty has read the self-study template and agreed (by consensus) to its contents.

Name of Faculty Member (List department –if external to unit)	Signature of Faculty Member	Tenure or Non-Tenure Track	Faculty Contribution to Review I had the opportunity to contribute to this PR document.
VanRavenhorst-Bell, Heidi		<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Rogers, Michael		<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Bomgardner, Rich		<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Luinstra, Lindsay		<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Butler, Olivia		<input type="checkbox"/> Tenure Track <input checked="" type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sigley, Daniel		<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Cossell, Alexis		<input type="checkbox"/> Tenure Track <input checked="" type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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		<input type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input type="checkbox"/> Yes <input type="checkbox"/> No

Submitted by: **Heidi VanRavenhorst-Bell, Chair – Department of Human Performance Studies**
(Name and title)

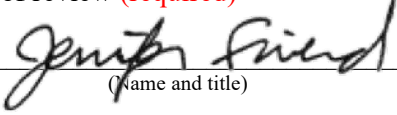
Date **March 29, 2024**
(Date)

Signature Page

Academic Dean Review:

Check all that apply:

- ☒ I have reviewed this document.
- ☒ I have had the opportunity to discuss this review with the program and/or department chair.
- ☒ Attached letter of review (required)

Submitted by: _____ Date 5/6/2024
 (Name and title) (Date)

Graduate Dean Review:

Check all that apply:

- ☐ I have reviewed this document.
- ☐ I have had the opportunity to discuss this review with the academic college dean.
- ☐ Optional, letter attached to provide additional comment/information needed

Submitted by: _____ Date _____

(Name and title) (Date)

Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan (HLC Criterion 1)

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

A. **Overall Program Description:** Provide an overall description of the program(s) offered. Include any significant changes made since the last review.

The Human Performance Studies programs, Physical Education-B.A., Athletic Training-B.A., and Athletic Training-M.S. (new) are accredited and have successfully secured renewal accreditation or accreditation approval during each mandated review (PE-BA 2023; AT-BA 2023; and AT-MS 2023). The Exercise Science-B.A. and Exercise Science M.Ed. have an Exercise Science Program Committee (full-time faculty members) and an Exercise Science Advisory Council (full time exercise science faculty, two practitioners, two alumni, and four candidates (two graduate, two undergraduate) that meet 1-2 times per year to evaluate enrollment, curriculum, assessment data, and faculty/student activities and provide recommendations. The Exercise Science programs (B.A. and M.Ed.) are beginning the process of applying for the Council on Accreditation of Strength and Conditioning Education (CASCE) accreditation to further elevate current program standards and establish a higher accountability to our students, faculty and the program(s). These programs have implemented courses, applied learning experiences, laboratory, and research opportunities set by both accreditation standards and industry best-practices to prepare our students to work across a broad and diversified choice of career options within clinical health, recreational health, fitness, sport, physical activity, and physical education as well as pursue entrepreneurial pathways within any said career path. The new M.S. in Athletic Training (MSAT) degree program welcomed the first cohort in summer 2023. The MSAT degree program is a mandate by the national accredited body, Commission on Accreditation of Athletic Training Education (CAATE) to replace all B.A. Athletic Training degree programs. The MSAT is a rigorous 2-year (Su,Fa,Sp), 62-credit hours program that will develop and prepare students for a variety of sport-centered athletic training careers (school-based, recreational, collegiate, semi-pro sport, and professional sport). The last cohort of students enrolled in the B.A. AT program will graduate Sp24. The Physical Education degree program was flagged by KBOR as a program with repeated declining enrollment. In 2023, a new program coordinator was hired, the curriculum, faculty coverage, and student concerns were evaluated, and necessary changes implemented. Enrollment has increased, the program has been removed from KBOR's list of flagged programs. Additionally, a joint conversation involving the HPS department, PE program, School of Education, and the CAS Deans Office reviewed current and potential support structure needs of the PE program and its students. Beginning fall 2024, KBOR has approved the transition of the PE program to the School of Education. Since the last program review, the department has onboarded the following degree/certificate programs:

- MSAT-Athletic Training (approved in spring 2023, first cohort summer 2023)
- Departmental Honors in Exercise Science (UG) (approved in spring 2024, will launch fall 2024)

B. **Program Purpose Statement:** Provide the program purpose statement (formerly Mission statement)

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

**Departmental statement is currently in the process of being updated with the upcoming changes in the department with PE moving to the school of education, and the addition of the MSAT and departmental honors in ES.*

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

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

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

C. Relationship to University Mission: What is the role of the Program(s) and its relationship to the University mission – specifically looking at how the program is an educational driver, cultural driver, and/or economic driver:

The Department of Human Performance Studies provides both graduate and undergraduate students a quality curriculum that values both theory and practice based upon content areas approved through our accrediting bodies CAATE (Commission on Accreditation of Athletic Training Education) (athletic training programs) and CAEP (Council for the Accreditation of Educator Preparation) (physical education program), or recommended by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA) (exercise science). Our programs prepare graduates for work in a variety of health, wellness, activity, and sport settings, which include public and private preK-12 schools, intercollegiate athletics, minor/major league professional sports, parks and recreation departments, the health club/fitness industry, healthcare and clinical settings, as well as entrepreneurship opportunities across any career path.

Regarding the university’s mission, all of our programs require quality educational experiences for our students. Through class work, integrative experiences (student teaching, internships, and/or practica), both our faculty and students have a presence and impact within many communities across the metropolitan area, Kansas, the region, the US, and globally. Our students’ (and alumni) job placements are prevalent in the hospital, clinical, and fitness settings throughout the State and across the nation, more than 50 student alumni launching new companies, large presence in the state’s largest school district, USD 259, and beyond. This impact is further evidenced by our faculty’s collaborations, partnerships and research projects within industry reaching local to global.

D. University Strategic Plan: How does the Program support the university strategic plan?

(https://www.wichita.edu/about/strategic_plan/index.php)

The department’s programs support the university’s strategic plan “...*be one of the nation's premier urban. public research universities, known for providing impactful applied learning experiences and driving prosperity for the people and communities we serve.*” in a variety of ways. Firstly, the department’s broad-based goals, which include all degree programs (BA- Physical Education, BA- Athletic Training, BA- Exercise Science, MEd- Exercise Science, and MS- Athletic Training), are being explicitly integrated into WSU’s strategic plan. Similarly, the department provides both graduate and undergraduate students a quality curriculum that values both theory and practice based upon content areas approved through our accrediting bodies CAATE (Commission on Accreditation of Athletic Training Education) (athletic training program) and CAEP (Council for the Accreditation of Educator Preparation) (physical education program) or recommended by the American College of Sports Medicine (exercise science). Our programs prepare graduates for work in a variety of health, wellness, activity, and sport settings, which include public and private preK-12 schools, intercollegiate athletics, minor/major league professional sports, parks and recreation departments, the health club/fitness industry, and clinical settings.

Regarding the *University Goals: Student Centeredness, Research and Scholarship, Campus Culture, Inclusive Excellence, and Partnerships and Engagement*, all of our programs require quality educational experiences for our students. Through class work, integrative experiences (student teaching, internships, and/or practica), both our faculty and students have a presence and a voice in the classroom, community, and industry for the purpose of developing an inclusive and impactful network within many communities across the metropolitan area, Kansas, the region, the US, and globally. This is evidenced by our faculty’s research partnerships, student engagement in scholarly work, and our students’ (and alumni) job placements.

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of teaching, scholarly/creative activity, and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.) (HLC Assurance B.2.c; HLC Criterion 3.B item 4 and HLC Criterion 3.C) This section can discuss faculty production of all faculty during the 4 years of the review, including faculty who are now retired.

- A. **Workload policy:** What is the workload policy for this program? Provide the policy as a PDF in the appendices of this program review with a direct hyperlink to the document. Departments can provide a workload distribution table (in the appendices) or additional narrative, as appropriate.

Departmental workload policy is in alignment with the College of Applied Studies (CAS) workload policy 2.2 ([Appendix 1](#)) which is based upon the Uniscope model, recognizes workloads vary based upon tenure track and/or NTT faculty, and connects with [WSU Policy 4.12—Teaching Loads](#). Additionally, the College of Applied Studies uses 45 clock hours of faculty work time per semester as the equivalent of one load credit ([WSU Policy 4.08—Definition and Assignment of Credit Hours](#)); faculty work approximately 45 hours for every one credit hour of course load. Calculation of clock hours for load credit are accrued in one semester and may not include hours spanning multiple semesters. College policy is adaptable and notes: “Where onerous time/effort are required, special teaching load credit may be given for additional or alternate activities as specified by departmental policy and approved by the department chair and dean.” Examples of alternate or additional activities may include chairing students’ thesis, dissertation, and/or capstone projects; supervising clinical experiences, practicum, and/or internships; and/or performing onerous administrative duties for the ongoing function of departments, programs, centers, and initiatives (e.g. program chair, center director).

Specific to workload definitions within the departmental Faculty Load Credit and Overload Credit Policy identifies explicit alignment with CAS policy 2.2 and defines load credits for applied learning courses. Section C notes “Members of the faculty may receive as many as one (1) course as an overload each semester at the discretion of the Department Chair and/or Dean of College of Applied Studies”, and Section D notes “Members of the faculty may receive up to three (3) hours of supplemental overload credit each semester for supervising interns, practicum students, students conducting independent study or special topics projects, research, honors component, and students working cooperative education assignments and faculty not provided a course release to serve as program coordinator.” The load credits are based upon the 45-hour clock rule and are generally applied as .10 to .25 credit per student enrolled or .25 credit per semester for the courses. See [Appendix 2](#) for more details.

Table 1 Departmental Workload				
# of Faculty	% of Teaching	% of Service	% of Scholarship	% of Administration
1 faculty (<i>VanRavenhorst-Bell</i>)	10%	20%	20%	50%
2 faculty (<i>Butler, Cossell</i>)	40%	20%	40%	0%
3 faculty (<i>Rogers, Luinstra, Sigley</i>)	40%	20%	40%	0%
1 faculty (<i>Bomgardner</i>)	40%	30%	30%	0%

- B. **Teaching and Service:** Briefly explain the standards in place in the college/department for the evaluation of the faculty for teaching and service activity. *Provide narrative to represent the teaching and service for the faculty within the program. Please add a table/visual as appropriate in the appendices.*

Teaching: In accordance with college policy, the department values quality teaching activities. Within the college, quality teaching includes annual and regular teaching evaluations per university policy ([WSU Policy 4.31](#)) for faculty with at least half-time teaching appointments. See [Appendix 3](#) for CAS policy 2.4 regarding teaching evaluations. Faculty are evaluated for quality teaching annually as part of the annual review process with evaluative mechanisms in place at the department and college levels. See [Appendix 4](#) for college policies regarding tenure and promotion criteria for scholarship of teaching activities.

Regarding the department level, faculty members create teaching effectiveness goals that include regular SEAS reporting, semesterly and consistent use of university (and accreditation) course syllabus templates, promoting and maintaining student/office hours, and regular and consistent course evaluations. Teaching effectiveness is evaluated during the annual evaluation processes conducted by the department chair and the departmental faculty personnel committee; evaluations are then circulated to the college Dean's office where additional reviews by Faculty Personnel Committee (FPC) for probationary faculty are conducted. All reviews are, ultimately, reviewed by the CAS Dean, including post-tenure review (PTR), which is required for all tenured faculty every five years.

Teaching effectiveness: Faculty demonstrated effective teaching, which includes SCH generation and degree production. According to OPA Table 4, the department rolling 5-year average of faculty was four (4) faculty with some support from NTT faculty (2.9), lecturers (5.8), or GTAs (0.7). Additionally, the previously mentioned four faculty and NTT faculty, according to OPA Table 3, generated a rolling 5-year average of 868 SCH, which is 52.4% of departmental SCH. The department's teaching helped to support student achievement resulting in a rolling 5-year average (2018-2022) of 85 undergraduate degrees and 14 graduate degrees for a total 5-year rolling average of 99 departmental graduates per year. Additionally, using *Q11* from OPA's factbook for [Undergraduate Exit Survey Results Academic Years 2021-2023](#), over 83.4% of graduating students were *satisfied or higher* with overall course instruction from the departmental programs. Similarly, almost 86.2% of graduating graduate students were *satisfied or higher* with overall course instruction (*Q11*) from the department graduate program ([Graduate Exit Survey Results Academic Years 2021-2023](#)).

Service: In accordance with college policy, the department values quality service activities. According to college policy 2.5, "Effective service is defined as activities performed by a faculty member that benefit the department, college, university, community, society or the profession. Service activities are performed in many capacities and involve substantive contributions to a variety of communities including to the university, society, and discipline or profession. Scholarship of service contributions to the university, society, and the profession will be evaluated based upon activities within the university and beyond." Service is evaluated annually by the department chair and other salient college-level entities (e.g., FPC) ensuring that a commitment to service is upheld by all faculty members commensurate with their rank. Faculty develop annual service goals that engage program, department, college, university, discipline, professional, and community stakeholders. It should be reiterated that during the past academic years within this review cycle the small number of departmental full-time faculty provided a disproportionate amount of administrative (e.g., VanRavenhorst-Bell, Rogers, Bomgardner, Luinstra), college (e.g., VanRavenhorst-Bell, Rogers, Bomgardner, Luinstra) heading/leading key college committees, and university (e.g., VanRavenhorst-Bell leading university work on Summer Research Institute (Director) and NSF iCorps Instructor; Rogers as Chair of the university Institutional Review Board; Bomgardner and Luinstra as members of the university curriculum committee. See [Appendix 5](#) for CAS policy regarding scholarship of service.

C. Research and Creative Activity: Briefly explain the standards in place in the college/department for the evaluation of the faculty research/scholarship/creative activity.

College policy 2.5 outlines scholarship of research/creative activity expectations and examples. In alignment with the Uniscope model research and/or creative activity the college values impact and engages a variety of stakeholder groups in many different ways including activities focused on collaboration, in diverse venues, of various quantity and quality, involving scholarly publications and public intellectualism, diverse forms of creative activity, presentations and outreach activities, projects and grants, forms of emerging research, and significant contributions to the profession, discipline, or communities. See [Appendix 6](#) for full policy details, including examples.

The department, which is in alignment with college-level standards for scholarship of research/creative activity, has been productive in several ways that favorably compare to the last program review cycle in 2019/20. Please see Table 2 for the department's research and creative activity production by year.

Table 2 Departmental Research & Creative Activity

Research & Creative Activity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Intellectual Property (Patents) Awarded or Submitted	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried					
2020-2021	8		8	2	3	3										1	2	\$1,000
2021-2022	10		8	6	5	3										1		

2022-2023	7		14	4	4	1		2				4			1	1	5	\$10,386
2023-2024	6		13		3	5		3				1				3	7	\$23,826
Total: 2020-24	31	0	43	1	15	12	0	5	0	0	0	5	0	0	1	6	14	\$35,212

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

D. Assessment of Faculty/Staff Productivity: Provide a brief assessment of the quality of the faculty/staff using the data from the narrative and table(s) above. Include details related to productivity of the faculty including teaching, scholarship/research and creative activity, and services- explicitly discuss productivity of faculty and how it is directly linked to program enhancements.

Faculty are annually evaluated by the department and college along the scholarship dimensions of teaching, research/creative activity, and service. In general, the department's faculty can be best described using the Uniscope model's focus on impact. That is, over the past review cycle, faculty have:

- Engaged in quality teaching that includes student-centered practices (e.g., SEAS reporting, Office hours, SI sessions for high-risk courses, Open Lab Hours) resulting in healthy degree production and SCH generation and is perceived by students (upon exiting) to be of high quality. The small number of faculty and strong SCH/HC generation creates a positive ROI for the university.
- Provided service to a wide variety of stakeholders, including the programs, department, college, university, academic disciplines, and to various communities or organization beyond WSU. The service activities completed by faculty help to sustain college and university productivity by engaging in important day-to-day work, while also providing increased awareness to non-WSU stakeholders.
- Productive in research and/or creative activity and displaying growth from 2020 to 2024 but down compared to previous program reviews. It should be noted of the 7 full-time HPS faculty members, the above data represent four faculty members. Given the number of refereed publications, refereed and non- refereed presentations, and grant activity are indicators of increased productivity, outreach, engagement, and impact. Product development and intellectual property (patent applications) yielded increased number of research and development projects for WSU stakeholders and non-WSU stakeholders and additional internal and external funding (i.e., grants, lab service fees). The increased representation in scholarly or discipline-specific publications (i.e., refereed journals, respected textbook publisher, national and international presentations) all represent strategic initiative of the programs, department, college, and university.

Departmental faculty are productive members of the college and university communities based upon university, college, and adopted departmental metrics, such as annual evaluations, tenure, and/or promotion activities. And, based upon exit survey data, faculty are engaging students at a high level supporting them to and through graduation.

Part 3: Academic Program(s) and Emphasis

Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan(s) as an appendix.

A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT at admission below 20 (triggered by KBOR defined Minima)? ☐ Yes ☒ No
Degree: **B.A. Athletic Training**; CIP* code: **51.0913**; *Rolling 5-year average mean ACT score = 22.7
Degree: **B.A. Exercise Science**; CIP* code: **31.0505**; *Rolling 5-year average mean ACT score = 22.6
Degree: **B.A. Physical Education**; CIP* code: **31.0599**; *Rolling 5-year average mean ACT score = 21.2

B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average at admission? ☐ Yes ☒ No
Degree: **M.Ed. Exercise Science** CIP* code: **31.0505**
*Rolling 5-year (FY) weight average GPA score = 3.36, while the university weighted average is 3.51
Degree: **M.S. Athletic Training** CIP* code: **51.0913**
*New program – no data reported

C. Accreditation status: (*HLC Assurance A.7 item a-c; HLC Criterion 4.A. item 5*)

If accreditation is previously noted, please add:

1. Name of accrediting body:
B.A. Athletic Training: [Commission on Accreditation of Athletic Training Education](#) (CAATE)
B.A. Physical Education: [Kansas State Department of Education](#) (KSDE), and [Council for the Accreditation of Educator Preparation](#) (CAEP)
M.S. Athletic Training: [Commission on Accreditation of Athletic Training Education](#) (CAATE)
2. Add in appendix, latest review from accrediting body (letter of confirmation) and hyperlink to this letter.
B.A. Athletic Training Letter of confirmation ([Appendix 7](#) and [Appendix 9](#)); **B.A. Physical Education** Letter of confirmation ([Appendix 8](#)); **M.S. Athletic Training** Letter of confirmation ([Appendix 7](#) and [Appendix 9](#))
3. Current accreditation status:
B.A. Athletic Training – Current; **B.A. Physical Education** – Current; **M.S. Athletic Training** – Current.
4. Next Review Date:
B.A. Athletic Training – 2032; **B.A. Physical Education** – 2029 KSDE and 2024 CAEP; **M.S. Athletic Training** - 2032
5. Commendations and concerns from the last review that program is addressing for continuous improvement:
B.A. Athletic Training – No concerns or notes from last review. Observations were addressed. See [Appendix 10](#) for complete Site Visit Final Report, including commendations.
B.A. Physical Education – No concerns or notes from last review. Observations were addressed. See [Appendix 11](#) and [Appendix 12](#) for complete Site Visit Final Report, including commendations.
M.S. Athletic Training – No concerns or notes from last review. Observations were addressed. See [Appendix 10](#) for complete Site Visit Final Report, including commendations.
**The B.A. Athletic Training and M.S. Athletic Training are addressed within one document by the accrediting body. *The B.A. Exercise Science and the M.Ed. Exercise Science are not accredited by a specialty accreditation agency.*

D. Assessment of Learning Outcomes (HLC Criterion 4.B. items 1-3)

1. Complete the table below with program-level data. Identify the principal learning outcomes (i.e., with what skills does the Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes.

The B.A. Athletic Training and M.S. Athletic Training degree programs received reaffirmation of accreditation through 2032 and submit an annual report that is reviewed by CAATE's Board of Commissioners yearly. Please see [Appendix 10](#) for the 2023 assessment reporting for the Athletic Training programs (i.e., Annual Report and Accreditation Approval). Assessment of student learning outcomes for the B.A. Athletic Training program see [Appendix 13](#), while the assessment of student learning outcomes for the M.S. Athletic Training program see [Appendix 14](#).

The B. A. Physical Education degree program received reaffirmation of accreditation through 2029 and submit an annual report that is reviewed by KSDE and CAEP yearly. Please see [Appendix 11](#) and [Appendix 12](#) for the 2023 assessment reporting for the Physical Education program (i.e., Annual Report). Assessment of student learning outcomes for the B.A. Physical Education program can be found in [Appendix 11](#), page 53-55

The B.A. Exercise Science and M.Ed. Exercise Science degree programs do not have specialty accreditation. Below, Table 3 provides the learning outcome assessment for each of these programs.

Table 3 Learning Outcome Assessment					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
B.A. Exercise Science					
Students will learn basic first aid and cardiopulmonary resuscitation skills following the procedures approved by certifying agencies such as the American Red Cross.	Exam	Community CPR certification	100% Obtain and Maintain Community CPR certification	100%	Exceeds expectations
Students will learn a basic but comprehensive overview of the structure and function of all the systems of the human body: circulatory, immune, respiratory, digestive, urinary, reproductive, skeletal, muscular (including a detailed study of the origin, insertion, and action of the major muscles), nervous, and endocrine systems. Students will become proficient in the use of directional and movement terminology and are able to classify movement levers and identify the plane/axis as well as the agonists and antagonists in a movement.	Exam	HS 290—Anatomy/Physiology	80% scoring 60% or better	96%	Exceeds expectations
Students will learn advanced application of muscle mechanics and physiology to sport and human movement patterns including the analysis of kinematics and kinetics and linear and angular kinematics and kinetics, loads and injuries of joints, and movement in a fluid medium.	Project and Exam	HPS 328Kinesiology and HPS 461 Biomechanics	80% scoring 60% or better	HPS 328-97.9%; HPS 461-97.1%	Exceeds expectations
Students will complete a study of the energy systems (metabolic pathways, conversion of food to energy, and measurement of this energy), the cardiorespiratory system, and the neuromuscular system, and how these systems respond and adapt to exercise, and a study of advanced exercise physiology topics to include body composition, endocrine/hormonal response to exercise,	Final Exam	HPS 490—Physiology of Exercise	80% scoring 60% or better	94.8%	Exceeds expectations

environmental physiology (heat/cold, hyper/hypobaric), exercise & aging, and gender differences.					
Students will learn the six fundamental nutrients – carbohydrates, fats, proteins, vitamins, minerals, water – and their role/importance in exercise, as well as ergogenic aids and supplementation, weight gain/loss/maintenance, eating disorders, nutritional fads and consumer nutrition/food labeling.	Exam	HPS 313 Exercise and Sport Nutrition	80% scoring 60% or better	96.8%	Exceeds expectations
Students will complete a study of wellness topics and physical fitness concepts including the health-related components of fitness, fitness assessment, and basic exercise program design. The student will complete a practical study of submaximal and maximal exercise tests using a variety of testing apparatus to include contraindications for testing, testing procedures, guidelines for stopping a test, interpretation of the test data, and exercise recommendations.	Project	HPS 440—Concepts in the Prescription of Exercise	80% scoring 60% or better	100%	Exceeds expectations
The student will complete an introduction to organizing, analyzing, and presenting data with basic descriptive (measures of central tendency and variance or dispersion) and inferential (t-tests, and simple prediction/regression) statistics; the use of computer applications is encouraged. The student will complete an introduction to the basics of conducting research including the collection of data, the analysis of data, the interpretation of data, and the presentation of the results.	Exam	HPS 762 – Statistical Concepts in Human Performance	80% scoring 60% or better	87.5%	Exceeds expectations
The student will complete a supervised practical experience(s) in the specialization area in which the student anticipates a career. A diary /log is recorded with comments relative to what was good and bad about the experience.	Faculty Assessment of Employer Evaluations, Objections, and Project	HPS 495—Internship in Exercise Science	80% scoring 60% or better	100%	Exceeds expectations
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
M.Ed. Exercise Science					
Students will complete an introduction to the basics of conducting research including the formulation of an idea, the planning of a study, the collection of data, the analysis of data, and the presentation of the results. Basic research concepts such as quantitative versus qualitative research and hypothesis testing are introduced.	Exam	HPS 800—Recent Literature in the Profession	80% scoring 60% or better	100%	Exceeds expectations
Students will complete an introduction to the scientific literature in exercise science including access to electronic resources. Emphasis will be placed on the reading and critical evaluation of research literature with the goal of developing the skills required for the writing of research proposals and the conduction of scientific research.	Research proposal	HPS 800—Recent Literature in the Profession	80% scoring 60% or better	100%	Exceeds expectations

Students will complete an introduction to organizing, analyzing, and presenting data with basic descriptive (measures of central tendency and variance or dispersion) and inferential (t-tests, ANOVA, and simple prediction/regression) statistics; the use of computer applications is encouraged.	Research presentation	HPS 860—Research Methods in the Profession	80% scoring 60% or better	100%	Exceeds expectations
Students will complete a study of the energy systems (metabolic pathways, conversion of food to energy, and measurement of this energy), the cardiorespiratory system, and the neuromuscular system, and how these systems respond and adapt to exercise.	Exam	HPS 830—Advanced Physiology of Exercise	80% scoring 60% or better	100%	Exceeds expectations
The candidate will complete a study of body composition assessment including assessment of race and gender differences.	Exam	HPS 815—Fitness Assessment/Exercise Recommendations	80% scoring 60% or better	100%	Exceeds expectations
Students will complete a study of wellness topics and physical fitness concepts including the health-related components of fitness, fitness assessment, and basic exercise program design.	Exam	HPS 815—Fitness Assessment/Exercise Recommendations	80% scoring 60% or better	100%	Exceeds expectations
Students will be proficient in a variety of laboratory techniques that are commonly used in the field of exercise science. The candidate will complete a practical study of submaximal and maximal exercise tests using a variety of testing apparatus to include contraindications for testing, testing procedures, guidelines for stopping a test, interpretation of the test data, and exercise recommendations.	Practical exam	HPS 815—Fitness Assessment/Exercise Recommendations	80% scoring 60% or better	100%	Exceeds expectations

Table 4 Student Learning Outcomes Comparison

Aggregate data supporting student success, by year, for the last four years (e.g., licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
*2019-20	1) 6/6 2) 9/10 3) 114/132 4) 9/9	1) UG PE: PRAXIS and PLT 2) UG AT: BOC licensure 3) UG ES: Key Concept exam 4) GR ES: Comprehensive Exam	1) 100% pass rate for both 2) 90% passed 3) 87% met SLO criterion 4) 100% met SLO criterion	NA: No national comparison
*2020-21	1) 7/7 2) 10/12 3) 102/109 4) 11/11	1) UG PE: PRAXIS and PLT 2) UG AT: BOC licensure 3) UG ES: Key Concept exam 4) GR ES: Comprehensive Exam	1) 100% pass rate for both 2) 83% passed 3) 93% met SLO criterion 4) 100% met SLO criterion	NA: No national comparison
*2021-22	1) 6/6 2) 11/12 3) 83/88 4) 11/11	1) UG PE: PRAXIS and PLT 2) UG AT: BOC licensure 3) UG ES: Key Concept exam 4) GR ES: Comprehensive Exam	1) 100% pass rate for both 2) 91% passed 3) 94% met SLO criterion 4) 100% met SLO criterion	NA: No national comparison
*2022-23	1) 2/2 2) 3/5 3) 54/72 4) 7/7	1) UG PE: PRAXIS and PLT 2) UG AT: BOC licensure 3) UG ES: Key Concept exam 4) GR ES: Comprehensive Exam	1) 100% pass rate for both 2) 60% passed 3) 75% met SLO criterion 4) 100% met SLO criterion	NA: No national comparison

* GR MSAT not included since the degree program did not begin until June 2023.

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in the section D tables above. Data should relate to the goals and objectives of the program as listed above. Provide further analysis on results close to the identified benchmark - how are you continuing to monitor this student outcome to ensure proficiency of the benchmark is met?

For both PE and the AT programs, assessment reports are submitted annually for review and action plans (for the following year) are developed based upon yearly reporting. Table 4 does not encapsulate all programs' reporting on both SLOs and OEG (operational effectiveness goals). However, regarding continuous improvement and review, PE's report is annually reviewed by [Council for the Accreditation of Educator Preparation](#) (CAEP), and [Kansas State Department of Education](#) (KSDE) and AT's report is annually reviewed by [Commission on Accreditation of Athletic Training Education](#) (CAATE), and both programs accreditation reports are sent to the CAS Dean's Office for review. The UG and GR ES programs submit a 5-year review to the CAS Deans' Office and the Graduate School for review. Data is used annually to inform action plans and make decisions on course/program content, approach, and student support, while the review/oversight mechanisms (e.g., advisory councils) help to support continuous improvement on an annual basis.

E. Assessment of Student Satisfaction (HLC Criterion 4.B item 1-3)

3. Use OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in section D tables above) to illustrate student satisfaction with the program and perceptions of program value.

The rolling 5-year average (2018-2022) for departmental undergraduate students is 92.1% ($Mdn=4.00$; $M=4.41$; scale 1 {low} to 5 {high}; $n=58$), which is well above the college (89.6%) and university (82.2%) average satisfaction percentages. Regarding graduate satisfaction during the same timeframe, satisfaction rates for graduate students is 89.5% ($Mdn=4.80$; $M=4.45$; scale 1 {low} to 5 {high}; $n=30$), which is well above the college (86.5%) and university (84.5%) average satisfaction percentages.

F. General Education (HLC Criterion 3.B items 1-3)

General Education Course Requirements: <https://www.wichita.edu/academics/generaleducation/>

Assessing General Education: <https://www.wichita.edu/academics/generaleducation/genedassessment.php>

4. Does the program support the university's General Education program by offering a course(s) (access general education link above)? ☒ Yes ☐ No

5. Does the program support one of the foundation courses as outlined within the General Education Course Requirements (link above)? ☐ Yes ☒ No
 - a. If yes, list course(s):
6. Does the program support one of the general education courses outside of the 12 hours of foundation courses as outlined within the General Education Course Requirements (link above)? ☒ Yes ☐ No
 - a. If yes, list course(s): ID 300

G. Concurrent Enrollment (HLC Criterion 3.A item 3; and 4.A item 4)

7. Does the program offer concurrent enrollment courses? ☐ Yes ☒ No

If yes, provide the assessment of such courses over the last four years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections. If no, skip to the next question.

H. Credit Hours Definition (HLC Assumed Practice B)

1. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18? ☒ Yes ☐ No
If no, provide an explanation.

I. Overall Assessment of Program (HLC Criterion 3.A, 3.B, 4.A, 4.B)

1. Define the overall quality of the academic program based on the above information and other information collected by the program, including outstanding student work.

Student work is assessed by annual assessment reports and CAATE accreditation for athletic training programs and CAEP and KSDE accreditation and licensure for physical education program. While exercise science's program is not accredited, it appears the assessment mechanism as shown in Table 3 provides information that is useful in data driven decision-making. Academic quality, for all programs, can be seen in the degree conferrals, SCH production, semesterly headcount, and positive exit survey data regarding perceptions of programs, faculty, and advising. Additionally, alumni and employer surveys are part of all program assessment plans and have demonstrated high levels of program satisfaction. With the Human Performance Laboratory (HPLab) we are one of only a few institutions that provides applied learning for students through the offering of health-related services to the community, product development research for industry and collaboration across health, fitness and academe. This has developed partnerships that provide funding for the HPLab, scholarships for students, and supporting (i.e., mentoring) current students, which impacts our recruitment and student persistence. Athletic training also has a profound presence in the community (e.g., school sector, university-level, organized sport, and industry) to offer a similar foundation for students. With all programs, the department provides professional development opportunities (e.g., Practicum, attend/present at national and international conferences) to ensure student development resulting in students receiving high-profile internships or employment. As a result, all academic programs within the department provide value to the CAS, the university, current/future students, alumni, and industry practitioners through its yearly and semesterly activities.

Part 4: Enrollment Management (HLC Criterion 4.C. items 1-4)

Refer to student need and demand using the data from OPA Tables 11-15 from the Office of Planning and Analysis to complete this section.

List any triggered programs with reason (majors/faculty/graduates).

- a) 2019-2020: Human Performance Studies: # of faculty at master level, and # of graduates in Athletic Training (bachelor)
- b) 2020-2021: Human Performance Studies: # of faculty at master level, and # of graduates in Athletic Training (bachelor) & Physical Education (bachelor)
- c) 2021-2022: Exercise Science: # of graduate faculty (currently have 3, needs 3 more)

A. Student Need and Employer Demand (HLC Criterion 4.A)

Analyze the student need and employer demand for the program/certificate. Complete the table for each program if appropriate.

Table 5 Employment of Majors							
Program Name	Median Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**

BA-AT	\$53,830	40	40%	33.3%	26.7%	8.7%	14% (much faster than average)
BA-ES	\$54,796	80	40%	33.3%	26.7%	8.7%	10% (much faster than average)
BA-PE	56,885	94	100%	0%	0%	3.8%	1% (little or no change)
MEd-ES	*Data not available	90.6%	76.9%	23.1%	0%	N/A	10% (much faster than average)
MSAT	*Data not available. Program just launched in June 2023.						

* https://ksdegreestats.org/program_search.jsp; **U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/>; HPS Alumni Survey; OPA Exit Survey data: 2020-2022 and 2023.

1. Provide an explanation of the most common types of positions, in terms of employment graduates can expect to find. Programs that are triggered for graduates or majors should get particular attention.

Athletic Training: program was “triggered” in 2019-2020 and 2020-2021 for low # of graduates (UG). The declining number of UG from 2019-2021 was due to the undergraduate program being phased out. The last class of UG in AT will graduate in Spring 2023. The phase out of this program was a mandate by the accrediting organization CAATE. All UG-AT programs were required to transition to a graduate M.S. Athletic Training by 2023. The MSAT program welcomed its first cohort of student graduate students June of 2023. With the UG-AT program graduating its final cohort and the MSAT just launching its first cohort comprehensive OPA data is not available. Based on completed surveys of alumni, the majority of students who graduated between 2020-2022 are employed in an allied healthcare position or attending a professional degree program (e.g. physical therapy, etc.). Graduates have gone on to careers or advanced study in: physical therapy school, physician assistant school, medical sales, professional sports, traditional athletic training settings such as high schools and college. In addition, students have pursued graduate programs in exercise science or sport management. Based on the current and expected job market data from the US Bureau of Labor and Statistics, job outlook in athletic training will increase 14% which is much faster than average. Therefore, it appears that there is a genuine and continued need for the athletic training program. **Exercise Science:** program was triggered from 2019-2022 for # of graduate faculty. The program currently has 1 open search for a tenure-track faculty member and submitted a request for consideration of a clinical educator faculty member. Based on completed surveys of undergraduate exercise science program alumni, students who graduated between 2020-2023 are employed in an exercise science-related position or are currently pursuing additional graduate studies. Graduates have gone on to careers or advanced study in: corporate fitness, commercial fitness, physical education, personal training, strength and conditioning coaching, exercise science graduate programs, medical school, physician's assistant school, physical therapy school, university sport and recreational programs, businesses related to exercise science, and the military as aerospace physiologists or physical training instructors. Based on the current and expected job market data from the US Bureau of Labor and Statistics, job outlook the fitness and exercise industry will increase 10% faster than average, which demonstrates a positive outlook for exercise science. Based on the current and expected job market described above, as well as current enrollment data, there is a genuine and continued need for the undergraduate and graduate exercise science programs. **Physical Education:** program was “triggered” in 2020-2021 for low # of graduates (UG). To address this declining #, the department hired a new program coordinator, evaluated and updated the curriculum, implemented an aggressive marketing and recruitment campaign and enrollment numbers are increasing. To further support the success of the Physical Education program, it has received approval from KBOR to relocate and function under the School of Education beginning fall 2024. Over 73% of identified students graduating from the physical education program are employed in some type of physical education or teaching position. Graduates are also substitute teaching and working in fitness or recreational programs. Based on the current and expected job market data from the US Bureau of Labor and Statistics, job outlook in elementary and high school teachers will increase 1% which is little to no change on average, demonstrating a stable outlook for the PE teaching profession. Based upon these data and the current and expected job market, there is a need for the physical education program.

2. Summarize the available data focused on the diversity of candidates for the majors in each level program (OPA & college data). Use the narrative and/or use of tables to reflect on the data and address: (KBOR Review)

i. The student demand for the CIP degree using the data from the table as appropriate.

1. What is the current number of majors within the program for each of the academic years since the last review?

The following table summarizes OPA’s *Table 11: Applications, admits and enrollment of UG and GR applicants.*

Academic Program	Years			
	2020	2021	2022	2018-2022

				(Rolling 5-year M)
*UG Athletic Training	19	24	1	18
UG Exercise Science	52	44	66	55
UG Physical Education	13	9	8	8
GR Exercise Science	9	11	11	14
*GR Athletic Training	0	0	0	0

*OPA data represented a drop in UGAT due to the discontinuation of the UGAT program.

*OPA does not have data on the MSAT program for this period because the program does not launch until 2023.

2. For rolling 5 year average 2017-2021 OPA 6 and OPA 16: **Credit Hour Production by Major and Student** notes the following HC and SCH for each program: UG AT (52/2,344), UG ES (274/1421), UG PE (42/336), and GR ES (27/216). *OPA does not have data on MSAT program for this period because the program does not launch until 2023.

2. In looking at the race/ethnicity data provided, make sure you discuss the diversity in the enrollment of your program.

- a. The rolling 5-year average (2017-2021) of undergraduate and graduate URMs is above university and college levels in all categories. See the following tables.

Exercise Science

URM Category	Dept URM (%)	College URM (%)	Univ. URM (%)
Fr. & Soph.	24.9	21.5	23
Jr. & Sr.	20.9	17.3	18.6
Masters	8.9	13.5	11.8

Athletic Training

URM Category	Dept URM (%)	College URM (%)	Univ. URM (%)
Fr. & Soph.	13.9	21.5	23
Jr. & Sr.	15.2	17.3	18.6
Masters	N/A	13.5	11.8

*OPA does not have data on MSAT program for this period because the program does not launch until 2023.

Physical Education

URM Category	Dept URM (%)	College URM (%)	Univ. URM (%)
Fr. & Soph.	21.3	21.5	23
Jr. & Sr.	11.4	17.3	18.6
Masters	N/A	13.5	11.8

ii. Degree production for the CIP degree using the data from the table as appropriate.

1. What is the number of graduates for each of the academic years since the last review?

- a. Using OPA data on degree conferrals, UG ES produced the following: 78 (2020), 67 (2021), and 54 (2022) graduates. GR ES produced the following: 15 (2020), 10 (2021), and 7 (2022) graduates. UG AT produced the following: 11 (2020), 12 (2021), and 12 (2022) graduates. UG PE produced the following: 6 (2020), 9 (2021), and 8 (2022) graduates. *OPA does not have data on MSAT program for this period because the program does not launch until 2023.

iii. Employment demand (talent pipeline) for students. For each program cite placement data including positions secured, starting salaries, proportion of graduates placed at graduation.

1. What is the % of students employed in the region within 1 year after graduation?

- a. According to KSDegreeStats.org, 80% of [undergraduate exercise science students](#), 40% of [undergraduate athletic training students](#), and 94% of [undergraduate physical education students](#) are employed within the region after graduation. No such data is collected by KBOR for the graduate exercise science degree program and graduate athletic training degree program.

iv. Median salary – what is the median salary 5 years after graduation?

- a. Mdn salary for UG Exercise Science five years post graduation, according to [KSDegreeStats.org](#) = \$54,796. KBOR does not collect data on GR Exercise Science. Mdn salary for UG Athletic Training five years post graduation, according to [KSDegreeStats.org](#) = \$53,880. KBOR does not collect data on GR Athletic Training. Mdn salary for UG Physical Education five years post graduation, according to [KSDegreeStats.org](#) = \$56,885.

v. Provide information from the alumni or employer surveys about placement, salary, needs, etc. for the different program levels.

UG: AT, ES, and PE: According to the 2020-2022 UG Exit Survey (n=253) and UG Alumni Survey (n=18), graduates' reported mean salary was \$45,556 per year). Graduates reported working education related field, healthcare, recreation, and professional business, and over 76% reported employment directly related to degree, 55% securing employment prior to graduation, and 80% employed in state. (*OPA Alumni survey does not disaggregate UG AT, ES, and PE from CAS data; and Exit survey does not disaggregate UG AT and ES.*)

GR: HPS: According to the 2020-2022 GR Exit Survey and GR Alumni Survey (n=19): graduates' reported mean salary was \$45,556 per year). Graduates reported working education related field, healthcare, recreation, and professional business, and over 63% reported employment directly related to degree, 55% securing employment prior to graduation and 90% employed in state. (*OPA Alumni survey does not disaggregate GR ES from CAS data.*)

GR: AT: N/A. Alumni Survey assessment not available because program just launched in June 2023.

vi. Number or percentage of graduates who go on to enroll in graduate degree programs.

UG AT and UG ES: According to OPA Exit Survey data: 2023, 4.5% of graduating undergraduates were pursuing graduate education. (NOTE: OPA does not disaggregate UG AT and ES.) UG PE: According to OPA Exit Survey data: 2023, 0.0% of graduating undergraduates were pursuing graduate education.

B. Recruitment and Retention (HLC Criterion 4.C)

3. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management to support the Strategic Enrollment goals of the university including recruitment and retention activities and provide an assessment of successes, challenges, and deficiencies with those activities.

Faculty have engaged in several SEM-related initiatives aimed to support recruitment and persistence activities. These activities include:

Recruitment: partnering with Strategic Communications for advertising campaigns, creating/hosting Day in a Major, Mini Interactive Days in HPS, interactive Black & Yellow Days, 2+2 agreements (AT and ES) with multiple 2-year school partners, annually hosting high school student groups (e.g., Boys and Girls club, various High Schools with students interested in AT, ES, PE), and creating a departmental honors for exercise science.

Retention/persistence: department's orientation for each program, annual HPS Kick-Off to meet and greet, regular/consistent SEAS reporting for courses, use of APS to identify bottleneck courses, annual HPS Chili Cook-Off student appreciation day, host student-centered initiatives/events (e.g., Cornhole Tournament, March Madness Tournament, CSACSM Quiz Bowl), end of semester HPS Brain Fuel station for student support (mental, physical, social, nutritional), scholarships and funded departmental positions, student organizations (ESSO, Pre-PT Org, ATSO, PESO) and open lab hours (ES, AT) to support professional development and establish industry connections, and work with potential donors, community, and industry to create internships and possible scholarship pipelines.

3. Briefly describe how the department and faculty have engaged in graduate strategic enrollment management (G-PIPER Graduate Program Investment Plan for Enrollment and Research) including recruitment and retention activities and provide an assessment of successes, challenges, and deficiencies with those activities.

Faculty have engaged in several GEM and/or PIPER-related initiatives aimed to support the recruitment and persistence of students. These activities include **Recruitment:** transitioned the BA-AT to MSAT program that launched June 2023, MEd promoting DofDHS STEM for international students, partnering with Strategic Communications for advertising campaigns, creating/hosting AT Open House, established several 2+2 and 3+2 affiliation agreements, and created a recruitment database with three dozen schools. We are engaging with the UG exercise science students and participating in WSU and HPS recruitment events as indicated above with UG recruitment. **Retention/persistence:** department's orientation for each program, annual HPS Kick-Off to meet and greet, regular/consistent SEAS reporting for courses, use of APS to identify bottleneck courses, annual HPS Chili Cook-Off student appreciation day, host student-centered initiatives/events (e.g., Cornhole Tournament, March Madness Tournament, CSACSM Quiz Bowl), end of semester HPS Brain Fuel station for student support (mental, physical, social, nutritional), scholarships and funded departmental positions, student organizations (ESSO, Pre-PT Org, AT student org) and open lab hours (HPLab and ATLab) to support professional development and establish industry connections, and work with potential donors, community, and industry to create internships and possible scholarship pipelines.

C. Program and Faculty Service (HLC Criterion 3.C)

6. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.

The rolling 5-year average (2017-2021) of total SCH produced by the department is 6,016 SCH and includes courses ranging from the 100 to 899-levels. Using **Table 16: Department SCH by Student Department Affiliation on Fall**

Census Day, the rolling 5-year average SCH on fall census day was 2,753 with 51.6% of SCH coming from undergraduate majors, 7.8% of SCH from GR majors, and the remaining 40.5% from UG non-majors.

7. Provide a brief assessment of the service the Program/certificate provides to other university programs.

Programs provide service to other university programs in a variety of ways. Over 40% of SCHs are produced by non-majors with programs providing other forms of service to a variety of academic and non-academic programs on campus. Faculty members from all programs provide a large amount of service to the institution. At the college-level, they serve on faculty personnel, teacher preparation, Leadership Team, curriculum committee (chair), strategic planning, and more. At the university level, they serve on institutional review board (chair), graduate awards, Honors College, faculty senate, intercollegiate athletics, undergraduate research, and graduate research committees, regional and national i-Corp and Shocker New Venture Competition.

8. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.

The department extends its impact beyond the classroom and our major/minor students. Programs attempt to provide value and impact through other forms of service to our institution and beyond our campus. Examples include educational partnerships and affiliation agreements; industry partnerships and product development and research; multiple 2+2 agreements with community and technical education institutions; service learning opportunities with The Phoenix (e.g., offer fitness courses to promote sobriety) and host Boys and Girls Club (e.g., STEM in Fitness) and HPS Chili Cook-Off fund raiser for local food shelter; and program faculty have engaged in numerous professional development trainings with organizations, such as Envision, USD 259 and surrounding schools, Greater Wichita YMCA; Special Olympics are examples of how the department engages faculty, staff, students, and industry practitioners beyond the WSU ecosystem.

9. Provide a brief assessment of SCH workload of the service the Program/Certificate provides through interdisciplinary opportunities (cross list, team teach, etc.)

The department has created a Departmental Honors track within Exercise Science approved to begin fall 2024. In support of this approved track, ES created five (15-credit hours) worth of 'honors' courses. Additionally, as part of the [Exercise Science minor](#) offers students 15-cr hrs provides students 15-cr hrs of knowledge for careers in the exercise industry or related careers. Certificates in 1) coaching, 2) fitness, 3) weight training, or 4) functional aging offer students 12-cr hrs of courses geared towards adding a specialization to compliment a students' degree.

10. Provide a brief assessment of SCH workload of the service the Program/Certificate (e.g. badges, microcredentials, industry credentials) provides to the institution and beyond.

The department offers a badge program in [Mind and Movement](#). This course introduces the interaction between physical exercise and mental, emotional and spiritual well-being.

Part 5 Summary and Recommendations: (HLC Criterion 4.A.1)

Program Goals from Last Review: During the program review, four years ago, the program developed a set of goals. Please list the goals and the progress made towards achievement, including the data used to analyze progress and the outcomes. *List the goal(s), data that may have been collected to support the goal, and the outcome.*

Table 6 Results of Goals from Last Review

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)*																									
	1. Increase HPS enrollment by 2-4% for all programs within the next 3 years.	SCH, HC in both in-person and online degree codes	<div>RO62: CH Production</div> <table><tr><td></td><td colspan="2">Sp2022</td><td colspan="2">Sp2024</td></tr><tr><td></td><td>HC</td><td>SCH</td><td>HC</td><td>SCH</td></tr><tr><td>PE</td><td>28</td><td>344</td><td>37</td><td>487</td></tr><tr><td>AT</td><td>32</td><td>3645</td><td>11</td><td>49</td></tr><tr><td>ES</td><td>225</td><td>2835</td><td>230</td><td>2977.5</td></tr></table>		Sp2022		Sp2024			HC	SCH	HC	SCH	PE	28	344	37	487	AT	32	3645	11	49	ES	225	2835	230	2977.5	Continue
	Sp2022		Sp2024																										
	HC	SCH	HC	SCH																									
PE	28	344	37	487																									
AT	32	3645	11	49																									
ES	225	2835	230	2977.5																									
	2. Improve retention rates in all HPS programs for 20 th day enrollment per 1 st year full-time freshman to 2 nd year students.	CAS-Department Fall-to-Fall Persistence of Full-time undergraduate degree-seeking freshmen spreadsheet.	<div>Persistence</div> <table><tr><td>2019</td><td>2020</td><td>2021</td><td>2022</td></tr><tr><td>69.1%</td><td>70.4%</td><td>60.9%</td><td>Not available</td></tr></table> <div>*Data is not disaggregated by program.</div>	2019	2020	2021	2022	69.1%	70.4%	60.9%	Not available	Continue																	
2019	2020	2021	2022																										
69.1%	70.4%	60.9%	Not available																										

	3. Increase graduation rates for all undergraduate programs for a 6-year cycle	Degree OP Aweb Degrees issued from 2019-2023 *Data is not disaggregated by program for ES and AT.		2019	2020	2021	2022	2023	Continue
			PE	9	7	8	8	4	
			UG ES/AT	75	90	77	70	64	
			GR ES/AT	18	16	8	7	12	
	4. Improve satisfaction levels by graduating students for all programs on exit surveys.	OPA Table 10 Satisfaction with Program among UG and GR students End of Program Exit	Satisfaction Rolling 5-yr Average						Continue
				2017-2021		2018-2022			
				UG	GR	UG	GR		
			PE	86.5%	N/A	84.3%	N/A		
			AT	79.2%	N/A	87.2%	N/A		
			ES	93.4%	88%	92.1%	89.5%		

*If continue, they should be in your Forward Facing Goals, Table 8 below.

1. Describe where the Program (s) have been and where they are going. What are the plans to advance the program (s), how will future progress be evaluated?

In general, the department and programs appear to have handled a lot of challenges (e.g., associated with COVID-19, 3 different department chairs in a 4-year time frame, down 3 full-time faculty in exercise science) and transitions (i.e., undergraduate AT mandate to transition to a graduate program) rather well since the last program review. All three undergraduate programs (PE, AT, ES) and the graduate program (ES) appear to be healthy academic programs that develop well-prepared graduates working in multiple fields related to human performance. The new graduate in athletic training has limited data since its launch in June of 2023 but appears to be a well-developed program that was met with approval from CAATE accreditation.

Strengths: We have developed programmatic goals and student learner outcomes for each program, which are assessed using direct and indirect measures. The benchmarks/criteria are set high to ensure quality student learning (and assessment). When certain benchmarks for student learner outcomes are not met, then the following year an action plan must be developed to address any potential modifications or adjustments. Student applied learning experiences provide another strength as all programs invest a great deal of energy and time offering clinical, applied learning, industry partnership, and scholarly opportunities across all aspects of the department. Production of tenure-track can be measured in international scholarly work, invited lectures, University level awards in Teaching and Faculty Risk Taking, College level faculty awards in teaching, research, and service as well as staff awards in service. Another level of strength is the number of students, undergraduate and graduate involved in scholarly work, 50+ students have launched their own business, and overall high performing academic outcomes. **Weaknesses:** The department has a small number of faculty, both tenure-track and non-tenure track, so many of the SCHs are instructed by adjuncts. Steps have been taken to professionally develop adjuncts but students would benefit from consistency through full-time faculty. The department has one accredited graduate program that regulates the # of full-time tenure-track faculty; however, the other graduate program is not accredited and the number of full-time terminal degree faculty is well below KBOR standards. The department has hired 1 full-time clinical educator and actively in the process of hiring 1 full-time tenure-track faculty to begin to address this deficit. Also, dedicated time for faculty to engage in student-centered initiatives, recruitment and retention and other SIP has been limited due to individual program coordinator responsibilities, and exceeding workload of all faculty to cover department, college, and university initiatives. Furthermore, the department has only one academic advisor for approximately 335 undergraduate students. The workload for this person exceeds other academic advising workloads in the College of Applied Studies. Additional resources (faculty lines, professional staff) would improve upon these weaknesses. **Opportunities:** The AT and ES fields represented in the department are increasing in popularity as indicated in Table 5 and are expected to further evolve, grow and differentiate in the future. As a result, we are attempting to increase the number of graduates from our programs and working to increase program enrollment through a number of initiatives. The recent launch of the MSAT program, approval of departmental honors in exercise and the active initiative to apply for CASCE accreditation for both the UG and GR ES programs support the pursuit of growth and opportunities for students as well. Additional opportunities focus on the numerous community applied learning experiences and internships. Also, the PE program will be moving to the SofE beginning fall 2024. This will introduce additional support with some of the unique educational and licensure needs related to the program. **Threats:** Lack of resources, both instructional and scholarly, means we cannot grow programs as fast as needed. Regional programs (other KBOR schools) can close the “gap” in productivity by providing resources to grow programs and entice students to attend those

institutions. Also, in order to remain competitive, faculty salaries, travel and other forms of compensation are severely lacking, especially in comparison to the other Division I KBOR schools as well as in comparison to other colleges within our institution.

Impact of Previous Self-Study Recommendations: At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note the progress to date on implementation.

Table 7 Changes made based on Previous Recommendations by University Program Review Committee

Recommendation	Activity	Outcome
Consider increasing standard of success beyond 60% threshold to increase rigor of the program. Perhaps align with higher accreditation standards.	Reviewed accreditation options for UG and GR exercise science programs that best aligns with program goals, introduce increased rigor and align with the academic pursuit of our students.	In early stage of CASCE accreditation application with goal for approval for both the UG and GR exercise science programs by 2030.
Forward facing goals are missing metrics.	Action of faculty in charge at the time unknown.	Action of faculty in charge at the time unknown.
Examining ways to optimize assessments in a way where the assurance of learning is more compact.	Action of faculty in charge at the time unknown.	Action of faculty in charge at the time unknown.

Additional narrative, as appropriate: See [Appendix 15](#) – 2020 Program Review Overall Evaluation. Since the last program review, the department has changed leadership three times and had an interim chair unfamiliar with our programs for 2yr of that time. While there were not many recommendations, clarity of actions taken to address two of the recommendations is unknown due to lack of documentation, and one of the recommendations is being addressed and in progress.

Forward-Facing Goals: Identify goal(s) (aspirational and measurable) for the program to accomplish in time for the next review. Consider use of SMART goals and should be tied to the university and college strategic plans.

Table 8 Forward Facing Goals for Program Review Period

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
Increase HPS enrollment by 2-4% for all programs within the next 3 years.	Yes, Enrollment data provided by OPA measuring SCHs and headcount.	Yes, Number of students majoring in degree program (including both on-campus and online degree codes) and SCH production.	Yes, Enrollment growth is part of department's SEM plan, degree's O/A plan, and department and college promotional strategies.	Yes, Within scope of departmental responsibility and the degree program has a dedicated program review director and undergraduate advisor.	Yes, Annually until our next program review reporting cycle.
Improve retention rates in all HPS programs for 20 th day enrollment per 1 st year full-time freshman to 2 nd year students.	Yes, CAS-Department Fall-to-Fall Persistence of Full-time undergraduate degree-seeking freshmen spreadsheet.	Yes, Number of 1 st years students enrolled in HPS programs year 1 to year 2.	Yes, retention is part of university, college and department's SEM plan.	Yes—Within scope of departmental responsibility and faculty.	Yes, Annually until our next program review reporting cycle.
Increase graduation rates for all undergraduate programs for a 6-year cycle	Yes, Degree OPAweb Degrees issued.	Yes, Number of undergraduate students issued a degree.	Yes, graduation rates is part of department's SEM plan, degree's O/A plan, and department and college promotional strategies.	Yes—Within scope of departmental responsibility and faculty.	Yes, Annually until our next program review reporting cycle.
Improve satisfaction levels by graduating students for all programs on exit surveys.	Yes, OPA Table 10 Satisfaction with Program among UG and GR students End of Program Exit	Yes, Satisfaction score issued on End of Program Exit survey.	Yes, student-centeredness and satisfaction rates is part of the department's SEM plan, and college and university strategies.	Yes—Within scope of departmental responsibility and faculty.	Yes, Annually until our next program review reporting cycle.

Provide any additional narrative covering areas not yet addressed.

APPENDICES

APPENDIX 1: College of Applied Studies Workload Policy

2.2 – Faculty Load

Faculty in the College of Applied Studies are expected to contribute through student-centered work (e.g. teaching), disciplinary/professional-centered work (e.g. research/creative activities) and community-centered work (e.g. service to their profession and the university/college/department). These three forms of scholarship include areas in the discovery, integration, application, and education of knowledge (UniScope Model).

Expectations for activity may vary between tenure-track and non-tenure track (NTT) faculty based on the nature of appointment. There is no research expectation for non-tenure track faculty, and the faculty member's appropriate mix and extent of responsibilities are defined within their department by a role statement (4.27).

WSU Policy 4.12 (Teaching Loads) provides further details about university-level policies for faculty workload (e.g. teaching, research/creative activity, service), including maximum course preparations and administrative procedures.

As a general rule, College of Applied Studies department chairs will use 45 clock hours of faculty work time per semester as the equivalent of one load credit (WSU Policy 4.08). In other words, faculty work approximately 45 hours for every one credit hour of course load. Calculation of clock hours for load credit are accrued in one semester and may not include hours spanning multiple semesters.

Where onerous time/effort are required, special teaching load credit may be given for additional or alternate activities* as specified by departmental policy and approved by the department chair and dean. Recognition of approved alternative activities as part/in lieu of teaching load credit will be initiated by the department chair and the department policy review process will include the Faculty Personnel Committee and Non-Tenure Track Faculty Personnel Committee.

*Example alternate/additional activities include, but are not limited to the following:

1. Chairing students' thesis, dissertation, and/or capstone projects.
2. Supervising clinical experiences, practicum, and/or internships.
3. Performing onerous administrative duties for the ongoing function of departments, programs, centers, and initiatives (e.g. program chair, center director).

Since the above alternate activities require varying levels of time/effort according to different departments and semesters, each department will establish equivalent teaching load credits that are consistent with university and CAS policy, based upon department chair and dean approval and issues such as budget, faculty availability, curriculum needs, and student demand. Departments will adhere to language in this policy stating that department chairs will use 45 clock hours of faculty work time accrued in a single semester as the equivalent of one load credit. Additionally, funded research as buy-outs may result in reduced teaching loads, and consistent success in attracting funded research may result in a modified faculty role description.

In instances when faculty members are requested to exceed their normal teaching loads, they may, upon approval by the chair, the dean and in compliance with WSU policy 3.25 (Additional Compensation), receive extra compensation at the 2.2% of base salary per credit hour rate or its equivalent.

Approved by the faculty 9/25/03

Revised by the Leadership Team 12/1/1

Revised by CAS faculty 3/25/2022

APPENDIX 2: Departmental Workload Policy

- A. Please see Wichita State University Policies and Procedures section 4.12, and College of Applied Studies Policies and Procedures section 2.2 for standard teaching load expectation. One load credit will be based on the 45-hours clock rule. Faculty member employment contract may provide exceptions to the above policies and procedures.
- B. HPS Load Credit Release.
1. Probationary and Tenured faculty receive one 3-credit course release for each spring and fall semesters to conduct research, scholarship, and creative activity.
 2. Faculty serving as 1) MSAT Program Director, or 2) MSAT Program Coordinator, per accreditation requirement, receive one 3-credit course release for each spring and fall semesters.
 3. Faculty member serving as Exercise Science Internship Coordinator for both HPS 495-Undergraduate Internship and HPS 857-Graduate Internship receives one 3-credit course release for each spring and fall semesters.
- C. HPS Course Overload and Pay.
1. Members of the HPS faculty may teach as many as one (1) course as an overload each semester (spring, fall, summer I, summer II) *at the discretion of the Department Chair and/or Dean of College of Applied Studies*. Consideration will be based on the demand of the course and available coverage to teach the course. One load credit will be based on the 45-hours clock rule.
 2. Overload pay will be set at 2.2% of faculty member's base pay per credit hour.
- D. Additional Overload Pay for HPS Supplemental Courses or Other Departmental Roles.
1. Members of HPS faculty may receive up to three (3) hours of overload pay each semester (spring, fall, summer) for coverage of HPS supplemental courses and/or other departmental roles.
 2. Overload pay will be set at 2.2% of faculty member's base pay.
 3. Overload credit value per supplemental course or role:
 - i. Site Internship Advisor for HPS 495 and HPS 857: .25 credit per student. (see Section B.3. for *Internship Coordinator*).
 - ii. HPS 470 – Experiential Practicum in Exercise Science: .25 per student enrolled in direct faculty member advising. *No credit for advising students enrolled in CPAA and Well-Rep.*
 - iii. HPS 471, HPS 472 and HPS 473 – Teaching Internship – Physical Education: .25 credit per enrolled student, *if course coverage is not part of current course load and/or release is not provided.*
 - iv. HPS 590 – Independent Study: .25 credit per enrolled student.
 - v. HPS 595 – Human Performance Research: .25 credit per enrolled student.

- vi. HPS 481 and HPS 781 – Cooperative Education Field Experience: .10 credit per enrolled student.
 - vii. HPS 875 – Thesis Research: .25 per credit hour per enrolled student. Maximum of 3-credit hours per student across all enrolled semesters for this course.
 - viii. HPS 876 – Thesis: .25 per credit hour per enrolled student. Maximum of 3-credit hours per student across all enrolled semesters for this course.
 - ix. HPS 890 – Special Topics: .25 credit per enrolled student.
 - x. HPS 895 – Applied Research: .25 credit per enrolled student.
 - xi. Undergraduate Coordinator: .25 credit per semester, *if course release is not provided under B.2.*
 - xii. Graduate Coordinator: .25 credit per semester, *if course release is not provided under B.2.*
 - xiii. HPS course with Honors component: .10 credit per enrolled student.
 - xiv. Honors Baccalaureate Exercise Science Capstone Advisor, and HNRS 485: .25 per enrolled student.
 - xv. Any HPS course taught as an overload in a specific semester (spring, fall, summer) that has not been addressed: Credit hour(s) assigned to course. *For example, a 3-credit hour course equals a 3-credit overload.*
- E. Faculty supervising applied learning assignments need to keep accurate hourly, location, and contact information for the students, the site supervisor, and applied learning site. Faculty are required to forward updated Affiliation Agreement tracker and NC SARA out-of-state reporting information to the Dean's Office regularly.

APPENDIX 3: College of Applied Studies Policy on Teaching Evaluations

2.4 –Teaching Evaluations

In accordance with WSU policy on faculty evaluation (WSU Policies & Procedures Handbook, 4.31), all faculty with at least half-time appointments (and unclassified professionals with at least 50 percent teaching workload) are to be evaluated at least once a year. By WSU policy, formal evaluation of teaching is required as part of the annual review, shall include multiple sources of data - including at least student survey instrument results, and shall be based upon departmental criteria statements. Evaluation of teaching for lecturers, graduate teaching assistants and temporary faculty also are required, which departments utilize for rehire/reappointment decisions.

APPENDIX 4: 2.5-College Framework for Tenure and Promotion Criteria: Teaching

Scholarship of Teaching

In a college whose primary purpose is the preparation of education, mental health, and physical activity professionals, effective teaching is an important criterion for tenure and promotion. Faculty in the CAS should be pedagogical leaders in their fields as well as provide effective student advising and mentoring, ensure students have applied learning experiences, incorporate innovative techniques, and encourage the development of interdisciplinary courses. Types of teaching scholarship include theoretical, technical, clinical, professional, special, and general pedagogy.

The modes for delivery of instruction may include face-to-face, distance and extension education, technical workshops and seminars, exhibits, performances, addresses, speeches, and public broadcast media. Audiences for teaching scholarship generally include undergraduate students, graduate students, postgraduates, professionals in the field, certificate students, special interest groups, and the general public.

Effective teaching within the CAS is defined as a command of the subject area content, organized and enthusiastic presentations, establishment of objectives and evaluation methods for each class, and the ability to employ effective strategies to meet specific class needs without lowering standards. Faculty are expected to revise their courses regularly to keep them relevant, on the cutting edge of new knowledge, and based upon research in their fields. Faculty whose teaching is consistently of a low quality will be expected to improve their performance.

Evidencing adequate levels of the Scholarship of Teaching includes: classroom instruction and practicum/internship supervision; curriculum and innovative program development; student research; and academic advising.

Classroom instruction and practicum/internship supervision

In order to document effective teaching, faculty must provide the course number, title, number of students, and whether the course was individually or team-taught. Independent studies, blue-carded courses, and cooperative education should be clearly indicated. Documented evidence of effective classroom instruction/supervision is crucial for successful tenure and promotion. At a minimum, required evidence for documenting effective classroom instruction and/or practicum/internship supervision includes:

- Syllabus for each course
- Concise compilation of results from student evaluations and comments, using the required CAS instrument (e.g., SPTE)
- Findings from student comments from such sources as student evaluations, formal interviews, or exit surveys should be presented by a summary statement that conveys the students' sense of strengths and weaknesses

Additional or optional mechanisms for documenting effective classroom instruction and/or practicum/internship supervision may include:

- Additional course evaluations (e.g., IDEA)
- Peer and/or department chair review of teaching (based on in-class performance or recorded presentation) and/or internal letters about teaching effectiveness
- Statements from administrators that attest to the candidate's teaching and advising effectiveness

- Examples of support materials (e.g., tests, handouts, etc.)
- Examples of student outcomes/products (e.g., projects)
- Guest lecturing in another faculty member's class
- Reflective analysis of teaching (i.e., synthesizing information from different sources) to implement possible changes
- Specific course improvements, changes made as a result of evaluation and reflective analysis
- Awards or other external recognitions for teaching

Curriculum and innovative program development

- Teaching a course for the first time
- Developing a new course
- Significantly revising an existing course
- Program development and/or modification
- Using new and innovative techniques
- Developing an interdisciplinary course and/or program
- Developing unique applied learning or research experiences for students

Student research

- Supervision of, and membership on, graduate and undergraduate dissertations, theses, projects, monographs, performances, productions, and exhibitions required for degrees (serving as chair of a student research project committee will be considered to require more time and effort than serving as a member)
- Insights gleaned from supervision of student research

Academic advising

Academic advising is another component of the scholarship of teaching. While the process of advising differs between undergraduate and graduate programs, all advisors are expected to: be accessible to assist students with academic questions; be knowledgeable about programs, policies, and procedures; provide accurate and timely information to students; be professional in relating to students; assist students in the development of meaningful educational plans that are compatible with their professional goals; and provide assistance in refining goals and objectives, understanding available choices, and assessing the consequences of alternative courses of action. Documenting academic advising could include the following:

- List of advising responsibilities
- Evidence of effective academic advising of departmental majors as determined by either a department evaluation form or by peers and/or the chair

Faculty development activities

- Participation in workshops
- Participation in conferences
- Being/having a faculty mentor
- Securing and/or maintaining certification/licensure
- Pursuit of advanced degrees and/or further academic studies

APPENDIX 5: 2.5-College Framework for Tenure and Promotion Criteria: Service

Scholarship of Service

Effective service is defined as activities performed by a faculty member that benefit the department, college, university, community, society or the profession. Service activities are performed in many capacities and involve substantive contributions to a variety of communities including to the university, society, and discipline or profession. Scholarship of service contributions to the university, society, and the profession will be evaluated based upon activities within the university and beyond. These activities will be documented and judged relative to the level at which they are performed (i.e., college, department, university, community, profession), the extent of time involved, and the significance of their impact. The service area includes a broad range of activities related to the intellectual work of the faculty member where theory and practice interact and one renews the other. The faculty member must document his/her time commitment and provide some evidence of how the service related to the fulfillment of goals related to impacting the department, college, university, community, society or the profession.

Service to the university includes:

- Record of committee work at college, department, and university levels
- Participation in campus and/or university-wide governance bodies and related activities
- Serving as a program director/chair/coordinator
- Participation in accreditation activities
- Record of administrative support work (college representative, faculty mentoring, assessment activities, etc.)
- Record of contributions to the university's programs to enhance equal opportunity and cultural diversity
- Assistance to student and/or alumni groups/organizations
- Participation in program, department, college or university recruitment and retention activities
- Participation in development/fundraising activity

Service to society includes:

- Participation in community affairs
- Service to governmental agencies at the international, federal, state, or local levels
- Service to public and private organizations
- Service to citizen/client groups
- Testifying as an expert witness

Service to discipline or profession includes but is not limited to the following:

- Record of membership in professional and learned societies
- Organizing conferences and/or service on conference committees
- Active participation in professional and learned societies (e.g., offices held, committee work, and other responsibilities)
- Other examples as documented

Other service activities that enhance the university's image, represent the university to the public, further the university's goals and direction, or employ one's professional competence to benefit the public.

APPENDIX 6: 2.5-College Framework for Tenure and Promotion Criteria: Research

Scholarship of Research and Creative Activity

The discovery, integration, application, and transmission of knowledge in a field of study is what uniquely distinguishes the university from other levels of post-secondary study. Such scholarship is a critical element of the CAS mission.

Faculty must show evidence of original and innovative research and creative activity appropriate to their established role description and departmental/college goals and strategic plans. Effective research and creative activity is defined in the CAS as activity that (a) increases, organizes, explains/redefines, and/or synthesizes the knowledge, or (b) generates new processes and products that contribute to a faculty member's profession, discipline and/or broader society. Research may be basic or applied, or both, in nature. Paper presentations and publications are expected in order to establish and maintain a broad agenda of scholarly inquiry and writing. Grant proposals are also considered part of scholarship. The agenda may be focused or broad-based with several lines of inquiry.

Collaboration

The CAS values multidisciplinary and integrative research as well as individual research. The CAS also recognizes the importance of cross-disciplinary teams that can integrate creative works from several fields.

Quality and quantity

Scholarly contributions are reviewed based on the quality of the product, consistency of effort, and continued submission within the faculty member's profession or discipline. Quantity of scholarly artifacts should not be the sole criterion for judging scholarly productivity. Relevance to the field, impact upon development of the field or professional practice, quality (as judged by peer review or literature citations), and comprehensiveness should be considerations in setting tenure and promotion criteria for scholarship of research and creative activity.

Venues

As a professional school, the CAS values scholarship produced for practitioner consumption as well as more traditional publication venues. Depending upon the discipline, a faculty member's body of work can provide a balance between presentations at research, practitioner, and virtual conferences, and publication in peer-reviewed and editorial-reviewed outlets, including journals exclusively published online. However, publication of national/international peer-reviewed books and book sections (e.g., book chapters) and in peer-reviewed journals remains the highest standard for publication and faculty are encouraged to pursue these outlets for their scholarship. Faculty should provide evidence of the impact their work. Impact on the field may be documented through citations, acceptance rates of journals and conferences or other means such as outcomes associated with the work. Faculty members are expected to clearly identify types of research and creative activity (e.g., journals, professional publications, books, book chapters, conference proceedings) and form of review (e.g., peer-review, editorial or other form of review). Research and creative activity may be documented by the following:

Research, scholarly publications and public intellectualism

Regarding written works, citations should include beginning and ending page numbers or total number of pages, where appropriate. For multi-authored works, the contribution of the candidate should be clearly indicated (e.g., co-author, senior author, supervised person who authored the work, etc. and percent of contribution). Typically, order of authorship reflects the degree of contribution with regard to the finished product. Explanations should be provided in cases that depart from this tradition. Impact of research scholarship and creative accomplishments within the profession and society as based on citations, readership (e.g., downloads of materials) or other forms of professional acknowledgement should be provided.

Indicate if peer reviewed. Publications and/or public intellectual discourse includes:

- Articles published in academic journals
- Books including major revisions of previously published books
- Parts of books
- Book reviews
- Conference proceedings
- Research abstracts
- Research reports to sponsors
- Manuscripts accepted for publication substantiated by letter of acceptance
- Manuscripts submitted for publication, with an indication of where submitted and when
- Manuscripts in progress
- Articles published in non-academic journals and trade magazines
- Publications that translate or reword academic work for a different audience
- Articles published in in-house publications
- Cooperative extension bulletins and circular
- Legacy and/or digital media (e.g., blog, podcast, etc.) that contribute to the public intellectual discourse

Creative activity

- Exhibition, installation, production, or publication of original works of architecture, dance, design, electronic media including instructional videos, film, journalism, literature, music, theatre, and visual art that contributes to public intellectual discourse
- Performance of original dance, literary, musical, visual arts, or theatrical works or works from traditional and contemporary repertoires of the performing arts

Presentations and outreach activities

- Presentations at technical and professional meetings at local, state, regional, national, and international levels (keynote speaker, invited speaker, general session speaker, research-based paper presenter, poster session, panel member, discussant, facilitator). Presentations will be considered as research and creative activity whether such are presented once or recast to address the needs of different audiences.
- Description of outreach or other activities in which there was significant use of candidate's expertise (consulting, journal editor, reviewer for journals or presses, reviewer of grants, etc.)

Projects, grants, contracts, and emerging forms of research

- Grants awarded (fully processed financial award)
- Pending grants (submitted proposal that is awaiting funding status from sponsor)
- Grants not funded (notification received from sponsor or principal investigator that proposal was not funded)
- Contracts awarded
- Effectively manages funded grants or contracts

- Accelerating the discovery, creation, or transfer of new knowledge via inventions, innovations, or technologies that are market driven
- Products developed
- Invention disclosures
- Patents applied for or granted
- Technology developed, transferred, or adapted in the field
- Software programs developed
- Technical assistance provided
- Development of, or involvement with, multi-disciplinary and integrative research teams
- Development of, or supervision of, research laboratories
- Applications of research scholarship in the field including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, educational institutions, etc.

Additional or optional mechanisms for documenting effective research and creative activity

- List of honors or awards for scholarship or professional activity

Other activity that significantly contributes to the faculty member's profession or discipline that meets the criterion of scholarly activity

APPENDIX 7: Reaffirmation of CAATE Accreditation



Dear Program and Institution Administrators,

The Commission on Accreditation of Athletic Training Education (CAATE) has reviewed your program's 2023 Annual Report. CAATE would like to inform you that your 2023 Annual Report **was accepted, with no further action required.**

The program is reminded to update information in e-Accreditation as changes occur since the information will populate next year's Annual Report and feed into future self-studies and benchmarking tools within e-Accreditation.

Please review any comments on the Annual Report for recommendations for next year's data entry changes.

Annual Reports remain due October 1st, and continuing compliance with all accreditation standards remains an expectation.

The CAATE appreciates your ongoing commitment to quality assurance in Athletic Training Education. Please do not

hesitate to contact the CAATE Office (512-733-9700) if we can further assist.

Professionally,

A handwritten signature in blue ink that reads "Toni Torres-McGehee". The signature is fluid and cursive, written on a light blue background.

Toni Torres-McGehee, Ph.D., SCAT, ATC, FACSM

[Click Here](#) to print this decision letter.

APPENDIX 8: Reaffirmation of KSDE Review



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

June 02, 2023

Dr. Heidi Cornell, Associate Dean/Accreditation Officer, Dr.
Clay Stoldt, Associate Dean,

Dr. Jennifer Friend, Dean, College of Applied Studies, and

Dr. Ashlie Jack, Associate Vice President for Institutional Effectiveness Wichita
State University

1845 Fairmount St

Wichita, KS 67260-0013

Dear Drs. Cornell, Stoldt, Friend, and Jack:

Given that there are no Areas for Improvement, the Evaluation Review Committee (ERC) initial recommendations to the Kansas State Board of Education regarding the approval of educator preparation programs at Wichita State University have become the final recommendations.

These recommendations will be forwarded to the Commissioner of Education for submission to the Kansas State Board of Education for consideration and determination at its next available meeting. A copy of the final recommendations of the Evaluation Review Committee is enclosed.

If you have any questions regarding the action of the committee or the process for continuing this action, I encourage you to contact Catherine Chmidling (cchmidling@ksde.org).

Sincerely,

Jill Gonzalez Bravo *Tonnie Martinez*

Dr. Jill Gonzalez-Bravo, Co-Chair, Dr. Tonnie Martinez, Co-

Chair CC:

Jay Scott

Shane Carter

Catherine Chmidling

June 02, 2023

To: Dr. Randy Watson, Commissioner
From: Evaluation Review Committee
Subject: Initial Recommendations for program approvals for Wichita State University

Introductory Statement:

On May 23, 2023, the Evaluation Review Committee reviewed applications for program approvals for Wichita State University.

Documents that were received and considered include the Institutional Program Reports, Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “Approved” status for the following Wichita State University programs through December 31, 2029.

Elementary, I, K-6, continuing
Areas for Improvement
Standards 1-7, Sci Reading
None

High Incidence, A, PreK-12, continuing
Areas for Improvement
Standards 1-8, Sci Reading None

High Incidence, I, PreK-12 LAL, continuing
Areas for Improvement
Standards 1-8, Sci Reading None

Music, I, PreK-12, continuing
Areas for Improvement
Standards 1-7

None

Physical Education, I, PreK-12, continuing
Areas for Improvement

Standards 1-7

None

Physics, I, 6-12, continuing
Areas for Improvement
Standards 1-10

None

World Languages, I, PreK-12, continuing
Areas for Improvement Standards
1-8

None

APPENDIX 9: Affirmation of CAATE Accreditation



Dear Program and Institution Administrators,

I am pleased to inform you that the Commission on Accreditation of Athletic Training Education (CAATE) has voted to grant 10 years of Continuing Accreditation to the Professional Athletic Training Program at Wichita State University.

The next required comprehensive accreditation review for this program will be conducted during the 2032-2033 academic year, with a self-study due date of July 1, 2032 and an on-site visitation scheduled in consultation with the institution. Annual Reports remain due each year by October 1st and continuing compliance with all accreditation Standards remains an expectation.

The CAATE appreciates your ongoing commitment to quality assurance in Athletic Training Education. Please do not hesitate to contact the CAATE Office (512-733-9700) if we can be of further assistance.

Professionally,

Eric L. Sauers, PhD, ATC, FNATA
CAATE President

APPENDIX 10: CAATE Site Visit Final Report



Wichita State University Masters Peer Review Report

Onsite Review Date: 02/18/2023

Introduction

The introduction is a brief history of the program that should include where the program is housed within the university/college structure; when the program received initial accreditation and any additional background that may be relevant to understanding the mission and goals of the program.

Wichita State University (WSU) is a public research university located in Wichita, Kansas, the largest city in the state of Kansas. WSU emphasizes applied learning, accessibility, and affordability, as well as being an economic driver for the region as well as the state.

The Athletic training program at WSU has a long proud tradition dating back to the 1970s. Housed within the Department of Human Performance Studies in the College of Applied Studies, the undergraduate Athletic Training Program was developed by Dr. Rich Bomgardner and colleagues, approved by the Kansas Board of Regents (KBOR) in the spring of 2005, and later received initial accreditation in August 2008.

The program began the transition to the master's degree in the fall of 2021 when KBOR approved the Master of Science in Athletic Training. The undergraduate program submitted a self-study document in the summer of 2022 in preparation for a 2023 reaccreditation visit, the program has submitted a substantive change to transition the program to the master's degree level.

Strengths of the Program:

This should be a numerical list of statements that reflect the positive aspects of the program.

1. The Program Director, Dr. Rich Bomgardner, and the Clinical Education Coordinator, Dr. Lindsey Luinstra, are to be commended on their communication, passion, and leadership of the program and the profession. Their efforts have earned the respect of administrators, departmental colleagues, preceptors, and students.
2. The commitment of Dr. Andrew Porter, the Medical Director of the Program, is exemplary. He is engaged both didactically and clinically with the program.
3. The program incorporates a dedicated group of preceptors who are committed to program and student success.
4. Department and University administrators are strong advocates for the program and demonstrate an understanding of the needs for the program and its long-term success.
5. New opportunities exist so the program may grow and align with other accredited healthcare programs as part of the medical science expansion /downtown campus. Creating interprofessional educational and simulation experiences and collaboration with medical

science faculty, preceptors, medical director, and administrators.

Recommendation:

Recommendations are not designed to replace compliance with the Standards. A Program must demonstrate compliance with a standard first; recommendations should only serve to strengthen the academic program. If a recommendation addresses a specific Standard, the evaluation team should ensure that in fact, the Standard has been met. All recommendations must be listed numerically.

1. Consider exploring opportunities to increase student exposure to a variety of practice settings beyond high school and college, including physician, industrial, performing arts, military, and occupational practice settings.
2. Explore options for using a clinical education tracking system to provide formal onboarding and electronic access an efficient method for gathering appropriate onboarding requirements (e.g., immunizations, emergency cardiac care, background checks) and collecting and analyzing critical patient encounters and student outcome measures.
3. Explore opportunities to better align overall program administration procedures with other graduate health professions best practices (e.g., policies, processes, reviewing/updating documents).
4. Develop a plan that aligns program resources, policies, and instructional needs comparable to other health profession programs on campus.
5. Consider developing intentional interprofessional learning experiences with other on-campus health professions (e.g., physician assistant, physical therapy, nursing) including collaborative patient care simulations and other interprofessional learning experiences.

KANSAS STATE
DEPARTMENT OF EDUCATION

Wichita State University

May 05, 2023

FINAL TEAM REPORTS, part 1
Program Review

LIST OF PROGRAMS

	Page
Art I, PreK-12	
Biology I, 6-12	
Building Leadership A, PreK-12	
Chemistry I, 6-12	
<i>District Leadership A, PreK-12</i>	<i>03/16/2023</i>
Early Childhood Unified I, B-Gr3 UG	
Early Childhood Unified I, B-Gr3 Grad	
Early Childhood Unified I, B-Gr3 MAT	
Earth and Space Science I, 6-12	
Elementary I, K-6	3
English for Speakers of Other Languages A, PreK-12	
English Language Arts I, 5-8	
English Language Arts I, 6-12	
Gifted A, PreK-12	
High Incidence (Adaptive) A, K-6, 6-12	6
High Incidence (Adaptive) A, K-6, 6-12 LAL	9
History, Government, and Social Studies I, 5-8	
History, Government, and Social Studies I, 6-12	
Innovative/Experimental ECU B-3 / Elementary TAP	
<i>Low Incidence A, K-6, 6-12</i>	<i>12/29/2022</i>
Mathematics I, 5-8	
Mathematics I, 6-12	
Music I, PreK-12	12
Physical Education I, PreK-12	15
Physics I, 6-12	18
Reading Specialist A, PreK-12	
Restricted Teaching License Program I, 5-8, 6-12, PreK-12	
School Counselor A, PreK-12	
School Psychologist A, B-Gr 3, PreK-12	
Science I, 5-8	
World Language I, PreK-12	22

Institution:	Wichita State University			Date:	11/15/22		
Initial Review	X			Final Report	3/21/23		
Program:	Elementary			Level(s):	K-6		
Program Status:	Continued	X	New		Dormant		
Test Results (from information supplied in the PRAXIS II)							
The program submitted the % of candidates that passed the PRAXIS II:	YES	X	NO		NA		
The program submitted PLT data:	YES	X	NO		NA		
Section I—Contextual Information							
Comment Summary: <p>The contextual information was provided with details of the conceptual framework, program transition points, system components, descriptions of field and clinical experiences and admission requirements.</p> <p>**III. Standardized Test Requirements indicates that candidates must meet only one of the following four standardized test requirements – however, there are only three listed. ** The data for the Elementary Lesson Plan Collection is labeled as Assessment 5, but on the Data Table, it is labeled as Assessment 6.</p> <p>Presented information in the rejoinder about the KEEP assessment that addresses the AFIs and the lack of data.</p>							
				Present		Not Present	
Standard # 1	MET	X	NOT MET				
Course syllabi (new programs only)							
Assessment Description				X			
Scoring guides, rubrics, evaluation criterion				X			
Aggregated data				X			
Areas for Improvement and Rationale ¹(Please number the AFI and write the corresponding rationale directly below the AFI.)							
No AFIs **Note: Under the old standards that the KPTP was used in multiple Standards assessment when the KPTP focuses on one specific content area. However, there has been adjustments made based upon the change in Standards. The team commends the program for the changes made to the Teacher Licensure Capstone.							
				Present		Not Present	

¹ Be specific in stating the Area for Improvement. An Area for Improvement could be cited if there are specific concerns about the program or weaknesses in the program. The following represent some examples of concern:

- Assessments and/or rubrics are not aligned to the standard.
- Descriptions of actual performance assessments are not provided.
- Data tables and/or rubrics are not provided.
- Data do not clearly demonstrate an adequate level of preparation.
- Data are not provided on all candidates.
- Decisions about improving the program based on aggregated data are not provided.

Standard # 2	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Presented information in the rejoinder about the KEEP assessment that addresses the AFIs and the lack of data.						
					Present	Not Present
Standard # 3	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Presented information in the rejoinder about the KEEP assessment that addresses the AFIs and the lack of data.						
					Present	Not Present
Standard # 4	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Presented information in the rejoinder about the KEEP assessment that addresses the AFIs and the lack of data.						
					Present	Not Present
Standard # 5	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						

Presented information in the rejoinder about the KEEP assessment that addresses the AFIs and the lack of data.						
					Present	Not Present
Standard # 6	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
					Present	Not Present
Standard # 7	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
					Present	Not Present
Standard Science of Reading	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description						
Scoring guides, rubrics, evaluation criterion						
Aggregated data						
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
<p>**Note: In the assessment table, the listing of course grades appear to be under the wrong column. There are four courses identified as being used in collecting grades in the descriptive section, but the table included only two of these four courses. It is not included but suggested that the Lesson Plan Collection in Literacy also be considered as evidence of meeting the Science of Reading standard. The CKT will also provide data to support this standard.</p>						
Candidate and Program Performance					Present	Not Present
Evidence of continuous improvement					X	
Using data (not needed for new programs)					X	
Changes made or planned based on data					X	
Comment Summary:						
Planned changes described are based upon data driven decision to improve the overall program. Changes are responsive to identified areas leading to improved program outcomes.						

Institution:	Wichita State University			Date:	1/26/2023		
Initial Review	1/26/2023			Final Report	3/28/2023		
Program:	High Incidence (trad)			Level(s):	K-6, 6-12		
Program Status:	Continued	X		New		Dormant	
Test Results (from information supplied in the PRAXIS II)							
The program submitted the % of candidates that passed the PRAXIS II:	YES	X		NO		NA	
The program submitted PLT data:	YES			NO		NA	NA
Section I—Contextual Information							
Comment Summary:							
Contextual information was provided and well written.							
				Present		Not Present	
Standard # 1	MET	X	NOT MET				
Course syllabi (new programs only)						NA	
Assessment Description				X			
Scoring guides, rubrics, evaluation criterion				X			
Aggregated data				X			
Areas for Improvement and Rationale ² (Please number the AFI and write the corresponding rationale directly below the AFI.)							
No AFIs							
				Present		Not Present	
Standard # 2	MET	X	NOT MET				
Course syllabi (new programs only)						NA	
Assessment Description				X			
Scoring guides, rubrics, evaluation criterion				X			
Aggregated data				X			
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)							
No AFIs							
				Present		Not Present	
Standard # 3	MET	X	NOT MET				
Course syllabi (new programs only)						NA	
Assessment Description				X			
Scoring guides, rubrics, evaluation criterion				X			
Aggregated data				X			

² Be specific in stating the Area for Improvement. An Area for Improvement could be cited if there are specific concerns about the program or weaknesses in the program. The following represent some examples of concern:

- Assessments and/or rubrics are not aligned to the standard.
- Descriptions of actual performance assessments are not provided.
- Data tables and/or rubrics are not provided.
- Data do not clearly demonstrate an adequate level of preparation.
- Data are not provided on all candidates.
- Decisions about improving the program based on aggregated data are not provided.

Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
				Present		Not Present
Standard # 4	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description				X		
Scoring guides, rubrics, evaluation criterion				X		
Aggregated data				X		
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
				Present		Not Present
Standard # 5	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description				X		
Scoring guides, rubrics, evaluation criterion				X		
Aggregated data				X		
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
				Present		Not Present
Standard # 6	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description				X		
Scoring guides, rubrics, evaluation criterion				X		
Aggregated data				X		
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
				Present		Not Present
Standard # 7	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description				X		
Scoring guides, rubrics, evaluation criterion				X		
Aggregated data				X		
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
				Present		Not Present
Standard # 8	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description				X		
Scoring guides, rubrics, evaluation criterion				X		
Aggregated data				X		

Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
					Present	Not Present
Science of Reading	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Candidate and Program Performance					Present	Not Present
Evidence of continuous improvement					X	
Using data (not needed for new programs)					X	
Changes made or planned based on data					X	
Comment Summary:						
The program has a process for continuous improvement with findings from evidence. Very well written.						

Institution:	Wichita State University			Date:	1/26/2023		
Initial Review	1/26/2023			Final Report	3/28/2023		
Program:	High Incidence LAL			Level(s):	K-6, 5-8, 6-12		
Program Status:	Continued	X	New		Dormant		
Test Results (from information supplied in the PRAXIS II)							
The program submitted the % of candidates that passed the PRAXIS II:	YES	X	NO		NA		
The program submitted PLT data:	YES	X	NO		NA		
Section I—Contextual Information							
Comment Summary:							
Contextual information was provided and well written.							
				Present		Not Present	
Standard # 1	MET	X	NOT MET				
Course syllabi (new programs only)						NA	
Assessment Description				X			
Scoring guides, rubrics, evaluation criterion				X			
Aggregated data				X			
Areas for Improvement and Rationale ³ (Please number the AFI and write the corresponding rationale directly below the AFI.)							
No AFIs							
				Present		Not Present	
Standard # 2	MET	X	NOT MET				
Course syllabi (new programs only)						NA	
Assessment Description				X			
Scoring guides, rubrics, evaluation criterion				X			
Aggregated data				X			
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)							
No AFIs							
				Present		Not Present	
Standard # 3	MET	X	NOT MET				
Course syllabi (new programs only)						NA	
Assessment Description				X			
Scoring guides, rubrics, evaluation criterion				X			
Aggregated data				X			

³ Be specific in stating the Area for Improvement. An Area for Improvement could be cited if there are specific concerns about the program or weaknesses in the program. The following represent some examples of concern:

- Assessments and/or rubrics are not aligned to the standard.
- Descriptions of actual performance assessments are not provided.
- Data tables and/or rubrics are not provided.
- Data do not clearly demonstrate an adequate level of preparation.
- Data are not provided on all candidates.
- Decisions about improving the program based on aggregated data are not provided.

Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
				Present		Not Present
Standard # 4	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description				X		
Scoring guides, rubrics, evaluation criterion				X		
Aggregated data				X		
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
				Present		Not Present
Standard # 5	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description				X		
Scoring guides, rubrics, evaluation criterion				X		
Aggregated data				X		
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
				Present		Not Present
Standard # 6	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description				X		
Scoring guides, rubrics, evaluation criterion				X		
Aggregated data				X		
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
				Present		Not Present
Standard # 7	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description				X		
Scoring guides, rubrics, evaluation criterion				X		
Aggregated data				X		
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
				Present		Not Present
Standard # 8	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description				X		
Scoring guides, rubrics, evaluation criterion				X		
Aggregated data				X		

Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
					Present	Not Present
Science of Reading	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Candidate and Program Performance					Present	Not Present
Evidence of continuous improvement					X	
Using data (not needed for new programs)					X	
Changes made or planned based on data					X	
Comment Summary:						
The program has a process for continuous improvement with findings from evidence. Very well written.						

Institution:	Wichita State University				Date:	10.26.22				
Initial Review	X				Final Report	4/25/23				
Program:	Music				Level(s):	PreK-12				
Program Status:	Continued	X	New		Dormant					
Test Results (from information supplied in the PRAXIS II)										
The program submitted the % of candidates that passed the PRAXIS II:					YES	X	NO		NA	
The program submitted PLT data:					YES	X	NO		NA	
Section I—Contextual Information										
Comment Summary:										
Contextual information was clear.										
					Present	Not Present				
Standard # 1	MET	X	NOT MET							
Course syllabi (new programs only)										
Assessment Description					Yes					
Scoring guides, rubrics, evaluation criterion					YES					
Aggregated data					Yes					
Areas for Improvement and Rationale ⁴ (Please number the AFI and write the corresponding rationale directly below the AFI.)										
None										
					Present	Not Present				
Standard # 2	MET	X	NOT MET							
Course syllabi (new programs only)										
Assessment Description					Yes					
Scoring guides, rubrics, evaluation criterion					YES					
Aggregated data					Yes					
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)										
No AFIs										
Post-rejoinder: The institution provides a detail explanation of aggregated and disaggregated use of the course grades in the meeting of Standard 2. They also indicate that there are other sources which are used to fulfill this Standard.										
					Present	Not Present				
Standard # 3	MET	X	NOT MET							
Course syllabi (new programs only)										
Assessment Description					YES					

⁴ Be specific in stating the Area for Improvement. An Area for Improvement could be cited if there are specific concerns about the program or weaknesses in the program. The following represent some examples of concern:

- Assessments and/or rubrics are not aligned to the standard.
- Descriptions of actual performance assessments are not provided.
- Data tables and/or rubrics are not provided.
- Data do not clearly demonstrate an adequate level of preparation.
- Data are not provided on all candidates.
- Decisions about improving the program based on aggregated data are not provided.

Scoring guides, rubrics, evaluation criterion					YES	
Aggregated data					YES	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Post-rejoinder: The institution provides a detail explanation of aggregated and disaggregated use of the course grades in the meeting of Standard 2. They also indicate that there are other sources which are used to fulfill this Standard.						
					Present	Not Present
Standard # 4	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description					YES	
Scoring guides, rubrics, evaluation criterion					YES	
Aggregated data					YES	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Post-rejoinder: The institution provided a detailed explanation of the problems associated with the meeting of this Standard. They also provided information of additional methods and assessments that will be used to strengthen the use of music performance as a component in meeting this Standard. Aggregated and disaggregated data is also provided.						
					Present	Not Present
Standard # 5	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description					YES	
Scoring guides, rubrics, evaluation criterion					YES	
Aggregated data					YES	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Post-rejoinder: The institution has provided a detailed explanation of which portion of the video assessment meets the requirements of the Standard. This information is indicated on the video scoring rubric. They have also included data tables with the aggregated and disaggregated data.						
					Present	Not Present
Standard # 6	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description					YES	
Scoring guides, rubrics, evaluation criterion					YES	
Aggregated data					YES	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						

No AFIs						
Post-rejoinder: The institution has provided a detailed explanation of which portion of the video assessment meets the requirements of the Standard. This information is indicated on the video scoring rubric. They have also included data tables with the aggregated and disaggregated data.						
					Present	Not Present
Standard # 7	MET	X	NOT MET			
Course syllabi (new programs only)						
Assessment Description					YES	
Scoring guides, rubrics, evaluation criterion					YES	
Aggregated data					YES	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Post-rejoinder: The institution has provided a detailed explanation of which portion of the video assessment meets the requirements of the Standard. This information is indicated on the video scoring rubric. They have also included data tables with the aggregated and disaggregated data.						
Candidate and Program Performance					Present	Not Present
Evidence of continuous improvement					X	
Using data (not needed for new programs)					X	
Changes made or planned based on data					X	
Comment Summary:						
Program has demonstrated that a good system for program evaluation and changes is clear. Admission, retention, and exit are clearly defined.						
NOTE: We wish to recognize the diligent work of the WSU music and administrative staff for their extraordinary response in this Rejoinder. Your efforts are greatly appreciated. Remediation addressed well.						

Institution:	Wichita State University				Date:	27 OCT 2022				
Initial Review	27 OCT 2022				Final Report	4/12/2023				
Program:	PHYSICAL EDUCATION				Level(s):	PK-12				
Program Status:	Continued	X	New		Dormant					
Test Results (from information supplied in the PRAXIS II)										
The program submitted the % of candidates that passed the PRAXIS II:					YES	X	NO		NA	
The program submitted PLT data:					YES	X	NO		NA	
Section I—Contextual Information										
Comment Summary:										
The unit provided a description of the relationship of program assessments to the Unit's Conceptual Framework and the Unit's Assessment System. Key assessments were identified for each of the program's transition points, including admission, retention and completion. The unit also provided a detailed description of all field experiences, including early field experiences and student teaching.										
					Present		Not Present			
Standard # 1	MET	X	NOT MET							
Course syllabi (new programs only)					n/a					
Assessment Description					X					
Scoring guides, rubrics, evaluation criterion					X					
Aggregated data					X					
Areas for Improvement and Rationale ⁵(Please number the AFI and write the corresponding rationale directly below the AFI.)										
No AFIs										
					Present		Not Present			
Standard # 2	MET	X	NOT MET							
Course syllabi (new programs only)					n/a					
Assessment Description					X					
Scoring guides, rubrics, evaluation criterion					X					
Aggregated data					X					
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)										
No AFIs										
					Present		Not Present			
Standard # 3	MET	X	NOT MET							
Course syllabi (new programs only)					n/a					
Assessment Description					X					
Scoring guides, rubrics, evaluation criterion					X					

⁵ Be specific in stating the Area for Improvement. An Area for Improvement could be cited if there are specific concerns about the program or weaknesses in the program. The following represent some examples of concern:

- Assessments and/or rubrics are not aligned to the standard.
- Descriptions of actual performance assessments are not provided.
- Data tables and/or rubrics are not provided.
- Data do not clearly demonstrate an adequate level of preparation.
- Data are not provided on all candidates.
- Decisions about improving the program based on aggregated data are not provided.

Aggregated data				X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)					
No AFIs					
				Present	Not Present
Standard # 4	MET	X	NOT MET		
Course syllabi (new programs only)				n/a	
Assessment Description				X	
Scoring guides, rubrics, evaluation criterion				X	
Aggregated data				X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)					
No AFIs					
				Present	Not Present
Standard # 5	MET	x	NOT MET		
Course syllabi (new programs only)				n/a	
Assessment Description				X	
Scoring guides, rubrics, evaluation criterion				X	
Aggregated data				X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)					
No AFIs					
				Present	Not Present
Standard # 6	MET	X	NOT MET		
Course syllabi (new programs only)				n/a	
Assessment Description				X	
Scoring guides, rubrics, evaluation criterion				X	
Aggregated data				X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)					
No AFIs					
				Present	Not Present
Standard # 7	MET	X	NOT MET		
Course syllabi (new programs only)				n/a	
Assessment Description				X	
Scoring guides, rubrics, evaluation criterion				X	
Aggregated data				X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)					
No AFIs					
Candidate and Program Performance				Present	Not Present
Evidence of continuous improvement				X	
Using data (not needed for new programs)				X	
Changes made or planned based on data				X	
Comment Summary:					

The unit provides that they do have an assessment system in place, review program data regularly, and changes have been made. The unit identified, specifically, changes in virtual offerings to ensure candidates meet the program standards.

Institution:	Wichita State University			Date:	1/6/2023		
Initial Review	1/6/2023			Final Report	3/24/2023		
Program:	Physics			Level(s):	I, 6-12		
Program Status:	Continued	X	New		Dormant		
Test Results (from information supplied in the PRAXIS II)							
The program submitted the % of candidates that passed the PRAXIS II:	YES		NO		NA	X	
The program submitted PLT data:	YES		NO		NA	X	
Section I—Contextual Information							
Comment Summary:							
<p>The program has had very few candidates (3 or less on each assessment), so data are limited.</p> <p>Contextual information was provided.</p> <p>Q – what is the source of the minimum of 3 or less individuals for data reporting? WSU – EPP practice of not reporting data of fewer than 4 individuals. Data analysis focused on completers. The EPP programs reflect on candidate and completer data annually (Table 2).</p>							
				Present		Not Present	
Standard # 1	MET	X	NOT MET				
Course syllabi (new programs only)						NA	
Assessment Description				X			
Scoring guides, rubrics, evaluation criterion				X			
Aggregated data						NA - small numbers	
Areas for Improvement and Rationale ⁶ (Please number the AFI and write the corresponding rationale directly below the AFI.)							
No AFIs							
Note: Assessment 6 rubric is well written.							
				Present		Not Present	
Standard # 2	MET	X	NOT MET				
Course syllabi (new programs only)						NA	
Assessment Description				X			
Scoring guides, rubrics, evaluation criterion				X			
Aggregated data						NA - small numbers	

⁶ Be specific in stating the Area for Improvement. An Area for Improvement could be cited if there are specific concerns about the program or weaknesses in the program. The following represent some examples of concern:

- Assessments and/or rubrics are not aligned to the standard.
- Descriptions of actual performance assessments are not provided.
- Data tables and/or rubrics are not provided.
- Data do not clearly demonstrate an adequate level of preparation.
- Data are not provided on all candidates.
- Decisions about improving the program based on aggregated data are not provided.

Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Note: Assessment 2 KEEP Construct 2 Content Knowledge is not necessary to address Standard 2.						
					Present	Not Present
Standard # 3	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data						NA - small numbers
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Note: The standard is addressed by Assessment 6.						
					Present	Not Present
Standard # 4	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data						NA - small numbers
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
					Present	Not Present
Standard # 5	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data						NA - small numbers
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
					Present	Not Present
Standard # 6	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data						NA - small numbers
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						

No AFIs						
					Present	Not Present
Standard # 7	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data						NA - small numbers
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
					Present	Not Present
Standard # 8	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data						NA - small numbers
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
					Present	Not Present
Standard # 9	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data						NA - small numbers
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
					Present	Not Present
Standard # 10	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data						NA - small numbers
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Note: Assessment 6 rubric is well written.						
Candidate and Program Performance					Present	Not Present
Evidence of continuous improvement					X	
Using data (not needed for new programs)					X	

Changes made or planned based on data	X	
Comment Summary:		
The program has a process for continuous improvement.		

Institution:	Wichita State University				Date:	1/9/2023			
Initial Review	1/9/2023				Final Report	5/3/2023			
Program:	World Languages				Level(s):	Pk-12			
Program Status:	Continued	X	New		Dormant				
Test Results (from information supplied in the PRAXIS II)									
The program submitted the % of candidates that passed the PRAXIS II:	YES	X	NO		NA				
The program submitted PLT data:	YES	X	NO		NA				
Section I—Contextual Information									
Comment Summary:									
Conceptual information is very thorough. The program has a goal of 80% pass rate for each assessment or faculty will take measures to change the program. Program has a process of continuous monitoring of candidates and the efficacy of the program, and adjust accordingly. The collaboration described with the content area is very important.									
					Present	Not Present			
Standard # 1	MET	X	NOT MET						
Course syllabi (new programs only)					NA				
Assessment Description					X				
Scoring guides, rubrics, evaluation criterion					X				
Aggregated data					X				
Areas for Improvement and Rationale ⁷ (Please number the AFI and write the corresponding rationale directly below the AFI.)									
No AFIs									
Note: The standard is very well assessed.									
					Present	Not Present			
Standard # 2	MET	X	NOT MET						
Course syllabi (new programs only)					NA				
Assessment Description					X				
Scoring guides, rubrics, evaluation criterion					X				
Aggregated data					X				
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)									
No AFIs									
					Present	Not Present			
Standard # 3	MET	X	NOT MET						

⁷ Be specific in stating the Area for Improvement. An Area for Improvement could be cited if there are specific concerns about the program or weaknesses in the program. The following represent some examples of concern:

- Assessments and/or rubrics are not aligned to the standard.
- Descriptions of actual performance assessments are not provided.
- Data tables and/or rubrics are not provided.
- Data do not clearly demonstrate an adequate level of preparation.
- Data are not provided on all candidates.
- Decisions about improving the program based on aggregated data are not provided.

Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
					Present	Not Present
Standard # 4	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Note: The PLT Assessment 1d is discussed as aligned to the standard on the program report page 24, but is not indicated in the Summary Table.						
					Present	Not Present
Standard # 5	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Note: The PLT Assessment 1d is discussed as aligned to the standard on the program report page 24, but is not indicated in the Summary Table.						
					Present	Not Present
Standard # 6	MET	X	NOT MET			
Course syllabi (new programs only)						NA
Assessment Description					X	
Scoring guides, rubrics, evaluation criterion					X	
Aggregated data					X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)						
No AFIs						
Note: The PLT Assessment 1d is discussed as aligned to the standard on the program report page 24, but is not indicated in the Summary Table.						
					Present	Not Present
Standard # 7	MET	X	NOT MET			

Course syllabi (new programs only)					NA
Assessment Description				X	
Scoring guides, rubrics, evaluation criterion				X	
Aggregated data				X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)					
No AFIs					
				Present	Not Present
Standard # 8	MET	X	NOT MET		
Course syllabi (new programs only)					NA
Assessment Description				X	
Scoring guides, rubrics, evaluation criterion				X	
Aggregated data				X	
Areas for Improvement and Rationale (Please number the AFI and write the corresponding rationale directly below the AFI.)					
No AFIs					
Candidate and Program Performance				Present	Not Present
Evidence of continuous improvement				X	
Using data (not needed for new programs)				X	
Changes made or planned based on data				X	
Comment Summary:					
The program has clear, definite objectives for using data to improve programs. Section V addresses a plan for improving recruitment and quality, improving Praxis scores through practice in language courses, and increasing diversity especially candidate understanding of heritage learners, increasing education about legal issues in the teaching profession.					

APPENDIX 12: CAEP Site Visit Final Report

Wichita State University
Page 1

ACCREDITATION ACTION REPORT

Wichita State University
Wichita, Kansas

April 2018

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2018 and Fall 2024. The next site visit will take place in Spring 2024.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report. Areas for improvement need not be publicly disclosed, but will become stipulations if they remain uncorrected by the next accreditation review.

Stipulations: None

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	There is limited evidence of a plan to systematically evaluate clinical educators (Component 2.2).	There is no systematic survey or assessment of clinical educators by candidates or other clinical

	educators to guarantee continuous improvement. The EPP provided limited evidence that effective school or district partnerships are in place to ensure clinical educators are evaluated.
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NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of document

APPENDIX 13: B.A. Athletic Training Program Goals and Objectives

Standard 1. Students will demonstrate an understanding of evidence-based practice concepts and their application to essential clinical decision-making and critical examination of athletic training practice.

Goals:

- A. Demonstrate an understanding of evidence-based practice through oral and visual examination of competency testing on skill sheets.
- B. Demonstrate an understanding of evidence-based practice through written examination.
- C. Demonstrate an understanding of evidence-based practice through current literature reviews on case study projects and presentations.

Objectives:

- A. 90% of students will score 90% or higher on each competency testing skill sheet and practical exam in HPS 350 (e.g., c-spine, shoulder, elbow, etc...), HPS 351 (e.g., ankle, knee, hip, etc....), and HPS 352 (e.g., respiratory, infectious diseases, gastrointestinal disorders, etc....) as evaluated by the Instructor/Preceptor.
- B. 80% of students will score 80% or higher on each written examination in HPS 350, HPS 351, and HPS 352
- C. 80% of students will score 80% or higher on each case study project and presentation in HPS 350, HPS 351, and HPS 352.

Standard 2: Students will develop and implement strategies and programs to prevent the incidence and/or severity of injuries and optimize their clients/patients overall health and quality of life. (Prevention and Health Promotion).

Goals:

- A. Demonstrate an understanding of prevention and health promotion through oral and visual examination of competency testing on skill sheets.
- B. Demonstrate an understanding of prevention and health promotion through written examination.
- C. Demonstrate an understanding of prevention and health promotion through current literature review on case study projects and presentations.

Objectives:

- A. 90% of students will score 90% or higher on each competency testing skill sheet and practical exam in HPS 114 (e.g., universal precautions, a bronchodilator, OPA/NPA, etc....) HPS 130 (e.g., ankle taping, wrist and hand taping, hip/pelvis wrapping, etc....), and HPS 331 (e.g., foot injury, spine injury, shoulder injury management, etc...) as evaluated by the Instructor/Preceptor.
- B. 80% of students will score 80% or higher on each written examination in HPS 114, HPS 331, HP 331, and HPS 440.
- C. 80% of students will score 80% or higher on each project and presentation in HPS 440.

Standard 3. Students will demonstrate the ability to possess strong clinical examination skills in order to accurately diagnosis and effectively treat their patients. (Clinical Diagnosis and Evaluation)

Goals:

- A. Demonstrate an understanding of clinical examination and diagnosis through oral examination of competency testing on skill sheets.
- B. Demonstrate an understanding of clinical examination and diagnosis through written and practical examinations.

- C. Demonstrate an understanding of clinical examination and diagnosis through current literature review on case study projects and presentation.

Objectives:

- A. 90% of students will score 90% or higher on each competency testing skill sheet and practical exam in HPS 350 (e.g., c-spine, shoulder, elbow, etc...), HPS 351 (e.g., ankle, knee, hip, etc...), and HPS 352 (e.g., respiratory, infectious diseases, gastrointestinal disorders, etc...) as evaluated by the Instructor/Preceptor.
- B. 80% of students will score 80% or higher on each written examination in HPS 350, HPS 351, and HPS 352.
- C. 80% of students will score 80% or higher on each case study project and presentation in HPS 350, HPS 351, and HPS 352.

Standard 4: Students will demonstrate knowledge and skills in the evaluation and immediate management of acute injuries and illnesses. (Acute Care of Injuries and Illnesses).

Goals:

- A. Demonstrate an understanding of acute care of injuries and illnesses through oral and visual examination of competency testing on skill sheets.
- B. Demonstrate an understanding of acute care of injuries and illnesses through written examination.
- C. Demonstrate an understanding of acute care of injuries and illnesses through current literature review on case study projects and presentation.\

Objectives:

- A. 90% of students will score 90% or higher on each competency testing skill sheet and practical exam in HPS 114 (e.g., universal precautions, a bronchodilator, OPA/NPA, etc.) and HPS 331 (e.g., foot injury, spine injury, shoulder injury management, etc.) as evaluated by the Instructor/Preceptor.
- B. 80% of students will score 80% or higher on each written examination in HPS 114 and HPS 331.
- C. 80% of students will score 80% or higher on each project and presentation in HPS 114 and HPS 331.

Standard 5. Students will demonstrate the ability to assess the patient's status using clinician-and patient-oriented outcome measures to determine the stage of healing, goals, and therapeutic intervention to maximize the patient's participation and health-related quality of life. (Therapeutic Interventions)

Goals:

- A. Demonstrate an understanding of therapeutic interventions through oral examination of competency testing on skills sheets.
- B. Demonstrate an understanding of therapeutic interventions through written and practical examinations, quizzes, and homework assignments.
- C. Demonstrate an understanding of therapeutic interventions through current literature review on case study projects and presentation.

Objectives:

- A. 90% of students will score 90% of higher on each competency testing skill sheet and practical exam in HPS 450 (e.g., ultrasound, electrical stimulation, massage, etc...), and HPS 451 (e.g., neuromuscular control, plyometrics, balance/proprioception, etc...) as evaluated by the Instructor/Preceptor.

- B. 80% of students will score 80% or higher on each written examination in HS 301, HPS 450, and HPS 451.
- C. 80% of students will score 80% or higher on each case study project and presentation in HS 301, HPS 450, and HPS 451.

Standard 6: Students will demonstrate the ability to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors. (Psychosocial Strategies and Referral).

Goals:

- A. Demonstrate an understanding of psychological strategies and referral through oral examination of competency testing on skills sheets.
- B. Demonstrate an understanding of psychological strategies and referrals through written and practical examinations, quizzes, and homework assignments.
- C. Demonstrate an understanding of psychological strategies and referrals through current literature review on case study projects and presentations.

Objectives:

- A. 90% of students will score 90% or higher on competency testing skill sheet and practical exam in HPS 331 (e.g., psychological intervention and referral), HPS 451 (e.g., psychological intervention-rehabilitation), and HPS 352 (e.g., mental health issues) as evaluated by the Instructor/Preceptor.
- B. 80% of students will score 80% or higher on Exam 1 in HPS 331 and HPS 451, and Exam 4 in HPS 352.
- C. 80% of students will score 80% or higher on each case study project and presentation in HPS 352 and HPS 451.

Standard 7: Students will demonstrate the ability to function within the context of a complex healthcare system and understand risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. (Healthcare Administration).

Goals:

- A. Demonstrate an understanding of healthcare administration through oral examination of competency testing on skills sheets.
- B. Demonstrate an understanding of healthcare administration through written and practical examinations, quizzes, and homework assignments.
- C. Demonstrate an understanding of healthcare administration through current literature review on case study projects and presentations.

Objectives:

- A. 90% of students will score 90% or higher on each competency task in HPS 442 (e.g., budget, documentation, facility design, etc...) as evaluated by the Instructor/Preceptor.
- B. 80% of students will score 80% or higher on each written examination in HPS 442 and Exam 4 in HPS 114.
- C. 80% of students will score 80% or higher on each case study, class project, and presentation in HPS 442.

Standard 8: Students will demonstrate the understanding maintaining competence in healthcare, embrace the athletic training practice within the limits of state and national regulations using moral and

ethical judgment, and work collaboratively with other healthcare providers. (Professional Development and Responsibility).

Goals:

- A. Demonstrate an understanding of professional development and responsibility through oral examination of competency testing on skills sheets.
- B. Demonstrate an understanding of professional development and responsibility through written and practical examinations, quizzes, and homework assignments.
- C. Demonstrate an understanding of professional development and responsibility through current literature review on case study projects and presentations.

Objectives:

- A. 90% of students will score 90% or higher on competency tasks in HPS 442 (e.g., resume, cover letter, CEU schedule, etc....) as evaluated by the Instructor/Preceptor.
- B. 80% of students will score 80% or higher on each exam in HPS 442 and Exam 4 in HPS 114.
- C. 80% of students will score 80% or higher on each case study project and presentation in HPS 442.

Standard 9: Students will demonstrate the clinical integration proficiencies that represent the synthesis and integrations of knowledge, skills, and clinical decision-making into actual client/patient care. (Clinical Integration Proficiencies).

Goals:

- A. Demonstrate an understanding of clinical integration proficiencies through oral examination of competency testing on skills sheets.
- B. Demonstrate an understanding of clinical integration proficiencies through current literature review on case study projects.

Objectives:

- A. 90% of students will score 90% or higher on the competency testing skill sheet in HPS 121, 220, 221, 320, 321, 420, and HPS 421 as evaluated by the Instructor/Preceptor (Professional Practicum and Athletic Training Practicum 1-6).
- B. 80% of students will score 80% or higher on each case study project in HPS 121, 220, 221, 320, 321, 420, and HPS 421 (Professional Practicum and Athletic Training Practicum 1-6).

APPENDIX 14: Goals and Objectives of the MSAT Program

Standard 1. Students will demonstrate an understanding of evidence-based practice concepts and their application to essential clinical decision-making and critical examination of athletic training practice.

Objectives:

1. Demonstrate an understanding of evidence-based practice through oral and visual examination of competency testing on skill sheets.
2. Demonstrate an understanding of evidence-based practice through written examination.
3. Demonstrate an understanding of evidence-based practice through current literature review on case study projects and presentation.

Standard 2: Students will develop and implement strategies and programs to prevent the incidence and/or severity of injuries and optimize their clients/patients overall health and quality of life. (Prevention and Health Promotion).

Objectives:

1. Demonstrate an understanding of prevention and health promotion through oral and visual examination of competency testing on skill sheets.
2. Demonstrate an understanding of prevention and health promotion through written examination.
3. Demonstrate an understanding of prevention and health promotion through current literature review on case study projects and presentation.

Standard 3: Students will demonstrate the ability to possess strong clinical examination skills in order to accurately diagnosis and effectively treat their patients. (Clinical Diagnosis and Evaluation)

Objectives:

1. Demonstrate an understanding of clinical examination and diagnosis through oral examination of competency testing on skill sheets.
2. Demonstrate an understanding of clinical examination and diagnosis through written and practical examinations.
3. Demonstrate an understanding of clinical examination and diagnosis through current literature review on case study projects and presentation.

Standard 4: Students will demonstrate knowledge and skills in the evaluation and immediate management of acute injuries and illnesses. (Acute Care of Injuries and Illnesses).

Objectives:

1. Demonstrate an understanding of acute care of injuries and illnesses through oral and visual examination of competency testing on skill sheets.
2. Demonstrate an understanding of acute care of injuries and illnesses through written examination.
3. Demonstrate an understanding of acute care of injuries and illnesses through current literature review on case study projects and presentation.

Standard 5: Students will demonstrate the ability to assess the patient's status using clinician-and patient-oriented outcome measures to determine the stage of healing, goals, and therapeutic intervention to maximize the patient's participation and health-related quality of life. (Therapeutic Interventions)

Objectives:

1. Demonstrate an understanding of therapeutic interventions through oral examination of competency testing on skills sheets.
2. Demonstrate an understanding of therapeutic interventions through written and practical examinations, quizzes, and homework assignments.
3. Demonstrate an understanding of therapeutic interventions through current literature review on case study projects and presentation.

Standard 6: Students will demonstrate the ability to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors. (Psychosocial Strategies and Referral).

Objectives:

1. Demonstrate an understanding of psychological strategies and referral through oral examination of competency testing on skills sheets.
2. Demonstrate an understanding of psychological strategies and referral through written and practical examinations, quizzes, and homework assignments.
3. Demonstrate an understanding of psychological strategies and referral through current literature review on case study projects and presentation.

Standard 7: Students will demonstrate the ability to function within the context of a complex healthcare system and understand risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management. (Healthcare Administration).

Objectives:

1. Demonstrate an understanding of healthcare administration through oral examination of competency testing on skills sheets.
2. Demonstrate an understanding of healthcare administration through written and practical examinations, quizzes, and homework assignments.
3. Demonstrate an understanding of healthcare administration through current literature review on case study projects and presentation.

Standard 8: Students will demonstrate the understanding maintaining competence in healthcare, embrace the athletic training practice within the limits of state and national regulations using moral and ethical judgment, and work collaboratively with other healthcare providers. (Professional Development and Responsibility).

Objectives:

1. Demonstrate an understanding of professional development and responsibility through oral examination of competency testing on skills sheets.
2. Demonstrate an understanding of professional development and responsibility through written and practical examinations, quizzes, and homework assignments.

3. Demonstrate an understanding of professional development and responsibility through current literature review on case study projects and presentation.

Standard 9: Students will demonstrate the clinical integration proficiencies that represent the synthesis and integrations of knowledge, skills, and clinical decision-making into actual client/patient care. (Clinical Integration Proficiencies).

Objectives:

1. Demonstrate an understanding of clinical integration proficiencies through oral examination of competency testing on skills sheets.
2. Demonstrate an understanding of clinical integration proficiencies through current literature review on case study projects.

APPENDIX 15: 2020 Progress Toward Assessment of Program Overall Evaluation



COLLEGE OF APPLIED STUDIES – HUMAN PERFORMANCE STUDIES PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

Department is expected to address:	Exemplary 4	Meets Expectations 3	Partially Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined, is in alignment with university mission and the narrative ties the missions and roles together.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is stated but not connected.	Program mission is not stated or is not in alignment with university mission
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	The document clearly reflects that faculty members are fully qualified to support the program goals, inclusive of departmental standards and in keeping with the university priorities in this area, for example, the FAR and UNISCOPE. Productivity is directly linked to program enhancements.	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are fully qualified to sustain the program.	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are sufficient to sustain the program.	Faculty productivity and quality are not evaluated as sufficient to meet the needs of the program.
Quality of the program as assessed by its curriculum and impact on students	The program assessment clearly shows both alignment and positive impact of the curriculum on student learning. Measures and populations are clearly explained and integrated into the program.	The program assessment plan, inclusive of metrics, is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning	The program assessment plan is partially implemented and attempts to show the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning.	The assessment plan does not align the curriculum with student learning outcomes or does not demonstrate the impact of the curriculum on student learning.
Demonstrated student need and employer demand for the program	The program clearly demonstrates importance based on employer need, student demand and the national job outlook.	The program clearly demonstrates importance based on employer need and student demand.	The program presents data that shows either employer demand or student need.	The program data does not indicate student need nor employer demand.
Service the program provides to the discipline, the university and beyond	The program demonstrates its value with noted exemplary service to the discipline, to the university and to the community.	The program demonstrates value to the discipline, the university or the community.	The program demonstrates value to the one of the following: discipline, the university or the community.	The program does not demonstrate value to its discipline, the university and/or the community.
Evidence of feedback loop demonstrating program improvement	The program not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Shows significant program improvement as a result of feedback loop.	The program regularly uses data to evaluate student performance and the efficacy of its courses and programs. Changes made using assessments are documented, although results from those changes are yet to be seen.	The program makes limited use of data collected to evaluate the efficacy of its courses and programs.	The program makes no use of data collected to evaluate the efficacy of its courses and programs.

COLLEGE OF APPLIED STUDIES – HUMAN PERFORMANCE STUDIES PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

Degrees Offered:	BA-Athletic Training, BA-Exercise Science, BA-Physical Education, MEd-Exercise Science
Triggered Programs:	NA
Evidence of Response to Previous PR Recs:	Evidence of focus on working to address feedback from last PR cycle. Accomplishments noted without specificity of metrics.
Committee Notes:	<ul style="list-style-type: none"> - Mission well connected to the university mission. Tied mission with external crediting bodies. - Scholarship is noted as is the quality of the publications. No mention of program scholarship standards. This information is helpful. Given the reliance on NTT, it would also be helpful to have information available re: implementation of UNISCOPE. - Student learning outcomes are robust, and the assessments are plentiful and varied, they could perhaps be limited. Post-graduation outcomes are noted and strong. Post-pandemic innovations could be warranted as there could be impacts on trends noted. - Admissions rates are high, unsure the implications for selectivity. Service to students, the discipline, and campus community is noted. No discussion related to service beyond. Consider further discussion related to off-campus or greater community efforts. - Evidence of feedback on assessment plan is limited. This could be connected to the limited ambition of the assurance of learning benchmarks. Higher thresholds might reveal opportunities for improvement.
Commendations:	Strong mission. Accredited program. Well organized documents.
Recommendations Going Forward:	Consider increasing standard of success beyond 60% threshold to increase rigor of the program. Perhaps align with higher accreditation standards. Forward facing goals are missing metrics. Examining ways to optimize assessments in a way where the assurance of learning is more compact.
General Feedback	<p>Representing all academic programs individually is always appreciated.</p> <p>Use appendices sparingly.</p> <p>Address triggered programs and note plan to correct enrollment trends.</p> <p>Report faculty productivity and outcomes separately.</p> <p>If there is feedback on accreditation, especially commendations, please include.</p> <p>Forward facing goals should address self-study findings.</p> <p>Continuous improvement is the focus of the self-study. Tying the accreditation results to departmental goals is a great way to accomplish both tasks.</p>

COLLEGE OF APPLIED STUDIES – HUMAN PERFORMANCE STUDIES PROGRESS TOWARD ASSESSMENT OF PROGRAM – OVERALL EVALUATION

Internal Follow-up Recommendation:

- ☒ Resubmit FF Goals ☐ 2 year Follow-Up ☐ NA

KBOR Recommendation:

- ☐ Enhanced ☒ Maintained ☐ Monitored for improvement ☐ Discontinued

End of Appendices