WICHITA STATE UNIVERSITY

Program Review

Self-Study Template

Academic unit: Human Performance Studies College: Applied Studies

Date of last review: 2017 Date of last accreditation report (if relevant): N/A

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

Degree: BA Athletic Training CIP* code: 51.0913

Degree: BA Exercise Science CIP* code: 31.0505

Degree: BA Physical Education CIP* code: 31.0599

Degree: MEd Exercise Science CIP* code: 31.0505

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

Certificate (s): _____

Faculty of the academic unit (add lines as necessary)

NAME	SIGNATURE	TENURE OR NON-TENURE TRACK
Whitney Bailey		NTT
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Rich Bomgardner		TT
Marla Lindenmeyer		NTT
Lindsay Luinstra		NTT
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Submitted by: Rich Bomgardner, EdD, Chair, Human Performance Studies Date _____

(Name and title) (Date)

In yellow highlighted areas, data will be provided

3/2/2021

Part 1: 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 your progress to date on implementation.

Recommendation	Activity	Outcome

Part 2: Departmental Purpose and Relationship to the University Mission

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

Please list the program mission (if more than one program, list each mission), define the role of the program and tie them to the overall mission of Wichita State University printed above. (*Explain in 1-2 concise paragraphs)*

a. Program Mission (if more than one program, list each mission):

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".

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".

b. The role of the program (s) and relationship to the University mission:

The university's mission is to be "…an essential educational, cultural, and economic driver for Kansas and the greater public good." Similarly, 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 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'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. This is evidenced by our faculty's research partnerships and our students' (and alumni) job placements.

c. Has the mission of the Program (s) changed since last review? ☐ Yes ☒ No
   i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

d. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review? ☐ Yes ☒ No

   If yes, describe the changes in a concise manner.

All programs are focused on outcomes assessment, which include both program-level intended outcomes and student learner outcomes with direct and indirect measures. Please see section 3.c of this report for tables of student learner outcomes for the graduate and undergraduate programs and the specific measures/assessment tools associated with each outcome.

Athletic Training:

The Department of Human Performance Studies (HPS) offers a four-year program of study leading to a Bachelor of Arts degree in Athletic Training. The Athletic Training Program consists of a one-semester pre-professional phase and a three-and-a-half -year professional phase. Students begin their sequenced program in the fall of their first year enrolled at WSU. The program of study incorporates academic course requirements with clinical experiences to encompass the entry-level professional qualifications of the athletic trainer. The academic structure involves over 80 credit hours of courses, laboratories, and practicums to fulfill the NATA Athletic Training Educational Competencies. Athletic training students engage in areas of concentration for upper body and lower body injuries, sports that use protective equipment, and general medical conditions.

For the athletic training program there are seven student learner outcomes that serve as the goals/objectives regarding the program. These goals are:

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. (Evidence-Based Practice).

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).

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

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

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).

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

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).

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).

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).

Exercise Science:

Exercise science is a multifaceted field of study in which movement or physical activity is the intellectual focus. This includes exercise for improvement of health and physical fitness, activities of daily living, work, sport, and play, and involves special population groups such as children and older adults, persons with disability, injury or disease, and athletes. The undergraduate and graduate programs provide instruction, conduct research and offer public service/outreach regarding the scientific aspects of exercise and sport and their affects on health, fitness, performance and quality of life. The programs prepare students for careers in health promotion and exercise science. Graduates are represented by careers in hospital or corporate health promotion/wellness centers; adult fitness centers; military institutes; senior living communities; clinical exercise physiology clinics; cardiac rehabilitation clinics; coaching; and college teaching. The programs are also structured to prepare students for further academic study in such areas as physical/occupational therapy, medical and allied health, and exercise science at the master or doctoral level.

For the undergraduate exercise science program there are eight student learner outcomes that serve as the goals/objectives regarding the program. These goals are:

1) Students will learn basic first aid and cardiopulmonary resuscitation skills following the procedures approved by certifying agencies such as the American Red Cross.
2) 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.

3) 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.

4) 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, environmental physiology (heat/cold, hyper/hypobaric), exercise & aging, and gender differences.

5) 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.

6) 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.

7) 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.

8) 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.

For the graduate exercise science program there are seven student learner outcomes that serve as the goals/objectives regarding the program. These goals are:

1) 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.

2) 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.
3) 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.

4) 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.

5) Students will complete a study of body composition assessment including assessment of race and gender differences.

6) 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.

7) Students will be proficient in a variety of laboratory techniques that are commonly used in the field of exercise science. 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.

Physical Education:

The physical education program addresses student needs as well as public school physical educator demands for PreK-12 physical education within the state of Kansas. The physical education curriculum is built upon a philosophy of educating students about the benefits of physical activity and healthy decision-making. The curriculum focuses on how physical educators can educate their own young students in the public schools who will possess a continuum of physical abilities, diverse cultures, and intellectual abilities about the benefits of lifetime physical activity and responsible decision-making.

For the physical education program there are seven student learner outcomes that serve as the goals/objectives regarding the program. These goals are:

1) The teacher of physical education understands the concepts of physical education content and applies these concepts for the development of a physically educated learner.

2) The teacher of physical education understands how individuals learn and develop, including special needs learners, and can provide safe, developmentally appropriate opportunities that support their physical, cognitive, social and emotional development in the physical education environment.

3) The teacher of physical education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.

4) The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.

5) The teacher of physical education plans and implements a variety of developmentally appropriate instructional strategies to develop physical educated individuals.
6) The teacher of physical education understands and uses formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity.

7) The teacher of physical education uses an understanding of individual group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Part 3: Faculty Quality

Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

What standards, if any, are in place for your college/department for the following areas: No standards in place.

Departmental Standards																	
College/ Dpt.	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1 2016																	
Year 22017																	
Year 3 2018																	
Year 4 2019																	

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

Departmental Outputs																	
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1 2016	4		21	1	15											3	29,500
Year 2 2017	6		18	7	9											2	12,500
Year 3 2018	6		16	6	8											9	167,097
Year 4 2019	3	2	13	12	9											7	141,000

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

Narrative: Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The data in the table above represent only the work of faculty members with research responsibilities in the Department of Human Performance Studies. Of the 6 full-time faculty members, these data represent only three people. Given the large number of publications, presentations and secured grants, the Department is very successful in the area of research.

Faculty publications have appeared in premier allied health care, athletic training, exercise science, geriatric, sports medicine, and physical education journals. Individual faculty vitae demonstrate accepted publications in these premier areas within international, national, state and even local publishing agencies.

The scholarship capabilities and established expertise is further recognized by the faculty's role on editorial review boards and serving as peer reviewers of manuscripts and external grants. Faculty members serve as associate editors, on the editorial boards for a variety of journals, peer reviewers, and guest manuscript reviewers. Lastly, they are also regularly invited to review grant proposals for the Centers for Disease Control and other funding agencies.

The faculty has presented to a wide array of audiences at the international, national, and state levels. Several of the non-refereed presentations listed above were invited presentations, other presentations were keynote addresses at conferences. Several presentations were delivered outside of the continental United States. This demonstrates the high level at which the faculty are respected for their knowledge in the profession.

The faculty has also been awarded a large number of grants over the past four years from a combination of funding agencies, corporations, foundations, and university-sponsored programs. These awards have been granted by various organizations centering on national agencies, corporations, and within Wichita State University. The level of grant funding has decidedly increased over the past two years beginning in 2018.

Part 4: Academic Program(s) and Emphases

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 (refer to instructions in the WSU Program Review document for more information).

Narrative: a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

Provide assessment here:

According to Table 8 from the Office of Planning and Analysis (OPA) the rolling 5-year average (2013-2017) for ACT scores within the university, as a whole, were 23.1.

For the same timeframe, the athletic training program majors had an ACT of 22.7, which is comparable to the university average. For program majors the previous rolling 5-year average (2013-2017) was 22.7 with ACT scores varying from 21.9 to 24.0 between the years of 2013 and 2017.

For the same timeframe, the exercise science program majors had an ACT of 22.7, which is comparable to the university average. For program majors the previous rolling 5-year average (2013-2017) was also 22.7 with ACT scores varying from 22.3 to 22.9 between the years of 2013 and 2017.

For the same timeframe, the physical education program majors had an ACT of 21.4, which is slightly below the university average. For program majors the previous rolling 5-year average (2013-2017) was 21.4 with ACT scores varying from 20.1 to 22.9 between the years of 2013 and 2017.

Narrative: b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

Provide assessment here:

According to Table 9 from the Office of Planning and Analysis, the rolling 5-year weighted average (2013-2018) for GPAs within the university, as a whole, were 3.5. For the same timeframe, exercise science graduate program majors had an average GPA of 3.4, which is comparable to the university average. For program majors the previous rolling 5-year weighted average (2013-2018) was 3.4, as well, with GPAs varying from 3.3 to 3.4 between the years of 2013 and 2018.

In the following table provide program level information. You may add an appendix to provide more explanation/details.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis

Definitions:
Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).
Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).
Result: Actual achievement on each learning outcome measurement (e.g., 95%).
Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Narrative: c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the following table. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

Provide assessment here:

Athletic Training

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
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. (Evidence-Based Practice).	Exams/Labs in HPS 350 Exams/Labs in HPS 351 Exams/:abs in HPS 352	60% or better	100%	Exceeds expectations
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).	Exams/Labs in HPS 114 Exams/Labs in HPS 331 Exams/Labs in HPS 130 Final Exam in HPS 313 Exams/Labs in HPS 440	60% or better	100%	Exceeds expectations

Students will demonstrate the ability to possess strong clinical examination skills in order to accurately diagnosis and effectively treat their patients. (Clinical Examination and Diagnosis).	Exams/Labs in HPS 350 Exams/Labs in HPS 351 Exams/Labs in HPS 352 Exams/Labs in BIOL 223 Final Exam in HPS 490 Lab 1 & Lab 2 in HPS 328	60% or better	100%	Exceeds expectations
Students will demonstrate knowledge and skills in the evaluation and immediate management of acute injuries and illnesses. (Acute Care of Injuries and Illnesses).	Exams/Labs in HPS 114 Exams/Labs in HPS 317 Exams/Labs in HPS 331	60% or better	100%	Exceeds expectations
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).	Exams/labs in HPS 450 Exams/Labs in HPS 451 Exams in HS 301 Clinical case studies in HS 301	60% or better	100%	Exceeds expectations
Students will demonstrate the ability to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors. (Psychosocial Strategies and Referral).	Exam 1/Lab 1 in HPS 331 Exam 1/Lab 1 in HPS 451 Exam 4/Lab 12 in HPS 352 Exams in HPS 442	60% or better	100%	Exceeds expectations
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).	Exams in HPS 442 Class project in HPS 442 Exams in HPS 114	60% or better	100%	Exceeds expectations
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).	Exams in HPS 442 Class project in HPS 442 Exams in HPS 114 Exams/labs in HPS 331	60% or better	100%	Exceeds expectations
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).	Labs in HPS 114 Labs in HPS 130 Labs in HPS 331 Labs in HPS 350 Labs in HPS 351 Labs in HPS 352 Labs in HPS 440 Class project in HPS 442 Labs in HPS 450 Labs in HPS 451	60% or better	100%	Exceeds expectations

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will learn basic first aid and cardiopulmonary resuscitation skills following the procedures approved by certifying agencies such as the American Red Cross.	Labs in HPS 117—Community First Aid and Community CPR	80% scoring 60% or better for each lab	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.	Final exam in HPS 229—Applied Human Anatomy	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.	Class project in HPS 328—Kinesiology and Biomechanics	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, and a study of advanced exercise physiology topics to include body composition, endocrine/hormonal response to exercise, environmental physiology (heat/cold, hyper/hypobaric), exercise & aging, and gender differences.	Final exam in HPS 490—Physiology of Exercise	80% scoring 60% or better	95%	Exceeds expectations
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.	Final exam in HPS 313 Exercise and Sport Nutrition	80% scoring 60% or better	99%	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	Final project in HPS 440—Concepts in the Prescription of Exercise	80% scoring 60% or better	97%	Exceeds expectations

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.				
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.	Final project in HPS 762 – Statistical Concepts in Human Performance	80% scoring 60% or better	100%	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 in HPS 495—Internship in Exercise Science	80% scoring 60% or better	100%	Exceeds expectations

Exercise Science—MEd

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
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.	Midterm exam in 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 in 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	Research presentation in HPS	80% scoring 60% or better	100%	Exceeds expectations

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.	860—Research Methods in the Profession			
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.	Final exam in 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.	Midterm exam in 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.	Final exam in 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 in HPS 815—Fitness Assessment/Exercise Recommendations	80% scoring 60% or better	100%	Exceeds expectations

Physical Education

Data collected from practical planning and teaching assignments in HPS 471/472 (Secondary/Elementary Student Teaching) and HPS 311/324 (Secondary/Elementary Physical Education Methods).

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
The teacher of physical education uses an understanding of individual group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	Lesson Plan Rubric for HPS 311/324	80% scoring 60% or better	80%	Exceeds expectations
The teacher of physical education understands the concepts of physical education content and applies these concepts for the development of a physically educated learner.	Physical Education Lesson Plan Rubric (HPS 471/472)	80% scoring 60% or better	89%	Exceeds expectations

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
The teacher of physical education understands how individuals learn and develop, including special needs learners, and can provide safe, developmentally appropriate opportunities that support their physical, cognitive, social and emotional development in the physical education environment. The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.				
The teacher of physical education understands and uses formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity	Physical Education Assessment Rubric (HPS 311/324)	80% scoring 60% or better	92%	Exceeds Expectations
The teacher of physical education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.	Candidate Student Teaching Evaluation: Items 1, 4, and 12	80% scoring 60% or better	100%	Exceeds Expectations
The teacher of physical education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.	Course Grades for HPS 471 and HPS 472	80% scoring 60% or better	100%	Exceeds Expectations
The teacher of physical education understands and uses formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity.	Physical Education Unit Plan of Instruction Rubric (HPS 311/324)	80% scoring 60% or better	96%	Exceeds expectations
The teacher of physical education plans and implements a variety of developmentally appropriate instructional strategies to develop physical educated individuals.	Physical Education Unit Plan of Instruction Rubric, (HPS471/472)	80% scoring 60% or better	95%	Exceeds expectations
The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.	Classroom Observation Rubric for HPS 311/325	80% scoring 60% or better	100%	Exceeds expectations

Data collected from practical planning and teaching assignments in HPS 471/472 (Secondary/Elementary Student Teaching) and HPS 311/324 (Secondary/Elementary Physical Education Methods). The new KSDE evaluation system was initiated in the fall of 2017 and the 2017-18 school year is the first time data has been collected on the new assessment cycle.

Name of Assessment	**Standards Assessed**	**Transition Point**	**N (or score count)**	Pass Rate	**Analysis**
1a-Praxis II Content Test Data-Physical Education	1	V	7	100%	Exceeds Expectations
6-Unit Plan of Instruction Rubric (311/324), Dimension 3 (Representation of Content)	1	II	23	83%	Exceeds Expectations
3-KEEP (Summative) Construct 2 Content Knowledge	1	IV	7	82%	Exceeds Expectations
1c-Praxis II Principles of Learning and Teaching Data (K-6 or 7-12)	2	V		86%	Exceeds Expectations
7-Physical Education Lesson Plan Rubric (311/324), Trait 7 (Inclusive Instruction)	2	II	23	92%	Exceeds Expectations
6-Physical Education Unit Plan of Instruction Rubric (HPS	2	III	15	92%	Exceeds Expectations

471/472), Traits 1 (Student Population) and 2 (Unit Goals and Desired Learning Outcomes)					
3-KEEP Summative Construct 4.2-Collaboration and Leadership	3	IV	15	92%	Exceeds Expectations
5-HPS 471 – Teacher Internship-Secondary and HPS 472 Teacher Internship-Physical Education-Elementary Grade	3	III	15	92%	Exceeds Expectations
6-Physical Education Unit Plan of Instruction Rubric (HPS 471/472), Trait 6 (Technology)	4	III	15	92%	Exceeds Expectations
1c-Praxis II Principles of Learning and Teaching Data (K-6 or 7-12)	4	V	7	86%	Exceeds Expectations
5-HPS 311-Instructional Strategies, Assessment, and Management:	4	II	23	96%	Exceeds Expectations

Physical Education in Secondary Grades 6-12, and HPS 324- Insructional Strategies, Assessment, and Management: Physical Education in Elementary Grades K-5 Course Grade					
2-KPTP Task 2 (Focus Area A: Analysis of Contextual Information, Focus Area B: Analysis of Learning Environment Factors, and Focus Area E: Analysis of Assessment Procedures)	5	V	7	A-100% B-87.5% E-87.5%	Exceeds Expectations
6- Physical Education Unit Plan of Instruction Rubric (HPS 311/HPS 324), Traits 2 (Unit Goals and Desired Learning Outcomes), 3 (Representation of Content), and	5	II	23	86%	Exceeds Expectations

4 (Unit Structure)					
7-Physical Education Lesson Plan Rubric (HPS 471/472), Traits 1(Instructional Objectives), 3 (Safety), 5 (Instructional Strategies and Learning Activities, 6 (Classroom Procedures), and 7 (Inclusive Instruction)	5	III	15	89%	Exceeds Expectations
3-KEEP Summative, Construct 3.2 Assessment	6	IV	15	53%	Does Not Meet Expectations – First Time Data Collection on This Assessment
6-Physical Education Unit Plan of Instruction Rubric (HPS 334), Trait 5 (Assessment)	6	II	11	82%	Exceeds Expectations
4-KPTP Task 3 (Focus Area C: Instructional Implementation, Focus Area D: Analysis of Classroom Learning Environment, Focus Area E: Analysis of Assessment	6	V	7	C – 88% D – 100% E – 88% F – 88%	Exceeds Expectations

Procedures, and Focus Area F: Reflection and Self-Evaluation)					
7-Physical Education Lesson Plan Rubric (HPS 471/472), Traits 1(Instructional Objectives), 3 (Safety), 5 (Instructional Strategies and Learning Activities, 6 (Classroom Procedures), and 7 (Inclusive Instruction)	7	IV	15	89%	Exceeds Expectations
3-KEEP Summative Construct 3.1-Planning for Instruction	7	III	15	100%	Exceeds Expectations

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1				
2				
3				
4				

Narrative:

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), 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 3c). Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

Provide assessment here:

Based on exit survey data, undergraduate students at Wichita State University reported satisfied or very satisfied levels (81.0%) for 2014-2018. Undergraduate students in the College of Applied Studies reported satisfied or very satisfied levels (85.5%) during 2014-2018. Undergraduate students in the Department of Human Performance Studies reported satisfied or very satisfied levels for the exercise science program (91.8), physical education program (88.5%), and athletic training program (79.5%) during 2014-2018. All undergraduate programs are near University levels and near or above College levels on student satisfaction.

Based on exit survey data, graduate students at Wichita State University reported satisfied or very satisfied levels (84.1%) for 2014-2018. Graduate students in the College of Applied Studies reported satisfied or very satisfied levels (86.2%) during 2014-2018. Graduate students in the Department of Human Performance Studies exercise science graduate program reported satisfied or very satisfied levels (82.3%) during 2014-2018. The exercise science graduate program is only slightly below the University and College levels on student satisfaction.

Physical Education: Licensing exam results for the physical education program over the past three years are:
2017- PRAXIS 100% pass rate and PLT 90% pass rate
2018 - PRAXIS 100% pass rate and PLT 86% pass rate
2019 - PRAXIS 100% pass rate and PLT 100% pass rate

Athletic training certification exam results: The Board of Certification (BOC) is the certifying agency for the National Athletic Trainers' Association (NATA). The mission of the BOC is to provide exceptional credentialing programs for health care professional to assure protection of the public. The National Athletic Trainers' Association (NATA) is the national membership organization for the profession of athletic training. The mission of the NATA is to enhance the quality of health care provided by certified athletic trainers and to advance the athletic training profession. Athletic training students are eligible to sit for the BOC certification exam upon graduation from a CAATE accredited program. The current (2016-2019) pass rate for first time exam candidates is 70%. Results for the past three graduating classes are provided below:

	2016-2017	2017-2018	2018-2019	3-Year Aggregate
number of students graduating from program	9	7	6	23
number of students graduating from program who took examination	9	7	7	23
number of students who passed the examination on 1st attempt	7	4	5	16
percentage of students who passed the examination regardless of the # of attempts	78	57	71	70
number of students who passed the examination regardless of the # of attempts	9	5	5	19
percentage of students who passed the examination regardless of the # of attempts	100	71	71	83

Does your program support the university General Education program? ☐ *Yes* ☒ *No*

If yes, please complete the table below and respond to the narrative prompt. If no, skip to the next.

Outcomes:		
• Have acquired knowledge in the arts, humanities, and natural and social sciences • Think critically and independently • Write and speak effectively • Employ analytical reasoning and problem solving techniques	Results	
	Majors	Non-Majors

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: http://www.aacu.org/value/rubrics/

Narrative:

e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Provide assessment here:

Not applicable

Concurrent Enrollment - Does the program offer concurrent enrollment courses? ☐ *Yes* ☒ *No*

If no, skip to next question.

Narrative:

f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three 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.

Provide assessment here:

Not applicable

Accreditation – Is the program accredited by a specialty accreditation body? ☒ *Yes* ☐ *No*

Narrative:

g. If yes, please note the name of the body, the next review date and concerns from the last review.

Provide assessment here:

The athletic training program has been granted accreditation by the Commission on Accreditation of Athletic Training Education (CAATE) through 2022-2023. The most recent review occurred in 2012-2013 and no concerns were identified.

The exercise science programs are not accredited.

The physical education program was accredited through the Council for the Accreditation of Educator Preparation (CAEP) in spring 2018. Accreditation continues until 2025.

h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Every semester syllabi must include credit hour description and all course syllabi are monitored by full time faculty in each program.

Credit hour determination – How does the department assign credit hours to courses?

Narrative:

Provide assessment here:

Credit hours are assigned by the department in accordance to university policy 4.08 – definition and assignment of credit hours. Appropriate credit hour determination is made through a review of course, laboratory, practica, internship, and/or clinical rotation requirements leading to the award of credit hours.

Overall Assessment – Define the Overall quality of the academic program.

Provide assessment here:

All programs in the Department of Human Performance Studies employ quality control measures. The rigorous outcomes and assessment procedures used to monitor student learning and engagement appear to be effective for developing both graduate and undergraduate students that are not only satisfied with their educational experience, but also are able to translate classroom learning into work-based learning environments.

Part 5: Student Need and Employer Demand

Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							
	Average Salary	Employ-ment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only. ↓
Year 1							
Year 2							
Year 3							
Year 4							

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

Narrative: Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred. AND provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

Athletic Training

Regarding undergraduate applications and admits for the athletic training program, the rolling 5 FY average (2014-2018) was 85 applicants with 79 admitted (92.8% admission rate), which is about equal to (absolute and relative numbers) than the previous 5 FY average (2013-2017) of 76 applicants and 71 admitted (93.4% admission rate). This was significantly higher than the data in the previous KBOR report where the rolling 5 FY average (2012-2016) was 65 applicants with 61 admitted (93.8% admission rate). Applicants have increased from 71 in 2015 to 106 in 2018, a 33.1% increase.

Based on completed surveys of athletic training program alumni, 48% of the students who graduated between 2016 and 2019 are employed in an allied healthcare position and 26% of students are either attending a professional degree program (e.g. physical therapy, etc.) or were not employed at the time of the athletic training annual report cycle. 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 19% or an increase of approximately 5,900 job from 2018-2028, much faster than average. Therefore, it appears that there is a genuine and continued need for the athletic training program. As indicated by the data provided in this report, the number of students pursuing education in athletic training has continued to increase since 2008.

Exercise Science

Regarding undergraduate applications and admits for the exercise science program, the rolling 5 FY average (2014-2018) was 93 applicants with 89 admitted (95.7% admission rate), which is slightly lower than the previous 5 FY average (2013-2017) of 86 applicants and 83 admitted (96.5%) admission rate). This is also significantly higher than the data in the previous KBOR report where the rolling 5 FY average (2012-2016) was 81 applicants with 78 admitted (96.3% admission rate). Applicants have increased from 65 in 2013 to 96 in 2018, a 47.7% increase.

Regarding student applications and admits for the exercise science graduate, the rolling 5 FY average (2014-2018) was 38 applicants with 37 admitted (97.4% admission rate), which is comparable with the previous 5-FY average (2013-2017) of 39 applicants with 38 admitted (97.4% admission rate). This was similar to the data in the previous KBOR report where the rolling 5 FY average (2012-2016) was 39 applicants with 38 admitted (97.4% admission rate).

Based on completed surveys of undergraduate exercise science program alumni, students who graduated between 2014 and 2018 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 10-13% or an increase of approximately 1,500 (exercise physiologists) to 40,000 (fitness instructors) jobs from 2018-2028, faster than average, which demonstrates a positive outlook for exercise science.

Furthermore, the United States is plagued with an obesity epidemic and a lack of physical activity is a risk factor for heart disease and stroke. Research demonstrates that active and healthy adults become active and healthy older adults. Based upon these data and the current and expected job market, there is a need for exercise related professions. 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. As indicated by the data provided in this report, the number of students pursuing education in exercise science has continued to increase since 2008.

Physical Education

Regarding student applicants and admits for the physical education program, the rolling 5 FY average (2014-2018) was 15 applicants with 15 admitted (100% admission rate), which is comparable with the previous 5-FY average (2013-2017) of 15 applicants with 15 admitted (100% admission rate). This was above the data in the previous KBOR report where the rolling 5 FY average (2012-2016) was 18 applicants with 17 admitted (94.4%).

Employment Rates
2014: 8/9 graduates (100%)
2015: 10/13 graduates (76.7%)
2016: 12/12 graduates (100.0%)
2017: unavailable
2018: unavailable

Over 70% 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 3-4% or an increase of approximately 40,000 jobs from 2018-2028, as fast as average, which demonstrates a positive outlook for physical education and the teaching profession. Furthermore, the United States is plagued with an obesity epidemic and a lack of physical activity is a risk factor for heart disease and stroke. Research

demonstrates that active and healthy children become active and healthy adults. Based upon these data and the current and expected job market, there is a need for the physical education program.

Part 6: Program and Faculty Service

Analyze the service the Program/certificate provides to the **discipline, other programs at the University, and beyond**. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Narrative: Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors (using table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day), nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

Between 2013-2017, per table 16 provided by the Office of Planning and Analysis, total SCH generated by the Department of Human Performance Studies was 3,650 SCH per year. Undergraduate athletic training program majors accounted for 313 SCH, exercise science majors for 1,608 SCH, and physical education program majors for 465 SCH. The graduate exercise science program majors accounted for 296 SCH per year. This results in a total of 2,682 SCH per year taken by these majors or 73.5% of the total hours generated by the Department. The remaining SCHs are taken mostly by undeclared majors, students taking classes as electives of another program or taking courses that are prerequisites for other programs such as physical therapy. The remaining hours are likely part of the Department's Physical Education Activity Program (PEAP) that consists of nearly 10-12 one-hour courses with single or multiple sections that are mostly taken by the general student population. Courses of this nature are offered in billiards, bowling, horsemanship, tai chi, meditation, weight lifting, yoga, swimming, scuba, core fitness or other areas. Therefore, based on this information, 26.5% of the Department's SCHs are being taken by non-majors, it is apparent that the Department is providing a large amount of service to other programs and the general student population.

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), graduate showcase, 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.

Part 7: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(e) template.

Narrative:

a. Program name: Exercise Science
b. In 2-4 sentences, summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.
c. Discuss how graduate assistantships are being used to advance the GEM goals.
d. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.
e. Summarize how the GEM plan is being updated going forward based on the findings above.

Provide assessment here:

We have begun a 4+1 program in exercise science where undergraduate students can begin taking graduate courses during their senior year for dual credit. As a STEM program, we are increasing advertising and recruitment in countries (e.g., India) where students are seeking Optional Practical Training (OPT) in areas such as physical therapy. We have begun to advertise the MEd program as a 'gap-year' option for those who do not get accepted into another post-graduate program (e.g., physical therapy, physician assistant, medical school, etc) so they can earn a master degree while waiting for the next application cycle.

Graduate assistantships can be awarded to those who pursue the 4+1 program because they receive sufficient training during their undergraduate experience at WSU to serve as valuable graduate assistants during their full-year of graduate work.

The biggest challenge has been the unforeseen decline in international students due to the federal government's changes in immigration policies as well as the current pandemic. This has significantly reduced the number of international students in the program and severely diminished opportunities to recruit new students.

It appears that opportunities to recruit international students will not be favorable in the upcoming year(s). Therefore, we are focused on recruiting students locally and nationally. With increasing opportunities to engage in applied learning opportunities including research in our Human Performance Laboratory, along with the reduction in required credit hours from 36 to 30, we should be able to recruit enough domestic students to compensate for the loss of international students.

Exercise Science—MEd

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
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	Midterm exam in HPS 800—Recent Literature in the Profession	80% scoring 60% or better	100%	Exceeds expectations

research and hypothesis testing are introduced.				
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 in 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 in 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.	Final exam in HPS 830—Advanced Physiology of Exercise	80% scoring 60% or better	100%	Exceeds expectations
Students will complete a study of body composition assessment including assessment of race and gender differences.	Midterm exam in 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,	Final exam in HPS 815—Fitness Assessment/Exercise Recommendations	80% scoring 60% or better	100%	Exceeds expectations

fitness assessment, and basic exercise program design.				
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 in HPS 815—Fitness Assessment/Exercise Recommendations	80% scoring 60% or better	100%	Exceeds expectations

Part 8: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

Narrative:

a. Program name: Athletic Training
b. In 2-4 sentences, summarize how the department and faculty have engaged in strategic enrollment management,
c. Discuss how faculty have been engaged in recruitment and retention activities.
d. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

Provide assessment here:

The Athletic Training faculty have been successful in following the strategic enrollment management initiative. The program obtains data every semester of 20th day enrollment to evaluate current trends program growth. From Spring 2017 to Spring 2020, the program grew 36% in enrollment and saw a 38% increase in credit hour production. The success of enrollment and credit hours were to direct result of recruitment and retention activities as stated below.

The Athletic Training faculty participate in a number of recruitment activities such as involvement in individual campus visitor sessions, campus WSU Black/Yellow Day, local high school career fairs, guest speaker presentations, and state and/or local conferences to promote the program. The program also started the Early AT to PT program which demonstrated an increase in out-of-state interest. In addition, the Athletic Training Student Association has participated in program recruitment activities at local high schools. The program is also required to annually report retention data to their accreditation body, the CAATE. Retention rates average 90% after a student enters the professional phase of the program, beginning their sophomore year.

Program successes involve increased enrollment, a high retention rate, and successful first-time student passing rate on their board certification exam. Also, student recruiting has become a smother process with as we collaborate with Admissions and Shocker One Stop to promote the program. New challenges involve competing accreditation standards and student competencies with larger class sizes.

a. Program name: Exercise Science
b. In 2-4 sentences, summarize how the department and faculty have engaged in strategic enrollment management,
c. Discuss how faculty have been engaged in recruitment and retention activities.
d. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

The Exercise Science faculty have been successful in following the strategic enrollment management initiative. While program data from Spring 2017-Spring 2020 demonstrated a slight decrease in enrollment (4.0%), the program did experience a 2% increase in credit hour production from Spring 2017-Spring 2020.

The launching of the 4+1 program in exercise science where undergraduate students can begin taking graduate courses during their senior year for dual credit has sparked a variety of interest in exercise science. New initiatives focusing on program growth were implemented and involves updates to flyers, attending WSU Black/Yellow Day, high school career fairs, and meeting with campus visitors. Also, the exercise science student organization has also been involved in recruiting and retention efforts. All of these activities help generate continued interest in the exercise science program. Furthermore, efforts to support undergraduate research has expanded interest in the undergraduate exercise science program where several students are involved in Human Performance Laboratory research.

The consistency of the exercise science program to recruit and retain students delivers a sound message of productivity. However, the challenges of having only two full-time faculty members to coordinate two programs for approximately 300 undergraduate and graduate majors makes it difficult to demonstrate sustained program growth over a longer period of time. The need for at least two more tenure-track faculty positions is pretty evident for exercise science to develop and grow into the full potential of what this program could become: a research-based program with post-doctoral students, graduate-assistants, student lead research, and the potential of a terminal degree interdisciplinary program.

a. Program name: Physical Education
b. In 2-4 sentences, summarize how the department and faculty have engaged in strategic enrollment management,
c. Discuss how faculty have been engaged in recruitment and retention activities.
d. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

The Physical Education faculty also have been successful in following the strategic enrollment management initiative. Program data for Fall 2019 demonstrated a 17% increase in enrollment from Fall 2018. Although the program had a loss in enrollment and credit hours from spring 2017-spring 2019, the program did experience a six percent enrollment increase and a 15% increase in credit hour production.

New initiatives focusing on program growth were implemented and involves updates to flyers, attending WSU Black/Yellow Day, high school career fairs, and meeting with campus visitors. Also, the physical education student organization, Team K-12, has been involved in recruiting and retention efforts. All of these activities help generate continued interest in the physical education program.

The physical education program has seen a small increase in enrollment and credit hour production. However, the challenges of having only full-time faculty member to coordinate the program will be difficult to demonstrate sustained program growth. While new initiatives centering on recruitment and retention appear to have success, sustained growth over the next 5 year period will be vital for the physical education program moving forward.

Part 9: Program Goals from Last Review

Report on the Program's/certificate's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 4 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
Maintain accreditation for the athletic training and physical education programs to ensure a rich, multifaceted educational experience that emphasizes theory and practices and prepares students for their respective field.	Achieve professional recognition for programs	1. KBOR Approval 2. CAATE Accreditation (athletic training) 3. NCATE Accreditation (physical education)	1. Currently under review 2. CAATE approved 3. NCATE approved
Recruit/retain high quality faculty and staff.	Recruit, hire, and retain diverse, high quality administrators, faculty and staff.	1. Aggregated SPTE Data 2. Faculty Scholarship Record 3. Faculty/Staff Advising Surveys 4. Exit Surveys 5. Advisory Council 6. Annual faculty/staff review of strategic plan	1. One tenure-track position has been added since 2013. 2. Multiple college awards have been given for teaching, research, service, technology, and non-instructional support indicating faculty and staff are engaging in quality work. 3. Overall, SPTE ratings (all faculty, all programs) were

			above average and exceeded expectations. 4. Exit surveys indicate a general level of meeting expectations. 5. Annual reviews for faculty exceeded expectations. 6. Advisory council meetings "approved" action plans and quality program progress.
Recruit/retain high quality students.	Recruit and retain quality students to meet local and global demands for our graduates	1. SCH Data 2. Graduation and retention rates 3. Internship Supervisor Survey 4. Advisory Council	1. SCH production has been consistent and steadily increasing. 2. Graduate rates are productive and steady. 3. Employers and advisory council members are satisfied with program, student, and faculty quality.
Continue to develop high quality community, educational, and research partnerships.	1. Review key partnerships established/maintained through the year. 2. Facilitate discussions with colleagues and peer professionals to seek new opportunities for partnerships.	1. Faculty / staff partnership summary 2. Advisory Council	1. Faculty continues to expand partnerships and review current partnerships. 2. Advisory council is satisfied with partnership development.

Part 10: Summary

Narrative: a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e).

Provide assessment here:

Generally speaking, all three undergraduate programs and the graduate program appear to be healthy academic programs that develop well-prepared graduates working in multiple fields related to human performance. Using the SWOT analysis framework, the following discussion represents the strengths, weaknesses, opportunities, and threats for both programs moving forward.

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 three programs invest a great deal of energy and time within the clinical aspect 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.

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. Being that the department has a graduate program, the number of full-time terminal degree faculty is well below KBOR standards. While steps are taken to professionally develop adjuncts, a larger number of SCHs could be generated by full time faculty. Also, dedicated time for faculty to engage in student recruitment and retention has not been limited due to individual program coordinator responsibilities. 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: All three fields represented in the department are increasing in popularity and are expected to further evolve, grow and differentiate in the future. As a result, we are attempting to increase not only the number of graduates from our programs, but we are attempting to increase program enrollment through a number of initiatives. These include a new 4 + 1 bachelor's to master's accelerated exercise science degree, three new certificates develop by the physical education program in coaching, fitness, and weight training, and lastly, a new program proposal to transition the athletic training program to a master's degree. Additional opportunities focus on the numerous community applied learning experiences and mentorships by our graduates. All three programs have alumni participating as preceptors, teaching intern supervisors, and practica mentors.

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.

Overall, all three undergraduate programs and the graduate program appear to be productive programs, developing new initiatives, and are fostering efforts to enhance programs growth.

Part 11: Forward-facing goals

Narrative: b. Identify goal (s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART).**

List goals here:

1. Increase HPS enrollment by 2-4% for all programs within the next 3 years.
2. Improve retention rates in all HPS programs for 20th day enrollment per 1st year full-time freshman to 2nd year students.
3. Increase graduation rates for all undergraduate programs for a 6-year cycle.
4. Improve satisfaction levels by graduating students for all programs on exit surveys.