

Instructional Program Review

Sports and Exercise Sciences

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.

If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Sports and Exercise Sciences

2. **Department and/or Program(s) Purpose Statement:**

It is the purpose of the Sports and Exercise Department:

- 1) To help AC students succeed in college through the improvement of physical fitness and health.
- 2) To prepare qualified and effective professionals in health and fitness related careers
- 3) To grow and expand health and fitness Continuing Education offerings for all ages.
- 4) To provide a high quality fitness facility in Carter Fitness Center for AC students, faculty, staff and the Amarillo Community.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2014-2015

4. **Date of Submission:**

7/10/2015

5. **Lead Person Responsible for this Program Review:**

Name: Craig Clifton
Title: Department Chair- Sports and Exercise Sciences
E-mail: cbclifton@actx.edu
Phone Number: (806)358-9578

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

1. Based on the most recent reported data, please evaluate your program(s).

A. Overall Program Data (Complete this section if your dept. produces any certificate and/or terminal degree.)
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI , College Measures , CREWS , Perkins)				
b. Completion		X		
c. Licensure Pass Rates		X		
d. Retention (FA-SP) and (FA-FA)		X		
e. Grades A-C		X		
f. Annual Enrollment		X		
g. Survey, Focus Group, & Related Data	X			

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

Success Rates: Personal Trainers- 71%, Group Trainers- 96%, Sports Officials- 48%

- ii. Identify one area in which your program(s) need to most focus for the next few years.

The lowest success rate for the department is 10% among the under 19 age group. Identifying the age group early in the semester and offering programs to help them succeed will be a focus.

B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)	X		
c. Grades A-C (IDS - Gender)	X		
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)	X		
h. Survey, Focus Group, & Related Data			

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

PHED 1101 Lifetime Fitness, PHED 1301 Introduction to Sport and Fitness

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

PHED 1308 Drug Use and Abuse, PHED 1306 First Aid/CPR

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the No Excuses goals/initiatives and how you have helped AC fulfill its No Excuses goal.

1) Focus on Student Success Performance Measures:

- a) Persistence from term-to-term and year-to-year- *All classes offered*
- c) Successful completion of a course with a grade of “C” or higher- *All classes offered*
- e) Successful completion of a degree, certificate, or transfer- *All classes offered*

2) Focus on AC's primary (institution wide) academic intervention strategies

- c) Course redesign- *Re-designed and/or created three classes PHED 1346, 1301, 1113*
- e) First Year Seminar- *All three full time instructors in our department teach FYS classes*

3) Focus on additional student support services

Will launch a new “Success Through Fitness” initiative Fall 2015 Focusing on the relation between physical fitness and academic success.

PART B – Strategic Planning:

Each department/program is expected to support AC's Strategic Planning initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Goal 1: Expand Student Success

- 1.1.1 *Adjust instruction and services based on assessment data- Data analyzed and appropriate adjustments have been made based upon the data- Example success rate among under 19 group*
- 1.4 *Align AC learning outcomes with THECB outcomes which emphasize 21st century skills- Incorporated the following learning outcomes with measurable Assessment methods(Rubrics) and benchmarks/targets for results in three core classes: PHED 1301, PHED 1346, PHED 1304- Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills and Social Responsibility Skills.*
- 1.7 *Align AC's program offerings with university baccalaureate degrees- Re-designed our degree plan to make it transfer friendly to any university but still allowing for the student to take classes at AC that will transfer.*

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECEM](#).

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

Objective	Course(s)
Communication Skills	PHED 1101, 1301, 1304, 1306, 1308, 1346, 1271
Critical Thinking Skills	PHED 1101, 1301, 1304, 1306, 1308, 1346, 1271
Empirical & Quantitative Skills	PHED 1101, 1301, 1304, 1306, 1308, 1346, 1271
Teamwork	PHED 1101, 1301, 1304, 1306, 1308, 1271
Personal Responsibility	PHED 1101, 1301, 1304, 1306, 1308, 1346, 1271
Social Responsibility	PHED 1101, 1301, 1304, 1306, 1308, 1346, 1271
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Incorporated the following learning outcomes with measurable Assessment methods(Rubrics) and benchmarks/targets for results in three core classes: PHED 1301, PHED 1346, PHED 1304- Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills and Social Responsibility Skills. The other courses not listed include the learning outcomes in the content and are reflected in the learning outcomes of the course.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state “all courses”, state “N/A” for each method, etc.):

Method	Course(s)
Capstone Project/Exam	PHED 1301, 1304, 1306, 1308, 1346
Embedded Questions	
Licensure Exam	PHED 1306, 1271
Portfolios	
Projects/Essays	PHED 1304, 1306, 1308, 1346, 1271
Testing (i.e. course-based testing; finals)	PHED 1101, 1301, 1304, 1306, 1308, 1346, 1271
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

We started a student club for our Sports and Exercise Science Majors as a result of seeing data results. We felt that a student club for our majors would address and positively

impact most of the data results we were seeing.
 Enrollment data was used to plan future scheduling.
 Just being aware of areas in which data reveals concerns, causes us to think more in that direction.
 We have been more aware of graduation rates and have been thinking more in the direction of getting them up higher.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Incorporated the critical thinking outcomes with measurable Assessment methods(Rubrics) and benchmarks/targets for results in three core classes: PHED 1301, PHED 1346, PHED 1304. We feel that it was incorporated successfully. Yes, definitely more professional development in this area would be beneficial.

PART D: Core Curriculum Assessment – Program Outcomes

Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses

The Texas Higher Education Coordinating Board (THECB) has identified 3-4 core objectives (competencies) that each core curriculum course is required to teach and assess.

You may either collect data and information from all core curriculum courses in your program/department or you may attach a separate document for each course/area in your department/program that answers the questions below.

1. Do you certify that your courses annually assess and collect data on the core objectives as required by the THECB?

✓ Yes	No

2. Do you certify that each course section is equitable in their assessment of the collection of data and assessment required by the THECB?

✓ Yes	No

3. Do you certify that the work assessed has an equal chance (i.e. you did not “cherry pick” the best student work) for assessment?

✓ Yes	No

4. Briefly describe the internal and external data you used to form your assessment benchmarks. Note: The THECB requires external data (e.g. CCSSE) be used to create your benchmarks.

I served on the THECB workgroup that reviewed course descriptions, revised courses, and revised learning outcomes for PHED courses that are in the Academic Course Guide Manual(ACGM). This experience gave me broad, statewide, and unique insight into learning outcomes/competencies for PHED classes.

I also served on the AC core curriculum committee that determined whether or not AC classes met the THECB standards in regards to learning outcomes. I was directly involved on a local and a statewide level. I, along with my fellow committee members, we reviewed all the assessment benchmarks for the entire college to ensure that they were consistent with internal and external data.

Amarillo College General Education Competency and Rubrics were used directly with rubrics that are easy to set realistic benchmarks.

Kristen McDonald Willy was consulted on benchmarks. She is qualified to assess the benchmarks from use of internal and external data including CCSSE.

5. The “[Call for Course Proposals for Inclusion](#)” contains a description of each assignment/activity, direct assessment method, etc. for each of your department’s/program’s courses in the core curriculum.

For each course approved for core curriculum inclusion, provide the following information:

- a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

[See Attached](#)

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

yes- PHED 1304 Personal and Community Health
no- PHED 1301 Introduction to Sport and Fitness
no- PHED 1346 Drug Use and Abuse

I do not see the need to adjust the benchmark at this time

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

Each faculty member collected data on all students who were enrolled in each of the classes. Data was collected related to the required competency for that course. Each student’s work was evaluated using a rubric with a 1 – 5 scale.

- d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

Data was collected from every student in the course by the instructor of that course. Instructors see the data directly and make their evaluations. Also the department chair assimilates the results and does an evaluation. Results will be distributed to Faculty and will discuss the results and formulate a plan to work on weaknesses.

- e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

All students are evaluated. All students are evaluated the same way, using the same rubric. The only bias may come in how the instructors rate each student's work, but if the instructor is using the rubric correctly, then bias should not be a factor.

- f) Please list the facts you feel contributed to your results (Analysis):

Poor attendance,
Lack of attention to the instructions for the assignment that was used
Intentionally did not do parts of the assignment because it would require more effort

- g) How have you or will you improve student learning in each course based on the most recent assessment results?

Just being aware of the learning outcomes and the evaluation process will improve
Seeing areas of weakness and focusing on those areas

6. For each core curriculum course and each core objective, please include a copy of the assessment instrument and five randomly selected, evaluated assessment samples with this form. Some examples of things you may include with your submission are as follows:
- **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank
 - **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
 - **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of same students' work from post test
 - **Rubric** – Copy of rubric and copy of five student work samples
 - **Other Types of Assessment** – Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.

PART E: Curriculum Assessment - Program Outcomes:

This Section is ONLY Required for Programs Not Directly Responsible for Core Curriculum Courses

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

3. Identify your results and analyze your data.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

IV: Conclusions

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

3. What is the biggest issue/obstacle that your program currently faces?
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

4. Additional Comments Pertinent to this Review (Not Required):

--

Learning Outcomes
Data Results
2015

PHED 1346- Drug Use and Abuse- Benchmark: 80% score of 3 or higher on a 5 point scale

Communication Skills	83%
Critical Thinking	100%
Empirical Quantitative	67%
Social Responsibility	100%

PHED 1301- Introduction To Sport and Fitness- Benchmark: 80% score of 3 or higher on a 5 point scale

Communication Skills	85%
Critical Thinking	73%
Empirical Quantitative	73%
Social Responsibility	77%

PHED 1304- Personal and Community Health- Benchmark: 80% score of 3 or higher on a 5 point scale

Communication Skills	89%
Critical Thinking	89%
Empirical Quantitative	89%
Social Responsibility	89%

PHEO 1346

CS	-	5	3	2	5	4	3	5/6	= 83%
CT	-	5	3	3	5	3	4	6/6	= 100%
EQ	-	5	3	3	3	1	1	4/6	= 67%
SR	-	5	3	3	3	3	3	6/6	= 100%