

3.7 Academic Program Review HPER 2009-2014

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. (4eReview Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

Our mission at Carl Albert State College is "To provide affordable, accessible and exceptional education that fosters student success."

The HPER program has two priorities. One being to provide general education curriculum for all students and to provide education in several basic fields of university-parallel student for those students who plan to transfer to four-year institutions and complete bachelor's degrees.

This program requires 40 hours of general education that transfer to state colleges and universities and satisfy their general education requirements. Courses in HPER satisfy major, elective and general education credit and transfers to baccalaureate degree program at four-year institutions. Programs in nursing, physical therapist assistant, and sports medicine incorporate curriculum in HPER into their program requirements.

The HPER program is linked to the CASC mission and goals as follows:

- To work with students who seek careers in health education, coaching, or sports medicine;
- Provide the foundation of general education and major courses that students may transfer to a baccalaureate degree-granting institution;
- Give students the knowledge and skills needed to earn an associate of arts degree;
- To prepare students to meet their academic goals and personal growth potential.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Since the last review Multi-Media has been added to all Poteau classrooms. This adds the possibility and access to various programs and current events.

In the last review we made mention the increase of students interested in pursuing a degree in sports medicine and the possibility of implementing a sports medicine degree. We now have added that program.

A. Centrality of the Program to the Institution's Mission:

- To work with students who seek careers in health education, coaching, or sports medicine;
- To provide a foundation of general education courses that students may transfer to bachelor degree-granting institutions;
- To give students the knowledge and skills needed to earn an associate of arts degree;
- To prepare students to meet their academic goals and personal growth potential;
- To develop and refine the knowledge and skills in students completing specific courses for purposes of special interest or job enrichment; and
- To enhance the educational and economic life of the community by offering students who are job ready and who show an appreciation of human values and ethics in a global society.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

The goals and objectives of the HPER program are:

- To provide an educational program in HPER that prepares students for a baccalaureate program; and
- To emphasize optimum overall health and promote lifetime recreation.

B.2 Quality Indicators (including Higher Learning Commission issues):

HPER students who wish can take an Associate Degree to the university level are consistently being placed in upper level classes using the knowledge gained in class at CASC. CASC has the latest technology in all Poteau campus classrooms, labs and clinical sites.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
09-10	120	17
10-11	117	16
11-12	113	26
12-13	102	24
13-14	89	23

B.4. Other Quantitative Measures:

a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

- HPER 1103 Intro to Health, Physical Education and Recreation. This course acquaints students with the profession of physical education. This includes history, philosophy, terminology, objectives, teacher qualifications, vocational opportunities, expected competencies, skill testing, and modern trends that are significant to the total educational program and have an impact on society.

2009-10 68

2010-11 76

2011-12 73

2012-13 67

2013-14 56

- HPER 1113 Personal health and Wellness. This course is the study of basic health knowledge and daily practices, including physical fitness leading to life-long wellness. Social health issues such as AIDS, drug abuse, and alcohol abuse are examined.

2009-10 556

2010-11 645

2011-12 590

2012-13 597

2013-14 551

- HPER 2103 Care and Prevention of Athletic Injury. The recognition, cause, prevention, and treatment of athletic injuries are examined, including a concentrated component dealing with prescribed rehabilitation and therapy, taping methods, protective equipment, equipping the training room, conditioning the athlete, and the athlete's diet. This course also addresses the psychological aspects of athletic injuries.

2009-10 145

2010-11 150

2011-12 125

2012-13 128

2013-14 111

- HPER 2213 Standard First Aid and Personal Safety. This course is consistent with the American Red Cross Manual of Standard First Aid and Personal Safety. Topics and techniques taught include immediate and temporary treatment for accidental injuries and sudden illness, with special emphasis placed on personal safety and prevention of illness and accidents. Successful completion of this course leads to a Red Cross Standard Certificate. This course includes theory and laboratory sessions.

2009-10 408

2010-11 488

2011-12 480

2012-13 341

2013-14 320

- *Guided Electives in Criminal Justice:*

- HPER 2133 Sports Officiating I. The interpretation of football and basketball, baseball, and softball rules and instruction in officiating athletic games.
 - 2009-10 52
 - 2010-11 66
 - 2011-12 38
 - 2012-13 62
 - 2013-14 36

- HPER 2513 Motor Learning
The study of the concept of motor skill development is discussed as well as the application of the learning theory to physical activity.
 - 2009-10 43
 - 2010-11 57
 - 2011-12 48
 - 2012-13 44
 - 2013-14 17

- HPER 2813 Drug Education
Analysis and evaluation of scientific data on the health effects of the use of nutrients, alcohol, narcotics, tobacco, and other dangerous drugs are studied. Current topics related to the use of these substances are included.
 - 2009-10 100
 - 2010-11 51
 - 2011-12 47
 - 2012-13 50
 - 2013-14 49

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

HPER 1103	2009-10 – 204 CPH 2010-11 – 228 2011-12 - 219 2012-13 - 201 2013-14 - 168
HPER 1113	2009-10 - 1,668 CPH 2010-11 - 1,935 2011-12 - 1,770 2012-13 - 1,791 2013-14 - 1,653
HPER 2103	2009-10 - 435 CPH 2010-11 - 450 2011-12 - 375 2012-13 - 384 2013-14 - 373
HPER 2213	2009-10 – 1,224 CPH 2010-11 - 1,464 2011-12 - 1,224 2012-13 - 1,023 2013-14 - 960
HPER 2133	2009-10 - 156 CPH 2010-11 - 198 2011-12 - 114 2012-13 - 186 2013-14 - 108
HPER 2513	2009-10 –129 CPH 2010-11 - 171 2011-12 - 144 2012-13 - 132 2013-14 - 51
HPER 2813	2009-10 –300 CPH 2010-11 - 153 2011-12 - 141 2012-13 - 150 2013-14 –147

c. Direct instructional costs for the program for the review period:

Sixty percent of the salary and benefits for 2 fulltime instructor/coaches and several adjunct instructors teaching a total of 265 courses from 2009 to 2014.....	368,412.00
Travel.....	2,500.00
Supplies.....	2,000.00
TOTAL.....	372,912.00

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

For the purpose of this review, only core HPER classes were calculated in regards to cost, credit production, enrollment, and graduation. The program review is following the same guidelines in terms of assessment of program/degree.

Two hours of HPER are required for graduation as part of the general education requirements. Any course with a HPER designation is valid. HPER courses beyond the two required credit hours may be counted as electives in the general education side of the degree plan.

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Mark Pollard	BS/ED Health & PhyED	SEOSU
Leroy Nolan	M.ED	ECU
David Holt	BS/ED Health and Safety	SEOSU
Jeff Tadtman	BS Health /Rec	SW College Kansas
Kendal Repass	MS Health/Kinesiology	Texas A &M
William Rogers	MS Secondary Ed/Health	NEOSU

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Students who participate in the HPER program are a mixture of transfer students and students who enter directly into the work force. CASC is creating the process to better track transfer rates and employment rates.

g. If available, information about the success of students from this program who have transferred to another institution:

Not available at this time.

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.5. Duplication and Demand Issues:

Address Duplication:

The program is a general transfer degree. Our service area covers several counties and, and while there might be duplication on the borders of service areas, is a viable program.

Address Demand:

The program is a general transfer degree and in addition all degree plans require at a minimum one HPER class.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

While the number of majors in the HPER division maintains a strong number of over 100 in any academic year the enrollment number in some HPER classes will reach over 400 in the same year.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

This is a transfer program as coaches and teachers require a Bachelor degree or higher.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

N/A

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Some students after completing the officiating classes go into the community and referee kids ball games. However this is an area we are not doing enough in and one that we can work on.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

16 week traditional format only

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

Carl Albert is located in a rural area and about 78% of our students are receiving some sort of financial aid. This helps the college in providing a fully stocked library, tutoring, multimedia classrooms and access to modern computer labs for our HPER students.

*Low Producing Program Reviews follow a different format and template.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Look at course offerings and determine they if are adequate for meeting today’s needs.	Fall 2015	Review after Fall 2015 (assessment)
Track transfer students for success rates.	Follow 2015 graduation	Report as part of annual assessment.

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)			
Maintain program at current level	Yes	Yes	Yes
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program Head _____
(Signature)

Date _____

Dean _____
(Signature)

Date _____