

Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost 

Cc: Jeff Jessee, Dean of the College of Health; Vice Provost for Health Programs  
Maryann Hoke, Committee Chair & Assistant Professor of Health and Fitness Education  
T.J. Miller, Director, Department of Health, Physical Education & Recreation  
Jean Marcey, Term Assistant Professor of Health and Fitness Education  
Carl Arts, Term Assistant Professor of Health and Fitness Education  
Susan Kalina, Vice Provost for Academic Affairs  
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – Physical Education BS**

I have reviewed the dean's findings and the completed Expedited Program Review Template for the Physical Education BS. The Provost's Office did not receive an Optional Program Response Form from the program.

### **Recommendations**

My recommendation is to accept the decision and recommendations of the dean. The next Program Review will be included in the regular ongoing program review schedule.

### **Decision**

Recommend Continuation



Date: February 21, 2020

To: John Stalvey, Interim Provost

From: Jeff Jessee, Dean of the College of Health and Vice Provost of Health Programs

Cc: Maryann Hoke, Committee Chair & Assistant Professor of Health and Fitness Education  
T.J. Miller, Director, Department of Health, Physical Education & Recreation  
Jean Marcey, Term Assistant Professor of Health and Fitness Education  
Carl Arts, Term Assistant Professor of Health and Fitness Education

Re: AY20 Expedited Program Review Findings

**Program/s in this review:** Physical Education BS

**Specialized accrediting agency (if applicable):** N/A

**Campuses where the program is delivered:** Anchorage

**Centrality of Program Mission and Supporting Role:**

The Department of Health, Physical Education & Recreation's mission is to lead the state of Alaska in cultivating confident and competent health, fitness and recreation professionals who enhance the health and well-being of people and communities. The Physical Education BS prepares students for leadership roles in health, physical education and recreation fields. Starting in AY21, the Physical Education BS will have a new title (BS in Kinesiology). This degree will prepare students for professional positions in the rapidly growing healthcare, fitness, recreation and rehabilitation fields or for graduate studies. The program is recognized by the National Strength and Conditioning Association. It is also recognized by the American College of Sports Medicine as an Exercise is Medicine® On Campus program (this is a global health initiative that encourages primary care physicians and health care providers to include physical activity in treatment plans and to refer patients to evidence-based exercise programs and qualified exercise professionals). The program is central to the College of Health mission to improve the health and wellbeing of people and communities. The program also prepares students for advanced study in high demand fields (including exercise physiology, occupational therapy, physical therapy, athletic training, recreational therapy, and teaching). These types of careers are growing "faster than average" or "much faster than average" according to the U.S. Bureau of Labor Statistics and the Alaska Department of Labor.

**Program Demand (including service to other programs), Efficiency, and Productivity:**

Program demand has been stable. During this review period, an average of 16 students per year have graduated from the program. The number of majors averaged 113 per year. Program demand is expected to increase with the new BS in Kinesiology. Tuition revenues have persistently exceeded the

instructional costs. On average, full tuition revenues have been 18% higher than instructional costs. The Department also generates external funding through its Human Performance Lab.

**Program Quality, Improvement and Student Success:**

The program recently proposed a major curriculum revision, transitioning the degree from a BS in Physical Education to a BS in Kinesiology (this change will be implemented in the next academic year). Kinesiology, the study of human movement and functionality, is a more accurate description for the degree. High impact teaching practices are embedded throughout the curriculum. The program has a strong focus on experiential learning and community engagement. In particular, the Human Performance Lab provides unique opportunities for students to apply knowledge and skills. Students have been successful in obtaining professional licenses and certifications. Overall, the program maintains a strong focus on student success. Unfortunately, the program struggles with academic assessment. It will need to develop and implement a new Assessment Plan for the Kinesiology BS. Faculty need to allocate more effort on assessment activities.

**Program Duplication / Distinctiveness:**

The Physical Education / Kinesiology program is unique within the University of Alaska system. There are several programs that prepare students for graduate studies in health-related fields. However, this program is unique in preparing students for professional positions in the rapidly growing healthcare, fitness, recreation, and rehabilitation fields.

**Commendations and Recommendations:**

The Physical Education BS has a unique role in improving the health and wellbeing of people and communities. It is therefore an essential program for the College of Health. Program demand has been stable, but is expected to grow once the curriculum revisions are implemented. The program was recently enhanced with one additional faculty position. This should allow the program to grow, while maintaining a positive return on investment.

**Decision:**

Continuation.

Submission date: February 11, 2020

Program/s in this review: Physical Education BS

Specialized accrediting agency (if applicable): \_\_\_\_\_

Campuses where the program is delivered: Anchorage

Members of the program review committee:

- Maryann V Hoke, HPER Assistant Professor, Anchorage Campus
- TJ Miller, HPER Director, Anchorage Campus
- Jean Marcey, HPER Assistant Professor, Anchorage Campus
- Carl Arts, HPER Assistant Professor, Anchorage Campus

### 1. Centrality of Program Mission and Supporting Role (700 words or less)

Physical therapy, occupational therapy, recreation therapy, teaching, and wellness programs are all high demand occupations. Our program addresses these areas with a foundation in all of the sub-disciplines in kinesiology that better prepare students for graduate study and/or industry certifications in these occupational fields.

Our program supports programs in the College of Health including Health Science, and Nutrition and Dietetics programs. Many students in the Bachelor of Science in Health Science program enroll in PEP 382 Kinesiology and Biomechanics and PEP 385 Physiology of Exercise and. These courses are either required or highly recommended for graduate programs including physical therapy, occupational therapy, etc. One of the core essential practice competencies for receiving credentials in nutrition and dietetics includes physical activity. Therefore, our courses add value and relevance to the students in the nutrition and dietetics program.

In the past decade, the HPER department has steadily increased partnerships with several organizations in the community. Most of the increase in partnerships directly relates to the growth of the Human Performance Lab and creation of the Wellness Coordinator position. Partnerships in the community include: Alyeska Pipeline, the Alaska Heart and Vascular Institute, Special Olympics Alaska, the Alaska Sports Hall of Fame, Healthy Futures, Anchorage Fire Department, and more.

State needs follow national trends in these occupational areas: physical therapy, occupational therapy, recreation therapy, and teaching. The types of careers we prepare students for are growing “faster than average” or “much faster than average” according to the US Bureau of Labor Statistics and the Alaska Department of Labor. Student employment opportunities include but are not limited to the fields of: exercise physiology, occupational therapy, physical therapy, athletic training, recreational therapy, teaching (not specific to physical education), fitness training and other opportunities requiring the knowledge and skills taught by the program.

We prepare students for high demand health occupations and teaching careers. HPER had an average of 16 graduates per year between 2011 and 2017. Therapeutic Recreation is expected to grow 22% by 2026. Our Human Performance Lab is a learning laboratory for students, generates revenue for the department, and allows students and faculty to participate in related research opportunities.

The curriculum coordinator for health and physical education with the Anchorage School District has had unfilled teaching vacancies the last two years, and is traveling Outside to recruit during this academic year. Additionally, ASD is committed to helping us by providing vetted teachers/schools for various out-of-class assignments, practicum placements, and internships.

This degree program is a National Strength and Conditioning Association (NSCA) recognized program and recognized as a silver level Exercise is Medicine (EIM) campus (American College of Sports Medicine). The NSCA Education Recognition Program (ERP) is the first step in laying the foundation to ensure excellence for students in the classroom, as well as long-term professional success after graduation. The ERP recognizes and distinguishes schools with strength and conditioning or personal training curricula that prepares students for NSCA certification exams. The EIM On-Campus Recognition provides an opportunity for campuses to enhance their image as a healthy academic environment, emphasizing the commitment to utilizing exercise as medicine to create a culture of wellness.

## **2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)**

The 2020 Program Review data overall shows that our department is consistent and efficient. In the past 7 years, the HPER Department awarded between 12 and 22 degrees and/or certificates which is equivalent to  $16.43 \pm 3.99$  degrees and/or certificates. In 2013, there were 22 graduates compared to 19 graduates in 2019. The data revealed a spike in enrollment in 2013 and 2016. Last year, the total enrollment number in our department was 105 students. The highest two enrollment years 2013 and 2016 reflected 135 and 125 students, respectively. The spike in 2013 could have been a result of the recession. The high enrollment trend in 2016 could be attributed to the inception of the Health Sciences program.

Graduation efficiency measures remain relatively consistent since 2013. On average, our students graduate in 5.6 years with an average of 134.9 credits. These numbers are consistent with UA system averages. Students graduated with fewer credits and in a shorter amount of time in 2014 and 2015 compared to 2017 and 2018. On average in 2014, students graduated in 4.7 years, 9.1 semesters with 125.7 credits per degree. In 2018, students graduated on average in 6.0 years, 11.2 semesters with 144.8 credits. There are a few possible explanations for these value differences. Several students from our batch of 2018 graduates were students that transferred into our program from other institutions and within our institution. We have had students switch into our program from health sciences, engineering, business, and more. The misconception that many students and the general public have about our program is that we only produce physical education teachers, when in fact, our program prepares students for much more than teaching physical education. The program was initially created due to the high demand of physical education teachers in our state, but the trend has shifted to an exercise science or kinesiology-based program.

Physical education is the precursor term to our discipline known as kinesiology or the study of movement. We are currently in the final stages of changing our degree from a Bachelor of Science in physical Education to a Bachelor of Science in Kinesiology. The term kinesiology is a better descriptor and much more attractive to our population of students and to the workforce. The general population misinterprets physical education so we believe, along with many other institutions around the nation, that the degree title change will better represent our program and the broad range of job opportunities and graduate programs available to our students.

Our department is extremely efficient; revenue is higher than cost. Our cost per credit is \$201.80. Our revenue per credit is \$236.70. Therefore, the difference in cost per credit to revenue per credit is +\$34.90. Our in-house Human Performance Lab generates revenue through testing students, staff, faculty and community members and/or organizations. The Human Performance Lab is one-of-a-kind in the state of Alaska. The lab contains one of two Cosmed BodPods in the state. The BodPod is considered the "gold standard" body composition analyzer. The lab also contains calibrated, high quality equipment to assess cardiorespiratory endurance, resting metabolic rate, functional movement, strength, lactate threshold, metabolic efficiency, and more. Community members, coaches, trainers, military personnel, municipality agencies, and wellness programs for various organizations all utilize our services for accurate fitness testing values.

## **3. Program Quality, Improvement and Student Success (1500 words or less)**

We currently do not hold a specialized accreditation. Our curriculum is in review. We are in the process of changing our degree from a Bachelor of Science in Physical Education to a Bachelor of Science in Kinesiology. The revisions include incorporating practicum hours, updating course content and enhanced preparation for graduate school and/or the work force. With our curriculum revisions, we are also revising the Program Student Learning Outcomes assessment.

A strength of our program design is the numerous community learning activities and hands-on practical experiences that are provided for our students. The students learn theory and technique in the classroom and then apply their knowledge and skills in upper-level courses. One specialized and unique feature of the department is the Human Performance Lab. The lab is used for educational purposes, internships and community lab testing for individuals, groups, and/or community partners and organizations.

Another strength of our program is that all of our students are advised by department faculty; we also offer professional development scholarships so students can attend professional meetings.

We currently do not offer any distance learning courses. A few courses were selected to pilot as hybrid courses (in-class and online) as a means to assess their feasibility as distance learning offerings. . As the curriculum is revised, distance courses will be a consideration.

We offer community engagement hours in 11 of 22 courses in the degree program. One of our most visible community engagement activities has been in place since fall 2016. Students in PEP A454 *Exercise Testing and Prescription* administer exercise testing protocols and provide exercise programming for up to 115 clients in a program designed by HPER faculty called “Know Your Numbers.” In spring 2019, the “Know Your Numbers” program expanded to the Prince William Sound campus in Valdez. Additionally, all students are required to complete a 240-hour internship, generally during their last semester in the program.

Our students are successfully applying and being accepted into graduate schools throughout the nation and internationally. Our students are also competitive in the job market and are actively recruited for health-related jobs upon graduation. One-hundred percent of BSPE graduates who have applied to graduate school (i.e., DPT, MAT, OT, Masters of Athletic Training, MS High Performance Sport, and more) have been admitted on their first attempt.

In recent years, our department has placed more attention and focus on student professional development by encouraging students to obtain nationally-recognized professional certifications prior to graduation and participating in research or presenting at professional conferences. To date, two students received the Certified Strength and Conditioning Specialist (CSCS) through the National Strength and Conditioning Association (NSCA), two students received the Certified Exercise Physiologist (CEP) credential through the American College of Sports Medicine (ACSM), and twenty-three students obtained the Certified Personal Trainer (CPT) credential through ACSM. Of note, two students hold the Exercise is Medicine Level 1 credential. Many students are involved in research and have presented at the PLAAAY Summit, Northwest Regional ACSM Conference, and the Association of Outdoor Recreation and Education. Six of our students have presented research posters or presentations at professional conferences in state and out of state. In 2018, four students co-authored an article published in the ACSM American Fitness Index. The Human Performance Lab was recruited to participate in a nationwide validation study testing two, new fitness protocols in 2017. Ten students carried out the research under supervision of the principal investigator/HPER assistant professor.

Many of our students excel in the classroom and as student-athletes. Two of our recent graduates who were also student-athletes earned NCAA Elite 90 awards for academic and athletic excellence. We are also very proud of the graduates in our program who have successfully landed jobs at the University of Alaska Anchorage. We currently have four students working at UAA in the areas of exercise physiology, wellness, and recreation.

#### **4. Program Duplication / Distinctiveness (300 words or less)**

We are the only BSPE program in the UA system. There is a small degree of duplication with the BSHS pre-professional track in physical therapy. BSPE has an Exercise and Rehabilitation Science option that prepares students for admission into physical therapy school. The BSHS track and BSPE option have different areas of focus. The BSHS track utilize two of our courses. The BSHS requires many public health courses whereas the courses in our program focus on exercise physiology, wellness, and the study of body movements with hands-on leadership application in various settings. Both programs prepare students for graduate school in physical or occupational therapy. Graduates from our program are currently enrolled or have successfully completed graduate school at the following universities: Pacific University, University of New Mexico, Creighton University, University of Ohio, University of Washington, Rutgers University and more. Students in our program are prepared for graduate school in athletic training, which is another distinctive difference from the BSHS.

Both degrees prepare students for some overlapping graduate school programs, while preparing students for distinctively different careers. Students in the BSPE are prepared to pursue careers in physical education teaching, as well as careers in the wellness industry, athletic training, exercise physiology, strength and conditioning, and more. The breadth of our program is a positive attribute.

#### **5. Summary Analysis (500 words or less)**

There are many strengths inherent in our program. Our students receive realistic, hands-on experiences which will better prepare them to work with a diverse range of clients, patients, other organizations and groups of people. Through these experiences, they develop skills in leadership, communication, time management, and organization. For

those interested in teaching, they can further refine these skills to be applicable to educating a wide range of ages, group sizes and abilities.

The Human Performance Lab is a state of the art testing facility which affords students the tremendous opportunity to work one on one with a wide variety of individuals. For those interested in education or professions in the health and wellness industry, students have an opportunity to lead PE classes at local elementary schools, lead wellness breaks on and off campus, as well as engage in fitness groups throughout the community. The goal of these hands-on activities is to foster both competence and confidence in the students' ability to design and lead others in physical activity. Additionally, through real interaction with clients, students can identify strengths and weaknesses in their own communication skills when applied to a range of abilities and ages. Recognition of strengths and weaknesses allows each student to engage in self-improvement.

Finally, our program is student-centered and strives to be both approachable and supportive. Through a strong and productive mentorship, we hope to guide students along the path of achieving their goals and aim to provide education both in and out of the classroom. Through real-life experiences, we hope to produce professionals who can apply the skills they have learned in the classroom effectively, efficiently and professionally in the real world.

In the 2013/2014 Prioritization project final report HPER's Bachelor of Science in Physical Education degree was placed in the 'Priority for Enhancement' category. Since the report, the enhancement has included HPER moving into the College of Health in 2015 to better align the degree within the framework of health. No other enhancement has occurred.

We are a small department but highly efficient. Our graduation numbers have stayed consistent and due to our financial resourcefulness, we consistently generate greater revenue than cost. Many of our students engage in the community, participate in research and graduate with professional certifications. Overall, we are a highly efficient department that serves our students by preparing them for high-demand occupations. We are preparing them well, and we give them many opportunities to practice the skills required in a variety of kinesiology-related professions.