

Prioritization Evaluation Report
Human Performance and Physical Education (HPPE) Department
Undergraduate Program
February 5, 2018

Prepared by Faculty and Staff of the HPPE Department at Adams State University (ASU)

Introduction to HPPE

Through undergraduate and graduate programs, the Department of Human Performance and Physical Education at ASU is dedicated to preparing knowledgeable practitioners and leaders in the areas of sport, exercise, fitness, physical education, coaching, and sport psychology. In addition, the department is focused on effectively preparing students for graduate school in exercise science, physical education, coaching, sport management, and sport psychology; and professional schools in the health and allied health fields, particularly physical therapy and occupational therapy. Our small class sizes, highly qualified faculty, and personalized advising sessions are demonstrative of our department's dedication to student learning and success.

This document will be organized according to the Criteria for Evaluation of Programs, approved by the Board of Trustees on December 15, 2017. Each of the seven criteria are addressed separately.

Criterion 1 – Impact and overall essentiality of the program; connection to mission/vision/ASU2020.

The five stated goals of ASU 2020 are: (1) Academic Excellence, (2) Student Success, (3) Personal and Professional Development, (4) Access and Affordability, and (5) Community Relations.

Goal 1 – Academic Excellence

In the past few years (including 2017), the HPPE Department has undertaken significant curricular revisions with the goal of addressing student needs. These are described in more detail under Criterion 7. We continually strive to recruit and retain faculty that provide high quality educational experiences for the students. Additionally, HPPE faculty regularly review and revise courses to ensure that they are current and utilize high impact practices as stated by the AAC&U. For specific examples, please see Goal 2 below.

Goal 2 – Student Success

Through the practicum classes, capstone course and/or student teaching, students get valuable professional career-oriented experiences. These are required for graduates of all undergraduate HPPE programs. Undergraduate students are encouraged to participate in high impact practices such as research projects with one or more of the faculty serving as mentors and service learning activities (e.g., helping with local Special Olympic teams; helping with the SLV Wellness Study by leading exercise groups, providing counsel to participants, and running

statistical analyses; working in the community fitness lab; shadowing physical therapists; working with the Boys and Girls Club programs; working with Alamosa Family Recreation Center as coaches and officials; collaborating with C.A.S.A. House on campus; working with the SLV Local Foods Coalition via the Cooking Matters program and the Rio Grande Farm Park; working with Alamosa High School). Of particular note is the significant participation by HPPE students at Student Scholar Days presentations (“Work Sample in Physical Education for a K-12 Pre-Service Teacher”, “Insight on a Strength and Conditioning Program” are two examples of the **seven** HPPE student presentations in 2017). Very recently, one of the faculty has arranged for several students to attend two sports career fairs (Denver; Glendale, AZ). Students also regularly participate with faculty in professional conferences, such as the Rocky Mountain Chapter of the American College of Sports Medicine (ACSM) in Colorado Springs, National ASCM in Denver, Colorado Society for Health and Physical Educators (SHAPE) in Colorado Springs, and the West Regional Conference of Association of Applied Sport Psychology in Denver.

The recently developed Center for Human Performance and Coach Education provides opportunities for students to disseminate research and engage in applied experiences. Students write blog posts to share on the Center’s website and are assisting in developing workshops, community classes (e.g., Community Peak Performance Class and Coaching Education Workshop) and building a network of alumni in the coaching profession.

A large number of HPPE students are student athletes, many of whom have transferred from a two-year institution (sometimes without completing an associate’s degree first). Faculty work with these transfer students to get them on the correct path for graduation with an appropriate degree in as little time as possible (which is not always two additional years at ASU).

We recognize that beginning students may need extra assistance; consequently, one of the HPPE faculty is our designated First-Year HPPE coordinator. She meets with all the students, conducts tours of the East Campus facilities, explains the various degree plans within the department and the expectations and responsibilities of both instructors and students, monitors the progress of first-year students and leads them through the HPPE advising process, works with HPPE mentors, informs students of opportunities and encourages them to become involved in campus activities, conducts pizza and chat sessions with students to get input and answer questions, and serves as the primary resource for first-year students. In her first-year classrooms, she models the learning-centered environment that students should expect in all their HPPE classes and motivates them to invest in the course by emphasizing learning over grade.

An officially recognized HPPE Club has senate representatives on the AS&F board to represent the department and our students. This provides opportunities for students to engage in activities both on and off campus, including participation in ASU Cares Day. Senators from the club are able to request funding for a variety of activities, including travel to conferences, which promotes professional development of students in the club.

To assist students in arranging an appropriate schedule, faculty set up specific advising times during a two-week period prior to the first day for registration and send out emails to all advisees encouraging them to come in for advisement. In fact, HPPE served as the model for these “Advising Weeks” and for the use of carbonless duplicate advising forms that other departments have adopted for their own use. Students who do not sign up for a designated time

are accommodated at other times. Students come into our offices and engage with us on a regular basis and this assists them as freshmen, transfers and throughout their academic career. We have non-traditional students who have taken time off for various life reasons and have come back and they do so because of the engaged faculty.

Goal 3 – Personal and Professional Development

Several faculty in HPPE have participated in Community for Inclusive Excellence, Leadership, and Opportunity (CIELO), Title V, and Center for Teaching, Innovation and Research (CTIR) activities such as:

- Hilos Culturales
- Unidos Equity Leadership Institute
- American Association of Colleges and Universities General Education Conference (Phoenix) – part of the Essential Learning Task Force at ASU
- Workshops on How To Become America's Next Top Model Teacher; (Re)building a Capstone Course; Colorado Department of Education Tech Camp in PE
- Funding from Title V/Unidos has been used to conduct the SLV Wellness Study, to conduct research on campus regarding equity, and for future research on minority student-athletes' achievement concerns at a public Hispanic Serving Institution.

HPPE faculty regularly receive support from the department and ASU Faculty Development funds to attend and present at professional meetings. In the past two years, faculty (and often students) participated in these meetings:

- Rocky Mountain Chapter of American College of Sport Medicine (Greeley and Colorado Springs)
- National American College of Sport Medicine and Exercise is Medicine (Denver)
- Colorado Society for Health and Physical Educators (Colorado Springs)
- National Sport Recreation and Law Association (Las Vegas)
- International Association for Communication and Sport Summit (Phoenix)
- National College Sport Research Institute Conference (Columbia, SC)
- National Association for Applied Sport Psychology (AASP) (Orlando) – this included meetings for the United States Olympic Committee (USOC) Sport Psychology group and the United States of America Track and Field (USATF) Sport Psychology group.
- National Coaches Conference (Seattle)
- Hawai'i University International STEAM conference (Honolulu)
- North American Society for the Sociology of Sport Conference (Tampa Bay)
- Ninth Summit on Communication and Sport (Grand Rapids, Michigan)
- National Association for Kinesiology in Higher Education (San Diego, California)
- National Strength and Conditioning (NSCA) conference (New Orleans)
- United States Cross Country and Track and Field Coaches Convention (Phoenix)
- Regional Association for Applied Sport Psychology (Denver)

In addition, one of the HPPE faculty assisted with administration of the New Mexico Bowl in Albuquerque in December 2017 (a D1 NCAA Post-season football bowl game) in December 2017, taking two students with him.

Goal 4 – Access and Affordability

Because many of the HPPE majors are athletes, our student population is among the most diverse on campus and HPPE faculty embrace the opportunity to work with these students. We created a Diversity, Equity and Inclusion in Sport and Society course to better address the needs of our diverse student population and to educate them on these matters. Because HPPE is an “applied” field, students in all courses touch on human diversity – physically, socially, and psychologically. Discussions on diversity are foundational in HPPE courses.

Strategies to encourage success include use of a First-Year Coordinator who works closely with first-year majors and transfer students (if they desire) to assist with their adaptation to college and help ensure their success/persistence. More details about the work of the coordinator are given in Goal 2 above. Additional strategies used to encourage student success include quality, personalized academic advising by faculty, twice-weekly review sessions for undergraduates held by graduate assistants, and regular implementation of a variety of AAC&U High Impact Practices. Examples of these HIPs are provided throughout this report. Finally, faculty maintain an “open-door” policy whereby that encourages students to come in not only during office hours, but whenever they are in their office, thus creating an inviting atmosphere.

Although there are a few HPPE courses that have a laboratory component integrated with the lecture, (e.g., HPPE 422 Exercise Evaluation/Fitness Management, HPPE 340 Kinesiology, HPPE 327 Strength and Conditioning), the department does not charge any additional lab fee for those courses.

Goal 5 – Community Relations

The HPPE Department has been a strong advocate of building community relationships and providing wellness activities for both the campus and larger communities. In particular:

- Fitness testing for community members started in 2011. This provides low cost opportunities for testing of aerobic endurance (VO₂ max), anaerobic power (Wingate test), body composition, and fitness age.
- Empower U Wellness Activities started in 2013. These are primarily for campus members, but some attract other community members as well (walking group, pickle ball, bicycling, disc golf, etc.).
- SLV Wellness Study (funded by Title V Unidos Cooperative Grant) began in spring of 2017.
- Free and open lectures by outside speakers that may be of interest to the entire SLV community. In the fall of 2017, a lecture was given by Dr. Conrad Earnest from Texas A&M University on the Tour de France. On Feb. 6, 2018, a talk is scheduled to be given by Vitaly Stepanov and Yuliya Stepanova on the Russian Doping Scandal.
- Two faculty in the past two years have given free lectures as part of ASU’s Faculty Lecture Series.

- The Center for Human Performance and Coach Education started in 2017. This is designed to engage not only the local community but also regional and national audiences through research, education and service.
- A mental training lab available to campus and community was started in fall 2017. The mental training lab is run by graduate students who are trained in applied sport psychology and mentored by an HPPE professor. Many professional, collegiate, high school and youth sports teams, Fortune 500 companies, performing artists, and the military all employ mental strength coaches to maximize the potential of those within their respective organizations. We work to help our Grizzly students develop a mental edge both in and out of the classroom.
- HPPE partners with Alamosa Parks & Recreation department to provide students interested in officiating and coaching the city rec leagues.
- Projects in HPPE 450 Capstone and HPPE 380 Diversity, Equity and Inclusion in Sport and Society engage students in service learning in partnership with community organizations (e.g., Boys and Girls Club, Alamosa Family Recreation Center, the C.A.S.A. House on campus, SLV Local Foods Coalition - Cooking Matters and Rio Grande Farm Park, In The Arena, Alamosa High School).
- Projects in HPPE 305 Sport Facility Event Management engage students in planning and conducting events that support the local not-for profit organizations including Special Olympics.
- HPPE 448 Adapted Physical Activity students plan and conduct weekly instruction in lifetime physical activities for local high school students and adults with special needs, utilizing Alamosa Parks & Recreation facilities.

Summary

From the information provided above, it should be clear that the HPPE Department embraces the ASU 2020 strategic plan as well as the mission of the University.

Criterion 2 – Quality of the program outcomes.

Three measures of the quality of HPPE program outcomes will be discussed in this section: feedback from annual assessment reports, exit/certification examinations, and placement of graduates in HPPE-related careers.

Feedback from Annual Assessment Reports

Largely driven by the former chair, the Department of HPPE has significantly changed its “culture” of assessment. The annual assessment reports are living documents that are reviewed and addressed regularly in department meetings. Shown below is a table of ratings and comments from the Student Learning Assessment Committee (SLAC) from the past three years.

Table 1. Summary of annual assessment report feedback from SLAC. Numerical scores were based on the scale of Excellent = 2, Adequate = 1, and Incomplete = 0

Short-form Question	AY 14-15	AY 15-16	AY 16-17
Information/Evidence/Data Gathered to Inform Department of Student Learning	2	1.857	1.714
Departmental Discussion of Information	2	1.714	1.857
Discoveries/conclusions	1.5	2	1.857
Planned Actions Based on Discoveries About Students and Their Learning	1.67	1.714	1.857
Support/resources	1.5	1.857	1.429

Significant comments from the committee (2016-17) include:

- The department relies too strongly on students rating their own “perceived level of mastery” rather than on an objective measure. This was a topic of discussion in a recent meeting with Dr. Abedayo, ASU’s Director of Assessment and will be a focus of department discussion during spring 2018.
- The department does a good job of selecting a variety of SLOs from all aspects of the program.
- Requiring students to participate in professional development opportunities is a good way to close the loop on previous assessment results.

Significant comments from the committee (2015-16) include:

- Core SLO#4 is assessed by the students themselves (this pertains to the first comment from 2016-17 as well).
- Benchmarks are clearly defined, and results are specified. Across multiple years, HPPE has made significant progress with assessment, including defining SLOs, implementing curricular changes based on assessment results and closing the loop on prior changes.

Significant comments from the committee (2014-15) include:

- Might consider additional forms of assessments for some of the SLOs.
- The report makes it clear that HPPE is “living” assessment in its daily activities and has a much improved culture of assessment.

A slight decrease in score on question 1 over the three years is likely attributable to reliance on students rating their own perceived level of mastery in the 2016-17 report. As mentioned above,

this is a topic that the department will be addressing in the future, and particularly when the new chair is on campus.

Exit/Certification Examinations

There are no nationally normed exit examinations (such as the Major Field Test) for the emphasis areas in the HPPE Department. However, annual exit interviews and multi-question exit surveys are administered by the department chair to students in the senior seminar class. The ratings by the students of their satisfaction with the education they have received from HPPE are well above 4 on a 5 point Likert scale. Organizations such as the National Strength and Conditioning Association, American College of Sports Medicine, and Association of Applied Sport Psychology offer certification examinations which are not required of students prior to graduation. However, the coursework necessary for an undergraduate degree in HPPE prepares students to successfully pass those exams after graduation. Colorado has recently adopted the national PRAXIS exam in physical education for K-12 PE licensure; HPPE students who earn degrees in K-12 Physical Education will be required to obtain a passing score in order to obtain their teaching license.

Placement of HPPE Graduates in HPPE-Related Careers

Table 2 below illustrates the success that graduates of the HPPE from the past several years have enjoyed as they move forward in their careers. This table is not complete – we note that a deficiency of the department is in tracking all graduates and plans are being formulated to address that deficiency, including whether students (after graduation) complete certifications as mentioned above.

Table 2. Success of Undergraduates who have graduated from HPPE in the past five years

Measure of Success	# Graduates
Employment as PE Teachers in K-12 Schools	15
Accepted to graduate school at ASU	8
Accepted to graduate school elsewhere	At least 2
Accepted to professional school (physical therapy, occupational therapy, chiropractic, medical, etc.)	At least 15
Employed as a coach or athletic director	At least 20
Employed in an HPPE-related field (fitness instructor, personal trainer, athletic trainer, strength and conditioning coach, event manager, etc.)	At least 20

Summary

The HPPE Department is fully committed to student success and strives for progress in all aspects. There are definite opportunities for improvement (as noted above) which have been identified in the preparation of this report, and we look forward to addressing those opportunities.

Criterion 3 – Demand for the program

This section provides evidence for demand of HPPE degrees as determined by both internal and external data.

Evidence of Internal Demand

The Induced Course Load Matrices generated by Office of Institutional Effectiveness (sent by email from Dr. Nehring on 1/9/2018) provide data pertaining to number of HPPE majors and student credit hour production.

The number of HPPE **majors** has been quite robust over the past three years, and the percentage of SCH production by those majors relative to the entire university has grown each of the past three years, as shown in Table 3. Both absolute SCH production and % SCH production are second only to Business.

Table 3. Headcount of HPPE undergraduate majors and SCH production by HPPE **students**.

Year	# Majors*	SCH production (% of entire ASU SCH)
2014-15	287	6865 (8.8)
2015-16	263	6340 (9.1)
2016-17	286	7009 (11.4)

*Probably does not include sport psychology students, since those students get a degree in psychology

HPPE **majors** support the efforts of departments throughout campus, not just our own, as shown in Table 4.

Table 4. Percentage SCH production by HPPE **students** as a function of Department

Year	HPPE	BIOL	MATH	BUS	ENG	CHEM	HIS	PSYC	Other
2014-15	42.3	8.3	7.3	6	5.7	5.3	4.6	3.7	17
2015-16	42.3	7.5	7.5	6.3	5.3	5	5	3.7	17
2016-17	42.1	9.2	7.5	7.2	5.6	4.9	3.6	3.9	16

Although HPPE does not currently have any courses that count for general education credit (see Criterion 7 for more information), SCH production by HPPE **courses** is significant, ranking only behind business, English, and math (and sociology in 2014-15) (Table 5). Furthermore, the percentage SCH production has grown each of the past three years.

Table 5. Percentage of SCH production by HPPE courses

Year	% SCH production
2014-15	5.2
2015-16	5.8
2016-17	6.7

HPPE courses are largely taken by HPPE students, as measured by the % SCH production accounted for by HPPE students. This is not surprising, since the program has no general education component. However, students in education, psychology, business, associate degree seekers and those without a declared major also take HPPE courses (Table 6).

Table 6. Percentage of HPPE SCH production by major

Year	HPPE	ED	PSYC	BUS	Assoc	Undeclared
2014-15	72	6.5	3.9	2.3	No data	4.6
2015-16	66	7.5	6.1	1.8	4.1	5.6
2016-17	72	7.5	6.6	1.9	3.7	5.7

Data were also provided in a sample ICLM for the fall 2017 semester (from the Office of Institutional Effectiveness, in an Academic Council meeting, 11/6/2017). The data in this sample matrix were only for undergraduate students.

- Headcount of HPPE Majors = 225 (probably does not include sport psychology majors, since those students get a degree in psychology)
- HPPE students accounted for 3245 SCH (13.5% of the total SCH production for the University), second only amongst declared majors to business students. Of those hours, 46.4 % were in HPPE classes, 7% were in biology classes, 7% were in English classes, 6.2% were in business classes, 6% were in math classes, 5.4 % were in chemistry classes, 4.6% were in psychology classes, 3.6% were in HAPS classes, and ca. 14% were in other disciplines.
- HPPE courses accounted for 8.1% of the overall SCH production, behind business and English, and just ahead of math. The latter two have significant enrollment in developmental and/or general education courses. HPPE has neither of those types of courses.

For the most recent three full academic years, SCH production by undergraduate HPPE students has exhibited a steady increase. Likewise, SCH production by HPPE courses has increased each year. Both factors suggest an increase in registrations in HPPE courses.

Evidence of External (National and State) Demand

At a national level, employment of graduates with backgrounds in human performance and physical education is predicted to grow during the next decade (2016-2026), with increases ranging from 6% for physical educators to 25% for physical therapists (see Table 7 below).

These numbers were taken primarily from the Bureau of Labor Statistics website (<https://www.bls.gov/>, accessed 12/21/2017).

Table 7. Predicted job growth in professions related to HPPE.

Profession	Predicted Job Growth in % from 2016-2026
Exercise physiologist	13
Fitness trainers and instructors	10
Health educators	16
Occupational therapists	21
Physical therapists	25
Post-secondary recreation and fitness studies teachers	10
Physical Education teachers	6-10

The National Center for Education Statistics (NCES) reports data concerning awarding of bachelor's degrees over time as a function of field of study. Unfortunately, the fields are aggregated into broad categories, rather than specific disciplines or sub-disciplines. However, two fields of study from NCES that are pertinent to HPPE, "Family and Consumer Sciences/Human Sciences" and "Parks, Recreation, Leisure, and Fitness Studies" have grown from 23,441 to 24,584 graduates (nearly 5%) and from 38,998 to 49,006 graduates (nearly 25%), respectively, from 2011-12 to 2014-15. This suggests a national trend of continuing demand for students in HPPE-related disciplines. (Data from nces.ed.gov, in an email from Dr. Nehring on Jan. 23, 2018)

Statewide, CDHE collects data for numbers of bachelor's degrees awarded by discipline over time. There are ten program names in the data that are pertinent to HPPE-related degrees (Exercise and Sport Science; Exercise Science; Exercise Science, Health Promotion and Recreation; Health and Exercise Science; Human Performance and Sports; Human Performance and Physical Education; Kinesiology; Sport and Exercise Science; Sport Management; and Sport Psychology). Summing all ten together, the number of bachelor degree graduates in Colorado has grown from 741 in 2013 to 911 in 2017, an increase of nearly 23%. This illustrates a trend of increasing demand for students in these fields. (Data from CDHE website, in an email from Dr. Nehring on Jan. 23, 2018)

Summary

Evidence summarized in this section clearly indicate that demand for HPPE is strong, and is predicted to remain strong for the foreseeable future.

Criterion 4 – Size, scope and productivity of the program.

This section provides evidence for the productivity of the HPPE program, as determined by the number of majors, graduates, SCH production; and faculty involvement on campus, in the community, and to the profession.

Majors, Graduates, and SCH Production

One measure of the productivity of the HPPE department is the number of majors in the department and the number of majors per full-time faculty member. A second measure of this criterion is the number of graduates from the department, and the number of graduates per full-time faculty member. A third measure is the student credit hour production from the department and the SCH production per full-time faculty member. There has been an average of 7.5 full-time instructional staff over the past several years, considering department chair release time, so that number will be used in the calculations reported in Tables 8-10. Note: This section is using data supplied by the Office of Institutional Effectiveness (in email from Dr. Nehring 12/18/17) for the five years from 2012-13 to 2016-17. Interestingly, these data do not strictly agree with the Induced Course Load Matrices data set from the previous section.

Table 8. HPPE Majors

Year	# Majors*	#Majors/faculty
2012-13	323	43.1
2013-14	321	42.8
2014-15	297	39.6
2015-16	280	37.3
2016-17	304	40.5
Total	1,525	203.3

*Includes ½ the number of identified sport psychology majors, since this degree is shared with Psychology

Table 9. HPPE Graduates

Year	# HPPE Graduates	# Graduates/faculty
2012-13	22	2.9
2013-14	45	6
2014-15	34	4.5
2015-16	39	5.2
2016-17	43	5.7
Total	183*	24.4

*Includes a total of 15 sport psychology graduates during that time period. Without those graduates, the total number of graduates/faculty = 22.4

In the past five years, there has been a significant increase in the annual number of graduates from the HPPE department. By degree concentration, the greatest number of graduates are in exercise science (75) and sport management/administration (74), with smaller numbers of K-12 physical education (19) and sport psychology (15). Note that sport psychology is the newest of the degree plans and is shared with Psychology. Judging from current majors, the number of graduates with that concentration is projected to increase significantly in the next few years.

Table 10. HPPE SCH production

Year	SCH	SCH/Faculty
2012-13	3803	507.1
2013-14	4110	548
2014-15	4048	539.7
2015-16	4049	539.8
2016-17	4090	545.3
Total	20,100	2,680

As discussed in Criterion 3, SCH production by the HPPE faculty is substantial, particularly when considering the number of faculty members.

Faculty Involvement

On Campus:

Regardless of length of time at ASU, tenure status, or rank, **all** HPPE full-time faculty have provided service to the campus in some capacity. In the past few years, HPPE faculty have served on these standing committees and/or task forces:

- CRC
- GECC
- Student Scholar Days
- Graduate Council
- Graduate Commencement Committee
- Faculty Senate
- Institutional Research Board
- Essential Learnings Task Force
- Campus Professional Development Committee
- Honors Committee
- Health Professions Advisory Committee
- Peer Recognition Committee
- Graduate Research Fund Committee
- Athletic Policy Committee
- Interdisciplinary Studies Reconfiguration Committee
- Academic Master Plan Committee
- Tenure and Promotion Committees
- Curriculum Innovation Teams
- High Impact Practice Teams

Additionally, HPPE faculty have served as members of:

- Contingency Plan Criteria Development Committee in the fall of 2017
- Search committee members for Biology, Office of Graduate Studies, Adventure Leadership, and HPPE.
- New Student Orientation Team

- Ghostlight Project Team round 2

Other campus service includes:

- HPPE Liaison for East Campus Remodel Project
- Volunteer public address system announcer for athletics
- Fitness testing for athletic teams
- Fitness testing for ASU faculty and staff
- Mental strength coach for ASU cross-country and track and field teams as well as assist other coaches and athletes with mental training
- Applied psychology work with the Athletics Department staff and athletes
- Creator/director of Center for Human Performance and Coach Education
- Strength coach for ASU Climbing team
- Nutrition counseling for athletic teams (soccer, softball, volleyball)

In the Community

HPPE faculty provide service to the community in numerous ways:

- Coordinator of Empower U Wellness activities
- Director of the Human Performance Laboratory, where community members can undergo fitness testing
- Leaders of the SLV Wellness Study, which involves community members
- Guest speakers on nutrition and exercise science topics at local schools
- Develop and conduct training sessions on pre-school physical education activities and adapted physical education activities with preschool teachers
- Volunteer coach/director for SLV Special Olympics Program
- Consultant with Alamosa Parks and Recreation for handicapped-accessible playground equipment
- Member of the Steering Committee for Healthy Eaters Lifelong Movers (a grant-funded program of the Rocky Mountain Prevention Research Center).
- One of the faculty offered free fitness testing, 8 weeks of exercise programming and counseling, and educational materials to all members of the SLV community to assist residents of our rural area get the recommended amount of physical activity.

To the Profession

HPPE faculty are active professionals. Individuals serve in these capacities:

- Board member of the Rocky Mountain Chapter of ASCM (RMASCM)
- Member of various committees/special interest groups for national ASCM (Bone Health & Exercise, Sport and Exercise Nutrition)
- Abstract reviewers and poster judges for regional ASCM conferences
- Reviewer of graduate student grant applications for RMASCM
- Abstract reviewer for Society of Health and Physical Education (SHAPE) conferences
- Abstract reviewer for the International Association for Communication in Sport (IACS) Summit

- Abstract reviewer for the Association of Applied Sport Psychology (AASP) Conferences
- Manuscript reviewers for these peer-reviewed journals: *Osteoporosis International*, *Medicine and Science in Sports and Exercise*, *The American Journal of Clinical Nutrition*, *International Journal of Sports Medicine*, *Comparative Biochemistry and Physiology*, *Journal of Sport Behavior*, *International Sport Coaching Journal*, *Journal of Exercise Science and Communication and Sport*.
- Member of Sport Psychology staff for USA Track and Field
- Member of the USOC Sport Psychology Registry

Summary

HPPE department members have been very active on campus, in the community, and in their profession. The service on campus and in the community has been of great benefit in helping to dispel the old belief that HPPE is somehow a branch of Athletics. Although there is a natural tie between the two because of the students who tend to major in HPPE, it should be clear from the above that HPPE is truly an academic program that is an important contributor to the mission of Adams State University.

Of particular note is the fact that in order to be this productive and to offer the required courses for the majors and minors, each full-time faculty member teaches at least one overload course at least one semester per academic year (many teach an overload each semester). This is a concern.

Criterion 5 – Cost and Benefit of the program.

This section quantifies costs and revenues, recruiting efforts, and significant benefits associated with HPPE.

Cost

Table 11 below reports the cost of preparing students to graduate with bachelor's degrees in HPPE, based on the 2017-18 budget.

Table 11. Cost calculations for undergraduate HPPE program.

Measure	Cost
Overall	\$557,893
Cost per graduate ^a	\$14,416
Cost per full-time faculty ^b	\$69,737
Cost per SCH ^c	\$136

^abased on average of 38.7 graduates per year from past three years

^b8 full-time faculty, which includes the chair and 2 full-time instructors

^cbased on 2016-17 data of 4090 SCH

According to a report from the Delta Cost Project at the American Institute for Research, the full attribution cost per undergraduate completion at public institutions for parks, recreation,

leisure, and fitness studies is ca. \$47,000 (<https://www.deltacostproject.org/sites/default/files/products/Cost%20to%20Institutions%20of%20STEM%20Degrees.pdf>, September 2013; accessed Feb. 1, 2018). The average number of credit hours of HPPE courses for students who complete HPPE degrees at Adams State is 56, about 47% of the credits required for graduation. Using the Delta Cost Project data, 47% of the cost of an undergraduate degree in this area would be \$22,090. Thus, the cost per graduate here is only two-thirds the average national cost at public institutions.

Revenue

The HPPE department does not generate significant revenue, except through tuition. There are no additional lab fees, nor do we charge for attendance at lectures mentioned under Goal 5 of Criterion 1. However, average annual revenues of \$900 are generated by low-cost fitness testing of community members and participants in the SLV Wellness Study. These revenues are generally insufficient to completely offset the costs of lab supplies and equipment maintenance needed for the testing.

Recruitment of undergraduates

In the past, department members have participated in University-wide recruiting efforts such as Discover Days and Bus Tours. In addition, since many athletes major in one of the HPPE programs, faculty in our department regularly meet with potential student-athlete recruits brought on campus by the athletics department. The presence of HPPE faculty and students in local K-12 schools (via student teaching, field-based classes, presentations) and the Alamosa Family Rec Center (referees, participants in leagues) promotes an awareness of our programs in the San Luis Valley. We have not tracked the results of those activities, other than anecdotally. Again, there is room for improvement in this area.

Significant Benefits

The mission of Adams State University is to educate, serve, and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions. The HPPE Department serves one of the most diverse student populations on campus, a significant portion of whom graduate with a degree that will lead to employment in a professionally-related career.

An additional benefit of the program is positive publicity for Adams State. In just the past few months, articles in the Valley Courier and other local media have highlighted these HPPE-related topics:

- Availability of Fitness Testing to Community
- Opportunity to participate in MS Thesis study on cancer and fitness
- Participation by undergraduates in the Gildan New Mexico Bowl
- Notices regarding free lectures of interest to the community (Tour de France, Russian Doping Scandal)

Summary

Data presented in this section support the conclusion that the HPPE department delivers a valuable education to students at relatively low cost and that the department offers positive benefits to the institution.

Criterion 6 – Faculty and program strengths and accomplishments

This section will discuss the size of the program, qualifications and accomplishments of the faculty, accomplishments of students, and the quality of the physical resources needed to deliver the program.

Size of Program

There are currently eight full-time faculty members, including the department chair (two of whom are full-time instructors and not on a tenure-track appointment) in HPPE. In addition, three graduate students teach as part of their graduate assistantships, two athletic trainers teach one course each at the undergraduate level as adjuncts, two staff members from ASAP teach adventure leadership minor courses at the undergraduate level as adjuncts, and two professionals with doctorate degrees teach as adjuncts in the online graduate program.

Additional Qualifications of Faculty

Four of the full-time faculty have terminal degrees in their specialty areas, and the remaining three possess MS degrees in the area of their instruction plus years of experience. They each possess credentials/experience to qualify them for non-teaching activities such as fitness testing, mental strength coaching, and working with special needs children/adults. One of the faculty is certified with the Association of Applied Sport Psychology as a Mental Performance Coach and with the National Strength and Conditioning Association as a Strength and Conditioning Specialist. Two of the faculty are certified with the American College of Sports Medicine as Exercise Physiologists.

Recent Faculty Accomplishments

- One of the HPPE Faculty earned recognition as an Exemplary Faculty in 2017.
- One of the HPPE Faculty received an FTAC grant in spring of 2017 to purchase emWave software to be used in a mental training laboratory to assist with biofeedback training.
- Three of the HPPE Faculty received a Title V Unidos Cooperative Grant – Equity Engagement Grant to fund the SLV Wellness Study in 2017.
- One of the HPPE Faculty earned a Graduate Student Excellence Award at the University of New Mexico for the 2016-17 academic year.
- One of the HPPE Faculty was interviewed on CNN regarding sandboarding at the Great Sand Dunes National Park in 2016. This is pertinent because it highlights recreational opportunities and promotes the HPPE Department in a positive light.
- One of the HPPE Faculty received a Title V Student Engagement grant in 2015 to help establish a culturally responsive recording studio for students.

- One of the HPPE Faculty is Xterra Off Road Triathlon Amateur National Champion, Amateur Pan American Champion, and 2-time Qualifier for the World Championships. This is pertinent because he regularly uses training and competition experiences and knowledge in his exercise science classes.

Faculty Publications in peer-reviewed journals since 2015

- “The addition of a “rapid response” neuromuscular activation to a standard dynamic warm-up improves isometric force and rate of force development.” *Journal of Australian Strength and Conditioning*, 25(4), **2017**, 19-24.
- “Neither supra-maximal rack-squats nor moderately loaded jump-squats elicit post-activation potentiation in NCAA Division II volleyball and American football players”, *Australian Journal of Strength and Conditioning*, 25(3), **2017**, 20-26.
- “The effects of repeated push sled sprints on blood lactate, heart rate recovery and sprint times”, *Journal of Sports Research*, 3(1), **2016**, 1-9.
- “Softball - Nothing Soft About It” *Journal of Physical Education, Recreation & Dance*, 87 (9), **2016**, 36-41.
- “When athlete activism clashes with group values: Social identity threat management via social media”, *Mass Communication and Society*, 19(3), **2016**, 301-322.
- “Prayers, punishment, and perception: An analysis of the response to the Tony Stewart – Kevin Ward incident on Facebook” *Sport and Society*, 5, **2016**, 1-18.
- “Physical Education Teaching Assistant Perceptions on Classroom Management and Teaching Effectiveness” *Journal of Sports Science*, 3, **2015**, 228-233.

Faculty Presentations since 2015

- “It’s Not What You Do, It’s How You Do It: Applied Sport Psychology Service Delivery in NCAA Collegiate Athletics”, Association for Applied Sport Psychology (AASP) Conference, Orlando, **2017**.
- “Measuring Facebook post success through communication accommodation theory in Minor League Baseball”, International Association of Communication in Sport Summit (10th Summit), Phoenix, **2017**.
- “Recommendations on pyrotechnics at soccer games based on legislation in the US, EU, and Russia”, Sport and Recreation Law Association Conference, Las Vegas, **2017**.
- “Am I a hooman? Dogs as sentient beings: Risk management recommendations for sport facility managers”, Sport and Recreation Law Association Conference, Las Vegas, **2017**.
- “The Effect of the Advanced Biostructural Correction Chiropractic Technique on Aerobic Measures in Trained Endurance Cyclists”, Canada Sports Institute, Calgary, **2016**.
- “Getting in the Door and Staying In: Lessons Learned from Early Career Consultants Working in Applied Sport Psychology”, Association for Applied Sport Psychology Conference, Orlando, **2016**.
- “Best Practices for Communicating and Gaining Entrée to Educate Coaches”, National Coaches Conference, Seattle, **2016**.
- “Exploring poetic representations of inequity through critical ethnography” Hawai’i University International Conferences, Honolulu, **2016**.

- “Collaborative Autoethnography Dealing with Inequality”, International Hawai’i University International STEAM conference, Honolulu, **2016**.
- “Comparing Paralympic games literature to Universal Design Principles”, North American Society for the Sociology of Sport Conference”, Tampa Bay, **2016**.
- “Recommendations on student-athlete compensation and permissible benefits”, College Sport Research Institute Conference in Columbia, South Carolina, **2016**. This presentation was a winner of the Graduate Student Case Study Competition at the conference.
- “#StartingACrisis: A case study of @VandyFootball and a Twitter-Initiated Crises”, Ninth Summit on Communication and Sport, Grand Rapids, Michigan, **2016**.
- “Chatter in the offseason: A content analysis of Facebook posts in Major League Baseball during the 2014-2015 offseason”, Ninth Summit on Communication and Sport, Grand Rapids, Michigan, **2016**.
- ““You won’t kill me right?” Participant waivers: Do they read the document?”, Sport and Recreation Law Association Conference, New Orleans, **2016**.
- “#PhysicalEducation: How Social Media Websites Can Aid Physical Educators in the Classroom”, National Association for Kinesiology in Higher Education, San Diego, **2016**.
- “#PhysicalEducation: How Social Media Websites Can Aid Physical Educators in the Classroom”, National Association for Kinesiology in Higher Education, San Diego, **2016**.
- “Comparison of the hang high-pull and trap-bar jump squat in the development of vertical jump and isometric force-time characteristics”, National Strength and Conditioning (NSCA) conference, New Orleans, **2016**.
- “The effect of varying post-activation potentiation intensities on vertical jump performance in Division II football and volleyball players”, Rocky Mountain American College of Sports Medicine (RMACSM) conference, Denver, **2016**.
- “Effect of an 8-week strength and power training program on club head speed in collegiate golfers”, RMACSM conference, Denver, **2016**.
- “Validity of Bar Sensei in determining barbell velocity and a novel measurement of starting strength”, RMACSM conference, Denver, **2016**.
- “Positive Coaching and Olympic Success: Case Studies of Track and Field Olympic Medalist Coach-Athlete Relationships”, Association for Applied Sport Psychology Conference, Indianapolis, **2015**.
- “Missouri Institute for Positive Coaching as a model for Long-term Coach Development”, Society for Health and Physical Education National Coaching Conference, Morgantown, WV, **2015**.
- “A Case Study: Use of a Mental Skills Training Log with a Collegiate Distance Runner”, AASP Southwest Sport and Exercise Psychology Conference, Denver, **2015**.
- “Educational Governance and Structure in the State of Hawai’i: A Policy Analysis”, Hawai’i American Alliance for Health, Physical Education, Recreation, and Dance conference, Honolulu, **2015**.
- “Examining the Culture of Health and Wellness on a Small, Rural University Campus”, National Society for Health and Physical Educators conference, Atlanta, **2015**.

- “Educational Policy in Hawai’i Regarding Art, Music, and Physical Education”, Hawai’i American Alliance for Health, Physical Education, Recreation, and Dance conference, Honolulu, **2015**.
- “Hooligan talk- an examination on firm social media usage”, North American Society for the Sociology of Sport Conference, Santa Fe, **2015**.
- “A cross platform analysis of US and UK usage of social media during the 2014 World Cup”, International Association for Communication and Sport’s Eighth Summit, Charlotte, NC, **2015**.

Undergraduate Student Accomplishments (in past 5 years):

- At least 18 HPPE undergraduates have given presentations at Student Scholar Days.
- Several undergraduates have presented posters or oral presentations at regional meetings of ASCM and AASP.
- Several undergraduates have assisted with graduate student research projects.

Accreditation

The HPPE Department is not accredited by any national or professional organization, primarily due to the cost of accreditation. However, when preparing curricula for our degrees, the department follows most of the recommendations of pertinent organizations such as the American College of Sports Medicine, the National Strength and Conditioning Association and the North American Society for Sport Management. The lack of accreditation does not hinder the ability of our graduates to be successful following their time at ASU.

Quality of Physical Resources

The Department is housed in the recently renovated East Campus building, which possesses sufficient office and classroom space for the existing faculty and students. Three separate laboratories are devoted to Exercise Science, Biomechanics, and Strength and Conditioning, each of which has up-to-date appropriate equipment for testing and analysis. Another laboratory setting is the pedagogy lab, which supports pre-service physical educator training as well as providing a small gymnasium space for several activities such as Empower U programs, SLV Wellness classes, Gingerbread House events, Special Olympics team practices, and Semillas de la Tierra dance group.

Summary

The faculty in HPPE are professionally and pedagogically quite active, regardless of how long they have been at Adams State or their academic status. They remain current in the discipline, bringing in personal experiences and current events that are pertinent to the subject matter being discussed in the classroom. At this time, the physical resources of the department are adequate to maintain a robust program.

Criterion 7 – Future potential of the program

The Department of Human Performance and Physical Education has been quite responsive to student needs and current trends in the discipline. In the past several years, degrees in sport management and sport psychology (collaborative with the Department of Psychology) have been added to the traditional exercise science and physical education offerings. A minor in adventure leadership and programming was added to encourage students to explore outdoor recreation leadership opportunities. The minor is housed in HPPE, but utilizes instructors from the Adams State Adventure Program staff.

In the past year, the HPPE Department has revamped its curricula to better reflect current trends and to make our graduates more attractive to potential employers. The new sport management degree plan approved in fall 2017 updates that degree with respect to sport and event management, ethics, and law. Furthermore, HPPE faculty worked collaboratively with the communications department to create a new sports broadcasting interdisciplinary minor degree plan. A new degree in Sport and Exercise Studies was approved in Fall 2017 which will attract students who wish to pursue careers in fitness instruction or strength and conditioning, rather than go on to graduate or professional school. The K-12 Physical Education degree plan approved in fall 2017 was also updated to provide students with opportunities to develop skills in classroom management and assessment specific to physical education prior to their initial field-based experience in their junior year. Addition of a course on care and prevention of athletic injury will better align the curriculum with Colorado Teacher Education Standards for Physical Education. These most recent changes have required no additional funding. However, to continue to offer all degrees, the current level of staffing must be maintained.

In the next academic year, HPPE plans to make changes to the elementary emphasis in physical education and to submit degree plans for a new degree in sport pedagogy for students who are interested in teaching, coaching, developing physical activity & sports skills, but do not wish to obtain a teaching license.

Based on recent history, the Department of HPPE develops new programs and adapts existing programs, at both undergraduate and graduate levels, on a regular basis. There is every reason to believe this trend will continue, especially with a new chair taking the helm in 2018.

The Department of HPPE does not currently offer any courses which fulfill general education credit, although one of the faculty is working to get HPPE 190 – Sport Psychology course approved as a general education course. However, the department is actively engaged with the Pathways Project, and will likely be a part of the pilot program for this project in the fall of 2018. Depending on the outcome of the pilot, the department would consider applying to have one of its courses approved for general education credit.

Summary

The Department of HPPE foresees a bright future for students who choose to matriculate at ASU and pursue a degree in our area. Continued growth in numbers of majors will, however, necessitate an increase in the number of faculty to reduce the number of overload courses current faculty teach. That should result in an overall increase in the already high quality of the program.