

Central Christian College of Kansas

# Sport Science Department

Triennial Report (2013-2016)

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## Introduction

This report is submitted in compliance with the Institutional Assessment Plan (IAP) and represents a comprehensive review of the department based on the criteria included in the IAP.

1A1: The department's programs are consistent with the stated mission of the College.

The programs offered by the Sport Science and Health department are consistent with the stated mission of the college – "Christ-Centered education for character". These program (Exercise Science, Sport Management, and Physical Education [Education Department]) are common programs associated with a Liberal Arts College.

The department's mission is twofold:

1. To instill in the hearts of students an attitude of excellence regarding the importance of pursuing and maintaining a healthy lifestyle as a way of honoring God.
2. To help students, pursuing a career in sport science, master the skills needed to effectively organize, administer, and facilitate appropriate sport science programming.

The first aspect of the mission is related to the department's responsibility to support the General Education program and co-curricular programming. The second aspect is specific to the outcomes associate with those who align with the department in their pursuit of a degree. This second aspect is further supported by the mission of each specific degree program:

- Exercise Science: The mission of the exercise science degree program is to produce graduates who are qualified in the areas of exercise leadership, exercise testing and evaluation, exercise prescription and program direction.
- Sport Management: The mission of the sport management degree program is to help students develop skills to organize, administer and facilitate sport programs at the corporate, agency, professional and amateur levels.

1A2: The department's planning and budgeting priorities align with and support the mission of the college.

Each year, the Office of the Provost provides an **Annual Strategic Goals and Budget Requests** form. The process associated with this form allows the department to:

- State specific departmental goals
- State specific departmental activities
- Identify needed Capital Improvements
- Outline budgetary needs

Each category requires the department to align the request with an element of the Fit Four, in an effort to provide alignment between the activity or request, and the mission of the College. This tool is helpful in that it provides a means of assessment and evaluation to ensure that the department's planning and budgeting priorities align with and support the mission of the college

In addition, all major items scheduled for purchase are first approved by department personnel and are recorded in the meeting minutes. These are available on the T:drive in the Sport Science and Health Meeting Minutes folder organized by year.

1B1: The department clearly articulates its mission through one or more public documents, such as statements of purpose, visions, values, goals, plans, or institutional priorities.

The department clearly articulates its mission on the [Web](#) and through the Academic Catalog. These are public documents, which provide:

- Statement of Purpose: Our Sport Science & Health Department believes that exercise and exemplary health practices play critical roles in the development of all students and also serve as excellent career paths. This discipline is based on the fact that all human beings are created in the image of God and that Christians are the dwelling place of the Holy Spirit.
- Mission: *Articulated in 1A1*

2B1: The department presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, and accreditation relationships.

The Sport Science department presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, and accreditation relationships. Evidence of this is available through the Academic Catalog, which maintains a Sport Science section providing:

- Departmental Overview
- Departmental Outcomes
- Program/Degree Mission
- Data/Degree Audit Document

Faculty credentials are listed in the Catalog and are verified annually.

A review of the departmental website (<http://www.centralchristian.edu/sport-science-health>) demonstrates that the general information on this page is current. However, a number of the links are inoperable. The Department has recognized this an Action Item.

Action #	Title	Target
2B1	Update Web Links	December 2016

Cost to students is not administrated by the Sport Science department. However a review of the website (<http://www.centralchristian.edu/tuition-costs>), demonstrates that the information is up-to-date, clear, and complete.

2D1: The department is committed to freedom of expression and the pursuit of truth in teaching and learning.

The Sport Science department is committed to freedom of expression and the pursuit of truth in teaching and learning. In alignment with Freedom of Expression statement found in the Academic Catalog, the Sports Science department maintains a Freedom of Expression statement in department sponsored syllabi and seeks to foster classroom experiences in keeping with the position of the College.

In the spring of 2016, Sport Science faculty had an average score of 4.11 on T.I.G.E.R.S, in response to the question, “My instructor allowed for freedom of expression” This was just a little lower than the overall faculty mean, but above the 4.00 threshold expected by the College. The department is seeking to increase these scores and is working to identify specific action that can be taken to positively affect the score.

Action #	Title	Target
2D1	Improve Freedom of Expression Scores (T.I.G.E.R.S.)	Spring 2018

2E1: The department’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. It provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. Students are offered guidance in the ethical use of information resources.

The department’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. This is achieved through personalized academic advisement in relation to research activities sponsored by the department or students associated with the department.

At the basic level, all Sport Science students are offered guidance in research through a class library presentation on how to utilize the Briner Library database and State of Kansas Library database. The Sport Science department promotes student attendance to the CCC Writing Center for workshops and one-on-one tutoring, and requires papers and presentations to utilize APA format. The Briner Library also offers hand-outs on how to research on the databases.

The Sport Science department utilizes the following sources for research and application of current information:

- Sportdiscus
- Recreational Magazine
- Journal of Sport Management
- Textbooks
- Journal of National Council on Strength and Fitness
- Journal of American College of Sports Medicine
- Movies and Documentaries
- PEcentral.org
- Rehab Management
- Kansas State Library Databases

## 2E2: The department has and enforces policies on academic honesty and integrity.

The Sport Science department utilizes turnitin.com for paper and PowerPoint submission as well as APA for source citation. Research papers and presentations in all Sport Science courses require the use of peer reviewed or scholarly academic articles. Students have access to the Briner Library database on the CCC campus and access to the Kansas State Library database as well as magazines, instructor provided worksheets, and journals specific to degree.

All syllabi in the Sport Science department include the following policy regarding academic honesty and integrity (see below).

*As a reflection of the Lifestyle Covenant signed by all students at Central Christian College, it is expected that all work submitted for this course is your own. The submission of any work, without proper citing or referencing, which is not original to you, will be considered plagiarism. Plagiarism is dishonest and illegal. It includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the use of materials prepared by another person or agency on your behalf. Plagiarized assignments may result in one of the following punitive measures:*

- 1. An failing grade applied to the plagiarized assignment*
- 2. Dismissal from the course*
- 3. Academic probation or dismissal*

*Each student is expected to be honest in his or her work. Cheating is dishonest. The term "cheating" includes but is not limited to:*

- 1. use of any unauthorized assistance in taking quizzes, tests, or examinations;*
- 2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or*
- 3. the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.*

*Any interaction between students in a testing situation may be interpreted as cheating. Academic honesty is twofold on the part of the student; first, not to cheat, and second, not to enable others to cheat. Students found cheating will immediately forfeit a passing grade on the assignment and may face other punitive measures.*

When a student is found in violation of the policy, the department follows the arbitration procedures as outlined in the **Faculty Handbook**.

## 3A1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

The Sport Science department annually evaluates the course requirements needed to obtain a degree in Exercise Science and Sport Management by researching and comparing course outcomes with best practice sources including NASPE and the NASSM, as well as other colleges. Course outcomes are listed



in every syllabus within the department and are aligned with either a test, quiz, project, paper, discussion questions, lab, or presentation. Additionally, the department uses graduate trends and job outlooks to determine how to best educate and prepare the student for the workplace, graduate school, and/or a certification exam.

The relation between Assessment and Evidence is demonstrated in Table 3A1:

Table 3A1

*Exercise Science Assessment and Evidence Chart*

Assessment	Evidence
SP-SH 425 Administration and Organization of Physical Education, Sport and Fitness- Final Project	Rubric aligns to NASPE standards
Exercise Science Degree Audit – Courses	Degree audit comparison to Sterling College indicates 100% similarity in major related courses
Sport Management Degree Audit- Courses	Degree audit comparison to Sterling College indicates 72% similarity in major related courses offered, but has a different approach to earning the degree. Sterling College focuses on emphasis of a major related area under the umbrella of Sport Management.
Sport Management- NASSM	NASSM provides current research through journal articles.
Major Related Courses	Learning outcomes listed in the syllabus all align with an assignment, discussion, project, and/or presentation – with the following exceptions: SP-AC 146 Folk, Square and Social Dance; SP-SH 306 Theory of Coaching Tennis; SP-SH 309 Outdoor Education; SP-SH 312 Adaptive PE; SP-SH 320 Measurement and Evaluation in PE. <i>See action plan following.</i>
Exercise Science- Job Opportunities Personal Trainer	The Bureau of Labor indicates the job outlook for Personal Training is projected to grow by 8% annually. <a href="http://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm">http://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm</a>
Physical Therapy (Exercise Science degree used as a prerequisite for masters to doctorate program in PT)	The Bureau of Labor indicates the job outlook for Physical Therapists is projected to grow by 34% annually. <a href="http://www.bls.gov/ooh/healthcare/physical-therapists.htm">http://www.bls.gov/ooh/healthcare/physical-therapists.htm</a>
Wellness Director or Health Educator	The Bureau of Labor indicates the job outlook for Wellness Directors is projected to grow by 13% annually. <a href="http://www.bls.gov/ooh/community-and-social-service/health-educators.htm">http://www.bls.gov/ooh/community-and-social-service/health-educators.htm</a>
Exercise Physiologist	The Bureau of Labor indicates the job outlook for Exercise Physiologists is projected to grow by 11% annually. <a href="http://www.bls.gov/ooh/healthcare/exercise-physiologists.htm">http://www.bls.gov/ooh/healthcare/exercise-physiologists.htm</a>

NASM	<p>We are members of NASM, and through membership we are provided with bimonthly issues of Journal of Sport Management, which can be used for referencing trends and research.</p> <p>We are listed as a member of NASM.</p> <p><a href="https://www.nassm.com/Programs/AcademicPrograms/United_States">https://www.nassm.com/Programs/AcademicPrograms/United_States</a></p>
Graduate Trends	<p>In May of 2016, the Sport Science department had 15 majors and 2 minors graduate. <i>Note: 2 students in the major weren't included in the statistics. The minors also weren't included.</i></p> <p>Exercise Science (4/7 students) 57% pursued additional education and (3/7) 42% found a job or were searching for employment in May of 2016. Sport Management (1/6 students) 16% pursued additional education and (3/6) 50% were in search of a job in May of 2016 and 2 had secured employment.</p>
Sport Management- Job Opportunities Coaching Scouting	<p>"The Bureau of Labor Statistics is predicting an increase of 29% in jobs in coaching and scouting through 2020 and a 10% increase in agents and managers of artists, performers and athletes through 2016. These statistics show that the job prospects are good for individuals interested in careers in sports management." (Source: <a href="http://www.sportsmanagementdegreehub.com/career-outlook-for-sports-management/">http://www.sportsmanagementdegreehub.com/career-outlook-for-sports-management/</a>)</p>

Action #	Title	Target
3A1	Learning outcomes listed in the syllabus need to be aligned with an assignment, discussion, project, and/or presentation for the following classes: SP-AC 146 Folk, Square and Social Dance; SP-SH 306 Theory of Coaching Tennis; SP-SH 309 Outdoor Education; SP-SH 312 Adaptive PE; SP-SH 320 Measurement and Evaluation in PE.	August 2017

3A2: The department articulates and differentiates learning goals for its undergraduate programs.

As evidenced in the **Catalog**, the department articulates and differentiates learning goals for its undergraduate programs.

Currently, these outcomes include:

1. Learn concepts that will lead to a lifetime of wellness through formal instruction and lab practice (Fit Body).
2. Utilize written and verbal communication skills to demonstrate effectiveness in communication (Fit Mind).
3. Develop recreational skills for the enjoyment of sports and games through classes and organized intramural activities (Fit Body).
4. Coordinate sport science services (exercise testing, teaching, coaching, etc.) for individuals of different races, abilities, and genders (Fit Heart).
5. Identify the basic cognitive precepts in foundational and investigative studies (Fit Mind).

6. Determine how the basic cognitive concepts and principles learned in the foundational and investigative studies apply to sport science (Fit Mind).
7. Design measurement tools for the assessment of performance and/or health indicators of a student, patient, client, team, or group (Fit Mind).
8. Establish risk management procedures based on ethos, liability issues, constitutional, state, and local laws (Fit Mind/Fit Heart).
9. Participate in both didactic and clinical experiences that provide the opportunity to develop as a professional in the sport sciences (Fit Mind/Body).
10. Identify with ethical boundaries and Christian philosophies to determine how they apply to the sport science and health fields (Fit Soul).
11. Articulate a clear personal philosophy regarding their field of interest within sport science (Fit Heart/Mind/Body/Soul).

In keeping with the mission of the College, each outcome is mapped to one or more of the Fit Four outcomes. In addition, the Exercise Science department maintains a matrix illustrating in what course(s) each outcome has a direct measure (Table 3A2).

Table 3A2

*Exercise Science Outcomes and Related Course Measure*

Outcome	Alignment
1	SP-SH 100 Fitness and Wellness- Comprehensive Fitness Assessment
2	SP-SH 202 Introduction to Physical Education, Sport and Fitness- Course Presentation
3	SP-AC Courses- Weight Training, Cross Training, Pilates, Zumba, Yoga, Aquatics, Folk Square and Social Dance
4	SP-SH 312 Adaptive Physical Education- Microteaching Project
5	SP-SH 202 Introduction to Physical Education, Sport and Fitness, library research presentation and student research for assignment- Course Presentation
6	SP-SH 308 Exercise Physiology, SP-SM 200 Introduction to Sport Management
7	SP-SH 415 Exercise Testing, Prescription and Evaluation- Health and Wellness Fair Project and Personal Training Project and SP-SM 315 Sport Marketing
8	SP-SH 415 Exercise Testing, Prescription and Evaluation – Personal Training Project
9	SP-SH 308 Exercise Physiology- Labs- RMR, VO2max, etc., Journal Article Summaries, Presentation
10	SP-SH 200 Personal and Community Health- Presentation; SP-SH 202 Introduction to Physical Education, Sport and Fitness- Philosophy Assignment
11	SP-491 Sport Science Seminar- Portfolio Project

3A3: The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, or any other modality).

The Sport Science department only offers one through a differing mode of delivery. This is an online course entitled “Wellness for Life”. This course was designed for the online program to mirror the fitness requirement found in the residential General Education program. Since the online program does not include an activity requirement, the course was designed as a three hour course, to supplement this requirement.

Course content suggests that the two courses are more equal then previously determined, therefore warranting an audit to determine a possible increase in the credit hours associated with the residential program.

Action #	Title	Target
3A3	Analyze and determine if adjustments in credit hours for the residential Fitness and Wellness class are warranted.	Spring 2017

3B1: The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. *Departments: This question will address the appropriateness of the General Education program in supporting the specific program represented.*

The General Education program is appropriate in preparing the students in the Sport Science department for major related and upper level course requirements. For example, the Exercise Science degree requires General Biology as a prerequisite for 4 of the major related courses. General Biology can serve as a General Education requirement. In the Sport Management degree, the General Education requirement of Survey of Economics serves as a preparatory course for further business courses within the major – Recreational Facilities, Sport Marketing, and Sport Law.

3B2: Each program offered by the department engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Each program offered by the department engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Examples in the Exercise Science program:

- Exercise Physiology requires the students to research and present a PowerPoint presentation over a topic in the field of Exercise Science. The presentation requires research from peer reviewed academic articles, appropriate source citation, excellent communication skills and an appropriate- yet entertaining delivery that engages their peers in their presentation. This is an important component, as much of the field of Exercise Science requires excellent communication skills.
- Exercise Prescription, Testing and Evaluation requires the students to evaluate and develop an exercise prescription for a potential client. This is a progressive project encompassing the last ¼ of the semester in research and application.
- Kinesiology requires the student to write a Qualitative Biomechanical Analysis Research paper analyzing any movement of interest. The student is required to breakdown the movement and utilize the appropriate terminology.
- Exercise Leadership is a senior course designed to be taken at the conclusion of the majority of the core courses, and the expectations align with the student researching, developing, presenting, and correcting technique through a hands-on approach. For example, a student may develop a H.I.T.T. work-out and demonstrate the form, participate, encourage correct form of the participants, provide corrections where needed, evaluate, time, measure, and think “on their feet” as if in a “on-the-job” setting where they would be using these skills. This course is meant to summarize all skills and information learned through the 4 years, and implement them with excellence and confidence.

Examples in the Sport Management program:

- Recreational Facilities requires the students to create their own facility based on a given scenario and rubric listed in the course syllabus.
- Sport Marketing requires students to design their own comprehensive marketing plan based on a given scenario and rubrics listed in the course syllabus.
- Administration and Organization in Physical Education requires students to create a business plan based on a given scenario and rubrics listed in the course syllabus.
- Leisure and Sport Programming requires a poster presentation based on 20 hours of volunteer service within the leisure and sport program. For example some students work with CIRCLES, an organization that offers babysitting services, and then would offer recreational activities for the children. Other examples include sport camps and after school programs. At the conclusion of their hours, students present a poster presentation to prospective employers, and out of this experience, 8 internships are offered.

Both the Exercise Science degree and the Sport Management degree audit require students to complete a practicum and internship, typically completed during their junior and senior year. The Practicum is meant to provide the student with on the job observation and learning, as well as provide direction in the area of specialty they would like to continue to pursue. The Internship is intended to mimic an on-the-job experience, and the student will perform many job skills they would experience in the actual job. Both courses are designed to increase the students’ knowledge, experiences, and provide networking opportunities.

3B3: The education offered by the department recognizes the human and cultural diversity of the world in which students live and work.

The education offered by the Sport Science department recognizes the human and cultural diversity of the world in which students live and work. A review of the curriculum demonstrates the following points of focus, relative to each major:

#### Sport Management:

- Introduction to Sport Management requires 10 volunteer hours, which must be completed in 2 different industry segments- children, amateur sports, pro sports, and elderly/adult recreation (community recreation)
- All theory of coaching classes require a portfolio illustrating experiences.
- Sport Law requires students to participate in moot cases, focusing on diversity.
- Special Topics, a required course in Sport Management degree audit, incorporates a research paper assignment that encourages topics in diversity.
  - For example a student may choose one of the following topics: racism in sport, gender equality in interscholastic and intercollegiate sport, and cultural influences and barriers that impact sport participation.

#### Exercise Science

- Adaptive Physical Education focuses on developing “knowledge of current concepts and trends in adapted physical education and the ability to assess, plan and implement a physical education program designed to meet the unique needs of individuals” regardless of physical or mental disabilities. (Adaptive Physical Education Syllabus) The capstone project in the course requires the student to develop a plan on how to teach a particular game, sport, or fitness program to their peers, and give some or all of them 1 or more disabilities. The student must provide options and constantly evaluate the progress as the game or activity is being taught and played to insure that each student is being given opportunity for fair play. The student’s performance is evaluated based on a rubric found in the syllabus and the lesson plan submitted. Some of the areas of interest in the lesson plan include “developmental appropriateness”, “assessment of the learner” and “accommodations” and “application” (Adaptive Physical Education Syllabus).
- Exercise Testing, Evaluation and Prescription provides the student with the practical knowledge to prescribe and evaluate exercise in both healthy and special populations. For example, students will evaluate case studies and provide feedback in written form on how to best help the client achieve their goals based upon any barriers expressed. Creativity is highly encouraged to develop a unique and specialized course of action for each case study.
- Motor Learning focuses on the student learning how to “describe and explain the principles and processes underlying skilled performance.” (Motor Learning Syllabus) Additionally, the student will evaluate “the factors that practitioners should consider when diagnosing, designing, and assessing learning experiences” in order to develop “an effective instructional plan for assisting an individual in learning or improving a selected skill.” (Motor Learning Syllabus) “The final project is based upon an instructional scenario using the concepts learned throughout the course. The components of the project include: diagnosis of the learning experience, design and delivery of the instructional plan, modifications, and resources.” (Motor Learning Syllabus)

All of the courses assignments listed above can be found in the syllabus with a rubric.

3B4: The faculty and students of the department contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

The faculty and students of the department contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission. This is largely done through course level requirements and final projects developed by the students, many of which have been already described in 3B2.

Faculty are not required, although they are encouraged, to participate in research.

3C1: The department has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

The department currently has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning. While the department has seen a shift in responsibilities and load disbursement, the members of the faculty associated with the department have had no turn over during this triennial process.

A growing concern associated with the growth of the athletic programs is the correlated growth in students choosing a Sport Science related major (Exercise Science or Sport Management). As this population grows, the advising load is also increasing. Currently the average advising load is 20, which is five over the suggested load advised by the Office of the Provost. The College will need to make appropriate staffing arrangements and budgetary allocation to provide for this need. Currently, some help has been provided through the assignment of advisees to an advisor associated with another department. While this advisor has been trained, it would be beneficial for the advisor to have direct involvement in the department.

Action #	Title	Target
3C1, 3D2	Advising Load Distribution	Fall 2017

3C2: All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

All instructors, associated with the Sport Science department are appropriately qualified, including those in dual credit, contractual, and consortial programs. Members of the department include:

- Chair – Emily Lockhart: Master of Science (Physical Education)

- Certified Personal Trainer: American College of Sports Medicine
- Certified Personal Trainer: National Council on Strength and Fitness
- Certified Sport Nutrition Specialist: National Council on Strength and Fitness
- Certified Pilates Instructor: FiTour
- Certified Yoga Instructor: FiTour
- Licensed: Zumba, Zumba Toning, Aqua Zumba, Zumba Sentao
- Faculty – Kyle Moody: Master of Science (Exercise and Sport Sciences)
- Instructor – Enrique Barriero
  - Master of Business Administration (Project & Healthcare Management)
  - ACSI Certification: Athletic Director, Physical Education
  - NSCAA: Coaching Diploma
  - USAF Fitness Specialist/Strength & Conditioning Specialist

In addition to these contracted faculty members, the department does rely on a number of adjuncts to instruct specialized courses such as is needed for specific sports. While not all of these adjuncts have the minimum required 18-hours of graduate level work in this specific field, each does have qualifications that justify his or her appointment as an adjunct instructor.

The department does sponsor one course delivered through the School of Professional and Distance Education. A review of the instructor assignments found that of the two instructors assigned to this class, one instructor had not been qualified by the department chair. The School of Professional and Distance Education was instructed to discontinue assigning this course to that instructor until the chair could verify qualifications. The course is now taught by a contracted member of the department. A review of the

No sport science courses are delivered through dual credit.

3C3: Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The department continues to work to ensure that all instructors are evaluated regularly in accordance with established institutional policies and procedures. In keeping with institutional policy, each faculty member and his or her associated class is evaluated through T.I.G.E.R.S. The data derived through this instrument is reviewed by the department annually.

Additionally, members of the department and the department chair submit annual reports to the Office of the Provost. These reports include:

- Form AD01: Annual Report: Instructor
- Form AD03: Annual Report: Academic Department

As part of the triennial process, the department is to verify that faculty members have completed peer observations (Form F02). This process was not completed during this triennial process and is a recognize deficiency.

Action #	Title	Target
3C3	Complete Peer Observation on an Annual Basis	By Spring of 2017



3C4: The department has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The department, through institutional support systems, does have processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

With support from the Office of the provost, departments and faculty are encouraged to pursue professional credentialing and professional development opportunities. Resources available to the department include (Faculty Handbook):

- Professional Development Grant: Annual award
- Tuition Assistance Program (TAP)
- Sabbaticals

Instructors are required to submit annual updates of teaching vitae to affirm attendance at professional development activities. These activities are also highlighted on Form AD01, which is submitted annually to the Office of the Provost. Suggestions for professional development are also collected during this annual process. Examples of professional development activities include:

- Online Education Webinar Clinical Exercise Physiologist through American College of Sports Medicine
- American Red Cross Training
- Bal-A-Vis-X lecture
- Completed license in FiTour<sup>®</sup> Primary Yoga Certification
- Completed license in FiTour<sup>®</sup> Pilates Certification Renewal June 2016
- National Council on Strength and Fitness Certified Personal Trainer (June 2016)
- National Council on Strength and Fitness Certified Sport Nutrition Specialist (June 2016)
- Maintained certifications in Zumba<sup>®</sup>, Zumba<sup>®</sup> Toning, Aqua Zumba<sup>®</sup>, Zumba Sentao<sup>®</sup>
- Completed continuing education credits for American College of Sports Medicine Certified Personal Trainer

Internally, the College provides a number of professional development opportunities through the work of the Professional Development Committee. These topics are broad in scope and provide connection with the totality of the instructional staff at the College.

3D1: The institution provides student support services suited to the needs of its student populations associated with this department.

The institution does provide student support services suited to the needs of the student population associated with the Sport Science Department. While none of these services are Sport Science specific, the support services that are available are appropriate to the curriculum and needs of the department. Specifically, the department utilizes:

- Portal: Advising and Registration

- Success Center: Academically struggling student
- Counseling Services
- Academic Alert System
- Office of the Registrar

3D2: The department provides academic advising suited to its programs and the needs of its students.

The department does provide academic advising suited to its programs and the needs of its students. This element is enhanced by the institutions commitment to support academic advising through release time and support services. Annually. Advisors are provided four days specifically designated for academic advising. Two of these are scheduled at the beginning of the year and are designed to assist the registration process. The other two days fall just after mid-semester (fall & spring).

Students and advisors are provided a static and dynamic degree audit through the Catalog and the Portal (SIS). Additionally, advisors and students can access unofficial transcripts through the SIS at any time.

The Office of the Registrar remains an important resource and has made itself available to students for reviews and Q/A's.

A concern, addressed in 3C1, is the number of students assigned to Sport Science staff. A typical advising load is approximately 15 students. The current average for the Sport Science depart is twenty. While the department does provide academic advising suited to its programs and the needs of its students, these services could be enriched if the advising load was reduced.

3D3: The institution provides to students and instructors in this department the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

The institution does provide the infrastructure and resources necessary to support effective teaching and learning. This is highlighted by recent actions by the institution to allocate space and resources to enhance the resources associated with the Exercise Science lab. The Office of the Provost is working with the department to leverage additional classroom space so that current facilities can be converted and used as lab space.

In 2016, funds were allocated to update equipment in the weight room and exercise science lab, in keeping with program goals and outcomes. Oversight of these spaces remains with the department to ensure that equipment is maintained and properly supported.

In addition, funds were provided to support the department's responsibility associated with the General Education Offerings, through the procurement of the MicroFit suite of Health and Fitness Assessment Systems.

While not a specific need, at this time, the department does recognize that there limited space for growth. The institutional will need to make significant investment into office space, lab space, and classroom space in keeping with its current projections. The department is committed to the projected growth figures, but is concerned that he needs of the student population may be affected if significant space allocations are not addressed. The President’s Cabinet has sought input from the department concerning these needs and have included specific suggestions in the Campus Plan.

3D4: The department provides to students guidance in the effective use of research and information resources.

The Sport Science department provides guidance so that students can effectively use research and information sources.

In addition to elements already built into the General Education program (Freshman Seminar, Studies in Grammar, and College Writing & Research) all Sport Science students are offered guidance in research through a class library presentation on how to utilize the Briner Library database and State of Kansas Library database. Specific information resources are describe in 2E1.

4A1: The institution, in partnership with the department, maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The institution, in partnership with the Sport Science department, does maintain and exercise authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs. This is evidenced trough the processes enforced through the Faculty Handbook and policies of the Academic Assessment and Affairs Committee.

All curricula modifications must first be recognized and approved by the department before moving to the appropriate committee or institutional body for final approval and implementation. The department chair serves on the Academic Assessment and Affairs Committee to ensure that the needs of the department are represented and the curriculum is appropriate to the mission of the College

At this time the Sport Science department does not sponsor any dual credit courses However, if and when such offerings exist, the department would provide the oversight needed to ensure that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

4A2: The department maintains specialized accreditation (partnerships) for its programs as appropriate to its educational purposes.

At this time, the department does not maintain any specialized accreditation for exercise science. Although, the Sport Management degree is listed on the NASSM, North American Society of Sport Management.

- <http://www.nassm.com/node/128>
- <http://www.degreesinsports.com/central-christian-college.asp>

4A3: The department evaluates the success of its graduates. The department assures that the degree programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the department looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and other programs.

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Degree	Year	Employed	Still Looking for Employment	Further Education
Exercise Science	May 2016	2 or 28.5%	1 or 14%	4 or 57%
Sport Management	May 2016	2 or 40%	1 or 20%	2 ** or 40%
All in SPSH that Sought Higher Education	May 2016			6/6 or 100% were accepted into school.

\*1 student received a job and is going to school.

*Note: All data listed above was obtained the last week of school.*

Lastly, the department has developed goals relevant to the quality of the product that is produced. This data reflects the employment rate of recent graduates, their employment within the field of study, as well as the application and acceptance into postgraduate work. This data is collected as part of the alumni data survey and is analyzed regularly.

4B1: The department has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

The department has clearly stated goals (discussed in 3A2) for student learning and effective processes for assessment of student learning and achievement of learning goals. Each major in the department is aligned with these learning objectives.

It is a part of the department’s review process to collect data related to these objectives and review that data to indicate the overall health and success of the department by meeting a minimum grade of 70% on each of the identified assessment artifacts.

The department has designed the curriculum requirements in such a way that all Sport Management and Exercise Science students share courses that have assessments embedded inside. The only caveat to this is the practicum and internship experiences, which are major specific.

The table below illustrates the learning outcomes and specific means through which these outcomes are measured at the departmental level.

- Presentation – Introduction to PE (SP-SH 210)
- Project – Administration & Organization (SP-SH 425)
- Portfolio – Sport Science Seminar (SP-SH 491)
- Practicums & Internship (SP-SH/SM 395/495)

Assessment Measure/Instrument	Outcomes
Presentation	1, 2,,5,6, 8, 11
Project	3, 4, 8
Portfolio	11
Practicum	10
Internship	7, 9

In addition to the review of student benchmarks to assess the success of the programs offered, the department also collects and reviews data relevant to the quality of the programs. This data is accrued through the administration of TIGER surveys at the conclusion of each course offered in the department, departmental alumni data survey distributed and collected in October each fall, annual faculty course review as required by the dean, and data-driven concerns expressed during regular department meetings.

4B2: The department uses information gained from assessment to improve student learning.

The department uses information gained from assessment to improve student learning.

Degree	Year	Employed	Still Looking for Employment	Further Education
Exercise Science	May 2016	(3/7) or 42%	0 or 0%	(4/7) or 57%
Sport Management	May 2016	2 or 40%	(3/6) or 50%	*(2/6) or 40%

All in SPSH that Sought Higher Education	May 2016			6/6 or 100% were accepted into school.

\*1 student received a job and is going to school.

*Note: All data listed above was obtained the last week of school in Sport Science Seminar, a final course that senior students in the SPSH department take.*

Specific ways in which this data has affected the department include:

1. Graduate Data

- Physics was removed as a major related requirement, as graduate data demonstrated that the course was only needed for a prescribed group of graduates. Students seeking this precise career path are advised to take physics, but it is no longer required for all majors.
- Three new courses were petitioned through form A06: Event Planning and Management (Spring 2015), Zumba (Fall 2016), and Pilates (Spring 2017). These were developed to support the type of career and educational paths most sought by graduates.

2. Course/Alumni Surveys

- Professional development funding related to Physiology.
- Modifications in faculty load to enhance the classroom experience.
- Course rotation updated

4B3: The department processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

The department processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. This is evidenced by the departmental participation in Final Projects and Research Presentations, which are evaluated by departmental personnel.

## Action Items

Action #	Title	Target
2B1	Update Web Links	December 2016
2D1	Improve Freedom of Expression Scores (T.I.G.E.R.S.)	Spring 2018
3A1	Learning outcomes listed in the syllabus need to be aligned with an assignment, discussion, project, and/or presentation for the following classes: SP-AC 146 Folk, Square and Social Dance; SP-SH 306 Theory of Coaching Tennis; SP-SH 309 Outdoor Education; SP-SH 312 Adaptive PE; SP-SH 320 Measurement and Evaluation in PE.	August 2017
3A3	Analyze and determine if adjustments in credit hours for the residential Fitness and Wellness class are warranted.	Spring 2017
3C1, 3D2	Advising Load Distribution	Fall 2017
3C3	Complete Peer Observation on an Annual Basis	By Spring of 2017