



Program Portfolio PHYSH 2009-2010

Description of Program

The Division of Physical Activity and Health (PHYSH) degree programs at Eastern Oregon University seeks to produce graduates who possess the skills necessary to promote health and physical activity within a modern society. The inter-relationship of health, physical activity and the exercise sciences creates within the Division a commitment to preparing individuals who can competently promote wellness, sport, recreation, and exercise in school, community and other societal settings.

The program currently advises and serves over 200 students assigned to the program faculty indicating either a declared major or minor within the disciplines. In 2006, the Physical Activity and Health program graduated 20 students in the June commencement, and in 2007 they graduated 26. This was the fourth largest number of graduates among EOU programs. Over the past two decades, the program has graduated an average of 20 to 25 students each year.

A significant aspect of the PHYSH program is that it is offered online. In 2005-06 the PHYSH program, newly approved as a revision from the previous program in Physical Education and Health, generated 7712 student credit hours (SCH). In 2006-2007 that number was 6904. It should be noted that three sports were cut prior to 2007 and one, baseball, had several PHYSH majors who left to attend other schools. In 2005-2006, 55% of the student credit hours were generated by students who took online courses. In 2006-2007, 60% of the SCH was online distance students.



How Program serves the Mission of the University and needs of region

The Physical Activity and Health degree program serves the mission of the University by fostering programs that are accessible to ALL Oregonians and beyond through the availability of online courses leading to either a BA/BS degree in Physical Activity and Health; or Liberal Studies degree in Business and Health Promotion.

The major provides intellectually challenging program concentrations in Exercise Science, Health and Wellness Studies, and Physical Education and Sport. Through participation in these programs students create research opportunities and achieve a wide range of certifications and credentials in the field.

Finally, through designed practical experiences, students engage in service to various constituent groups within the larger community – serving older adults, those with special needs, and school age populations

Recent Program History

In 2005, the then Physical Education and Health degree program initiated significant program changes. Beginning in the Fall of 2005, a new degree was offered with program /degree title changes and additional minor programs. The proposed program was reviewed and approved by the Oregon University System in Spring 2005. It was implemented in Fall of 2006.

Starting Fall term 2003, the Physical Education (now Physical Education and Sport) Concentration was officially offered as an option within the distance program. This was an additional concentration made available to off-campus students where the Health Studies (now Health and Wellness Studies) concentration was already in place.

The Division of Physical Activity and Health now offers two bachelor degree programs: a BA/BS in Physical Activity and Health with three Concentration options: and a Liberal Studies BA/BS in Business and Health Promotion. These degrees are offered through both on campus and distance delivery. In addition to the bachelor degree programs three academic minors are available: Physical Education, Health Studies, and Gerontology.

Beginning in the Fall of 2008, The Physical Activity and Health program initiated some new changes. The CORE Exercise Science classes – EXS 321 Applied Anatomy, EXS 322 Biomechanics, and EXS 323 Physiology of Exercise have all been changed to 4 credit classes, each with a designated 0 credit lab. The program also initiated a new class in the Health and Wellness Studies program – HWS 317 Global Health that is intended to broaden students understanding of health issues beyond the traditional region the EOU serves.

I. Program Objectives/Outcomes

The Physical Activity and Health Program requires that students meet the following standards that exemplify what a professional in the field should achieve:

Communication

- **Inquire, Create, Communicate** Demonstrate a standard of communication through writing proficiency by completing writing intensive classes. Every student must complete this requirement either through specific coursework in designated classes (EXS 311, HWS 350, and HWS 351), or they must demonstrate in another format completion of this standard. Proficiency is measured using a rubric (see attached).

Community-Based Learning

- **Civic or Community Engagement:** Demonstrate engagement with diverse communities through experience working with Older Adults (HWS 422, 423, PES 407, and PES 409); or with special needs populations (EXS 440, 444). This is assessed using a journal and analysis paper.

Physical Fitness

- **Applied Learning:** Demonstrate a standard of health-related fitness by achieving at least the 65th percentile on a physical ability test. Every student must complete this requirement either through specific coursework in designated classes (HWS 298, EXS 323), or they must demonstrate in another format completion of this standard.

Academic Performance

- **Content Knowledge:** Demonstrate competency in the academic content of physical activity and health by completing all PHYSH course work with an average on all assigned tasks of 60% or better (the equivalent to a grade of “C-” or better). Each individual course lists specific outcomes that are tied to national standards. Through discussion, examination, laboratory experiences, and application of concepts; students are assessed and graded according to their performance.
- Demonstrate mathematics competency by completing MATH 105, 111, 113, 211, 212, 213, or equivalent courses. **This is an institution degree requirement for the BS degree and is not a program specific assessment.**

Practical Application

- **Integrated and Applied Learning:** Demonstrate understanding of physical activity and health concepts and ability to communicate essential elements of the discipline through completion of the capstone experience. Within the capstone experience, all students are required to do the following:
 - Complete a three-term sequence of practicum experience. Each experience is different, but must include a setting applicable to a recognized content area of the program.
 - Students must complete a certification examination such as the Praxis, ACSM, NATA, ACEP, or other nationally recognized certification exam.

II. Four-Year Assessment Cycle: Physical Activity & Health (PHYSH)

Year	Outcome to be Assessed
2008-2009	Content Knowledge
2009-2010	Communication
2010-2011	Integrated Learning
2011-2012	Community-Based Learning
2012-2013	Applied Learning

III. Curriculum Assessment Plan

Year	Outcome	Course/Milestone Activity	Assignment/ Task (done by students)	Assessment Tool (to measure outcome)	Standards/Levels of Achievement
2008-2009	Content Knowledge	EXS 440	Skill Analysis	TGMD	60% or above
2009-2010	Communication	PES 350, 351	Essay	Rubric	1-4 scale w/60% of total
2010-2011	Integrated Learning	PES 131; EXS 323	Successfully complete the required fitness test achieving at least the 65%	Performance of the fitness test is measured in PES 131 and in EXS 323	Met/Not Met at the 65 th %

2011-2012	Community-Based Learning	PES 409	Complete 90 hours of practical application of program skills in a real world setting (school, community, business)	a. Letter from supervisor showing successful completion b. Research paper (4 point rubric)	Met/Not Met
2012-2013	Applied Learning	Graduation Review	Students will complete an approved nationally recognized certification in a PHYSH related discipline area	Students will present their completed certification document.	Met/Not Met

Spring 2009: Degree Program Outcomes Assessment

Degree Program: PHYSH
Outcome Assessed: Content Knowledge
Course / Activity: EXS 440 – Fundamental Movement Skill Analysis

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Identify levels of skill performance	Test of Gross Motor Development	Met/ Not Met	60% correct on items	100% of the class met the standard

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

Students are required to learn and master the ability to assess fundamental motor performance in children. The requirement of the course is to assess the skill performance of an individual student as a final exam task. The assessment uses the Test of Gross Motor Development. The test assists in identifying children ages 3-0 through 10-11 who are significantly behind their peers in gross motor skill development and who should be eligible for special education services. The TGMD is made up of 12 skills (6 for each subtest): Locomotor skills: run, gallop, hop, leap, horizontal jump, slide and 6 Object Control skills: striking a stationary ball, stationary dribble, kick, catch, overhand throw and underhand roll.

Analysis of Assessment Results

The assessment in this class demonstrated that all 15 students achieved at or above the minimum level of acceptable performance which was 60% correct on the items assessed. Two students achieved between the 60 to 70 % level; Four students achieved between the 70 to 80% level, and the remainder (nine students) identified between 80 to 100 % of the correct performances.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

A major focus of the course, EXS 440 Motor Development, is to learn and be able to identify correct performances of fundamental movement skills. The goal is that all students adequately acquire this skill. As evidenced from the class results, all students met the performance standard.

V. Supporting Documentation: PHYSH Rubric/Test and Student Samples

Available upon request

Fall 2009: Degree Program Outcomes Assessment

Degree Program: Physical Activity and Health (PHYSH)
Outcome Assessed: Communication
Course / Activity: HWS 351 – Research Paper

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Writing Proficiency	Research Paper	Rubric – 4 point scale	26 out of 44 (60%)	100% of the students achieved the standard

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

Communicate Demonstrate a standard of communication through writing proficiency by completing writing intensive classes. Every student must complete this requirement either through specific coursework in designated classes (EXS 311, HWS 350, and HWS 351), or they must demonstrate in another format completion of this standard. Proficiency is measured using a rubric (see attached).

Analysis of Assessment Results

Students select a research topic (this term the choice was either health care reform or infectious disease). Throughout the term they are required to submit two drafts prior to the final paper. The final paper is assessed and score using a rubric. Students may also resubmit the final paper should they choose to be reconsidered after making another set of revisions. The paper is evaluated on both writing and subject content.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

The purpose in the activity is to promote writing skills through a developmental approach using a series of drafts before a final paper is completed and submitted. The paper is evaluated on the writing performance in the context of the health related topic they have chosen. Since students are giving multiple opportunities to meet the standard, all students seem able to meet at least the minimum criteria.

V. Supporting Documentation: PHYSH Rubric/Test & Student Samples

Available upon request



Key Programmatic Curricular Assessment Features—

The Division of Physical Activity and Health follows guidelines established by national bodies (National Association for Sport and Physical Education, and The American Association for Health Education) as a recommendation of curricular content and assessment. In Physical Education (the Physical Education and Sport Concentration) the following standards are employed:

National Standards for Beginning Physical Educators

1. **Content Knowledge.** Understand physical education content and disciplinary concepts related to the development of a physically educated person.
 1. Outcome 1.1 = Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.
 1. EXS 213, 440, and 453; HWS 320, and PES 294, 394, 494
 2. Outcome 1.2 = Demonstrate competent motor skill performance in a variety of physical activities
 1. PES 294, 394, 494
 3. Outcome 1.3 = Describe performance concepts and strategies related to skillful movement and physical activity (e.g. fitness principles, game tactics, skill improvement principles)
 1. HWS 298, PES 294, 394, 494, and PES 365 - 373
 4. Outcome 1.4 = Describe and apply bioscience (anatomical, physiological, biomechanical, and psychological) concepts to skillful movement, physical activity and fitness
 1. EXS 311, 321, 322, and 323
 5. Outcome 1.5 = Understand and debate current physical activity issues and laws based on historical, philosophical, and sociological perspectives

1. PES 270
6. Outcome 1.6 = Demonstrate knowledge of approved state and national content standards, and local program goals
 1. HWS 320, and PES 294, 393 494
2. **Growth and Development.** Understand how individuals learn and develop, and provide opportunities that support physical, cognitive, social and emotional development.
 1. Outcome 2.1 = monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and socio/emotional domains.
 1. EXS 440 Motor Development
 2. Outcome 2.2 = Understand the biological, psychological, sociological experiential and environmental factors that influence developmental readiness to learn and refine movement skills
 1. EXS 440 Motor Development
 3. Outcome 2.3 = Identify, select, and implement appropriate learning/practice opportunities based upon understanding the student, the learning environment, and the task
 1. EXS 440 Motor Development and EXS 444 Adapted Physical Activity
3. **Diverse Learners.** Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.
 1. **Outcome 3.1** = Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences.
 1. **EXS 444 Adapted Physical Activity**
 2. **Outcome 3.2** = Use appropriate strategies, services, and resources to meet diverse learning needs.
 1. **EXS 444 Adapted Physical Activity**
4. **Management and Motivation.** Use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1. **Outcome 4.1** = Use managerial routines that create smoothly functioning learning experiences
 1. **PES 470 Sport Management**
 2. **Outcome 4.2** = Organize, allocate, and manage resources to provide active and equitable learning experiences
 1. **PES 470 Sport Management**
 3. **Outcome 4.3** = Use a variety of developmentally appropriate practices to motivate school age students to participate in physical activity inside and outside of school
 1. **PES 294, 393, 494**
 4. **Outcomes 4.4** = Use strategies to help demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment
 1. **PES 409 Capstone Practicum**
 5. **Outcome 4.5** = Develop an effective behavior management plan
 1. **PES 294, 394, and 494**
5. **Communication.** Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings.
1. **Outcome 5.1** = Describe and demonstrate effective communication skills.
 1. **PES 470 and University Writing Requirement classes** – EXS 311, HWS 350, HWS 351, and PES 364
 2. **Outcome 5.2** = Communicate managerial and instructional information in a variety of ways.
 1. **PES 470, EXS 311, and PES 364**
 3. **Outcome 5.3** = Communicate in ways that demonstrate sensitivity to all students
 1. **PES 470, EXS 311, 444, PES 270, and 364**
 4. **Outcome 5.4** = Describe and implement strategies to enhance communication among students in physical activity settings
 1. **EXS 311, and PES 294, 364, 394, 494**

6. **Planning and Instruction.** Understand the importance of planning developmentally appropriate instructional units to foster the development of a physically educated person.
 1. **Outcome 6.1** = Identify, develop, and implement appropriate program and instructional goals
 1. **PES 294, 393, 494, 470**
 2. **Outcome 6.2** = Develop short and long term plans that are linked to both program and instructional goals, and student needs
 1. **PES 294, 393, 494, 470**
 3. **Outcome 6.3** = Select and implement instructional strategies, based upon selected content, student needs, and safety issues, to facilitate learning in the activity setting
 1. **PES 294, 393, 494, 470**
 4. **Outcome 6.4** = Design and implement learning experiences that are safe, appropriate, relevant, and based upon principles of effective instruction
 1. **PES 294, 393, 494, 470**
 5. **Outcome 6.5** = Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences
 1. **PES 294, 393, 494, 470**
 6. **Outcomes 6.6** = Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas
 1. **PES 294, 393, 494, 470**
 7. **Outcome 6.7** = Select and implement appropriate teaching resources and curriculum materials
 1. **PES 294, 393, 494, 470**
 8. **Outcome 6.8** = Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences
 1. **PES 294, 393, 494, 470**
 9. **Outcome 6.9** = Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance
 1. **PES 294, 393, 494, 470**

10. **Outcome 6.10** = Develop a repertoire of direct and indirect instructional formats to facilitate student learning
 1. **PES 294, 393, 494, 470**

7. **Student Assessment.** Understand and use the varied types of assessment and their contribution to overall program and the development of the physical, cognitive, social, and emotional domains.
 1. **Outcome 7.1** = Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias
 1. **EXS 312 Measurement and Evaluation, PES 294, 394, 494 and HWS 320**
 2. **Outcome 7.2** = Use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress
 1. **EXS 312 Measurement and Evaluation, PES 294, 394, 494 and HWS 320**
 3. **Outcome 7.3** Involve students in self and peer assessment
 1. **EXS 312 Measurement and Evaluation, PES 294, 394, 494 and HWS 320**
 4. **Outcome 7.4** interpret and use performance data to inform curricular and instructional decisions
 1. **EXS 312 Measurement and Evaluation, PES 294, 394, 494 and HWS 320**

8. **Reflection.** Understand the importance of being a reflective practitioner and its contribution to overall professional development and actively seek opportunities to sustain professional growth.
 1. **Outcome 8.1** = Use reflective cycle involving description of teaching, justification of teaching performance, critique of teaching performance, the setting of teaching goals, and implementation of change
 1. **PES 131, 294, 394, 494, PES 409 Capstone Practicum**
 2. **Outcome 8.2** = Use available resources to develop as a reflective professional
 1. **PES 131 and PES 409 Capstone Practicum**

3. **Outcome 8.3** = Construct a plan for continued professional growth based upon the assessment of personal teaching performance.
 1. PES 131
9. **Technology.** Use information technology to enhance learning and personal and professional productivity.
 1. **Outcome 9.1** = Demonstrate knowledge of current technologies and their application to physical education
 1. **EXS 321, 322, 323, HWS 325**
 2. **Outcome 9.2** = Design, develop, and implement student learning activities that integrate information technology
 1. **EXS 321, 322, 323, PES 470**
 3. **Outcome 9.3** Use technologies to communicate, network, locate resources, and enhance continuing professional development
 1. All courses using Blackboard
10. **Collaboration.** Understand the necessity of fostering collaborative relationships with colleagues, parents/guardians, and community agencies to support the development of a physically educated person.
 1. **Outcome 10.1** = Identify strategies to become an advocate in school and community to promote a variety of physical activities
 1. **PES 131**
 2. **Outcome 10.2** = Actively participate in the professional physical education community and within the broader education field
 1. PES 131
 3. **Outcome 10.3** = Identify and seek community resources to enhance physical activity opportunities
 1. PES 409 Capstone Practicum
 4. **Outcome 10.4** = Establish productive relationships with parents/guardians and school colleagues, to support student growth and well being.

1. PES 409 Capstone Practicum, EXS 444 Adapted Physical Activity

For Health Education (the Health and Wellness Concentration), the following standards are used as a basis for program curricular review:

Health Education Standards and Key Elements

Standard I: Candidates assess individual and community needs for health education.

Key Element A: Candidates obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students.

*HWS 317, 351

Key Element B: Candidates distinguish between behaviors that foster and those that hinder well-being.

*HWS 314, 350

Key Element C: Candidates determine health education needs based on observed and obtained data.

*HWS 250, 350, 351, 412

Standard II: Candidates plan effective health education programs.

Key Element A: Candidates recruit school and community representatives to support and assist in program planning.

*HWS 351, 412

Key Element B: Candidates develop a logical scope and sequence plan for a health education program.

*HWS 351, 412

Key Element C: Candidates formulate appropriate and measurable learner objectives.

*HWS 412 Program Design and Evaluation

Key Element D: Candidates design educational strategies consistent with specified learner objectives.

*HWS 351, 412, and 422

Standard III: Candidates implement health education programs.

Key Element A: Candidates analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs).

*HWS 250 and 351

Key Element B: Candidates select resources and media best suited to implement program plans for diverse learners.

*HWS 422, 423, and PES 409

Key Element C: Candidates exhibit competence in carrying out planned programs.

*HWS 422, 423, and PES 409

Key Element D: Candidates monitor educational programs, adjusting objectives and instructional strategies as necessary.

*HWS 422, 423, and PES 409

Standard IV: Candidates evaluate the effectiveness of coordinated school health programs.

Key Element A: Candidates develop plans to assess student achievement of program objectives.

*EXS 312, HWS 412

Key Element B: Candidates carry out evaluation plans.

*EXS 312, HWS 412

Key Element C: Candidates interpret results of program evaluation.

*EXS 312, HWS 412

Key Element D: Candidates infer implications of evaluation findings for future program planning.

* EXS 312, HWS 412

Standard V: Candidates coordinate provision of health education programs and services.

Key Element A: Candidates develop a plan for coordinating health education with other components of a school health program.

* HWS 250, 351

Key Element B: Candidates demonstrate the dispositions and skills to facilitate cooperation among health educators, other colleagues, and appropriate education/community/health care staff.

*HWS 351, 412, 422, 423, PES 409

Key Element C: Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals.

*HWS 351, 412, 422, 423, PES 409

Key Element D: Candidates organize professional development programs for teachers, other school personnel, community members, and other interested individuals.

*PES 409

Standard VI: Candidates act as a resource person in health education.

Key Element A: Candidates utilize computerized health information retrieval systems effectively.

*HWS 250, 350, 351, 422, 423, PES 407 and 409

Key Element B: Candidates establish effective consultative relationships with those requesting assistance in solving health-related problems.

*HWS 422, 423, PES 407

Key Element C: Candidates interpret and respond to requests for health information.

*HWS 422, 423

Key Element D: Candidates select effective educational resource materials for dissemination.

* HWS 250, 350, 351

Standard VII: Candidates communicate health and health education needs, concerns, and resources.

Key Element A: Candidates interpret concepts, purposes, and theories of health education.

*HWS 250, 350, 351, 412

Key Element B: Candidates predict the impact of societal value systems on health education programs.

*HWS 350, 351

Key Element C: Candidates select a variety of communication methods and techniques in providing health information.

*HWS 250, 350, 351, 412

Key Element D: Candidates foster communication between health care providers and

consumers.

*HWS 422, 423

Students are assessed at various points in the PHYSH program. Student skills are assessed in courses where their performance can be compared to set academic standards. Students are assessed as to their level of physical skills and their ability to integrate cumulative learning through the capstone. Communication and critical thinking are key components in assessing students' final capstones.

Reliance upon course-based assessment is carefully thought out and highly structured. Stated outcomes for the program were gleaned from national standards and apportioned to each course. Each course syllabus lists outcomes. An accumulation of each of the course requirements assures that students will have met all stated outcomes of the program.

Faculty participates annually in upgrading the library collection, and students are required to utilize library materials for course assignments and capstone projects. Members of the faculty require use of electronic information sources.

The Division of Physical Activity and Health continues to examine the three forms of data we have to assess our program: student enrollment, advisee lists, and graduation rates. In addition, all students are required to take a certification exam (i.e. Praxis) as a part of their degree capstone. The division receives scores from these results and uses these to track program outcomes. The division plans to track two important areas that the institution has not reported in the past: academic minors graduating within our program and graduates current employment.

Current Programmatic Assessment Reflections/Recommendations of Curriculum and Instruction—

Currently, the strengths of the division are: dynamic faculty with superior academic preparation, strong student enrollment in upper division courses, exceptional off-campus participation, the only identified undergraduate physical education course of study nationwide, strong student and faculty involvement in service learning activities (adult health and development program, adapted physical activity practicum, K-12 practica), a well-equipped Human Performance Laboratory to provide a variety of hands-on learning activities equivalent to experiences available from much larger institutions, and faculty who are engaged in activities that support teaching including journal editing, peer-reviewed research, and involvement in national organizations.

Programmatic Rubric:

Unacceptable – Students are NOT able to Identify, Demonstrate, Describe, Understand, Monitor, select, implement, Use, Organize, allocate, manage, develop, communicate, apply, provide, Interpret, involve students, construct, design, establish

Acceptable – Students ARE able to to Identify, Demonstrate, Describe, Understand, Monitor, select, implement, Use, Organize, allocate, manage, develop, communicate, apply, provide, Interpret, involve students, construct, design, establish

Target – Students show in depth and wide variety of knowledge, proficiency, a wide range of skills, an advanced understanding, debate and differentiate issues, consistency, effective use, ability to adapt, reflection

Programmatic Assessment: Synthesis and Recommendations—

Physical Activity and Health program faculty members review the program approximately every five years. Self-study occurred in 1998 and again in 2004 both resulting in program revisions, most notably the change in degree title to Physical Activity and Health.

The division was commended for approval of the Physical Activity and Health degree in 2006 as part of the College of Education review for teacher licensure from Oregon Teachers Standards and Practices Commission. Because the division has such a significant number of distance students, they have recommended changes in the position configuration of our faculty. The division plans to create “hybrid” positions where faculty will teach on campus and distance courses as part of their in-load assignment. However, this proposed model has been postponed due to the institutions financial situation. Currently, distance courses are taught as over-load by both on campus and adjunct faculty. It was planned that by creating the hybrid positions, the PHYSH program could acquire one to two additional full-time faculty members – thus allowing a more diverse faculty and enriching the student learning experience.

Recommendations for Change—

*Currently, the PHYSH program has three tenured faculty members. The program would like to add one tenure track position; or a non-tenure fixed term position by 2010. The new position would blend in load teaching of both on-campus and online instruction. The new faculty member would need expertise in all the disciplines of the Division.

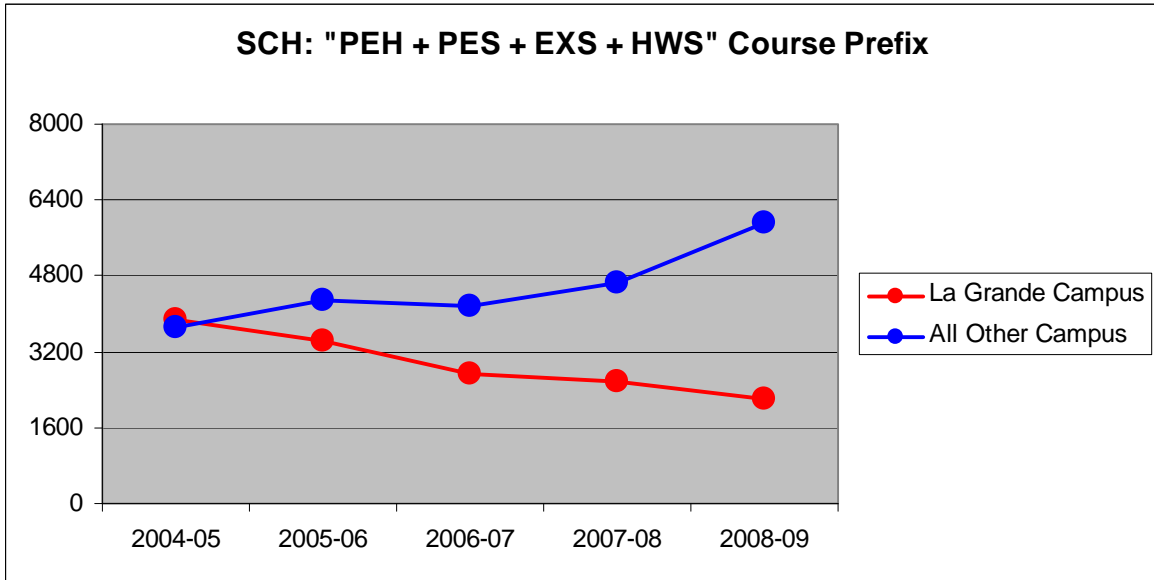
*In 2004, and again in 2007, the administration closed the EOU swimming pool due to a reported need to cut campus costs. This last closure was said to be permanent. This has required that any EOU aquatic oriented class must use the La Grande City Memorial pool. The city pool, located approximately 3 miles on the other side of town, has been a less than ideal setting for those using this space for their classes. The PHYSH program lobbies to have the EOU pool reinstated to better serve our curricular and campus recreational needs.

*In 2002, EOU created a human performance lab in vacated space in Zabel Hall. Since that time, and for the past four years under the direction of Dr. Darren Dutto, the laboratory space has become a premier small college human performance lab. However, we need additional staffing to expand its use with students and the EOU community. It is proposed that we create a staff position (Human Performance Lab Assistant) or a graduate assistant position to utilize the space more efficiently.

* The university needs to upgrade technology services to allow more band width thereby accommodating the larger development of online video and stream taking place in classes. At present, PHYSH rents space on another distant server to house online video used in classes.

Enrollment Program Performance

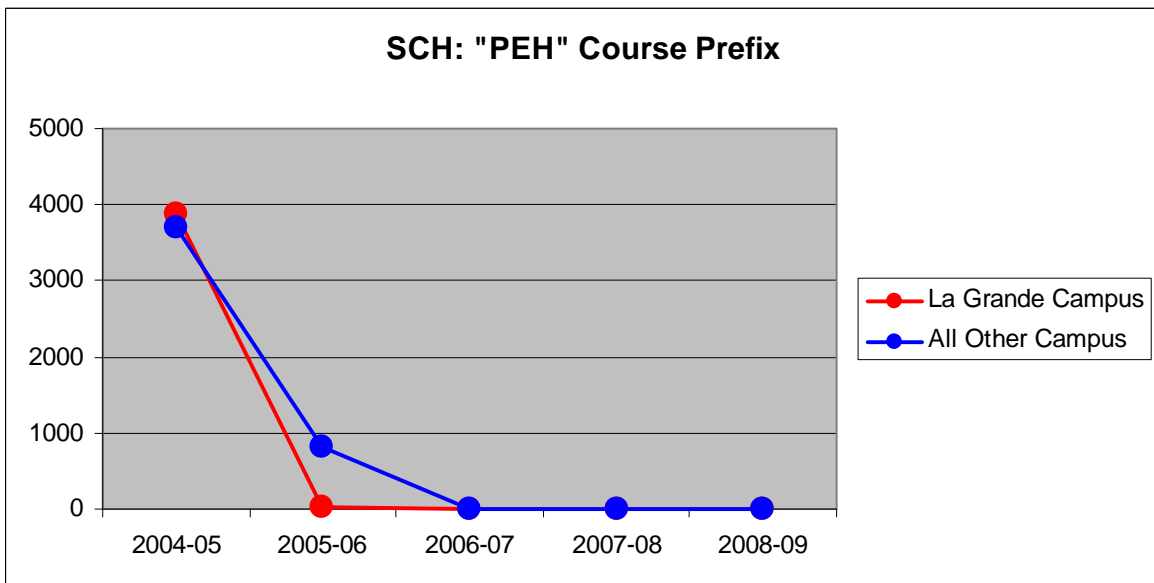
5 Year Student Credit Hours Generated by 'PEH + PES + EXS + HWS' Course Prefix



	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	3882	3432	2750	2563	2185
All Other Campus	3702	4280	4154	4658	5927
Total	7584	7712	6904	7221	8112

*SCH includes all terms effective end of term

5 Year Student Credit Hours Generated by 'PEH' Course Prefix

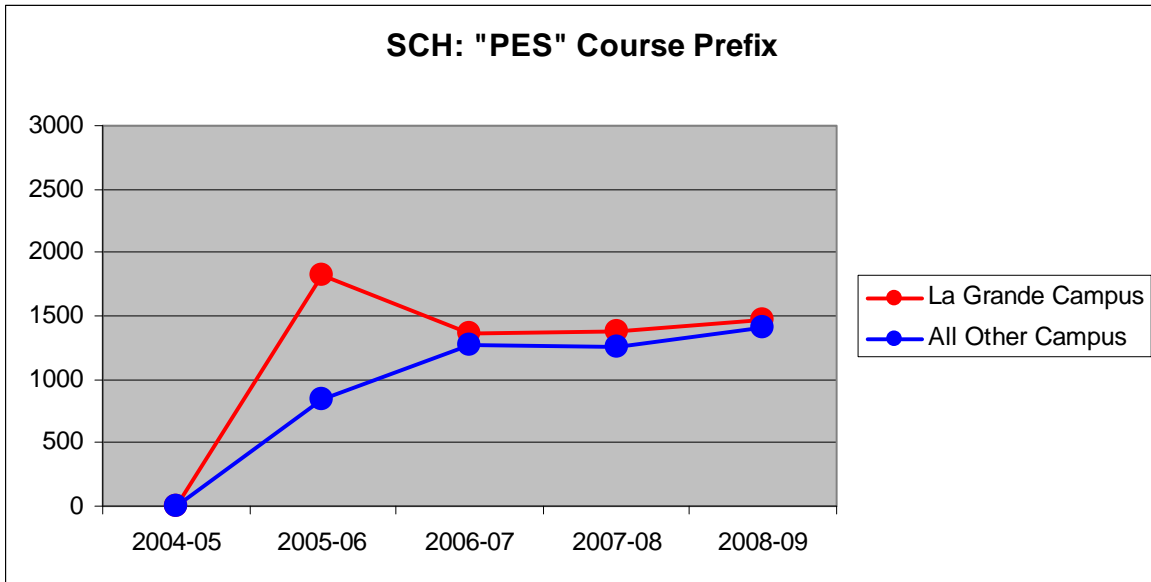


	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	3882	37	0	0	0
All Other Campus	3702	809	0	0	0

Total	7584	846	0	0	0
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*SCH includes all terms effective end of term

5 Year Student Credit Hours Generated by 'PES' Course Prefix

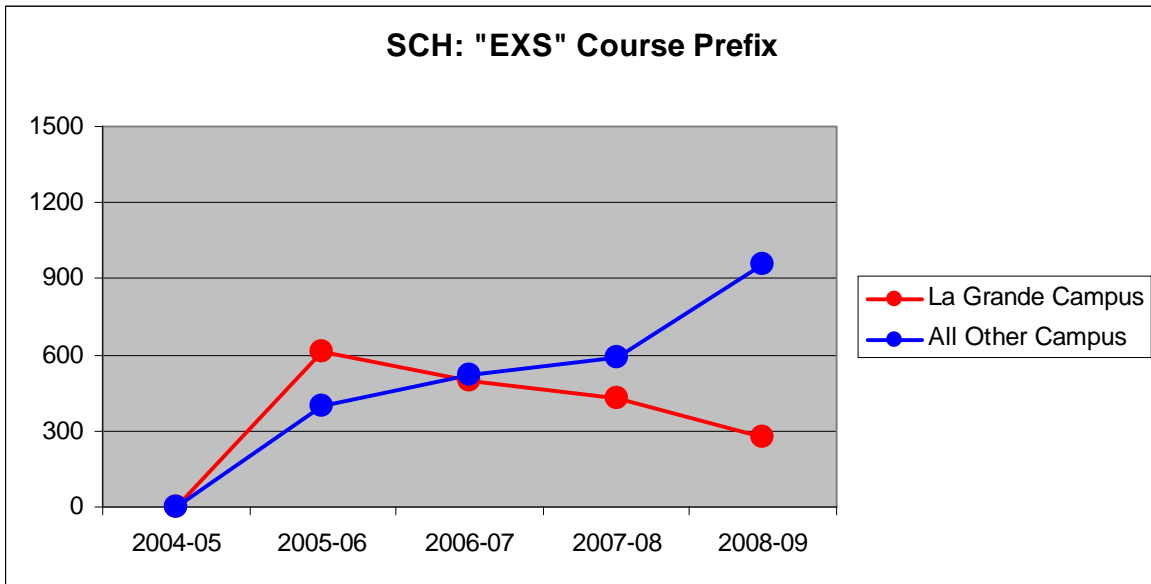


	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	0	1824	1365	1382	1470
All Other Campus	0	845	1274	1250	1401

Total	0	2669	2639	2632	2871
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*SCH includes all terms effective end of term

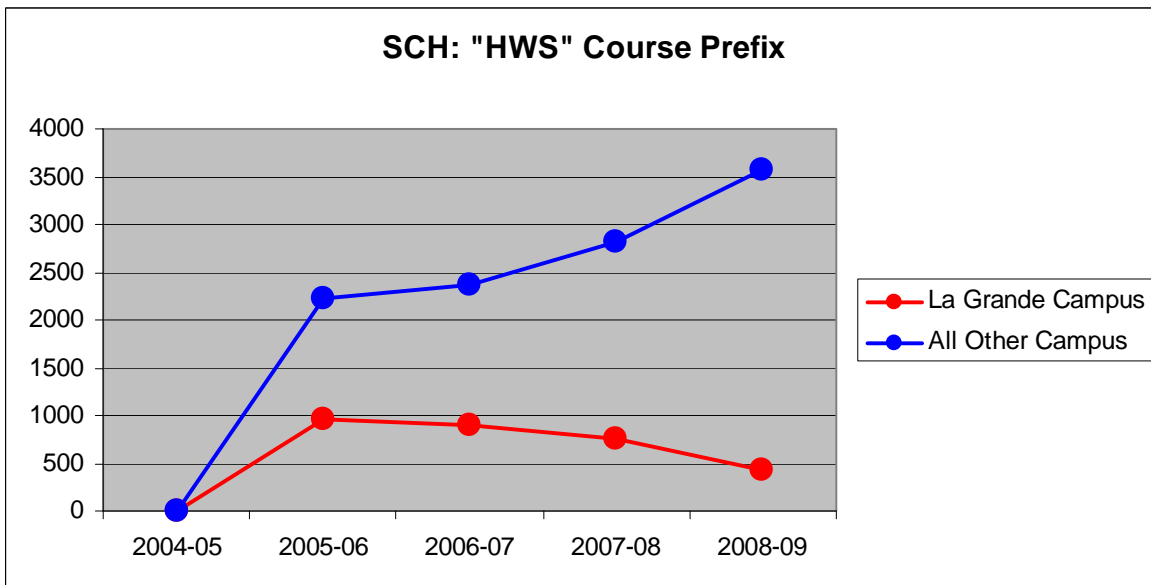
5 Year Student Credit Hours Generated by 'EXS' Course Prefix



	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	0	611	497	427	278
All Other Campus	0	401	521	588	953
Total	0	1012	1018	1015	1231

*SCH includes all terms effective end of term

5 Year Student Credit Hours Generated by 'HWS' Course Prefix



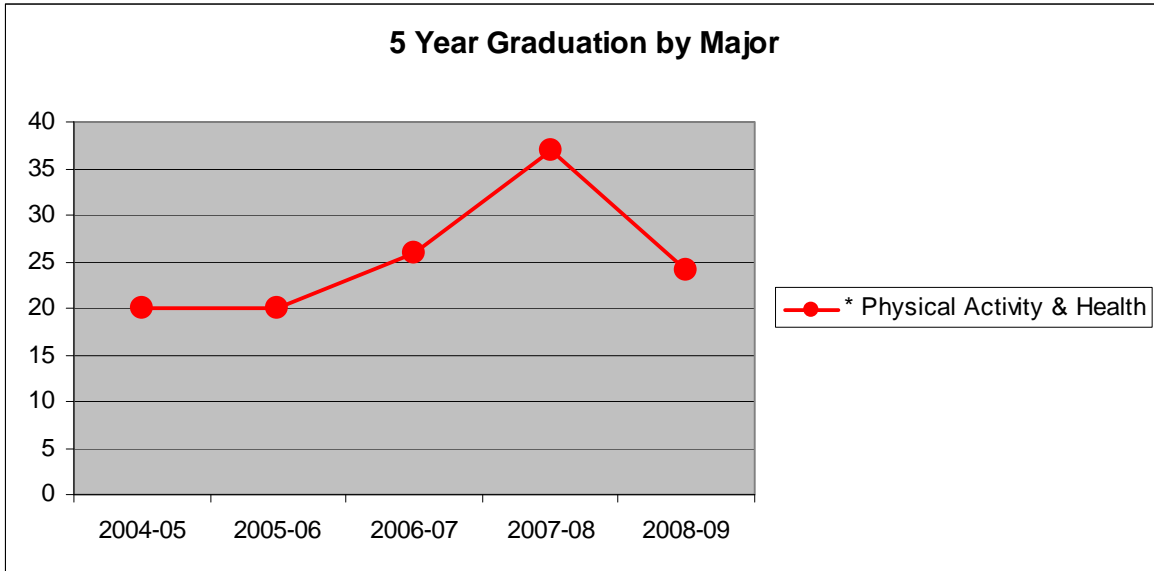
	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	0	960	888	754	437
All Other Campus	0	2225	2359	2820	3573

Total	0	3185	3247	3574	4010
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*SCH includes all terms effective end of term

Commentary on Enrollment and Graduate Trends

5 Year Graduation by Major



	2004-05	2005-06	2006-07	2007-08	2008-09
* Physical Activity & Health	20	20	26	37	24

* Includes Physical Education and Health

It should be noted that in the Spring of 2006 the university dropped Baseball, Rodeo, and Women's Golf from the intercollegiate sport program. Several of the baseball student athletes were majors in Physical Activity and Health. The decline in SCH during that year can be directly linked to the lose of these student majors.

Program and Course Scheduling Requirements

Service Course Schedule- HWS 250, HWS 298, and HWS 325 serve as prerequisite courses for Nursing and Education students. Also, PES 481, and 573 are provided for education students.

FALL YEAR 1

Course	Load Hours	Mean Enroll
HWS 298	3	50
HWS 325	4	13
HWS	3	28

FALL YEAR 2

Course	Load Hours	Mean Enroll
HWS 298	3	46
HWS 325	4	18
HWS	3	12

250
WINTER YEAR 1

Course	Load Hours	Mean Enroll
HWS 298	3	42
HWS 325	4	48
HWS 250	3	26

SPRING YEAR 1

Course	Load Hours	Mean Enroll
HWS 250	3	63
HWS 298	3	20
HWS 325	4	60
TOTAL	30	350

250
WINTER YEAR 2

Course	Load Hours	Mean Enroll
HWS 298	3	52
HWS 325	4	39
HWS 250	3	14

SPRING YEAR 2

Course	Load Hours	Mean Enroll
HWS 250	3	40
HWS 298	3	23
HWS 325	4	62
TOTAL	30	306

Major Course Requirements

FALL YEAR 1

Course	Load Hours	Mean Enroll
EXS 213	3	23
EXS 321	3	34
EXS 444	3	28
HWS 351	3	119
HWS 422	2	40
PES 131	2	60
PES	3	43

FALL YEAR 2

Course	Load Hours	Mean Enroll
EXS 213	3	23
EXS 321	3	33
EXS 321	3	31
HWS 351	3	79
HWS 422	3	33
PES 131	2	65
PES	3	25

270		
PES		
294	3	44
EXS		
451	3	2
HWS		
314	3	4

270		
PES		
294	3	28
EXS		
451	3	11
HWS		
314	3	10

WINTER YEAR
1

WINTER YEAR 2

Course	Load Hours	Mean Enroll
EXS		
322	3	34
EXS		
452	3	2
HWS		
325	4	63
HWS		
350	3	111
HWS		
423	3	46
EXS		
312	3	42
PES		
364	3	46
PES		
394	3	29
PES		
470	3	30

Course	Load Hours	Mean Enroll
EXS		
322	3	33
EXS		
452	3	14
HWS		
325	4	60
HWS		
350	3	94
HWS		
423	3	54
EXS		
312	3	41
PES		
364	3	37
PES		
394	3	18
PES		
470	3	21

SPRING YEAR 1

SPRING YEAR 2

Course	Load Hours	Mean Enroll
EXS		
323	5	40
EXS		
440	3	59
EXS		
453	3	7
HWS		
250	3	127
HWS	3	64

Course	Load Hours	Mean Enroll
EXS		
323	5	41
EXS		
440	3	36
EXS		
453	3	7
HWS		
250	3	76
HWS	3	58

412			412		
PES			PES		
311	3	56	311	3	42
PES			PES		
494	3	43	494	3	15

The above numbers reflect enrollments for both on and off campus students enrolled in the course. Each year the three faculty in PHYSH must teach 78 credits in CORE or Concentration related courses. Additionally, another 30 credits are taught providing service to other programs on campus – a total of 108 credits (36 per faculty member).

Staffing

The Division of Physical Activity and Health has 3.5 FTE faculty: Dr. Danny R. Mielke, Professor and Division Chair; Dr. Darren Dutto, Associate Professor; Dr. Brian Sather, Associate Professor. Dr. Mielke is the primary health educator in the program. He advises students in the Health and Wellness Studies Concentration and in the Liberal Studies Business and Health Promotion program. Dr. Dutton oversees the Exercise Science Concentration. He also serves as the Director of the Human Performance Laboratory. Dr. Sather is the primary faculty member for the Physical Education and Sport Concentration.

Adjunct Faculty who teach exclusively in the distance/online PHYSH program include:

- Dr. Kristen Oja who teaches nutrition classes. She was a part-time on-campus instructor from 2005-2008.
- Mr. Art Furman teaches several classes in the Health and Wellness Studies concentration and minor, as well as several coaching related classes in the Physical Education and Sport concentration. He is a former assistant professor at EOU from 1992 to 2005.
- Ms. Erin Long teaches several exercise science related courses. She is a certified athletic training and works at a Washington Community College (formerly a athletic trainer locally).
- Mr. Frank Busakra is a senior instructor in the College of Education. His area of expertise is in early childhood education and he teaches health related classes for the Division of Physical Activity and Health.

There are approximately 11 other people who teach some classes with an EXS, HWS or PES prefix. These are athletic coaches and others who teach selected classes on campus.



THE PHYSH FACULTY (above)

Cost Ratios

Load/Faculty On Campus

Based on the 2006/7 SCH in EXS, HWS, and PES prefix courses there are 6904 Student load hours. PHYSH has 3.5 Full time on campus instructors whose major responsibility is with CORE and Concentration classes within the major. On average 11.5 adjunct on campus instructors teach each term – these are university employees such as coaches who teach credited classes each term – primarily PES 180 activity, coaching theory, or a credited class associated with their sport.

An example of a typical term is Fall of 2007.

Total On Campus SCH = 861

With the 3.5 Full time Faculty who taught 561 SCH the average is 160.3 per faculty. The full time faculty taught 65% of the total credits.

With the 11.5 adjunct faculty who taught 300 SCH the average is 26 per faculty member. The adjunct people taught 35% of the total credits.

However, according to information presented earlier, for the 2006-07 year the Total SCH was 6904 – including both on and off campus students. The on campus SCH for that year was 2750. 65% of that is 1787.5.

ON Campus SCH - $1787.5/3.5$ Full time faculty = 510 per faculty); for the adjuncts ($962.5/11.5$) the SCH is 83 per faculty.

It should be noted that the .5 position within the full time CORE/Concentration faculty was eliminated following the 2007-2008 year. With equal numbers as before the SCH per the remaining three faculty is 595 per faculty.

Summary Recommendations/Observations

A primary goal of the program is to secure an additional faculty member so that online classes can be taught by regular faculty instead of adjuncts. In the 2009-2010 academic year, 3 full time faculty and 10 adjuncts delivered the entire on campus and online offerings. The program is also working to create articulation agreements with several community colleges and considering an onsite program at Mount Hood Community

College. Creating equivalent learning opportunities for students in online classes as for those who have access to the lab is a challenge and including online students in the assessment cycle is needed.

Administrative Review of Program

1 Assessment of Program Outcomes: Faculty have identified an appropriate cycle of assessment. The first two outcomes have been assessed. The results are impressive with 100% of the students meeting the benchmark.

2. Enrollment Indicators: On campus enrollments have stabilized after the dip due to the closing of athletic programs. It is hoped that the articulation agreements with community colleges may bring additional majors to campus. It is more likely, though, that the online enrollments will be the mode of greatest growth. Enrollment in both service and major courses is expected to continue to increase.

3. Program Goals and Observations: Hiring additional qualified faculty to meet the increased enrollments in online courses is the most immediate need in the program. Providing online instruction of the same quality and rigor as on campus courses and including online students in assessment cycles is an important goal.

4. Other Observations: Program faculty members have an understanding of the role of assessment and are mindful of the national standards for PHYSH programs. Program outcomes reflect these standards. The program could consider providing a permanent set of courses for a cognate in the Master of Science degree as other areas of growth potential. There appears to be a potential for offering teacher licensure online. While there are many concerns about online licensure programs, it is another avenue of development that might be considered.