

Eastern Wyoming College

Instructional Program Review 2016 - 2017

**Program:
Physical Education**

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EASTERN WYOMING COLLEGE Instructional Program Review

Program Name:

Part I: Statistical Data from the past three years:

	2013-2014	2014-2015	2015-2016	5-Year Average
Annualized FTE Enrollment	70.1	56.9	41.7	60.7
Annualized FTE Faculty	5.5	5.1	4.0	5.1
# Students	8	9	5	8
# Graduated	1	0	0	0

FTE = Full-time equivalent Notes:

Modes of Delivery:

online compressed video face-to-face

Advisory Committee Members: (if applicable)

Community Partners: (if applicable)

Revisions in Curriculum:

The Physical Education Department had no major curricular changes to its course offerings since the last review, however, the course description for PEPR 1062 – Majors Volleyball was altered to more clearly define the course within the college catalog for students and advisors.

Part II Narrative Analysis

Description of Community Need:

The physical education cluster provides a large variety of courses ranging from professional major transfer courses (PEPR), intercollegiate athletic offerings (PEAT) and general activities courses (PEAC). Consistent with the community college philosophy, the PEAC offerings allow non-traditional students and community members an opportunity to pursue a lifetime of fitness and wellness through both activity and traditional courses. PEAC courses specific to the Fitness Center continue to maintain large enrollments and provide corporate memberships to Goshen County and Health Ways.

Activities in Support of Student Recruitment and Retention:

The athletes recruited from across the United States and around the world have greatly contributed to the overall recruitment and diversity within EWC. Our academic offerings not only support our intercollegiate athletes (PEAT), they attract those seeking to transfer with a physical education professional major (PEPR) and fulfill general education requirements across various majors (PEAC). Our courses not only offer a wide range of elective choices for traditional students, they also attract community members to our campus. The recent addition of retention efforts for our student athletes including attendance tracking and progress reports have contributed to the overall goals of retention and completion at EWC.

Assessment of Student Learning: Analysis of Student Learning

All instructors are required to conduct Classroom Assessment Techniques (CATs) and complete course assessments on a rotating basis. The Outcomes Assessment Chair has been working more proactively with the instructors to offer assistance as needed. The Division Chair conducts regular classroom evaluations of both face-to-face and online courses.

Our original outcomes assessment plan, PEPR 2395 was established in 1996-1997. We averaged eight students seeking to major in Physical Education, Health and Recreation over the last five years, but had only one student graduate within the major in 2014. The attrition of those students is due in part to some choosing to change their major to Interdisciplinary Studies so as to successfully complete graduation requirements. In effect, not all who initiate a Physical Education, Health and Recreation major successfully complete the rigorous science and math requirements. However, advisors work closely with the students to ensure they have all tools available to be successful in their classes and fulfill requirements for their transfer institutions.

Statistical Data Results:

The majority of the enrollments in program courses are from non-majors completing their physical education general education requirements and the Fitness Center enrollments. However, despite the lack of majors, the overall FTE grew in 2013-2014, but declined with overall college enrollment over the last two academic years. When the last program review was conducted, the 5-year average was 63.7; in this program review, the 5-year average was 60.7. As stated before, some students in the program actually completed degrees in Interdisciplinary Studies. A re-evaluation of the program by faculty members and the Division chair will be conducted in the upcoming year.

Strengths of the Program and Faculty:

The multiplicity of offerings in the physical education department allows the student a wide variety of activities from which to select his/her courses to fulfill the general education requirements. Skill development classes (PEAC & PEAT) are student oriented, small in number and allow the students considerable one-on-one instructional opportunities. The professional (PEPR) courses are taught by highly qualified instructors with diverse backgrounds providing excellent exposure and quality instruction and transfer credit. Most of the activity courses are taught by the athletic team coaches or assistant coaches who are at minimum bachelors prepared while one faculty member holds a master's degree.

Part III Recommendations**Faculty Recommendations:**

1. Maintain the quality faculty at EWC. The general education physical education requirement has been reduced from two to one credit within our community college district and across the nation which has had direct impact on enrollment. We have also undergone institutional and state budget cuts that provoked the loss of a full-time faculty position within our program. It is imperative we maintain qualified and motivated instructors to afford our students a quality education and enable their future success.
2. When funds become available, consider adding a Licensed Nurse to the physical education faculty and EWC staff. Faculty members believe that additional course

- could be offered such as the HLED 1280, Drug Use and Abuse.
3. When funds become available, consider adding other athletic programs. The addition of athletic programs is consistent with our institutional priority to increase enrollment. An enrollment increase was apparent with the addition of women's basketball in 2007-2008. It is again time to consider adding programs. The addition of athletic programs equates to the addition of students on our campus.
 4. Continue to offer online PEAC classes to allow outreach areas the opportunity to enroll. Our current offerings are PEAC 1253 Beginning Bowling, PEAC 2000 Wellness: P.E. Concepts, HLED Standard First Aid and HLED Nutrition.
 5. Attend a statewide articulation conference to assure our curriculum is aligned with other Wyoming Community Colleges and with the University of Wyoming.
 6. Continue to work with all regional transfer institutions and the University of Wyoming to ensure transferability of PEAC/PEAT/PEPR credit work performed by students attending EWC.
 7. When funds become available, consider adding a Certified Trainer to the physical education faculty and EWC staff. Currently, Banner Health is contracting such a service with EWC, however, as employed by an outside entity, the trainer has no teaching responsibility. Securing a position within EWC faculty and staff would allow the opportunity to expand duties to include instruction of PEPR 1052 - Prevention of Athletic Injuries/Illness, HLED 1221 - Standard First Aid and Safety, as well as work with all the athletic teams for prevention and treatment of injuries.

Division Chair Recommendations:

1. Continue to offer quality courses both on campus and online that meet the needs of EWC students.
2. Collaborate with the other community colleges around the state to establish regular statewide articulation conferences so that statewide curricular issues in physical education can be addressed. In addition, consider an articulation conference with Chadron State College to ensure transferability of PEAC/PEAT/PEPR coursework.
3. Work with UW to ensure a wellness component is incorporated into each of the PEAC courses offered at EWC.
4. Work collaboratively with the PEAC department to evaluate program and departmental offerings in order to increase the effectiveness and maximize enrollment.

Vice President's Recommendations:

The faculty and Division Chair make thoughtful and valid recommendations. I concur and hope that the college is one day in a position to act on the recommendations.