

Eastern Wyoming College

Instructional Program Review 2017-2020

**Program: Education
Physical Education, Health and Recreation**

Prepared by:

**Dr. Kate Steinbock, Professor of Education &
Arts, Humanities, Social & Behavioral Sciences Department Head
Dr. Heidi Edmunds, Vice President of Academic Service**

**Date of Report:
June 2020**

EASTERN WYOMING COLLEGE Instructional Program Review

Program Name: Physical Education, Health and Recreation

Part I: Statistical Data from the past three years:

	2016-2017	2017-2018	2018-2019	5-Year Average
Annualized FTE Enrollment	79.2	80.4	80.0	87.3
Annualized FTE Faculty	3.2	3.2	3.1	3.7
# Students	8	8	1	6.2
# Graduated	0	1	0	.2

FTE = Full-time equivalent Notes: Chart information from EWC Statistical Data for Program Reviews 2018-2019 report

Modes of Delivery:

online compressed video face-to-face

Advisory Committee Members and Title or Role: N/A

Community Partners or Internships: N/A

Revisions in Curriculum since Last Review:

In the fall of 2017 the Physical Education Department updated their program which consisted of an update in course rotation. Although this program change was minor it did allow for Physical Education to be offered as an option for Secondary Education majors. This minor update has been a good addition for students undecided on whether they wish to teach or not.

In addition in the Fall of 2019 we were able to offer PEPR 2090 – Foundations of Coaching as an option for all PEHR majors. This course is a requirement for a coaching credential in the state of Wyoming so the need extends beyond just PE Education majors. This course was added to the rotation for the PEHR program and moving forward will be a requirement for all PE Education majors.

Part II: Narrative Analysis

Description of Community Need:

Current Community Need/Growth of Industry: The physical education cluster provides a large variety of courses ranging from professional major transfer courses (PERP), 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 the 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.

Description of State and National Trends (if applicable)

United States	Employment		Percent Change	Job Openings
	2018	2028		
General Education (Primary, Secondary & Special Ed)	3,820,700	3,951,700	3.9%	357,800
Wyoming (2016-2026 Projections)	Employment		Percent Change	Job Openings
	2016	2026		
General Education (Primary, Secondary & Special Ed)	7,825	7,921	3.4%	6,343

Note: the data for the State Employment Trends and the National Employment Trends are not directly comparable. The projection period for state data is from 2016-2026, while the projection for national data is from 2018-2028. Job Opening refers to the average annual Job openings due to growth and net replacement. Data Source: [Wyoming Long-Term Projections Data](#) and [the Bureau of Labor Statistics](#)

State and National Wages

United States (2019)	Pay Period	Year or Period	
		Median Wage	Average(Mean) Wage
Primary, Secondary, & Special Ed.	Hourly	Not reported (N/R)	N/R
	Yearly	N/R	\$61,420

Wyoming (2016)		Average (Mean) Wage	25 th Percentile Wage	75 th Percentile Wage
Primary, Secondary, & Special Ed.	Hourly	\$27.23	\$23.09	\$31.61
	Yearly	56,635	\$48,029	\$65,745

Information on this chart was from [Wyoming Department of Workforce Services](#). Wage data are collected by each state through the Occupational Employment Statistics (OES) survey, conducted by [the Bureau of Labor Statistics](#) (BLS) at the U.S. Department of Labor. National wage estimates are developed by BLS. State and national occupation information is classified using the Standard Occupation Classification (SOC) system.

Activities in Support of Student Recruitment and Retention (if applicable)

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 the PEPR 2090 – Foundations of Coaching class is not only an excellent recruiting tool for PE Education majors but distance students from around the state enroll in this course to meet their coaching certification requirements. Typically students transfer prior to earning their degree in PE Education or they transfer to the Interdisciplinary Studies program in order to graduate.

Assessment of Student Learning: Analysis of Student Learning. Include placement if known.

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 Dean and/or VP for Academics conducts regular classroom evaluations of both face-to-face and online courses.

We averaged six 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 2017. 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 from 2016-2019, and has remained steady at 87.3 for the 5-year average. When the last program review was conducted, the 5-year average was 60.7; in this program review, the 5-year average is 87.3. This is significant FTE growth. As stated before, some students in the program actually completed degrees in Interdisciplinary Studies. We will continue to re-evaluate the program in order to look for way to improve completion and recruitment specific to the major. However, the changes in 2017 to the secondary education program which provides an option for PE majors should start to positively impact completion numbers.

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.

The addition of a Biology Instructor who is also a certified trainer will be beneficial for this program as we have already assigned him to instruct professional PE courses in athletic training. His credentials will also enhance the Safety and First Aid course as well as the Principles of Nutrition course.

Part III: Recommendations

Faculty Recommendations:

Continuous Improvement Plan - (needed assessments, changes to improve student learning (review/write student learning outcomes), equipment, curricular changes, budget, faculty/staff, recruitment and retention efforts, faculty development, new initiatives, grant writing, mission relevancy)

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 continues to be imperative we maintain qualified and motivated instructors to afford our students a quality education and enable their future success.
2. Develop and consistently offer quality online PE options for distance students so they can fulfill their general education requirements.
3. Continue to participate in statewide articulation conference to ensure our curriculum is aligned with other Wyoming Community Colleges and with the University of Wyoming.
4. 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.
5. Continue to explore ways we can successfully recruit and retain majors in this program.

Department Head Recommendations:

The PEHR program is an FTE generating program even though there are very few majors. I concur with the faculty and believe that subtle changes to course offerings may potentially have very positive effects on retention of students in this program. I recommend we continue to work together and establish goals to improve recruitment and retention.

In addition, I do think the addition of the faculty with specific training credentials will be a very positive thing for this program. Mr. Decker's credentials will allow us to offer more athletic training courses as well as sports nutrition options. Not only is the addition of faculty a positive for this program, but adding the PE Education option to the Secondary Education program, I believe, will also positively impact recruitment and retention.

Vice President's Recommendations:

While this program represents a relatively few number of majors, it serves an important purpose within the context of general education requirements at EWC. Physical Education Activity is one of nine general education requirements that students seeking AA or AS degrees are required to fulfill. Further, the program offers coursework necessary for education majors to secure coaching endorsements, and, as noted previously, provide relevant classes for many student athletes. The addition of a faculty member with a nutrition and athletic training background will contribute positively to the development of the program.

I recommend evaluating the classes offered to students to fulfill the PE Activity requirement and developing more robust offerings that appeals to a wide range of students. Incorporating additional wellness aspects into this requirement would also be a benefit.