1.0: Program Data and Resource Repository

1.1: Program Summary

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to include the catalog description.

Narrative:

The HPR program is an interdisciplinary study of core courses from Health, Physical Education, and Recreation. It has primarily served as a transfer-oriented program. Unfortunately, whoever developed the program did not consider transferability of courses or provide (or assign someone to provide) direct oversight of the program to ensure articulation agreements were developed and assessment consistently occurred.
1.2: Quantitative and Qualitative Data

All programs are provided with the most recent three years of data by the Office of Institutional Research (IR) as well as three-year budget data provided by the Business Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

The data sets provided by the Office of Institutional Research include the following elements for the most recent three (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring
- Number of Graduates Working in Related Field
- Expenditures and Revenues

Additional data may also be available for reporting by the Office of Institutional Research, as applicable. Requests for additional data must be made through the Data Request link on the website.

Narrative:

The data provided by IR will be discussed later in this program review. Data provided by the Business Office will not be addressed given no budget line existed for HPR prior to 16-17. Course data from Wellness Concepts has also been attached since that was the only HPR course for which data was entered over the program review period.

Evidence:

- Sections HPR AY16 Enrollment
- Sections HPR AY17 Enrollment
- Number of HPR Majors
- HPR AY2016-17 BUDGET
- Wellness Concepts SPRING 2017
- Wellness Concepts SPRING 2016
- Wellness Concepts FALL 2016
- Wellness Concepts FALL 2015
- Tk20 Results and Analysis - Wellness Concepts SPRING 2017
- Tk20 Results and Analysis - Wellness Concepts SPRING 2016
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INDEPENDENCE COMMUNITY COLLEGE
Health & Wellness
For the Twelve Months Ending Friday, June 30, 2017

Salary:
Fringe Benefits:

Remaining

(28,508.32)
(28,508.32)

(2,063.45)
(3,036.66)

(5,100.11)

(33,608.43)
Wellness Concepts (HPR 1401) – Spring 2017
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.
Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.
   Overall: 17 of 17 (100%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.
Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.
   Overall: 14 of 17 (82%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

One hundred percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.
   Overall: 16 of 18 (89%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.
Seventy percent of students will score a 70% or higher on their calorie count assignment.
   Overall: 15 of 15 (100%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).
   Overall: 16 of 16 (100%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one’s own personal wellness.
One hundred percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.
   Overall: 17 of 17 (100%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will score a 70% or higher on their Healthy Future final paper.
   Overall: 14 of 16 (87.5%) scored a 70% or higher on their final paper.
Outcome 1: Explain foundational concepts and terminology appropriate to wellness.
Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.
  Overall: 12 of 13 (92%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.
Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.
  Overall: 9 of 13 (69%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

One hundred percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.
  Overall: 11 of 13 (85%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.
Seventy percent of students will score a 70% or higher on their calorie count assignment.
  Overall: 12 of 13 (92%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).
  Overall: 12 of 13 (92%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one’s own personal wellness.
One hundred percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.
  Overall: 13 of 13 (100%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will score a 70% or higher on their Healthy Future final paper.
  Overall: 12 of 13 (92%) scored a 70% or higher on their final paper.
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.
Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #1, 4, 6, 8, and 9.

Overall: 4 of 6 (67%) students correctly answered 75% of questions 1, 4, 6, 8, and 9 on the course post-test.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.
Seventy percent of students will correctly answer 75% of the following questions on the course post-test: #2, 3, 5, 7, and 10.

Overall: 3 of 6 (50%) students correctly answered 75% of questions 2, 3, 5, 7, and 10 on the course post-test.

Seventy percent of students will write SMART goals related to their future health and wellness and score a 70% or higher on the activity.

Overall: 8 of 10 (80%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical and mental health.
Seventy percent of students will score a 70% or higher on their calorie count assignment.

Overall: 12 of 13 (92%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#3).

Overall: 8 of 9 (9%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one’s own personal wellness.
Seventy percent of students will complete the UND Wellness Assessment and write a 2-page reflection paper examining the results at a 70% or higher.

Overall: 12 of 12 (100%) completed a Wellness Assessment and reflection at a 70% or higher.

Seventy percent of students will score a 70% or higher on their Healthy Future final paper.

Overall: 7 of 7 (100%) scored a 70% or higher on their final paper.
Wellness Concepts (HPR 1401) – Fall 2015
Outcomes, Measures, and Assessment Data

Outcome 1: Explain foundational concepts and terminology appropriate to wellness.
Seventy percent of students will correctly answer 75% of the following questions on the course
post-test: #1, 4, 6, 8, and 9.
   Overall: At least seventy percent of students (out of 12) correctly answered questions 1,
4, 6, and 8. Only 4 of 12 (33%) correctly answered question 9.

Outcome 2: Analyze healthy decisions and how they contribute to maintaining a healthy
lifestyle.
Seventy percent of students will correctly answer 75% of the following questions on the course
post-test: #2, 3, 5, 7, and 10.
   Overall: At least seventy percent of students (out of 12) correctly answered questions 2,
3, 5, and 10. Only 7 of 12 (58%) correctly answered question 7.
   One hundred percent of students will write SMART goals related to their future health and
wellness and score a 70% or higher on the activity.
       Overall: 14 of 14 (100%) completed the SMART goals activity at a 70% or higher.

Outcome 3: Describe the nutritive value of selected foods and how they relate to physical
and mental health.
Seventy percent of students will score a 70% or higher on their calorie count assignment.
   Overall: 14 of 14 (100%) scored a 70% or higher on their calorie count assignment.

Seventy percent of students will score a 70% or higher on their diet research assignment (#4).
   Overall: 9 of 14 (64%) scored a 70% or higher on the diet research assignment.

Outcome 4: Examine one’s own personal wellness.
One hundred percent of students will complete the UND Wellness Assessment and write a 2-
page reflection paper examining the results at a 70% or higher.
   Overall: 14 of 14 (100%) completed a Wellness Assessment and reflection for a 70% or
higher; 14 of 14 (100%) completed the activity.

Seventy percent of students will score a 70% or higher on their Healthy Future final paper.
   Overall: 11 of 12 (92%) scored a 70% or higher on their final paper.
Findings
I taught one section of Wellness Concepts this spring. Not only was it one of the largest sections I have ever had, but it was also one of the most successful. Based on past failures, this Spring we decided to run the course the first eight weeks of the semester to see if that would not only help us avoid students forgetting about the class altogether, but also to see if it would help attract a different kind of student (mid-semester courses are commonly sought by those that need the GPA boost for eligibility purposes).

Historically, I have found that many students approach this course as an after-thought, not only because it is an online class that often slips their mind, but also because it is only worth 1 credit. Although the discussion boards were still the most overlooked and under-engaged activity within the course, homework was consistently completed on time, at a quality level, and with a much stricter attention to detail than I have often seen in past semesters.

Analysis
Strengths:
This class did a really good job understanding the key terms and concepts that they would need to comprehend in order to be successful in the course. Consistently this class averaged in the high-B, low-A range on all their major assessment tasks.

Weaknesses:
I found the students to be completely disinterested in the discussion forums yet again this semester. Even though there were 17 students actively involved in the week-by-week activities of the course, there were usually only 10-12 that completed the weekly discussion boards based on the requirements of those tasks.

Recommendations
The major changes made this spring were crucial, I believe, to the success of this particular class. I thought moving it to the first eight weeks of the term definitely made it easier to engage most students right off the bat and hold their attention for the remainder of the term. I thought the inclusion of the lecture videos throughout each module paid some small dividends; although I do not know how frequently they were actually watched, I do know that some students utilized them and felt they were helpful based on course feedback surveys. Lastly, this semester I increased the number of times I contacted the students, either via discussion boards or course announcements, from three times per week to five times per week. Again, I do not know how much this helped exactly, but I believe there was a positive correlation. That being said, my hope is to continue to emphasize these three things moving forward.

Action Plan
Outside of carrying out the three recommendations above, I will review each of the discussion boards to see if a change of content is necessary or if I need to review the grading of those posts to provide a higher point quality that hopefully increases incentive for participation.
Findings
I taught one section of Wellness Concepts this spring. It was the largest enrollment I’ve had in Wellness since we first created the online section, but only 13 of the 20 students actually completed the course. That being said, of the 13 who completed the course every single one passed the class (10 of 13 had a C or higher).

I have found that many students approach this course as an after-thought, not only because it is an online class that often slips their mind, but also because it is only worth 1 credit. Although the Fall section of the course did not fit this mold, I definitely felt like this spring the students were putting this class on the backburner until the last possible second. Just looking at the discussion boards, I could not believe how many students scored Ds or lower on an activity that is graded based solely on participation.

Analysis
Strengths:
This class did a really good job understanding the key terms and concepts that they would need to comprehend in order to be successful in the course. This is especially true of the dimensions of Wellness and the students’ ability to articulate how those dimensions are manifested in their own lives.

Weaknesses:
It is difficult for me to identify it as a weakness given the course discipline, but I definitely found students to struggle with MLA formatting and the appropriate citations of resources. I also found the students to be completely disinterested in the discussion forums.

Recommendations
Coming off positive summer and fall experiences, I thought I continued to do a much better job of communicating with students on a regular basis both through email and CANVAS announcements. I provided weekly reminders which students said they really appreciated. I also used the discussion forums as an opportunity to extend student learning beyond the textbook to current news and research articles. If I can continue to do these things, I think the only other necessity is to encourage students to utilize the NetTutor program the college is purchasing as a means of reviewing their writing before final submission.

Action Plan
One of the common themes I received in my end of semester survey was the need to implement the CANVAS chat feature more frequently into the class, as well as a more consistent use of film as a supplement to the textbook PowerPoint presentations.
**Tk20 Results and Analysis – Wellness Concepts (Fall 2016)**

**Findings**
The findings for this course are very difficult to examine because of how poor student participation was this spring. For example, of the 17 students enrolled in the course, only 6 were even remotely participating over the final 2-3 weeks of the summer. To make matters worse, the students who did participate struggled with turning assignments in on time, did not participate regularly in the discussion boards, and several failed to make the recommended adjustments to their reflections as the term progressed.

**Analysis**

**Strengths:**
For the students who participated throughout the summer, I would say the biggest strength was their willingness to grind out the class. Although I completely redesigned the course to better reflect the federal government’s definition of a credit hour, I was surprised at how low on the priority list this class continues to be for students. That said, I will give the six men and women who completed the course a lot of credit for not giving up. They could have easily just resigned themselves to an F like several of the others, but they overcame early struggles to find a way!

**Weaknesses:**
A lack of punctuality, attention-to-detail, and consistency were the biggest issues throughout the class! Convincing online students about the importance of time management is crucial for any class, but especially in a one credit course like this where the assignments are largely introspective and thus could be taken off their plate quite early in the week each module.

**Recommendations**
After redesigning the course to include one discussion board and one written reflection each module, I thought I would get a much better response rate this semester. When I didn’t, I immediately made the decision to switch the course from a mid-semester start to a first eight weeks course. I believe this will help me catch students before other routines are already established, and I hope I will be able to catch them more easily during the initial flow of the semester. The other thing I need to do is continue to evaluate the workload. Although it is my perception that the workload is appropriate for a 1 credit hour class, I am concerned because a very reliable student said that he perceived the course to take more time each week than it should have taken.

**Action Plan**
I created lecture videos for each of the various chapter presentations, I cut some of the workload to better reflect a one credit class, and I reached out to students at least twice weekly via course announcements and discussion boards. I am hopeful that these continued practices, as well as the shift to the first eight weeks of the semester will give me a more engaged classroom population next term.
Tk20 Results and Analysis – Wellness Concepts (Fall 2015)

Findings
I taught one section of Wellness Concepts this Fall. It was my largest class for Wellness with 14 students, but it was also a very successful class. Every student scored above a 70% on the course post-test, each raising his/her score by at least 3 points.

I have found that many students approach this course as an after-thought, not only because it is an online class that often slips their mind, but also because it is only worth 1 credit. This Fall I did not experience any of those usual struggles; two students did not participate in the course after the second week, otherwise I only had 1 student who did not perform to her potential. I was very impressed by this group’s willingness to challenge themselves to apply textbook information to their own lives.

Analysis
Strengths:
This class did a really good job understanding the key terms and concepts that they would need to comprehend in order to be successful in the course.

Weaknesses:
It is difficult for me to identify it as a weakness given the course discipline, but I definitely found students to struggle with MLA formatting and the appropriate citations of resources.

Recommendations
Coming off a good summer experience, I thought I continued to do a much better job of communicating with students on a regular basis both through email and CANVAS announcements. Moving forward, however, I think I need to give students more information pertaining to the written communication VALUE rubric and MLA formatting so they can take advantage of the “easy” points available in the class.

Action Plan
Utilizing additional assignments to measure the outcomes could benefit some students given the nature of pre-/post-tests and the lack of studying and preparation they allow. That being said, I think the most important thing for me to do is continue to monitor the workload I require of these students and encourage more consistent communication between myself and the students (I thought the frequent posting of announcements was successful this Fall, but I would like to find additional ways to communicate with students to ensure my messages are clear).
2.0: STUDENT SUCCESS

2.1: DEFINE STUDENT SUCCESS

Provide a definition of how student success is defined by the program. *(See Resource C in manual)*

**Narrative:**

No definition was ever put forth since no full-time faculty member had ever been assigned to oversee the proper development of this program. There are currently no program-level outcomes for HPR majors, consistent assessment practices have not occurred at the course or program level, and the program is not aligned with area four-year institutions.
2.2: ACHIEVE/PROMOTE STUDENT SUCCESS

Describe how the program achieves and promotes student success.

Narrative:

Since assessment has not occurred within the program over the last three years (and likely longer), it is difficult to ascertain how instructors were achieving/promoting student success. For the one course where data was collected (Wellness Concepts), it is clear that efforts have been made to align learning outcomes and common assessments while making the courses more transferable (see attached master syllabi).

Evidence:

- Master Syllabus Wellness Concepts OLD
- Master Syllabus Wellness Concepts UPDATED Spring 2016
- Master Syllabus Wellness Concepts UPDATED Summer 2017
I. Course Information:

- **Title:** Wellness Concepts
- **Division:** Health Physical Ed and Recreation
- **Course Number:** 04-HPR-1401
- **Prerequisites:**
- **Credit Hours:** 1

II. Course Description: Learn about different energy systems, principles of balance involved in total well being. Course will touch on exercise, diet, emotional balance, cholesterol and “super foods,” secrets of enjoying exercise and the joys of fitness on the job.

III. Learning Outcomes:
1. Explain foundational concepts and terminology appropriate to wellness.
2. Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.
3. Describe the nutritive value of selected foods and how they relate to physical and mental health.
4. Examine one’s own personal wellness.

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

IV. Grading Policy:
Grades will be calculated based upon the following scale

<table>
<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
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</tr>
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</tbody>
</table>

V. Credit Description:
A credit hour is defined as one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit. So for every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class
time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

VI. Assessment Items:

VII. Course Content:

VIII. Instructional Materials:

IX. Attendance and Assignment Submission Policy:
Any instructor may withdraw a student for lack of attendance, but only after the appropriate date of certification for the course and on or before the last date to withdraw for the semester. If an instructor does exercise this option, a grade of WN will be recorded, and all of the course charges/fees will be applied to the student’s account. Additional information regarding an individual instructor’s attendance policy may be outlined further within the course syllabus.

X. Student Grievance:
Any Independence Community College student may appeal any instance of misapplication of College policy, procedure, or practice, which adversely affects him/her. Under this process the student may not appeal the following: receipt of a grade, receipt of academic sanctions, established College policies or procedures themselves. Additional information and guidelines to start the grievance procedure can be obtained by contacting the Academic Affairs Office.

XI. Academic Integrity:
Acts violating academic integrity include, but are not limited to, plagiarism, cheating on examinations, forging an instructor’s signature, copying themes or tests from another student, altering college records, enlisting another person to write a paper for a class or conduct detrimental to the student or other members of the class. Please see your catalog for details. Assigned work is to be done by the individual, rather than the group, unless specifically directed by the faculty as a group project. This includes take-home exams.

Students found guilty of engaging in acts of plagiarism and/or academic dishonesty will be issued a grade of F for the assignment in question and/or for the entire course in which the incident occurs.

This syllabus is a plan, not a contract. Changes may occur during the term as the instructor deems necessary
XII. Students with Disabilities:

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning Independence Community College’s compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution’s efforts to comply with the regulations implementing these laws.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to:

**Title IX Coordinator:**  VP for Academic Affairs - Instructional Needs  
AC116, Academic Building  
Phone: 620-332-5418

**Section 504 ADA:**  VP for Information and Operations - Facility/Technical Needs  
Cessna Building  
Phone: 620-332-5444  
VP of Academic Affairs - Additional Needs  
AC116, Academic Building  
Phone: 620-332-5418

Title VI, Title IX and Section 504 ADA complaints may also be filed with the Regional Office for Civil Rights. Address correspondence to:

**U.S. Commission on Civil Rights**  
Central Regional Office  
400 State Avenue, Suite 908  
Kansas City, KS 66101  
913-551-1400

**U.S. Equal Employment Opportunity Commission**  
Gateway Tower II  
4th & State Avenue, 9th Floor  
Kansas City, KS 66101  
913-551-5655
Semester: MASTER SYLLABUS

I. Course Information:

- **Title:** Wellness Concepts
- **Division:** Health, Physical Ed, and Recreation (HPER)
- **Course Number:** 03-HPR-1401
- **Prerequisites:** None
- **Credit Hours:** 1

II. Course Description: Learn about different energy systems, principles of balance involved in total well being. Course will touch on exercise, diet, emotional balance, cholesterol and “super foods,” secrets of enjoying exercise and the joys of fitness on the job.

III. Learning Outcomes: Upon completion of this course, students will be able to do the following:

1. Explain foundational concepts and terminology appropriate to wellness.
2. Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.
3. Describe the nutritive value of selected foods and how they relate to physical and mental health.
4. Examine one’s own personal wellness.

IV. Grading Policy:

Grades will be calculated based upon the following scale

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V. Credit Description:

A credit hour is defined as one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit. So for every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

VI. Common Requirements: 1) Pre- and post-tests; 2) Wellness Assessment; and 3) Nutrition activity – contact lead instructor for more information
VII. Assessment Items: See “Common Requirements” for minimum

VIII. Course Content:
Chapter 1 – Understanding Fitness and Wellness
Chapter 2 – General Principles of Exercise for Health and Fitness
Chapter 3 – Cardiorespiratory Endurance: Assessment and Prescription
Chapter 4 – Improving Muscular Strength and Endurance
Chapter 5 – Improving Flexibility
Chapter 6 – Body Composition
Chapter 7 – Creating Your Total Fitness and Wellness Plan
Chapter 8 – Nutrition, Health, and Fitness
Chapter 9 – Exercise, Diet, and Weight Control
Chapter 10 – Preventing Cardiovascular Disease
Chapter 11 – Stress Management
Chapter 12 – Exercise: The Environment and Special Populations

IX. Instructional Materials:

X. Attendance and Assignment Submission Policy:
Any instructor may withdraw a student for lack of attendance, but only after the appropriate date of certification for the course and on or before the last date to withdraw for the semester. If an instructor does exercise this option, a grade of WN will be recorded, and all of the course charges/fees will be applied to the student’s account. Additional information regarding an individual instructor’s attendance policy may be outlined further within the course syllabus.

XI. Student Grievance:
Any Independence Community College student may appeal any instance of misapplication of College policy, procedure, or practice, which adversely affects him/her. Under this process the student may not appeal the following: receipt of a grade, receipt of academic sanctions, established College policies or procedures themselves. Additional information and guidelines to start the grievance procedure can be obtained by contacting the Academic Affairs Office.

XII. Academic Integrity:
Acts violating academic integrity include, but are not limited to, plagiarism, cheating on examinations, forging an instructor’s signature, copying themes or tests from another student, altering college records, enlisting another person to write a paper for a class or conduct detrimental to the student or other members of the class. Please see your catalog for details. Assigned work is to be done by the individual, rather than the group, unless specifically directed by the faculty as a group project. This includes take-home exams.

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**XIII. Students with Disabilities:**

**NOTICE OF NONDISCRIMINATION**

Applicants for admission or employment; students, parents, employees, sources of referral of applicants for admission or employment, and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in admission or access to, or treatment or employment in its programs and activities.

Any person having inquiries concerning ICC’s compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution’s efforts to comply with the regulations implementing these laws. Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (disability) should be referred to:

**Title IX Coordinator**
Keli Tuschman
Human Resources Director, Administrative Building
Phone: 620-332-5606
E-mail: ktuschman@indycc.edu

**Section 504 ADA Coordinator**
Eric Montgomery
Informational Technology Office, Cessna Building
Phone: 620-332-5444
E-mail: emontgomery@indycc.edu

**Academic Accommodations**
Kara Wheeler
Chief Academic Officer, Academic Building
Phone: 620.332.5635
E-mail: kwheeler@indycc.edu

Title VI, Title IX and Section 504 ADA complaints may also be filed with the Regional Office for Civil Rights. Address correspondence to:

**U.S. Commission on Civil Rights**
**Central Regional Office**
400 State Avenue, Suite 908
Kansas City, KS 66101
913-551-1400
U.S. Equal Employment Opportunity Commission
Gateway Tower II
4th & State Avenue, 9th Floor
Kansas City, KS 66101
913-551-5655
Semester: [Enter Here]

This syllabus is a plan, not a contract. Changes may occur during the term as the instructor deems necessary.

I. On-Ground Course Information:

- Course Title: Wellness Concepts
- Course Number: 03-HPR-1401
- KRSN Number: Not applicable
- Prerequisites: None
- Credit Hours: 1
- Recommended Texts and Supplies: [Enter Here]
- Course Description: Learn about different energy systems, principles of balance involved in total well-being. Course will touch on exercise, diet, emotional balance, cholesterol and “super foods,” secrets of enjoying exercise and the joys of fitness on the job.

II. Instructor Information:

- Instructor: [Enter Here]
- Office Location: [Enter Here]
- Office Hours: [Enter Here]
- Virtual Office Hours: [Enter Here]
- Phone: [Enter Here]
- Email: [Enter Here]

III. Student Information: Upon admission, each student is given an ICC email account and access to Canvas and the Pirate Portal. Students may communicate with instructors through both their ICC email and their Canvas mail. To access those, do the following:

- ICC Email: Go to the main page of the ICC website. In the upper left corner, click on “Email”. A student’s email address is his/her first name.last name@indycc.edu (sample.student@indycc.edu). In rare cases students have duplicate names from previous students. In that case, your email address may include a number at the end (sample.student2@indycc.edu). Your password is your ID number unless you have changed it. To forward your ICC email to a personal email, follow these directions:
  - Sign in to Office 365 at www.office.com/signin.
  - At the top of the page, choose Settings ➔ Mail.
  - Choose Forwarding.
  - Follow the instructions on the page.
  - If you don't see the Forwarding option, it may not be available for your account.
If you keep a copy of forwarded messages, check your Office 365 account regularly to make sure you haven't exceeded your mailbox size limit. If the size limit is exceeded new messages may not be forwarded.

- **Canvas Mail**: First log into Canvas from the main page of the ICC website (found under Quick Links). Your username is firstname.lastname@indycc.edu. Your password is your ID number unless you have changed it. Once in Canvas, you must click on “Account” on the left side of the screen. Choose “Settings”, and add the email address you would like to use for correspondence with others. Once you have completed this, click the “Inbox” icon on the left side of the screen to compose/read messages.

- **Pirate Portal**: Go to the main page of the ICC website. In the upper left corner, click on “Pirate Portal”. Your username is your ICC email (firstname.lastname@indycc.edu). Your password is your ID number unless you have changed it. On Pirate Portal students can access a variety of information such as financial aid, enrollment, course and fee statements, payment plans, and midterm/final grades.

### IV. Learning Outcomes: Upon completion of this course, students will be able to do the following:

1. Explain foundational concepts and terminology appropriate to wellness.
2. Analyze healthy decisions and how they contribute to maintaining a healthy lifestyle.
3. Describe the nutritive value of selected foods and how they relate to physical and mental health.
4. Examine one’s own personal wellness.

### V. Grading Policy:
Grades will be calculated based upon the following scale unless licensing or accreditation boards have a higher standard:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
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### VI. Credit Description:
A credit hour is defined as one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit. So for every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

### VII. Common Learning Expectations: All sections of Wellness Concepts use the activities listed below to measure whether you learned a required learning outcome for this course:

1. **A pre- and post-test (contact lead instructor for copy)**
2. **Wellness Assessment** (contact lead instructor for copy)
3. **Nutrition Activities** (contact lead instructor for copy)
4. **SMART Goals Activity** (contact lead instructor for copy)

### VII. Course Calendar: (This may be updated at the discretion of the instructor.)

<table>
<thead>
<tr>
<th>Module or Week</th>
<th>Topic:</th>
<th>Activity:</th>
<th>Due Date:</th>
<th>Fulfills Learning</th>
</tr>
</thead>
</table>


VIII. Attendance Policy:
- **ICC Policy:** Students are expected to be regular and punctual in attendance of all classes. Regular class attendance is necessary for student success. Excuses for absences are not issued. A student should inform instructors of special circumstances, such as participation in campus activities or sports, which make an absence necessary. The number of classroom hours a student may miss in a particular course without penalty is determined by the instructor, and will be covered in the syllabus for that course. Any instructor may withdraw a student for lack of attendance, but only after the appropriate date of certification for the course and on or before the last date to withdraw for the semester. If an instructor does exercise this option, a grade of WN will be recorded, and all of the course charges/fees will be applied to the student’s account.
- **My Policy:** [Enter Here]

IX. My Late Work Policy: [Enter Here]

X. My Extra Credit Policy for this Course: [Enter Here]

XI. Grade Appeals: There are two categories for grade appeals. Those are:
1. Assignment, tests, etc. within the course.
2. Final grade for the course.
To appeal #1: Students should have an informal conversation with the instructor for the purpose of resolving the issue. If the student does not feel that this conversation has helped to resolve the issue, the next step is to appeal the grade in writing with the Chief Academic Officer within two weeks after the conversation with the instructor. The CAO will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 10 days of receipt of the appeal.
To appeal #2: Students should appeal the grade in writing with the Chief Academic Officer within 60 days after a grade is posted. The CAO will review the information available, deliberate, and render a decision in writing to the student with a copy to the instructor within 15 days of receipt of the appeal. If the student’s appeal is approved, the appropriate change will be made to the student’s official transcript by the college registrar within 30 days of notification. Grade appeals that are received after the 60-day deadline will not be considered.

XII. Academic Integrity:
ICC expects its students to exhibit the highest level of academic integrity and maintains a “no tolerance” policy regarding behaviors that violate this expectation. The following actions constitute violations of academic integrity:
- A student submits an assignment which is not his/her own work
- A student copies or takes answers from another student or uses unauthorized materials during an exam
- A student uses words or ideas which are not his/her own without including the original source of the material
A student submits a paper or other assignment in multiple classes without permission from the instructor(s)
A student uses resources or assistance which are prohibited by an instructor to complete an exam or assignment
A student obtains a copy of an exam, answers to an assignment, or any other resource belonging to an ICC faculty or staff member without permission
A student knowingly assists another student in violating any part of the academic integrity policy
A student who uses a demonstrably false excuse to delay testing and solicit a special make-up exam, thereby receiving unfair additional study time by lying and deception

Instructors who determine that a student is in violation of the ICC academic integrity policy may impose any of the following sanctions:
- An instructor may require the student to submit a different assignment
- An instructor may assign a grade of “F” (zero) for the assignment
- An instructor may assign a grade of “F” for the course
- An instructor may assign a grade of “XF” for the course; a transcript notation will include that the student has failed the course for disciplinary reasons.

XIII. Student Privacy Statement: Students should be aware of their rights concerning access to educational records, limitations on disclosure of record information, the opportunity to challenge the content of educational records, and provisions for filing a complaint with the Department of Health, Education and Welfare. These rights are spelled out in Public Law 98-380 as amended by Public Law 93-568 and in regulations published by HEW in the June 17, 1976, Federal Register. Students who wish to have their information shared with parents or others must sign a Family Educational Rights and Privacy Act (FERPA) form granting access to the student’s records.

XIII: Diversity and Accommodations Statement: ICC values diversity and inclusion: we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction of design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students are also welcome to contact the Associate Dean of Academic Support Services at tcrawshaw@indycc.edu or 620-332-5457 to discuss a range of options to remove barriers in the course, including academic accommodations.

NOTICE OF NONDISCRIMINATION
Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning Independence Community College’s compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution’s efforts to comply with the regulations implementing these laws.

Specific complaints of alleged discrimination should be referred to:

HR Director—Keli Tuschman
Title VI, Title IX and Section 504 ADA complaints may also be filed with the Regional Office for Civil Rights. Address correspondence to:

**Kansas City Office**
**Office for Civil Rights**
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, 3rd floor, Suite 320
Kansas City, MO 64106
Telephone: 816-268-0550
FAX: 816-268-0599; TDD: 800-877-8339
Email: OCR.KansasCity@ed.gov

**U.S. Equal Employment Opportunity Commission**
Gateway Tower II
4th & State Avenue, 9th Floor
Kansas City, KS 66101
913-551-5655
3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.1: REFLECTION ON PROGRAM/COURSE OUTCOMES

Provide a narrative reflection on the assessment of program curriculum. Please provide an individual chart for student learning outcomes at both program and course level. Once the chart has been completed by the program, it can be updated in each cycle to reflect changes in assessment initiatives.

Narrative:

No program-level outcomes exist for HPR, and the only course-level data collected over the last three years comes from Wellness Concepts which was taught by the lone full-time faculty member teaching in the program. No data has been collected and/or submitted from adjunct instructors over that time.
3.2: SIGNIFICANT ASSESSMENT FINDINGS

Provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See Appendix 2 for ICC SLO's and Resource C- for more information.)

Narrative:

The most staggering finding is that this program has spent the last three years (probably longer) in complete isolation from common assessment practices at ICC. Since no full-time faculty member had ever been assigned to oversee the program, there is no assessment data available on any courses outside of Wellness Concepts. Even for those courses where a master syllabus exists and common assessments have been identified, adjunct instructors have consistently failed to provide such assessment information. The program also does not have established program-level outcomes allowing for a clear connection between course, program, and institutional-level outcomes assessment.
3.3: ONGOING ASSESSMENT PLANS

Describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

No current assessment plan exists.
4.0: EXTERNAL CONSTITUENCY AND SIGNIFICANT TRENDS

External Constituency and Significant Trends - An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.)

4.1: PROGRAM ADVISORY COMMITTEE

Please list or attach all Advisory member’s Name/Title/Organization/Length of Service on committee; note the Committee Chair with an asterisk (*). Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Not applicable
4.2: SPECIALIZED ACCREDITATION

Include the following information: Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.

Upload the most recent self-study and site visit documents.

Upload agency correspondence which confirm accreditation status.

**Narrative:**

Not applicable
4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

Currently, no HPR courses have been articulated in the KBOR Transfer Matrix:

Due to the college’s current standing as an accredited institution of higher learning through the Higher Learning Commission (HLC), the HPR program and its individual courses are likewise accredited.
5.0: CURRICULUM REFLECTION

5.1: REFLECTION ON CURRENT CURRICULUM

Provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- Does the program have any community-based learning components in the curriculum?

Narrative:

This program is not in alignment with KBOR or ICC policies governing the general education curriculum due to the following inadequacies:
1. The HPR program only contains two Arts and Humanities courses and two Social and Behavioral Sciences courses.
   a. These shortcomings prevent HPR majors from successfully completing the necessary general education requirements desired at area four-year institutions.
2. The program is currently allowing students to complete 30 elective hours, including 16 that are unencumbered.
   a. These excess elective options restrict students from meeting the necessary general education requirements.
3. Multiple classes identified in the program of study are no longer offered at ICC: a three-credit activity elective, Basic Life Support CPR Instructor's Course, and Business Law.
4. The following HPR courses are listed as core requirements within the program of study, yet they do not transfer as requirements within the HPR majors at ICC’s top six transfer destinations (i.e., ESU, KU, KSU, MSSU, PSU, and WSU):
   a. Drugs in Sports (not a required part of any degree at any of the six schools)
   b. Fundamentals of Coaching (not a required part of any degree program, and only transfers towards a requirement in the Coaching emphasis at KSU)
   c. Rules and Officiating (not a required part of any degree program, and only transfers towards a requirement of in the Coaching emphasis at KSU and PSU)
   d. Introduction to Sports Management (will transfer to KU and WSU if student is pursuing a Sports Management degree, otherwise only a required part of a degree in PSU’s Recreation program)
   e. Introduction to Physical Education (will transfer to every school as a required part of their Physical Education degree except at KU it only works towards their Sport Management
degree and it does not transfer as a required part of any degree at ESU)
5.2: DEGREE AND CERTIFICATE OFFERINGS OR SUPPORT

List what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

Based on the three years contained within this program review, the HPR program only served those students pursuing a HPR-related degree at the four-year level. Outside of that, none of the courses within the program are also in other degree plans at ICC.
6.0: FACULTY SUCCESS

Before completing the Faculty Success sub-sections, the program should reflect on a program pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the program review.

6.1: PROGRAM ACCOMPLISHMENTS

Please highlight noteworthy program accomplishments.

Narrative:

No accomplishments could be identified due to lack of data collection.
6.2: FACULTY ACCOMPLISHMENTS

Highlight noteworthy accomplishments of individual faculty.

Narrative:

No faculty member was responsible for this program over the program review period.
6.3: INNOVATIVE RESEARCH, TEACHING, AND COMMUNITY SERVICE,

In this section the program should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Unable to identify these areas of interest based on available data.
7.0: PROGRAM PLANNING & DEVELOPMENT FOR STUDENT SUCCESS

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section provide a narrative reflection on trends observed in the data from section 1.0. (See Resource C)

Narrative:

No trends found since data only available for one course.
7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Resource D for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)

Narrative:

1. It is for all of the aforementioned reasons the HPR program should be placed in Category 3.

   Now that I, Brett Gilcrist, have been assigned to oversee it, I am more than willing to rebuild the program with transferability and accountability in mind, but I do not believe such action can occur without significantly limiting the number of HPR courses taught at ICC for at least one academic year. I believe it is fair to continue to offer Introduction to Physical Education, Personal and Community Health (which will be an HPR course beginning in academic year 2018), and Wellness Concepts since they have a proven track record of transferring and counting as requirements within the students’ Bachelor’s degrees. I think Introduction to Sport Management is an option that can be considered since it is currently transferring to three schools (ESU, WSU, and KU), but I do think we need to better educate students by explaining it only counts towards a Sports Management or Recreation degree. Lastly, I think it is clear that Rules and Officiating, Fundamentals of Coaching, and Drugs in Sports need to be removed from the program’s offerings until it is clear they will transfer towards required courses within the students’ Bachelor’s degrees (the three courses could still be offered, just not as required parts of the HPR degree program until transferability can be guaranteed).

Demand and Quality:

During AY2016, 153 students took core classes from the HPR program; this accounts for 379 student credit hours. Of those 153 students, 100% completed the course. During AY2017, 199 students took core classes from the HPR program; this accounts for 455 student credit hours. Of those 199, 197 completed the course (98.9%).

Resource Utilization:

During AY2016, eight courses were taught from the core classes in the HPR program. Of those eight, zero were concurrent courses taught at area high schools while one was taught in the online environment (12.5%). Of the remaining seven classes, none fell below the minimum eight-person threshold whereas two classes exceeded the maximum enrollment threshold of 25. During AY2017, 10 courses were taught from the core classes in the HPR program. Of those 10, zero were concurrent courses taught at area high schools while three classes were taught in the online environment (30%). Of the remaining seven classes, zero fell below the minimum eight-person threshold whereas one class exceeded the maximum enrollment threshold of 25. It is also important to note that during
AY2016 and AY2017, 22% (4/18) of all core classes within the HPR program were taught by full-time faculty (all were sections of Wellness Concepts).

In terms of goal-setting with the program, I, Brett Gilcrist, have developed the following short-term and long-term goals for HPR moving forward:

1. Personal and Community Health will become an HPR course beginning in AY2018. This course is already in the KBOR transfer matrix and is a common requirement in HPR programs at the four-year level.
2. Develop common assessments for Introduction to Physical Education and Introduction to Sports Management (NOTE: common assessments already exist for PC Health and Wellness Concepts).
3. Design a new program of study with clearly defined outcomes at the program and course levels that enhance the students’ ICC experiences and transferability.
4. Assign a full-time faculty member or division chair to oversee the HPR program and its individual courses. (Brett Gilcrist has been asked to do this.)
5. Ensure that all adjuncts teaching these courses understand the expectations of their involvement within the program.
7.3 Mission and Strategic Plan Alignment

In this section, indicate the ways in which the program’s offerings align with the ICC mission (Appendix 3). Also, in this section provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI’s (Appendix 4) or Higher Learning Commission (HLC) accreditation AQIP categories (Appendix 1). It is not necessary to consider an example for each HLC category, but programs are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC.

Narrative:

The mission of ICC states “Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development” (Appendix 3). As a consequence, the HPR program has the potential to serve the college’s mission by ensuring both academic excellence and cultural enrichment are provided to our students. With the efforts mentioned in 7.2, the HPR program can also help ICC fulfill its vision by providing “…an exceptional educational experience by cultivating intellect…and enhancing character in a student and community centered environment” (Appendix 3).
8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, complete the budget worksheet to identify proposed resource needs and adjustments. These worksheets will be available in October. (See Resource G for more details on possible items to include.)

Narrative:

Assigning a full-time faculty member or division chair to oversee this program would cost the college $550 per semester or the equivalent of one credit hour of release time. Furthermore, if funds could be provided for professional development it would be greatly appreciated (it would cost roughly $800 dollars including registration, transportation, and lodging to attend the national conference).
9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

This program review was completed by myself, Brett Gilcrist, with the assistance of IR (Anita Chappuie) and the college’s CFO (Wendy Isle).
9.2 Dean and/or Administrative Designee Response

After review and reflection of the program review, planning and development, the Division Chair and CAO will complete the Summative Assessment form. The Division Chair and CAO’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division Chair comments: In reviewing the content provided in the program review, I agree with the decision to remove the program from the course catalog for one year to allow time for it to be restructured and realigned with ICC, KBOR, and articulation in mind.

Program Review Committee: We agree with the findings presented by Brett Gilcrist. This program needs to be strictly monitored over the next year with plans to redesign a better transfer-oriented program.

VPAA comments: I agree with the Division Chair on the necessary changes that need to occur to this program. It has not been well-taken care of since there was not a full-time faculty member in charge of assessment and program goals, and through this review you can see the work that needs to be done to have it meet our goal of academic excellence.