



PHYSH Program Portfolio 2010-2011

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. Graduation rates for the past decade are as follows:

Graduation Rates – Physical Activity and Health

Prefix	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
PHYSH	18	29	31	34	20	20	26	37	24	22

These rates reflect an annual ranking of between 4th or 5th highest rates among all university majors.

The PHYSH program offers courses online, and on campus. During the 2008-09 and 2009-10 academic years, respectively, in the Exercise Science prefix (EXS) 77 and 56 percent of SCH were online courses. In the Health and Wellness Studies prefix (HWS) 87 and 82 percent of SCH were from online courses. And, in the Physical Education and Sport prefix (PES) 43 and 52 percent of the SCH were online courses. Overall for 2009-10 approximately 67 percent of the SCH for the PHYSH program were online credit hours.



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 po

Vertical Curriculum Mapping: Physical Activity and Health PLO

Course Levels	Benchmark/ Expected Standard of Performance	1 Content Knowledge (courses required of all majors)	2 Critical Thinking/Comm unication (courses required of all majors)	3 Integrated (courses required of all majors)	4 Applied Learning (courses required of all majors)	5 Community Based Learning (Civic Engagement) (courses required of all majors)
	<i>Program sets benchmark</i>					
400-Level	1.60% or above 2. Rubric 1-4 with 60% of total 3. Met/Not Met at the 65th% 4. Met/Not Met 5. Met/Not Met	EXS 440			Not met by course. Students complete certification exam successfully.	PES 409; LS 403; EXS 444; PES 494
300-Level		EXS 312; EXS 321; EXS 322;	UWR courses: EXS 311; HWS 350; HWS 351. DPD – HWS 352	EXS 323	PES 364 (Certification exam required for class outcome)	PES 394
200-Level				HWS 298		PES 294
100-Level		PES 131		PES 131		

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:

Physical Fitness

- 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

- Demonstrate competency in the academic content of physical activity and health by completing all PHYSH course work with 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.

Practical Application

- 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	Assessment/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	HWS 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
2011 - 2012	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 2010: Degree Program Outcomes Assessment

Degree Program: PHYSH

Outcome Assessed: Integrated Learning

Course / Activity: EXS 323; PES 131 Fitness Test

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Demonstrate Adequate level of Physical Fitness	Standard Health Related Fitness Test	Normative data of published test.	65%	Met/ Not Met at the 65 th percentile

Explanation of Assignment / Activity / Prompt

Students are required to complete a standardized physical fitness test and achieve at least the 65th percentile. The requirement of these courses is to assess the fitness performance of an individual student as a course task. The assessment uses a Health Related Fitness Test such as the FitnessGram. A standard test is made up of a cardiovascular component, a strength component, a flexibility component, and a body composition component.

Analysis of Assessment Results

The assessment in these classes demonstrated that all students achieved at or above the minimum level of acceptable performance which was the 65th% on all the items assessed.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

A major focus of the courses, EXS 323 Physiology of Exercise, and PES 131 Foundation of Physical Activity and Health, is to demonstrate a level of physical fitness appropriate for someone engaged in the health promotion profession; and to learn and be able to identify and assess competent performances of fitness related 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

Recent Programmatic Changes

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.

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.

The PHYSH program recently received approval for its first Discrimination, Power, and Diversity (DPD) course. HWS 352 Cultural Competence in Health Education and Health Promotion (3 credits) will be the initial course to meet this new institutional requirement.

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 352, 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, 352, 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, 352

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

Student Accomplishments

Connected to the outcomes listed above, key samples of student work are important artifacts. A summary of student projects, papers, research, etc should be discussed here with a flag to an appendix with sample work.

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. ***Still pending in 2011.***

*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. ***Still pending in 2011.***

*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. *This goal was met in 2010-11 with Mr. Zachary Heath*

* 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

The PHYSH program serves a large number of students as evidenced by the Student Credit Hours (SCH) generated over the past five year period:

Student Credit Hours

Prefix	2005-06	2006-07	2007-08	2008-09	2009-10
EXS	1,012	1,018	1,015	1,231	1,169
HWS	3,185	3,247	3,574	4,010	4,579
PES	2,669	2,639	2,632	2,871	3,851
PEH	846	0	0	0	0
Total	7,712	6,904	7,221	8,112	9,599

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 250	3	28

WINTER YEAR 1

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

FALL YEAR 2

Course	Load Hours	Mean Enroll
HWS 298	3	46
HWS 325	4	18
HWS 250	3	12

WINTER YEAR 2

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

HWS			
250	3	26	

HWS			
250	3	14	

SPRING YEAR 1

SPRING YEAR 2

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

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

FALL YEAR 2

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 270	3	43
PES 294	3	44
EXS 451	3	2
HWS 314	3	4

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		
270	3	25
PES		
294	3	28
EXS		
451	3	11
HWS		
314	3	10

WINTER YEAR

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

SPRING YEAR 1

Course	Load Hours	Mean Enroll
EXS 323	5	40
EXS 440	3	59
EXS 453	3	7
HWS 250	3	127
HWS 412	3	64
PES 311	3	56
PES 494	3	43

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 2

Course	Load Hours	Mean Enroll
EXS 323	5	41
EXS 440	3	36
EXS 453	3	7
HWS 250	3	76
HWS 412	3	58
PES 311	3	42
PES 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 3.0 FTE faculty: Dr. Danny R. Mielke, Professor and Division Coordinator; Dr. Darren Dutto, Associate Professor; Dr. Brian Sather, Assistant 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 several exercise science 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.
- Dr. Molly Brog teaches HWS 250 and currently serves as the PHYSH advising Coordinator
- Ms. Anna Zorn teaches EXS 321, 323, and 213 online.
- Ms. Elisa Doeblir Irving teaches HWS 334, 335, and 432
- 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.
- In addition, PES 365 Athletic Training, PES 180 service courses, Coaching and officiating courses (PES 365-373), and courses using PES prefix associated with Athletics (PES 201) are taught by administrative faculty within the Athletic Program. Currently this includes Mr. Tim Camp, Mr. Issac Williams, Ms Anji Weissenfluh, and Mr. Russell Yap.



THE PHYSH FACULTY (above)

Cost Ratios

Load/Faculty On Campus

Based on the 2010 SCH in EXS, HWS, and PES prefix courses there are 9,599 Student load hours. PHYSH has 3.0 Full time on campus instructors whose major responsibility is with CORE and Concentration classes within the major. Some on campus adjunct instructors teach each term – these are administrative faculty such as coaches who teach credited classes each term – primarily PES 180 activity, coaching theory, or a credited class associated with their sport. These accounted for approximately 1,052 SCH.

Information that was presented earlier in this document regarding the PHYSH program shows that during the 2008-09 and 2009-10 academic years, respectively, in the Exercise Science prefix (EXS) 77 and 56 percent of SCH were online courses. In the Health and Wellness Studies prefix (HWS) 87 and 82 percent of SCH were from online courses. And, in the Physical Education and Sport prefix (PES) 43 and 52 percent of the SCH were online courses. Overall for 2009-10 approximately 67 percent of the SCH for the PHYSH program were online credit hours.

Summary Recommendations/Observations

A primary goal of the program is to secure an additional faculty member so that courses offered online may 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.