

# Snow College

## Physical Education R411

submitted to the State Board of Regents  
Summer 2017

Reviewed the spring semester 2017 with the rating of recommended

**Reviewers:**

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- Stacey McIff: Associate Professor, Business, Snow College

**Program Description:**

The Physical Education program provides students with the opportunity to become a physically educated person having the knowledge and skills required for a life of fitness, health and physical well-being. Thomas Jefferson stated, "Exercise and recreation are as necessary as reading. I will say rather more necessary because health is worth more than learning." The physical education program has been a part of Snow College since the beginning of the college in 1888.

The mission statement program focuses on two main areas: (1) to instruct and involve students in high quality sporting and physical education programs to teach ethical conduct and standards (2) to provide quality programs and facilities that enhance and enrich the life of those who visit the Snow College campus.

The PE department teaches over 200 courses per year to approximately 4,800 students. These courses cover areas of basic physical activity, health, fitness, outdoor recreation, and intercollegiate athletics.

**Faculty and Staff:**

Full-time athletic coaches with contracts that split their time between coaching and teaching part-time represent the physical education faculty. Assistant coaches serve as adjunct faculty along with community members who are hired to teach specialty classes.

|                              | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------------------|------|------|------|------|------|
| <b>Faculty Headcount</b>     |      |      |      |      |      |
| <b>With Doctoral Degrees</b> |      |      |      |      |      |
| Full-Time Tenured            |      |      |      |      |      |
| Full-Time Non-Tenured        |      |      |      |      |      |
| Part-Time                    |      |      |      |      |      |
| <b>With Master's Degrees</b> |      |      |      |      |      |
| Full-Time Tenured            | 3    | 2    | 3    | 1    |      |

|                                |             |            |            |            |            |
|--------------------------------|-------------|------------|------------|------------|------------|
| Full-Time Non-Tenured          | 1           | 1          | 1          | 1          | 1          |
| Part-Time                      | 3           | 1          | 1          | 4          | 2          |
|                                |             |            |            |            |            |
| <b>With Bachelor's Degrees</b> |             |            |            |            |            |
| Full-Time Tenured              |             |            |            |            |            |
| Full-Time Non-Tenured          |             |            |            |            |            |
| Part-Time                      | 19          | 22         | 19         | 25         | 26         |
|                                |             |            |            |            |            |
| <b>Other</b>                   |             |            |            |            |            |
| Full-Time Tenured              |             |            |            |            |            |
| Full-Time Non-Tenured          |             |            |            |            |            |
| Part-Time                      |             |            |            |            |            |
|                                |             |            |            |            |            |
| <b>Total Headcount Faculty</b> | <b>26</b>   | <b>26</b>  | <b>24</b>  | <b>31</b>  | <b>29</b>  |
| <b>Full-Time Tenured</b>       | <b>3</b>    | <b>2</b>   | <b>3</b>   | <b>1</b>   |            |
| <b>Full-Time Non-Tenured</b>   | <b>1</b>    | <b>1</b>   | <b>1</b>   | <b>1</b>   | <b>1</b>   |
| <b>Part-Time</b>               | <b>22</b>   | <b>23</b>  | <b>20</b>  | <b>29</b>  | <b>28</b>  |
| <b>FTE</b>                     |             |            |            |            |            |
| Full Time                      | 3.53        | 3.26       | 3.33       | 1.4        | 1.0        |
| Teaching Assistants            |             |            |            |            |            |
| Part-Time                      | 4.54        | 5.01       | 4.47       | 6.6        | 6.9        |
| <b>Total Faculty FTE</b>       | <b>8.17</b> | <b>8.3</b> | <b>7.8</b> | <b>8.0</b> | <b>7.9</b> |

### Student Learning Outcomes and Assessment:

Students who earn a degree in physical education should be able to work as physical education teachers, athletic team coaches, and athletic trainers. Student wishing to work in higher education must pursue graduate degrees. Students can also seek employment as parks and recreation directors, lifeguards, cooperative education teachers, intramural staff, game officials, athletic team managers, recreation management interns, and volunteer coaches for youth sporting programs.

The Physical Education Program teaches a wide variety of classes that require many different assessments. We teach regular activity classes for all levels of activity and people, including fitness and wellness for general education credit.

Students who complete the recommended physical education curriculum at Snow College will be expected to demonstrate that they:

- know the rules and etiquette for each activity or sport;
- know the strategies and appropriate behavior for each selected activity or sport;
- know the risk and safety factors associated with physical participation;

- know the value of lifetime health principles and activities;
- know the techniques used to execute the skills used in each activity;
- can achieve and maintain a high level of personal fitness;
- can adopt a lifestyle conducive to health and well-being;
- can perform skills related to each activity or sport;
- can demonstrate safety techniques relative to each activity;
- can demonstrate leadership and motivational skills in professional and cooperative education classes;
- appreciate the results of regular participation in physical activity;
- appreciate the relationships with other participants;
- appreciate the role lifelong physical activity plays in health and wellbeing.

|                            | 2011        | 2012        | 2013        | 2014        | 2015        |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Number of Graduates</b> |             |             |             |             |             |
| Certificates               | NA          | NA          | NA          | NA          | NA          |
| Associate Degrees          | 7           | 5           | 5           | 1           | 3           |
| Bachelor's Degrees         | NA          | NA          | NA          | NA          | NA          |
| Master's Degrees           | NA          | NA          | NA          | NA          | NA          |
| Doctoral Degrees           | NA          | NA          | NA          | NA          | NA          |
|                            |             |             |             |             |             |
| <b>Number of Students</b>  | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> |
| Total Declared Majors      | 16          | 4           | 1           | 3           | 2           |
| Total Department FTE       | 202.6       | 192.5       | 181.1       | 189.5       | 187.9       |
| Total Department SCH       | 3039        | 2887.5      | 2716.5      | 2842.5      | 2818.5      |
| Student FTE/Faculty FTE    | 25.1        | 23.3        | 23.2        | 23.7        | 23.8        |

**Program Support:**

|                                   | 2011      | 2012      | 2013      | 2014      | 2015      |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Cost</b>                       |           |           |           |           |           |
| Direct Institutional Expenditures | \$665,454 | \$651,538 | \$724,782 | \$618,205 | \$522,507 |
| Cost per Student FTE              | \$3,285   | \$3,385   | \$4,002   | \$3,262   | \$2,781   |
| <b>Funding:</b>                   |           |           |           |           |           |
| Appropriated Fund                 | NA        | NA        | NA        | NA        | NA        |
| <b>Other:</b>                     |           |           |           |           |           |
| Special Legislative Appropriation | NA        | NA        | NA        | NA        | NA        |
| Grants of Contracts               | NA        | NA        | NA        | NA        | NA        |
| Special Fees/Differential Tuition | NA        | NA        | NA        | NA        | NA        |

## Program Assessment:

In accordance with Utah State Board of Regents' policy R411 on the periodic review of educational programs, an on-site visit of Physical Education program was conducted in February 2017. This visit was followed careful reading of the self-study document and included a comprehensive tour of educational facilities, conversations with students, class visits, and faculty interviews.

## Reviewer's Recommendations:

1. **Academic Leadership:** It is recommended that the program consider separating the Athletic Director and the Physical Education Department Chair positions.

*Institutional Response:* The position of Department Chair and Athletic Director should be separated. Funding in the area is the roadblock as there are no full time people in the Physical Education Department who are not already working a full load. Consideration will be given to this recommendation if workloads can be adjusted. This recommendation was implemented with the appointment of Spencer Mack as department chair, February 2017.

2. **Lack of Tenure-track positions:** It is recommended that the program consider hiring one or two full-time tenure-track faculty to establish more rigorous academic expectations for adjunct faculty and student learning outcomes per course.

*Institutional Response:* Hiring two fulltime, tenure track positions is a great idea. Funding and an understanding of the role of physical education within the college as part of the overall strategic plan is vital to this recommendation. The results of the general education revision may also impact this decision if the need for Fitness & Wellness Classes (PE 1096) decreases. This is due to the fact that Snow College is the only institution in the state system that requires a physical education general education requirement. As Snow College revises its general education model, consideration is given to eliminate the physical education general education requirement.

3. **Lack of Learning Outcomes Data:** It is recommended that the program establish the continual collection of data from general education and activities courses in order to ascertain the achievement of student learning outcomes.

*Institutional Response:* Data will continue to be collected from the First Aid, Lifeguard, and Fitness and Wellness classes and a system to show results will be created. During Assessment Day activities on May 4, 2017, Spencer Mack established student learning outcomes for general education and activity classes. Classes with data respective to the student learning outcomes in these areas was determined, data/artifcate/evidence were determined, and achievement targets were established.

*In addition standards have been applied to general education and activity courses. These standards have instruction time requirements for each instructor. Student learning outcomes have*

*been reviewed and syllabi are being updated. It is anticipated that all syllabi will have updated, measurable outcomes (and data) by January 2018.*

4. **Course Distinction:** It is recommended that the program distinguish between physical education academic, athletic, and physical education activity courses.

***Institutional Response:** The department will work with the college to review course numbering and evaluate the benefits of changing the current system.*

5. **Future Construction:** It is recommended, that if a future arena is constructed, the program should partner with the college for both classroom and workout facility space.

***Institutional Response:** A new facility will look at all aspects needed for the college. A new facility is part of newly revised Master Plan for the College.*

6. **Articulation Opportunities:** It is recommended that the program look for opportunities to articulate physical education academic courses with other courses at four-year transfer institutions.

***Institutional Response:** The PE Department will look for opportunities to work with transfer institutions in regards to articulation. Attending the annual system wide major meetings will become a priority.*

7. **Catalog Updates:** It is recommended that the Physical Education program in the catalog ensure that students are aware of the program and have a pathway for transfer.

***Institutional Response:** The Department will work with Student Success Office to have students consider the PE program outlined in the catalog and more clearly identify what is needed to transfer to a 4-year institution.*

8. **Syllabi Recommendations:** It is recommended that all PE syllabi be reviewed for spelling errors, consistent font use, links between assessment and outcomes, and clear access to articles when text is not required.

***Institutional Response:** The current syllabi are being reviewed and will incorporate the recommendations for linking assessment with outcomes, spelling errors, font use and articles for reading when text is not required. Service learning expectations will be connected to courses requiring such. Catalog will be updated to reflect course outcomes and descriptions. It is anticipated that this will be completed along with syllabus recommendations (see recommendation #3) by January 2017.*