



ACADEMIC PROGRAM REVIEW (APR)

Allied Health

(Part A)

SECTION 1: Introduction

1. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.

Keith Hardy – Kinesiology - Allied Health -2019-2020

2. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.

Allied Health Degree has (3) tracks:

Pre-Physical Therapy
Pre-Occupational Therapy
Pre-Athletic Training

3. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.

Name	Highest Degree	Professional Licensure	Year Degree Obtained	Degree Area Specialization	Faculty Rank	Year Hired
Keith Hardy	PhD	MPT , PEMO	2006	Physical Therapy & Physical Education	Professor	2000
Kevin King	PhD	ATC	2014	Athletic Training & Exercise Science	Associate Professor	2009

Sarah Walters	ABD	ATC	2011	Athletic Training & MOL	Assistant Professor	2007	
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4. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.

Steve Lesh PhD, PT Chair & Professor DPT Program Southwest Baptist University, Bolivar MO

Amy Vaughn OTD, OTR Chair & Professor MOT Program Cox College, Springfield MO

Dustin Cox DPT Assistant Professor Cox College, Springfield MO

Jeanne Cook PhD, PT Chair & Professor DPT Program Missouri State University, Springfield MO

Sapna Chakraborty OTD, Chair & Professor MOT Program Missouri State University, Springfield MO

Allied Health Advisory Committee:

Steve Lesh PhD, PT Chair & Professor DPT Program Southwest Baptist University, Bolivar MO

Dustin Cox DPT Assistant Professor Cox College, Springfield MO

David Baza ATC, Head Athletic Trainer Evangel University, Springfield MO

SECTION 2: Identity: Mission, Values and Strategic Plan

5. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.

- Develops Christ centered employable graduates who reflect their missionary call through professionalism, academic preparation, and leadership.
- We have accountability built into our program and demand quality disposition of our majors and graduates.
- We feel strongly that our purpose is to realize God's potential in our student's lives and equally important for them to realize it's not about them it's about God in them.
- We have unique areas that allow our graduates to potentially have great influence on the lives of children and adults.

6. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.

Allied Health major requires a large number of hours from other programs; mainly Biology and Psychology. Nearly all of the Allied Health students also minor in these other areas while completing all of their pre-requisite hours needed to apply to graduate school.

7. Explain any changes or improvements that have been implemented since the last APR.

Many curricular changes have been made to adjust to professional program pre-requisites. We have added new suggested electives, allowed substitutions for upper level Biology courses, added a new Disabilities Minor for the Pre-OT track, require General Chemistry instead of Introduction to Chemistry for our Pre-AT students, and created new hands on experience by partnering with the ARC of the Ozarks in our Adapted PE course (an elective Allied Health students can take).

8. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.

The Allied Health field is highly competitive and constantly evolving. The Allied Health Program is unique and sets our students apart from competing schools because of the following:

- a. Rigorous curriculum designed by Professional Program Directors to meet their pre-requisites but more importantly to prepare students for the graduate level understanding.
- b. Faculty are licensed health care professional
- c. Students are expected to perform critical thinking in hands on laboratory experiences
- d. Students are required to complete and defend their research in a capstone project

Elimination of the program would result in a net loss for the university. The program has steadily grown based on reputation and demand in the market place. The fact that the program is housed in the Kinesiology department also adds to its attraction for student athletes. The Kinesiology department has a track record of student growth with low costs.

SECTION 3: Relevance

9. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.

	2016	2017	2018	2019
Allied Heath	9	32	24	

Salesforce Inquiries by Entering Term					
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Allied Health	192	32	115	173	137

Allied Health Job Outlook

Common Career Options	Job Outlook (Average Growth Rate +6%)	Median Annual Pay (2016)
Physical Therapist	28%	\$86,850
Occupational Therapist	24%	\$83,200
Occupational Therapy Assistant	28%	\$56,690
Physical Therapist Assistant	30%	\$46,920
Athletic Trainer	23%	\$46,630

The increasing life expectancy and the growing number of senior citizens have increased the need for physical therapist, occupational therapist and athletic trainers. Many seniors are in need of some form of therapeutic treatment as they progress in age.

10. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.

The program has been in communication with professional program directors (meetings on campus, emailing, traveling with students to programs etc.) to stay on top of current changes and trends in the profession. There have been some curricular changes (see Section 2-7) to allow our students to apply to a broader pre-requisite demand across the country.

11. List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).

Strengths	Weaknesses
<ul style="list-style-type: none"> 1. Faculty professional experience 2. Classes offered in department are in several majors requirements 3. Experiential learning through practicums and clinical experiences 4. Strong job placement because professionals in the field recognize Evangel students as having more professional behavior and depth of content knowledge 	<ul style="list-style-type: none"> 1. Lack of funding for technology, especially in physical education and sport management 2. Lack of adequate space designed for hosting physical education, exercise science and athletic training laboratory courses. 3. Lack of intraprofessional education for students to travel to conferences to network professionally

<ul style="list-style-type: none"> 5. Strong placement rates in professional programs 6. Natural fit for athletes because of their kinesthetic nature 7. Capstone Research Project required for graduation 	<ul style="list-style-type: none"> 4. Professional development of faculty funds. 	
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12. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).

Opportunities	Threats
<ul style="list-style-type: none"> 1. Connect with graduates from professional programs to evaluate student readiness and job satisfaction. 2. Improve advertising of graduates on academic pages. 	<ul style="list-style-type: none"> 1. Departmental funding for technology and professional development. 2. Our facilities, classrooms, and laboratories threaten our ability to recruit students.

13. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.

The Allied Health program has been highly successful preparing students for acceptance and equipping them for DPT programs across the United States. To date, nearly all of graduates who applied were accepted into competitive DPT programs, many have already graduated with their doctorate degrees; all have commented on how well this program prepared them. The program has articulation agreements with Cox College's MOT program (for our OT students) and SBU's DPT program (for our PT students). Two of our faculty started Evangel's first Athletic Training program, which has advanced as an accredited program from undergraduate to a graduate level, the first among all Assembly of God schools. The Allied Health program is also a feeder program for this MAT program.

. This strength is associated with proper advisement into the major, maximizing performance by encouraging summer courses, and honest expectations and feedback.

SECTION 4: Effectiveness

14. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes?

ALTH Fall 2019

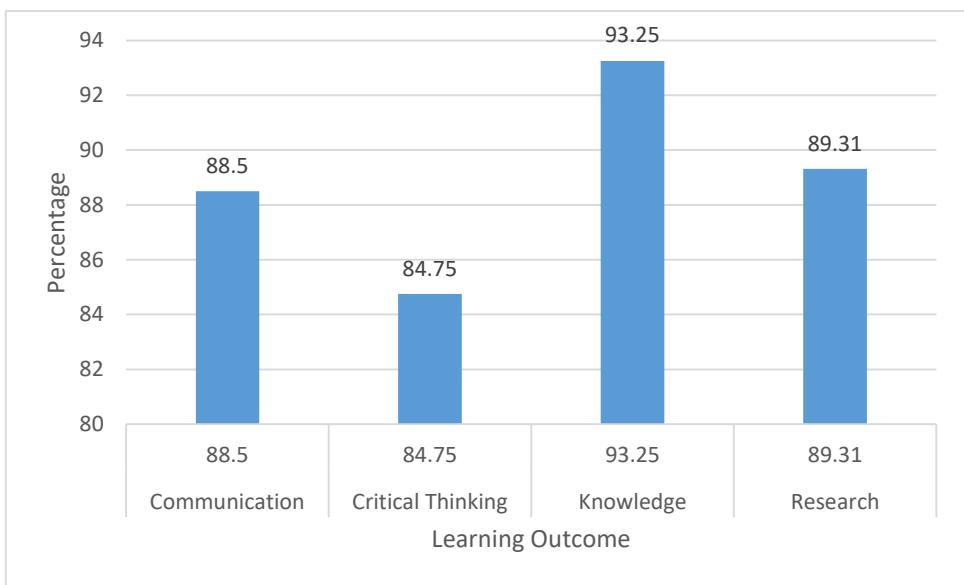
Row Labels	Average of outcome score	Count of student sis id
EXER 345 LEC 1 Research Methods	3.57	62
ALTH 2.1 Critical Thinking	3.32	31
ALTH 5.1 Research	3.83	31

BIOL 221 LEC 1 Human Structure and Function	3.71	23
ALTH 3.2 Knowledge	3.71	23
EXER 386 LEC 1 Orthopedic Pathology	3.75	23
ALTH 3.1 Didactic knowledge	3.75	23
Grand Total	3.62	108

ALTH Spring 2020

Row Labels	Average of outcome score	Distinct Count of student sis id
EXER 450 LEC 1 Biomechanics	3.52	24
ALTH 1.3 Media Communication	3.58	24
ALTH 2.1 Critical Thinking	3.46	24
EXER 496 LEC 1 Professional Seminar in Exercise Science	3.93	14
ALTH 1.2 2 Oral Communication	4.00	14
ALTH 5.1 Research	4.00	14
ALTH 5.2 Research	3.79	14
EXER 496 LEC 2 Professional Seminar in Exercise Science	2.82	6
ALTH 1.2 2 Oral Communication	3.00	5
ALTH 5.2 Research	2.67	6
(blank)		1
Grand Total	3.61	35

Allied Health



Note: This is the first PLO report in this format. These data demonstrated student competence in Oral Communication (87.5%), Media Communication (89.5%), Critical Thinking (84.75%), Didactic Knowledge (93.75%), Knowledge (92.75%), and Research (89.31%).

Critical Thinking outcomes can be improved in EXER 450 through problem solving such as gait analysis and in EXER 345 through improved rubric to grade journal article critiques for research paper. These rubrics would require students to write out their thought processes.

15. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.

The most informative standards are from PTCAS, OTCAS, and ATCAS. This is a centralized application service that list pre-requisites for all programs across the country in each respective area. The information provided on these sites have prompted changes such as different elective courses and change in curricular requirements (see Section 2-7). A secondary source our local program directors at MSU, Cox College, and SBU.

16. Report and discuss the post-graduation placement of your graduates.

As of Fall 2020, we have had 40 students from the Allied Health Program complete or are in the process of completing professional degrees in the areas of physical therapy, occupational therapy, athletic training, or chiropractic medicine. The program has a very high placement rate of students who graduate with this degree and choose to complete their professional degree.

17. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.

At this point no survey has been sent to post graduates, but verbal confirmation of program effectiveness has been relayed by all who have communicated with the department since graduation. The comments always refer to satisfaction of preparation for graduate school in their respective areas. Our students have been accepted in highly competitive schools locally and in some prestigious schools across the country. Director feedback suggest our students stand out because of their knowledge and understanding of profession.

18. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree.

An A.A degree to prepare students for Physical Therapy Assistant or Occupational Assistant at a community college program would be beneficial.

SECTION 5: Sustainability

19. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc. None.
20. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives? The tools needed for laboratory exercises are sufficient at this time.
21. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole? Students in these fields are required to do research. Many of the research projects have engaged employees in ergonomic assessments, balance assessments, and fitness assessments with Evangel employees. The major promotes health and wellness and a link between science and exercise.

SECTION 6: Planning for the Future

22. Based on what you have learned from this review, including the SWOT conducted for the "Relevance" section (questions 8-12), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU's strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

23.

Plan for Improvement	Timeline	Responsible Person
Improve Critical Thinking out in EXER 450 through problem solving such as gait analysis and in EXER 345 through improved rubric to grade journal article critiques for research paper. These rubrics would require students to write out their thought processes.	Fall 2020	Dr. Keith Hardy
Improve laboratory space and efficiency by adding more plinths for EXER 376 Orthopedic Pathology.	Fall 2020	Dr. Keith Hardy
Develop a satisfaction survey for graduates of professional programs.	Spring 2021	Dr. Keith Hardy

(Part B)
Academic Program Review Rubric

Please click on the link below to complete the APR rubric.

https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJL0MyNjAwOEILNzA5N0JPQ0dCRC4u

SECTION 1: Program Information (1-6)				
SECTION 2: Identity-Mission, Values, and Strategic Plan				
	Exemplary (4 points)	Competent (3 points)	Emerging (2 points)	Insufficient (1 point)
7. Mission/ Overall Essentiality	Evidence is provided that the program has advanced EU's mission/strategic plans in deliberate and measurable ways.	Program objectives are consistent with EU's mission and strategic plans.	Program objectives are inconsistent with EU's mission and strategic plans.	Program objectives are not formulated.
8. Strategic Planning	The program routinely develops a cohesive Strategic Plan & has demonstrated that it has advanced EU's Strategic Plan.	The program has developed a cohesive Strategic Plan that has or is likely to advance EU's Strategic Plan.	The program has identified short-term objectives.	No evidence of intentional program planning is available.
SECTION 3: Relevance				
9. External Demand (OOH)	Faster than average growth or strong job opportunity is projected	Average growth is projected	Slower than average growth is projected	Decline is projected or no information is available.
10. Enrollment Trend Data	Increasing enrollment trend	Stable enrollment trend	Sporadic enrollment trend	Declining enrollment trend.
11. Opportunity Analysis	The program can provide examples of how they routinely evaluate and use strengths or opportunities to overcome weaknesses/ threats.	The program has identified & evaluated strengths, weaknesses, opportunities & threats & subsequently documented plans to improve.	The program has identified some pros and cons related to the program.	No evidence of opportunity analysis or SWOT self-evaluation is presented.
SECTION 4: Effectiveness				

12. Faculty Credentials	All faculty members hold terminal degrees in the field in which they teach.	All faculty may not have terminal degrees but all have appropriate degrees or tested experience for the courses they teach.	One or more faculty members are close to completing coursework or research that will give them a needed credential.	One or more faculty members are unqualified to teach 1 or more assigned courses.
13. Assessment of PLOs	PLO data from Course Commons has been collected annually & multiple faculty have reviewed findings & used what they learned to improve the program.	PLO data from Course Commons has been collected annually but multiple faculty did not review findings annually for program improvement.	Evidence of program effectiveness is available but not reviewed.	No evidence of program effectiveness is available.
14. External Validation	The program or its members hold membership in a professional organization(s) and use standards and best practices to inform their work. The program has been acknowledged by the organization(s).	The program or its members hold membership in a professional organization and use standards and best practices to inform their work.	The program or its members hold membership in a professional organization or have consulted an external expert.	No evidence that the program has considered its relevance or best practices is provided.
15. Stakeholder Satisfaction	Evidence of stakeholders (students, alumni & employers) is available along with evidence that the unit has reviewed it & used what they learned to improve the program.	Evidence that the unit routinely collects and analyzes stakeholder satisfaction levels is provided.	Some evidence of stakeholder satisfaction levels has been collected in the last 3 years.	No evidence of stakeholder satisfaction with the program is provided.
16. Placement	The program has provided a 3 to 5-year history of placement of majors, including job title and starting salaries.	The program has provided placement information for more than half of their most recent graduating class.	The program has spotlighted successful graduates.	No placement information is available.
17. High Impact Practices https://www.aacu.org/leap/hips	The program curriculum ensures that all majors experience multiple HIPs.	The program curriculum ensures that all majors experience an HIP.	HIPs are available to majors and minors.	No evidence of HIP usage is provided.
SECTION 5: Sustainability				

18. Percent of program graduates to total # of EU graduates in the last four years	Upper 25%	Mid 50-75%	Lower 25-50%	Lower 25%
19. # Attrited from EU in the last four years-Average %/Year	Lower 25%	Lower 25-50%	Mid 50-75%	Upper 25%
20. Resource Acquisition	The program has consistently and actively sought out and/or received new resources	The program consistently seeks and/or receives new resources	The program seeks and/or receives new resources on occasion	The program has not received new resources and none are expected
21. Resource Utilization	The program has provided multiple examples of program evaluation, prioritization & modifications that resulted in reallocating funds to a more strategic purpose within EU.	The program has identified one or more examples of program evaluation, prioritization & modifications that resulted in reallocating funds to a more strategic purpose within the program.	The program has provided an example of program evaluation, prioritization, & modification that resulted in reallocating funds to a more strategic purpose.	No evidence of resource prioritization or reallocation is available.
SECTION 6: Planning for the Future				
22. Based on what you have learned from this review, including the SWOT conducted for the "Relevance" Section (questions 8-12), identify 1-3 strategic objectives that will enable the program to further one or more of EU's strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?				

*Adapted with permission from Graceland University, Dr. Katie Bash

EU Academic Program Review Rubric (APR) - PART B

INSTRUCTIONS Use this form to submit the program evaluation. You will be asked to provide some general information about the program review and then evaluate the program in the following areas: SECTION 1: Program Information SECTION 2: Identity - Mission, Values, and Strategic Plan SECTION 3: Relevance SECTION 4: Effectiveness SECTION 5: Sustainability SECTION 6: Planning for the Future

SECTION 1: Program Information

1. Academic Department

Kinesiology

2. Academic Program

Allied Health

3. First and last name of the Program Coordinator

Keith Hardy

4. Date of the Academic Program Review (APR)

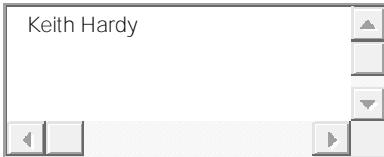
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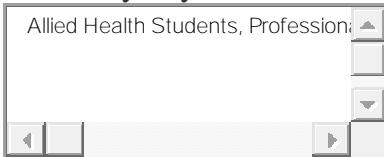
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11

Today Clear Close

5. List the names of the faculty who were involved in the APR:



6.Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.



SECTION 2: Identity - Mission, Values and Strategic Plan

7.Mission/Overall Essentiality

1-Insufficient-Program objectives are not formulated. 2-Emerging-Program objectives are inconsistent with EU's mission and strategic plans. 3-Competent-Program objectives are consistent with EU's mission and strategic plans. 4-Exemplary-Evidence is provided that the program has advanced EU's mission/strategic plans in deliberate and measurable ways.

- 1
- 2
- 3
- 4

8.Strategic Planning

1-Insufficient-No evidence of intentional program planning is available. 2-Emerging-The program has identified short-term objectives. 3-Competent-The program has developed a cohesive Strategic Plan that has or is likely to advance EU's Strategic Plan. 4-Exemplary-The program routinely develops a cohesive Strategic Plan and has demonstrated that it has advanced EU's Strategic Plan.

- 1
- 2
- 3
- 4

SECTION 3: Relevance

9.External Demand (OOH)

1-Insufficient-Decline is projected or no information is available. 2-Emerging-Slower than average growth is projected. 3-Competent-Average growth is projected. 4-Exemplary-Faster than average growth or strong job opportunity is projected.

- 1
- 2
- 3
- 4

2
3
4

10. Enrollment Trend Data

1-Insufficient-Declining enrollment trend. 2-Emerging-Sporadic enrollment trend. 3-Competent-Stable enrollment trend. 4-Exemplary-Increasing enrollment trend.

1
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11. Opportunity Analysis

1-Insufficient-No evidence of opportunity analysis or SWOT self-evaluation is presented. 2-Emerging-The program has identified some pros and cons related to the program. 3-Competent-The program has identified and evaluated strengths, weaknesses, opportunities and threats and subsequently documented plans to improve. 4-Exemplary-The program can provide examples of how they routinely evaluate and use strengths or opportunities to overcome weaknesses/threats.

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SECTION 4: Effectiveness

12. Faculty Credentials

1-Insufficient-One or more faculty members are unqualified to teach one or more assigned courses. 2-Emerging-One or more faculty members are close to completing coursework or research that will give them a needed credential. 3-Competent-All faculty may not have terminal degrees but all have appropriate degrees or tested experience for the courses they teach. 4- Exemplary-All faculty members hold terminal degrees in the field in which they teach.

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13. Assessment of PLOs

1-Insufficient-No evidence of program effectiveness is available. 2-Emerging-Evidence of program effectiveness is available, but not reviewed. 3-Competent-PLO data from Course Commons has been collected annually but multiple faculty did not review findings annually for program improvement. 4-Exemplary-PLO data from Course Commons has been collected annually and multiple faculty have reviewed findings and used what they learned to improve the program.

- 1
- 2
- 3
- 4

14.External Validation

1-Insufficient-No evidence that the program has considered its relevance or best practices is provided. 2-Emerging-The program or its members hold membership in a professional organization or have consulted an external expert. 3-Competent-The program or its members hold membership in a professional organization and use standards and best practices to inform their work. 4-Exemplary-The program or its members hold membership in a professional organization(s) and use standards and best practices to inform their work. The program has been acknowledged by the organization(s).

- 1
- 2
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15.Stakeholder Satisfaction

1-Insufficient-No evidence of stakeholder satisfaction with the program is provided. 2-Emerging-Some evidence of stakeholder satisfaction levels has been collected in the last 3 years. 3-Competent-Evidence that the unit routinely collects and analyzes stakeholder satisfaction levels is provided. 4-Exemplary-Evidence of stakeholders (students, alumni and employers) is available along with evidence that the unit has reviewed it and used what they learned to improve the program.

- 1
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16.Placement

1-Insufficient-No placement information is available. 2-Emerging-The program has spotlighted successful graduates. 3-Competent-The program has provided placement information for more than half of their most recent graduating class. 4-Exemplary-The program has provided a 3 to 5-year history of placement of majors, including job title and starting salaries.

- 1

2
3
4

17.High Impact Practices- <https://www.aacu.org/leap/hips>

1-Insufficient-No evidence of HIP usage is provided. 2-Emerging-HIPs are available to majors and minors. 3-Competent-The program curriculum ensures that all majors experience an HIP. 4-Exemplary-The program curriculum ensures that all majors experience multiple HIPs.

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SECTION 5: Sustainability

18.Percent of program graduates to total # of EU graduates in the last four years

1-Insufficient-Lower 25% 2-Emerging-Lower 25-50% 3-Competent-Mid 50-75% 4-Exemplary-Upper 25%

1
2
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4

19.# Attritions from EU in the last four years-Average %/Year

1-Insufficient-Upper 25% 2-Emerging-Mid 50-75% 3-Competent-Lower 25-50% 4-Exemplary-Lower 25%

1
2
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20.Resource Acquisition

1-Insufficient-The program has not received new resources and none are expected. 2-Emerging-The program seeks and/or receives new resources on occasion. 3-Competent-The program consistently seeks and/or receives new resources. 4-Exemplary-The program has consistently and actively sought out and/or received new resources.

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21.Resource Utilization

1-Insufficient-No evidence of resource prioritization or reallocation is available. 2-Emerging-The program has provided an example of program evaluation, prioritization and modification that resulted in reallocating funds to a more strategic purpose. 3-Competent-The program has identified one or more examples of program evaluation, prioritization and modifications that resulted in reallocating funds to a more strategic purpose within the program, 4-Exemplary-The program has provided multiple examples of program evaluation, prioritization and modifications that resulted in reallocating funds to a more strategic purpose within EU.

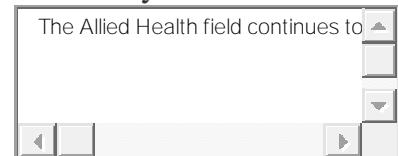
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SECTION 6: Planning for the Future

Based on what you have learned from this review, including the SWOT conducted for the "Relevance" Section (questions 8-12), identify 1-3 strategic objectives that will enable the program to further one or more of EU's strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

22.Enter your reflections here:

The Allied Health field continues to



A text input field with a scroll bar and navigation buttons (left, right, up, down) for entering reflections.



ACADEMIC PROGRAM REVIEW (APR)
Exercise Science
2019-2020

SECTION 1: Introduction

23. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.

Kevin King – Kinesiology – Exercise Science -2019-2020

24. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU).

Exercise Science prepares students to work as certified personal trainers, fitness gym owners, strength & conditioning coaches & cardiovascular rehabilitation.

25. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.

Name	Highest Degree	Professional Licensure	Year Degree Obtained	Degree Area Specialization	Faculty Rank	Year Hired
Keith Hardy	PhD	MPT , PEMO	2006	Allied Health & Physical Education	Professor	2000
Kevin King	PhD	ATC	2014	Athletic Training & Exercise Science	Associate Professor	2009
Sarah Walters	ABD	ATC	2011	Athletic Training & MOL	Assistant Professor	2007

	Kelly Richardson	MS			Sport Management & PE	Assistant Professor	2018	
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26. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.

NA

Exercise Science Committee:

Scott Metcalf: Manager of James River Church Fitness Facility

Noah Aldredge: Owner of Big Time Results

Don Decker: Head Strength & Conditioning Coach at New Mexico State University

SECTION 2: Identity: Mission, Values and Strategic Plan

27. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.

- Develops Christ centered professionals that will allow Christ to shine through them through their knowledge, professionalism, dependability, and speech as they interact with colleagues and clients/patients.
- We have accountability built into our program and demand quality disposition of our majors and graduates.
- We feel strongly that our purpose is to help EU students seek and fulfill God's calling on their lives through vocation.
- We have unique areas that allow our graduates to potentially have great influence on the lives of people in all walks of life.

28. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.

Exercise Science majors automatically minor in coaching. This allows much of the content for the major to overlap with Physical Education to increase our PE majors' knowledge of resistance training that will give them an advantage of many PE graduates as they seek employment.

29. Explain any changes or improvements that have been implemented since the last APR.

The study of exercise in special populations has been added to EXER 400 to allow majors to seek a clinical job setting if they choose. EXER 356 will transition this year from a class that focuses on ergogenic aids to a course that will include sport nutrition as well.

30. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.

The Exercise Science Program allows for specialization that is required in today's society. In the past many of our EU student's would seek this field with a physical education degree. The increased specialization makes our graduates more competitive in the job market. The Exercise Science Program sets our students apart from competing professions because of the following:

- e. Increased knowledge of resistance training programs, cardiovascular conditioning, muscle function, and how to adjust and make adaptations to programs based on evaluation. Many practitioners in the field do not have much, if any, higher education.
- f. Students are expected to perform critical thinking in hands on laboratory experiences and practicums

g. Students are required to complete and defend their research in a capstone project. Elimination of the program would result in a net loss for the university. The program has remained steady with enrollment based on reputation and interest in the field from the student population. The fact that the program is housed in the Kinesiology department also adds to its attraction for student athletes. The Kinesiology department has a track record of student growth with low costs.

SECTION 3: Relevance

31. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.

	2016	2017	2018	2019
New Exercise Science Majors	9	9	9	-

Salesforce Inquiries by Entering Term					
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Exercise Science	47	89	171	126	51

Allied Health Job Outlook

Common Career Options	Job Outlook (Average Growth Rate 2018-2028)	Median Annual Pay (2018)
Strength & Conditioning Coach	+11%	49,037
Personal Trainer	+13%	\$40,390
Exercise Physiologist	+10%	49,170

Increased specialization in small colleges and high schools will increase the job market for strength & conditioning coaches. Fighting the obesity epidemic will give personal trainers opportunity for market growth and a clinical exercise physiologist will have a highly stable job market in health systems as our population ages.

32. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.

The program has grown in content area and with specialization to impact gym ownership, increased knowledge in exercise programming, techniques, and knowledge of specialized populations.

33. List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).

Strengths	Weaknesses
<ul style="list-style-type: none"> 8. Faculty professional experience 9. Classes offered in department are in several majors requirements 10. Experiential learning through practicums & clinical experiences 11. Strong job placement because professionals in the field recognize Evangel students as having more professional behavior and depth of content knowledge 12. Natural fit for athletes because of their kinesthetic nature 13. Capstone Research Project required for graduation 	<ul style="list-style-type: none"> 5. Lack of funding for technology, especially in physical education and sport management 6. Lack of adequate space designed for hosting physical education, exercise science and athletic training laboratory courses. 7. Lack of intraprofessional education for students to travel to conferences to network professionally 8. Professional development of faculty funds.

34. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).

Opportunities	Threats
<ul style="list-style-type: none"> 3. Connect with graduates from professional programs to evaluate student readiness and job satisfaction. 4. Improve advertising of graduates on academic pages. 	<ul style="list-style-type: none"> 3. Departmental funding for technology and professional development. 4. Our facilities, classrooms, and laboratories threaten our ability to recruit students.

35. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.

The Exercise Science program has continued to be a natural draw for students that are interested in the fitness industry as well as students that are seeking a career in sports. The primary faculty member for this major is a staff member with EU athletics dept that grants students access to practicum experience at a collegiate level. This also allows students to see how a practitioner operates. The practicum sites off campus also provide strength to the program and even, at times, employment opportunities upon graduation.

SECTION 4: Effectiveness

36. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes?

EXER Fall 2019

Row Labels	Average of outcome score	Count of student sis id
EXER 366 LEC 1 The Theory and Methodology of Resistance Training	2.92	13
EXER 3	2.92	13
EXER 400 LEC 1 Exercise Assessment and Prescription	3.50	6
EXER 4	3.50	6
Grand Total	3.11	19

EXER Spring 2020

Row Labels	Average of outcome score	Distinct Count of student sis id
EXER 496 LEC 2 Professional Seminar in Exercise Science	3.40	5
EXER 5	3.40	5
Grand Total	3.40	5

Note: This is the first PLO report in this format. These data demonstrated student competence in Oral Communication (87.5%), Media Communication (89.5%), Critical Thinking (84.75%), Didactic Knowledge (93.75%), Knowledge (92.75%), and Research (89.31%).

Critical Thinking outcomes can be improved in EXER 450 through problem solving such as gait analysis and in EXER 345 through improved rubric to grade journal article critiques for research paper. These rubrics would require students to write out their thought processes.

37. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.

The most informative standards for this program is the student's ability to pass certification exams that include, but are not limited to certification credentials from NSCA, CSCCa, ACSM, NCSF, and various specialization certifications on group based exercise.

38. Report and discuss the post-graduation placement of your graduates.

As of Fall 2020, most of our Exercise Science graduates seek employments with a small portion looking to enter graduate school programs.

39. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.

Through verbal feedback, some students have urged us to move away from NCSF certifications. While certification from the NCSF is easier to acquire and will have a higher certification pass rate, our students have voiced frustration with that particular entity's marketability.

Therefore we will change this year to pursue certifications through the NSCA which is more widely known and accepted.

40. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree.

A.A. program is not specifically part of this major

SECTION 5: Sustainability

41. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc. None.
42. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives? The Exercise Science program is heavily dependent on our Athletics department for access to the varsity weight room. If this were to come into jeopardy, the Exercise Science program would suffer quickly.
43. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole? Students in these fields are required to do research. Many of the research projects have engaged employees in ergonomic assessments, balance assessments, and fitness assessments with Evangel employees. The major promotes health and wellness and a link between science and exercise.

SECTION 6: Planning for the Future

44. Based on what you have learned from this review, including the SWOT conducted for the “Relevance” section (questions 8-12), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU’s strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

Plan for Improvement	Timeline	Responsible Person
Improve Critical Thinking out in EXER 450 through problem solving such as gait analysis and in EXER 345 through improved rubric to grade journal article critiques for research paper. These rubrics would require students to write out their thought processes.	Fall 2020	Dr. Keith Hardy
Improve exercise programming ability by injecting this skill earlier into the curriculum (PHED 226) as well as more detailed instruction and feedback for programming assignments in EXER 366	Fall 2020	Dr. Kevin King
Develop a satisfaction survey for graduates of professional programs.	Spring 2021	Dr. Kevin King

(Part B)
Academic Program Review Rubric

Please click on the link below to complete the APR rubric.

https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJL0MyNjAwOEILNzA5N0JPQ0dCRC4u

SECTION 1: Program Information (1-6)				
SECTION 2: Identity-Mission, Values, and Strategic Plan				
	Exemplary (4 points)	Competent (3 points)	Emerging (2 points)	Insufficient (1 point)
7. Mission/ Overall Essentiality	Evidence is provided that the program has advanced EU's mission/strategic plans in deliberate and measurable ways.	Program objectives are consistent with EU's mission and strategic plans.	Program objectives are inconsistent with EU's mission and strategic plans.	Program objectives are not formulated.
8. Strategic Planning	The program routinely develops a cohesive Strategic Plan & has demonstrated that it has advanced EU's Strategic Plan.	The program has developed a cohesive Strategic Plan that has or is likely to advance EU's Strategic Plan.	The program has identified short-term objectives.	No evidence of intentional program planning is available.
SECTION 3: Relevance				
9. External Demand (OOH)	Faster than average growth or strong job opportunity is projected	Average growth is projected	Slower than average growth is projected	Decline is projected or no information is available.
10. Enrollment Trend Data	Increasing enrollment trend	Stable enrollment trend	Sporadic enrollment trend	Declining enrollment trend.
11. Opportunity Analysis	The program can provide examples of how they routinely evaluate and use strengths or opportunities to overcome weaknesses/ threats.	The program has identified & evaluated strengths, weaknesses, opportunities & threats & subsequently documented plans to improve.	The program has identified some pros and cons related to the program.	No evidence of opportunity analysis or SWOT self-evaluation is presented.
SECTION 4: Effectiveness				

12. Faculty Credentials	All faculty members hold terminal degrees in the field in which they teach.	All faculty may not have terminal degrees but all have appropriate degrees or tested experience for the courses they teach.	One or more faculty members are close to completing coursework or research that will give them a needed credential.	One or more faculty members are unqualified to teach 1 or more assigned courses.
13. Assessment of PLOs	PLO data from Course Commons has been collected annually & multiple faculty have reviewed findings & used what they learned to improve the program.	PLO data from Course Commons has been collected annually but multiple faculty did not review findings annually for program improvement.	Evidence of program effectiveness is available but not reviewed.	No evidence of program effectiveness is available.
14. External Validation	The program or its members hold membership in a professional organization(s) and use standards and best practices to inform their work. The program has been acknowledged by the organization(s).	The program or its members hold membership in a professional organization and use standards and best practices to inform their work.	The program or its members hold membership in a professional organization or have consulted an external expert.	No evidence that the program has considered its relevance or best practices is provided.
15. Stakeholder Satisfaction	Evidence of stakeholders (students, alumni & employers) is available along with evidence that the unit has reviewed it & used what they learned to improve the program.	Evidence that the unit routinely collects and analyzes stakeholder satisfaction levels is provided.	Some evidence of stakeholder satisfaction levels has been collected in the last 3 years.	No evidence of stakeholder satisfaction with the program is provided.
16. Placement	The program has provided a 3 to 5-year history of placement of majors, including job title and starting salaries.	The program has provided placement information for more than half of their most recent graduating class.	The program has spotlighted successful graduates.	No placement information is available.
17. High Impact Practices https://www.aacu.org/leap/hips	The program curriculum ensures that all majors experience multiple HIPs.	The program curriculum ensures that all majors experience an HIP.	HIPs are available to majors and minors.	No evidence of HIP usage is provided.
SECTION 5: Sustainability				

18. Percent of program graduates to total # of EU graduates in the last four years	Upper 25%	Mid 50-75%	Lower 25-50%	Lower 25%
19. # Attrited from EU in the last four years-Average %/Year	Lower 25%	Lower 25-50%	Mid 50-75%	Upper 25%
20. Resource Acquisition	The program has consistently and actively sought out and/or received new resources	The program consistently seeks and/or receives new resources	The program seeks and/or receives new resources on occasion	The program has not received new resources and none are expected
21. Resource Utilization	The program has provided multiple examples of program evaluation, prioritization & modifications that resulted in reallocating funds to a more strategic purpose within EU.	The program has identified one or more examples of program evaluation, prioritization & modifications that resulted in reallocating funds to a more strategic purpose within the program.	The program has provided an example of program evaluation, prioritization, & modification that resulted in reallocating funds to a more strategic purpose.	No evidence of resource prioritization or reallocation is available.
SECTION 6: Planning for the Future				
23. Based on what you have learned from this review, including the SWOT conducted for the "Relevance" Section (questions 8-12), identify 1-3 strategic objectives that will enable the program to further one or more of EU's strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?				

*Adapted with permission from Graceland University, Dr. Katie Bash



ACADEMIC PROGRAM REVIEW (APR)

Physical Education

(Part A)

SECTION 1: Introduction

45. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.

Kelly Richardson – Kinesiology – Physical Education -2019-2020

46. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.

Physical Education: Education Evangel University

Physical Education is a branch of the Education Department here at Evangel University. Student in the PHED program will be able to graduate with a B.S. in K-12 Physical Education. Upon completion of the DESE required tests will be licensed teachers within the state of Missouri.

47. Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.

Name	Highest Degree	Professional Licensure	Year Degree Obtained	Degree Area Specialization	Faculty Rank	Year Hired
Kelly Richardson	M.S.		2014	Athletic Admin and Activity	Professor	2018
Keith Hardy	PhD	MPT , PEMO	2006	Allied Health & Physical Education	Professor	2000
Kevin King	PhD	ATC	2014		Associate Professor	2009

				Athletic Training & Exercise Science			
Sarah Walters	ABD	ATC	2011	Athletic Training & MOL	Assistant Professor	2007	
John Hartley	M.S.		2009	Athletic Admin and Activity	Adjunct	2020	

48. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.

Springfield Public Schools: Springfield, MO

Springfield Home School Association: Springfield, MO

Surrounding Community School Districts: Springfield area

Arc of the Ozarks: Springfield, MO

Marty Marsh: Assistant Athletic Director :SPS

SECTION 2: Identity: Mission, Values and Strategic Plan

49. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.

- Develops Christ centered employable graduates who reflect their missionary call through professionalism, academic preparation, and leadership.
- We have accountability built into our program and demand quality disposition of our majors and graduates.
- We feel strongly that our purpose is to realize God's potential in our student's lives and equally important for them to realize it's not about them it's about God in them.
- We have unique areas that allow our graduates to potentially have great influence on the lives of children and adults.

50. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.

Physical Education is directly connected with the Education department here at Evangel University. Our students are placed by Education into classroom practicums and student teaching opportunities. This allows our students to have a direct line into the local school districts and communities.

51. Explain any changes or improvements that have been implemented since the last APR.

We have updated and clarified our learning outcomes and objectives for Physical Education. We have also made sure to keep up to date on all current PHED guidelines and regulations through DESE to make sure our program is compliant.

52. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.

The Physical Education program at Evangel helps prepare educators to go out and make an impact in our community, and those surrounding it. This program is essential in helping send out qualified and able PE teachers. The focus on Physical and Mental wellbeing in our society is ever growing. The benefits of creating healthy lifestyles helps create lifelong habits for children. Through our Education and PHED program Evangel students enter the PE classroom ready and able to make a lasting impact on youth. Our content area is not only important, but crucial in helping our next generation stay both physically and mentally healthy.

SECTION 3: Relevance

53. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.

	2016	2017	2018	2019
Physical Education			9	9

Physical Education Job
Outlook

Common Career Options	Job Outlook (Average Growth Rate +6%)	Median Annual Pay (2016)
Physical Education K-12	11%	\$57,200
Coaching	11%	\$34,840

With the ever-growing focus on health and our nation's obesity crisis Physical Education is more important than ever. With direct correlations to physical education and its impact on mental health and wellbeing, our PE Educators are playing a crucial role in helping the next generation prepare for healthier lifestyles.

54. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.

There are every changing standards with DESE, and making sure that PE majors are ready to enter into the workforce. With the guidance of the Education department, and local and national standards the EU PE program is able to stay up to date, and ensure that our students are well prepared to enter the K-12 classroom.

55. List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).

Strengths	Weaknesses
<ul style="list-style-type: none"> 14. Faculty professional experience 15. Classes offered in department are in several majors requirements 16. Experiential learning through practicums and clinical experiences 17. Strong job placement because professionals in the field recognize Evangel students as having more professional behavior and depth of content knowledge 18. Strong placement rates in professional programs 19. Natural fit for athletes because of their kinesthetic nature 20. Capstone Research Project required for graduation 	<ul style="list-style-type: none"> 9. Lack of funding for technology, especially in physical education and sport management 10. Lack of adequate space designed for hosting physical education, exercise science and athletic training laboratory courses. 11. Lack of intraprofessional education for students to travel to conferences to network professionally 12. Professional development of faculty funds.

56. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).

Opportunities	Threats
<ul style="list-style-type: none"> 5. Connect with graduates from professional programs to evaluate student readiness and job satisfaction. 6. Improve advertising of graduates on academic pages. 	<ul style="list-style-type: none"> 5. Departmental funding for technology and professional development. 6. Our facilities, classrooms, and laboratories threaten our ability to recruit students.

57. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.

Evangel Educators are highly sought after in the work place in this community and surrounding communities. The reputation of educators coming from Evangel is exceptional, and allows our students to enter the workforce quickly.

SECTION 4: Effectiveness

58. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes?
 PHED outcomes were refreshed and updated to better fit the current field. This was our first year collecting data with the new outcomes.

Fall 2019

Row Labels	Average of outcome score	Count of student sis id
PHED 1.1	3.00	9
EXER 441 LEC 1 Kinesiology	3.00	9
PHED 3.2	3.50	6
PHED 336 LEC 1 Instructional Techniques in Physical Education K-12	3.50	6
PHED 3.1	3.83	6
PHED 456 LEC 1 Adapted Physical Education	3.83	6
PHED 1.3	3.87	45
PHED 336 LEC 1 Instructional Techniques in Physical Education K-12	3.87	45
PHED 2.2	3.90	31
PHED 328 LEC 1 Sociology of Sport and Physical Education	3.92	25
PHED 456 LEC 1 Adapted Physical Education	3.83	6
PHED 1.6	4.00	5
PHED 336 LEC 1 Instructional Techniques in Physical Education K-12	4.00	5
PHED 2.1	4.00	6
PHED 336 LEC 1 Instructional Techniques in Physical Education K-12	4.00	6
PHED 1.5	4.00	15

HLTH 221 LEC 1 First Aid And CPR	4.00	15	PE Spring 2020
Grand Total	3.82	123	

Row Labels	Average of outcome score	Count of student sis id
PHED 222 LEC 1 Care and Prevention of Athletic Injury	4.00	27
PHED 1.5	4.00	27
Grand Total	4.00	27

59. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.
The Physical Education program must stay compliant with all current and updated DESE standards. This is a State and National model that all Education program run under.
60. Report and discuss the post-graduation placement of your graduates.
Following the Spring of 2020 graduation a majority of our graduates found teaching placements at local school districts, or districts from their home states. We currently have a student who will be completing student teaching this fall who already has signed a contract with his cooperating school.
61. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.
We have many graduates who are currently making impacts within the Springfield and surrounding communities the Physical Education field. We have many who continued on to attain their Masters degrees as well. We are frequently contacted by school districts in the area requesting Evangel PE student teachers.
62. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree.
N/A
- SECTION 5: Sustainability**
63. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc. N/A

64. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives? Currently the program does have to fulfill all classes with adjunct staff.
65. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole? Students in these fields are required to do research. Many of the research projects have engaged employees in ergonomic assessments, balance assessments, and fitness assessments with Evangel employees. The major promotes health and wellness and a link between science and exercise.

SECTION 6: Planning for the Future

66. Based on what you have learned from this review, including the SWOT conducted for the “Relevance” section (questions 8-12), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU’s strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

23.

Plan for Improvement	Timeline	Responsible Person
Improve fundamental movement skills and concepts; personal fitness and wellness concepts (PHED 1.1)	Fall 2020/Spring 2021	Professor Kelly Richardson
Improve student knowledge of lesson plan development and assessment	Fall 2020/Spring 2021	Professor Kelly Richardson

(Part B)

Academic Program Review Rubric

Please click on the link below to complete the APR rubric.

https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJL0MyNjAwOEILNzA5N0JPQ0dCRC4u

SECTION 1: Program Information (1-6)				
SECTION 2: Identity-Mission, Values, and Strategic Plan				
	Exemplary (4 points)	Competent (3 points)	Emerging (2 points)	Insufficient (1 point)
7. Mission/ Overall Essentiality	Evidence is provided that the program has advanced EU's mission/strategic plans in deliberate and measurable ways.	Program objectives are consistent with EU's mission and strategic plans.	Program objectives are inconsistent with EU's mission and strategic plans.	Program objectives are not formulated.
8. Strategic Planning	The program routinely develops a cohesive Strategic Plan & has demonstrated that it has advanced EU's Strategic Plan.	The program has developed a cohesive Strategic Plan that has or is likely to advance EU's Strategic Plan.	The program has identified short-term objectives.	No evidence of intentional program planning is available.
SECTION 3: Relevance				
9. External Demand (OOH)	Faster than average growth or strong job opportunity is projected	Average growth is projected	Slower than average growth is projected	Decline is projected or no information is available.
10. Enrollment Trend Data	Increasing enrollment trend	Stable enrollment trend	Sporadic enrollment trend	Declining enrollment trend.
11. Opportunity Analysis	The program can provide examples of how they routinely evaluate and use strengths or opportunities to overcome weaknesses/ threats.	The program has identified & evaluated strengths, weaknesses, opportunities & threats & subsequently documented plans to improve.	The program has identified some pros and cons related to the program.	No evidence of opportunity analysis or SWOT self-evaluation is presented.
SECTION 4: Effectiveness				
12. Faculty Credentials	All faculty members hold terminal degrees in the field in which they teach.	All faculty may not have terminal degrees but all have appropriate degrees or tested	One or more faculty members are close to completing	One or more faculty members are unqualified to

		experience for the courses they teach.	coursework or research that will give them a needed credential.	teach 1 or more assigned courses.
13. Assessment of PLOs	PLO data from Course Commons has been collected annually & multiple faculty have reviewed findings & used what they learned to improve the program.	PLO data from Course Commons has been collected annually but multiple faculty did not review findings annually for program improvement.	Evidence of program effectiveness is available but not reviewed.	No evidence of program effectiveness is available.
14. External Validation	The program or its members hold membership in a professional organization(s) and use standards and best practices to inform their work. The program has been acknowledged by the organization(s).	The program or its members hold membership in a professional organization and use standards and best practices to inform their work.	The program or its members hold membership in a professional organization or have consulted an external expert.	No evidence that the program has considered its relevance or best practices is provided.
15. Stakeholder Satisfaction	Evidence of stakeholders (students, alumni & employers) is available along with evidence that the unit has reviewed it & used what they learned to improve the program.	Evidence that the unit routinely collects and analyzes stakeholder satisfaction levels is provided.	Some evidence of stakeholder satisfaction levels has been collected in the last 3 years.	No evidence of stakeholder satisfaction with the program is provided.
16. Placement	The program has provided a 3 to 5-year history of placement of majors, including job title and starting salaries.	The program has provided placement information for more than half of their most recent graduating class.	The program has spotlighted successful graduates.	No placement information is available.
17. High Impact Practices https://www.aacu.org/leap/hips	The program curriculum ensures that all majors experience multiple HIPs.	The program curriculum ensures that all majors experience an HIP.	HIPs are available to majors and minors.	No evidence of HIP usage is provided.
SECTION 5: Sustainability				
18. Percent of program graduates to total # of EU graduates in the last four years	Upper 25%	Mid 50-75%	Lower 25-50%	Lower 25%

19. # Attrited from EU in the last four years-Average %/Year	Lower 25%	Lower 25-50%	Mid 50-75%	Upper 25%
20. Resource Acquisition	The program has consistently and actively sought out and/or received new resources	The program consistently seeks and/or receives new resources	The program seeks and/or receives new resources on occasion	The program has not received new resources and none are expected
21. Resource Utilization	The program has provided multiple examples of program evaluation, prioritization & modifications that resulted in reallocating funds to a more strategic purpose within EU.	The program has identified one or more examples of program evaluation, prioritization & modifications that resulted in reallocating funds to a more strategic purpose within the program.	The program has provided an example of program evaluation, prioritization, & modification that resulted in reallocating funds to a more strategic purpose.	No evidence of resource prioritization or reallocation is available.

SECTION 6: Planning for the Future

- 24.** Based on what you have learned from this review, including the SWOT conducted for the "Relevance" Section (questions 8-12), identify 1-3 strategic objectives that will enable the program to further one or more of EU's strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

*Adapted with permission from Graceland University, Dr. Katie Bash



ACADEMIC PROGRAM REVIEW (APR)

Sport Management

(Part A)

SECTION 1: Introduction

67. List your name, name of the program coordinator (if different from your name), academic department/college, academic program, and academic year of the APR.

Kelly Richardson – Kinesiology – Sport Management -2019-2020

68. Briefly describe the program, identifying any subunits and the specific role each plays at Evangel University (EU). A table or chart would be sufficient.

Sport Management: Evangel University

Sport Management is a branch of the Kinesiology Department here at Evangel University. Students in the SMGT program will be able to graduate with a B.S. in Sport Management. Upon completion, students will have a full understanding and connection to various organizations and professions that fall under the sport industry.

Briefly describe the staffing in a manner that illustrates the organization of staff and that their credentials are appropriate. A table or chart would be sufficient.

Name	Highest Degree	Professional Licensure	Year Degree Obtained	Degree Area Specialization	Faculty Rank	Year Hired
Kelly Richardson	M.S.		2014	Athletic Admin and Activity	Professor	2018
Keith Hardy	PhD	MPT , PEMO	2006	Allied Health & Physical Education	Professor	2000

	Kevin King	PhD	ATC	2014	Athletic Training & Exercise Science	Associate Professor	2009	
	Sarah Walters	ABD	ATC	2011	Athletic Training & MOL	Assistant Professor	2007	
	John Hartley	M.S.		2009	Athletic Admin and Activity	Adjunct	2020	

69. Identify key stakeholders (students, alumni, employers) that require ongoing attention from the program.

Springfield Cardinals: Springfield, MO

Missouri Sports Hall of Fame: Springfield, MO

Drury University Athletics Department: Springfield, MO

Missouri State University Athletics Department: Springfield, MO

Evangel University Athletics Department: Springfield, MO

Marucchi Club House/US Ballpark: Ozark, MO

417 Youth Sports: Springfield, MO

SECTION 2: Identity: Mission, Values and Strategic Plan

70. Explain how the program advances Evangel's mission, values, EU 20 Outcomes, and/or strategic plans.

- Develops Christ centered employable graduates who reflect their missionary call through professionalism, academic preparation, and leadership.
- We have accountability built into our program and demand quality disposition of our majors and graduates.
- We feel strongly that our purpose is to realize God's potential in our student's lives and equally important for them to realize it's not about them it's about God in them.
- We have unique areas that allow our graduates to potentially have great influence on the lives of children and adults.

71. Describe how the program serves, supports, or collaborates with one or more other EU program(s) to help students succeed.

Sport Management has the unique opportunity to work directly with Evangel University Athletics in all aspects from marketing, game preparation and planning, student engagement, media production and hands on experience with statistical development and implementation.

72. Explain any changes or improvements that have been implemented since the last APR.

In 2019 the Learning Outcomes and Rubrics for Sport Management were updated to better reflect the changing Sport Management market. Students have been placed in various practicum and internship opportunities throughout the Springfield community that will better prepare them for the Sport Management field.

73. Describe any adverse effect that the elimination of the program would have on EU's ability to help students succeed.

Sport Management is one of the fastest growing programs in the country. With a plethora of opportunity in all facets of the sport industry this is an exciting and modern program that many students are interested in. The job market for Sport Management is booming, with so many different avenues for students to choose from.

SECTION 3: Relevance

74. Chart enrollment trends and identify the extent to which there is a discernible demand or need for the program and how successfully the program meets it. How is stakeholder interest expected to evolve in the future, e.g.: will it decline, remain the same, increase? Identify the expected impact on the program.

	2016	2017	2018	2019
Physical Education			6	10

Physical Education Job
Outlook

Common Career Options	Job Outlook (Average Growth Rate +6%)	Median Annual Pay (2016)
Athletic Director	7%	\$98,410
Coaching	11%	\$34,840
Athletic Scouts	11%	\$34,840

Sport Management has a variety of areas for students to focus in. From becoming an Athletic Director, to owning a local youth sporting business, the possibility are great in this industry.

75. Explain how the program has evolved in response to changing demands/needs of today's students or other stakeholders.

There are more opportunities now in our area for students to be connected with stakeholders in the sports industry. Springfield houses 3 local universities with full time athletics programs. They also are the home to a semi professional baseball organization associated with the St Louis Cardinals. More recently, our area gained the presence of the Marucci Clubhouse and Founders Club Organization. Our students also have access and opportunity with the Missouri Sports Hall of Fame, which is housed in Springfield.

76. List the program's strengths (attributes of the program that are helpful to achieving program objectives) and weaknesses (attributes that are harmful to achieving objectives).

Strengths	Weaknesses
<ul style="list-style-type: none"> 21. Faculty professional experience 22. Classes offered in department are in several majors requirements 23. Experiential learning through practicums and clinical experiences 24. Strong job placement because professionals in the field recognize Evangel students as having more professional behavior and depth of content knowledge 25. Strong placement rates in professional programs 26. Natural fit for athletes because of their kinesthetic nature 27. Capstone Research Project required for graduation 	<ul style="list-style-type: none"> 13. Lack of funding for technology, especially in physical education and sport management 14. Lack of adequate space designed for hosting physical education, exercise science and athletic training laboratory courses. 15. Lack of intraprofessional education for students to travel to conferences to network professionally 16. Professional development of faculty funds.

77. List the program's opportunities (external conditions that are helpful to achieving program objectives) & threats (external conditions that are harmful to achieving objectives).

Opportunities	Threats
<ul style="list-style-type: none"> 7. Connect with graduates from professional programs to evaluate student readiness and job satisfaction. 8. Improve advertising of graduates on academic pages. 	<ul style="list-style-type: none"> 7. Departmental funding for technology and professional development. 8. Our facilities, classrooms, and laboratories threaten our ability to recruit students.

78. Discuss how strengths/opportunities have been or can be used to overcome weaknesses/threats.

Evangel Educators are highly sought after in the work place in this community and surrounding communities. The reputation of educators coming from Evangel is exceptional, and allows our students to enter the workforce quickly.

SECTION 4: Effectiveness

79. Attach your most recent PLO assessment data/results. What evidence exists that the program helps students achieve learning outcomes? What changes have been made since the last APR to ensure that outcomes are achieved? What have you learned from assessing the changes?
SMGT outcomes were refreshed and updated to better fit the current field. This was our first year collecting data with the new outcomes.

Row Labels	Average of outcome score	Count of student sis id
PHED 328 LEC 1 Sociology of Sport and Physical Education	3.62	26
SMGT 1.1	3.62	26
SMGT 222 LEC 1 Sport Facility Management	4.00	12
SMGT 4.1	4.00	12
SMGT 301 LEC 1 Sport Practicum	4.00	2
SMGT 2.1	4.00	2
SMGT 302 LEC 1 Sport Practicum	4.00	1
SMGT 2.1	4.00	1
Grand Total	3.76	41

*SMGT 222 outcome 5.1 adjunct did not incorporate previous assignment with outcome attached

SMGT Spring 2020

*SMGT 200 outcome 3.1: Adjunct was not able to assess due to Coronavirus school closure. (assignment that required analysis of Evangel sporting event that did not occur)

80. Identify the source of professional standards that inform this program. Explain how those standards have been used to assess and maintain ongoing quality and relevance.

Following the National trend and standards for this program, EU's sport management degree has been updated and refreshed to better reflect the ever changing sport industry.

81. Report and discuss the post-graduation placement of your graduates.

Our Sport Management graduates have gone to a variety of different job opportunities including collegiate coaching, strength and weights conditioning in local gyms, running recreational facilities, post graduate work to obtain a masters degree to prepare for being an athletic director, working in youth sporting organizations.

82. Present and discuss any additional evidence of the program's quality and success. Include evidence of stakeholder (students, alumni, employers) satisfaction along with evidence that the unit has reviewed it & used what they learned to improve the program.

We have various EU graduates who are working within the Sport Industry throughout the country.

83. If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree.

N/A

SECTION 5: Sustainability

84. What new revenue opportunities have been (or can be) beneficial to the program? Describe any supporting funding from subsidies, grants, fundraising, etc. N/A
85. To what extent does the program have the personnel, technological, and other resources it needs to meet its objectives? Currently the program does have to fulfill all classes with 1 full time professor and adjunct staff.
86. What efficiencies in the way the program operates are (or can be) beneficial to Evangel University as a whole? Students in these fields are required to do research. Many of the research projects have engaged employees in ergonomic assessments, balance assessments, and fitness assessments with Evangel employees. The major promotes health and wellness and a link between science and exercise.

SECTION 6: Planning for the Future

87. Based on what you have learned from this review, including the SWOT conducted for the "Relevance" section (questions 8-12), identify 1 – 3 strategic objectives that will enable the program to further one or more of EU's strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?

23.

Plan for Improvement	Timeline	Responsible Person
Improve fundamental movement skills and concepts; personal fitness and wellness concepts (PHED 1.1)	Fall 2020/Spring 2021	Professor Kelly Richardson

Improve student knowledge of lesson plan development and assessment	Fall 2020/Spring 2021	Professor Kelly Richardson	

(Part B)
Academic Program Review Rubric

Please click on the link below to complete the APR rubric.

https://forms.office.com/Pages/ResponsePage.aspx?id=OZSm9_ub6U-LC8HNW1BlvPeJHo7tNtRArCYed38MyBIURUZWVVJL0MyNjAwOEILNzA5N0JPQ0dCRC4u

SECTION 1: Program Information (1-6)				
SECTION 2: Identity-Mission, Values, and Strategic Plan				
	Exemplary (4 points)	Competent (3 points)	Emerging (2 points)	Insufficient (1 point)
7. Mission/ Overall Essentiality	Evidence is provided that the program has advanced EU's mission/strategic plans in deliberate and measurable ways.	Program objectives are consistent with EU's mission and strategic plans.	Program objectives are inconsistent with EU's mission and strategic plans.	Program objectives are not formulated.
8. Strategic Planning	The program routinely develops a cohesive Strategic Plan & has demonstrated that it has advanced EU's Strategic Plan.	The program has developed a cohesive Strategic Plan that has or is likely to advance EU's Strategic Plan.	The program has identified short-term objectives.	No evidence of intentional program planning is available.
SECTION 3: Relevance				
9. External Demand (OOH)	Faster than average growth or strong job opportunity is projected	Average growth is projected	Slower than average growth is projected	Decline is projected or no information is available.

10. Enrollment Trend Data	Increasing enrollment trend	Stable enrollment trend	Sporadic enrollment trend	Declining enrollment trend.
11. Opportunity Analysis	The program can provide examples of how they routinely evaluate and use strengths or opportunities to overcome weaknesses/ threats.	The program has identified & evaluated strengths, weaknesses, opportunities & threats & subsequently documented plans to improve.	The program has identified some pros and cons related to the program.	No evidence of opportunity analysis or SWOT self-evaluation is presented.
SECTION 4: Effectiveness				
12. Faculty Credentials	All faculty members hold terminal degrees in the field in which they teach.	All faculty may not have terminal degrees but all have appropriate degrees or tested experience for the courses they teach.	One or more faculty members are close to completing coursework or research that will give them a needed credential.	One or more faculty members are unqualified to teach 1 or more assigned courses.
13. Assessment of PLOs	PLO data from Course Commons has been collected annually & multiple faculty have reviewed findings & used what they learned to improve the program.	PLO data from Course Commons has been collected annually but multiple faculty did not review findings annually for program improvement.	Evidence of program effectiveness is available but not reviewed.	No evidence of program effectiveness is available.
14. External Validation	The program or its members hold membership in a professional organization(s) and use standards and best practices to inform their work. The program has been acknowledged by the organization(s).	The program or its members hold membership in a professional organization and use standards and best practices to inform their work.	The program or its members hold membership in a professional organization or have consulted an external expert.	No evidence that the program has considered its relevance or best practices is provided.
15. Stakeholder Satisfaction	Evidence of stakeholders (students, alumni & employers) is available along with evidence that the unit has reviewed it & used what they learned to improve the program.	Evidence that the unit routinely collects and analyzes stakeholder satisfaction levels is provided.	Some evidence of stakeholder satisfaction levels has been collected in the last 3 years.	No evidence of stakeholder satisfaction with the program is provided.

16. Placement	The program has provided a 3 to 5-year history of placement of majors, including job title and starting salaries.	The program has provided placement information for more than half of their most recent graduating class.	The program has spotlighted successful graduates.	No placement information is available.
17. High Impact Practices https://www.aacu.org/leap/hips	The program curriculum ensures that all majors experience multiple HIPs.	The program curriculum ensures that all majors experience an HIP.	HIPs are available to majors and minors.	No evidence of HIP usage is provided.
SECTION 5: Sustainability				
18. Percent of program graduates to total # of EU graduates in the last four years	Upper 25%	Mid 50-75%	Lower 25-50%	Lower 25%
19. # Attrited from EU in the last four years-Average %/Year	Lower 25%	Lower 25-50%	Mid 50-75%	Upper 25%
20. Resource Acquisition	The program has consistently and actively sought out and/or received new resources	The program consistently seeks and/or receives new resources	The program seeks and/or receives new resources on occasion	The program has not received new resources and none are expected
21. Resource Utilization	The program has provided multiple examples of program evaluation, prioritization & modifications that resulted in reallocating funds to a more strategic purpose within EU.	The program has identified one or more examples of program evaluation, prioritization & modifications that resulted in reallocating funds to a more strategic purpose within the program.	The program has provided an example of program evaluation, prioritization, & modification that resulted in reallocating funds to a more strategic purpose.	No evidence of resource prioritization or reallocation is available.
SECTION 6: Planning for the Future				
25. Based on what you have learned from this review, including the SWOT conducted for the "Relevance" Section (questions 8-12), identify 1-3 strategic objectives that will enable the program to further one or more of EU's strategic goals in the next 5 years OR update and attach your strategic plan. For each objective, please include: Who is the driver responsible for meeting this objective?; Who needs to be involved in accomplishing the objective?; What strategy(s) will be used to achieve the objective?; and When will this objective be accomplished?				