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**Date of Report**

**July 2015**

**Academic Program Review**

Department of Health, Physical Education and Recreation

Academic Programs Reviewed

BS in Health, Physical Education and Recreation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_MS in Health and Human Performance\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Dr. Tom Coates**

 **Department Chair**

**PART I**

**Departmental Assessment**

1. **Assess the department as it relates to students including enrollment and graduation data and student services:**

The following is the annual average of undergraduate and graduate data supplied by the Office of Institutional Research, Planning and Assessment for the academic years 2009-2010 through 2013-2014. It only reflects data for CIP 31.9999, Parks, Recreation, Leisure, and Fitness Studies, and does not reflect numbers for departmental majors in P-12 Physical Education. Additional notes have been added to reflect departmental data where appropriate.

 1. Number of Unduplicated Majors: An average of 303.47 unduplicated majors during the current review reporting period, up from 165.40 at the last review report. This average has shown growth from 266.33 unduplicated majors in 2009-2010 to 343.67 unduplicated majors in 2013- 2014. It is important to note that these numbers do not include students majoring in the BSEd in Physical Education. In addition, the average number of students in the MS in HHP during this review reporting period is 17.40 with an increase from 10.67 in 2009-2010 to 26.67 in 2013-2014. Again, it is important to note that these numbers do not include graduate students in the MAEd and Alternate Fifth Year program with a concentration in Physical Education.

 The total number of majors in the department has increased steadily during the current review reporting period from a low of 208 in fall 2010 to 338 in fall 2014. The largest increase has been in the Exercise Science concentration up from 93 in fall 2010 to 194 in fall 2014. The second largest increase has been in the Sport Management concentration up from 42 in fall 2010 to 91 in fall 2014.

 2. Number of Degrees Conferred: An average of 37.20 undergraduate degrees have been conferred during the current review reporting period. This average represents a range from 13 in 2009-2010 to 50 in 2013- 2014. It is important to note that these numbers do not include students receiving BSEd degrees whose teaching field was Physical Education. During the same time period an average of 6.40 students annually received the MS in HHP degrees. This average reflects a range from 3 in 2012-2013 to 9 in 2013-2014.

3. Student Credit Hours: An average of 7,233 student credit hours at the undergraduate level was achieved during the current review reporting period. This average represents a range from 5,674 in 2009-2010 to 8,405 in 2013-2014. An average of 396.60 student credit hours was achieved in the MS in HHP with a range from 345 in 2009-2010 to 585 in 2013-2014.

 4. Average Class Size: An average class size of 23.14 at the undergraduate level was achieved during the current review reporting period. This average has remained fairly stable during the review reporting period ranging from a low of 22.3 in 2019-2010 to a high of 24.7 in 2010-2011. During the same review reporting period the average class size for graduate courses was 9.84 reflecting a range from 8.5 in 2010 to 11.8 in 2013-2014.

 5. FTE Student/FTE Faculty Ratio (as per U. S. News definition): During the current reporting period the average in this category is 30.09, up from 15.25 during the last review reporting period. This average reflects a range from 28.33 in 2011-2012 to 32.66 in 2012-2013.

 6. Credit Hours/FTE Faculty: During the current review reporting period the average in this category was 716.38, up from 527.36 in the last review reporting period. This average reflects a range from 622.66 in 2009-2010 to 859.66 in 2012-2013.

1. **Assess the department as it relates to faculty and staff activities throughout the previous reporting period including research, service, and faculty/staff development:**

Based on information contained in the University of North Alabama Profiles in Excellence for the period of 2013-2015, faculty in the Department of Health, Physical Education and Recreation have authored or co-authored 55 publications, presented or co-presented 110 presentations at professional meeting, held three offices in professional organization, and received eight grants. In addition graduate faculty in the department has served as chair or committee member for twenty graduate theses. Department faculty has also served on numerous college and university committees and as reviewers for professional journals. Collectively these achievements reflect very active faculty engaged in research and service supporting the mission of the University.

1. **Are facilities and resources adequate to address the goals and objectives of each program within the department? Explain why or why not:**

Collier Library holdings and support from library person are adequate to support both undergraduate and graduate programs within the Department of Health, Physical Education and Recreation in attaining program goals. During the present review reporting period adequate library allocations have been provided to the department which have allowed for continued upgrading of library holdings both in bound documents and audio-video materials. In addition, the department has developed and maintains an increasing departmental library consisting of bound documents, graduate theses, professional journals, and selected trade journals supportive of its academic programs.

The department also strives to maintain a positive working relationship with the professional library staff. This interaction has resulted in productive cooperation and response to support requests. For example, each semester the department offers an undergraduate course in legal issues and risk management and during the spring semester a graduate course in legal issues. These courses include assignments requiring access to specific legal case briefs. When contacted requesting support for these courses the library staff immediately respondes by offering to provide instruction for students enrolled in these courses on available legal source materials in the library as well as how to access Lexus Nexus.

The Department of Health, Physical Education and Recreation maintains two computer laboratories for student use. In the department’s conference room there are eight computers, a printer, and a scanner. This is an improvement from the 2010 review reporting period when there were only four computers available in this area for student use. During certain times these computers are used for specific class assignments otherwise they are available for student use on a first come, first serve basis. A second computer laboratory consisting of four computers and four printers is housed in the Human Performance Laboratory and is available for students to use in support of assigned exercise science projects. These computers have been updated since the 2010 review reporting period.

In 2011 the department purchased tables designed for outdoor use for the creation of an outdoor classroom in an unused space outside Flowers Hall. This area now consists of six tables with umbrellas, one of which is handicapped accessible, and one bench. Total seating capacity of this outdoor classroom is 42 at the tables plus an addition four on the bench.

The department also maintains the University’s Human Performance Laboratory. In 2009 renovations were made in this laboratory and new pieces of exercise testing equipment were added. Additional pieces of exercise testing equipment were added in 2010, 2012 and 2014 to support educational units within certain departmental courses and research interest of members of the departmental faculty. A request for a new Human Performance Lab has been submitted but to date has not been funded. At this time the department has reached the research capacity of the present lab and will need additional space and specialized equipment in order to continue the aggressive research agenda of both faculty and graduate students. The anticipated environmental chamber mentioned in the 2010 review document has not been provided and has limited research opportunities in the lab. In addition, space in the current lab is a limiting factor for utilization of the lab as a teaching station.

The Department of Health, Physical Education and Recreation is responsible for the operation and maintenance of the University swimming pool located in Flowers Hall. One member of the departmental faculty receives release time to administer pool operations including lifeguard hiring, training and scheduling, equipment selection and maintenance, scheduling pool use for both on-campus and off-campus groups, and supervision of pool maintenance.

While the water in the pool is of the highest quality, the pool physical facility is in need of major repairs. This was included in the 2010 review report but little has been done to date to address identified problems. Maintenance is on an as needed (emergency) basis and major issues such as ventilation and painting have not been addressed. Metal components are rusting, paint is peeling, plaster is cracking, and ceiling tiles are missing. The restrooms adjacent to the pool need total renovation. Proper functioning of the ventilation system has been a persistent problem for at least the past eight years. Because of high humidity, mold has formed on the walls, doors, and floor. The potential health hazard of this mold is unknown. An overall assessment of the pool area dictates attention to deferred maintenance problems for the health and safety of faculty, staff, students, and outside users of the facility.

All departmental faculty members and the department administrative assistant have personnel computers, printers, and telephones with their own extensions. The department administrative assistant has a scanner available to support the faculty. Voice mail through the University voice mail system is available to all faculty members. A copier and Scantron grading machine are also available for faculty use in the department. Shredding of confidential documents in the department is now managed by a commercial vender. Additional equipment available to the departmental faculty includes laptop computers, a digital camera, and video equipment. The faculty has access to Tegrity in one classroom in Flowers Hall. All five classrooms in Flowers Hall are now equipped with computers, overhead projectors, and computer access to the internet for enhanced instruction. Two classrooms are “smart”; one classroom is equipped with a “smart board” and the other equipped with Sympodiem. A request has been made to install smart boards in the remaining three classrooms and it is hoped this request will be filled by the end of summer 2015.

A wide variety of Physical Education activity equipment needed for instruction in several sports is maintained by the department. This equipment included materials needed for instruction in tennis, golf, badminton, self-defense and karate, volleyball, basketball, and swimming. Additional equipment is maintained by the department to support instruction in a variety of age appropriate activities at the elementary and secondary levels. Audio equipment and a sound system are provided for use in aerobic dance courses. Various anatomical models and skeletons are available for use in exercise science and health related courses. Ten IPads were purchased in 2014 for student use in teaching methods courses. The department also has a wide variety of outdoor equipment to support the outdoor education course. This equipment included cooking equipment, Dutch ovens, stoves, tents, sleeping bags, ground pads, coolers, maps, compasses, GPS units, canoes, paddles, personal flotation devises, climbing ropes, and assorted climbing gear. The department also has a canoe trailer and a box trailer to transport the outdoor equipment for field experiences.

Equipment and supplies needed to support first aid and CPR courses offered by the department are also available. This equipment includes adult, child, and infant manikins, training AEDs, and splinting materials. Additional first aid and rescue equipment is maintained in the pool area and include backboards with straps, rescue tubes, and reaching poles. This equipment is used for instructional purposes as well as aquatic safety and rescue.

The Department of Health, Physical Education and Recreation is housed in Flowers Hall. Completed in 1972, Flowers Hall was adequate at the time to support our academic department, athletics, and campus recreation. However, as program needs have changed, space availability has become an increasing concern in the facility. Campus recreation has moved to the new Student Recreation Center and shifted their activity programs away from Flowers Hall. The Department of Health, Physical Education and Recreation and the Athletic Department programs still occupy Flowers Hall and as each program has expanded, space availability, both shared and specific, has been an issue. Over the years considerable space has been lost by the academic department as the athletic program has expanded. This space includes dressing rooms, storage space, classrooms, a weight room, and teaching stations. At this time there is inadequate storage space for departmental equipment and supplies and office space for full-time and adjunct faculty. Beginning in fall 2015 additional office space will be needed for new faculty members. A plan has been proposed to convert a less than adequate classroom into faculty offices during summer 2015 and if this plan is activated the department will have office space for new faculty and some limited space for adjunct faculty. In 2009, an indoor archery range was completed on the fourth level of Flowers Hall but because of problems retracting a section of bleachers on that level, the range may be unavailable when needed.

Classroom space in Flowers Hall is limited and has reached its maximum capacity. In addition, the desks in the classrooms are old, some of which are broken and in need of immediate replacement. A recent request for additional desks for classrooms in Flowers Hall was answered with broken desks from other classrooms on campus, most of which had been discarded as unusable. Some of the dry erase boards in the classrooms are lose from the walls and are in need of replacement. HVAC in the classrooms, and in Flowers Hall in general, is a continuing problem. At times it is so hot or so cold in the classrooms students and faculty are affected. This same HVAC issue also affects faculty offices.

At this time space in Flowers Hall is barely adequate to support this academic unit. Immediate consideration needs to be given to additional office space in the facility for faculty and the creation of adequate storage space for equipment and supplies used to support the academic program. In the near future, additional space will be needed to support exercise science research initiatives in the Human Performance Laboratory.

1. **Notable achievements by the department (students, faculty, staff):**

Based on information contained in the University of North Alabama Profiles in Excellence for the period of 2013-2015, faculty in the Department of Health, Physical Education and Recreation have authored or co-authored 55 publications, presented or co-presented 110 presentations at professional meeting, held three offices in professional organizations, and received eight grants. In addition graduate faculty in the department have served as chair or committee member for twenty graduate thesis. Department faculty has also served on numerous college and university committees and as reviewers for professional journals.

The department has also established a partnership with Natchez Trace National Parkway which has resulted in grant funding for a service-learning course involving trail construction and maintenance on the Natchez trace National Scenic Trail and other instructional opportunities within the department. In addition, this partnership has made it possible to have National Park Service personnel offer the National Interagency Fire Center, Wildland Firefighter Training on the UNA campus. This makes UNA one of the few colleges/universities in the country to offer the Wildland Firefighter Training for academic credit.

In 2014 the department developed and received approval for three new Study Abroad Certificate program designed for international students. Each certificate program is a one-semester 15 credit hour global studies program with a focus on a specific area of emphasis. Upon successful completion of the program students receive a certificate of achievement as well as notation specific to the emphasis area on their transcript. The three Study Abroad Certificate programs offered by the department are; Exercise Leadership on Global Operations, Health Promotion in Global Operations, and Sport Management in Global Operations.

1. **How has the department addressed recommendations from the previous program review?**

To the extent possible the department has addressed issues identified in the 2010 program review given limits of its operating budget. However, several issues identified in the previous review report are beyond the ability of the department to address or control. These issues can only be addressed at the University level.

1. **Briefly describe the department’s vision and how it aligns with the University’s strategic plan:**

Over the past eight years the Department of Health, Physical Education and Recreation has revised its academic program in order to be strategically positioned for sustained growth in the coming years. This process began with a revision of the BS in HPER and the revision and/or creation of five concentrations along with new supporting courses for each concentration. In addition, specific program of study check sheets were created for each concentration. The five concentrations include exercise science, fitness management, health promotion, recreation, and sport management. This curriculum format was also selected because it provided an incubation opportunity for development of new BS degree programs in the department.

 Next the MA in HPHP was revised to create a MS in HHP with five concentrations. This revision resulted in the creation of a thirty credit hour degree program with a thesis, non-thesis option. Each concentration consists of a common core of graduate courses, a series of concentration specific graduate courses, and a six credit hour thesis or two additional three credit hour elective graduate courses.

 At the end of the first four years after implementation of the new BS in HPER, the curriculum was reviewed and a decision made to reduce the degree requirements from a 128 credit hour base to a 120 credit hour base. This resulted in further revisions of specific requirements for each concentration and a realignment of required courses. The result was a stronger, more focused undergraduate degree program.

 All of these changes have resulted in an academically stronger curriculum for the department. The data provided previously in this report demonstrates growth and productivity resulting from these changes and revisions. Additionally, the department now has an increase in the number of undergraduate students matriculating to graduate programs and students completing the MS in HHP matriculating to doctoral programs.

 This background information is provided as a foundation for a vision for the department’s academic program in the future. Proposals are currently being developed by department faculty in support of this vision including:

* A new BS in Exercise Science
* A new BS in Sport and Recreation Management
* A Center for Health and Human Performance Studies
* A Center for Sport and Leisure Studies
* A new minor or certification in Sports and Entertainment Management in partnership between the Department of Health, Physical Education and Recreation and Department of Entertainment Industry.

The two new BS degree programs are a result of increased student enrollment in current concentrations in Exercise Science and Sport and Recreation Management. The purposes of the two centers to be proposed are to stimulate undergraduate, graduate, and faculty research within the department and to serve as focal points for grants applications within the department.

In addition to these proposed degree programs and centers within the department, the following are provided as a vision for the Department of Health, Physical Education and Recreation over the next five years.

 A new dual certification BSEd in Health and Physical Education

 A new MAEd in Sport Management

 A new MS in Exercise Science to replace the current Exercise Science concentration in the MS in HHP

 A new MS in Sport Management to replace the current Sport Management concentration in the MS in HHP

 An EdD in Exercise Science designed to prepare teachers/researchers for regional and small colleges/universities.

All of these future program expansions are intended to enhance academic programs within the department, college and University while supporting the Strategic Plan of the University of North Alabama.

**PART II**

**Academic Program Assessment**

1. **Name of Program:** Department of Health, Physical Education and Recreation
2. **Coordinator of program:** Dr. Tom Coates
3. **Mission Statement of Program:**

 The mission of the Department of Health, Physical Education and Recreation at the University of North Alabama is to enhance the quality of life for the general citizenry through the promotion of active and healthy lifestyles and to facilitate mastery of knowledge and development of attitudes, behaviors and skills reflecting expertise in the field. With this preparation, graduates will be prepared to assume leadership roles associated with development, implementation and administration of programs in physical education, exercise science, fitness, health, recreation, and sport management. In addition, graduates will have the foundation necessary to successfully pursue advanced training, certifications and academic degrees.

1. **Program Overview:**

 **10.1. Brief overview of program:**

 The Department of Health, Physical Education and Recreation offers two undergraduate degrees and one graduate degree. At the undergraduate level the department offers a BS in Health, Physical Education and Recreation with concentrations in Exercise Science, Fitness Management, Health Promotion, Recreation, and Sport Management and a BSEd in P-12 Physical Education. At the graduate level the department offers a MS in Health and Human Performance with concentrations in Exercise Science, Integrative Health, Kinesiology, Sport Management, and Wellness and Health Promotion and the MAEd and Alt MAEd in P-12 Physical Education.

 In addition to the undergraduate and graduate degree programs listed above, the department also offers three courses that are part of the general education curriculum at the University; HPE 175, Essentials of Heathy Living; HPE 213, Foundations of Health; and SRM 200, Leisure in Contemporary Life. The department also offers a series of physical activity and lifetime recreational activity courses for the general student populations. The department is also responsible for administration of the Flowers Hall Pool and schedules all pool usage for classes, campus recreation, and outside community groups.

 **10.2. Student Learning Outcomes of the Program:**

 Student learning outcomes for both the undergraduate and graduate degree programs offered by the department are imbedded in the culminating experiences for each program. Specifically, for the undergraduate BS and BSEd the learning outcomes are addressed in the required senior portfolio and assess the student’s ability to:

* Demonstrate the ability to provide a well written, well developed and logical professional philosophy.
* Demonstrate professional networking and collaboration by providing a professionally acceptable resume and sample cover letter; an overview of the internship experience; at least one letter of recommendation; membership in professional organization; involvement in professional activities including professional offices held, presentations and awards; and professional networking and collaboration including volunteering, community service, resourcing, and service-learning.
* Demonstrate competence in the use of creative technology for entry level positions in the chosen profession by providing a minimum of three (3) examples of creative technology which may include PowerPoint presentations, videos, and professional applicable software such as Microsoft Excel, desktop publishing, fitness assessment software, and professional website interaction.
* Demonstrate competences relative to the department’s Quality Enhancement Plan (QEP) in both the common program of study and specific concentration courses.
* Demonstrate research competence by completion of IRB training and documentation of research experience as part of the undergraduate experience in each student’s specific academic concentration. This documentation may include participation as a research subject, research data recorder, laboratory assistant during data collection, participation in any aspect of the written research, and/or professional presentation of research as either oral or poster presentation.

 For the MS in Health and Human Performance and the MAEd and Alt MAEd in P- 12 Physical Education, student learning outcomes are addressed in the required thesis or non-thesis option. For the thesis option the student is required to demonstrate competence of subject material through successful completion and defense of a research thesis developed under the guidance of a member of the department’s graduate faculty. For the non-thesis option the student must demonstrate competence through successful completion of a series of written essay exams addressing course content in core and concentration specific courses. Once the student has successfully completed the written component of the comprehensive exams, he/she must then successfully demonstrate competence of the course material by successfully completing an oral examination covering similar material from both core and concentration specific courses.

 **10.3. Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth:**

 **Department of Health, Physical Education and Recreation**

 **Enrollment Fall 2010 - Fall 2014**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **HPER Enrollment**  | **Fall 2010**  | **Fall 2011**  | **Fall 2012**  | **Fall 2013**  | **Fall 2014**  |
| Physical Education P-12 Concentrations\*  | 57  |  | 50  |  | 42  |  | 54  |  | 51  |
|  | **Fall 2010**  | **Fall 2011**  | **Fall 2012**  | **Fall 2013**  | **Fall 2014**  |
| HPER Major Total\*\*  | 208  | 267  | 290  | 308  | 338  |
| Athletic Training  | -  |  | 2  | -  |  | -  |  | -  |  |
| Exercise Science  | 93  | 128  | 157  | 177  | 194  |
| Fitness Management  | 30  |  | 32  |  | 26  |  | 20  |  | 21  |
| General  | 12  |  | 6  |  | 2  |  | 1  |  | 1  |
| Health Promotion  | 9  |  | 10  |  | 17  |  | 9  |  | 12  |
| Recreation  | 1  |  | 22  |  | 16  |  | 13  |  | 17  |
| Recreation Administration  | 2  | -  |  | -  |  | -  |  | -  |  |
| Sport Management  | 42  |  | 67  |  | 66  |  | 85  |  | 91  |
| Blank  | 19  | -  |  |  | 6  |  | 3  |  | 2  |

\*These are secondary education majors with a concentration in Physical Education P-12
\*\*Second majors are included in these counts

 **Five-Year Department Evaluation Data**

 **Department of Health, Physical, Education and Recreation**

**Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined)**

|  |  |
| --- | --- |
|  |  |
| **Bachelor**  | **2009-10**  |  | **2010-11**  |  | **2011-12**  |  | **2012-13**  |  | **2013-14**  |  | **Average**  |
| Status  |  |  |  |  |  |  |  |  |  |  |  |
| Full-Time  | 256  | 296  | 287  | 291  | 333  | 292.60  |
| Part-Time  |  | 31  |  | 39  |  | 34  |  | 27  |  | 32  | 32.60  |
| Total  | 287  | 335  | 321  | 318  | 365  | 325.20  |
| FTE Students  | 266.33  | 309.00  | 298.33  | 300.00  | 343.67  | 303.47  |
| **Master**  | **2009-10**  |  | **2010-11**  |  | **2011-12**  |  | **2012-13**  |  | **2013-14**  |  | **Average**  |
| Status  |  |  |  |  |  |  |  |  |  |  |  |
| Full-Time  |  | 8  |  | 16  |  | 11  |  | 13  |  | 23  | 14.20  |
| Part-Time  |  | 8  |  | 14  |  | 7  |  | 8  |  | 11  | 9.60  |
| Total  |  | 16  |  | 30  |  | 18  |  | 21  |  | 34  | 23.80  |
| FTE Students  | 10.67  | 20.67  | 13.33  | 15.67  | 26.67  | 17.40  |

**Number of Degrees Conferred**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Bachelor** | **2009-2010** | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **Average** |
| Degrees Awarded | 31 | 41 | 40 | 42 | 50 | 37.20 |
| **Master** | **2009-2010** | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **Average** |
| Degree Awarded | 7 | 9 | 4 | 3 | 9 | 6.40 |

**Majors/Degrees Conferred Ratio**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Bachelor** | **2009-2010** | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **Average** |
| Ratio | 22.08 | 8.17 | 8.03 | 7.57 | 7.30 | 10.63 |
| **Master** | **2009-2010** | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **Average** |
| Ratio | 2.29 | 3.33 | 4.50 | 7.00 | 3.78 | 4.18 |

 **Student Credit Hours (Summer, Fall, and Spring Semesters Combined)**

|  |  |
| --- | --- |
|  |  |
| **Level**  | **2009-10**  | **2010-11**  | **2011-12**  | **2012-13**  | **2013-14**  | **Average**  |
| Undergrad  | 5,674 | 6,776 | 7,399 | 7,911 | 8,405 | 7,233.00 |
| Graduate  | 345 | 363 | 291 | 399 | 585 | 396.60 |
| Total  | 6,019 | 7,139 | 7,690 | 8,310 | 8,990 | 7,629.60 |

**Average Class Size (Classes of 6 or more students)**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Division**  | **2009-10**  | **2010-11**  | **2011-12**  | **2012-13**  | **2013-14**  | **Average**  |
| Undergrad  | 22.3 | 24.7 | 22.9 | 22.9 | 22.9 | 23.14 |
| Graduate  | 9.1 | 8.5 | 10.2 | 9.6 | 11.8 | 9.84 |

**Number of Faculty (Fall Semester)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Faculty**  | **2009-10**  | **2010-11**  | **2011-12**  | **2012-13**  | **2013-14**  | **Average**  |
| Full-Time  | 8 | 9 | 9 | 8 | 10 | 8.80 |
| Part-Time  | 5 | 7 | 6 | 5 | 5 | 5.60 |
| Total  | 13 | 16 | 15 | 13 | 15 | 14.40 |
| FTE Faculty  | 9.67 | 11.33 | 11.00 | 9.67 | 11.67 | 10.67 |

**FTE Student/FTE Ratio (as per U.S. News definition)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2009-10** | **2010-11** | **2011-12** | **2012-13** | **2013-14** | **Average** |
| Ratio | 28.66 | 29.09 | 28.33 | 32.66 | 31.74 | 30.09 |

**Credit Hours/FTE Faculty Ratio**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2009-10** | **2010-11** | **2011-12** | **2012-13** | **2013-14** | **Average** |
| CH/Faculty | 622.66 | 629.91 | 699.09 | 859.66 | 770.57 | 716.38 |

**Expenditures (including Actual Personnel and Non-Personnel)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2009-10** | **2010-11** | **2011-12** | **2012-13** | **2013-14** | **Average** |
| Budget | $752,501 | $845,538 | $948,972 | $1,037,822 | $1,142,865 | $896,208.27 |

**Cost Per Credit Hour (Total Department Expenditures/Total Credit Hours)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2009-10** | **2010-11** | **2011-12** | **2012-13** | **2013-14** | **Average** |
| **Cost** | $125.02 | $118.44 | $123.40 | $124.89 | $127.13 | $123,78 |

**University of North Alabama
Undergraduate Degree Completions by CIP Code**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | College of Arts & Sciences  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | CIP  |  |  |  | 2010-11  |  | 2011-12  |  | 2012-13  |  | 2013-14  |  | 2014-15  |  |
|  | Department  | Code  |  | CIP Description  | 1st  | 2nd  | 1st  | 2nd  | 1st  | 2nd  | 1st  |  | 2nd  | 1st  | 2nd  |
|  |  |  |  |  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  |
| Art  |  | 50.0701  | Art/Art Studies, General  | 19 |  |  | 18 |  |  | 18 |  |  | 18 |  | 2 | 14 |  |  |
| Biology  |  | 26.0101  | Biology, General  | 39 |  | 1 | 29 |  |  | 34 |  | 1 | 29 |  | 4 | 38 |  | 1  |
| Biology  |  | 26.1302  | Marine Biology  | 1 |  |  | 1 |  |  | 2 |  |  |  | 3 |  |  | 1 |  |  |
| Chemistry & Industrial Hygiene  | 40.0501  | Chemistry, General  | 10 |  | 1 | 17 |  | 5 | 3 |  | 7 | 11 |  | 9 | 12 |  | 5  |
| Chemistry & Industrial Hygiene  | 40.9999  | Physical Sciences, Other  | 1 |  | 2 | 4 |  | 3 | 8 |  | 1 | 10 |  | 2 | 5 |  | 1  |
| Communications  | 09.0101  | Speech Communication and Rhetoric  | 69 |  |  | 53 |  | 1 | 50 |  |  | 32 |  | 1 | 20 |  |  |
| Communications  | 09.0102  | Mass Communication  |  |  |  | 3 |  |  | 19 |  |  | 42 |  | 3 | 24 |  | 1  |
| Criminal Justice  | 43.0103  | Criminal Justice/Law Enforcement Adm.  | 23 |  |  | 38 |  | 1 | 46 |  | 1 | 46 |  | 1 | 37 |  |  |
| English  |  | 23.0101  | English Language & Literature, General  | 20 |  | 8 | 26 |  | 13 | 22 |  | 13 | 23 |  | 9 | 17 |  | 9  |
| Entertainment Industry  | 50.1001  | Arts, Entertainment and Media Mqrnt., Gen.  | 2 |  |  | 10 |  |  | 19 |  |  | 33 |  | 1 | 35 |  |  |
| Foreign Languages  | 16.0101  | Foreign Languages & Literatures, General  | 5 |  |  | 11 |  | 2 | 9 |  |  | 11 |  | 3 | 9 |  | 2  |
| General Studies  | 24.0102  | General Studies  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| Geography  | 45.0701  | Geography  | 37 |  | 2 | 43 |  |  | 39 |  | 2 | 37 |  |  | 32 |  |  |
| History & Political Science  | 45.0101  | Social SCience, General  | 5 |  | 2 | 4 |  | 12 | 1 |  | 11 |  |  |  | 11 | 1 |  | 4  |
| History & Political Science  | 45.1001  | Political Science, General  | 9 |  | 1 | 8 |  | 1 | 7 |  | 4 | 11 |  | 3 | 7 |  | 3  |
| History & Political Science  | 54.0101  | History, General  | 21 |  | 3 | 27 |  | 6 | 21 |  | 4 | 22 |  | 5 | 20 |  | 6  |
| MathematiCS & Compo Science  | 11.0101  | Computer & Information SCiences, General  | 5 |  |  | 1 |  | 3 | 8 |  |  |  |  |  |  |  |  |  |
| Mathematics & Compo Science  | 27.0101  | Mathematics  | 5 |  | 1 | 2 |  | 11 | 1 |  | 10 |  | 3 |  | 7 | 5 |  | 7  |
| Music  |  | 50.0901  | Music, General  | 14 |  |  | 12 |  |  | 13 |  | 3 | 10 |  | 14 | 8 |  | 9  |
| Physics & Earth Science  | 40.0801  | Physics, General  | 4 |  |  | 3 |  |  | 2 |  |  |  |  |  | 5 | 6 |  |  |
| Psychology  | 42.0101  | Psychology, General  | 26 |  | 4 | 24 |  |  | 25 |  | 2 | 24 |  | 2 | 15 |  | 1  |
| SOCial Work  | 44.0701  | Social Work  | 33 |  |  | 29 |  |  | 41 |  |  | 51 |  |  | 47 |  |  |
| Sociology & Family Studies  | 45.1101  | Sociology  | 25 |  | 1 | 17 |  | 1 | 26 |  |  | 15 |  | 5 | 17 |  | 3  |
| Totals for ColleQe of Arts & Sciences  |  |  |  | 373 |  | 26 | 382 |  | 59 | 414 |  | 59 | 431 |  | 87 | 370 |  | 52  |
|  |  |  |  |  | College of Business  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | CIP  |  |  |  | 2010-11  |  | 2011-12  |  | 2012-13  |  | 2013-14  |  | 2014-15  |  |
|  | Department  | Code  |  | CIP Description  | 1st  | 2nd  | 1st  | 2nd  | 1st  | 2nd  | 1st  |  | 2nd  | 1st  | 2nd  |
|  |  |  |  |  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  |
| Accounting & Business Law  | 52.0301  | Accountinq  | 38  |  | 2  | 42  |  | 3  | 21  |  | 5  | 37  |  | 3  | 48  |  | 3  |
| Compo Science & Info. Systems  | 11.0101  | Computer & Information Sciences, General  |  |  |  |  |  |  | 5  |  |  | 11  |  |  | 8  |  |  |
| Compo SCience & Info. Systems  | 52.1201  | Computer Information Systems  | 19  |  | 1  | 24  |  | 1  | 29  |  | 1  | 29  |  | 1  | 25  |  |  |
| Economics & Finance  | 52.0601  | Business/Managerial Economics  | 12  |  | 4  | 5  |  | 2  | 5  |  | 1  | 12  |  | 1  | 2  |  |  |
| Economics & Finance  | 52.0801  | Finance, General  | 19  |  | 9  | 18  |  | 10  | 23  |  | 6  | 16  |  | 5  | 25  |  | 1  |
| Management & Marketlnq  | 52.0201  | Business Administration & Mgmt., General  | 67  |  | 2  | 63  |  |  | 48  |  | 1  | 50  |  |  | 82  |  |  |
| Management & Marketing  | 52.1401  | Business Marketing & Marketing Mgmt.  | 51  |  | 2  | 32  |  | 1  | 25  |  | 1  | 34  |  |  | 40  |  | 1  |
| Totals for College of Business  |  |  |  |  | 206  |  | 20  | 184  |  | 17  | 156  |  | 15  | 189  |  | 10  | 230  |  | 5  |
|  |  |  |  | College of Education & Human Sciences  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | CIP  |  |  |  | 2010-11  |  | 2011-12  |  | 2012-13  |  | 2013-14  |  | 2014-15  |  |
|  | Department  | Code  |  | CIP Description  | 1st  | 2nd  | 1st  | 2nd  | 1st  | 2nd  | 1st  |  | 2nd  | 1st  | 2nd  |
|  |  |  |  |  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  |
| Elementary Education  | 13.1202  | Elementary Teacher Education  | 74  |  |  | 59  |  |  | 63  |  |  | 57  |  |  | 48  |  |  |
| Health, Physical Education, Rec.  | 31.9999  | Parks, Rec., Leis. & Fitness Studies, Other  | 30  |  | 11  | 32  |  | 8  | 42  |  |  | 49  |  | 1  | 47  |  |  |
| Human Environmental Sciences  | 19.0101  | Home Economics, General  | 28  |  | 1  | 23  |  | 5  | 36  |  |  | 33  |  | 2  | 33  |  |  |
| Secondary Education  | 13.1205  | Secondary Teacher Education  | 26  |  | 1  | 54  |  |  | 40  |  |  | 42  |  |  | 33  |  |  |
| Secondary Education  | 13.1206  | Teacher Education, Multiple Levels  | 10  |  |  |  |  |  | 12  |  |  | 22  |  |  | 15  |  |  |
| Totals for College of Education & Human Sciences  | 168  |  | 13  | 168  |  | 13  | 193  | -  |  | 203  |  | 3  | 176  | -  |  |
|  |  |  |  |  | College of Nursing  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | CIP  |  |  |  | 2010-11  |  | 2011-12  |  | 2012-13  |  | 2013-14  |  | 2014-15  |  |
|  | Department  | Code  |  | CIP Description  | 1st  | 2nd  | 1st  | 2nd  | 1st  | 2nd  | 1st  |  | 2nd  | 1st  | 2nd  |
|  |  |  |  |  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  |
| Nursing  |  | 51.1601  | Nursing/Reg. Nurse (RN, ASN, BSN, MSN)  | 162  |  |  | 182  |  |  | 159  |  |  | 169  |  |  | 145  |  |  |
| Totals for College of Nursing  |  |  |  |  | 162  | -  |  | 182  | -  |  | 159  | -  |  | 169  | -  |  | 145  | -  |  |
|  |  |  |  |  | University College  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | CIP  |  |  |  | 2010-11  |  | 2011-12  |  | 2012-13  |  | 2013-14  |  | 2014-15  |  |
|  | Department  | Code  |  | CIP Description  | 1st  | 2nd  | 1st  | 2nd  | 1st  | 2nd  | 1st  |  | 2nd  | 1st  | 2nd  |
|  |  |  |  |  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  | Major  |
| Interdisciplinary Studies  | 30.0000  | Multillnterdisciplinary Studies, General  | 3  |  |  | 25  |  |  | 30  |  |  | 44  |  |  | 38  |  |  |
| Totals for University College  |  |  |  |  | 3  | -  |  | 25  | -  |  | 30  | -  |  | 44  | -  |  | 38  | -  |  |
| Total Ilnderqraduate Completions  |  |  |  | 912  | 59  | 941  |  | 89  | 952  |  | 74  | 1036  | 100  | 959  |  | 57  |

**Degree Completions by CIP Code\*
Period: Summer 2014 - Spring 2015**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CollegelDepartment  | CIP  | CIP Description  | Und 1st  | Und 2nd  | Graduate  |
| Code  | Major  | Major  |
| College of Arts & Sciences  |  |  |  |  |  |  |
| Art  | 50.0701  | Art/Art Studies, General  | 14  |  |  |  |
| Biology  | 26.0101  | Biology, General  | 38  |  | 1  |  |
| Biology  | 26.1302  | Marine Biology  | 1  |  |  |  |
| Chemistry & Industrial Hygiene  | 40.0501  | Chemistry, General  | 12  |  | 5  |  |
| Chemistry & Industrial Hygiene  | 40.9999  | Physical Sciences, Other  | 5  |  | 1  |  |
| Communications  | 9.0101  | Communication Arts  | 20  |  |  |  |
| Communications  | 9.0102  | Mass Communication  | 24  |  | 1  |  |
| Criminal Justice  | 43.0103  | Criminal Justice/Law Enforcement Adm.  | 37  |  |  | B  |
| English  | 23.0101  | English Language & Literature, General  | 17  |  | 9  | 3  |
| Entertainment Industry  | 50.1001  | Arts, Entertainment and Media Mgmt., Gen.  | 35  |  |  |  |
| Foreign Languages  | 16.0101  | Foreign Languages & Literatures, General  | 9  |  | 2  |  |
| Geography  | 45.0701  | Geography  | 32  |  |  |  |
| Geography  | 45.0799  | Geospatial Science  |  |  |  | 5  |
| History & Political Science  | 45.0101  | Social Science, General  | 1  |  | 4  |  |
| History & Political Science  | 45.1001  | Political Science, General  | 7  |  | 3  |  |
| History & Political Science  | 54.0101  | History, General  | 20  |  | 6  | 8  |
| Mathematics  | 27.0101  | Mathematics  | 5  |  | 7  |  |
| Music  | 50.0901  | Music, General  | 8  |  | 9  |  |
| Physics & Earth Science  | 40.0801  | Physics, General  | 6  |  |  |  |
| Psychology  | 42.0101  | Psychology, General  | 15  |  | 1  |  |
| Social Work  | 44.0701  | Social Work  | 47  |  |  |  |
| Sociology & Family Studies  | 45.1101  | Sociology  | 17  |  | 3  |  |
| Totals for College of Arts & Sciences  |  |  | 370  | 52  | 24  |
| College of Business  |  |  |  |  |  |  |
| Accounting & Business Law  | 52.0301  | Accounting  | 48  |  | 3  |  |
| Computer Science & Information Systems  | 11.0101  | Computer Science  | 8  |  |  |  |
| Computer Science & Information Systems  | 52.1201  | Computer Information Systems  | 25  |  |  |  |
| Economics & Finance  | 52.0601  | Business/Managerial Economics  | 2  |  |  |  |
| Economics & Finance  | 52.0801  | Finance, General  | 25  |  | 1  |  |
| Management & Marketing  | 52.0201  | Business Administration & Mgmt., Gen.  | 82  |  |  | 132  |
| Management & Marketing  | 52.1401  | Business Marketing & Marketing\_ M~mt.  | 40  |  | 1  |  |
| Totals for College of Business  |  |  | 230  |  | 5  | 132  |
| College of Education & Human Sciences  |  |  |  |  |  |  |
| Counselor Education  | 13.1101  | Counselor Ed. Counseling & Guidance Service  |  |  |  | 5  |
| Counselor Education  | 42.0601  | Counseling Psychology  |  |  |  |  |
| Counselor Education  | 42.2803  | Community Counseling  |  |  |  | 9  |
| Educational Admin P-12\*\*  | 13.0101  | Education, General  |  |  |  | 2  |
| Elementary Education  | 13.1001  | Special Education, General  |  |  |  | 7  |
| Elementary Education  | 13.1202  | Elementary Teacher Education  | 48  |  |  | 36  |
| Health, Physical Education, Recreation  | 31.9999  | Parks, Rec., Leisure & Fitness Studies, Other  | 47  |  |  | 15  |
| Human Environmental Sciences  | 19.0101  | Home Economics, General  | 33  |  |  |  |
| Secondary Education  | 13.0401  | Educational Leadership & Supervision, Gen.  |  |  |  | 9  |
| Secondary Education  | 13.1205  | Secondary Teacher Education  | 33  |  |  | 18  |
| Secondary Education  | 13.1206  | Teacher Education, Multiple Levels  | 15  |  |  | 3  |
| Totals for College of Ed. & Human Sciences  |  | 176  | -  | 104  |
| College of Nursing & Allied Health  |  |  |  |  |  |  |
| Nursing  | 51.3801  | Nursing/Reg. Nurse (RN, ASN, BSN, MSN)  | 145  |  |  | 24  |
| Totals for College of Nursing  |  |  | 145  | -  |  | 24  |
| University College  |  |  |  |  |  |  |
| Interdisciplinary Studies  | 30.0000 Multi/InterdisCiplinary Studies, Gen.  | 38  |  |  | 9  |
| Totals for University College  |  |  | 38  | -  |  | 9  |
| Total Completions  |  |  | 959  | 57  |  |

**10.4. Evaluate the adequacy of library resources available to support your**

 **program:**

Current library resources are adequate for all academic concentrations offered by our department. Sufficient funds are available each year to secure additional library resources as needed.

* 1. **If you deem existing library resources to be inadequate for your program. Identify resources that would improve the level of adequacy:**

Current library resources are adequate.

1. **Program Evaluation Including Appropriate Documentation:**
	1. **Means of assessing each Student Learning Outcome:**

At the undergraduate level Student Learning Outcomes are assessed by use of a senior portfolio requiring specific assignments selected to demonstrate the student’s mastery of program of study materials. At the graduate level Student Learning Outcomes are assessed by either a graduate research thesis or a non-thesis option which requires both written and oral comprehensive exams.

* 1. **Summary of the results of the assessment/s for each Student Learning Outcome:**

During the last five years the department has had a 100% completion rate relative to the Student Learning Outcomes as outlined above with the following caveat:

* A few students (less than five) were unsuccessful in completing the requirements of the senior portfolio on the first attempt and required a second attempt to complete all requirements.
* The time required for completion of the thesis option for the MS in Health and Human Performance varied from twelve months to thirty-six months.
* Some students (less that ten) selecting the comprehensive exam option in the MS in Health and Human Performance, MAEd, and Alt MAEd in P-12 Pysical Education were unsuccessful in satisfactorily completing the written component of the exam on the first attempt and required a second attempt. Likewise, a few students (less than three) were unsuccessful in satisfactorily completing the oral component of the comprehensive exam on the first attempt and required a second attempt.
	1. **Program improvements made as a result of these assessments:**

The process put in place by the department for the purpose of assessing Student Learning Outcomes has proven satisfactory and only minor changes have been made. These minor changes include:

* Embedding senior portfolio requirements associated with Student Learning Outcomes in required major courses assignments.
* Linking the department’s QEP with required major course assignments and the senior portfolio.
* Requiring students to submit all senior portfolio assignments via LiveText by mid semester thereby allowing time for assessment and resubmission of incomplete/unacceptable portfolio components.
* Encouraging graduate students selecting the thesis option to secure IRB approval for their research project and to begin initial work on their topic by the end of the first semester of enrollment in the graduate program.
* Encourage graduate students selecting the comprehensive exam option to begin complying a file of materials from each of graduate course in their program of study as a study source prior to comprehensive exams.
* All graduate comprehensive exams are completed electronically as WORD documents and submitted to members of the graduate faculty in the department for double blind assessment.
	1. **Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments:**

Results of assessment of Student Learning Outcomes are reflected in number of degrees conferred data for the current review reporting period. As currently structured, undergraduate and graduate students cannot graduate without demonstrating mastery of program materials relative to the Student Learning Outcomes. The following table provides data on number of undergraduate and graduate degrees conferred during the current review reporting period.

 **Number of Degrees Conferred**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Bachelor** | **2009-2010** | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **Average** |
| Degrees Awarded | 31 | 41 | 40 | 42 | 50 | 37.20 |
| **Master** | **2009-2010** | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **Average** |
| Degree Awarded | 7 | 9 | 4 | 3 | 9 | 6.40 |

1. **Planning:**

**12.1. Outline program goals over the next five years including, but not limited to, accreditation/re-accreditation, enrollment or expansion, and curriculum:**

 This background information is provided as a foundation for a vision for the department’s academic program in the future. Proposals are currently being developed by department faculty in support of this vision including:

* A new BS in Exercise Science
* A new BS in Sport and Recreation Management
* A Center for Health and Human Performance Studies
* A Center for Sport and Leisure Studies
* A new minor or certification in Sports and Entertainment Management in partnership between the Department of Health, Physical Education and Recreation and Department of Entertainment Industry.

The two new BS degree programs are a result of increased student enrollment in current concentrations in Exercise Science and Sport and Recreation Management. The purposes of the two centers to be proposed are to stimulate undergraduate, graduate, and faculty research within the department and to serve as focal points for grants applications within the department.

In addition to these proposed degree programs and centers within the department, the following are provided as a vision for the Department of Health, Physical Education and Recreation over the next five years.

 A new dual certification BSEd in Health and Physical Education

 A new MAEd in Sport Management

 A new MS in Exercise Science to replace the current Exercise Science concentration in the MS in HHP

 A new MS in Sport Management to replace the current Sport Management concentration in the MS in HHP

 An EdD in Exercise Science designed to prepare teachers/researchers for regional and small colleges/universities.

All of these future program expansions are intended to enhance academic programs within the department, college and University while supporting the Strategic Plan of the University of North Alabama.

**12.2. Outline faculty development goals for the next five years including new faculty, research, and professional development:**

Assuming student enrollment continues to increase at its present rate the department will need additional faculty positions within the next five years. Depending on enrollment growth in the different concentrations, faculty positions needed may be in Exercise Science, Sport Management, Health/Health Promotion, Recreation, and/or Sport Management. In order to determine exact positions needed enrollment growth must be monitored and data collected to support any request for additional faculty positions. If a new EdD in Exercise Science is developed and implemented, the use of doctoral candidates to teach undergraduate courses in Exercise Science could reduce the need for additional faculty to support these undergraduate and graduate concentrations.

With the creation of a Center for Health and Human Performance Studies and a Center for Sport and Leisure Studies in the department, sources of internal and external funding could be identified for the purpose of stimulating undergraduate, graduate, and faculty research within the department and to serve as focal points for grants applications within the department. This will enhance research potential within the department as well as promote professional development within the faculty.

1. **Program Recommendation**

**13.1. Recommendations for changes which are within the control of the program:**

The Department of Health, Physical Education and Recreation has made changes over the previous years to strategically position itself for continued growth which is aligned with the mission of the University. To this point the department has made decisions and allocated available resources to achieve this goal. Therefore, there are no additional changes within control of the department that can be applied to support additional advancement of its academic programs.

**13.2. Recommendations for change that require action at the Dean, Provost, or higher, which are congruent to and support the institution’s mission and strategic plan:**

The mission statement of the department has been articulated as an extension of the University mission statement within the context of the academic areas which make up its educational domain. As such, any changes that can come from administrative levels beyond the department should be made with the intended purpose of enhancing the role of the department in providing additional support for the mission of the University. Any areas included in this report which are viewed as impeding the mission of the department and therefore reducing the potential of the department to support the mission of the University should be addressed when considered appropriate by University administration within the limits presented by resource availability.