



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

**Institutional Program Review
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

UNIVERSITY:	NSU
DEPARTMENT OR SCHOOL:	Sports Sciences/Millicent Atkins School of Education/College of Professional Studies
PROGRAM REVIEWED:	BS-Human Performance
DATE OF REVIEW:	5/3/2022
TYPE OF REVIEW:	Institutional Program Review

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Neal H. Schnoor

President of the University

5/9/2022

Date

1. Identify the program reviewers and any external accrediting body:

Elaina Biechler, PhD – Loras College, Dubuque, IA
Associate Professor of Kinesiology
Graduate Program Director – Coaching Leadership
Kinesiology Program Coordinator

2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

2(A). Describe the strengths and weaknesses identified by the reviewers

Strengths

I was pleased to see the program includes a comprehensive exit exam. This exam shows nice cohesion of the program and hopefully allows students to pull together information that is scaffolded throughout the program. Additionally, I was impressed with the level of depth associated with the internship and practicum experiences. These practical experiences allow your students to gain great practical experience that surely set them up for success upon graduation. One thing that might be interesting to consider would be to ensure or at least recommend that students select at least one of their experiences (potentially a minimum of 3 credits) off campus.

This would allow the students to gain more community involvement and build connections outside of the campus community. I am unsure if you have students do internships off campus in the summer, but there are many opportunities for students to travel to other sites outside of the Aberdeen area for summer internships. Additionally, if students are going on to graduate work, it may be valuable for students to have letters of recommendation or references from differing entities outside of your institution.

In regard to faculty members, one strength to note is the multiplicity of faculty expertise. With only four full time, tenure track faculty members, I was pleased to see a range of research interests and publications in health behavior, biomechanics, athlete mental health, as well as sport sociology. The addition of a fifth faculty member with priority being expertise in nutrition and/or exercise physiology would be the perfect fit. Adding a faculty member who has research interests in public health/ epidemiology, or possibly rehabilitation/ injury prevention would round out your faculty very nicely as well. I was also pleased to see the number of publications and active research being done with your current faculty in conjunction with students. This gives the students really great unique experiences that allow them to apply the scientific method in a hands-on way.

Additional strengths to note include a great amount of community outreach, as well as a professional academic advisor. Community outreach provides great applied service to your community. Embedding that into courses such as HLTH 320 Community Health along with the community personal training option for PE 482 is a nice unique component in your program that really takes student learning to the next level. Embedding these experiences in other courses such as HLTH 400: Health Promotion and Advocacy is great. While these are certainly strengths, in regard to improving recruitment of students, these unique community activities should be highlighted on the program website, and in marketing material.

Lastly, having a professional academic advisor is a strength for the Human Performance program as well. With only four full time faculty members, it's essential that the academic advisor be available to provide professional advice to students, particularly in a program such as Human Performance, as the diversity in career outcomes requires extra forethought in order to meet the unique prerequisite requirements for the graduate programs and/or careers your students pursue. However, it is important that the department chair and faculty members within the department be aware of student goals, as this might shape practical examples used in classes, as well as provide the student with appropriate mentorship for research, internship, and practicum experiences based on their overall goals.

Weaknesses

The number of full-time faculty, as well as faculty turnover is my biggest concern. This program utilizes a large number of adjuncts, and the number of credits taught by adjunct professors is higher than similar programs at your competitor schools. While adjuncts might be a cost-effective alternative to full time faculty, a decrease in adjunct faculty would increase student retention within the program, as well as provide students with another potential research area of interest. It is possible that your current faculty feel overworked because of the lack of mentorship an adjunct can provide to students when they are simply not on campus all the time. Additionally, adding a fifth faculty member might improve the satisfaction of your current faculty, as it would likely decrease their workload related to mentorship in research, internship, and practicum experiences, as well as decrease the likelihood that they are teaching on overload.

In regard to diversity of your student population, I was not surprised based on your geographic location that your program has a limited number of ethnic minorities enrolled. However, I was very surprised to see such a gender disparity. In general, we do see less women going into coaching and sport related careers, but I was shocked to see only 30% of your student population within your division being females. This number appears to be remaining relatively steady in comparison to the annual data provided over the past ten years. In regard to student recruitment options, marketing material should be catered towards women, with a good goal being to increase your female population to 40% within the next 10 years.

2(B). Briefly summarize the review recommendations

Recommendations

The following section provides my recommendations to strengthen the department:

1. Consider refining the curriculum within the Health Promotion Tract
 - a. This program should consider shifting away from sport performance and allow for more emphasis on health, the use of exercise in rehabilitation, the benefits of exercise as disease prevention, as well as treatment for various diseases. While this may be hard to do based on the expertise of your current faculty, this is concurrent with the shift in job demands, and also job placement of your most recent graduates.
 - b. Instead of a course such as PE 457 Psychology of Human Performance, consider changing this course to Exercise Psychology, potentially a broader understanding of the mental aspects of exercise. This course could embody the psychology of human performance, but also address factors like behavior change associated with becoming physically active, as well as the psychology of injury.
 - c. While your program is highly focused on courses related to sport performance, your post-graduate career outcomes from the academic year 2020-2021 report that 44% of your graduates are working in healthcare, and only 15% are working in a sport related field. Shifting your coursework to support the healthcare demographic would allow for more growth in your student population, and hopefully help to specifically increase the number of females you recruit and retain.
2. Consider revamping the Special Populations Tract
 - a. The title of the special populations tract doesn't necessarily reflect what these students do/ what their job outcomes might be. Instead of Special Populations Tract, you could consider changing the title to Rehabilitation Tract or Clinical Tract. Based on my understanding, many students who complete this tract go on to graduate programs in physical therapy, occupational therapy, and nursing. While not denoted as a current occupation of any of your graduates, this tract might also be nice for students interested in clinical exercise physiology, or a career as a physician's assistant. These healthcare careers are very popular among female students. Changing your emphasis here might allow you to attract more female students to help with the gender disparity you see in your department.
 - b. This would be inline with the goal to increase undergraduate student enrollment as job availability in rehabilitation careers continues to rise and is projected to continue rising. Adding online options for various courses will

add to the convenience, but be careful to add too many courses, as hands on pedagogy enhances student recruitment in the program, as well as student success post- graduation.

3. Consider adding an exercise physiology laboratory space.
 - a. This review revealed that most of the lab activities completed in your various courses utilizes a variety of laboratory equipment within the exercise facility on campus. The addition of an exercise physiology laboratory (would probably need to occur concurrently with the hire of a faculty member who specializes in exercise physiology) could help with student recruitment, and also increase the rigor of laboratory specific activities.
4. Hire an additional full time faculty member.
 - a. The addition of at least one more full-time faculty member would decrease the workload of your current faculty, hopefully improving retention. Additionally, adding another full-time faculty member may improve student retention and student outcomes within the program.

2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

Curriculum Considerations:

The department has not thought about changing the name of the special populations track. However, that feedback was well received, and we do anticipate changing the track to ‘rehabilitation’

The health track could be major that branches out of the Human Performance Major. Currently we in the works of introducing a health education major that can potentially have a rehab/exercise physiology track. However, this would require us to hire faculty with exercise physiology background.

Lastly, the Psychology of Human Performance, was in response to curriculum updates across the major. With short-staffed department, teaching two psychology courses – that essentially cover the same material, seemed unnecessary. In the present we do not anticipate reverting back to exercise psychology. Could be an option in the future.

Exercise Physiology

We have applied for a research and development grant that will expand our exercise physiology capabilities. Additionally, we envision the 5th faculty member be one of exercise physiology background to fulfill the expertise demands of the field and of our courses.

Additional Faculty Member

In the Spring of 2021, the department chair submitted a petition for a fifth department faculty member. The department will continue to work with the administration and advocate for a fifth department faculty member

3. **Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board**

Policy 2:11. Program review completed prior to Fall 2019 need not include cross curricular skills.

Learning Outcomes (corresponding BOR Cross-Curricular Skill in bold)

1. Develop analytical skills and knowledge to apply content related to Kinesiology. **(PLO 1 - Inquiry and Analysis)**
2. Critically evaluate research related to physical activity and its impact on development, health, and human performance. Creatively evaluate and promote programs or current issues in physical activity, fitness or health that improve quality of life. **(PLO 2- Critical & Creative Thinking)**
3. Develop and retain foundational and advanced content knowledge in the Kinesiology field. **(PLO 3 - Information Literacy)**
4. Develop knowledge of professional ethical standards and their responsible application within Kinesiology. **(PLO 4 - Ethical Reasoning)**
5. Demonstrate an appreciation for diversity and inclusiveness in the discipline of Kinesiology. **(PLO 5 – Diversity, Inclusion, and Equity)**

Curriculum Map

	PE 180	HLTH 103, PE 482	PE 250, PE 350, HLTH 422, PE 451, PE 454	PE 352	PE 334	HLTH 320, PE 400, PE 452 PE 457
Outcome 1	X		X	X	X	X
Outcome 2	X	X		X	X	X
Outcome 3		X	X	X	X	X
Outcome 4					X	
Outcome 5	X			X	X	