



2015-16 End-of-Year Report Academic Department Success Plan

Department: Kinesiology, Recreation and Sport

Department Chair: Dr. Don Rogers

Person Primarily Responsible for Preparing this Report:
Dr. Don Rogers

Please answer the following questions in two or three pages and submit to your Dean by October 3. Your Dean will review and advance to Academic Affairs by October 10¹ and will offer you feedback by Oct. 17. This report will help inform your 2016-2019 Student Success Plan update that will be due to your Dean by Nov. 4.

1. **Specific accomplishments/achievements this past year (briefly explain using bullet points, noting any changed/adapted):**
 - a. Faculty are providing students with syllabi that indicate all expected university components, and identify what is essential to succeed in the course.
 - b. Scheduling of courses has been updated to ensure that all courses identified in the Degree Maps are being offered in the required semesters and courses typically taken in the same semester don't conflict with each other.
 - c. All Degree Maps have been updated and reflect current program catalog requirements.
 - d. The internship program within RCSM, particularly the Sport Management and Recreation Therapy concentrations, has been improved significantly. Students are better able to locate internships and better prepared to meet expectations of the internship. This is due to having more internship locations on file and communicating clear expectations in mandatory group meetings and one-on-one meetings.
 - e. Experiential learning continues to be a strength within KRS. All of our programs have significant experiential learning components embedded across the curriculums.
 - f. The Chair and Coordinators have worked closely with Associate Dean Weber in the past year to graduate students who need some consideration for program or course waivers/substitutions or providing a course not otherwise available. This has resulted in a significant number of students graduating that would not have done so without the individual attention and adjustments.
 - g. All new and existing students in our department have an advisor. This is monitored by Associate Dean Weber, the Chair and our Student Services Assistant.
 - h. Advisors have been given multiple opportunities to receive MySAM training and reminded regularly to record advising notes.
 - i. The PE 220 Human Physiology course has been redesigned to promote student success and more laboratory time has been made available to students in critical Exercise Science courses. To support these efforts, department graduate assistants were redeployed to provide more laboratory support.
 - j. A graduate assistant was also deployed in sport management for the first time to assist with teaching and managing the sport management Master's program. This has relieved the faculty in that program from excess load so they can focus more on their students.
 - k. All majors now have a course located on the Degree Map in the freshman year.

¹ Note that the Dean will request a refinement to the report if it is not suitably addressing the questions.

2. Objective/Actions Not Achieved (briefly explain using bullet points):

- a. KRS Exercise Science replaced three faculty and the program Coordinator for both the graduate and undergraduate programs in the past year. The Sport Management Master's program just had a program Coordinator change after two years of minimal progress. While these faculty and leadership changes have disrupted progress toward our goals, I am confident our new faculty and Coordinators are going to provide the kind of stability and leadership needed to improve progress toward our student success goals. The last two faculty who left were not aligned with our mission, and at times worked against it. Our new faculty are already demonstrating a student-centered approach and work well with their colleagues. The new coordinators of Exercise Science undergraduate and graduate program and the Sport Management Master's program are motivated and will provide leadership within their programs. They are also clear about the needed changes in curriculum and procedures and have already begun the process of making these changes.
- b. Our attempt last Fall to have a Junior Success meeting was not successful. The faculty were not supportive and did not assist in publicizing it or encouraging students to attend. Zero students attended. This Fall, faculty were more supportive of the idea. We had a meeting for sport management Juniors and only one student attended. We have a meeting for Exercise Science Juniors scheduled on October 12. We discussed the reasons why students are not attending, even though we tell them it is required and have decided to meet with the students in the classes where there are exclusively juniors and seniors. These meetings were designed to celebrate their transition to upper-class status, let them know we are still available for them as advisors and mentors and inform them of the many requirements/expectations ahead, such as internships, professionalism, experiential learning opportunities, challenging courses, and being engaged in the program through our clubs.
- c. The student club in PE has a long history, but with so many programs in the department now, it failed to attract much student participation last year. This year we are going to have clubs in each of the major programs. We still feel that participation in a student club within a Major has a lot of potential to contribute to student success.
- d. Program assessment as a tool that can and should be contributing to student success is falling short of its potential in our major programs. The changes in faculty and Coordinators have not helped in this regard.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps, including with respect to their linkage to student learning outcomes.

- a. A top priority is still curriculum issues: remove all unnecessary courses; combine content where possible; and establish prerequisites, corequisites and retake restrictions. These will assist students in following a sequence of learning that promotes success while not allowing students to persist in a program that they will not be able to complete. Reducing courses will help students complete the major in a timely manner and provide options for reduced section sizes and more effective teaching.
- b. Assessment is a priority that the Chair and Coordinators will be using to identify how to improve student learning based on assessment findings.
- c. A combination of tools and approaches will be identified and made part of expectations for faculty and courses within the majors, including success-oriented syllabi, adherence to performance feedback requirement, posting grades to Blackboard, providing students with support to improve performance/learning, and reaching out to individual students that are having difficulty with attendance, assignments, participation or tests.
- d. Standardize our internship process based on the success of the Sport Management program approach. It is in the best interest of students and faculty to have an internship system that sets high standards, has an efficient process and sets students up for success on their internship.

- e. Each program will assess its contributions to student Career Readiness. Areas where we can begin to impact Career Readiness in the short term include requiring students to pursue certifications that can be achieved while in their undergraduate program, such as the ACSM Certified Personal Trainer, with the plan to progress to the ACSM Certified Exercise Physiologist once they graduate. To learn and develop team working and leadership skills, students should be experiencing group work in classes and will be able to join one of our student clubs. To target the Career Ready competency of Career Management, I will ask Coordinators to work with their faculty to identify when students could engage in a formal exercise that assesses one's current strengths, knowledge, skills and experience in preparation for an identified career within the major. Using these findings, each student could develop a plan to continue developing their career readiness.

4. Do you see opportunity for this project to work more closely with another department, college, or unit such that greater impact might be possible (*briefly explain*)?

- a. As we look for more opportunities for students to engage in experiential learning, we should plan to utilize the Simulation Center and the Area Health Education Center (AHEC) more often.
- b. Programs with internships could be utilizing the Career Center more for a number of components in the internship preparation process. This will be assessed through meeting with the Career Center staff and internship Coordinators.

5. Is there anything else about your initiative you feel important to detail?

- a. I feel for the remainder of this academic year, our programs need to focus on the top student success priorities indicated above and make sure our new faculty and Coordinators are successful.
- b. Our new student success plan will have more input from faculty, be more streamlined and achievable, and move specific tasks to Coordinators as part of their job expectations.