



**HEALTH AND HUMAN PERFORMANCE DEPARTMENT  
THEC PROGRAM REVIEW:  
Sport, Outdoor Recreation, & Tourism Management;  
Exercise Science**

**Submitted for Review to:  
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### Introduction to the Department of Health and Human Performance

The Department of Health and Human Performance (HHP) is housed in the College of Health, Education, and Professional Studies (CHEPS) and is one of the largest departments at the University of Tennessee at Chattanooga (UTC) with over 900 students in three undergraduate and two graduate programs. Year-round enrollment varies from 346 in the summer to over 1,000 students in the fall semester. The number of course offerings range from 42 in the summer to over 100 during fall and spring semesters. The Department, formally known as Physical Education, celebrated its historic 100-year anniversary in October 2018 with a formal event attended by former department heads, UTC dignitaries, current faculty and students, and alumni. Originally only one program was offered, physical education and health. Today, the department has grown to six programs including:

- Exercise Science (ES)
- Sport, Outdoor Recreation, and Tourism Management (SORT)
- Health and Physical Education (HPE) K-12
- Athletic Training (MSAT)
- Public Health (MPH)
- Future Education Model in Nutrition and Dietetics

Program enrollment, applicable accrediting bodies, and accreditation status are provided in the Programs Introduction Table i below. Faculty across all of HHP's disciplines engage in continuous programmatic quality assessment and improvement based on feedback data from student surveys, course evaluations, and market needs to ensure that program graduates are prepared to enter the workforce practice ready.

Table i. HHP Programs of Study

Program	Level	Fall 2020 Enrollment	Accrediting Body	Accreditation Status
Exercise Science	UG	616	THEC Program Review	In process
SORT	UG	211	THEC Program Review	In process
HPE K-12	UG	55	Council for the Accreditation of Educator Preparation <a href="http://www.caepnet.org">www.caepnet.org</a>	Accredited
Athletic Training	G	34	Committee on Accreditation of Athletic Training Education <a href="http://www.CAATE.net">www.CAATE.net</a>	Accredited
Public Health	G	37	Council on Education for Public Health <a href="http://www.CEPH.org">www.CEPH.org</a>	Accreditation Application Pending Site Visit April, 2021
Future Education Model Program in Nutrition and Dietetics	G	Fall 2021	Accreditation Council for Education in Nutrition and Dietetics <a href="https://www.eatrightpro.org/acend">https://www.eatrightpro.org/acend</a>	Four-Year Candidacy for Accreditation granted 6-8-2020

### Developments in the Department:

Program offering developments since the 2015-16 audit include:

- De-activation of Physical Activity and Health concentration (MS HHP: PAH)
- Addition of Master of Public Health (MPH)

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- Name change of the Sport and Leisure Studies Administration program to Sport, Outdoor Recreation and Tourism Management (SORT)
- Phase out of the undergraduate program in Dietetics to be completed in December of 2020 (BS HHP: Dietetics Nutrition). No new cohorts were accepted after 2017
- Addition of the Future Education Model effective fall 2021
- Addition of a nutrition minor in Exercise Science effective fall 2020

Faculty and staffing developments since the 2015-16 audit include:

- Increase of four full-time faculty (from 18 to 22)

With the addition of the Public Health program, two faculty positions were approved, one was filled. However, in response to the pandemic, all new faculty searches were placed on hold by the institution before the second position was filled. An additional lecturer position for Exercise Science was also approved, but the hiring process was halted due to COVID-19. The expectation is that the holds will be lifted and these positions will be filled by the start of fall 2021. The Department also receives administrative and advising support from the CHEPS Program Accreditation and Assessment Manager and the CHEPS Advisor for Career and Support.

### **THEC Programs Under Review**

Developments since the 2015-16 audit include:

Exercise Science:

- Proposed program name change-to be effective (if approved) fall 2021
- Program growth and improvements in the curriculum to include a nutrition minor
- Incorporation of competencies into curriculum enables students to be eligible for the Certified Health Educator Specialist (CHES) examination.
- Increased number and variety of internship site options
- Development and implementation of an internship matching, selection, and evaluation process
- Addition of lecturer position effective January 2020

Sport, Outdoor Recreation and Tourism Management:

- Program name change
- Program growth with regards to enrollment
- Addition of one faculty effective fall 2020
- Increased number of experiential learning opportunities
- Increased number and variety of internship site options
- Development and implementation of an internship matching, selection, and evaluation process

### **THEC Program Review Process:**

The process of completing the THEC Program Review was collaborative. Faculty volunteers were solicited from the relevant academic programs with additional support from the Department and College level staff. Following the initial meeting with staff members of the Office of Planning, Evaluation, and Institutional Research (OPEIR), in August of 2020, the committee was formed and a meeting conducted

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to delineate writing assignments, timelines and due dates. The CHEPS Program Accreditation & Assessment Manager and Department Head compiled the sections into a draft version, which was reviewed by the Committee, entire HHP faculty and staff, the CHEPS Associate Dean, Dean, OPEIR and the University's Provost and Senior Vice Chancellor for Academic Affairs. This program review document represents the dedication of many faculty and staff and demonstrates the collaborative nature within the institution.

The 2020 THEC-HHP Program Review Committee, as listed below, was approved by the CHEPS Dean.

### **2020 THEC-HHP Review Committee**

Dr. Marisa Colston, Department Head and Committee Chair

Dr. Burch Oglesby, Exercise Science Program Coordinator

Dr. Kara Hamilton, Exercise Science Faculty

Dr. Andrew Bailey, Sport, Outdoor Recreation and Tourism Management Program Coordinator

Dr. Eric Hungenberg, Sport, Outdoor Recreation and Tourism Management Faculty

Ms. Leslie Tyler, Administrative Assistant

Ms. Susan Gutshall, Administrative Accountant

Ms. Marclyn Porter, CHEPS Program Accreditation & Assessment Manager

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<b>1. Learning Outcomes – Criteria for Evaluation</b>	
<b>1.1</b>	<b>Program and student learning outcomes are clearly identified and measurable.</b>
<b>1.2</b>	<b>The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.</b>
<b>1.3</b>	<b>The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.</b>
<b>1.4</b>	<b>The program directly aligns with the institution's mission.</b>

### **Learning Outcomes: 1.1**

#### **The Program and Student Learning Outcomes are Clearly Identified and Measurable.**

Every course syllabus clearly identifies the specific course student learning outcomes (SLOs) that will be assessed (see Appendix 1.1a\_ES & SORT Syllabi). All syllabi follow a University [required syllabus template](#) which is updated by the Office of Academic Affairs each semester. One of two recommendations from the 2016 Academic Audit Team Report for ES and SORT was for faculty to develop and implement a more formal process for identifying, communicating, and assessing SLOs. Since 2016, each program coordinator, in consultation with program faculty and the department head, has been responsible for working with OPEIR in developing curriculum maps to illustrate the relationship between the SLOs and the overall program learning outcomes (see Appendix 1.1b\_ES & SORT Curriculum Maps).

In addition to assessing each SLO within each course, faculty are continuously reviewing course outcome data and program data from course evaluations. These data provide critical programmatic feedback and inform any changes to the curriculum, development of learning outcomes and assessments, and the setting of program benchmarks. Based upon this review, faculty select three outcomes each year to be assessed by the institution for which they set benchmarks. At the end of the AY, each program reports on the identified outcomes to OPEIR, via the institution-wide tracking system Campus Labs. This continuous quality assessment of SLOs, program learning outcomes, assessment measures, and benchmark setting provides faculty with the opportunity to reassess the program's effectiveness and impact in meeting students' learning needs. A five-year (2015-2020) report, provided by OPEIR, identifying the institutional tracked outcomes for ES and SORT is provided in Appendix 1.1c.



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### Learning Outcomes: 1.2

#### The Program uses Appropriate Evidence to Evaluate Achievement of Program and Student Learning Outcomes.

Program Learning Outcomes are evaluated in the following ways:

##### *Stakeholder Data*

- Exit Surveys Graduating Students  
ES and SORT's collection of exit survey data has been spotty over the past five years. The institution, via OPEIR, does conduct an exit survey (which is not SLO focused) for all graduating seniors. Program directors can add program specific questions to this survey if they so choose. This has been met with limited success. Currently, the SORT program does not utilize a program-specific exit survey. The ES program developed a survey in 2017, which was piloted in May of 2018, revised, and disseminated again in 2019 (see Appendix 1.2a). Moving forward, both programs' plans for improvement include the development of common instruments that align with the College's Quality Assurance System (QAS). The goal is to have all HHP programs able to triangulate outcome data through exit interviews, alumni, and employee surveys. Currently, only HHP's four nationally accredited programs are aligned with the CHEPS QAS.
- Employment Data  
Development of these instruments for each program are part of the plans for improvement.
- Alumni Data  
Development of these instruments for each program are part of the plans for improvement.
- Market Analyses  
Local and national forecast data has been used as one factor in determining curricular revisions and/or new course offerings. Application of occupational growth data is demonstrated in ES's curricular revision, proposed program name change, and new course offerings to incorporate competencies for the Certified Health Educator Specialist (CHES) credential (see Appendix 1.2b). The proposed name, Health and Exercise Science adequately reflects the courses offered to students, and if approved, will go into effect fall 2021. Appendix 1.2c and 1.2d provides OPEIR reports for occupational growth in Chattanooga and the state of Tennessee. The US Bureau of Labor Statistics projects a 2019-2029, 13% job growth for Health Educators as demonstrated in Appendix 1.2e.

The development of the Tourism Management aspect of the SORT program was informed by data indicating that 10% of employment in Chattanooga is in the leisure and hospitality sector, with numerous other jobs benefiting from tourism. The 2019 Tourism Report by the Chattanooga Convention and Visitors Bureau stated that visitor spending in 2018 was \$1.16 billion, a 4.75% increase from the previous year (pre-COVID). The program name change from Sport and Leisure Services Administration to Sport, Outdoor Recreation and **Tourism Management** was in

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response to this growth. In 2018, approval was granted to add a third faculty member for the SORT program with expertise in Tourism Management.

### ***Institutional Data***

- **Graduation and Retention Rate Data**  
These data provide an ongoing measure of programmatic success. We also analyze graduation and retention data to determine the need for part-term options for fall, spring and summer.
- **Course Enrollment Data**  
These data are utilized to identify trends to determine the appropriate course offerings along with demands for a particular course format (face-to-face, online, hybrid, hyflex) and the number of needed sections to accommodate program students. Enrollment data is analyzed to determine the best path to graduation for our program students.
- **National Survey of Student Engagement (NSSE) Survey**  
These data provide a picture of how HHP students are actively engaged, academically and socially, within our community. Categories include Satisfaction; Curriculum; Faculty Involvement; and Cultural Experience for a total of 19 questions. For each category, Department outcomes are provided along with the College and the University results. The results from HHP respondents (see Appendix 1.2f) indicate positive responses which compares favorably to the College and the University's for all categories.

### ***Third-party Data***

- **CHES Examination Participation and Pass Rates**  
Certification data will be utilized starting with those students graduating in AY2022-2023.

## **Student Learning Outcomes are evaluated in the following ways:**

### ***Stakeholder Data***

- Student academic performance as measured by course assessment data, the number of students needing to repeat courses, and the percentage of students retained semester to semester
- End of Semester Course evaluation data
- Student evaluations of internship experiences & internship supervisors are completed by every student at the conclusion of their internship (see Appendices 1.2g & 1.2h).
- **Student Advisory Panel (SAP)**  
An HHP Student Advisory Panel was formed in fall of 2018. Two students from each program (upper- and lower-class person for undergraduate; first and second year for graduate) serve on the Panel. The mission of the SAP is to provide a conduit for students' thoughts, ideas, and needs, and to generate value-adding contributions. Participation in the SAP is structured around creating new learning experiences designed to expand our current academic programs and better prepare HHP students for the marketplace. Feedback provided by these student program representatives provide qualitative feedback on the quality of our programs, courses, facilities, support, resources, and faculty, which is then shared with program coordinators (see Appendix 1.2i).

### ***Institutional Data***

- **Faculty Performance Data**  
To evaluate faculty competency in meeting program and student SLOs, faculty performance is reviewed annually by the Department Head. OPEIR provides an aggregate rating of each course evaluation question, for each faculty member, for each semester (see Appendix 1.2j). This

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enables the Department Head to examine faculty instructional performance longitudinally. The identification of strengths and/or areas for growth are then communicated to each faculty member. Faculty members are also required to schedule at least one peer evaluation of instruction annually. The department head works in consultation with program coordinators to build out faculty loads determined by matching faculty expertise to course content. Faculty course evaluations are also discussed, with data tables, in Section 4.4.

### ***Third-party Data***

- Internship supervisor evaluations of students are completed at the end of each experience (see Appendices 1.2g & 1.2h).

## **Learning Outcomes: 1.3**

### **The Program Makes use of Information From its Evaluation of Program and Student Learning Outcomes and uses the Results for Continuous Improvement.**

The 2016 audit identified the ES and SORT internship experiences as areas that lacked structure and faculty monitoring. Coordination between the UTC programs, community internship sites, and the students was lacking and needed revision. Antidotal student and community stakeholder feedback further supported the THEC reviewer's findings.

Internships are an integral part of the curriculum for ES and SORT. During the internship process, students expand their professional network, acquire new skills, and familiarize themselves with careers in their respective fields. Previously, students had been responsible for finding their own internship and notifying the University once one was identified. Currently, a list of approved and active sites is provided for students from which they may choose their internship.

The revised internship processes, procedures, and policies (see Appendices 1.3a & 1.3b) have provided programmatic improvements and have increased the number of community partners engaged with each program. The variety of options available to students now is reflective of future career choices for students. Currently, there are 16 active ES sites and 25 active sites in SORT. Internship sites are fluid and may become active depending upon the semester and/or time of year. The list of sites in Appendix 1.3d represents all sites that have been involved with the SORT program over the past 5 years. (see Appendices 1.3c & 1.3d). Sites include corporate wellness, public health, physical therapy, health education, sports medicine, sport organizations, and outdoor and recreation organizations, zoo and parks, non-profit charities, and many more.

The creation of internship coordinators has greatly improved and standardized all aspects of the internship experience. Once an internship site informs the internship coordinator of the decision to host a student, the student is sent a formal acceptance email. Prior to starting an internship, students are required to have current CPR certification and student liability insurance from the University. Students also complete HIPAA and OSHA training. During the internship, students submit weekly reports outlining their progress towards predetermined goals along with timesheets signed by the site supervisor. At the end of the experience, the supervisor completes a professionalism and competency evaluation. Students

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complete an internship site evaluation and a course evaluation to solicit feedback for continuous programmatic improvement.

Students submit, to the internship coordinator, a midterm evaluation/self-reflection and exit report that allows for an introspective assessment of their experience. Assigned reflections of the internship experience are not only important for the intern, but these provide the internship coordinators with essential student feedback data. This combination of quantitative and qualitative data helps to inform future internship placement decisions. Internship evaluative data is provided in Table 1.3a below. The table is not an exhaustive list of questions but provides a snapshot of their experience.

Table 1.3a – Exercise Science Internship Outcomes 2019-2020

Assessment	Outcome n=52 students
Site provided relevant experiences that increased my professional skills	88% of student responses reflected an excellent outcome, while only 4% reflected an adequate outcome
Site provided relevant experiences that helped me meet my professional goals	83% of student responses reflected an excellent outcome, while only 8% reflected an adequate outcome
Site accepted me as a functional member of the staff; willingness to integrate me into all appropriate levels of activity, programs, and/or projects	77% of student responses reflect an excellent outcome, while only 10% reflected an adequate outcome
Site staff are professional	73% of students responded “excellent,” and 21% indicated “more than adequate”
My internship supervisor took time to meet with me on a regular basis	62% indicated “excellent,” while 21% responded “adequate.”
My supervisor is interested in me as a person and as a future professional	73% of students responded “excellent,” and 15% responded “adequate.”
My supervisor is willing to listen to my suggestions and recommendations and is willing to discuss the rationale for their acceptance or rejection	69% of student responses reflected an “excellent” assessment, while only 2% responded “poor.”

*Note: Student responses for the table above included Not Applicable, Poor, Adequate, More than adequate, and Excellent*

Similarly, SORT captures students’ overall assessment of their internship experience. Data from 2019-20 indicates that overall, students (n=52) were satisfied with their internship site and experience (composite mean of 4.38/5.0). SORT students’ work ethic, professionalism, collegiality, and competencies are also evaluated by internship supervisors at the completion of the internship using a multiple item, Likert-scaled questionnaire (see Appendix 1.3b for SORT manual for survey instrument). Table 1.3b provides a breakdown of how internship supervisors have evaluated students within SORT.

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Table 1.3b – SORT Site Supervisors Evaluation of Interns 2019-2020

Assessment	SORT Student Mean Evaluation (n=52)
Initiative	4.35
Self-Motivated	4.41
Judgment	4.35
Dependability	4.52
Creative and Resourcefulness	4.21
Public Relations	4.49
Collegiality	4.58
Relationship with Clients	4.49
Knowledge and Skill	4.31
Leadership	4.27
Written Communication	4.29
Oral Communication	4.39
Task Accomplishment	4.45
Problem Solving	4.19

*Note: Evaluations are on a 1 to 5 scale (1=Below Average; 5=Excellent)*

SORT students at the completion of their internship create a final report, noting their fulfillment of goals, evidence of contributing materials (i.e., marketing plan, sponsorship proposals, exercise programs, etc.), and other reflective interpretations of their experience. Exercise Science students submit an e-Portfolio which enables them to finish the internship with a fully online portfolio that can be easily shared with potential employers.

## Learning Outcomes: 1.4

### The Program Directly Aligns with the Institution's Mission

All programmatic offerings, initiatives, and decisions are built upon the institutional and departmental mission statements. The mission of University of Tennessee at Chattanooga ([UTC Mission](#)) serves as the guide fostering excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community.

### **HHP Mission**

The mission of the Department of Health and Human Performance is to educate and train students, conduct and translate research, and provide service in the areas of physical activity, preventive and rehabilitative exercise, nutrition, and health promotion.

The ES and SORT programs align with the mission statements not only in the courses offered, but in terms of the lived experiences of the faculty and students as demonstrated through internships, community service, and research activities.

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The ES program actively engages students in a variety of fitness and physical activity settings via experiential learning courses and internship opportunities. Graduating students are well prepared to enter the work force or continue their education in health professions or health related disciplines. Through numerous community engagement experiences, SORT students encounter first-hand the intersection of sport, recreation, and tourism. These real-world internships prepare students for management and leadership positions in commercial, private, and non-profit settings.

Research and community service are two critical components of the HHP mission statement. Students in both the ES and SORT programs have ample opportunities to engage in faculty research and service, including opportunities to publish and present at professional conferences. The annual two-day UTC Research Dialogues event is one such opportunity. The HHP department is one of the leaders on campus in faculty and student representation, with the ES and SORT programs' students representing more than 20 poster presentations annually (see Appendix 1.4a). ES students also have the opportunity to present at the American College of Sports Medicine regional and national annual conventions both as solo presenters and as co-presenters with faculty. SORT students have presented at the National Conference for Undergraduate Research and the Sport Marketing Association conference. For a complete listing of recent student dissemination see Appendix 1.4b.

The integration of community service within the experiential learning courses, provides ES and SORT students with exposure to and engagement with a wide variety of community partners and diverse populations. Supporting community events such as the Iron Man, the Chattanooga Marathon, and the Community Health Fair coupled with working at local non-profit organizations like the Chattanooga Area Food Bank, and Northside Neighborhood House enables students to work with individuals from all walks of life.

Embracing diversity and inclusion is an important component of the University mission statement. Although student diversity within HHP is slightly higher than that for the University as a whole (see Table 1.4a), faculty diversity in HHP (13.1%) does not yet reflect the University's level (20.6%). The Department strives to have a faculty and staff that is as equally diverse as the student population, with all members of the communities and populations that we serve being reflected within the HHP Department. The diversity and inclusion plan for HHP will be discussed in greater detail in Section 4.3.

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Table 1.4a – HHP Student Demographics for Past Three Years\*

<b>Student Race/Ethnicity</b>	<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
African American	55	84	54	78	59	78
American Indian	1	0	0	0	0	1
Asian	9	9	7	6	11	7
Hispanic	19	13	17	19	18	18
Multiple Races	19	15	14	15	12	11
Native Hawaiian or Other Pacific Islander	1	0	1	1	1	0
Unknown	6	7	10	9	20	11
White	332	260	351	264	336	270
<b>Total</b>	<b>442</b>	<b>388</b>	<b>454</b>	<b>392</b>	<b>457</b>	<b>396</b>

*\*All HHP majors*

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<b>2. Curriculum – Criteria for Evaluation</b>	
<b>2.1</b>	<b>The curriculum content and organization are reviewed regularly, and results are used for curricular improvement.</b>
<b>2.2</b>	<b>The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.</b>
<b>2.3</b>	<b>The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.</b>
<b>2.4</b>	<b>The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.</b>
<b>2.5</b>	<b>The curricular content of the program reflects current standards, practices, and issues in the discipline.</b>
<b>2.6</b>	<b>The curriculum fosters analytical and critical thinking and problem-solving.</b>
<b>2.7</b>	<b>The design of degree program specific courses provides students with a solid foundation.</b>
<b>2.8</b>	<b>The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.</b>
<b>2.9</b>	<b>The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.</b>
<b>2.10</b>	<b>The curriculum exposes students to discipline-specific research strategies from the program area.</b>

### **Curriculum: 2.1**

#### **The Curriculum Content and Organization are Reviewed Regularly, and Results are Used for Curricular Improvement.**

The curriculum content (see Appendices 2.1a and 2.1b for curriculum outlines; 2.1c for curriculum progression) is reviewed regularly in a continuous effort to support student success, knowledge acquisition, skill competency, and proficiency. Faculty review occurs in program meetings with follow-up discussions regarding curriculum proposal development, review, and approval at designated points within the semester with faculty who teach in the major. Changes are then submitted to the Department Head for review, followed by a review and vote by department undergraduate faculty. Changes and revisions can range from a prerequisite change to course additions or deletions.

An example of curricular revision is the recent addition (effective Fa2020) of the nutrition minor in ES. The creation of this minor was the ES and Dietetics faculty decision based upon the fact that the undergraduate Dietetics degree was in phase-out mode, and that there were already three nutrition courses in the ES core curriculum. By merging/adopting two existing Dietetics courses and creating one new course, this new minor (18 credit hours) is an added benefit to program students in both marketability and employability.



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### **Curriculum: 2.2**

#### **Program has Developed a Process to Ensure Courses are Offered Regularly and that Students can Make Timely Progress Towards their Degree.**

All required classes are offered on a regular basis. Great care is taken to make sure there are enough seats to meet student demand. The Department also offers a large selection of summer classes. This allows students to progress more quickly through the program. Summer courses also provide the opportunity for students to re-take a class in which they performed poorly, if required. Each student receives a “ClearPath” which is updated during required advising each semester. The ClearPath for Advising Guides provide students with a written summary/overview of their specific program of study outline and requirements in a semester-by-semester format. This ClearPath also provides students with important tips, pointers, and suggestions for staying on track with their degree progression. The HHP Academic Advisor creates a ClearPath for each student in ES and SORT (see Appendix 2.1c).

The HHP Academic Advisor also works with the HHP Department Head for developing the course schedule each semester in consultation with program coordinators and the [Office of the University Registrar](#). Building the schedule occurs in multiple phases, beginning with program coordinators submitting their proposed program class schedule to the HHP Academic Advisor who then builds the courses into the University scheduling software. Coordinators and faculty are given ample time to review the online schedule and make any needed changes before the course goes live for student enrollment. The Office of the University Registrar is exceptionally responsive in making needed changes (e.g., adding new sections, change of course instructor, overrides and changes in class capacities) requested by the Department.

The Department continually reviews and revises the course schedule to more effectively meet student needs and to eliminate scheduling ‘bottlenecks’ that could delay graduation. The Academic Advisor monitors registration waitlists to determine if additional course sections are needed and HHP majors are given highest priority. When there is a registration challenge for HHP majors in classes outside of the department (e.g. for general education requirements), development of like course within the Department is often a solution.

### **Curriculum: 2.3**

#### **Program Incorporates Appropriate Pedagogical and/or Technological Innovations that Enhance Student Learning into the Curriculum**

The ES and SORT faculty utilize a wide spectrum of technological and pedagogical advances to augment student learning. Beginning in 2016, the ES and SORT programs began to increase the online course offerings to better meet students’ scheduling needs. This rapid growth of online learning in the ES and SORT programs challenged faculty to research and test pedagogical techniques that incorporate quality and accessible graphics, animations, and audio to address all learning styles. The computer animation of

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the sliding filament theory used in Anatomy, Exercise Physiology, and other ES courses is a fundamental example. Program faculty were among the first on campus to implement best practices with regards to online learning strategies and to achieve Quality Matters certification in a number of courses.

Research methods courses in both programs use SPSS software to manage datasets, create graphs and charts, and conduct various statistical analyses (e.g., descriptive, correlations, paired/independent t-tests, ANOVA, and Chi Square). Students are provided with datasets at the beginning of the semester, working from these data for multiple assignments (see Appendix 2.3a). Another example is the use of a Parvo Metabolic Cart to measure oxygen consumption  $VO_2$  and carbon dioxide production  $VCO_2$  during exercise as part of an assignment in the Exercise Physiology course (see Appendix 2.3b).

SORT students in Outdoor Recreation and Outdoor Leaderships Skills courses engage in research data collection using mobile portable EEG technology to map stressful and relaxing routes through Chattanooga. These activities enhance student understanding of the neuroscience of brain processes. Knowledge and application of these concepts are synthesized into higher learning outcomes of green-space planning and empathic leadership. In addition, students use mobile GIS tracking software to map park assets (e.g., playgrounds, playing fields), visitor use patterns, and environmental issues on wilderness trails. These activities provide hands-on utilization of technological innovations in real-world settings, while also providing needed deliverables for the programs' community partners who include communication land managers and recreation providers. As a result, relationships are strengthened and students learn valuable skills in professionalism and community relations while building professional contacts and networks.

The SORT Marketing and Promotion and the Tourism Impacts courses utilize IMPLAN economic impact software to estimate the impact of community events on the local economy, and forecast potential revenue generators. Students are also introduced to platforms, such as PowerBI, that enable students to generate clear, professional presentations of statistical and economic impact data.

## **Curriculum: 2.4**

### **The Curriculum is Aligned with and Contributes to Mastery of Program and Student Learning Outcomes Identified in 1.1.**

The ES and SORT faculty understand that curriculum alignment is essential for realizing learning outcomes, from concept/skill introduction and assessment through mastery and application. The program coordinators work with the OPEIR staff for digital mapping of the curriculum along with SLO goal setting, benchmarking, and reporting (see Appendix 1.1b for program curriculum maps).

Student performance on assignments is one means of tracking SLO achievement. For example, by successfully creating an appropriate exercise prescription for various populations, using ACSM and NSCA guidelines, an ES student demonstrates that he/she has met SLO, “*develop an exercise prescription according to ACSM/NSCA guidelines*” (see Appendix 2.4a). Another example, to assess students' understanding of “*public health issues and how diet and exercise can affect these issues*” and to

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assess their ability to apply and communicate this knowledge and make recommendations, students are asked to create the following (see Appendix 2.4b):

- Identify potential chronic disease disparity(ies) in a workplace within the Chattanooga community
- Generate a health education and other preventive strategies plan to address the identified disparity
- Develop proposal presentations for the workplace wellness program

The SORT curriculum is also built upon a scaffolding of specific skills and content knowledge. The curriculum and program of study are presented in a manner that allows for introduction, practice, mastery and application of necessary foundational skills before progressing to more advance content. Within the SORT concentration, students have many options for areas of focus. As a result, it is critical that SORT faculty and the academic advisor work with students to determine their interests and career goals as this will determine the electives and course progression in their program of study.

## **Curriculum: 2.5**

### **The Curricular Content of the Program Reflects Current Standards, Practices, and Issues in the Discipline.**

Both programs incorporate professional standards, best practices, and guidelines as the foundation for the curriculums. The ES faculty primarily follow the American College of Sports Medicine (ACSM) and National Strength and Conditioning Association (NSCA) guidelines among other organizations governing the discipline (e.g., American Public Health Association). Updates to guidelines are continuously reviewed and discussed by faculty and incorporated within the curriculum as appropriate. These guidelines serve as the framework around which content, student assessments, activities, and/or experiences are built. For example, in May of 2019, the ACSM released a collection of papers entitled: Physical Activities Guidelines for Americans which the ES program now uses as the foundational guide for prescribing physical activity across the lifespan.

The SORT curriculum is built upon the standards from various organizations, including the National Recreation and Parks Association (NRPA), the Academy of Leisure Sciences (TALS), and the Association for Experiential Education (AEE). Though non-accredited, the SORT program incorporates many standards and policies from the Commission on Sports Management (COSMA).

Examples in SORT of how best practices and evidence-based content is implemented into the program include the integration of NRPA park asset analyses in the Outdoor Recreation course. This information is used to determine the economic, health, and environmental benefits of parks and protected spaces throughout the community. Students have also conducted research for Hamilton County Parks and the City of Collegedale Parks & Recreation, to measure current park resources as compared to the NRPA recommended standard. Communications with COSMA and AEE, regarding social justice issues and the lack of minority group representation in the profession, has resulted in course material adjustments to include content reflecting the lack of public park space in minority-heavy residential areas of the city and the lack of representation of minorities in outdoor activities.

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### Curriculum: 2.6

#### The Curriculum Fosters Analytical and Critical Thinking and Problem-Solving.

Throughout the curriculum, ES and SORT faculty incorporate analytical and critical thinking activities as a means of assessing student mastery of both content knowledge and skills. The programs' emphasis on project based learning and authentic assessment enable students to demonstrate in real-world settings their ability to apply the knowledge and skills that they have acquired/mastered. When students in kinesiology are analyzing various physical tasks to determine which muscles are contributing concentrically and eccentrically in the different phases of a movement (e.g., overhead throwing motion) they are engaging in critical thinking. When students are then challenged to extrapolate the concepts and apply movement analysis to a new task that has not been discussed in class (e.g., iron cross in gymnastics), they are engaged in analytical problem solving. Similarly, when students must apply fundamental physical activity regimens such as resistance training, to a special population that have unique health concerns (e.g., co-morbidity, skeletally immature, osteoporosis, intellectual disabilities) they are engaging in problem solving and critical thinking.

Field experiences in specific SORT courses challenge students' critical thinking skills when they must apply the principles of event/trip planning/management, as well as, market and impact analyses to an actual local/regional situation. Examples include: a tourism impact analysis of a bike touring shelter along the Cloudland Connector Trail; marketing event proposals for the Chattanooga Lookouts minor league baseball team; and resource analyses for Hamilton County and Collegedale Parks. In all of these problem-based assignments, students must propose creative solutions for addressing the challenges presented, which, in turn, become important deliverables in students' portfolios.

The data in Table 2.6 represent student feedback regarding their perceptions of their level of engagement and their use of critical thinking skills within ES and SORT courses. The semester average, across three semesters, is presented for each program. These data clearly indicate that students believe their course experiences are engaging and require critical thinking.

Table 2.6 – Course evaluation outcomes relating to problem-solving ability

Program	The course encourages my use of critical thinking skills.			The way this course is delivered encourages me to be actively engaged.		
	Fa 2019	Sp 2020	Su 2020	Fa 2019	Sp 2020	Su 2020
ES	6.46	6.50	6.51	6.32	6.39	6.37
SORT	6.45	6.27	6.65	6.46	6.20	6.22

\*7-point Likert scale: 1=strongly disagree 7=strongly agree

### Curriculum: 2.7

#### The Design of Degree Program Specific Courses Provides Students with a Solid Foundation.

The ES and SORT degree specific courses (core curriculum) are structured around program-specific objectives grounded in fundamental principles based on professional standards. These standards are translated into specific course objectives, SLOs, real-world applications, and authentic assessments (see

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Appendix 1.1a for course syllabi and Appendix 1.1b for curriculum maps). The end result is a compilation of coursework, practical application, and research endeavors, all of which support a solid foundation of content knowledge and skills with real-world significance.

Post-graduation feedback data (e.g., alumni and employer data) and community stakeholder data are important components to include when assessing students' knowledge base and overall programmatic impact. These are areas of needed improvement for both programs. In order for program faculty to better understand graduates' perceptions of their skill proficiency and content knowledge upon entering the workplace, and their ability to apply these skills and knowledge, post-graduation survey data needs to be collected annually. To ensure that program graduates are adequately and appropriately prepared to meet community and employer needs, employer and community stakeholder data should be collected every one to three years.

### **Curriculum: 2.8**

#### **The Curriculum Reflects a Progressive Challenge to Students and that Depth and Rigor Effectively Prepares Students for Careers or Advanced Study.**

The ES and SORT curriculums are progressive in design and rigor, introducing foundational concepts early and building throughout the program of study. Progressive curriculum design includes the introduction of concepts and skills, the re-enforcement and practice of said content, the application, and demonstration of mastery as courses scaffold and build upon each other. Both programs strive to achieve this optimal curriculum design (see Appendix 1.1b for curriculum maps).

Post-graduation data, in the form of employment placement data and/or continuing education data, are lacking in both programs. The data available from OPEIR are lacking, representing less than 5% of total program graduates. This is an area of needed improvement. As previously mentioned in section 1.2, both programs' plans for improvement include the development of common instruments that align with the College's Quality Assurance System (QAS). The goal is to have all HHP programs able to triangulate outcome data through exit interviews, alumni, and employment surveys. Currently, only HHP's four nationally accredited programs are aligned with the CHEPS QAS.

### **Curriculum: 2.9**

#### **The Curriculum Encourages the Development of and the Presentation of Results and Ideas Effectively and Clearly in Both Written and Oral Discourse.**

The curriculum offers students many opportunities to engage in written and oral discourse. Authentic assessment assignments are present in a majority of both programs' courses, with many of these being either written and/or oral reflections, reports, projects, presentations, and papers. Students engage in research and scientific writing in Research Methods, in oral presentations in the Physical Activity and Chronic Disease course, and prepare both written and oral final group presentations in various courses

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across the curriculum. These presentations may be for peers, community partners, or at professional conferences (see Appendix 2.9 for examples of written and oral assignments).

### **Curriculum: 2.10**

#### **The Curriculum Exposes Students to Discipline-Specific Research Strategies from the Program Area.**

A research methods course, which occurs mid-way through students' program of study (3000-level course), is a requirement for both the ES and SORT programs. This course exposes students to both quantitative and qualitative methodologies and requires that students conduct literature reviews, engage in scientific writing, and participate in data collection, analysis, interpretation, and reporting using both research methods. The research concepts and skills learned are applicable in both higher-level courses and post-graduation settings. Applications of these research strategies include: ES students incorporating quantitative data collection methodologies to investigate existing health disparities within a community, SORT students conducting literature reviews for group projects based on community-identified needs, and SORT students designing sport marketing survey instruments, collecting, analyzing, and interpreting market data and making recommendations based upon their findings.

All students have an opportunity to build upon their fundamental research content knowledge through participation in faculty research opportunities and/or through faculty-guided research projects. As mentioned in Section 1.4, UTC provides students with the opportunity to present original research (see Appendix 1.4 a & b). Additionally, this annual event highlights the various research endeavors occurring across campus and in our community. Students can engage, on a personal level, with the numerous student, faculty, and community researchers that they might otherwise never encounter. The exposure to multiple research topics, methodologies, and applications is extremely valuable for undergraduate students, many of whom have never been in a research "conference" situation.

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<b>3. Student Experience – Criterion for Evaluation</b>	
<b>3.1</b>	<b>The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.</b>
<b>3.2</b>	<b>The program ensures students are exposed to professional and career opportunities appropriate to the field.</b>
<b>3.3</b>	<b>The program provides students with the opportunity to apply what they have learned to situations outside the classroom.</b>
<b>3.4</b>	<b>The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.</b>
<b>3.5</b>	<b>Students have access to appropriate academic support services.</b>

### Student Experience

Student learning opportunities are provided through a myriad of modalities including, but not limited to, in-class discussion led by faculty, service-learning opportunities, lab-based demonstrations and skills-based training, research assistance, volunteering, internships and practicums. Many of the experiential learning elements are designed to foster students' practical skill development and preparation for real-world engagement.

### Student Experience: 3.1

#### **The Program Provides Students with Opportunities to Regularly Evaluate the Curriculum and Faculty Relative to the Quality of their Teaching Effectiveness.**

##### **Student Evaluations of Curriculum and Faculty**

HHP faculty members value student feedback as a means to improving the student learning experience. Obtaining and reviewing student feedback is an on-going practice among the SORT and ES faculty members. Students have the opportunity to provide feedback in their didactic courses during mid-course evaluations, end of the semester course evaluations, and an exit survey administered during a student's final semester. Students also have the opportunity to provide feedback regarding their internship experiences at both the mid-term (SORT) and conclusion of the semester (see Appendices 1.3a & 1.3b). Additionally, students complete an evaluation of the internship supervisor and the internship site. This feedback helps to inform future internship decisions and programmatic revisions when necessary (see Table 3.1a).

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Table 3.1a - SORT students' evaluation of internship experience

Assessment	Student Evaluation of Organization (Mean Response)
Provides experience that allows intern to meet goals	4.13
Site is willing to integrate intern into all appropriate levels of activity, program, and projects	4.56
Staff Cooperation	4.00
Experience provided allows intern to relate theory to practice	4.31
Supervisor is willing to listen to suggestions and discuss and explain organizational strategy	4.44
Supervisor spent time orienting me to the roles and expectations of the intern within the organization	4.43
Total Assessment	4.38

*1=Poor; 2=Less than Adequate; 3=Adequate; 4=More than Adequate; 5= Excellent*

The mid-course evaluations are optional. Faculty can choose to incorporate these tools to provide formative feedback so that mid-term adjustments can be made (see Table 3.1b). While optional, faculty members utilize mid-course evaluations to adjust their course, lectures, and/or assignments based upon student feedback to further enhance student learning outcomes.

Table 3.1b - Example of a midterm evaluation produced and given by HHP faculty

1. I find the class very difficult.
a. Strongly agree
b. Agree
c. Neither agree nor disagree
d. Disagree
e. Strongly disagree
2. Is the workload for each week's assignments/lectures/activities too much/not enough/about right?
f. Too much
g. Not enough
h. Just about right
3. How many hours per week, on average, do you spend on this course (lectures, readings, tests, assignments, etc.)?
i. 4 hours or less
j. 4-5 hours
k. 5-6 hours
l. 6-7 hours
m. 7-8 hours
n. 8-9 hours
o. >9 hours
4. Lectures are clear and organized.
p. Strongly agree
q. Agree
r. Neither agree nor disagree
s. Disagree
t. Strongly disagree
5. What is the most important/valuable concept/skill you have learned in this course so far? (open ended)
6. What, if anything, is still unclear? (Can include upcoming content, assignments/activities, requirements, etc.) (open ended)
7. What suggestions do you have for improving the course? (open ended)
8. What are YOU doing well to help you be successful in this course? (open ended)
9. What, if anything, could YOU do better to help you be more successful in the course? (open ended)

*Example of a midterm evaluation produced and given by faculty. This midterm evaluation has been given in the following Exercise Science courses: 3100 Applied Research Methods, 3170 Exercise Physiology, 4280 Exercise Prescription for Healthy Populations, and 4350 Worksite Health Promotion/Health Promotion and Programming*



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It is standard institutional practice for students to have the opportunity to complete an end of the semester course evaluation for all the classes in which they were enrolled. In an attempt to incentivize completion of the University's course evaluation, faculty members employ several tactics including, (1) reserving time for students to complete the online survey during class, (2) using real-time response rates to update students on the completion rate, while providing additional encouragement, (3) educating students about the purpose of the evaluations, (4) making it an (non-graded) assignment on the syllabus, and (5) providing extra credit when evidence of completion is provided. The average five-year course evaluation completion rate for HHP is 59.8%, which is approximately 15% higher than the University's completion rate (See Appendix 4.4b). Faculty members review student feedback and incorporate appropriate adjustments as needed. Improvements may include expanding upon content that students found interesting, revising course readings and assignments, and/or adjusting curricula to enhance student learning.

Graduating students complete an exit survey that provides feedback regarding their overall experience. (see Appendix 1.2a for the ES exit survey). Exploratory analyses are conducted for each survey question, and the qualitative questions are reviewed by the program coordinator and department head. Select survey items are presented in Table 3.1c. Survey data are discussed in the program meeting at the beginning of the following academic year, to determine if any modifications should be made to the program.

Table 3.1c: Selected Exercise Science Senior Exit Survey Responses

Please select the response that reflects the extent to which you feel your exercise science education at UTC has taught and/or prepared you to do the following tasks:	May 2018	May 2019
	n (%)	n (%)
Analyze the effects of an exercise or activity on the acute and chronic physiological changes that occur in the body		
Strongly Agree/ Agree	124 (95.4)	66 (93)
Neither Agree or Disagree	4 (3.1)	1 (1.4)
Strongly Disagree/ Disagree	0	0
Describe social determinants of health and apply concepts to communities across the country by examining the genetic, environmental, physiological, and psychological pathology of chronic conditions and the associated health outcomes		
Strongly Agree/ Agree	120 (92.3)	66 (93)
Neither Agree or Disagree	5 (3.8)	1 (1.4)
Strongly Disagree/ Disagree	3 (2.3)	0
Discuss major public health issues, past, present, and future and how diet and exercise can affect these; i.e. obesity, diabetes, heart disease, and cancer. This includes a working knowledge of risk factors, symptoms of disease and general recommendations for nutrition and exercise.		
Strongly Agree/ Agree	121 (93.1)	64 (90.2)
Neither Agree or Disagree	6 (4.6)	1 (1.4)
Strongly Disagree/ Disagree	1 (0.8)	2 (2.8)
Develop an exercise prescription according to ACSM guidelines.		
Strongly Agree/ Agree	112 (86.2)	61 (85.9)
Neither Agree or Disagree	10 (7.7)	3 (4.2)
Strongly Disagree/ Disagree	6 (4.6)	3 (4.2)
Understand research related to exercise science.		
Strongly Agree/ Agree	115 (88.4)	64 (90.1)
Neither Agree or Disagree	8 (6.2)	2 (2.8)
Strongly Disagree/ Disagree	5 (3.8)	1 (1.4)

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Employ critical and analytical reasoning skills		
Strongly Agree/ Agree	119 (91.6)	65 (91.5)
Neither Agree or Disagree	5 (3.8)	2 (2.8)
Strongly Disagree/ Disagree	4 (3.1)	0
Apply your knowledge base in real world settings		
Strongly Agree/ Agree	115 (88.4)	62 (87.3)
Neither Agree or Disagree	8 (6.2)	2 (2.8)
Strongly Disagree/ Disagree	5 (3.9)	3 (4.2)
Use written and oral communication clearly and effectively		
Strongly Agree/ Agree	116 (89.2)	62 (87.3)
Neither Agree or Disagree	10 (7.7)	4 (5.6)
Strongly Disagree/ Disagree	2 (1.5)	1 (1.4)

## Student Experience: 3.2

### The Program Ensures Students are Exposed to Professional and Career Opportunities Appropriate to the Field.

#### Professional and Career Opportunities for Students

##### *Internship Opportunities*

The internship experience provides students with opportunities to develop professional networks, acquire new skills, and familiarize themselves with potential career avenues. The wide variety of options from which student may select an internship (see Appendices 1.3c & 1.3d) ensures that students can tailor their experience to fit their career aspirations and/or explore an area that they may want to learn more about as a potential career. If a particular focus area or organization/location is not already an established site, the department strives to work with the student to develop a relationship with the location and make an internship a reality.

##### *Career Advising and Development*

ES and SORT students have access to the University's [Center for Career and Leadership Development](#) through which a wide array of services and resources are available. Students are able to explore interests, enhance networking connections and receive personalized guidance and are empowered to pursue their goals, chart their own path to success and build a satisfying, rewarding career. Additional services provided include:

- Career fairs
- Resume development and review
- Interview preparation/Mock Interviews
- Networking events
- Handshake
- Suit-Up events
- Guest Speakers

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### *HHP Departmental Internship & Employment Fair*

Created in response to employers' requests, the HHP Department designed a "tail-gate format" internship and employment fair which has been highly successful, attracting over 20 local and regional employers. The event's less formal atmosphere allows for a more organic and spontaneous level of interaction and conversation, which both employers and students (potential interns/hires) have greatly appreciated and praised. By incorporating outdoor group games, like corn-hole and giant Jenga, the event is both "true" to the Health and Human Performance mission of an active and healthy community, and provides students and faculty with a chance to interact with employers and community partners in a more authentic manner.

## Student Experience: 3.3

### **The Program Provides Students with the Opportunity to Apply what they have Learned to Situations Outside the Classroom.**

#### **Opportunities to Apply Learning**

##### *Laboratory Experiences (Exercise Science)*

Exercise Science students routinely have opportunities to apply concepts and skills taught in didactic settings in the Applied Exercise Lab, the ARC, and the Maclellen Gym. Various concepts are introduced and discussed, procedures are demonstrated and reviewed, and then students are able to practice and apply these concepts, procedures and skills in the lab environment (see HHP3170, HHP4290, course syllabi in Appendix 1.1a).

##### *Service Learning / Community Engagement*

The ES and SORT programs' students are engaged in the Chattanooga and North Georgia communities through service. Students and faculty participate in several community service projects and activities throughout the year (see Table 3.3). Each of the community projects provided experiential learning applications for students, in addition to providing much needed services for the host organization. Students enjoy a level of professional training, civic engagement, and meaningful service to the community while applying the skills, content, and knowledge acquired in the didactic setting.

Table 3.3 - Service learning occurring within Exercise Science and SORT programs

Program	Year	Title of Project	Brief Summary
SORT	2018	Chattanooga Marathon Economic Impact Report	Students assisted with data collection phase of the Economic Impact Study
SORT	2016	Economic Impact Analysis of Rock Climbing in Chattanooga	Students assisted with data collection over a six-month period. Data collection occurred at multiple sites surrounding Chattanooga.
SORT	2020	Lula Lake Tourism Development Project	Students prepared planning and management plans for Lula Lake Land Trust. The project addressed each of the following domains: market analysis, visitor and resource mngt. analysis, education and regulation strategies, and information tech. strategies.

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SORT	2018-2019	Ropes Course Design and Construction – Rivermont Elementary School, Gilbert Elementary School, Red Bank Elementary School	Thirty-five students researched low ropes course elements and selected appropriate obstacles for the age groups. After selecting an appropriate location and clearing trails for access, they dedicated a weekend to course construction. Finally, they created a manuscript to guide teachers in appropriate use of each element, as well as providing YouTube links demonstrating safe procedures.
SORT	2018-2019	Outdoor classroom design and construction for Red Bank Elementary School, Chattanooga, TN	Thirty-five students met with 1 <sup>st</sup> grade teachers to inquire about what would be useful in an outdoor classroom space. Students designed various elements based on teacher feedback and spent several days during the semester constructing unique spaces with donated supplies.
Exercise Science	2016	Allied Health College Fair	Students assisted with the Exercise Science activity (monitoring heart rate) for high school students
Exercise Science	2017	Daisy Elementary Family Dinner Night	HHP students provided a health-fair booth and led community members through health-related activities during a monthly family dinner provided by the Northside Neighborhood House
Exercise Science	2018	Orchard Knob's Back to School Bash	Students led a physical activity and nutrition booth for children during a back-to-school event for an urban elementary school

### *Research –Presentations, Publications, & Projects*

SORT and ES students participating in research projects have opportunities to present research at regional and/or national conferences. Dissemination of their research requires that students demonstrate and communicate a thorough understanding of the research project's purpose, methods, and findings (see Appendix for 3.3a).

Students within SORT and ES have also made prominent contributions to faculty-led research projects, enabling them to apply concepts and skills acquired via the curriculum. This has included market research reports created for external partners, as well as manuscripts published in peer-reviewed journals (see Appendix 3.3b).

In addition to students working with faculty members to produce presentations, reports, and peer-reviewed papers, SORT and ES students can contribute to current research projects or may develop an independent project that is guided by faculty (see Appendix 3.3c).

## **Student Experience: 3.4**

### **The Program Seeks to Include Diverse Perspectives and Experiences through Curricular and Extracurricular Activities.**

#### **Curricular and Extracurricular Activities Provide Diverse Perspectives and Experiences**

Learning opportunities foster a societal culture of tolerance, respect, and understanding when students are exposed to diverse perspectives and experiences, and when varying viewpoints are shared and heard. Rich educational opportunities are available to ES and SORT students in both the classroom and the surrounding community. Many of these opportunities provide students with exposure to the health disparities within the Chattanooga region.

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The MANE program is one example. MANE (**M**ethodical approach to **A**ctivity and **N**utrition **E**ducation) is an 8-week after-school program that equips elementary children attending a Title 1, urban elementary school with the knowledge, skills, and supportive environment that can help them lead healthier lives by being physically active and by choosing nutritious diets. HHP students can get involved in MANE as a student in *Understanding and Addressing Health Disparities*, as a research assistant, or as a volunteer. During the last week of the program, students help organize and run a school-wide event. At the event, HHP students lead children and their families through physical activity-related games, cooking demonstrations, and interactive educational activities. See Table 3.4a below for examples of additional experiences.

Table 3.4a - Curricular & extracurricular activities that provide diverse perspectives & experiences

Program	Year	Course or Title of Activity if Applicable	Brief Summary
ES	2016-2020	Community and Environmental Health	Interrelationship of studies involving home, public health, non-official organizations/agencies for improved public health and health care delivery
ES	2017-2018	Kings Club	An after-school program at Eastlake Academy. UTC students teach children about nutrition and healthy eating tips. Elementary school children also play games to learn about fitness activities.
ES	2017-2018	DANCE Program	An innovative intervention for African American and Latina middle school girls and boys that focuses on physical activity to reduce incidence of disease in the future.
ES	2018- (occurs annually)	MANE Program	Students implement an evidenced based 8-week physical activity program using Community Based Participatory Methods for an elementary school located in an underserved urban community
SORT	2017 - Present	Operation Get Active	Students participate in leading after-school programming organized by the Chattanooga Football Club's non-profit foundation.
SORT	2018- Present	Outdoor Leadership Skills	Students implement environmental and team-building activities for local public elementary schools in urban settings.
SORT	2012- Present	Outdoor Recreation	Students receive training in Therapeutic Recreation settings, to gain insight into programming for people with physical and cognitive limitations. Students engage in research projects that address inequity of public park space and subsequent disparities in physical activity and health outcomes.

### *Experiential Learning Opportunities*

The SORT and ES curriculums integrate Experiential Learning (EL) activities to build the bridge between content knowledge and applied skills in a variety of environments. SORT's outdoor recreation course, for instance, is the hands-on application of concepts and recognition of the regions' need to address physical inactivity and obesity in children. The EL activities included opportunities for students to build ropes courses, guide camping trips, and research the mental effects of urban environments on individuals. ES

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and SORT activities expose students to diverse communities, peoples, organizations, and individuals across the lifespan (see Table 3.4b).

Table 3.4b - Experiential Learning Examples in SORT and ES

Program	Class (# of Students)	Year	Experiential Learning Description
SORT	HHP4140 (60)	Annual	Students attend an MiLB game and attempt to identify examples of sensory marketing tactics being employed via stadium design, concessions, music, and aesthetics.
SORT	HHP1999R (30)	Annual	Students are split into different groups and select and visit a tourist area within or around Chattanooga with their group members. During their visits, students need to document tourism impacts observable in the area
SORT	HHP 3070 (35)	Annual	Students throughout the semester identify, research, and plan an adventure sport day trip. At the conclusion of the term, 5-6 student groups are asked to guide the class on day trips they had planned. This generally involves site visits to rivers, mountain trails, rock climbing sites, and other tourism commercial businesses.
ES	HHP 4999R	2018-2020	Students are trained in Motivational Interviewing and then work with clients to set physical activity goals
ES	HHP 4950	2016 -	Student perform internships of various types in the local community
ES	HHP 3710 (previously 4999R)	2019-	Students design and implement adapted fitness programming for adults with intellectual and developmental disabilities
ES	HHP 4999	2016	Students identified, evaluated, and interpreted previous studies that have examined best practices to encourage community populations to engage in physical activity. Students were required to demonstrate their ability assess literature in the field and apply it to their respective community site.
ES	HHP 4610 Understanding and Addressing Health Disparities in Urban Communities	2020	Students assist with implementing and evaluating an evidenced-based, community-engaged physical activity program designed to combat health disparities for urban elementary-aged children residing in an underserved community.

## Student Experience: 3.5

### Students have Access to Appropriate Academic Support Services.

The University provides numerous [Student Support Resources](#) to help all students achieve academic and personal success. These services include:

- Center for Academic Support and Advisement
- Counseling Center
- UTC Writing Center
- Disability Resource Center
- Student Support Services
- Student Health Center

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Prior to their arrival, all incoming freshman and transfer students participate in a campus orientation which helps to prepare them for academic success by covering topics, such as:

- Academic advising
- Course registration
- Financial Aid
- MyMocsNet
- UTC Learn - C (Learning Management System)
- Information Technology
- Experiential learning opportunities

A significant number of students reside on campus and Housing and Residence Life is another resource for students. The University currently has a number of Residential Learning Communities (RLCs) in place and the HHP Department will be included in this program starting fall 2021. RLCs provide residents a unique, inclusive residential learning experience that takes education outside of the classroom and allows residents to learn where they live—alongside students with similar academic interests and values. RLCs create an environment for students to be educated through a unique experience that fosters learning, character development, maturity and individual growth. These communities offer inclusion, exposure to a vast array of diversity and help build lifelong relationships.

In the classroom, students are provided with information about academic support services on each course syllabus. The accommodation statement and counseling statement illustrated below are examples of the support services statements that are reflected on course syllabi.

**Accommodation Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

**Counseling Statement:** If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to [utc.edu/counseling](http://utc.edu/counseling) for more information.

UTC also offers various free tutoring services to students. The UTC Math Plaza offers free walk-in math help for HHP students taking math courses. The Peer Tutorial program provides additional assistance outside the classroom to students who have difficulty grasping specific course skills. UTC's writing center works with students to improve their writing skills by giving students direct feedback on their writing assignments.

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<b>4. Faculty (Full-time and Part-time) – Criterion for Evaluation</b>	
<b>4.1</b>	<b>All faculty, full-time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.</b>
<b>4.2</b>	<b>The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.</b>
<b>4.3</b>	<b>The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.</b>
<b>4.4</b>	<b>The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.</b>
<b>4.5</b>	<b>The faculty engages in regular professional development that enhances their teaching, scholarship and practice.</b>
<b>4.6</b>	<b>The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.</b>

### **Faculty: 4.1**

#### **All Faculty, Full-time and Part-time, Meet the High Standards Set by the Program and Expected SACSCOC Guidelines for Credentials.**

Program faculty (see Appendix 4.1a for listing of all faculty) are expected to meet the highest level of academic, teaching, and scholarly standards. Faculty members are expected to develop and engage in interdisciplinary community-based partnerships, participate in collaborative research programs, and provide service to the institution and the local community. As a teaching institution, UTC strongly values faculty's teaching expertise. Creating stimulating and innovative learning environments that engage students is an expectation. Working collaboratively and cooperatively with faculty and staff within the department, college, and across campus is essential. As a result of the institution and department's rigorous application and interview processes, all faculty qualifications are thoroughly reviewed and verified (see Appendix 4.1b for ES and SORT full-time faculty CVs). Appendix 4.1c contains a listing of awards and honors received by program faculty as result of their exemplary teaching, service, scholarly, and/or community endeavors.

For adjunct faculty, the same teaching expertise and commitment to student learning apply. When necessary, the Department Head submits a Documentation of Qualifications Form for those instructors teaching in areas that are not directly supported by a conferred degree. This requires submission of a detailed description of qualifications including copies of relevant licenses, certificates, etc., and must be signed by the Department Head and the College Dean. The form, along with supporting documents (e.g., CV, transcripts), is sent to Faculty Records and then forwarded to the SACSCOC Liaison for final review and approval. This process helps to ensure that HHP's part-time faculty are highly qualified faculty members.



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### Faculty: 4.2

#### The Faculty are Adequate in Number to Meet the Needs of the Program with Appropriate Teaching Loads.

The full-time and adjunct faculty members in the ES and SORT programs are adequate to support the teaching, learning, research, and community engagement needs of the programs. ES supports 13 full-time faculty, four of whom are 100% allocated to the program. The remaining nine faculty split their teaching loads with HHP's graduate level programs. Currently a faculty search is underway for the MPH program which will help to provide relief and reduce the need to pull ES faculty into graduate courses. SORT supports three full-time faculty all of whom are 100% allocated to the program. Thirteen adjunct faculty contribute to one or both programs. Both programs have faculty who serve as the program coordinators and faculty who serve as the internship coordinators.

Teaching loads in CHEPS are determined using student credit hour (SCH) calculations (number of students multiplied by credit hours). Minimum faculty SCH, as set by the institution, is 300 SCH for undergraduate and 120 SCH for graduate teaching. For faculty teaching both undergraduate and graduate courses, the load is calculated by first determining percent of graduate load and supplementing the difference with undergraduate SCH (e.g., graduate = 60 SCH [50% graduate load], therefore 50% of undergraduate teaching would be 150 SCH). Table 4.2 provides the teaching loads for ES and SORT full-time faculty from 2017 to present.

Teaching loads can vary based on faculty's institutional duties or changes in status such as sabbaticals, administrative release, number of course preps, heavy research and/or service loads. Faculty with consistently high loads choose to do so with the agreement of reduced scholarly work expectations which is documented in the faculty member's annual performance goals and review (EDO). Overload pay is provided for loads more than 425 SCH in consultation with the CHEPS Dean.

Table 4.2: ES and SORT Full-time Faculty Teaching Loads (based on Student Credit Hours)

Last Name	First Name	Fa 2017	Sp 2018	Fa 2018	Sp 2019	Fa 2019	Sp 2020	Fa 2020
<b>Ex Sci</b>								
Alakaam	Amir					51	222	75
Boer	Nicholas	351	198	193	219	311	201	135
Durall	Amanda	297	334	306	399	305	56*	402
Hamilton	Kara	371	343	364	243	373	357	216
Hathaway	Liz	327	394	369	168	399	234	393
Hogg	Jennifer	0	252	0	147	45	156	51
Howard-Baptiste	Shewanee	225	268	0**	287	0**	261	0**
Maddux	Emily	245	333	202	327	252	225	252
Oglesby	Burch	459	381	585	448	544	492	624
Peyer	Karissa	340	333	284	364	357	272	281
Pierce	Blake						288	265
Powell	Melissa	296	327	253	216	245	303	288

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Schmidt	Charlene	308	311	381	265	304	294	225
<b>SORT</b>								
Last Name	First Name	Fa 2017	Sp 2018	Fa 2018	Sp 2019	Fa 2019	Sp 2020	Fa 2020
Bailey	Andrew	148	265	266	310	331	0**	316
Hungenberg	Eric	371	358	390	390	368	353	348
Jo	Dongoh					195	313	300

100% allocated faculty

\*Modified work duties

\*\*Other institutional duties

### Faculty: 4.3

#### The Faculty Strives to Cultivate Diversity with Respect to Gender, Ethnicity, and Academic Background, as Appropriate to the Demographics of the Discipline.

UTC is one of the more diverse campuses within the University of Tennessee system, with 24.8% of students enrolled in fall 2020 identifying as racially/ethnically diverse, including but not limited to, Asian, African American, Multiracial, and Hispanic student representation ([Office of Planning, Evaluation, and Institutional Research Fall 2020 Enrollment](#)).

The HHP faculty, along with all of UTC's faculty, strives to be inclusive of all peoples and differences. At the university level, 20.6% of faculty or staff identify as being from an underrepresented minority group, compared to 14.1% within the HHP Department. ES and SORT program faculty are more diverse than the department as a whole. (See Table 4.3). Both of the new faculty hires for AY 2019-2020 in the ES and SORT programs were faculty of color. The UTC Chancellor and the Executive Leadership Team will continue to prioritize diversity, equity, and inclusion in the updated 2020-2025 Strategic Plan.

Table 4.3: Full-Time Faculty Diversity Comparisons

Category	Classification	UTC	ES & SORT
<b>Full-time Faculty Headcount</b>		N=528	N=16
	Tenured	225	5
	On Tenure Track	144	8
	FT Non-Tenure Track	159	3
<b>Gender</b>	Male	51.1%	43.8%
	Female	48.9%	56.2%
<b>Race/Ethnicity of FT Faculty</b>	American Indian or Alaskan Native	0.2%	
	Asian	7.0%	12.5%
	Black or African American	6.8%	6.25%
	Hispanic	2.5%	
	Native Hawaiian or Other Pacific Islander	0.6%	
	Nonresident Alien	2.3%	
	Unknown	0.6%	
	Two or More Races	0.8%	
	White	79.4%	81.25%

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Faculty also strive to create and maintain a culturally competent instructional environment, through strategies of building equity and inclusion topics into program curriculums, training and professional development, experiential learning, and field experiences and through building diverse and inclusive networks. Data from the NSSE survey (see Appendix 1.2f) for 2019 and 2020 demonstrates that when the two highest categories are merged (Often & Very Often), student cultural experience in the Department was rated higher than for the College and the University for all categories for both years.

The ES and SORT programs have built sustainable partnerships with numerous professional networks that support diversity, equity and inclusion. These partnerships have provided faculty and students with opportunities to work with and have access to multiple agencies which include: Advocates for Autism, American Heart Association, Bethlehem Center Cempa Community Cares, Caleb Group, Chattanooga Area Food Bank, Cherokee Health Systems, East Ridge Parks and Recreation, Greenspaces, LaPaz, LifeSpring Community Health, Memorial Hospital, One-to-One Health, Remote Area Medical, Siskin Children's Institute, Northside Neighborhood House, State of TN Southeast Regional Public Health office, Tennessee's Men's Health Network, Tellico Village Recreation Department, Tennessee Department of Health, United Way, Urban League of Greater Chattanooga and YMCA Chattanooga.

Diversity and inclusion intentionality and awareness is an important component of the recruitment and hiring process. All faculty and staff who participate in a university hire must complete search committee training which provides information to prohibit discrimination in employment based on race, color, religion, creed, national origin, sex, disability, age, veteran status, sexual orientation, gender identity, marital status, and genetic information. The OEI provides several trainings and professional development opportunities for faculty and staff. These trainings include sexual harassment, Title VI, Title VII and Discrimination, equality training, sexual orientation and gender identity, the power of respectful language, combating the isms, managing a multi-generational workforce, and team building across cultures.

### **Faculty: 4.4**

#### **The Program uses an Appropriate Process to Incorporate the Faculty Evaluation System to Improve Teaching, Scholarly and Creative Activities, and Service.**

University expectations of faculty for teaching, research and service are outlined in chapters three and four of the [UTC Faculty Handbook](#). The Department Head relates expectations during the recruitment process and then meets with each new faculty member throughout the first year. All faculty meet with the Department Head at least twice annually for goal setting and reporting in the areas of instruction, advising, scholarly work, and service activities. Faculty Evaluation and Development by Objectives (EDO) is the process for these annual reviews. The EDO process is based on identifying objectives, establishing a realistic program for obtaining these objectives, and evaluating and rewarding performance in achieving them. Evaluation provides formative and summative assessment of the individual's performance so that he/she can maintain or improve subsequent performance; serving as a basis for promotion, tenure, salary, and other decisions; and providing accountability with regard to the quality of teaching, research and service.

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An effective faculty EDO system is one where a faculty member's objectives are clear and where discussion occurs between a faculty member and the department head regarding performance so that surprises for either the faculty member or the academic department head will be unlikely when the evaluation occurs. The HHP Bylaws (see Appendix 4.4a) provide departmental expectations for teaching, research and service for tenure and promotion and are also referred to for setting goals and objectives in the annual EDO. The departmental guidelines align with those in the institution's Faculty Handbook and provide faculty with a more specific and detailed outline of expectations.

The Department Head helps to guide the faculty member in identifying research and service initiatives that are beneficial for professional development, will positively impact teaching, and provide opportunities for students to be engaged beyond the classroom experience. Faculty members are encouraged to seek collaborative research initiatives as co-investigator and to also demonstrate the ability to lead a research project/team through its completion as evidenced by primary authorship.

### *Teaching*

Students have access to the course evaluations (see Appendix 4.4b for evaluation completion rate) during the final three weeks of regular classes and close prior to final exams. Results are made available online to the individual faculty member and his/her department head on the day following the grade-reporting deadline. The reports include summaries from student input and comparisons to university norms. Report results are addressed in the faculty member's annual performance review. Each department head may choose to use this data differently, although there are specific institutional guidelines on how results should be used.

The HHP Department Head uses students' end of course evaluation and peer evaluations as the primary methods for evaluating instructional effectiveness. Quality of course syllabi, evidence of currency in content and pedagogy, and evidence of improvement and progression in the quality of teaching, as measured by student evaluations over time, are incorporated in the Head's evaluation of faculty.

Table 4.4a presents CLE semester averages (AY 2019-20) for ES and SORT faculty. CLE averages over time, by individual faculty, are maintained and tracked by the Department Head and shared with faculty at his/her annual EDO conference to discuss trends, improvements, and areas for growth and professional development.

Table 4.4a: Course Learning Evaluation (CLE) Averages by Semester for ES & SORT Faculty

CLE Question*	Fa 2019 (N=21 FT & PT faculty)	Sp 2020 (N=23 FT & PT faculty)	Su 2020 (N=23 FT & PT faculty)
<b>I am aware of the learning outcomes of this course, as stated in the syllabus</b>	6.59	6.58	6.62
<b>The course content addresses the learning outcomes of the course.</b>	6.57	6.57	6.69
<b>The course structure (organization) assists me in achieving the learning outcomes of this course.</b>	6.38	6.43	6.51
<b>I am achieving the learning outcomes of this course.</b>	6.40	6.44	6.59

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<b>I keep up with all course readings and assigned work.</b>	6.56	6.54	6.55
<b>The course encourages my use of critical thinking skills.</b>	6.36	6.36	6.48
<b>The way this course is delivered encourages me to be actively engaged.</b>	6.22	6.33	6.32
<b>The instructor is willing to assist me with achieving the course learning outcomes.</b>	6.34	6.45	6.63
<b>The instructor provides constructive feedback on my coursework.</b>	6.23	6.28	6.42
<b>The instructor responds to my question and emails within the time-frame stated in the syllabus.</b>	6.69	6.37	6.51

*\*CLE questions based on 7-pt Likert scale (1=Strongly Disagree, 7 = Strongly Agree)*

Peer evaluations of teaching includes assessment of teaching methods, delivery, and materials, and how these are linked to meeting course objectives. Department faculty are required to have at least one peer evaluation completed annually. Summaries of peer evaluations are included in annual performance reviews and become part of tenure-track faculty dossier for tenure and promotion. Peer evaluation forms used in HHP are provided in Appendix 4.4c.

### ***Research and Scholarly Activity***

All tenured and tenure-track faculty develop and maintain a program of research in areas that reflect their area of interest and expertise. The level of research and scholarly productivity of the faculty is commensurate with their appointment, rank, and career status. Evidence of research and scholarly activity is required and evaluated annually by the Department Head and College Dean during faculty EDO reviews. Evaluation of these activities is based upon faculty identified goals which are set at the beginning of each academic year.

Having faculty who are highly productive with regards to scholarly endeavors (see Table 4.4b) enhances teaching and learning in and outside of the classroom. This level of productivity engages and excites students about various aspects of these disciplines. Appendix 4.4d provides a comprehensive list of faculty scholarly accomplishments from fall 2019 to the present.

Table 4.4b: Summary of Scholarly Work (Fall 2016-current)

<b>ES &amp; SORT Faculty</b>	<b>Scholarly Activity Published</b>	<b>Presentations</b>	<b>Contracts &amp; Grants</b>	<b>Total</b>
Alakaam, Amir	8	14	10	<b>32</b>
Bailey, Andrew W.	9	8	4	<b>21</b>
Boer, Nicholas F.	3	2	0	<b>5</b>
Durall, Amanda H.*	1	3	1	<b>5</b>
Hamilton, Kara C.	16	46	6	<b>68</b>
Hathaway, Elizabeth	26	40	4	<b>70</b>

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ES & SORT Faculty	Scholarly Activity Published	Presentations	Contracts & Grants	Total
Hogg, Jennifer	3	7	2	12
Howard-Baptiste, Shewanee	11	19	11	41
Hungenberg, Eric	16	7	2	25
Joo, Dongoh	15	12	2	29
Maddux, Emily*	2	10	0	7
Oglesby, Burch E.	1	1	0	2
Peyer, Karissa L.	23	27	5	55
Pierce, Blake*	2	2	0	4
Powell, Melissa C.	3	9	5	17
Schmidt, Charlene	10	3	1	14
<b>Total</b>	<b>149</b>	<b>210</b>	<b>53</b>	<b>412</b>

*\*Rank of Lecturer (no departmental expectations for scholarly work)*

### *Service*

All faculty are expected to engage in extramural service, which is important element of the promotion and tenure policy. Non-tenure track faculty are encouraged to engage in service, but the expectation for the level of engagement is lower than that for tenure-track faculty. Expectations for service are prescribed generally in the [UTC Faculty Handbook](#) and more specifically, along with definition, expectations and examples, in the HHP Bylaws (Appendix 4.4a). Service includes professional service to the University, profession, and community which supports the University's mission. Service activities are evaluated in the same manner as scholarly and research activities and must meet one or more of the following; serving the interests of learning, supporting faculty development and scholarly participation, and representing an element of pride and recognition for the University.

Table 4.4c provides a summary of service among the ES and SORT faculty, with detailed listing of activities (fall 2019 to present) in Appendix 4.4e. All faculty are members of professional organizations, within their field of expertise, with some serving as officers, committee members, journal/abstract reviewers, and in other capacities. Faculty serve on advisory boards of community organizations and community coalitions and also business organizations, collaborate with practitioners and leaders of health and wellness as well as tourism and outdoor recreation agencies/organizations to enhance their practice and effectiveness, all of which provides an additional level of expertise and professionalism in the classroom setting. Additionally, many of these faculty service activities provide opportunities for student involvement; many of our students choose our programs because of the community connections and opportunities to engage with our faculty in service.

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Table 4.4c: Summary of Service Activities (Fall 2016-current)

ES & SORT Faculty	University Service	Professional Service	Public Service	Total
Alakaam, Amir	6	16	3	25
Bailey, Andrew W.	10	6	3	19
Boer, Nicholas F.	5	3	1	9
Durall, Amanda H.*	3	0	0	3
Hamilton, Kara C.	5	18	2	25
Hathaway, Elizabeth	20	3	3	26
Hogg, Jennifer	3	15	3	21
Howard-Baptiste, Shewanee	16	5	12	33
Hungenberg, Eric	9	19	5	33
Joo, Dongoh	1	10	0	11
Maddux, Emily*	5	3	3	11
Oglesby, Burch E.	9	0	0	9
Peyer, Karissa L.	15	12	4	31
Pierce, Blake*	3	0	1	4
Powell, Melissa C.	4	0	1	5
Schmidt, Charlene	10	7	2	19
<b>Total</b>	<b>124</b>	<b>117</b>	<b>43</b>	<b>284</b>

### Faculty: 4.5

#### The Faculty Engages in Regular Professional Development that Enhances their Teaching, Scholarship, and Practice.

Faculty participate in professional development activities that complement and enhances instruction, research, and practice regularly throughout the year. The Department, College, and University offer numerous trainings, in-services, and workshops covering a variety of topics to meet faculty needs. Examples of topics include: Quality Matters for online teaching, Digital Measures (online software for logging faculty accomplishments); and mental health topics. In response to the COVID-19 pandemic, multiple training and workshops were provided to support faculty's teaching and learning strategies which include but are not limited to: Camtasia, course design for online, hybrid and hyflex learning, experiential learning, course redesign, Canvas, Kaltura, course accessibility, and Zoom. The Department also sponsors a new faculty mentoring program where tenured faculty provide guidance for tenure-track faculty and lecturers.

The University supports faculty development and growth through various means include a required semester-long pedagogy course for new and optional for existing faculty on teaching and learning. The

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course is structured as a series of conversations and hands-on labs concerning teaching innovation and focuses on best practices in instructional design and delivery. The instructional strategies presented and discussed in this pedagogy course align with the Quality Matters guiding principles for constructing student-centered and interactive learning environments and aligns with the UTC Strategic Plan. In HHP, all new faculty and any other interested faculty receive a course release to participate in this course.

On-going professional development is available to all faculty through The Walker Center for Teaching and Learning (WCTL). The WCTL exists to foster a culture of integrated teaching and learning that impacts both the curricular and the co-curricular aspects of all programs. The mission of the WCTL is to promote teaching excellence and innovation that cultivates student engagement, learning, and success. Their services include faculty development, technology integration, new faculty/adjunct faculty orientation, teaching and assessment based on Quality Matters standards. Faculty Development Grants are an example of support provided by the University through the WCTL as part of the annual budget and through proceeds from other funds to give support to faculty members in their pursuit of scholarly/faculty development activities. Full-time faculty members considering engaging in faculty development activities are invited to apply for financial support. See Appendix 4.5 for a listing of ES and SORT professional development activities from fall 2019 to present. Important to note is that many of these activities include conferences related to instruction, research, or practice in the discipline.

### **Faculty: 4.6**

#### **The Faculty is Actively Engaged in Planning, Evaluation and Improvement Processes that Measure and Advance Student Success.**

Programmatic planning and improvement decision-making are data informed and made collaboratively among the program faculty, HHP academic advisor, and department administration. Program coordinators conduct meetings to discuss and review program outcome data gathered from student exit surveys and from the OPEIR. With this information, the faculty evaluates meaningful change in student outcomes over the course of the program and goals and objectives are adjusted as needed.

At the end of each semester, ES and SORT faculty review SLO data based upon student performance, specific to each program concentration, and course evaluation data to determine if students are satisfactorily achieving program goals. If needed, changes, additions and/or revisions are discussed. Sometimes the planning, evaluation, and improvement process can lead to the addition of an elective class. An example would be the creation of an advanced Biomechanics for the Health Care Professional elective added in ES. This course was created in response to data analysis and market needs as conveyed to the ES faculty via Occupational Therapy and Physical Therapy professionals. The elective was an addition to a basic course that no longer met the needs of the marketplace—especially for those students who planned to continue their education in one of the advance health professions.

In 2019, in response to market needs, the ES Faculty engaged in a curriculum review and determined that to better support student success, curriculum adjustment and revisions were necessary (see Appendix 4.6). This extensive review process identified courses that did not adequately address all competencies for the



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Certified Health Education Specialist (CHES) credential. The solution was the addition of content to existing courses and the development of new courses.

Student success is supported, in part, by the timing and modality of course offerings. In order to ensure access to required courses, multiple sections are offered. When multiple sections of the same course are offered, all sections present the same content and supporting elements to provide consistency and continuity for all students. Despite COVID, all programs offer face-to-face, online, and part-term offerings to meet the scheduling needs of students. The program faculty work closely with the Office of the University Registrar, the HHP Academic Advisor, and with the Department Head to prevent an overlap of courses with other required courses. Since 2016, HHP has not had a single student experience a delay in graduation because of advisement error or inadequate course offering.

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5. Learning Resources – Criteria for Evaluation	
5.1	The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.
5.2	The program has access to learning and information resources that are appropriate to support teaching and learning.

### Learning Resources: 5.1

#### **The Program Regularly Evaluates its Equipment and Facilities, Encouraging Necessary Improvements within the Context of Overall Institutional Resources.**

There are annual facilities evaluation processes in place. Any additional facilities maintenance and or repair issues are handled via the institutional facilities work order system. An annual equipment inventory is done by the Department Head and the administrative accountant to determine equipment and/or technology in the learning spaces that may need replacement. Additionally, the Department Head asks all faculty to submit requests for equipment upgrades, replacements, and/or acquisitions and the associated justifications which are collected, reviewed and prioritized by instructional needs then research support needs. Working with the administrative accountant these needs are then factored into the next fiscal year's budget and presented to the Dean for approval. If there are any excess departmental monies available at the end of a fiscal year, faculty have the opportunity to petition for additional resources to support student instruction.

The academic space available to the students is sufficient. Classrooms can handle the number of students and the rooms will remain adequate as the program grows. The program can handle the student volume with COVID-19 room restrictions. Therefore, we foresee no physical space concerns. There have not been any instances where shared space was not available.

There are six classrooms available for academic use in the Metro Building. Three of the six rooms have capacity for 45 or more students. Even with student capacity maximums modified as a result of COVID-19, the facilities allowed the programs to maintain face-to-face instruction, while following health and safety guidelines. All classrooms are equipped with the appropriate technology to support student learning outcomes (UTC Classroom Technology). The vast majority of all student didactic experiences take place in the Metro Building. Approximately a dozen activity based-applied learning courses occur in either the Aquatic and Recreation Center (ARC) or the Maclellan Gym.

There are three learning lab spaces in the Metro Building dedicated to HHP: Applied Exercise Lab (Metro 205), Athletic Training Lab (Metro 204), and Food & Nutrition Lab (Metro 305). Despite the lab names, all lab space can be scheduled for use by any HHP program. A brief description about each space is provided.

*The Athletic Training Lab.* A learning lab space with medical tables that serve a dual purpose of note/test taking and skill practice. The room also serves as a research lab. The room is equipped with all AV

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equipment necessary for lecture and skill demonstration and is scheduled to be equipped (SP21) with advance equipment to capture skill demonstration from multiple angles. There is a storage room and ample cabinets for equipment and supply storage. Capital equipment includes an isokinetic dynamometer, two TRAZER motion systems, a cervical/lumbar traction unit, KT-2000 joint arthrometer, multiple therapeutic modalities, numerous skeletal and joint models, and numerous smaller equipment for musculoskeletal assessment and therapeutic exercise. The room is OSHA compliant with tiled flooring, numerous GFCIs, a handwashing area, and secured data storage.

*The Applied Exercise Lab.* An open space learning and research lab equipped with five treadmills, VO<sub>2</sub> max testing equipment, Monarch and other bicycle ergometers, and various free weights, isotonic strength training equipment and numerous smaller instruments for measuring weight and body fat. The storage room contains first aid and CPR equipment and there is a small shower room for faculty and research participants as needed. The room is structured with ample storage space, white boards, a large (70") mobile monitor which can be used for CPR videos, lectures, or to broadcast VO<sub>2</sub> max or other testing sessions so all students can effectively observe when they are not actively participating. This room is also OSHA compliant with hard floors and a hand washing area.

*The Food and Nutrition Lab.* This lab offers six individual cooking stations (range and hood), two ovens, two microwaves, ample counter and cabinet space, two dish cleaning sinks, one hand washing sink, two large stainless-steel portable tables, dedicated learning and study areas with tables and chairs, a large storage and pantry room with a large refrigerator and a large freezer. This lab has been utilized for numerous nutrition courses; however, it is not being utilized during the pandemic. This space is available to others on and off campus and has been used for live cooking classes and “cooking with the coach” events for UTC men’s basketball.

Students have access to three shared spaces (under non-pandemic conditions). These spaces are shared with other graduate and undergraduate students.

- Conference room: This room has a large table that will comfortably seat 14 individuals. The room has multiple whiteboards, approximately 18 office chairs and a 65-inch View Sonic computer integrated monitor. The conference room can be reserved by faculty to enable faculty and students to work together on projects.
- Student Success Center: There is a large enclosed student area adjacent to the applied exercise lab (on the second floor). This area contains eight lounge chairs, eight desk chairs, four tables that can fit four people each, a large white board, two microwave ovens, a coffee maker, and a refrigerator. This center was created as a result of student feedback expressing the need for on-site (METRO Building) quiet study space.
- Open space lobby: This is an open area upon entry to the building on the first floor. There are 19 seats that consist of couches, chairs and ottomans. There are three coffee tables and numerous outlets for students to charge their devices. There is also a large monitor that displays news, weather, upcoming events, and photos from past events. This is a large area and students can meet in groups. Pre-COVID, this space has been used for orientations, career fairs, and other events. Table 5.1 provides an overview of the educational spaces available to the students in both programs (see Appendix 5.1 for floor plans of the Metro Building).

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Table 5.1 Metro Educational Spaces

Building	Room Num	Sq. Ft.	Room Use	Occupancy
Metro	109	1184	Podium Classroom	59
	110	788	Flexible Seat Classroom	39
	204	1908	Athletic Training Lab	38
	205	2201	Applied Exercise Lab	44
	207	472	Conference/Classroom	22
	303	947	Podium Classroom	47
	304	1172	Podium Classroom	58
	305	966	Food & Nutrition Lab	19
	306	542	Podium Classroom	27

## Learning Resources: 5.2

### The Program has Access to Learning and Information Resources that are Appropriate to Support Teaching and Learning.

#### Library resources and support available for students and faculty

The mission of the [UTC Library](#) is to support the teaching and research of faculty and students of the University of Tennessee at Chattanooga through the development of collections and services to promote and enhance the university's curriculum and research endeavors.

The UTC Library offers a comprehensive suite of materials, services, and programming to help the UTC community succeed. Students and faculty benefit from a number of critical resources, including:

- Books, journals, databases, and audio-visual materials available online and in physical formats
- Technology, including a vast array of equipment and support tools for use in the Library and from remote locations
- Research, writing, communication, media production, and archival support
- Digital and physical spaces to pursue scholarship and research activities

The following table provides a snapshot of the library resources and support available for students and faculty.

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Table 5.2 Library Services 2020

<b>UTC Library Materials, Expenditures &amp; Services</b>	<b>FY 2020</b>
Physical Books	328,077
E-books	506,730
Audio-Visual Materials	249,140
Journals	90,562
Digital Archival Materials	88,734
Institutional Repository Materials	2,229
Digital databases	172
<b>Total Holdings</b>	<b>1,265,644</b>
One-Time Library Materials Expenditures	\$315,924
Ongoing Library Materials Expenditures	\$1,278,884
Collection Support Expenditures	\$213,051
<b>Total Material Expenditures</b>	<b>\$1,807,859</b>
Information Services to Individuals	10,865
Total Presentations to Groups	777
Total Participants in Group Presentations	12,546
<b>Room Rentals for Private Study, Group Meetings &amp; Media Production</b>	<b>22,669</b>
<b>Employment Hours Staffed by UTC Students</b>	<b>11,312</b>
Visits to the UTC Library Website	555,269
Visits to the UTC Library (Physical Building)	535,613
<b>Total Library Visits</b>	<b>1,090,882</b>

**Student access to hardware and software (including access to specific software or other technology required for instructional programs)**

Students have access to [downloadable software](#) through the UTC website. The software includes Microsoft O365, SPSS, SAS, Endnote, and QuestionPro. Students have found this software to be adequate for their needs. Students have access to equipment such as accelerometers (to objectively measure physical activity), heart rate monitors, treadmills, skinfold calipers and bio-electrical impedance devices. Students have access to centralized computers and tablets for research purposes. Students also have access to the [Disability Resource Center \(DRC\)](#) for assistive/adaptative technology equipment. The UTC Library provides a variety of service points for computer and software use by students in the building. Common computers include both Windows and Mac desktops, which offer multiple software programs (see Appendix 5.2a for the complete listing of Library Common Computer Software). Students have access to laptops to borrow as well as scientific calculators, webcams, and hotspots from the Library's main Check Out desk service point.

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Throughout the library, multifunction printers/copiers/scanners are available for self-service use by students. Printing is available from the library's computers, library-owned wireless laptops, and personal devices. In addition to standard scanning, the Library makes available specialized document scanners and high-resolution photo scanners.

The Library *Studio* provides access to high-end equipment to help students achieve professional production values. Specialized Window and Mac desktops are available for walk-in use and offer specialized design software (see Appendix 5.2b for complete listing of the Library *Studio* Software and Hardware) available for student use for creative project work.

Additionally, the Library *Studio* makes available:

- 4K/ CAD Workstations, which have extra processing power and graphics for work on more intense projects.
- Digitization Workstations, which include peripherals for digitizing analog audio, video, and images.
- Audio Editing Workstations, which include Ableton, Native Instruments Maschine, and Logic

A service desk is staffed inside the Library Studio to provide technical assistance to students using this hardware. The Library continuously adds hardware and software based on student needs.

### **Faculty access to hardware and software (including access to specific software or other technology required for instructional programs)**

All full-time faculty receive a computer purchased for them by the institution and then refreshed on a rotating schedule every four years. The University contributes up to \$1,200 toward a refreshed device, peripherals, and accessories with departments paying for any overages. Faculty also have access to downloadable software through the UTC website.

The Library common computer software/hardware as well as the *Studio* software/hardware that are available for students are also readily available for all faculty. The library also offers subject specific librarians to support faculty academic instructional and scholarly endeavors. The library offers a multitude of faculty and staff services designed to support programmatic success.

### **Technical assistance available for students and faculty**

The UTC Library offers technical assistance to students and faculty for Library hardware and software. In FY2020, the UTC Library employed 26 Librarians and 14 full-time staff members to support the students, staff, faculty, alumni, and the campus community. In FY2020, technical assistance and other help was available on-demand inside the Library at four physical library service points staffed for up to 103 hours each week. As well, the Library offers technical assistance and other help via SMS text, instant message chat, phone, and email to support students and faculty. Additionally, the Library makes available on its website a host of custom help guides in print and video formats, as well as the numerous helpful technical resources available as part of the Library's collection of materials.

The UTC Library offers technical assistance in the form of scanning help and a course reserve system to support faculty instruction. Librarians are available to offer custom instruction in-person or online for classes and workshops, as well as individual consultations for faculty and students. A departmental liaison is assigned to HHP and is available to either offer technical assistance to faculty directly or

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facilitate the request for assistance on behalf of faculty. The UTC Library also makes available to students and faculty technical assistance with research in the form of a data management plan and access to storing and making available the products of research in the university's institutional repository.

Technical assistance is also available through UTC's Information and Technology (IT) department.

Faculty and students have 24/7 access to this technical assistance hotline via telephone and email.

### **Support Services for Students**

In addition to the technology support provided, students have access to a variety of academic support services through several campus resources. These include but are not limited to: The Writing and Communications Center, Counseling Center, UTClearn, and Veteran Student Services.

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<b>6. Support – Criteria for Evaluation</b>	
<b>6.1</b>	<b>The program's operating budget is consistent with the needs of the program.</b>
<b>6.2</b>	<b>The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.</b>
<b>6.3</b>	<b>The program is responsive to local, state, regional, and national needs.</b>

### Support: 6.1

#### The Program's Operating Budget is Consistent with the Needs of the Program.

##### OPERATING BUDGET

The HHP Department receives an annual budget that adequately provides the resources necessary to meet the ES and SORT programs' needs, while also supporting the departmental and institutional missions. The budget is equitable and comparable to other programs within the College. Historically, the HHP Department experienced budget mismanagement which often resulted in annual budget deficits. Since July of 2016, the Department has closed every fiscal year within its budget.

The vast majority of HHP's annual revenue is supported by student tuition dollars. Table 6.1 presents the prorated operating budget for the ES and SORT programs for the current and past fiscal years. A short explanation of the categories listed in the operating budget is provided below.

Table 6.1 - Operating Budget for ES and SORT Programs

<b>Budget Item</b>	<b>FY2019-2020</b>	<b>FY2020-2021</b>
Expendable supplies	\$10,512.00	\$10,512.00
Equipment maintenance and calibration	\$0.00	\$0.00
Course instruction & admin. support	\$1,134,019.66	\$1,134,019.66
Operating expenses	\$14,106.00	\$9,328.40
Faculty professional development	\$22,183.84	\$13,016.96
Capital equipment	\$0.00	\$0.00
Lab fees	\$26,164.00	\$20,720.00
Faculty start-up packages	\$15,000.00	\$0.00
<b>Total</b>	<b>\$1,221,985.50</b>	<b>\$1,187,597.02</b>



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**Expendable Supplies:** The expendable supplies include items needed for classes and labs, as well as offices supply costs for the ES and SORT faculty (paper, copies, ink, toner, pens, etc.).

**Equipment Maintenance and Calibration:** The equipment maintenance and calibration budget consist of fees for annual calibration of equipment as well as equipment repairs, **when necessary**. We currently do not have any equipment requiring calibration.

**Course Instruction and Administrative Support:** The budget for course instruction includes faculty salary as well as percentages of administrative salaries, according to the administrative responsibilities within each program. All full-time HHP faculty and staff are paid through the Department. Staff and the Department Head are 12-month appointments, whereas all full-time faculty are 9-month appointments. The ES and SORT course instruction budget includes the salaries for the three full-time SORT and 13 full-time ES faculty as well as 40% of the administrative staff salaries (two administrative assistant positions and the Department Head) and 66% of the salary of the HHP academic advisor (the remaining 1/3 salary being allocated to Health and Physical Education advisement). The ES and SORT faculty comprise 40% of the Health and Human Performance (HHP) department, therefore budget for course instruction was calculated based on this percentage.

**Operating Expenses:** Operational costs are covered from funds provided in the HHP departmental budget. These costs include: minor equipment and repairs/maintenance, marketing expenses, conference travel support for faculty and graduate students, stipends and tuition waivers for department-supported graduate assistantships, costs for maintenance of credentials/licensure, programmatic events (food, poster printing, etc.), contract services, software licensing, student and faculty recruitment, postage, telephone expenses, and accreditation fees. Operating expenses decreased for 2019-2020 due to many of our faculty working remotely during the pandemic.

**Faculty Professional Development:** Departments do not have a travel budget but can reallocate funds to help support travel endeavors. The HHP Department reallocates funds to provide annual funding for faculty to defray expenses for conference travel and professional development. The budget also supports faculty membership dues and license maintenance fees (e.g., RDN). Due to the pandemic, most conferences, workshops, etc., have been virtual, which has reduced travel expenses.

**Capital Equipment:** The budget for capital equipment that includes funding for any item that exceeds \$5,000.00 and not needing to be replaced within five years or more.

**Lab Fees:** Students may also pay lab fees to UTC for classes which require a lab facility, equipment and/or expendable supplies. The Department receives these lab fees to be applied for costs directly related to supplies and facility maintenance for the associated courses. Fees are used to purchase CPR manikins, masks, and sanitization products, heartrate monitors, pulse oximeters, stethoscopes and blood pressure cuff, goniometers, inclinometers, skinfold calipers, etc., for the student learning labs.

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### Support: 6.2

#### The Program has a History of Enrollment and/or Graduation Rates Sufficient to Sustain High Quality and Cost-Effectiveness.

The Exercise Science and the Sport, Outdoor Recreation, and Tourism Management Programs combined represent the largest student population within the College of Health Education and Professional Studies. With an average enrollment of more than 750 full-time students, both programs have maintained a steady enrollment during the AY20-21 year, despite the COVID-19 pandemic. As shown in Table 6.2a both programs have maintained a consistent enrollment across like semesters for the past three years. Tuition generated from enrollment in these two programs more than adequately supports the operational budget and maintain equipment and facilities of high caliber.

Table 6.2a – Student Enrollment by Semester and Program

Program	Fa 2018	Sp 2019	Su 2019	Fa 2019	Sp 2020	Su 2020	Fa 2020
<b>ES</b>	623	586	201	617	594	218	623
<b>SORT</b>	198	205	72	227	222	70	220
<b>Total</b>	821	791	273	844	816	288	843

Number of degrees awarded over the past five years is provided in Tables 6.2b. The 4-year average retention rate of 63.7% for ES and 58.8% for SORT are within range of the University's 4-year average retention rate of 63.3%.

Table 6.2b – Degrees Awarded by Program

Academic Year	ES	SORT	Total
2015-16	113	44	157
2016-17	135	33	168
2017-18	139	43	182
2018-19	134	38	172
2019-20	122	53	175

### Support: 6.3

#### The Program is Responsive to Local, State, Regional, and National Needs.

Both the ES and SORT programs continue to expand their roles within our community. Each programs' local, state, regional, and national presence has grown over the past five years. The internship program places well-prepared and highly skilled students in local schools, hospitals, clinics, and other community partners. These students help to meet various needs within each of these organizations. Faculty often will provide professional development reports, workshops and/or in-service opportunities for many of these organizations which provides a needed free service, while offering growth opportunities for the faculty

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(see Appendices 6.3a & b for examples of Faculty Professional Development Support for Internship Partners). Appendix 6.3c provides live links to some of the media coverage highlighting the numerous projects and engagements by our students and faculty in response to community needs.

The SORT program faculty have made significant curriculum additions with new course offerings that more directly address the growing eco-tourism and active vacation movement that the Chattanooga region has experienced over the past five years. Courses include: Water Safety Management, Tourism Impacts, Recreation Programming, and Adventure Tourism, among others. These courses bring us more closely in line with similar programs across the country and provide students with marketable skills for an evolving industry. SORT faculty have been engaged in utilizing brain waves assessment technology to assist local and regional Parks and Recreation Managers with park design and development to identify locations that are best suited for public park spaces. Assessment of inadequate outdoor activity areas at specific elementary schools is another area that SORT students and faculty have addressed a specific need. This project has resulted in the planning and building of ropes courses in Tennessee and Georgia. These ropes courses allow students to have fun outside while building problem-solving skills; a much-needed combatant to the near-epidemic level of childhood obesity in the region.

The ES program responded to the region's continued need for health professionals by adding a class (Health Communication) and evaluating the program's class offerings against the competencies for the Certified Health Education Specialist Exam (CHES) offered by the National Commission for Health Education Credentialing. As a result, starting fall 2021, the ES program will prepare students to take the CHES exam should they so choose. Successfully achieving certification will fill a projected industry need and help to make the program graduates more marketable.

PLAYCORE, headquartered in Chattanooga, is one of the largest manufacturers of playground equipment in the country. ES faculty were asked to serve as the investigators in assessing PLAYCORE equipment usage in various Chattanooga public parks. Numerous students were engaged in the project with the collecting and analyzing of data.

A recent addition to the ES elective offerings (see Appendix 6.3d for HHP 3710 – Adapted Fitness for Individuals with Intellectual Disabilities), resulted from the relationship developed by a faculty member with the Director of the Morton J. Kent Habilitation Center who had expressed the need for structured physical activity programs for the residents. Students in this elective are trained to lead fitness activity programs at Orange Grove Center for developmentally disabled individuals. Meeting the needs of the developmentally challenged is an area that HHP envision building upon, possibly as a minor.

Two ES faculty received grant funding to implement a multi-year intervention program: Determining Adolescents Needs for Culturally-Appropriate Exercise (DANCE). This program was developed to assess factors that helped and/or hindered minority female adolescents' engagement in regular physical activity. The program utilized dance as the medium to engage non-traditional athletes in physical activity. The program ran four days a week at a local Title I (serving underserved minority populations) middle school as an after-school club.