

Prioritization Evaluation Report
Human Performance and Physical Education (HPPE) Department
Graduate Program
February 9, 2018

Prepared by Faculty and Staff of the HPPE Department at Adams State University (ASU)

Introduction to HPPE

Through graduate programs, the Department of Human Performance and Physical Education at ASU is dedicated to preparing knowledgeable practitioners and leaders in the areas of sport, exercise, fitness, coaching, and applied sport psychology. In addition, the department is focused on effectively preparing students for doctorate programs in exercise science, sport management, and applied sport psychology; and professional schools in the health and allied health fields, particularly physical therapy and occupational therapy. Our small class sizes, highly qualified faculty, and personalized advising sessions are demonstrative of our department's dedication to student learning and success. The graduate programs we offer include:

- **M.S. in Exercise Science, thesis-based, on-campus**
- **M.S. in Applied Sport Psychology, thesis-based, on-campus**
- **M.A. in Sport Management, completely online**
- **M.A. in Coaching, completely online**
- **M.A. in Applied Sport Psychology, completely online**

This document will be organized according to the Criteria for Evaluation of Programs, approved by the Board of Trustees on December 15, 2017. Each of the seven criteria will be addressed separately.

Criterion 1 – Impact and overall essentiality of the program; connection to mission/vision/ASU2020.

The five stated goals of ASU 2020 are: (1) Academic Excellence, (2) Student Success, (3) Personal and Professional Development, (4) Access and Affordability, and (5) Community Relations.

Goal 1 – Academic Excellence

In the past few years (including 2017), the HPPE Department has undertaken significant curricular revisions with the goal of addressing student needs. These are described in more detail under Criterion 7. We continually strive to recruit and retain faculty that provide high quality educational experiences for the students. Additionally, HPPE faculty regularly review and revise courses to ensure that they are current and utilize high impact practices.

Goal 2 – Student Success

Through the practicum classes, capstone course and/or thesis, students get valuable professional career-oriented experiences. These are required for students in all graduate HPPE

programs. As an example of high-impact practices (HIPs) in the department, graduate students who are pursuing one of the two on-campus MS programs (exercise science and applied sport psychology) are required to complete a research project for their thesis. Recent thesis titles include: “The Effects of a Sport-Specific Upper Body Resistance Tube Training Program on Overhead Throwing Velocity and Glenohumeral Joint Range of Motion in NCAA Division II Softball Players”; “Exploring Psycho-Emotional Response to Athletic Injury, Rehabilitation, and Readiness to Return in NCAA Division II Collegiate Athletes”; “Comparison of the Hang High-Pull and Trap-Bar Jump Squat in the Development of Vertical Jump and Isometric Force-Time Characteristics” and “The Effect of a Nutrition Education Intervention on Dietary Intake of NCAA Division II Collegiate Female Lacrosse Players”. Since 2012, 28 theses from HPPE have been catalogued in the ASU Nielsen Library, demonstrating that the graduate program in HPPE is quite research-active. The Applied Sport Psychology M.S. and M.A. degrees are less than two years old, and the first cohort of students will be graduating this spring and/or summer. Seven students are enrolled in the thesis class for that degree on campus, so we expect seven students to graduate with M.S. degrees this spring.

Graduate students in HPPE at ASU have the unique opportunity to select their own research projects for their thesis, rather than work on a project identified by their graduate adviser. At times, graduate students may be invited to participate with one or more faculty members on faculty research projects as well (e.g., the current SLV Wellness Study).

Additional HIPs that graduate students participate in include service learning activities, such as working in the recently established Mental Training Laboratory and the Center for Human Performance and Coach Education (see below for more information). In the graduate level practicum course (HPPE 585), which is required in all emphasis areas – whether online or on-campus – students complete a 150-hour internship to apply concepts and materials learned through their coursework in potential career settings. For example, in the sport management emphasis, students may shadow a facility/event manager and help to plan and conduct a camp or major tournament/event or come up with a schedule of special promotions for home athletic games. In the coaching emphasis, students may work with a higher level or different sport coach or develop a new recruiting territory. In the exercise science emphasis, students may work with a cardiac rehab or diabetes education program to develop a beneficial exercise regime, work with a school district’s healthy lifestyle initiatives program, or work in the ASU community fitness lab to provide fitness testing. In the applied sport psychology emphasis, students may work in a fitness training or rehabilitation setting to assist with recovery from injury through mental skills training or work with athlete’s coaches on mental aspects of sports such as focus and resiliency.

Of particular value, for both graduate and undergraduate students, are the twice-weekly review sessions that graduate students hold for undergraduate HPPE majors. Not only does this reinforce the core concept knowledge of the graduate students, but also gives the grad students a chance to recruit potential undergraduate assistants for their thesis projects. Graduate students regularly participate with faculty in professional meetings, including giving oral and/or poster presentations, such as at the Rocky Mountain Chapter of the American College of Sports Medicine (ACSM) in Colorado Springs and Greeley, the national ACSM in Denver, the national Association of Applied Sport Psychology (AASP) in Orlando, and the regional AASP conference in Denver.

The recently developed Center for Human Performance and Coach Education provides opportunities for students (including graduate students) to disseminate research and engage in applied experiences. Students write blog posts to share on the Center's website and are assisting in developing workshops, community classes (e.g., Community Peak Performance Class, Coaching Education Workshop) and building a network of alumni in the coaching profession.

Graduate students in applied sport psychology gain experience providing mental training services to the campus and community via holding sessions at the Mental Training Lab recently established by one of the faculty. These sessions are scheduled at the Nielsen Library Monday-Thursday at regular times and by appointment.

One of the professors assisted two graduate students in being able to go to the IMG Academy in Bradenton, Florida for a couple of days to shadow and gain experience in mental training with the staff there. IMG Academy is one of the leading athletic performance training centers in the world.

Faculty work closely with graduate students to advise the students regarding classes and help them stay on track for graduation in a timely fashion. In addition, the HPPE graduate website contains detailed degree plans and schedules for course rotations, so graduate students can more easily plan their time. Coordinators of the various graduate programs are readily available in person or via email/phone to assist graduate students.

Goal 3 – Personal and Professional Development

Several faculty in HPPE have participated in Community for Inclusive Excellence, Leadership, and Opportunity (CIELO), Title V, and Center for Teaching, Innovation and Research (CTIR) activities such as:

- Hilos Culturales
- Unidos Equity Leadership Institute
- American Association of Colleges and Universities General Education Conference (Phoenix) – part of the Essential Learning Task Force at ASU
- Workshops on How To Become America's Next Top Model Teacher; (Re)building a Capstone Course; Colorado Department of Education Tech Camp in PE
- Funding from Title V/Unidos has been used to conduct the SLV Wellness Study, to conduct research on campus regarding equity, and for future research on minority student-athletes' achievement concerns at a public Hispanic Serving Institution.

HPPE faculty regularly receive support from the department and ASU Faculty Development funds to attend and present at professional meetings. In the past two years, faculty (and often students) participated in these meetings:

- Rocky Mountain Chapter of American College of Sport Medicine (Greeley and Colorado Springs)
- National American College of Sport Medicine and Exercise is Medicine (Denver)
- Colorado Society for Health and Physical Educators (Colorado Springs)
- Canadian Sports Institute Summit Exercise Science Conference (Calgary, AB)
- National Sport Recreation and Law Association (Las Vegas)

- International Association for Communication and Sport Summit (Phoenix)
- National College Sport Research Institution (Columbia, SC)
- National Association for Applied Sport Psychology (AASP) (Orlando) – this included meetings for the United States Olympic Committee (USOC) Sport Psychology group and the United States of America Track and Field (USATF) Sport Psychology group.
- National Coaches Conference (Seattle)
- Hawai'i University International STEAM conference (Honolulu)
- North American Society for the Sociology of Sport Conference (Tampa Bay)
- Ninth Summit on Communication and Sport (Grand Rapids, Michigan)
- National Association for Kinesiology in Higher Education (San Diego, California)
- National Strength and Conditioning (NSCA) conferences (New Orleans and Las Vegas)
- United States Cross Country and Track and Field Coaches Convention (Phoenix)
- Regional Association for Applied Sport Psychology (Denver)

In addition, one of the HPPE faculty assisted with administration of the New Mexico Bowl in Albuquerque in December 2017 (a D1 NCAA Post-season football bowl game) in December 2017, taking two students with him.

Goal 4 – Access and Affordability

Because many of the HPPE graduate students are athletes and assistant coaches, our student population is quite diverse. Because HPPE is an “applied” field, students in all courses touch on human diversity – physically, socially, and psychologically. Discussions on diversity are foundational in HPPE courses.

HPPE 530 Lab Internship is a stand-alone laboratory course and there are a few HPPE graduate courses that have a laboratory component integrated with the lecture, (e.g., HPPE 529 Physiology of Exercise, HPPE 539 Strength and Conditioning, HPPE 540 Biomechanics, HPPE 545 Exercise and Sport Nutrition). The department does not charge any additional lab fee for those courses.

The department is allocated four graduate assistants who are paid through the Graduate Studies office. Three of those assistants also earn a stipend from HPPE as adjunct instructors for 100 level classes. The net result of the assistantships and adjunct salaries is that for those students, the cost of graduate school is significantly reduced.

The development of three completely online graduate programs (Coaching, Sport Management and Applied Sport Psychology) was deliberately undertaken to serve a population of students that could not come to campus for a residency graduate program. This has increased the access to graduate programs for those who are place-bound, whether for family, employment or other reasons.

Faculty work closely with graduate students, whether on-campus or online, to ensure that the students progress through the curriculum in a successful and timely fashion. This may require additional one-on-one conferences with students. Faculty also chair and serve on graduate thesis committees and attend thesis proposal presentations as well as the thesis defense presentations.

Goal 5 – Community Relations

The HPPE Department has been a strong advocate of building community relationships and providing wellness activities for both the campus and larger communities. In particular:

- Fitness testing for community members started in 2011. This provides low cost opportunities for testing of aerobic endurance (VO₂ max), anaerobic power (Wingate test), body composition, and fitness age. The testing is supervised by graduate assistants who have been trained and mentored by a faculty member who is ACSM certified.
- Empower U Wellness Activities started in 2013. These are primarily for campus members, but some attract other community members as well (walking group, pickle ball, bicycling, disc golf, skateboarding, ping pong, tennis, and other activities contributing to physical activity and healthy eating within the community).
- SLV Wellness Study (funded by Title V Unidos Cooperative Grant) began in spring of 2017.
- Free and open lectures by outside speakers that may be of interest to the entire SLV community. In the fall of 2017, a lecture was given by Dr. Conrad Earnest from Texas A&M University on the Tour de France. On Feb. 6, 2018, a talk was given by Vitaly Stepanov and Yuliya Stepanova on the Russian Doping Scandal.
- Two faculty in the past two years have given free lectures as part of ASU's Faculty Lecture Series.
- The Center for Human Performance and Coach Education started in 2017. This is designed to engage not only the local community but also regional and national audiences through research, education and service.
- A mental training lab available to campus and community was started in fall 2017. The mental training lab is run by graduate students who are trained in applied sport psychology and mentored by an HPPE professor. Many professional, collegiate, high school and youth sports teams, Fortune 500 companies, performing artists, and the military all employ mental strength coaches to maximize the potential of those within their respective organizations. We work to help our Grizzly students develop a mental edge both in and out of the classroom.
- HPPE partners with Alamosa Parks & Recreation department to provide students interested in officiating and coaching the city rec leagues.

Summary

From the information provided above, it should be clear that the HPPE Department embraces the ASU 2020 strategic plan as well as the mission of the University.

Criterion 2 – Quality of the program outcomes.

Three measures of the quality of HPPE program outcomes will be discussed in this section: feedback from annual assessment reports, exit/certification examinations, and placement of graduates in HPPE-related careers.

Feedback from Annual Assessment Reports

Largely driven by the former chair, the Department of HPPE has significantly changed its “culture” of assessment. The annual assessment reports are living documents that are reviewed and addressed regularly in department meetings. The Department has submitted annual assessment reports at the graduate level for at least the past three years, but there has been no consistent mechanism for evaluation of the reports and dissemination of feedback to individual departments. We do, however, have feedback from the 2015-16 assessment report, provided by the Graduate Council. Numeric scores are shown in Table 1.

Table 1. Summary of annual assessment report feedback from Graduate Council. Numerical scores were based on the scale of Excellent = 2, Adequate = 1, and Incomplete = 0

Short-form Question	AY 15-16
Information/Evidence/Data Gathered to Inform Department of Student Learning	2
Departmental Discussion of Information	1.6
Discoveries/conclusions	1.6
Planned Actions Based on Discoveries About Students and Their Learning	1.8
Support/resources	1.8

Significant comments from the Council (2015-16) include:

- Concrete results – strategies for improvement could be more specific
- What are some of the specific discussions that take place with program coordinators?

Exit/Certification Examinations

There are no nationally normed graduate exit examinations for the emphasis areas in the HPPE Department. Organizations such as the National Strength and Conditioning Association, American College of Sports Medicine, and Association of Applied Sport Psychology offer certification examinations which are not required of students prior to graduation. However, the coursework necessary for a graduate degree in HPPE prepares students to successfully pass those

exams after graduation. As recent evidence of this, six graduate students have achieved certification as strength and conditioning specialists through the National Strength and Conditioning Association (NSCA).

Placement of HPPE Graduates in HPPE-Related Careers

Students who have completed graduate degrees in HPPE in the recent past have been successful in their careers.

- At least two students who earned their master's degrees here are currently in Ph.D. programs at the University of Illinois, and at Auckland University of Technology in New Zealand.
- Two recent MS graduates from the exercise science program are employed as instructors at Adams State University.
- One recent MS graduate from the exercise science program is employed as a co-head athletic trainer at Adams State University.
- Another recent MS graduate from the exercise science program is pursuing a doctorate in physical therapy.
- One former graduate student is currently the strength and conditioning coach at Adams State University.
- One former graduate student is currently the Wellness Coordinator for the Alamosa School District, and the Strength and Conditioning Coach for Alamosa High School.
- One former graduate student is employed as the transfer coordinator and academic advisor at ASU.
- One former graduate student is an assistant athletic trainer at the University of Alabama in Birmingham.
- Three graduate students are currently assistant coaches at Adams State University.

This list is not complete – we note that a deficiency of the department is in tracking all graduates and plans are being formulated to address that deficiency, including whether students (after graduation) complete certifications as mentioned above.

Summary

The HPPE Department is fully committed to student success and strives for progress in all aspects. There are definite opportunities for improvement (as noted above) which have been identified in the preparation of this report, and we look forward to addressing those opportunities.

Criterion 3 – Demand for the program.

This section provides evidence for demand of HPPE degrees as determined by both internal and external data.

Evidence of Internal Demand

The Induced Course Load Matrices generated by Office of Institutional Effectiveness (sent by email from Dr. Nehring on 1/9/2018) provide data pertaining to number of HPPE graduate students and student credit hour (SCH) production (Tables 2-4).

The number of graduate students in HPPE is significant, and with the recently added sport psychology and sport management programs, is projected to grow in the near future. Currently, the HPPE program lags behind only Counseling, Education, Business, and History in numbers of graduate students.

Table 2. Headcount of HPPE graduate students and SCH production by HPPE students.

Year	# Grad Students	SCH production (% of entire ASU grad school SCH)
2014-15	78	1011 (4.8)
2015-16	61	789 (3.4)
2016-17	67	732 (3.1)

The production of SCH at the graduate level by HPPE courses has been increasing in each of the past three years, as shown in Table 3.

Table 3. Percentage of SCH production by HPPE courses

Year	% SCH production
2014-15	5.2
2015-16	5.8
2016-17	6.7

HPPE graduate students take primarily HPPE courses, although our students also take some courses outside the discipline (e.g., Business), as shown in Table 4.

Table 4. Percentage SCH production by HPPE graduate students as a function of Department.

Year	HPPE	BUS	Other
2014-15	89.6	10.4	0
2015-16	85.9	13.3	0.8
2016-17	90.6	9.4	0

Evidence of External Demand

At a national level, employment of graduates with backgrounds in human performance and physical education is predicted to grow during the next decade (2016-2026), with increases ranging from 6% for physical educators to 25% for physical therapists (see Table 5 below). These numbers were taken primarily from the Bureau of Labor Statistics (<https://www.bls.gov/ooh>, accessed 12/21/2017).

Table 5. Predicted job growth in professions related to HPPE.

Profession	Predicted Job Growth in % from 2016-2026
Exercise physiologist	13
Fitness trainers and instructors	10
Health educators	16
Occupational therapists	21
Physical therapists	25
Post-secondary recreation and fitness studies teachers	10
Physical Education teachers	6-10

Summary

Evidence summarized in this section clearly indicate that demand for HPPE at the graduate level is strong, and is predicted to remain strong for the foreseeable future.

Criterion 4 – Size, scope and productivity of the program.

This section provides evidence for the productivity of the HPPE graduate program, as determined by the number of graduate students, graduates, SCH production, and faculty involvement on campus, in the community, and to the profession.

Number of Graduate Students, Graduates, and SCH Production

One measure of the productivity of the HPPE department is the number of graduate students in the department and the number of graduate students per full-time faculty member. A second measure of this criterion is the number of students who complete Master's degrees from the department, and the number who complete per full-time faculty member. A third measure is the graduate student credit hour production from the department and the SCH production per full-time faculty member. A full teaching load in the graduate program is 9 credit hours. Six of the seven full-time HPPE faculty and two Ph.D. adjuncts teach in the graduate program, although none of them are full-time at the graduate level. Most of these six teach only one or two graduate courses per semester, so are one-third to two-thirds time in the graduate program (and if they are two-thirds time, it is only because they are teaching overloads!). We also have two adjunct faculty who teach one or two graduate courses per semester. Assuming five faculty @ one-third time and three @ two-thirds time gives a value of **3.7 full-time equivalent graduate faculty and that is the value that will be used in the calculations reported in tables 5-7.**

Note: This section is using data supplied by the Office of Institutional Effectiveness (in email from Dr. Nehring 12/18/17) for the five years from 2012-13 to 2016-17. Interestingly, these data do not strictly agree with the Induced Course Load Matrices data set from the previous section.

From data supplied by the Office of Institutional Effectiveness (in email from Dr. Nehring 12/18/17) for the five years from 2012-13 to 2016-17:

Table 5. HPPE Graduate Students

Year	# Graduate Students*	#Grad Students/faculty
2012-13	65	17.6
2013-14	65	17.6
2014-15	71	19.2
2015-16	60	16.2
2016-17	63	17.0
Total	324	87.6

*Applied Sport Psychology graduate program started only in 2015-16.

Table 6. Number of students who **complete** graduate degrees in HPPE

Year	# MA/MS Graduates*	# Graduates/faculty
2012-13	15	4.0
2013-14	24	6.5
2014-15	19	5.1
2015-16	15	4.0
2016-17	13	3.5
Total	86	23.2

*First cohort of applied sport psychology students will graduate in spring 2018

In the past five years, there has been a slight decrease in the annual number of graduates from the HPPE department. By degree concentration, **35 graduates earned M.A. degrees in coaching (online), 26 earned M.A. degrees in sport management/administration (online) and 25 earned M.S. degrees in exercise science (on-campus, requiring a thesis). Note that the first cohort of applied sport psychology graduate students will earn their degrees in the spring of 2018 (on-campus) and summer of 2018 (online).** Judging from current enrollments, the number of graduates with that concentration is projected to **increase** significantly in the next few years.

Table 7. HPPE Graduate SCH production

Year	Grad SCH	Grad SCH/Faculty
2012-13	681	184.0
2013-14	645	174.3
2014-15	945	255.4
2015-16	792	214.1
2016-17	720	194.6
Total	3,783	1022.4

HPPE contributes significantly to overall graduate student SCH production on campus.

Faculty Involvement

On Campus:

Regardless of length of time at ASU, tenure status, or rank, **all** HPPE full-time faculty have provided service to the campus in some capacity. In the past few years, HPPE faculty have served on these standing committees and/or task forces:

- CRC
- GECC
- Student Scholar Days
- Graduate Council
- Graduate Commencement Committee
- Faculty Senate
- Institutional Research Board
- Essential Learnings Task Force
- Campus Professional Development Committee
- Honors Committee
- Health Professions Advisory Committee
- Peer Recognition Committee
- Graduate Research Fund Committee
- Athletic Policy Committee
- Interdisciplinary Studies Reconfiguration Committee
- Academic Master Plan Committee
- Tenure and Promotion Committees
- Curriculum Innovation Teams
- High Impact Practice Teams

Additionally, HPPE faculty have served as members of:

- Contingency Plan Criteria Development Committee in the fall of 2017
- Search committee members for Biology, Office of Graduate Studies, Adventure Leadership, and HPPE.
- New Student Orientation Team
- Ghostlight Project Team round 2

Other campus service includes:

- HPPE Liaison for East Campus Remodel Project
- Volunteer public address system announcer for athletics
- Fitness testing for athletic teams
- Fitness testing for ASU faculty and staff

- Mental strength coach for ASU cross-country and track and field teams as well as assist other coaches and athletes with mental training
- Applied sport psychology work with the Athletics Department staff and athletes
- Creator/director of Center for Human Performance and Coach Education
- Strength coach for ASU Climbing team
- Nutrition counseling for athletic teams (soccer, softball, volleyball)

In the Community

HPPE faculty provide service to the community in numerous ways:

- Coordinator of Empower U Wellness activities
- Director of the Human Performance Laboratory, where community members can undergo fitness testing
- Leaders of the SLV Wellness Study, which involves community members
- Guest speakers on nutrition and exercise science topics at local schools
- Develop and conduct training sessions on pre-school physical education activities and adapted physical education activities with preschool teachers
- Volunteer coach/director for SLV Special Olympics Program
- Consultant with Alamosa Parks and Recreation for handicapped-accessible playground equipment
- Member of the Steering Committee for Healthy Eaters Lifelong Movers (a grant-funded program of the Rocky Mountain Prevention Research Center).
- Three of the faculty offered free fitness testing, 8 weeks of exercise programming and counseling, and educational materials to all members of the SLV community to assist residents of our rural area get the recommended amount of physical activity.

To the Profession

HPPE faculty are active professionals. Individuals serve in these capacities:

- Board member of the Rocky Mountain Chapter of ASCM (RMASCM)
- Member of various committees/special interest groups for national ASCM (Bone Health & Exercise, Sport and Exercise Nutrition)
- Abstract reviewers and poster judges for regional ASCM conferences
- Reviewer of graduate student grant applications for RMASCM
- Abstract reviewer for Society of Health and Physical Education (SHAPE) conferences
- Abstract reviewer for the International Association for Communication in Sport (IACS) Summit
- Abstract reviewer for the Association of Applied Sport Psychology (AASP) Conferences
- Manuscript reviewers for these peer-reviewed journals: *Osteoporosis International*, *Medicine and Science in Sports and Exercise*, *The American Journal of Clinical Nutrition*, *International Journal of Sports Medicine*, *Comparative Biochemistry and Physiology*, *Journal of Sport Behavior*, *International Sport Coaching Journal*, *Journal of Exercise Science and Communication and Sport*.
- Member of Sport Psychology staff for USA Track and Field

- Member of the USOC Sport Psychology Registry

Summary

The graduate portion of the HPPE department is robust, and contributes positively to the environment of the overall program. Members of the Department have been very active on campus, in the community, and in their profession.

Of particular note is the fact that in order to be this productive and to offer the required courses for graduate students, **we must employ adjuncts and require faculty to teach overloads. The overload requirement is a concern.**

Criterion 5 – Cost and Benefit of the program.

This section quantifies costs and revenues, recruiting efforts, and significant benefits associated with HPPE.

Cost

Table 8 below reports the cost of preparing students to graduate with master’s degrees in HPPE, based on the 2017-18 budget. For calculations, the number of full-time equivalent faculty is 3.7, as discussed in Criterion 4.

Table 8. Cost calculations for **graduate** HPPE program.

Measure	Cost
Overall	\$213,350
Cost per graduate ^a	\$13,589
Cost per full-time faculty ^b	\$57,662
Cost per SCH ^c	\$296

^abased on average of 15.7 graduates per year from past three years

^b3.7 full-time faculty, as discussed in Criterion 4

^cbased on 2016-17 data of 720 SCH

Revenue

The HPPE department does not generate significant revenue, except through tuition. We do not charge for attendance at lectures mentioned under Goal 5 of Criterion 1. However, average annual revenues of \$900 are generated by low-cost fitness testing of community members and participants in the SLV Wellness Study. These revenues are generally insufficient to completely offset the costs of lab supplies and equipment maintenance needed for the testing.

Recruitment of graduate students

Active recruiting of graduate students occurs at most professional conferences the faculty attend. For example, at the Rocky Mountain Regional Meeting of the ASCM, faculty staff informational tables to recruit potential graduate students. Pamphlets are handed out to prospective grad students at the US Cross-Country and Track and Field Coaches Conference.

ASU employs graduate assistant coaches in several sports, and HPPE is involved in recruiting those coaches by means of offering a graduate program for their advanced education.

Significant Benefits

The mission of Adams State University is to educate, serve, and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions. The HPPE Department serves one of the most diverse student populations on campus, a significant portion of whom graduate with a degree that will lead to employment in a professionally-related career.

The presence of a graduate program in HPPE contributes positively to the environment of the department. Undergraduate students get a chance to work on research projects under the mentorship of the graduate students, and to see firsthand the expectations/rewards of advanced study. Faculty have a mechanism by which they can more readily increase their scholarly professional activity.

An additional benefit of the program is positive publicity for Adams State. In just the past few months, articles in the Valley Courier and other local media have highlighted these HPPE-related topics:

- Availability of Fitness Testing to Community
- Opportunity to participate in M.S. Thesis study on cancer and fitness
- Participation by undergraduates in the Gildan New Mexico Bowl
- Notices regarding free lectures of interest to the community (Tour de France, Russian Doping Scandal)

Summary

Data presented in this section support the conclusion that the HPPE department delivers a valuable education to students at relatively low cost and that the department offers positive benefits to the institution.

Criterion 6 – Faculty and program strengths and accomplishments

This section will discuss the size of the program, qualifications and accomplishments of the faculty, accomplishments of students, and the quality of the physical resources needed to deliver the program.

Size of Program

There are currently eight full-time faculty members, including the department chair (two of whom are full-time instructors and not on a tenure-track appointment) in HPPE. Six of the full-time faculty teach in the graduate program. Two professionals with doctorate degrees teach in the online graduate program.

Additional Qualifications of Faculty

Four of the full-time faculty have terminal degrees in their specialty areas, and the remaining three possess MS degrees in the area of their instruction plus years of experience.

They each possess credentials/experience to qualify them for non-teaching activities such as fitness testing, mental strength coaching, and working with special needs children/adults. One of the faculty is certified with the Association of Applied Sport Psychology as a Mental Performance Coach and with the National Strength and Conditioning Association as a Strength and Conditioning Specialist. Two of the faculty are certified with the American College of Sports Medicine as Exercise Physiologists.

Recent Faculty Accomplishments

- One of the HPPE Faculty earned recognition as an Exemplary Faculty in 2017.
- One of the HPPE Faculty received an FTAC grant in spring of 2017 to purchase emWave software to be used in a mental training laboratory to assist with biofeedback training.
- Three of the HPPE Faculty received a Title V Unidos Cooperative Grant – Equity Engagement Grant to fund the SLV Wellness Study in 2017.
- One of the HPPE Faculty earned a Graduate Student Excellence Award at the University of New Mexico for the 2016-17 academic year.
- One of the HPPE Faculty was interviewed on CNN regarding sandboarding at the Great Sand Dunes National Park in 2016. This is pertinent because it highlights recreational opportunities and promotes the HPPE Department in a positive light.
- One of the HPPE Faculty received a Title V Student Engagement grant in 2015 to help establish a culturally responsive recording studio for students.
- One of the HPPE Faculty is Xterra Off Road Triathlon Amateur National Champion, Amateur Pan American Champion, and 2-time Qualifier for the World Championships. This is pertinent because he regularly uses training and competition experiences and knowledge in his exercise science classes.

Faculty Publications in peer-reviewed journals since 2015

- “Eight weeks of strength and power training improves clubhead speed in collegiate golfers”, *Journal of Strength and Conditioning Research*, in press.
- “Kinesio taping of the ankle does not improve dynamic balance in NCAA athletes”, *Journal of Athletic Training and Sports Healthcare*, in press.
- “Comparison of the hang high-pull and loaded jump squat for the development of vertical jump and isometric force-time characteristics”, *Journal of Strength and Conditioning Research*, in press.
- “The addition of a “rapid response” neuromuscular activation to a standard dynamic warm-up improves isometric force and rate of force development.” *Journal of Australian Strength and Conditioning*, 25(4), 2017, 19-24.
- “Neither supra-maximal rack-squats nor moderately loaded jump-squats elicit post-activation potentiation in NCAA Division II volleyball and American football players”, *Australian Journal of Strength and Conditioning*, 25(3), 2017, 20-26.
- “The effects of repeated push sled sprints on blood lactate, heart rate recovery and sprint times”, *Journal of Sports Research*, 3(1), 2016, 1-9.
- “Softball - Nothing Soft About It” *Journal of Physical Education, Recreation & Dance*, 87 (9), 2016, 36-41.

- “When athlete activism clashes with group values: Social identity threat management via social media”, *Mass Communication and Society*, 19(3), **2016**, 301-322.
- “Prayers, punishment, and perception: An analysis of the response to the Tony Stewart – Kevin Ward incident on Facebook” *Sport and Society*, 5, **2016**, 1-18.
- “Physical Education Teaching Assistant Perceptions on Classroom Management and Teaching Effectiveness” *Journal of Sports Science*, 3, **2015**, 228-233.

Faculty Presentations since 2015

- “It’s Not What You Do, It’s How You Do It: Applied Sport Psychology Service Delivery in NCAA Collegiate Athletics”, Association for Applied Sport Psychology (AASP) Conference, Orlando, **2017**.
- “Measuring Facebook post success through communication accommodation theory in Minor League Baseball”, International Association of Communication in Sport Summit (10th Summit), Phoenix, **2017**.
- “Recommendations on pyrotechnics at soccer games based on legislation in the US, EU, and Russia”, Sport and Recreation Law Association Conference, Las Vegas, **2017**.
- “Am I a hooman? Dogs as sentient beings: Risk management recommendations for sport facility managers”, Sport and Recreation Law Association Conference, Las Vegas, **2017**.
- “The Effect of the Advanced Biostructural Correction Chiropractic Technique on Aerobic Measures in Trained Endurance Cyclists”, Canada Sports Institute, Calgary, **2016**.
- “Getting in the Door and Staying In: Lessons Learned from Early Career Consultants Working in Applied Sport Psychology”, Association for Applied Sport Psychology Conference, Orlando, **2016**.
- “Best Practices for Communicating and Gaining Entrée to Educate Coaches”, National Coaches Conference, Seattle, **2016**.
- “Exploring poetic representations of inequity through critical ethnography” Hawai’i University International Conferences, Honolulu, **2016**.
- “Collaborative Autoethnography Dealing with Inequality”, International Hawai’i University International STEAM conference, Honolulu, **2016**.
- “Comparing Paralympic games literature to Universal Design Principles”, North American Society for the Sociology of Sport Conference”, Tampa Bay, **2016**.
- “Recommendations on student-athlete compensation and permissible benefits”, College Sport Research Institute Conference in Columbia, South Carolina, **2016**. This presentation was a winner of the Graduate Student Case Study Competition at the conference.
- “#StartingACrisis: A case study of @VandyFootball and a Twitter-Initiated Crises”, Ninth Summit on Communication and Sport, Grand Rapids, Michigan, **2016**.
- “Chatter in the offseason: A content analysis of Facebook posts in Major League Baseball during the 2014-2015 offseason”, Ninth Summit on Communication and Sport, Grand Rapids, Michigan, **2016**.
- ““You won’t kill me right?” Participant waivers: Do they read the document?”, Sport and Recreation Law Association Conference, New Orleans, **2016**.

- “#PhysicalEducation: How Social Media Websites Can Aid Physical Educators in the Classroom”, National Association for Kinesiology in Higher Education, San Diego, **2016**.
- “#PhysicalEducation: How Social Media Websites Can Aid Physical Educators in the Classroom”, National Association for Kinesiology in Higher Education, San Diego, **2016**.
- “Comparison of the hang high-pull and trap-bar jump squat in the development of vertical jump and isometric force-time characteristics”, National Strength and Conditioning (NSCA) conference, New Orleans, **2016**.
- “The effect of varying post-activation potentiation intensities on vertical jump performance in Division II football and volleyball players”, Rocky Mountain American College of Sports Medicine (RMACSM) conference, Denver, **2016**.
- “Effect of an 8-week strength and power training program on club head speed in collegiate golfers”, RMACSM conference, Denver, **2016**.
- “Validity of Bar Sensei in determining barbell velocity and a novel measurement of starting strength”, RMACSM conference, Denver, **2016**.
- “Positive Coaching and Olympic Success: Case Studies of Track and Field Olympic Medalist Coach-Athlete Relationships”, Association for Applied Sport Psychology Conference, Indianapolis, **2015**.
- “Missouri Institute for Positive Coaching as a model for Long-term Coach Development”, Society for Health and Physical Education National Coaching Conference, Morgantown, WV, **2015**.
- “A Case Study: Use of a Mental Skills Training Log with a Collegiate Distance Runner”, AASP Southwest Sport and Exercise Psychology Conference, Denver, **2015**.
- “Educational Governance and Structure in the State of Hawai’i: A Policy Analysis”, Hawai’i American Alliance for Health, Physical Education, Recreation, and Dance conference, Honolulu, **2015**.
- “Examining the Culture of Health and Wellness on a Small, Rural University Campus”, National Society for Health and Physical Educators conference, Atlanta, **2015**.
- “Educational Policy in Hawai’i Regarding Art, Music, and Physical Education”, Hawai’i American Alliance for Health, Physical Education, Recreation, and Dance conference, Honolulu, **2015**.
- “Hooligan talk- an examination on firm social media usage”, North American Society for the Sociology of Sport Conference, Santa Fe, **2015**.
- “A cross platform analysis of US and UK usage of social media during the 2014 World Cup”, International Association for Communication and Sport’s Eighth Summit, Charlotte, NC, **2015**.

Graduate Student Accomplishments (in past 5 years):

- 3 graduate students gave poster presentations at the Rocky Mountain ACSM conference
- 1 graduate student gave a poster presentation at the Sport Science Innovation Summit conference in Canada
- 2 graduate students gave poster presentations at the National Strength and Conditioning Association national conference

- 5 graduate students have had manuscripts from their theses accepted to peer-reviewed exercise science journals; an additional manuscript is currently being reviewed.

Accreditation

The HPPE Department is not accredited by any national or professional organization, primarily due to the cost of accreditation. However, when preparing curricula for our degrees, the department follows most of the recommendations of pertinent organizations such as the American College of Sports Medicine, the National Strength and Conditioning Association and the North American Society for Sport Management. The lack of accreditation does not hinder the ability of our graduates to be successful following their time at ASU.

Quality of Physical Resources

The Department is housed in the recently renovated East Campus building, which possesses sufficient office and classroom space for the existing faculty and students. Three separate laboratories are devoted to Exercise Science, Biomechanics, and Strength and Conditioning, each of which has up-to-date appropriate equipment for testing and analysis. Another laboratory setting is the pedagogy lab, which supports pre-service physical educator training as well as providing a small gymnasium space for several activities such as Empower U programs, SLV Wellness classes, Gingerbread House events, Special Olympics team practices, and Semillas de la Tierra dance group.

Summary

The faculty in HPPE are professionally and pedagogically quite active, regardless of how long they have been at Adams State or their academic status. They remain current in the discipline, bringing in personal experiences and current events that are pertinent to the subject matter being discussed in the classroom. At this time, the physical resources of the department are adequate to maintain a robust program.

Criterion 7 – Future potential of the program

The Graduate Program in HPPE has grown from a single M.A. degree in human performance and physical education ten years ago to the present offering of five graduate degrees. Three of these are online-only M.A degrees (Sport Management, Coaching, and Applied Sport Psychology) and two of them are on-campus M.S. degrees requiring a thesis (Exercise Science, Applied Sport Psychology). The first cohort of Applied Sport Psychology graduate students will complete their degrees in 2018. The Applied Sport Psychology program at ASU is the only one in the State of Colorado, which makes it unique. At this time, the professor who built that program is having to turn away students who wish to enroll because capacity is being reached, particularly because of the significant time commitment for mentoring M.S. students. If ASU would invest in another full-time, tenure-track sport psychologist, the number of students admitted to that degree plan could grow significantly.

At this time, the HPPE department offers only an undergraduate degree in K-12 physical education, and with only one Ph.D. faculty member in that specialty area, development of a

graduate program in sport pedagogy is not feasible. However, if a second faculty member in pedagogy were added, we would be able to attract those physical educators in the region who wish to progress in the discipline without having to go the route of an M.A. in coaching. The current pedagogy faculty member has had inquiries from teachers in the area, but at this time is not able to direct them to an appropriate program at ASU.

Our new faculty member whose doctoral expertise is in the area of Sport Management has plans to revise the degree plan for that online MA program to better meet the needs of graduate students. Applications for graduate study in HPPE remain robust.

Based on recent history, the Department of HPPE develops new programs and adapts existing programs at the graduate level on a regular basis. There is every reason to believe this trend will continue, especially with a new chair taking the helm in 2018.

Summary

The Department of HPPE foresees a bright future for students who choose to become graduate students in our area at Adams State University. We are, however, constrained in growth by the number of faculty to teach the entire program (both graduate and undergraduate level). An increase in the number of faculty would not only result in more opportunities for graduate students in the region, but also in an overall increase in the already high quality of the program.