



Academic Department:
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Exercise Science
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Part I: Report on 2016-17 Progress

Current Year Goals & Outcomes

Departmental work centered on student retention and transfer.

- **Motivation and engagement; Faculty accessibility; Climate**
Students were provided with, and actively engaged in, multiple activities related to their course of study outside the classroom. All of these experiences involved one or more full-time faculty engagement working on building morale with students and peer groups. These opportunities included:
 - Community Science Day
 - Exercise is Medicine events
 - Service Learning experiences
 - Visits to four year transfer schools
 - Production of fitness video
 - Professional development and certification opportunities
- **Curriculum alignment**
 - Created new articulated programs with Aquinas College and Western Michigan University
 - Updated transfer equivalency courses with Central Michigan University
 - Updated articulated agreements
 - Revised and updated courses
 - Programs and curriculum are in line with external industry standards and national certification standards
- **Career guidance and mentoring**
 - Partnered with Career and Transfer Center for Advising presentations with 124 attendees
 - Hosted four advising days during fall 2016 and winter 2017 semesters serviced 52 individual advising appointments
 - Hosted individual advising throughout the semester during office hours
 - Improved advising accessibility by producing an advising video made available online
 - Utilized phone and Oovoo for advising appointments for better accessibility



Departmental Professional Development

Individual professional development for our faculty is extensive and can be found in their individual Faculty Professional Development Plans. As a department, we chose to participate in the following:

Principles and Practices of Foam Rolling (4 hours)

Self-myofascial release (SMR) has been shown to relieve muscle and joint pains and improve flexibility and range of motion. This four hour workshop covers the fundamentals of myofascia, reviews the latest SMR research, and dives into the TriggerPoint SMR movement philosophy using the GRID foam roller. Participants walk away with practical knowledge and hands-on experience for coaching and cueing movements that can be scaled to all fitness levels.

Myofascial Compression Techniques (8 hours)

Take your knowledge beyond foam rolling! The Level 2 course utilizes the deep tissue TriggerPoint products, which are designed to increase mobility and improve performance through improved biomechanics. This eight hour training is hands-on, focusing on the practical application of TriggerPoint education backed by scientific research. Participants will leave this course with an in-depth knowledge of how to use and how to teach MCT in order to increase the performance and training results.

Departmental Advising Plan & Outcomes

Our departmental goals centered on advising, retention and persistence towards graduation and transfer. A comprehensive approach to advising was central to our departmental work.

Career guidance and mentoring

- Partnered with Career and Transfer Center for advising presentations with 124 attendees.
- Hosted four advising days during fall 2016 and winter 2017 semesters serviced 52 individual advising appointments
- Hosted individual advising throughout the semester during office hours
- Improved advising accessibility by produced an advising video made available online; Utilized phone and oovoo for advising appointments



Students were also provided with many co-curricular opportunities and actively engaged in multiple activities related to their course of study outside the classroom. All of these experiences involved one or more full-time faculty contact, working on building morale with students and peer groups. Informal advising takes place at all of these events. These opportunities included:

- Community Science Day
- Exercise is Medicine events
- Service Learning experiences
- Visits to four year transfer schools
- Production of fitness video
- Professional development and certification opportunities

Program Accreditation Updates

Not applicable.



Perkins & Key Performance Indicators

Overall Department Enrollment

Fall 2016: 1,471

Winter 2017: 1,397

Spring/Summer 2017: 474

Total Articulated Programs: 7

Program Enrollment by Plan Code

	007-201	662	663	640	625	635	637	638
	Transfer- General EXS	GVSU- Clinical	GVSU- Health Fit	Cornerstone	Aquinas (W-17)	WMU- Applied (F16)	WMU- Presport (F16)	WMU- Clinical (F16)
Fall 14	16	42	n/a	n/a	n/a	n/a	n/a	n/a
Winter 15	17	37	n/a	n/a	n/a	n/a	n/a	n/a
Summer 15		20	14	1	n/a	n/a	n/a	n/a
Fall 15								
9/15/2015		50	32	1	55	n/a	n/a	n/a
11/30/2015	28	52	40	1	n/a	n/a	n/a	n/a
Winter 16								
1/15/2016	25	47	33	2	n/a	n/a	n/a	n/a
2/5/2016	26	49	35	3	n/a	n/a	n/a	n/a
3/18/2016	27	51	33	4	n/a	n/a	n/a	n/a
4/29/2016	27	50	35	4	n/a	n/a	n/a	n/a
Fall 16								
10/20/2016	26	51	28	1	n/a	n/a	1	
Winter 17								
Summer 17								3
5/30/2017	23	38	28	0	n/a	3	3	2



Retention and Transfer

When examining our enrollment in our courses across the department, our numbers have dropped considerably over the last several years at an even faster rate than the institution.

When examining the number of students enrolled in our programs over the course of the last three years, overall numbers are staying consistent or on an upward trend. At this point we can only track our two year measurement of our GVSU programs as our other programs have not been in the catalog as long.

This is a two-year progress measure; i.e., the 2017 (winter or fall) status of students who were enrolled in the programs in fall 2015.

Plan Code	Description	N Students*	Graduated Only	Graduated/ Transferred	Transferred Only	Enrolled WI17 or FA17	Unac-counted for	Grad/Transfer/ Still Here
662	GVSU – Clinical	53	5	0	18	16	14	74%
663	GVSU – Health and Fitness	34	2	0	5	11	16	53%

*As of IPEDS reporting date, October 15, 2015.

Transfer institutions:

GVSU = 15

Baker = 2

Aquinas = 1

Calvin = 1

Sinclair Community College = 1

Wayne County Community College = 1

Western Michigan U = 1

Eastern Oregon U = 1



Learning Outcomes Assessment Data & Findings on Past Year's Projects

At the start of the fall 2017 school year, there was no direction given as to what departments were expected to do in regards to developing their assessment plan or what tools would be used to conduct an assessment. With the transition of a new department head, a formal assessment plan for the department was not established. Individual assessment projects were completed and centered on the institutional learning outcome of critical thinking skills.

Students in wellness courses assessed their health related components of fitness. Upon completion, they gathered and synthesized personal data comprising the five components of health-related physical fitness. They then interpreted the results to understand their current health status and compared them to recommended norms for general health. Finally, they evaluated alternatives and developed a personal plan, including goals, to address health issues to meet their own needs. This project was delivered in the form of a participatory assignment which was turned in for a grade in wellness activity courses. Findings were promising with the following results:

	Not present	Incomplete	Complete
Fitness assessment complete and all data is reported.	20%	0	80%
Fitness assessment results are interpreted and explained.	20%	5%	80%
Lifestyle issue or behavior to be modified is identified.	0	0	100%
Plan is developed to address lifestyle or behavior issue.	0	0	100%
Plan meets physical activity guidelines	0	0	100%
Plan applies FITT principle.	0	0	100%
Plan is organized, free of grammar and spelling errors.	0	25%	75%



Part II: Plan for Upcoming Year

A. Operational Goals and/or Plans

Student engagement:

- Exercise is Medicine series
- Community Science Day participation
- On-going advising appointments

Academic guidance, mentoring:

- Partner with counseling on advising days
- Host 1-2 advising days per semester
- Host drop-in advising
- Track advising services

Professional certifications, credentials:

- Host TRX
- Update examination prep materials
- Provide examination prep materials

Instructor development:

- Encourage use of GRCC support resources
- Departmental readings

Job opportunities; labor force participation:

- Maintain and expand professional network of local employers
- Promote job opportunities
- Serve as references

Transfer pathways:

- Maintain and update articulated programs
- Utilize guided pathways as a new advising tool
- Maintain and update transfer equivalencies

Support best practices

- Inventory and update instructional equipment
- Communicate and promote industry standards to faculty
- Implement departmental policy where necessary
- Maintain professional memberships

College service:

- Contribute to open houses
- Promote experiential learning
- Participate in Academic Governing Council
- Participate in SAS leadership meetings
- Participate in faculty council meetings
- Maintain counseling collaboration
- Maintain preschool collaboration



Public relations

- Fulfill requests from the public when possible

Development a departmental assessment

Develop departmental tracking tools for:

- Enrollment
- Retention
- Graduation rates
- Transfer rates

What new information from external sources has influenced your planning for next year?

- Removal of the wellness credit from general education
- Removal of wellness credit from graduation requirement
- Declining enrollment of institution
- General health indicators of minorities and low-income populations
- Guided pathway for those interested in Exercise Science but unsure of degree or transfer school
- Student feedback via advising sessions
- Data from four-year partners
- Discussions with four-year partners



Are your goals targeting any Perkins or Key Performance indicators? If yes, please explain.

We will continue to focus on the key performance indicator of retention and transfer. We will do this through continued work in these areas:

- Motivation and engagement
- Faculty accessibility
- Climate
- Curriculum alignment
- Career guidance and mentoring

What resources do you need to accomplish your departmental goals for the upcoming year?

- Additional advising support: Our numbers are growing and students are telling us that they aren't getting the advising they need in order to know what to do to transfer
- Adequate space and update of capital equipment including activity bikes, and flooring
- Upgrades to facilities to make them accessible, air conditioned, as well as upgraded instructional spaces, common / social areas for studying and creating sense of community
- Professional development for faculty including technology and advising tool training.
- Adequate funding of budget
- Leadership and direction with tracking tools for enrollment, retention, and graduation

Do you need support from other departments to accomplish these goals? If yes, please explain.

- Updated and ongoing training for teaching online
- Training of advising systems and tools; direction on benchmarking of best practices in advising
- Direction on departmental assessment expectations and requirements before the start of the school year
- Training on data information systems and tracking tools
- Training for Weave Online, if it is required for use next year
- Communication and information sharing from top down and across departments

Do you need professional development in order to accomplish these goals? If yes, please explain.

There are probably internal resources and people who could help address many of these things, however, I am not completely sure of what is available. Where there aren't internal tools, then there may be supplemental resources required.



For each of your departmental goals/plans/projects, please list the name of the lead faculty member(s) involved.

- Motivation and engagement, Faculty accessibility, and Climate
 - Exercise is Medicine: Lead by Melanie with contribution by Laura
 - Community Science Day: Contributions by Melanie and Jodi
- Curriculum alignment: Led by Laura with work by Jodi and Melanie
- Advising, career guidance and mentoring: Led by Laura with work by everyone in department
- Department Assessment: Led by Laura with work by all full-time faculty

For each of your departmental goals/plans/projects, please provide a brief timeline for completion.

- Student engagement: Multiple opportunities over fall and winter semesters
- Academic guidance, mentoring: Advising events fall and winter semesters
- Professional certifications, credentials: TRX event in October
- Instructor development: Departmental readings by December, 2017
- Transfer pathways: Ongoing throughout school year by April, 2018

College service:

- Contribute to open houses Fall and Winter
- Promote experiential learning Fall and Winter
- Participate in Academic Governing Council scheduled meetings
- Participate in SAS leadership meetings scheduled meetings
- Participate in faculty council scheduled meetings

- Development a departmental assessment by August, 2017

- Develop departmental tracking tools by August, 2017



B. Curriculum Goals and/or Plans

What are your departmental curriculum development goals and plans for 2017-18?

Continue to establish and/or update course equivalencies with GVSU, WMU, CMU, and MSU

Complete program review Winter 2018

Course updates:

- Update WE 125
- Update WE 129
- Update WE 156
- Update WE 189; explore general education eligibility
- Update WE 192
- Update EXS 203; explore general education eligibility
- Update WE 157

Review and keep current articulated agreements up to date

Analyze and phase out courses

Develop rotational plan for cycling courses to manage sections and enrollment

Review of Department's Curriculum Transferability

Our department is acutely aware of the transferability of the courses offered by our department because an analysis was conducted last summer as a result of the extensive amount of advising that takes place in our department. I developed a quick reference guide for our various classes and what they transfer as to 4 year schools, as well as what has the potential to have a direct equivalent but had not been sought out or established yet.

I am not aware of, however, how recently this information has been updated because I have had to take the initiative on multiple occasions to request that attention be paid and work to be done on courses that I knew needed attention and where students were having to repeatedly request or petition for credit on the same courses at the same institutions over and over.

I had already decided that this will be a goal for next year to continue to review this and take it into consideration during our course revision cycle as there are additional opportunities to continue this work. Over the last 3 years our department has taken great lengths to create and revise courses that are aligned with 4 year partners as well as meet industry standards. There is still a great deal of opportunity in this regard and will therefore be made a priority next year.



What new information from external sources has influenced your curriculum development planning for next year?

- Sheila and Matt recently shared a comprehensive database of transferability of our courses as well as general education courses
- Our program review is upcoming and requires preliminary work on these issues
- The course revision cycle is requiring updates of some of the courses
- Professional industry standards and credentials are requiring updates
- Review of four year transfer partners has triggered work in the area of curriculum
- Student demand and feedback allows us to stay informed of changes or difficulties they are experiencing which requires us to follow-up on to address

Are your curriculum development goals targeting any Perkins or Key Performance Indicators? If yes, please explain.

Updating and revising our courses will maintain and potentially expand transferability. Keeping our overall curriculum very closely aligned and providing ongoing career and advising guidance are our focus regarding the key performance indicators:

- Retention and Transfer
- Curriculum alignment
- Career Guidance

What resources do you need to accomplish these curriculum development goals?

- Curriculog training and support. A Camtasia or handbook would be nice
- Instructional support staff availability for questions during revision
- Open and ongoing communication regarding update, deadlines and approval process

Do you need support from other departments to accomplish these curriculum development goals? If yes, please explain.

- Instructional Support



For each of your departmental curriculum development goals/plans/projects, please list the name of the lead faculty member(s) involved.

Continue to establish and/or update course equivalencies with GVSU, WMU, CMU, and MSU. (Laura)

Complete program review Winter 2018 (Laura)

Course updates:

- Update WE 125 (Melanie)
- Update WE 129 (Melanie)
- Update WE 156 (Melanie)
- Update WE 189; explore general education eligibility (Melanie)
- Update WE 192 (Jodi)
- Update EXS 203; explore general education eligibility (Jodi)
- Update WE 157 (Jodi)

Review and keep current articulated agreements up to date (Laura)

Analyze and phase out courses (Department)

Develop rotational plan for cycling courses to manage sections and enrollment (Laura)

For each of your departmental curriculum development goals/plans/projects, please provide a brief timeline for completion.

Continue to establish and/or update course equivalencies throughout school year.

Complete program review Winter 2018

Course updates by the end of the school year

- Update WE 125
- Update WE 129
- Update WE 156
- Update WE 189; explore general education eligibility
- Update WE 192
- Update EXS 203; explore general education eligibility
- Update WE 157

Review and keep current articulated agreements up to date as needed

Analyze and phase out courses by April, 2018

Develop rotational plan for cycling courses to manage sections and enrollment by Fall, 2017



C. Learning Outcomes Assessment Plan for 2017-18

Next year we will assess the Institutional Learning Outcome of critical thinking. Students in wellness courses will assess their health related components of fitness. Upon completion, they will gather and synthesize personal data comprising the five components of health-related physical fitness. They will then interpret the results to understand their current health status and compare them to recommended norms for general health. Finally, they will evaluate alternatives and develop a personal plan, including goals, to address health issues to meet their own needs. This project will be delivered in the form of a participatory assignment which will be turned in for a grade in wellness activity courses.

D. Departmental Advising Plan for 2017-18

In this section, please outline your department's advising plan for the upcoming academic year. Please limit your response to the space provided in the text box below.

Our department will host a 2 hour, drop-in and appointment based advising day during fall and winter semesters. This will occur with the help and support of counseling and career advisors. In addition we will host drop-in advising for program specific majors and track all advising appointments throughout the semester. Other advising formats will be utilized as well including use of our pre-recorded advising overview, email, phone, and Oovoo sessions.

Part III: 2016-17 Faculty & Staff Accomplishments/Awards

These can be found in individual FPE reports. A few notable collaborations:

Melanie Schiele-Gady's extensive work on the Exercise Is Medicine campaign garnered GRCC a Silver Level status from the Exercise is Medicine organization. This initiative was a collaborative effort involving multiple departments on campus. GRCC was recognized at the American College of Sports Medicine annual meeting May 31, 2017 in Denver, Colorado.

Jodi maintained a close working relationship with the preschool. Her WE 157 Elementary Games and Rhythms students were able to engage in hands-on opportunities to apply what they were learning in class. The preschool students benefited from structured activities provided by the GRCC students.

Through the work and leadership provided by Jodi, the department wrapped up work on the Engaged Department Grant and maintained a close working relationship with Feeding America through service learning work.