INTRODUCTION

The HFS department holds a unique position at Wittenberg – it is the only academic department without a major or minor. As addressed in the mission statements below, the department supports the University curriculum in four distinct ways. It offers courses that 1) fulfill the physical activity General Education requirement, 2) support major and minor requirements of other academic departments, 3) serve as options for the General Education requirements, and 4) enhance the total curriculum of the University.

Assessment of student achievement is taken very seriously by department faculty and is accomplished on a course-by-course basis. There is no departmental major or minor program of study, therefore, we have no logical way to track student achievement through a progression of experiences for a culminating endpoint evaluation.

The following academic mission statements of the University and of the Health, Fitness and Sport Department address and support the unique contributions of this department.

**Affirmation and Ambition: The Vision of 2014** – Interim President William Steinbrink

The strategic plan aims to establish Wittenberg, *firmly, unequivocally, and irrevocably* among the nation’s top 100 national liberal arts colleges. The plan for Wittenberg’s future *affirms the university’s essential characteristics:* its primary relational contexts with the Springfield community and the Evangelical Lutheran Church in America; its fundamental academic commitments to liberal learning, to selected pre-professional majors, and to both traditional and nontraditional students; and its historic values of a small college, personal attention to individual student needs, and *opportunities to develop the whole person.*

**President of Wittenberg University Mark Erickson** – March, 2005

“I am both honored and excited to be selected to lead Wittenberg University as its next president. Wittenberg is an extraordinary university that is beautifully poised for even greater success. *From day one, I felt a resonance with Wittenberg’s mission to educate the whole person,* its commitment to the liberal arts, its focus on global education, diversity and community service, as well as its connection to the Lutheran Church.”

**WITTENBERG UNIVERSITY MISSION**

The current academic mission of Wittenberg University states “Wittenberg University provides a liberal arts education dedicated to intellectual inquiry and *wholeness of person* within a diverse residential community. Reflecting its Lutheran heritage, Wittenberg challenges students to become responsible global citizens to discover their callings, and to lead personal, professional, and civic lives of, creativity, services, compassion, and integrity”.
HEALTH, FITNESS, AND SPORT DEPARTMENT MISSION

The current mission of the HFS Department is four fold: (1) to provide educational and practical experiences in wholesome physical activity for all Wittenberg University students (Activity Course Program); (2) to provide courses which complement or fulfill major requirements in other departments of the university (e.g. Biology, Psychology, Sociology, History, Education, Women’s Studies); (3) to provide courses which fulfill requirements in the General Education Curriculum; and (4) to enhance the general education curriculum of the university through elective course offerings in the areas of Health, Fitness, and Sport.

The HFS Department, like other academic departments, should also contribute to the mission of the university by offering minor and/or major programs in its curricular areas.

ACTIVITY COURSE PROGRAM

All courses within the activity course program fulfill the General Education two-semester hour requirement for physical activity. They support the University’s purpose to develop qualities that characterize “wholeness of person”; and care for the body, and are structured to meet the learning goal established for the area of Physical Activity.

“Students should gain an appreciation of the relation between physical activity and personal well-being by participating in appropriate physical activities consistent with the student’s physical ability.”

In accordance with the Description and Philosophy of the HFS Department Activity Course Program, each activity course is organized and taught with emphasis on the cognitive, psychomotor, and affective domains. Each of the three domains is the basis for evaluation of student achievement in department activity courses. Examples include:

- **The cognitive domain** -- is concerned with the development of mental faculties and expansion of the individual's knowledge base. HFS activity courses emphasize knowledge acquisition and understanding. History, rules, strategies, progressions, training techniques, and conditioning theories, as well as the place of the activity in our society and its relationship to other established disciplines are some of the topical areas that are covered in these courses. It follows that the utilization of texts, assigned readings, and/or reference materials are a normal part of activity course requirements. It is the instructor's responsibility to evaluate if, in fact, students have learned. Each HFS course instructor is required to set pass-fail standards and to objectively evaluate if each student has achieved the "knowledge" objectives of the course. Instructors utilize a written test or equivalent assessment for this purpose.

- **The psychomotor domain** -- is concerned with performance; the individual's ability to physically do what it is they want to do. Obviously, this is dependent upon a clear understanding of what is to be performed and the physical ability to carry out one's intentions. Just as individuals vary in their intellectual capacity, they also vary in their physical ability. When intellectual and physical are combined, there exists a complex range of physical performance abilities. One of the objectives of each HFS activity course is to improve performance. Utilization of sound teaching techniques by a
professional instructor is expected. Students are expected to improve their performance abilities. HFS instructors evaluate the performance level of entering students to be sure that the skill level is appropriate to the course (e.g., beginning or intermediate). If it is not, students are asked to change to a course which is consistent with their current performance level. Performance competencies are established for each course and communicated to students. Students are informed as to how their physical performance will be evaluated and the performance requirements necessary to obtain a passing grade. Some possibilities include: individual mastery of skill progressions, skill tests based on course goals and objectives, skill tests based on established norms and criteria for certification, pre- and post-skill assessment to determine level of improvement, and instructor subjective evaluation of quality of performance and improvement.

- **The affective domain** -- is concerned with attitudes and feelings, how one views issues, topics, ideas, people, courses, etc. A goal of the HFS activity course program is to develop and/or improve attitude toward physical activity. An additional goal is to help students appreciate the value of various forms of physical activity. There are, in fact, many positive benefits which are commonly derived from participation in physical activity: health benefits (improved body function); social benefits (positive interaction with people); and psychological benefits (defining one's limits and self image). Students are encouraged and motivated to: demonstrate an enthusiasm for learning, demonstrate a willingness to attempt new skills and techniques, demonstrate a willingness to cooperate with others in small and large groups, and demonstrate sportsmanship in game and class situations. Each instructor works to develop an appreciation of the sport/activity for personal enjoyment as well as for lifetime wellness.

The above listed assessment techniques for activity courses have both formative and summative components. Subjective evaluation of knowledge/performance/skill improvement occurs on a daily basis. As students become more comfortable with new skill/activity techniques they develop a higher level of enjoyment and appreciation for the sport/activity. Cognitive learning is assessed not only on a summative examination but also on an ongoing basis as students demonstrate more effective sport/activity techniques.

Education implies a structured approach to the acquisition of knowledge (cognitive), the improvement in performance abilities (psychomotor), and the analysis and shaping of attitudes (affective). The HFS activity course program is an educational program. The department strives to provide the student with an excellent physical activity experience.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>052P</td>
<td>Archery</td>
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<td>015P</td>
<td>Badminton</td>
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<tr>
<td>058P</td>
<td>Canoeing</td>
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<td>030P</td>
<td>Cricket</td>
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<tr>
<td>016P</td>
<td>Fencing, Beginning</td>
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<tr>
<td>017P</td>
<td>Fencing, Intermediate</td>
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<tr>
<td>034P</td>
<td>Fitness Programs</td>
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<tr>
<td>086P</td>
<td>Fitness Programs for Women</td>
</tr>
<tr>
<td>043P</td>
<td>Fitness through Swimming</td>
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<tr>
<td>037P</td>
<td>Fitness Walking</td>
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<tr>
<td>070P</td>
<td>Golf, Beginning</td>
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<td>044P</td>
<td>Lifeguard Training</td>
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<tr>
<td>018P</td>
<td>Racquetball, Beginning</td>
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<tr>
<td>076P</td>
<td>Sailing</td>
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<tr>
<td>049P</td>
<td>SCUBA</td>
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<td>024P</td>
<td>Soccer</td>
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<td>050P</td>
<td>Step Aerobics</td>
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<td>040P</td>
<td>Swimming, Beginning</td>
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<tr>
<td>010P</td>
<td>Tennis, Beginning</td>
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<tr>
<td>011P</td>
<td>Tennis, Intermediate</td>
</tr>
<tr>
<td>028P</td>
<td>Volleyball</td>
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ELECTIVE COURSES WHICH COMPLEMENT REQUIREMENTS IN OTHER DEPARTMENTS

Several academic courses in the HFS Department provide integral support and serve as cognate electives for major requirements in other departments.

BIOLOGY/HEALTH PROFESSIONS

HFS 250W - Nutrition (4 credits)

Nutrition is intended as a viable option for any Wittenberg student. Nutrition examines the relation between science, technology and contemporary culture. In addition, it examines a scientific issue that has social, economic, political and ethical aspects. The course involves an integration of knowledge from the biological and social sciences. The content is of interest to students and has important personal as well as societal implications. Further, in a liberal arts context, the course is designed to emphasize thinking, writing, library, and computer skills.

This course examines basic nutritional needs in relation to macronutrients (i.e. carbohydrates, protein and fat) and micronutrients (e.g. vitamins and minerals). Emphasis is placed on analysis of food intake as it relates to healthy body function and the relationship between sound nutrition and the prevention of disease. Additional topics include caloric intake versus caloric output and controlling the food environment. Students perform computerized analyses of their personal food intake. Assessment for the course is by way of quizzes, written exams, and assignments. This course is writing intensive.

PSYCHOLOGY, SOCIOLOGY

HFS 230SW - Contemporary Issues in Sport Sociology and Sport Psychology (4 credits)

The primary purpose of the sport sociology section is to present sociological factors to explain the phenomena of American and international sport and examine contemporary sport issues. The sport psychology section will focus on understanding why individuals participate rather than just how they perform. For sport sociology, analysis will be at group level, e.g. cultural variations in sport, social stratification and sport, the evolution of the female and African American athlete. For sport psychology the emphasis will be on analyzing individual behavior before, during and after athletic participation.

Assessment of the learning goals will occur as a result of:

1. Methods of measurement (inventories, observation studies, etc) that assess behavior and performance.
2. Analysis of how sport reflects social values and trends through class discussions, video analysis, written assignments, and written tests.
3. Analysis of research techniques used in measuring the individual and group in sport.

HFS 240 - Sport in Culture (4 credits)

At a time of major political and economic change in the world, this course will examine the nature and role of international sport in the emerging global village. Students will seek to uncover the unique elements of sport in the United States and to explain its appearance in terms of the nation’s dominant system of cultural values. Sport will be placed against the broader, sometimes contradictory, backdrop of American culture. As well as the United States, sport will be analyzed in the following cultures: Japan, China, the “New Europe” (e.g., former Eastern Bloc), South Africa, New Zealand and the United Kingdom. Students will be required to adopt comparative sociology techniques when examining sport in different cultures, for example, baseball in Japan compared to baseball in North America. Students are assessed through class discussions, video analysis, written exams, a research paper, and required readings.

HFS 280 - Sport in Society (2 credits)

Learning goals are:
1) To analyze how the sociological approach aids in our understanding of sport.
2) To analyze sport critically and in doing so demythologize sport.
3) To understand the positive and negative consequences of the way sport is organized in society.

The above goals are assessed through written exams, written papers, class discussions, video analysis, and article assignments.

These three courses examine the crucial role that sport plays in the lives of individuals and groups within North America and other cultures. It is important that Wittenberg students are given the opportunity to study sport from a sociological, psychological, philosophical, historical and political standpoint since sport is one of the major institutions in our society. Sport influences the lives of individuals and families of all social economic levels, organizations, schools, towns, cities and even cultures as a whole.

HISTORY

HFS 245H - History of Women in Sport (4 credits)

This course studies the development of sport from early religious ritual to a modern corporate model in western society. The genesis and development of recreation, sport, and exercise for women has been influenced by religion, medicine, economics, polities, and ideology. The intersection of gender, race, and socioeconomic class for women of color is examined, as is the struggle by women for admission in the Olympics. Sport has served as a historical site for feminist transformation and the development of alternative western sport forms. Women have "dared to compete." The struggle of women to gain entry into sport is both sad and inspirational. Students write a sport autobiography, conduct cross-generation sport interviews,
and research Wittenberg women's sport history. At the end of the semester students author an introspective analysis of personal awareness, empathy, and advocacy for women in sport.

EDUCATION

HFS 120 - Lifeguard Training (2 credits)

This course is designed to certify a student to guard at a pool and/or a non-surf waterfront facility. The student is also certified in Professional CPR (adult, child, infant) and First Aid. Entry requirements include (1) swim 20 lengths of the pool non-stop using the front crawl and breaststroke, (2) retrieve a brick from a depth of 12 feet and carry it 20 yards, and (3) dive to a minimum depth of 5 feet and swim underwater a minimum of 15 yards. For certification, the student is required to pass the American Red Cross written test with a minimum score of 80% and satisfactorily perform 3 rescue scenarios. The grade for this class is based on 20 quizzes.

The student must concurrently register for HFS 044P (Lifeguard Training) for one semester hour of physical activity credit. To receive a pass grade in this course, the student must (1) complete 20 lengths of the pool in a minimum of 10 minutes, (2) swim 20 yards, get a brick, and carry it back in 1:30, and (3) swim 8 lengths of the pool in 3:30 or less.

HFS 225 - Coaching Young Athletes (4 credits)

Prepares the student to become a competent youth sport coach. Identifies differences between a corporate model and educational model of athletics, process vs. product coaching philosophies and humanistic vs. autocratic coaching styles. Alternative athletic program models are examined. The student surveys recent coaching effectiveness research and develops a sound basic philosophy of coaching, including a professional code of ethics. Various coaching principles and techniques are studied: communication and motivation, talent identification, injury prevention and care, legal responsibilities of coaches and moral imperatives in the coaching of children. Class practicum, introspective written assignments and small group discussions are interspersed with brief lectures, videos and guest coach speakers. Addresses coaching certification requirements.

Assessment occurs through satisfactory completion of written assignments and written tests, a class practicum and report, small group discussions, and class participation.

WOMEN’S STUDIES

HFS 245H - History of Women in Sport (4 credits) - see description above

This course is listed as one of the approved courses for the Women’s Studies minor. It offers students education regarding the historical and contemporary place of women in sports – including the marginalization of women in American sport. Course objectives are:

1. Analyze the historical development of sport from religious ritual to recreation and record.
2. Study the secularization, modernization and co modification of western sport.
3. Examine the role of religion, medicine, and economics in the geneses and development of sport and exercise for American women from primitive to current western civilization.
4. Discuss the politics and ideology that effected women’s struggle for admission to the Olympics.
5. Critique the development of American law associated with women’s equitable participation in sport.
6. Investigate the historical silence and distortions of participation by American women of color in sport.
7. Review the experiences, contributions, and accomplishments of select European and American female sport pioneers.
8. Trace sport as an historical site for feminist transformation and the development of alternative western sport forms.

Student assessment occurs through written assignments of a sport/exercise autobiography, cross generation sports interviews, and introspective analysis of personal awareness, empathy and advocacy for women in sport. Knowledge of assigned readings is evidenced by quality small group class participation. A final exam serves as a capstone assessment of course goals attainment.

COURSES WHICH SUPPORT GENERAL EDUCATION REQUIREMENTS AND SPECIFIC GENERAL EDUCATION LEARNING GOALS

Social Institutions, Processes, and Behavior – “Students should achieve, through empirical and analytical methods, and understanding of human behavior, relationships, and institutions”.

HFS 230SW - Contemporary Issues in Sport Sociology and Sport Psychology (4 credits) - see course description above

Diversity –

In sport sociology:
1. Sport is examined in different cultures, e.g. baseball in Japan, sport in the Eastern Bloc, sport in the Third World.
2. The role of ethnicity, racism and diversity in the evolution of sport in the USA and other cultures.
3. Gender role differentiation is analyzed through the examination of opportunities for women in interscholastic, intercollegiate, and professional sport.
4. The problems and benefits of sport for children are examined by comparing formal and informal organized youth sport programs.

In sport psychology:
1. Behavior, athletic performance and athletic participation are analyzed in relation to age, sex, and culture.
2. Performance enhancing techniques of various cultures are examined.
3. Female and male athletes often respond to and approach the competitive environment in different ways, why?
4. What distinguishes elite performers from the average athlete, and from the normal population in the way they live, approach sport, and behave in the competitive environment?

Assessment of diversity as it relates to the above occurs through written exams and thought provoking questions during required classroom dialogue and discussions.

**Speaking** – Students are allocated credit for their ability to discuss and analyze the material during class.

**Computing** – Students are expected to research the most recent findings utilizing computer technology.

*Western Historical Perspectives* – “Students should gain an understanding of the histories of the peoples and cultures of Europe and/or of the post-Columbian Americas.

**HFS 245H - History of Women in Sport (4 credits)** - see description above

**Diversity** – The course focuses on the experiences of women, and women of color in the development of western sport culture. Students develop an awareness, empathy, and understanding of women's struggle to participate in sports. Students learn that early female sport heroines were "exceptions," that early female sports participation went against accepted "gender role" behavior, and that enforcement of current gender equity law is still needed for women's full participation in contemporary American sport.

Assigned readings, a class assignment involving cross generation athlete interviews, and investigation of the history of Wittenberg women’s recreation and athletics “bring home” the strides and steps that women athletes have made across sports’ history. The Awareness, Empathy, Advocacy assignment helps students understand the effect of class, race, and gender on opportunity for participation in select American sports.

**Speaking** – "Thought questions" worksheet modules are used through out the course to encourage small group speaking.

**Computing** – Students use various computer retrieval and data analysis methods during the preparation of class assignments.

**ELECTIVE COURSES WHICH SERVE ALL STUDENTS**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HFS 120</td>
<td>Lifeguard Training</td>
<td>2</td>
</tr>
<tr>
<td>HFS 225</td>
<td>Coaching Young Athletes</td>
<td>4</td>
</tr>
<tr>
<td>HFS 230SW</td>
<td>Contemporary Issues in Sport Sociology and Sport Psychology</td>
<td>4</td>
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<tr>
<td>HFS 240</td>
<td>Sport in Culture</td>
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<tr>
<td>HFS 245H</td>
<td>History of Women in Sport</td>
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<tr>
<td>HFS 250W</td>
<td>Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>HFS 280</td>
<td>Topics: Sport in Society</td>
<td>2</td>
</tr>
<tr>
<td>HFS 290</td>
<td>Independent Study</td>
<td>1-4</td>
</tr>
</tbody>
</table>
LEARNING GOALS

The learning goals of the Physical Activity program are stated under the description of that program. The learning goals of the HFS courses in the General Education follow the guidelines of that program. The learning goals of the elective courses in the HFS department focus on Health and Fitness (Wellness) of the individual and on the place/importance of Sport in society.

ASSESSMENT METHODS

Individual faculty address assessment of learning goals each time a course is taught. Specific student assessment strategies are described under each course. The HFS department regularly (e.g. faculty meetings) assesses the learning goals of the programs in the department.

Assessment of External Consultant Fall, 2004 -

Our department agrees with the following consultant recommendations:

1. General Education - the HFS Department “should be encouraged and supported to continue to teach the three courses it currently offers” (HFS 210N Your Body: Your Health and Fitness, HFS 230S Contemporary Issues in Sport Sociology/Psychology, HFS 245H History of Women in Sport). The consultant indicated that “This service to help the institution achieve its mission and objectives is commendable.”

2. Physical Activities - that the University provide the HFS Department with funding for five physical activity classes per semester to hire additional adjunct part-time faculty in specialized areas of health, fitness, and/or sport, who would be supervised, evaluated, and retained based on performance by the HFS Department Chairperson. These adjunct positions would replace the work load of coaches (staff) who currently teach in the department.

3. HFS Major or Minor - “the allocation of 1 FTE to the Department of Health, Fitness, and Sport...for the development of an interdisciplinary major and/or minor in fitness and sport management. The consultant cites several reasons for this recommendation including that 1) “the availability of a major in sport management would help attract prospective student athletes, and especially males to Wittenberg,” 2) “there is current expertise in this area in the existing faculty,” and 3) “the projections for an increased emphasis on fitness in this country are strong.” The HFS department supports the value/benefits of a minor in the department, however, believes that the focus of the first minor proposal should be one of Health/Wellness.

4. That it is “vitaly important for Wittenberg to significantly improve the variety and quality of weight training and aerobic conditioning equipment.” The consultant notes that “the availability of a state-of-the-art facility that can be used by students in classes, athletes, and students engaged in personal fitness programs is essential for the institution to attract and retain today’s students.” This has been achieved with the opening of the Fitness Center and Strength Center.

5. Campus Recreation - “The University should hire a full-time Director of Campus Recreation and provide the financial and structural support to build and maintain a strong program of extracurricular recreational experiences that will enrich campus life for students.”
Provost Proposal to Eliminate the “P” Co-Curricular Activity Requirement –

At its meeting on April 18, 2006, the General Education Advisory Committee voted unanimously against the proposal to eliminate the “P” co-curricular activity requirement of the General Education Program. Below are two written responses from committee members that summarize the committee’s rationale for its decision.

The General Advisory Committee supports the following rationale regarding its vote not to support the proposal to eliminate the general education requirement:

1. “Because physical wellness is part of our mission to educate the whole person and because the proposal to eliminate the P requirement does not offer any definite means by which this goal would be accomplished, I can’t support this proposal. If there are other ways of addressing this aspect of our mission—ways that would not constitute a significant reduction in the emphasis given to health and fitness—those ways need to be more fully investigated and implemented before the current General Education requirement is significantly altered or dispensed with. In the absence of any alternative, such a change in requirements would clearly indicate that fitness is not of the same importance to this institution as it was once, and that kind of message, as others have noted, seems ill-timed considering that obesity and other health-related issues have become more prevalent in our current culture than at any other point in history.

So to the question of whether we should eliminate the P-without any accompanying co-curricular or extracurricular changes to compensate for its absence-I do not believe it can be justified so long as we function under our mission statement (current or soon-to-be-current versions alike)”.

2. “In brief, all fiscal considerations aside and considering the proposal on purely educational terms, I cannot support the Provost’s proposal under our current general education scheme. In my view, to eliminate this expression of our institutional values would do a disservice to the liberal arts education we seek to provide”.

Curriculum Review Committee Model –

The Curriculum Review Committee proposed a model, March 29, 2007, for Physical Education where “a student should gain an appreciation of the relation between physical activity and personal well-being by participating in appropriate physical activities with the student’s physical ability”. Under this model students would be required to complete four semester hours that can be met by activity courses, intercollegiate sports, participation in dance concerts, wellness courses, and a documented fitness program.

SUMMARY AND INTERPRETATION OF ASSESSMENT FINDINGS

The Faculty Manual states that “the primary purpose of departmental self-assessment is to identify strengths and weaknesses of a department.”
Strengths:

The HFS department addresses the development of “physical qualities which characterize wholeness of person” as defined in the Wittenberg University mission statement. The need for health and wellness instruction and development in contemporary American society is well documented. HFS academic courses are part of the General Education curriculum, and complement major requirements in various departments of the university. The department addresses the needs and interests of the student body as well as the curricular issue of diversity by attempting to offer a variety of physical activity courses – though our ability to do so continues to erode with the loss of HFS work load.

For example:

- Minority and international students often choose Cricket, Badminton, and Beginning Swimming.
- Fitness Through Swimming, Fitness Programs, Jogging, Fitness Walking, and Weight Training are chosen by students interested in improving their fitness level.
- Golf, Tennis, and Racquetball are chosen by students interested in a lifetime sport activity.
- Sailing, Archery, SCUBA, Horsemanship, and Canoeing are chosen by students interested in a lifetime recreational activity.
- Lifeguard Training is chosen by students interested in employment or volunteer work in the aquatics area.
- Fitness Programs for Women is offered to meet the specific needs of women.

Student retention and recruitment are important issues at Wittenberg. HFS student course evaluations document positive satisfaction with activity course learning environments. Students learn skills for healthful and enjoyable use of leisure time. At least a few students have chosen Wittenberg because we offer select activity courses, e.g. horsemanship and sailing.

The HFS department offers a core of courses to address Health, Fitness, and Wellness. These areas and related courses should be an integral part of any university’s curriculum. There is a demand for these courses and they are rated highly when offered. However, the department is currently not able to meet student needs. The non-replacement of HFS retirements in 1999 and 2004 has required the department to drop three Health Education courses.

Weaknesses:

College/university curriculums should offer instruction in a variety of lifetime activities. For example, our department believes it is important to continue to provide instruction in the areas of swimming, horsemanship, golf, sailing and canoeing. The contract of an HFS Adjunct Assistant Professor was not renewed for the 2009-2010 academic year requiring the department to drop the Horsemanship, Beginning Swimming, Fitness Through Swimming and Fitness Walking classes from the Physical Activity course offerings. This decision has negatively affected the number and diversity of Physical Activity course options in the HFS Department.

Though we continue to offer a variety of physical activity courses, some courses have been dropped because of limited faculty workload. This loss of HFS faculty workload (over the past 9 years) has also severely limited the department’s ability to offer physical activity instruction.
beyond the entry level. As a result, intermediate level courses are rarely offered. Therefore, a weakness of the current physical activity program is that it does not sufficiently meet the interests and/or abilities of contemporary Wittenberg students.

When the HPE major and Minor was eliminated, the reduced FTE available for the activity course program made it necessary to drop a number of courses from the curriculum. Remaining faculty re-tooled to develop new courses and assumed workloads that entail up to six different course preparations. This faculty is unable to continue to pick up courses/other sport areas taught by lost faculty positions.

At the end of the spring semester 1999, Dr. Caroline Zimmerman, Assistant Professor in the HFS department retired. Her position was left unfilled. In fall 2003, HFS Associate Professor Pat Clouse was assigned to coach women’s intercollegiate golf in the Athletic Department – this reduced her workload in the HFS department by 12 credit units – this loss of HFS work load was not replaced. In fall 2004, Ms. Clouse accepted a phased out retirement from Wittenberg. As part of this agreement her teaching responsibilities in HFS were reduced to zero. Therefore, the department lost an additional one-half FTE for the 2004-2005 academic year. Pam Evans Smith, Instructor in the HFS Department, passed away in 2007 and the department lost the services of another faculty member. Mrs. Helen Martin’s Adjunct Assistant Professor contract and Mr. Ed Porter’s Adjunct Instructor contract, have not been renewed for fall 2009.

This has reduced the number of full-time HFS faculty members to three. However, workload for teaching in the department by full-time faculty has been reduced to 2.25 FTE:

- 2 full-time (Linda Arena, Tom Martin) without coaching responsibilities
- 1 full-time (Steve Dawson) with head coaching responsibilities (teaches 6 credits in HFS, and chairs the department)

Part-time Athletic staff that teach in HFS include:
- Paco Labrador – scheduled for 4 HFS credits in 2009-2010
- Bill Brown – scheduled for 2 HFS credits in 2009-2010
- Joe Fincham – scheduled for 2 HFS credits in 2009-2010
- Jeff Roope – scheduled for 2 HFS credits in 2009-2010

Therefore, there is only 2.65 FTE available to cover ALL HFS programs.

The availability of qualified coaches to teach in the HFS activity program is decreasing. Few coaches have a Master’s degree in HFS or a related field. This represents a dramatic change over the past decade. Further, there has been a problem in hiring some coaches – some individuals have been hired to coach and teach at Wittenberg without any input from the HFS department! This procedure is not and should not be tolerated by academic departments.

The loss of departmental workload from Helen Martin’s position directly affects the number of offerings in the Activity Program – swimming and lifetime exercises. The department proposed a Health/Wellness minor in 2005-2006. The basic courses to construct such a minor were already on the books, however, the university did not approve the curriculum or faculty replacement position to teach some of the courses and oversee the program.
What changes might the department implement as a result of the assessment study?

The Health, Fitness, and Sport Department needs to preserve the central core of its curriculum. The contribution of the department to the fulfillment of the Wittenberg University mission and a liberal arts education necessitates a qualified/professional faculty base. The department needs to be able to maintain quality while increasing the number and diversity of courses offered in the Physical Activity and the academic program. This will not only fulfill the mission of the department, it will also benefit students in relation to quality of program and flexibility in meeting graduation credit requirements. In addition, the department needs to be supported in its mission to provide general education course offerings in the areas of Health, Fitness, and Sport.

The department has been unable to offer a number of different sport areas in the activity program. For example, HFS 020 Basketball, HFS 026 Softball, HFS 041 Intermediate Swimming, and HFS 046 Water Safety Instructor have been dropped from the curriculum and HFS 047 Water Aerobics has not been offered for 7 years. As a result of the loss of Pat Clouse’s workload and the non-renewal of Helen Martin’s adjunct position, no Physical Activity courses are scheduled in our pool facility. Wittenberg has a very good pool facility that should be used for instruction.

The HFS department would like to reinstitute a faculty/staff fitness program. The department has been unable to fulfill this university need because of insufficient faculty work load. The new Fitness Center (fall 2005) could provide an ideal venue for this program.

HFS department and university faculty criteria must be fulfilled in order for coaches to teach in the department. Only individuals with a Master’s and undergraduate degree in HFS or a related field will be considered as potential part-time faculty in the department. In general, the department does not recommend using coaches to teach. Past experience has indicated that staff hired to coach are often unmotivated to teach and unable to teach activities beyond their own sport. Coaches are hired on staff, not academic contracts. They are not held by contract to stay the entire academic year. Historically coaches have left Wittenberg before classes ended leaving their students, the department and the university “holding the bag.”

If it is agreed by both the HFS and Athletic departments that a job description for an athletic vacancy can include the possibility of teaching within the HFS department, then the HFS department must be involved in the hiring process. No individual should be permitted to teach in the HFS department without HFS approval. Further, the HFS Chair will regularly evaluate all adjuncts and staff teaching within the department. If an individual is not fulfilling his/her responsibilities, whether coach or part-time employee, professional warning/remediation efforts will be followed by termination.

What resources will the department need to make these changes?

First, and foremost, the HFS department needs renewal of Mrs. Martin’s Adjunct Assistant Professor’s position. This is critical for the curricular reasons mentioned above. In addition, the department is in need of a young professional in the area of Health/Wellness who will not only fulfill curricular needs but also possess the potential for leading the department into the future.
The HFS physical activity program is a General Education requirement at Wittenberg. It is vital that the department maintain excellence in this curricular area. The department needs to use the expertise of Adjunct Assistant Professor Helen Martin for three activity courses each semester. The department also needs to have the budget and administrative support to hire additional Adjunct Instructors in order to achieve the goals of the Physical Activity program.

DEPARTMENT ACCOMPLISHMENTS AND FUTURE DIRECTION

For several years after the discontinuance of the HPE major and minor programs in 1993-95, the newly named Health, Fitness, and Sport Department struggled to identify and understand its place and function within the University curriculum. The department has worked hard over the past fifteen years to accomplish this task. This document presents evidence of that work – it is also a reflection of the positive contribution that the HFS department makes to the Mission of the Institution.

Activity Course Program

A reduced FTE available for the program and change in personnel has made it necessary to drop a number of courses from the curriculum. The current program of 27 different course selections offers a variety of activity options to serve student interest and abilities. However, the loss of HFS workload has limited our ability to offer all of these courses. Emphasis in course offerings is heavily weighted toward individual lifetime activities. This is a reflection of current student interest in pursuing lifetime health and fitness.

A departmental goal is to continue strengthening the activity course selections based upon student needs and interest. In addition, continued effort to maintain and upgrade equipment and facilities to support existing programs is a high priority.

Academic Program

A definite strength of the HFS Department is the quality of academic courses offered. The unique position of the HFS Department permits continued enhancement and expansion of courses to support other departments, the General Education curriculum, and the University in general. A new HFS minor in Health/Wellness would be a positive and attractive addition to the university curriculum. The area of Health/Wellness is of great interest to the college age student. Therefore, this minor would also be beneficial in student recruitment.

Steve Dawson, Chair, with the approval and assistance of the HFS faculty, submits this Department assessment report:

Linda L. Arena ________________________________
Steven C. Dawson ________________________________
Helen Martin               ________________________________
Thomas P. Martin ________________________________

Date: ___________________