2014-2015 Annual Report
(May 1, 2014-June 30, 2015)
Ball State University

SCHOOL OF PHYSICAL EDUCATION, SPORT, & EXERCISE SCIENCE
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School of Physical Education, Sport, & Exercise Science

2014-2015 Annual Report
(May 1, 2014-June 30, 2015)

REPORT OVERVIEW
Key Strengths:
- Strong and viable academic programs. The School of Physical Education, Sport, and Exercise Science (SPESES) continues to maintain strong academic programs at the undergraduate and graduate levels. Undergraduate enrollments hover around 830 students and graduate enrollments hover around 140 students.
- Athletic Training and Teacher Education continue to maintain accreditation/national recognition with their respective accrediting bodies.
- Human Performance Lab programs continue to maintain/develop national/international reputations.
- Strong application of theory in real-world situations (e.g., practicums, internships, immersive learning, technology).
- Strong teaching and scholarship culture and related faculty performance
- Rich faculty/student engagement in service.
- School is forward thinking and proactive.
- School guided by a vision statement.
- SPESES core content and professional behaviors embedded in undergraduate curricula.

Key Weaknesses/Opportunities/Threats:
- Faculty retention (weakness/threat).
- Academic advisement in select large programs (weakness).
- Job market (threat).
- BSU long-range academic planning (opportunity/threat).
- Continued implementation of School vision (opportunity).
- Communication and collaboration between the undergraduate and graduate programs in Exercise Science (opportunity).
- Cross-fertilization of curriculum and research collaborations within SPESES (opportunity).
- Increased alumni engagement by academic programs (opportunity).
- Advisory boards, particularly in professional programs (opportunity).
- Continued expansion of social media (opportunity).
- Community engagement/immersive learning (opportunity).

ACCOMPLISHMENTS REGARDING 2014-2015 KEY INITIATIVES
- Developed and implemented action plans regarding the BSU Strategic Plan.
- Completing development of new core items on student rating form regarding course and instructor quality/rigor.
- Continued implementing strategies to engage alumni and donors.
- Continued mentor programs in the School.
- Continued to promote international activities within the School.
- Promoted higher aspirations/initiatives for external funding in the School, including incentive programs.
- Finalized the PETE dual-license curriculum merge with Health Education.

KEY CHALLENGES FOR THE SCHOOL OF PHYSICAL EDUCATION, SPORT, & EXERCISE SCIENCE – 2015 AND BEYOND
- A key challenge continues to be retaining TT faculty. Our disproportionately high number of TT faculty who are at risk of turnover can create stability problems with respect to delivering academic programs and serving students effectively. The workload in replacing these faculty is substantial and turnover detracts from the overall climate. Noteworthy, however, is that turnover in the past three years has been lower and that many faculty are successfully completing the probationary period. However, the workload in mentoring these faculty through the P&T process is very significant.
Continue to foster academic and research interdisciplinary relationships in the School.

Continue to improve emphasis on quality of scholarship rather than quantity of scholarship. The tenure-line faculty have discussed this during faculty meetings as a part of P&T visioning for the School.

Continue to clarify expectations, provide consistency in the evaluation process from year to year, and develop a more transparent process regarding promotion and tenure reviews. The tenure-line faculty have discussed this during faculty meetings as a part of P&T visioning for the School.

Continue to foster and reward experiential/immersive learning experiences. The tenure-line faculty have discussed this during faculty meetings as a part of P&T visioning for the School.

Long-range stability of the PETE program suffers from high turnover and low availability of doctorally-prepared tenure-track faculty. PETE became a dual major with Health Education in fall, 2014. Long-range stability of the Aquatics program suffers from low availability of doctorally-prepared tenure-track faculty. This program is currently staffed entirely by contract faculty. Similarly, the graduate programs and services offered through the Fisher Institute for Wellness and Gerontology also face challenges/barriers (e.g., faculty recruitment/retention).

Resourcing facilities and equipment costs. Generating revenue to resource research laboratories and cover equipment maintenance costs is a major challenge. Although the high-tech equipment, particularly in the Human Performance and Biomechanics Laboratories, allows for cutting-edge research, expensive maintenance contracts are necessary to ensure the equipment remains fully operational. Often times grant money or University provided funds permit the purchase of an expensive piece of equipment, but finding additional revenue streams to support maintenance, and in some instances the personnel who have the expertise to use this equipment, is a very expensive proposition.

KEY INITIATIVES, 2015-2016

Continue to implement School Vision.

Continue to develop and implement initiatives for the CAST and SPESES Strategic Plan.

Continue to implement SPESES “Quality Improvement and Academic Rigor Initiatives.”

Finalize development of AT and PETE advisory boards.

Continue development of alumni outreach and engagement initiatives.

Continue to promote international activities within the School.

Continued development of social media.

Continue to enhance community engagement/immersive learning.

Continue to promote higher aspirations for external funding in the School.

Implement all aspects of School name change.

Develop responses, and implement action plans, to address recommendations from the external review

Transition of School to new College of Health.

Continue to develop future leadership within the School.

SCHOOL STUDENT LEARNING OUTCOMES ASSESSMENT

At the course level, student learning objectives serve to guide student learning. At the program level, student learning outcomes guide course objectives and learning experiences. Each program has identified several (3-5) specific outcomes that can be directly measured, recorded and reported. Indirect measures (e.g., student ratings of program quality, student self-assessment, focus groups, questionnaires, and interviews) and direct measures (e.g., comprehensive examinations, standardized tests, licensing examinations, evaluations of student portfolios and performances, and evaluations of students made by practicum, internship, or clinical supervisors) are used to provide evidence that students are achieving outcomes. Programs must demonstrate on an annual basis how this specific information is being used to modify and improve curricula and student learning experiences. There are 41 Student Learning Outcomes (SLO) associated with six undergraduate programs and three minors offered to undergraduate students, and 43 SLOs associated with ten graduate programs. Each SLO and progress related to its achievement can be seen in appendix G. The majority of SLOs have been attained or are in-progress. For instance, in the undergraduate Athletic Training program, students will be provided more opportunity in the clinical education setting to document patient progress. In the undergraduate Exercise Science program, changes from the prior year, which included an additional course section increasing student-instructor
interaction and fully implementing a new writing intensive component in EXSC 493, yielded very positive results. The graduate Sport Administration program developed a professional development component for inclusion in the PEP 601 course.

STRATEGIC PLAN ACCOMPLISHMENTS

1. Increase the percentage of entering freshmen who pursued the Indiana Academic Honors Diploma or its equivalent to 80 percent.
   - Although not substantive participation, the number of Honors College students over the past three years has held fairly steady.
   - Honors College enrollment has decreased to 23 students (from 25 students last year). The School is proactively reaching out to these students, and recruiting students for the Academic Honors (1 student currently enrolled) and Academic Honors in Writing (0 students currently enrolled) programs. Number of students completing these programs is minimal.

5. Increase the number of master’s programs that have enrolled students with an average undergraduate GPA of at least 3.30.

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>GPA</th>
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</thead>
<tbody>
<tr>
<td>Applied Gerontology</td>
<td>YR-2</td>
<td>3.25</td>
</tr>
<tr>
<td>Athletic Coaching Education</td>
<td>YR-3</td>
<td>3.21</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>YR-4</td>
<td>3.81</td>
</tr>
<tr>
<td>Clinical Exercise Physiology</td>
<td>YR-5</td>
<td>3.75</td>
</tr>
<tr>
<td>Exercise Physiology (MS)</td>
<td></td>
<td>&gt;3.30</td>
</tr>
<tr>
<td>Human Bioenergetics (PhD)</td>
<td></td>
<td>&gt;3.30</td>
</tr>
<tr>
<td>Sport Administration</td>
<td></td>
<td>3.30</td>
</tr>
<tr>
<td>Sport and Exercise Psychology</td>
<td></td>
<td>3.52</td>
</tr>
<tr>
<td>Sport Performance</td>
<td></td>
<td>3.43</td>
</tr>
<tr>
<td>Wellness</td>
<td></td>
<td>3.38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>YR-2</th>
<th>YR-3</th>
<th>YR-4</th>
<th>YR-5</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>8 of 10</td>
<td>6 of 10</td>
<td>8 of 10</td>
<td></td>
<td></td>
<td>Increase by 2</td>
</tr>
</tbody>
</table>

9. Increase the number of experiential and service learning participants by 10 percent.
   (Service learning is generally volunteer work done for a local group/agency. It is often a requirement within a class.)
   - 749 students participated in experiential and service learning experiences.
10. Increase the four-year graduation rate to 50 percent by 2017.

<table>
<thead>
<tr>
<th>Initial Major</th>
<th>F 08 Freshmen</th>
<th>F 09 Freshmen</th>
<th>F 10 Freshmen</th>
<th>Difference Fall 2009 and 2010 4 yr Grad. Rates</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>HC</td>
<td>4 yr Grad. Rate</td>
<td>HC</td>
<td>4 yr Grad. Rate</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>34</td>
<td>29.4%</td>
<td>28</td>
<td>14.3%</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>25</td>
<td>36.0%</td>
<td>31</td>
<td>38.7%</td>
</tr>
<tr>
<td>Exercise Science, Aquatics Option</td>
<td>3</td>
<td>100.0%</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Exercise Science, Bsc &amp; App Sc</td>
<td>12</td>
<td>50.0%</td>
<td>16</td>
<td>18.8%</td>
</tr>
<tr>
<td>Exercise Science, Hlth &amp; Ftns</td>
<td>7</td>
<td>57.1%</td>
<td>8</td>
<td>50.0%</td>
</tr>
<tr>
<td>Exercise Science, Sport Admin. Option</td>
<td>38</td>
<td>39.5%</td>
<td>51</td>
<td>49.0%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>35.0%</td>
<td>13</td>
<td>7.7%</td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td>27</td>
<td>44.4%</td>
<td></td>
<td></td>
</tr>
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</table>

*Current data is still being organized by the OIE.

11. Increase the six-year graduation rate to 65 percent.

<table>
<thead>
<tr>
<th>Initial Major</th>
<th>F 06 Freshmen</th>
<th>F 07 Freshmen</th>
<th>F 08 Freshmen</th>
<th>Difference Fall 2007 and Fall 2008 6 yr Grad. Rates</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>HC</td>
<td>6 yr Grad. Rate</td>
<td>HC</td>
<td>6 yr Grad. Rate</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>39</td>
<td>56.4%</td>
<td>23</td>
<td>60.9%</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>16</td>
<td>75.0%</td>
<td>20</td>
<td>70.0%</td>
</tr>
<tr>
<td>Exercise Science, Aquatics Option</td>
<td>1</td>
<td>100.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Exercise Science, Bsc &amp; App Sc</td>
<td>7</td>
<td>57.1%</td>
<td>8</td>
<td>62.5%</td>
</tr>
<tr>
<td>Exercise Science, Hlth &amp; Ftns</td>
<td>9</td>
<td>44.4%</td>
<td>7</td>
<td>71.4%</td>
</tr>
<tr>
<td>Exercise Science, Sport Admin. Option</td>
<td>46</td>
<td>71.7%</td>
<td>40</td>
<td>62.5%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>18</td>
<td>50.0%</td>
<td>17</td>
<td>70.6%</td>
</tr>
</tbody>
</table>

*Current data is still being organized by the OIE.

12. To ensure clear pathways for transfer students, increase by 50 percent the number of 2+2 articulation agreements with Ivy Tech Community College by 2014.

- Not applicable.

14. Redesign courses with high drop/fail/withdraw (DFW) rates to promote student achievement.

- EXSC 292 targeted for redesign.
15. Increase to 25 the number of students per year winning national scholarships/awards (e.g., Goldwater, Fulbright, Truman, etc.).
   - Kayla Negley received the Society of Health and Physical Educators (SHAPE) America Ruth Abernathy Presidential Scholarship.

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<td></td>
<td>2</td>
</tr>
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</table>

17. Each student will have a four-year curricular map supported by technology alerts available by May 2013.
   - 4-year maps completed for all programs. Complete annual updates as necessary.

19. 100 percent of faculty and students will use the campus LMS (Blackboard).
   - Achieved.

20. All departments will establish and implement an appropriate assessment process that utilizes available technology to allow for efficient aggregate data collection and analysis.
   - Ongoing program coordinator/faculty training for rGrade and Blackboard.

24. By 2017, 10 articles will be published or papers presented at professional conferences reporting on immersive learning projects.

Publications

Presentations
2. Leitzelar, B., Dieringer, Shannon Marie, Judge, Lawrence W., Indiana Association for Health, Physical Education, Recreation and Dance Conference, "Implementation and Documentation of an Immersive Learning Adapted Physical Education Program." Indiana Association for Health, Physical Education, Recreation and Dance, Indianapolis, IN. (November 2014).

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</thead>
<tbody>
<tr>
<td>4 (1 article; 3 presentations)</td>
<td>3 presentations</td>
<td>1 publication 4 presentations</td>
<td></td>
<td></td>
<td>Maintain</td>
</tr>
</tbody>
</table>
25. Recognize immersive learning in promotion and tenure (P&T) and salary documents at the department and college levels by 2014.
   - Achieved.

26. Provide every undergraduate student with an immersive learning opportunity by maintaining a minimum of 4,200 students annually in immersive learning projects.

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</thead>
<tbody>
<tr>
<td>YR-1 2012-13</td>
<td>87</td>
<td>89</td>
<td>78</td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

27. All undergraduate departments will offer at least one immersive learning opportunity each year.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>External Agency</th>
<th>Title</th>
<th>Course</th>
<th>Semester</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonya Skalon,</td>
<td>Muncie Police Dept.</td>
<td>Officer Charlie Project</td>
<td>EXSC 320</td>
<td>Spring 2015</td>
<td>25</td>
</tr>
<tr>
<td>Larry Judge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicole Koontz</td>
<td>Muncie National Guard</td>
<td>BSU Exercise Science 301 Class and Muncie National Guard</td>
<td>EXSC 301</td>
<td>Spring 2015</td>
<td>34</td>
</tr>
<tr>
<td>Sheli Plummer</td>
<td>Burris Laboratory School</td>
<td>Step Up for Health</td>
<td>PEP 252</td>
<td>Fall 2014</td>
<td>19</td>
</tr>
</tbody>
</table>

28. Increase science, technology, engineering, and math (STEM) and other high-impact degree offerings.

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human Bioenergetics</td>
<td>Explore for graduate Biomechanics</td>
</tr>
<tr>
<td>Target = 2</td>
<td></td>
</tr>
</tbody>
</table>

29. Increase graduate student full-time equivalents (FTEs) by 20 percent. (Fall End of Term-excludes independent learning)

Baseline 2012-13: 85.3
Baseline 2013-14: 78.8
Baseline 2014-15: 65.8
Baseline 2015-16: 72.3
Baseline 2016-17: UP 10%

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<tbody>
<tr>
<td>85.3</td>
<td>78.8</td>
<td>65.8</td>
<td>72.3</td>
<td></td>
<td>93.8</td>
</tr>
</tbody>
</table>

30. Administer an annual survey regarding the readiness of graduates to employers recruiting on campus.
   - None of the SPESES programs completed annual surveys.
35. By 2017, increase by 15 percent the number of employers engaged in on-campus recruiting activities.

- There have only been a few opportunities for students to attend on-campus recruiting fairs which included relevant SPESES fields. Approximately 64 students in Health and Physical Education, Undergraduate Sport Administration, and Wellness Management participated in recruitment activities. Students have the opportunity to interact with possible employers at state, regional, and national conferences. Also, some recruitment is occurring through email or Skype.

36. 50 percent of students will participate in research, internships student teaching, or related professional experiential learning experiences each year (excluding immersive learning).

All programs report that 100% of undergraduates and graduates complete by graduation.
Undergraduate = 640
Graduate = 115

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Target</th>
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<tbody>
<tr>
<td>100%</td>
<td>Achieved</td>
</tr>
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</table>

38. Complete the implementation of the core curriculum by fall 2013.

- Completed.

48. 55 programs will be nationally ranked or recognized by 2017. (BSU Goal is cumulative across the 5 years)

YR-1 2012-13
1. Athletic Coaching Education (Graduate) - 19th in the National “Best Buy” list
2. Wellness Management (MA degree) - National Wellness Institute Distinguished Program Award

YR-2 2013-14
None

YR-3 2014-15
None

49. Increase the number of faculty and professional personnel with national recognition (awards, leadership positions, and editorial board memberships), (see Professional Engagement for editorial board journals and national engagement).

National Recognition Summary (includes comparison to last year):
11 Faculty (increase of 1) served on 22 Editorial Boards (increase of 2)
14 Faculty (decrease of 1) served in 31 National/International Leadership Positions (increase of 1)
5 Faculty (increase of 4) received 9 National/Regional Awards/Recognitions (increase of 6)
Overall 23 Faculty achieved 62 accomplishments

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<tbody>
<tr>
<td>18 faculty/58 accomplishments</td>
<td>16/53</td>
<td>23/63</td>
<td></td>
<td></td>
<td>61 Accomplishments</td>
</tr>
</tbody>
</table>
Faculty Honors/Awards

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Award</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawrence Judge</td>
<td>• Indiana State Director</td>
<td>• National Strength &amp; Conditioning Association</td>
</tr>
<tr>
<td></td>
<td>• Years of Service Award</td>
<td>• Indiana Association of Health, Physical Education, Recreation, and Dance</td>
</tr>
<tr>
<td></td>
<td>• World Academy of Sport Trainer</td>
<td>• International Paralympic Committee</td>
</tr>
<tr>
<td></td>
<td>• Research Fellows</td>
<td>• Society of Health and Physical Educators</td>
</tr>
<tr>
<td></td>
<td>• Registered Strength and Conditioning Coach Emeritus</td>
<td>• National Strength and Conditioning Association</td>
</tr>
<tr>
<td>Dorice Hankemeier</td>
<td>• 2015 Young Professionals’ Committee’s National Distinction Award</td>
<td>• National Athletic Trainers’ Association</td>
</tr>
<tr>
<td>Tom Weidner</td>
<td>• 2015 Hall of Fame Inductee</td>
<td>• National Athletic Trainers’ Association</td>
</tr>
<tr>
<td>Regional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dorice Hankemeier</td>
<td>• President’s Excellence Inductee</td>
<td>• Great Lakes Athletic Trainers’ Association</td>
</tr>
<tr>
<td>Jennifer Popp</td>
<td>• Outstanding Educator Award</td>
<td>• Great Lakes Athletic Trainers’ Association</td>
</tr>
</tbody>
</table>

50. Increase by 10 percent the number of student presentations at national/regional disciplinary conferences (includes comparison to last year) (Students as “LEAD” presenter).

Total number of students making presentations: 28 (increase of 1)
Total students making national/international/regional presentations: 15 (decrease of 9)
Total number of presentations (national, regional, state): 35 (increase of 4)
Total national/international presentations: 17 (decrease of 4)
Total regional presentations: 9 (increase of 4)

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<tr>
<td>29</td>
<td>31</td>
<td>26</td>
<td></td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

51. Increase by 15 percent the number of publications and peer-reviewed presentations in scholarship of teaching and learning.

Presentations: 12
Publications: 2

Presentations
4. Powers, Shannon M., Judge, Lawrence W., Indiana Association for Health, Physical Education, Recreation, and Dance State Conference, "Destructive Leadership in a D1 Intercollegiate Athletic Department: Followers

Publications
   Published: December 2014
   Published: June 2014

52. Increase by 50 percent the external funding of scholarship of teaching and learning.


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<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$2433</td>
<td></td>
<td></td>
<td></td>
<td>$2000</td>
</tr>
</tbody>
</table>
53. By 2017, increase fully online student full-time equivalents (FTEs) by 35 percent.
   - The Athletic Coaching Education (ACE) program has had a declining over all enrollment over a recent period. Comprehensive marketing and enrollment strategies have been underway through the Online and Distance Education office. Many aspects have been implemented and some success in both the number of applicants and enrollments have been recognized.

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<tbody>
<tr>
<td>29.96</td>
<td>19.00</td>
<td>19.71</td>
<td></td>
<td></td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>-36.6% from baseline</td>
<td>-34.2% from baseline</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

54. Achieve 50 percent growth in dual-credit full-time equivalents (FTEs).
   - To be determined. Need data from EE and/or OIR.

55. Achieve 10 national rankings and recognitions of online efforts.

<table>
<thead>
<tr>
<th>Athletic Coaching Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

56. By 2017, facilitate the introduction by colleges/departments of two new bachelor’s degree programs and four graduate degree programs for completely online delivery.
   - The School currently offers one graduate degree, Athletic Coaching Education, for completely online delivery. Other possibilities were considered (Sport Performance) and there are no plans to offer additional programs for completely online delivery at this time.

57. By 2017, increase on-campus student enrollment in blended courses to 25 percent.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>3-5 courses</td>
</tr>
</tbody>
</table>

58. By 2017, 50 percent of on-campus students will have taken at least one online course by the time they graduate.

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 course in each program/ 106 students enrolled in online courses which is 12% of approximate undergraduate enrollment</td>
<td>Maintain/ Monitor online courses completed</td>
</tr>
</tbody>
</table>

- 110 students enrolled in online courses which is 13% of approximate undergraduate enrollment.
- Multiple faculty have developed online courses for summer, 2015 (areas include PFW and graduate Sport Administration and Sport and Exercise Psychology). In total, since 2011, 33 online courses have been approved for development of which 32 are now completed.
- The MA/MS Coaching program continues to be delivered exclusively on-line. Implemented extensive marketing strategies to promote program.
- PFW online courses continue to have strong enrollments.
- Percentage of SPESES Program courses that have been developed for possible online offering (based on 2015-2016 undergraduate catalog).

<table>
<thead>
<tr>
<th>Required</th>
<th>Required plus Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
<td></td>
</tr>
<tr>
<td>Aquatics</td>
<td>14%</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>13%</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>25%</td>
</tr>
<tr>
<td>HPE</td>
<td>6%</td>
</tr>
<tr>
<td>Sport Administration</td>
<td>54%</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td></td>
</tr>
<tr>
<td>Applied Gerontology</td>
<td>50%</td>
</tr>
<tr>
<td>Athletic Coaching Education</td>
<td>100%</td>
</tr>
<tr>
<td>Sport Administration</td>
<td>71%</td>
</tr>
<tr>
<td>Sport Performance</td>
<td>25%</td>
</tr>
<tr>
<td>Sport and Exercise Psychology</td>
<td>57%</td>
</tr>
<tr>
<td>Wellness Management</td>
<td>33%</td>
</tr>
</tbody>
</table>

**63.** Increase by 125 percent external funding for scholarly work.

SPESES funded proposals comparison 13/14 to 14/15:
- Amount funded: $1,096,311 (increase of $427,658) (as of June 2015)
- Number funded: 11 (decrease of 6)

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,303,971 (with FIWG)</td>
<td>$691,941</td>
<td>$668,653</td>
<td>$1,096,311</td>
<td>3 Yr. ave. ~ $1,297,723</td>
<td>$1,946,584</td>
<td></td>
</tr>
</tbody>
</table>

**64.** Increase by 10 percent the number of refereed or juried achievements by faculty members (manuscripts, performances, exhibitions, presentations, books, etc.). (Refereed articles, books, and refereed national presentations)

Scholarly accomplishments include the following (includes comparison to last year) (see Appendix A):
- 73 publications in peer-reviewed journals (increase of 2)
  - Including 12 student led publications
- 10 books/chapters (decrease of 4)
- 103 national/international conference presentations (decrease of 4)
  - Including 16 presented internationally
- 143 overall conference presentations (increase of 1)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>206</td>
<td>200</td>
<td>186</td>
<td>215 (JA &amp; P)</td>
<td>-2.9%</td>
<td>-9.7% from baseline</td>
</tr>
</tbody>
</table>
Faculty Assigned Time Summary

- There was a total of 150 credit-hours (same as last year) of research assigned-time, of which 6 credit-hours (increase of 6 from last year) came from external grants.
- We strongly adhere to the philosophy that SPESES graduate student funding is to enhance the scholarly activities of the faculty mentor (see Appendix E for more information regarding graduate program activities).
- 16/19 faculty with research assigned time met all of the CAST guidelines for assigned time.
- 18 faculty submitted manuscripts as lead author, and 1 did not submit a manuscript.
- 18 tenure-line faculty submitted as PI, and 1 had no external grant submissions.
- 14 faculty presented refereed presentations, 2 gave non-refereed, and 3 had no presentations as lead presenter.

<table>
<thead>
<tr>
<th>Tenure line Faculty Productivity*</th>
<th>Submit Refereed Manuscript as Lead Author</th>
<th>External grant as Principal Investigator</th>
<th>Refereed Presentation as Lead Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Lead author</td>
<td>18 PI</td>
<td>15 Refereed</td>
<td></td>
</tr>
<tr>
<td>1 Co-author</td>
<td>0 Co-PI</td>
<td>2 Non refereed/Invited</td>
<td></td>
</tr>
<tr>
<td>1 None</td>
<td>1 None</td>
<td>3 None</td>
<td></td>
</tr>
</tbody>
</table>

*Includes productivity of faculty without assigned time.

Internal Grant Summary:
- Number Submitted - Internal Grants: 23
- Number Funded - Internal Grants*: 19
- Amount Funded - Internal Grants*: $81,457.78
  *based upon internal grants labeled as “funded” in Digital Measures

65. Increase by 40 percent the number of contract and grant proposal submissions.

SPESES external submitted proposals comparison 13/14 to 14/15:
- Status of the 14/15 submitted proposals: 11 of 25 funded (as of June 2015)
- Number Submitted: 25 (decrease of 2)
- Amount Requested: $1,207,690 (decrease of $952,649)

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
<td>27</td>
<td>27</td>
<td>25</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

66. Increase the number of contract and grant proposal submissions totaling more than $25,000 by 25 percent.

- The School’s number of proposals fell 43% below our baseline of 7 and 56% below our target.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>6</td>
<td>12</td>
<td>4</td>
<td></td>
<td>Up 25% (9)</td>
</tr>
</tbody>
</table>

80. Track and communicate annually the financial and service impact of student volunteer programs on Muncie and Delaware County.

- Number of Students: 121
- Number of Hours: 2,160
- Number of Agencies: 4
82. Offer specific curricula in sustainability.
   - To be determined.

95. Every college and professional program will have an external advisory council.
   - Met with BSU Cardinal Sports Medicine Society executive committee and received their support of an advisory board for the Athletic Training Program. Outreach to potential members taking place at the national conference in June, 2015. Advisory board for Physical Education-Teacher Education is stalled due to Program Coordinator transition.

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

96. Every department will conduct alumni surveys every five years and solicit employer input where appropriate to aid in curriculum development.
   - Alumni surveys are regularly and systematically conducted for all undergraduate programs, but infrequently for graduate programs. Employer surveys have been conducted for three of the five undergraduate programs, while the other two programs will be encouraged to do so in the near future. Response rates for such surveys are generally so poor which make the results unusable. Perhaps of more realistic value is that most of the programs (undergraduate and graduate) rely on internship supervisor student evaluations which can help guide improvements in curricula.

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct alumni surveys: achieved</td>
<td>Employer input: practicums/student teacher feedback?</td>
</tr>
</tbody>
</table>

97. Increase by 10 percent annually the number of companies that are impacted by the university. (See Appendix E and Appendix F for further information)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>107 companies</td>
<td>173</td>
<td>144</td>
<td>118</td>
</tr>
</tbody>
</table>

- Acceleration Indiana
- Africare, Power Forward
- Allegany College of MD
- Alpha Center
- America Multi-Sport
- Anderson Community Schools
- Anderson YMCA
- Appletree YMCA Daycare
- Arkansas Musculoskeletal Institute
- ASONS
- Atlanta Hawks
- AWP Sports Performance
- Ball State Athletics
- Ball State Military Science Department
- Ball State Music department
- Ball State Police
- Ball State University
- Ball State University Sports Facilities
- Benjamin Harrison YMCA
- Bluefield Blue Jays
- Body-N-Motion
- Bolt From The You
- Boys & Girls Club
- BSU Adult Physical Fitness Program
- Ball State Recreational Services
- Ball State Strength & Conditioning
- Ball State-APEP
- Ball State Biomechanics
- Ball State Physics and Astronomy
- Burris Laboratory School
- Cambridge Square Apartments
- Camp Wakeshma
- Canoe Country
- Carmel Aquatics Club
- Carmel Clay Parks and Recreation
- Carmel Middle School, Carmel
- Carmel Rehab
- Central Indiana Orthopedics
- CES Performance - Atlanta
- Church of Iron Sports Performance
- City of Muncie
- Community Heart and Vascular Hospital
Community Hospital East  
Contra Costa College  
Cooper Speed and Strength School  
Darke Co. YMCA  
Dave Griffin’s Sport Complex  
Delaware County Government  
Delaware Wastewater  
Delta High School  
Dr. Rob Bell, LLC  
Dr. Thomas Melham, MD  
Elwood Community Schools  
Extreme Volleyball Professionals  
F3 - Fit Flex Fly  
Fairfield County Hunt Club  
Falls Creek Intermediate, Fishers  
First Choice Physical Therapy  
Fitness Forum Sports and Wellness  
Franciscan Alliance Omni Health & Fitness  
Franciscan St. Francis Health/Cardiac Screening Center  
Freedom Sports and Entertainment  
French Lick Hotel  
Functional Performance Center  
GM Jr. Scouting  
Grand Park  
Grant County YMCA  
Gray Eagle Golf Club  
Greenwood High School  
Hard Pressed  
Henry County Sports Medicine  
IFAST  
Illinois Baseball Academy  
Indiana Fever  
Indiana Golf Association  
Indiana Humanities Council  
Indiana Soccer Foundation  
Indiana Sports Corporation  
Indianapolis Colts  
IPFW/Strength & Conditioning  
IU Health/Ball Memorial Hospital  
IU Health/Rehabilitation Services  
IU/Health Blackford Hospital  
Jay County High School  
KDM Physical Therapy  
Kitch Health  
KS Platinum Sports Performance  
Learid’s Underwater Service  
Monarch Beverages/ATI Worksite Solutions  
Monticello House Alzheimer’s Living  
Muncie Baseball and Softball Association  
Muncie Community Schools  
Muncie Health and Rehab  
Muncie YMCA  
National Institute for Fitness & Sport  
NCAA Regional Golf Championships  
New Britton Elementary, Fishers  
New Castle High School  
Nike’s Oregon Track Club Elite  
North Carolina High School Athletic Association  
Northwest YMCA  
Nova Southeastern University  
NuStart, L.L.C.  
Ohio Northern University  
Open Door Health Services  
Pacers  
Palmer Biomechanics Institute  
Parkview YMCA  
Pendleton Junior Baseball  
Physical Medicine and Rehabilitation  
Portage High School  
Power Alley Baseball Academy  
Prather Wellness  
Public Safety Medical  
Purdue University  
Raquette Lake Camps  
Rehabilitation Institute of Chicago  
Replay Physical Therapy  
Richmond High School  
Richmond Riverrats  
Selma School Corporation  
South Bend Orthopedics  
South O’Brien High School  
St. Vincent Sports Performance  
St. Vincent, Cardiac Rehab  
Stone Crest Golf Course  
Tajikistan National Taekwondo & Kickboxing Federation  
The Arsenal LLC  
The Indiana Heart Hospital  
Towne Meadow Elementary, Carmel  
Union City Community High School  
University of Arkansas  
University of California Los Angeles (UCLA) Recreation Department  
University of Maryland  
University of Rhode Island  
University of Texas  
University of West Virginia  
USAA Fitness & Recreation  
Warbird Training Academy  
Wellness Council of Indiana  
White River Athletic Club  
Whitko High School  
Yorktown High School  
Youth Opportunity Center
Increase by 10 percent annually the number of communities and increase to 70 the number of counties actively engaged with the university. (See Appendix E and Appendix F for further information)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>59 Communities</td>
<td>62 Communities</td>
<td>51 Total Communities</td>
<td>additional counties</td>
</tr>
<tr>
<td>21 IN Counties</td>
<td>28 IN Counties</td>
<td>44 IN Communities</td>
<td></td>
</tr>
</tbody>
</table>

Allen, IN          | Madison, IN   | Maricopa, AZ         | Allegany, MD             |
Blackford, IN      | Marion, IN    | Los Angeles, CA      | St. Joseph, MI           |
Boone, IN          | Marshall, IN  | Contra Costa, CA     | Orange, NC               |
Delaware, IN       | Orange, IN    | Fairfield, CT        | Hamilton, NY             |
Grant, IN          | Portage, IN   | Broward, FL          | Darke, OH                |
Hamilton, IN       | Randolph, IN  | Hillsborough, FL     | Seneca, OH               |
Henry, IN          | St Joseph, IN | Gwinnett, GA         | Lane, OR                 |
Howard, IN         | Wabash, IN    | Fulton, GA           | York, PA                 |
Jay, IN            | Wayne, IN     | Obrien, IA           | Kent, RI                 |
Johnson, IN        | Whitley, IN   | Cook, IL             | Travis, TX               |
Lake, IN           | Pulaski, AR   | McLean, IL           | Monongalia, WV           |
Lawrence, IN       | Washington, AR| Prince George's, MD  | Mercer, WV               |

Increase the total number of bachelor’s and master’s students graduating with a high-impact degree (as defined by the Indiana Commission for Higher Education) by 50 percent by July 31, 2017.

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Bioenergetics-3 doctoral students</td>
<td>1-Summer 2013</td>
<td>1-Summer 2014</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-Fall 2014</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-Spring 2015</td>
<td></td>
</tr>
</tbody>
</table>

PERSONNEL ACTIONS

Leadership
- Dr. David Pearson (graduate) and Dr. Larry Judge (undergraduate) will continue to serve as Associate Chairs.
- Dr. Leonard Kaminsky was appointed Director of the Fisher Institute for Wellness and Gerontology.

New Tenure-line hires to date (to begin August, 2015)
- Dr. Andrew Del Pozzi (Exercise Science)
- Andrew Eberline (Health and Physical Education)
- Dr. Matt Harber (Clinical Exercise Physiology)
- Dr. Leeann Lower (Sport Administration)
- Dr. Elizabeth Wanless (Sport Administration)

Tenure-line Resignations
- None

Tenure-line Retirements
- Dr. Kathy Segrist (August, 2015)

Faculty Diversity Efforts
- Positions posted in minority (women, black) outlets.

CHANGES IN SCHOOL MERIT SYSTEM
- Small revisions made to tenure-line salary document, and none needed for contract faculty salary document.
- Continue to use merit self-evaluation rubrics.
• Continue to better discriminate between lower and higher performers.

**FACULTY/STUDENT AWARDS**

**Faculty**

- **School/University**
  - Hankemier, Dorice: SPESES, Outstanding Tenure-Line Teacher, April, 2015
  - Zenisek, Bill: SPESES, Outstanding Contract Teacher, April, 2015

- **External to BSU**
  - Dr. Lawrence Judge (Athletic Coaching Education) was named the Indiana State Director of the National Strength & Conditioning Association (NSCA).
  - Dr. Lawrence Judge (Athletic Coaching Education) was honored as he finished his term as the President of Indiana Association of Health, Physical Education, Recreation, and Dance (IAHPERD) on November 5 at the recent IAHPERD state conference. President-elect Bethany Clegg presented Dr. Judge a plaque for his year of service as IAHPERD President in 2014.
  - Dr. Kimberly Hurley (Physical Education) has been appointed on the board of directors for Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) as the new Vice President for Advocacy.
  - Dr. Lawrence Judge (Athletic Coaching Education) was certified as a World Academy of Sport Trainer for the International Paralympic Committee. He is one of only two WAS certified trainers in the world.
  - Dr. Dorice Hankemeier (Athletic Training) was presented with the President’s Excellence Award at the 47th Great Lakes Athletic Trainers’ Association Annual Meeting and Symposium, March 11-14 in Wheeling, Illinois.
  - Dr. Jennifer Popp (Athletic Training) was presented with the Outstanding Educator Award at the 47th Great Lakes Athletic Trainers’ Association Annual Meeting and Symposium, March 11-14 in Wheeling, Illinois.
  - Dr. Lawrence Judge (Athletic Coaching Education) was honored as one of six Research Fellows selected by the Research Council for SHAPE America – Society of Health and Physical Educators.
  - Dr. Lawrence Judge (Athletic Coaching Education) was named a Registered Strength and Conditioning Coach Emeritus by the National Strength and Conditioning Association. Becoming a Registered Strength and Conditioning Coach (RSCC) is the highest distinction a strength coach can achieve.
  - Dr. Thomas Weidner (Athletic Training) was inducted into the Class of 2015 National Hall of Fame during the 2015 National Athletic Trainers’ Association Clinical Symposium in St. Louis.
  - Dr. Dorice Hankemeier (Athletic Training) was named the recipient of the 2015 Young Professionals’ Committee’s National Distinction Award, National Athletic Trainers’ Association.

**Students-Undergraduate**

- **Internal**
  - Ali Smith (Aquatics): Outstanding Senior Award
  - Rebecca L. Sutton (Athletic Training): Richard L. Hoover Cardinal Athletic Training Student Award
  - Stephanie Swank (Athletic Training): Professional Promise Award
  - Abigail Klingsmith (Athletic Training): Sayers Bud Miller Inspirational Award
  - Derrick Decker (Athletic Training): Most Valuable Student Award
  - Alex Brun and Kyle Parkinson (Athletic Training): Rookie Athletic Training Student Award
  - Benjamin LaGard (Athletic Training): Outstanding Senior Award
  - Jessica Burger (Exercise Science): Outstanding Senior Award
  - Austin Colby (Health and Physical Education): Dynamic Teaching Award
  - Jackson Berry (Health and Physical Education): Community Service Award
  - Cole Bonewit and Taylor Fry (Health and Physical Education): Professionalism Award
  - Kayla Negley (Health and Physical Education): Outstanding Senior Award
  - Michael Ragukonis (Health and Physical Education): Dr. Marilyn M. Buck School of Physical Education Teaching Scholarship
  - Evan Green (Health and Physical Education): Katherine Hamilton King Scholarship
  - Taylor Fry (Health and Physical Education): Grace Woody Scholarship
  - Nikki Pembleton (Health and Physical Education): Momentum Award
  - Zac Compton (Sport Administration): Male Major of the Year
Meghan Belanger (Sport Administration): Female Major of the Year
Taylor Wesling (Sport Administration): Male Networker of the Year
Brittany Gray (Sport Administration): Female Networker of the Year
Austin Oosterhoff (Sport Administration): Professionalism Award
Kyle Cooper (Sport Administration): Volunteer of the Year
Brandon Wolf (Sport Administration): Freshman of the Year

Kayla Negley (Health and Physical Education): Society of Health and Physical Educators Ruth Abernathy Presidential Scholarship
Anthony Scott (Athletic Training): Institute for Collegiate Sports Medicine Student Leadership Workshop

Students-Graduate

Courtney Roberts (Applied Gerontology) (Faculty Mentor: Dr. Jane Ellery (Thesis) and Dr. Kathy Segrist (Academic Program)): John Hill Award - Association of Lifelong Learners
Kimberly Dahl (Biomechanics) (Faculty Mentor: Dr. Clark Dickin): Keys/Litten/Smith Award
Kimberly Dahl, Sarah Hovey (Biomechanics) (Faculty Mentor: Dr. Clark Dickin); Dan Tracy, Shea Brgoch (Sport Administration); Robert Hilliard (Faculty Mentor: Dr. Lindsey Blom), Alex Wallace (Faculty Mentor: Dr. Selen Razon) (Sport & Exercise Psychology) received graduate merit fellowships
Robert Hilliard (Faculty Mentor: Dr. Lindsey Blom) and Brianna Leitzelar (Faculty Mentor: Dr. Lindsey Blom and Dr. Lawrence Judge) (Sport & Exercise Psychology): Co-recipients of the Korsgaard Award
Robert Hilliard (Faculty Mentor: Dr. Lindsey Blom), Brianna Leitzelar (Faculty Mentor: Dr. Lawrence Judge), Kara Holtzclaw (Faculty Mentor: Dr. Lawrence Judge), Alisha Sink (Faculty Mentor: Dr. Lindsey Blom), Matthew Ladwig (Faculty Mentor: Dr. Selen Razon), Ido Hellar (Faculty Mentor: Dr. Lindsey Blom) (Sport and Exercise Psychology) were recognized as Outstanding Graduate Students at the Graduate School Reception
Kimberly Dahl (Faculty Mentor: Dr. Clark Dickin), Natasha Francksen (Faculty Mentor: Dr. Clark Dickin), Jill Estes (Faculty Mentor: Dr. Henry Wang) (Biomechanics); Ben Nelson, Kristine Tecca, Josh Bock, Mary Tuttle (Clinical Exercise Physiology); Brandon Dykstra (Exercise Physiology); Kevin Murach, Steve Ratchford, Greg Grosicki, Justin Guilkey (Human Bioenergetics) received ASPIRE funding to support research and travel
Mary Tuttle (Human Bioenergetics): School of Physical Education, Sport, and Exercise Science (SPESES) travel funding
Alex Wallace and Andy Walsh (Sport & Exercise Psychology): Hollis Travel Grant
Michael Page (Sport Performance): Matthew B. Roush, MD Memorial Scholarship
Lauren Yaeher (Sport Performance): Rex L. Sharp Professional Dedication Award

External

Brianna Leitzelar (Athletic Coaching Education) (Faculty Mentor: Dr. Lawrence Judge): Outstanding Poster Award - Indiana Association for Health, Physical Education, Recreation Dance (IAHPERD) Scholarship Showcase
Rachel Surowiec (Biomechanics) (Faculty Mentor: Dr. Clark Dickin): National Science Foundation (NSF) Graduate Research Fellowship
Taylor Alward, Will Foster, Patrick Hagedorn, Brooke Robbins (Sport Administration) (Faculty Mentor: Dr. James Johnson): 2nd Place Poster Presentation - Indiana Association for Health, Physical Education, Recreation Dance (IAHPERD) Sport Management Conference
Rebekka Westrick, Whitney Jarnagin, Shea Brgoch, Nate Dudzik (Sport Administration) (Faculty Mentor: Dr. James Johnson): 3rd Place Poster Presentation - Indiana Association for Health, Physical Education, Recreation Dance (IAHPERD) Sport Management Conference
Jessica Adkisson (Sport Administration): Indiana Student of the Year - National Intramural Recreation Sports Association
Jessica Adkisson (Sport Administration): Outstanding Achievements Award as the Region III Student Leader - National Intramural Recreation Sports Association
Brianna Leitzelar (Sport & Exercise Psychology): Best Poster Presentation - Indiana Association for Health, Physical Education, Recreation Dance (IAHPERD) Conference
Jorge Ballesteros (Sport & Exercise Psychology) (Faculty Mentor: Dr. Lindsey Blom): McNair Fellowship
NATIONAL CREDENTIALING PASS RATES

Athletic Training Education Program - Board of Certification Examination
- For the 2014-15 academic year, 4 graduates (out of a cohort of 7 graduates) sat for the Board of Certification Examination. To date, 3 out of 4 graduates who took the exam passed on the first attempt for a first-time pass rate of 75%. The additional 3 graduates (included in the 2014-15 cohort) will be taking the exam in June 2015.
- Data for 2013-14 is complete. Thirteen graduates (out of a cohort of 13 graduates) took the BOC examination. Of the 13, 10 passed on first attempt (76.9%), and 12 out of 13 (92.3%) have passed the exam regardless of number of attempts. The national overall first time pass rate is 80.65%, and the national overall pass rate is 83.93%.

Health and Physical Education - PRAXIS II = Licensure exams
- 100% pass rate. 2015 data will be available August 1, 2015.

Sports Performance Program - CSCS = National Strength and Conditioning Association’s Certified Strength and Conditioning Specialist
- 100% of students take the NSCA-CSCS certification test – this is a nationally ranked exam with a 67% pass rate. 10 students have passed the exam for a 100% pass rate.

PROGRAM ACCREDITATIONS

<table>
<thead>
<tr>
<th>Program</th>
<th>Agency</th>
<th>Through Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Training</td>
<td>Commission on Accreditation of Athletic Training Education</td>
<td>2016</td>
</tr>
<tr>
<td>Health and Physical Education (UG)</td>
<td>NCATE/CAEP Council for the Accreditation of Educator Preparation</td>
<td>2018</td>
</tr>
<tr>
<td>Exercise Science (UG)</td>
<td>National Strength and Conditioning Association (NSCA – Recognized)</td>
<td>2016</td>
</tr>
</tbody>
</table>

ACADEMIC PROGRAM CHANGES

PROGRAM REVISIONS (IMPLEMENTED FALL 2014)

New Programs
- None

Revised Programs
- Aquatics Program (Undergraduate)
  - Revision of elective selection
  - Removed “Lab Fee Required” from the following courses: AQUA 216, AQUA 221, AQUA 315, AQUA 316, AQUA 404, and AQUA 458 and replaced it with “Optional Certification Fee”
  - Removed Lab Fee Required from AQUA 190
  - Revised AQUA 213, Introduction to Sailing to AQUA 212, Aquatic Recreation Activities
  - Dropped AQUA 217, AQUA 255, and AQUA 317
  - Changed AQUA 260 from Emergency Responder to Emergency Medical Responder
  - Changed the title and content of AQUA 314 to Teaching and Coaching Swimming and Diving
- Athletic Training Program (Undergraduate)
  - Removed AT 392, Practicum in Athletic Training 1 (3)
  - Removed AT 492, Practicum in Athletic Training 2 (3)
  - Added two new courses: AT 361, Clinical Education in Athletic Training 4 (2) and AT 461, Clinical Education in Athletic Training 6 (2) to replace AT 392 and AT 492
  - Revised the title of AT 460, Clinical Education in Athletic Training 4 (2) to AT 460, Clinical Education in Athletic Training 5 (2)
  - Added “LAB fee Required” and “A requirement for application to the Athletic Training Program” to AT 240
Added “Lab Fee Required” and prerequisites “Open only to Athletic Training majors admitted into the Athletic Training Program” to AT 373
- Removed AT 392 as a pre-requisite from AT 495
- Removed Pre-requisite courses from AT 496
- Removed EXSC 292 as a pre-requisite from AT 370, AT 371 and AT 373
- Removed AT 370 as a pre-requisite from AT 261
- Changed “Admission to Athletic Training Program” to “Open only to Athletic Training majors admitted into the Athletic Training Program” for AT 250 and AT 260
- Changed “Open only to Athletic Training Majors” to “Open only to Athletic Training majors admitted into the Athletic Training Program” for AT 261, AT 360, AT 370, AT 371, AT 372, AT 374, AT 460, AT 477, AT 494, AT 495, AT 496 and AT 497

- Exercise Science (Undergraduate)
  - Added 2 elective concentrations to major – Pre-Physical Therapy and Pre-Occupational Therapy
  - Revised Advanced Program Admission procedure
  - Removed Permission from EXSC 301 and EXSC 402

- Health and Physical Education Teacher Education (Undergraduate)
  - Merging Teaching Major in School Health Education and Teaching Major in Physical Education (All Grade). Program will be listed under both departments
  - Dropped the following courses from the program: PEP 101, PEP 102, PEP 103, PEP 194, PEP 242, PEP 244, PEP 250, PEP 327, PEP 344, PEP 391, PEP 395, PEP 494 and AQUA 315
  - Added the following courses to the program: FCFN 240, HSC 261, HSC 290, HSC 295, HSC 363, HSC 395, HSC 467, PEP 444 and EDJH 385
  - Revised the following courses: PEP 158, PEP 161, PEP 209, PEP 222, PEP 227, PEP 232, PEP 252, PEP 291, PEP 310, PEP 394, PEP 399, PEP 400, PEP 444, HSC 290, HSC 295, HSC 363, and HSC 395

- Aquatic Minor (Undergraduate)
  - Reducing the AQUATIC Minor from three (3) options of 24 credit hours to two (2) options of Aquatic Minor and Scuba Minor both of 18 credit hours

- Coaching Minor (Undergraduate)
  - Reinstating the Minor in Coaching. It was dropped Fall 2011
  - Removed EXSC 147, EXSC 292, EXSC 293, PEP 194, PEP 250 and PEP 331 from core courses
  - Added SPTA 190 to core courses
  - Moved PEP 291 from core to electives
  - Removed PEP 366 and PEP 368 from electives
  - Added AQUA 314, EXSC 302, EXSC 360, FCFN 340, PEP 227, SPST 200, SPST 450 and SPTA 300 under electives
  - Added Admission and Degree requirements that were congruent with other programs in the School

Courses (Undergraduate)

- New
  - AT 361 - Clinical Education in Athletic Training 4 (2)
  - AT 461 - Clinical Education in Athletic Training 6 (2)
  - EXSC 302 – Physical Activity Throughout the Lifespan (3)
  - PFW 161 – Physical Fitness and Wellness Activity (1.0)
  - PFW 162 – Physical Fitness and Wellness Lecture (1.0)

- Revised
  - AQUA 190 – Introduction to Aquatics (3)
  - AQUA 212 (213) – Aquatic Recreation Activities (3)
  - AQUA 216 – Lifeguard Training (3)
  - AQUA 221 – Advanced SCUBA Diver (2)
  - AQUA 260 – Emergency Medical Responder (3)
  - AQUA 314 – Teaching and Coaching Swimming and Diving (3)
  - AQUA 315 – Water Safety Instructor (WSI) (3)
  - AQUA 316 – Aquatic Fitness Instructor (3)
  - AQUA 404 – Lifeguard Instructor (LGI) (3)
  - AQUA 458 – Aquatic Leadership and Staff Development (3)
  - AT 240 – Prevention and Care of Musculoskeletal Injuries (3) - Added Lab Fee Required
- AT 250 – Application of Taping, Wrapping, and Protective Devices in Athletic Training (1) – Changed “Admission to Athletic Training Program” to “Open to Athletic Training Majors admitted into the Athletic Training Program”
- AT 260 – Clinical Education in Athletic Training 1 (2) - Changed “Admission to Athletic Training Program” to “Open to Athletic Training Majors admitted into the Athletic Training Program”
- AT 261 – Clinical Education in Athletic Training 2 (2) – Removed AT 370 as a pre-requisite. Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 360 – Clinical Education in Athletic Training 3 (2) - Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 370 – Lower Extremity Orthopedic Evaluation in Athletic Training (3) - Removed EXSC 292 as a pre-requisite, Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 371 – Upper Extremity Orthopedic Evaluations in Athletic Training (3) - Removed EXSC 292 as a pre-requisite, Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 372 – Therapeutic Modalities in Athletic Training (3) - Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 373 – Therapeutic Exercise and Techniques in Athletic Training (3) - Added Lab Fee Required & prerequisites (Open to athletic training majors admitted into the Athletic Training Program), Removed EXSC 292 as a pre-requisite
- AT 374 – Organization and Administration of Athletic Training (3) - Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 460 – Clinical Education in Athletic Training 5 (2) – Revised Title from “Clinical Education in Athletic Training 4” to “Clinical Education in Athletic Training 5”, and Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 477 – Psychosocial Aspects of Sports Medicine (3) - Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 494 – Clinical Integration in Athletic Training (1) - Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 495 – Medical and Pharmacological Aspects of Athletic Training (4) – Removed AT 392 as a pre-requisite, Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 496 – Clinical Experience in Athletic Training (1-6) – Removed pre-requisite courses, Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- AT 497 – Clinical Decision Making in Athletic Training (2) - Changed “Open Only to Athletic Training Majors” to “Open to athletic training majors admitted into the Athletic Training Program”
- EXSC 301 – Fundamentals of Exercise Prescription (3) – Removed permission
- EXSC 402 – Advanced Fitness Assessments in Exercise Science (3) - Removed Permission
- PEP 158 – Teaching Dance and Gymnastics (3) - PEP and HEALTH majors only, or by permission from coordinator
- PEP 161 – Foundations and Principles of Health and Physical Education (3) PEP and HEALTH majors only
- PEP 209 – Introduction to Teaching Physical Education (3) - PEP and HEALTH majors only, or by permission from coordinator, prereq PEP 161 and PEP 291
- PEP 222 – Teaching Field and Court Invasion Games (2) - PEP and HEALTH majors and elementary ed majors only, or by permission from coordinator
- PEP 227 – Introduction to Adapted Physical Education/Activity (3) – Open to All
- PEP 232 – Teaching Net and Wall Games (2) - PEP and HEALTH majors and elementary ed majors only, or by permission from coordinator
- PEP 252 – Teaching Physical Fitness and Fitness Activities (3) - PEP and HEALTH majors and elementary ed majors only, or by permission from coordinator
- PEP 291 – Motor Development and Learning Across the Lifespan (3) – Merged with PEP 391 and renamed, PEP and HEALTH majors and Coaching Minors only, or by permission from coordinator, prereq PEP 161
- PEP 310 – Formal Assessment in Health Physical Education and Physical Activity Settings (3) – Merged with PEP 321 and renamed, PEP and HEALTH majors only, or by permission from coordinator, prereq PEP 161, PEP 209 and DP2 complete
- PEP 394 – Teaching Physical Education in the Elementary School (3) – PEP and HEALTH majors and elementary ed only, or by permission from coordinator, prereq PEP 161, PEP 209 and DP2 complete
- PEP 399 – Teaching Physical Education in the High School (3) – PEP and HEALTH majors only, or by permission from coordinator, prereq PEP 161, PEP 209, PEP 394 and DP2 complete
- PEP 400 – Introduction to Curriculum Design in Physical Education (2) – PEP and HEALTH majors only, or by permission from coordinator, prereq PEP 161, PEP 209, PEP 394 and DP2 complete
- PEP 444 – Developing the Health and PE Classroom Environment (3) - Renamed, PEP and HEALTH majors only, or by permission from coordinator, prereq PEP 161, PEP 209, PEP 394 and DP2 complete
- PEP 409 – Psychological/Social Issues in Sport – Removed Aquatic Majors and added Coaching minors to the Open only to statement. It is now “Open only to sport administration majors and coaching minors.”
- PFW 100 – Physical Conditioning – Add PFW 161 and PFW 162 to the Not Open to Students statement.
- PFW 101 – Physical Fitness and Wellness Activity - Add PFW 161 and PFW 162 to the Not Open to Students statement
- PFW 102 – Physical Fitness and Wellness Lecture - Add PFW 161 and PFW 162 to the Not Open to Students statement
- PFW 103 – Walking - Add PFW 161 and PFW 162 to the Not Open to Students statement
- PFW 104 – Jogging - Add PFW 161 and PFW 162 to the Not Open to Students statement
- PFW 105 – Adapted Physical Fitness and Wellness - Add PFW 161 and PFW 162 to the Not Open to Students statement
- PFW 117 – Water Aerobics - Add PFW 161 and PFW 162 to the Not Open to Students statement
- PFW 148 – Aerobics - Add PFW 161 and PFW 162 to the Not Open to Students statement
- PFW 160 – Physical Fitness and Wellness (2)
- PFW 217 – Swimming - Add PFW 161 and PFW 162 to the Not Open to Students statement
- WWIN 496 – Seminar in Workplace Wellness (1-6)

- Dropped
  - AQUA 213 – Introduction to Sailing (1)
  - AQUA 217 – Canoe and Kayak (1)
  - AQUA 255 – Practicum in Aquatics (2)
  - AQUA 317 – Teaching Diving, Water Polo, and Synchro Swim (3)
  - AT 392 – Practicum 1 in Athletic Training (1-3)
  - AT 492 – Practicum 2 in Athletic Training (1-3)
  - PEP 101 – Fitness Test 1
  - PEP 102 – Fitness Test 2
  - PEP 103 – Fitness Test 3

- Applied Gerontology (Graduate) – Master of Arts
  - Changing the GRE combined score in the Admission Requirements

- Biomechanics (Graduate)
  - Moved EXSC 655 & 652 to the Core Requirements
  - Created EXSC 616 and added to the Core Requirements
  - Moved EDPS 641 and EXSC 611 down to Research Requirements to be consistent with the other graduate programs in SPESES
  - Combined multiple elective categories into a new directed electives category
  - Currently in the Master and Master of Science in Exercise Science and now will only be in Master of Science in Exercise Science
  - Updating Degree Requirements

- Exercise Physiology (Graduate)
  - Currently in the Master and Master of Science in Exercise Science and now will only be in Master of Science in Exercise Science
  - Updating Degree Requirements

- Graduate Certificate in Gerontology (Graduate)
  - Provided a list of courses from which the student can select the required 9 hours. Also listed the requirements of 9 hours of directed electives
- Wellness Management (Graduate) Master of Arts and Master of Science
  - Changing the GRE combined score in the Admission Requirements

Courses (Graduate)
- New
  - EXSC 616 – Motor Control (3)
- Revised
  - SPTA 691 – Historical Foundations of Sport (3) – Changing title and content from Sports on Film to Historical Foundations of Sport
  - EXSC 633 – Seminar in Exercise Science (1-18)
  - EXSC 698 – Internship in Exercise Program (1-3)
  - EXSC 699 – Independent Study (1-6)

Dropped Programs
- Sports Medicine Minor (Undergraduate)

NEW (APPROVED SPRING 2015)

New Programs
- Aquatics Certificate: Aquatic Instruction (Undergraduate)
- Aquatics Certificate: Aquatic Operations (Undergraduate)
- Aquatics Certificate: SCUBA Leadership (Undergraduate)
- SCUBA Minor (Undergraduate)
- Graduate Certificate in Athletic Coaching Education (Graduate)
  - Creation of Certificate in Athletic Coaching Education for 12 hours
  - Added the following existing courses: ACE 604, ACE 612, ACE 670, and ACE 675
- Master of Science in Applied Gerontology

Revised Programs
- Bachelor of Athletic Training
  - Changes were made to the Admission Requirements (Professional Program) and Retention Standards (once admitted to professional program).
- Major in Sport Administration (Undergraduate)
  - Revised SPTA 195 – Title Change – Computer Applications for Sport Administration to Computer and Technology Applications for Sport Administration
  - Revised SPTA 195 – Credit hours change from 2.0 to 3.0
  - Creation of SPTA 470 – International and Comparative Administration of Sport
  - Total hours changed from 71-74 to 75-78
- Sport Administration (Graduate)
  - Created SPTA 620 as a new elective
  - Dropped the course SPTA 695
  - Updated Degree Requirements
- Athletic Coaching Education (Graduate)
  - Moved ACE 692 from Core Requirements to Research Requirements as an option to ACE 688
  - Waive the GRE requirement for Athletic Coaching Education
  - Change total hours from 33 to 30.
  - Changed the open only to statement on each course to Open only to student in the School of Physical Education, Sport, and Exercise Science
  - Updated Degree Requirements.

Courses (Undergraduate)
- New
  - None
- Revised
  - EXSC 201
  - EXSC 402
- Dropped
  - None

Courses (Graduate)
• New
  o None
• Revised
  o AT 696 – Changed to PEP 696 to AT 696.

Dropped Programs
• None

PLANNED PROGRAMS/REVISIONS (NEXT 5 YEARS)
• Consider entry-level Master’s degree in Athletic Training.
• Consider doctoral program in Clinical Biomechanics.
• Continue to develop a variety of distance education courses.
• Consider minor in Physical Activity for the Older Adult

UNDERGRADUATE STUDENT ENROLLMENTS

• Fall 2014 enrollment data for undergraduate majors is consistent with data recorded in previous years. The total enrollment for undergraduate declared majors increased by 37 students from Fall 2013 to 888. Spring 2015 enrollment decreased by 51 students from Spring 2014 to 831 (see Appendix C for further enrollment data).
• The numbers of graduating students for each major code is listed below. This information has been helpful in energizing efforts to improve completion of programs (e.g., Aquatics) (see Appendix D for recent historical data).
  
  **MAJORS COMPLETED PROGRAMS 13/14**
  ATHLETIC TRAINING 14
  EXERCISE SCIENCE: AQUATICS 6
  EXERCISE SCIENCE: BASIC & APPLIED 46
  EXERCISE SCIENCE: HEALTH & FITNESS 31
  PHYSICAL EDUCATION 13
  SPORT ADMINISTRATION 48

• The total enrollment for undergraduate declared minors is 70 for Fall 2014 and 84 for Spring 2015 (see Appendix C for further enrollment data).
• Data regarding the numbers of students actually completing a minor is listed below. All of these minors have either been dropped (e.g., Adapted Physical Activity, Sports Medicine), reconfigured (Aquatics), or re-introduced (e.g., coaching) (see Appendix D for recent historical data).
  
  **MINORS COMPLETED PROGRAMS 13/14**
  ADAPTED PHYSICAL ACTIVITY 0
  AQUATICS: ADMINISTRATION 1
  AQUATICS: SCUBA 3
  AQUATICS: TEACHING 4
  COACHING 0
  PHYSICAL ACTIVITY-OLDER ADULT 0
  SPORTS MEDICINE 7

ACTIONS TO IMPROVE FOUR YEAR GRADUATION RATES FOR UNDERGRADUATE MAJORS

• Years and semesters to graduation continue to be evaluated and shared with Program Coordinators.
• Multiple online courses have been developed, and others are in-progress, to provide students with greater flexibility/efficiency in completing coursework.
• Advisement for the various majors continues to be evaluated by graduating students and feedback provided to academic advisors. Chair meetings with the academic advisors conducted on a periodic basis.
• Contract faculty searches underway in Exercise Science and Sport Administration. Positions will include heavy advisor support/load.
GRADUATE STUDENT ENROLLMENTS

- For Graduate programs, the 2014/2015 enrollment numbers received from the Office of Institutional Effectiveness show a decline since the previous year. The enrollments for graduate declared majors were 145 (decrease of 13) in Fall 2014 and 142 (decrease of 24) in Spring 2015. Most programs either maintained or decreased in enrollment with the exception of Wellness Management that saw an increase in enrollment in both Fall and Spring compared to the previous year (see Appendix C for further enrollment data).
- The numbers of graduating students for each code is listed below (see Appendix D for recent historical data).

<table>
<thead>
<tr>
<th>PROGRAM</th>
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<tr>
<td>HUMAN BIOENERGETICS</td>
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<td>APPLIED GERONTOLOGY</td>
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<td>EXSC (BIOMECHANICS)</td>
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<td>EXSC (CLIN EXER PHYSIOL)</td>
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<td>EXSC (EXERCISE PHYSIOLOGY)</td>
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<td>EXER SCI (SPORT PERFORMANCE)</td>
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<td>PHYS ED (SPORT ADMINISTRATION)</td>
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<tr>
<td>PHYS ED (COACHING)</td>
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<td>PHYS ED (SPRT MGMT - OPT 1)</td>
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<td>PHYS ED (SPORT PSYCHOLOGY)</td>
<td>5</td>
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<tr>
<td>WELLNESS MANAGEMENT</td>
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APPENDIX A: DEPARTMENT SCHOLARSHIP DATA

Publications-Refereed


http://js.sagamorepub.com/palaestra/article/view/5036  


Student


**Books/Book Chapters**


**Presentations-Refereed/Invited/Non-refereed**

**Faculty**

**National/International (presented internationally indicated with a plus)**


42. +Judge, Lawrence W., Marcus, L., Bellar, D., International Conference on Strength Training, "An innovative way to measure upper body strength," Abano Terme, Italy. (October 2014).


44. +Judge, Lawrence W., Pierce, D., Blom, Lindsey Christine, The 15th Congress of the International Society for the History of Physical Education and Sport, "Lessons learned: using a grassroots program to promote peace through sport in Jordan." Doha, Qatar. (September 2014).


50. LeBlanc, N., Bellar, D., Moody, K., Murphy, K., Buguet, G., Judge, Lawrence W., National Strength and Conditioning Association National Conference, "Effects of chocolate goat and cow milk on force recovery and endocrine responses after back squat exercise.," Las Vegas, NV. (July 2014).


59. +Pursglove, Lindsay Krol, North American Society for Sport Management, "We are Ball State Sport Administration," Ottawa, Canada. (June 6, 2015).


68. Trappe, Scott, National Aeronautics and Space Administration Human Research Program Investigators' Workshop, "70 day bed rest simulation of the next generation ISS exercise protocol (SPRINT); Initial skeletal muscle biopsy results," National Aeronautics and Space Administration, Galveston, TX. (January 15, 2015).


70. Trappe, Todd A., Presented via webcast and teleconference to a large group of teachers across the United States as part of National Aeronautics and Space Administration’s education initiative. "Life in Space: NASA ISS and Astrobiology." National Aeronautics and Space Administration, Multiple sites in the United States. (September 25, 2014).


82. Wang, He, Kia, Mohammad, Dickin, Douglas Clark, 7th World Congress of Biomechanics, "Tibia strains during high impact activities," American Society of Biomechanics, Boston, MA. (July 2014).
85. Weidner, Thomas, Cotton, Sam, Academic Chairpersons Conference, "Considering Best Practices for Conducting a Faculty/Staff Search," Kansas State University, Austin, TX. (February 2015).

Regional

State/Local


**Student Presentations** (Students as “LEAD” presenter)

**National**


**Regional**


**State/Local**


7. Leitzelar, B., Dieringer, Shannon Marie, Judge, Lawrence W., Indiana Association for Health, Physical Education, Recreation and Dance Conference, "Implementation and Documentation of an Immersive Learning Adapted Physical Education Program." Indiana Association for Health, Physical Education, Recreation and Dance, Indianapolis, IN. (November 2014).


Presentations-Professional (Non-Conference)


2. Judge, Lawrence W., "SPTA 402 - Hosting a one day conference: An Industry Overview," Ball State University. (September 28, 2014).


12. Weidner, Thomas, "Where Do We Go From Here? (Keynote address)," Roger Kalisiak Distinguished Lecture, Northern Illinois University. (April 2015).

13. Weidner, Thomas, "Where Do We Go From Here?," School of Physical Education, Sport, and Exercise Science Interprofessional Club Presentation, Ball State University. (April 2015).


### APPENDIX B: PROFESSIONAL ENGAGEMENT

**Reviewer Activity**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Journals</th>
</tr>
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</table>
| Lindsey Blom              | • Athletic Insight Journal  
                          | • Sport, Exercise, and Performance Psychology Journal  
                          | • Journal of Physical Activity and Health  
                          | • International Council of Health, Physical Education, Recreation-Sport and Dance Journal of Research  
                          | • Journal of Contemporary Athletics                                     |
| Clark Dickin              | • International Journal of Therapy and Rehabilitation  
                          | • Physiotherapy Canada  
                          | • Journal of Aging and Physical Activity  
                          | • Journal of Rehabilitation Research and Development  
                          | • World Journal of Orthopedics                                          |
| Chrysostomos Giannoulakis | • Sport Management Review                                                |
| Dorice Hankemeier         | • Athletic Training Education Journal  
                          | • Journal of Athletic Training                                           |
| Kimberly Hurley           | • International Journal of Sport and Exercise Psychology  
                          | • Research Quarterly for Exercise and Sport                             |
| James Johnson             | • Journal of Issues in Intercollegiate Athletics  
                          | • The Physical Educator                                                 |
| Lawrence Judge            | • Journal of Sports Medicine  
                          | • Communication and Sport  
                          | • International Review for the Sociology of Sport  
                          | • Journal of Sport Sciences  
                          | • Strength and Conditioning Journal  
                          | • The Physical Educator                                                 
                          | • Journal of Facility Management                                         
                          | • Applied Research in Coaching Athletics Annual                         |
| Leonard Kaminsky          | • Exercise and Sport Science Reviews  
                          | • Journal of Cardiovascular and Pulmonary Rehabilitation and Prevention  
                          | • Journal of the American Heart Association  
                          | • Journal of Physical Activity and Health  
                          | • American College of Sports Medicine – Health & Fitness Journal        |
| Anthony Mahon             | • American Journal of Lifestyle Medicine  
                          | • Journal of Physical Activity and Health  
                          | • Pediatric Exercise Science  
                          | • Research in Sports Medicine  
                          | • Exercise and Sport Sciences Reviews  
                          | • North American Society for Pediatric Exercise Medicine  
                          | • Journal of Applied Physiology                                         
                          | • Research Quarterly for Exercise and Sport                             |
| Alex Montoye              | • Journal of Cardiopulmonary Rehabilitation and Prevention  
                          | • Journal of Physical Activity and Health                               |
| Paul Nagelkirk            | • Journal of Cardiopulmonary Rehabilitation and Prevention                |
| Dave Pearson              | • Journal of Strength & Conditioning Research  
                          | • National Strength & Conditioning Journal                               |
| Jennifer Popp             | • Athletic Training Education Journal  
                          | • Journal of Athletic Training                                           |
| Selen Razon               | • Journal of Sport and Exercise Psychology  
                          | • Journal of Sport Sciences  
                          | • Journal of Multidisciplinary Research  
                          | • Journal of Sport Sciences  
                          | • Journal of Basic and Applied Sciences                                 |
| Scott Trappe                  | Journal of Applied Physiology  
|                             | Journal of Physiology          
|                             | Medicine & Science in Sports & Exercise |
| Todd Trappe                 | Scandinavian Journal of Medicine and Science in Sports  
|                             | Journal of Physiology and Pharmacology  
|                             | Frontiers in Endocrinology of Aging |
| Stacy Walker               | Athletic Training Education Journal  
|                             | Journal of Athletic Training  
|                             | International Journal of Athletic Therapy and Training |
| Henry Wang                  | British Journal of Biotechnology  
|                             | Journal of Orthopedic Research and Reviews  
|                             | Military Medicine  
|                             | Journal of Applied Biomechanics  
|                             | Journal of Sport and Health Science  
|                             | International Council for Health, Physical Education, Recreation, Sport, and Dance Journal of Research  
|                             | Journal of Mechanics in Medicine and Biology  
|                             | Indian Journal of Orthopaedics  
|                             | Journal of Scandinavian medicine Science and Sports  
|                             | Journal of Sports Biomechanics  
|                             | Journal of Clinical Biomechanics  
|                             | Research Quarterly for Exercise and Sport  
|                             | Journal of Advances in Biology & Biotechnology |
| Mitch Whaley               | Journal of Cardiovascular and Pulmonary Rehabilitation |
| Other Activity              | National Athletic Trainers' Association Research & Education Foundation  
|                             | Athletic Training Education Conference Planning Subcommittee |
| Dorice Hankemeier          | American Alliance for Health, Physical Education, Recreation and Dance Abstract Reviewer |
| Lawrence Judge             | Mayo Clinic Proceedings  
|                             | American College of Sports Medicine |
| Leonard Kaminsky           | Indiana University School of Medicine  
|                             | North American Society for Pediatric Exercise Medicine |
| Anthony Mahon              | National Strength and Conditioning Association |
| Paul Nagelkirk             | National Strength and Conditioning Association |
| Dave Pearson               | Association for Applied Sport Psychology  
|                             | American Psychological Association |
| Selen Razon                | National Institutes of Health |
| Scott Trappe               | Special Topics Reviewer for the National Athletic Trainers’ Association Annual Meeting and Clinical Symposia  
|                             | Medical Education Online  
|                             | National Athletic Trainers’ Association Annual Meeting Program Review |
| Stacy Walker               | Great Lakes Athletic Trainers’ Association |
| Tom Weidner                | Journal of Contemporary Athletics  
|                             | World Journal of Orthopedics |
| James Johnson              | Journal of Issues in Intercollegiate Athletics  
|                             | The Physical Educator |
| Lawrence Judge             | International Council for Health, Physical Education, Recreation, Sport and Dance Journal of Research  
|                             | The Journal of Facility Management  
|                             | Applied Research in Coaching Athletics  
|                             | The Physical Educator  
|                             | International Journal of Sport Science and Coaching |
| Leonard Kaminsky           | Journal of Cardiopulmonary Rehabilitation and Prevention  
<p>|                             | American College of Sports Medicine – Health &amp; Fitness Journal |</p>
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<tr>
<th>Faculty Member</th>
<th>Activity</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Anthony Mahon</td>
<td>• <em>Pediatric Exercise Science</em></td>
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<td>Alex Montoye</td>
<td>• <em>Journal of Cardiopulmonary Rehabilitation and Prevention</em></td>
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<td>Scott Trappe</td>
<td>• <em>Medicine &amp; Science in Sports &amp; Exercise</em></td>
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<td>• <em>Journal of Applied Physiology</em></td>
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<td>Todd Trappe</td>
<td>• <em>Frontiers in Endocrinology of Aging</em></td>
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<td>Stacy Walker</td>
<td>• <em>Athletic Training Education Journal</em></td>
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<td>Selen Razon</td>
<td>• Community Outreach/Research Seed Grant and Crowdfunding Program</td>
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<tr>
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42
Attendance at Professional Meetings

Academic Chairpersons Conference: **Weidner**
American Association of Cardiovascular and Pulmonary Rehabilitation: **Kaminsky**
American College of Sports Medicine - Midwest: **Kaminsky, Montoye, Nagelkirk, Skalon, Wang**
American College of Sports Medicine: **Kaminsky, Koontz, Montoye, Nagelkirk, Wang**
American College of Sports Medicine Conference on Integrative Physiology of Exercise: **Raue, T. Trappe**
American Heart Association Scientific Session: **Kaminsky**
American Psychological Association Annual Convention: **Blom**
American Society on Aging Conference: **Hurley**
Association for Gerontology in Higher Education Conference: **Hurley**
Association for Psychological Science Annual Meeting: **Blom**
Association of Applied Sport Psychology Annual Conference: **Judge, Razon**
Association of Standardized Patient Educators Meeting: **Walker**
College Sport Research Institute: **Judge**
Committee on Accreditation of Athletic Training Education Conference: **Popp, Walker**
Eleventh International Congress of Qualitative Inquiry: Giannoulakis
Gerontology Society of America Annual Meeting: T. Trappe
Global Sports Business Association Annual Conference: Giannoulakis, Johnson
Great Lakes Athletic Trainer’s Association Conference: Hankemeier, Popp, Walker, Weidner
Gulf-South Summit: Ellery
Indiana Association of Health, Physical Education, Recreation and Dance Conference: Eberline, Giannoulakis, Hurley, Johnson, Judge, Plummer, Powers, Primmer, Stamm
Indiana Athletic Trainers Association: Popp
Indiana Biosciences Conference: Mahon
Indiana Employee Health and Wellness Summit: Ellery, Shore-Beck
Indiana Walk Summit, Health by Design: Ellery
International Ambulatory Monitoring of Physical Activity and Movement: Montoye
International Conference of Youth Sport: Blom
International Conference on Health and Science Communication: Ellery
International Conference on Olympic Sport: Judge
International Society for the History of Physical Education and Sport: Judge
International Symposium for Olympic Research: Giannoulakis
Kinesiology & Athletic Training: Issues, Challenges, Future: Walker
Midwest Sport and Exercise Psychology Symposium: Blom, Razon
National Athletic Trainers’ Association Annual Meeting and Clinical Symposium: Hankemeier, Popp, Walker, Weidner
National Athletic Trainers Educators’ Conference: Hankemeier, Popp, Walker
National Institutes for Health, Innovations in Research: Ellery
National Institutes of Health Webinar: Nagelkirk
National Institutes of Health Workshop: Mahon, Nagelkirk
National Strength and Conditioning Association Coaches Conference: Judge
North American Society for Sport Management Conference: Giannoulakis, Johnson, Pursglove
North American Society for the Psychology of Sport and Physical Activity: Hurley, Razon
North American Society for the Sociology of Sport Conference: Blom
North American Society of Pediatrics Exercise Medicine Biannual Conference: Mahon
Orthopaedic Research Society Annual Meeting: Wang
Perform Better Functional Training Summit: Donahue, Shore-Beck, Weyenberg, Winfrey-Kovell
Place making Leadership Council: Ellery
Society of Health and Physical Educators America Conference: Donahue, Judge, Powers
Sport Entertainment and Venues Tomorrow Conference: Judge
Sport Management Worldwide: Pursglove
USA Track and Field Convention: Primmer
World Congress of Biomechanics, American Society of Biomechanics: Dickin, Wang
## APPENDIX C: ENROLLMENT SUMMARY

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<tr>
<th>Major</th>
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*Office of Institutional Effectiveness; *Note: Enrollments vary in selective admission programs relative to declared majors and actual program admits.
### APPENDIX D: MAJORS, MINORS, MASTERS, & PHD COMPLETED PROGRAMS
(Compiled from reports provided by the Director of Systems Technology for Enrollment, Marketing, and Communications in May 2015) (More current data is unavailable at this time):

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#### MINORS COMPLETED PROGRAMS

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University-Funded Graduate Students

Identify and reflect on the proportion of university-funded graduate students that engage in thesis/research paper/creative endeavors within your programs.

Provide a summary of how these students have contributed to faculty scholarship

Applied Gerontology

- 33% of the applied gerontology graduate students receiving departmental-related, university funding and graduating in 2015. Serving as chair of one thesis project and on the committee for one additional. This year, it was for 2 students/graduate assistants. More students will be supported in completing research/creative projects as more faculty are hired and when the MS Degree receives full approval

Athletic Coaching Education

- Number of Articles involving Funded Graduate Students: 7 total (4 current and 3 former)
- Number of Articles involving unfunded graduate students (ACE program): 2
- Number of Articles involving Undergraduate Students: 1
- Number of presentations involving funded GAs: 4

Biomechanics

- All graduate students (master’s level only) complete a thesis as part of their degree requirements. Thesis projects serve to support or augment the ongoing research of the program faculty. Additionally, all students in the program work on and support faculty research. Four graduated in 2014 and three are set to graduate in 2015.
- Graduate students in the biomechanics program are involved in all aspects of the faculty’s scholarship including data collection, processing as well as dissemination. Students are part of research presentations at national and international conferences as well as journal articles.

Clinical Exercise Physiology

- 100% of university-funded graduate students engage in thesis work within the program.
- All of these students have contributed to faculty scholarship (ex. 4 students presented papers at a regional conference in the fall, two master’s student are assisting with manuscript preparation)
- Additionally, doctoral student is engaged in data collection, data analyses, and manuscript writing (will present paper at a national conference next month)

Human Bioenergetics (PhD) and Exercise Physiology (MS)

- All of our funded graduate students complete a thesis/dissertation as part of their education training in our program. These projects are under the umbrella of our research program and provide support to help execute various externally funded grants.

Sport Administration

- We have three GA positions for three tenure-line faculty. All GAs assist their faculty mentors with scholarship efforts. Additionally, GAs from athletics and recreation routinely contribute to scholarship efforts. GAs are frequently cited as authors and lead presenters as they collaborate with faculty.
- Students from the sport administration program have contributed to faculty scholarship in the following ways:
  - 8 manuscripts in review
  - 1 manuscript in press
  - 6 manuscripts in print
  - 3 presentations at the national/international level
  - 4 presentations at the state level

Sport & Exercise Psychology

- We had 100% of the funded graduate students in our program assist with research. Two (2) students were lead authors on national conference presentations, 3 students were co-authors on international presentations, 2 student were co-author on a national conference presentation, 5 were co-authors on regional presentations, and 2 were co-authors on state level presentations. Five (5) students contributed to 8 manuscripts submitted for peer-review. Three (3) students were co-authors on published peer-reviewed articles. Five (5) students were awarded internal Hollis grants. One student received a national grant as a contributor. Three (3) students were awarded ASPIRE travel grants. One (1) student received an ASPIRE research grant.
- Funded graduate students are instrumental to the SEP faculty scholarship. Students assist with project development, IRB paperwork, data collection, data analysis, manuscript development, abstract submission, presentation preparation, and grant preparation.
Sports Performance
- None

Wellness Management
- 33% of the wellness management graduate students receiving departmental-related, university funding and graduating in 2015 (I have a few students who are university-funded but that money does not come from our department). I agree to chair up to 3 thesis projects/year. This year, it was for 3 students/graduate assistants, 2 were wellness management and 1 was gerontology. Only 1 was both a wellness management student and a department-funded GA. More students will be supported in completing thesis work as more faculty are hired.
- I oversaw 6 departmental-funded graduate assistantships that functioned in 3 distinct areas related to scholarship of engagement and integration including Placemaking (Community Wellbeing Knowledge Group), Workplace Wellness Development (AchieveWell and Healthy Community designations for local employer groups), and Personal/Professional Development (Trainings related to enhancing the knowledge and skills of community partners, university faculty and staff, and university students). These students helped me continue to better understand how universities and communities can work together to co-produce change leading to improved quality of life and to develop initiatives to more successfully and sustainably have Ball State students and faculty engaged in ongoing community efforts.

Program Accreditations/Recognitions (if applicable)
- Accreditation agency and through dates.
- Descriptive data on student performance on national credentialing/licensing exams – along with national averages and pass rates.

Applied Gerontology
- Not applicable

Athletic Coaching Education
- Not applicable

Biomechanics
- Not applicable

Clinical Exercise Physiology
- Not applicable

Human Bioenergetics (PhD) and Exercise Physiology (MS)
- Not applicable

Sport Administration
- Not applicable

Sport & Exercise Psychology
- Not applicable

Sports Performance
- 100% of my students take the National Strength and Conditioning Association – Certified Strength and Conditioning Specialist (NSCA-CSCS) certification test – this is a nationally ranked exam with a 67% pass rate. This certification is considered the gold standard in the industry.
- 10 students have passed the exam

Wellness Management
- Not applicable

Student Awards
- Please list the name of student, faculty mentor (if applicable), and award, including SPESES, external, student competitions, and national scholarships.

Applied Gerontology
- Courtney Roberts (Faculty: Dr. Jane Ellery (Thesis) and Dr. Kathy Segrist (Academic Program)): John Hill Award - Association of Lifelong Learners

Athletic Coaching Education
- Brianna Leitzelar (Faculty Mentor: Dr. Judge): Outstanding Poster Award - Indiana Association for Health, Physical Education, Recreation Dance (IAHPERD) Scholarship Showcase

Biomechanics
• Kimberly Dahl (Faculty Mentor: Clark Dickin): Keys/Litten/Smith Award
• Kimberly Dahl (Faculty Mentor: Clark Dickin): received graduate merit fellowship
• Sarah Hovey (Faculty Mentor: Clark Dickin): received graduate merit fellowship
• Kimberly Dahl (Faculty Mentor: Clark Dickin): ASPIRE Student Research Grant
• Natasha Francksen (Faculty Mentor: Clark Dickin): ASPIRE Student Research Grant
• Jill Estes (Faculty Mentor: Henry Wang): ASPIRE Student Travel Grant
• Natasha Francksen (Faculty Mentor: Clark Dickin): ASPIRE Student Travel Grant
• Rachel Surowiec (Faculty Mentor: Clark Dickin): National Science Foundation (NSF) Graduate Research Fellowship

Clinical Exercise Physiology
• Ben Nelson: ASPIRE Student Grant
• Kristine Tecca: ASPIRE Student Grant
• Kristine Tecca: ASPIRE Travel Award
• Ben Nelson: ASPIRE Travel Award
• Josh Bock: ASPIRE Travel Award
• Mary Tuttle: ASPIRE Travel Award

Human Bioenergetics (PhD) and Exercise Physiology (MS)
• Kevin Murach, Steve Ratchford, Greg Grosicki, Justin Guilkey (Human Bioenergetics): ASPIRE grants from BSU research office
• Mary Tuttle (Human Bioenergetics): School of Physical Education, Sport, and Exercise Science (SPESES) travel funding
• Brandon Dykstra (Exercise Physiology): ASPIRE grant from BSU research office

Sport Administration
• Graduate Merit Fellowship (2 students) - Dan Tracy & Shea Brgoch
• Taylor Alward, Will Foster, Patrick Hagedorn, Brooke Robbins (Faculty Mentor: James Johnson): 2nd Place Poster Presentation- Indiana Association for Health, Physical Education, Recreation Dance (IAHPERD) Sport Management Conference
• Rebekka Westrick, Whitney Jarnagin, Shea Brgoch, Nate Dudzik (Faculty Mentor: James Johnson): 3rd Place Poster Presentation- Indiana Association for Health, Physical Education, Recreation Dance (IAHPERD) Sport Management Conference
• Jessica Adkisson: Indiana Student of the Year- National Intramural Recreation Sports Association
• Jessica Adkisson: Outstanding Achievements Award as the Region III Student Leader -National Intramural Recreation Sports Association

Sport & Exercise Psychology
• Brianna Leitzelar: Best Poster Presentation- Indiana Association for Health, Physical Education, Recreation Dance (IAHPERD) conference
• Robert Hilliard (Faculty Mentor: Lindsey Blom), Brianna Leitzelar (Faculty Mentor: Lawrence Judge), Kara Holtzclaw (Faculty Mentor: Lawrence Judge), Alisha Sink (Faculty Mentor: Lindsey Blom), Matthew Ladwig (Faculty Mentor: Selen Razon), Ido Hellar (Faculty Mentor: Lindsey Blom): recognized as Outstanding Graduate Students at the Graduate School Reception
• Jorge Ballesteros (Faculty Mentor: Lindsey Blom): McNair Fellowship
• Robert Hilliard (Faculty Mentor: Lindsey Blom), Alex Wallace (Faculty Mentor: Selen Razon): received Graduate Merit Fellowship
• Robert Hilliard (Faculty Mentor: Lindsey Blom) & Brianna Leitzelar (Faculty Mentors: Lindsey Blom, Lawrence Judge): co-recipients of the Korsgaard Award

Sports Performance
• None

Wellness Management
• Brittany Wonnell (Faculty: Dr. Jane Ellery): Phil Huffine Memorial Scholarship-Wellness Council of Indiana
• Courtney Roberts (Faculty: Dr. Jane Ellery (Thesis) and Dr. Kathy Segrist (Academic Program)): John Hill Award-Association of Lifelong Learners

PI # 5: Increase the number of master’s programs that have enrolled students with an average undergraduate GPA of at least 3.30. Include Average student GPA
Applied Gerontology
- None

Athletic Coaching Education
- None

Biomechanics
- None

Clinical Exercise Physiology
- None

Human Bioenergetics (PhD) and Exercise Physiology (MS)
- None

Sport Administration
- None

Sport & Exercise Psychology
- None

Sports Performance
- None

Wellness Management
- None

PI # 34: Administer an annual survey regarding the readiness of graduates to employers recruiting on campus. Have you implemented a survey to determine whether employers are recruiting in SPESES fields?

PI # 35: By 2017, increase by 15 percent the number of employers engaged in on-campus recruiting activities. Have employers in your area come to campus to engage in on-campus recruiting activities?
• No
• We do have 3 - 4 visit via Skype.

**Sports Performance**
• No

**Wellness Management**
• Yes
• Humana made a visit to campus.

*and # of students who attend events where employers recruit on campus?*

**Applied Gerontology**
• None

**Athletic Coaching Education**
• This is an online program. Students are not on campus.

**Biomechanics**
• None

**Clinical Exercise Physiology**
• None

**Human Bioenergetics (PhD) and Exercise Physiology (MS)**
• None

**Sport Administration**
• Relationships are regularly cultivated with internships sites to help place students after graduation.

**Sport & Exercise Psychology**
• Opportunities are not available on campus. Students attend state, regional, and national conferences for these interactions with potential employers.

**Sports Performance**
• None

**Wellness Management**
• 3 of my 12 students participated in campus recruiting activities by employer groups on campus. I also hosted Humana in an on campus meeting to talk with the Wellness Management students. 12 students attended this activity.

**PI # 36: 50% of students will participate in research, internships, student teaching, or related professional experiential learning experiences each year (excluding immersive learning).**

*How many students participated in research, internships, student teaching, or other related professional experiential learning experiences? (must include a number in your answer)*

**Applied Gerontology**
• 100% - All graduate assistants in Applied Gerontology participate in experiential learning experiences. Interact with older adults at an adult day care facility
  o 6 students

**Athletic Coaching Education**
• 14 students have participated in internships.

**Biomechanics**
• 100% of graduate students participated in research during the reporting period.
  o 5 students at the graduate level
  o With an additional one undergraduate student internship and 15 undergraduate students receiving practicum hours.

**Clinical Exercise Physiology**
• 100% of students participated in research, internships, and other related professional experiential learning experiences
  o Master’s students: 12
  o Doctoral students: 1

**Human Bioenergetics (PhD) and Exercise Physiology (MS)**
• 100% of students in our program engaged in research activities, assist with teaching activities and attend national conferences. Additionally our program hosts several colleagues each year that provide direct interactions with the students to engage about professional career paths and opportunities.
  • Human Bioenergetics 10
  • Exercise Physiology 2

Sport Administration
• Internships = 12 students
• Independent Study = 3 students
• Student Research = A total of 21 graduate students in the sport administration program participated in research related activities that led to publications or presentations with faculty.

Sport & Exercise Psychology
• 100% of the SEP students participated in research
  o 12 students
• 83% of them participated in practicums.
  o 10 students

Sports Performance
• 100% of enrolled students completed internships this Fall
  o 10 students

Wellness Management
• 12 (100%)

Total Graduate = 115

PI # 96: Every department will conduct alumni surveys every five years and solicit employer input where appropriate to aid in curriculum development.
For the last five years has your program solicited employer input to aid in curriculum development?

Applied Gerontology
• We ask the individuals who oversee our internship experiences to provide input into the preparation of our students. We also ask our students to rate their preparedness for their internship experience.

Athletic Coaching Education
• Not applicable

Biomechanics
• Employers differ every year and often times are other academic programs.

Clinical Exercise Physiology
• No survey administered for the last five years

Human Bioenergetics (PhD) and Exercise Physiology (MS)
• No

Sport Administration
• Internship supervisors complete individual evaluations of students that informally helps guide curriculum. However, no formal curriculum development occurs as a result of employer input.

Sport & Exercise Psychology
• No

Sports Performance
• No

Wellness Management
• Annually, we ask the individuals who oversee our internship experiences to provide input into the preparation of our students. We also ask our students to rate their preparedness for their internship experience. Additionally this year, we conducted phone interviews with 15 Alumni who graduated prior to 2005.

PI # 97: Increase by 10 percent annually the number of companies that are impacted by the university and PI # 98. Increase by 10 percent annually the number of communities and increase to 70 the number of counties actively engaged with the university.
Please list the companies, corresponding counties, and define type (e.g. internship or practicum) impacted by your program. Include all internships, practicum, student teaching, and clinical sites for each semester during the Annual Report time frame.

<table>
<thead>
<tr>
<th>Applied Gerontology</th>
<th>Company/Organization</th>
<th>City</th>
<th>State</th>
<th>County</th>
<th>Impact</th>
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</thead>
<tbody>
<tr>
<td>Monticello House Alzheimer’s Living</td>
<td>Anderson</td>
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<td>Madison</td>
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<td>Alpha Center</td>
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<td>Delaware</td>
<td>internship</td>
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<table>
<thead>
<tr>
<th>Athletic Coaching Education</th>
<th>Company/Organization</th>
<th>City</th>
<th>State</th>
<th>County</th>
<th>Impact</th>
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<tr>
<td>Contra Costa College</td>
<td>Hercules</td>
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<td>University of Texas</td>
<td>Austin</td>
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<td>Travis</td>
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<td>IN</td>
<td>Delaware</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
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<td>MD</td>
<td>Prince George’s</td>
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<td>Purdue University</td>
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<td>IN</td>
<td>Delaware</td>
<td>Internship</td>
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<td>Allegany College of MD</td>
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<td>Allegany</td>
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<td>Kent</td>
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<td>OH</td>
<td>Seneca</td>
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<td>Fairfield County Hunt Club</td>
<td>West Port</td>
<td>CT</td>
<td>Fairfield</td>
<td>Internship</td>
<td></td>
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<tr>
<td>University of Arkansas</td>
<td>Fayetteville</td>
<td>AR</td>
<td>Washington</td>
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<tr>
<td>South O’Brien High School</td>
<td>Paulina</td>
<td>IA</td>
<td>Obrien</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Red Lion</td>
<td>PA</td>
<td>York</td>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

**Biomechanics**
- Students do not have internships or practicums as part of their program.
- Recent graduates have enrolled in a doctoral program at the University of Kentucky and an advanced professional program at Northwestern University.

<table>
<thead>
<tr>
<th>Clinical Exercise Physiology</th>
<th>Company/Organization</th>
<th>City</th>
<th>State</th>
<th>County</th>
<th>Impact</th>
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<td>BSU Adult Physical Fitness Program</td>
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<td>Delaware</td>
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**Human Bioenergetics (PhD) and Exercise Physiology (MS)**
- None
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<tr>
<th>Sports Administration</th>
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<th>City</th>
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<td>IN</td>
<td>Delaware</td>
<td>Independent study</td>
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<td>Canoe Country</td>
<td>Daleville</td>
<td>IN</td>
<td>Delaware</td>
<td>Independent study</td>
<td></td>
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<tr>
<td>Delaware Wastewater</td>
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<td>IN</td>
<td>Delaware</td>
<td>Independent study</td>
<td></td>
</tr>
<tr>
<td>Delaware Wastewater</td>
<td>Daleville</td>
<td>IN</td>
<td>Delaware</td>
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<td>NCAA Regional Golf Championships</td>
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<td>IN</td>
<td>Marion</td>
<td>Independent study</td>
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<td>Muncie Baseball and Softball Association</td>
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<td>IN</td>
<td>Delaware</td>
<td>Internship</td>
<td></td>
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<tr>
<td>Muncie Baseball and Softball Association</td>
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<td>IN</td>
<td>Delaware</td>
<td>Internship</td>
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<td>North Carolina High School Athletic Association</td>
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<td>NC</td>
<td>Orange</td>
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<td></td>
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<tr>
<td>Ball State Baseball</td>
<td>Muncie</td>
<td>IN</td>
<td>Delaware</td>
<td>Internship</td>
<td></td>
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<td>Carmel Clay Parks and Recreation</td>
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<td>Marion</td>
<td>Internship</td>
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<td>University of California Los Angeles (UCLA) Recreation Department</td>
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<td>Indiana Sports Corporation</td>
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<td>Franklin</td>
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<td>Freedom Sports and Entertainment</td>
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<td>Delaware</td>
<td>Internship</td>
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<th>Sport &amp; Exercise Psychology</th>
<th>Company/Organization</th>
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<th>County</th>
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<td>Dr. Rob Bell, LLC</td>
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<td>Indiana Soccer</td>
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<td>IN</td>
<td>Marion</td>
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<td>Taekwondo &amp; Kickboxing Federation</td>
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<td>Marion</td>
<td>Internship</td>
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<td>Services</td>
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<td>Youth Opportunity</td>
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<td>Center</td>
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<td></td>
<td>French Lick Hotel</td>
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<td>IN</td>
<td>Orange</td>
<td>Internship</td>
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APPENDIX F: UNDERGRADUATE PROGRAMprofiles

Identify the number of undergraduates engaged in honors theses (if applicable)
- Number of students currently enrolled in Academic Honors (Jen Popp): 1
- Number of students currently enrolled in Academic Honors in Writing (Larry Judge): 0

Program Accreditations/Recognitions (if applicable)
Accreditation agency and through dates. Descriptive data on student performance on national credentialing/licensing exams – along with national averages and pass rates.

Aquatics
- Based upon Student Learning Outcomes data, approximately 87% of students earned 80 percent or better on certification testing. This is a 6% increase over 2013-2014.

Athletic Training
- Commission on Accreditation of Athletic Training Education (CAATE) through the 2015-16 academic year.

Athletic Training Education Program - Board of Certification Examination
- For the 2014-15 academic year, 4 graduates (out of a cohort of 7 graduates) sat for the Board of Certification Examination. To date, 3 out of 4 graduates who took the exam passed on the first attempt for a first-time pass rate of 75%. The additional 3 graduates (included in the 2014-15 cohort) will be taking the exam in June 2015.
- Data for 2013-14 is complete. Thirteen graduates (out of a cohort of 13 graduates) took the BOC examination. Of the 13, 10 passed on first attempt (76.9%), and 12 out of 13 (92.3%) have passed the exam regardless of number of attempts. The national overall first time pass rate is 80.65%, and the national overall pass rate is 83.93%.
- Ball State University Athletic Training Program Board of Certification Exam Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates</th>
<th>Number Taking Exam</th>
<th>First-Time Pass</th>
<th>First-time Pass %</th>
<th>Overall Pass</th>
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<td>13</td>
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<td>10</td>
<td>76.92%</td>
<td>12</td>
<td>92.3%</td>
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<td>2012-2013</td>
<td>12</td>
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<td>10</td>
<td>83.33%</td>
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<td>2011-2012</td>
<td>10</td>
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<td>7</td>
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<td>3-Year Data</td>
<td>35</td>
<td>35</td>
<td>27</td>
<td>77.14%</td>
<td>32</td>
<td>91.43%</td>
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</table>

Official documentation for 2014-15 exam year will not be provided until the end of May

Exercise Science
- Not applicable

Health and Physical Education
- National Accreditation Report completed in March, will learn program outcome by August 1, 2015.
- Current rates are 100% passing rate based on the previous two years of data.

Sport Administration
- Not applicable

Student Awards
Please list the name of student, faculty mentor (if applicable), and award, including SPESES, external, student competitions, and national scholarships.

Aquatics
- Ali Smith: Outstanding Senior Award

Athletic Training
- Rebecca L. Sutton: Richard L. Hoover Cardinal Award
- Stephanie Swank: Professional Promise Award
- Abigail Klingsmith: Sayers Bud Miller Inspirational Award
- Derrick Decker: Most Valuable Student Award
• Anthony Scott: Institute for Collegiate Sports Medicine Student Leadership Workshop
• Benjamin LaGard: Outstanding Senior Award

Exercise Science
• Jessica Burger: Outstanding Senior Award

Health and Physical Education
• Austin Colby: Dynamic Teaching Award
• Jackson Berry: Community Service Award
• Kayla Negley: Society of Health and Physical Educators Ruth Abernathy Presidential Scholarship
• Cole Bonewit and Taylor Fry: Professionalism Award
• Kayla Negley: Outstanding Senior Award
• Michael Ragukonis: Dr. Marilyn M. Buck School of Physical Education Teaching Scholarship
• Evan Green: Katherine Hamilton King Scholarship
• Taylor Fry: Grace Woody Scholarship
• Nikki Pembleton: Momentum

Sport Administration
• Zac Compton: Male Major of the Year
• Meghan Belanger: Female Major of the Year
• Taylor Wesling: Male Networker of the Year
• Brittany Gray: Female Networker of the Year
• Austin Oosterhoff: Professionalism Award
• Kyle Cooper: Volunteer of the Year
• Brandon Wolf: Freshman of the Year
  o Ben Snider (SPESES): Student of the Month

**PI # 9: Increase the number of experiential and service learning participants by 10 percent.**

*How many students participated in experiential and service learning experiences? (must include a number in your answer)*

**Aquatics**
• 0 (N/A)

**Athletic Training**
• 71

**Exercise Science**
• 89

**Health and Physical Education**
• 55

**Sport Administration**
• 534

749 students participated in experiential and service learning experiences.

**PI # 34: Administer an annual survey regarding the readiness of graduates to employers recruiting on campus.**

*Have you implemented a survey to determine whether employers are recruiting in SPESES fields?*

**Aquatics**
• No

**Athletic Training**
• No

**Exercise Science**
• No

**Health and Physical Education**
• No
Sport Administration  
- No

**PI # 35: By 2017, increase by 15 percent the number of employers engaged in on-campus recruiting activities. Have employers in your area come to campus to engage in on-campus recruiting activities?**

**Aquatics**  
- Yes, but rarely and the employers are typically seasonal employment only

**Athletic Training**  
- No

**Exercise Science**  
- No

**Health and Physical Education**  
- Yes, Teacher Fair

**Sport Administration**  
- No

...and # of students who attend events where employers recruit on campus?

**Aquatics**  
- 0 (N/A)

**Athletic Training**  
- 0

**Exercise Science**  
- 0 (N/A)

**Health and Physical Education**  
- 15

**Sport Administration**  
- Jim Mansfield came to campus to recruit employees/interns for the Muncie Sportsplex: 10 students were interested. The Pacers recruited via email: 27 students were interested.

**PI # 36: 50% of students will participate in research, internships, student teaching, or related professional experiential learning experiences each year (excluding immersive learning). How many students participated in research, internships, student teaching, or other related professional experiential learning experiences? (must include a number in your answer)**

**Aquatics**  
- 5

**Athletic Training**  
- 71 (100%)

**Exercise Science**  
- 89 internships
- 370 who participated in professional experiential learning experiences

**Health and Physical Education**  
- 35

**Sport Administration**  
- 70

Total Undergraduate = 640

**PI # 58: By 2017, 50% of on-campus students will have taken at least one online course by the time they graduate. Include the number of students enrolled, and required and elective online courses offered in your program**

**Aquatics**  
- No data at this time. AQUA 219 has been designated as an elective on-line course.

**Athletic Training**  
- AT 240 (offered online) for non-Athletic Training majors (coaching minor, exercise science majors).
- Summer 2014 data: 5 students enrolled.
Exercise Science
- EXSC 292, 294 and 301.
- 50 students

Health and Physical Education
- Not applicable

Sport Administration
- 55 students

P1 # 80: Track and communicate annually the financial and service impact of student volunteer programs on Muncie and Delaware County. (How many of the following from student volunteer programs impacted Muncie and Delaware County?)

- **Total Number of Students = 121**
  1. Aquatics
  2. 38 Athletic Training
  3. 73 Exercise Science
  0; N/A: Health and Physical Education
  9 Sport Administration

- **Total Number of Hours = 2160**
  1. 80 hours (approx.): Aquatics
  2. 50 hours: Athletic Training
  3. 2000 hours: Exercise Science
  0; N/A: Health and Physical Education
  30 hours: Sport Administration

- **Name and Number of Agencies = 4**
  1; Leaird's Underwater Service: Aquatics
  2; Jeff Clevenger 5k Run/Walk; Step Up for Health after-school running program at Cowan Elementary School: Exercise Science
  0; (N/A): Athletic Training; provided leaf raking service to individuals in/around Muncie.
  0; N/A: Health and Physical Education
  1; Cowan Elementary School: Sport Administration

P1 # 96: Every department will conduct alumni surveys every five years and solicit employer input where appropriate to aid in curriculum development.

For the last five years has your program solicited employer input to aid in curriculum development?

- **Aquatics**
  - Yes- but rate of return was not satisfactory

- **Athletic Training**
  - Yes- last performed summer 2012.

- **Exercise Science**
  - No– however, we frequently communicate with or network of internship sites with regard to strengths and weaknesses of our students. This has aided curriculum development.

- **Health and Physical Education**
  - Yes

- **Sport Administration**
  - Yes

P1 # 97: Increase by 10 percent annually the number of companies that are impacted by the university and P1 # 98. Increase by 10 percent annually the number of communities and increase to 70 the number of counties actively engaged with the university.

Please list the companies, corresponding counties, and define type (e.g. internship or practicum) impacted by your program. Include all internships, practicum, student teaching, and clinical sites for each semester during the Annual Report timeframe.
<table>
<thead>
<tr>
<th>Aquatics Company/ Organization</th>
<th>City</th>
<th>State</th>
<th>County</th>
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<td>Learid’s Underwater Service</td>
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**Physical Education Teacher Education**

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<tr>
<td>*Storer Elementary (2 semesters)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

62
<table>
<thead>
<tr>
<th>Sport Administration</th>
<th>Company/ Organization</th>
<th>City</th>
<th>State</th>
<th>County</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>America Multi-Sport</td>
<td>Indianapolis</td>
<td>IN</td>
<td>Marion</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Gray Eagle Golf Club</td>
<td>Fishers</td>
<td>IN</td>
<td>Hamilton</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Jay County High School</td>
<td>Portland</td>
<td>IN</td>
<td>Jay</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Power Alley Baseball Academy</td>
<td>Noblesville</td>
<td>IN</td>
<td>Hamilton</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Stone Crest Golf Course</td>
<td>Bedford</td>
<td>IN</td>
<td>Lawrence</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>YMCA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>internship</td>
</tr>
<tr>
<td>Extreme Volleyball Professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>internship</td>
</tr>
<tr>
<td>Nike’s Oregon Track Club Elite</td>
<td>Eugene</td>
<td>OR</td>
<td>Lane</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Indiana Fever</td>
<td>Indianapolis</td>
<td>IN</td>
<td>Marion</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Boys and Girls Clubs of Ft. Wayne</td>
<td>Fort Wayne</td>
<td>IN</td>
<td>Allen</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Boys and Girls Clubs of Muncie</td>
<td>Muncie</td>
<td>IN</td>
<td>Delaware</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>City</td>
<td>State</td>
<td>County</td>
<td>Position</td>
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</tr>
<tr>
<td>Richmond Riverrats</td>
<td>Richmond</td>
<td>IN</td>
<td>Wayne</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Grand Park</td>
<td></td>
<td></td>
<td></td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Pendleton Junior Baseball</td>
<td>Pendleton</td>
<td>IN</td>
<td>Madison</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Bluefield Blue Jays</td>
<td>Bluefield</td>
<td>WV</td>
<td>Mercer</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Raquette Lake Camps</td>
<td>Raquette Lake</td>
<td>NY</td>
<td>Hamilton</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Ball State University</td>
<td>Muncie</td>
<td>IN</td>
<td>Delaware</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Sports Facilities</td>
<td></td>
<td></td>
<td></td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>GM Jr. Scouting</td>
<td></td>
<td></td>
<td></td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Ball State Athletics</td>
<td>Muncie</td>
<td>IN</td>
<td>Delaware</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Carmel Aquatics Club</td>
<td>Carmel</td>
<td>IN</td>
<td>Hamilton</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Dave Griffin’s Sport Complex</td>
<td>Griffith</td>
<td>IN</td>
<td>Lake</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Muncie Central High School</td>
<td>Muncie</td>
<td>IN</td>
<td>Delaware</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Atlanta Hawks</td>
<td>Atlanta</td>
<td>GA</td>
<td>Fulton</td>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>Union City Community High School</td>
<td>Union City</td>
<td>IN</td>
<td>Randolph</td>
<td>internship</td>
<td></td>
</tr>
</tbody>
</table>
## Undergraduate Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Highlight Changes Being Made to Achieve Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aquatics: Major and Scuba Minor</strong></td>
<td></td>
</tr>
<tr>
<td>Soph. Yr. AQUA 216 Certification content: Lifesaving knowledge skills and abilities including prevention, recognition, rescues and pre-EMS care.</td>
<td>No changes recommended at this time.</td>
</tr>
<tr>
<td>Jr. Yr. AQUA 315 Certification content: Swimming instruction knowledge skills and abilities including teaching and learning theory, swimming technically, general water safety.</td>
<td>No changes recommended at this time.</td>
</tr>
<tr>
<td>Sr. Yr. AQUA 454 Certification content: Operational knowledge skills and abilities including sanitation, water balance, circulation, filtration, operational safety and legal considerations.</td>
<td>No changes recommended at this time.</td>
</tr>
<tr>
<td>SCUBA Minor: AQUA 221 Certification content: SCUBA diving knowledge, skills and abilities including diver rescue, accident management, advanced topics and capabilities.</td>
<td>No changes recommended at this time.</td>
</tr>
<tr>
<td><strong>Athletic Training</strong></td>
<td></td>
</tr>
<tr>
<td>Student incorporate patient-oriented outcome measures to evaluate the quality of the care provided.</td>
<td>No changes needed; outcome is being met.</td>
</tr>
<tr>
<td>Students demonstrate competency in the clinical evaluation of common injuries and illnesses.</td>
<td>No changes needed; outcome is being met.</td>
</tr>
<tr>
<td>Students prescribe appropriate therapeutic interventions based on the results of the clinical examination.</td>
<td>No changes needed; outcome is being met.</td>
</tr>
<tr>
<td>Students support professional development and networking through attendance at professional meetings.</td>
<td>Attendance at professional conferences was a challenge this year because one of the conferences that is usually heavily attended occurred during BSU’s spring break. We will continue to encourage student attendance at professional conferences; offer incentives (e.g., van, housing, etc.) as possible through club resources.</td>
</tr>
<tr>
<td>Students demonstrate appropriate communication, through written and verbal strategies, with patients, coaches, parents, and administrators.</td>
<td>While students appear to demonstrate appropriate verbal and non-verbal communication skills, there needs to be an increased emphasis on documentation both in the classroom and clinical education settings. Students need more opportunity in the clinical education setting to document patient progress, etc.</td>
</tr>
<tr>
<td><strong>Coaching Minor</strong></td>
<td></td>
</tr>
<tr>
<td>Domain 1- Philosophy and Ethics. Students will demonstrate the ability to reinforce responsible personal, social and ethical behavior.</td>
<td>New minor. None recommended at this time.</td>
</tr>
<tr>
<td>Domain 2- Safety and Injury Prevention. Students will be able to demonstrate knowledge in the prevention, recognition and immediate care of injuries.</td>
<td>New minor. None recommended at this time.</td>
</tr>
<tr>
<td>Domain 3- Physical Conditioning/ Domain 4- Growth and Development. Students will be able to design programs of training, conditioning and recovery that properly recognizes and acknowledges athletes and developmental patterns</td>
<td>New minor. None recommended at this time.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Domain 5- Teaching and Communication/ Domain 6 Sport Skills and Tactics. Students will be able to identify and use the psychological skills, and mental techniques associated with the sport being coached</td>
<td>New minor. None recommended at this time.</td>
</tr>
<tr>
<td>Domain 7- Organization and Administration. Students will demonstrate organizational and administrative knowledge to the various components of implementing a sports program</td>
<td>New minor. None recommended at this time.</td>
</tr>
<tr>
<td>Domain 8- Evaluation. Students will be familiar with affective evaluation techniques for athlete motivation, individual performance and team performance and conduct practices that enhance the physical, social and emotional growth of the athlete</td>
<td>New minor. None recommended at this time.</td>
</tr>
</tbody>
</table>

**Exercise Science**

<table>
<thead>
<tr>
<th>Acquire &quot;hands-on&quot; experience in occupational field of choice</th>
<th>Frequent meetings between program coordinator and internship coordinator occur throughout the academic year. No changes recommended at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to assess body composition, muscular strength and endurance, aerobic fitness</td>
<td>EXSC 402 - no changes recommended. EXSC 201 - no changes recommended.</td>
</tr>
<tr>
<td>Design and implement safe and effective exercise programs to improve health, fitness and athletic performance</td>
<td>Outcome is being achieved. No changes recommended at this time.</td>
</tr>
<tr>
<td>Develop understanding of human physiology and how it responds to acute exercise and adapts to exercise training</td>
<td>Changes from prior year yielded very positive results. No additional changes recommended at this time.</td>
</tr>
</tbody>
</table>

**Gerontology Minor**

<table>
<thead>
<tr>
<th>Internship</th>
<th>No changes recommended at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments in GERON 435, 440, 499</td>
<td>No changes recommended at this time.</td>
</tr>
<tr>
<td>Assignments in GERON 435, 440, 499</td>
<td>No changes recommended at this time.</td>
</tr>
</tbody>
</table>

**Physical Education Teacher Education**

<table>
<thead>
<tr>
<th>Teaching Licensure</th>
<th>Students are still taking Praxis test. Students are being referred to the learning center and online preparation materials in order to successfully complete the licensure assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific and Theoretical Knowledge: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.</td>
<td>Students continue to receive feedback communication via email concerning assignment submission and then are able to revise assignment submission to meet standards expectations.</td>
</tr>
<tr>
<td>Skill-Based and Fitness Based Competence: Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.</td>
<td>Students are given a fitness test and skill competence tests multiple times throughout their course of study. Students who do not pass the first time are remediated.</td>
</tr>
<tr>
<td>Planning and Implementation: Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.</td>
<td>Students continue to receive feedback communication via email concerning assignment submission and then are able to revise assignment submission to meet standards expectations.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Instructional Delivery and Management: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.</td>
<td>Requirement within Teachers College Student Teaching Experience</td>
</tr>
<tr>
<td>Impact on Student Learning: Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.</td>
<td>PETE faculty has been advised of the new teacher merit evaluations linked to student learning and there will be an added emphasis on student-learning assessments in all upper level courses.</td>
</tr>
<tr>
<td>Professionalism: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td><strong>Physical Fitness and Wellness (Physical)</strong></td>
<td></td>
</tr>
<tr>
<td>Improve Cardiorespiratory Endurance</td>
<td>A new method of data entry was piloted in three PFW Activity sections (75 students) using Blackboard/Qualtrics. The current method for data entry for the Pre-Post Physical Assessments has been Gradebook which will no longer be available. All 90 PFW Activity sections used Blackboard/Qualtrics for data entry Spring 2014</td>
</tr>
<tr>
<td>Improve Muscular Endurance</td>
<td>Same as above</td>
</tr>
<tr>
<td>Improve Flexibility</td>
<td>Same as above</td>
</tr>
<tr>
<td>Improve Body Composition</td>
<td>Same as above</td>
</tr>
<tr>
<td><strong>Physical Fitness and Wellness (Knowledge)</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate a higher understanding of fitness and wellness concepts from Pre to Post Knowledge Assessment</td>
<td>After reviewing the validity of the 20-question assessment Fall 2012 and Spring 2013 more challenging questions were selected to reflect the course student leaning outcomes and to reflect the adoption of a new edition of the textbook. Fall 2013 a new method of data entry was piloted in two PFW lectures (250 students) using Blackboard/Connect. The current method of data entry for the Pre-Post Knowledge Assessment has been inQsit which will no longer be available beginning Fall 2014. All 16 PFW Lectures used Blackboard/Connect for the Pre-Post Knowledge Assessment Spring 2014.</td>
</tr>
<tr>
<td><strong>Sport Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Students demonstrate strong work habits, willingness to learn, communication skills, creative thinking, problem solving, professionalism, teamwork, and customer service at internship site</td>
<td>Design course assignments to have students practice verbal communication skills in group settings.</td>
</tr>
<tr>
<td>Students demonstrate ability to sell sport product</td>
<td>None. Students demonstrating competence.</td>
</tr>
<tr>
<td>Students demonstrate ability to host event with high level of participant satisfaction</td>
<td>Devote class time and course assignment to creating and managing an effective event website. Allocate more students to this effort earlier in the course.</td>
</tr>
<tr>
<td>Students demonstrate knowledge of marketing practices</td>
<td>None. Students demonstrating competence</td>
</tr>
<tr>
<td>Students demonstrate knowledge of management practices</td>
<td>None. Students demonstrating competence</td>
</tr>
</tbody>
</table>
Students demonstrate ability to open the sales call, show enthusiasm, interpersonal communication skills, confidence, persistence, ask probing questions, and generate solutions for the customer. None. Students demonstrating competence.

Students demonstrate command of dynamic writing language free from spelling, grammatical and factual errors at a publishable level. Improve the volume of writing instruction and writing assignment inclusion in SPTA classes.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Highlight Changes Being Made to Achieve Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Gerontology</strong></td>
<td></td>
</tr>
<tr>
<td>Students completing the Applied Gerontology graduate program will demonstrate the research skills.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Students completing the Applied Gerontology graduate program will demonstrate the ability to complete professional development activities in the field of applied gerontology.</td>
<td>No changes recommended</td>
</tr>
<tr>
<td>Students completing the Applied Gerontology graduate program will demonstrate the ability to disseminate research findings that contribute to the expansion of scientific knowledge in the field.</td>
<td>Will identify earlier when conferences issue call for papers and notify students</td>
</tr>
<tr>
<td><strong>Athletic Coaching</strong></td>
<td></td>
</tr>
<tr>
<td>Students will be able to design and write a strength and conditioning program for a team sport.</td>
<td>None. Students demonstrating competence</td>
</tr>
<tr>
<td>Students will be able to utilize the Dartfish software program to analyze sport technique and provide appropriate feedback.</td>
<td>None. Students demonstrating competence</td>
</tr>
<tr>
<td>Students will be able to help athletes to develop a mental game plan that includes pre-game preparation, a contingency plan for errors during competition, and how to avoid competitive stress.</td>
<td>None. Students demonstrating competence</td>
</tr>
<tr>
<td>Students will be able to develop a practice plan that utilizes the concepts of: distributed practice, techniques for gaining and maintaining attention, drill progressions based on complexity, demonstrations of new skills, practice events for closed skills and open skills and provides various forms of feedback.</td>
<td>None. Students demonstrating competence</td>
</tr>
<tr>
<td>Students will be able to apply the NASPE/NCACE 8 domains of coaching competencies in their present coaching position as demonstrated in their internship.</td>
<td>None. Students demonstrating competence</td>
</tr>
<tr>
<td><strong>Biomechanics</strong></td>
<td></td>
</tr>
<tr>
<td>Have a broad understanding of the scope of biomechanics and its applications.</td>
<td>Refinement of biomechanics curriculum was completed in Spring 2014 to reflect changes in the discipline.</td>
</tr>
<tr>
<td>Demonstrate proficiency in the use and application of biomechanical research tools and techniques</td>
<td>Continued monitoring of students research through successful dissemination and advancement into post degree positions in academic or other fields</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Have the ability to synthesize research findings in the field of biomechanics and apply the research process to effectively test hypotheses</td>
<td>Emphasis remains focused on engaging students in all aspects of the research process.</td>
</tr>
<tr>
<td>Be able to clearly summarize and communicate findings from research literature in both an oral and written fashion</td>
<td>No changes at this time - focus remains on thesis projects submitted for publication.</td>
</tr>
</tbody>
</table>

**Clinical Exercise Physiology**

| Students will be capable of developing an individualized exercise prescription for adults with a variety of health risks and chronic diseases. | No changes recommended. |
| Students will be capable of performing comprehensive health risk appraisals with adults. | No changes recommended. |
| Students will be capable of laboratory assessments including maximal exercise testing with adults and interpreting test results. | No changes recommended. |
| Students will possess the knowledge of both acute physiological responses and chronic adaptations to exercise | No changes recommended. |
| Students will be knowledgeable of key professional scientific statements and clinical guideline issued by the American College of Sports Medicine, the American Association of Cardiovascular and Pulmonary Rehabilitation, the American Heart Association, and the US Department of Health and Human Services | No changes recommended. |
| Students will be knowledgeable or research designs and capable of prepared a research proposal, collecting and analyzing research data, and writing a research report | No changes recommended. |
| Students will have the knowledge and skill to successfully complete the Advance Cardiac Life Support (ACLS) course. | No changes recommended. |

**Exercise Physiology**

| Students will gain general laboratory skills and knowledge of HPL instrumentation (Involves critical thinking and troubleshooting) | No changes recommended. |
| The student will demonstrate the ability to develop research hypotheses and competency in research design | No changes recommended. |
| Thesis (Multifaceted aspects of critical thinking, data collection, data analysis, interpretation of data, writing, and presenting) | No changes recommended. |
| The student will demonstrate the ability to publically present science information to peer groups and organizations | No changes recommended. |

**Human Bioenergetics**
<table>
<thead>
<tr>
<th>Students will gain general laboratory skills and knowledge of HPL instrumentation (Involves critical thinking and troubleshooting)</th>
<th>No changes recommended.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Written and Oral Exams (Critical thinking, comprehensive understanding of exercise physiology concepts, and excellent written and oral communication skills)</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td>Dissertation (Multifaceted aspects of critical thinking, data collection, data analysis, interpretation of data, writing, and presenting)</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td>The student will demonstrate the ability to write a scientific article</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td>The student will demonstrate the ability to publically present science information to peer groups and organizations</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td><strong>Sport Administration</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Internship</strong> - Students completing an internship will perform at a high level while demonstrating positive work habits, ability to learn new material, improved communication skills, problem solving ability, teamwork and integrity.</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td><strong>Research</strong> - Students completing research courses within the curriculum will understand the ethical requirements of research with human subjects.</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td><strong>Core Competencies</strong> - At the completion of the sport administration master's degree, students will have gained an understanding of the four core areas in the sport administration program (i.e., marketing, law, finance, administration).</td>
<td>Continued monitoring of core competencies are warranted, especially with faculty teaching graduate courses for the first time. Given the turnover in faculty, continued reassessment of instructor and content will occur. Additionally, the instructor who has taught SPTA611 and SPTA617 has left Ball State, so these numbers will be closely monitored with new faculty teaching these courses.</td>
</tr>
<tr>
<td><strong>Professional Development</strong> - Students will have the opportunity to pursue professional development through local, regional, and national conferences.</td>
<td>Continued involvement in professional development opportunities will be emphasized as they become available.</td>
</tr>
<tr>
<td><strong>Preparedness for a Career in Sport</strong> - Students will feel prepared for a career in the sport industry.</td>
<td>A continued emphasis on preparing students for professional positions, or additional graduate work, will remain the focus of the graduate program. Specifically, a professional development component has been developed for inclusion in the PEP 601 course. Additionally, a new seminar course focused on contemporary topics in sport administration will be explored.</td>
</tr>
<tr>
<td><strong>Sport Performance</strong></td>
<td></td>
</tr>
<tr>
<td>Students will possess the knowledge base required to read and evaluate the published literature in the area of strength and conditioning</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td>Students will be able to design and write a strength and conditioning program for a team sport</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td>Students will be able to instruct and interact with athletes in a high school, college or professional strength facility</td>
<td>No changes recommended.</td>
</tr>
<tr>
<td>Students will sit for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist Exam (CSCS)</td>
<td>No changes recommended.</td>
</tr>
</tbody>
</table>

**Sport Psychology**

Students completing the Sport and Exercise Psychology graduate program will synthesize literature, formulate a research project, and conduct a research study. We are recruiting more students who have research experience at the undergraduate level. We have developed a monthly thesis/research project seminar. We have increased the pre-requirements to register for thesis or research hours. We are increasing the amount of planning completed in the research methods class. We will continue offering students opportunities to work on research projects that will result in submissions of manuscripts. Additionally we will continue to help students submit their research project or thesis upon completion to a peer-reviewed journal.

Students completing the Sport and Exercise Psychology graduate program present research findings. We will work to provide more opportunities for students to present research, especially students who do not have research assistantships or are on the MA track. This year poster presentations were completed with school based audience.

Students completing the Sport and Exercise Psychology graduate program will demonstrate the ability to design, implement, and evaluate the effectiveness of psychosocial mental skills interventions and techniques. No changes recommended.

**Wellness Management**

Wellness Management students will possess the skills needed to coordinate wellness solutions in real-world settings. No changes recommended.

Wellness Management students will understand their ongoing personal and professional growth needs as they plan for their future careers. Continue to offer both paper and electronic options. Cardinal Scholar will be deployed as a repository for ongoing collection of student work.

Wellness Management students will have basic technology skills allowing them to communicate effectively using multiple channels. No changes recommended.