Introduction:

Important issues relating to various aspects of our program of study have manifested themselves. These issues range from quality and consistency of course delivery to specific student affairs initiatives. Within the Physical Education Discipline we are committed to the following:

• Strengthen Student Success;
• Create and Foster a Culture of Teamwork, Leadership, Quality, Service and Continuous Growth;
• Enhance the Economic, Social, and Cultural Vitality of Our Communities; and
• Expand Access to Facilities for the GPC Community in an Effort to increase Enrollment Capacity.

To that end the Physical Education Discipline Committee establishes this Strategic Plan for academic year 2011-2012 as a platform necessary to fulfill those objectives.

I. STRENGTHEN STUDENT SUCCESS.

Implement Tracking Techniques to Assess GPC Student Success

• Method(s)

A tracking system to assess student success at the Cohort level has already been established for college-wide use to track the First Time Full Time students. The eSAMS program is a plausible concept that can be used to incorporate additional students, especially those that are academically struggling. We will utilize the training tools provided by advising and counseling in an effort to ensure that all tenure-track faculty understand the eSAMS process.

• Resources: Time and effort of full-time faculty and Chair of Physical Education Department.

• Expectations: Each method will commence by no later than the beginning of Fall 2011.
Provide Continuous Evaluation of Assessment

• Method(s)

Beginning in Fall 2011, standardized written assessments have been administered in PHED 1101, Choices for Life, offered during that and subsequent semesters. This assessment has been based on the following aspects. Beginning in Fall of 2011, all activity and lecture classes will be assessed on a rotating three-year basis.

(a) Selection of assessment material: Each course has been assessed according to the assessment methodology adopted by the individual course committees within the Physical Education Discipline. These assessments are intended to gauge the effectiveness of the delivery/retention of material designated by our departmental Common Course Outlines.

(b) Testing: It has been our express intention to complete an assessment for each class section every semester, to analyze the results, to make the necessary adjustments in the class structure and delivery, and to continue the process until each course section has obtained results consistent with each course’s common course objectives.

(c) Data Collection and Analysis: At the end of each testing cycle, the results have been collected by a faculty member on each campus and forwarded to a single member who has collected, ordered, and analyzed the resulting data. As appropriate, we will rely on the expertise of the OIRP to further assist in the evaluation of the data results. This data will be intended and structured to be used in Implementation of assessment results.

(d) Implementation of Assessment Results: It is our intention to utilize the test results to establish quality and consistency within the class room for all faculty members and to establish a baseline for making constant improvement in our courses.

• Resources: Time and effort of full-time faculty and department chair.

• Expectations: Each method will be ready for implementation by no later than the beginning of Fall 2011.

Provide Infrastructure to Provide Assessment Data Collection

• Method(s): The GEO Assessment will include pre and post testing that include fitness assessments of the five health-related components of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition in the wellness/fitness-based activity classes that are taught each semester. A second portion of this GEO Assessment will be used in PHED 1101, Choices for Life. This segment will include a project that encourages healthy change using the guidelines of the Transtheoretical Model of Behavior Change.
The Physical Education Discipline has been working on the development and implementation of a fully functional fitness assessment and behavior change assessment.

- Resources: Time and effort of full-time faculty and department head; and available funds.
- Expectations: Each method will be ready for implementation by no later than the beginning of Fall 2011.

II. CREATE AND FOSTER A CULTURE OF TEAMWORK, LEADERSHIP, QUALITY, SERVICE AND CONTINUOUS GROWTH.

Provide a structure for the development of quality adjunct faculty within the Physical Education Discipline across all campuses.

- Method(s)

(a) To ensure quality adjunct faculty by providing common introductory training, selected full-time faculty members across the Physical Education Discipline will meet with the department chair to identify essential knowledge needed by new adjuncts. To ensure that this element is consistent, it would be necessary to commit it to an adjunct handbook, including necessary information relevant for implementation. It is recommended that this handbook be provided to all new and returning adjunct faculty. This and other related information will be shared with Physical Education Discipline members at our regular discipline meetings in the fall and spring.

(b) Improve adjunct faculty by providing a stronger mentoring program including best practices from experiences in classrooms. Selected full-time faculty members from across the campuses will form a committee to identify how current mentoring programs are conducted. This committee will discuss additional activities that will enhance the mentoring process and commit it to writing suggesting methods for implementation. Upon completion, this committee will host a workshop to communicate the program to all full-time faculty.

(c) Improve adjunct faculty by updating the department’s teaching guides for each physical education course. Committees will be formed, comprised of tenure-track faculty members. The purpose of each committee will be to update the current teaching guide for each course. Committees will use respective common course outlines as a foundation for development and update of each teaching guide, integrate the requirements for a particular textbook, and recommend an outline of topics, assignments, and specified weighted percentages for the course assessment of assignments and exams. Full-time faculty members will be jointly responsible, with the department chair, for ensuring that the adjunct faculty member is following the teaching guide.

(d) Improve adjunct faculty by including full-time faculty in the hiring process. This activity may be best handled at the campus level. Full time faculty and
the department chair should consider this issue to determine whether they think this is necessary. If both the chair and the faculty are satisfied with the quality of new hires, then they likely will be content to leave the current process unchanged.

• Resources: Time and effort of full-time faculty and the department chair. Possible food and beverage expense for workshops or meetings.

• Expectations: Each method will be ready for implementation by no later than the beginning of Fall 2011.

Provide Structure and Opportunities for Course Consistency

• Method(s)

Beginning in Fall 2011, measures were made to insure course quality and consistency for the Physical Education Discipline. Additionally, this applies to emphasis on all methods of delivery, face to face, hybrid, and on-line. Our approach has focused on several specific items. They are as follows:

(a) Establish Common Course Outline: As provided earlier the reestablishment of the Common Course Outline has been the basis for a number of improvement measures within the discipline. This is well underway and at its completion will bring about the ability to evaluate courses for consistency.

(b) Focus on syllabi and their components: An important initiative that we have undertaken is that of reviewing the syllabi for thoroughness and consistency with the established Common Course Outline. This provides the basis for insuring that each course section is consistent with those of the others within the discipline.

(c) Classroom workshops & training: By Fall 2011 it is expected that we will have established regular periodic workshops for those within the Physical Education Discipline. These workshops will provide a forum for general participation and discussion that can lead to adoption of elements that work within the classroom and the exclusion of those things that do not work. These roundtable discussions will serve to improve the quality of the face-to-face, hybrid, and on-line course and engage the students.

(d) Assessment: As indicated earlier, assessments are a vital tool in establishing quality and consistency of delivery of face-to-face, hybrid, and on-line course material. Our focus is to lay the foundation for consistent quality of course material, assess the progress each semester, and to make continuous adjustments to insure common course objectives are being communicated and met.

(e) Implementation of assessment results: Once the assessment has been completed and the results measured, it is our expectation to use the resulting information to identify areas needing attention and improvement, thus honing
and fine tuning our delivery so as to provide the best possible quality instruction for the students.

(f) Continuous review: This necessitates that each assessment is undertaken with the full intention to continuously improve the material that is delivered to our students. We expect to engage the use of resources of the Center for Teaching and Learning, if appropriate, in order to obtain an unbiased critique of our methods.

(g) Distance Learning will implement the Quality Matter guidelines to course templates utilized by adjunct faculty and each instructor will have a mentor who evaluates all online classes at least once per semester to ensure that the section is meeting the standards.

- Resources: Time and effort of full-time faculty and the department chair.
- Expectations: Each method will be ready for implementation by no later than the beginning of Fall 2011.

Continue to Support Faculty Development Opportunities

- Methods(s)
  
  (a) Identify ways and means for supporting physical education faculty development
  
  (b) Identify state, regional, and national conferences that enhance professional development for Physical Education faculty
  
  (c) Identify training opportunities for physical education faculty
  
  (d) Plan and implement college-wide faculty-to-faculty presentation forums for physical education faculty
  
  (e) Identify the availability of additional travel resources

- Resources: Time and local travel monies
- Expectations: Each method will be ready for implementation by no later than the beginning of Fall 2011.

III. Enhance The Economic, Social And Cultural Vitality Of Our Communities.

Enhance the extracurricular engagement of physical education students

- Method(s)
  
  (a) The discipline will begin the development of health and physical education clubs.
  
  (b) The discipline will continue its support and development for study abroad in general, and more specifically, the establishment of physical education courses and physical education programs overseas.
  
  (c) The discipline will continue its support and development for other
engagement opportunities such as outside speakers, GPC open house, and recruitment fairs.

(d) Invite all declared physical education majors on each campus to a “faculty social”, where refreshments are served, and students can have the opportunity to meet and talk with physical education faculty in a relaxed, out of class environment. At these affairs every effort should be made to have a senior administration official present, i.e. the President, the VP of Academic Affairs, or the Dean of Physical Education.

- Resources: Time and effort of full-time faculty and other GPC offices. Possible food and beverage expense for workshops, meetings, or socials. Money and/or reassigned time to encourage interested faculty in developing study abroad courses and programs.

- Expectations: Each method will be ready for implementation by no later than the beginning of Fall 2011.

IV. EXPAND ACCESS AND ENROLLMENT CAPACITY.

Provide career information and enhanced advisement support

- Method(s)

(a) A committee of full-time faculty will meet to create a physical education advisement transfer grid for use by students within the Physical Education Discipline. This grid will include a transferability guide to all the major four year college destinations in the University System of Georgia. The grid will also have an interactive student advisement site which will allow students to log in, and based upon their major, determine additional degree requirements necessary to achieve their degree objectives. The display will be based on our current program of study sheet, show courses that have been successfully completed, and suggest courses to take next semester based on the student’s time line.

(b) The physical education advisors, as a routine part of student advising, will incorporate into the advising process information pertaining to the current Transfer Admission Guarantee’s (TAG’s) available to students. These TAG’s will be encouraged and, where applicable, information on the student’s participation will be provided.

(c) Include on the Physical Education webpage a listing of possible careers and opportunities in the health and physical education profession.

- Resources: Time and effort of full-time faculty and the department chair.

- Expectations: Each method will be ready for implementation by no later than the beginning of Fall 2011.
Review Transfer Credit Issues with Senior Institutions

• Methods(s)
  
(a) Perform a review of transfer credit issues with senior institutions with a view to crafting a uniform credit transfer policy for physical education courses.
(b) Identify transfer policy for each senior state institution.
(c) Identify discrepancies among institutions as they relate to GPC physical education courses.
(d) In conjunction with senior institutions, reconcile transfer policies in order to implement a smooth transfer policy for GPC students.

• Resources: Time and local travel monies

• Expectations: Each method will be ready for implementation by no later than the beginning of Fall 2011.

Provide Accurate Majors Reporting

• Methods(s)

Develop a method for providing an accurate reporting method for majors

(a) Ensure that academic counselors and faculty encourage students enrolled in Physical education courses to take an active role in regularly monitoring his/her college records for accuracy.
(b) Seek to have a Physical Education faculty representative attend all student orientation sessions.
(c) In conjunction with Physical Education Discipline, hold at least one “Physical Education Major Fair” per year.
(d) In conjunction with the Physical Education Discipline disseminate the current “Physical Education Discipline” brochure across all campuses, student activities and counseling offices.

• Resources: Time, clerical resources and printing.

• Expectations: Each method will be ready for implementation by no later than the beginning of Fall 2011.

Maximize Growth Opportunities in Distance Learning

• Method(s)

Beginning in Fall 2011, measures will be taken to insure course quality and consistency for physical education. Common Course Outlines have been established and the assessment procedure is in place to provide quality and consistency within the
classroom. On-line templates utilizing the most current textbooks are in place such that all on-line and hybrid instructions will be congruent with those delivered within the classroom. This approach will depend upon the focus of two specific items. They are as follows:

(a) Completion of On-Line templates: The physical education templates for use in online courses are being continuously updated using the most current textbooks and computer software available at that time. Templates for use by adjunct faculty will be reviewed by the Online Quality Assurance committee to evaluate and offer suggestions to ensure that the template is held to the highest delivery standards.

(b) Adoption of online templates: To ensure consistency of online courses, online templates will be prepared by a faculty member skilled in both the subject matter and in the use of the necessary computer technology. The next most critical area is adopting these templates for use by the faculty qualified to make the delivery. These skills can be obtained and/or enhanced via IT Scholars and other relevant means. This faculty will be paired with a full-time faculty member for mentoring and for monitoring an online section each semester to ensure proper instruction is being fulfilled.

- Resources: Time and effort of full-time faculty and department chair.
- Expectations: These two methods are currently being utilized.