

Effects of Different Adapted Physical Education Preparation Programs on Enrollments

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Adapted physical education (APE) programs used to train students with master's degrees can be run in different ways. There are at least four types APE programs available. They are traditional program without online course offering and federal grant support (Type 1), traditional program with face-to-face course offering and federal grant support (Type 2), online program with most courses being offered online but no federal grant support being provided (Type 3), and online program with most courses being offered online and also with federal grant support being provided (Type 4). Do those four types of APE programs recruit graduate students in a similar way? No any studies could be found in the review of literature. The purpose of this study was to evaluate the effects of these APE programs on student enrollments. The numbers of students accepted into each program in a university in each year were collected over past 12 years. Kruskal-Wallis test was use to analyze the overall difference among four APE programs. Mann-Whitney tests were used for follow-up tests. The result of Kruskal-Wallis test indicated that an overall significant difference did exist among four programs ($H = 9.27$, $df = 3$, $p = .026$), indicating that more students were recruited in one or more types of programs. Based on the results of Mann-Whitney tests, this overall significance was resulted from the difference between programs Type 2 and Type 4 ($p = .026$) and the difference between programs Type 3 and Type 4 ($p = .017$), indicating that either online program without federal grant support or traditional program with federal grant support recruited more graduate students than traditional program that offered all courses in a face-to-face approach and provided students without any financial assistance from the federally funded grant. It is interestedly noted that no any significance was found between Type 2 and Type 3 ($p = .481$), implying that online programs without federal grants recruited a similar number of students as traditional programs with federal grants. It should be also noted that no significances were found between Type 1 and Type 2 ($p = .221$), between Type 1 and Type 3 ($p = .157$), and between Type 1 and Type 4 ($p = .123$). It seems that online program with federal grants did not recruit more students than any other three types of APE programs. This is a questionable result since only one year data is available for Type 1 program in calculation. In fact, online program with federal grants are expected to recruit more students than other three types of programs. The more data is therefore required to analyze this in the future. This study is supported by a federal grant fund by U.S. Department of Education (H325K100330).