

Assessment Cycle

Academic Year 2016 – 2017

Program – Health and Physical Education K-12 Teaching (378)

College: Gallaspy College of Education and Human Development

Prepared by: Jobina Khoo and Ben Gleason

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Approved by: John Dollar, Head

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Northwestern State University of Louisiana’s Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and setting. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios, capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation’s military.

Department of Health and Human Performance’s Mission. The Department of Health and Human Performance at Northwestern State University of Louisiana provides training for health, physical education, exercise science, and sport professionals. Dedicated faculty and staff members build student knowledge through the discussion and utilization of current practices, topics, and trends to optimize classroom engagement. The department goals align with the Gallaspy Family College of Education and Human Development, as faculty and staff members actively implement transformational, high-impact experiential learning practices, research, and service for a diverse population of learners. Students may earn one of three degrees – Bachelor of Science in Health and Exercise Science, Bachelor of Science in Health and Physical Education, or Master of Science in Health and Human Performance. Additionally, students in the

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Department of Health and Human Performance participate in competitive internships in a wide variety of locations

Health and Physical Education K-12 Teaching Program (378) Mission Statement: Through the completion of program requirements for Health and Physical Education K-12 Teaching, students will gain foundational knowledge in health, physical fitness, and pedagogy. Students will acquire, create and disseminate knowledge through transformational, high-impact experiential learning practices, critical thinking, research, reflective analysis, communication, and evaluation. The Bachelor of Science Degree in Health and Physical Education K-12 Teaching challenges teacher candidates to develop plausible solutions for health and physical fitness needs, beginning and continuing from kindergarten through 12th grade. Through these learning experiences, Health and Physical Education K-12 students become life-long learners with the ability to encourage students with desire to develop and promote physical activity for a lifetime.

Methodology: The assessment process for the HPE K-12 program is as follows:

- (1) Data from assessment tools are collected and returned to the Department Head;
- (2) The Department Head will analyze the data to determine whether students have met measurable outcomes;
- (3) Results from the assessment will be discussed with the program faculty;
- (4) Individual meetings will be held with faculty teaching major undergraduate courses if required (show cause);
- (5) The Department Head, in consultation with the HHP Advisory Committee, will propose changes to measurable outcomes, assessment tools for the next assessment period, and where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1. The student will demonstrate a basic knowledge of principles and foundations of Health and Physical Education.

Course Map: Tied to course syllabus objectives.

HP 2010: Foundations of Physical Education

HP 2630: Motor Learning

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HP 3550: Applied Kinesiology
HP 3560: Exercise Physiology
HP 4000; Introduction to Adaptive P. E.
HP 4170: Exercise Testing, Evaluation and Prescription

Measure 1.1. (Direct – knowledge)

On an annual basis, students enrolled in HP 2010, HP 2630, HP 3550 and HP 3560, HP 4000 and HP 4170 (all required courses for HPE K-12 Teaching Bachelor's students), will be administered their course exams designed to evaluate the student's knowledge and understanding of the foundational concepts, theories, strategies, and challenges of teaching physical education in the K-12 settings. 75% of enrolled students will be able to describe a basic knowledge of the Health and Physical Education standards by scoring 70% or higher on the mid-term and final examinations.

Finding: Target met.

Analysis:

Table #1

Course	Fall 2016			Spring 2017		Percent Total
	Mid-Semester	Final		Mid-Semester	Final	
HP 2010	13 of 13	12 of 13				92.00
HP 2630	4 of 4	4 of 4		6 of 6	6 of 6	100.00
HP 3550-1				4 of 4	4 of 4	100.00
HP 3550-2				11 of 11	10 of 10	100.00
HP 4000				7 of 8	6 of 7	86.00
HP 4170	0 enrolees	0 enrolees		1 of 1	1 of 1	100.00

Action - Decision or Recommendation:

75% of enrolled students were able to describe a basic knowledge of the Health and Physical Education standards by scoring 70% or higher on the mid-term and final examinations from results posted in Table #1 above. The problem with results lies in that there are a small number of 378 majors in the program. The students start out well in HP 2010, the foundations for the Teacher certification program in PE; however, by the end of the curriculum (HP 4000 and HP 4170) the numbers have dwindled considerably. Faculty needs to meet and discuss the attrition rate, and come up with ideas to turn it around.

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Measure 1.2. (Direct – Skill / Ability)

Students will demonstrate their critical thinking and problem-solving skills through a variety of case studies, as well as scenario-driven exercises in which they are required to analyze and develop a response to a health and physical education-related situation. In these responses, they must demonstrate proper response and actionable recommendations based on the information presented. 75% of the students will score 70% or higher on these exercises.

Finding: Target met.

Analysis:

Table #2

Course	Fall 2016			Spring 2017		Percent Total
	Mid-Semester	Final		Mid-Semester	Final	
HP 2010	13 of 13	12 of 13				92.00
HP 2630	4 of 4	4 of 4		6 of 6	6 of 6	100.00
HP 3550-1				4 of 4	4 of 4	100.00
HP 3550-2				11 of 11	10 of 10	100.00
HP 4000				7 of 8	6 of 7	86.00
HP 4170				1 of 1	1 of 1	100.00

Action - Decision or Recommendation:

75% of enrolled students were able to demonstrate their critical thinking and problem-solving skills through a variety of case studies, as well as scenario-driven exercises in which they are required to analyze and develop a response to a health and physical education-related situation. In these responses, they demonstrated proper response and actionable recommendations based on the information presented. 100% of the students scored above 70% on the mid-term and final examinations from results posted in Table #2 above. Again, the problem with results lies in that there are a small number of 378 majors in the program. The students start out well in HP 2010, the foundations for the Teacher certification program in PE; however, by the end of the curriculum (HP 4000 and HP 4170) the numbers have dwindled considerably. Faculty needs to meet and discuss the attrition rate, and come up with ideas to turn it around.

SLO 2. The student will research and demonstrate a skill provided in one of the skill techniques courses offered through the physical education curriculum.

Course Map: Tied to course syllabus below.

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HP 2110: Basic Movement and Rhythmical Activities
HP 2230: Recreational and Innovative Games
HP 2240: Individual and Dual Sports
HP 2270: Physical Fitness
HP 2280: Team Sports

Measure: 2.1. (Direct – Skill / Ability)

Students will develop content knowledge in the presentation of physical education techniques through activity demonstrations to class participants. This will be achieved by attaining a grade level of 70% on a 4-week unit lesson plan of instruction in one of the physical education techniques classes. 75% of the students will score 70% or higher on these exercises.

Finding: Target Met.

Analysis:

Table #3

Course	Fall 2016			Spring 2017		Percent Total
	Mid-Semester	Final		Mid-Semester	Final	
HP 2230				10 of 10	10 of 10	100.00
HP 2240				6 of 6	6 of 6	100.00
HP 2270	7 of 7	7 of 7		5 of 5	5 of 5	100.00
HP 2280	8 of 9	9 of 9				100.00
HP 2110	0	0		0	0	

Action - Decision or Recommendation:

All students developed content knowledge in the presentation of physical education techniques, through activity demonstrations to class participants. This measure was achieved by attaining a minimum grade level of 70% on a 4-week unit lesson plan of instruction, in one of the physical education techniques classes (Table 3 above). 100% of the students scored greater than 70% on these exercises.

Measure: 2.2. (Direct -- Knowledge)

Students will be able to understand and identify the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique

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presented. This will be determined with 75% of the students earning a score at least 80% on semester technique/skill presented.

Finding: Target Met.

Analysis:

Table #4

Course	Fall 2016			Spring 2017		Percent Total
	Mid-Semester	Final		Mid-Semester	Final	
HP 2230				10 of 10	10 of 10	100.00
HP 2240				6 of 6	6 of 6	100.00
HP 2270	7 of 7	7 of 7		5 of 5	5 of 5	100.00
HP 2280	8 of 9	9 of 9				100.00
HP 2110	0	0		0	0	

Action - Decision or Recommendation:

Students were able to understand and identify the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented. This was determined with 100% of the students earning a score at least 80% on semester technique/skill presented (Table #4 above).

SLO 3. The student will be able to demonstrate the ability to administer test protocols for evaluating the components of physical fitness.

Course Map: Tied to course syllabus below.

HP 3561: Exercise Physiology Laboratory

HP 4170: Testing, Evaluation, and Prescription of Exercise in Health and Human Performance

Measure 3.1. (Direct – Skill / Ability)

The student will earn a performance evaluation score of 80% or higher in the administration of testing protocols for various physical fitness components.

Finding: Target Met.

Analysis:

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Table #5

Course	Fall 2016			Spring 2017		Percent
	Mid-Semester	Final		Mid-Semester	Final	Total
HP 3561	2 of 2	2 of 2				100.00
HP 4170	0	0		1 of 1	1 of 1	100.00

Action - Decision or Recommendation:

100% of the students earned a performance evaluation score of 80% or higher in the administration of testing protocols for various physical fitness components in the two prescription classes (Table #5 above). Yet again, the problem with results lies in that there are a small number of 378 majors in the program (though very successful!). The student numbers start out well, but by the end of the curriculum (HP 3561 and HP 4170) the numbers have dwindled considerably. HP 3561 is a lab class offered in the fall semester only, and in conjunction with HP 3560 lecture (Applied Exercise Physiology). HP 4170 is the result of combining HP 4170 (exercise prescription for HAES majors) with HP 4190 (Test and Measurement for HPE students), in an effort to maximize instruction efforts. The reason for this combined class is there were always so few HPE (378) majors per semester in rotation in HP 4190, thus the decision for the combined sections. Both classes address exercise prescription protocols, and implementations for such. Attrition in student numbers is once again a culprit for the HPE degree curriculum. Faculty needs to meet and discuss the attrition rate, and come up with ideas to turn it around.

Measure 3.2. (Direct – Knowledge)

75% of the students will correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (elementary, middle or secondary levels).

Finding: Target met.

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Analysis:

Table #6

Course	Fall 2016			Spring 2017		Percent Total
	Mid-Semester	Final		Mid-Semester	Final	
HP 3561	2 of 2	2 of 2				100.00
HP 4170	0	0		1 of 1	1 of 1	100.00

Action - Decision or Recommendation:

100% of the students correctly selected the appropriate test protocol used in various physical fitness and exercise settings (elementary, middle or secondary levels) (Table #6).

Comprehensive Summary of key findings and or decisions:

HPE K-12 students who reach the upper levels of the curriculum, tend to finish and be successful student teachers. The problem lies within the lower ranks, where the numbers start off as freshmen, wanting to be physical education instructors, and then fall by the wayside in the wake of the curriculum and the challenge of being knowledgeable as well as skilled, in the physical education settings. Many want to coach, but fail to recognize the rigors of academic coursework required to meet state teacher certification and licensures. Additionally, physical education jobs in Louisiana are typically awarded to “coaches” in the respective high school and middle school athletic programs. Therefore, physical education teachers typically take a teaching job in a secondary field of study (e.g., math, science, social studies), and coach at the end of the day. As a result, some say that “physical education gets studied, but never really taught”.

In summary of findings from above, the following should be considered;

- 1) mid-term and final grades alone are not the best reflector of the successes of the mission statement for the HPE K-12 Teaching program; specific items (research papers, lesson plans, test protocols, etc.) should be reviewed for satisfying the SLOs
- 2) students did acquire knowledge through high-impact experiential learning (student teaching) practices, critical thinking, research, reflective analysis, communication and evaluation; however, evidence was not present to indicate the quality of the knowledge acquired
- 3) in all elements reviewed, the low number of students in the Teaching program were lost to the total number of HAES students. A proactive retention plan needs to be initiated in hopes of salvaging some of the “runaways”.

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4) though not reflected herein, the HPE students need to do better job of preparing for the Praxis 1 and Praxis 2 examinations. This might actually increase retention rate for 2nd and 3rd year students.

The face of Physical Education is changing today, and there are new national and state standards being developed as this document is typed. The HHP program has to adjust to the new standards and fix several curriculum flaws mentioned above. The program has to become proactive in its leadership role, to be recognized as a beacon and rally point for physical education in the state of Louisiana, rather than to wait around for the state to decide its role of support for higher education. HHP Faculty need to meet and vote/decide on the course of action to implement the new standards and grow the program (students and faculty), or to dissolve the curriculum. Current resources are too valuable to waste on a dead-end journey.