

# AC 2019 – 2020 Assessment

## Health and Physical Education K-12 (378)

**Division: Gallaspy College of Education and Human Development**

**Department: Health & Human Performance**

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**Date: June 19, 2020**

**Northwestern 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.

**Division Mission:** The 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 settings. 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 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 Department of Health and Human Performance participate in competitive internships in a wide variety of locations.

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**Program 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. Candidates 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 candidates become life-long learners with the ability to encourage students with the 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 or evidence from assessment tools are collected and returned to the Department Head.

(2) The Department Head will analyze the data or evidence 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

HP 3550: Applied Kinesiology

HP 4000: Introduction to Adaptive P. E.

HP 4170: Exercise Testing, Evaluation and Prescription

### Measure 1.1. (Direct – Knowledge):

SLO 1 is assessed through the Praxis II Health and Physical Education: Content Knowledge (#5857) exam. A passing score of 160 is required for successful achievement. The assessment is aligned with the 2008 NASPE

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Standards and is required for teacher licensure in the state of Louisiana. NSULA requires this assessment to be passed before the teacher candidate enters the teaching internship; therefore, the success rate is 100%.

**Finding.** Target was MET.

### **Analysis.**

In 2018-2019, the target was met with 100% pass rate. Based on the analysis of the results for AY 2018 – 2019, the faculty provided the course and curriculum alignment to the current National Physical Education Teacher Education (PETE) Standards in 2019-2020 to drive continuous improvement in the HPE program. As a result of these changes, in 2019-2020 the target was met. By creating this stronger alignment with the national standards, candidate success can be maintained as content on the Praxis II Health and Physical Education: Content Knowledge Exam (#5857) were continually covered through courses. Additional instruction was provided to support HP 3550 subject matter, providing study sessions and labs as needed during the year, to enrich candidates' understanding of HAES curriculum material. Known practice materials and review sessions provided to promote success as well.

### **Decision, Action, or Recommendation for 1.1**

In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results the faculty will continuously provide the course and curriculum alignment to the current National Physical Education Teacher Education (PETE) Standards in 2020-2021 to drive the cycle of improvement. Course materials will be closely tightened with Content Knowledge Exam content. These changes will improve the student's ability to prepare the Praxis II Health and Physical Education Content Knowledge (#5857) exam thereby continuing to push the cycle of improvement forward. Program improvements were maintained through the availability of increased study sessions as well as during labs, maintaining current information in courses, and the alignment with state and national standards on physical education.

**Measure 1.2. (Direct – Skills/Ability):** Candidates 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 candidates will score 70% or higher on these exercises.

**Finding.** Target was MET.

### **Analysis.**

In 2018 – 2019, the target of 70% was not met. Based on the analysis of the 2018-2019 results, the faculty aligned the curriculum to meet the national and state standards for physical education teacher education programs. As a result of these

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changes, in 2019-2020 the target was met. 100% of the candidates scored 70% or higher on these exercises. This helped ensure that the candidates are continuously gaining current knowledge in problem-solving and critical thinking relevant to physical literacy. The faculty conducted specific study sessions and labs during the year, to enrich candidates' understanding of course material.

### **Decision, Action, or Recommendation for 1.2**

In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results the faculty will continuously provide course materials including 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. These changes will improve the student's ability for critical thinking and problem-solving skills thereby continuing to push the cycle of improvement forward.

**SLO 2. The student will demonstrate the ability to develop an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations.**

Course Map: Tied to course syllabus below.

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 with 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.** The target was MET.

### **Analysis.**

In 2018 – 2019, the target of 70% was met. Based on the analysis of the 2018-2019 results, the faculty member re-designed the courses that the students can practice how to present physical education techniques through activity demonstrations with class participants. In addition, the faculty member collaborated with the NSU lab schools' physical educators to provide students with authentic teaching experience. This helped ensure the candidates are continuously develop content knowledge in the presentation of physical education techniques through activity demonstrations with class participants. As a result of these changes, in 2019-2020 the target was met. 80% of the students scored 70% or higher on these

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exercises. These changes impacted on the student's ability to present physical education techniques through activity demonstrations.

### **Decision, Action, or Recommendation for 2.1**

In 2019-2020, the target was met. Based on the analysis of the 2019-2020 results the faculty will continuously implement courses that the students can practice how to present physical education techniques through activity demonstrations with class participants. Also, the faculty will continuously collaborate with the NSU lab physical educators to create authentic teaching experience for the students. These changes will improve the student's ability to present physical education techniques through activity demonstrations thereby continuing to push the cycle of improvement forward.

### **Measure: 2.2. (Direct -- Knowledge)**

Candidates will be able to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented. This will be determined with 75% of the students earning a score at least 70% on semester technique/skill presented.

**Finding.** The target was MET.

### **Analysis.**

In 2018 – 2019, the target of 75% was met. Based on the analysis of the 2018-2019 results, course improvements continued to provide more evidence of candidates' understanding through enrichment of progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented. As a result of these changes, in 2019-2020 the target was met. 100% of the students earned a score at least 70% on semester technique/skill presented. These changes impacted on the student's ability to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented.

### **Decision, Action, or Recommendation for 2.2**

In 2019-2020 the target was MET. Based on the analysis of the 2019-2020 results the faculty will provide course materials that promote students to spend more hours practicing the activity and the exercise needed to satisfy the outcome required by the respective technique presented. These changes will improve the student's ability to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented thereby continuing to push the cycle of improvement forward.

**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.

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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 candidate will earn a performance evaluation score of 70% or higher in the administration of testing protocols for various physical fitness components. This will be determined with 75% of the candidates earning a score at least 70% or higher in the administration of testing protocols for various physical fitness components.

**Finding.** The target was MET.

### **Analysis.**

In 2018 – 2019, the target of 75% was met. Based on the analysis of the results for AY 2018 -- 2019, the faculty made changes in program improvements included the application of test protocols and the analysis of results to better establish program design. Also, study sessions continued to enhance learning in these two courses: HP 3561 (lab) and HP 4170. As a result of these changes, in 2019-2020 the target was met. 100% of students earned score at least 70% or higher in the administration of testing protocols for various physical fitness components. These changes helped students continue to be successful in these two courses, as the curriculum calls for a “hands-on” approach to the outcomes. HP 4170 was taught in lab-like conditions, as students evaluate case studies and write protocols for activity-based prescription treatments.

### **Decision, Action, or Recommendation for 3.1**

In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results the faculty will continuously teach HP 4170 as lab-like conditions, as students evaluate case studies and write protocols for activity-based prescription treatments to drive the cycle of improvement. These changes will improve the student’s ability to administrate testing protocols for various physical fitness components thereby continuing to push the cycle of improvement forward.

### **Measure 3.2. (Direct – Knowledge)**

The candidate will correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (elementary, middle, and secondary levels). This will be determined with 75% of the candidates scoring 70% or higher on correctly selecting the appropriate fitness test and scoring guides.

**Finding.** The target was MET.

### **Analysis.**

In 2018 – 2019, the target of 75% was met. Based on the analysis of the 2018 – 2019 results, the faculty provided the following changes in 2019-2020: 1) enhanced training and practice in using the APA report writing style; and 2) specific time spent on citation reporting using the APA writing style. As a result of these changes, in

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2019-2020 the target was met. 100% of the students scored 70% or higher on correctly selecting the appropriate fitness test and scoring guides. These changes had a direct impact on the students' ability to select appropriate fitness test and scoring guides.

### **Decision, Action or Recommendation for 3.2**

In 2019-2020 the target was met. Based on the analysis of the 2019-2020 results the faculty will continue to provide quality instructions. Search for full-time terminally degreed faculty member have successfully ensued for hire in August 2019. The faculty provided the course and curriculum alignment to the current National Physical Education Teacher Education (PETE) Standards. These changes will improve the student's ability to gain current knowledge in problem-solving and critical thinking relevant to physical literacy thereby continuing to push the cycle of improvement forward.

### **Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.**

Growth and academic success were evidenced through the development of better planning, evaluation and recording instruments, in addition to the enhanced implementation of the APA writing and reporting style. The more the students are required to use this style, the better the written products will become.

- Critical thinking skills in the Foundations course (HP 2010) were provided, and related to concepts in the motor, psychosocial and affective domain.
- HPE K-12 candidates reaching the upper levels of the curriculum were successful on the Praxis II Health and Physical Education: Content Knowledge (#5857) exam; therefore, becoming effective teachers.
- Faculty implemented one-on-one meetings with instructor for review, q/a and review of class lectures; 2) exams were altered in format to offer a better mix of style questions; 3) daily class schedules were changed to meet on MWF (3 times) instead of the current TR (2 day/week meetings).
- New lesson plan form was implemented, using more accurate documentation of teaching observations in these activity-based classes; 2) new lesson plan form better illustrated the preparatory elements to the teaching of skills observed in the classes.
- Courses were better aligned to the current national standards for initial Physical Education Teacher Education (PETE) (2017).
- Courses were provided with more time devoted for practicing activity and exercise techniques.
- Assessments in these courses were aligned specifically for measuring the SLOs.
- The effect of the study sessions and labs were designed to increase candidate success for meeting SLOs.
- Enhanced training and practice in using the APA report writing style were provided;

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and course specific time was spent on citation reporting using the APA writing style.

### **Plan of Action Moving Forward.**

Based on the analysis of the results, program improvements have produced positive results, and new and more refined case studies and the implementation of the APA guidelines will ensure growth for results in AY 2020-2021. Study sessions and labs, with the addition of individual meetings with the faculty, will be used with effective teaching strategies designed to increase candidates' success