**PROGRAM ASSESSMENT REPORTS**

**SCHOOL OF EDUCATION**

**BACHELOR AND GRADUATE PROGRAMS**

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION**

**Goals and Objectives:**

The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment for both pre-service educators as well as advanced preparation for inservice educators.

The specific goals and objectives of the programs are to provide students with opportunities to become confident, caring, reflective professionals by:

1. earning academic credentials that may allow them to advance in the chosen field of employment;
2. pursuing a health enhancing level of fitness;
3. becoming a physically literate individual;
4. gaining knowledge about physical education, fitness programs, and professions;
5. acquiring knowledge of human anatomy, motor development, and kinesthesia.

**BACHELOR OF SCIENCE – HEALTH, PHYSICAL EDUCATION, AND RECREATION**

**Mission: It is the mission of the department to provide individuals seeking a degree with the knowledge necessary to educate others about wellness for life. It is also the aim of the department to give department majors, minors, and coaches a clear understanding of procedures, methods, techniques, and materials for effective, competent teaching and coaching. The department offers minors in coaching, health and physical education, and recreation. The Health, Physical Education, and Recreation degree is a compilation of health, physical education, and recreation courses that prepare the future graduate to seek employment in areas of physical education, health, coaching, and recreation.**

1. **Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the B.S. in Health, Physical Education, and Recreation has five singular, specific, and measureable SLOs.**
	1. **Content Knowledge Examination PED 231 –** The students will demonstrate knowledge in:
* lifespan activity,
* philosophy,
* basic PE concepts and basic fitness issues, and
* knowledge of sport programs and professions in a formal test setting.

Students will achieve an overall mean of 80% or higher when taking the examination. Because of the low number of students assessed in each of the three programs, this assessment was scored on the total group.

Table 1. Content Knowledge Examination PED 231

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Years | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean and Pass Rate | 84%88% Pass Rate | 80%77% Pass Rate | 91%91% Pass Rate |
| N= | 58 | 50 | 19  |

* 1. **Content Knowledge Examination PED 324 –** The students will:
* identify pathological conditions,
* compare the differences between acute and chronic conditions,
* identify physiological processes,
* identify anatomical structure, and
* recognize energy production.

Students will achieve an overall mean of 80% or higher when taking the examination. Because of the low number of students assessed in each of the three programs, this assessment was scored on the total group.

Table 2. Content Knowledge Examination PED 324

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Years | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean and Pass Rate | 81%89% Pass Rate | 81%96% Pass Rate | 87%100% Pass Rate |
| N= | 36 | 50 | 20  |

* 1. **Content Knowledge Examination Kinesiology –** The students will recognize the differences in:
* joints,
* basic muscle tissues,
* skeletal muscle properties including the origin and insertion of muscle.

The students will achieve an overall mean of 80% or higher when taking the Content Knowledge examination. Because of the low number of students assessed in each of the three programs, this assessment was scored on the total group.

Table 3. Content Knowledge Examination Kinesiology

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Years | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean and Pass Rate | 80%66% Pass Rate | 80%73% Pass Rate | 86%100% Pass Rate |
| N= | 36 | 35 | 19  |

* 1. **Annotated Bibliography** – The students will summarize three peer-reviewed articles and demonstrate the skills to locate research-based current trends in physical education and health-enhancing lifestyle. Students will achieve an overall mean of 70%.

Table 4. Annotated Bibliography

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Years | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean and Pass Rate | 82%80% Pass Rate | 80%81% Pass Rate | 82%89% Pass Rate |
| N= | 44 | 43 | 39  |

* 1. **Motor Development Content Knowledge Examination** – The students will demonstrate knowledge:
* human development;
* maturation;
* development of motor skills; and
* growth.

 Students will achieve an overall mean of 70%.

Table 5. Motor Development Content Knowledge Examination

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Years | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean and Pass Rate | 90%92% Pass Rate | 90%92% Pass Rate | Not taught |
| N= | 30 | 30 |   |

1. **What students learned as documented by learning measurements.**

 As demonstrated by the SLOs, students build learning environments, incorporate classroom management strategies, encourage positive social interaction, and actively engage in learning and self-motivation. The developing teacher candidate understands and applies the professional and content knowledge in health and physical education. The teacher candidate will pursue a health enhancing level of fitness. Developing teacher candidates are physically literate individuals, gain knowledge of physical education/fitness programs and professions, and acquire knowledge of human anatomy, motor development, and kinesthesia.

1. **Documented evidence of what students learned and did not learn based on SLOs.**

**What students learned?**

Content Knowledge examinations allowed students to demonstrate knowledge of the foundations of physical education, the elements of kinesiology, and the principles of anatomy and physiology.

**What students did not learn based on SLOs?**

Content knowledge pass rates are a concern: Foundations of Physical Education (88% decreased to 77%); Anatomy and Physiology (increased from 89% to 96%); Kinesiology (66% increased to 73%). Foundations and Kinesiology are the major areas of concern.

1. **Evidence of continuing appropriate programmatic SLOs.**

The SLOs are being continued without revision because they offer a strong diagnostic analysis of student growth in content knowledge and application in the profession. The Comprehensive Content Knowledge examinations provide important evidence of knowledge of the discipline.

1. **Evidence of programmatic revision or improvement for weak results on SLOs.**

The content knowledge examinations cause concern for faculty and the effectiveness of the instructional delivery. All three courses are online which may be an instructional effectiveness issue. Faculty has revised all syllabi and Canvas Course Shells to incorporate more student interaction with one another, the instructor, and the content.