**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; and
5. acquiring knowledge of human anatomy, motor development, and kinesthesia.

**BACHELOR OF SCIENCE – HEALTH AND PHYSICAL EDUCATION LICENSURE**

**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. Health and Physical Education Teacher Licensure has eight singular, specific, and measureable SLOs.**
	1. **Teacher Internship Assessment Instrument - Planning** – As measured by the Teacher Internship Assessment Instrument (TIAI), students will plan and prepare lessons under six performance categories. The mean score will be a 3.0 or higher on a four-point Likert scale as observed by their University Supervisor for planning and preparation.
		1. Developmentally Appropriate Objectives to meet the needs of all students.
		2. Incorporating Diversity
		3. Integrating Core Content
		4. Appropriate and Sequential Teaching
		5. Differentiated Learning

Table 1. TIAI

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Objectives | 3.8 | 4.0 |  |
| Diversity | 3.6 | 4.0 |  |
| Content | 3.8 | 3.7 |  |
| Sequential Teaching | 3.8 | 3.7 |  |
| Assessment | 3.8 | 3.7 |  |
| Differentiated Learning | 3.7 | 4.0 |  |
| N= | 1 | 4 | 4 |

* 1. **TIAI Classroom Management**: The students will have a mean of 3.0 or higher in the indicators under the category: Learning Environment. This assessment deals with teacher candidate performance when building a positive, safe, learning environment through effective classroom management tools.
		1. Monitors and Adjusts the Classroom Environment
		2. Attends to Routine Tasks
		3. Uses a Variety of Strategies
		4. Creates and Maintains a Climate of Fairness

Table 2. Classroom Management

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Monitors and Adjusts | 3.8 | 4.0 |  |
| Routine Tasks | 3.8 | 4.0 |  |
| Strategies | 3.7 | 4.0 |  |
| Fairness | 3.9 | 4.0 |  |
| N= | 1 | 4 | 4 |

* 1. **TIAI Instructional Performance**: When observed by the University Supervisor, students demonstrate in the classroom eleven Instructional Performance Skills. The students will have a mean of 3.0 or higher on a four-point Likert scale.
		1. Uses Acceptable Communication, Planning, and Instruction
		2. Provides Clear Instructional Activities
		3. Communicates High Expectations
		4. Conveys Enthusiasm
		5. Provides Opportunities for Cooperation and Interaction
		6. Demonstrates Knowledge of Content
		7. Uses a Variety of Teaching Strategies
		8. Provides Learning Experiences that Accommodate Differences
		9. Engages Students in Analytical, Creative, and Critical Thinking
		10. Elicits Input/ Uses Family and Community Resources

Table 3. TIAI Instructional Performance

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Communication, Planning, Instruction | 3.7 | 4.0 |  |
| Clear Instructional Activities | 3.8 | 3.7 |  |
| High Expectations | 3.8 | 3.7 |  |
| Enthusiasm | 3.9 | 4.0 |  |
| Cooperation and Interaction | 3.8 | 4.0 |  |
| Knowledge of Content | 3.8 | 4.0 |  |
| Teaching Strategies | 3.8 | 4.0 |  |
| Accommodating Differences  | 3.6 | 4.0 |  |
| Creative, Critical Thinking  | 3.7 | 3.7 |  |
| Elicits Input/Uses Resources | 3.8 | 4.0 |  |
| N= | 1 | 4 | 4 |

* 1. **PRAXIS II Subject Area Examination:** The developing student teacher understands and applies the professional and content knowledge of his/her subject area. The PRAXIS II Subject Area Examination is designed to measure the professional knowledge of prospective teachers of physical education who intend to obtain licensure. The test assesses whether a candidate has the knowledge and competencies necessary for a first year teacher in this licensure area. The test is a requirement for admission into the Residency I and II Program. When taking the PRAXIS II Subject Area Examination, 100% of the students will achieve a passing score.

Table 4. PRAXIS II Subject Area Examination

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Years | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean and Pass Rate | 100% | 148 - 100% | 66.7% |
| N= | 5 | 4 | 6 |

* 1. **PRAXIS II Principles of Teaching and Learning:** The examination is designed to measure the pedagogical knowledge of prospective teachers who intend to obtain licensure. The test assesses whether a student teacher has the required understanding of pedagogical knowledge, classroom management strategies, and appropriate developmental strategies which the student teacher can successfully apply to real world test scenario. This is a requirement for admission into Residency I and II Program. When taking the PRAXIS Principles of Teaching and Learning, 100% of the student teachers will achieve a passing score.

Table 5. PRAXIS II Principles of Teaching and Learning

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Years | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean and Pass Rate | 100% | 169 - 100% | 100% |
| N= | 5 | 4 | 4 |

* 1. **Content Knowledge Examination PED 231 –** The students will demonstrate knowledge of 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 7. 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 | 82%89% 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 7. 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 8. 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. **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?**

 As measured by the Teacher Intern Assessment Instrument (TIAI), candidates will plan and prepare lessons under six performance categories. The SLO was exceeded with minimal scores in core content (3.75), Assessment (3.75), and Sequential Teaching (3.75).

Students will create a favorable learning environment. The SLO was exceeded at 4.0 in each indicator.

As measured by the Teacher Intern Assessment Instrument (TIAI), students will demonstrate ten instructional skills whose scores exceeded the 3.0 minimum. Instructional activities were at 3.7. Communicating high expectations 3.75. Critical thinking was 3.75.

PRAXIS II Subject Area Examination and PRAXIS II Principles of Teaching and Learning had a 100% pass rate allowing all students to move into Residency I and II.

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?**

 Differentiated instruction continues to be the learning block for many of the students. The inclusive classroom model employs concepts foreign to students who have been previously trained in whole group instruction, teaching to the middle of the group’s abilities, and meeting the needs of exceptional learners. Especially in physical education, whole group instruction is the standard for many programs. Learning to differentiate instruction among students is a skill that needs stronger focus.

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 instructional practices and instructional activities design. 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 have revised all syllabi and Canvas Course Shells to incorporate more student interaction with one another, the instructor, and the content.