**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 – PHYSICAL EDUCATION**

**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 Physical Education 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 Physical Education has four singular, specific, and measureable SLOs.**
	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 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. **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 2. 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 PED 325** – The students will demonstrate knowledge:
* human development;
* maturation;
* development of motor skills; and
* growth.

 Students will achieve an overall mean of 70%.

Table 3. 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. **Care and Prevention of Sports Injuries Content Knowledge Exam PED 432** – The students will demonstrate knowledge of:
* recognize different skeletal muscle contraction,
* use in muscular and skeletal strength and conditioning,
* identify best practices of environmental and muscular skeletal injury,
* identify common muscular skeletal etiology, signs and symptoms of injuries,
* basic management of those injuries,
* understand the difference in presentation and management of acute versus chronic injury,
* recognize proper protective equipment practices to increase athletic safety, and
* create protocol for safety management in athletic Emergency Action Plans for an athlete venue.

Table 4. Care and Prevention of Sports Injuries Exam

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Years | 2015-2016 | 2016-2017 | 2017-2018 |
| Mean and Pass Rate | 86%86% Pass Rate | 82%90% Pass Rate | 84%100% |
| N= | 35 | 37 | 21  |

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

The teacher candidate will pursue a health enhancing level of fitness. Students are physically literate individuals, practice the application of physical education/fitness programs, and acquire knowledge of foundations of physical education, motor development, and care and prevention of sports injuries.

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 application and practice of safety and sports injuries, and the application of motor development theory. Students learn how to skillfully search the literature on physical education, health, and recreation to follow current trends.

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

Although all SLOs were met, faculty has concerns about the Foundations of Physical Education Pass Rate dropping 11 percentage points from 2015 (88%) to 2016 (77%).

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.**

This is an online program. Major developments at the university are extending faculty training and exploring new instructional strategies for delivery of content in an online setting.

The Foundations online course may have an instructional effectiveness issue when it comes to delivering content (See note about decrease in the Exam Pass Rate by 11 percentage points.). Faculty has revised all syllabi and Canvas Course Shells to incorporate more student interaction with one another, the instructor, and the content.