

WSU Five-Year Program Review  
Self-Study

Cover Page

Department/Program: HPHP/Physical Education

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## **Brief Introductory Statement**

The Physical Education Professional (PEP) program is housed in the Department of Health Promotion and Human Performance within the Moyes College of Education. This program has been in existence for over 45 years; it provides undergraduate education for students seeking to complete a major in physical education, with or without licensure, and for students seeking a minor in coaching. Additionally, the program serves an emphasis track for students completing a Bachelor of Integrated Studies (BIS). The PEP program provides students with hands-on and experiential learning, along with appropriate services, resources, and activities in the community and surrounding school districts.

The PEP program curriculum's foundation is rooted in the National Standards for Initial Physical Education Teacher Education, developed and published by the Society of Health and Physical Educators (SHAPE). Program courses offerings ensure that pedagogical content, knowledge, and skills are learned in order for graduating students to meet these Standards. Regardless of the chosen academic track, students are required and expected to complete their respective rigorous curriculum to earn their degrees. The curriculum has undergone a substantial review and modification to more accurately align itself with state and national standards, guidelines, and expectations, as well as to meet the expectations and standards of the program's current faculty. The updated curriculum is currently undergoing its 4th year of implementation. The faculty will continue to evaluate its effects over the coming year. Thus far, the effects of the changes have been positive, but we also acknowledge that adjustments may still be required.

The PEP program is accredited by the National Council for Accreditation of Teacher Education (NCATE), "the profession's mechanism to help establish high quality teacher preparation."

## **Standard A - Mission Statement**

As part of the Health Promotion and Human Performance Department, our mission is to inspire future professionals by providing a high quality education through an innovative, engaged learning experience. Within the broader mission of the Department of Health Promotion and Human Performance, the PEP program has dual missions:

The mission for **Track I – Physical Education Major K-12** is to prepare students in the discipline of physical education. Students develop an understanding of the scientific foundations of human performance and become proficient in a variety of sports and physical activities. Graduates with a Bachelor's Degree in Physical Education Track I (B.A., B.S.) are qualified to pursue teacher licensure, apply for graduate school and/or supervise and manage various recreational programs, organize and direct intramural programs, and teach in special education environments (i.e., alternative schools, Job Corps). Students will achieve this mission by completing a variety of coursework and practicum hours, ultimately allowing them to develop and practice sound physical education pedagogical skills.

The mission for **Track II - Physical Education Major K-12/Licensure** is to prepare students in the discipline of physical education and to prepare quality teacher candidates to teach physical education in school environments. Students develop an understanding of the scientific foundations of human performance and become proficient in a variety of sports and physical activities, which they then can teach to others. Graduates with a bachelor's degree in physical education Track II (B.A., B.S.) are qualified to teach physical education and coach in public schools, grades K-12. Graduates are also qualified to apply for graduate school, supervise and manage various recreational programs, organize and direct intramural programs, and teach in special-education environments (i.e., alternative schools, Job Corps, etc.). Students will achieve this mission by completing a variety of coursework and practicum hours, ultimately allowing them to develop and practice sound physical education pedagogical skills.

**Standard B – Curriculum**  
**Curriculum Map**

I=Introduced E=Emphasized A=Assessed

			SHAPE National Standards for Initial Physical Education Teacher Education																									
Course Number	Course Title	Credits	1.a	1.b	1.c	1.d	1.e	1.f	2.a	2.b	3.a	3.b	3.c	3.d	3.e	3.f	4.a	4.b	4.c	4.d	4.e	5.a	5.b	5.c	6.a	6.b	6.c	
PEP 2000	Foundations of Physical Education	3	I	I	I	I	I	A	I		I					I	A		I	I					I	I	I	
PEP 3100	Principles of Motor Learning & Motor Development	3	E	I	E	A	A		E								E								E			
PEP 4700	Methods of Teaching Junior High School Physical Education	3	A	A	I	I			E		A	A	E	E	I	I	A	E	E	E	I	I	I		E	I		
PEP 4710	Methods of Teaching High School Physical Education	3	A	A	I	I			E		A	A	E	E	I	I	A	E	E	E	I	I	I		E	I		

PEP 3280	Methods of Teaching Strength & Conditioning	3	I	I			E	E		E	E	E	E						A									
PEP 3290	Methods of Teaching Fitness for Life	3	E	E						A						I	I		I	I								
ESS 3450	Structural Kinesiology	3		E	I																							
ESS 3510	Exercise Physiology	3		E	I																							
PEP 3520/3520L	Curriculum and Assessment/ Lab	2/1			A	A					A	A	I	I	A	A	I	I		A	A	A	A					
PEP 3630	Methods of Teaching Physical Education for Elementary Teachers	3	A	A	I	I			E		A	A	E	E	I	I	A	E	E	E	I	I	I		E	I		
PEP 3660	Adaptive Physical Education	3	E	A	E	A	A	A	E	E	E	E	A	A	E		E	A	E	E	I				A	E		A
PEP 4990	Senior Seminar	3	A	A	A	A	A				A	A	A	A	A	A	A											

## **2017 National Standards for Initial Physical Education Teacher Education**

### **Standard 1: Content and Foundational Knowledge**

**Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.**

#### **Components – Candidates will:**

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 1.f Describe historical, philosophical and social perspectives of physical education issues and legislation.

### **Standard 2: Skillfulness and Health-Related Fitness\***

**Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.**

#### **Components – Candidates will:**

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- 2.b Achieve and maintain a health-enhancing level of fitness throughout the program.

### **Standard 3: Planning and Implementation**

**Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.**

#### **Components – Candidates will:**

- 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 3.b Plan and implement progressive and sequential content that aligns with short- and longterm plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

### **Standard 4: Instructional Delivery and Management**

**Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.**

#### **Components – Candidates will:**

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.

- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.

### **Standard 5: Assessment of Student Learning**

**Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.**

**Components – Candidates will:**

- 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

### **Standard 6: Professional Responsibility**

**Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.**

**Components – Candidates will:**

- 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional



organizations.

6.c Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities.

## Standard C - Student Learning Outcomes and Assessment

### Measureable Learning Outcomes

At the end of their study at WSU, students in this program will:

1. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
2. Are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the SHAPE K – 12 Standards.
3. Plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
4. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
5. Utilize assessments and reflection to foster student learning and inform instructional decisions.
6. Practice dispositions essential to becoming effective professionals.

### Five-year Assessment Summary

[In this section you should provide a summary of your assessment findings and actions since your last program review. Annual assessment reports for each of those years can be found at [http://weber.edu/oie/departments\\_results.html](http://weber.edu/oie/departments_results.html). Please be sure to include information from each of the four years prior to this report. If you do have data to report for the last academic year, evidence-of-learning grids can be found in the appendix.]

Date of Five-Year Program Review: Fall 2014	Recommendation	
<b>Recommendation 1</b>	<b>Text of recommendation</b>	<b>Progress Description</b>
Update program's mission statement.	The mission statement does not have any language about how the missions will be met. We believe it is looking for a "ways and means" statement.	The program's mission statement was amended to include language indicating that "students will achieve this mission by completing a variety of coursework and

		practicum hours, ultimately allowing them to develop and practice sound physical education pedagogical skills.
<b>Recommendation 2</b>	<b>Text of recommendation</b>	<b>Progress Description</b>
Address scope and sequence of the program.	There needs to be a clear scope and sequence of the program, specifically the teaching licensure track.	Although we already had an articulated program “scope,” a clear “sequence” for completion of coursework was articulated in a “degree map,” and completed in the early Winter of 2015. Extensive program changes proposed to reflect the degree map and were approved by Faculty Senate in February of 2015. We are now in our fourth year of the program changes, and are still evaluating the effects of these changes. Albeit, the results appear promising.
<b>Recommendation 3</b>	<b>Text of recommendation</b>	<b>Progress Description</b>
Address student learning outcomes.	Student Learning Outcomes and Assessment: Develop standard assessment tools, such as rubrics, to assess the artifacts.	Program faculty is working to standardize syllabi for courses that are taught by multiple instructors, and in creating assessment rubrics that will be used in those courses. Though the majority of the courses taught were standardized with the program changes, there are some that are still being completed. Particularly with regard to our PE Activity courses.
<b>Recommendation 4</b>	<b>Text of recommendation</b>	<b>Progress Description</b>
Number of methods courses.	There is a concern for the total number of “methods” courses students are required to complete.	As of Spring, 2015 the program faculty revised the curriculum, to include reducing the number of 2-credit methods courses by

		consolidating material into 3-credit courses that are fewer in number.
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### Assessment of Graduating Students\*

Program Learning Goal	Measurable Learning Outcome Students will:	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretations of Findings	Action Plan/Use of Results
Physical education students know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.	1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	>85% scored higher than 80%.	The students appear to be prepared with the needed content knowledge.	Continue as previously planned. Incorporate measures in classes.
	1.2 Describe and apply motor learning and psychological/ behavioral theory related to skillful movement, physical activity, and fitness.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	>85% scored higher than 80%.	The students appear to be prepared with the needed content knowledge.	Continue as previously planned. Incorporate measures in classes.
	1.3 Describe and apply motor development theory and principles related	National Praxis Content Knowledge Test	85% of students will score 80% or better.	>85% scored higher than 80%.	The students appear to be prepared with the needed content knowledge.	Continue as previously planned. Incorporate measures in classes.

	to skillful movement, physical activity, and fitness.					
	1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.	20 Question Exam on the History of Physical Education	Class average will be 80% correct.	PEP 2000 class mean score: 87%	Fall '16 students did not perform to our expectations though the Spring '16 students did.	Apply new teaching strategies to encourage retention of historical content
		1 Exam	Class average will be 80% correct.	Students in PEP 3660 averaged 93.23%.	Exceeded the threshold. Students demonstrated sufficient knowledge and application of historical and social perspectives in relation to APE.	Continue current topics, teaching methodologies, and assessment strategies. Consider making the exam more challenging if success rate is so high.
		1 Assignment	80% correct	All students completed the assignment with 100% accuracy.	Students appear to fully know important historical, philosophical, and social perspectives of physical education issues and legislation as pertaining to Adapted Physical Education.	Continue use of assignment.
	1.5 Analyze and correct critical elements of motor skills and performance concepts.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	>85% scored higher than 80%.	The students appear to be prepared with the needed content knowledge.	Continue as previously planned. Incorporate measures in classes.
		Exams	Class average will	Students in PEP 3660 averaged 78.0; however, one	Students appear to be prepared with the	Emphasis on skill cue and feedback development and

			be 80% correct.	student earned a "0". Of those who took the exam, they earned on average an 89.14	needed content knowledge.	use needs to be priority in future courses.
		Portfolio	Class average will be 80% correct.	Students in PEP 3100 averaged 90.00%	Students are, on average, exceed the threshold in their identification of skill cues and corrective feedback strategies.	The guidelines of the portfolio are clear and simplified and encourage and support student understanding to meet this threshold. Continue with assignment.
Physical education students are physically literate individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.	2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	Skill Assessments	Class average will be 80% correct.	Students in PEP 4710 averaged 90% PEP 4700 averaged 85%	Students are meeting the utilization level of skill proficiency in a variety of skills: snow shoeing, SUP, kayaking, golf, climbing, GPS, yoga, pickleball.	Continue with current course structure, expectations, and skill development.
		Final Exam	Class Average 75% or greater	Students in PEP 3280 averaged 82.14%	The students are demonstrating a sound understanding of motor skill performance as it relates to designing effective strength training programs.	Continue with this method of assessment.
	2.2 Achieve and maintain a health-enhancing level of fitness	FitnessGram measures: 8 health-related physical fitness assessments of	85% of students will achieve satisfactory scores on	>85% of students tested received satisfactory scores in the healthy fitness zone on 6 of 8	The majority of the students are meeting the standards set for maintaining health-	Continue with measures in Methods of Teaching Fitness for Life course.

	throughout the program.	cardiovascular, muscular strength/endurance, BMI, and Flexibility.	FitnessGram measures.	FitnessGram measures.	enhancing levels of fitness.	
	2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.	Skills Assessment	Class average will be 80% correct.	Students in PEP 4710 averaged 90% PEP 4700 averaged 85%	Students are meeting the utilization level of skill proficiency in a variety of skills: snow shoeing, SUP, kayaking, golf, climbing, GPS, yoga, pickleball.	Continue with current course structure, expectations, and skill development.
Physical education students plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.	3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.	Semester Long Curriculum Plan Assignment	Class average will be 80% correct.	PEP 3520 Class averages >85%	Students understand how to use the state curriculum guide to develop a semester curriculum plan.	Continue with this assignment.
	3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	PEP 3520 Average student score: 82%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 successful teaching experiences	PEP 3520 All students completed at least 2 successful teaching experiences	Students can now develop lesson plans correctly and then teach the lessons.	Continue to provide practicum teaching experiences for the students.

	3.3 Design and implement content that is aligned with lesson objectives.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	PEP 3520 Average student score: 82%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	PEP 3520 All students completed at least 2 successful teaching experiences	Students can now develop lesson plans correctly and then teach the lessons.	Continue to provide practicum teaching experiences for the students.
		Lesson Plans	Class average will be 80% correct.	Students in PEP 4710 average pf scores submitted was 89%.	Students are able to effectively match learning objectives/goals and styles/models and use space, equipment, etc. to achieve identified objectives/goals	Continue current course structure.
	3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	Students in PEP 3660 averaged 100%	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	PEP 3520 All students taught at least 2 successful lessons providing resources for all students.	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
		Final Exam	Class average will be 80% correct.	Students in PEP 3660 averaged 93.23%	Students demonstrate above average proficiency in developing and	Continue current course structure, but consider making

					implementing modifications for various learners and learning styles	final exam more challenging.
		Assignment	80% of students will complete the assignment.	100% of students completed the assignment.	Students demonstrate above average proficiency in developing and implementing modifications for various learners and learning styles	Implement / emphasize modification development and use for additional classes.
	3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities	Lesson Plans	Class average will be 80% correct.	The class average for students in PEP 3660 was 100%	Students demonstrate above average proficiency in developing and implementing modifications for various learners and learning styles	Implement / emphasize modification development and use for additional classes.
	3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.	Exams (Essay portion primarily)	Class average will be 80% correct.	Students in PEP 3660 averaged 93.23%.	Students are adequate in their development of appropriate progressive and sequential instruction.	Continued emphasis on progressive and sequential instruction should be paramount in all courses.
	3.7 Demonstrate knowledge of current technology by planning and implementing	Evaluation and grading assignment	Class average will be 80% correct.	PEP 3520 students average score 87%	Students are able to develop lessons that incorporate technology for student assessment of learning objectives.	Continue



	learning experiences that require students to appropriately use technology to meet lesson objectives.					
Physical education students use effective communication and pedagogical skills and strategies to enhance student engagement and learning.	4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	PEP 3520 Student mean score: 82%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	PEP 3520 All students taught at least 2 successful lessons providing resources for all students.	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
	4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	PEP 3520 mean score: 82%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	PEP 3520 All students taught at least 2 successful lessons providing resources for all students.	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
	4.3 Provide effective instructional feedback for skill acquisition, student	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	PEP 3520 mean score: 82%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	PEP 3520 All students taught at least 2 successful	Students are able to effectively implement	Continue to provide practicum teaching

	learning, and motivation.			lessons providing resources for all students.	the lessons they have planned.	experiences for the students.
	4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	PEP 3520 mean score: 82%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	Class average will be 80% correct.	PEP 3520 All students taught at least 2 successful lessons recognizing the changing dynamics of the classroom.	Students are effectively preparing for potential instructional adjustments.	Continue
	4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	PEP 3520 mean score: 82%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences	PEP 3520 All students taught at least 2 successful lessons using managerial routines.	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
		Class Management Techniques	2 submitted	PEP 4990 All students submitted at least 2 successful management techniques.	Students can recognize an effectively run class and can implement strategies they have seen used by other teachers.	Continue this assignment.
	4.6 Implement strategies to help students	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	PEP 3520 mean score: 82%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.

	demonstrate responsible personal and social behaviors in a productive learning environment.	Practicum Teaching Experience Observations	2 teaching experiences	PEP 3520 All students taught at least 2 successful lessons using managerial routines.	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
		Single Student Interventions	2 submitted	PEP 4990 All students submitted at least 2 successful single student interventions.	WSU students recognize students they teach that may need more help with behavior concerns in the classroom.	Continue this assignment.
Physical education students utilize assessments and reflection to foster student learning and inform instructional decisions.	5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.	Evaluation and Grading Assignment	Class average will be 80% correct.	PEP 3520 mean score: 96%	Students understand how to use the state curriculum guide to develop a grading and evaluation plan.	Continue the assignment providing descriptive grading rubrics.
	5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.	Practicum Teaching Using Assessments	2 teaching experience	PEP 3520 All students taught at least 2 lessons utilizing some type of assessment.	Students are able to effectively implement the lessons they have planned in a practicum teaching experience.	Continue to provide practicum teaching experiences for the students.
	5.3 Utilize the reflective cycle to implement change in	Peer and Practicum Teaching Experience Reflection	2 teaching experiences	PEP 3520 All students submitted reflections on their teaching experiences	Continue to remind students to reflect on teaching and to submit reflections.	Remind students that growth occurs during reflection. Remind

	teacher performance, student learning, and/or instructional goals and decisions.					students to reflect every day.
		Reflective Teaching Log	Students will reflect on 80% of their teaching days	PEP 4990 All students submitted teaching reflections on a weekly basis	Students show growth in their teaching expertise.	Continue with this reflection assignment
Physical education students demonstrate dispositions essential to becoming effective professionals.	6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	Service Learning Assignment	Class average will be 80% correct.	PEP 2000 mean score: 100%	Students can work with students of various diversities successfully.	Continue this assignment.
		Final Exam	Class average will be 80% correct.	On average, students in PEP 3100 earned 85.15% on the final exam.	Students demonstrate adequate average proficiency in developing and implementing modifications for various learners and learning styles.	Continue current course structure.
		Assignment	80% of students will complete assignment.	100% of students in PEP 3660 completed the assignment.	Students demonstrate above average proficiency in developing and implementing modifications for various learners and learning styles.	Implement / emphasize modification development and use for additional classes.
		Lesson Plans	Class average will be 80% correct.	On average, students in PEP 3660 earned 100% on their lesson plans.	Students demonstrate above average proficiency in developing and implementing modifications for	Implement / emphasize modification development and use for additional classes.

					various learners and learning styles.	
	6.2 Participate in activities that enhance collaboration and lead to professional growth and development.	Cooperating teacher evaluation of practicum teacher.	Class average will be 80%.	PEP 4990 All cooperating teachers gave positive evaluations of the practicum teachers concerning growth.	New evaluation form allows CT to give better feedback on student strengths and weaknesses.	Continue with the new evaluation form.
	6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	Cooperating teacher evaluation of practicum teacher.	Class average will be 80%.	PEP 4990 All cooperating teachers gave positive evaluations of the practicum teachers concerning professional ethics.	New evaluation form allows CT to give better feedback on student strengths and weaknesses.	Continue with the new evaluation form.
	6.4 Communicate in ways that convey respect and sensitivity.	Home Communications Assignment	Class average will be 80%.	PEP 4990 class mean score: 83%	Students benefit from an explicit planning rubric to know what is considered appropriate communication. More encouragement to submit assignments and look at the scoring rubric is needed.	Continue to provide a planning rubric for students.

\*Note: The Assessment Plan was created prior to the release of the new 2017 SHAPE National Standards for Initial Physical Education Teacher Education.

## **Standard D - Academic Advising**

The faculty and academic advisor are strongly committed to assisting each of our students in a supportive and enriching advisement process that is the most effective for each independent student. Through the academic advising process, students are informed and provided opportunities that enhance their capacity to accomplish their desired degree and area emphases. In the HPHP Department, student success is partly achieved by the open communication, plan development, and progress evaluations each student has with the Academic Advisor, our faculty, and the student themselves; creating an advising partnership that is informed, trusted, and effective. Students are informed that the responsibility of their successful completion of their programs lies in their hands, however, we are here to provide them with the necessary information and support for them to achieve their goals. To achieve this goal of student success, students are advised of program admission requirements, courses in the department that satisfy general education requirements, transfer articulation, student support services, and other pertinent information related to their individualized degree path. At this point, students are then encouraged to make thoughtful and meaningful decisions regarding their education goals to achieve their desired success.

### Advising Strategy and Process

The HPHP Department is excited to have a new academic advisor who is focused on balancing students' needs and goals with faculty, program, and Department expectations and standards. In the short tenure of the new academic advisor (hired July 1, 2018), we have evaluated and where necessary improved the advising strategy and process from the previous advisor. The current advisement process is: new students attend new student orientation; students schedule individual advisement sessions with the academic advisor; students then may meet with faculty or the program director depending on their individual specific needs and goals. The academic advisor guides students through academic program requirements, their degree maps, and assists in developing their semester schedule of courses. Ultimately it is up to each student to be aware of their progress towards graduation and ensuring they register and complete the necessary courses to achieve their desired degree. When students meet with the academic advisor, together, they review their progress and the next steps needed to maintain this progress. The academic advisor will also follow up with students for encouragement and progress "check-ins" to assist those students who may need a little more support. The academic advisor also consults with program faculty and the Department Chair, as necessary, to ensure open communication and unanimous agreement for special student circumstances requiring course overrides and exceptions while maintaining program and Department policies, standards, and expectations.

The academic advisor has specific responsibilities (as does the student).

#### Advisor Responsibilities:

- Understand and effectively communicate the curriculum, graduation requirements and University policies and procedures.
- Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals.

- Encourage and guide students as they define realistic academic goals.
- Support students as they acquire the skills to develop clear and attainable educational plans.
- Provide students with information about and strategies for utilizing the available resources and services on campus.
- Monitor and accurately document discussions regarding the student's progress toward meeting their goals.
- Maintain the level of confidentiality provided by the Buckley Amendment (FERPA).
- Assist students in gaining decision making skills and skills in assuming responsibility for their educational plans and achievements.
- Promote and encourage students to develop productive working relationships with their professors.
- Attend training and conferences related to advisement and WSU, and attend department and program meetings.

Student Responsibilities: Students responsibilities in order for the advising partnership to be successful include:

- Schedule regular advisement appointments each semester.
- Come prepared to each appointment with questions or materials for discussion; be an active learner by participating fully in the advising experience.
- Ask questions when necessary.
- Keep a personal record of graduation progress and goals including organizing official documents (academic records, communications from professors or the academic advisor—including emails, letters, and/or phone calls).
- Communicate academic goals.
- Become knowledgeable about University programs, policies and procedures.
- Be responsible for their decisions.
- Respond to official notification from the academic advisor (letters, emails, phone contacts, etc.) in a timely manner.
- Maintain effective working relationships with advisors, faculty and administrators.

### Effectiveness of Advising

At our current time, we are unaware of the effectiveness of our new academic advisor from a data driven perspective. Since the advisors employment, several changes in policy and procedures were implemented that have had unrecorded, yet positive effects within the belief and support among the Department's faculty and staff in the advising process. The nature of the advising partnership has been strengthened and is more positive than it was prior to July 1, 2018. The advisor is eager to correct errors when they are recognized, communicates openly with faculty and staff, creates new policies that positively impact students and the programs involved, and maintains a set of ethics shared by all the members of the Department. We look forward to and anticipate the healing between the advising process and the rest of the Department to strengthen our goals of achieving high rates of student success.

In Fall 2019, following the advisor's first full year of employment, a survey will be created by the Department Chair and distributed to faculty and students to participate in evaluating the advisor's performance, identify strengths and potential areas of improvement. The results of the survey will be shared with the advisor and praise and corrective measures where warranted will be implemented.

#### Past Changes and Future Recommendations

Corrective measures, such as developing a Course Permission Form to notify, identify, and unanimously approve course waivers or overrides by the advising partnership, have already taken place. We believe these changes will keep the lines of communication among all participating open and knowledgeable. This in turn will return the trust and enhance the support of this critical relationship for student success that was fractured before.

Advisement will continue to be progressive, include using technology updates as a means to facilitate advisement and communication with students, and adapt to meet student and faculty needs based on survey results to be conducted Fall 2019. Continued support of the academic advisor will be a priority as the importance of this position in assisting with student success cannot be understated.

### **Standard E - Faculty**

#### Faculty Demographic Information

The PEP program has four full-time tenure track assistant professors. Each holds a doctorate degree in Physical Education with specific specialty training in areas that align to the courses each teaches. The program rarely uses adjunct faculty. Courses are typically taught by one of the four full-time faculty members.

#### Programmatic/Departmental Teaching Standards

The program faculty members are held to the Moyes College of Education teaching standards and policies and procedures for tenure and promotion (per the tenure document and PPM 8-11). The department chair reviews faculty in their second year. Peer review committees review faculty according to policy in their second and fifth year. Department and college ranking tenure and evaluation committees review faculty in their third and six years, also according to policy.

Faculty teaching schedules are determined by the department chair in consultation with the program director and faculty member; they are established based on the strengths of the faculty member, needs of the program, and performance factors. All courses taught by non-tenured faculty members and adjunct faculty are evaluated by students on Chi Tester and compared to program and department standards and averages; results include student commendations and recommendations. Numerical data based on a scale of one-to-five is interpreted and tracked by semester and over time.

#### Faculty Qualifications

Each faculty member is highly qualified to teach in this program. A summary of the current faculty is shown in the table below. Adjunct faculty must meet the department's minimum qualifications to teach in the department and program; this includes holding a master's degree.

Version Date: April, 2017



### Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	4	0	0
Number of faculty with Master's degrees			
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	4	0	0

### Evidence of Effective Instruction

- i. Regular Faculty  
Results of end of course/instructor evaluations conducted on Chi Tester are included in each faculty member's professional file (housed in the College Dean's office). Support files are housed in the faculty member's office in the Swenson Building, and end of course evaluation results are housed on Chi Tester and electronically by the department. From the results of ongoing review of faculty members it can be surmised that the program's full-time faculty are doing a "good" to "excellent" job in providing effective instruction.
- ii. Adjunct Faculty  
The PEP program has not used any adjuncts to teach its PEP courses in the last 5 years. If the need to hire adjunct instructors arises, adjuncts will be used on a semester-by-semester, as-needed-basis, and offered single semester teaching contracts, provided appropriate syllabus templates, courses materials, and support, and be evaluated using the same evaluation methods as full-time faculty.

### Faculty Scholarship

Evidence of faculty members completing some formal education and/or work experience which would support their keeping current in the discipline is expected. Evidence of having presented papers, delivered speeches, written grant proposals, having manuscripts accepted in peer review journals, etc., are all viewed positively. A positive rating in all of the indicated activities, however, is not required in order to be considered satisfactorily advancing toward tenure. (per the tenure document and PPM 8-11).

### Mentoring Activities

Faculty members within the program are mentored by the department chair, program director, and other faculty within the diverse HPHP department. Any future adjunct instructors (if needed) will be mentored by a faculty member most familiar with the course taught by the adjunct.

### Diversity of Faculty

The program faculty includes three male and one female, all Caucasian. The department and program aspire to have diversity within the faculty but always hire the most qualified applicant in faculty searches regardless of factors such as gender, ethnicity, age, etc.

### Ongoing Review and Professional Development

Department faculty members are reviewed according to WSU PPM schedules. Any future adjunct faculty (if needed) will be evaluated annually via peer review, and review of end of course student evaluations. The typical schedule after hire as a tenure track assistant professor is:

- 2<sup>nd</sup> year: peer review of teaching by committee and Department Chair review
- 3<sup>rd</sup> Year: formal tenure rank and evaluation committee review
- 5<sup>th</sup> year: peer review of teaching by committee
- 6<sup>th</sup> Year: formal tenure rank and evaluation committee review

If tenure and rank advancement was granted:

- 11<sup>th</sup> year: eligible for full-professor promotion or post-tenure review
- Every five years: post-tenure review

All full-time PEP faculty attend professional conferences each year. These conferences vary based on the faculty member's expertise, but are focused on physical education and/or coaching. Funding for attending these conferences is obtained from several sources: the WSU Research, Scholarship, and Professional Growth Committee grants (RSPG); WSU College of Education Endowment grants; and WSU Dept. of Health Promotion and Human Performance travel funds. As needed or desired, the faculty attend trainings offered through WSU Training Tracker or teaching workshops on campus provided by the Teaching and Learning Forum.

### **Standard F – Program Support**

Support Staff, Administration, Facilities, Equipment, and Library

#### Adequacy of Staff

The HPHP Department supports each program, in part, through the staff within, and in relation to the Department. Within the HPHP Department we have an Academic Advisor (exempt), Brittnei Strickland, an Administrative Specialist II (non-exempt), Marcia Kawa, an Internship Coordinator (exempt), Barbara Dirks, our HP Lab Coordinator / Instructor (exempt), Tim Ruden, and a Recreation Manager for HPHP (exempt), Derek DeBruin. All of our staff are integral and vital members of our Department and each are essential to the success of our programs.

Outside of the HPHP Department, we receive staff support from many areas. The Stromberg Complex Manager, Matt Barker, ensures the classrooms, building, fields, and natatorium are appropriately scheduled and maintained for academic, scholarly, and community based experiences. The College of Education College Recruiter (a new recruiter is in the process of being hired) assists in recruiting students into each program. We also have support from the College of Education Academic Advisor, Natalie Struhs, who leads the COE's Starfish notification and retention efforts.

As of Fall 2018, the needs of the HPHP Department and their programs, are being adequately met with the number of staff support we employ. Each have met "above average - excellent" ratings during the 2017- 2018 annual reviews. Both our Academic Advisor, and Administrative Specialist II, started

in their respective positions in July 2018 and are in the process of completing University trainings and on the job training, to learn the necessary KSA's required to perform their job duties. Both, are performing in an exemplary manner for the short time that they have been in these critical positions. We have seen an improvement in trust, ethics, standards, transparency, and protocols since their arrival. Our Internship Coordinator, Recreation Manager, and Lab Coordinator are dedicated, insightful, and passionate staff who assist multiple programs both inside and outside of the HPHP Department. They help to ensure high quality learning experiences, job opportunities, and quality of work and support are provided to our students, staff, and faculty for the HPHP Department, College of Education, and all Weber State University levels.

#### i. Ongoing Staff Development

Department staff members have extended opportunities for WSU development including travel to appropriate professional conferences, financial support for professional membership organizations, WSU specific trainings through training tracker, and enrollment in WSU courses. Staff members participate in trainings and other professional development practices dependent on their job duties, interests, and opportunities to enhance our programs and Department.

#### Adequacy of Administrative Support

Since our last Program Review (2013) we have added one additional staff, the Recreation Manager for HPHP who oversees the climbing wall (maintenance, care, budget, staff, etc.), the REC based courses, instructs, and supports the OCRE program (e.g. professional support during OCRE based trips; program policy and procedure development and review) and Department in various ways (e.g. Departmental committees). This position was made available by assistance from the Dean and COE. In addition, the Department receives great support from the Dean and the Provost when requested or necessary. For example, assistance in paying for additional necessary courses/overloads (semester dependent).

#### Adequacy of Facilities and Equipment

The HPHP Department is housed in the Swenson Building within the Stromberg Complex. The facility provides adequate classrooms, laboratories, and equipment to support the program. A recently completed (August 2018) building project has created an additional classroom (SW 405) dedicated to the OCRE program, bike and equipment storage areas, 4 new offices, and a new dedicated student lounge area (SW 404). Another newly completed project (October 2018) renovated the entire natatorium and locker room areas. In addition, since the last Program Review, 4 pickleball courts have been installed which allow for multiple sections of pickleball classes, use by the CAPES! Program, and community members for recreational use. Finally, the Stress Relief Center has relocated (from SW 225 to SW 124) which has improved the functionality of this important campus resource.

Faculty members along with some staff members and at times in collaboration with campus recreation and other Departments across WSU write research grants for equipment needed for teaching and research. Funds are usually secured for these excellent proposals.

### Adequacy of Library Resources

The Stewart Library provides information resources and services on multiple WSU campuses. Print, electronic including databases, and audio-visual materials are provided in adequate titles. Hours of operation are extensive and met student and faculty needs. The library website (<http://library.weber.edu>) assists with meeting 24/7 needs. The library assigns a librarian to each college. The librarian has an annual budget to provide current resources for the program. Additionally, the librarian meets faculty classes when invited in scheduled teaching rooms within the library and provides electronic resources for specific classes taught when requested. The resources adequately met the program, faculty, and student needs. When a resource is not in the library, the interlibrary loan process enables access to most materials.

## **Standard G - Relationships with External Communities**

Department and program faculty and staff build and maintain relationships with external communities in multiple ways. The details related to this external community involvement are outlined in Appendices E. The PEP program faculty members are very active in the public schools system. Faculty and students visit schools frequently as well as coordinate with local schools to bring their student to eh Stromberg Complex for teaching opportunities in PE and coaching.

James Zagrodnik has created and implemented the “Children’s Adaptive Physical Education Society!” (CAPES!), a program that uses a combination of exercises and games in and out of the swimming pool to help children, ages 5 to 12, with their social interaction, balance, dexterity, motor skills, strength and fitness. This program is in its 6<sup>th</sup> year and works with multiple Departments (e.g. Dance, Engineering, Teacher Ed) across campus and several community resources each Fall and Spring semester. Since Fall 2013 CAPES! has involved over 470 WSU students and achieved 17,656 direct teaching and service hours with children with developmental disabilities.

Mandy Kirkham-King, Ryan Zimmerman, and James Zagrodnik, regularly conduct supervised teaching in public schools. Chad Smith supervises coaching students completing their coaching practicums in local schools, and with WSU strength and conditioning coaches.

Mandy Kirkham-King, and Chad Smith have served, and/or currently serve as board members for SHAPE-Utah. Chad Smith has served SHAPE-Utah 6 of the last 7 years in the positions of President, Past President, and State Board Member. Mandy Kirkham-King is currently serving as a state board member for SHAPE-Utah, and as a member-at-large for the Western District of SHAPE. The program’s faculty have presented at state, regional, and national conferences, at the state and regional levels involving students in their presentations.

**Standard H – Program Summary**  
Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
<p>Issue 1: Address scope and sequence of the program.</p> <p>Although we already had an articulated program “scope,” a clear “sequence” for completion of coursework was articulated. We are now in our fourth year of the program changes, and are still evaluating the effects of these changes. Albeit, the results appear promising.</p>	<p>Previous 5 Year Program Review: The faculty articulated a clear program “scope”.</p>	<p>While the program “scope” had been determined, a clear “sequence” needed to be articulated</p>
	<p>Year 1 Action Taken: Meet as faculty to review “scope” and determine “sequence”.</p>	<p>The program “degree map,” was revised and completed in the early Winter of 2015. Extensive program changes proposed to reflect the degree map and were approved by Faculty Senate in February of 2015.</p>
	<p>Year 2 Action Taken: Evaluate effects of curriculum changes.</p>	<p>Evaluating the changes would continue through the coming years</p>
	<p>Year 3 Action Taken: Continue to evaluate effects of curriculum changes.</p>	<p>Evaluating the changes would continue through the coming years; albeit, the results appear promising</p>
	<p>Year 4 Action taken: Continue to evaluate the effects of curriculum changes.</p>	<p>We will have our first graduates of the newly revised curriculum in 2019, but students seem more satisfied with the process. We will continue to monitor student response.</p>
<p>Issue 2: Number of methods courses.</p>	<p>Previous 5 Year Program Review: Faculty increased the number of methods courses in an effort to improve program quality.</p>	<p>The increase in course workload was believed to be too burdensome for students and also did not fit the requirements of University Executive Committee to have total program credits at 120 or less.</p>

	Year 1 Action Taken: Meet as a Faculty to reduce the number of 2-credit methods courses into 3 credit courses that are fewer in number.	Extensive program changes proposed and were approved by Faculty Senate in February of 2015.
	Year 2 Action Taken: Evaluate effects of curriculum changes.	Evaluating the changes would continue through the coming years
	Year 3 Action Taken: Continue to evaluate effects of curriculum changes.	Evaluating the changes would continue through the coming years; albeit, the results appear promising
	Year 4 Action taken: Continue to evaluate the effects of curriculum changes.	We will have our first graduates of the newly revised curriculum in 2019, but students seem more satisfied with the process. We will continue to monitor student response.
Issue 3: The mission statement does not have any language about how the missions will be met. We believe it is looking for a “ways and means” statement.	Previous 5: Year Program Review: A program mission statement had been created.	While a mission statement had been created, it needed more clarity on how the objectives would be met.
	Year 1 Action taken: The program met and revised its mission statement.	The program’s mission statement was amended to include language indicating that “students will achieve this mission by completing a variety of coursework and practicum hours, ultimately allowing them to develop and practice sound physical education pedagogical skills.
	Years 2-4: No action taken	The program will continue with the current mission statement until further notice.
Issue 4: Student Learning Outcomes and Assessment: Develop standard assessment	Years 1 & 2 Action taken: The faculty met to address student learning	Program faculty is made good progress on standardizing syllabi for courses

tools, such as rubrics, to assess the artifacts.	outcomes and assessment for the program	that are taught by multiple instructors, and to creating assessment rubrics that will be used in those courses. The majority of the courses taught were standardized with the program changes of 2014-2015.
	Year 3: No action taken	
	Year 4 Action taken: After receiving course load reduction for a new Physical Education Activities Director for our activities courses, the work began on standardizing assessment tools, rubrics, and syllabi for the activities courses.	The activities courses also now have standardized assessment methods, rubrics, and syllabi.

#### Action Plan for Ongoing Assessment Based on Current Self Study Findings

##### Action Plan for Evidence of Learning Related Findings\*

Program Learning Goal	Measurable Learning Outcome Students will:	Method of Measurement	Course or option for data collection	Data collection schedule 2015-2016	Data Collection Schedule 2016-2017	Data Collection Schedule 2017-2018
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Physical education students know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.	1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	National Praxis Content Knowledge Test	National Praxis Content Knowledge Test	Newly developed course PEP 3450 Structural Kinesiology	National Praxis Content Knowledge Test	Same as previous year
	1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.	National Praxis Content Knowledge Test	National Praxis Content Knowledge Test	Newly developed course PEP 3100 Motor Development and Learning	Portfolios and Final Exam	Same as previous year
	1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.	National Praxis Content Knowledge Test	National Praxis Content Knowledge Test	Newly developed course PEP 3100 Motor Development and Learning	Portfolios and Final Exam	Same as previous year
	1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.	20 Question Exam on the History of Physical Education	PEP 2000	Same as previous year	Same as previous year	Same as previous year



		1 Exam	PEP 3660	Same as previous year	Same as previous year	Same as previous year
		1 Assignment	PEP 3660	Same as previous year	Same as previous year	
	1.5 Analyze and correct critical elements of motor skills and performance concepts.	National Praxis Content Knowledge Test	National Praxis Content Knowledge Test	Same as previous year	Same as previous year	Same as previous year
		Exams	PEP 2600	Newly developed course PEP 3100 Motor Development and Learning	Final Exam	Same as previous year
		Portfolio	PEP 2600	Newly developed course PEP 3100 Motor Development and Learning	Portfolio	Same as previous year

Physical education students are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.	2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	Skill Assessments	PEP 3264 PEP 4700	New Skill Development Course changes PEP 3240-3280 Program wide skill assessments -Fall semester	Newly developed course PEP 4700 Methods of Teaching Junior High School Phys. Ed.; PEP 3280 Final Exam	PEP 3280 Same as previous year; PEP 4700 Variety of Sport Skills and Movement Patterns
	2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.	Fitness testing	PEP 3290	New Skill Development Course changes for PEP 3290 Program wide fitness assessments -Spring semester	PEP 3290 fitness assessments	Same as previous year
	2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.	Skills Assessment	PEP 3264 PEP 4700	New Skill Development Course changes PEP 3240-3280 Program wide skill	Newly developed course PEP 4700 Methods of Teaching Junior High	PEP 4700 Variety of Sport Skills and Movement Patterns

				assessments -Fall semester	School Phys. Ed	
Physical education students plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.	3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.	Semester Long Curriculum Plan Assignment Practicum	PEP 3520 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Semester Long Curriculum Plan Assignment	Same as previous year
	3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.	Practicum Teaching Experience Lesson Plan Development	PEP 3520 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Lesson Plan Development	Same as previous year
		Practicum Teaching Experience Observations	PEP 3520 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Observations	Same as previous year

	3.3 Design and implement content that is aligned with lesson objectives.	Practicum Teaching Experience Lesson Plan Development	PEP 3520 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Lesson Plan Development	Same as previous year
		Practicum Teaching Experience Observations	PEP 3520 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Observations	Same as previous year
		Lesson Plans	PEP 3264	Same as previous year	Content of PEP 3264 Absorbed into PEP 4700	
	3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.	Practicum Teaching Experience Lesson Plan Development	PEP 3660 PEP 4990	Same as previous year	Same as previous year	Same as previous year
		Practicum Teaching Experience Observations	PEP 3520	New course changes to PEP 3520 Curriculum	Practicum Teaching Experience Observations	Same as previous year

				and Assessment		
		Final Exam	PEP 3660	Same as previous year	Same as previous year	Same as previous year
		Assignment	PEP 3660	Same as previous year	Same as previous year	Same as previous year
	3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	Lesson Plans	PEP 3660 PEP 4990	Same as previous year	Same as previous year	Same as previous year
	3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.	Exams (Essay portion primarily)	PEP 3660	Same as previous year	Same as previous year	Same as previous year
		Portfolio	PEP 3660	Same as previous year	Same as previous year	Same as previous year

		Lesson Plans Practicum	PEP 3660 PEP 4990	Same as previous year	Same as previous year	Same as previous year
	3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	Peer Teaching Using Technology Lesson Plan	PEP 3610	New course changes to PEP 3520 Curriculum and Assessment	Peer Teaching Using Technology Lesson Plan	Same as previous year
		Peer Teaching Using Technology Observations	PEP 3610	New course changes to PEP 3520 Curriculum and Assessment	Peer Teaching Using Technology Lesson Plan	Same as previous year
Physical education students use effective communication and	4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	Practicum Teaching Experience Lesson Plan Development	PEP 3520	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Lesson Plan	Same as previous year

pedagogical skills and strategies to enhance student engagement and learning.		Practicum Teaching Experience Observations	PEP 3520 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Observations	Same as previous year
	4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	Practicum Teaching Experience Lesson Plan Development	PEP 3520 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Lesson Plan Development	Same as previous year
		Practicum Teaching Experience Observations	PEP 3520	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Observations	Same as previous year
	4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.	Practicum Teaching Experience Lesson Plan Development	PEP 3520 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Lesson Plan Development	Same as previous year

		Practicum Teaching Experience Observations	PEP 3520	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Observations	Same as previous year
	4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	Practicum Teaching Experience Lesson Plan Development	PEP 3520 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Lesson Plan Development	Same as previous year
		Practicum Teaching Experience Observations	PEP 3520	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Observations	Same as previous year
		Final Exam	PEP 3264	Same as previous year	Content of PEP 3264 Absorbed into PEP 4700	
		Assignment	PEP 3264	Same as previous year	Newly developed course PEP 4700 Methods	PEP 4700 Sport Education Unit plan



					of Teaching Junior High School Phys. Ed	
		Lesson Plans	PEP 4700		Newly developed course PEP 4700 Methods of Teaching Junior High School Phys. Ed	PEP 4700 Lesson Planning and Reflection
	4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.	Practicum Teaching Experience Lesson Plan Development	PEP 3520 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Lesson Plan Development	Same as previous year
		Practicum Teaching Experience Observations	PEP 3520	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Experience Observations	Same as previous year
		Class Management Techniques	PEP 4990	Same as previous year	Same as previous year	Same as previous year

	4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	Single Student Interventions				
			PEP 4990	Same as previous year	Single Student Interventions	Same as previous year
	5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.	Evaluation and Grading Assignment	PEP 3610	New course changes to PEP 3520 Curriculum and Assessment	Evaluation and Grading Assignment	Same as previous year
Physical education students utilize assessments and reflection to foster student learning and inform instructional decisions.	5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.	Practicum Teaching Using Technology	PEP 3610 PEP 4990	New course changes to PEP 3520 Curriculum and Assessment	Practicum Teaching Using Technology	Same as previous year
	5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.	Peer and Practicum Teaching Experience	PEP 3610	New course changes to PEP 3520 Curriculum and Assessment	Peer and Practicum Teaching Experience	Same as previous year

	5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.	Teaching Reflection Log	PEP 4990			Fall '16 and Spring '17 semesters
	6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	Service Learning Assignment	PEP 2000	Same as previous year	Same as previous year	Same as previous year
Physical education students demonstrate dispositions essential to becoming effective professionals.		Final Exam	PEP 2600	Newly developed course PEP 3100 Motor Development and Learning	Final Exam	Same as previous year
		Assignment	PEP 3660	Same as previous year	Same as previous year	Same as previous year
		Lesson Plans	PEP 3660	Same as previous year	Same as previous year	Same as previous year

	6.2 Participate in activities that enhance collaboration and lead to professional growth and development.	Cooperating teacher evaluation of practicum teacher.	PEP 4990	Same as previous year	Same as previous year	Same as previous year
	6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	Cooperating teacher evaluation of practicum teacher.	PEP 4990	Same as previous year	Same as previous year	Same as previous year
	6.4 Communicate in ways that convey respect and sensitivity.	Home Communication s Assignment	PEP 4990	Same as previous year	Same as previous year	Same as previous year

\*Note: The Action Plan was created prior to the release of the new 2017 SHAPE National Standards for Initial Physical Education Teacher Education.

#### Action Plan for Staff, Administration, or Budgetary Findings

There were no recommendations related to staff, administration, or budget from our last program review. To see the recommendations, please refer to pages 8 and 30.

### Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Quizzes and Final Exam	1	2-3 times during semester, and at semester's end.	Faculty paper and electronic files
Student Lesson Plans	3	2-3 times during semester	Faculty paper and electronic files
Teaching Demonstrations	4	2-3 times during semester	Faculty paper and electronic files
Student Essays	5	End of semester	Faculty paper and electronic files

## APPENDICES

### Appendix A: Student and Faculty Statistical Summary (*Note: Data provided by Institutional Effectiveness*)

Health Promotion	2013-14	2014-15	2015-16	2016-17	2017-18
<b>SCH AND FTE</b>					
ESS	0	0	0	1,326	1,452
Hlth Promo	8,429	8,901	8,543	8,293	8,266
PE	2,454	2,773	2,764	2,564	2,551
PEP	2,861	2,788	2,744	1,982	2,345
REC	338	365	269	248	0
OCRE	0	0	0	260	997
AT	5,714	6,078	308	n/a	n/a
ATHL	352	383	0	n/a	n/a
NUTR	8,653	8,874	1,004	n/a	n/a
Dept SCH Totals	28,801	30,162	15,632	14,673	15,611
Dept FTE Totals	960.03	1005.40	521.07	489.10	520.37
<b>Program SCH Total <sup>1</sup></b>	n/a	n/a	n/a	8,293	8,266
<b>Program FTE Total <sup>2</sup></b>	n/a	n/a	n/a	276.43	275.53

HPHP prior to July 1, 2015  
Transition year, 7/1/15 to  
7/1/16



New HPHP, 7/1/16 and on

Exercise and Sport Science	2013-14	2014-15	2015-16	2016-17	2017-18
<b>MAJORS</b>					
ESS	146	154	161	167	203

Hlth Promo	144	179	182	184	193
PE					
PEP	72	57	51	62	68
REC					
OCRE	n/a	n/a	n/a	0	17
AT	326	365	384	n/a	n/a
ATHL					
NUTR	n/a	n/a	n/a	0	31
Dept Major Totals	688	755	778	413	512
Program Major Totals <sup>1</sup>	146	154	161	167	203

Exercise and Sport Science	2013-14	2014-15	2015-16	2016-17	2017-18
<b>GRADS</b>					
ESS	39	25	28	31	37
Hlth Promo	41	58	53	48	52
PE					
PEP	9	14	13	8	10
REC					
OCRE	n/a	n/a	n/a	0	0
AT	42	49	41	n/a	n/a
ATHL					
NUTR	n/a	n/a	n/a	0	6
Dept Grad Totals	131	146	135	87	105
Program Grad Totals <sup>1</sup>	39	25	28	31	37

*Note:* Data provided by Institutional Research



1. **Student Credit Hours Total** represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.
2. **Student FTE Total** is the Student Credit Hours Total divided by 30.
3. **Student Majors** is a snapshot taken from self-report data by students in their Banner profile as of the third week of the fall term for the academic year.
4. **Program Graduates** includes only those students who completed all graduation requirements by end of spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.
5. **Faculty FTE** is the aggregate of contract and adjunct instructors during the fiscal year. **Contract FTE** includes instructional-related services done by "salaried" employees as part of their contractual commitments. **Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.
6. **Student/Faculty Ratio** is the Student FTE Total divided by the Faculty FTE Total.

**Summary Information:** The Department of HPHP houses many academic programs (as shown in the table). Overall, the number of student majors and program graduates has increased. The student/faculty ratio data indicates an increase in the number of students taking courses in the Department, and a higher student-to-faculty ratio over time. This data is in line with the increasing SCH data.

The SCHs specific to the PEP program have increased slightly from 2013 to 2018. The number of declared physical education majors has also increased; however, the number of students graduating has not increased, but rather decreased slightly. The PEP faculty members have noticed an increased interest in the Sport Coaching Education minor and the courses offered in its curriculum. This could account for the rise in SCHs but not in physical education major graduates. The PEP program faculty and Department Chair are aware of the low number, but fairly steady, graduates each year and are currently discussing recruitment and retention strategies that could be employed which may increase majors and graduates.

## Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Mandy Kirkham-King	F	Caucasian	Assistant Professor	1st year of Tenure Track	Ph.D.	1 (WSU) 4(Total)	Physical Education
Ryan Zimmerman	M	Caucasian	Assistant Professor	4th year of Tenure Track	Ph.D.	2 (WSU) 8(Total)	Physical Education; Sport Coaching;
James Zagrodnik	M	Caucasian	Associate Professor	9th year of Tenure Track	Ph.D.	8 (WSU) 15(Total)	Motor Behavior; Adapted Physical Education; Physical Education
Chad Smith	M	Caucasian	Associate Professor	8th year of Tenure Track	Ph.D.	7(WSU) 12 (Total)	Strength and Conditioning; Sport Coaching; Physical Education

## Appendix C: Staff Profile

<b>Name</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Job Title</b>	<b>Years of Employment</b>	<b>Areas of Expertise</b>
Barbara Dirks	F	Caucasian	Internship Coordinator	1	Coordinate, implement, organize, and balance daily operations and office functions of the department related to internships, cooperative work experiences, and clinical sites. Team player with department faculty, students, student workers, and exempt and non-exempt staff co-workers.
Brittni Strickland	F	Caucasian	Advisement Coordinator	<1	Student advisement, knowledge of department and program careers and degree requirements, referral to faculty and campus entities, use WSU systems such as CAT tracks and canvas. Tracking and managing data.
Marcia Kawa	F	Caucasian	Secretary/Administrative Assistant	<1	Budget, purchasing, general office management, document preparation, WSU systems, customer service, scheduling, tracking and managing data etc.
Derek DeBruin	M	Caucasian	Recreation Manager	4	Coordinates and manages the climbing rock wall, is the REC course designated manager and instructs various REC courses.

Timothy Ruden	M	Caucasian	Human Performance Lab Coordinator and Instructor	22	Human performance lab functioning, research, technology, purchasing, customer services, and other lab duties. Teaches up to 11 CH of ESS based courses.
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Appendix D: Financial Analysis Summary  
(This information is provided by the Provost's Office)

HPPH - Health Promotion, Human Performance, Nutrition, PE, PEP, Athl Trn					
Funding	13-14	14-15	15-16	16-17	17-18
Appropriated Fund	2,037,518	2,216,706			
CE - IW Wage	415,695	475,967			
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	94,650	117,595			
Total	2,547,863	2,810,268			

HPPH - Exercise Science, Health Promotion, Phys Ed, PEP, Recreation					
Funding	13-14	14-15	15-16	16-17	17-18
Appropriated Fund			1,307,207	1,417,809	1,579,698
CE - IW Wage			254,870	204,897	220,608
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition			76,122	189,192	18,084
Total			1,638,199	1,811,898	1,818,390

FTE	960.0	1005.4	521.1	489.1	520.4
Cost per FTE	\$2,654	\$2,795	\$3,144	\$3,705	\$3,494

Appendix E: External Community Involvement Names and Organizations

<b>Name</b>	<b>Organization</b>
Maridee Harrison	Polk Elementary
Jamie Franke	Weber School District
Lani Bischoff	Weber School District
Todd Brenkman	Mt. Ogden Golf Course
Wendy Eddy	St. Joseph's Elementary
Becky Hale	Bonneville Elementary (OSD)
Melanie Stokes	Marlon Hills Elementary (WSD)
Jeanne Clifton	Taylor Canyon Elementary (OSD)
Chad Clark	DaVinci Academy
Ashley Davis	Shadow Valley Elementary
Don Tanner; Kerry Taylor	South Ogden Jr. High (WSD)
Sondra Jolovich-Motes	Dee Elementary (OSD)
Mark Hansen	Weber High School (WSD)
Jeff Kilts	Ben Lomond High School (OSD)
Shawn Macqueen	Ogden High School (OSD)
Alex Filiaga	Mount Fort Junior High (OSD)
Various teachers in schools	Davis School District
Various teachers in schools	Box Elder School District
Various teachers in schools	St Joseph's High School
Various teachers in schools	Rowland Hall St Marks
Various teachers in schools	Layton Preparatory Academy
Various teachers in schools	Ogden Preparatory Academy
Various teachers in schools	High Mark Charter School
Various teachers in schools	Venture Academy

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Bryan McCullick	Professor	University of Georgia
Michael Cena	Professor	Weber State University

## Appendix G: Evidence of Learning

### Courses within the Major\*

Please see Assessment of Graduating Students on page 11 for evidence of Learning Courses within the Major.

### Evidence of Learning: General Education Courses

Evidence of Learning: General Education Area [fill in]					
Measurable Learning Outcome Students will...	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Learning Outcome 1: <u>Interactions between individuals and society</u></b> Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Weekly online discussions relating to course readings. Social factors related to gender, race and ethnicity, social class, and how (dis)abilities influence youth sport experiences are addressed within the course and students' understanding of these topics are assessed.	Class average score of 80% or greater	Mean score of 82.7%	Students are demonstrating an understanding of the interactions between individuals within the context of sport and are able to articulate their ideas in respectful and meaningful ways.	Due to this course being relatively new, the intent is to Continue current course structure.



	Movie Analysis; students prepare a written analysis/critique reflecting their understanding of how the content from the movie is relevant to a topic or topics addressed within the PEP 2700 course.	Class average of 80% or greater	Mean Score of 84.24%	Students are developing a satisfactory ability to identify key issues in the world of sport and identify whether these issues are accurately and effectively addressed by filmmakers.	Since this course is relatively new we will continue to monitor student progress and make changes as necessary.
Learning Outcome 2: <u>Application of concepts, theories, and methods</u> Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Final Exam assessing students' understanding of how to apply basic social science concepts, theories, and methods to particular issues in sport	Class average of 80% or greater	Student Mean scores 80.4% (Pre-test scores averaging 51.2%; 29.2% improvement)	Students are developing an understanding of basic research methods and theories that sociologists use to study sports and other aspects of social life; they're improving from course start to finish.	Continue with the current evaluation plan.
Learning Outcome 3: <u>Diverse perspectives</u>	Controversial Issue Debate, requiring students to adopt	Class average of 80% or greater	Student mean score 87.25%	Students are gaining the ability to address sport	Continue with the current evaluation plan, however, if

Students will identify an argument about a social phenomenon and understand alternative explanations.	either a “pro” or “con” position/argument to an issue of concern in the world of sport. Arguments are presented in class or in video form and uploaded onto Canvas (online class)			issues from different perspectives, using alternative explanations. They presenting arguments in rationale and scientific ways.	scores continue to remain high above the threshold we will consider increasing it.
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