

Evaluation Team Report: Physical Education Professional Program February 19, 2014

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Overview

Our team conducted a review of the Physical Education Program on February 18, 2014. Overall we found the program to be of high caliber and professionally sound. It consists of two tracks, one for individuals desiring teacher licensure and a track for those not desiring teacher licensure. While we found the program overall to be effective, there are areas that can be improved. The following report will highlight the strengths of the program, address the challenges of the program, indicate which program areas did not meet the standards, and suggest recommendations for change to strengthen the standards.

Program Strengths

Standard A – Mission Statement

Element: A – Expected outcomes of the program need to be clearly defined.

The mission statements of this program are strong. We appreciated the clarity of the statements, as they are indicative of what students are to be able to do upon successful completion of the program. As there are two tracks in the program, there are two mission statements. In summary the mission statements indicate that students will be able to 1. Understand scientific foundations of human performance, 2. Become proficient in a variety of sports and physical activities, 3. Be prepared to teach these skills to others, and for the licensure track 4. Be qualified to pursue teacher licensure.

Element C – clearly defined educational program, including a curriculum that enables graduates to achieve the mission.

This area was particularly strong by virtue of the depth of courses provided in the program. Each course is aligned with the National Association for Sport and Physical Education (NASPE) standards. It was easy to see how the courses would help students successfully meet the mission of the program.

Element D – supports the mission statements of the college and university

There is alignment between the program mission statements and the mission statements of the college and university.

Standard B – Curriculum

Element B – curriculum should be consistent with the program's mission

The current curriculum is consistent with the physical education two-program tracks. Both curriculum tracks offer scientific foundations with a variety of sport and activity courses to

enable students to become proficient movers. Based on the information provided in the self-study document it is perceived that the teaching licensure track is preparing quality teacher candidates.

Standard C – Student Learning Outcomes and Assessment

Element A1 – outcomes describe the expected knowledge, skills, and behaviors students will achieve.

The statements of learning outcomes are written in clear and concise terms. It is easy to read the outcomes and know exactly what the students will know or be able to do. Additionally, they are descriptive and measurable.

Element B1 – outcomes support the goals of the program and constituents served. Comparisons of the learning outcomes with the program mission statements reveal an ideal alignment of purpose and means. Students who meet the learning outcomes will also meet the intentions of the mission statements.

Element C2 – evidence of learning is being gathered and reported. The self-study report did a great job of showing what evidence is being gathered for analysis. The report indicate how many and at what level graduates successfully met the assessments.

Standard D – Academic Advising

Element B – Students receive appropriate assistance in planning their individual programs of study.

The Program does a great job in providing students with a variety of support and knowledge regarding academic advising. The cooperative nature of the current setting seems to be effective and successful.

Element C – Students receive needed assistance in making career decisions and in seeking placement in employment or graduate school.

Faculty within the program, while not possessing tremendous collegiate experience, each provides excellent background to assist students with career decisions and job placement advice.

Standard E – Faculty

Element A – Faculty size, composition, qualifications and professional development.

The Physical Education Program has enough qualified faculty members to sustain the program. In addition to working well together, and as a group, faculty members felt that they receive enough support from their program for professional development.

Faculty size is adequate for program numbers. Experiences and teaching strengths are varied and provide a well-rounded program. Professional development is supported and encouraged.

Element B – a core of full-time faculty sufficient to provide stability and ongoing quality improvement.

The Physical Education Program does not use their adjuncts very much since faculty members are sufficient to provide stability and ongoing quality improvement. Faculty members continue to offer required courses every semester as well as new courses to satisfy the needs of their students.

Element C – faculty who provide instruction are academically and professionally qualified.

Faculty members are not only well prepared, academically and professionally, but they continue to work on new courses as they find ways to improve existent courses. Faculty members come with different backgrounds and offer a wide variety of skills and expertise, which in turn benefits the students in the program. They also collaborate with the community in innovative and practical experience programs (such as field/student teaching, coaching, and the Ogden Youth Empowerment (OYE!).

Element D – demonstrate efforts to achieve demographic diversity in its faculty.

The Physical Education Program strives to achieve demographic diversity in its faculty.

Element F – processes in place to determine workload.

Since currently the program has no full professors (only Assistant professors), it was suggested that overload is carefully reviewed to make sure it is not affecting service and scholarship of new faculty members.

Element G – Assessment of teaching.

All faculty members are receiving appropriate assessment evaluations. It was suggested that the department works together to determine what to do with such evaluations and how to improve the curriculum based on the assessment.

Element H – periodic review of faculty

All faculty members are receiving formal and informal, periodic reviews.

Standard F – Program Support

Element A – number and capabilities of the support staff for the program.

The Review Committee met with the College Librarian, Recruiter, Assistants, and Advising, and it looks like the department has access to a wide number of resources to support the program.

Element B – Administrative support.

The Physical Education Program is receiving quality support from administration.

Element C – facilities, equipment, and library support.

The suggestion was made by the College Librarian to make sure the program is using the resources available even more than they are being utilized now. Otherwise, there are tremendous facilities that allows for a comprehensive program.

Program Challenges

Standard A – Mission Statement

Element B – process by which these accomplishments are determined and periodically assessed based upon the constituencies served.

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.

Standard B – Curriculum

Element A – program should demonstrate that the curriculum being offered is the result of thoughtful curriculum planning and review process.

The self-study team rated Element A as a concern. There needs to be a clear scope and sequence of the program specifically the teaching licensure track. Since there is not a sequence of courses many courses are being offered as independent studies so students can graduate in a timely fashion. It seems that these extra independent studies are an overburden and potentially a financial burden to the department for paying course overloads to faculty. Additionally, by having a program sequence it will increase the number of students enrolled in the courses. Through our interviewing and observation of faculty it is our understanding that some courses in the two tracks have less than 10 students in a course.

An additional concern we had was the overlap of content between the physical education teaching licensure track courses and the required core education courses that these majors take prior to student teaching. The physical education faculty mentioned that the feedback they have received from their students is that the content in these education core courses is a review of what they have already had in the physical education courses. We suggest that they collaborate with the faculty who teach these core education courses and possible eliminate the duplicate content.

Standard C – Student Learning Outcomes and Assessment

Element C1 – learning outcomes directly linked to program’s curriculum.

The grid shows a variety of assignments and assessments for each NASPE standard, but many of them are more course outcomes instead of program outcomes. Each assessment item should relate to the program as a whole and should be able to stand on its own regardless of who is teaching the course. There are several assessments that are described simply as “assignment”.

Element A2 – a developed set of measures for assessment that is clearly defined and appropriately applied.

There are certain assessments that do meet this element such as the practicum evaluation guide, however the majority of the assessments do not have a universal tool for assessing them.

Element D & E – measures are being used in a systematic manner on a regular basis and are being used regularly to improve and further the program.

These two elements are hinged upon each other and as such, fixing one will lead to the other. As discussed in element A2, each artifact being used as an indicator of the program’s outcomes needs a standard way to assess it. This can be in the form of a rubric or some other means. Additionally, the items need to be reviewed and discussed systematically resulting in program changes or continuances to improve the overall program.

Standard D – Academic Advising

Element A – clearly defined strategy for advising major/minor students that is continually assessed for effectiveness.

While success has been shown with the current format of academic advising, a clearly defined process is needed.

Areas where the program did not meet the standards

There are not any areas that did not meet the standards.

Recommendations for Change

Standard A – Mission Statement

The only suggestion for change is to address how the mission statement will be met. It can be as simple as including language about a variety of coursework that will....etc. .

Standard B – Curriculum

The suggestions for this standard would be:

1. Create a scope and sequence of courses that indicate when courses will be offered (semester). Also align the content of the courses by adding a few prerequisites to courses.

2. Align physical education content with the college of education core courses content to help eliminate content overlap and student boredom.
3. Many faculty teach independent studies to help students graduate in a timely fashion. These independent studies can be eliminated if a sequence of courses was established.

Standard C – Student Learning Outcomes and Assessment

The suggestions for this standard would be: 1. Take a look at the “method of measurement, direct and indirect measures” for each learning outcome to determine if the method is being used for the program as a whole or for an individual course. 2. Courses assignments can be used to measure program outcomes as long as they can be assessed reliably from semester to semester regardless of who is teaching the course. 3. Develop standard assessment tools to assess the artifacts such as rubrics. This will eliminate teacher bias resulting in more valid assessments.

Standard D – Academic Advising

Academic advising has been successful in the past, but as the program undergoes future growth, this area needs to be addressed. National standards recommend one academic advisor per 450 students. Current enrollment lists majors/minors at approximately 600. The faculty has done an excellent job in supporting the academic advisor, but potential for over-working them is apparent. Several suggestions include the hiring of another advisor at a 0.5FTE appointment. This may need to be increased in the future. Another option is the hiring of another faculty and then assigning a 3/3 load with a release for student advising.

Additional Recommendations

We feel you should consider revisiting your curriculum. We know that you just revised your curriculum however it seems like all the activity courses are unnecessary. Currently, all students are passing all skill assessments. It is unclear in the faculty interviews when the skill assessments are taking place but we got a sense that the majors were already skillful enough to pass the skill assessments without taking some of the courses. The majority of accredited physical education teacher education programs do not offer as many activity courses as your program. It is alarming to view a program that offers an elementary physical education methods course in a state that does not require certified elementary physical education teachers and no secondary physical education methods course.

In addition remember that NASPE requires that 100% of your students must meet all standards. However you get to set the criteria for meeting the standard.

As a final suggestion concerning faculty: you may want to formalize a mentoring program to support new faculty (since the program as it exists right now may only benefit motivated individuals coming into the program).