Physical Education/Sports, Recreation, and Leisure Annual Assessment 2018-2019

Annual Assessment 18-19

Physical Education/ Sports, Rec and Leisure

Program Profile

Program Mission Statement
Please insert your program mission statement here

EXS CORE   The Exercise Science Degree is dedicated to preparing William Woods University students for advanced study in the following concentrations: Athletic Training, Exercise and Human Performance, Sport Management, Physical Education/ Sport, Recreation, and Leisure. The Exercise Science Degree is designed to equip students for professions in these fields through study of evidence based practices, hands on experiences, laboratory training and solid theoretical principles. (Drafted 5-2-2018)

Physical Education and Sports, Recreation, and Leisure William Woods University students will be prepared for professions that promote physical fitness and exercise training, and sports specific training at levels from leisure to elite competition through both teaching and coaching. Through academic study, practical hands-on experience and research opportunities our students will gain valuable tools to equip them for success in the work force. It is our mission to launch students onto a path honoring ethical values, free of limitations, and promoting lifelong learning for their own personal success and positive impact on their environment.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2017-18	**Student Majors 2018-1029**
24	14

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Physical Education and Sports, Recreation, and Leisure are concentrations of the EXS program. Those numbers are reflected above.

Concentrations 2018-19
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Physical Education and Sports, Recreation, and Leisure are concentrations of the EXS program. Those numbers are reflected above.

Student Demographics
What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Program goals have always been related to maintaining between 15-20 students in the program. Currenlty, we have dipped below that mark, as incoming students have not been replacing graduates. According to the retention census numbers, our program retains 60% of our new students and 100% of our transfer students, which is above the University percentage of 57.5 and 54.1 respectively. With the merger of the program, this has helped us to continue to share resources across the department in order to continue to grow. We are not at optimal enrollment, as each concentration we would like to have 20 in each. Currently, these concentrations have a total of 10. The merger has allowed us to really focus on keeping the students we get in the program and choosing a concentration that they really like. The creation of the EXS 180 class as the Introduction to Exercise Science, which has allowed for students to learn about each concentration and the major itself. It has been more and more difficult for me to be as hands on with each group as my job responsibilities have changed and I do not have as much access to the group as I used to have. I currenlty only teach two courses in EXS per semester and have had to rely on Ashley Nehls to adjunct other specific Physical Education and Coaching classes, typically teaching 1-2 courses per semester. The students have really enjoyed having her and that has helped continue to build/maintain the program. The issue recently has been getting the students. As we have had lots of turnover in the coaching positions, students are not as aware of the PE program as they used to be, as many of our coaches used to teach in the program. With falling enrollment and those classes being taught less frequently, students are not seeing how their coaches teach, which used to help them say, "I want to do that" and become a PE/Coach major. Physical therapy has become the new selling point for the University, as it is the "hot" major in the field now. The changes I propose are to work with Ashley Brown on marketing some of the extra things that we do, such as teaching in the community, working with the homeschool association, etc. to show how our program is different that others. Only Westminster and Lincoln have a program that is close and both are struggling with enrollment. It would be great to build up while they are down also.

Is the Program Externally Accredited

Yes (selected)
No

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

This program is accreditated by the Department of Elementary and Secondary Education.

Marketing Materials
Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

I believe the marketing materials on the website are up to date and reflect the program well. I would like to see a link to the Masters in 5 program, as that would be a really big selling point. I would recommend that this should be marketed at athletic events and sports camps. Those are typically where you find athletes that want to do what their coaches do for a living. Speaking at coaching clinics and with sports teams is where we can get lots of influence.

Marketing Material

~ nothing uploaded

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
EDU-PHY.3	Understand principles, activities, and techniques for body management, rhythmic movement, and creative expression and dance skills.
EDU-PHY.4	Understand principles, skills, and techniques for individual, dual, and team sports.
EDU-PHY.5	Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges.
EDU-PHY.10	Understand factors that influence growth, development, and learning and the importance of developing physically literate individuals.
EDU-PHY.11	Understand how children and adolescents learn and how to provide them with opportunities that support their psychomotor, cognitive, social, and emotional development.
EDU-PHY.12	Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.
EDU-PHY.13	Understand physical education instruction and assessment including how to adapt instruction and assessment for students with diverse learning needs.
EDU-PHY.14	Understand ethical, legal, professional, and safety guidelines and practices in physical education.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Students must satisfactorily pass the Missouri General Education Assessment (MoGEA) before applying for admission to Education Program at WWU. Each section of this assessment aligns to General Education Coursework that students must complete. Each area has a cutscore that is established by the University for these four areas.

MoGEA SubTest	General Education Course Covering Content
Writing	ENG 101 and 102
Mathematics	MAT 114 is recommended for better success in EXS 422
Social Science/Science	LGS/PLS 105, HIS 101 or 102, HIS 103 or 104, SCI 130/131 or BIO 105/106, Critical Thinking course
Reading Comprehension	Students take courses in Meaning, Value, and Critical Thinking in order to achieve this goal.

Beginning in 2019/2020, students that have an ACT composite score of 20 or above may opt out of the MoGEA, but will still be required to finish the recommend courses for General Education as described above.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Physical Education Map 2019

	PED 108	PED 113	PED 135	PED 136	PED 137	PED 250	PED 307	PED 308	PED 418
EDU-PHY.3 Understand principles, activities, and techniques for body management, rhythmic movement, and creative expression and dance skills.					I, R	I, R	R	I, R, A, M	R
EDU-PHY.4 Understand principles, skills, and techniques for individual, dual, and team sports.		R	I, R	I, R		I, R	A, M		A, M
EDU-PHY.5 Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges.	I, R	R				I, R	A, M		A, M
EDU-PHY.12 Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.						I, R	M, A		M, A
EDU-PHY.13 Understand physical education instruction and assessment including how to adapt instruction and assessment for students with diverse learning needs.			I	I	I	R, I	M, A		M, A
EDU-PHY.14 Understand ethical, legal, professional, and safety guidelines and practices in physical education.						I, R	M, A		M, A

Changes to Curriculum
Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

At the beginning of the 2018/2019 school year, it was decided that the EXS Core standards would come online, which never did occur. There should be 5 core standards that would address many of the PE standards as well. I have redone the curriculum to match that, pulling out only the coursework that would focus on pedagogy, which is listed here. This would make it easier to assess. We have hired a new adjunct to replace Ashley Nehls, as she will be leaving to take a faculty position in Kansas. What I have decided to do is create an assessment in PED 307 that will be used in the fall of 2019 to illustrate the concepts through lesson plan design. That course only runs once every two years as we have had to cut back on offerings as we have had changes to numbers. At this time, I can project our exit assessment averages. This is a rolling score from the year 2016. We have had 9 students graduate from Spring 16 to now. The average Missouri Content Assessment is 241.3, which is 5 points higher than the state average. By the end of Spring 20, that number will be 237.7, which is slightly higher than the state average (N=11). The students score on the Missouri Educator Evaluation System (MEES) for this past year was a 2.5/3 for both candidates, which is in line with the state average. Dr. Concannon

provides the specific DESE reports in the Core Education report. Currently, only one student was reported on the new APR used by the state. Total data is not reported until the N size reaches 10, which will not happen for our program until Spring 2022, based on current graduation numbers of two per year. I propose a core assignment that I will set up in VIA similar to what we do for General Education in PED 307 and PED 418 to capture the pedagogy specific data needed for the standards listed above. I will have this in place by Fall 2019 and train the new adjunct on the process. We still have a 100% pass rate in the first two attempts of the MoCA exam, up from 40% when I took over the program in 2013. I am still very proud of that and even as DESE continues to move the target, we are putting out students that are being hired. This past year, two students graduated. Shannon Grazianno will be attending graduate school at Mizzou and coaching and Bridger Pretz will be teaching and coaching in Jefferson City Public Schools. We now have 100% placement rate since 2016 for all 11 graduates I have had, all in the mid Missouri area. Until I can figure out how to balance my new workload with running the program, I will need to continue to do what I can to make the best experience possible for students.

Assessment Findings

Assessment Findings for the Assessment Measure level for Physical Education Map 2019

EDU-PHY.3 Understand principles, activities, and techniques for body management, rhythmic movement, and creative expression and dance skills.

PED 308				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion 80% of students will receive a score of 3 or above on the rubric, indicating satisfactory of lesson planning design. been met yet? Not met	Teacher did not link VIA assignment for Lesson Plan. No data. A new plan is being put in place to capture this data.		

EDU-PHY.4 Understand principles, skills, and techniques for individual, dual, and team sports.

Assessment Measures

PED 307				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion 80% of students will receive a score of 2 or above on the rubric, indicating satisfactory of lesson planning design. been met yet?	Fall 2019 to teach course		

PED 418				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion Students will average a 230 passing score on MoCA exam over 5 year rolling score and maintain above State Average. been met yet? Met	Students are averaging a 238, 4 points above the state average.		

EDU-PHY.5 Understand principles, skills, and techniques for outdoor pursuits, recreational activities, and cooperative group games and challenges.

Assessment Measures

PED 307				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion 80% of students will receive a score of 2 or above on the rubric, indicating satisfactory of lesson planning design. been met yet?	No data. Fall 2019		

PED 418				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion Students will average a 230 passing score on MoCA exam over 5 year rolling score and maintain above State Average. been met yet? Met	Students are averaging a 238, 4 points above the state average.		

EDU-PHY.12 Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.

Assessment Measures

PED 307				
Assessment	**Criterion**	**Summary**	**Attachments of**	**Improvement**

Measure				the Assessments	Narratives
Direct - Lesson Plan	Has the criterion 80% of students will receive a score of 2 or above on the rubric, indicating satisfactory of lesson planning design. been met yet?		Course is taught in Fall 19 (on a 2 year cycle)		

PED 418					
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**		**Improvement Narratives**
Direct - External Testing	Has the criterion Students will average a 230 passing score on MoCA exam over 5 year rolling score and maintain above State Average. been met yet? Met	Students are currently averaging a 238.27, which is 4 points above the state average.	5_year_PE_MoCA_rolling_scores.xlsx		

EDU-PHY.13 Understand physical education instruction and assessment including how to adapt instruction and assessment for students with diverse learning needs.

Assessment Measures

PED 307				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion 80% of students will receive a score of 2 or above on the rubric, indicating satisfactory of lesson planning design. been met yet?	Fall 2019 data. Course taught on a 2 year cycle. Data from this year resulted		

PED 418				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - External Testing	Has the criterion Students will average a 230 passing score on MoCA exam over 5 year rolling score and maintain above State Average. been met yet? Met	Students are averaging a 238, which is 4 points above the state average.	5_year_PE_MoCA_rolling_scores.xlsx	

EDU-PHY.14 Understand ethical, legal, professional, and safety guidelines and practices in physical education.				
Assessment Measures				

PED 307				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion 80% of students will receive a score of 2or above on the rubric, indicating satisfactory of lesson planning design. been met yet?	Course is taught in Fall 2019. No data.		

PED 418				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Lesson Plan	Has the criterion Students will average a 230 passing score on MoCA exam over 5 year rolling score and maintain above State Average. been met yet? Met	Students are averaging 238, 4 points above the state average.		

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

We have had to make adjustments to the assessment cycle. Because students are now taking the Core classes that contain the other objectives, these courses are taught by adjuncts in the program. This year I will be working with the new adjunct in the program to help create a template moving forward to capture data easily. I would like to create an assessment that can be ongoing no matter what adjuncts are teaching. I am concerned as our numbers continue to drop that we will not have as many students taking the state test to become a teacher. Data shared by Dr. McCray shows that once we get people into our program, we keep them better than the University average. All graduates over the past 5 years of the PED program are employed within the public school system and are within 100 miles of this area. I am glad that we maintain above the state average. We have a 100% pass rate within the first two attempts, which is up from 40% in 2013 and has been at this level since I took over. While I know DESE will continue to make changes yearly, depending on the metric, we are doing well.

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

During student performance review days, all PE students take a practice MoCA exam or a practice MoGEA exam, depending on their year in school. This data is submitted to Dr. Jim Concannon. They also meet with members of the educational staff and myself to discuss their next steps, graduate schools, and practice job interview skills. This program has helped us to establish a much better pass rate for our institution and elevate our scores over that same period of time. Dr. Concannon has the data sets for the PE folks and reports they all took the test. Their scores will be reported in their folders for the upcoming year, so I don't have the data yet.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Students do a student teaching portfolio that is turned in. Students scored extremely well. See attached data below. This links to their performance assessment for the state called the MEES, which is detailed below as well.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
FALL_18.xlsx

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No (selected)

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

This used to involve teaching the Home School Association students, but that no longer occurs, as I am not teaching the courses.

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

No LEAD events were done in the area of Physical/Health education

Student Accomplishments
Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

None to report for this year.

Alumni Accomplishments
Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Garrett Haslag was nominated for Teacher of the Year. Jordan Dey was hired as a Graduate Assistant at Columbia College. Bridger Pretz was hired in the Jefferson City Public School system.

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
I have taken on a role of Associate Dean of Faculty Development.

Assessment Rubric

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	N/A
Comment:				
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	N/A
Comment:				
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	The curriculum map is complete	The curriculum map is not complete	N/A
Comment:				
Assessment of Objectives weight: 1.000	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	N/A

Documentation provided on assessment findings weight: 1.000	The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.	N/A
Comment:	In the matrix, one of the courses is naught on a 2 year cycle, so it was not offered last fall. The data will be collected in the fall of 19. Data for the current report is only reflected from one course.			
Analysis of Assessment is complete weight: 1.000	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	N/A
Comment:				
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	N/A
Comment:	As this program is part of the education program as well, the results and schedule of Student Performance Review is reported with the Education Data.			
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	N/A
Comment:				
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:	the program did not offer any PE related LEAD events for the academic year.			
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:				