

Unit Missions

HPER Mission Statement

Mission statement

The Division of Health, Physical Education and Recreation has a two-fold responsibility. The first is to develop a campus-wide program of health, safety, physical education, and recreation experiences to help all students achieve and maintain a high level of mental, physical, and social competence. The second is to train teachers, coaches, and fitness leaders, athletic trainers, and recreation leaders capable of advancing high standards in their profession.

Related Items

There are no related items.

Learning Outcomes

BS-AT 01: Clinical Decision-Making

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Graduates of the Athletic Training Program have the working knowledge sufficient to make clinical decisions required of Certified Athletic Trainers.

Data Collection (Evidence)

1. The Board of Certification Examination results is used to determine the achievement of this learning outcome.
2. The Board of Certification Examination results were collected and reported by the Board of Certification, Inc. office to the Athletic Training Program Director.
3. The Athletic Training Program Curriculum Committee performed a program analysis in light of the certification examination results. The Committee submitted their recommendations to the HPER Undergraduate Curriculum Committee for approval.

Results of Evaluation

The Athletic Training Program had eleven athletic training graduates. Of these individuals all took the examination and seven of eleven (64%) passed on the first attempt. Of the students that did not pass on the first attempt one has retaken the exam but did not pass. The remaining three students have rescheduled to take the exam on the next available date. The analysis revealed that conducting frequent formal evaluations requiring clinical decision making application within the didactic component over the year was necessary; and was closely monitored compared to last reporting period. Specially, this action seemed to promote more student opportunities for clinical decision making during clinical time. Additionally, the area of athletic training student weakness was identified as organization and administration in athletic training. There are sufficient improvements in acute care and emergency management scores compared to previous reports, resulting in higher overall performance on the examination than all other prior examinations.

Use of Evaluation Results

1. The Athletic Training Program integrated more real-time clinical decision making opportunities, directly linked to clinical experience assignments, across all components of the Athletic Training Program based on feedback from the Board of Certification Examination results and student feedback. In addition, the Program revised course delivery, adding more required instructor-student interactions to improve on areas of noted weaknesses.
2. The Athletic Training Program added instructor-student meetings requirement to the HSE 470: Internship in Athletic Training course for the purpose of additional examination

preparation. These changes are pivotal for continual improvement in the cognitive area of the national examination.

Related Items

There are no related items.

BS-AT 02: Practical Ability

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Graduates of the Athletic Training Program have the practical ability to provide appropriate treatments, prescribe therapeutic exercise programs, and incorporate injury prevention management strategies for athletes and patients.

Data Collection (Evidence)

1. Completed Clinical Experience Evaluations of the Athletic Training Students by the Clinical Supervisors for on-campus clinical assignments are used to determine the achievement of this learning outcome.
2. The Athletic Training Program Director collects all clinical experience evaluations on the athletic training students by the clinical supervisor and they are housed in the Division of Health, Physical Education and Recreation in the Athletic Training Students' portfolios.
3. The Athletic Training Program Curriculum Committee performed a program analysis of this information. The Committee submitted their recommendations to the HPER Undergraduate Curriculum Committee for approval.

Results of Evaluation

The Athletic Training Program had 22 athletic training students assigned to clinical experiences during the fall term 2013 and 12 in the spring term 2014, at on-campus sites. One student was off-campus during the fall term 2013 and ten students were off-campus during the spring term 2014, at internship sites. Each student was evaluated twice during each of the on-campus clinical assignment, respectively. The evaluations measured the students' abilities to perform practical skills appropriate for each level of the clinical component of the program. Additionally, the evaluations scored students' behavioral attributes. According to the Clinical Supervisors' comments, the athletic training students performed skills at a level consistent among those at the same level. Behavioral attributes were also consistent with those at the same level and across levels. The analysis revealed that conducting frequent formal evaluations requiring athletic training students to demonstrate practical skills on athletes and patients showed marked improvement from the first evaluation to the second evaluation for most students during the on-campus clinical experience. The analysis also indicated that adding the Clinical Education Coordinator position was beneficial for clinical supervisors and students. Conducting regular preceptor meetings/sessions contributed to the increase in scores.

Use of Evaluation Results

1. The Athletic Training Program conducted regular meetings with the clinical staff/supervisors throughout the academic year. The Clinical Education Coordinator (CEC) proctored the meetings. The CEC also visited the clinical sites to evaluate preceptors and students, on a weekly basis, throughout the year. This was to ensure that the students were performing and achieving practical skills on patients and to assist them with the processes.
2. The Athletic Training Program recommended to conduct more real-time or authentic clinical decision making activities in the clinical education courses to compliment what students are actually observing and performing during their clinical experiences. Particular emphasis on the “follow up and or referral decisions” was recommended.

Related Items

There are no related items.

BS-AT 03: Clinical Skills

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Graduates, upon completion of the Internship in Athletic Training course, achieved the appropriate level of clinical skills necessary to perform the duties of an Athletic Trainer in the appropriate chosen setting.

Data Collection (Evidence)

1. Internship Experience Evaluations were used to determine clinical performance of athletic training students.
2. The Internship Coordinator collected the data from the Internship Supervisor and they are housed in the Division of Health, Physical Education and Recreation in the Athletic Training Students’ portfolios.
3. The Athletic Training Program Curriculum Committee performed a program analysis of this information. The Committee submitted their recommendations to the HPER Undergraduate Curriculum Committee for approval.

Results of Evaluation

The athletic training students met qualifications to correctly perform all clinical skills necessary for Entry-Level Athletic Trainers. According to the Internship Supervisors’ comments, athletic training students made progress and improved their clinical skills and exhibited an appropriate professional demeanor, respectively. Additional comments confirmed that the athletic training students demonstrated competence at his/her skill level and all students showed marked improvements from the first to the final evaluation.

Use of Evaluation Results

1. The Athletic Training Education Program provided quality internship experience placement for athletic training students in order to achieve the appropriate level of clinical skills to perform Athletic Trainer duties based on his/her personal and professional attributes and job setting goals.
2. The Athletic Training Program added instructor-student meetings requirement to the HSE 470: Internship in Athletic Training course for the purpose of additional examination preparation. These changes are pivotal for continual improvement in the cognitive area of the national examination.

Related Items

There are no related items.

 BS-HPER-ES 01: Exercise Program Design

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Assess clients, interpret test results, and design appropriate exercise programs for the general population.

Data Collection (Evidence)

1. A client profile was designed for PER 461 *Exercise Prescription* that included programs for cardio-respiratory fitness, muscle fitness, flexibility, and body composition.
2. This data is collected by the instructor of PER 461 *Exercise Prescription*.
3. This data is analyzed by the instructor of PER 461 *Exercise Prescription*.

Results of Evaluation

Over 78.3% of students (18/23) were rated at the acceptable level or above.

Use of Evaluation Results

1. Reviewed ACSM guidelines and newly published materials on exercise prescription to maintain appropriateness of materials being taught
2. Reviewed rubric to maintain rigor

Related Items

There are no related items.

BS-HPER-ES 02: Group Exercise Leadership

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Prepare and teach a group exercise class at an acceptable level.

Data Collection (Evidence)

1. Students Planned, choreographed, and produced a group exercise class in PER 361 *Clinical Experience in Exercise Science II*.

2. This data is collected by the instructor of PER 361 *Clinical Experience in Exercise Science II Exercise Prescription*.

3. Data is analyzed by the Coordinator of the Exercise Science Program.

Results of Evaluation

86.7% of all students (13/15) were rated at the acceptable level or above.

Pre-test 11/15= 67.3

Use of Evaluation Results

Added new 3 credit hr class to curriculum to increase rigor

Related Items

There are no related items.

BS-HPER-ES 03: Integration of Content Knowledge

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Integrate acceptable content knowledge related to exercise testing and prescription, as well as the health benefits of physical activity.

Data Collection (Evidence)

1. A capstone course was developed called PER 465 Internship in Exercise science that includes work experiences in the health and fitness field.

2. This data is collected by the instructor of PER 465 Internship in *Exercise Science*.

3. This data is analyzed by the instructor of PER 461 *Exercise Prescription*.

Results of Evaluation

A 0-9 scales was used to determine professional knowledge. Pre- test 5 of 13 scored at a 9. 3 students scored at a level of 8; 2 students scored at a level of 7; 2 students scored at a level of 6; 1 students scored at a level of 5. Post- test all students were reported to have improved or maintained. 6 students reported at a level of 9; 3 students at a level of 8; 3

students at a level of 7 and 1 student at a level of 6. Overall students improved from an average of 7.8 on the pre-test to an 8.2 on the post-test.

Use of Evaluation Results

1. Updated information in the internship manual to streamline the process and maintain rigor.
2. Built relationships with internship sites and sought out new sites with a list of expectations for each facility that will strengthen the experiences of our future professionals.
3. Reviewed rubric to strengthen program and improve differentiation in performance.

Related Items

There are no related items.

BS-HPER-ES 04: Fitness Testing

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Administer a fitness test at an acceptable level of competence.

Data Collection (Evidence)

1. A practical examination was administered in PER 460 *Exercise Testing* that measured cardio-respiratory endurance, body composition, muscular strength, flexibility, and muscle endurance.
2. This data is collected by the instructor of PER 460 *Exercise Testing*.
3. This data is analyzed by the instructor of PER 460 *Exercise Testing*.

Results of Evaluation

89.5% of students (17/19) were rated at the acceptable level or above. 4 of the 19 students had at least one area where skill was rated low and had to be remediated.

Use of Evaluation Results

1. Updated curriculum to make clinical one experience a three hour class to make sure students are learning proper procedures.
2. Updated curriculum by adding a one hour senior seminar to allow review of skills throughout program.

Related Items

There are no related items.

BS-HPER-HPE 01: Historical Concepts

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

Data Collection (Evidence)

1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION*.
2. The rubrics will be collected after the oral presentation by the instructor of PER 300.
3. This data will be analyzed by the instructor of PER 300.

Results of Evaluation

During the summer 2013 online section of PER 300, 8 students averaged 3.667 on the content knowledge section of the grading rubric and 3.667/4 on the past/current relationship to the field of HPER.

During the fall 2013 section of PER 300, 21 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.5/4 on the past/current relationship to the field of HPER.

During the spring 2014 section of PER 300, 31 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.667/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results

1. Will develop new rubric and examples for using Prezi® online presentations.
2. Student presentations used Prezi®, an online presentation tool for the first time in the Spring 2014 semester. In addition, presentation length was changed from 15 minutes to 10 minutes and focused more on content knowledge and relationship of topic to current HPER needs and trends.

Related Items

There are no related items.

BS-HPER-HPE 02: Organization and Administration

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

Data Collection (Evidence)

1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION PROGRAMS* has class projects to design a facility, staff a facility, and develop a budget for a facility.
2. These assignments will be collected by the instructor of PER 391.
3. This data will be analyzed by the instructor of PER 391.

Results of Evaluation

There were a total of 67 projects scored. 47/67 were at the acceptable level. 11/67 projects were at the acceptable level in respect to content that included the emergency action plan, cost analysis, equipment breakdown, and facility area.

A new grading rubric was used that included the specific elements of the project. Overall the students were able to produce acceptable projects. Students did not need clarification routinely regarding the use of the budget in the project which indicated that the instructions regarding the project were clearer. Students could design a facility but continue to have difficulties with budgets and facility area.

Use of Evaluation Results

1. A new scoring rubric was used with the class project.

Related Items

There are no related items.

BS-HPER-HPE 03: Skill Set Assessment

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

The physical education teacher candidates will be physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness.

Data Collection (Evidence)

1. Skill assessment tests and Individual Fitness testing was used.
2. Skill assessment-PER 314/315: Each teacher candidate was required to pass or demonstrate proficiency in movement and skill performance. Fitness test-CUR 300: Each teacher candidate was fitness tested during the semester of CUR 300.
3. Data was analyzed within the HPER Division and within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BS-HPER-REC 01: Historical Concepts

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

Data Collection (Evidence)

1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION*.
2. The rubrics will be collected after the oral presentation by the instructor of PER 300.
3. This data will be analyzed by the instructor of PER 300 and included in the division and unit reports to be analyzed by the division chair for the Annual Report.

Results of Evaluation

During the summer 2013 online section of PER 300, 8 students averaged 3.667 on the content knowledge section of the grading rubric and 3.667/4 on the past/current relationship to the field of HPER.

During the fall 2013 section of PER 300, 21 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.5/4 on the past/current relationship to the field of HPER.

During the spring 2014 section of PER 300, 31 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.667/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results

1. Will develop new rubric and examples for using Prezi® online presentations.
2. Student presentations used Prezi®, an online presentation tool for the first time in the Spring 2014 semester. In addition, presentation length was changed from 15 minutes to 10 minutes and focused more on content knowledge and relationship of topic to current HPER needs and trends.

Related Items

There are no related items.

BS-HPER-REC 02: Organization and Administration

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

Data Collection (Evidence)

1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION PROGRAMS* has class projects to design a facility, staff a facility, and develop a budget for a facility.
2. These assignments will be collected by the instructor of PER 391.
3. This data will be analyzed by the instructor of PER 391, the division chair, and included in the HPER annual report.

Results of Evaluation

There were a total of 67 projects scored. 47/67 were at the acceptable level. 11/67 projects were at the acceptable level in respect to content that included the emergency action plan, cost analysis, equipment breakdown, and facility area.

A new grading rubric was used that included the specific elements of the project. Overall the students were able to produce acceptable projects. Students did not need clarification routinely regarding the use of the budget in the project which indicated that the instructions regarding the project were clearer. Students could design a facility but continue to have difficulties with budgets and facility area.

Use of Evaluation Results

1. A new scoring rubric was used with the class project.

Related Items

There are no related items.

BS-HPER-REC 03: Planning and Implementation

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Plan and implement a recreational activity based on current discipline-specific scientific and theoretical concepts.

Data Collection (Evidence)

1. PER 435 *RECREATION SEMINAR* is a capstone class for Recreation Leadership. The project for this course is to plan and implement a large-scale recreational activity for the community, campus, or schools in the Delta.
2. Journal article reviews and writing assignments will be collected by the instructor of PER 435.
3. This data will be analyzed by the instructor of PER 435, the division chair, and included in the HPER annual report.

Results of Evaluation

No students were enrolled in this course over the last evaluation period.

Use of Evaluation Results

This offerings for this course were reduced to once a year due to low enrollment.

Related Items

There are no related items.

BS-HPER-SI 01: Historical Concepts

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

Data Collection (Evidence)

1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION*.
2. The rubrics will be collected after the oral presentation by the instructor of PER 300.
3. This data will be analyzed by the instructor of PER 300 and included in the division and unit reports to be analyzed by the division chair for the Annual Report.

Results of Evaluation

During the summer 2013 online section of PER 300, 8 students averaged 3.667 on the content knowledge section of the grading rubric and 3.667/4 on the past/current relationship to the field of HPER.

During the fall 2013 section of PER 300, 21 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.5/4 on the past/current relationship to the field of HPER.

During the spring 2014 section of PER 300, 31 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.667/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results

1. Will develop new rubric and examples for using Prezi® online presentations.
2. Student presentations used Prezi®, an online presentation tool for the first time in the Spring 2014 semester. In addition, presentation length was changed from 15 minutes to 10 minutes and focused more on content knowledge and relationship of topic to current HPER needs and trends.

Related Items

There are no related items.

BS-HPER-SI 02: Organization and Administration

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

Data Collection (Evidence)

1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION PROGRAMS* has class projects to design a facility, staff a facility, and develop a budget for a facility.
2. These assignments will be collected by the instructor of PER 391.
3. This data will be analyzed by the instructor of PER 391, the division chair, and included in the HPER annual report.

Results of Evaluation

There were a total of 67 projects scored. 47/67 were at the acceptable level. 11/67 projects were at the acceptable level in respect to content that included the emergency action plan, cost analysis, equipment breakdown, and facility area.

A new grading rubric was used that included the specific elements of the project. Overall the students were able to produce acceptable projects. Students did not need clarification routinely regarding the use of the budget in the project which indicated that the instructions regarding the project were clearer. Students could design a facility but continue to have difficulties with budgets and facility area.

Use of Evaluation Results

1. A new scoring rubric was used with the class project.

Related Items

There are no related items.

BS-HPER-SI 03: Professional Dispositions

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Demonstrate dispositions that reflect professional growth and development required of sports information professionals by engaging in professional activities.

Data Collection (Evidence)

1. The Internship Evaluation Form will be used for this assessment.
2. The internship coordinator will collect these forms.
3. This data will be analyzed by the internship coordinator.

Results of Evaluation

There were no student interns.

Use of Evaluation Results

1. Monitor candidate performance in PER 475 Internship in Sports Information to determine if poor performance may indicate needed curricular changes.

Related Items

There are no related items.

BS-HPER-SM 01: Historical Concepts

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

Data Collection (Evidence)

1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION*.
2. The rubrics will be collected after the oral presentation by the instructor of PER 300.
3. This data will be analyzed by the instructor of PER 300 and included in the division and unit reports to be analyzed by the division chair for the Annual Report.

Results of Evaluation

During the summer 2013 online section of PER 300, 8 students averaged 3.667 on the content knowledge section of the grading rubric and 3.667/4 on the past/current relationship to the field of HPER.

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During the spring 2014 section of PER 300, 31 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.667/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results

1. Will develop new rubric and examples for using Prezi® online presentations.
2. Student presentations used Prezi®, an online presentation tool for the first time in the Spring 2014 semester. In addition, presentation length was changed from 15 minutes to 10 minutes and focused more on content knowledge and relationship of topic to current HPER needs and trends.

Related Items

There are no related items.

BS-HPER-SM 02: Organization and Administration

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

Data Collection (Evidence)

1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION PROGRAMS* has class projects to design a facility, staff a facility, and develop a budget for a facility.
2. These assignments will be collected by the instructor of PER 391.
3. This data will be analyzed by the instructor of PER 391, the division chair, and included in the HPER annual report.

Results of Evaluation

There were a total of 67 projects scored. 47/67 were at the acceptable level. 11/67 projects were at the acceptable level in respect to content that included the emergency action plan, cost analysis, equipment breakdown, and facility area.

A new grading rubric was used that included the specific elements of the project. Overall the students were able to produce acceptable projects. Students did not need clarification routinely regarding the use of the budget in the project which indicated that the instructions regarding the project were clearer. Students could design a facility but continue to have difficulties with budgets and facility area.

Use of Evaluation Results

1. A new scoring rubric was used with the class project.

Related Items

There are no related items.

BS-HPER-SM 03: Professional Dispositions

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Demonstrate dispositions that reflect professional growth and development required of sport managers by engaging in professional activities.

Data Collection (Evidence)

1. The Internship Evaluation Form will be used for this assessment.
2. The internship coordinator will collect these forms.
3. This data will be analyzed by the internship coordinator.

Results of Evaluation

There were three interns during the last evaluation cycle. All three interns successfully completed their internships. Although these were all sports management interns the settings they worked within were very diverse. There were no common patterns identified with strengths and weaknesses. All evaluators mentioned that the interns were inexperienced in their area of sports management. The weakest areas noted for one intern was a lack of professional knowledge and initiative. Those ratings were still within acceptable levels.

Use of Evaluation Results

1. Monitor candidate performance in PER 475 Internship in Sports Information to determine if poor performance may indicate needed curricular changes.

2. The curriculum was updated over the past year. The changes included moving the internship to 12 hours, removing ACC 320 from the major and replace it with CIS 235 Microcomputer Applications II, added COM 318 Mass Communication and PER 321 Officiating Major Sports as a required 300 level courses to replace six hours of general electives, required nine hours of Coaching Methods courses instead of six, designated Business Administration as the required minor, required CIS 205 Microcomputer Applications, ECO 210 Macroeconomics and ECO 211 Microeconomics in general education.

Related Items

There are no related items.

≡ BSE-HPER 01: NASPE Standard 1

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

The physical education teacher candidates will know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Data Collection (Evidence)

1. PRAXIS II Physical Education: Content Knowledge (0091)
2. Individual score reports are sent to the office of the Director of Field Experiences who collects all score reports. Field Experiences then forwards the Praxis score reports to the HPER Department Chair and the HPER Program Coordinator. All teacher candidates are required to pass the Praxis physical education content knowledge test prior to admission to CUR 498: Directed Teaching (Internship)
3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is then placed into an electronic format that is stored in the HPER Department. The data is also presented to the College of Education Assessment Committee. The data is then analyzed by the assessment committee to determine strengths, weaknesses, and/or trends among HPER teacher candidates and across disciplines.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BSE-HPER 02: NASPE Standard 2

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

The physical education teacher candidates will be physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness.

Data Collection (Evidence)

1. Skill assessment tests are administered in PER 314/315: Teaching Team/Individual Sports. These skill assessments are based on the topics covered in the courses and may include; volleyball skills (serve, bump), basketball skills (offensive /defensive strategies), and racquet sports (tennis, badminton). Individual Fitness tests are administered twice throughout the teacher candidates program of study

2. Skill assessment-PER 314/315: Each teacher candidate will be required to demonstrate proficiency in movement and skill performance. Individual score reports are provided by the course instructors. These reports are collected and analyzed by the HPER Program Coordinator. Data is collected at the end of each year and is prepared for this report and Data Summary Reports.

Fitness test-CUR 300: Survey of Field Experiences and/or PER 487: Methods of PE, PER 103: Weight Training. Each teacher candidate will be fitness tested during the semester of CUR 300. Individual score reports are provided by the Fitness Testing Administrator. These reports are then analyzed by the program coordinator.

3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is then placed into an electronic format that is stored in the HPER Department. The data is also presented to the College of Education Assessment Committee.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BSE-HPER 03: NASPE Standard 3

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

The physical education teacher candidate will plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Data Collection (Evidence)

1. Teacher Intern Assessment Instrument (1-9): These sections of the TIAI demonstrate the Teacher Candidates ability to plan and organize instruction to accommodate individual student needs and diverse developmental needs. Each teacher candidate must score in the Acceptable or Target level to be considered meeting the learning outcome.
2. The TIAI (1-9) will be completed during CUR 498: Teaching Internship. Each teacher candidate is scored three times on the TIAI during their internship. The program coordinator scores each candidate and the data is stored in Task Stream.
- 3 Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

 BSE-HPER 04: NASPE Standard 4

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

The physical education teacher candidate will use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Data Collection (Evidence)

1. TIAI (10-34): These sections show the teacher candidates ability to communicate, subject knowledge, and management of learning environment to enhance social relationships.
2. The TIAI (10-34) will be collected during the CUR 498: Teaching Internship and stored in Task Stream.
- 3 Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

≡ BSE-HPER 05: NASPE Standard 5

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

The physical education teacher candidates will utilize assessments and reflection to foster student learning and inform instructional decisions.

Data Collection (Evidence)

1. Teacher Work Sample (TWS) was used.
2. This data was collected during the CUR 498: Teaching Internship and stored in Task Stream. Teacher candidates are required to submit the TWS twice during their internship.
3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

▣ BSE-HPER 06: NASPE Standard 6

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

The physical education teacher candidate will demonstrate dispositions essential to becoming effective professionals.

Data Collection (Evidence)

1. The College of Education Dispositions Rating Scale is used.
2. During CUR 300 the teacher candidates complete a disposition self-assessment and the instructor of the course completes a disposition assessment. HPER faculty rate teacher candidates at the time of entrance to teacher education on their dispositions. During CUR 393 Teacher Internship the teacher candidates do another disposition self-assessment, the cooperating teacher does a disposition assessment, and the supervising faculty from DSU does a disposition assessment. The data is stored in Task Stream.
3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

▣ MED-HPER 01: Teaching Principles

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Collaborate with program and community members to advocate and promote teaching principles that align with local, state, and national standards to address the diverse needs of all students in physical education.

Data Collection (Evidence)

1. The Teacher Work Sample (TWS) and the Teacher Intern Assessment Instrument (TIAI) Item 1 were used to determine the achievement of this learning outcome.
2. The TWS and TIAI were collected and evaluated by the instructor of the PER 685: Practicum in Health, Physical Education and Recreation course and reported to the Graduate Coordinator.

3. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted individual and informal program analysis of results to the Graduate Coordinator.

Results of Evaluation

The MED in HPER program had no students (N=0) that completed the PER 685: Practicum in HPER course during the 2013-2014 academic year.

The analysis of the results revealed that there were no data collected or analyzed. It was difficult to determine any specific strengths and/or weaknesses, due to the lack of data available.

Use of Evaluation Results

1. The lack of data was a direct result of low program enrollment numbers. The Graduate Program Coordinator and the Graduate Curriculum Committee discussed the recruitment goals for the degree program in order to increase enrollment numbers. A specific recommendation was to transition the MEd HPER program to a completely online program.
2. PER 601: Administration and Supervision of Physical Education PER 680: Advanced Tests and Measurements in Physical Education and HSE 636: Advanced Physiology of Exercise courses are only taught face-to-face. It was recommended to transition PER 601 and PER 680 to online courses and provide current online science courses as choices for students in order to meet the HSE 636 requirement.

Related Items

There are no related items.

MED-HPER 02: Sequencing Curriculum Content

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Apply the pedagogical knowledge when selecting, assigning and sequencing curriculum content.

Data Collection (Evidence)

1. The Teacher Work Sample (TWS), and the Teacher Intern Assessment Instrument (TIAI) Items 1-4 and lesson plans were used to determine the achievement of this learning outcome.
2. The TWS, TIAI and lesson plans were collected and evaluated by the instructor of the PER 685: Practicum in Health, Physical Education and Recreation course reported to the Graduate Coordinator.

3. The HPER Graduate Curriculum Committee met to analyze data.

Results of Evaluation

The MED in HPER program had no students (N=0) that completed the PER 685: Practicum in HPER course during the 2013-2014 academic year.

The analysis of the results revealed that there were no data collected or analyzed. It was difficult to determine any specific strengths and/or weaknesses, due to the lack of data available.

Use of Evaluation Results

1. The lack of data was a direct result of low program enrollment numbers. The Graduate Program Coordinator and the Graduate Curriculum Committee discussed the recruitment goals for the degree program in order to increase enrollment numbers. A specific recommendation was to transition the MED HPER program to a completely online program.

2. PER 601: Administration and Supervision of Physical Education PER 680: Advanced Tests and Measurements in Physical Education and HSE 636: Advanced Physiology of Exercise courses are only taught face-to-face. It was recommended to transition PER 601 and PER 680 to online courses and provide current online science courses as choices for students in order to meet the HSE 636 requirement.

Related Items

There are no related items.

MED-HPER 03: Professional Development

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Demonstrate dispositions that reflect professional growth and development required of Physical Educators by engaging in continual professional development activities.

Data Collection (Evidence)

1. The Service Learning Form was used to determine the achievement of this learning outcome.
2. The Service Learning Forms were collected and evaluated by the instructor of the PER 611: Current Trends and Topics in Health, Physical Education and Recreation course and reported to the Graduate Coordinator.
3. The HPER Graduate Curriculum Committee met to analyze data.

Results of Evaluation

The MED in HPER program had no students that enrolled or completed PER 611 course during the 2013-2014 academic year.

The analysis of the results revealed that there were no data collected or analyzed. It was difficult to determine any specific strengths and/or weaknesses, due to the lack of data available.

Use of Evaluation Results

1. The lack of data was a direct result of low program enrollment numbers. The Graduate Program Coordinator and the Graduate Curriculum Committee discussed the recruitment goals for the degree program in order to increase enrollment numbers. A specific recommendation was to transition the MEd HPER program to a completely online program.

2. PER 601: Administration and Supervision of Physical Education PER 680: Advanced Tests and Measurements in Physical Education and HSE 636: Advanced Physiology of Exercise courses are only taught face-to-face. It was recommended to transition PER 601 and PER 680 to online courses and provide current online science courses as choices for students in order to meet the HSE 636 requirement.

Related Items

There are no related items.

MED-HPER 04: Instruction for Physical Activity Skill

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Evaluate, analyze and provide appropriate instructions for physical activity skill performance in order to provide continual student practice and learning opportunities.

Data Collection (Evidence)

1. The Teacher Work Sample (TWS) and the Teacher Intern Assessment Instrument (TIAI) Item 1 were used to determine the achievement of this learning outcome.
2. The TWS and TIAI were collected and evaluated by the instructor of the PER 685: Practicum in Health, Physical Education and Recreation course reported to the Graduate Coordinator.
3. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted individual and informal program analysis of results to the Graduate Coordinator.

Results of Evaluation

The MEd in HPER program had no students (N=0) that completed the PER 685: Practicum in HPER course during the 2013-2014 academic year.

The analysis of the results revealed that there were no data collected or analyzed. It was difficult to determine any specific strengths and/or weaknesses, due to the lack of data available.

Use of Evaluation Results

1. The lack of data was a direct result of low program enrollment numbers. The Graduate Program Coordinator and the Graduate Curriculum Committee discussed the recruitment goals for the degree program in order to increase enrollment numbers. A specific recommendation was to transition the MEd HPER program to a completely online program.

2. PER 601: Administration and Supervision of Physical Education PER 680: Advanced Tests and Measurements in Physical Education and HSE 636: Advanced Physiology of Exercise courses are only taught face-to-face. It was recommended to transition PER 601 and PER 680 to online courses and provide current online science courses as choices for students in order to meet the HSE 636 requirement.

Related Items

There are no related items.

MS-SHP-ES 01: Knowledge-Based Expertise

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Demonstrate knowledge-based expertise in the areas of health, fitness and recreation activities required for Sport Managers or Sport Administrators.

Data Collection (Evidence)

1. The Comprehensive Examinations were used to determine the achievement of this learning outcome.
2. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted examination results to the Graduate Coordinator.
3. The HPER Graduate Curriculum Committee performed an analysis in light of the comprehensive examination results.

Results of Evaluation

The MS in SHP had total of 19 students that took the Comprehensive Examinations, seven in the Fall term 2013 and 12 in the Spring term 2014. All individuals took the Comprehensive Examination in their last semester of their program, respectively. Of these individuals, 11 (58%) passed all areas of the written examination with at least the minimum requirement of 80%. Of the eight individuals that did not pass the written examination with the minimum requirement, four took and passed the oral examination.

Four had to repeat all areas of the written comprehensive examination at the next exam period.

The analysis revealed that the percentage of students passing all areas of the written examination decreased from the previous year. All students were provided a study guide to assist them in preparing for the examination and based on student feedback were better prepared to take the examination. All students that took the written comprehensive examinations had the same choice selection of questions; however, still had the freedom to choose which questions they responded to, respectively. Additionally, a standardized grading rubric was used in scoring the examinations making the grading process objective and consistent across all areas and between student responses. This could have accounted for the decreased pass rate on the written examination.

Use of Evaluation Results

1. The Graduate Curriculum Committee agreed to establish a grading rubric to use in assessing student responses for the oral examination.
2. A grading rubric was developed and used to evaluate proficiency on the comprehensive examinations. It was decided to implement a standardized grading rubric for the oral examination next academic year in order to accurately assess student weaknesses.

Related Items

There are no related items.

MS-SHP-ES 02: Tests and Measurements

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Design, conduct and analyze tests and measurements in health, fitness and recreation activities research in order to provide evidence-based programs for athletes, recreationalists or fitness clients.

Data Collection (Evidence)

1. The Comprehensive Examinations were used to determine the achievement of this learning outcome.
2. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted examination results to the Graduate Coordinator.
3. The HPER Graduate Curriculum Committee performed an analysis in light of the comprehensive examination results.

Results of Evaluation

The MS in SHP had total of 19 students that took the Comprehensive Examinations, seven in the Fall term 2013 and 12 in the Spring term 2014. All individuals took the Comprehensive Examination in their last semester of their program, respectively. Of these

individuals, 11 (58%) passed all areas of the written examination with at least the minimum requirement of 80%. Of the eight individuals that did not pass the written examination with the minimum requirement, four took and passed the oral examination. Four had to repeat all areas of the written comprehensive examination at the next exam period.

The analysis revealed that the percentage of students passing all areas of the written examination decreased from the previous year. All students were provided a study guide to assist them in preparing for the examination and based on student feedback were better prepared to take the examination. All students that took the written comprehensive examinations had the same choice selection of questions; however, still had the freedom to choose which questions they responded to, respectively. Additionally, a standardized grading rubric was used in scoring the examinations making the grading process objective and consistent across all areas and between student responses. This could have accounted for the decreased pass rate on the written examination.

Use of Evaluation Results

1. The Graduate Curriculum Committee agreed to establish a grading rubric to use in assessing student responses for the oral examination.
2. A grading rubric was developed and used to evaluate proficiency on the comprehensive examinations. It was decided to implement a standardized grading rubric for the oral examination next academic year in order to accurately assess student weaknesses.

Related Items

There are no related items.

MS-SHP-ES 03: Professional Development

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Demonstrate dispositions that reflect professional growth and development required of Physical Educators by engaging in continual professional development activities.

Data Collection (Evidence)

1. The Service Learning Form was used to determine the achievement of this learning outcome.
2. The Service Learning Forms were collected and evaluated by the instructor of the PER 611: Current Trends and Topics in Health, Physical Education and Recreation course and reported to the Graduate Coordinator.
3. The HPER Graduate Curriculum Committee met to analyze data.

Results of Evaluation

The MS in SHP program had 20 students that completed PER 611: Current Trends and Topics in Health, Physical Education and Recreation. Of these individuals all participated in a minimum of one professional development activity; however, no completed Service Learning Forms were provided to the Graduate Coordinator and Curriculum Committee. Additionally, the PER 611 course syllabus did not included the activities as part of the grading criteria for the class. No data was collected or analyzed.

Use of Evaluation Results

1. The Graduate Coordinator and Faculty agreed to establish a Graduate Curriculum Committee to address weaknesses in the graduate program, make recommendations for revisions to curriculum and to analyze data on an annual basis.

2. PER 611: Current Trends and Topics in Health, Physical Education and Recreation was where the professional development activities were assigned; however, the assignment was not clearly defined on the syllabus. As a result the assignment was not part of the grading criteria and was not assigned a grade. The PER 611 course syllabus was revised to clearly reflect the Service Learning project and a grading rubric was developed to ensure that all students completed the assignment and they were evaluated using the grading rubric.

Related Items

There are no related items.

Gen Ed Learning Outcomes

PER_100_GE 05: Self

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

Data Collection

Fitness assessments, skill tests, and/or activity logs were used in PER 100 level activity courses. These assessments are collected and evaluated by the instructor of the course. The evaluations are also shared with each student.

Results of Evaluation

Use of Results

Related Items

There are no related items.

PER_101_GE 05: Self

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

Data Collection

Unit assignments in PER 101 Concepts of Physical Education are collected and evaluated by the instructor of the course. The topics include Managing Stress, Improving Cardiovascular Endurance, Increasing Flexibility, and Increasing Muscular Strength & Endurance, Choosing a Nutritious Diet, and Maintaining a Healthy Body Composition & Body Weight.

Results of Evaluation

Use of Results

Related Items

There are no related items.

Unit Goals

HPER 2014_01: Recruitment

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Increase recruitment efforts and increase HPER majors over the 2013-2014 year.

Evaluation Procedures

Annual faculty activity reports provide an assessment of the recruitment efforts of HPER faculty. Enrollment numbers are included in the annual report.

Actual Results of Evaluation

This goal was met last year and will continue to be a goal for the future in HPER. The Division of HPER had a representative at every recruiting event hosted at Delta State University and had representation at the many of off campus recruitment events also. The faculty of the division continues to make extensive efforts to meet individually with all prospective students who visited the campus. Enrollment in the division is up to a five year high and up 9.4% from last year.

Use of Evaluation Results

Use to compile data for 2014-2015 annual report. By concentrating on recruitment efforts the number and quality of HPER majors has increased over the last year. Enrollment is at a five year high.

Related Items

  **SP2.Ind01: Enrollment**

  **SP2.Ind08: Recruitment activities and improvements**

 **HPER 2014_02: Retention**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Increase retention efforts for HPER majors through advisement and early recognition of problematic students.

Evaluation Procedures

Enrollment and graduation numbers will be used for this evaluation and are provided for the annual report.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

 **HPER 2014_03: Technology**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Install current technology in the HPER classrooms and utilize it for instructional purposes.

Evaluation Procedures

A review of HPER facilities will be used for this evaluation.

Actual Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

**Section IV.a
 Brief Description
 Judgment**

Meets Standards Does Not Meet Standards Not Applicable

Narrative

**Section IV.b
 Comparative data**

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Credit Hour Production						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
Health Education (HSE)	54	0	866	18	768	3
Physical Education & Recreation (PER)	222	54	1861	365	1876	293
Total	276	54	2727	383	2644	296

Average Credit hour production over the past 5 years is 6277. Credit hour production is up 9.8% from the average of the last five years of data and up 9.5% from last year. Credit hour production has gone up over the past year and hopefully this trend will continue. The 124 hour limit on the degree programs and the increased efforts in advisement may limit credit hour production some. This should make the division more efficient overall and courses are continually reviewed to reduce offerings and consolidate sections with low enrollment.

Enrollment by Major						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
Athletic Training	3	0	54	0	44	0
Health, Physical Education, & Recreation (HPER)	61	2	209	3	205	4
Sport & Human Performance	0	10	0	47	0	47
Total	64	12	263	50	249	51

The average number of students over the past 5 years is 618.4. The last three years has shown a steady rate of improvement. This past year (2013-14) was the highest total yet and an increase of 9% over the last five year average enrollment and 9.4% over the past years enrollment. The number of graduate students has increased and should continue to increase again over the next year. The Master of Science in Sport and Human Performance has been a popular option while the Master of Education in HPER has seen a decline in enrollment. There is room for continued growth in the MEd and as that program goes online the market should be there also. The Athletic Training Education Program (ATEP) had a high number of graduates but that program will have a downturn over the next few years as the

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attention to first time pass rates on the BOC Exam is the main focus. Advisement is a key to student success and getting students in the right major early seems to help in all areas. The focus placed on enrollment and retention by the Division of HPER continues to work. Efforts will continue to ensure that all majors are correct in the Banner system.

2013-14 Graduates	
Athletic Training	
BS	11
Health, Physical Education, & Recreation	
BS	27
BSE	6
MED	2
Sport & Human Performance	
MS	17

The average number of graduates over the past five years is 60.4. The number of graduates for 2013-2014 is up 1% over the five year average. This equates to 2 students. The number of graduates is higher than average, the number of majors in HPER and credit hour production is up for this year. Credit hour production has continued to rise over the past three years.

[Trend Data 2010-14 Health, Physical Education & Recreation](#)

Sources

 [Trend Data 2010-14 Health, Physical Education & Recreation](#)

Section IV.c

Diversity Compliance Initiatives and Progress

Diversity Compliance Initiatives and Progress:

- Minority students were hired within the division as work study students (1) and graduate assistants (3)
- Female students were hired within the division as work study students (2) and graduate assistants (1)
- HPER faculty are involved with professional organizations and routinely meet with members of other institutions in coordinating educational efforts in the profession.
- The Division of HPER has been actively involved in outreach efforts in the school and community. Faculty members regularly supervise students in off campus locations. Grant opportunities have given students and faculty opportunities to interact with students in the Cleveland School District on a regular basis over the past five years.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.d

Economic Development Initiatives and Progress

Economic Development Initiatives and/or Impact:

- Provided fitness assessments for students, faculty, staff, and community members
- Provided free fitness classes for students, faculty, staff, and community members
- Division employed 2 work study's, and 6 GA's in HPER
- Partnered with Cleveland School District to offer physical education classes.
- HPER Majors Club raised more than \$2,000.00 through community projects and service learning
- Involved with Blue Cross/Blue Shield Healthy Campus/Community Initiative (1.5 million)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Grants, Contracts, Partnerships, Other Accomplishments:

- Involved with the Blue Cross/Blue Shield Healthy Campus/Community Initiative
- Hosted third OKRA Camp with 400 plus participants
- Provided site coordination for NCAA drug testing
- Partnered with the Mayor's Task Force on Health and Wellness to offer Buckets to Beat Obesity and Party in the Park.
- Conducted First Aid/CPR training for DAAIS at Humphreys County
- Orthopedic Clinic for Mississippi Sports Medicine and Orthopedic Center and athletic training services for area sporting events

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.f

Service Learning Data

Service Learning Data (list of projects, number of students involved, total service learning hours, accomplishments, etc.):

1. Provided fitness assessments for students, faculty, staff, and community members
 - a. 15 Students were involved
 - b. 20 Service learning hours
2. Provided free fitness classes for students, faculty, staff, and community members
 - a. 2 students were involved
 - b. 40 Service learning hours
3. Hosted second OKRA Camp with 400 plus participants
 - a. 12 Students were involved
 - b. 80 service learning hours
4. Buckets to Beat Obesity
 - a. 10Students were involved
 - b. 6 service learning hours
5. Party in the Park
 - a. 20 students were involved
 - b. 6 service learning hours

6. Orthopedic Clinic for Mississippi Sports Medicine and Orthopedic Center and athletic training services for area sporting events
 - a. 15 students were involved
 - b. 100+ service learning hours

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Committees Reporting To Unit (Committee records archived in HPER): **Each unit includes in the annual plan and report** a list of the committees whose work impacts that unit or any other aspect of the university; **along with the list will be a notation documenting the repository of the committee files and records.** Committee actions affecting the unit's goals can be reported in other applicable sections of the annual reports (for example, in goals or outcomes or in section VI below) but do not have to be explained here. **Not to be included in the unit's annual plan and report,** but to be recorded and kept in the administrative office of that unit, will be a committee file that includes, for each committee:

- Mission, by-laws
- Membership
- Process
- Minutes

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- Undergraduate Curriculum Committee and minutes are archived in Wyatt Center 103
- ATEP Curriculum Committee and minutes are archived in Wyatt Center 108
- Graduate Curriculum Committee and minutes are archived in Wyatt Center 103

Section V.a
Faculty (Accomplishments)

Noteworthy activities and accomplishments:

V.a. Faculty

1. Teaching

John Alvarez:

1. I attended several Canvas training sessions to learn how to navigate and use the new learning system.
2. I introduced polleverywhere to informally quiz my students to make sure they were learning the information...It also allowed them to use their smartphones to engage in the classroom experience instead of it being used as a hindrance to engaging in the lesson.
3. I am engaging the students using projects that require the use the most up to date nutritional information released by USDA online.
4. I have introduced a new project that requires my exercise science students to produce a video project about a specified special population. They have to have audio and video accompanying their finished project.
5. I updated and modified my syllabi in hopes of students being able to find important information about the purpose, goals and evaluation processes in the class.
6. I updated my syllabi to ensure the sufficient rigor in my grading scheme.

Mary Jones:

1. Added eight internship sites
2. Restructure the rehabilitation techniques course and laboratory
3. Added a clinical education coordinator to ATP
4. Named a new Medical Director for the ATP and added two physician based clinical sites
5. Streamlined/revised graduate comprehensive examinations

Todd Davis:

1. Develop better in-class student learning opportunities.
2. Blend better standardized rubrics for students in all classes.
3. Enhance assessment strategy on Canvas

Wayne Lee:

1. Introduced undergraduates and graduate students to DSU Library's electronic data base - WESTLAW for physical activity administrative information and keeping abreast of state, regional, and federal laws and/or court cases related to HPER
2. Introduced Delta State's students, undergraduate and graduate, to Statistical Packages for the Social Sciences [SPSS] for purposes of data analysis in sport and physical activity [SPSS ó PASW]

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3. Attempted, with some success, to engage students in life-time physical activity and aerobics for a better cardiovascular fitness profile and the reduction of excess adipose tissue [Excess Body Fat]
4. Required sport management and organization students to get involved with outside sport management activities such as private school coaching; assisting DSU Coaches in campus swimming and baseball events; soccer events; and other types of "hands on" experiences in the area of organization and administration of sport and physical activity
5. Use of DSU computer labs in measurement/evaluation class and e-mail assignments regarding SPSS analysis
6. Have been involved with the N.A.S.P.E. / N.C.A.T.E. issues of the Health, Physical Education, and Recreation Division at Delta State and the DSU College of Education

Bill Marchant:

1. Being the best teacher & role model possible
2. Using more technology in my classes, when possible

Tim Colbert:

Course Work

1. Made needed curriculum changes in HPER
2. Used Educations with class instead of Wimba and this has been good
3. Curriculum changes were made and discussion began about a fully online M.Ed.

ATEP

Preceptor

Matt Dalrymple:

Incorporated more technology

2. Scholarship

John Alvarez:

Articles

Blom, L. Alvarez, J., Zhang, L., & Kolbo, J. (2011) Associations between health-related physical fitness, academic achievement and selected academic behaviors of elementary and middle school students in the state of Mississippi. *The ICHPER-SD*, 6, 1, 28-34. Hudson, G. Alvarez J. Zhang, L. & Kolbo, J. (in press) The association between fitness and school test scores, attendance, and discipline among Mississippi students. *MAHPERD Journal*. 1, 1.

Presentations

Dalrymple M. and Alvarez, J. (November, 2013) Let's move in Mississippi schools. Mississippi Alliance of Health, Physical Education, Recreation and Dance Annual Convention, Tupelo, MS.

Dalrymple M. and Alvarez, J. (January, 2014) Current Mississippi Law, Current Mississippi Research on Physical Activity in Schools and Breakout Sessions Utilizing Cleveland School District Curriculum. CSD Professional Development for New School Teachers. Delta State University, Cleveland, MS.

Mary Jones:

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Jones, M. ATEP Internship Manual, 5th Edition

Jones, M. & Holcomb, B. (June, 2013). Changes in Athletic Training Education. Mississippi Athletic Trainers' Association Annual Symposium in Biloxi, MS [Invited]
6th Annual Sports Medicine Symposium, Attended

ATP Clinical Preceptor Workshop, Co-Organizer

ATP Course Instructor Workshop, Organizer and Speaker

ATP Student/Staff Orientation, Organizer and Speaker

COEHS Outstanding Faculty Award

Todd Davis:

Mississippi Dietetic Association - Program

Davis, T.M. (2013). Calories In / Calories Out – Energy Expenditure involved in Outdoor Recreation.

Davis, T.M., & Snow, C. (2011). Incorporating Active Seating in an Afterschool Literacy Program: A Pilot Study.

(Resent to California Reader for Review)

Wayne Lee:

Member of the Sports and Recreation Law Association

Member of the Mississippi Association of Health, Physical Education, Recreation, and Dance

Attended the Mississippi Association of Health, Physical Education, Recreation, and Dance Conference Library Resource Award, November 2013

Bill Marchant:

Tim Colbert:

Professional Meetings

2013 Mississippi Athletic Trainers Association Annual Symposium

Seminars

ATEP Preceptor Training Session

Presentations/Papers

Colbert, T. E., (2013, June). Core Strengthening Post Upper and Lower Extremity Injuries. *Mississippi Athletic Trainers' Association Annual Symposium*. Symposium conducted at the meeting of the Mississippi Athletic Trainers' Association, Biloxi, MS.

Review Activities

Reviewed Abstracts for SEATA Annual Symposium

Licensure

BOC Certification

State Licensure as Athletic Trainer

Matt Dalrymple:

Presentations:

Dalrymple, G.M., Dieckman, D. (2013, November). *Physical Education Framework*.

Presented at the Mississippi Association for Health, Physical Education Recreation and Dance Convention, Tupelo, MS.

Alvarez, J.G., **Dalrymple, G.M.** (2013, November). *Let's Mover in Schools Mississippi*.

Presented at the Mississippi Association for Health, Physical Education Recreation and Dance Convention, Tupelo, MS.

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Awards:

Dulce Fund \$500.00 technology grant award

3. Service

John Alvarez:

Chair, University Wellness Committee
COE Diversity Committee
Community Chair Excel by 5 Coalition
Mayor's Task Force for a Healthier Community
Campus Ministry for 1st Presbyterian Church
Member division graduate curriculum committee
Past President MAHPERD
MAHPERD Journal Editor
Member AAHPERD
Necrology Committee SDAHPERD

Mary Jones:

Committees and Academic Appointments

1. Athletic Training Education Program Director
2. HPER Graduate Curriculum Committee
3. HPER Undergraduate Curriculum Committee
4. Athletic Training Education Program Curriculum Committee (Chair)
5. Athletic Training Education Program Admissions Committee (Chair)
6. Athletic Training Education Program Disciplinary Committee (Chair)
7. University Academic Grievance Committee
8. Hall of Fame Student Selection Committee
9. NCATE Governance Committee
10. HPER Faculty Search Committee, Chair
11. COEHS Graduate Education Programs Council
12. COEHS Advisory Committee for Online Education
13. ATP Clinical Preceptor

The following is a list of professional organizations which I am a member.

1. Mississippi Athletic Trainers' Association
2. Southeastern Athletic Trainers' Association
3. National Athletic Trainers' Association

Todd Davis:

University & College Service

Union Renovation Council – Recreation Consultant
Mississippi Alliance for Health, Physical Education, Recreation, and Dance, member
American Alliance for Health, Physical Education, Recreation, and Dance, member
National Intramural Sports Association, member
National Recreation and Parks Association, member
Junior Auxiliary – Youth Programs in the Delta.
Parks and Recreation Commission Advisory Board, President
Crate Stacking Event
OKRA Camp
Delta Down and Dirty

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Cub Scout 3-part series | Backpacking Skills

Wayne Lee:

Currently serving as a member of the Coaches Hall of Fame Selection Committee
Currently serving as a board member of the Delta State University Athletic Appeals

Committee

Currently serve as a member of the Delta State University's Sports Hall of Fame Committee
Serve as a member of the Delta State University's Coaches Hall of Fame Committee
Work every year with the DSU Alumni Association on the "Ole DSU Grad" Reunion held each august at Lake Tiak O'Khata near Louisville, Mississippi
Serve on the DSU Athletic Appeals Committee
Member of the College of Education Diversity Committee

Bill Marchant:

Committees

Student Grievance Committee
HPER Undergraduate Curriculum Committee, Chair

Community

Fellowship of Christian Athletes "Rally Day" speaker
First Baptist Church, Deacon
Serve on Board of Directors for Catfish Point Hunting Club
Served on Board of Director: Fellowship of Christian Athlete
Deacon, First Baptist Church

Tim Colbert:

Committees

ATEP Curriculum Committee
NCATE Standards Faculty Committee Co-Chair
College of Education Advisory Committee
COE Assessment Committee
Teacher Education Committee

Community

Bolivar Medical Center Board of Trustees, through February 2011
Conducted numerous First Aid/CPR training sessions
BC/BS Advisory Committee
First Aid/CPR training for DAIIS (Belzoni), July, 2011
Aaron E. Henry Center, Lowering the Risk of Cardiovascular Disease Collaborative
Saturdays at the Park, Party In the Park, April 2011
Bucket's to Beat Obesity, February 2011
North Central AEHC Advisory Board
O.K.R.A. Camp May 2011
Coordinated Approach to Child Health in conjunction with the Mississippi Department of Education, Sept. 2011
Mayor's Task Force for a Healthy Community
Organized and conducted pre-participation physical examinations for all high school athletes in Bolivar County, July 2011
Hosted the 2011 Mississippi State Meeting for the Mississippi Alliance for Health, Physical Education, Recreation, and Dance (MAHPERD)

Athletic Department

Provide service to the athletic department and community members as an athletic trainer and Approved Clinical Instructor

Delta State University FY2014 Unit Level Report
Department: Health, Physical Education and Recreation

Site Supervisor for NCAA Drug Testing, fall 2011

COE

COE Tent for Athletic Events

Faculty Marshall for Commencement

All Transfer and Freshman Orientation Sessions

ATEP First Aid/CPR training

Staff health and Wellness day

Organizations

National Athletic Trainers' Association (NATA)

South Eastern Athletic Trainers' Association (SEATA) – Education and Research Committee

Mississippi Athletic Trainer's Association (MATA)

Bolivar Medical Center Board of Trustees

American Alliance of Physical Education, Recreation, and Dance

Matt Dalrymple:

Students:

- Faculty Representative to the Physical Education Student Society

University Service:

- Serve on the COE Assessment Committee
- Program Coordinator BS Ed. HPER
- Serve on the Undergraduate Curriculum Committee HPER

Non-University:

- President Elect of MAHPERD
- Serve on Relay for Life committee in Cleveland MS
- Mayor council on physical fitness
- MAHPERD Journal: Journal/Article editor

Dalrymple, G.M. (August, 2013). *Curriculum Training and Activity Presentations*. Cleveland School District Professional Development for Teachers.

Professional Organizations:

- Member of American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- Member of Mississippi Association of Health, Physical Education, Recreation and Dance (MAHPERD)

V.b. Staff

V.c. Administrators

Personnel changes

V.d. New position(s) requested, with justification:

V.e. Recommended change(s) of status:

Deborah Myers received promotion to the rank of Associate professor and Tenure

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

**Section V.b
Staff (Accomplishments)
Judgment**

Meets Standards Does Not Meet Standards Not Applicable

Narrative

**Section V.c
Administrators (accomplishments)
Judgment**

Meets Standards Does Not Meet Standards Not Applicable

Narrative

**Section V.d
Position(s) requested/replaced with justification
Judgment**

Meets Standards Does Not Meet Standards Not Applicable

Narrative

**Section V.e
Recommended Change(s) of Status
Judgment**

Meets Standards Does Not Meet Standards Not Applicable

Narrative

**Section VI.a
Changes Made in the Past Year
Judgment**

Meets Standards Does Not Meet Standards Not Applicable

Narrative

**Section VI.b
Recommended Changes for the Coming Year
Judgment**

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
	HSE						
AY 2014	54	0	866	18	768	3	1709
AY 2013	87	3	808	42	624	30	1594
AY 2012	156	12	683	30	778	27	1686
AY 2011	132	21	674	27	526	12	1392
AY 2010	36	9	837	51	679	15	1627
PER							
AY 2014	222	54	1861	365	1876	293	4671
AY 2013	283	92	1591	315	1850	333	4464
AY 2012	304	36	1,927	249	1,866	264	4646
AY 2011	390	27	2034	147	1875	243	4716
AY 2010	346	30	2,092	102	2,032	279	4881
AY Totals							
AY 2014	276	54	2727	383	2644	296	6380
AY 2013	370	95	2399	357	2474	363	6058
AY 2012	460	48	2610	279	2644	291	6332
AY 2011	522	48	2708	174	2401	255	6108
AY 2010	382	39	2929	153	2711	294	6508

Graduates						
	Ath Train	HPER			SHP	Total
	BS	BS	BSE	MED	MS	
AY 2014	11	27	6	2	17	63
AY 2013	5	29	6	4	14	58
AY 2012	6	27	8	6	5	52
AY 2011	1	25	11	22	3	62
AY 2010	11	38	6	11	0	66

	Enrollment by Major					
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Athletic Training						
AY 2014	3	0	54	0	44	0
AY 2013	0	0	48	0	48	0
AY 2012	8	0	52	0	39	0
AY 2011	4	0	43	0	37	0
AY 2010	10	0	44	0	33	0
HPER						
AY 2014	61	2	209	3	205	4
AY 2013	83	17	172	17	172	7
AY 2012	71	11	162	23	179	20
AY 2011	65	16	167	31	158	32
AY 2010	68	14	169	35	170	41
Sport & Human Performance						
AY 2014	0	10	0	47	0	47
AY 2013	0	8	0	35	0	39
AY 2012	0	4	0	19	0	24
AY 2011	0	0	0	2	0	6
AY 2010	0	0	0	0	0	0
AY Totals						
AY 2014	64	12	263	50	249	51
AY 2013	83	25	220	52	220	46
AY 2012	79	15	214	42	218	44
AY 2011	69	16	210	33	195	38
AY 2010	78	14	213	35	203	41