

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: 7/1/2012

End: 6/30/2013

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 five athletic training graduates. These individuals took the examination and two of the five (40.0%) passed on the first attempt. Three students are scheduled to attempt the examination on the next available examination date. The analysis revealed that conducting frequent formal evaluations requiring clinical decision making application within the didactic component over the year was necessary; but was not closely monitored compared to last reporting period. Additionally, the areas of athletic training student weaknesses were identified as acute and emergency care and organization and administration in athletic training.

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 the logical progression of course delivery, added necessary courses and deleted courses that were shown to have course objectives that were redundant and unbeneficial for student preparation.
2. The Athletic Training Program added two courses to improve scores in the areas of weakness for the students. They were HSE 252: Acute Care and Emergency Management in Athletic Training and HSE 458: Organization and Administration in Athletic Training. [\[TC1\]](#) These courses are pivotal for continual improvement in the cognitive area of the national examination.

Related Items

 [GE 05: Self](#)

BS-AT 02: Practical Ability

Start: 7/1/2012

End: 6/30/2013

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 21 athletic training students assigned to clinical experiences during the fall term 2012 and 15 in the spring term 2013, at on-campus sites. Five students were off-campus at internship sites during the spring term 2013 while the remaining one student was not registered for athletic training courses during the spring term 2013. Each student was evaluated twice during each 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 demonstrated skills consistent with 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 no improvement from the first evaluation to the second evaluation for most students during the on-campus clinical experience for the students within the clinical component of the program.

Use of Evaluation Results

1. The Athletic Training Program provided a formal evaluation of practical skill application and assessment of behavioral attributes for each student during the on-campus clinical experience throughout the year.

2. A new Athletic Training Program position, Clinical Education Coordinator, was recommended to assist the Program's clinical staff with ensuring the students are performing and achieving practical skills on patients, on a planned and regular basis. In addition, training sessions are scheduled to address the specific areas that clinical supervisors need to continually evaluate and note student improvements.

Related Items

There are no related items.

BS-AT 03: Clinical Skills

Start: 7/1/2012

End: 6/30/2013

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.

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. A maximum of 40 hours per week was required during the 15-16 week internship.

Related Items

There are no related items.

BS-HPER-ES 01: Exercise Program Design

Start: 7/1/2012

End: 6/30/2013

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 78.5% of students (11/14) were rated at the acceptable level or above.

Use of Evaluation Results

1. Added a skill retention test to senior seminar class to ensure maintenance of skills taught.
2. Adopted a supplemental book that is a review of clinical guidelines to help ensure carry over to more advanced testing procedures.

Related Items

There are no related items.

BS-HPER-ES 02: Group Exercise Leadership

Start: 7/1/2012

End: 6/30/2013

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

81.8% of all students (9/11) were rated at the acceptable level or above.

Pre-test 9/11= 81.8

Use of Evaluation Results

1. Sought more quality practical experiences in "real world" settings to provide all students more hands on opportunities with diverse populations.
2. The scale has been modified to allow for more discrimination of levels of proficiency.

Training of new instructor on the use of the instrument is required to ensure accuracy in scoring.

Related Items

There are no related items.

BS-HPER-ES 03: Integration of Content Knowledge

Start: 7/1/2012

End: 6/30/2013

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 1 of 7 scored at a 9

2 students scored at a level of 8; 1 student scored at a level of 7; student scored at a level of 6; 2 students scored at a level of 5. Post test all students were reported to have improved. 5 students reported at a level of 9; 1 student at a level of 8 and 1 student at a level of 6.

One facility reported that professional knowledge was not directly observed. Overall students improved from an average of 6.8 on the pre-test to an 8.4 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. Experiences that were clinical in nature generally showed the greatest improvement compared with those that fitness were fitness oriented

Adopted a supplemental book that is a review of clinical guidelines to better prepare students for their experience.

Related Items

 **GE 05: Self**

BS-HPER-ES 04: Fitness Testing

Start: 7/1/2012

End: 6/30/2013

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

78.5% of students (11/14) were rated at the acceptable level or above. 6 of the 11 students had at least one area where skill was rated low and had to be remediated. The area of fitness testing where remediation was more prevalent was material where most of the practice occurred during the introductory clinical class and then reviewed in later classes. These skills were techniques to measure strength, flexibility and endurance.

Use of Evaluation Results

1. Restructured the introductory clinical experience in exercise science to include only majors within the exercise science concentration.
2. Added a skill retention test to senior seminar class to ensure maintenance of skills taught.

Related Items

There are no related items.

BS-HPER-HPE 01: Historical Concepts

Start: 7/1/2012

End: 6/30/2013

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 2012 online section of PER 300, 23 students averaged 3.334/4 on the content knowledge section of the grading rubric and 3.178/4 on the past/current relationship to the field of HPER.

During the fall 2012 section of PER 300, 18 students averaged 3.5/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

During the spring 2013 section of PER 300, 18 students averaged 3.667/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results

1. Developed new HPER specific rubrics for use in this class.
2. Writing and project rubrics have been assessed and restructured to better evaluate performance-based content knowledge.

Related Items

There are no related items.

BS-HPER-HPE 02: Organization and Administration

Start: 7/1/2012

End: 6/30/2013

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 18 projects scored. 16/18 were at the acceptable level.

The analysis revealed that the grading rubric will need to be revised and include the specific elements of the project. The elements that were included did not provide enough discrimination between levels. Overall the students were able to produce acceptable projects. Clarification was needed routinely regarding the use of the budget in the project.

Use of Evaluation Results

1. Developed a scoring rubric to be used with the class project.
2. The additional assignment of developing an emergency action plan was added to the course.

Related Items

There are no related items.

BS-HPER-HPE 03: Skill Set Assessment

Start: 7/1/2012

End: 6/30/2013

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

The Skill and Fitness tests were given as part of the assigned classes. All students scored in the acceptable ranges. One teacher candidate was not proficient at the PACER test (cardiovascular endurance test). She was placed on an improvement plan and allowed to repeat the test.

Use of Evaluation Results

1. If students are found not proficient, they will be put on an improvement plan that may include taking certain activity courses for remediation.
2. These assessments were implemented in the Spring 2011 semester because of new state and national standards. Changes were made to CUR 300 requiring all HPER teacher candidates to be fitness tested. The NASPE Standard requires teacher candidates to achieve and maintain fitness levels; therefore a second fitness test was implemented in PER 487.

Related Items

There are no related items.

 BS-HPER-REC 01: Historical Concepts

Start: 7/1/2012

End: 6/30/2013

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 2012 online section of PER 300, 23 students averaged 3.334/4 on the content knowledge section of the grading rubric and 3.178/4 on the past/current relationship to the field of HPER.

During the fall 2012 section of PER 300, 18 students averaged 3.5/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

During the spring 2013 section of PER 300, 18 students averaged 3.667/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results

1. Developed new HPER specific rubrics for use in this class.

2. Writing and project rubrics have been assessed and restructured to better evaluate performance-based content knowledge.

Related Items

There are no related items.

 BS-HPER-REC 02: Organization and Administration

Start: 7/1/2012

End: 6/30/2013

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 18 projects scored. 16/18 were at the acceptable level.

The analysis revealed that the grading rubric will need to be revised and include the specific elements of the project. The elements that were included did not provide enough discrimination between levels. Overall the students were able to produce acceptable projects. Clarification was needed routinely regarding the use of the budget in the project.

Use of Evaluation Results

1. Developed a scoring rubric to be used with the class project.
2. The additional assignment of developing an emergency action plan was added to the course.

Related Items

There are no related items.

BS-HPER-REC 03: Planning and Implementation

Start: 7/1/2012

End: 6/30/2013

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

During the spring 2013 semester 29 students took this course. All students were required to participate in a class project. Project 1: Create, market, and host an outdoor photo and film festival. Project 2: Review, research, and participate in a low/high element ropes/leadership course. This was the second time this course had been taught since it was included in the Recreation Leadership concentration. A standardized grading rubric was used in scoring the article reviews yielding an 8.669 average. In addition, each student is required to write a comprehensive and insightful reflection concerning the large-scale course-developed activity.

Use of Evaluation Results

1. A rubric has been developed to properly and appropriately assess and evaluate participation in the final projects.
2. Students were given options for the final project in this course to meet concentration realms and alternative date issues.

Related Items

There are no related items.

BS-HPER-SI 01: Historical Concepts

Start: 7/1/2012

End: 6/30/2013

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 2012 online section of PER 300, 23 students averaged 3.334/4 on the content knowledge section of the grading rubric and 3.178/4 on the past/current relationship to the field of HPER.

During the fall 2012 section of PER 300, 18 students averaged 3.5/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

During the spring 2013 section of PER 300, 18 students averaged 3.667/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results

1. Developed new HPER specific rubrics for use in this class.

2. Writing and project rubrics have been assessed and restructured to better evaluate performance-based content knowledge.

Related Items

There are no related items.

BS-HPER-SI 02: Organization and Administration

Start: 7/1/2012

End: 6/30/2013

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 18 projects scored. 16/18 were at the acceptable level.

The analysis revealed that the grading rubric will need to be revised and include the specific elements of the project. The elements that were included did not provide enough discrimination between levels. Overall the students were able to produce acceptable projects. Clarification was needed routinely regarding the use of the budget in the project.

Use of Evaluation Results

1. Developed a scoring rubric to be used with the class project.

2. The additional assignment of developing an emergency action plan was added to the course.

Related Items

There are no related items.

BS-HPER-SI 03: Professional Dispositions

Start: 7/1/2012

End: 6/30/2013

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: 7/1/2012

End: 6/30/2013

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 2012 online section of PER 300, 23 students averaged 3.334/4 on the content knowledge section of the grading rubric and 3.178/4 on the past/current relationship to the field of HPER.

During the fall 2012 section of PER 300, 18 students averaged 3.5/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

During the spring 2013 section of PER 300, 18 students averaged 3.667/4 on the content knowledge section of the grading rubric and 3.25/4 on the past/current relationship to the field of HPER.

Use of Evaluation Results

1. Developed new HPER specific rubrics for use in this class.

2. Writing and project rubrics have been assessed and restructured to better evaluate performance-based content knowledge.

Related Items

There are no related items.

 BS-HPER-SM 02: Organization and Administration

Start: 7/1/2012

End: 6/30/2013

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 18 projects scored. 16/18 were at the acceptable level.

The analysis revealed that the grading rubric will need to be revised and include the specific elements of the project. The elements that were included did not provide enough discrimination between levels. Overall the students were able to produce acceptable projects. Clarification was needed routinely regarding the use of the budget in the project.

Use of Evaluation Results

1. Developed a scoring rubric to be used with the class project.
2. The additional assignment of developing an emergency action plan was added to the course.

Related Items

There are no related items.

BS-HPER-SM 03: Professional Dispositions

Start: 7/1/2012

End: 6/30/2013

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 was one intern during the spring 2012 semester. That intern successfully completed his internship. Strengths of this intern included being eager and willing to learn. His weakness included a general lack of knowledge about the sports agency business. This intern was highly motivated and rated an 8 out of 9 for professional knowledge and a 9 out of 9 for practical skills.

Use of Evaluation Results

1. Utilized a new off campus site for this internship.

Related Items

There are no related items.

BSE-HPER 01: NASPE Standard 1

Start: 7/1/2012

End: 6/30/2013

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

Analysis of the results for Fall 2012 and Spring 2012: There were eight (8) teacher candidates who completed teacher internships. All teacher candidates passed all PRAXIS areas. Sub –scores were examined to determine any trends among lower performing areas of the PRAXIS.

Use of Evaluation Results

1. Specific COE Recommendation -Look at individual score reports to determine strengths and weaknesses and areas that need improvement. First time pass rates on the PRAXIS will be reviewed to help determine notable weaknesses and identify strategies to increase those pass rates.
2. Sub-scores are now being analyzed by the HPER assessment committee and results are presented to COE assessment committee.
1. Specific NCATE Recommendation-Add an assessment to address the "apply" expectation of the learning outcome.
2. An assessment was added in PER 484 (a required course for all teacher candidates'). The assignment required the TC to apply knowledge about exercise physiology/biomechanics/motor dev/motor learn. The TC analyzed fundamental motor skill performances and provided form corrections and feedback.

Related Items

There are no related items.

BSE-HPER 02: NASPE Standard 2

Start: 7/1/2012

End: 6/30/2013

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

The Skill and Fitness tests were given as part of the assigned classes. All students scored in the acceptable ranges. One teacher candidate was not proficient at the PACER test (cardiovascular endurance test). She was placed on an improvement plan and allowed to repeat the test.

Use of Evaluation Results

1. If students are found not proficient, they will be put on an improvement plan that may include taking certain activity courses for remediation.
2. These assessments were implemented in the Spring 2011 semester because of new state and national standards. Changes were made to CUR 300 requiring all HPER teacher candidates to be fitness tested. The NASPE Standard requires teacher candidates to achieve and maintain fitness levels; therefore a second fitness test was implemented in PER 487.

Related Items

 GE 05: Self

BSE-HPER 03: NASPE Standard 3

Start: 7/1/2012

End: 6/30/2013

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

Analysis of the results for Fall 2012 and Spring 2012: A weakness of selecting appropriate technology was identified among teacher candidates TIAI scores. The learning outcome requires the students to use the technology to accomplish lesson objectives not the teacher candidates.

Data was also comingled in this assessment and the assessment was considered generic rather than physical education specific by NCATE reports.

Use of Evaluation Results

Specific COE Recommendation

1. Teacher candidates should increase the use of technology in classroom activities and lessons.
2. A technology component is now required in PER 487 to increase technology use among students. Teacher Candidates are also required to use technology in their teaching internship (CUR 498).

Specific NCATE Recommendation

1. Avoid comingling data within the assessment.
 2. The TIAI assessment was more closely aligned to the NASPE Standards.
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1. Assess teacher candidates planning and instruction in the physical education environment.
 2. Another assessment was added to specifically evaluate teacher candidates in the physical education environment. The instrument used was designed by NASPE who also established the national standards.

Related Items

There are no related items.

BSE-HPER 04: NASPE Standard 4

Start: 7/1/2012

End: 6/30/2013

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

Analysis of the results for Fall 2012 and Spring 2012: All teacher candidates scored in the acceptable or target range for all indicators. A teacher candidate weakness was identified in using higher order questions and engaging student in analytic and critical thinking. A noted strength of the teacher candidates was knowledge of subject matter and subject taught.

Use of Evaluation Results

1. Higher order questioning and engaging students in critical thinking were noted areas of weakness based on sections 10-34 of the TIAI.
2. The teacher candidates were given specific feedback regarding these areas from the BSE Program Coordinator. They then implemented these types of questioning and critical thinking into individual physical education lessons during their teacher internship. The BSE Program Coordinator observed the candidates after giving feedback to ensure they had an understanding of those areas.
2. The assessment was more closely aligned to the NASPE Standards.

Related Items

There are no related items.

BSE-HPER 05: NASPE Standard 5

Start: 7/1/2012

End: 6/30/2013

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

Analysis of the results for Fall 2012 and Spring 2013: All seven (8) teacher candidates were rated at an acceptable level or higher on the assessment rubric. The findings revealed lower scores in "Knowledge of Students' Varied Approaches to Learning" with TC mean score was 1.25 out of 2 in this area.

Use of Evaluation Results

Specific NCATE Recommendation

1. Modify the assessment to address the intent of the standard and modify the assessment to avoid comingling data.
2. The assessment was more closely aligned to the NASPE Standards. A second assessment was added to help address specific needs in the physical education environment. The assessment was developed by NASPE.

Related Items

There are no related items.

BSE-HPER 06: NASPE Standard 6

Start: 7/1/2012

End: 6/30/2013

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

The findings of the data analysis revealed Fall 2012 teacher candidates were strong in the area of Professional Development. Teacher candidates scored a 4 on a 0-4 scale for this section of the assessment meaning all students were rated as exemplary on the scoring rubric.

Use of Evaluation Results

Specific NCATE Recommendation

1. Modify the assessment to address the specific intent of the standard (learning outcome).
2. An assessment was added in PER 487 Methods of Physical Education (a required course for all BSE Teacher Candidates) to address the specific intent of the standard.

Related Items

There are no related items.

MED-HPER 01: Teaching Principles

Start: 7/1/2012

End: 6/30/2013

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 six students (N=6) that completed the PER 685: Practicum in HPER course during the 2012-2013 academic year. Of these individuals, one of the six (16.7%) did not serve as a teacher intern and was not assigned to the K-12 settings. Therefore, this individual did not complete student lesson plans nor did he/she submit a Teacher Work Samples (TWS). The Teacher Intern Assessment Instrument (TIAI) was not completed on this student.

The five remaining individuals (83.3%) served as teacher interns and were assigned to the K-12 setting as part of the PER 685: Practicum in HPER course during the 2012-2013 term. All individuals submitted student lesson plans and the TWS to the course instructor. Of these five individuals, two students (33.3%) had an incomplete TIAI and data could not be accurately analyzed. Of the remaining three students (50%), one scored two of three (acceptable) on items 1-9 of the TIAI describing ability to plan and prepare. Two students scored a two of three (acceptable) and three of three (target) on eight of nine of the items. One student scored a one of three on item 7 which indicated the need for more integration of multiple subject areas in lessons for the student. The other student scored a one of three on item 1 which indicated a need to appropriately select lessons that align with state frameworks and best practices.

The analysis of the results revealed that there were no data collected or analyzed on 50% of the students. Of the five individuals that served as teacher interns only 60% had completed TIAI information. The analysis revealed potential strengths in most items of planning and preparation. According to the results, the students were assessed only one time so no evidence was present to indicate any remediation or follow up. It was difficult to conclude that specific strengths and/or weaknesses existed due to the lack of data available.

Use of Evaluation Results

1. Beginning the Fall 2012 term, a different individual began serving in the position of Graduate Program Coordinator. The Graduate Program Coordinator and the graduate faculty agreed to establish a Graduate Curriculum Committee to address the weaknesses in the graduate program, make recommendations for revisions to the curriculum and to analyze data on an annual basis. PER 685: Practicum in HPER was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using the TIAI. The implemented date of the recommended change is Fall 2013 term.
2. PER 685: Practicum in Health, Physical Education and Recreation was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using TIAI.

Related Items

There are no related items.

➤ MED-HPER 02: Sequencing Curriculum Content

Start: 7/1/2012

End: 6/30/2013

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 six students (N=6) that completed the PER 685: Practicum in HPER course during the 2012-2013 academic year. Of these individuals, one of the six (16.7%) did not serve as a teacher intern and was not assigned to the K-12 settings. Therefore, this individual did not complete student lesson plans nor did he/she submit a Teacher Work Samples (TWS). The Teacher Intern Assessment Instrument (TIAI) was not completed on this student.

The five remaining individuals (83.3%) served as teacher interns and were assigned to the K-12 setting as part of the PER 685: Practicum in HPER course during the 2012-2013 term. All individuals submitted student lesson plans and the TWS to the course instructor. Of these five individuals, two students (33.3%) had an incomplete TIAI and data could not be accurately analyzed. Of the remaining three students (50%), all students scored either a two of three (acceptable) or three of three (target) on items 2-4 that addressed the appropriateness of teaching procedures, use of technology and use of appropriate assessment materials to evaluate learner progress. Whereas, item 1 that addressed appropriately selected lessons that align with state frameworks and best practices, the score differed among students. Scores ranged from a one of three (emerging) to three of three (target).

The analysis of the results revealed that there were no data collected or analyzed on 50% of the students. Of the five individuals that served as teacher interns only 60% had completed TIAI information. The analysis revealed potential strengths in most items of planning and preparation. According to the results, the students were assessed only one time so no evidence was present to indicate any remediation or follow up. It was difficult to conclude that specific strengths and/or weaknesses existed due to the lack of data available.

Use of Evaluation Results

1. Beginning the Fall 2012 term, a different individual began serving in the position of Graduate Program Coordinator. The Graduate Program Coordinator and the graduate faculty agreed to establish a Graduate Curriculum Committee to address the weaknesses in the graduate program, make recommendations for revisions to the curriculum and to analyze data on an annual basis. PER 685: Practicum in HPER was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using the TIAI. The implemented date of the recommended change is Fall 2013 term.

2. PER 685: Practicum in Health, Physical Education and Recreation was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using TIAI.

Related Items

There are no related items.

MED-HPER 03: Professional Development**Start:** 7/1/2012**End:** 6/30/2013**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 seven students, three graduates and four non-graduates that took the PER 611 course. 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 include 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.

MED-HPER 04: Instruction for Physical Activity Skill**Start:** 7/1/2012**End:** 6/30/2013**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 six students (N=6) that completed the PER 685: Practicum in HPER course during the 2012-2013 academic year. Of these individuals, one of the six (16.7%) did not serve as a teacher intern and was not assigned to the K-12 settings. Therefore, this individual did not complete student lesson plans nor did he/she submit a Teacher Work Samples (TWS). The Teacher Intern Assessment Instrument (TIAI) was not completed on this student.

The five remaining individuals (83.3%) served as teacher interns and were assigned to the K-12 setting as part of the PER 685: Practicum in HPER course during the 2012-2013 term. All individuals submitted student lesson plans and the TWS to the course instructor. Of these five individuals, two students (33.3%) had an incomplete TIAI and data could not be accurately analyzed. Of the remaining three students (50%), item 1 that addressed appropriately selected lessons that align with state frameworks and best practices, the scores differed among students. Scores ranged from a one of three (emerging) to three of three (target).

The analysis of the results revealed that there were no data collected or analyzed on 50% of the students. Of the five individuals that served as teacher interns only 60% had completed TIAI information. The analysis revealed potential strengths in most items of planning and preparation. According to the results, the students were assessed only one time so no evidence was present to indicate any remediation or follow up. It was difficult to conclude that specific strengths and/or weaknesses existed due to the lack of data available.

Use of Evaluation Results

1. Beginning the Fall 2012 term, a different individual began serving in the position of Graduate Program Coordinator. The

- Graduate Program Coordinator and the graduate faculty agreed to establish a Graduate Curriculum Committee to address the weaknesses in the graduate program, make recommendations for revisions to the curriculum and to analyze data on an annual basis. PER 685: Practicum in HPER was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using the TIAI. The implemented date of the recommended change is Fall 2013 term.
2. PER 685: Practicum in Health, Physical Education and Recreation was where the TWS and TIAI were assigned; however, the course was not a required course in the program. PER 685 was reassigned as a required course for all graduates to ensure that all students complete the TWS and are evaluated using TIAI.

Related Items

There are no related items.

MS-SHP-ES 01: Knowledge-Based Expertise

Start: 7/1/2012

End: 6/30/2013

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 15 students that took the Comprehensive Examinations, two in the Fall term 2012 and 13 in the Spring term 2013. All individuals took the Comprehensive Examination in their last semester of their program, respectively. Of these individuals, 12 (80%) passed all areas of the written examination with at least the minimum requirement of 80%. Of the three individuals that did not pass the written examination with the minimum requirement, two took and passed the oral examination. One had to repeat all areas of the written comprehensive examination but declined.

The analysis revealed that 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 not used in scoring the examinations making the grading process subjective and inconsistent across all areas and between student responses.

Use of Evaluation Results

1. The Graduate Curriculum Committee agreed to establish a grading rubric to use in assessing student responses. The Graduate Coordinator and Faculty agreed to conduct an orientation of program expectations prior to each academic year and a comprehensive examination review session at the beginning of each semester to better assist students.
2. The Comprehensive Examination were restructured to streamline the process to allow all students to respond to and be evaluated on the same questions in each subject area while continuing to allow each student freedom of choice to select questions they would respond to. They were provided five question choices and asked to choose three of the five to respond to, in each subject area. All students were provided a study guide to assist them in preparing for the examinations and based on student feedback were better prepared to take the examination. A grading rubric was not developed due to multiple instructors teaching the same area. It was decided to phase the grading rubric when inconsistencies in questions selection were resolved.

Related Items

There are no related items.

MS-SHP-ES 02: Tests and Measurements

Start: 7/1/2012

End: 6/30/2013

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 15 students that took the Comprehensive Examinations, two in the Fall term 2012 and 13 in the Spring term 2013. All individuals took the Comprehensive Examination in their last semester of their program, respectively. Of these individuals, 12 (80%) passed all areas of the written examination with at least the minimum requirement of 80%. Of the three individuals that did not pass the written examination with the minimum requirement, two took and passed the oral examination. One had to repeat all areas of the written comprehensive examination but declined.

The analysis revealed that 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 not used in scoring the examinations making the grading process subjective and inconsistent across all areas and between student responses.

Use of Evaluation Results

1. The Graduate Curriculum Committee agreed to establish a grading rubric to use in assessing student responses. The Graduate Coordinator and Faculty agreed to conduct an orientation of program expectations prior to each academic year and a comprehensive examination review session at the beginning of each semester to better assist students.

2. The Comprehensive Examinations were restructured to streamline the process to allow all students to respond to and be evaluated on the same questions in each subject area while continuing to allow each student freedom of choice to select questions they would respond to. They were provided five question choices and asked to choose three of the five to respond to, in each subject area. All students were provided a study guide to assist them in preparing for the examinations and based on student feedback were better prepared to take the examination. A grading rubric was not developed due to multiple instructors teaching the same area. It was decided to phase the grading rubric when inconsistencies in questions selection were resolved.

Related Items

There are no related items.

MS-SHP-ES 03: Professional Development

Start: 7/1/2012

End: 6/30/2013

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 14 graduates and 15 eligible for comprehensive examinations. 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 include 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: 7/1/2012

End: 6/30/2013

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

In all courses at Delta State University students must meet a minimum of 75% of scheduled class meetings to receive a passing grade for the course. This is significant for activity courses because the prescribed activity must be undertaken by the students at least 75% of class meetings. Classes that require certain skills may use skill set evaluations. Any activity courses can use fitness assessments to determine the general health of the participants.

 [Fall 2012 Fitness Testing Data](#)

 [Spring 2013 Fitness Data](#)

Use of Results

Streamline exercise testing procedures to be done over a one week period. Include information in each course syllabus that describes fitness levels or skill levels. Include an informational link in CANVAS for each PER 100 level activity course that includes fitness, exercise, and nutritional data.

Related Items

 [GE 05: Self](#)

PER_101_GE 05: Self

Start: 7/1/2012

End: 6/30/2013

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, Increasing Muscular Strength & Endurance, Choosing a Nutritious Diet, and Maintaining a Healthy Body Composition & Body Weight.

Results of Evaluation

Different sections of PER 101 have used multiple evaluations in the past. This has presented a challenge in comparing data between sections. Data can be compared within each section. The topics of instruction were consistent as was the material evaluated.

Fall 2012 PER 101 Section C01 (24 students) Managing Stress was the lowest overall average score 6.88/10 and Maintaining a Healthy Body Composition & Body Weight was the highest score on average at 10/10. The average scores for Choosing a Nutritious Diet was the only other average score lower than an 8/10. The class achieved an overall average of 88% proficiency (7/10) over all elements.

Fall 2012 PER 101 Section C02 (16 students) achieved an overall average of 100% proficiency (7/10) over all elements.


Spring 2013 PER Section 01 (23 students) achieved an overall average of 96% proficiency (7/10) over all elements.

Spring 2013 PER Section 02 (29 students) achieved an overall average of 93% proficiency (7/10) over all elements.

Use of Results

Multiple sections should contain similar evaluations. The evaluations will be over written and laboratory assignments for Managing Stress, Improving Cardiovascular Endurance, Increasing Flexibility, Increasing Muscular Strength & Endurance, Choosing a Nutritious Diet, and Maintaining a Healthy Body Composition & Body Weight.

Related Items

 [GE 05: Self](#)

Unit Goals



HPER 2013_01: Recruitment

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Increase or maintain recruitment efforts and increase HPER majors over the 2012-13 year.

Evaluation Procedures

Review enrollment figures for 2011-2012 and have HPER representation at 75% or more of Delta State University recruitment events.


Actual Results of Evaluation

This goal was met 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 majority of off campus recruitment events also. The priority for off campus visits were given to areas with a large or growing population. The faculty continued to make extensive efforts to meet individually with all prospective students who visited the campus. On campus visits seem to yield better results than off campus visits. The COEHS Chairs visited Holmes Community College and met with administrators and faculty to promote Delta State and several programs of interest. Enrollment has increased in the division by over 5% from last year and was the highest enrollment HPER has had over the past six years. This increase combined with the increase of enrollment from last year give HPER and increase of enrollment of 15% over the past two years.

Use of Evaluation Results

Enrollment results will be used for the annual report and as a baseline for recruitment and retention efforts for the next year. Over the next year HPER will continue to make all efforts possible to assist and lead in recruitment efforts at the university. The curriculum changes and new minors made the HPER programs more attractive and produce more marketable students.

Related Items

  [SP2.Ind01: Enrollment](#)

  [SP2.Ind08: Recruitment](#)



HPER 2013_02: Retention

Start: 7/1/2012

End: 6/30/2013

Unit Goal

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

Evaluation Procedures

The number of HPER majors continued to increase. Enrollment numbers increased by over 5%. Efforts were made to contact all advise-es for registration sessions. Advisement and keeping accurate advisement records was emphasized over the past year. Advisers also made an effort to get all of the HPER majors listed in the correct major in the university system. Retention efforts will continue.


Actual Results of Evaluation

The main emphasis with retention in HPER was still focused on the advisement process and getting students to have face to face meetings with their advisors prior to registration sessions and at other times of the year when the students are having academic problems. It is important that the academic advisors understand the goals of the students and work with them in order to achieve their goals. Over 90% of advise-es were contacted for registration sessions for both fall and spring. Only two undergraduate HPER undergraduate majors were suspended due to poor academic performance for the spring semester. This was the lowest number of suspensions for an academic semester for the past five years.

Use of Evaluation Results

Academic advisement training and help sessions that were conducted over the next year for HPER faculty yielded good results. The number of academic suspensions was down and the number of HPER majors was at a six year high by over 5%.

Related Items

  [SP2.Ind02: Retention](#)



HPER 2013_03: Data standards/integrity policy

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Develop a written data standards/integrity policy and train all employees in data entry.

Evaluation Procedures

The university created a data standards and integrity policy that all employees are to follow.

Actual Results of Evaluation

Assessment systems and the gathering of data to support programmatic changes have been underway for sometime in the COEHS. The COEHS has regular meetings to report data and data driven programmatic changes each regular semester. Several programmatic changes were made over the past year as a result of the assessment data.

Use of Evaluation Results

The division of HPER has multiple curriculum committees in place to discuss and recommend programmatic changes. Significant curriculum changes were made to the exercise science concentration, allied health minor, and recreation leadership. Other changes were made to the sports management concentration, and the BSE in HPER program.

Related Items

 [SP4.Ind10: Data Integrity](#)

Section IV.a

Brief Description

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Division of Health, Physical Education, and Recreation houses the following degree programs:

- Bachelor of Science in Education in HPER - The program is available at the Cleveland campus. This degree provides initial licensure in Physical Education for K-12.
- Bachelor of Science in HPER - This program is available at the Cleveland campus. The purpose of this program is to prepare quality students with a background in physical education.
- Bachelor of Science in HPER Exercise Science - This program is available at the Cleveland campus. The purpose of this program is to prepare quality students with a background in physical education and a concentration in exercise science. These students should be able to function in various capacities as exercise physiologists who can provide exercise instruction, exercise prescription, and exercise testing.
- Bachelor of Science in HPER Sports Information - This program is available at the Cleveland campus. The purpose of this program is to prepare quality students with a background in physical education and sports information. These students should be prepared to work in any environment with the dissemination of articles, statistics, and other information related to athletics.
- Bachelor of Science in HPER Sports Management - This program is available at the Cleveland campus. The purpose of this program is to prepare quality students with a background in physical education and Sports Management. This program contains courses to prepare the student for admission to a Masters in Business Administration.
- Bachelor of Science in HPER Recreation Leadership - This program is available at the Cleveland campus. The purpose of this program is to prepare quality students with a background in physical education and recreation.
- Bachelor of Science in Athletic Training - This program is available at the Cleveland campus. The purpose of this program is to prepare quality students with a background in athletic training. This degree program is CAATE Accredited and the completion of this program will prepare students to sit for the BOC examination which is the national certification examination for athletic training.
- Master of Education Degree in Physical Education - This program is available at the Cleveland campus. The purpose of the program is to prepare quality teachers who can teach at all levels.
- Master of Science in Sport and Human Performance - This program is available at the Cleveland campus. The purpose of the program is to provide an alternative graduate level degree for students without a background in teacher education.

Section IV.b

Comparative data

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

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

ENROLLMENT BY MAJOR (574)						
	Summer 2007		Fall 2007		Spring 2008	
	UG	GR	UG	GR	UG	GR
Athletic Training	12	0	36	0	33	0
HPER	50	17	185	40	155	46
Total	62	17	221	40	188	46

ENROLLMENT BY MAJOR (617)						
	Summer 2008		Fall 2008		Spring 2009	
	UG	GR	UG	GR	UG	GR
Athletic Training	13	0	46	0	33	0
HPER	56	21	195	38	178	37
Total	69	21	241	38	211	37

ENROLLMENT BY MAJOR (584)						
	Summer 2009		Fall 2009		Spring 2010	
	UG	GR	UG	GR	UG	GR
Athletic Training	10	0	44	0	33	0
HPER	68	14	169	35	170	41
Total	78	14	213	35	203	41

ENROLLMENT BY MAJOR (561)						
	Summer 2010		Fall 2010		Spring 2011	
	UG	GR	UG	GR	UG	GR
Athletic Training	4	0	43	0	37	0
HPER	65	16	167	31	158	32
Sport and Human Performance	0	0	0	2	0	6
Total	69	16	210	33	195	38

ENROLLMENT BY MAJOR (612)						
	Summer 2011		Fall 2011		Spring 2012	
	UG	GR	UG	GR	UG	GR
Athletic Training	8	0	52	0	39	0
HPER	71	11	162	23	179	20
Sport and Human Performance	0	4	0	19	0	24
Total	79	15	214	42	218	44

ENROLLMENT BY MAJOR (646)						
	Summer 2012		Fall 2012		Spring 2013	
	UG	GR	UG	GR	UG	GR
Athletic Training	0	0	48	0	48	0
HPER	83	17	172	17	172	7
Sport & Human Performance	0	8	0	35	0	39
Total	83	25	220	52	220	46

There has been an increase of 5.6% in enrollment from 2012 (612) data to 2013 (646) data. This is the highest enrollment over the past six years. The number of graduate students increased last year and increased again this year. The Master of Science in Sport and Human Performance has grown especially in the sports management concentration. The Master of Education in HPER has declined but has room for growth. For this program to remain viable it may have to shift to an online option. The population of teachers in proximity of Cleveland to enroll in the program seems to be decreasing but they may be a market for this program around larger population centers such as Jackson, Desoto County, or the coastal region of Mississippi. The Athletic Training Education Program (ATEP) remains at capacity with the current staff. The attrition rate continues to be higher than other programs in HPER but that is expected and it is consistent with other ATEP's. The trend of attrition can be seen with students transitioning from the fall semester enrollment to spring semester enrollment during their first semester in the professional program. The Division of HPER has been working each semester to improve the recruitment and retention of students and that effort has shown results. The newly created advisement sheets and advisement training sessions could have helped also. Getting the students in the correct major for their chosen field as early as possible and assigning them the correct adviser have been keys for retention. The average enrollment over the past six years is 599 students. Efforts will continue to ensure that all majors are correct in the Banner system.

B. Credit Hour Production Fall 2007 – Spring 2012

CREDIT HOUR PRODUCTION (6447)						
	Summer 2007		Fall 2007		Spring 2008	
	UG	GR	UG	GR	UG	GR
HSE	124	24	657	48	768	48
PER	389	92	2,095	149	1,763	290
Total	513	116	2,752	197	2,531	338

CREDIT HOUR PRODUCTION (6673)						
	Summer 2008		Fall 2008		Spring 2009	
	UG	GR	UG	GR	UG	GR
HSE	46	18	794	54	780	15
PER	391	126	2,078	81	2,077	213
Total	437	144	2,872	135	2,857	228

CREDIT HOUR PRODUCTION (6508)						
	Summer 2009		Fall 2009		Spring 2010	
	UG	GR	UG	GR	UG	GR
HSE	36	9	837	51	679	15
PER	346	30	2092	102	2032	279
Total	382	39	2929	153	2711	294

CREDIT HOUR PRODUCTION (6108)						
	Summer 2010		Fall 2010		Spring 2011	
	UG	GR	UG	GR	UG	GR
HSE	132	21	674	27	526	12
PER	390	27	2034	147	1875	243
Total	522	48	2708	174	2401	255

CREDIT HOUR PRODUCTION (6332)						
	Summer 2011		Fall 2011		Spring 2012	
	UG	GR	UG	GR	UG	GR
HSE	156	12	683	30	778	27
PER	304	36	1927	249	1866	264
Total	460	48	2610	279	2644	291

CREDIT HOUR PRODUCTION (6058)						
	Summer 2012		Fall 2012		Spring 2013	
	UG	GR	UG	GR	UG	GR
HSE	87	3	808	42	624	30
PER	283	92	1591	315	1850	333
Total	370	95	2399	357	2474	363

Average Credit hour production over the past 5 years is 6354. Credit hour production was down 4.7% from the average of the last six years and this past year was the lowest of the last six years. Credit hour production has gone down over the past year and hopefully this trend will not continue. The 124 hour limit on the degree programs and the increased efforts in advisement may limit credit hour production some and does help the division run more efficiently overall.

C. Number of Graduates 2007-2008

Health, Physical Education & Recreation	
Athletic Training- BS	7
Health, PE & Recreation- BS	26
BSE	8
BSGS	5
MED	15
Total	61

Number of Graduates 2008-2009

Health, Physical Education & Recreation	
Athletic Training- BS	4
Health, PE & Recreation- BS	35
BSE	2
BSGS	1
MED	22
Total	64

Number of Graduates 2009-2010

Athletic Training- BS	11
Health, Physical Education & Recreation BS	38
BSE	6
BSGS	1
MED	11
Total	67

Number of Graduates 2010-2011

2010-11 Graduates	
Athletic Training	
BS	1
Health, Physical Education & Recreation	
BS	25
BSEd	11
MEd	22
Sport & Human Performance	
MS	3
Total	62

Number of Graduates 2011-2012

2011-12 Graduates	
Athletic Training	
BS	6
Health, Physical Education & Recreation	
BS	27
BSEd	8
MEd	6
Sport & Human Performance	
MS	5
Total	52

Number of Graduates 2012-2013

2012-13 Graduates	
Athletic Training	
BS	5
Health, Physical Education & Recreation	
BS	29
BSE	6
MED	4
Sport & Human Performance	
MS	14
Total	58

The average number of graduates over six years is 60.7. The number of graduates for 20112-2013 is down 3.3% over the six year average. This equates to 3 students. The number of graduates were slightly lower than average. The number of majors in HPER has increased and credit hour production has decreased. This trend could be attributed to becoming more efficient with course offerings and better advisement. Advisement, recruitment, and retention have been the primary focus of the Division of HPER and last years numbers show that the focus has worked.

[Trend data for HPER for 2009-2013](#)

Sources

-  [HPER Trend Data 2009-2013](#)

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

- Minority students were hired within the division as work study students (2) and graduate assistants (2)
- Two international student were hired within the division as a graduate assistant
- Female students were hired within the division as work study students (4) and graduate assistants (2)
- HPER faculty are involved with professional organizations and routinely meet with members of other institutions in coordinating educational efforts in the profession.
- The supervision of interns and practicum courses routinely require faculty to interact with instructors and students who are minorities. A Diverse population is a major requirement in the placement of interns and the selection of field experiences.
- 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 four years and hopefully will continue over the next year.
- One position search was completed and the job posting was advertised in diverse publications and a female was hired as an instructor within the division

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

- Provided fitness assessments for students, faculty, staff, and community members
- Provided free fitness classes for students, faculty, staff, and community members
- Division employed 4 work study's, and 7 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)

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

- Involved with the Blue Cross/Blue Shield Healthy Campus/Community Initiative
- Hosted fifth OKRA Camp with 360 plus participants
- Partnered with the Mayor's Task Force on Health and Wellness to offer Softball in the Fall and Spring Fling in the Cleveland city Parks.
- Hosted the Mississippi Department of Education, Health, Physical Education, and Recreation Trainings
- Conducted First Aid/CPR training for DAAIS at Humphries County
- Conducted First Aid/CPR training for Americorp
- Orthopedic Clinic for Mississippi Sports Medicine and Orthopedic Center and athletic training services for area sporting events
- Submitted a grant proposal for the Carol M. White Physical Education Program Grant
- Hosted the Teen Zone in conjunction with Delta Health and Wellness Day

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Provided fitness assessments for students, faculty, staff, and community members

- 15 students were involved
- 40 service learning hours

Provided free fitness classes for students, faculty, staff, and community members

- 8 students were involved
- over 30 service learning hours

Hosted second OKRA Camp with 360 participants

- 18 students were involved
- 80 service learning hours

Buckets to Beat Obesity

- 20 plus students were involved
- 6 service learning hours

Party in the Park

- 30 students were involved
- 6 service learning hours

Orthopedic Clinic for Mississippi Sports Medicine and Orthopedic Center and athletic training services for area sporting events

- 14 students were involved
- 100 service learning hours

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

- 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

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Teaching

Bill Marchant

* Taught these classes in the Fall of 2009: HSE 140, PER 391, PER 442 & PER 101 for a total of (12) semester hours.

- Teaching these classes in the Spring of 2010: HSE 460/560, PER 447, HSE 140 &

HSE 445 for a total of (12) semester hours.

- Will teach an on-line class of HSE 140 Summer II session.
- Engaged students of HSE 460/560, HSE 140, PER 447 and HSE 445 in computer assignments in for "Outside Readings", "Learning Activities", and Term Papers.
- Engaged students in PER 391 to get involved with working a sporting event to get

some "hands" on experience in organization and administration of an intramural, high school, college or recreational activity.

- Engaged students in PER 347 in actually demonstrating teaching a fundamental

baseball skill or technique.

- Although my student evaluations have been very good, and I continually ask the

students questions about the material we are covering, I may not involve the students in enough group discussions, and may refer to the text a bit too much.

- I continue to require the students to use internet information to broaden their

knowledge of the subject mater, and I am currently involved in learning how to use "Blackboard" and how to create on-line courses.through various work-shops.

Deborah L. Myers

- Piloted a course project for authentic assessment of children's motor development skills in the summer session of PER 484 Motor Development/Motor Learning. The students were able to interact with the first and second grade participants in Kid's College. The college students observed the motor skill levels of young students while the children participated in various structured activities. The project culminated with written critical analyses of the developmental levels for the children's fundamental locomotor and objects manipulation skills. This project was enhanced with different rubrics and a modified format which was presented in the fall 2012 of PER 484 class. The results of the fall class project were submitted by Mr. Dalrymple for

approval as corrections to the previous NASPE report. The project received good reviews and will be retained as an assessment tool for further evaluations.

Gary Dalrymple

- Improved my organization not only in my presentations but in my grading and overall organization in my courses.
- My course evaluation scores averaged 4.25 on (18.) The faculty member's presentations were well organized for the Fall and Spring of 2012. Timeliness of feedback is another area in which I wanted to improve.

John Alvarez

- Introduced a reading program into my Exercise Physiology class to help with the complex content
- I recently have been using and Ipad in the delivery of my class lectures, and I have been able to engage students with different computer applications specific to my discipline, as well as a new lecture tool that allows me to write on slides, and make notes voice recordings etc. available to my students at their convenience(very similar to Wimba).
- I have reorganized my laboratory assignments for my exercise physiology class to better supplement the lectures.
- This fall I began using an internship manual for Exercise Science Students to make sure there was more rigor and consistency in the delivery.
- After review reviewing the curriculum last spring I worked with colleagues and suggested updates to maintain the rigor of the curriculum for Exercise Science.

Mary L. Jones

- Named the HPER Graduate Studies Coordinator, increasing interactions with graduate students and faculty
- Transitioned two graduate courses from hybrid to online
- Added three internship sites
- Achieved 83% first time pass rate on BOC

Todd Davis

- Developed a better guide and schedule for all classes.
- Fuse more technology into classes.
- Improve testing and quiz options on Blackboard.

R. Hunter Moore

- Updated assignments and assessments for on-line course

Tim Colbert

- Continue to make needed curriculum changes in HPER
- Curriculum changes were made and discussion began about a fully online M.Ed.

Scholarship

Deborah L. Myers

- Edited a children's activity video for Move to Learn. The instructional video was created to help the elementary classroom teacher use the classroom setting for guided physical activity in the elementary grades.

John Alvarez

- Hudson, G., **Alvarez J.**, Blom, L. ., Zhang, L., and Kolbo, J. (2012) The association between fitness and school test scores, attendance, and discipline among Mississippi Students. MAHPERD Journal, 1, (1).
- Blom, L., Brant, T. **Alvarez, J.**, Hudson, G., Zhang, L., and Kolbo, J. (in press) Increasing fitness to improve academic performance: Implications for physical education professionals. MAHPERD Journal
- Kolbo, J., Alvarez, J., Zhang, L. and Hudson, G. Fitness Prevalence of Mississippi Public School Students attending Physical Education Class. Unpublished
- Alvarez, J. Colbert, T. Dalrymple, G.M., Davis, T.& Meyers, D. (2012). Professional Review Of Video Content for Move to Learn MS. Statement of review on Move to Learn MS Website.
- Fitness Prevalence in Mississippi School Students Mississippi Alliance of Health, Physical Education, Recreation and Dance Annual Convention, Clinton MS.

Mary L. Jones

- Jones, M. (May 1, 2012). CAATE Response to Report of On-Site Evaluation submitted to the Commission on Accreditation of Athletic Training Education. [Required for continuing accreditation for Athletic Training Education Program]. Delta State University, Cleveland, MS
- Jones, M. ATEP Internship Manual, 4th Edition
- Jones, M. (November, 2012). MAHPERD Journal Reviewer. Reviewed "Contemporary Sports Cinema: Positive Portals on the Landscape of Color and Race" Article submitted to Editor Board for submission in MAHPERD Journal.
- ATEP Approved Clinical Instructor Workshop, Clinical Instructor Educator
- ATEP Course Instructor Workshop, Organizer and Speaker
- ATEP Student/Staff Orientation, Organizer and Speaker

Todd Davis

- Mississippi Dietetic Association - Program Davis, T.M. (2012). 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. (Sent to California Reader for Review)
- NIRSA – Program Design LOGO Winner
- LAHPERD – Invited Guest Presenter: Intro to Flat-Water Kayaking
- Davis, T.M. & Sims, D. (2013, January). 21st Century Recreation Leadership: Are we teaching appropriate leadership theories - A student vs. educator perspective. NIRSA – MS/AL Co-State Conference, University of Mississippi, Oxford, MS. Research Based Presentation and Lecture.

- Davis, T.M. & Steen, C, L. (2013, January). Enhancing Mountain Biking for First-Timers through the use of Technology. NIRSA – MS/AL Co-State Conference, University of Mississippi, Oxford, MS. Research Based Presentation and Lecture.

- Davis, T.M. & Doss, C. (2013, January). Skydiving as a Campus Recreation Program: The ins and outs of skydiving, liability, and risk management. NIRSA – MS/AL Co-State Conference, University of Mississippi, Oxford, MS. Research Based Presentation and Lecture

- Risk Management – MGCCC Outdoor Leadership
- Recreation Opportunities in the Mississippi Delta: Some for Fun and Some for Work. Coahoma Community College
- Rotary - OKRA Camp
- Junior Auxiliary –Youth Programs in the Delta
- Rotary Club – Invited Speaker Outdoor Recreation Program
- Mississippi Institutes of Higher Learning “Capitol Day” Representative for Delta State University
- Director of Half-Time Entertainment for DSU Basketball
- Entertainment Director/Speaker for Italian Festival
- Davis, T.M. (2011, November). Perspectives: A short documentary focusing on recreation leadership courses for credit and experiences. Created for Marywood University Cabinet and Academic Council, Marywood University, Scranton, PA.
- Davis, T.M. (2011, July). O.K.R.A. Summer Day Camp: A highlight reel. Delta State University’s College of Education Productions, Cleveland, Mississippi
- 2nd Place for DSU Marketing Campaign AD - PHOTO
- Tri State Education Foundation - \$8820 – Teaching Recreation and Physical Education Strategies for Classroom Teachers: Infusing Adventure, Team-Building, and Technology in Game Theory

R. Hunter Moore

- Maintained Board of Certification as a Certified Athletic Trainer

Tim Colbert

- Attended Mississippi Athletic Trainers’ Association Annual Symposium and received 14 CEU’s for athletic training certification

- Introduction to and description of the Common Core Standards
- Training to be an American Heart Association First Aid/CPR Instructor
- Renewal of the Blue Cross/Blue Shield Foundation Healthy Campus/Community Initiative Grant

Service

Bill Marchant

- Member of Mississippi Association of Health, Physical Education, Recreation

& Dance

- Coordinator of Athletic Alumni: 1999- Present
- Coordinate a letter writing campaign to raise money for the Athletic Alumni

Association: Spring 2010

- Coordinate Alumni Coaches & Sports Hall of Fame reception & Banquet:

Spring 2010

- Coordinate Wyatt Golf Tournament: Spring 2010
- Spoke at BSU luncheon: Fall 2009
- Spoke at Fellowship of Christian Athletes meeting: Fall 2009
- Spoke at "Saturdays in the Park" program: Fall 2009
- Continue my Athletic Alumni work.

Deborah L. Myers

- NCATE committee
- Delta Food Alliance, member
- Graduate Curriculum Committee
- Search committee member for Instructor in HPER
- Participated in two recruitment events
- Excel by Five event held at Bear Pen Park

Gary Dalrymple

- Assessment Committee: Review/Changes of program assessment and assessment manual
- Mississippi Association for Health, Physical Education, Recreation, and Dance: Serve as Vice President of the General Division, Conference planning
- Undergraduate Curriculum Committee HPER: Program planning and implementation
- Trained CSD PE Interns on curriculum, assessment, and PE expectations.
- HPER Student Society: Conduct and oversee organization meetings, provide professional development/service learning opportunities
- Review of Move to Learn instant activities video published by The Bower Foundation and MDE Office of Health Schools.
- MAHPERD Journal: Journal/Article editor
- Review Team for 2006 MS PE Frameworks

John Alvarez

- Health and Wellness committee
- University Promotion and Tenure Review Committee
- Mississippi Association of Health, Physical Education, Recreation, and Dance
- Southern District AHPERD Necrology committee
- Diversity Committee
- Lions Club presentation on Physical Education

- Exchange Club presentation on Physical Education and Community events for Mayor's Taskforce for a Healthier Community and Excel by 5
- Excel by 5

- Mayor's Taskforce for a Healthier Community
- DSU College Connection a ministry of Cleveland First Presbyterian Church soon to be DSU Kirk
- MAHPERD Journal, Editor
- Party in the Park Community Event
- Softball in the Fall Community Event
- Hoops to Beat Obesity Community Event

Mary L. Jones

- Attendance and Academic Grievance Committee
- SACS Curriculum/Faculty Sub-Committee
- Hall of Fame Student Selection Committee
- National Athletic Trainers' Association
- Southeastern Athletic Trainers' Association
- Mississippi Athletic Trainers' Association
- Mississippi Association for Health, Physical Education, Recreation and Dance
- NCATE Governance Committee
- HPER Undergraduate Curriculum Committee

- HPER Graduate Curriculum Committee
- ATEP Curriculum Committee
- ATEP Admissions Committee
- ATEP Disciplinary Committee
- HPER Faculty Search Committee
- NCATE Assessment Committee
- Mississippi Association for Health, Physical Education, Recreation and Dance (MAHPERD) Journal, editorial board
- ATEP Clinical Coordinator
- ATEP Approved Clinical Instructor
- ATEP Clinical Instructor Educator
- MAHPERD Research Committee Chair-Elect
- MAHPERD Advocacy Committee, Member
- MAHPERD Publication/Media Committee, Member

Todd Davis

- Year of the Student – Events and Activity Committee
- Union Renovation Council – Recreation Consultant
- MSHPERD, Member
- AAHPERD, Member
- NIRSA, Member
- NRPA, Member
- Under Graduate Curriculum Committee Member
- Bell Academy Field Day – Archery/Ultimate Disc
- Sigma Alpha Epsilon - Faculty Adviser
- Canoe Battleship Event for DSU Student
- Developed Comprehensive Recruiting Program for ALL Mississippi Junior/Community Colleges in an attempt to increase student recruitment from HPER Programs
- OKRA Kids Camp Director and Creator
- Boy Scout Instructor – Canoeing / Geo-Caching

Wayne Lee

- DIVERSITY Committee Member
- ATHLETIC APPEALS Committee Member
- HPER GRADUATE Committee Member

- AAHPERD, member

R. Hunter Moore

- Safety and Environment Committee, member
- SEATA – served on the College and University Athletic Training Student Committee
- Athletic Training Education Program: Program Director Search Committee

Tim Colbert

- College of Education Academic Council
- Teacher Education Council
- Assessment Committee
- NCATE Standard 5 Committee Co-Chair
- Conducted CEU training session for AmeriCorps
- Healthy Campus/Community Initiative Advisory Board
- Mayor’s Task Force for a Healthy Community
- Reviewed grant proposals for the South Eastern Athletic Trainers’ Association Educational Foundation
- Reviewed Learn to Move Video series for the Bower Foundation
- Teen Zone - Hosted tenth grade students from the Cleveland School District for nutrition/health and wellness seminars and activities.
- Buckets to Beat Obesity - Community event sponsored by the Mayor’s Task Force for a Healthy Community, Excel by 5, City of Cleveland, and Cleveland Parks and Recreation
- Softball in the Fall
- Attended DSU Junior Recruitment Day
- DSU Recruitment Day

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

Changes made in the past year:

The recommended changes to the Allied Health Minor include replacing the specific 12 to 13 hours of chemistry and physics courses with 12 to 13 hours of biology, chemistry, or physics electives. This change in the Allied Health Minor does not compromise the scope of the degree or compromise the rigor of the minor. It should be beneficial for students seeking to enter an allied health program in Mississippi or outside of Mississippi to obtain their needed prerequisite courses.

Drop the science elective in the special degree section and to add FCS 343 Nutrition and Physical Fitness or FCS 345 General Nutrition to the special degree section. This would remove FCS 343 Nutrition and Physical Fitness or FCS 345 General Nutrition from the major requirements. The hours in the special degree section would then change from 16-19 hours to 16-17 hours. There are currently two laboratory sciences required in the general education requirements that meet the prerequisite requirements for the subsequent courses in the Exercise Science major. The addition of FCS 343 Nutrition and Physical Fitness or FCS 345 General Nutrition in the special degree requirements would also allow that course to count for a minor in nutrition or FCS. A course in the major requirements cannot count for the major and the minor. Nutrition and FCS are popular minors for Exercise Science majors.

Revise PER 360 Clinical Experience in Exercise Science from a 1 hour course to a 3 hour course and update the course description. There are currently three clinical experience courses required for the Exercise Science major, PER 360 Clinical Experience in Exercise Science, PER 361 Clinical Experience in Exercise Science II, and PER 362 Clinical Experience in Exercise Science III. These courses are offered and taken in subsequent semesters which greatly fragment the instruction of these courses. The undergraduate curriculum committee and the program coordinator for the Exercise Science concentration believe that the consolidation of these three courses will strengthen the students' base of knowledge and help with the retention of information taught in the Exercise Science clinical courses.

Drop the PER 103 Weightlifting course and the two PER 100 level activity courses from the major requirements and add a new 3 hour course called PER 365 Fitness Training Techniques. PER 103 Weightlifting and the two PER 100 level activity courses are just for activity. The new PER 365 Fitness Training Techniques course will be a fitness methodology course. This course will cover techniques of strength, cardiorespiratory, and flexibility training, as well as group fitness instruction. These are areas that have been identified from internship evaluations where our Exercise Science interns need to improve.

Eliminate the variable hours for PER 465 from 3-12 hours and make that a 12 hour course. This would align it with the other internship courses in the division. This course and other internship courses in the Division of Health, Physical Education, and Recreation have had variable hours for many years but the same content. This change will ensure that every Exercise Science student will receive 12 hours of credit for their internship.

Add a 1 hour PER 464 Senior Seminar in Exercise Science. Exercise Science students do not currently have a capstone course prior to their internship. This course is needed to ensure that the Exercise Science students can meet the professional expectations required at a mastery level for their internship course.

Add a new 1 hour course HSE 337 Exercise Physiology Laboratory Experience. Currently exercise physiology does not have a laboratory component. Exercise Science is a laboratory based profession. This course will allow the students to use classroom knowledge in a practical setting.

Update the minor in Exercise Science to reflect the course changes and hour changes that were made to the curriculum.

Remove PER 487 Methods of Health and Physical Education from the non-teaching option for Health, Physical Education, and Recreation. PER 487 Methods of Health and Physical Education is the methods course required prior to the teaching internship. Bachelor of Science in Health, Physical Education, and Recreation majors do not take the teaching internship. PER 487 Methods of Health and Physical Education is also a course where data is collected for the Bachelor of Science in Education in Health, Physical Education, and Recreation. Having nonteaching student in a course for teaching majors where unit assessment data is collected results in a comingling of data. The National Association for Sport and Physical Education cited this as a noncompliant area on the last NCATE submission. We would like to replace this course with PER 300 History and Philosophy of Sport and Physical Education. This course contains information relevant to all Health, Physical Education, and Recreation Majors.

Eliminate the required ECO 210 Principles of Macroeconomics & ECO 211 Principles of Microeconomics for the perspectives on society and make those courses recommended for the perspectives on society. This change is to correct a mistake in the undergraduate catalog. These courses were originally intended to be recommended courses and not required courses. There are recommended courses because they are prerequisites for the required MKT 300 Marketing Principles.

Remove the ART 222 Intermediate Photography requirement in the Recreation Leadership major and replace it with an ART laboratory elective. ART 222 Intermediate Photography is a good class for a Recreation Leadership student to take but it is not the only art class that would be beneficial for them to take. This requirement is very restrictive when Recreation Leadership students work in so many varied settings such as youth camps, community outreach programs, and recreation centers. It would be useful to have an option of the art laboratory class the Recreation Leadership students take so they can take something that would benefit them in their particular work setting.

Eliminate the specific requirement for BIO 221 Introduction to Wildlife Management under the general education requirements and make that a laboratory science elective and eliminate the requirement for BIO 312 Dendrology within the major requirements and make that a BIO 200 level or above elective. The BIO 221 Introduction to Wildlife Management and BIO 312 Dendrology are very restrictive to the Recreation Leadership students. There are other laboratory science options for those students to take that would be beneficial, maintain academic rigor, and be helpful with the recruitment of transfer students. Both of those BIO courses have prerequisites that are not required within the Recreation Leadership program.

Recommended changes for the coming year(s):

Make Graduate Curriculum decision regarding moving the MEd to an online program.
Change the two remaining internship courses for Sports Management and Sports Information from 3 - 12 variable hour to 12 hours.
Update all instructional plans.

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Make Graduate Curriculum decision regarding moving the MEd to an online program.
Change the two remaining internship courses for Sports Management and Sports Information from 3 - 12 variable hour to 12 hours.
Update all instructional plans.