

DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT
Academic Year 2005-06

I. Unit Title: Division of Health, Physical Education, & Recreation

School or College: College of Education

Unit Administrator: Darvin E. Barnes, Ed.D.

II. Educational Program Learning Outcome Assessment Plan

Bachelor of Science in Education – Physical Education

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Plan and implement a quality unit of instruction in physical education, giving attention to diversity, standards, and effective content progression</p>	<p>PER 487 requires a written unit of instruction using guidelines for the Student Teacher Assessment Instrument.</p> <p>The unit plan is fully implemented in CUR 498 Directed Teaching. Single lesson plans, used in peer teaching and field experiences are included in PER 314, PER 315, PER 386, PER 455, and HSE 439.</p> <p>The STAI* (Att.A) or a rubric based on the STAI is used to assess the assignments above.</p>	<p>Exceeds Expectations: 5% Target: 60% Acceptable: 30% Unacceptable: 5%</p> <p>.....</p> <p>The Student Teaching Assessment Instrument (STAI) is used both formatively and summatively to assess critical outcomes for all teacher education candidates.</p> <p>See Att. A for additional information.</p> <p>any specific recommendations re: need to improve as noted in</p>	<p>Revisions will be studied and possibly implemented for: Presentation techniques, Practice materials and drills.</p>

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
	<p>See Attachment A</p>	<p>next column</p> <p>Recommendations: Evaluations indicated the need for better instruction related to innovative presentation techniques and innovative lead-up games and practice drills.</p>	
<p>Write a statement of philosophy related to personal beliefs and values which will impact quality physical education instruction</p>	<p>Written philosophy assignments are included in PER 386, PER 391, PER 487, & HSE 439.</p> <p>Collection & Analysis See attachment B</p>	<p>Exceeds Expectation: 5% Target: 85% Acceptable: 10% Unacceptable: 0%</p> <p>Recommendations Evaluations indicated that the final draft might be enhanced by periodic revisions throughout the semester.</p>	<p>Practice drills may be revised to allow improvements throughout the course of study.</p>

Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i>	Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i>	Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i>	Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i>
Demonstrate acceptable content knowledge related to physical activity and its effect on healthy lifestyles	Assignments and examinations in required content courses Praxis II Content Knowledge Test 0091	The rubric for the Praxis Exam is established by the Education Testing Service. All program completers recorded a passing score. Recommendations Evaluation results indicated that study/review/practice sessions might be of benefit to the students.	Plans have been implemented to hold study sessions for students prior to the Praxis exam.

B. Bachelor of Science-Health, Physical Education, & Recreation

Health/Physical Education

Learning Outcome <i>What should a graduate in this</i>	Data Collection and	Results of Evaluation <i>What were the findings of the</i>	Use of Evaluation
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<p><i>major know, value, or be able to do at graduation and beyond?</i></p>	<p>Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p><i>Analysis Team? List any specific recommendations.</i></p>	<p>Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Write a statement of philosophy related to personal beliefs and values which will impact quality physical education instruction and/or physical activity leadership</p>	<p>Written philosophy assignments are included in PER 386, PER 391, PER 487, & HSE 439.</p> <p>Collection & Analysis See Attachment B</p>	<p>Exceeds Expectation: 5% Target: 85% Acceptable: 10% Unacceptable: 0% * *****</p> <p>Recommendations: Evaluations indicated that the final draft might be enhanced by periodic revisions throughout the semester.</p>	<p>Practice drills may be revised to allow improvements throughout the course.</p>
<p>Demonstrate acceptable content knowledge related to physical activity and its affect on healthy lifestyles</p>	<p>Assignments and examinations in required content courses</p> <p>Praxis II Content Knowledge Test 0091 (optional)</p>	<p>Exceeds Expectations: 5% Target: 60% Acceptable: 30% Unacceptable: 5%</p> <p>Recommendations Consideration should be given to the changes/improvements indicated in column 4.</p>	<p>Presentation methods and materials, as well as course assessment techniques were reviewed. Some revisions were implemented.</p>

C. Bachelor of Science in Health, Physical Education, & Recreation

Exercise Science

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Assess, interpret, and develop appropriate exercise programs for the general population</p>	<p>PER 461 Project – Client profile with developed programs for Cardio-Respiratory fitness, muscle fitness, flexibility, and body composition</p> <p>Collection & Analysis A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation</p>	<p>Exceeds Expectations: 5% Target: 15% Acceptable: 75% Unacceptable: 5%</p> <p>Recommendations Consideration should be given to the changes/improvements indicated in column 4.</p>	<p>Practice sessions were reviewed and revised. Opportunities for tutoring in math were investigated.</p>

	are indicated in column 3		
Demonstrate competence in group exercise leadership	<p>PER 361 assignment – Plan, choreograph, and implement a group exercise class</p> <p>Collection & Analysis</p> <p>A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation are indicated in column 3</p>	<p>Exceeds Expectations: 25%</p> <p>Target: 50%</p> <p>Acceptable: 15%</p> <p>Unacceptable: 10%</p> <p>Recommendations</p> <p>Consideration should be given to the changes/improvements indicated in column 4.</p>	<p>Practice sessions and demonstration opportunities were reviewed for improvement. Observation sessions were implemented.</p>
Demonstrate acceptable content knowledge related to exercise testing and prescription, as well as, the health benefits of physical activity	<p>Assignments and exams in required content courses</p> <p>Collection & Analysis</p> <p>A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation are indicated in column 3</p>	<p>Exceeds Expectations: 15%</p> <p>Target: 45%</p> <p>Acceptable: 30%</p> <p>Unacceptable: 10%</p> <p>Recommendations</p> <p>Consideration should be given to the changes/improvements indicated in column 4.</p>	<p>Presentation techniques were reviewed. Some revisions were made. Professional development opportunities were implemented.</p>

Demonstrate acceptable competence in technical skill assessment	PER 360 Practical Exam – Measuring cardio-respiratory endurance, body composition, muscular strength, flexibility, muscle endurance	Exceeds Expectations: 15% Target: 60% Acceptable: 15% Unacceptable: 10% Recommendations Consideration should be given to the changes/improvements indicated in column 4.	Lab session techniques were reviewed. Requests were made for improved lab facilities and smaller lab classes.
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D. Bachelor of Science in Health, Physical Education, & Recreation

Sports Management

Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i>	Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i>	Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i>	Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i>
Write a statement of philosophy related to competitive sports, including sportsmanship, team play, winning vs. losing, behavior of players, coaches, and fans.	Assignments and projects in PER 470, 471 ,442 Collection & Analysis See Attachment B	Exceeds Expectations: 10% Target: 80% Acceptable: 10% Unacceptable: 0% Recommendations	Practice drills were deemed satisfactory. Some revisions were made.

		Consideration should be given to the changes/improvements indicated in column 4.	
Develop acceptable skills and content knowledge related to techniques of coaching competitive sports.	<p>Assignments and projects in PER 343, 346, 347, 349</p> <p>Collection & Analysis</p> <p>A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation are indicated in column 3</p>	<p>Exceeds Expectations: 5%</p> <p>Target: 60%</p> <p>Acceptable: 30%</p> <p>Unacceptable: 5%</p> <p>Recommendations</p> <p>Consideration should be given to the changes/improvements indicated in column 4.</p>	Presentation techniques and materials were reviewed. Some revisions were made.
Demonstrate acceptable skills and content knowledge in the business aspects of sports organization and administration	<p>Assignments and projects in business courses</p> <p>Collection & Analysis</p> <p>A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation are indicated in column 3</p> <p>Assigned duties and responsibilities during PER 475 – Internship.</p>	<p>Exceeds Expectations: 10%</p> <p>Target: 60%</p> <p>Acceptable: 30%</p> <p>Unacceptable: 5%</p> <p>Recommendations</p> <p>Consideration should be given to the changes/improvements indicated in column 4.</p>	Grades in business courses will be monitored. A committee will review to determine which courses best serve the purposes of the degree program.

E. Bachelor of Science in Health, Physical Education, & Recreation

Sports Information

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Write a statement of philosophy related to competitive sports, including sportsmanship, team play, winning vs. losing, behavior</p>	<p>Assignments and projects in PER 470, 471, 442 Collection & Analysis</p>	<p>Exceeds Expectations: 10% Target: 75% Acceptable: 15% Unacceptable: 0%</p>	<p>The components to be included in the philosophy statement will be reviewed to ensure that material is current.</p>

of players, coaches, and fans.	See Attachment B	Recommendations Consideration should be given to the changes/improvements indicated in column 4.	
Develop acceptable skills and content knowledge related to techniques of coaching competitive sports.	Assignments and projects in PER 343, 346, 347, 349 Collection & Analysis A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation are indicated in column 3	Exceeds Expectations: 5% Target: 60% Acceptable: 30% Unacceptable: 5% Recommendations Consideration should be given to the changes/improvements indicated in column 4.	Content and requirements will be reviewed to ensure that all material is current.
Demonstrate acceptable skills and content knowledge in writing and reporting techniques, including interviewing, news reporting, print layout and design, and photojournalism	Assignments and projects in JOU 201, 202, 203, 302, 305 Collection & Analysis A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation are indicated in column 3	Exceeds Expectations: 5% Target: 65% Acceptable: 25% Unacceptable: 5% Recommendations Consideration should be given to the changes/improvements indicated in column 4.	Grades in journalism courses will be monitored. A committee will review to determine which courses best serve the purposes of the degree program

<p>Demonstrate and practice acceptable skills in the management of sports information, including: journalism skills and sport statistics.</p>	<p>Duties and responsibilities in PER 475 – Internship</p> <p>Collection & Analysis</p> <p>A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation are indicated in column 3</p>	<p>Exceeds Expectations: 5%</p> <p>Target: 65%</p> <p>Acceptable: 30%</p> <p>Unacceptable: 0%</p> <p>Recommendations</p> <p>Consideration should be given to the changes/improvements indicated in column 4.</p>	<p>The division faculty committee will continue to refine the internship assessment process with the assistance of site supervisors.</p>
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F. Bachelor of Science in Health, Physical Education, & Recreation

Recreation

This degree program is currently inactive.
 A committee in the Division of HPER is working on revisions.

G. Bachelor of Science in Athletic Training

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
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<p>Demonstrate an acceptable level competency in the National Athletic Trainers' Association Education Councils Educational Competencies</p>	<p>The assessment of the National Athletic Trainers' Association Education Councils Educational Competencies occurs in all athletic training education program didactic courses; HSE 253, HSE 254, HSE 256, HSE 258, HSE 354, HSE 355, HSE 356, HSE 357, HSE 451, and HSE 458. See Attachment C</p>	<p>Exceeds Expectations: 0% Target: 75% Acceptable: 25% Unacceptable: 0%</p> <p>Recommendations Evaluation results indicated that the learning styles of the ATEP students should be studied</p>	<p>Instruction strategies were revised to allow for various learning styles.</p>
<p>Demonstrate an acceptable level competency in the National Athletic Trainers' Association Education Councils Educational Proficiencies</p>	<p>The assessment of the National Athletic Trainers' Association Education Councils Educational Proficiencies occurs in all athletic training education program clinical courses; HSE 250, HSE 251, HSE 350, HSE 351, and HSE 450 See Attachment D</p>	<p>Exceeds Expectations: 0% Target: 50% Acceptable: 50% Unacceptable: 0%</p> <p>Recommendations Explanations and descriptions of the proficiencies need to be more clearly stated.</p>	<p>Clinical manuals are being revised to allow for easier explanations of proficiencies and easier evaluations by ACI staff. Clinical hours are being reviewed to ensure quality clinical experiences.</p>
<p>Demonstrate an acceptable disposition in relation to the profession of athletic training.</p>	<p>Senior exit evaluation. Collection & Analysis See Attachment E</p>	<p>Exceeds Expectations: 100% Target: 0% Acceptable: 0% Unacceptable: 0%</p> <p>Recommendations <u>No recommendations were noted.</u></p>	<p>Evaluations were deemed acceptable.</p>

H. Master of Education – Health, Physical Education, & Recreation

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
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<p>Supervise and administer programs in physical education and physical activity, including leagues, tournaments, and special events.</p>	<p>Assignments in PER 601, related to physical education programs and event planning, staffing, & budgeting. Clinical Practice in PER 611 involving planning and implementation of special events Collection & Analysis? A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation are indicated in column 3.</p>	<p>Exceeds Expectations: 20% Target: 60% Acceptable: 20% Unacceptable: 0%</p> <p>Recommendations Consideration should be given to the changes/improvements indicated in column 4.</p>	<p>Time lines for the clinical practice activities were reviewed and revised to facilitate more efficient planning and implementation of events.</p>
<p>Plan a comprehensive curriculum for physical education based on national and state standards, to include objectives, teaching strategies, and assessments.</p>	<p>Specific assignments in PER 684 and PER 680 A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation are indicated in column 3</p>	<p>Exceeds Expectations: 30% Target: 50% Acceptable: 10% Unacceptable: 5%</p> <p>Recommendations Consideration should be given to the changes/improvements indicated in column 4.</p>	<p>Taskstream will be used to provide feedback on a more consistent basis. Content related to teaching strategies and assessment will be improved.</p>

<p>Demonstrate knowledge of scientific principles of human movement, including physical fitness assessment and planning, as they relate to the development and maintenance of healthy lifestyles.</p>	<p>Lab activities in HSE 636 and PER 684 A scoring rubric, as indicated in the course syllabus for this project, will be used by the instructor to evaluate the performance of the students. The findings of the evaluation are indicated in column 3</p>	<p>Exceeds Expectations: 30% Target: 60% Acceptable: 10% Unacceptable: 0% Recommendations Consideration should be given to the changes/improvements indicated in column 4.</p>	<p>Lab experiences were reviewed and revised to emphasize application techniques.</p>
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II. Division/Department Goals for 2005-06

A. Goal # 1

- Each faculty member will engage in some form of scholarly activity.

1. Institutional Goal which was supported by this goal:

- Strategic Plan (SP) Goals #1 & #3
 - Enhance educational experiences at all levels by encouraging student and faculty research and other creative work.

2. Evaluation Procedure(s):

- Faculty evaluations

- Chair
- Self

3. Actual Results of Evaluation:

- 4 faculty members produced scholarly works in 2005-2006.

4. Use of Evaluation Results:

- These faculty members were commended for their work. They shared ideas with other faculty as motivation for a more productive year in 2006-2007.

B. Goal # 2

- Faculty use of technology for classes and scholarly activity will increase.

1. Institutional Goal which was supported by this goal:

- SP #2 QEP Goal #2
 - Optimize the effective use of technology in support of the educational process.

2. Evaluation Procedure(s):

- Faculty evaluations
 - Students
 - Self
 - Chair

3. Actual Results of Evaluation:

- All faculty use some form of technology in class presentations. Approximately 90% of the faculty use technology on a daily basis. (Power Point, WebCT, e-mail, TaskStream)

4. Use of Evaluation Results:

- All faculty will be involved in training to improve skills for 2006-2007.

C. Goal # 3

- The HPER web site will be improved and expanded to include all HPER personnel, programs, and activities.

1. Institutional Goal which was supported by this goal:

- SP Goal #2 Optimize the effective use of technology in support of the educational process

2. Evaluation Procedure(s):

- Observation and documentation

3. Actual Results of Evaluation:

- Some improvements were made. Changes and additions are still in process. More study of the new format is needed to complete the project.

4. Use of Evaluation Results:

- Website recruiting efforts will be enhanced.
- Improvement efforts will continue.

D. Goal # 4

- Collaboration projects with area schools and agencies will be continued.

1. Institutional Goal which was supported by this goal:

- SP Goal #7
 - Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

2. Evaluation Procedure(s):

- Documentation of projects, grants, etc.
- Faculty Evaluations

3. Actual Results of Evaluation:

- Two faculty members consulted with one school district in the development of an improved physical education curriculum.
- Two grant-funded projects allowed three faculty members to work in a collaborative effort with two area schools.

4. Use of Evaluation Results:

- Faculty members were commended for their work. Information about the projects was shared in Division faculty meetings.
- Additional grants for expansion of collaborative efforts are being sought.

E. Goal # 5

- Recruiting efforts for HPER majors will be improved and expanded.

1. Institutional Goal which was supported by this goal:

SP Goal #2

- Attract and retain qualified and diverse students, faculty, and staff.

2. Evaluation Procedure(s):

- Documentation of activities
- Faculty evaluation

3. Actual Results of Evaluation:

- HPER faculty participated in 4 recruiting events. Each faculty member participated in at least one event.

4. Use of Evaluation Results:

- Participation in the recruiting events served to motivate the faculty to take more interest in development of recruiting materials and strategies.

III. Data and information for department:

A. Enrollment by Major (Discipline)

	SUMMER '05	FALL '05		SPRING '06	
		UGR	GR	UGR	GR
HSE	38	228	12	228	7
PER	297	1142	39	1103	93

A1. Number of Declared Majors by Degree Program

	Spring, 2006
M.Ed.	30
B.S.E.	72
BS – AT	50
BS-HPER - Exercise .Science	15
BS-HPER - Sports Management	6
BS-HPER - Sports Information	3
BS-HPER - Health & PE	20
BS-HPER - Recreation	0

B. Graduates by Major

	FALL 2004	SPRING 2005	SUMMER 2005	FALL 2005	SPRING 2006
M.Ed.	10	11	4	10	4
B.S.E.	6	5	0	1	5
BS – AT	0	0	0	0	3
BS – HPER	14	21	6	15	15

C. Credit Hour Production

	SUMMER '05		FALL '05		SPRING '06	
	UGR	GR	UGR	GR	UGR	GR
HSE	105	51	558	36	724	21
PER	391	120	2319	117	1896	279

* Based on early enrollment

D A Comparison of Enrollment by Major (Discipline)

Undergraduate

	2004	2005	2005		2005	2006
	Fall	Spring	Summer I	Summer II	Fall	Spring
HSE	277	349	13	25	228	228
PER	1438	1275	212	85	1142	1103

Graduate

	2004	2005	2005	2005	2005	2006
	Fall	Spring	Summer I	Summer II	Fall	Spring
HSE	25	3	17	0	12	7
PER	38	86	19	21	39	93

IV. Personnel:

A. List of Faculty and Staff

Full Time Faculty

Dr. John Alvarez, 1999
Dr. Darvin Barnes, 1990
Mr. Tim Colbert, 2000
Mrs. Julia Hobby, 1968
Dr. Wayne Lee, 2000
Mr. Bill Marchant, 1988
Mr. Hunter Moore, 2003
Dr. Ken Vanderpool, 1989
Dr. Milton Wilder, 1982

Adjunct Faculty

Mr. Rodney Batts
Mrs. Scottie Batts
Mr. Ray Bridges
Mr. Jeffery Farris
Dr. Randy Grierson
Dr. Pete Walker

Support Staff

Mrs Debi Ingram, 1988

Other Noteworthy Division Activities and Accomplishments:

1. Faculty Evaluations – including student ratings
 Faculty evaluations were acceptable for all faculty.
 Student ratings were consistently high for all faculty.

2. Faculty Meetings – retreats, etc.
 HPER faculty members are faithful to attend and participate in scheduled meetings.

3. Curriculum Revisions
 The Division of HPER has made noticeable improvements in curriculum requirements.
 Programs which have been improved include the following degree programs:
 BSE-Physical Education, Athletic Training, Exercise Science, Sports Information.

TEACHING	
Technology enhanced courses	1
Uses Technology regularly in class presentations	9
Collaborative/Team Teaching Projects	4
Attended training sessions to enhance teaching	9

SCHOLARSHIP	
Presentations	5
Submissions for Publication(s)	3
Accepted for Publication	3

SERVICE	
a. Service to the Profession	-
(1.) Serving on state, national, regional committees	2
(2.) Holding offices, chairmanships, etc.	3
b. Service to the University	-
(1.) Recruitment Involvement	9

(2.) Taskforces, service groups, champions, etc.	5
(3.) Holding offices, chairmanships, etc.	3
c. Service to the Community	-
(1.) Service that affects the university	9

New position(s) requested, with justification:

No new positions were requested.

Recommended change of status:

No status changes were requested.

V. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year

Athletic Training had an accreditation site visit. Changes were made as specified by the site visit team.

A rejoinder has been submitted with the mandated changes.

Requests were approved to change the number prefix of two activity courses.

Recommended changes for the coming year(s)

Changes made to the Athletic Training program will be in effect.

Changes for the two activity courses will be in effect.

VI. Division/Department Goals for 2006-07

Goal # 1: Each faculty member will exhibit at least one example of scholarly activity.

1. Institutional Goal(s) supported by this goal:

- SP Goal #8

- Enhance educational experiences at all levels by encouraging student and faculty research and other creative work.

2. Expected Results:

- Each faculty member will be able to document attainment of the goal.

3. Evaluation Procedure(s):

- Faculty evaluations
 - Chair
 - Self

4. Use of Evaluation Results

- Evaluation results will be discussed with individual faculty members to determine if appropriate changes are needed.
- Success will enhance credibility and continuation of accredited status

B. Goal # 2: Faculty use of technology for classes and scholarly activity will increase.

1. Institutional Goal(s) supported by this goal:

- SP Goal #6
 - Optimize the effective use of technology in support of the educational process.

2. Expected Results:

- Technology enhanced courses will be developed

3. Evaluation Procedure(s):

- Observation
- Documentation of Courses
- Faculty Evaluations

4. Use of Evaluation Results:

- Class presentations will be enhanced
- Evaluation results will be discussed with individual faculty members to determine if appropriate changes are needed.

C. Goal # 3: The HPER web site will be improved and expanded to include all HPER personnel, programs, and activities.

1. Institutional Goal which was supported by this goal:

- SP Goal 6

- Optimize the effective use of technology in support of the educational process

2. Expected Results

- The website will be comprehensive and accessible.

3. Evaluation Procedure(s):

- Observation and documentation

4. Use of Evaluation Results:

- Successful completion of this goal will be an aid to recruiting.

D. Goal #4: Collaboration projects with area schools and agencies will be continued.

1. Institutional Goal which was supported by this goal:

- SP Goal #7
 - Strengthen the cooperative relationships with business, industry, community groups,, government, and other educational institutions.

2. Expected Results

- Current collaborative efforts will continue
- New grant funds will be sought to fund additional projects.

3. Evaluation Procedure(s):

- Documentation of projects, grants, etc.
- Faculty Evaluation

4. Use of Evaluation Results:

- Faculty members will be commended for their work.
- Information about the projects will be shared in Division faculty meetings.

E. Goal # 5: Recruiting efforts for HPER majors will be improved and expanded.

1. Institutional Goal which was supported by this goal:

- SP Goal #2
- Attract and retain qualified and diverse students, faculty, and staff.

2. Expected Results

- Brochures and recruiting tools will be improved.
- All faculty members will participate in recruiting activities.

3. Evaluation Procedure(s):

- Documentation of activities
- Faculty evaluation

4. Use of Evaluation Results:

- Participation in the recruiting events will serve to motivate the faculty to take more interest in development of recruiting materials and strategies. It will also assist in recruiting and retaining students who can make successful progress toward graduation.

**College of Education
Division of Health, Physical Education, and Recreation
Annual Report
2005-2006**

Attachment A

Student Teacher Assessment Instrument

Appraisal Scale

4=Outstanding, Highly Effective Practice

3=Acceptable, Safe to Practice

2=Marginally Acceptable Practice

1=Ineffective, Unacceptable Practice

Domains Evaluated

Domain I – Planning and Preparation

Domain II – Communication and Interaction

Domain II – Teaching and Learning

Domain IV – Managing the Learning Environment

Domain V – Assessment of Student Learning

Domain VI – Professionalism and Partnerships

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ATTACHMENT B
RUBRIC FOR PHILOSOPHY STATEMENT

1 Unacceptable

Statements indicate a lack of understanding related to a physical education program. Comments are vague and general in nature.

2 Acceptable

Statements indicate a basic understanding of a physical education program. Comments are limited and brief. Some of the components of a quality physical education program are not mentioned.

3 Target

The value and importance of a quality physical education program is expressed. Statements include the value associated with program content, teaching strategies, student outcomes, outcomes assessment, and the growth process.

4 Exceeds Expectations

Statements indicate in-depth thinking. Beliefs are expressed about the importance of physical education, including rationale for these beliefs. Statements include the value associated with the program content, teaching strategies, student outcomes, outcomes assessment, and the growth process.