

Delta State

Academic Affairs/Provost and VPAA

College of Education

Health, Physical Education and Recreation

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.

BS-AT 01: Clinical Decision-Making

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates of the Athletic Training Education 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 Education Program Director.
3. The Athletic Training Education Program Curriculum Committee performed a program analysis in light of the certification examination results.


Results of Evaluation

The Athletic Training Education Program had six athletic training graduates. These individuals took the examination and five of the six (83.3%) passed on the first attempt. One student is scheduled to attempt 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.

Use of Evaluation Results

1. The Athletic Training Education Program integrated more critical thinking and problem-solving exercises in the didactic component of the Athletic Training Education Program based on feedback from the Board of Certification Examination results and student feedback.
2. One course, HSE 451: Senior Seminar in Athletic Training was restructured to include more comprehensive examinations in order to give students more opportunities to improve cognitive skill application and be better prepared for the Board of Certification Examination. Changes to the HSE 254: Foundations of Athletic Training course were implemented to promote student comprehension on the basics in athletic training. These courses are pivotal for continual improvement in the cognitive area of the national examination.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 05: Self**

BS-AT 02: Practical Ability

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates of the Athletic Training Education 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 Education 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 Education Program Curriculum Committee performed a program analysis of this information.


Results of Evaluation

The Athletic Training Education Program had 22 athletic training students assigned to clinical experiences during the fall term 2011 and 16 in the spring term 2012, at on-campus sites. Six students were off-campus at internship sites during the spring term 2012. 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 Education Program provided a formal evaluations of practical skill application and assessment of behavioral attributes for each student during the on-campus clinical experience throughout the year.
2. Training sessions are needed to address the specific areas that clinical supervisors need to continually evaluation and note improvements.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

 **GE 10: Values**

BS-AT 03: Clinical Skills

Start: 7/1/2011

End: 6/30/2012

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 Education Program Curriculum Committee performed a program analysis of this information.

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 to athletic training students based on his/her personal and professional attributes and job setting goals.
2. A minimum of 40 hours per week was required during the 15-16 week internship.

Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 02: Communication**

  **GE 04: Inquiry and Technology**

  **GE 07: Cultural Awareness**

BS-HPER-ES 01: Exercise Program Design

Start: 7/1/2011

End: 6/30/2012

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 82.1% of students (23/29) were rated at the acceptable level or above.

Use of Evaluation Results

1.Changed book

2.Changed order the information was presented

3. Increased practice time for skills

4. Last year changed to a more refined scoring rubric and outcome expectations incorporated helped to determine deficiencies so students could be remediated.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 03: Quantitative Skills**

BS-HPER-ES 02: Group Exercise Leadership

Start: 7/1/2011

End: 6/30/2012

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

100% of all students (8/8) were rated at the acceptable level or above.

Pre-test

5/8= 62.5%

Post test 8/8 = 100%

Use of Evaluation Results

1. Added exercise modifications unit to improve skill with working with diverse levels of fitness.

2. Curriculum change requested to allow further skill development by including both group and individual exercise

Related Items

 GE 02: Communication

BS-HPER-ES 03: Integration of Content Knowledge

Start: 7/1/2011

End: 6/30/2012

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

89% (8 of 9) of students were found to have acceptable or above levels of professional knowledge at the pre-test point in the internship experience. 100% (9 of 9) students were at the acceptable level at the end of the experience

Use of Evaluation Results

1. Implemented an internship manual to make sure students had a better understanding of expected outcomes.

2. Qualitative from the pre and post evaluation feedback was used to help inform improvements to the curriculum.

Related Items

 GE 05: Self

BS-HPER-ES 04: Fitness Testing

Start: 7/1/2011

End: 6/30/2012

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

85.7% of students (24/28) were rated at the acceptable level or above.

Use of Evaluation Results

1. Increased more practice time for skills

2. Students were remediated on skills where they performed below the acceptable level.

3. Updated practical exams as well as a more experienced faculty were used for a more rigorous assessment process. It has allowed us to improve the identification of students that are lacking proficiency in an area and remediate them.

Related Items

BS-HPER-HPE 01: Historical Concepts

Start: 7/1/2011

End: 6/30/2012

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 2011 online section of PER 300 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 fall 2011 section of PER 300 students averaged 3.67/4 on the content knowledge section of the grading rubric and 3.0/4 on the past/current relationship to the field of HPER.

During the spring 2012 section of PER 300 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.0/4 on the past/current relationship to the field of HPER.

The analysis of data revealed that the grading rubric was adequate but could be revised to include more specific details for HPER majors.

Use of Evaluation Results

1. PER 470 Sports Administration was taken out of the current curriculum and PER 300 History and Philosophy of Sport and Physical Education was added.

2. Four main assignments were included in PER 300, including an oral presentation, a written philosophy, and two full color posters that include heroic achievements of the past contrasting those with the world of sport today.

Related Items

There are no related items.

BS-HPER-HPE 02: Organization and Administration

Start: 7/1/2011

End: 6/30/2012

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

The analysis revealed that a standardized grading rubric was not used in scoring the assignments making the grading process subjective and inconsistent. Furthermore, the analysis showed inconsistencies in instructions and assignments among sections with different instructors.

Use of Evaluation Results

1. Ensured that the content and the assignments of each section are consistent.
2. Include a resume design project for each class and use those resumes for the staffing project.

Related Items

There are no related items.

BS-HPER-HPE 03: Skill Set assessment

Start: 7/1/2011

End: 6/30/2012

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 tests were given as part of their assigned courses. This was the first time these tests were used to satisfy Learning Outcome (2). The data findings revealed the majority of HPER teacher candidates were considered Proficient or at the *Acceptable level within the established scoring guide. At this point test takers are required to retest to meet Proficient levels.

*Candidate expectations for each skill are established in the Scoring Guide/Rubric.

Fitness tests were given as part of their assigned courses. Each candidate was fitness tested and passed 3 out of 5 fitness areas. Cardio vascular endurance and Body Composition were areas of noted weakness. Findings also revealed a need for an educational component to increase awareness of the teacher candidates' health/fitness.

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 and /or PER 103.

Related Items

 **GE 01: Critical and Creative Thinking**

BS-HPER-REC 01: Historical Concepts

Start: 7/1/2011

End: 6/30/2012

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 2011 online section of PER 300 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 fall 2011 section of PER 300 students averaged 3.67/4 on the content knowledge section of the grading rubric and 3.0/4 on the past/current relationship to the field of HPER.

During the spring 2012 section of PER 300 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.0/4 on the past/current relationship to the field of HPER.

The analysis of data revealed that the grading rubric was adequate but could be revised to include more specific details for HPER majors.

Use of Evaluation Results

1. PER 470 Sports Administration was taken out of the current curriculum and PER 300 History and Philosophy of Sport and Physical Education was added.

2. Four main assignments were included in PER 300, including an oral presentation, a written philosophy, and two full color posters that include heroic achievements of the past contrasting those with the world of sport today.

Related Items

 **GE 02: Communication**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

BS-HPER-REC 02: Organization and Administration

Start: 7/1/2011

End: 6/30/2012

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

The analysis revealed that a standardized grading rubric was not used in scoring the assignments making the grading process subjective and inconsistent. Furthermore, the analysis showed inconsistencies in instructions and assignments among sections with different instructors.

Use of Evaluation Results

1. Ensured that the content and the assignments of each section are consistent.

2. A resume design project was included for each class and those resumes were used for the staffing project.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

BS-HPER-REC 03: Planning and Implimentation

Start: 7/1/2011

End: 6/30/2012

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 was redeveloped to be taught in the spring of 2012. This is a capstone class for Recreation Leadership. The project for this course will be to plan and implement a recreational activity.

2. This assignments will be collected by the instructor of PER 435. .

3. This data will be analyzed by the instructor of PER 435.

Results of Evaluation

During the spring 2012 semester 16 students took this course. All students were required to participate in the class project. This was the first time this course had been taught since it was included in the Recreation Leadership concentration. The analysis revealed that a standardized grading rubric was not used in scoring the assignments. Each student did do a reflection on the activity.

Use of Evaluation Results


1. A final project was included in this course.

2. This course was included in the instructional plan of the recreation leadership degree program as the capstone course.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

BS-HPER-SI 01: Historical Concepts

Start: 7/1/2011

End: 6/30/2012

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 2011 online section of PER 300 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 fall 2011 section of PER 300 students averaged 3.67/4 on the content knowledge section of the grading rubric and 3.0/4 on the past/current relationship to the field of HPER.

During the spring 2012 section of PER 300 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.0/4 on the past/current relationship to the field of HPER.

The analysis of data revealed that the grading rubric was adequate but could be revised to include more specific details for HPER majors.

Use of Evaluation Results

1. PER 470 Sports Administration was taken out of the current curriculum and PER 300 History and Philosophy of Sport and Physical Education was added.

2. Four main assignments were included in PER 300, including an oral presentation, a written philosophy, and two full color posters that include heroic achievements of the past contrasting those with the world of sport today.

Related Items

 **GE 02: Communication**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

BS-HPER-SI 02: Organization and Administration**Start:** 7/1/2011**End:** 6/30/2012**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


The analysis revealed that a standardized grading rubric was not used in scoring the assignments making the grading process subjective and inconsistent. Furthermore, the analysis showed inconsistencies in instructions and assignments among sections with different instructors.

Use of Evaluation Results

1. Ensured that the content and the assignments of each section are consistent.

2. Include a resume design project for each class and use those resumes for the staffing project.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 04: Inquiry and Technology**

BS-HPER-SI 03: Professional Dispositions**Start:** 7/1/2011**End:** 6/30/2012**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. Sought new off campus sites for internships.

2. A new internship manual was created for HPER.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 10: Values**

BS-HPER-SM 01: Historical Concepts

Start: 7/1/2011

End: 6/30/2012

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 2011 online section of PER 300 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 fall 2011 section of PER 300 students averaged 3.67/4 on the content knowledge section of the grading rubric and 3.0/4 on the past/current relationship to the field of HPER.

During the spring 2012 section of PER 300 students averaged 3.75/4 on the content knowledge section of the grading rubric and 3.0/4 on the past/current relationship to the field of HPER.

The analysis of data revealed that the grading rubric was adequate but could be revised to include more specific details for HPER majors.

Use of Evaluation Results

1. PER 470 Sports Administration was taken out of the current curriculum and PER 300 History and Philosophy of Sport and Physical Education was added.

2. Four main assignments were included in PER 300, including an oral presentation, a written philosophy, and two full color posters that include heroic achievements of the past contrasting those with the world of sport today.

Related Items

 **GE 02: Communication**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

BS-HPER-SM 02: Organization and Administration

Start: 7/1/2011

End: 6/30/2012

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

The analysis revealed that a standardized grading rubric was not used in scoring the assignments making the grading process subjective and inconsistent. Furthermore, the analysis showed inconsistencies in instructions and assignments among sections with different instructors.

Use of Evaluation Results

1. Ensured that the content and the assignments of each section are consistent.

2. Include a resume design project for each class and use those resumes for the staffing project.

Related Items



GE 01: Critical and Creative Thinking



GE 04: Inquiry and Technology

BS-HPER-SM 03: Professional Dispositions

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

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

Data Collection (Evidence)

1. The Internship Evaluation Form will be used for this assessment.

2. The internship coordinator will collect these forms.

3. This data will be analyzed by the internship coordinator.

Results of Evaluation

There were two interns spring 2012 semester. Both interns successfully completed their internship. Strengths of the interns included being able to manage an office alone, and being able to solve problems. Weaknesses included being timid at times and not being strong with computer graphics. Both interns were 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. Sought new off campus sites for internships.
2. A new internship manual was created for HPER.

Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 02: Communication**

  **GE 10: Values**

BSE-HPER 01: NASPE Standard 1

Start: 7/1/2011

End: 6/30/2012

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 2011 and Spring 2012: There were seven (7) HPER teacher candidates who completed their directed teaching internship. All seven interns passed the Praxis Physical Education: Content Knowledge exam and met Mississippi State requirements for beginning teachers prior to being admitted to their directed teaching internship. PRAXIS (0091) data showed a mean of 151 out of a possible 200. The low score was 140 and the high score was 163. The mean scores were 12 points and 13 points respectively above the MS required passing score of 138. A noted weakness was collaboration, reflection, technology. This was the first year sub-scores were examined. Sub-scores were analyzed to determine if teacher candidates were stronger/weaker in any of the four content categories from the Praxis exam. This was also the first year to analyze the data collected on the candidates' first attempt at the PRAXIS.

Use of Evaluation Results

1. Specific Recommendation:

Analyze Praxis sub-scores to determine strengths, weaknesses and/or areas that need improvement.

Analyze first time pass rates on the PRAXIS and identify strategies to increase those pass rates.

2. The HPER Program Coordinator changed the procedures for storing and analyzing program praxis data. A centralized data base has been established to store electronic data and hard data is stored in the HPER Department. Also Praxis sub-scores are now analyzed along with passing scores.

The Blackboard course management system is required for use in all courses. Current technology is used for instructional purposes.

Related Items

BSE-HPER 02: NASPE Standard 2

Start: 7/1/2011

End: 6/30/2012

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 tests were given as part of their assigned courses. This was the first time these tests were used to satisfy Learning Outcome (2). The data findings revealed the majority of HPER teacher candidates were considered Proficient or at the *Acceptable level within the established scoring guide. At this point test takers are required to retest to meet Proficient levels.

*Candidate expectations for each skill are established in the Scoring Guide/Rubric.

Fitness tests were given as part of their assigned courses. Each candidate was fitness tested and passed 3 out of 5 fitness areas. Cardio vascular endurance and Body Composition were areas of noted weakness. Findings also revealed a need for an educational component to increase awareness of the teacher candidates' health/fitness.

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 and /or PER 103.

Related Items

 **GE 05: Self**

BSE-HPER 03: NASPE Standard 3

Start: 7/1/2011

End: 6/30/2012

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 2011 and Spring 2012: A weakness of selecting appropriate technology was identified and strength of Selecting developmentally appropriate objectives for lessons based on state frameworks and best practices was found.

Use of Evaluation Results

1. Teacher candidates should increase the use of technology in classroom activities and lessons.

2. A more concerted effort is being placed on teacher candidates using technology within their lessons. Teacher candidates are now required to video themselves teaching an individual lesson in the physical education environment (during CUR 498: Directed Teaching Internship). The video is viewed by the college supervisor and the teaching candidate.

Related Items

 **GE 07: Cultural Awareness**

BSE-HPER 04: NASPE Standard 4

Start: 7/1/2011

End: 6/30/2012

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 2011 and Spring 2012: Each 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. Increase higher order questioning and engaging students in critical thinking.

2. Changes were made in PER 487 and CUR 498 (two required courses) to improve higher order questioning and critical thinking. Teacher candidates are now more aware of using critical thinking and cognitive development within physical education lessons. 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.

Related Items

 **GE 02: Communication**

BSE-HPER 05: NASPE Standard 5

Start: 7/1/2011

End: 6/30/2012

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 2011 and Spring 2012: All seven (7) teacher candidates were rated at an acceptable level or higher.

Use of Evaluation Results

1. Specific COE Recommendation-Review the TWS scoring rubrics to discriminate among teacher candidates expectations for each level of the rubric.
2. The teacher work sample is now being reviewed within the COE Assessment Committee and the proposed changes should be implemented in the Fall 12 or Spring 13 semester.

Related Items

  **GE 01: Critical and Creative Thinking**

BSE-HPER 06: NASPE Standard 6

Start: 7/1/2011

End: 6/30/2012

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

Analysis of the results for Fall 2011 and Spring 2012: All seven (7) teacher candidates were rated at an acceptable level or higher.

Use of Evaluation Results

1. Monitor candidate performance on the College of Education Dispositions Rating Scale to determine if poor performance may indicate needed curricular changes.
2. The assessment was evaluated by the HPER assessment committee to determine if it meets current standards.

Related Items

  **GE 02: Communication**

  **GE 07: Cultural Awareness**

  **GE 10: Values**

MED-HPER 01: Teaching Principles

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Collaborate with program and community members to advocate and promote teaching principles that aligned 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 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 graduates. Of these individuals two were certified teachers; however, none of the six completed a TWS or TIAI. 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 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

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

MED-HPER 02: Sequencing Curriculum Content

Start: 7/1/2011

End: 6/30/2012

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 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 graduates. Of these individuals two were certified teachers; however, none of the six completed a TWS, TIAI or lesson plans. 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 685: Practicum in Health, Physical Education and Recreation was where the TWS, TIAI and lessons plans 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 lesson plans and are evaluated using TIAI.

Related Items

 **GE 02: Communication**

MED-HPER 03: Professional Development

Start: 7/1/2011

End: 6/30/2012

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 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 graduates. Of these individuals all participated in a minimum of one professional development activity; however, none of the six were required to complete a Service Learning Form. 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

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

MED-HPER 04: Instruction for Physical Activity Skill

Start: 7/1/2011

End: 6/30/2012

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) Domain III 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 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 graduates. Of these individuals two were certified teachers; however, none of the six completed a TWS or TIAI. 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 685: Practicum in Health, Physical Education and Recreation was where the TWS and TIAI are 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: 7/1/2011

End: 6/30/2012

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 Comprehensive Examination results were collected and reported by the Graduate Coordinator.
3. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted examination results to the Graduate Coordinator.

Results of Evaluation

The MS in SHP had four graduates. These individuals took the Comprehensive Examination in this area and all passed with the minimum requirement of 80%. The analysis revealed that 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. Furthermore, the analysis showed inconsistencies in instructions and number of items across all areas.

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. The Comprehensive Examinations were restructured to streamline the process and allow all students to respond to and be evaluated on the same questions in each subject area. However, the grading rubric was not developed due to multiple instructors teaching the same area. It was decided to phase in the grading rubric when inconsistencies in questions selection were resolved.

Related Items

MS-SHP-ES 02: Tests and Measurements

Start: 7/1/2011

End: 6/30/2012

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 Comprehensive Examination results were collected and reported by the Graduate Coordinator.
3. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted examination results to the Graduate Coordinator.

Results of Evaluation

The MS in SHP had four graduates. These individuals took the Comprehensive Examination in this area and all passed with the minimum requirement of 80%. The analysis revealed that 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 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. 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. However, the grading rubric was not developed due to multiple instructors teaching the same area. It was decided to phase in the grading rubric when inconsistencies in questions selection were resolved.

Related Items

MS-SHP-ES 03: Professional Development

Start: 7/1/2011

End: 6/30/2012

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 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 MS in SHP program had four graduates. Of these individuals all participated in a minimum of one professional development

activity; however, none of the six were required to complete a Service Learning Form. 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 evaluated as a separate assignment. 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

  **GE 01: Critical and Creative Thinking**

  **GE 02: Communication**

  **GE 04: Inquiry and Technology**

HPER 2012_01: Recruitment

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase recruitment efforts and increase HPER majors over the 2011-2012 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 has been 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 faculty of the division has made extensive efforts to meet individually with all prospective students who visited the campus. Representatives from HPER have met individually and with groups of athletic department recruits over the past year. Mr. Todd Davis developed specific recruitment materials for the Mississippi Community and Junior Colleges. He made contact with a representative from each one and sent a letter and promotional materials to them. He was also able to visit some campuses and interact via Skype with health, physical education, and recreation classes at others. Enrollment has increased in the division by over 9% and was the second highest enrollment HPER has had over the past five 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. Several new minors have been approved within the division that should make the HPER programs more attractive and produce more marketable students. The division will attempt to convert multiple programs into online formats to keep up with the demand for online education options.

Related Items

  **SP2.Ind01: Enrollment**

HPER 2012_02: Retention

Start: 7/1/2011

End: 6/30/2012

Unit Goal

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

Evaluation Procedures

This goal was met but more will be done over the next year to ensure retention efforts will continue. Enrollment numbers increased by over 9% and existing students continue to change majors to HPER from others on campus.

Actual Results of Evaluation

The main emphasis with retention in HPER is 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.

Use of Evaluation Results

Academic advisement training and help sessions will be conducted over the next year for HPER faculty.

Related Items

  **SP2.Ind02: Retention**

HPER 2012_03: Data standards/integrity policy

Start: 7/1/2011

End: 6/30/2012

Unit Goal

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

Evaluation Procedures

This goal has not been met currently.

Actual Results of Evaluation

This process is still underway and hopefully will be concluded over the next year.

Use of Evaluation Results

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

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

Comparative Data (enrollment, CHP, majors, graduation rates, etc):

Data and information for division: Health, Physical Education, and Recreation

A. Enrollment by Major Summer 2007 – Spring 2012

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

There has been an increase of over 9% in enrollment from 2011 (561) data to 2012 (612) data. This is the second highest enrollment over the past five years. The number of graduate students has increased and should continue to increase over the next year. The Master of Science in Sport and Human Performance has been a popular option while the Master of Education in HPER also has solid enrollment and room for continued growth. The Athletic Training Education Program (ATEP) has reached 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 attrition can be seen mainly from the fall semester enrollment to the spring semester enrollment in athletic training. The advisement process also helps to make sure students understand the requirements of each degree program. The average enrollment over the past five years is 590 students. The focus placed on enrollment and retention by the Division of HPER seems to have worked. 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

Average Credit hour production over the past 5 years is 6414. Credit hour production was down 1.3% from the average of the last five years of data. Credit hour production has gone up over the past year and hopefully this trend will continue. The 124 hour limit on the degree programs and the increased efforts in advisement may limit credit hour production some. This should make the division more efficient over all.

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

The average number of graduates over five years is 61.2. The number of graduates for 2011-2012 is down 15% over the five year average. This equates to 9 students. The number of graduates are lower than average although the number of majors in HPER and credit hour production is up for this year. Last year HPER had lower numbers for students and credit hour production so hopefully next year's number of graduates will increase in the same trend since enrollment is up and credit hour production is up for 2012 in HPER.

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 (4) and graduate assistants (4)
- One international student was 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 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 associate professor 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 9 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 second OKRA Camp with 400 plus participants
- Provided site coordination for NCAA drug testing
- Partnered with the Mayor's Task Force on Health and Wellness to offer Buckets to Beat Obesity and Party in the Park.
- Hosted Mississippi Alliance for Health, Physical Education, Recreation, and Dance (MAHPERD) State Meeting
- Hosted recruitment event in conjunction with the Robert E. Smith SON for students from Choctaw Central
- Conducted Field Day for Ruleville Elementary
- Conducted First Aid/CPR training for DAAIS at Humphries County
- Orthopedic Clinic for Mississippi Sports Medicine and Orthopedic Center and athletic training services for area sporting events
- Tri State Education Foundation - \$8820

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

- 12 students were involved
- 36 service learning hours

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

- 10 students were involved
- 40 service learning hours

Hosted second OKRA Camp with 400 plus participants

- 12 students were involved
- 80 service learning hours

Buckets to Beat Obesity

- 20 students were involved
- 6 service learning hours

Party in the Park

- 40 students were involved
- 6 service learning hours

Hosted Mississippi Alliance for Health, Physical Education, Recreation, and Dance (MAHPERD) State Meeting

- 20 students were involved
- 10 service learning hours

Hosted recruitment event in conjunction with the Robert E. Smith SON for students from Choctaw Central

- 8 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

Conducted a "Field Day" for Ruleville Elementary

- 20 students were involved
- 4 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

1. Teaching

John Alvarez:

- Initiated graduate research in HSE 636
- Developed internship manual for exercise science
- Introduced new minor for exercise science
- Recent Student Evaluations show average to above average performance
- Attended Wimba training
- Implementing service learning opportunities
- Attended MAHPERD November 4 and 5, 2011, for faculty development
- Involving undergraduate and graduate students in research opportunities
 - Read articles on active learning and implemented some of these strategies
 - Tried gosoapbox app that allows for instant feedback on student learning using wifi devices in the classroom

Mary Jones:

- ATEP had a successful CAATE Site visit
- Clinical Instructor Educator for the ATEP and conducted an Approved Clinical Instructor training session
- Moved two traditional face to face courses to hybrid courses at the graduate level
- Added 8 new clinical sites for the ATEP
- Increased enrollment in ATEP
- First time pass rate on the BOC Exam increased to 86%

Todd Davis:

- Used a variety of teaching tools, such as video, skype, guest speakers, and online forums in multiple courses
- Developed and conducted PER 190 Skydiving, which was the first skydiving course for academic credit in Mississippi and only the second in the nation.
- Course work within the Recreation Leadership Program aligns with NRPA accreditation standards.

Wayne Lee:

- Introduced undergraduates and graduate students to DSU Library's electronic data base - WESTLAW for physical activity administrative information and keeping abreast of state, regional, and federal laws and/or court cases related to HPER
- Introduced Delta State's students, undergraduate and graduate, to Statistical Packages for the Social Sciences [SPSS] for purposes of data analysis in sport and physical activity [SPSS ó PASW]
- Attempted, with some success, to engage students in life-time physical activity and aerobics for a better cardiovascular fitness profile and the reduction of excess adipose tissue [Excess Body Fat]

- Required graduate students to test and measure a select group of available junior/senior high school students on several health and human performance variables and properly analyze the collected data using SPSS and draw proper descriptive conclusions

- Required sport management and organization students to get involved with outside sport management activities such as private school coaching; assisting DSU Coaches in campus swimming and baseball events; soccer events; and other types of “hands on” experiences in the area of organization and administration of sport and physical activity

- Use of DSU computer labs in measurement/evaluation class and e-mail assignments regarding SPSS analysis

- Have been involved with the N.A.S.P.E. / N.C.A.T.E. issues of the Health, Physical Education, and Recreation Division at Delta State and the DSU College of Education

Bill Marchant:

- Taught HSE 140 on-line via Blackboard: Summer II Session 2011

- Engaged students of HSE 450/560, HSE 140, and HSE 445 computer assignments for “Outside Readings”, “Learning Activities”, and term papers

- Engaged Students of PER 391 Organization and Administration of Physical Education, Recreation & Sport to get involved with working a sporting event on campus to gain some “hands on” experience

- Engaged students in PER 343 & PER 347 in demonstrations of teaching a specific skill, as if they were actually coaching the sport

Tim Colbert:

Course Work

Utilized technology in all courses including but not limited to videos, instructional CD’s, interactive web sites, and power point presentations

Taught 4 ATEP Clinical courses for the first time since curriculum revisions

Focused on study skills and time management in all courses

Participated in Wimba training and will use Wimba in classes in the future

HPER received approval of two new minors, Coaching and Allied Health

ATEP

Clinical Instructor Educator (CIE)

First Aid/ CPR for the Professional Rescuer

Matt Dalrymple:

Increased technology-I have incorporated more technology into my lectures and increased technology use by students.

Concern for learning-I have incorporated depth of knowledge in more courses in an effort to increase student critical thinking.

Teaching method used-I have made more of an effort to accommodate different learning styles by using multiple modes of teaching (lecture, discussion, power points, video, etc)

Incorporate research-Most of my upper level classes are very research heavy-meaning we do multiple research projects to help students understand new concepts in the field.

Submitted NCATE/NASPE Program Report

2. Scholarship

John Alvarez:

Articles

Blom, L. Alvarez, J., Zhang, L., & Kolbo, J. (2011) Associations between health-related physical fitness, academic

achievement and selected academic behaviors of elementary and middle school students in the state of Mississippi. The

ICHPER-SD, 6, 1, 28-34. Hudson, G. Alvarez J. Zhang, L. & Kolbo, J. (in press) The association between fitness and

school test scores, attendance, and discipline among Mississippi students. MAHPERD Journal. 1, 1.

Presentations

Mississippi Alliance of Health, Physical Education, Recreation and Dance Annual Convention- Relationship between physical fitness and academic performance in Mississippi Schools

Mississippi Alliance of Health, Physical Education, Recreation and Dance Annual Convention- Birdie Ball the New inventive way to teach golf

Strengthen Health and Physical Education- Mississippi -Wellness Summit- Association Between Fitness and Academic Behavior Among Mississippi Public School Students

Mary Jones:

Jones, M. ATEP Handbook, 4th Edition

Jones, M. ATEP Internship Manual, 3rd Edition

Jones, M. (July 1, 2011). CAATE Self-Study Document submitted to the Commission on Accreditation of Athletic Training

Education. [Required for continuing accreditation for Athletic Training Education Program]. Delta State University, Cleveland, MS

Southeastern Athletic Trainers' Association Student Symposium, Instructor

6th Annual Sports Medicine Symposium, Attended

Mississippi Athletic Trainers' Association Annual Symposium, Attended

ATEP Approved Clinical Instructor Workshop, Clinical Instructor Educator

ATEP Student/Staff Orientation, Organizer and Speaker

"The Athletic Training Profession and Delta State University's Athletic Training Education Program", Cleveland Rotary Club, Invited Speaker

4th Biennial Southeastern Athletic Trainers' Association Educators' Conference, Attended

Southeastern Athletic Trainers' Association Student Symposium, Accompanied 23 Athletic Training Students

Delta State University Course Evaluation Workshop, Attended

Awarded Tenure and Awarded Promotion to Associate Professor

Todd Davis:

Davis, T.M. (2012). Navigating the Mississippi River by Kayak & Canoe. *The Adventure Post*, retrievable at:

<http://www.theadventurepost.com/all-posts/navigating-mississippi-river-kayak-canoe/>

Davis, T.M., & Snow, C. (2011). Incorporating Active Seating in an Afterschool Literacy Program: A Pilot Study. (Sent to California Reader for Review)

Davis, T.M., & Alvarez, J. (2011). Benefits from Incorporating Heart Rate Monitors and Global Positioning Receivers in a University Outdoor Recreation/Education Course. (Sent to JOHPERD for review)

Davis, T.M. (2011). Components in Developing a Youth Recreation Day Camp: Successful Recommendations from O.K.R.A.

Summer Day Camp in the Mississippi Delta. (Sent to NRPA Parks and Recreation Journal for review)

Davis, T.M. (2011). Strategies used to Market Recreation Courses to College Students. (Sent to LAHPERD Journal for review)

Presentations

LAHPERD – Invited Guest Presenter: Intro to Flat-Water Kayaking

NIRSA – Using HR/GPS Technology to Quantify Outdoor Recreation Participation

Recreation Opportunities in the Mississippi Delta: Some for Fun and Some for Work

Mississippi Institutes of Higher Learning “Capitol Day” Representative for Delta State University

Junior Auxiliary –Youth Programs in the Delta

Rotary Club – Invited Speaker – Dave Heflin and Outdoor Recreation Program Needs

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

Marketing Fliers, Brochures, and Materials for HPER Division, including the outdoor recreation program

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.

Awards

2nd Place for DSU Marketing Campaign AD - PHO

Grants

Tri State Education Foundation - \$8820 – Teaching Recreation and Physical Education Strategies for Classroom Teachers: Infusing Adventure, Team-Building, and Technology in Game Theory

Wayne Lee:

Member of the Sports and Recreation Law Association

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

Attended the Mississippi Association of Health, Physical Education, Recreation, and Dance Conference

Bill Marchant:

Member of Mississippi Association of Health, Physical Education, Recreation & Dance

Attended MAHPHERD Convention: Fall 2011

- Reviewed possible publication by Dr. John Alvarez “Physical Education Knowledge & Physical Activities and Behaviors of Mississippi High School Students”

Panel member for Diversity Awareness Seminar sponsored by DSU Administrative Staff Council

Tim Colbert:

Professional Meetings

2011 National Athletic Trainers’ Association Annual Symposium, June 19-22

2011 Mississippi Athletic Trainers Association Annual Symposium, June 29-July 1, 2010

Seminars

ATEP ACI Training Session, July, 2011

Presentations/Papers

Mid-South Educational Research Association - Poster presentation on the Delta State University Student Health Survey

Review Activities

Reviewed Abstracts for SEATA Annual Symposium

Reviewed articles for the Mississippi Alliance for Physical Education Recreation and Dance Journal

Licensure

BOC Certification

State Licensure as Athletic Trainer

Matt Dalrymple:

Presentations:

Alvarez, J., Dalrymple, G.M. (2011, February). *Partnering in Rural Regions: Impacting Your Community*. Presented at the

Southern District AAHPERD Conference, Greensboro, NC.

Dalrymple, G.M. (2011, November). Let's Move In Schools. Presented at the MAHPERD Conference, Delta State University, Cleveland, MS.

- Awards:
Mississippi Association of Partners in Education: Governors Award for Exemplar School-Community Partnerships

Workshops:
Attended NCATE SPA Report Writing Training, (2011, February). SDAAPERD, Greensboro, NC.
Coordinated Approach to Child Health Workshop, (2011, September). Delta State University, Cleveland, MS.

3. Service

John Alvarez:

Chair, University Wellness Committee
University Promotion and Tenure Committee
Member Excel by 5 Coalition
Member Saturdays in the Park Committee
Member COE Diversity Committee
Campus Ministry for 1st Presbyterian Church
Member division graduate curriculum committee
Member MAHPERD
MAHPERD Journal Editor
Member AAHPERD
Member SDAAPERD
Member ICHPER
Focus group for student engagement committee of SACS

Mary Jones:

Committees and Academic Appointments

1. Athletic Training Education Program Director
2. HPER Graduate Curriculum Committee
3. HPER Undergraduate Curriculum Committee
4. Athletic Training Education Program Curriculum Committee (Chair)
5. Athletic Training Education Program Admissions Committee (Chair)
6. Athletic Training Education Program Disciplinary Committee (Chair)
7. NCATE Governance Committee
8. Delta Education Journal, Contributing Editor

Service Learning Projects and Recruitment Involvement

1. Choctaw Student Recruitment Visits[ATEP Orientation Coordinator]

Hosted by Delta State University School of Nursing

Retention and Other Teaching Involvement

1. Southeastern Athletic Trainers' Association Student Symposium [Instructor] (Atlanta, GA)

1. Approved Clinical Instructor Workshop [Organizer and Speaker]

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

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

Todd Davis:

University & College Service

Year of the Student – Events and Activity

Union Renovation Council – Recreation Consultant

Mississippi Alliance for Health, Physical Education, Recreation, and Dance,
member

American Alliance for Health, Physical Education, Recreation, and Dance,
member

National Intramural Sports Association, member

National Recreation and Parks Association, member

Asst./Assoc. Professor Search Committee member

Sigma Alpha Epsilon - Faculty Advisor

Canoe Battleship Event for DSU Students

Developed Comprehensive Recruiting Program for ALL Mississippi Junior/Community Colleges in an attempt to increase student recruitment from HPER Programs

Community

Bell Academy Field Day – Archery/Ultimate Disc

OKRA Kids Camp Director and Creator

Wayne Lee:

Currently serving as a member of the Coaches Hall of Fame Selection Committee

Currently serving as a board member of the Delta State University Athletic Appeals Committee

Currently serve as a member of the Delta State University's Sports Hall of Fame Committee

Serve as a member of the Delta State University's Coaches Hall of Fame Committee

Work every year with the DSU Alumni Association on the "Ole DSU Grad" Reunion held each August at Lake Tiak O'Khata near Louisville, Mississippi

Serve on the DSU Athletic Appeals Committee

Member of the College of Education Diversity Committee

Bill Marchant:

Committees

Diversity Committee

Student Grievance Committee

HPER Undergraduate Curriculum Committee, Chair

Community

Fellowship of Christian Athletes "Rally Day" speaker

First Baptist Church, Deacon

Events

Organized banquet and golf tournament for "Sports Hall of Fame Weekend", in charge of (2) meetings that chose Hall of Fame inductees

Raised money for Athletic Alumni Assoc., presented plaques for Athletic Alumni Appreciation Award & Lawrence L. Stewart Award at Athletic Banquet each year

Tim Colbert:

Committees

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

Community

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

Hosted the 2011 Mississippi State Meeting for the Mississippi Alliance for Health, Physical Education, Recreation, and Dance (MAHPERD)

Athletic Department

Provide service to the athletic department and community members as an athletic trainer and Approved Clinical Instructor
Site Supervisor for NCAA Drug Testing, fall 2011

COE

COE Tent for Athletic Events
Faculty Marshall for Commencement
All Transfer and Freshman Orientation Sessions
ATEP First Aid/CPR training
Staff health and Wellness day

Organizations

National Athletic Trainers' Association (NATA)
South Eastern Athletic Trainers' Association (SEATA) – Education and Research Committee
Mississippi Athletic Trainer's Association (MATA)
Bolivar Medical Center Board of Trustees
American Alliance of Physical Education, Recreation, and Dance

Matt Dalrymple:

Students:

- Office hours are posted and maintained
- Student Advisement
- Faculty Representative to the Physical Education Student Society

University Service:

- Serve on the COE Assessment Committee
- Organized the HPER Process and Performance Review
- NCATE Accreditation Committee
- NCATE SPA Program report preparation
- Program Coordinator BS Ed. HPER
- Serve on the Undergraduate Curriculum Committee HPER

Non-University:

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

Professional Organizations:

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

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

Dr. Mary Jones submitted a self study and completed a successful site visit for the CAATE Accredited Athletic Training Education Program. Mr Matt Dalrymple completed and submitted the NASPE program report for the BSE in HPER.

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

The Coaching and Allied Health Minor were added this past year.

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Updated curriculum changes for HPER degrees:

- Review the need for minors in HPER nonteaching degrees
- Review ATEP for updates needed with new accreditation standards
- Add online options for the M. Ed. and MS in SHP

Propose the addition of laboratory fees for HSE 144 First Aid/CPR and HSE 244 First Aid/CPR