

AC 2022 – 2023 Assessment

Health and Physical Education K-12 (378)

Division: Gallaspy College of Education and Human Development

Department: Health & Human Performance

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Division Mission: The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

Department Mission. The Department of Health & Human Performance's academic programs provide a foundation for our students to leave Northwestern State University as innovative, contemporary leaders prepared for a variety of career opportunities in health, kinesiology, and sport. Our faculty provide a collaborative, supportive learning environment in which students discover, explore, and practice the knowledge, movement, and values that will help ensure a healthy, productive lifestyle and successful career.

Program Mission Statement. Through the completion of program requirements for Health and Physical Education K-12 Teaching, students will gain foundational knowledge in health, physical fitness, and pedagogy. Candidates will acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, critical thinking, research, reflective analysis, communication, and evaluation. The Bachelor of Science Degree in Health and Physical Education K-12 Teaching challenges teacher candidates to develop plausible solutions for health and physical fitness needs, beginning with kindergarten and continuing through 12th grade. Through these learning experiences, Health and Physical Education K-12 candidates become life-long learners with the desire to develop and promote physical activity for a lifetime.

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Methodology: The assessment process for the HPE K-12 program is as follows:

- (1) Data or evidence from assessment tools are collected and returned to the Department Head.
- (2) The Department Head will analyze the data or evidence to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the program faculty.
- (4) Individual meetings will be held with faculty teaching major undergraduate courses, if required (show cause).
- (5) The Department Head, in consultation with the HHP Advisory Committee, will propose changes to measurable outcomes, assessment tools for the next assessment period and where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1. The student will demonstrate a basic knowledge of principles and foundations of Health and Physical Education.

Course Map: Tied to course syllabus objectives.

HP 2010: Foundations of Physical Education
HP 2630: Motor Learning
HP 3550: Applied Kinesiology
HP 4000: Introduction to Adaptive P. E.
HP 4170: Exercise Testing, Evaluation and Prescription

Measure 1.1. (Direct – Knowledge):

SLO 1 is assessed through the Praxis II Health and Physical Education: Content Knowledge (#5857) exam. A passing score of 160 is required for successful achievement. The assessment is aligned with the 2008 NASPE Standards and is required for teacher licensure in the state of Louisiana. NSULA requires this assessment to be passed before the teacher candidate enters the teaching internship; therefore, the success rate is 100%.

Finding. Target was met.

100% of candidates (n=3) successfully passed Praxis II Health and Physical Education test (#5857).

Analysis.

In AC 2021-2022 the target was met. By creating a stronger alignment with the national standards, candidate success can be maintained as content on the Praxis II Health and Physical Education: Content Knowledge Exam (#5857) were addressed through courses. Additional instruction was provided to support HP 3550 subject matter, providing study sessions and labs as needed during the year, to enrich candidates' understanding of HAES curriculum material. Known practice materials and review sessions provided to promote success as well.

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Based on the analysis of the 2021-2022 results, the faculty provided the course and curriculum alignment to the current National Physical Education Teacher Education (PETE) Standards to drive the cycle of improvement. Course materials were tightened with the objectives of the Content Knowledge Exam content. These changes improved the student's ability to prepare for the Praxis II Health and Physical Education Content Knowledge (#5857) exam; thereby, continuing to push the cycle of improvement forward. Program improvements were maintained through the availability of increased study sessions as well as during labs, maintaining current information in courses, and the alignment with state and national standards on physical education.

As a result of these changes, in AC 2022-23, the target was met. Three teacher candidates successfully passed the Praxis II Health and Physical Education: Content Knowledge (#5857) exam.

These changes had a direct impact on the student's ability to demonstrate a basic knowledge of principles and foundations of Health and Physical Education.

Decision.

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Faculty will provide the course and curriculum alignment to the current National PETE Standards to drive the cycle of improvement. Course materials will be furthered analyzed and tightened for alignment with Content Knowledge Exam content.

These changes will improve the student's ability to demonstrate a basic knowledge of principles and foundations of Health and Physical Education, thereby continuing to push the cycle of improvement forward.

Measure 1.2. (Direct – Skills/Ability): Candidates will demonstrate their critical thinking and problem-solving skills through a variety of case studies, as well as scenario-driven exercises in which they are required to analyze and develop a response to a health and physical education-related situation. These case studies and scenario driven exercises are used in HP 2000, 2630, 3550, 4000, & 4170. In these responses, they must demonstrate proper response and actionable recommendations based on the information presented. 75% of the candidates will score 70% or higher on these exercises.

Finding. Target was met.

Analysis.

In AC 2021-2022 the target was met. 100% of the candidates scored 70% or higher on these exercises. This helped ensure that the candidates gained current knowledge in problem-solving and critical thinking relevant to physical literacy. The faculty conducted specific study sessions and labs during the year, to enrich candidates' understanding of course material.

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Based on the analysis of the 2021-2022 results, the faculty provided course materials including a variety of case studies as well as scenario-driven exercises in which they were required to analyze and develop a response to a health and physical education-related situation. These changes improved the student's ability for critical thinking and problem-solving skills thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2022-23, the target was met. 84.2% of the candidates (n = 19; measured through HP 2000, 2630, 3550, 4000, & 4170) scored 70% or higher on these exercises.

These changes had a direct impact on the student's ability to demonstrate their critical thinking and problem-solving skills through a variety of case studies, as well as scenario-driven exercises in which they are required to analyze and develop a response to a health and physical education-related situation.

Decision.

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Faculty will provide course materials including a variety of case studies as well as scenario-driven exercises in which they were required to analyze and develop a response to a health and physical education-related situation.

These changes will improve the student's ability to demonstrate a basic knowledge of principles and foundations of Health and Physical Education, thereby continuing to push the cycle of improvement forward.

SLO 2. The student will demonstrate the ability to develop an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations.

Course Map: Tied to course syllabi below.

HP 2110: Basic Movement and Rhythmical Activities
HP 2230: Recreational and Innovative Games
HP 2240: Individual and Dual Sports
HP 2270: Physical Fitness
HP 2280: Team Sports

Measure: 2.1. (Direct – Skill / Ability)

Students will develop content knowledge in the presentation of physical education techniques through activity demonstrations with class participants. This will be achieved by attaining a grade of at least 70% on a 4-week unit lesson plan of instruction in one of the physical education techniques classes. 75% of the students will score 70% or higher on these exercises.

Finding. Target was met.

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Analysis.

In AC 2021-2022 the target was met. 80% of the students scored 70% or higher on these exercises. These changes impacted on the student's ability to present physical education techniques through activity demonstrations.

Based on the analysis of the 2021-2022 results, the faculty implemented courses that the students could practice how to present physical education techniques through activity demonstrations with class participants. Also, the faculty collaborated with the NSU Lab School physical educators to create authentic teaching experiences for the students. These changes improved the students' ability to present physical education techniques through activity demonstrations.

As a result of these changes, in AC 2022-23, the target was met. 86.6% of the students (n = 15; measured at HP 2230 & 2270) scored 70% or higher on these exercises.

These changes had a direct impact on the student's ability to develop content knowledge in the presentation of physical education techniques through activity demonstrations with class participants.

Decision.

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty will refine course activities where students practice how to present physical education techniques through activity demonstrations with class participants. In addition, the faculty will collaborate with the NSU lab physical educators to create authentic teaching experiences for the students.

These changes will improve the student's ability to demonstrate the ability to develop an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations, thereby continuing to push the cycle of improvement forward.

Measure: 2.2. (Direct -- Knowledge)

Candidates will describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented. This will be determined with 75% of the students earning a score of at least 70% on semester technique/skill presented.

Finding. Target was met.

Analysis.

In AC 2021-2022 the target was met. 100% of the students earned a score of at least 70% on semester technique/skill presented. These changes impacted on the student's ability to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented.

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Based on the analysis of the 2021-2022 results the faculty provided course materials that promoted students to spend more hours practicing the activity and the exercise needed to satisfy the outcome required by the respective technique presented. These changes improved the student's ability to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2022-23, the target was met. 95% of the students (n=15; measured at HP 2230 & 2270) scored 70% or higher on these exercises.

These changes had a direct impact on the student's ability to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented.

Decision.

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. Faculty will provide course materials that encourage students to spend more hours practicing the activity and the exercise needed to satisfy the outcome required by the respective technique presented.

These changes will improve the student's ability to demonstrate the ability to develop an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations, thereby continuing to push the cycle of improvement forward.

SLO 3. The student will be able to demonstrate the ability to administer test protocols for evaluating the components of physical fitness.

Course Map: Tied to course syllabi below.

HP 3561: Exercise Physiology Laboratory

HP 4170: Testing, Evaluation, and Prescription of Exercise in Health and Human Performance

Measure 3.1. (Direct – Skill / Ability)

The candidate will earn a performance evaluation score of 70% or higher in the administration of testing protocols for various physical fitness components. This will be determined with 75% of the candidates earning a score of at least 70% or higher in the administration of testing protocols for various physical fitness components.

Finding. Target was met.

Analysis.

In AC 2021-2022 the target was met. 100% of students earned score at least 70% or higher in the administration of testing protocols for various physical fitness

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components. These changes helped students continue to be successful in these two courses, as the curriculum calls for a “hands-on” approach to the outcomes.

Based on the analysis of the 2021-2022 results, faculty taught HP 4170 in lab-like conditions, as students evaluated case studies, and wrote protocols for activity-based prescription treatments to drive the cycle of improvement. These changes improved the student’s ability to administrate testing protocols for various physical fitness components thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2022-23, the target was met. 100% of the students (n = 6; measured at HP 3561 & 4170) scored 70% or higher on these exercises.

These changes had a direct impact on the student’s ability to demonstrate competence in performance evaluation score of 70% or higher in the administration of testing protocols for various physical fitness components.

Decision.

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty will teach HP 4170 as lab-like conditions, as students evaluated case studies and wrote protocols for activity-based prescription treatments to drive the cycle of improvement.

These changes will improve the student’s ability to demonstrate the ability to administer test protocols for evaluating the components of physical fitness, thereby continuing to push the cycle of improvement forward.

Measure 3.2. (Direct – Knowledge)

The candidate will correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (elementary, middle, and secondary levels). This will be determined with 75% of the candidates scoring 70% or higher on correctly selecting the appropriate fitness test and scoring guides.

Finding. Target was met.

Analysis.

In AC 2021-2022 the target was met. 100% of the students scored 70% or higher on correctly selecting the appropriate fitness test and scoring guides.

Based on the analysis of the 2021-2022 results, the faculty aligned courses and content to the current National PETE Standards. These changes improved the student’s ability to gain current knowledge in problem-solving and critical thinking relevant to physical literacy thereby continuing to push the cycle of improvement forward.

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As a result of these changes, in AC 2022-23, the target was met. 100% of the students (n = 6; measured at HP 3561 & 4170) scored 70% or higher on correctly selecting the appropriate fitness test and scoring guides.

These changes had a direct impact on the student's ability to correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (elementary, middle, and secondary levels).

Decision.

In AC 2022-2023, the target was met.

Based on information gathered from analysis of the AC 2022-2023 data, faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement. In AC 2023-2024, faculty will provide the course and curriculum alignment to the current National PETE Standards.

These changes will improve the student's ability to demonstrate the ability to administer test protocols for evaluating the components of physical fitness, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

Program faculty made several decisions after examining results of data analysis from AC 2021-2022 which resulted in improved student learning and program improvement in AC 2022-2023.

Based on the analysis of the results, program improvements produced positive results, and new and more refined case studies and the implementation of the APA guidelines ensured growth for results in AY 2022-2023. Study sessions and labs, with the addition of individual meetings with the faculty, were used with effective teaching strategies designed to increase candidates' success.

Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2022-2023 and will take steps to continue to improve student learning in AC 2023-2024:

- Faculty will utilize more precise measures including course materials to measure student achievement aligned with the student learning outcomes.
- Faculty will provide the course and curriculum alignment to the current National PETE Standards. Course materials will be closely tightened with Content Knowledge Exam content.
- Faculty will provide course materials including a variety of case studies as well as scenario-driven exercises in which they were required to analyze and develop a response to a health and physical education-related situation. Faculty will implement courses that the students could practice how to present physical education techniques through activity demonstrations with class participants. In addition, the faculty will continuously collaborate with the NSU lab physical

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educators to create authentic teaching experiences for the students.

- Faculty will provide course materials that promote students to spend more hours practicing the activity and the exercise needed to satisfy the outcome required by the respective technique presented. Faculty will teach HP 4170 as lab-like conditions, as students evaluated case studies and wrote protocols for activity-based prescription treatments to drive the cycle of improvement.