

Assessment Cycle AY 2018 – 2019

Health and Physical Education K-12 (378)

College: Gallaspy College of Education and Human Development

Prepared by: John Dollar

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Approved by: Kim McAlister

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Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Gallaspy College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and setting. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Department of Health and Human Performance's Mission. The Department of Health and Human Performance at Northwestern State University of Louisiana provides training for health, physical education, exercise science, and sport professionals. Dedicated faculty and staff members build student knowledge through the discussion and utilization of current practices, topics, and trends to optimize classroom engagement. The department goals align with the Gallaspy Family College of Education and Human Development, as faculty and staff members actively implement transformational, high-impact experiential learning practices, research, and service for a diverse population of learners. Students may earn one of three degrees – Bachelor of Science in Health and Exercise Science, Bachelor of Science in Health and Physical Education, or Master of Science in Health and Human Performance. Additionally,

Assessment Cycle AY 2018 – 2019

students in the Department of Health and Human Performance participate in competitive internships in a wide variety of locations.

Health and Physical Education 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 and continuing from kindergarten through 12th grade. Through these learning experiences, Health and Physical Education K-12 candidates become life-long learners with the ability to encourage students with the desire to develop and promote physical activity for a lifetime.

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

Assessment Cycle AY 2018 – 2019

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 into the teaching internship; therefore, the success rate is 100%.

Findings:

AY 2017-2018: Met Target with 100% pass rate.

AY 2016-2017: Met Target with 100% pass rate.

Analysis: In 2017-2018 the target was met. To continue this success as the number of candidates increase in the HPE (378) major, the AY 2017-2018 evidence is shown through the alignment of coursework with the 2017 CAEP Standards required for teacher licensure in the state of Louisiana. Therefore, 100% student's success rate can be maintained, by requiring this assessment to be passed before the teacher candidate enters the teaching internship, the success rate should remain 100%. Based on the analysis of these results the following changes were implemented in 2018-2019: critical thinking skills in the Foundations course (HP 2010) were provided, and related to concepts in the motor, psychosocial and affective domain. As a result, in 2018-2019, the target was met with 100% pass rate.

Decision: Based on the analysis of the results for AY 2018 – 2019, and to drive continuous improvement in the HPE program, faculty will include the course and curriculum alignment to the current National Physical Education Teacher Education (PETE) Standards. By creating this 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) will continually be covered through courses. Additionally, known practice materials and review sessions will be held to promote success. As the number of candidates and size of the classes increase, these review sessions could help candidate learning and increase the first attempt pass rate. Currently, no review sessions have been implemented. This curriculum program is currently on hold, as a new faculty position is filled through present search committee. New faculty member should be in place by August 2nd, 2019, for the AY 2019-2020.

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. In these responses, they must demonstrate proper response and actionable recommendations based on the

Assessment Cycle AY 2018 – 2019

information presented. 75% of the candidates will score 70% or higher on these exercises.

Findings:

Ay 2018-2019: HP 2010 target met. 88% of the candidates achieved 70% or higher.

AY 2017-2018: HP 2010 target met. 85% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2010 target met. 92% of the candidates achieved 70% or higher.

AY 2018-2019: HP 2630 target met. 100% of the candidates achieved 70% or higher.

AY 2017-2018: HP 2630 target met. 90% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2630 target met. 100% of the candidates achieved 70% or higher.

AY 2018-2019: HP 3550 target not met. 25% of the candidates achieved 70% or higher.

AY 2017-2018: HP 3550 target met. 75% of the candidates achieved 70% or higher.

AY 2016-2017: HP 3550 target met. 100% of the candidates achieved 70% or higher.

AY 2018-2019: HP 4000 target NOT met. 66% of the candidates achieved 70% or higher.

AY 2017-2018: HP 4000 target met. 83% of the candidates achieved 70% or higher.

AY 2016-2017: HP 4000 target met. 86% of the candidates achieved 70% or higher.

AY 2018-2019: HP 4170 target met. 75% of the candidates achieved 70% or higher.

AY 2017-2018: HP 4170 target met. 88% of the candidates achieved 70% or higher.

AY 2016-2017: HP 4170 target met. 100% of the candidates achieved 70% or higher.

Finding: Target NOT met (Table #1)

Table #1

Course	Fall 2018		Spring 2019		Percent Total
	Mid-Semester	Final	Mid-Semester	Final	
HP 2010	8 of 8	7 of 8			88.00
HP 2630	0	0	5 of 5	5 of 5	100.00
HP 3550			1 of 4	1 of 4	25.00
HP 4000			2 of 3	2 of 3	66.00
HP 4170	1 of 1	1 of 1	2 of 3	2 of 3	75.00

Assessment Cycle AY 2018 – 2019

Analysis: In 2017-2018 the target was met. Based on the analysis of these results the following changes were implemented in 2018-2019: 1) faculty implemented one-on-one meetings with instructor for review, q/a and review of class lectures; 2) exams were altered in format to offer a better mix of style questions; 3) daily class schedules were changed to meet on MWF (3 times) instead of the current TR (2 day/week meetings). As a result, in AY 2018 – 2019, the target of 75% was not met. However, the percentages of success in courses increased, which was a positive change. Only 66% (18 of 27) students scored 70% or higher on these exercises. The current low number of 378 students in the classes listed, and whereas 1 in 4 or 2 out of 3 numbers, skewers the analysis inordinately. Enhancements to instruction were introduced, including increasing student critical thinking and problem-solving skills through a variety of case studies, as well as scenario-driven exercises, in which students were required to analyze and develop a response to a health and physical education-related situation. Only 66% were able to demonstrate proper response and actionable recommendations, based on the information presented.

For AY 2018-19, enrollment numbers in the 378 curricula were down. With enrollment numbers at 3 and 4 and 5 in the respective courses, the percentage rates below 70% were escalated (e.g., two out of three is successful, but at the 66th percent rate). Additionally, the same non-participative student enrolled in multiple classes, moves the total percentage from 100% (3 out of 3) to 66% (2 out of 3). These courses and scenario-driven exercises were implemented by a third-year faculty, so the instruction has been consistently adjusted upward for the past 3 years. One single academically challenged student, who did not even attend the HP 4000 course, resulted in the 66% reported success rate. With the removal of this student from the class rolls, the success rate would have been at 100% for HP 3550, HP 4000 and HP 4170 as well.

Current curriculum is aligned with the National / State Standards for physical education teachers (PETE). Study labs were only associated with HP 3560 (HP 3561 lab, fall only).

Decision: Based on the analysis of the 2018-2019 results, in AY 2019-2020, the faculty will align the curriculum to meet the national and state standards for physical education teacher education programs. Additionally, implemented changes numbered 1-3 will remain in place in further support for more positive percentage increases to success. This will help ensure the candidates are continuously gaining current knowledge in problem-solving and critical thinking relevant to physical literacy. The faculty will conduct specific study sessions and labs during the year, to enrich candidates' understanding of course material.

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.

Assessment Cycle AY 2018 – 2019

Course Map: Tied to course syllabus 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 level of 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.

Findings:

AY 2018-2019: HP 2110 target met. 100% of the candidates achieved 70% or higher.

AY 2017-2018: HP 2110 target met. 92% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2110 was not offered.

AY 2018-2019: HP 2230 target met. 100% of the candidates achieved 70% or higher.

AY 2017-2018: HP 2230 target met. 100% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2230 target met. 100% of the candidates achieved 70% or higher.

AY 2018-2019: HP 2240 target met. 100% of the candidates achieved 70% or higher.

AY 2017-2018: HP 2240 target met. 100% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2240 target met. 100% of the candidates achieved 70% or higher.

AY 2018-2019: HP 2270 target met. 88% of the candidates achieved 70% or higher.

AY 2017-2018: HP 2270 target met. 62% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2270 target met. 100% of the candidates achieved 70% or higher.

AY 2018-2019: HP 2280 target met. 100% of the candidates achieved 70% or higher.

AY 2017-2018: HP 2280 target met. 89% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2280 target met. 100% of the candidates achieved 70% or higher.

Finding: Target Met.

Assessment Cycle AY 2018 – 2019

Table #2

Course	Fall 2018			Spring 2019		Percent Total
	Mid-Semester	Final		Mid-Semester	Final	
HP 2110	8 of 8	8 of 8				100.00%
HP 2230				9 of 9	9 of 9	100.00%
HP 2240				4 of 4	4 of 4	100.00%
HP 2270	0 of 7	6 of 7		1 of 1	1 of 1	88.00%
HP 2280	9 of 9	9 of 9				100.00%

Analysis: In 2017-2018 the target was met. Based on the analysis of these results the following changes were implemented in 2018-2019: 1) a new lesson plan form was implemented, using more accurate documentation of teaching observations in these activity-based classes; 2) new lesson plan form better illustrated the preparatory elements to the teaching of skills observed in the classes. As a result, in AY 2018 – 2019, evidence is shown that 97% (37 of 38) enrolled candidates developed content knowledge in the presentation of physical education techniques, through activity demonstrations with class participants. This measure was achieved by attaining a minimum grade level of 70% on a 4-week unit lesson plan of instruction, in one of the physical education techniques classes. For AY 2018-2019, the lesson plan template was revised to reflect more specific goals and objectives related to the activity / technique performance courses.

Decision: Based on the analysis of the 2018-2019 results, continuous improvement will result in AY 2019 – 2020. The new faculty member (Fall 2019) will align curriculum to meet the national (PETE) and state standards for physical education teacher education programs. Also, the new lesson plan form and reporting instrument will remain in place. This will help ensure the candidates are continuously gaining current knowledge in problem-solving and critical thinking relevant to physical literacy. The plan of action for increasing these scores for HP 2270: Physical Fitness will be instructed by faculty with the help of graduate assistants. Additional instruction was provided to support HP 3560 and HP 3550 subject matter, providing study sessions and labs as needed during the year, to enrich candidates' understanding of HAES curriculum material. Program improvements will be 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. AY 2018 – 2019 analysis indicated that attention is needed in HP 2270 Physical Fitness. Therefore, with the addition of study sessions as well as labs, candidate learning and prep for HP 3550 and HP 3560, success at the upper levels (3000 and 4000 level) coursework is expected.

Measure: 2.2. (Direct -- Knowledge)

Candidates will be able to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique

Assessment Cycle AY 2018 – 2019

presented. This will be determined with 75% of the students earning a score at least 70% on semester technique/skill presented.

Findings:

AY 2018-2019: HP 2110 target met. 100% of the candidates achieved 70% or higher

AY 2017-2018: HP 2110 target met. 92% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2110 was not offered.

AY 2018-2019: HP 2230 target met. 100% of the candidates achieved 70% or higher

AY 2017-2018: HP 2230 target met. 100% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2230 target met. 100% of the candidates achieved 70% or higher.

AY 2018-2019: HP 2240 target met. 100% of the candidates achieved 70% or higher. AY 2017-2018: HP 2240 target met. 100% of the candidates achieved 70% or higher. AY 2016-2017: HP 2240 target met. 100% of the candidates achieved 70% or higher.

AY 2018-2019: HP 2270 target met. 88% of the candidates achieved 70% or higher.

AY 2017-2018: HP 2270 target met. 62% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2270 target met. 100% of the candidates achieved 70% or higher.

AY 2018-2019: HP 2280 target met. 100% of the candidates achieved 70% or higher.

AY 2017-2018: HP 2280 target met. 89% of the candidates achieved 70% or higher.

AY 2016-2017: HP 2280 target met. 100% of the candidates achieved 70% or higher.

Table #3

Course	Fall 2018		Spring 2019		Percent Total
	Mid-Semester	Final	Mid-Semester	Final	
HP 2110	8 of 8	8 of 8			100.00%
HP 2230			9 of 9	9 of 9	100.00%
HP 2240			4 of 4	4 of 4	100.00%
HP 2270	0 of 7	6 of 7	1 of 1	1 of 1	88.00%
HP 2280	9 of 9	9 of 9			100.00%

Analysis: In 2017-2018 the target was met. Based on the analysis of these results the following changes were implemented in 2018-2019: 1) a new lesson plan form was implemented, using more accurate documentation of teaching observations in these activity-based classes; 2) new lesson plan form better illustrated the preparatory elements to the teaching of skills observed in the classes. As a result, in AY 2018 – 2019, 97.36% of the students earned a score of at least 70% on semester

Assessment Cycle AY 2018 – 2019

technique/skill presented. The measure for AY 2018 – 2019 was the same criteria established during in previous years, whereby enrolled candidates described and applied the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented. This was determined with 97% of the candidates earning a score at least 70% on semester technique/skill presented.

Decision: Based on the analysis of the 2018-2019 results, in AY 2019-2020, program improvements will continue to provide more evidence of candidates' understanding through enrichment of study sessions and during labs. Also, the new lesson plan form and reporting instrument will remain in place. By continually maintaining current information in the courses and alignment with state and national standards on physical education teacher education, candidates will obtain the information required for academic successes. More specifically, data analysis for AY 2016-2017 and AY 2017-2018 indicated that increased attention was needed in HP 2270 Physical Fitness. Therefore, with the addition of study sessions and labs, candidates' learning, and success has been increased. Fall 2019 – 2020 adjustments to course materials (study and review guidelines) from the full-time faculty members will stabilize and initiate an up-swing in academic performance among the students enrolled in the two sections of the course.

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 syllabus 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 at least 70% or higher in the administration of testing protocols for various physical fitness components.

Findings:

AY 2019-2019: HP 3561 target met. 100% of candidates achieved 70% or higher

AY 2017-2018: HP 3561 target met. 83% of the candidates achieved 70% or higher.

AY 2016-2017: HP 3561 target met. 100% of the candidates achieved 70% or higher.

AY 2018-2019: HP 4170 target met. 75% of candidates achieved 70% or higher.

AY 2017-2018: HP 4170 target met. 88% of the candidates achieved 70% or higher.

Assessment Cycle AY 2018 – 2019

AY 2016-2017: HP 4170 target met. 100% of the candidates achieved 70% or higher.

Table #4

Course	Fall 2018			Spring 2019		Percent
	Mid-Semester	Final		Mid-Semester	Final	Total
HP 3561	3 of 3	3 of 3				100%
HP 4170	1 of 1	1 of 1		2 of 3	2 of 3	75.00%

Analysis: In 2017-2018 the target was met. Based on the analysis of these results in AY 2018-2019, the faculty aligned the curriculum to meet the national and state standards for physical education teacher education programs. By doing so this helped ensure the candidates continuously gained current knowledge in fitness testing relevant to physical literacy. Faculty with the help of graduate assistants, conducted study sessions and labs during the year, to enrich candidates' understanding of course material. As a result, in AY 2018 -- 2019, evidence is shown the target of 87% was met (6 of 7 students) as enrolled candidates earned a performance evaluation score of 70% or higher in the administration of testing protocols for various physical fitness components.

Decision: Based on the analysis of the results for AY 2018 -- 2019, continuous improvement resulted. In AY 2019-2020, program improvements will include the application of test protocols and the analysis of results to better establish program design. Study sessions will continue to enhance learning in these two courses: HP 3561 (lab) and HP 4170. Students should continue to be successful in these two courses, as the curriculum calls for a "hands-on" approach to the outcomes. HP 4170 is taught in lab-like conditions, as students evaluate case studies and write protocols for activity-based prescription treatments.

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.

Findings:

AY 2019-2019: HP 3561 target met. 100% of candidates achieved 70% or higher

AY 2017-2018: HP 3561 target met. 83% of the candidates achieved 70% or higher.

AY 2016-2017: HP 3561 target met. 100% of the candidates achieved 70% or higher.

AY 2018-2019: HP 4170 target met. 75% of candidates achieved 70% or higher.

AY 2017-2018: HP 4170 target met. 88% of the candidates achieved 70% or higher.

Assessment Cycle AY 2018 – 2019

AY 2016-2017: HP 4170 target met. 100% of the candidates achieved 70% or higher.

Table #5

Course	Fall 2018			Spring 2019		Percent
	Mid-Semester	Final		Mid-Semester	Final	Total
HP 3561	3 of 3	3 of 3				100%
HP 4170	1 of 1	1 of 1		2 of 3	2 of 3	75.00%

Analysis: In 2017-2018 the target was met. Based on the analysis of these results the following changes were implemented in 2018-2019: 1) enhanced training and practice in using the APA report writing style; and 2) specific time spent on citation reporting using the APA writing style. As a result, in AY 2018 -- 2019, evidence is shown the target of 75% was met as enrolled candidates 87% (6 of 7) correctly identified / selected and reported the appropriate test protocols to be used in various physical fitness and exercise settings (elementary, middle, and secondary levels). In the spring of 2019, HP 4170 had three HPE 378 students enrolled, and 2 of the 3 were successful. The low number of enrollees skews the analysis inordinately, and failure was due to absenteeism from the lab sessions.

Decision: Based on the analysis of the results for AY 2018 – 2019, in 2019-2020 the following improvement will be implemented? 1) enhanced training and practice in using the APA report writing style; and 2) specific time spent on citation reporting using the APA writing style, will continue to be implemented through the course / lab instructor. Program improvements will align with state and national physical education teacher education standards. The current analysis shows student improvement increases through the practical physical application of means and methods of physical education techniques.

Comprehensive Summary of Key Evidence of Improvements Based on the Analysis of Results:

Growth and academic success were evidenced through the development of better planning, evaluation and recording instruments, in addition to the enhanced implementation of the APA writing and reporting style. The more the students are required to use this style, the better the written products will become.

- Critical thinking skills in the Foundations course (HP 2010) were provided, and related to concepts in the motor, psychosocial and affective domain.
- HPE K-12 candidates reaching the upper levels of the curriculum were successful on the Praxis II Health and Physical Education: Content Knowledge (#5857) exam; therefore, becoming effective teachers.

Assessment Cycle AY 2018 – 2019

- Faculty implemented one-on-one meetings with instructor for review, q/a and review of class lectures; 2) exams were altered in format to offer a better mix of style questions; 3) daily class schedules were changed to meet on MWF (3 times) instead of the current TR (2 day/week meetings).
- a new lesson plan form was implemented, using more accurate documentation of teaching observations in these activity-based classes; 2) new lesson plan form better illustrated the preparatory elements to the teaching of skills observed in the classes.
- Courses were better aligned to the current national standards for initial Physical Education Teacher Education (PETE) (2017).
- Assessments in these courses were aligned specifically for measuring the SLOs.
- The effect of the study sessions and labs were designed to increase candidate success for meeting SLOs.
- Enhanced training and practice in using the APA report writing style were provided; and course specific time was spent on citation reporting using the APA writing style.

Plan of Action Moving Forward:

- Based on the analysis of the results, program improvements have produced positive results, and new and more refined case studies and the implementation of the APA guidelines will ensure growth for results in AY 2019-2020
- Assessments (via rubrics) in each course used for evidence will have an instrument designed specifically to measure the SLOs.
- Mid-term and final grades will be used as measurement of success for the candidates' evidence in AY 2019 – 2020.
- Courses are currently aligned to the current national standards for Initial Physical Education Teacher Education (2017).
- Study sessions and labs, with the addition of individual meetings with the instructor, will continue to be used as effective teaching strategies designed to increase candidates' success.