

# Health and Physical Education with Teaching (BA)

 Program-16

## Annual Assessment Plan

1

**2 PLO #1 - Evaluate implications (ULO 4)**

Evaluate the implications of educational philosophies and pedagogical approaches on teaching and learning.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HPED 309 & HPED 312 -- Field Experiences #1 & #2	80% of students will score 80% or higher on the critiques	309 Spring even years; 312 Fall even years

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% met goal



- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

N/A

3 **PLO #2 - Variety of skills (ULO 4)**

Demonstrate competencies in performing and teaching a variety of manipulative, locomotor and non-locomotor skills, including individual, dual, and group activities, aquatics, and outdoor pursuits.

**Outcome(s)**

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline

Measures	Targets	Timeline
HPED 309 & HPED 312 -- Block, unit, and lesson plans;	80 % of students will score 80% or higher on the	312 even fall; 309 even spring; 332 every spring

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

HPED 309 100% met goal  
HPED 332 100% met goal

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

N/A

- 4 **PLO #3 - Influencing factors (ULO 2)**  
Identify factors influencing health and human performance.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.



**3 Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
APHS 271 – Biomechanical analysis	80% of HPET majors will score 75% or higher on the research paper	Every spring
APHS 201 – Final Exam	80% of students will score 70% or higher on the exam	Every spring

**4 Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

APHS 271 100% met goal  
APHS 201 100% met goal

**5 Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

**6 Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

**5 PLO #4 - Analyze health aspects (ULO 2)**

Analyze current, historical, and controversial aspects of personal and societal health.

**Outcome(s)**

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HPED 305 – Discussion Facilitation	80% of students will achieve 80% or higher on the discussion facilitation	Every Fall

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the

Assessment of Student Learning website for suggestions about how to process assessment results.

100% met goal

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

N/A

6 **PLO #5 - Vocational call (ULO 5)**

Identify the aspects of Health and Physical Education that connect with ones' vocational call.

### Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.



Measures	Targets	Timeline
HPED 309, HPED 312 -- Philosophy of Health and Physical Education paper; HPED 332 Field Experiences Report/Analysis	80% of students will score 80% or higher on the criteria related to the outcomes and expectations of the class/lesson/curriculum.	312 even fall; 309 even spring; 332 every spring

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

HPED 309 100% met goal  
HPED 332 100% met goal

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

N/A

7 **PLO #6 - Christian expectations (ULO 3)**

Demonstrate Christian values, attitudes, and behaviors expected of a health and physical education professional.

Outcome(s)



- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HPED 201, HPED 309, HPED 312 – Philosophy of Physical Education paper	80 % of students will score 80% or higher on the criteria related to philosophical foundations as connected to personal faith on the paper.	312 even fall; 309 even spring; 201 every fall

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

HPED 201 80% met goal  
HPED 309 100% met goal

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional



support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

N/A

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

## Assessment Rubric

- 1 **Process**

	1	2	3	4
<b>Is the plan being implemented faithfully and revised as needed?</b>	<p><input type="radio"/></p> <p>Assessment plan is not implemented.</p>	<p><input type="radio"/></p> <p>Most aspects of plan are being implemented or all aspects are implemented to some degree.</p>	<p><input checked="" type="radio"/></p> <p>Assessment plan is fully implemented.</p>	<p><input type="radio"/></p> <p>Plan is faithfully executed and modified/evaluated as needed.</p>

- 2 Explanations:


- 3 **Engagement**

	1	2	3	4
<p><b>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</b></p>	<p style="text-align: center;"><input type="radio"/></p> <p>Limited involvement beyond chair/director</p>	<p style="text-align: center;"><input checked="" type="radio"/></p> <p>All educators contributing to the curriculum are aware of process and results</p>	<p style="text-align: center;"><input type="radio"/></p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p>	<p style="text-align: center;"><input type="radio"/></p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p>

4 Explanations:

5 **Program Learning Objectives**

	1	2	3	4

	1	2	3	4
<p><b>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</b></p>	<p style="text-align: center;"></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

6 Explanations:

7 **Measures**

	1	2	3	4

	1	2	3	4
<p><b>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</b></p>	<p>○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p>○</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p>●</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p>○</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

8 Explanations:

9 **Targets**

	1	2	3	4

	1	2	3	4
<p><b>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</b></p>	<p style="text-align: center;"><input type="radio"/></p> <p>Some targets are missing.</p>	<p style="text-align: center;"><input checked="" type="radio"/></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p style="text-align: center;"><input type="radio"/></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p style="text-align: center;"><input type="radio"/></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

**10** Explanations:

I'm concerned about the targets because this is such a small program. '80% of students scored 80% or higher' effectively means a very small number of students achieved the target when the class size is small.

**11** **Timeline**

	1	2	3	4





	1	2	3	4
<b>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</b>	<p style="text-align: center;">○</p> <p>Not identified clearly for all measures.</p>	<p style="text-align: center;">○</p> <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p style="text-align: center;">○</p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p style="text-align: center;">○</p> <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

I suggest modifying the description of the timeline to avoid using the word 'year' because it can cause confusion. We have *odd years* (ie 2020-21) that include *even falls* (F20). Sticking with 'odd falls' and 'even springs', etc. is more clear when one is referring to a particular semester.

13 **Action Plan**

	1	2	3	4

	1	2	3	4
<p><b>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</b></p>	<p style="text-align: center;"></p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p style="text-align: center;"></p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14 Explanations:

15 **Dissemination**

	1	2	3	4



	1	2	3	4
<p><b>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</b></p>	<p><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

16 Explanations:

### Additional Feedback

1 Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT