

**UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM  
EFFECTIVENESS PROGRAM  
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Serve Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process;</li> <li>2. respond sensitively to individual differences and diversity;</li> <li>3. understand and anticipate the needs of a global society;</li> <li>4. plan and implement learning experiences that support the highest level of student potential;</li> <li>5. continue to reflect, refine, and revise professional practices;</li> </ol>	<ol style="list-style-type: none"> <li>1. The graduating educator reflects on the ongoing professional development of the university training program (NASPE 6). (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</li> <li>2. Physical Education, Health, and Recreation candidates will recall, comprehend, and apply scientific and theoretical knowledge in the following areas: physiological and biomechanical concepts (NASPE 1.1); motor learning and psychological/behavioral theory (NASPE 1.2); motor development theory and principles (NASPE 1.3); as related to skillful movement, physical activity and fitness; as well as identify historical, philosophical, and social perspectives of physical education issues in legislation (NASPE 1.4); and analyze and correct critical elements of motor skills and performance concepts (NASPE 1.5). (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</li> </ol>	<ol style="list-style-type: none"> <li>1. A. The Exit Interview by graduates from the university measures all programs, their mission and instructional effectiveness. The target population will rate the undergraduate teacher program at 4.0 or higher across 12 indicators on a 5 point Likert Scale</li> <li>2. A. When students complete PED 231 <i>History of and Introduction to Physical Education</i>, the target population will make a mean score of 86% or higher on the comprehensive content knowledge examination (NASPE 1.4).</li> <li>2. B. In PED 336 <i>Kinesiology</i>, students will recall and apply physiological and biomedical concepts relating to human fitness (NASPE 1.1). The key assessment is the comprehensive content knowledge examination. The target population will make a mean score of 86% or higher.</li> </ol>		

# UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM EFFECTIVENESS PROGRAM 2013-2014

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process;</li> <li>2. respond sensitively to individual differences and diversity;</li> <li>3. understand and anticipate the needs of a global society;</li> <li>4. plan and implement learning experiences that support the highest level of student potential;</li> <li>5. continue to reflect, refine, and revise professional practices;</li> <li>6. collaborate with others to promote learning;</li> </ol>	<ol style="list-style-type: none"> <li>1. The graduating candidate reflects on the ongoing professional development of the university training program (NASPE 6). (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</li> </ol>	<ol style="list-style-type: none"> <li>1. A. The Exit Interview by graduates from the university measures all programs, their mission and instructional effectiveness. The target population will rate the undergraduate teacher program at 4.0 or higher across 12 indicators on a 5 point Likert Scale</li> </ol>	<p>1. A. The Exit Interview does not evaluate individual programs. Therefore the "n" represents all undergraduate graduating students. The survey has 12 categories:</p> <p>N=24 Tradition Campus</p> <p>Promotes the practice of Christian Principles – Mean 4.7 S.D. 0.9</p> <p>Provides an atmosphere in which persons of different faiths, cultures, and nationalities can be challenged intellectually, but also can develop spiritually, morally, emotionally, socially, and physically – Mean 4.8 S.D. 0.6</p> <p>Emphasizes the cultural values of the arts and sciences – Mean 4.7 SD 0.7</p> <p>Teaches effective communication – Mean 4.6 S.D. 0.7</p> <p>Stimulates critical thinking – Mean 4.8 S.D. 0.7</p> <p>Maintains a high level of scholarship – Mean 4.8 S.D. 0.7</p> <p>Develops talent and recognizes achievement – Mean 4.7 S.D. 0.7</p> <p>Nurtures an appreciation of the fine arts – Mean 4.5 S.D. 0.8</p>	<p>1.A. The S.L.O. of 2.5 was exceeded at 2.91. This is a key assessment completed during the senior year.</p>

<p>7. Build caring, reflective decision-makers.</p>			<p>Provides basic professional training in selected areas – Mean 4.7 S.D. 0.7</p> <p>Develops responsible leaders and citizens – Mean 4.8 S.D. 0.6</p> <p>The primary aims of faculty and staff are to provide for each student effective instruction, proper example, judicious counsel, and loving concern – Mean 4.7 S.D. 0.7</p> <p>In striving to reach these objectives, William Carey University seeks to have each individual within the University community – students, faculty, staff, and administrators – attain his/her highest potential Mean 4.8 S.D. 0.6</p> <p>Total Mean 4.7 S.D. 0.7</p> <p>N=39 Main Campus</p> <p>Promotes the practice of Christian Principles – Mean 4.9 S.D. 0.4</p> <p>Provides an atmosphere in which persons of different faiths, cultures, and nationalities can be challenged intellectually, but also can develop spiritually, morally, emotionally, socially, and physically – Mean 4.7 S.D. 0.7</p> <p>Emphasizes the cultural values of the arts and sciences – Mean 4.6 SD 0.5</p> <p>Teaches effective communication – Mean 4.6 S.D. 0.9</p> <p>Stimulates critical thinking – Mean 4.7 S.D. 0.7</p>	
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	<p>2. Physical Education, Health, Recreation candidates will be able to demonstrate competent movement performance and health enhancing fitness (NASPE 2) in the following areas: demonstrate personal competence in motor skill performance (NASPE 2.1); Achieve and maintain a health enhancing level of fitness (NASPE 2.2); demonstrate performance concepts related to skillful movement (NASPE 2.3).</p>	<p>2. A. Content Knowledge examination – PED 231 – History and Introduction to Physical Education. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p>	<p>2.A. PED 231 examination had four performance levels set at: Target (85%) 8 Acceptable (80%) 3 Emerging (75%) 0 Unacceptable (74%) 0 N=11 Total mean = 87%</p>	<p>2. A. PED 231 S.L.O. was met.</p>

		<p>2. B. Content Knowledge examination – HEA 323 – Consumer Health. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p> <p>2.C. PED 336 – Content Knowledge Examination- Kinesiology. The Student Learning Outcome: the group will earn an overall mean of 85% or higher on the content knowledge examination.</p>	<p>2.B. HEA 323 Consumer Health Target (85%) 8 Acceptable (80%) 2 Emerging (75%) 1 Unacceptable (74%) 0 N=11 Total mean = 89%</p> <p>2.C. PED 336 examination has four performance levels: Target (85%) 7 Acceptable (80%) 3 Emerging (75%) 1 Unacceptable (74%) 1 N=11 Total mean = 86%</p>	<p>2.B. HEA 323 S.L.O. was met.</p> <p>2.C. PED 336 S.L.O. was met.</p>
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# UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM EFFECTIVENESS PROGRAM 2012-2013

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process;</li> <li>2. respond sensitively to individual differences and diversity;</li> <li>3. understand and anticipate the needs of a global society;</li> <li>4. plan and implement learning experiences that support the highest level of student potential;</li> <li>5. continue to reflect, refine, and revise professional practices;</li> <li>6. collaborate with others to promote learning;</li> </ol>	<ol style="list-style-type: none"> <li>1. Physical Education, Health, and Recreation candidates will recall, comprehend, and apply scientific and theoretical knowledge in the following areas: physiological and biomechanical concepts (NASPE 1.1); motor learning and psychological/behavioral theory (NASPE 1.2)</li> <li>2. Physical Education, Health, and Recreation candidates will recall, comprehend, and apply scientific and theoretical knowledge in the following areas as related to skillful movement, physical activity and fitness; as well as identify historical, philosophical, and social perspectives of physical education issues in legislation (NASPE 1.4).</li> </ol>	<ol style="list-style-type: none"> <li>1.A. HEA 300 – Health, Exercise and Healthy Lifestyles examines candidates with a final comprehensive test. The Student Learning Outcome is that the group mean will be 85% or higher for the test.</li> <li>2.A. When students complete PED 231 <i>History of and Introduction to Physical Education</i>, the target population will make a mean score of 85% or higher on the comprehensive content knowledge examination (NASPE 1.4).</li> <li>2.B. In PED 339, <i>Methods of Teaching Health and Physical Education in Secondary Schools</i>, the target population will design a lesson plan for secondary students (NASPE 3.1, 3.2, 3.3, 3.5, 3.6) based on a mean score of 3.2 or higher (4 point Likert scale) on each of the five part rubric standards:               <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards;</li> <li>2) Objectives/S.L.O.</li> <li>3) Procedure and Materials;</li> <li>4) Assessment;</li> <li>5) Differentiated Instruction.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1.A. HEA 300 final examination group mean was 81% with an N of 25.</li> <li>2.A. PED 231 History of and Introduction to Physical Education: Mean—86 (n=14)</li> <li>2.B. The candidates' mean score for their lesson plan unit and teacher observation are below:  <input type="checkbox"/> PED 339 Methods in Secondary PE: Mean—100 (n=6)</li> </ol>	<ol style="list-style-type: none"> <li>1.A. The S.L.O. was not met. The examination will be analyzed by sections to increase the group mean.</li> <li>2.A. The S.L.O. for PED 231 was met.</li> <li>2.B. The S.L.O. was PED 339 was met.</li> </ol>

7. Build caring, reflective decision-makers.

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# UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM EFFECTIVENESS PROGRAM 2011-2012

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process;</li> <li>2. respond sensitively to individual differences and diversity;</li> <li>3. understand and anticipate the needs of a global society;</li> <li>4. plan and implement learning experiences that support the highest level of student potential;</li> <li>5. continue to reflect, refine, and revise professional practices;</li> <li>6. collaborate with others to promote learning;</li> </ol>	<ol style="list-style-type: none"> <li>1. The graduating educator reflects on the ongoing professional development of the university training program (NASPE 6). (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</li> <li>2. Physical Education, Health, and Recreation candidates will recall, comprehend, and apply scientific and theoretical knowledge in the following areas: physiological and biomechanical concepts (NASPE 1.1); motor learning and psychological/behavioral theory (NASPE 1.2); motor development theory and principles (NASPE 1.3); as related to skillful movement, physical activity and fitness; as well as identify historical, philosophical, and social perspectives of physical education issues in legislation (NASPE 1.4); and analyze and correct critical elements of motor skills and performance concepts (NASPE 1.5). (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</li> </ol>	<ol style="list-style-type: none"> <li>1.A. The Exit Interview by graduates from the university measures all programs, their mission and instructional effectiveness. The target population will rate the undergraduate teacher program at 4.0 or higher across 12 indicators on a 5 point Likert Scale</li> <li>2.A. When students complete PED 231 <i>History of and Introduction to Physical Education</i>, the target population will make a mean score of 86% or higher on the comprehensive content knowledge examination (NASPE 1.4).</li> <li>2.B. In PED 336 <i>Kinesiology</i>, students will recall and apply physiological and biomedical concepts relating to human fitness (NASPE 1.1). The key assessment is the comprehensive content knowledge examination. The target population will make a mean score of 86% or higher.</li> </ol>	<ol style="list-style-type: none"> <li>1.A. No data was received from Central Administration this past year.</li> <li>2.A. The class mean for the comprehensive content knowledge examination was 83% (n=18).</li> <li>2.B. The PED 336 comprehensive content knowledge examination mean is 94% (n=24). Only three students did not meet the target score of 86%.</li> </ol>	<ol style="list-style-type: none"> <li>1.A. The Exit Interview is one of the most powerful indicators of the school's performance. Students who have graduated can express their opinions freely without any concerns. Therefore an overall mean of 4.44 in a five point Likert scale is definitely an important affirmation of the school's effectiveness in its mission and productivity. The Student Learning Outcome was met at a 4.0 or higher.</li> <li>2.A. The Student Learning Outcome (S.L.O.) did not meet 86%. Nine students did not reach the 86% class S.L.O. Nine reached the S.L.O. This is a key outcome for Program Outcome 2. Faculty has reviewed the content and discussed ways to more effectively delivery the content knowledge to the students.</li> <li>2.B. The S.L.O. was exceeded by 8%. This is a key content knowledge assessment and will be continued in 2012-2013.</li> </ol>



<p>7. Build caring, reflective decision-makers.</p>	<p>3. Physical Education, Health, Recreation candidates will be able to demonstrate competent movement performance and health enhancing fitness (NASPE 2) in the following areas: demonstrate personal competence in motor skill performance (NASPE 2.1); Achieve and maintain a health enhancing level of fitness (NASPE 2.2); demonstrate performance concepts related to skillful movement (NASPE 2.3).</p> <p>4. Physical Education, Health, and Recreation candidates will be able to design and implement short term and long term plans linked to instructional goals (NASPE 3.1, 3.2, 3.3), manage resources to provide active, fair learning experiences (NASPE 3.4), planning and adaptation for diverse student needs (NASPE 3.5), build a curriculum map of sequential instruction through unit planning (NASPE 3.6), and demonstrate knowledge of current technology by planning learning experiences (NASPE 3.7).</p>	<p>3.A. In PED 437 <i>Physical Education for the Exceptional Child</i>, the target population will design an "Exceptional Child Instructional Resources Portfolio" earning a mean score of 3.25 or higher on each of the three part rubric standards: Lesson Plans for Exceptional Children; Key Assessments; Motivational Instructional Material. The student candidates must earn a mean score of 86% for the total project.</p> <p>3.B. In PED 325 <i>Motor Development and Creative Rhythms</i>, the target population is assessed in their ability to perform and teach skillful movement and rhythms. The candidates will demonstrate these skills within the Motor Skills and Rhythm Teaching Unit. The S.L.O. for competency in the demonstration lesson rubric is 86%.</p> <p>4.A. . In PED 437 <i>Physical Education for the Exceptional Child</i>, the target population will design a lesson plan (NASPE 3.1, 3.2, 3.3, 3.4, 3.5, 3.7) based on a mean score of 3.2 or higher (4 point Likert scale) on each of the five part rubric standards:</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards;</li> <li>2) Objectives/S.L.O.</li> <li>3) Procedure and Materials;</li> <li>4) Assessment;</li> <li>5) Differentiated Instruction.</li> </ol>	<p>3.A. The mean score for the "Exceptional Child Instructional Resources Portfolio" was 79% (n=14) with the following Subsections:</p> <ol style="list-style-type: none"> <li>1) Lesson Plans for Exceptional Children;</li> <li>2) Key Assessments;</li> <li>3) Motivational Instructional Material.</li> </ol> <p>3.B. 91% (n=21) was the class mean score for the demonstration lesson rubric.</p> <p>4.A. In PED 437, the total lesson plan mean was 91% (n=14) with the S.L.O. being 86%. There were five areas in the rubric.</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards</li> <li>2) Objectives/S.L.O.</li> <li>3) Procedure and Materials</li> <li>4) Assessment</li> <li>5) Differentiated Instruction</li> </ol>	<p>3.A. Out of a population of 14 students, the class was unable to reach the S.L.O. by 7%. The S.L.O. was not met. During the 2011-2012 academic year, the faculty determined to spend more time describing the importance of portfolio construction and allowing for time in class to actually begin the process of building portfolio. The key assessment will be maintained for 2012-13.</p> <p>3.B. The S.L.O. was exceeded by 5 points. Assessment will be continued for 2012-2013.</p> <p>4.A. The S.L.O. was met for the total lesson plan mean of 91%. This year's assessment showed improvement in PED 337, PED 339, and PED 437 which are considered major pedagogy courses for the program.</p>
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		<p>4.B. In PED 337, <i>Methods of Teaching Health and Physical Education in Elementary Schools</i>, the target population will design a lesson plan for elementary students (NASPE 3.1, 3.2, 3.3, 3.5, 3.7) based on a mean score of 3.2 or higher (4 point Likert scale) on each of the five part rubric standards:</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards;</li> <li>2) Objectives/Specific Learning Outcomes;</li> <li>3) Procedure and Materials;</li> <li>4) Assessment;</li> <li>5) Differentiated Instruction.</li> </ol> <p>4.C. In PED 339, <i>Methods of Teaching Health and Physical Education in Secondary Schools</i>, the target population will design a lesson plan for secondary students (NASPE 3.1, 3.2, 3.3, 3.5, 3.6) based on a mean score of 3.2 or higher (4 point Likert scale) on each of the five part rubric standards:</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards;</li> <li>2) Objectives/S.L.O.</li> <li>3) Procedure and Materials;</li> <li>4) Assessment;</li> <li>5) Differentiated Instruction.</li> </ol>	<p>4.B. The class mean was 3.5 (n=22) which exceeded the S.L.O. of 3.2 or higher. There were five areas in the rubric.</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards</li> <li>2) Objectives/S.L.O.</li> <li>3) Procedure and Materials</li> <li>4) Assessment</li> <li>5) Differentiated Instruction</li> </ol> <p>4.C. In PED 339, the total lesson plan mean was 3.5 (n=20) with the S.L.O. being 3.2. There were ten students earning a score above the S.L.O. with nine students earning a score below the standard.</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards</li> <li>2) Objectives/S.L.O.</li> <li>3) Procedure and Materials</li> <li>4) Assessment</li> <li>5) Differentiated Instruction</li> </ol>	<p>4.B. This mean shows significant progress from the last two years.</p> <p>4.C. The S.L.O. was met. Faculty in course revisions has had a year to implement the new course redesign in completing plans when working at Y.M.C.A.s, recreational clubs, etc. The faculty considered course revisions to include a unit plan key assessment that will evaluate NASPE 3.6 <i>Building progressive, sequential instruction that addresses the diverse needs of all students.</i></p>
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<p>6. collaborate with others to promote learning; 7. Build caring, reflective decision-makers.</p>	<p>3. Physical Education, Health, Recreation candidates will be able to demonstrate competent movement performance and health enhancing fitness (NASPE 2) in the following areas: demonstrate personal competence in motor skill performance (NASPE 2.1); Achieve and maintain a health enhancing level of fitness (NASPE 2.2); demonstrate performance concepts related to skillful movement (NASPE 2.3).</p> <p>4. Physical Education, Health, and Recreation candidates will be able to design and implement short term and long term plans linked to instructional goals (NASPE 3.1, 3.2, 3.3), manage resources to provide active, fair learning experiences (NASPE 3.4), planning and adaptation for diverse student needs (NASPE 3.5), build a curriculum map of sequential instruction through unit planning (NASPE 3.6), and demonstrate knowledge of current technology by planning learning experiences (NASPE 3.7).</p>	<p>3. A. In PED 437 <i>Physical Education for the Exceptional Child</i>, the target population will design an "Exceptional Child Instructional Resources Portfolio" earning a mean score of 3.25 or higher on each of the three part rubric standards: Lesson Plans for Exceptional Children; Key Assessments; Motivational Instructional Material. The student candidates must earn a mean score of 86% for the total project.</p> <p>3. B. Content Knowledge examination – PED 231 – History and Introduction to Physical Education. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p> <p>3. C. Content Knowledge examination – HEA 323 – Consumer Health. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p> <p>4. A. Content Knowledge examination – PED 436 – Tests and Measurements. The Student Learning Outcome will earn an overall mean of 85% or higher on the content knowledge final examination.</p>		
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# UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM EFFECTIVENESS PROGRAM 2010-2011

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process;</li> <li>2. respond sensitively to individual differences and diversity;</li> <li>3. understand and anticipate the needs of a global society;</li> <li>4. plan and implement learning experiences that support the highest level of student potential;</li> <li>5. continue to reflect, refine, and revise professional practices;</li> <li>6. collaborate with others to promote learning;</li> </ol>	<ol style="list-style-type: none"> <li>1. The graduating educator reflects on the ongoing professional development of the university training program (NASPE 6). (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</li> </ol>	<p>1.A. The Exit Interview by graduates from the university measures all programs, their mission and instructional effectiveness. The target population will rate the undergraduate teacher program at 4.0 or higher across 12 indicators on a 5 point Likert Scale</p>	<p>1.A. There were twelve indicators in the Exit Interview of Physical Education graduates (N=13).</p> <ol style="list-style-type: none"> <li>1) Promotes the practice of Christian principles 4.4;</li> <li>2) Atmosphere challenges intellectually 4.7;</li> <li>3) Cultural values 4.4;</li> <li>4) Effective communication 4.5;</li> <li>5) Critical Thinking encouraged 4.5;</li> <li>6) High level of scholarship 4.2;</li> <li>7) Develops talent and recognizes achievements 4.5;</li> <li>8) Appreciation of fine arts 4.5;</li> <li>9) Professional Training 4.3;</li> <li>10) Develops leaders 4.6;</li> <li>11) Effective instruction, counsel and concern 4.1;</li> <li>12) Reaching highest potential 4.6.</li> </ol>	<p>1.A. The Exit Interview is one of the most powerful indicators of the school's performance. Students who have graduated can express their opinions freely without any concerns. Therefore an overall mean of 4.44 in a five point Likert scale is definitely an important affirmation of the school's effectiveness in its mission and productivity. The Student Learning Outcome was met at a 4.0 or higher.</p>

<p>7. Build caring, reflective decision-makers.</p>	<p>2. Physical Education, Health, and Recreation candidates will recall, comprehend, and apply scientific and theoretical knowledge in the following areas: physiological and biomechanical concepts (NASPE 1.1); motor learning and psychological/behavioral theory (NASPE 1.2); motor development theory and principles (NASPE 1.3); as related to skillful movement, physical activity and fitness; as well as identify historical, philosophical, and social perspectives of physical education issues in legislation (NASPE 1.4); and analyze and correct critical elements of motor skills and performance concepts (NASPE 1.5). (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</p> <p>3. Physical Education, Health, Recreation candidates will be able to demonstrate competent movement performance and health enhancing fitness (NASPE 2) in the following areas: demonstrate personal competence in motor skill performance (NASPE 2.1); Achieve and maintain a health enhancing level of fitness (NASPE 2.2); demonstrate performance concepts related to skillful movement (NASPE 2.3).</p>	<p>2.A. When students complete PED 231 <i>History of and Introduction to Physical Education</i>, the target population will make a mean score of 86% or higher on the comprehensive content knowledge examination (NASPE 1.4).</p> <p>2.B. In PED 336 <i>Kinesiology</i>, students will recall and apply physiological and biomedical concepts relating to human fitness (NASPE 1.1). The key assessment is the comprehensive content knowledge examination. The target population will make a mean score of 86% or higher.</p> <p>3.A. In PED 437 <i>Physical Education for the Exceptional Child</i>, the target population will design an "Exceptional Child Instructional Resources Portfolio" earning a mean score of 3.25 or higher on each of the three part rubric standards: Lesson Plans for Exceptional Children; Key Assessments; Motivational Instructional Material. The student candidates must earn a mean score of 86% for the total project.</p> <p>3.B. In PED 325 <i>Motor Development and Creative Rhythms</i>, the target population is assessed in their ability to perform and teach skillful movement and rhythms. The candidates will demonstrate these skills within the Motor Skills and Rhythm Teaching Unit. The S.L.O. for competency in the demonstration lesson rubric is 86%.</p>	<p>2.A. The class mean for the comprehensive content knowledge examination was 90.4% (n=19).</p> <p>2.B. The PED 336 comprehensive content knowledge examination mean is 91.5 (n=27). Only two students did not meet the target score of 86%.</p> <p>3.A. The mean score for the "Exceptional Child Instructional Resources Portfolio" was 74.5% with the following rubric subscores:  1) Lesson Plans for Exceptional Children – 3.0;  2) Key Assessments – 2.9;  3) Motivational Instructional Material – 3.0.</p> <p>3.B. No data for 2010-2011. Not taught during the academic year.</p>	<p>2.A. The Student Learning Outcome (S.L.O.) exceeded 86%. Four students did not reach the 86% class S.L.O. This is a key outcome for Program Outcome 2. It will be maintained for 2011-2012. No changes were needed at this time.</p> <p>2.B. The S.L.O. was exceeded by 5.5%. This is a key content knowledge assessment and will be continued in 2011-2012.</p> <p>3.A. Out of a population of 24 students, 6 met the score with 18 missing the standard. The S.L.O. was not met. During the 2011-2012 academic year, the faculty determined to spend more time describing the importance of portfolio construction and allowing for time in class to actually begin the process of building portfolio. The key assessment will be maintained for 2011-2012.</p> <p>3.B. Assessment will be continued for 2011-2012.</p>
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	<p>4. Physical Education, Health, and Recreation candidates will be able to design and implement short term and long term plans linked to instructional goals (NASPE 3.1, 3.2, 3.3), manage resources to provide active, fair learning experiences (NASPE 3.4), planning and adaptation for diverse student needs (NASPE 3.5), build a curriculum map of sequential instruction through unit planning (NASPE 3.6), and demonstrate knowledge of current technology by planning learning experiences (NASPE 3.7).</p>	<p>4.A. . In PED 437 <i>Physical Education for the Exceptional Child</i>, the target population will design a lesson plan (NASPE 3.1, 3.2, 3.3, 3.4, 3.5, 3.7) based on a mean score of 3.2 or higher (4 point Likert scale) on each of the five part rubric standards:</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards;</li> <li>2) Objectives/S.L.O.</li> <li>3) Procedure and Materials;</li> <li>4) Assessment;</li> <li>5) Differentiated Instruction.</li> </ol> <p>4.B. In PED 337, <i>Methods of Teaching Health and Physical Education in Elementary Schools</i>, the target population will design a lesson plan for elementary students (NASPE 3.1, 3.2, 3.3, 3.5, 3.7) based on a mean score of 3.2 or higher (4 point Likert scale) on each of the five part rubric standards:</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards;</li> <li>2) Objectives/Specific Learning Outcomes;</li> <li>3) Procedure and Materials;</li> <li>4) Assessment;</li> <li>5) Differentiated Instruction.</li> </ol> <p>4.C. In PED 339, <i>Methods of Teaching Health and Physical Education in Secondary Schools</i>, the target population will design a lesson plan for secondary students (NASPE 3.1, 3.2, 3.3, 3.5, 3.6) based on a mean score of 3.2 or higher (4 point Likert scale) on each of the five part rubric standards:</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards;</li> <li>2) Objectives/S.L.O.</li> <li>3) Procedure and Materials;</li> <li>4) Assessment;</li> <li>5) Differentiated Instruction.</li> </ol>	<p>4.A. In PED 437, the total lesson plan mean was 90.9% with the S.L.O. being 86%. There were 19 students earning a score above the S.L.O. with three students earning a score below the standard.</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards (3.6);</li> <li>2) Objectives/S.L.O. (3.9);</li> <li>3) Procedure and Materials (3.3);</li> <li>4) Assessment (3.4);</li> <li>5) Differentiated Instruction (3.8).</li> </ol> <p>4.B. No data was collected in 2010-2011.</p> <p>4.C. In PED 339, the total lesson plan mean was 79.3% with the S.L.O. being 86%. There were ten students earning a score above the S.L.O. with nine students earning a score below the standard.</p> <ol style="list-style-type: none"> <li>1) Curriculum Common Core Standards (3.2);</li> <li>2) Objectives/S.L.O. (3.3);</li> <li>3) Procedure and Materials (3.2);</li> <li>4) Assessment (3.0);</li> <li>5) Differentiated Instruction (3.2).</li> </ol>	<p>4.A. The S.L.O. was met for the total lesson plan mean of 90.9%. This was an exceptional assessment when compared to the PED 337 and 339 where the S.L.O. was not met by significant percentage.</p> <p>The key assessment will be maintained for 2011-2012.</p> <p>4.B. The key assessment will be maintained for 2011-2012.</p> <p>4.C. The S.L.O. was not met. Faculty in course revisions have worked on the redesign of the lesson plan recognizing there are students in the course who are not teacher candidates but will be required to complete plans when working at Y.M.C.A.s, recreational clubs, etc. The faculty considered course revisions to include a unit plan key assessment that will evaluate NASPE 3.6 <i>Building progressive, sequential instruction that addresses the diverse needs of all students.</i></p>
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# UNDERGRADUATE HEALTH AND PHYSICAL EDUCATION PROGRAM EFFECTIVENESS PROGRAM 2009-2010

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The University collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p><b>Education Goals:</b> Consistent with the Interstate New Teacher Assessment and Support Consortium (INTASC) AND NCATE Standards, William Carey University seeks to prepare teachers who:</p> <ol style="list-style-type: none"> <li>1. apply current research and technology related to the teaching-learning-assessment process;</li> <li>2. respond sensitively to individual differences and diversity;</li> <li>3. understand and anticipate the needs of a global society;</li> <li>4. plan and implement learning experiences that support the highest level of student potential;</li> <li>5. continue to reflect, refine, and revise professional practices;</li> <li>6. collaborate with others to promote learning;</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher candidates use an understanding of individual and group motivation and behavior to build a learning environment and classroom management strategies that encourage positive social interaction, active engagement in learning, and self-motivation. (EDU Goal 5) (WCU Goals 1.1,1.2,2.2)</li> </ol>	<ol style="list-style-type: none"> <li>1. A. As measured by the Student Teacher Assessment Instrument (STAI), the mean score of the teacher candidate population will be a 3.00 or higher as observed by their Supervising Teacher for Planning and Preparation.</li> <li>1. B. As measured by the Student Teacher Assessment Instrument – Supervising Teacher, the teacher candidates will have a mean of 3.5 or higher in the indicators bundled under the category Communication and Interaction (Indicators 8-15).</li> </ol>	<p>1.A. Planning and Preparation was rated on seven indicators with a total category score of 3.87 :</p> <p><u>Appropriate Student Objectives:</u> 3.97</p> <p><u>Appropriate Teaching Procedures:</u> 3.95</p> <p><u>Materials and Technology:</u> 3.91</p> <p><u>Differentiated instruction</u> 3.77</p> <p><u>Making Learning Relevant</u> 3.84</p> <p><u>Content Integration</u> 3.93</p> <p><u>Multicultural Perspectives</u> 3.76</p> <p>1.B. The total score was 3.87 for Communication and Interaction with subscores:</p> <p><u>Oral and Written Communication</u> 3.76</p> <p><u>Concepts and Understanding</u> 3.85</p> <p><u>Complete Directions</u> 3.80</p> <p><u>High Expectations</u> 3.93</p> <p><u>Enthusiasm</u> 3.89</p> <p><u>Demonstrates Interest</u> 3.93</p>	<p>1.A. The S.L.O. was met in all seven categories with an overall rating of 3.64. This evaluation was completed by Supervising Teachers in the schools. The Student Internship Supervising Professors will be implementing the TIAI (Teacher Intern Assessment Instrument) in 2010-2011.</p> <p>1.B. All performance indicators were met. This Performance assessment will be continued for the 2010-2011 academic year.</p>

<p>7. Build caring, reflective decision-makers.</p>		<p>1.C. Teacher candidates will have a mean of 3.5 or higher in the category <u>Teaching for Learning</u> as evaluated on the STAI.</p> <p>1.D. Teacher candidates will have a mean of 3.5 or higher in the category <u>Management of Learning</u> as evaluated on the STAI.</p>	<p><u>Work Cooperatively</u> 3.89</p> <p><u>Working with Parents</u> 3.93</p> <p>1.C. The total score for <u>Teaching for Learning</u> is 3.88.</p> <p><u>Content Knowledge</u> 3.88</p> <p><u>Appropriate teaching strategies</u> 3.91</p> <p><u>Problem Solving and Critical Thinking</u> 3.83</p> <p><u>Wait Time, Probes</u> 3.95</p> <p><u>Questioning</u> 3.85</p> <p><u>Family and Community</u> 3.83</p> <p>1.D. Teacher candidates were ranked on the STAI by cooperating teachers on <u>Management of Learning</u> for a total mean of 3.83:</p> <p><u>Adjusting the Environment</u> 3.73</p> <p><u>Adjusting Unit Lessons</u> 3.85</p> <p><u>Delegating Routine Tasks</u> 3.88</p> <p><u>Variety of Discipline Strategies</u> 3.85</p> <p><u>Fair and Supportive</u> 3.75</p> <p><u>Effective Instructional Time</u> 3.91</p>	<p>1.C. All performance indicators were met. This Performance assessment will be continued for the 2010-2011 academic year.</p> <p>1.D. All performance indicators were met. This Performance assessment will be continued for the 2010-2011 academic year.</p>
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		<p>1.E. Teacher candidates will have a mean of 3.5 or higher in the category <u>Assessment of Student Learning</u> as evaluated on the STAI.</p>	<p>1.E. STAI results ranked <u>Assessment of Student Learning</u> at 3.90.</p> <p><u>Performance Standards</u> 3.87</p> <p><u>Timely Feedback</u> 3.91</p> <p><u>Student Self-Evaluation</u> 3.85</p> <p><u>Record Keeping</u> 3.95</p> <p><u>Professional Reflection and Growth</u> 3.92</p>	<p>1.E. The S.L.O. was exceeded and indicates a strong professional performance in the area of Student Learning Assessment.</p>
	<p>2. The developing teacher meets the Class A Licensure Competencies of a first year instructor as indicated through self-reflection and principal observations. (EDU Goals 1-7) (WCU Goals 1.1, 2.2)</p>	<p>2. A. As documented by the Mississippi Teacher Education Performance Report, traditionally trained teachers' perceptions of professional competencies will meet or exceed 90% positive rating.</p> <p>2.B As documented by the Mississippi Teacher Education Performance Report, principal observations of traditionally trained teachers' professional competencies in <u>Planning and Preparation</u> will meet or exceed 90% positive rating.</p>	<p>2.A. The Mississippi Department of Education Report on Positive Perceptions of New Teachers was issued with a 98% positive rating.</p> <p>2.B. The Mississippi Department of Education Report on Principal Observations of traditionally trained teachers' Professional Competencies in <u>Planning and Preparation</u> was scored at a 99.2% rating.</p>	<p>2.A. This is a significant survey since it is administered by the Mississippi Department of Education at the end of the teacher's first year of teaching. The S.L.O. will be maintained for the 2010-2011 academic year.</p> <p>2.B. Planning and Preparation covers appropriate objectives; appropriate teaching procedures; variety of appropriate materials and technologies; preparing procedures for assessing student learning; using assessment information to accommodate learning differences; using student backgrounds to make learning relevant; integration of content knowledge; incorporating diversity; and using strategies to open and close lessons. The S.L.O. will be maintained for the 2010-2011 academic year.</p>

		<p>2.C. In the MDE Performance Report, principals evaluate traditionally trained teachers in <u>Communication and Interaction</u>. Teachers are expected to meet a 90% or higher positive rating with their principals.</p> <p>2.D. In the MDE Performance Report, principals evaluate teachers in <u>Teaching for Learning</u> with a Student Learning Outcome set at 90% or higher.</p> <p>2.E. Principals will evaluate first year teachers in the <u>Management of the Learning Environment</u> as highly effective at 90% or higher.</p> <p>2.F. Principals when evaluating first year teachers will score the group as highly effective in <u>Assessment of Student Learning</u> at a 90% or higher level.</p>	<p>2.C. The Performance Report on principals' observations in <u>Communication and Interaction</u> was scored at a 99.6% rating.</p> <p>2.D. In the category of <u>Teaching for Learning</u>, the principals rated Carey traditionally trained teachers at 99%.</p> <p>2.E. In the <u>Management of the Learning Environment</u>, first year Carey teachers were rated at 99.8% highly effective by principals.</p> <p>2.F. In the <u>Assessment of Student Learning</u>, principals ranked Carey first year teachers at 100%.</p>	<p>2.C. Communication and Interaction covers Verbal and nonverbal communication; Written and oral directions for instructional activities; communicating high expectations; projecting enthusiasm; opportunities to cooperate, communicate, and interact with students; and communication with parents. The S.L.O. will be maintained for the 2010-2011 academic year.</p> <p>2.D. The S.L.O. was exceeded in <u>Teaching for Learning</u> and its subcategories: content knowledge; variety of teaching strategies; accommodating differences; apply concepts in problem solving and critical thinking; responding to student input; wait time; student engagement; and family/community resources. The high evaluations show that Carey first year teachers excel as professionals.</p> <p>2.E. The S.L.O. was exceeded in <u>Management of the Learning Environment</u> and its subcategories: enhancing social relationships, motivation, and learning; adjusting lessons; attending to routine tasks; fostering appropriate student behavior; demonstration of fairness; use of instructional time effectively. The management of the learning environment is also a critical teaching performance component at which Carey students excel.</p> <p>2.F. <u>Assessment of Student Learning</u> has four subcategories: communicating assessment criteria and performance standards to students; developing and using a variety of informal and formal assessments; providing timely feedback; and maintaining student records. The S.L.O. will be maintained for 2010-2011.</p>
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