

Assessment Report
BA in Physical Education (non-teaching)
Division of Exercise Science, Sport and Recreation
Academic Year 2006-2007

I. ASSESSMENT ACTIVITIES:

A. Program Goals

Program goals for the students focus on knowledge and application in major course content areas. Program goals for faculty development include recruiting qualified faculty and adjunct faculty, and the involvement of faculty in scholarly activity, conferences, and workshops. We are meeting these goals by recruiting qualified faculty, qualified adjunct faculty, and encouraging faculty to continue to learn through additional training. Curriculum goals for the BA degree in Physical Education include maintaining currency in the field and remaining flexible to meet the needs of the student and the changing professions. The focus is on preparing students for a broad range of leisure related careers.

B. Learning outcomes/data collection:

Student academic achievement: Student academic achievement is measured by successful completion of the required coursework and successful completion of a capstone experiences including internships.

Faculty development:

1. The percentage of tenure track faculty teaching coursework was determined.
2. The percentage of non-tenure track faculty teaching coursework was determined.
3. Professional meetings attended by tenure track faculty were determined.

Curricular outcomes:

1. Reviewed student evaluations of each course, and surveys of graduates and employers.

Course outcomes:

1. Reviewed student evaluations of each course.
2. Used knowledge gained from individual student conferences.
3. Evaluated information from class discussions.

C. Result:

Student academic achievement: Student performance in the required courses is indicative of academic achievement.

Faculty Development:

1. Tenure track faculty members are teaching approximately 60% of the major coursework in Physical Education.
2. Two nine-month appointment faculty members is teaching approximately 12% of the coursework.
3. Two Professor-Emeriti faculty members are teaching approximately 5% of the coursework.
4. Adjunct faculty members are teaching approximately 20% of the coursework.
5. All tenure track faculty attended at least one professional meeting in the past year. Several presented invited papers as well as invited professional workshop presentation at national level conferences.
6. Several faculty positions are unfilled at this time and two are on sabbatical.

Curricular outcomes:

1. A review of student evaluations for each course indicates a general overall positive student opinion of the different courses. Surveys of graduates and employers were not sufficient enough to draw conclusions due to just beginning a process of surveying graduates and employers. A web based system is being developed.

Course outcomes:

1. A review of student evaluations of each course indicates a positive relationship of outcomes to student expectations.
2. Individual conferences indicate no major problems except for the ability to offer enough sections for required classes due to the paucity of faculty.
3. Class discussions indicate a positive relationship of outcomes to student expectations.

II. PLANS FOR THE COMING YEAR:

Two faculty are on sabbatical this year. Two positions are being filled by one-year appointments. Two positions are unfilled due to resignation and retirement. Eight other tenure-line faculty are providing classes and advising to the best of their abilities.

In addition to having four faculty searches ongoing as this is being written we also have only a part-time temp clerical person fulfilling the role of two full-time administrative assistants due to retirement and leave.

III. ASSISTANCE NEEDED:

We need to fill the tenure-track faculty position with qualified candidates. We need extra funding to pay for the additional adjunct faculty members when required by the various accrediting agencies. While we are fortunate to have several young and well qualified faculty this division is undergoing very drastic changes and will need a lot of support as additional faculty leave for retirement or other employment.

IV. WHAT IS THE ONE MOST IMPORTANT THING THE PROGRAM HAS LEARNED THROUGH THE PROCESS?

Evaluation of our programs is essential, and if performed correctly, can be very useful. By putting this information on paper, we can see our weaknesses, and hopefully correct them. The evaluation process will help us avoid pitfalls, and will improve the overall quality of the program. This will be a process we should continue to work on and improve. Everything we do, is important in this process, and can provide valuable information for making appropriate decisions for the program.

Student Outcome	Responsible	Assessment tool	Benchmark	Results	Action Taken
a. Think critically, logically	Course instructor	ESS 118, 201, 218, 321, 345, 375, 478, 401, 475; HS 220, 221, 215,	Performance in coursework	Satisfactory	Review of course objectives has been undertaken for all courses and copies
b. communicate effectively, written/oral	Course instructor	15 WAC approved courses offered in 05-06	Performance in these courses	Satisfactory	have been provided to adjunct and new faculty.
c. recognize and solve problems	Course Instructor Internship supervisor	ESS 321, 375, 475, 490 HS 479, 490	Performance in coursework	Satisfactory	