

Health and Physical Education Teacher Preparation BS

Expanded Statement of Institutional Purpose

Institutional Mission Reference

The Department of Exercise Science, Physical Education, and Recreation is dedicated to excellence in teaching, scholarship, and service. We prepare professionals in disciplines related to human movement and other activities for the promotion of physical, emotional, and social well-being included in program areas: athletic training, exercise science, physical education, recreation, and sports management.

Vision Statement: To be a nationally recognized department known for its innovative programs and progressive leadership in preparing high quality graduates in the areas of athletic training, exercise science, physical education, recreation, and sports management.

Institutional Goal(s) Supported

- a. Quality undergraduate academic programs
- b. Quality teaching
- c. Discovery of new knowledge through research
- d. Lifelong learning
- e. Distance learning

Intended Educational (Student) Outcomes, Methods for Assessment, Criteria for Success, Assessment Results, and Use of Results

Intended Outcome 1

Students will communicate effectively in writing.

Method for Assessing Outcome 1 and Criterion for Success: All students will pass the PRAXIS I examination. Half of the students failing the writing portion of PRAXIS I examination the first time will pass it upon their second attempt.

Summary of Assessment Data Collected for Outcome 1: The method for determining the success rate for passing the PRAXIS I on the first attempt and for half of the students to pass on the second attempt was not without flaw. It is the belief of the faculty that the low (15%) passing rate was due to the absence of a systematic method for determining the success rate for passing on either the first and/or the second time a student takes the examination. Students had no vehicle for communicating the initial or second examination date.

The teacher preparation faculty had identified within specific courses the importance for taking the examination, however many students were either unable to schedule the taking of the examination during the semester the course included the requirement or were unable to take the examination due to financial situations.

There appears to be a need for establishing a more systematic method for requiring

students to take the examination, and for determining the initial and subsequent examination attempts.

The reported passing rate for our majors during the 1999-2000 academic year was very low, 15%.

There were factors that we believe attribute the low passing rate for our majors, as follows:

- a. Unclear expectations relative to when they must take the examination and how to communicate the results.
- b. The fact that Virginia has the highest passing score standard in the Nation.
- c. Most of the students who have taken the examination during this academic year were in their Junior or Senior year at Old Dominion University. Since the examination assesses the basic grammar, parts of speech and written communication qualitatively, and that these skills are practiced during those general education courses taken during the Freshman and Sophomore years, taking the examination at this late time in the program appears to hinder the success rate.
- d. A low emphasis on writing skills that included continuous practice preceded the 1999-2000 academic year, thus more intentional writing assignments within the HPE teacher preparation courses have been in effect this past academic year.

Alternate Method for Assessing Outcome 1 and Criterion for Success: All students must pass the Exit Exam of Writing Proficiency. Half of the students failing the University Exit Examination of writing proficiency the first time will pass it upon their second attempt.

Summary of Assessment Data Collected, Alternate Method for Outcome 1: The alternative method was not easily accomplished and did not clearly meet the intended outcome. There was inconsistent monitoring of the initial attempt for taking the Exit Exam and the follow-up for the second attempt. A more systematic method and careful monitoring must be established in order to reach the intended outcome.

Use of Assessment Results from Intended Outcome 1 to Improve Academic Program: As stated in the summary of assessment data, for both the method of assessment and the alternative method of assessment, there are specific flaws in the methods for collecting the data within the teacher preparation program in Health and Physical Education.

There have been some changes as well as established requirements implemented earlier in the program that will assist in an improved success rate for Outcome 1. These changes include the following:

- a. Learning Plus, a computerized PRAXIS I practice program, is a required component of an entry level course. This program has been found to be successful in preparation for taking the PRAXIS I examination. A monitoring system has been established that will record the number of practice entries.
- b. Composit scores for the PRAXIS I, as allowed by the State Department of Education, will be employed for the next academic year. These composit scores became effective

and implemented in April 2001.

c. The emphasis on writing proficiency has been included in more course work, as well as the notification of such writing assignments is more specifically presented to the students in written as well as orally delivered.

d. A checklist (form) will be designed for recording exam attempts for both the Exit Exam of Writing Proficiency and the PRAXIS I.

e. Closer monitoring of the passing and failing rates will be established through advising sessions scheduled each semester. Students will be expected to report to their advisor during advising and will communicate the dates and results of each examination attempt.

Intended Outcome 2

Students will be computer literate by the completion of their degree program in health and physical education.

Method for Assessing Outcome 2 and Criterion for Success: In alternate years, work samples will be randomly selected from appropriate upper division courses to assess students proficiency in using GradeQuick, Fitness Gram, creation of tables, word processing, biomechanical analysis, and Microsoft Power Point. Work samples will be reviewed by a committee of faculty; 75% of students will be rated Satisfactory or higher.

Summary of Assessment Data Collected for Outcome 2: The above suggested changes in the method for assessing Outcome 2 are different than the original method, therefore summarizing the data collected for the 1999-2000 academic year is inconclusive.

Use of Assessment Results from Intended Outcome 2 to Improve Academic

Program: In order to have the student's work samples ready for a randomly selected assessment by a committee of faculty in alternate years, the method for collection and evaluation of a student's computer literacy will be through the use of a Professional Teaching Portfolio.

The Portfolio has been introduced within the initial Foundations course for the teacher preparation program in health and physical, and will be continuously used through out the program.

Initially, the evidence of work samples will begin with basic word processing and Microsoft Power Point. As the course work progresses the use of GradeQuick, biomechanical analysis, Fitness Gram and the creation of tables will be available for review and evaluation.

Intended Outcome 3

Students will be able to provide clear and effective oral presentations.

Method for Assessing Outcome 3 and Criterion for Success: Success will be

determined by their organization and presentation of lesson plans in front of peers in HE 302, PE 301, PE 404W, and HPE 487. In alternate years, a sample of presentations will be videotaped and reviewed by a committee of faculty. 75% of students will be rated Satisfactory or higher.

Summary of Assessment Data Collected for Outcome 3: Lesson plans and presentations were prepared by all students in the following courses HE 302, PE 301 and PE 404W for the academic year 1999-2000. The success rate of these lesson plans and presentations was determined by a letter grade. The actual overall percentage was determined by the instructors calculations. The following percentages, per course indicate the data collected from the student's grades for lesson plans and presentations:

HE 302 -80% of the student's grades were Satisfactory (75%) or higher for their lesson plans and presentations in health.

PE 301 - 70 % of the student's grades were 75% or higher.

PE 404W- 50 % of students reflected a Satisfactory (75%) grade for lesson plans; 96% of the students reflected an above Satisfactory grade for their Discovering Disabilities presentation assignment.

HPE 487- 95% of the student's grades were reflected as Satisfactory or higher for the Portfolio Presentations.

Use of Assessment Results from Intended Outcome 3 to Improve Academic Program: The continuation of the method for assessing Outcome 3 will be implemented for the next academic year. Work samples of the student's lesson plans and presentations will also be included in the student's Professional Teaching Portfolio for review by a committee of faculty.

The inclusion of another possible course, where lesson plans and presentations could be assessed would be PE 300. In this course, there includes a component that provides the student with an opportunity to be engaged in presenting a complete lesson plan to elementary children for a 50 minute period, in which the lesson is videotaped and then the student reviews the videotape using a self-evaluation form.

The Professional Teaching Portfolio will be an asset for the collection of work samples and will assist the committee of faculty during the assessment of the work samples included in assessing Outcome 3.