

Health and Physical Education-Teacher Preparation B.S.

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 must pass the PRAXIS I exam. 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 pass rate for Praxis I for the AY's 2001-2003 is 90% on the first attempt. Of those who failed the first attempt, the pass rate for the second attempt is 63%. The expectations for Praxis I passage have changed to a composite score and students are no longer required to repeat a failed writing test if the composite is an acceptable score for passage.

Alternate Method for Assessing Outcome 1 and Criterion for Success: All students must pass 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 pass rate for the Exit Exam for Writing Proficiency on the first attempt is 49%. Of those who failed the first attempt, the pass rate for the second attempt is 56%. Although we are achieving our objective of a 50% pass rate on the second attempt, the first time passing rate is of concern and we are developing strategies to address this concern. Specific concerns include students from non-English speaking backgrounds and students from disadvantaged environments. The ESPER Chairman has initiated policy of sending the names of students who failed the exit writing examination to the appropriate program coordinator (HPE Teacher Prep, Recreation/Tourism Studies, Exercise Science, Sport Management) for followup. These students are also contacted confidentially by the Chairman and urged to discuss writing deficiencies with the appropriate coordinator and with the writing center. Although modest improvement in exit writing exam success was observed from 2001 ($n=11$ tests, $\bar{x}\pm SD=55.6\pm 14.2\%$) to 2002 ($n=11$ tests, $\bar{x}\pm SD=61.4\pm 12.3\%$), this improvement was not statistically significant ($p=0.16$). Representatives of the writing center spoke at a recent ESPER faculty meeting in the aftermath of the adverse publicity on writing performance in the Virginian Pilot. Of 28 graduating seniors who completed an exit interview in the Fall of 2002, only 17 (61%) reported that they were "extremely satisfied" or "mostly satisfied" with the writing expectations in their curriculum. It is necessary to place increased emphasis on writing throughout all ESPER curricula.

Use of Assessment Results from Intended Outcome 1 to Improve Academic Program: Speakers from the ODU Writing Center were invited to speak to the faculty about ways to improve student performance on writing exams. Faculty are urged to include more examples of writing assignments within specific, identified core classes.

Intended Outcome 2

Students will be computer literate by the time of 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 PowerPoint. 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: Less than 5% of program completers were judged by faculty to be unacceptable in computer literacy. Due to the transition in the faculty who have been teaching biomechanics courses, we were unable to assess literacy in biomechanical analysis.

Use of Assessment Results from Intended Outcome 2 to Improve Academic Program: Specific assignments have been identified in core classes that can be assessed for technology literacy. A grading rubric is being designed for evaluation of each of these assignments for future assessment.

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 students in HE 302, PE 301, PE 404W, and/or 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: Oral presentations of teaching lessons have been evaluated live and on videotape for each student. Evaluations by faculty show 89% of students were rated satisfactory or higher in these assessments.

Use of Assessment Results from Intended Outcome 3 to Improve Academic Program: Grading rubrics are being designed with more specific criteria for rating oral presentations. Oral presentations are being required in more courses, with some at a lower level to provide more practice opportunities earlier in the program.