

B.S. Ed. Physical Education: Allied Sports Professions

2007 NCA Progress Report

Introduction/Context: As an option for an undergraduate major in physical education and sport, this program prepares students for careers as exercise/fitness specialists or sport managers. The program does not lead to an Ohio Teaching License in Physical Education (Grades Pre K through 12).

Goals: The program's 12 primary goals are as follows:

1. Students will understand and be able to apply the basic concepts of physiology, biomechanics, kinesiology, and sport psychology.
2. Students will synthesize the relationships among anatomical, physiological, mechanical, and social-environmental factors and their effects on form and proficiency of movement.
3. Students will understand and be able to apply the basic concepts found in marketing, accounting, economics, management, and labor relations.
4. Students will be able to identify principles of planning and organizing applied in the formation of exercise and sport programs in community and commercial settings.
5. Students will be able to plan for, program for, and maintain facilities and equipment.
6. Students will be able to research, plan, and promote a product or process.
7. Students will understand and be able to apply appropriate legal principles relating to tort, contracts, select constitutional rights, labor relations, and risk management.
8. Students will understand structures and policies governing amateur and professional sport.
9. Students will know how to hire, manage, evaluate, and terminate employees.
10. Students will understand participant and spectator audiences and be able to meet the needs of each audience.
11. Students will communicate values and attitudes concerning movement, health, and leisure and how they relate to professional goals.
12. Students will determine strengths and weaknesses of personal behavior and affect change accordingly.

Program faculty who reflected on what was considered to be "best practice" developed these goals. Departmental faculty were consulted and provided input, where necessary. Goals have been constant since this program commenced.

Outcomes: As they relate to the 12 goals listed above, the program's intended outcomes are delineated in accompanying Status Report . These outcomes along with the previously mentioned goals were developed concurrently. Program and departmental faculties performed similar functions as indicated above. Outcomes have not been revised since originally developed.

Research: Evidence from course examinations, standards-based professional portfolio, and internship evaluations (which include the assessment of professional standards as contained in the Undergraduate Internship Guidelines) are used to determine if goals and outcomes are being met. To date, these tools have not been revised as they have provided sufficient information.

Findings: Data analysis has consisted primarily of frequency counts and percentages that were then aggregated and treated in a manner that reflect overall program outcomes. The sample size (N column) varies according to the number of students in the selected courses (PED 461 and PED 465) and internship students across the three semesters covered by this review.

Review: HPERD faculty engaged in a comprehensive review of the program as part of the Vision 2009 strategic planning process. At this time, , an environmental scan was conducted leading to the identification of primary and secondary areas of need and supporting elements. A task force was created to develop the overall framework for a new curriculum design including core specialty content. Given faculty discussions, transitions, and enrollment priorities, no curricular changes have been made as of May 2007.

Actions: Overall, data-based decision-making has reinforced the department's primary focus and initial direction as it relates to student learning. Program and departmental faculties have felt the need to take remedial actions only in isolated circumstances, e.g., revising examination and aligning it with criterion material taught in PED 461 and addressing more comprehensively the topic of personnel management in PED 480/481.

NORTH CENTRAL ASSOCIATION STUDENT ASSESSMENT PLAN

2006 College of Education and Human Services Status Report #9

Program: Undergraduate Physical Education (B.S.Ed.--Allied Sport Professions)

Summer 2005 / Fall 2005 / Spring 2006

PROGRAM GOALS	RELATED OUTCOMES & MEASURES	N	RESULTS	REVIEW, ACTIONS & IMPROVEMENTS
(1) Students will understand and be able to apply the basic concepts of physiology, biomechanics, kinesiology, and sport psychology.	(1a) 90% or more will have a rating of at least 3 out of 4 on item 3 of internship evaluation instrument.	7	100% met criterion (mean = 3.25)	No action required.
(2) Students will synthesize the relationships among anatomical, physiological, mechanical, and social-environmental factors and their effects on form and proficiency of movement.	(2a) 90% or more will have an average rating of at least 3 out of 4 on assessment of written movement analysis included in portfolio.	7	100% met criterion (mean = 3.75)	No action required.
(3) Students will understand and be able to apply the basic concepts found in marketing, accounting, economics, management, and labor relations.	(3a) 90% or more will have a rating of at least 3 out of 4 on items 3 and 4 of internship evaluation instrument.	7	100% met criterion (mean = 3.50)	No action required.
(4) Students will be able to identify principles of planning and organizing applied in the formation of exercise and sport programs in community and commercial settings.	(4a) 90% or more will have an average rating of at least 3 out of 4 on assessment of program plan included in portfolio.	7	100% met criterion (mean = 3.88)	No action required.
(5) Students will be able to plan for, program for, and maintain facilities and equipment.	(5a) 90% or more will have a rating of at least 3 out of 4 on items 1, 2, 3, and 4 of internship evaluation instrument.	7	100% met criterion (mean = 3.46)	No action required.
(6) Students will be able to research, plan, and promote a product or process.	(6a) 90% or more will have an average rating of at least 3 out of 4 on assessment of marketing plan included in portfolio.	7	100% met criterion (mean = 3.56)	No action required.
(7) Students will understand and be able to apply appropriate legal principles relating to tort, contracts, select constitutional rights, labor relations, and risk management.	(7a) 80% or more will score 80% or better on relevant sections of final examination in PED 465 – Law in Sport and Physical Education.	6	100% met criterion.	No action required.
(8) Students will understand structures and policies governing amateur and professional sport.	(8a) 80% or more will score 80% or better on relevant sections of final examination in PED 461 – Sport Governance.	11	91% (10 of 11) met criterion.	No action required. Note: Assessment measure was changed to Term Paper in lieu of a final
(9) Students will know how to hire, manage, evaluate, and terminate employees.	(9a) 90% or more will have an average rating of at least 3 out of 4 on assessment of program plan included in portfolio.	7	100% met criterion. (mean = 3.62)	No action required.

PROGRAM GOALS	RELATED OUTCOMES & MEASURES	N	RESULTS	REVIEW, ACTIONS & IMPROVEMENTS
(10) Students will understand participant and spectator audiences and be able to meet the needs of each audience.	(10a) 90% or more will have an average rating of at least 3 out of 4 on assessment of marketing plan included in portfolio.	7	100% met criterion (mean = 3.30)	No action required.
(11) Students will communicate values and attitudes concerning movement, health, and leisure and how they relate to professional goals.	(11a) 90% or more will have a rating of at least 3 out of 4 on items 1, 5, and 8 of internship evaluation instrument.	7	100% met criterion (mean = 3.50)	No action required.
	(11b) 90% or more will be evaluated as satisfactory by themselves and their program advisors on a "Personal Philosophy" included in their graduation portfolios.	7	100% met criterion (mean = 3.90)	No action required.
(12) Students will determine strengths and weaknesses of personal behavior and affect change accordingly.	(12a) 90% or more will have a rating of at least 3 out of 4 on item 9 of internship evaluation instrument.	7	100% met criterion (mean = 3.77)	No action required.
	(12b) 90% or more will be evaluated as satisfactory by themselves, their peers, and their program advisors on a "Self-Critique" included in their graduation portfolios.	7	100% met criterion (mean = 4.00)	No action required.