

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: HPER / PEP
Academic Year of Report: 2019/20 (covering Summer 2017 through Spring 2020)
Date Submitted: November 5, 2020
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level [results](#) page. Select the appropriate college and then your program from the subsequent page.

A. Mission Statement

Information is current; no changes required.

Update if not current:

As part of the Health, Physical Education and Recreation Department, our mission is to inspire future professionals by providing a high quality education through an innovative, engaged learning experience. Within the broader mission of the Department of Health, Physical Education and Recreation, the PEP program has dual missions:

The mission for **Track I – Physical Education Major K-12** is to prepare students in the discipline of physical education. Students develop an understanding of the scientific foundations of human performance and become proficient in a variety of sports and physical activities. Graduates with a Bachelor’s Degree in Physical Education Track I (B.A., B.S.) are qualified to pursue teacher licensure, apply for graduate school and/or supervise and manage various recreational programs, organize and direct intramural programs, and teach in special education environments (i.e., alternative schools, Job Corps). Students will achieve this mission by completing a variety of coursework and practicum hours, ultimately allowing them to develop and practice sound physical education pedagogical skills.

The mission for **Track II - Physical Education Major K-12/Licensure** is to prepare students in the discipline of physical education and to prepare quality teacher candidates to teach physical education in school environments. Students develop an understanding of the scientific foundations of human performance and become proficient in a variety of sports and physical activities, which they then can teach to others. Graduates with a bachelor’s degree in physical education Track II (B.A., B.S.) are qualified to teach physical education and coach in public schools, grades K-12. Graduates are also qualified to apply for graduate school, supervise and manage various recreational programs, organize and direct intramural programs, and teach in special-education environments (i.e., alternative schools, Job Corps, etc.). Students will achieve this mission by completing a variety of coursework and practicum hours, ultimately allowing them to develop and practice sound physical education pedagogical skills.

B. Student Learning Outcomes

___ **Information is current; no changes required.**

Update if not current:

- Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Are physically education individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the Society of Health and Physical Educators (SHAPE) America K - 12 standards. Plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning. Utilize assessments and reflection to foster student learning and inform instructional decisions. Possess dispositions essential to becoming effective professionals.

C. Curriculum (please note, we are using Google Sheets for this section so that updates are easier to make)

___ **Information is current; no changes required.**

Update if not current (you may have access to the Google Sheet if that is easiest, or we can make the updates):

- Here is a link to the Google Sheet:
<https://docs.google.com/document/d/1GPpVf65MM0oEqzT9i0pg0bDGWW9VcdRkbfoL1SQwMBA/edit?usp=sharing>

D. Program and Contact Information

___ **Information is current; no changes required.**

Update if not current:

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The Department of Health, Physical Education and Recreation (HPER) in the Jerry & Vickie Moyes College of Education offers programs that promote lifelong wellness from a variety of disciplines. The mission of the Health, Physical Education and Recreation Department is to inspire future professionals by providing high quality education through an innovative, engaged learning environment.

The Department provides undergraduate programs for students wishing to complete degrees that include the Health Promotion Major and Minor, the Outdoor Community Recreation Emphasis major or minor with emphasis in Entrepreneurship, Outdoor Administration, or Community

Administration, the Physical Education Teaching and Non-Teaching Majors, and three Physical Education Minors. It also provides courses that contribute to the University's commitment to General Education, promote a general interest in living healthy lifestyles and studying fitness, physical activity and health care, and assist students in achieving their college and career goals.

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** The department's website address needs to be updated to: <https://www.weber.edu/hper>

E. Assessment Plan (please see our website for details on how to develop a [program assessment plan](#))

___ **Information is current; no changes required.**

The Assessment Plan needs to be updated. Here is a link to the updated Google Sheets: <https://docs.google.com/spreadsheets/d/1V2-K2iqd9dn48A8RzWcn3s5a6Y2JTqQFv5U8jOGXBIo/edit?usp=sharing>

New: [High Impact Educational Experiences](#) in the Curriculum

The Physical Education program has made a focused effort on moving away from passive teaching practices to high impact teaching strategies to promote greater student engagement and meaningful learning experiences. Many of our program's HIEEs involve a variety of community engaged learning experiences. These include observations of local professionals in related fields of study, teaching students in the public schools, and opportunities for our students to evaluate community programs and professionals.

The Health, Physical Education, and Recreation department is also in the process of creating a study abroad trip. This trip will be open to all HPER students. The participants will travel to New Zealand. One of the trips main focuses will be to study the poverty levels of Ogden compared to New Zealand. The students will do research to see how the poverty levels in Ogden relate to comparable cities in New Zealand. Participants will look at data in the educational, health profession and outdoor recreation settings.

Here is a link to the Google Document containing HIEEs for our program: https://docs.google.com/document/d/1je2nydp2WHyof-TzwSLfBT6jni_dczfpduZlwLJdio/edit?usp=sharing

F. Report of assessment results since the last report:

Here is a link to a Google Document with HPER’s report of assessment results: https://docs.google.com/spreadsheets/d/1XQjjY6J8pzF_NVLpmoI5hJo2hn1sQpwRbXJC76EKlyU/edit?usp=sharing

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: Fall 2018	Recommendation	Progress Description
Recommendation 1	Consistency of communications regarding PEP’s mission.	Website was updated Fall 2019
Recommendation 2	Collaboration with WSU Career Services	Shari Leder from Career Services presents to PEP 4990 to share strategies for successful career interview preparation. Students are provided information regarding career placement opportunities and strategies via the PEP and Sport Coaching Canvas page.
Recommendation 3	Conversations with the Teacher Education Department	Faculty have met with directors for Teacher Ed, and are collecting data from

		students to then share with Teacher Ed about student experiences so we can more clearly communicate our concerns and then develop solutions to these concerns
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Additional narrative:

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-18	2018-19	2019-20
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	4	4	4
Full-time Tenured	2	2	2
Full-time Non-Tenured (includes tenure-track)	2	2	2
Part-time and adjunct	0	0	0
With Master's Degrees	0	0	0
Full-time Tenured			
Full-time Non-Tenured			
Part-time and adjunct			
With Bachelor's Degrees	0	0	0
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct			
Other	0	0	0
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty	4	4	4
Full-time Tenured	2	2	2
Full-time Non-tenured	2	2	2
Part-time	0	0	0

Please respond to the following questions.

- 1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:
 - a. **Any** first-year students taking courses in your program(s)
 - i. PEP 2000, is the first course students take in the program. During this course all faculty members go into this course and introduce themselves to the students. This helps build rapport with the students from their first semester and hopes to keep them excited to continue with the program.
 - ii. PEP 2000, Brittini Stickland (Academic Advisor) speaks to the class during the first two weeks. She also meets with all of the students in this class individually(as it is associated with a required assignment in PEP 2000).
 - iii. PEP 2000, Natlie Struhs speaks to the class about Starfish and the resources provided for student success moving forward.
 - iv. We as faculty utilize Starfish to assist, promote, and encourage student learning.
 - v. Every incoming student is added to the PEP Club Canvas page and invited to various activities (Jazz game, homecoming parties, pickleball tournament, BEEP baseball games) to build a learning community and sense of belonging in the PEP program.
 - vi. HPER loop provides students with important information regarding the program and Department. This resource allows the students to not only receive information but participate in activities being held within the program and Department.
 - b. Students declared in your program(s), whether or not they are taking courses in your program(s)
 - i. We have a Canvas course titled, "PE Jobs and Announcements." On this page we communicate different events as well as job openings to the students.
 - ii. Brittini Stickland (Academic Advisor) meets with all of the students at various points throughout their time in the program, as it is a requirement associated with 3 different courses.
 - iii. PEP 4990, Shari Leder from career services comes and provides information and support for career placement and potential career interviews
 - iv. We as faculty utilize Starfish to assist, promote, and encourage student learning.

- v. Every incoming student is added to the PEP Club Canvas page and invited to various activities (Jazz game, homecoming parties, pickleball tournament, BEEP baseball games) to build a learning community and sense of belonging in the PEP program.
- vi. HPER loop provides students with important information regarding the program and Department. This resource allows the students to not only receive information but participate in activities being held within the program and Department.

2) A key component of sound assessment practice is the process of ‘closing the loop’ – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to ‘close the loop’.

Overall the PEP program is a highly successful program in terms of students gaining the KSA’s and achieving the SLO’s necessary to be successfully employed...100% of our students who want a teaching job have been employed within schools. We believe the only “closing the loop” element that is currently missing from our program is improving our tracking of our students following graduation. Currently we know the success of our students through informal evidence gathered from students, and continued contact with those who have graduated. We’re working towards creating a system by which we are able to identify student job placements, post-degree attainment, to more qualitatively and quantitatively demonstrate the success of our students.