

WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Health, Physical Education and Recreation / Physical Education
Professional

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Brief Introductory Statement

The Physical Education Professional (PEP) program is housed in the Department of Health, Physical Education and Recreation within the Moyes College of Education. This program has been in existence for over 45 years; it provides undergraduate education for students seeking to complete a major in physical education, with or without licensure, and for students seeking a minor in coaching. Additionally, the program serves an emphasis track for students completing a Bachelor of Integrated Studies (BIS). The PEP program provides students with a hands-on and experiential learning, along with appropriate services, resources, and activities in the community and surrounding school districts.

The PEP program curriculum's foundation is rooted in the National Standards for Initial Physical Education Teacher Education, developed and published by the Society of Health and Physical Educators (SHAPE). Program courses offerings ensure that pedagogical content, knowledge, and skills are learned in order for graduating students to meet these Standards. Regardless of the chosen academic track, students are required and expected to complete their respective rigorous curriculum to earn their degrees. The curriculum has undergone a substantial review and modification to more accurately align itself with state and national standards, guidelines, and expectations, as well as to meet the expectations and standards of the program's current faculty. The updated curriculum is currently undergoing its 8th year of implementation. The faculty continues to evaluate the effects. Thus far, the effects of the changes have been positive, but we also acknowledge that adjustments may still be required.

The PEP program is accredited by the National Council for Accreditation of Teacher Education (NCATE), "the professional's mechanism to help establish high quality teacher preparation."

Standard A - Mission Statement

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.

Standard B - Curriculum

PEP Curriculum Map |

I=Introduced E=Emphasized A=Assessed

			SHAPE National Standards for Initial Physical Education Teacher Education																									
Course Number	Course Title	Credits	1 a	1 b	1 c	1 d	1 e	1 f	2 a	2 b	3 a	3 b	3 c	3 d	3 e	3 f	4 a	4 b	4 c	4 d	4 e	5 a	5 b	5 c	6 a	6 b	6 c	
PEP 2000	Foundations of Physical Education	3	I	I	I	I	I	A	I		I					I	A		I	I						I	I	I
PEP 3100	Principles of Motor Learning & Motor Development	3	E	I	E	A	A		E								E									E		
PEP 3280	Methods of Teaching Strength & Conditioning	3	I	I			E	E		E	E	E	E								A							

PEP 4700	Methods of Teaching Junior High School Physical Education	3		A	A	I	I				E		A	A	E	E	I	I	A	E	E	E	I	I	I		E		
PEP 4710	Methods of Teaching High School Physical Education	3		A	A	I	I				E		A	A	E	E	I	I	A	E	E	E	I	I	I		E	I	
PEP 4990	Senior Seminar	3		A	A	A	A	A					A	A	A	A	A	A	A										

Note^a: I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively

2017 National Standards for Initial Physical Education Teacher Education

Standard 1: Content and Foundational Knowledge

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Components – Candidates will:

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 1.f Describe historical, philosophical and social perspectives of physical education issues and legislation.

Standard 2: Skillfulness and Health-Related Fitness*

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Components – Candidates will:

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- 2.b Achieve and maintain a health-enhancing level of fitness throughout the program.

Standard 3: Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education

through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Components – Candidates will:

- 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education. 3.b Plan and implement progressive and sequential content that aligns with short- and long term plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4: Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.

Components – Candidates will:

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.

Standard 5: Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Components – Candidates will:

- 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6: Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Components – Candidates will:

- 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities.

Standard C - Student Learning Outcomes and Assessment

A. Measurable Program Learning Outcomes

At the end of their study at WSU, students in this program will

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

C.

Five-year Assessment Summary

Italic font is what the past program review suggested for improvement.

Regular font is what we are currently doing.

Date of Five-Year Program Review: Fall 2018	Recommendation	
Recommendation 1	Text of recommendation	Progress Description
Consistency of communications regarding PEP's mission.	PEP did—according to recommendations from their 2014 review—update and clarify their mission statement. However, what the visitation team was presented in written documentation differed significantly from what was posted on the program's website.	The program's mission statement was updated in 2019 to: "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." The website it checked as

		needed to ensure accuracy.
Recommendation 2	Text of recommendation	Progress Description
Collaboration with WSU Career Services	PEP did not have data regarding either student employment or efforts to advise PEP students about WSU career services opportunities.	<p><i>Conversations with WSU career services could foster better student understanding and knowledge of services available, free of charge, to them.</i></p> <p><i>Additionally, although there are constraints, WSU career services might assist with collecting post-graduation employment data.</i></p> <p>As a program we contact our students before and after graduation to see if and where they have been hired. We keep track of this information on a shared Google Sheet.</p>
Recommendation 3	Text of recommendation	Progress Description
Conversations with the Teacher Education Department	PEP faculty and leadership raised concerns about pedagogy overlap and student teaching placements	<p><i>We recommend collegial discussion take place between the HPER/PEP and Teacher Education program chairs and professional staff to discuss challenges and options for student teaching placement and mentor teacher selection.</i></p> <p><i>Conversations could also take place about streamlining curriculum toward secondary licensure</i></p> <p>The PEP faculty shared a list with WSU’s Student Teacher Coordinator of some local PE master teachers that we recommend our student teachers be placed with. If</p>

		<p>there is a cooperating teacher that our students get placed with that we feel does not follow the effective teaching practices we teach in our program then we let WSU's Student Teacher Coordinator know so this teacher will not receive any more WSU student teachers.</p> <p>The PEP faculty has also met numerous times with the ProCore faculty to discuss ways our programs can work more hand in hand. One topic was the ProCore faculty would come observe some of the PEP courses. This happened in Spring 2022, Fall 2022 and will continue to take place.</p>
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Assessment of Graduating Students

Program Learning Goal	Measurable Learning Outcome Students will:	Method of Measurement Direct and Indirect Measures	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretations of Findings	Action Plan/Use of Results
Physical Education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.	1.a Describe and apply common content knowledge for teaching preK-12 physical education.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	100%	PEP program is creating competent and physically literate students according to praxis scores	Continue current methods to train PEP students
	1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	100%	PEP program is creating competent and physically literate students according to praxis scores	Continue current methods to train PEP students

	1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	100%	PEP program is creating competent and physically literate students according to praxis scores	Continue current methods to train PEP students
	1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	100%	PEP program is creating competent and physically literate students according to praxis scores	Continue current methods to train PEP students
	1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.	National Praxis Content Knowledge Test	85% of students will score 80% or better.	100%	PEP program is creating competent and physically literate students according to praxis scores	Continue current methods to train PEP students

	1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.	20 Question Exam on the History of Physical Education	Class average will be 80% correct.	PEP 2000 class mean score: >90%	Students have gone above and beyond and have had success well above the target.	Continue current topics, teaching methodologies, and assessment strategies.
		1 Exam	Class average will be 80% correct.	Students in PEP 3660 averaged 92.5%.	Exceeded the threshold. Students demonstrated sufficient knowledge and application of historical and social perspectives in relation to APE.	Continue current topics, teaching methodologies, and assessment strategies. Consider making the exam more challenging if success rate is so high.
		1 Assignment	80% correct.	All students in PEP 3660 completed the assignment with 100% accuracy.	Students appear to fully know important historical, philosophical, and social perspectives of physical education issues and legislation as pertaining to	Continue use of assignment.

					Adapted Physical Education.	
Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.	2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content area (e.g. games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).	Participation in students lessons	90% competency.	All students were able to participate demonstrating competency in a wide variety of skills.	Students are meeting the utilization level of skill proficiency in a variety of skills: snow shoeing, handball, golf, climbing, yoga, pickleball, etc..	Continue with current course structure, expectations, and skill development.
		Final Exam	80% correct.	Students in PEP 3280 averaged 81.87%	The students are demonstrating a sound understanding of motor skill performance as it relates to designing effective strength training programs.	Continue with this method of assessment.

	2.b Achieve and maintain a health-enhancing level of fitness throughout the program.	FitnessGram measures: 8 health-related physical fitness assessments of cardiovascular, muscular strength/endurance, BMI, and Flexibility.	85% of students will achieve satisfactory scores on FitnessGram measures.	All students were able to actively participate in the FitnessGram assessments.	The majority of the students are meeting the standards set for maintaining health-enhancing levels of fitness.	Continue with measures in Methods of Teaching Fitness for Life course.
Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.	3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.	Unit Plan Assignments	Average grade will be 80%.	PEP 3520, PEP 4700 and PEP 4710 Class averages was greater than 91%.	Students understand how to use the state curriculum guide to develop a unit long plan.	Continue with this assignment.
		Practicum Teaching Experience Lesson Plan Development	Average grade will be 80%.	The class average was above 94%.	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.

	3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.	Lesson Plans	Class average will be 80% correct.	The class average for students in PEP 3660 was 100%	Students demonstrate above average proficiency in developing and implementing modifications for various learners and learning styles	Continue to implement / emphasize modification development and use for additional classes.
	3.c Plan for and manage resources to provide active, fair and equitable learning experiences.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	Students in PEP 3660 averaged 100%	Students can develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Observations	2 teaching experiences.	PEP 3520, 3630, 4700, 4710 All students taught at least 2 successful lessons providing resources for all students.	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.

		Assignment	Class average will be 80% correct.	100% of students in PEP 3660 completed the assignment.	Students demonstrate above average proficiency in developing and implementing modifications for various learners and learning styles	Continue to implement / emphasize modification development and use for additional classes.
		Exams (Essay portion primarily)	Class average will be 80% correct.	Students in PEP 3660 averaged 96.6%	Students are adequate in their development of appropriate progressive and sequential instruction	Continued emphasis on progressive and sequential instruction should be paramount in all courses.

	<p>3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.</p>	<p>PEP 3660 Course Teaching Practicums and Lesson Plan development.</p>	<p>Class average will be 80% correct.</p>	<p>All students taught at least 2 lessons and successfully implementing individualized instruction for diverse student needs and adding specific accommodations. All students created at least 3 lesson plans indicating individualized instruction, adding specific accommodations, and modifications for all.</p>	<p>Students are successful in creating and teaching individualized instruction that meets the needs of all learners, they are capable of creating and implementing adaptations and modifications so all can be successful learners.</p>	<p>Continue current methods. Consider including CAPES! assessments here as well.</p>
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	3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).	Evaluation and grading assignment	Class average will be 80% correct.	PEP 3520 students average score 95%	Students are able to develop lessons that incorporate technology for student assessment of learning objectives.	Continue to encourage students to use technology throughout the program.
	3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.	PEP 3660 CAPES! participation	Class average will be 80% correct.	All students completed at least 8 CAPES! reflections	Students are able to appropriately reflect on their teaching methods, make changes, and improve their teaching skills and awareness	Continue with the CAPES! methodology
Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.	4.a. Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	Class average was above 92%.	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.

	4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	PEP 4990: students mean score on lesson planning demonstration/ instructional cues since last report is >80%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience Lesson Plan Delivery	Class average will be 80% correct.	Students efficiently taught 2+ lessons	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
	4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	All students taught at least 2 successful lessons recognizing the changing dynamics of the classroom.	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Instructional Model Presentation	Class average will be 80% correct.	Class average was above 96%.	Students understand a variety of different curriculum models.	This assignment is helping the students reach this outcome.

	4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	Class average was above 90%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Classroom Management Plan Creation	Class average will be 80% correct.	Average for assignment was above 94%.	Students are able to effectively implement the lessons they have planned.	Continue to provide practicum teaching experiences for the students.
		Class Management Techniques	2 teaching experiences.	PEP 4990 All students submitted at least 2 successful management techniques.	Students can recognize an effectively run class and can implement strategies they have seen used by other teachers.	Continue this assignment.
	4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific,	Practicum Teaching Experience Lesson Plan Development	Class average will be 80% correct.	PEP 3520 mean score: 82%	Students can now develop lesson plans correctly.	Continue with this lesson planning assignment.
		Practicum Teaching Experience, Assessment development	Thoughtful and through reflections.	Students are able to reflect on the data they have collected.	Students are able to effectively assess motor skills of students.	Continue to provide practicum teaching experiences for the students.

	congruent feedback to enhance student learning.					
Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decisions making related to instruction and learning.	5.a Select or create authentic, formal assessments that measure student attainment of short-and long-term objectives.	Evaluation and Grading Assignment	Class average will be 80% correct.	PEP 3520 mean score was above 95%.	Students understand how to use the state curriculum guide to develop a grading and evaluation plan.	Continue the assignment providing descriptive grading rubrics.
	5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.	Practicum Teaching Using Assessments	2 teaching experiences.	PEP 4990 All students taught at least 4 lessons utilizing some type of formative, as well as summative.	Students are able to effectively implement the lessons they have planned in a practicum teaching experience.	Continue to provide practicum teaching experiences for the students.

	5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.	Teaching Reflection log	Complete all required reflections.	PEP 3630, 4700, 4710 All students submitted quality reflections on their teaching experiences	Continue to remind students to reflect on teaching and to submit reflections.	Remind students that growth occurs during reflection. Remind students to reflect every day.
		Reflective Teaching Log	Submit reflections for 80% of the weeks.	PEP 4990 All students submitted teaching reflections on a weekly basis	Students show growth in their teaching expertise.	Continue with this reflection assignment
Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity	6.a Engage in behavior that reflects professional ethics, practice and cultural competence.	Service Learning Assignment	Class average will be 80% correct.	PEP 2000 mean score: 100%	Students can work with students of various diversities successfully.	Continue this assignment.
		Home Communications Assignment	Class average will be 80% correct.	PEP 4990 class average was great than 90%	Students benefit from an explicit planning rubric to know what is considered appropriate communication.	Continue to provide a planning rubric for students.

opportunities that support the development of physically literate individuals.	6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.	Cooperating teacher evaluation of practicum teacher.	80% of practicum teachers will receive a positive evaluation.	PEP 4990 All cooperating teachers gave positive evaluations of the practicum teachers concerning growth.	New evaluation form allows CT to give better feedback on student strengths and weaknesses.	Continue with the new evaluation form.
		Cooperating teacher evaluation of practicum teacher.	80% of practicum teachers will receive a positive evaluation.	PEP 4990 All cooperating teachers gave positive evaluations of the practicum teachers concerning professional ethics.	New evaluation form allows CT to give better feedback on student strengths and weaknesses.	Continue with the new evaluation form.

	<p>6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.</p>	<p>PEP 3660 Course Teaching Practicums and Lesson Plan development.</p>	<p>Class average will be 80% correct.</p>	<p>All students taught at least 2 lessons and successfully implementing technology for diverse student needs and adding specific accommodations. All students created at least 3 lesson plans indicating individualized instruction, adding specific accommodations, and modifications for all, while incorporating technology to expand physical activity opportunities.</p>	<p>Students are successful in creating and teaching individualized instruction that meets the needs of all learners including utilizing technology to increase physical activity participation; they are capable of creating and implementing technology so all can be successful learners.</p>	<p>Continue methodologies and strategies and technology support to enable students to teach a wide variety of learners and maximize physical activity participation.</p>
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Standard D - Academic Advising

The faculty and academic advisor are strongly committed to assisting each of our students in a supportive and enriching advisement process that is the most effective for each independent student. Through the academic advising process, students are informed and provided opportunities that enhance their capacity to accomplish their desired degree and area emphases. In the HPER Department, student success is partly achieved by the open communication, plan development, and progress evaluations each student has with the Academic Advisor, our faculty, and the student themselves; creating an advising partnership that is informed, trusted, and effective. Students are informed that the responsibility of their successful completion of their programs lies in their hands, however, we are here to provide them with the necessary information and support for them to achieve their goals. To achieve this goal of student success, students are advised of program admission requirements, courses in the department that satisfy general education requirements, transfer articulation, student support services, and other pertinent information related to their individualized degree path. At this point, students are then encouraged to make thoughtful and meaningful decisions regarding their education goals to achieve their desired success. To help with the communication process and to help ensure students are on track to graduate they complete an assignment titled, “Academic Advising Assignment.” In this assignment they are required to meet with the Academic Advisor and complete numerous steps on their own to set up their Grad Map so they take the required courses in the recommended sequence to graduate in a timely manner.

Advising Strategy and Process

The HPER Department is pleased to have an academic advisor who is focused on balancing students’ needs and goals with faculty, program, and Department expectations and standards. The current advisement process is: new students attend new student orientation; students schedule individual advisement sessions with the academic advisor; students then may meet with faculty or the program director depending on their individual specific needs and goals. The academic advisor guides students through academic program requirements, their degree maps, and assists in developing their semester schedule of courses. Ultimately it is up to each student to be aware of their progress towards graduation and ensuring they register and complete the necessary courses to achieve their desired degree. When students meet with the academic advisor, together, they review their progress and the next steps needed to maintain this progress. The academic advisor will also follow up with students for encouragement and progress “check-ins” to assist those students who may need a little more support. The academic advisor also consults with program faculty and the Department Chair, as necessary, to ensure open communication and unanimous agreement for special student circumstances requiring course overrides and exceptions while maintaining program and Department policies, standards, and expectations.

The academic advisor has specific responsibilities (as does the student).

Advisor Responsibilities:

- Understand and effectively communicate the curriculum, graduation requirements and University policies and procedures.
- Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals.
- Encourage and guide students as they define realistic academic goals.
- Support students as they acquire the skills to develop clear and attainable educational plans.
- Provide students with information about and strategies for utilizing the available resources and services on campus.
- Monitor and accurately document discussions regarding the student's progress toward meeting their goals.
- Maintain the level of confidentiality provided by the Buckley Amendment (FERPA).
- Assist students in gaining decision making skills and skills in assuming responsibility for their educational plans and achievements.
- Promote and encourage students to develop productive working relationships with their professors.
- Attend training and conferences related to advisement and WSU, and attend department and program meetings.

Student Responsibilities: Students responsibilities in order for the advising partnership to be successful include:

- Schedule regular advisement appointments each semester.
- Come prepared to each appointment with questions or materials for discussion; be an active learner by participating fully in the advising experience.
- Ask questions when necessary.
- Keep a personal record of graduation progress and goals including organizing official documents (academic records, communications from professors or the academic advisor—including emails, letters, and/or phone calls).
- Communicate academic goals.
- Become knowledgeable about University programs, policies and procedures.
- Be responsible for their decisions.
- Respond to official notification from the academic advisor (letters, emails, phone contacts, etc.) in a timely manner.
- Maintain effective working relationships with advisors, faculty and administrators.

Effectiveness of Advising

At our current time, we are unaware of the effectiveness of our new academic advisor from a data driven perspective. Since the advisor's employment, several changes in policy and procedures were implemented that have had unrecorded, yet positive effects within the belief and support among the Department's faculty and staff in the advising process. The nature of the advising partnership has been strengthened and is more positive than it was in years prior. The advisor is eager to correct errors when they are recognized, communicates openly with faculty and staff, creates new policies that positively impact students and the programs involved, and maintains a set of ethics shared by all the members of the Department. We look forward to and anticipate the healing between the advising process and the rest of the Department to strengthen our goals of achieving high rates of student success.

Annually, the Department Chair conducts a performance evaluation on the advisor's performance. Discussed were strengths and potential areas of improvement. Overall, the department has improved, all students are being held to the same high standards, exceptions and overrides are not being handed out freely, and students know the classes they need to take in order to graduate in a timely manner.

Past Changes and Future Recommendations

Corrective measures, such as developing a Course Permission Form to notify, identify, and unanimously approve course waivers or overrides by the advising partnership, have already taken place. We believe these changes will keep the lines of communication among all participating open and knowledgeable. This in turn will return the trust and enhance the support of this critical relationship for student success that was fractured before.

Standard E - Faculty

Programmatic/Departmental Teaching Standards

The program faculty members are held to the Moyes College of Education teaching standards and policies and procedures for tenure and promotion (per the tenure document and PPM 8-11). The department chair reviews faculty in their second year. Peer review committees review faculty according to policy in their second and fifth year. Department and college ranking tenure and evaluation committees review faculty in their third and six years, also according to policy.

Faculty teaching schedules are determined by the department chair in consultation with the program director and faculty member. They are established based on the strengths of the faculty member, needs of the program, and performance factors. Up to Spring 2021, all courses taught by non-tenured faculty members and adjunct faculty are evaluated by students on Chi Tester and compared to program and department standards and averages; results include student commendations and recommendations. Numerical data based on a scale of one-to-five is interpreted and tracked by semester and over time. Starting Summer 2021, the evaluation changed to focus more on asking how the students prepare for their courses, providing feedback on their assignments and course materials and providing their instructor with constructive feedback. Starting Fall 2022, course evaluations were delivered via the Explorance Blue platform but use the same evaluation tool that was implemented Summer 2021.

Faculty Qualifications

Each faculty member is highly qualified to teach in this program. A summary of the current faculty is shown in the table below. Contract and Adjunct faculty must meet the department's minimum qualifications to teach in the department and program; this includes holding a master's degree.

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	4	1	0
Number of faculty with Master's degrees			
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	4	1	0

Faculty Scholarship

Evidence of faculty members completing some formal education and/or work experience which would support their keeping current in the discipline is expected. Evidence of having presented papers, delivered speeches, written grant proposals, having manuscripts accepted in peer review journals, etc., are all viewed positively. A positive rating in all of the indicated activities, however, is not required in order to be considered satisfactorily advancing toward tenure. (per the tenure document and PPM 8-11).

Mentoring Activities

Faculty members within the program are mentored by the department chair, program director, and other faculty within the diverse HPER department. Any current and future adjunct instructors (if needed) will be mentored by a faculty member most familiar with the course taught by the adjunct.

Diversity of Faculty

The program faculty includes four male and one female, all Caucasian. The department and program aspire to have diversity within the faculty but always hire the most qualified applicant in faculty searches regardless of factors such as gender, ethnicity, age, etc.

Ongoing Review and Professional Development

Department faculty members are reviewed according to WSU PPM schedules. Any future adjunct faculty (if needed) will be evaluated annually via peer review, and a review of the end-of- course student evaluations. The typical schedule after hire as a tenure track assistant professor is:

- 2nd year: peer review of teaching by committee and Department Chair
- 3rd year: formal tenure rank and evaluation committee review
- 5th year: peer review of teaching by committee and Department Chair
- 6th Year: formal tenure rank and evaluation committee review

If tenure and rank advancement was granted:

- 11th year: eligible for full-professor promotion or post-tenure review
- Every five years: post-tenure review

All full-time PEP faculty attend professional conferences each year. These conferences vary based on the faculty member's expertise, but are focused on physical education and/or coaching. Funding for attending these conferences is obtained from several sources: the WSU Research, Scholarship, and Professional Growth Committee grants (RSPG); WSU College of Education

Endowment grants; and WSU Dept. of Health, Physical Education and Recreation travel funds. As needed or desired, the faculty attend trainings offered through WSU Training Tracker or teaching workshops on campus provided by the Teaching and Learning Forum.

Use and impact of high impact educational experiences

Students majoring in Physical Education complete a total of thirteen High Impact Educational experiences throughout their time in the program. Students with a Physical Education minor complete ten HIEE during the program. With completing so many HIEEs our students enter the job market as competitive candidates. Numerous HIEEs involve students teaching and observing at local K - 12 schools and being involved with the community. Here is a table briefly describing all of the HIEE that are completed during PEP coursework.

Courses	HIEE 1	HIEE 2
PEP 2000	10-Service hours with a local PE teacher.	Observations at elementary, junior high, and high school.
PEP 3280	Observe local fitness/strength training coach, along with Junior High, and High school strength training class observation	Students research various strength training strategies and instruct peers on these strategies. Class experiences culminate in the creation of a sport/athlete specific training plan.
PEP 3520 / 3520L	Community engaged learning. Students observe local physical education teachers.	Students create 4 assessments and pilot them with peers.
PEP 3630	Community engaged learning. Teach and observe Physical Education lessons at a local elementary school.	Students host a field day in the Swenson Gym for a local elementary school.
PEP 3660	CAPES!...One-on-one instruction with individuals with disabilities	Minimum 5 hours of teaching Adaptive PE in local K - 12 school settings.

PEP 4700	Community engaged learning. Teach and observe Physical Education lessons at a local junior high school.	
PEP 4710	Community engaged learning. Teach and observe Physical Education lessons at local high schools.	
PEP 4990	60-hours of practicum teaching experience in a local school	

Evidence of Effective Instruction

i. Regular Faculty

Results of end of course/instructor evaluations conducted on Chi Tester and Explorance Blue platform are included in each faculty member’s professional file (housed in the College Dean’s office). Support files are housed in the faculty member’s office in the Swenson Building, and end of course evaluation results are housed on Chi Tester, Blue by Explorance platform and electronically by the department. From the results of ongoing review of faculty members it can be surmised that the program’s full time faculty are doing a “good” to “excellent” job in providing effective instruction.

ii. Adjunct Faculty

The PEP program has a contract instructor that is paid through the Provost office. He has been teaching courses since Fall 2021. When the program was informed that we would be having a contract faculty we looked at his background to assign courses that best fit his background knowledge and expertise. He was provided appropriate syllabus templates, courses materials, and support, and has been evaluated using the same evaluation methods as full-time faculty.

Standard F – Program Support

Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

The HPER Department supports each program, in part, through the staff within, and in relation to the Department. Within the HPER Department we have an Academic Advisor / Internship coordinator (exempt), Brittini Strickland, an Administrative Specialist II (non-exempt), Marcia Kawa, and a Recreation Manager for HPER (exempt), Derek DeBruin. All of our staff are integral and vital members of our Department and each are essential to the success of our programs. Outside of the HPER Department, we receive staff support from many areas. The Stromberg Complex Manager, Matt Barker, ensures the classrooms, building, fields, and natatorium are appropriately scheduled and maintained for academic, scholarly, and community based experiences. The College of Education College Recruiter, Lindsey Sweatland, assists in recruiting students into each program. We also have support from the College of Education Academic Advisor, Natalie Struhs, who leads the COE's Starfish notification and retention efforts. As of Fall 2022, the needs of the HPER Department and their programs, are being adequately met with the number of staff support we employ. Each have met "above average - excellent" ratings during the 2021-2022 annual reviews. Both our Academic Advisor, and Administrative Specialist II, started in their respective positions in July 2018 and have completed University trainings and on the job training, to learn the necessary KSA's required to perform their job duties. Both, are performing in an exemplary manner for the short time that they have been in these critical positions. We have seen an improvement in trust, ethics, standards, transparency, and protocols since their arrival. Our Internship Coordinator (Fall 2021 the Academic Advisor took over this position), Recreation Manager, and Lab Coordinator are dedicated, insightful, and passionate staff who assist multiple programs both inside and outside of the HPER Department. They help to ensure high quality learning experiences, job opportunities, and quality of work and support are provided to our students, staff, and faculty for the HPER Department, College of Education, and all Weber State University levels.

i. Ongoing Staff Development

Department staff members have extended opportunities for WSU development including travel to appropriate professional conferences, financial support for professional membership organizations, WSU specific trainings through training tracker, and enrollment in WSU courses. Staff members participate in trainings and other professional development practices dependent on their job duties, interests, and opportunities to enhance our programs and Department.

Adequacy of Administrative Support

In Fall 2021 the Provost paid for a contract professor. Having this contract professor teach some courses has relieved some overload course load from other faculty members and allowed us to focus on our required 12 credit load. The Department continues to receive great support from the Dean and the Provost when requested or necessary. For example, assistance in paying for additional necessary courses/overloads (semester dependent), specifically development of the Masters Degree in Sports Coaching Leadership.

Adequacy of Facilities and Equipment

The HPER Department is housed in the Swenson Building within the Stromberg Complex. The facility provides adequate classrooms, laboratories, and equipment to support the program. In August 2018 a building project created an additional classroom (SW 405) dedicated to the OCRE program, bike and equipment storage areas, 4 new offices, and a new dedicated student lounge area (SW 404). Also, in (October 2018 the entire natatorium and locker room areas was renovated. In addition, 4 pickleball courts have been installed which allow for multiple sections of pickleball classes, use by the CAPES! Program, and community members for recreational use. Finally, the Stress Relief Center was relocated (from SW 225 to SW 124) which has improved the functionality of this important campus resource. Faculty members along with some staff members and at times in collaboration with campus recreation and other Departments across WSU write research grants for equipment needed for teaching and research. Funds are usually secured for these excellent proposals.

Adequacy of Library Resources

The Stewart Library provides information resources and services on multiple WSU campuses. Print, electronic including databases, and audio-visual materials are provided in adequate titles. Hours of operation are extensive and meet student and faculty needs. The library website (<http://library.weber.edu>) assists with meeting 24/7 needs. The library assigns a librarian to each college. The librarian has an annual budget to provide current resources for the program. Additionally, the librarian meets faculty classes when invited in scheduled teaching rooms within the library and provides electronic resources for specific classes taught when requested. The resources adequately meet the program, faculty, and student needs. When a resource is not in the library, the interlibrary loan process enables access to most materials.

Standard G - Relationships with External Communities

Description of Role in External Communities

Department and program faculty and staff build and maintain relationships with external communities in multiple ways. The details related to this external community involvement are outlined in Appendices E. The PEP program faculty members are very active in the public schools system. Faculty and students visit schools frequently as well as coordinate with local schools to bring their students to the Stromberg Complex for teaching opportunities in PE and coaching.

James Zagrodnik has created and implemented the “Children’s Adaptive Physical Education Society!” ([CAPES!](#)), a skill development program for children (ages 5 - 12) with developmental disabilities that focuses on enhancing the independence of each child. WSU pre-service teachers get paired up with a child for 10 weeks of physical, cognitive, social, emotional, and behavioral skill experiences using classrooms, gymnasiums, the swimming pool, climbing wall, dance studios, stairwells, hallways, pickleball courts, and other locations. CAPES! is in its 10th year and works with multiple Departments (e.g. Dance, Engineering, Teacher Ed) across campus and several community resources each Fall and Spring semester. Since Fall 2013 CAPES! has involved over 760 WSU students and achieved 27,720 direct teaching and service hours with children with developmental disabilities. CAPES! has shown the impact a skill development program for pre-service teachers has on their confidences, skill sets, willingness, and understanding towards teaching individuals with disabilities and has been presented about at numerous conferences and published our findings.

Mandy Kirkham organizes and plans for a local elementary school to come to the Swenson Gym for a “Winter Field Day.” This field day is for the local 5th graders that WSU preservice teachers taught PE to throughout the semester. This Field Day provides an opportunity for the preservice teachers to plan, design and implement a field day with peers, which helps prepare them for when they will plan and organize a field day on their own. This field day also provides an opportunity for the local 5th grade students to come to Weber State’s state of the art facility, instilling excitement for when they get to attend college in the future as well as possibly attend WSU sporting events with their family.

Mandy Kirkham, Ryan Zimmerman, and James Zagrodnik, regularly conduct supervised teaching in public schools. Chad Smith supervises coaching students completing their coaching practicums in local schools, and with WSU strength and conditioning coaches. Mandy Kirkham, and Chad Smith have served, and/or currently serve as board members for SHAPE-Utah. Chad Smith has served SHAPE-Utah in multiple positions, including President, Past President, and State Board Member. Mandy Kirkham served as a State Board Member for SHAPE-Utah until

Fall 2022, and as a member-at-large for the Western District of SHAPE until 2021. The program's faculty have presented at state, regional, and national conferences. Faculty including students at the state and regional levels in their presentations.

Community and graduate Success

When a student graduates from the PEP program we contact them to see if they are employed and if they are teaching Physical Education or in another career. Here is the [document](#) where we keep track of this information.

Standard H – Program Summary
 Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1: Consistency of communications regarding PEP’s mission.	Previous 5 Year Program Review: The 2014 review recommended that PEP update and clarify the program’s mission statement. But the written documentation differed from the program’s website.	
	Year 1 Action Taken: Contact website manager to have them change mission statement so it reflects the updated mission statement.	The mission statement was updated in 2019 on the program’s website.
	Year 2 Action Taken:	No action needed.
	Year 3 Action Taken:	No action needed.
	Year 4 Action taken:	Program website checked to ensure the mission statement was correct.
Issue 2: Collaboration with WSU Career Services	Previous 5 Year Program Review: PEP does not have data regarding either student employment or efforts to advise PEP students about WSU career service opportunities.	Tracking graduates employment and providing students with job training skills.
	Year 1 Action Taken:	After the last program review we started a Google Sheet where we track the employment of our graduates.

		In PEP 4990 WSU Career Services comes twice a semester to prep students with resume development and job interview skills.
	Year 2 Action Taken:	Same as previous year.
	Year 3 Action Taken:	Same as previous year.
	Year 4 Action taken:	Same as previous year.
Issue 3: Conversations with the Teacher Education Department	Previous 5 Year Program Review: PEP faculty and leadership raised concerns about pedagogy overlap and student teaching placements.	Met with numerous PEP students to understand their concerns. Met with ProCore faculty to come up with solutions.
	Year 1 Action Taken:	Meet with PEP students to see what their concerns are. Discuss these concerns as a PEP faculty.
	Year 2 Action Taken:	Same as previous and develop a plan of action to discuss our main concerns with the ProCore professors.
	Year 3 Action Taken:	PEP faculty met with ProCore faculty to discuss ways to help PEP students feel included, valued and be successful.
	Year 4 Action Taken:	PEP faculty continue to have conversations with ProCore faculty. Especially Dr. Martinez and helping the PEP students be successful. Dr. Martinez visits PEP 4990 PEP 4700 to see assignments that are completed in PEP

		courses and get to know the PEP students.
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Summary Information (as needed)

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

There were no recommendations related to evidence of learning related findings from our last program review. To see the recommendations, please refer to pages 10 and 39.

Action Plan for Staff, Administration, or Budgetary Findings

There were no recommendations related to staff, administration, or budgetary findings from our last program review. To see the recommendations, please refer to pages 10 and 39.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

(Note: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Student Credit Hours Total ¹	13,778	12,973	12,298	11,130	11,228
Student FTE Total ²	459.3	432.4	409.9	371.0	374.3
Student Majors ³	68	57	57	58	58
Program Graduates ⁴	10	5	8	13	5
Student Demographic Profile ⁵					
Female	32	28	23	34	34
Male	36	29	34	24	24
Faculty FTE Total ⁶	27.0	22.2	20.4	17.4	N/A
Adjunct FTE	12.4	9.5	8.8	7.3	N/A
Contract FTE	14.6	12.7	11.6	10.1	N/A
Student/Faculty Ratio ⁷	17.0	19.5	20.1	21.3	N/A

1. **Student Credit Hours Total** represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.
2. **Student FTE Total** is the Student Credit Hours Total divided by 30.
3. **Student Majors** is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.
4. **Program Graduates** includes only those students who completed all graduation requirements by the end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

5. **Student Demographic Profile** is data retrieved from the Banner system.
6. **Faculty FTE** is the aggregate of contract and adjunct instructors during the fiscal year. **Contract FTE** includes instructional-related services done by "salaried" employees as part of their contractual commitments. **Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.
7. **Student/Faculty Ratio** is the Student FTE Total divided by the Faculty FTE Total.

Appendix B:

Faculty (current academic year)

	Tenure and tenure-tr ack	Contract	Adjunct
Number of faculty with Doctoral degrees	4	1	
Number of faculty with Master's degrees			
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	4	1	

Contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Mandy Kirkham	Assistant Professor	5th year of Tenure Track	Ph.D.	5 (WSU) 8 (Total)	Physical Education; Sport Coaching; Curriculum and Instruction
Ryan Zimmeramn	Associate Professor	Tenured	Ph.D	7 (WSU) 11 (Total)	Physical Education; Sport Coaching
James Zagrodnik	Full Professor	Tenured	Ph.D	12 (WSU) 19 (Total)	Motor Behavior; Adapted Physical Education; Physical Education
Chad Smith	Associate Professor	Tenured	Ph.D	11 (WSU) 16 (Total)	Strength and Conditioning; Sport Coaching; Physical Education
Kurt Ward	Instructor		Ph.D	2 (WSU) 9 (Total)	Physical Education; Sport Coaching; Program evaluation

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Brittni Strickland	Advisement Coordinator	5	Coordinate, implement, organize, and balance daily operations and office functions of the department related to internships, cooperative work experiences, and clinical sites. Team player with department faculty, students, student workers, and exempt and nonexempt staff co-workers.
	Internship Coordinator	<1	Coordinate, implement, organize, and balance daily operations and office functions of the department related to internships, cooperative work experiences, and clinical sites. Team player with department faculty, students, student workers, and exempt and nonexempt staff co-workers
Marcia Kawa-Snow	Secretary / Administrative Assistant	5	Budget, purchasing, general office management, document preparation, WSU systems, customer service, scheduling, tracking and managing data etc.
Derek DeBruin	Recreation Manager	8	Coordinates and manages the climbing rock wall, is the REC course designated manager and instructs various REC courses.

Appendix D: Financial Analysis Summary

Health, Physical Education, Recreation Department					
Funding	17-18	18-19	19-20	20-21	21-22
Appropriated Fund	1,578,071	1,660,415	1,502,083	1,377,398	1,102,729
Other:	204,897	219,512	214,438	209,542	250,242
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	17,999	92,020	45,812	23,484	64,555
Total	1,800,967	1,971,947	1,762,333	1,610,424	1,417,526
Student FTE Total	459.27	432.43	409.93	371.00	374.27
Cost per FTE	3921.40	4560.12	4299.07	4340.77	3787.48

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Ashley Bailey	Ogden High School (OSD)
Lani Bishoff	Weber School District APE Teacher
Todd Brenkman	Mt. Ogden Golf Course
Ashley Davis	Shadow Valley Elementary (OSD)
Jessica DeBoer	Washington Terrace Elementary (WSD)
Jamie Franke	Weber School District APE Teacher
Ron Gualtier	Mound Fort Junior High (OSD)
Kristi Hall	Fremont High School (WSD)
Austen Keithley	Weber School District APE Teacher
Heather Lewis-Ganus	Legacy Jr. High School (DSD)
Kylie Saunders	Majestic Elementary (WSD)
Various PE Teachers for PEP 4990 Practicum Hours	Weber, Morgan, Ogden, and Davis School Districts
Shane Hansen	Weber High Strength and Conditioning
Ben Van Beekum	Weber High Track and Field
Landon Cosby	Weber High Basketball
Jantz Afuvai	Bonneville High Football
David Putnam	Parisi Speed School
Nate Tuatagaloa	Ben Lomond High School / Tip Top Athlete

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Brian McGladrey	Associate Professor	Central Washington University
C. Ryan Dunn	Assistant Professor	Weber State University

Appendix G: Evidence of Learning Courses within the Major

Please see Assessment of Graduating Students on page 16 for evidence of Learning Courses within the Major.

Evidence of Learning: General Education Courses

Evidence of Learning: General Education Courses					
Measurable Learning Outcome Students will...	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan / Use of Results
Learning Outcome: 1: <u>Interactions between individuals and society</u> Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Weekly online discussions relating to course readings. Social factors related to gender, race and ethnicity, social class, and how (dis)abilities influence youth sport experiences are addressed within the course and students' understanding of these topics are assessed.	Class average score of 80% or greater	Mean score of 84.2%	Students are demonstrating an understanding of the interactions between individuals within the context of sport and are able to articulate their ideas in respectful and meaningful ways.	Due to the success students have had with meeting the threshold, the intent is to continue with the current course structure
	Movie Analysis; students prepare a	Class average of 80% or greater	Mean Score of 86.1%	Students are developing a	We will continue to monitor student

	written analysis/critique reflecting their understanding of how the content from the movie is relevant to a topic or topics addressed within the PEP 2700 course.			satisfactory ability to identify key issues in the world of sport and identify whether these issues are accurately and effectively addressed by filmmakers.	progress and make changes as necessary.
Learning Outcome 2: <u>Application of concepts, theories, and methods</u> Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change	Final Exam assessing students' understanding of how to apply basic social science concepts, theories, and methods to particular issues in sport.	Class average of 80% or greater	Student Mean scores 81.9% (Pre-test scores averaging 50.6%; 31.3% improvement)	Students are developing an understanding of basic research methods and theories that sociologists use to study sports and other aspects of social life; they're improving from course start to finish.	Continue with the current evaluation plan.
Learning Outcome 3: <u>Diverse</u>	Controversial Issue Debate, requiring	Class average of 80% or greater	Student mean score 86.7%	Students are gaining the ability	Continue with the current plan, and if

<p><u>perspectives</u> Students will identify an argument about a social phenomenon and understand alternative explanations.</p>	<p>students to adopt either a “pro” or “con” position/argument to an issue of concern in the world of sport. Arguments are presented in class or in video form and uploaded onto Canvas (online class)</p>			<p>to address sport issues from different perspectives, using alternative explanations. They presenting arguments in rationale and scientific ways.</p>	<p>scores continue to increase, consider changing the threshold.</p>
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Appendix H: sample Signature Assignments

As discussed on pages 32 - 34 students majoring in Physical Education complete 13 High Impact Educational experiences (HIEEs) and PEP minors complete 10 HIEEs. On top of these HIEEs students also complete other signature assignments to help them understand the individual courses material, get them to use and apply their higher order thinking skills as well as become strong job candidates. Some examples of signature assignments students complete are:

- In PEP 3660 students complete a PhotoVoice project which entails the students discussing what disability means to them
- In PEP 4990 a portfolio for them to take to job interviews
- In PEP 3100 an application project to help them understand and apply the different stages of motor development of students
- In PEP 4700 and PEP 4710 completing unit plans that they will be able to use for years now and in their future classrooms

We will have some hard copies of Signature Assignments for the review team to look at during their site visit.