

Program or Department Mission:

UVSC Mission Reference: From the Institutional Mission: “We are deeply committed to the success of each student associated with Utah Valley State College. We value our students as our major focus and first priority. We foster this value through support of vigorous academic programs, vibrant student support and extracurricular programs and vital student governance and voice. We respect their diverse life experiences, encourage their individual professional development and appreciate their contributions to our campus and community. We value a philosophy of lifelong learning and scholarship for our students, faculty and staff. We foster this philosophy through a broad array of academic, professional and experiential learning opportunities that emphasize quality teaching, learning and scholarship.”

Goals (refer to Strategic Plan): We will encourage active, experiential learning to engage students in learning and help students develop critical thinking and problem solving skills that support the understanding, application, and relevance key concepts and ideas in their respective disciplines.

| Plan | | Report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Intended goals, outcomes, or objectives | Means of Assessment & Criteria for Success | Summary & Analysis of Assessment Evidence | | Use of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduates will be proficient in critical thinking and problem solving. | Students will complete coursework in the areas of personal fitness, sport skills, exercise science, foundations of physical education, other exercise classes. <u>Criteria for success</u> will be that 70% of these students score at least to the 75% level on the exams and an average score of 3.5 or greater is achieved on items 1 and 2 on the survey (Likert scale from 1 to 5) | The data noted below diagrams three different courses with two sections of one course. PES 3500 Kinesiology sections I & II, PES 3730 Biomechanics and 4000 Exercise Test and Prescription. Data was not collected last year for PES 3500 sect. II and PES 4000. The questionnaire was administered in each course and the students' final % for the course are noted and compared between the results of 07 & 08. | | While the department goal is being met, there needs to be more consistency from year to year on the courses surveyed in order to obtain a more valid measure of related outcomes. With student centered learning as a teaching philosophy in the department, the faculty shifting from an “Instructional” to a “Learning” model. As such, we utilized a variety of tools to facilitate student critical thinking, knowledge, skills, abilities and problem solving. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Questions</th> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">%>75, 07</th> <th style="text-align: center;">%>75, 08</th> </tr> </thead> <tbody> <tr> <td>3500 I</td> <td style="text-align: center;">3.96</td> <td style="text-align: center;">4</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>3500 II</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3.9</td> <td style="text-align: center;">-</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>3730</td> <td style="text-align: center;">3.5</td> <td style="text-align: center;">3.8</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">84.8%</td> </tr> <tr> <td>4000</td> <td style="text-align: center;">3.7</td> <td style="text-align: center;">4</td> <td style="text-align: center;">-</td> <td style="text-align: center;">96%</td> </tr> <tr> <td>Averages</td> <td style="text-align: center;">3.7</td> <td style="text-align: center;">3.9</td> <td style="text-align: center;">81.5</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table> | Questions | 1 | 2 | %>75, 07 | %>75, 08 | 3500 I | 3.96 | 4 | 72% | 90% | 3500 II | 4 | 3.9 | - | 90% | 3730 | 3.5 | 3.8 | 88% | 84.8% | 4000 | 3.7 | 4 | - | 96% | Averages | 3.7 | 3.9 | 81.5 | 90% | | |
| Questions | 1 | 2 | %>75, 07 | %>75, 08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3500 I | 3.96 | 4 | 72% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3500 II | 4 | 3.9 | - | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3730 | 3.5 | 3.8 | 88% | 84.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4000 | 3.7 | 4 | - | 96% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Plan | | Report | | | | | | | | | | | | | | | | | | | | | | |
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| Intended goals, outcomes, or objectives | Means of Assessment & Criteria for Success | Summary & Analysis of Assessment Evidence | Use of Results | | | | | | | | | | | | | | | | | | | | | |
| | | Each course met the department goal of a score of at least 3.5 on questions 1 & 2 with an average of 3.7 and 3.9 respectively. These scores, however, are down from last year's average by .2 and .1 respectively. The department goal for course final % was also met with an average between the courses of 90%. This average is up by 5% from last year. The department's goal for these criteria was achieved. | These tools include but are not limited to problem based teaching, shifting the balance of power and responsibility for learning from the teacher to the student, the teacher being more of a facilitator rather than a lecturer, formative as well as summative assessment, local and community engagement, and using content to drive the discussion. | | | | | | | | | | | | | | | | | | | | | |
| Students will graduate in a timely manner (50% of students will complete the program in 4 years). | Assessment of "timely completion" of this degree in Physical Education will be provided through analysis of graduation statistics from the graduate office and through exit questionnaires that probe students' responses to questions related to the amount of time it took them to complete the program, factors that were helpful, and what barriers they encountered. <u>Criteria for success</u> will be that 50% of students complete the degree in 4 years and to develop strategies to promote timely program completion. | A full time advisor is now working with a reported 50% of the enrolled students which, along with now offering each course at least once each semester is streamlining the time line for graduation. The full time department advisor reports that full time students who have declared this major and do not opt out graduate in at least 5 years and usually 4. As noted last year, an issue of many (not determined) taking additional courses and time for pre-requisites for graduate school extended the 4 years to 5. | A tool will be created to measure the # of years it takes to graduate and distinguish those who take longer due to prerequisites for graduate school. In addition, a policy and procedure needs to be established where by students in the major are identified and coordinating with the program advisor earlier in their academic career. This will facilitate efficiency with planning and scheduling and students collegiate career. | | | | | | | | | | | | | | | | | | | | | |
| Students will express satisfaction with opportunities for experiential, applied learning through service-learning and internship opportunities throughout the program. | Assessment of satisfaction will be provided through analysis of exit questionnaires that probe students' responses to questions related to satisfaction with opportunities for experiential learning and applied learning through service-learning and internship opportunities provided throughout the program. <u>Criteria for</u> | Data for experiential and service learning: <table border="1"> <thead> <tr> <th>Questions</th> <th>6</th> <th>7</th> </tr> </thead> <tbody> <tr> <td>3500 I</td> <td>4.2</td> <td>4</td> </tr> <tr> <td>3500 II</td> <td>4</td> <td>4</td> </tr> <tr> <td>3270</td> <td>3.7</td> <td>3.5</td> </tr> <tr> <td>4000</td> <td>3.9</td> <td>3.7</td> </tr> <tr> <td>Ave</td> <td>4</td> <td>3.8</td> </tr> <tr> <td>07 ave</td> <td>4.1</td> <td>4.36</td> </tr> </tbody> </table> | Questions | 6 | 7 | 3500 I | 4.2 | 4 | 3500 II | 4 | 4 | 3270 | 3.7 | 3.5 | 4000 | 3.9 | 3.7 | Ave | 4 | 3.8 | 07 ave | 4.1 | 4.36 | Consideration and discussion needs to be done in regards to the slight decrease with student satisfaction. More students are now officially registered for internship experience per semester than in 08 or in 07. Perhaps more emphasis on service and |
| Questions | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | |
| 3500 I | 4.2 | 4 | | | | | | | | | | | | | | | | | | | | | | |
| 3500 II | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | |
| 3270 | 3.7 | 3.5 | | | | | | | | | | | | | | | | | | | | | | |
| 4000 | 3.9 | 3.7 | | | | | | | | | | | | | | | | | | | | | | |
| Ave | 4 | 3.8 | | | | | | | | | | | | | | | | | | | | | | |
| 07 ave | 4.1 | 4.36 | | | | | | | | | | | | | | | | | | | | | | |

| Plan | | Report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|------------------|---|---|------------------|--------|-----|-----|-----|--------|---------|-----|------|-----|--|------|----|----|----|----|------|------|------|-----|--------|------|-----|------|-----|------|------|-----|------|-----|--------|---|
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| | success will be when students express moderate or better satisfaction (Likert scale of 3.5 or higher) | Although slightly down by .1 and .56 for questions 6 & 7 respectively from last years scores, the department did achieve is goal of a score of 3.5 or higher. | engagement (professionalism and its components) needs to be more actively stressed in each core course. Also assessment of enrollment, participation and response in regard to service learning courses. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduates will be proficient in applied skills that support professional competencies. | Assessment of applied skill will take place through practicum exams that assess students' skills in PES 3700 (Exercise Physiology) and PES 4000 (Exercise Testing and Prescription) and through the use of questionnaires that query students' opinions about the development and competency level of their own skills. <u>Criteria for success</u> will be that 80% of students score 80% or higher on the practicum exams and scores of 3.5 or higher on questions 3, 4 and 5 of the survey. | <table border="1"> <thead> <tr> <th>Questions</th> <th>3</th> <th>4</th> <th>5</th> <th>Skills comp 80 %</th> </tr> </thead> <tbody> <tr> <td>3500 I</td> <td>4.2</td> <td>3.4</td> <td>4.6</td> <td>No lab</td> </tr> <tr> <td>3500 II</td> <td>3.8</td> <td>3.75</td> <td>3.5</td> <td></td> </tr> <tr> <td>3700</td> <td>--</td> <td>--</td> <td>--</td> <td>--</td> </tr> <tr> <td>3730</td> <td>3.95</td> <td>3.47</td> <td>3.8</td> <td>No lab</td> </tr> <tr> <td>4000</td> <td>3.6</td> <td>3.34</td> <td>3.5</td> <td>100%</td> </tr> <tr> <td>Ave.</td> <td>3.9</td> <td>3.47</td> <td>3.6</td> <td>No lab</td> </tr> </tbody> </table> <p>No data was available for PES 3700 (Exercise Physiology). The dept. goals for PES 4000 (Exercise Test and Prescription) was achieved along with the goal of at least 3.5 on surveyed questions 3, 4 and 5.</p> | Questions | 3 | 4 | 5 | Skills comp 80 % | 3500 I | 4.2 | 3.4 | 4.6 | No lab | 3500 II | 3.8 | 3.75 | 3.5 | | 3700 | -- | -- | -- | -- | 3730 | 3.95 | 3.47 | 3.8 | No lab | 4000 | 3.6 | 3.34 | 3.5 | 100% | Ave. | 3.9 | 3.47 | 3.6 | No lab | Labs are being created and will soon be offered for PES 3500 (Kinesiology) and PES 3730 (Biomechanics). There must be consistency from which the courses data are collected from. |
| Questions | 3 | 4 | 5 | Skills comp 80 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3500 I | 4.2 | 3.4 | 4.6 | No lab | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3500 II | 3.8 | 3.75 | 3.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3700 | -- | -- | -- | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3730 | 3.95 | 3.47 | 3.8 | No lab | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4000 | 3.6 | 3.34 | 3.5 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ave. | 3.9 | 3.47 | 3.6 | No lab | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plan submission date: | | Report submission date: April, 2009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Submitted by: | | Submitted by: Bret H. Boyer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |