



**ASSESSMENT RECORD FOR  
DEPARTMENT OF**

**Physical Education and Recreation**

(Academic Department Name)

2002-2004

(Assessment Period Covered)

April 2004

(Date Submitted)

**Includes Assessment Reports for those Instructional Programs listed below:**

Title of Instructional Degree Program

Degree Level

(Associate, Bachelor's, Master's, etc.)

Integrated Studies, Emphasis: Physical Education and Recreation

Bachelor Degree

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Submitted  
By:

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(Department Chair or Faculty Assessment Representative)



Utah Valley  
State College

## ASSESSMENT REPORT FOR

### Physical Education and Recreation

(Instructional Degree Program)

2002-2004

(Assessment Period Covered)

### Bachelor Degree in Integrated Studies: Physical Education Emphasis

(Degree Level)

April 2004

(Date Submitted)

### Mission Linkage:

#### UVSC Mission Reference:

The Department of Physical Education and Recreation collaborates to provide students with a wide variety of learning opportunities in the acquisition and enjoyment of specific skills and knowledge within their respective educational and experiential programs. In Physical Education, students are trained in content and application in the following areas of study: personal fitness, sport skills, kinesiology and physiology of human movement and activities, foundations of Physical Education (philosophy, history, psychosocial aspects of sports) and in Physical Education pedagogy teaching/coaching in public schools.)

#### Academic Master Plan Goals:

We will encourage active, experiential learning to engage students in the application of knowledge and help students understand the relevance of that knowledge.

### Intended Educational (Student) Outcomes:

1. Students will gain knowledge and experiential learning in personal fitness principles, sport skills, exercise science (kinesiology, motor learning, and exercise physiology), foundational principles of physical education, and physical education pedagogy.

2. Students will graduate in a timely manner with a Bachelor Degree in Integrated Studies with an emphasis in Physical Education that affords them vocational readiness or preparation for continued studies (i.e., alternative degrees, and/or graduate study).



Utah Valley  
State College

**ASSESSMENT REPORT  
FOR**

**Physical Education  
and Recreation**

(Instructional Degree Program)

2002-2004

(Assessment Period Covered)

**Bachelor Degree,  
Integrated Studies,  
Physical Education Emphasis**

(Degree Level)

April 2004

(Date Submitted)

**Intended Educational (Student) Outcome:**

*Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.*

1  
Students will gain knowledge and experiential learning in personal fitness principles, sport skills, exercise science (kinesiology, motor learning, and exercise physiology), foundational principles of physical education, and physical education pedagogy.

**First Means of Assessment for Outcome Identified Above:**

1 a. **Means of Program Assessment & Criteria for Success:**  
Students enrolled in the Integrated Studies Bachelor Degree program with an emphasis in Physical Education will complete coursework in the areas of personal fitness, sports skills, exercise science, foundations of physical education, and physical education pedagogy. In lieu of a standardized exam for the discipline, students will complete an exam/questionnaire as they near completion of the Integrated Studies Bachelor degree with a Physical Education emphasis. The exam has been designed to assess integrative abilities relative to knowledge, critical thinking skills, and problem-solving skills as they relate to the discipline. This exam/questionnaire will be administered in the PE-S 3000 Foundations of Physical Education course at the beginning and at the end of each semester. Criteria for success will be accomplished when 70% of these students core at least to the 75% level on the last administered questionnaire.

1 a. **Summary of Assessment Data Collected:**  
Comprehensive entry and exit assessments have been ongoing over the 2003-2004 academic year. During this time, it was difficult to assess the total number of students that graduated with the Integrated Studies Bachelor Degree with an emphasis in Physical Education. This is due to difficulty in gleaning information from graduate records office and the inability to access all integrated studies students for exit questionnaire assessment. The Department estimates that approximately five students graduated during the 2003-2004 academic year with an IS/BS degree with an emphasis in Physical Education and Recreation.  
In the Exercise Science courses, 12 different students (predominately juniors and seniors)

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took 27 exit exams (many students were enrolled in more than one Exercise Science course) in the areas exercise physiology, kinesiology, motor learning, and methods of teaching fitness. The majority of these students were Physical Education and Recreation majors; however, several students were Biology majors taking Exercise Science courses. Approximately 74% of these students met the 75% achievement criterion score on the discipline-specific exam/questionnaire. Exercise physiology students demonstrated weaknesses in neural physiology. There were no other consistent weaknesses noted across the exercise science portion of the curriculum.

**1 a. Use of Results to Improve Instructional Program:**

Aside from the exercise physiology students, no significant or consistent deficits in curriculum-wide knowledge were evident from the assessment. The exercise physiology course will be modified to enhance the effectiveness of the neurophysiologic portion of the course. This will include more active learning activities including use of a diagram-based mind maps, and student-centered discussion on the topic. One extra day and one extra assignment will be dedicated to this area. Reflective analysis will drive future revisions as needed.

The results of the discipline-specific exam/questionnaire reflect the quality of faculty within the department. Quality education is the number one priority at UVSC and this is exemplified by the quality of instruction offered in the Physical Education and Recreation Department. Faculty is evaluated via peer review evaluation and student evaluations annually. These evaluations are reviewed on a one on-one basis at the level of the College Dean, and Department Chair to ensure quality teaching in the classroom. Additionally, faculty is supported by the UVSC Center for Teaching Excellence, as well as contemporary instructional facilities and equipment (i.e., library facilities, multimedia support, technical equipment). Given the apparent success of the program, comprehensive student assessment, evaluation of faculty teaching, and current support mechanisms will remain intact.

**Second Means of Assessment for Outcome Identified Above:**

**1 b. Means of Program Assessment & Criteria for Success:**

Auxiliary assessment relative to the quality of the Integrated Studies Bachelor Degree program was provided through reflective analysis of exit questionnaires that probed students' responses to questions related to the program, future employment and/or extended education. Identification and resolution of barriers to program completion and identification and resolution of program weaknesses represents criterion for success.

**1 b. Summary of Assessment Data Collected:**

Students entered in the Integrated Studies Bachelor Degree program with an emphasis in Physical Education currently number approximately 16. Exit questionnaires revealed that most students believe the Department's faculty is its strength. The most common limitation noted was lack of a four-year degree. Several students noted that more undergraduate research opportunities are needed. Students stated that early and comprehensive consultations with Department counselors was (or would be) useful in graduating in a timely manner.

**1 b. Use of Results to Improve Instructional Program:**

The Department will continue to support the faculty. Professional development funds are readily available and will remain so.

There are ongoing efforts to create undergraduate research and internship opportunities and it is expected that these programs will develop more fully when the four-year degrees come online.

Counselors will continue to be widely accessible to students and students will be encouraged to meet with counselors early in their careers and on an ongoing basis throughout their careers.

Careful monitoring of program statistics and graduation numbers will continue. Attrition should be assessed more carefully and revisions should be made to attenuate attrition if possible. Questionnaires related to successful student employment after graduation and educational pursuits that follow graduation have been developed and will be useful in focusing instructional perspectives across the curriculum to promote timely completion of degrees, student success in the job market, and educational arena. This data can be supplemented with continued assessment of the ongoing job market relative to the Physical Education discipline. Qualitative and quantitative assessments of the industry and employment statistics have been conducted by department personnel as recently as November 2003. These data support the extension of the department offerings towards a Bachelor Degree in Physical Education and Recreation with emphases offered in Exercise Science and Outdoor Leadership.



Utah Valley  
State College

**ASSESSMENT REPORT  
FOR**

**Physical Education  
and Recreation**

(Instructional Degree Program)

2002-2004

(Assessment Period Covered)

**Bachelor Degree in  
Integrated Studies:  
Physical Education Emphasis**

(Degree Level)

April 2004

(Date Submitted)

**Intended Educational (Student) Outcome:**

*Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.*

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Students will graduate in a timely manner with a Bachelor Degree in Integrated Studies with an emphasis in Physical Education that affords them vocational readiness or preparation for continued studies (i.e., alternative degrees, and/or graduate study).

**First Means of Assessment for Outcome Identified Above:**

2 a. Means of Program Assessment & Criteria for Success:

Assessment of "timely completion of the Integrated Studies Bachelor Degree program" is provided through reflective analysis of graduation statistics. Further evidence could be provided through exit questionnaires that probe student's responses to questions related to the time it took them to complete the program, factors that were helpful, and what barriers they encountered. Additional information could be gained if students that did not complete the program in four years were asked for reasons why they were delayed in completing their program and how the institution (UVSC, the College of Health, and the Department of Physical Education and Recreation) could have helped them complete the degree in a more timely fashion. These questionnaires have been developed and were administered Spring Semester 2004. Administration of these will be ongoing.

Identification and resolution of barriers to program completion and identification and resolution of program weaknesses represents criterion for success.

2 a. Summary of Assessment Data Collected:

Students enrolled in the Integrated Studies Bachelor Degree program with an emphasis in Physical Education, currently number 16. Five students graduated with this degree in the 2003-2004 academic year. Data regarding time to complete the program was not available from the graduation office. This was assessed with questionnaires.

**2 a. Use of Results to Improve Instructional Program:**

Data regarding the number of students that graduate each year with the Bachelor Degree in Integrated Studies with an emphasis in Physical Education will continue to be monitored by the Department. Questionnaires to delineate time taken to complete the degree for each student have been developed and will be administered at the end of each semester. In the 2003-2004 academic year, average time to complete the BS Integrated Studies degree was 4.5 years. Information gathered will be used to help to develop support systems that aid students in their timely graduation from the program. According to feedback from exit questionnaires, this plan would best be implemented at the level of the advisor/student interface and steps will be taken (one-on-one contact, and classroom announcements) to optimize advisor/student relationships and communications in order to facilitate timely graduation.

**Second Means of Assessment for Outcome Identified Above:**

**2 b. Means of Program Assessment & Criteria for Success:**

It is important that the curriculum prepare students for the current job market and/or further study. Assessment on the job market in the fitness, coaching, physical education pedagogy industries have been conducted as recently as November 2003. The Department is confident that the current curriculum for Integrated Studies students with an emphasis in Physical Education prepares students for both the current job market and graduate study in the field.

**2 b. Summary of Assessment Data Collected:**

According to the U.S. Department of Labor (<http://www.bls.gov/oco/ocos058.htm>), "Overall employment of recreation and fitness workers is expected to grow faster than average for all occupations through 2010, as increasing numbers of people spend more time and money on leisure and fitness services. Average employment growth is projected for recreation workers—reflecting growth in local government and civic and social associations, industries that employ about half of all recreation workers. Employment of fitness workers—who are concentrated in the rapidly growing amusement and recreation industry—is expected to increase much faster than average due to rising interest in personal training, aerobics instruction, and other fitness activities.

Projected job growth stems, in part, from rising demand for recreational and fitness activities for older adults in senior centers, retirement communities, and other settings. In order to prevent many illnesses, such as heart disease, strokes, and arthritis, the general population has increasingly sought the benefits of exercise and its effects on overall health and well-being. In addition, more workers will be needed to develop and lead activity programs in halfway house, children's homes, and daycare programs for people with special needs. Recreation and fitness jobs also will continue to increase as more businesses recognize the benefits of recreation and fitness programs and other services such as wellness programs. Job growth also will occur in amusement parks, athletic clubs, camps, sports clinics, and swimming pools.

Recreation and fitness workers held about 427,000 jobs in 2000, and many additional workers held summer jobs in this occupation. About 63 percent were recreation workers; the rest were fitness trainers and aerobics instructors. Of those with year-round jobs as

recreation workers, more than one-third worked in part and recreation departments of municipal and county governments. Nearly 1 in 5 recreation workers worked in membership organizations, such as the Boy or Girl Scouts or Red Cross, or worked for programs run by social service organizations, including senior centers, adult daycare programs, or residential care facilities like halfway house, group homes, and institutions for delinquent youth. Another 1 out of 10 recreation workers worked for nursing and other personal care facilities.

A bachelor Degree and experience are preferred for most recreation supervisor jobs and required for most higher-level administrator jobs. However, increasing numbers of recreation workers who aspire to administrator positions obtain master degrees in parts and recreation or related disciplines. Certification in the recreation field also may be helpful for advancement. Also, many persons in other disciplines, including social work, forestry, and resource management, pursue graduate degrees in recreation”

Statewide, according to Utah Metro Occupational Projections (<http://jobs.utah.gov/wi/pubs/outlooks/etro/metrotables/metrogrups/METROGROUPSpersonalcare.pdf>), in the year 2000, 4,120 individuals were employed in the fitness industry. It is projected that this number will grow by approximately 43% by the year 2010 to 5,920 employees statewide. Estimated yearly growth via new jobs and replacement positions is 270 jobs per year in Utah.

Locally, provision of an outdoor recreation emphasis addresses both economic and geographic perspectives. According to the Utah Department of Workforce Services (<http://jobs.utah.gov/wi/statewide/statefacts.pdf>) the leisure and hospitality industry in the state of Utah is estimated to provide over 100,000 jobs (approximately 5% of the state’s labor force). These numbers increase with the addition of natural resource recreation (i.e., park management and interpretation). Opportunities for state and local employment and internship experiences are excellent with millions of acres of national forests, state parks, and BLM lands located locally and regionally. Further opportunities are provided by numerous local commercial outfitters including Sundance, Walk About, and Second Nature.

**2 b. Use of Results to Improve Instructional Program:**

The department feels that while the current Integrated Studies curriculum, addresses the needs of the market demand outlines above, students would be better served by offering a Bachelor (BA/BS) degree in Physical Education and Recreation with tracks or emphases in Exercise Science and Outdoor Leadership. Given this, the department has proposed the curriculum for the four-year degree that has been approved by a college-wide curriculum committee and awaits approval at several more required levels. This Curriculum also addresses the needs of student athletes competing at the newly established NCAA division I status at UVSC.