



University of Tennessee at Chattanooga  
**Health & Human Performance Academic Audits**  
2016

**Graduate Program:**

MS: Health & Human Performance: Physical Activity & Health

**Undergraduate Programs:**

BS: Health & Human Performance: Exercise Science

BS: Health & Human Performance: Sport and Leisure Services Administration

BS: Health & Human Performance: Health Education/Physical Education K-12

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## **Introduction**

The Health & Human Performance department (HHP) is one of the largest at the University of Tennessee Chattanooga (UTC). Within HHP there are about 1,000 students in undergraduate degree programs: Exercise Science (ES, n~650), Sport and Leisure Services Administration (SLSA, n~135), Health Education/Physical Education K-12 (HPE, n~55), and Dietetics (n~65); and graduate degree programs: Athletic Training (AT, n~36), and Physical Activity and Health (PAH, n=10). Of these programs, Dietetics, AT, PAH, and ES use a cohort model, which has been met with great success. This report, however, only focuses on ES, SLSA, HPE, and PAH. Considering the size, scope, and complexity of HHP, it is not unlike a College unto itself.

Total HHP staffing includes 18 full time faculty, one 0.25 FTE faculty, one 12-month Department Head, one Administrative Assistant, one Accountant, and one 12-month Academic Advisor. The breakdown of rank amongst the full time faculty: 3 Professors, 3 Associate Professors, 8 Assistant Professors, and 4 Instructors/Lecturers.

One of the main features of HHP is the diversity of academic programs offered, and although each program has its own faculty workgroup and curriculum, there are a considerable number of academic courses shared across each of the distinct programs. This ensures all of our students comingle at different points of their respective curriculums, which broadens their learning horizons.

Other than the PAH program, HHP's academic offerings have been relatively stable in the recent past, with of course relevant curricular changes as needed. The PAH program, started in 2014, is only in its second year, and grew out of two previous low-enrollment graduate programs which were almost exclusively staffed by adjuncts. The PAH program is seen as a segue to an MPH program within HHP, yet at this point only has 10 total students (6 first year, 4 second year) and no graduates.

HHP has also been one of the campus leaders in offering online courses, though to date HHP does not have any fully online degrees. Each academic program, other than AT, offers a considerable number of online courses, and virtually all summer courses are delivered online.

The process of completing this self-study was collaborative, as volunteers were solicited from each of the relevant academic programs. In total, five faculty directly participated in the self-study, and all other HHP faculty and staff contributed at different points in the process. Each Focal Area was drafted by a different faculty member, and information was gathered throughout the process by the necessary and relevant parties. The Department Head drafted the final version, which was circulated for review on multiple occasions. Ultimately, this self-study reflects the work of many people within HHP, and also demonstrates and cements the collaborative nature that is the foundation of HHP. More information on curriculum changes, faculty meeting minutes, and sample syllabi can be found at (<http://www.utc.edu/health-human-performance/departmental-review/index.php>).

## **Overall Performance**

HHP is a diverse, large, and complex unit that functions more like a college than a department. HHP without doubt has many strengths, but none is more important than its people, or faculty and staff, which are a highly competent, extremely collegial group of individuals with the collective focus on providing the best possible experience to our students. HHP faculty have consistently been willing to make changes to improve curriculum, to remove student barriers, to work one-on-one, to stay late or reschedule, etc., all in an effort to maximize student success.

The HHP department attempts to ensure academic quality assurance in line with the protocols and procedures of UTC at large. Within this umbrella, HHP has the flexibility to tailor its methods to best fit its respective programs, some of which need to answer to national accrediting bodies. As mentioned earlier, this report focuses on ES, SLSA, HPE, and PAH, as the other programs offered through the department fall under disciplinary accreditation guidelines and therefore are outside the scope of this report. However, the PAH program, given its newness, has little if any data available in regard to the different Focal Areas and is combined in this report.

As noted in the Introduction, this self-study was a collaborative effort amongst the HHP faculty across the different programs. Because of this, the methods, logic, and evidence gathered do not present anything new internally, and no information has been modified in an effort to make it 'seem better.' Knowing the purpose of this self-study and site visit is to effort to increase our overall effectiveness; we are well aware of the value of pointing out areas of improvement, and are happy to share those in this report and with the site visit team. Each of the five team members gathered information from various sources around campus, including HHP faculty and staff, UTC Office of Planning, Evaluation & Institutional Research (OPEIR), and the UTC Alumni Office. Every effort was made to gather the most up-to-date information and to present it as straight forward as possible.

Each of the distinct programs have their own procedures for measuring learning outcomes and other related measures, many of which are described throughout this report. As can be expected, this report has allowed HHP to see many strengths, while at the same time pointing out areas that can be improved. One of the more significant areas of improvement is the general lack of work with an external advisory board, which if done properly, can enhance many aspects of each program. Each respective workgroup will have made progress on this by April site visit, so an update will be at hand at that time.

Another area of potential improvement is to better engage our students outside of the classroom. Although we all sincerely see the value of having students engaged in practicums, field experiences, research projects, internships, advisory boards, etc., this objective presents a significant challenge given the total number of students within the department. Additionally, we do not have any personnel dedicated to this particular role. In the past, there were individual faculty attempting to create these opportunities, but that was met with limited success, as pointed out in the student satisfaction survey. Recent faculty hires and personnel changes have allowed HHP to make a more concentrated effort in this area, and along with a strong push from the UTC administration to enhance undergraduate research, we feel strongly that HHP can become a campus leader in student engagement.

A third area of improvement that should yield considerable and immediate results, is to institute a departmental policy for peer-review of teaching that includes classroom observation. HHP is currently looking at methods of evaluating teaching effectiveness, in addition to student evaluations, and it will be incumbent upon us to include peer-review and classroom observation (from experienced teachers outside of HHP). In addition, our online faculty will be working with the Walker Center for Teaching and Learning to complete Quality Matters training to ensure our online courses are meeting all of the necessary metrics.

HHP will also begin to explore different methods for tracking job and graduate school placement of its graduates. This is a difficult task, but can be quite meaningful if accomplished. We will work closely with the Alumni office to look at the different means of making this work.

HHP is exploring how to improve learning assessments for all the programs to include the use of pre-post test and/or end of program competency exams. The HPE program requires its students to pass the PRAXIS II prior to student teaching, and the PAH program has either a thesis or comprehensive research project, but neither SLSA nor ES currently have an end-of-program option. Therefore, those faculty will consider the different options and determine if data will provide information for programmatic enhancement.

The final significant area of improvement is related to HHP/Metro technology. Having recently occupied a newly renovated building, HHP is in good shape in regard to office and lab space, including a computer lab. However, outfitting these spaces has at times been a financial challenge. As HHP realizes an increase in discretionary funds, primarily through generating more online revenue, it should be possible to upgrade technology accordingly. As noted in the report, most faculty have office computers more than 5 years old, though given the assumption of this year's online incentive budgeting, we have just ordered new computers for 8 faculty and our Academic Advisor. HHP faculty will continue to pursue grants, contracts, and partnerships that may result in hardware upgrades, but internal funding is imperative to this effort, and therefore should be directed toward such when possible.

### **Focal Area 1: Learning Outcomes**

Focal Area 1 is concerned with Learning Outcomes, within which HHP has both strengths and gaps across its programs (Appendix A). Each of the three HHP programs have identified what it is they want students to learn and/or be able to do, though the nature of these learning outcomes vary greatly across the programs.

Within Focal Area 1, this report provides background information on HHP students and outcomes, as seen in the Appendix. The demographics show that one particular program (ES) has the bulk of all HHP undergraduate students; the racial mix amongst HHP students is slightly more diverse than the county demographics; and that ES is skewed towards female students, while the other two programs are heavily skewed towards male students. The PAH program has 10 total students, 2 of whom are African-American, and the gender breakdown is 6 males and 4 females.

***Student Demographics:***

<b>Major</b>	<b>N</b>	<b>%Fem</b>	<b>GPA</b>	<b>Native</b>	<b>Asian</b>	<b>Black</b>	<b>Hisp</b>	<b>White</b>
<b>HPE</b>	59	19	3.05	1.7	0.0	12.1	4.3	79.3
<b>ES</b>	624	58	3.1	0.3	1.8	16.4	4.4	73.2
<b>SLSA</b>	157	29	2.72	0.6	0.0	19.7	6.4	70.1

The enrolled student survey (Appendix B) shows HHP receiving scores in Satisfaction with 1) UTC, 2) Curriculum, and 3) Cultural issues at or above the university mean. However, the scores in Faculty Involvement are not nearly as positive, with over 60% of students reporting ‘never’ or ‘sometimes’ to the question of ‘Talked about career options with a faculty member or advisor’; more than 85% report ‘never’ or ‘seldom’ working with faculty on anything outside of coursework; and more than 80% reporting ‘never’ or ‘seldom’ to the question of ‘Discussed course topics, ideas, or concepts with a faculty member outside of class’. Both the Alumni and Employer surveys (see pages 6 and 7) show generally positive marks for HHP graduates in all categories when compared to the UTC mean scores.

More specific to the learning outcomes, within each program the faculty work together to define the intended outcomes, usually with the input of the HHP Department Head. At no point are curricular or outcome issues discussed or decided without complete input from all programmatic faculty. Even though the process is entirely inclusive of all relevant faculty, it does not necessarily reach out to others beyond HHP for input. At different times, and for different programs, professional associations and comparable academic institutions have been consulted. Less often have the faculty reached out to local employers, program graduates, or advisory groups. In addition, there has not been a clear mechanism for communicating the Learning Outcomes to the various constituents, including HHP students.

Conversely, the learning outcomes are regularly assessed within each program with at least 2-3 outcomes assessed annually, often resulting in significant curricular changes. Learning outcomes, when possible, are based on national standards, as noted below.

*Alumni/Graduate Survey:*

Alumni Survey 2012								
Results for the Total Sample								
	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
How satisfied are you with your overall undergraduate educational experience at the University of Tennessee at Chattanooga?	80	42.3	93	49.2	10	5.3	6	3.2
	Excellent		Above Average		Average		Below Average	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
How do you rate the academic quality of the University of Tennessee at Chattanooga?	49	25.9	79	41.8	50	26.5	10	5.3
	Very Much		Some		Little		Very Little or None	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
To what extent did general education courses you took at UTC help you to develop critical thinking and problem solving skills?	28	14.8	92	48.7	45	23.8	22	11.6
To what extent did courses in your major field help you to develop critical thinking and problem solving skills?	127	67.2	48	25.4	11	5.8	2	1.1
	Very Often		Often		Seldom		Very Seldom	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
In your current job, how frequently do you apply critical thinking and problem solving skills?	112	59.3	56	29.6	12	6.3	4	2.1
	Very Involved		Involved		Somewhat Involved		Did Not Participate	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Thinking back to your enrollment as a UTC undergraduate, how involved were you in extracurricular (out-of-class) activities (fraternities, sororities, clubs, student government, intramural sports, etc.)?	37	19.6	33	17.5	41	21.7	78	41.3
	11 or More		6 - 10		1 - 5		None	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Since graduating from UTC, how many activities sponsored by the UTC Office of Alumni Affairs or other UTC departments have you participated in?	3	1.6	4	2.1	49	25.9	133	70.4
	5 or More		3 or 4		1 or 2		Not At All	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
How many times have you visited the UTC campus (to attend an event, visit someone, shop in the bookstore, etc.) over the past year?	39	20.6	22	11.6	61	32.3	67	35.4
	Very Willing		Willing		Unwilling		Very Unwilling	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
If asked, how willing would you be to assist the UTC Office of Alumni Affairs/UTC Alumni Council in promoting UTC (e.g. contacting local high school students to encourage them to consider attending UTC)?	19	10.1	367	35.4	77	40.7	25	13.2
	Yes		No					
	Count	Percent	Count	Percent				
Over the past year, have you made a monetary gift to the University of Tennessee at Chattanooga?	16	8.5	173	91.5				

***Employer Surveys (5-point Likert scale with 5 being the best):***

Program	Employers' Mean Satisfaction With 8 Selected Characteristics of UTC Grads							
	Written Comm. Skills	Oral Comm. Skills	Ability to Wrk/w Others	Problem Solving Skills	Potential to Lead or Guide	Understd & Use Tech Info.	Work Ethic	Adapt/ Flexible
<b>HHP</b>	<b>4.25</b>	<b>4.00</b>	<b>4.25</b>	<b>4.25</b>	<b>4.25</b>	<b>4.25</b>	<b>4.25</b>	<b>4.25</b>
<b>All UTC Programs</b>	<b>3.98</b>	<b>4.01</b>	<b>4.09</b>	<b>4.08</b>	<b>3.96</b>	<b>4.07</b>	<b>4.10</b>	<b>4.11</b>

***National Standards for discipline: Competencies. Outcomes. (Appendix C)***

National standards for the Physical Education (K-12) program come from the Society for Health and Physical Education (SHAPE; <http://www.shapeamerica.org/standards/pe/index.cfm> ). SHAPE competencies are categorized into 5 standards:

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Clear strengths that are evident in this Focal Area include student satisfaction with the curriculum and with diversity throughout HHP, positive reviews from employers and amongst program alum of HHP students, and that learning outcomes are often reviewed and include all programmatic faculty.

In contrast, this report also makes clear that there are areas to be improved. First and foremost, would be the formation and regular inclusion of academic advisory boards for each of the three programs. Advisory boards as part of the academic planning process is a well-accepted practice, and one that HHP should adopt in the near future. Once in place, the advisory board(s) will participate in discussion about curriculum, learning outcomes, future marketplace needs and demands, and other relevant issues. The advisory board shall consist of at least four (4) persons from outside UTC who are involved in the local business community and can make meaningful contributions to the areas listed above. In addition, there should be every effort to have at least two (2) program alumni as part of the advisory board. The alumni may be in addition to the business-connected advisory members, or part of that group. The advisory board will meet at

least once annually to discuss all relevant issues, and also receive an annual e-newsletter concerning programmatic and departmental updates.

The SLSA program has surveyed peer institutions to determine basic programmatic demographics, with the results (below) indicating the HHP program is similar in make-up to most others.

<b>Peer feedback from senior/graduate institutions w/ similar Carnegie rating: (N=109)</b>		
-50.5% public/49.5% private institutions -74.3% have considered seeking COSMA accreditation (The Commission on Sport Management Accreditation)		
<b>Category:</b>	<b>Aggregate</b>	<b>UTC</b>
# Students in the program	M= 179.18, SD= 217.49	UTC= 170
# Full Time faculty	M= 3.18, SD= 2.659	UTC= 3
# Part Time faculty	M= 3.62, SD= 4.13	UTC= 3

Similarly, there has been no organized effort in the recent past to solicit feedback on pre-requisite courses from within the HHP faculty. Although there is an implied understanding of what should be taught and learned in each pre-requisite, there is only informal discussion amongst the relevant faculty. Therefore, moving forward, each program will prepare an annual statement in which they comment collectively on the efficacy of the pre-requisites to their own courses. To further illustrate to role of pre-requisites, you can link here to the relevant curriculum maps, searching under Academic Programs (<http://www.utc.edu/health-human-performance/>).

The next area of improvement is surrounding ‘Faculty Involvement,’ for which the student survey indicated very few students felt they were ‘involved’ with the faculty outside of usual class activities. As part of the new UTC Strategic Plan, all departments are being asked to ensure that 100% of all graduates have meaningful learning experiences outside the classroom. To help HHP achieve this goal, we have instituted a dedicated internship/practicum coordinator who will work directly with each of the programs. This person will identify sites in the community where students can become involved, and also work directly with the students to create e-portfolios to enhance their marketability. In addition, all HHP faculty are expected to create a ScholarBridge page, which will allow students easier access to becoming involved in faculty-led research.

### **Focal Area 2: Curriculum and Co-curriculum**

Focal Area 2 is concerned with curriculum issues, specifically how curriculum are developed, who is involved in the process, what routes of feedback exist, how/when do revisions take place, etc. As noted throughout this report, the units have differing processes, etc., so this will provide a general summary of the overall system in curriculum development and revision.

For each unit of HHP there is a clear intent to design both the undergraduate and graduate curriculum to achieve program learning outcomes. Faculty within each work group collaboratively and effectively look at outcomes, determine their relevancy, and then discuss how each course may or may not fit into meeting those outcomes. Individual preferences are typically left at the door during these conversations, as the faculty easily agree that the student outcomes take precedent over faculty preferences. Although there is no formal policy for curriculum change at the departmental level, the expectation is that before any changes are moved forward, they are first brought to the entire HHP faculty for discussion. Significant curriculum changes also require a vote of the faculty (as per UTC policy). Only after this process has taken place are curriculum changes submitted to the relevant University committees for approval.

Each of the HHP units integrates out-of-class experiences into their outcomes and curriculum, though each accomplishes this differently. The K-12 program is grounded in teacher prep, so each student is expected to complete student teaching. The SLSA program has as its philosophical foundation experiential learning, and is in fact a campus leader in this area. Therefore, SLSA students complete two distinct experiences along with internships. The HPE program has internships as electives, but has recently hired an internship coordinator, which emphasizes how this experience is valued. It is not a curricular requirement mainly due to the size of the program (~675 students) and the difficulty they would face in placing each student in a meaningful experience. However, one short-term goal is to have at least 50% of all ES graduates complete an internship experience.

Engaging individuals other than program faculty in the curriculum development process is discussed in Focal Area 1, but admittedly has not been done consistently throughout HHP. Therefore, each program has set an immediate goal of forming an advisory board and meeting annually to discuss curricular issues. In addition, as future curriculum revisions are discussed, it will be an expectation that peer institutes are used as benchmarks for change. Along these lines, and also discussed in Focal Area 1, is that the dissemination of the curricular requirements are not necessarily shared with students in any detail. This is not for any particular reason, simply a gap in our internal process that will be remedied within the next academic year.

Overall, the HHP curriculum process is strong, and in part because each program reviews curriculum annually. As each professional field changes, as faculty come and go, and as student demographics evolve, the faculty are taking into consideration all the moving parts to determine how to move forward and remain relevant. In the future, this process will include greater external feedback and will also be better communicated to the HHP students.

### **Focal Area 3: Teaching and Learning Methods**

Teaching and learning alone are broad areas of pedagogy in which no two classrooms, instructors, or semesters tend to look alike. In HHP the diverse nature of our programs further emphasizes the heterogeneity of the teaching and learning methods as discussed below. As logistical notes, all discussions of the HHP faculty are documented by HHP support staff and circulated shortly after each formal meeting. Further, it is standard practice in HHP, and throughout UTC, to allow students to complete end-of-course teaching evaluations. In addition to

the teaching evaluations, faculty utilize mid-course evaluations to adjust the course, lectures, and assignments based upon student feedback, while re-examining course elements that further would enhance student outcomes. Faculty facilitate greater class discussion for difficult concepts, group work, and continuing education evaluations. Some faculty consult with employers and stakeholders in the community (hospital, rehabilitation centers, and other advisory boards) to determine what skill set and knowledge they believe are appropriate and necessary for recent graduates.

HHP faculty utilize the principles of active learning in the classroom in addition to service learning, hands on learning, case studies, group demonstrations and experiential learning theories. Faculty also utilize journals (Athletic Training Education Journal, The Chronicle of Higher Education, American Journal of Public Health, Society of Health and Physical Educators American Journal, Strategies Journal) to stay current on their respective teaching methodologies, and access the online resources and workshops at UTC's Walker Center for Teaching and Learning which focuses on the following: Principles of good practice in undergraduate education, critical thinking skills, classroom technology, and classroom assessment. Different accrediting bodies (National Recreation and Park Association, Association for Experiential Education, Association for Outdoor Recreation and Education) that emphasize experiential learning models and theories are also used as key resources to inform the different HHP programs.

HHP faculty also observe student behavior, closely monitor student outcomes on assignments, and assess the different learning styles. Faculty at times conduct learning inventories with students to help them determine how students learn best. Faculty include different types of assessments to provide students an opportunity to engage and be active in the learning process (group projects, online assignments, class engagement, case studies, presentations, teaching experiences, skills assessment), and also develop exit interviews to provide students with specific feedback regarding certain competencies observed throughout the semester.

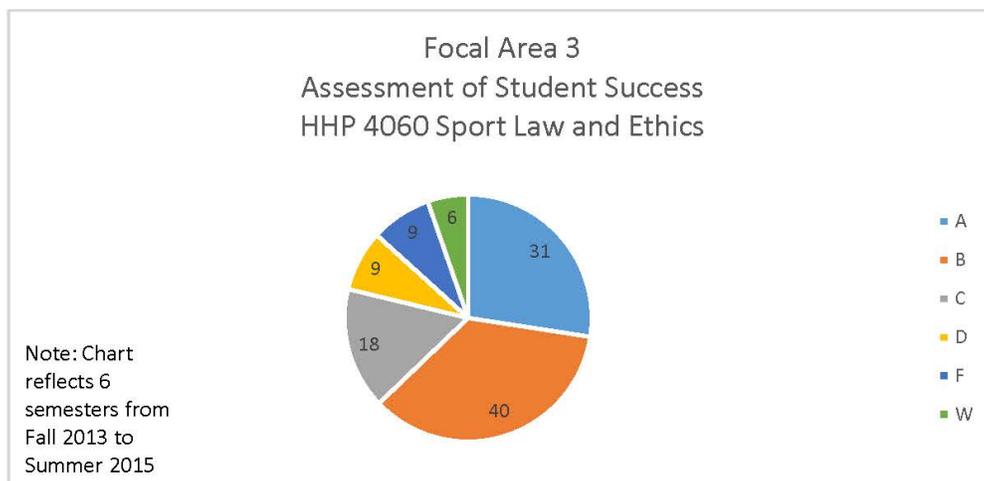
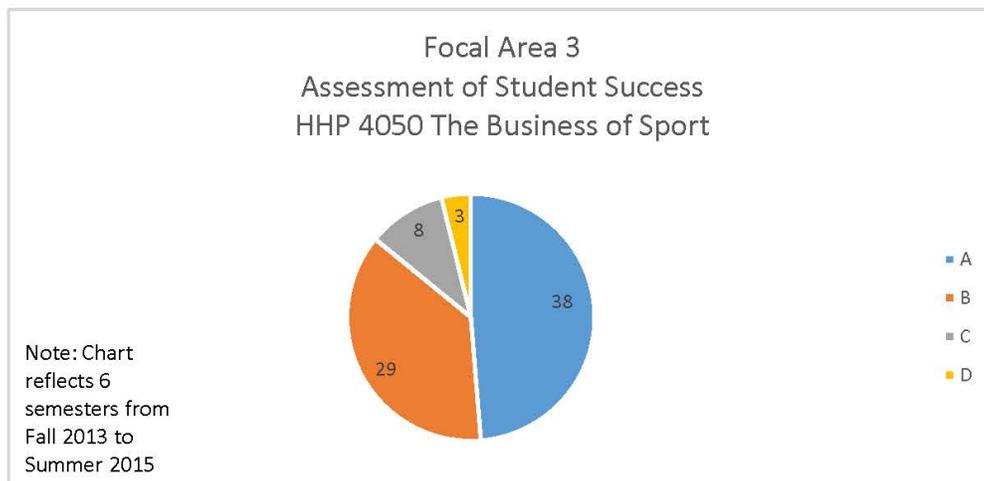
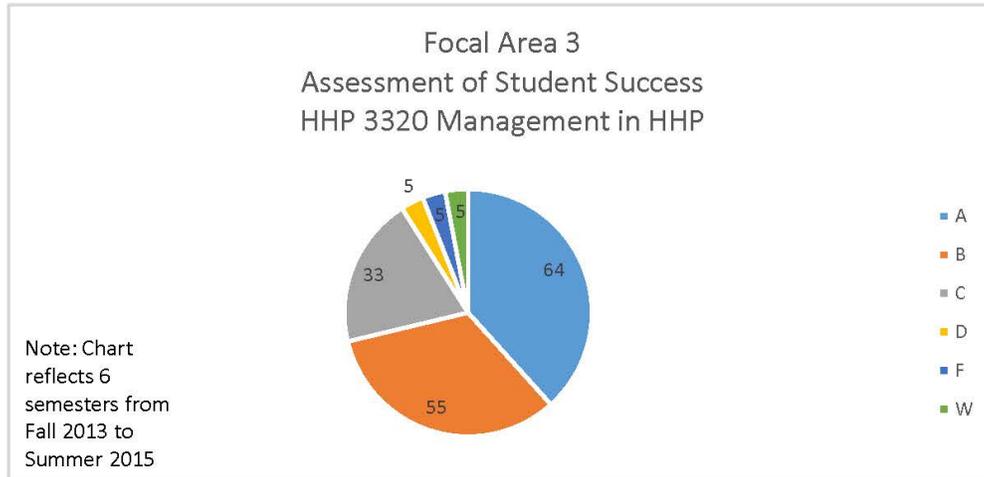
At the completion of each course, faculty review all qualitative and quantitative comments from students and make the following adjustments before the course is taught again: Take items that students found interesting and create similar learning experiences, change course readings and assignments, and improve curricula where needed to enhance student learning. In addition to the student evaluation feedback, each faculty member has the opportunity to engage in peer review of teaching and/or classroom observations. HHP does not have a formal policy in regard to either of these practices, however, a small committee is currently working on a process of peer review that will be implemented in AY 2016-17. Also at the end of each semester, faculty complete the following: Review the way material is being presented and try to create more diverse learning opportunities; clarify documents, adjust study guides to current material, make adjustments to exams and change test questions, and identify trends in data. Some faculty also produce an end of the year report based on grants associated with courses they teach. These reports allow them to reflect and measure student outcomes.

As part of the overall annual faculty review, all faculty are required to complete an EDO (Evaluation and Development by Objectives – UTC's faculty annual performance review system), which evaluates the professional responsibility on three performance areas: 1) teaching

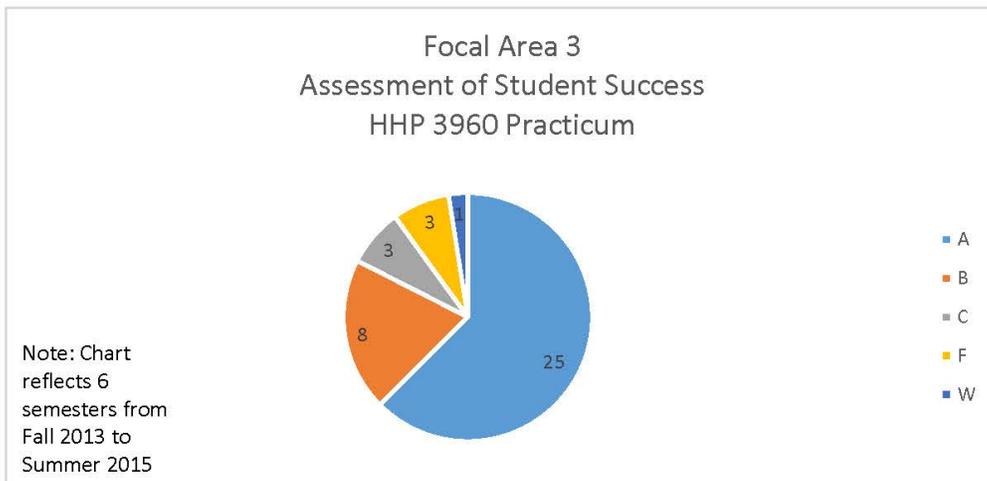
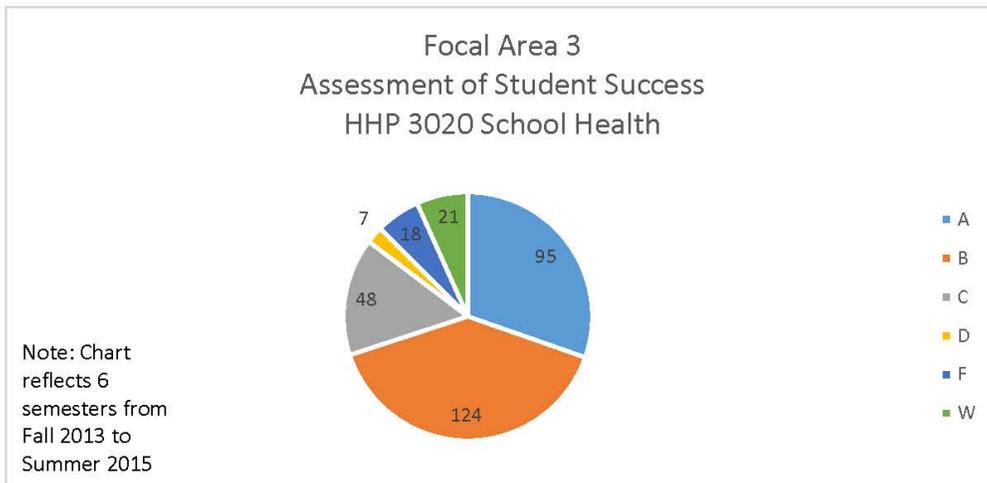
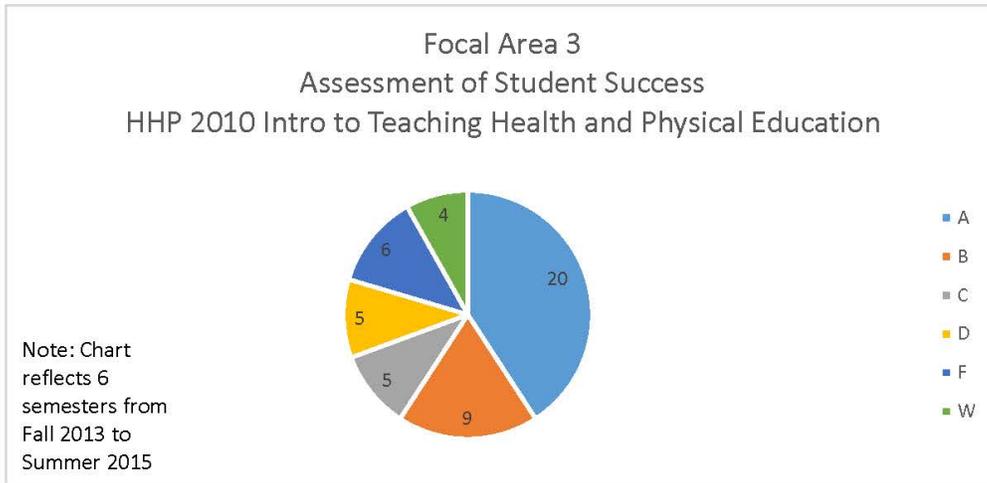
and advising, 2) research, scholarship and creative activities, and 3) professional service. Department heads are responsible for assessing performance in these areas in terms of quality, scope, and impact.

In HHP student success is assessed in large part by completing a sequence of courses within a given curriculum. The tables below indicate the grade distribution of the key curricular courses for HPE, SLSA, and ES. Within ES, students must earn a grade of “C” in all HHP courses, and maintain at least a 2.5 grade point average to matriculate through the major. The three HHP courses are HHP 2300 (Anatomy & Physiology), HHP 3500 (Biomechanics), and HHP 3170 (Exercise Physiology). SLSA does not have a course sequence, nor is there a minimum grade point average required to matriculate. However, each SLSA student must complete a minimum number of field experience hours by the mid-point of their curriculum, and then complete a minimum number of internship hours as a culmination experience. The HPE program is closely aligned with the UTC School of Education, and therefore is bound to many of the CAPE standards set forth nationally and by the state of Tennessee. Currently, for students to progress towards student teaching and teacher licensure, they must first pass HHP 2010 and the PRAXIS I. Subsequent to that, students must maintain at least a 2.75 GPA and along with passing all other required coursework, also complete part II of the PRAXIS exam and HHP 3960, which is the practicum that qualifies a student for student teaching. The PAH program is cohort-based, like ES, therefore students must pass courses in sequence to be able to progress. To date, all students have made adequate progress in each course.

The following charts represent the grade distribution in three core classes in HHP Sports and Leisure Services Administration.



The following charts represent the grade distribution in three core classes in HHP Health and Physical Education.



Faculty in HHP engage in professional development in a variety of ways, but regardless of the source of information, the HHP faculty take their teaching responsibility very seriously. As an aggregate, HHP faculty receive consistently high Student Rating of Faculty results and qualitatively are very much appreciated by the students. Annually, the HHP faculty complete a variety of development activities, including earning certification through professional agencies, attending workshops, attending and presenting at state, regional, national, and international conferences, attending annual meetings, collaborating and publishing with colleagues, serving on UTC committees, engaging in community based participatory research, and participating in training through Walker Center for Teaching and Learning. Most faculty participate in 2-3 professional development opportunities each year.

In addition to opportunities to directly improve teaching, HHP faculty are actively engaged in their respective professional organizations, which allows them to remain at the forefront in their fields. Professional organizations connected to HHP include the American College of Sports Medicine, National Physical Activity Society, Alpha Kappa Delta, Tennessee Association for Health, Physical Education Recreation and Dance, Tennessee Recreation and Parks Association, Fellow ACSM (American College of Sports Medicine), AHA- Council on Epidemiology and Prevention, Fellow Royal Society for Public Health, National Society for Experiential Education (NSEE), National Recreation and Park Association, American Educational Studies Association, and American Educational Research Association, Text and Academic Author's Association, Sport Marketing Association, and the North American Society for Sport Management. HHP faculty hold Fellow status in organizations; are elected members of boards at the state, regional, and national level; serve as journal editors and reviewers; and serve as Editors for academic textbooks.

Key areas HHP will look to enhance in this Focal Area include a more uniformed protocol for utilizing mid-term course reviews and second, to create a formal process for peer review of teaching that includes classroom observation.

#### **Focal Area 4: Student Learning Assessment**

In general, and as mentioned earlier in this report, stakeholder feedback is an area of improvement throughout the programs, and one that will be addressed immediately. However, minutes/notes from faculty meetings are recorded regularly and made available to all faculty.

Learning assessment techniques are used throughout HHP and vary by program. For instance, some key learning quality indicators include the ES program embedding knowledge and skill outcomes for the ACSM – Certified Exercise Physiologist exam throughout their curriculum. Students are expected to be able to address at least ~80% of all the Knowledge and Skills statements by the time they reach the end of the curriculum. Each course instructor has certain KS areas to be covered, which collectively ensures the necessary learning indicators. The SLSA program uses standardized learning outcomes as designed by outside organizations, including COSMA and National Recreation and Parks Association (NRPA) standards, to ensure that each graduating student has competencies recognized and desired within the discipline.

Pre-and-post tests are completed in a few courses throughout the different programs and are at

the discretion of the instructor. There is no departmental protocol on when or how to use pre/post testing, and the results are usually restricted to the course and instructor. Cumulative exams are also at the discretion of the instructor. Exit testing is another learning assessment tool, and exists mainly as part of national accrediting standards. The ES program encourages students to sit for certification exams offered through the American College of Sports Medicine or the National Strength and Conditioning Association; the HPE program requires students to pass parts I and II of the PRAXIS to be eligible for student teaching and eventually teaching licensure. In 2014-15 56% of eligible HPE students took this test and all passed, or 100%, compared to the national rate of 72.6%; the SLSA does not have a national exam, yet students are challenged to demonstrate their competencies through community-based research, event management, and other hands-on experiences.

Foundation testing for general education exists at the university level and the most recent data (2014-15) show that HHP students scored extremely close to the university mean in each of the three categories: Math, Reading, and Critical Thinking.

(<http://www.utc.edu/planning-evaluation-institutional-research/assessment/gen-ed-outcomes.php>)

Another area of learning assessment includes student portfolios, capstone course projects, and co-op or internship experiences, and for PAH, thesis or research projects. ES students are encouraged to complete an internship experience and the curriculum has recently been redesigned to make this available to all students. In addition, an Internship Coordinator has been hired to improve the process, including evaluation of student internship experiences. HPE students are required to complete a teaching practicum at a designated school prior to being eligible to student teach, which is of course its own capstone. HPE students also spend brief periods of time in PE and Health classes are part of other courses completed earlier in the curriculum. SLSA students complete professional portfolios in HHP 3320, they engage in two field experience courses, two internships, and multiple program development/implementation capstone projects. Assessments for these experiences are largely based on demonstration of practical skills however, rubrics will need to be developed for consistency in assessment. PAH students are required to complete a thesis or comprehensive research project as their culminating experience, which serves as a key learning assessment indicator.

Part of the learning assessment process is to analyze the assessment being used, and one method is to regularly perform a test item analysis. At this time a formal item analysis is not usually done in HHP. The LMS used on campus, UTC Learn/Blackboard, does provide some capacity for this, and if faculty use Scantron answer sheets for exam purposes item analysis is also available. However, if more traditional paper/pencil exams, particularly with a writing component, are used, then item analysis becomes more difficult. In exam development and enhancement, most faculty create and revise their own test bank or assessment library, which is regularly reviewed and updated by each respective instructor.

HHP does not currently track job placement rate, student acceptance into graduate programs, or the success/progress of students in those graduate programs. These are difficult to track for any academic program, and are sometimes completed by a University's Alumni office. However, HHP is a department with nearly 1,000 students and is short on faculty, and therefore the means

to track student job placement is limited at best. There is certainly interest amongst all the HHP faculty to do better in this capacity, and the department as a whole will be discussing means of handling this internally for the future.

Areas of improvement include better tracking of program graduates, increased use of pre-posttests, test item analysis when possible, and increased use of capstone projects, particularly in the ES program.

### **Undergraduate Focal Area 5/Graduate Focal Area 6: Support Quality Education**

HHP, like any other academic unit, strives to implement and/or direct students to services that will increase their own effectiveness, along with programmatic effectiveness. A comprehensive list of student resources can be found at <http://www.utc.edu/about/student-resources.php>, and includes amongst others, assistance from the Disability Resource Center, the Counseling Center, the UTC Library, the Center for Advisement and Student Success, and the UTC Writing Center.

In addition, the HHP annual budget is integral in the success of our programs, and is managed closely by the department head and account support staff. Below is a depiction of the five year operating budget for all HHP programs, however as of AY 2015, there is a new campus-wide model of distributing funds generated from online courses, and HHP stands to realize a considerable increase in discretionary funding from this new model. Regardless, in the recent past, HHP has remained within budget annually, with the primary budget goal of maintaining operations, as there is not enough funding available for any significant upgrades in equipment, technology hardware or software, etc.

### **2014-15 Operating Budget -Health & Human Performance Department**

- Faculty Salary \$1,061,754.70
- Professional Salaries \$36,100.00
- Clerical Salaries \$50,145.60
- Travel \$23,023.00
- Media Processing \$6,125.00
- Communication \$1,067.00
- Maintenance & Repairs \$8210.00
- Professional Services & Memberships \$4,335.00
- Supplies \$29,412.00
- Rentals & Insurance \$500.00
- Contractual & Special Services \$10,953.00
- **Total Annual Operating Cost** 1,231,909.32

Even though the HHP annual operating budget has remained flat, enrollment in HHP programs have grown dramatically, with most of the growth in the ES program. However, in addition to the overall department enrollment, HHP courses are full each semester, with waitlists for most courses, whether they are required or elective.

Of the students enrolled in HHP, and in step with the increased enrollment, HHP is also realizing an increase in the number of students graduating. According to OPEIR ([www.utc.edu/planning-evaluation-institutional-research/departmental-profiles.php](http://www.utc.edu/planning-evaluation-institutional-research/departmental-profiles.php)), the fiscal year 2012 showed 104 HHP graduates, 2013 showed 125 HHP graduates and 2014 showed 146 HHP graduates from all concentrations in the HHP department.

Programmatic benchmarking in HHP is done through comparison to national exam outcomes. In HPE, the pass rate on the Praxis is typically close to 100% compare to a national passing average of ~72%. See Appendix E for PRAXIS I results. SLSA does not have a national benchmark, and ES uses pass rates for either the ACSM or NSCA exam, though neither are required of ES students.

To date, HHP has not regularly published or shared information about progress on improvement initiatives, documentation of data collection, analyses and use of results and institutional effectiveness for programs and practices. Most of this is done at the University level by OPEIR.

The primary area of improvement here is to upgrade HHP/Metro technology, as this is sorely needed, and the soon-to-be-realized influx of online dollars should make this possible.

### **Graduate Focal Area 5: Research Environment**

Research opportunities in the PAH program are varied, and are guided by tenured or tenure-track HHP faculty working within their respective expertise area. The PAH curriculum requires students to complete either a 6.0 credit thesis or a 3.0 credit Research Experience (RE). More broadly, the HHP department values research, particularly research that engages students and is intended for broad dissemination. Time for research activities is built into the overall workload of most faculty, and faculty have the opportunity to increase research time when grants and other significant projects are involved. While HHP does not provide dedicated research support staff, this support does exist at the campus level through the Office of Sponsored Programs, and the newly created Vice Chancellor of Research further emphasizes the campus-wide commitment to research endeavors. HHP sets aside funding annually to support research, including equipment and supplies, paying student research assistants, and funding travel and publications relating to organizing or disseminating research. The HHP home page contains various links that display current faculty research outcomes and other professional accomplishments. Also the Office of Institutional Analysis tracks faculty scholarship on an individual and department level. Within HHP, scholarly productivity is tracked per individual, and gathered during the EDO process each spring.

HHP faculty, including those in the PAH program, often work collaboratively with HHP, across the UTC campus, and with other colleagues from around the country and world. International research partnerships include colleagues in Kenya, India, Spain, and Haiti, amongst others, and many U.S. partners. This collaborative nature of research also serves as a mentoring process, allowing junior faculty to slowly build their capacity for leading research. Student involvement is increasing rapidly throughout HHP, as evidence by the number of students presenting at NCUR and the UTC's own Research Day event. While research is not required of any undergraduates, it is embedded into the PAH program (and also the Athletic Training program). The thesis

requirement is traditional in its intent, however, the content must be community-related and encompass physical activity, nutrition, or other relevant health behavior(s). The thesis requires a formal topic proposal, followed by data collection and analysis, then a formal defense. The RE is less formal, but is required to be a partnership with a community organization. RE's can include assisting with the design of a health promotion program, helping to implement a program, analyzing program outcomes, collecting program data, creating educational materials and or social media sites, and more. Regardless of the RE focus, the outcome of each experience must be something tangible that will clearly benefit the community partner.

In addition to the thesis or RE, PAH students are required to complete 6.0 credits of Practicum spread over at least two separate semesters. The Practicum is a community-based experience that might have similar focus to an RE experience, but likely less intensive. Practicums' may very well lead into RE's or thesis projects, however, it is a programmatic goal to vary the Practicum experience from one semester to the next for each student. PAH faculty work together to create Practicum the different experiences. With the newness of the PAH program, particularly with no program cohort graduates to date, there is not currently a repository of student research. However, as students begin to graduate, and along with the increase in undergraduate student research, the HHP website will host a page highlighting current student research projects.

### **Undergraduate Focal Area 6/Graduate Focal Area 7: Academic Audit process**

#### **Potential Improvement Initiatives**

This section focuses on distinct areas of improvement within the HHP programs, and the specific steps toward improvement and evaluation. HHP is dedicated to seeking improvement where needed, while also strengthening areas that are already solid. This report has allowed the department to better see where improvement is needed, and develop a relevant plan of action. Therefore five (5) key areas of improvement are detailed below.

Development of academic advisory boards. Each HHP program needs to develop a relevant and committed advisory board as part of its academic planning process. This is not only a well-accepted practice, but one that will absolutely enhance programmatic quality, increase community ties, and create opportunities for HHP graduates.

To accomplish this, each program will generate a list of potential advisory board members by May 1, 2016. The HHP department head and Dean will review the list and make any necessary suggestions. Invitations to each individual will be sent by June 1, with the intent to host the initial meeting in September of 2016. Once in place, the advisory board(s) will participate in discussion about curriculum, learning outcomes, future marketplace needs and demands, and other relevant issues. The make-up, function, and meeting frequency is described in Focal Area 1, but should include at least 4 external members, and at least 2 alum, and meet at least once annually, preferably in-person.

Formal Pre-requisite Feedback. Informal curriculum discussion regularly takes place amongst faculty, including reviewed of pre-requisites, or how one course supports a subsequent course. Moving forward, each program will have a formal process in which an annual statement is prepared per program that identifies how each courses is helped/not helped by its pre-req and

provides a clear indication of any changes that will be made. This report will be completed by the respective program coordinator, and will be submitted by May 1 annually.

Faculty Involvement with students outside of the Classroom. This is an area where the HHP students felt the faculty fell short, and therefore we hope to better engage our students. First, HHP has already identified an internship coordinator, mainly to assist ES students in finding different field placements. Second all HHP are being asked to create a ScholarBridge page by May 1, 2016. ScholarBridge is used by UTC and many other universities to connect faculty and students in a research environment. Third, the internship coordinator is in the process of creating a table of field experiences that will be continually updated and available on the HHP website for all students to access. Finally, the internship coordinator will track the number of students being placed in the field and the number of students working directly with HHP faculty on research and community-based projects.

Mid-term Course Reviews. Mid-term course reviews are an excellent means of assessing what may or may not be working in a given course. HHP faculty does not currently have a system of administering mid-term course reviews, but will implement this beginning in Fall 2016. In fall '16, each faculty member will administer the review in one course of their choosing. In spring '17, faculty will administer the review in at least two courses, and starting in fall '17, faculty will administer the reviews in all courses each semester. At the end of each semester, and to be included on the annual EDO, faculty will summarize the reviews, and indicate what if any changes were made in response.

Classroom Teaching Evaluation. The HHP faculty do not currently utilize this practice, but are keenly interested in implementing such by fall of 2016. The review process will, at minimum, consist of classroom observation by individuals external to HHP who are considered to have expertise in this area. This may be other UTC faculty, or if needed, HHP can bring outside experts to campus for this process. Full professors will be observed once every other year; Associate professors will be observed at least once annually; and Instructors, Lecturers, and tenure-track faculty will have observations at least once each semester. Evaluation summaries will be included in each faculty members EDO. Any suggested corrective steps to improve teaching will be implemented as quickly as is reasonable.

### Matrix of Improvement Initiatives

	<b>Initiative</b>	<b>Objective</b>	<b>Who</b>	<b>Performance Indicator</b>	<b>When</b>
1	<b>Develop academic advisory boards</b>	To help guide curriculum development to remain current with industry standards and expectations	Coordinated by the respective Program Coordinators in concert with program faculty	<ul style="list-style-type: none"> <li>• Board members accept appointment</li> <li>• Board make-up meets established criteria</li> <li>• Board meets regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Board invitee list by May 1, 2016</li> <li>• Board first meets in Sept/Oct 2016</li> </ul>
2	<b>Formal Pre-requisite Feedback</b>	To help ensure each course has relevant information to best prepare students for subsequent courses.	Program coordinator, however, each faculty member will be responsible for coordinating with the course instructors that are pre-req's	<ul style="list-style-type: none"> <li>• Annual summary report of pre-req updates, changes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial summary report will be due May 1, 2017 and each May 1 beyond</li> </ul>
3	<b>Increase out-of-class experiences</b>	To meet UTC Strategic Plan, and to enhance classroom learning with field experiences	HHP Internship coordinator	<ul style="list-style-type: none"> <li>• Initially, at least 50% of HHP graduates complete an out-of-class experience</li> <li>• To have 100% of HHP graduates complete an out-of-class experience</li> </ul>	<ul style="list-style-type: none"> <li>• Initial goal to be met by end of AY 2016-17</li> <li>• 100% goal to be met by end of AY 2020-21 (this represents the end of the next 5-year cycle)</li> </ul>
4	<b>Mid-term course reviews</b>	To increase teaching effectiveness through direct student feedback	Individual faculty will be responsible for this review	<ul style="list-style-type: none"> <li>• 100% of HHP didactic courses are using mid-term course reviews, and summary of reviews will be reported annually in EDO.</li> </ul>	<ul style="list-style-type: none"> <li>• Goal is to have every faculty administer review in at least one course during Fall '16; administered in at least two courses during Spring of '17; and in all courses beginning Fall of 2017</li> </ul>
5	<b>Classroom Teaching evaluation</b>	To increase teaching effectiveness through external peer review	Individual faculty will be responsible for this review	<ul style="list-style-type: none"> <li>• Each faculty will adhere to the evaluation schedule and report the summary in their respective EDO. Success will be measured by</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning in Fall 2016, tenure-track faculty, lecturers, and instructors will be evaluated at least once per semester; Associate</li> </ul>

				<p>faculty receiving reviews indicating little if any improvement needed, or describing and following a plan for improvement when indicated.</p>	<p>Professors will be evaluated at least once annually; Full Professors will be evaluated at least once every other year.</p>
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## **Appendix A**

### **HHP Learning Outcomes**

#### **ES**

1. Analyze the effects of an exercise or activity
2. Develop an exercise prescription
3. Discuss major public health issues
4. Describe social determinants of health
5. Understand discipline related research

#### **HPE**

1. Understand concepts of health and physical education
2. Evaluate effectiveness of HPE programs
3. Plan and implement HPE programs
4. Demonstrate appropriate use of instructional methods and techniques

#### **SLSA**

1. Develop appropriate communication skills
2. Develop a disciplinary knowledge
3. Demonstrate professionalism in all field work
4. Understand research and evaluation skills

#### **PAH**

1. Understand physical activity epidemiology
2. Describe health behaviors and models
3. Understand public health and community needs

**Appendix B**  
**NSSE Enrolled Student Survey**

Student Survey Results (NSSE) 2014					
QUESTION/STATEMENT	RESPONSE OPTIONS	PERCENTAGES			VALID N: (DEPT.)*
		UTC	COLLEGE	DEPT.	
<b>SATISFACTION WITH UTC</b>					
1. How would you evaluate your entire educational experience at this institution?	Poor	3.0	0.0	0.0	0
	Fair	11.2	11.9	10.6	5
	Good	53.7	56.2	57.4	27
	Excellent	32.0	31.9	32.0	15
2. If you could start over again, would you go to the same institution you are now attending?	Definitely no	5.6	8.1	4.3	2
	Probably no	10.9	8.1	6.4	3
	Probably yes	42.5	35.7	34.0	16
	Definitely yes	40.9	48.1	55.3	26
<b>CURRICULUM</b>					
1. Institution contributes to you acquiring job or work related knowledge and skills.	Very little	12.9	7.5	6.4	3
	Sometimes	29.2	27.3	27.7	13
	Quite a bit	30.8	34.8	38.3	18
	Very much	27.2	30.5	27.7	13
2. Institution contributed in developing clear and effective speaking skills.	Very little	11.9	11.3	8.5	4
	Sometimes	31.4	28.5	40.4	19
	Quite a bit	35.2	39.2	29.8	14
	Very much	21.5	21.0	21.3	10
3. Institution contributed in developing clear and effective writing skills.	Very little	6.7	6.4	4.3	2
	Sometimes	25.0	25.1	29.8	14
	Quite a bit	36.9	39.6	34.0	16
	Very much	31.4	28.9	31.9	15
4. Institution contributed to your ability to solve complex real-world problems.	Very little	12.6	9.6	4.3	2
	Sometimes	31.4	30.5	38.3	18
	Quite a bit	31.3	35.3	34.0	16
	Very much	24.7	24.6	23.4	11
5. Institution contributed to thinking critically and analytically.	Very little	2.7	1.6	0.0	0
	Sometimes	18.2	19.6	26.1	12
	Quite a bit	38.5	42.4	45.7	21
	Very much	40.5	36.4	28.3	13

6. Institution contributed to working effectively with others.	Very little	6.6	5.4	2.1	1
	Sometimes	30.7	23.1	25.5	12
	Quite a bit	34.3	41.9	46.8	22
	Very much	28.3	29.6	25.5	12
7. Institution contributed to developing or clarifying a personal code of values and ethics.	Very little	15.6	7.5	6.4	3
	Sometimes	30.3	29.0	40.4	19
	Quite a bit	29.3	35.5	34.0	16
	Very much	24.8	28.0	19.1	9
8. Institution contributed to encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc).	Very little	19.9	19.5	13.0	6
	Sometimes	32.3	26.5	30.4	14
	Quite a bit	28.1	33.0	32.6	15
	Very much	19.7	21.1	23.9	11
9. Institution contributed to being an informed and active citizen.	Very little	15.3	9.8	2.1	1
	Sometimes	30.7	32.6	38.3	18
	Quite a bit	33.6	38.6	40.4	19
	Very much	20.5	19.0	19.1	9
<b><i>FACULTY INVOLVEMENT</i></b>					
1. Quality of interactions with faculty members.	1	1.2	1.1	2.1	1
	2	2.9	2.7	0.0	0
	3	4.8	8.7	4.3	2
	4	11.4	13.0	12.8	6
	5	27.9	26.6	40.4	19
	6	29.6	25.5	25.5	12
	7	22.2	22.3	14.9	7
2. Talked about career plans with a faculty member or advisor.	Never	17.0	8.6	10.6	5
	Sometimes	41.3	46.0	51.1	24
	Often	26.1	29.9	29.8	14
	Very Often	15.6	15.5	8.5	4
3. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	51.0	57.0	63.8	30
	Sometimes	27.6	24.7	23.4	11
	Often	12.7	10.2	8.5	4
	Very Often	8.7	8.1	4.3	2
4. Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	23.4	21.5	17.4	8
	Sometimes	46.0	50.0	65.2	30
	Often	20.1	19.9	15.2	7
	Very often	10.5	8.6	2.2	1

<b><i>CULTURAL EXPERIENCE AT UTC</i></b>					
1. Had discussions with students of a different race or ethnicity than your own.	Never	3.5	2.7	0.0	0
	Sometimes	20.6	20.5	23.4	11
	Often	28.4	28.1	29.8	14
	Very often	47.5	48.6	46.8	22
2. Had discussions with students from different economic background other than your own.	Never	2.5	1.6	0.0	0
	Sometimes	19.0	18.5	19.1	9
	Often	32.7	32.1	31.9	15
	Very often	45.8	47.8	48.9	23
3. Had discussions with students who are very different from you in terms of their religious beliefs or personal values.	Never	3.4	3.8	2.1	1
	Sometimes	23.3	23.4	25.5	12
	Often	27.1	25.0	23.4	11
	Very often	46.2	47.8	48.9	23
4. Had discussions with students who are very different from you in terms of their political opinions or personal values.	Never	4.0	3.8	0.0	0
	Sometimes	19.1	18.5	25.5	12
	Often	30.6	33.2	31.9	15
	Very often	46.3	44.6	42.6	20

\***Valid N** = the number of majors answering the question on the NSSE 2014

\*\*Not enough evaluations completed to analyze data

Scale: 1 to 7; 1 = Unavailable, unhelpful, and unsympathetic; 7 = Available, helpful, and sympathetic

**Appendix C**  
**Sport and Leisure Services Administration**  
**Curriculum Map**

The table below represents a curriculum map of the Sport and Leisure Services Administration program. The outcomes are driven by the profession and supported by the university.

Courses & Learning Activities	Title	Communi-cation	Research/Eval	Discipline Knowledge	Profess-ionalism	Inter-personal skills	Assessments
HHP 1015	Intro to HHP Professions			x	x		Quizzes
HHP 1010/1540/4999	1st Aid/ WFR			x			Written & Practical exam
HHP 2120/2130	Field Experience			x	x	x	Professional service & reflection paper
MATH 2100	Statistics		x	x			Assignments and Test
HHP 0000-0099	Activity Courses			x		x	Written and Practical Exam
HHP 0021	Wellness			x			Assignments and quizzes
HHP 3320	Management in HHP	x		x	x		Assignments, Quizzes, Group project
HHP 4050	Business of Sport	x	x	x	x	x	Assignments, Quizzes, Group Project
HHP 3100	Research Methods	x	x	x			Assignments, test
HHP 4070	Psych/Soc of Ex Science and Sport			x		x	Assignments, quizzes, test
HHP 4060	Sport Law & Ethics		x	x	x		Case studies, quizzes, test
HHP 4790	Internship I	x		x	x	x	Professional service, Journal & Reflection papers
HHP 4800	Internship II	x		x	x	x	Professional service, Journal & Reflection papers

HHP 2020	Camping & Outdoor Education	x	x	x		x	Trip plans, lesson plans, practical test
HHP 3060	Outdoor Recreation	x	x	x			Research project, Test
HHP 3070	Outdoor Leadership Skills	x		x	x	x	Written & Practical exam, field project

## Appendix D Sample Assessment Rubric

Within each course, assessments are clearly tied to intended outcomes. The following assessment rubric presents an example curriculum plan for a single course (HHP 4050: The Business of Sport).

### HHP 4050: The Business of Sport

**Objective :** Students will present a professional quality program portfolio at the conclusion of the semester.

**Measure:** Instructor analysis of final portfolio projects.

**Details:** Students will develop a program proposal over the course of the semester and present that in a final, professional-quality “PDF” document.

**Target:** 80% of students will present a portfolio that meets or exceeds the expectations of the instructor, judged by: completeness, conciseness, and aesthetics (see rubric)

**Implementation Plan:** Students will turn in a completed portfolio at the end of the semester

**Key Responsible Personnel:** Andrew W. Bailey, Ph.D.

**Findings:** Not applicable. This assessment will be implemented for the first time during the spring semester of 2013.

	<b>Marginal</b>	<b>Acceptable</b>	<b>Professional</b>	<b>Excellent</b>	<b>Score</b>
<b>Complete</b>	Proposal includes all program stages, but is not thorough and or lacks other portfolio elements (i.e. table of contents, appendices)	All stages are included, but some areas lack clarity and don't reflect deep understanding. May or may not include all portfolio elements.	All stages and elements are present in the portfolio. The proposal demonstrates an understanding of the material, but a lack of thoroughness.	All stages and elements are present and the portfolio represents a professional quality document.	APP- 4 Intra1- 2 IntraRef- 3 BusSport- 4 Food- 4 Website- 3 Wild- 4 Oats- 2
<b>Concise</b>	Most portfolio elements are present, but the flow of the document is impeded by too much material or lack of structure.	All portfolio elements are present and there is a document structure, but the material is too lengthy or not in appropriate places (i.e. appendices)	All portfolio elements are present, a document structure exists, and materials are in appropriate places, but there is a lack of information priority (i.e. needs editing)	All elements are present, material is in the appropriate section of the document, the document structure is clear, and only relevant information is presented.	APP- 4 Intra1- 2 IntraRef- 3 BusSport- 4 Food- 4 Website- 4 Wild- 4 Oats- 4
<b>Aesthetic</b>	Document layout is not of a professional quality and/or does not include necessary elements (i.e. cover page, table & figure titles, etc.)	Document includes all necessary elements, but is not in the correct format and/or lacks a professional layout.	Document includes all elements and generally has correct formatting, but needs more attention to details.	Document has a professional appearance & format, and includes all elements of a professional-quality report/presentation	APP- 4 Intra1- 2 IntraRef- 3 BusSport- 4 Food- 4 Website- 4 Wild- 4 Oats- 2

## Appendix E

### Test Results for HPE students taking the PRAXIS I

**Test Code:** [5551\\*](#)  
**Test Name:** HEALTH EDUCATION 5551

	2013-2014					2014-2015									
Detailed Score Information															
Test Category	N	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct	N	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct	N	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
I. HEALTH EDUCATION AS A DISCIPLINE	13	18	77%	73%	75%	10	18	77%	73%	74%					
II. HEALTH PROMOTION AND PREVENTION OF INJURY AND DISEASE	13	32-33	66%	71%	72%	10	32-33	69%	69%	72%					
III. HEALTHY RELATIONSHIPS AND MENTAL AND EMOTIONAL HEALTH	13	33	71%	72%	75%	10	33	70%	71%	74%					
IV. COMMUNITY HEALTH AND ADVOCACY	13	13	61%	61%	65%	10	13	69%	63%	65%					
V. HEALTH EDUCATION PEDAGOGY	13	13	64%	67%	70%	10	13	69%	66%	69%					
Number (Percent) of SOE's Candidates Scoring in Each Quartile in Each Category															
Test Category	N	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile	N	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile	N	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile
I. HEALTH EDUCATION AS A DISCIPLINE	13	0 0%	8 62%	4 31%	1 8%	10	0 0%	3 30%	6 60%	1 10%					
II. HEALTH PROMOTION AND PREVENTION OF INJURY AND DISEASE	13	7 54%	3 23%	2 15%	1 8%	10	2 20%	4 40%	4 40%	0 0%					
III. HEALTHY RELATIONSHIPS AND MENTAL AND EMOTIONAL HEALTH	13	7 54%	2 15%	2 15%	2 15%	10	3 30%	4 40%	2 20%	1 10%					
IV. COMMUNITY HEALTH AND ADVOCACY	13	2 15%	7 54%	2 15%	2 15%	10	0 0%	3 30%	5 50%	2 20%					
V. HEALTH EDUCATION PEDAGOGY	13	3 23%	6 46%	3 23%	1 8%	10	1 10%	5 50%	3 30%	1 10%					

Note: New test 5551 replaced 0550/5550 during testing year 2013-2014.

**Test Code:** [5095](#)  
**Test Name:** PHYSICAL EDUCATION: CONTENT AND DESIGN 5095

	2012-2013					2013-2014					2014-2015				
Detailed Score Information															
Test Category	N	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct	N	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct	N	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
I. CONTENT KNOWLEDGE AND STUDENT GROWTH AND DEVELOPMENT	6	23	70%	63%	66%	15	23-24	67%	66%	69%	13	23-24	68%	65%	69%
II. MANAGEMENT, MOTIVATION AND COMMUNICATION	6	20-21	83%	78%	79%	15	20-21	73%	74%	76%	13	20-21	75%	71%	73%
III. PLANNING, INSTRUCTION, AND STUDENT ASSESSMENT	6	20	72%	70%	73%	15	20	75%	76%	80%	13	20	72%	75%	78%
IV. COLLABORATION, REFLECTION, AND TECHNOLOGY	6	15-16	85%	75%	78%	15	15-16	74%	78%	79%	13	15-16	78%	73%	77%
V. INSTRUCTIONAL DESIGN	6	12	58%	61%	65%	15	12	54%	59%	63%	13	12	54%	54%	58%
Number (Percent) of SOE's Candidates Scoring in Each Quartile in Each Category															
Test Category	N	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile	N	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile	N	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile
I. CONTENT KNOWLEDGE AND STUDENT GROWTH AND DEVELOPMENT	6	0 0%	2 33%	3 50%	1 17%	15	1 7%	10 67%	2 13%	2 13%	13	2 15%	5 38%	4 31%	2 15%
II. MANAGEMENT, MOTIVATION AND COMMUNICATION	6	1 17%	1 17%	1 17%	3 50%	15	4 27%	6 40%	4 27%	1 7%	13	1 8%	7 54%	4 31%	1 8%
III. PLANNING, INSTRUCTION, AND STUDENT ASSESSMENT	6	0 0%	5 83%	1 17%	0 0%	15	3 20%	8 53%	4 27%	0 0%	13	5 38%	5 38%	2 15%	1 8%
IV. COLLABORATION, REFLECTION, AND TECHNOLOGY	6	1 17%	0 0%	4 67%	1 17%	15	4 27%	6 40%	5 33%	0 0%	13	3 23%	3 23%	4 31%	3 23%
V. INSTRUCTIONAL DESIGN	6	2 33%	4 67%	0 0%	0 0%	15	3 20%	10 67%	2 13%	0 0%	13	3 23%	5 38%	5 38%	0 0%