**2009 Physical Education Report**

**Step 1: Department/Program Mission** (Any updates due September 15, 2009)

A liberal arts education should provide the means to enhance one’s mind, body and soul. The Physical Education Department provides the student with an opportunity to pursue academic disciplines that will enable them and ultimately others (through the resultant dissemination of knowledge by the students) to gain knowledge that will positively affect their lives and the lives of those around them. Presenting academic disciplines that result in a physically healthy existence and a vigorous intellectual one is the mission of the Physical Education Department.

**Step 2: List goals/outcomes** (Any updates due September 15, 2009)

Program Outcomes (Pedagogy)

Upon successful completion of the pedagogy option, majors will be able to:

demonstrate knowledge and competency in a variety of movement skills and movement patterns necessary for performing physical activities.

demonstrate knowledge in a variety of fitness principles and fitness concepts necessary for leading an active healthy lifestyle.

demonstrate knowledge of sociological, psychological, historical, and philosophical concepts as they relate to learning and performing a variety of physical activities.

demonstrate a variety pedagogical concepts and teaching styles in an applied physical education setting.

Program Outcomes (Exercise Science)

Upon successful completion of the Exercise Science program, students will be able to:

Demonstrate knowledge and competency in the components of regular physical activity directly associated with  good health management and disease prevention.

Demonstrate competency in the knowledge, skills and abilities in performing exercise testing and exercise prescription and in programming for primary and secondary prevention and rehabilitation of chronic diseases or sport injury.

Demonstrate competency in the knowledge, skills and abilities in designing and leading comprehensive exercise programs for the promotion of functional and health benefits.

Program Outcomes (Athletic Training)

Upon successful completion of the Athletic Training program, students will be able to demonstrate mastery of all competencies required of the program by the Commission of Accreditation of Athletic Training Education (CAATE). The competency subsections are:

    1. Risk management and injury prevention,

    2. Pathology of injruies and illnesses,

    3. Orthopedic clinical examination,

    4. Medical conditions,

    5. Acute care of injuries,

    6. Therapeutic modalities,

    7. Conditioning and rehabilitative exercise,

    8. Pharmacology,

    9. Psychosocial intervention,

    10. Nutritional aspects of injuries,

    11. Health care administartion,

    12. Professional development.

**Step 3: Identify program components** (Any updates due September 15, 2009)

Pedagogy curriculum

PHED 201 Foundations of Healthful Living supports outcomes 1 & 2

PHED 211 Anatomy and Kinesiology  supports outcome 2

PHED 218 Biomechanics supports outcome 2

PHED 224 History and Philosophy of Physical Education supports outcome 3

PHED 302 Secondary Pedagogy in Physical Education supports outcomes 3 & 4

PHED 303 Measurement & Evaluation  supports outcomes 3 & 4

PHED 306 Motor Development Motor Learning or PHED 310 Movement, Brain Development and the Classroom Teacher support outcomes 3 & 4

PHED 340 Recreational Activities supports outcomes 1 & 2

PHED 341 Teaching of Sport supports outcomes 1 & 2

PHED 360 Special Education in Physical Education supports outcomes 3 & 4

PHED 379 Exercise Physiology supports outcome 2

Completion of all other requirements for teacher certification in the Education Department.

Exercise science curriculum

PHED 201 Foundations of Healthful Living supports outcomes 1 & 2

PHED 211 Anatomy and Kinesiology supports outcomes 2 & 3

PHED 218 Biomechanics supports outcomes 2 & 3

PHED 224 History and Philosophy of Physical Education none of the outcomes

PHED 303 Measurement & Evaluation supports outcome 2

PHED 306 Motor Development Motor Learning or PHED 310 Movement, Brain Development and the Classroom Teacher 1

PHED 340 Recreational Activities or PHED 341 Teaching of Sport supports outcome 1

PHED 379 Exercise Physiology supports outcomes 2 & 3

Athletic training curriculum

PHED 194 Introduction to Clinical Laboratories supports outcomes 1 & 5

203 First Aid supports outcomes 1 & 5

211 Anatomy and Kinesiology supports outcomes 2 & 3

213 Athletic Injuries Prevention and Treatment supports outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12

233 Human Gross Anatomy supports outcomes 2 & 3

240 Sports Nutrition supports outcome 10

243 Athletic Injury Assessment Techniques supports outcomes 2, 3 & 5

253 Therapeutic Rehabilitation and Modalities supports outcomes 2, 6 & 7

293 Clinical Laboratory I in Athletic Training supports outcomes 1, 2, 5, 11 & 12

294 Clinical Laboratory II in Athletic Training supports outcomes 2, 3, 4, & 5

303 Measurement & Evaluation supports outcomes 11 & 12

342 Advanced Techniques in Athletic Training supports outcomes 2, 3, 5, 6, 7 & 8

353 Athletic Training Administration supports outcomes 8, 9, 11, & 12

369 Applied Human Physiology supports outcomes 2, 3 & 7

379 Exercise Physiology  supports outcomes 2, 3 & 7

393 Clinical Laboratory III in Athletic Training supports outcomes 3, 4, 5, 6, 7, 8 & 9

394 Clinical Laboratory IV in Athletic Training supports outcomes 6, 7, 8, 9, 10, 11 & 12

401 Athletic Training Senior Seminar supports outcomes 8, 9, 10, 11 & 12

453 Medical Conditions in Athletic Training supports outcomes 4, 5, 8, 9, 11 & 12

494 Colloquium in Athletic Training supports outcomes 8, 9, 11 & 12

Psych 101 Introduction to Psychology supports outcomes 5  & 9

and 900 clinical hours

**Step 4: Select methods/data sources and instruments** (Any updates due September 15, 2009)

Pedagogy

1. All students must participate and pass a one semester course in student teaching.

    This data reflects outcomes 1, 2, 3 & 4.

2. All students must take and pass the Michigan Department of Education Basic Skills test.

    This data reflects outcome 3.

3. All Students must take and pass the Michigan Department of Education Subject Specific Skill test in Physical Education and Health.

    This data reflects outcomes 1, 2, 3 & 4.

4. Alumni surveys occur every 3 years.

    This data reflects both a subjective and objective perspective of the overall Pedagogy major.

Exercise Science

1. Certification exam results that relate to exercise science.

    There are a variety of post graduate certifications that students who complete this major will be able to take. They are optional certifications.

2. Alumni surveys occur every 3 years.

    This data reflects both a subjective and objective perspective of the overall Exercise Science major.

Athletic Training

1. Board of Certification (BOC) exam results. These exams occur annually (but hopefully only once in a lifetime of a student.

    Passing the Athletic Training BOC is mandatory for anyone to work as an Athletic Trainer. The exam encompasses all of the objectives from section 2.

2. Senior student exit interviews. These interviews occur annually and once, when the student graduates.

    This data reflects both a subjective and objective perspective of the overall Athletic Training major and all the objectives from section 2.

3. Employer surveys. These surveys occur every 3 years.

    This data reflects both a subjective and objective perspective of the overall Athletic Training major and all the objectives from section 2.

4. Clinical level evaluations. These occur twice a semester for each student.

   This data reflects both a subjective and objective perspective of primarily the psychomotor objectives of the overall Athletic Training major.

5. Clinical instructor evaluations of the students. These occur immediatley after each student performs a clincial rotation. Each student will have anywhere from 4 to 6 of these.

    This data reflects both a subjective and objective perspective of, primarily, the psychomotor objectives of the overall Athletic Training major.

6. Alumni surveys occur every 3 years.

    This data reflects both a subjective and objective perspective of the overall Athletic Training major.

**Step 5: Analyze and interpret the data** (Due October 1, 2009 with preliminary data; Due November 2, 2009 with final data for this assessment cycle)

Pedagogy

1. All students must participate and pass a one semester course in student teaching.

    This data reflects outcomes 1, 2, 3 & 4.

          The data show that 12 of 12 students took and passed this course.

2. All students must take and pass the Michigan Department of Education Basic Skills test.

    This data reflects outcome 3.

          The data show that 8 of 9 students who took the Basic Skills test passed.

3. All Students must take and pass the Michigan Department of Education Subject Specific Skill test in Physical Education and Health.

    This data reflects outcomes 1, 2, 3 & 4.

          The data show that 9 of 9 students who took the Subject Specific Skills test passed.

4. Alumni surveys occur every 3 years.

          In 2007 a survey was sent to PHED graduates that majored or minored in Physical Education- General, Physical Education-Pedagogy, or Exercise Science. The exact number of surveys sent out is not known but there are 493 names on the address list that was used to generate the mailings. 59 surveys were returned and data were recorded. I will report on the data from the 27 graduates who graduated in the years 1997 to 2007.

Of the 27 responses, 7 majored in Physical Education – general, 13 majored in Physical Education – pedagogy, 5 majored in Exercise Science, and 2 minored in PE

Of the 7 majoring in PHED-general 3 entered some other business field, 2 became athletic trainers, and 2 are in a fitness/wellness field.

Of the 13 majoring in PHED-pedagogy, 9 are teaching, 2 are in a fitness/wellness field, 1 entered some other business field, and 1 is in grad school.

Our analysis and interpretation of the data relative to items 1 -3 for Pedagogy is that the current way of doing things is very good. The alumni survey reveals that 92% of the students who majored in Pedagogy stayed in some form of physical education and 69% remained in pedagogy. I believe that if this sample is representative of the entire population of our graduates, and given that teaching jobs are not that plentiful, the fact that are students are finding employment and staying in the field (69%) is a very good sign.

Exercise Science

1. Certification exam results that relate to exercise science.

    There are a variety of post graduate certifications that students who complete this major will be able to take. They are optional certifications.

          None of the exercise science alumni reported earning any post-graduate certifications. It should be noted that the survey did not specifically ask if any post-graduate certifications had been obtained and there was only an “n” of 5.

2. Alumni surveys occur every 3 years.

Of the 5 majoring in Exercise Science 2 are currently athletic trainers, 1 is a PT, 1 is a podiatrist and 1 is in strength and conditioning/personal training.

 Our analysis and interpretation of the data relative to items 1 and 2 for Exercise Science is that we cannot determine very much relative to student outcomes due to the small “n”. What I believe this does indicate is the lack of consistency of leadership and ownership for this area. We need a tenure track faculty member who can help this area be all that it can be.

Athletic Training

1. Board of Certification (BOC) exam results. These exams occur annually (but hopefully only once in a lifetime of a student).

    Passing the Athletic Training BOC is mandatory for anyone to work as an Athletic Trainer. The exam encompasses all of the objectives from section 2.

          The first Athletic Training majors (ATs) were 2 students in 2004. Since then we have graduated 28 majors. 26 have taken the BOC exam and 20 have passed it. The 6 who did not pass the BOC exam plan on taking it over later this year (2009). 2 students did not attempt the exam as they pursued different allied health careers upon graduation.

2. Senior student exit interviews. These interviews occur annually, when the student graduates.

    This data reflects both a subjective and objective perspective of the overall Athletic Training major and all the objectives from section 2.

          We have compiled data from the 28 graduates and each year there are a number of strengths and weaknesses identified by the students.

Student outcomes that have been identified as being strong are the following:

    2. Pathology of injuries and illnesses,

    3. Orthopedic clinical examination,

    5. Acute care of injuries,

    6. Therapeutic modalities,

    7. Conditioning and rehabilitative exercise.

 Student outcomes that have been identified as being okay are the following:

    1. Risk management and injury prevention,

    4. Medical conditions,

    10. Nutritional aspects of injuries,

 Student outcomes that have been identified as needing improvement are the following:

    8. Pharmacology,

    9. Psychosocial intervention,

    11. Health care administration,

    12. Professional development.

3. Employer surveys. These surveys occur every 3 years.

 This data reflects both a subjective and objective perspective of the overall Athletic Training major and all the objectives from section 2.

          We have had 12 employers respond to our employer survey. Only one employer  rated their Albion College graduate employee as below “very good”, on a 5 point Likert scale with 5 being excellent and 4 very good. That employee received a 3 in the areas “academic knowledge” and “administration” but she received 4s or better on all the other items. on

4. Clinical level evaluations. These occur twice a semester for each student.

   This data reflects both a subjective and objective perspective of primarily the psychomotor objectives of the overall Athletic Training major.

          It is difficult to look at this data in a summative manner as the final data set is generally very positive since a student cannot progress through the clinical part of the program until a score of 80% is achieved on any particular clinical level evaluation. There have been 26 (students) x 6 (semesters in which the students receive these evaluations) x 2 (# of evals/sem). We have performed 312 of these evaluations on the students. These evaluations are progressive and cumulative as each semester the students are presented with new material and they are evaluated on it and their cumulative performance. The evaluations are objective and a student must pass the clinical evaluation with at least an 80% proficiency before moving onto the next clinical level. In order to graduate from the program all 6 clinical evaluations must be passed. What the final data do not show is how each evaluation helps us determine immediate deficits and strengths of the student and allows us to address in a timely fashion (immediately) what the student may need to do to rectify a deficit. One student has not graduated with a major in AT because of these evaluations and the inability to rectify a deficit/weakness.

5. Clinical instructor evaluations of the students. These occur immediately after each student performs a clinical rotation.

   This data reflects both a subjective and objective perspective of, primarily, the psychomotor objectives of the overall Athletic Training major.

          Each student will have anywhere from 2 or 3 of these per semester. They are used as more immediate feedback during a student’s clinical experience. Each student will complete 2 or 3 clinical experiences a semester with each experience averaging a 100 hours. The clinical instructor evaluations of the students are valuable as these “instructors” are physicians, physical therapists, physician assistants, and athletic trainers from other high schools and colleges that take our students so they may get experiences away for Albion. These evaluations are factored into the clinical level evaluations described in the aforementioned item #4.

6. Alumni surveys occur every 3 years.

    This data reflects both a subjective and objective perspective of the overall Athletic Training major.                                                                                                       All but 1 alumni thought that their knowledge and psychomotor abilities to be effective clinically with scores of average or better. The 1 alumnus thought that her clinical modality skill was less than average. Because of that one comment and our other evaluation tools we have been more intentional in prescribing the amount of time spent on evaluation, rehabilitation and modalities in both the didactic and clinical environments. One of the things we do is have a “grab bag” at the clinical sites and the students must take one twice a week and perform the requested athletic training task. These include “blast from the past” lab lotteries where tasks from previous years come into play. Two alumni thought that their administrative skills were average but that they wished they had been better prepared for some of the administrative responsibilities that they encountered. Because of these 2 comments and our other evaluation tools we have highlighted administrative competencies in our Senior Seminar.

**Step 6: How will the data collected be used for decision-making, strategic planning, etc.** (Due October 1, 2009 with preliminary data; Due November 2, 2009 with final data for this assessment cycle)

Summary

My first thought is that I would like to create more comprehensive evaluation tools for Pedagogy and Exercise Science. I would like to see how the Education Department evaluates their program and see how we can apply some of their expertise to help us with our major. Similarly I would like to create a more extensive evaluation tool for Exercise Science with the help of some colleagues from other similar size colleges and programs. The Athletic Training major has been under more scrutiny form an assessment perspective because of the national accreditation criteria it faces on a yearly basis.  More thorough evaluation techniques for our majors will help us to better pinpoint areas of strength and weakness and allow us to make strategic change in our academic programs. The data will also help us to determine a strategic plan for the department.

Because our department only has 3 tenure track faculty it will be difficult to form committees to analyze the 3 academic majors that we have. My thought right now is that Tom Johnson would work on developing a more extensive evaluation tool with some help from the Education Department and me. I would continue to handle the Athletic Training evaluation with our 2 visiting faculty and I would also head up the development of a more extensive evaluation tool for Exercise Science.

Our tenure track faculty will look at what I have submitted and we will develop a plan to implement the development of more extensive assessment techniques and resultant program change.

Any curricular change will go through the tenure track faculty and any changes will be initiated by Tom Johnson in Pedagogy or me in Athletic Training and Exercise Science.

The current data for Pedagogy and Exercise Science are sparse and I do not think they allow us to make evaluations of the programs in a very objective way. More data are needed. Having only 1 tenure track faculty for Pedagogy, 1 tenure track faculty for Athletic Training and no tenure track faculty for Exercise Science makes it difficult to construct evaluation tools without some expertise and help from outside the college.