

II. Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results

The Department's Five-Year Strategic Plan reflects the current and future direction and goals for the unit. The Department's strategic plan is consistent with the plan implemented by the College of Education and is supportive of the missions of the College and University. Specifically, the departmental goals are identified under four headings in the strategic plan. The headings include Students, Optimal Learning Environment, Faculty, and Collaborations.

Students

1. Improve the evaluation/assessment of students' performance in both the content and field experience areas.

Assessment: Currently developing instruments for documenting performance and progress.

Assessment Results: Data will be reviewed when instruments are available of use.

Bread and Butter Goals: 3a and 3c

2. Create an environment that stimulates professionalism among students.

Assessment: Majors Clubs for physical education and sport management majors.

Assessment Results: Establishment of new sport management majors club. Attendance of students at professional conferences increased.

Bread and Butter Goals: 3d

3. Raise the standards for admission to sport management and physical education.

Assessment: Desired GPA goal was 2.7 for physical education and 2.5 for sport management.

Assessment Results: GPA was not increased.

Bread and Butter Goals: 2d (retention)

4. Enhance the preparation of the students' portfolio.

Assessment: Increase the requirement for student documentation of their professional accomplishments.

Assessment Results: Student portfolio quality improved.

Bread and Butter Goals: 3c and 3d

Optimal Learning Environment

1. Improve the technology opportunities that are available in the HPE building.

Assessment: Obtain additional multimedia capabilities in HPE 209 and 210.

Assessment Results: HPE 209 has multimedia and HPE 210 is promised.

Bread and Butter Goals: 9

2. Foster a learning environment that promotes both students' and faculty's use of technologies in the classroom.

Assessment: Encourage and reward faculty for technology use and inclusion of technology activities for students.

Assessment Results: The number of technology related activities in the classroom increased, both for students and faculty.

Bread and Butter Goals: 3d and 9

3. Plan for construction and occupancy of the Health, Wellness, and Lifelong Learning Center.

Assessment: Engage in the required activities for timely responses to building planners.

Assessment Results: All documentation and information was provided in a timely manner.

Bread and Butter Goals: 10

4. Plan for course scheduling that is instructionally sound.

Assessment: Obtain faculty input on curricular offerings and schedule concerns.

Assessment Results: Many schedule changes were made to accommodate faculty and students.

Bread and Butter Goals: 6a and 6e

5. Evaluate the new sport management curriculum to assure that students' needs are being met.

Assessment: Is the curriculum consistent with NASSM guidelines and are students enrolling in the program.

Assessment Results: NASSM guidelines are being met and the new program has 142 declared majors.

Bread and Butter Goals: 2 and 3b

6. Assess curricular changes made to comply with the BOR mandated principles and initiate appropriate revisions.

Assessment: Can we be more effective in the delivery of content and field experiences and still comply with BOR Principles?

Assessment Results: The curriculum committee has made recommendations to the faculty.

Bread and Butter Goals: 3c

7. Gain University approval for a coaching concentration:

Assessment: Preparation and approval of course program materials by the University Senate.

Assessment Results: Coaching concentration was approved.
Bread and Butter Goals: 3b

Faculty

1. Initiate the newly approved peer evaluation for review of faculty teaching.

Assessment: Provide opportunities for and encourage faculty to engage in peer review of teaching.

Assessment Results: One faculty member underwent peer review.

Bread and Butter Goals: 6

2. Enhance the mentoring of new and non-tenured faculty.

Assessment: Encouragement of senior faculty to work as mentors and participate in the COE mentoring program.

Assessment Results: Each new and non-tenured faculty member has an active mentor.

Bread and Butter Goals: 6b

3. Provide support to assist faculty with scholarly output.

Assessment: Identify quality and quantity of scholar output.

Assessment Results: Both quality and quantity of scholar output increased.

Bread and Butter Goals: 3c and 6b

4. Recruit quality faculty to fill vacated or new positions.

Assessment: Increased expectations for new hires.

Assessment Results: Four excellent faculty colleague additions in the department.

Bread and Butter Goals: 3 and 6

Collaborations

1. Expand the Department's collaboration with regional school systems and sport management agencies.

Assessment: Increased number of contacts with schools and agencies to share information about our programs and how we can contribute and work with them in collaborative agreements.

Assessment Results: Greater understanding by schools about our field experience needs. Establishment of numerous field experience and internship sites for sport management students.

Bread and Butter Goals: 7c and 8

2. Collaborate with College of Business to explore a joint masters degree in sport management.

Assessment: Explore options with College of Business

Assessment Results: Exploration of options has been delayed for a year until the undergraduate program becomes established.

Bread and Butter Goals: 3b

III. Prepare and submit separately to the Dean, a departmental statement of the curriculum learning outcomes, processes to assess these outcomes, and assessment results.

Bachelor of Science in Education (Physical Education)

1. Students will be able to demonstrate competence in the knowledge and skills related teaching physical education and health at P-12 levels.

Assessment Process: Course work; field experiences at all levels, internship, instructor assessments, and junior interviews

Assessment Results: Nearly 100% graduation rate; 86.4% pass rate on PRAXIS II;

2. Students will be able to demonstrate competence in organizing, planning, implementing, administering, and evaluating a total school program of health and physical education.

Assessment Process: Course work; field experiences at all levels, internship, instructor assessments, and student evaluation.

Assessment Results: Nearly 100% graduation rate; Positive feedback from employing schools

3. Students will be able to apply the concepts acquired in their content, pedagogy, and movement analysis classes when implementing their school curriculum and accommodate concerns related to gender, developmental age, learning strategies, skill level, special needs, health issues, attitudes, safety, and cultural diversity.

Assessment Process: Course experiences, implementing mini teaching experiences, planning for accommodating all needs of students, unit plans.

Assessment Results: Positive evaluations by instructor, positive comments from supervisors of field experiences, positive results in schools.

4. Students will understand how to utilize technology to enhance their students' learning.

Assessment Process: Student requirements to use technology in their instruction, understanding how technology can be used in our field.

Assessment Results: Students can successfully demonstrate their capability in using technology.

5. Students will understand the school culture and the necessity to work within the framework developed by school leaders, community leaders, and parents.

Assessment Process: Feedback from students obtained in their first years of employment.
Assessment Results: Students indicate strong understanding of the dynamics of the school environment.

Bachelor of Science in Recreation (Sport Management)

1. Students will be able to demonstrate competence in the knowledge and skills related to working with the sport management industry.

Assessment Process: Successful completion of course content and program requirements.
Assessment Results: It is a new program and only has 6 graduates at this time of which four were employed by their intern sites.

2. Students will be able to exhibit competence in organizing, planning, implementing, administering, assessing, and evaluating programs and events offered through sport industry agencies.

Assessment Process: Students plan events; students engage in field experiences and internships demonstrating their competency.
Assessment Results: New graduates have been successfully employed and feedback from internship sites are very positive.

3. Students will understand the dynamics of employment in a business industry.

Assessment Process: Students understand organizational theory and practices.
Assessment Results: Students are successful in their field experiences and internships. Sport agencies are complimentary of our students.

4. Students will understand how to utilize technology in planning, delivery, assessment, and evaluation of their planned programs.

Assessment Process: Students demonstrate their ability to utilize technology.
Assessment Results: Nearly 100% of the students are capable of utilizing technology in their work.

Master of Education (Physical Education)

1. Students will be demonstrate competence at an advanced level of specialized knowledge and skills related to teaching P-12 physical education and health in the schools.

Assessment Process: Students must demonstrate their understanding at an advanced level

Assessment Results: Classroom assessments indicate that students are performing at desired level in most instances.

2. Students will understand how to analyze, assess, and evaluate new developments in their field and determine if the innovations are suitable for use in their programs.

Assessment Process: Students review new innovations and determine the advantages and disadvantages of implementation.

Assessment Results: Students understand the criteria for selection and use of new innovations and know how to evaluate their worth.

3. Students will become aware of and understand the current issues related to their discipline.

Assessment Process: Students review pertinent issues and concerns in the field and identify the pros and cons and implications for the profession.

Assessment Results: Student awareness of issues has been heightened.

4. Students will understand the need for maintaining current in the profession by being consumers of research, being reflective about their practice, learning from experience, engaging in professional activities, and sharing with other members of the professional community.

Assessment Process: Students review research on pertinent studies in the literature.

Students reflect on their current practices, best practices, and how professional activities will enhance professional development.

Assessment Results: Students indicate a better understanding of research and realize the need to stay abreast of the changing profession of teaching.

Specialist in Education (Physical Education)

1. Students will be capable of planning, engaging, and assessing their own applied research.

Assessment Process: Students are required identify a research topic, review the literature, and develop a research project.

Assessment Results: Nearly 100% of the Ed.S. students in the last four years have successfully completed and defended their project.

2. Students will be capable of being leaders in their respective schools and have the skills to initiate and bring about change in school curriculum.

Assessment Process: Students identify problems with their schools and reflect on changes that need to occur.

Assessment Results: Students attempt to implement the necessary changes. Success rates are unknown.

3. Students will be able to demonstrate the highest degree of skill in teaching in their field and serve as model teachers.

Assessment Process: Students initiate changes in their teaching practices based upon content and knowledge gained.

Assessment Results: Students indicate a higher degree of competence in their field and many have served as model teachers and mentors.

IV. General Statement of Department Condition:

The overall health of the department at this time is very good and appears to be getting even better. This “very good” rating includes items related to faculty morale, student satisfaction with the programs, enrollment growth, implementation of new programs, and the future indicators for the department. The faculty is pleased with the accomplishments being made. They are productive, excellent teachers, leaders in their respective fields, and committed to West Georgia. Students are please with the programs, but there are some concerns about the additional field experiences that have been added to comply with the BOR Principles. These concerns are tied to the large block of field experiences during the fall semester senior year. In response the faculty, likewise, are not fully sold on the current plan and we have initiated discussions that will lead to a new plan. The sport management program has grown, in just one year, beyond all expectations and the number of students is now at 143. An additional faculty line has been dedicated for next year to accommodate this growth. Our coaching concentration, offered in collaboration with the Athletic Department gained approval this year and will provide future students interested in coaching an avenue for gaining knowledge and experience. This should also be a stimulus for future enrollment growth. The activity courses (elective and college requirements) have experienced an increase in numbers since the requirement was dropped in 1998. Activity sections continue to remain full with student demand high.

The only negative that is very obvious at this time deals with our facility. We continue to make-do in an old building and by using a metal temporary for office space. Climate control is poor, classroom space in not sufficient, outside use of the facility detracts from instruction, and office areas are less than minimal. However, the big positive that keeps us going is the prospect that our new building is on the horizon and will soon be funded.

The future looks bright. Programs that were not producing have been eliminated and the new programs have been good producers for enrollment. The faculty has a team approach, respect each other’s expertise, and everyone is pulling together to make this department as productive as possible. We are looking forward to future growth and productivity.