



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

*This form was designed to assist programs in writing a complete assessment annual report according to current good practices that apply to all disciplines. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not they are able to answer all questions on this form. The deadline for submitting this form to the Provost’s Office ([Upload Link](#)) and your College Dean’s Office is **May 15**. The Provost’s Office will upload your assessment annual report to the Assessment Central website.*

| | |
|--|---|
| Academic Program | BS K-12 Health & Physical Education licensure program |
| Data Collection Period | 2016, 2017 will be collected end of April |
| Report Contact | Dr. Bennie Prince |
| Date Submitted to College Dean’s Office | 4/11/2018 |

A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes No

Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

Your program’s student learning outcomes should tie to your mission. Please state your department’s or program’s mission.

The BS K-12 Health & Physical Education has as a primary mission to prepare K-12 Health & Physical Education classroom teachers and higher education leaders within Arkansas as well as the region to promote quality teaching. The mission of this program is to make scholarly and professional contributions to the communities in central Arkansas as well as the academic community more broadly.

3. Student Learning Outcomes for Academic Program

List all student learning outcomes (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—identify any current outcomes that map to SKIM outcomes. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this report. For guidance in writing measurable student learning outcomes and for a list of SKIM outcomes, please see the GUIDE.

To achieve this, the HHPS K-12 Health & PE Licensure Program objectives are to prepare students who possess skills in :

- Objective 1 - Scientific and Theoretical knowledge
- Objective 2 - Knowledge and Application
- Objective 3 - Planning and Implementation
- Objective 4 - Instructional Delivery and Management

Objective 5 - Impact on Student Learning

Objective 6 - Professionalism

Objective 7 - Disciplinary Literacy

SKIM OBJECTIVES

Oral communication – Students will be able:

1. Articulate field work experiences and the core competencies and responsibilities of a Certified

Health Education Specialist

2. Articulate multiple cultural perspective in local community health

Service learning projects

Written Communication –

1. practice grammar skills involved in writing sentences and short paragraphs discussions

, assignments, & projects

2. revise and reflect on writing based on instructors feedback and self-assessment

Critical Thinking –

1. Examine factors that enhance or impede the process of health education & promotion

2. Demonstrate an ability to justify conclusions based on evidence

Information Technology (Research + Technology)-

1. Demonstrate technology skills with creating their e-portfolio's

2. Review, analyze and interpret health data

Ethics & Ethical Reasoning

1. Apply the relevant philosophy to why you want to become a health advocate

2. Identify and Analyze social and ethical challenges, including possible resolutions

Appendix A Assessment collected includes HHP, Edu Minor Assessment chalk n wire

B. Reflecting on Last Year's Improvement Plans and Communication

1. Continuous Improvement Initiatives Based on Results from Last Year's Report

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

Beginning in 2015-2016 faculty members have been attending regularly the SKIM training to incorporate the SKIM assessment piece with our existing HHP Portfolio assessment. With the development of the SKIM Course matrix, rubrics, faculty will come together and assess the students artifacts in the designated coursework once a year in April 2018. The rubrics to evaluate the 6 SKIM areas were developed in March 2018. We will collect the data and save in our developed Blackboard Assessment Course with previous annual assessment reports. Presently we are using only our HHP Portfolio, Education Minor Assessment and course artifacts that are aligned with ADE State licensure standards. The

majority of our BS K-12 Health & PE licensure students score 4.1 above average on a 5 pts. scale on submitted portfolio artifacts and Education Minor chalk n wire requirements. It is our hope with the addition of the 6 SKIM areas that we see an increase in our students writing, research, and critical thinking skills.

2. **Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report**

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

Our UA Little Rock School of Education has an annual stakeholder meeting that includes administrators of school districts, cooperating teachers, and alumni from our teacher education program. This stakeholder board meets every year to share in our assessment process. The date for this committee to meet again will be in Spring 2019

C. Current Year's Assessment Report

1. Student Learning Outcome(s) Assessed for This Report

List which specific outcomes are assessed in this report, including any SKIM outcomes. If these map to the SKIM outcomes, please indicate which ones. Refer to the Guide or ualr.edu/assessment/skim/ or the GUIDE for a list of SKIM outcomes and a schedule of SKIM assessment.

To achieve this, the HHPS Health Education and Promotion Program objectives are to prepare students who can:

Objective 1 - Assess Needs, Assets and Capacity for Health Education

Objective 2 - Plan Health Education

Objective 3 - Implement Health Education

Objective 4 - Conduct Evaluation and Research Related to Health Education

Objective 5 - Administer and Manage Health Education

Objective 6 - Serve as a Health Education Resource Person

Objective 7 - Communicate and Advocate for Health and Health Education

NO SKIM Assessment for 2016, we will ASSESS the SKIM at the end of 2017 school year at the end of April

SKIM OBJECTIVES

Oral communication – Students will be able:

1. Articulate field work experiences and the core competencies and responsibilities of a Certified

Health Education Specialist

2. Articulate multiple cultural perspective in local community health

Service learning projects

Written Communication –

1. practice grammar skills involved in writing sentences and short paragraphs discussions

, assignments, & projects

2. revise and reflect on writing based on instructors feedback and self-assessment

Critical Thinking –

1. Examine factors that enhance or impede the process of health education & promotion
2. Demonstrate an ability to justify conclusions based on evidence

Information Technology (Research + Technology)-

1. Demonstrate technology skills with creating their e-portfolio's
2. Review, analyze and interpret health data

Ethics & Ethical Reasoning

1. Apply the relevant philosophy to why you want to become a health advocate
2. Identify and Analyze social and ethical challenges, including possible resolutions

Appendix A 1 2016 Assessment Evaluation Collected from Faculty HHP Portfolio, template did not let me create other student learning outcomes to complete Student Learning Outcomes

2. Assessment Methods and Results for Student Learning Outcomes Assessed This Year

Identify and briefly describe method or methods used for each learning outcome assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

| | |
|---|--|
| Student Learning Outcome: 1-3 | |
| If this outcome maps to SKIM, indicate which SKIM outcome: Written Communication | |
| Methods | HHPS 3210 3220, 3330, 4350 HHPS 3320, 3220, 3330 HHPS 3320, 3402, 3410, 3412, 3302 |
| Data Repository | End of April 2016 |
| Target Achievement / Benchmark | 5.0 |
| Results | Our students are successful in passing their Praxis Content test first attempt, written lab reports, lesson & unit plans, and are scoring above average 4.4 on submitted artifacts |

| | |
|--|--|
| Student Learning Outcome: Obj. 4-5 | |
| If this outcome maps to SKIM, indicate which SKIM outcome: Oral Communication | |
| Methods | HHPS 3210, HHPS 3220, HHPS 3330, HHPS 4600 and Education Minor Fieldwork |
| Data Repository | End of April 2016 |

| | |
|---------------------------------------|--|
| Target Achievement / Benchmark | 5.0 |
| Results | 4.3 Our students are scoring above average on their teaching presentation in their fieldwork in HHPS courses and Education Minor course requirement. |

| | |
|---|--|
| Student Learning Outcome: Obj. 6, & 7 | |
| If this outcome maps to SKIM, indicate which SKIM outcome: Ethical Reasoning | |
| Methods | HHPS 3310, HHPS 3330, HHPS 4340, HHPS 4600 |
| Data Repository | End of April |
| Target Achievement / Benchmark | 5.0 |
| Results | 4.4 Our students are scoring above average on their disposition forms designed by the ADE state standards from 2014, and in TESS Doman 4 |

3. Action Plan Based on Assessment Results for This Year's Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

Our students progress through the degree path and are meeting the 7 ADE State Program standards. The internship criteria needs to be revisited and\or the assessment artifact

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

The UA Little Rock School of Education has an annual stakeholders meeting with public school administrators, alumni from our programs, cooperating teachers, and university supervisor to share our assessment results and ask for recommendations on improvements. .

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program’s faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

| | |
|--|----------------------|
| Creating assessment plan | 31-45% |
| Learning activity design | 76-90% |
| Rubric design | 31-45% |
| Rubric norming | 31-45% |
| Evaluating learning activities | 31-45% |
| Analyzing data | 31-45% |
| Developing improvement plans | 31-45% |
| Communication with stakeholders | 31-45% |
| Other (please describe below) | Click to select Tier |

Click or tap here to enter text.

6. Future Professional Development

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

The Health Human Performance Faculty need to be included on the end of year assessment review for BS K-12 Health & PE licensure Portfolio, review of chalk n wire data collected and review of Praxis Exam results.



ACADEMIC PROGRAM ASSESSMENT PLAN

*This form was designed to assist programs in writing a complete assessment plan according to current good practices that apply to all disciplines. If you choose not to use this form, please consider this form a template or outline and ensure that your plan include all of the components in the form. For guidance and examples, refer to the Assessment Plan GUIDE or send an email to assessmentacademy@ualr.edu. The deadline for submitting this form to the Provost's Office ([Upload Link](#)) and your College Dean's Office is **May 15**. The Provost's Office will upload your updated assessment plan to the Assessment Central website.*

Program Name: BS K-12 Health & Physical Education licensure program

SKIM Program? Yes No For a list of programs covered by SKIM, see GUIDE.

Disciplinary Accrediting Body (if applicable): ADE State licensure board

Department Name: School of CHPR\Health Human Performance Programs

Date Submitted: 4/15/2018

Submitted by: Dr. Bennie Prince (Name)

683-7201, bfprince@ualr.edu (Phone & Email)

Section 1. Program or Departmental Mission Statement.

Your program's student learning goals should tie to your mission. Please state your department's or program's mission.

The BS K-12 Health & Physical Education has as a primary mission to prepare K-12 Health & Physical Education classroom teachers and higher education leaders within Arkansas as well as the region to promote quality teaching. The mission of this program is to make scholarly and professional contributions to the communities in central Arkansas as well as the academic community more broadly.

Section 2. Student Learning Outcomes for Academic Program.

List all student learning outcomes (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—how the SKIM outcomes map to your program outcomes. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this document. For guidance on writing measurable student learning outcomes and for a list of the SKIM goals, please see the GUIDE.

The student learning outcomes for this program are dictated by the ADE State licensure in K-12 Health & Physical Education. We are also in the process of incorporating the 6 areas of SKIM and aligning them with the state learning outcome in our discipline
K-12 Health & Physical Education ADE State Standards. Students will

SKIM OBJECTIVES

Oral communication – Students will be able:

1. Articulate field work experiences and the core competencies and responsibilities of a Certified Health Education Specialist
2. Articulate multiple cultural perspective in local community health Service learning projects

Written Communication –

1. practice grammar skills involved in writing sentences and short paragraphs discussions ,assignments, & projects
2. revise and reflect on writing based on instructors feedback and self-assessment

Critical Thinking –

1. Examine factors that enhance or impede the process of health education & promotion
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Information Technology (Research + Technology)-

1. Demonstrate technology skills with creating their e-portfolio’s
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Ethics & Ethical Reasoning

1. Apply the relevant philosophy to why you want to become a health advocate
2. Identify and Analyze social and ethical challenges, including possible resolutions

Appendix A 1-2. Curriculum and SKIM Map

Section 3. Curriculum Map.

Attach a map of your program’s curriculum (electives and required courses) that shows where each outcome is taught. There is no one way to structure a curriculum map; for templates, which can also serve as examples, please see the GUIDE.

Section 4. Assessment Methods.

Complete the following table to indicate how each student learning outcome will be assessed (add more rows if needed). A list of common assessment methods can be found in the GUIDE.

| Student Learning Outcome | Assessment Method or Learning Activity/Artifact | Course in Which Learning Activity or Assessment Takes Place | Alignment with SKIM outcome(s) or disciplinary accrediting body outcome(s) |
|---------------------------------|---|--|---|
| 1. Objective 1 | Exercise Lab & Skill Analysis | HHPS 2303, HHPS 3402, HHPS 3410, HHPS 3412 | Written, Research, Ethics, Critical Thinking |
| 2. Objective 2 | Ed. Minor Field Work, Student teaching, Philosophy | HHPs 3320, HHPS 4600 | Ethics, Oral, Critical Thinking |
| 3. Objective 3 | Lesson & Unit Plans Coaching Notebook | HHPS 3210, HHPS, 3220, HHPS 3310, HHPS 3330, HHPS 4379 | Written, Research Critical Thinking |
| 4. Objective 4 | Field Placements K-5 and Field Placement 6-12 | HHPS 4600, HHPS 3330 and Education Minor | Critical Thinking, Oral Technology |
| 5. Objective 5 | Pre test student knowledge, post test reflective piece on what was learned | HHPS 4350 & HHPS 4600 | Written, Critical Thinking, Research, Ethics |
| 6. Objective 6 | Field Work Placements K-12 | Education Minor courses, HHPS 3330, HHPS 4600 | Oral, Ethics Critical Thinking |
| 7. Objective 7 | Required readings by experts in the field: book specifics, journals, video's, OER resources | Every course in our K-12 Health & PE degree contribute to this | Written, Research, Technology |

Section 5. Assessment Cycle Timeline.

Indicate in the table below when assessment data from each student learning outcome will be analyzed (add more rows if needed). It is assumed that artifact collection and continuous improvement efforts will be ongoing.

Length of assessment cycle: Everytime the UA Little Rock School of Education has a schedule CAEP visit we submit our SPA report to the Arkansas State Department of Education and anytime that there are any K-12 Health & PE licensure changes. Every 3 to 4 years

Best practices state that assessment cycles vary between 3-5 years; if your assessment cycle is longer than 5 years, explain why.

Date for next review of assessment plan: 2021
 (typically at the end of a cycle, unless a need for revision arises before)

| Student Learning Outcome | Semester(s) Artifacts are Collected | Semester Assessment Data is Analyzed | Notes |
|--------------------------|-------------------------------------|--------------------------------------|---|
| 1. Objective 1-7 | April of each year | April of each year | Stored in a Blackboard course under HHPS Assessment in community assess |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Section 6. Continuous Improvement Process.

Document the process your program will use for implementing changes to improve curriculum, student support and assessment practices based on assessment findings.

Beginning in 2015-2016 faculty members have been attending regularly the SKIM training to incorporate the SKIM assessment piece. With the development of the SKIM Course matrix, rubrics, faculty will come together and assess the students artifacts in the designated coursework once a year in April . The rubrics to evaluate the 6 SKIM areas were developed in March 2018. We will collect the data and save in our developed Blackboard Assessment Course with previous annual assessment reports
 Appendix B 1-6

Section 7. Stakeholder Involvement/Communication Plan.

Who are the stakeholders in your program, and how will they be involved in your assessment process? How will they learn about your assessment results and continuous improvement? For more information on involvement and communication with stakeholders, see the GUIDE.

Stakeholder meetings with the School of Education every year. Cooperating Teachers in each discipline, school administrators, and alumni are invited to evaluate the teacher candidates in our program and review our School of Education Minor licensure course requirements

APPENDIX for 2018 K-12 Health & Physical Education licensure Assessment Plan

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| Curriculum & SKIM Map | Appendix A 1-2 |
| SKIM Rubrics..... | Appendix B 1-6 |

| | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|---|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5.4 | | | | | | | | x | | | | | | | | | | | x | x | x |
| 5.5 | | | | | | | | | | | | | X | | | | | | x | | |
| 5.6 | | x | x | | x | x | x | | x | | | | | | | | | | x | | |
| 6. Professionalism | | | | | | | | | | | | | | | | | | | | | |
| 6.1 | | x | x | | x | x | x | | | | | x | | | x | | x | x | x | | |
| 6.2 | | x | x | | x | x | x | | | | x | | | | | | | x | x | | |
| 6.3 | | x | x | | x | x | x | | | | | | x | | | | | | x | x | |
| 6.4 | | x | x | | x | x | x | | | | x | | x | | | | | | x | | |
| 6.5 | x | | x | | x | x | x | | | | x | | | | | | | | x | | |
| 6.6 | | x | x | | x | x | x | | | | x | | | | | | | | x | x | |
| 6.7 | | x | x | | x | x | x | | | | | x | x | X | x | | | x | x | x | |
| 6.8 | | x | x | | x | x | x | | | x | x | x | x | | | | | | | x | |
| 7. Disciplinary Literacy | | | | | | | | | | | | | | | | | | | | | |
| 7.1 | | x | | | | | | | | x | | | | | x | | | x | x | | |
| 7.2 | | x | | | | | | | | x | | | | X | x | | | x | x | | |
| 7.3 | | | | | | | | | | | | | | X | | | | | x | | |
| 7.4 | | x | x | | x | x | x | x | x | | x | | | | | x | | | x | x | x |
| 7.5 | | | | | | | | x | | x | | | x | X | | x | | | | | |
| 7.6 | | | | | | | | x | | | | | | | | x | | | | | |
| 7.7 | | | x | | x | x | x | x | | | | | | | | x | | | | | |

| | | | | | | | | | | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|---|---|--|---|--|---|---|---|---|---|---|---|
| 7.8 | | | | | | | x | | | | | | X | | x | | x | | | | |
| 7.9 | | x | | x | x | x | x | x | | | | | | | x | | x | | | | |
| 7.10 | | x | x | | x | x | x | | x | | | | X | | | | | | x | | |
| 7.11 | x | x | x | | x | x | x | | | x | x | | x | | | x | x | x | | | |
| 7.12 | x | | | | | | | | | x | | | X | | | x | | | | | |
| 7.13 | | x | | | | | | | | x | | | | | | x | | | | | |
| 7.14 | | x | | | | | | | x | x | | | x | | | x | | | x | | x |
| 7.15 | | | | | | | | | x | x | x | | x | | | X | | | x | x | |
| 7.16 | | | x | | x | x | x | | | x | | | X | | | X | x | x | x | | x |
| 7.17 | | | | | | | | | | | | | X | | | X | | | | | |
| 7.18 | | x | x | | x | x | x | | | x | | | X | | | X | | | | | |
| 7.19 | | x | | | | | | | | | | | X | | | X | x | | | | |
| 7.20 | | x | | | | | | | x | x | | | x | | | X | | | x | | |

*The requirement of a 1 hr HHHPS health course or 1 hr. LESC (Fitness course) meet the following: 1.2, 1.5, 1.7, and 2.5

Appendix A 2 Skim Matrix Map

| Skills in the CVCE Major (SKIM) | Are Taught in These Courses |
|---|---|
| Oral communication in the discipline | HHPS 3210 Teaching Individual Sports I HHPS 3220 Teaching Individual Sports II HHPS 3330 Teaching Methods K-5 HHPS 4350 Teaching Methods 6-12 HHPS 4600 Internship |
| Written communication in the discipline | HHPS 3320 History/Principles Health and Physical Education HHPS 3210 Teaching Individual Sports I HHPS 3220 Teaching Team Sport 1 HHPS 3330 K-5 PE HHPS 4350/5350 Teaching Methods 6-12 |
| Research methods | HHPS 3320 History/Principles Health and Physical Education HHPS 3410 Biomechanics HHPS 3302 Exercise Physiology HHPS 3402 Kinesiology HHPS 3412 Applied Human Science |
| Ethics | HHPS 3310 Coaching Theory HHPS 3330 K-5 PE HHPS 4340 Adaptive PE HHPS 4600 Internship |
| Critical thinking | HHPS 3302 Exercise Physiology HHPS 3320 History/Principles Health and Physical Education HHPS 3410 Biomechanics HHPS 3402 Kinesiology HHPS 3412 Applied Human Science |
| Technology | HHPS 4350/5350 Teaching Methods 6-12 Physical Education (Capstone) HHPS 4600 Internship |

Appendix B-1 Oral Communication Rubric

Oral Portfolio & Internship Presentation

Common description: The following criteria will be used to assess the teaching presentations in HHPS 3210, HHPS 3220, HHPS 3330, HHPS 4350\5350 portfolio & HHPS 4600 internship. Faculty will meet the end of April and bring sampling of artifacts to assess.

| | | |
|---------|--|-----------|
| Level 1 | Unsatisfactory | Score:1.0 |
| | No oral presentation submitted. Inadequate preparation. Conference required. | |
| Level 2 | Needs Improvement | Score:2.0 |
| | No oral presentation. One question answered out of four | |
| Level 3 | Satisfactory | Score:3.0 |
| | Oral presentation was adequately done and questions were partially answered | |
| Level 4 | Good | Score:4.0 |
| | Oral presentation was adequately done and all questions were answered. The student prepared of the oral presentation and presented themselves professionally. | |
| Level 5 | Excellent | Score:5.0 |
| | Complete and detailed oral presentation. Variety of community health presentation methods used. Oral presentation was appropriately incorporated into the presentation review. Handouts, booklets were easy to read and enhanced the presentation. Made appropriate eye contact, established reporting, and use of good presence and voice. Involved the portfolio panel in presentation activities. | |

Links to standards

- **SKIM Oral presentation**

Appendix B-2 Written Rubric

Written Communication HLED Program

| | | |
|---------------------|--|-----------|
| Common description: | The following criteria will be used to assess the portfolio written artifacts: Lesson & unit plans, coaching notebook that are collected in HHPS 3320, HHPS 3210, HHPS 3210, HHPS 3330, HHPS 4350. Faculty will meet the end of April and bring sampling of artifacts to assess. | |
| Level 1 | Unsatisfactory | Score:1.0 |
| | No written work submitted. Inadequate preparation. Conference required. | |
| Level 2 | Needs Improvement | Score:2.0 |
| | Partial written work submitted. Incomplete information on all written work | |
| Level 3 | Satisfactory | Score:3.0 |
| | All written work submitted. Adequate preparation and information on all written work | |
| Level 4 | Good | Score:4.0 |
| | All written work submitted. Above adequate preparation and information on all written work | |
| Level 5 | Excellent | Score:5.0 |
| | Complete and detailed written work submitted. Professional preparation and additional information on all written work beyond what was requested. | |
| Links to standards | <ul style="list-style-type: none">• SKIM Written communication in the discipline | |

Appendix B-3 Critical Thinking Rubric

Critical Thinking

Common description: The following criteria will be used to assess the artifacts collected in HHPS 3302, HHPS 3320, HHPS 3410, HHPS 3402, HHPS 3412. Faculty will meet the end of April and bring sampling of artifacts to assess.

Level 1 Unsatisfactory Score:1.0

No written work submitted. Inadequate preparation. Conference required.

Level 2 Needs Improvement Score:2.0

No written work submitted complete. Minimum components met.

Level 3 Satisfactory Score:3.0

Written work adequately done and each component had minimum research accomplished

Level 4 Good Score:4.0

Written work was adequately done and all component were answered and several components researched above average input.

Level 5 Excellent Score:5.0

Complete and detailed written work. Variety of critical thinking written methods used and appropriately incorporated into the overall presentation review. Extra Handouts, booklets were easy to read and enhanced the written presentation.

Links to standards

- **SKIM Critical Thinking**

Appendix B-4 Technology Rubric

Technology Portfolio Presentation

Common description: The following criteria will be used to assess the electronic portfolios and electronic presentation from HHPS 4350, HHPS 4600 and Education Minor Chalk n Wire Requirements. Faculty will meet the end of April and bring sampling of artifacts to assess.

| | | |
|---------|---|-----------|
| Level 1 | Unsatisfactory | Score:1.0 |
| | No electronic portfolio submitted. Inadequate preparation. Conference required. | |
| Level 2 | Needs Improvement | Score:2.0 |
| | No completed electronic portfolio submitted. Power point used but links did not work. | |
| Level 3 | Satisfactory | Score:3.0 |
| | Electronic portfolio submitted. Power point used and some links did work | |
| Level 4 | Good | Score:4.0 |
| | Electronic PowerPoint submitted. All links were working and presentation was complete and technology/media was appropriately incorporated into presentation. | |
| Level 5 | Excellent | Score:5.0 |
| | Electronic PowerPoint submitted. All links were complete and detailed presentation. Technology/media went beyond what was appropriate to be incorporated into the presentation review | |

Links to standards

- **SKIM Technology Presentation**

Appendix B-5 Research Rubric

Research

Common description: The following criteria will be used to assess the electronic portfolios and electronic presentation from HHPS 3320, HHPS 3402, HHPS 3410, HHPS 3412, & HHPS 3302. Faculty will meet the end of April and bring sampling of artifacts to assess.

Level 1 Unsatisfactory Score:1.0

No artifacts submitted. Inadequate preparation. Conference required.

Level 2 Needs Improvement Score:2.0

No completed assignment submitted. Submitted assignment with no lab experiences

Level 3 Satisfactory Score:3.0

No completed assignment submitted. Submitted assignment with course book referenced, no lab references

Level 4 Good Score:4.0

Assignment submitted. Assignment was complete and referenced 3 sources and had 1 lab experience. All was appropriately incorporated into written assignment.

Level 5 Excellent Score:5.0

Assignment submitted. Assignment was complete and referenced 3 or more sources and had at least 2 lab experiences. All was appropriately incorporated into written assignment.

Links to standards

- **SKIM Research**

Appendix B-6 Ethical Reasoning Rubric

Ethical Reasoning

| | | |
|---------------------|---|-----------|
| Common description: | The following criteria will be used to assess the electronic portfolios and electronic presentation from HHPS 3310, HHPs 3330, HHPS 4340, HHPS Internship, and All Education Minor Field Experiences. Faculty will meet the end of April and bring sampling of artifacts to assess. | |
| Level 1 | Unsatisfactory | Score:1.0 |
| | No artifacts submitted. Inadequate preparation in using resources available for written work. Conference required. | |
| Level 2 | Needs Improvement | Score:2.0 |
| | No completed assignment submitted. Partial submitted assignment with no resources used for written work | |
| Level 3 | Satisfactory | Score:3.0 |
| | No completed assignment submitted. Submitted assignment with only one resource used | |
| Level 4 | Good | Score:4.0 |
| | Assignment submitted. Assignment was complete and all resources were used and was appropriately incorporated into written assignment. | |
| Level 5 | Excellent | Score:5.0 |
| | Assignment submitted. Assignment was complete and all resources were used. Student used more resources than ones required, and was appropriately incorporated into written assignment. | |
| Links to standards | <ul style="list-style-type: none">• SKIM Ethical Reasoning Rubric | |



ACADEMIC PROGRAM ASSESSMENT PLAN

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Program Name: BS K-12 Health & Physical Education licensure program

SKIM Program? Yes No For a list of programs covered by SKIM, see GUIDE.

Disciplinary Accrediting Body (if applicable): ADE State licensure board

Department Name: School of CHPR\Health Human Performance Programs

Date Submitted: 4/15/2018

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Section 1. Program or Departmental Mission Statement.

Your program's student learning goals should tie to your mission. Please state your department's or program's mission.

The BS K-12 Health & Physical Education has as a primary mission to prepare K-12 Health & Physical Education classroom teachers and higher education leaders within Arkansas as well as the region to promote quality teaching. The mission of this program is to make scholarly and professional contributions to the communities in central Arkansas as well as the academic community more broadly.

Section 2. Student Learning Outcomes for Academic Program.

List all student learning outcomes (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—how the SKIM outcomes map to your program outcomes. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this document. For guidance on writing measurable student learning outcomes and for a list of the SKIM goals, please see the GUIDE.

The student learning outcomes for this program are dictated by the ADE State licensure in K-12 Health & Physical Education. We are also in the process of incorporating the 6 areas of SKIM and aligning them with the state learning outcome in our discipline
K-12 Health & Physical Education ADE State Standards. Students will

SKIM OBJECTIVES

Oral communication – Students will be able:

1. Articulate field work experiences and the core competencies and responsibilities of a Certified Health Education Specialist
2. Articulate multiple cultural perspective in local community health Service learning projects

Written Communication –

1. practice grammar skills involved in writing sentences and short paragraphs discussions ,assignments, & projects
2. revise and reflect on writing based on instructors feedback and self-assessment

Critical Thinking –

1. Examine factors that enhance or impede the process of health education & promotion
2. Demonstrate an ability to justify conclusions based on evidence

Information Technology (Research + Technology)-

1. Demonstrate technology skills with creating their e-portfolio’s
2. Review, analyze and interpret health data

Ethics & Ethical Reasoning

1. Apply the relevant philosophy to why you want to become a health advocate
2. Identify and Analyze social and ethical challenges, including possible resolutions

Appendix A 1-2. Curriculum and SKIM Map

Section 3. Curriculum Map.

Attach a map of your program’s curriculum (electives and required courses) that shows where each outcome is taught. There is no one way to structure a curriculum map; for templates, which can also serve as examples, please see the GUIDE.

Section 4. Assessment Methods.

Complete the following table to indicate how each student learning outcome will be assessed (add more rows if needed). A list of common assessment methods can be found in the GUIDE.

| Student Learning Outcome | Assessment Method or Learning Activity/Artifact | Course in Which Learning Activity or Assessment Takes Place | Alignment with SKIM outcome(s) or disciplinary accrediting body outcome(s) |
|---------------------------------|---|--|---|
| 1. Objective 1 | Exercise Lab & Skill Analysis | HHPS 2303, HHPS 3402, HHPS 3410, HHPS 3412 | Written, Research, Ethics, Critical Thinking |
| 2. Objective 2 | Ed. Minor Field Work, Student teaching, Philosophy | HHPs 3320, HHPS 4600 | Ethics, Oral, Critical Thinking |
| 3. Objective 3 | Lesson & Unit Plans Coaching Notebook | HHPS 3210, HHPS, 3220, HHPS 3310, HHPS 3330, HHPS 4379 | Written, Research Critical Thinking |
| 4. Objective 4 | Field Placements K-5 and Field Placement 6-12 | HHPS 4600, HHPS 3330 and Education Minor | Critical Thinking, Oral Technology |
| 5. Objective 5 | Pre test student knowledge, post test reflective piece on what was learned | HHPS 4350 & HHPS 4600 | Written, Critical Thinking, Research, Ethics |
| 6. Objective 6 | Field Work Placements K-12 | Education Minor courses, HHPS 3330, HHPS 4600 | Oral, Ethics Critical Thinking |
| 7. Objective 7 | Required readings by experts in the field: book specifics, journals, video's, OER resources | Every course in our K-12 Health & PE degree contribute to this | Written, Research, Technology |

Section 5. Assessment Cycle Timeline.

Indicate in the table below when assessment data from each student learning outcome will be analyzed (add more rows if needed). It is assumed that artifact collection and continuous improvement efforts will be ongoing.

Length of assessment cycle: Everytime the UA Little Rock School of Education has a schedule CAEP visit we submit our SPA report to the Arkansas State Department of Education and anytime that there are any K-12 Health & PE licensure changes. Every 3 to 4 years

Best practices state that assessment cycles vary between 3-5 years; if your assessment cycle is longer than 5 years, explain why.

Date for next review of assessment plan: 2021
 (typically at the end of a cycle, unless a need for revision arises before)

| Student Learning Outcome | Semester(s) Artifacts are Collected | Semester Assessment Data is Analyzed | Notes |
|--------------------------|-------------------------------------|--------------------------------------|---|
| 1. Objective 1-7 | April of each year | April of each year | Stored in a Blackboard course under HHPS Assessment in community assess |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Section 6. Continuous Improvement Process.

Document the process your program will use for implementing changes to improve curriculum, student support and assessment practices based on assessment findings.

Beginning in 2015-2016 faculty members have been attending regularly the SKIM training to incorporate the SKIM assessment piece. With the development of the SKIM Course matrix, rubrics, faculty will come together and assess the students artifacts in the designated coursework once a year in April . The rubrics to evaluate the 6 SKIM areas were developed in March 2018. We will collect the data and save in our developed Blackboard Assessment Course with previous annual assessment reports
 Appendix B 1-6

Section 7. Stakeholder Involvement/Communication Plan.

Who are the stakeholders in your program, and how will they be involved in your assessment process? How will they learn about your assessment results and continuous improvement? For more information on involvement and communication with stakeholders, see the GUIDE.

Stakeholder meetings with the School of Education every year. Cooperating Teachers in each discipline, school administrators, and alumni are invited to evaluate the teacher candidates in our program and review our School of Education Minor licensure course requirements

| | A | B | C | D | E | F | G |
|----|--|------------|-------------|---------------|---------------|------------------------|---|
| 1 | | Jan 1, 20 | | | | | |
| 2 | assessment instrument name | n | mean | mean % | median | standard deviat | |
| 3 | Internship Performance Evaluation: Pathwise + (Domains A-D) (Cooperating Teacher) | 170 | 3.86 | 72 | 4 | 0.88 | |
| 4 | Internship Performance Evaluation: Pathwise + (Domains A-D) (University Supervisor) | 204 | 4.21 | 80 | 5 | 1.02 | |
| 5 | Physical Education, Wellness and Leisure - Lesson Plan | 8 | 5 | 100 | 5 | 0 | |
| 6 | Physical Education, Wellness and Leisure 4 week unit overview | 6 | 5 | 100 | 5 | 0 | |
| 7 | Physical Education, Wellness and Leisure - CurriculumTemplate | 5 | 4.2 | 80 | 5 | 0.98 | |
| 8 | Physical Education, Wellness and Leisure - Degree Plan | 4 | 5 | 100 | 5 | 0 | |
| 9 | Physical Education, Wellness and Leisure - Pre/Post Skill Assessment Data | 6 | 3.83 | 71 | 4 | 0.69 | |
| 10 | Physical Education, Wellness and Leisure - Reflective Analysis on Collected Data on Student Work | 6 | 4.17 | 79 | 4.5 | 0.9 | |
| 11 | Physical Education, Wellness and Leisure - Scoring Rubric for Student Work | 5 | 3.8 | 70 | 4 | 0.75 | |
| 12 | Physical Education, Wellness and Leisure BOSS Worksheet | 4 | 5 | 100 | 5 | 0 | |
| 13 | Physical Education, Wellness and Leisure Intern Evaluation Summary | 5 | 5 | 100 | 5 | 0 | |
| 14 | Physical Education, Wellness and Leisure Standard 1-5 Disposition - University Supervisor | 96 | 4.36 | 84 | 4 | 0.69 | |
| 15 | Physical Education, Wellness and Leisure Standard 1-5 Disposition Cooperating Supervisor | 144 | 3.96 | 74 | 4 | 0.74 | |
| 16 | Physical Education, Wellness, and Leisure Portfolio Assessment - Oral | 4 | 4.25 | 81 | 4.5 | 0.83 | |
| 17 | Physical Education, Wellness, and Leisure Portfolio Assessment - Technology | 5 | 4.8 | 95 | 5 | 0.4 | |
| 18 | Physical Education, Wellness, and Leisure Portfolio Assessment - Written | 4 | 4 | 75 | 4 | 0.71 | |
| 19 | Praxis II: Physical Education, Wellness, and Leisure (Criterion-level report only) | 10 | 2.4 | 35 | 2 | 0.49 | |
| 20 | Pre-pro Performance Evaluation: Pathwise + Domain A (Field 2) (Cooperating Teacher) | 25 | 3.92 | 73 | 4 | 0.63 | |
| 21 | Pre-pro Performance Evaluation: Pathwise + Domain A (Field 2) (University Supervisor) | 25 | 3.96 | 74 | 4 | 0.82 | |
| 22 | Pre-proPerformance Evaluation: Pathwise + Domain D (Field 2) (Cooperating Teacher) | 20 | 5 | 100 | 5 | 0 | |
| 23 | Pre-proPerformance Evaluation: Pathwise + Domain D (Field 2) (University Supervisor) | 25 | 4 | 75 | 4 | 0.63 | |
| 24 | | | | | | | |
| 25 | Report Settings | | | | | | |
| 26 | Statistics | Overall | | | | | |
| 27 | List By | Assessme | | | | | |
| 28 | Dates | Submitted | | | | | |
| 29 | Status Filter | Complete | | | | | |
| 30 | Groups | All Groups | | | | | |
| 31 | Demographic Filters | All | | | | | |
| 32 | Assessment Instruments | Pre-pro | | | | | |
| 33 | Multiple Score Option | Use | | | | | |
| 34 | Report Generated | Jun 15, | | | | | |
| 35 | | | | | | | |
| 36 | | | | | | | |
| 37 | | | | | | | |
| 38 | | | | | | | |
| 39 | | | | | | | |