

# CPR Report Submitted!

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- 6    **Review Status:** Triggered Review
- 7    **Degree level:** Bachelors
- 8    **Degree acronym:** BSED
- 9    **Degree/Major:** BSED in Health and Physical Education
- 10                  **CIP Code:** 13131401
- 11                  **College,**  
                  **School/Division:** College of Education
- 12                  **Department:** Teacher Education
- 13                  **CPR Plan**  
                  **followed:** Yes
- 14 **Future institutional**  
    **plans for program:** Maintain at present level
- 15 **Supplemental file:** H&PE BSEd Exec-Sum.doc
- 16                  **File Type:** MS Word
- 17                  **CPR Web site:** aa.colstate.edu/assess/cprtbl.htm

## **Executive Summary for the B.S.Ed. Health and Physical Education**

### **Major Findings of the Program's Quality and Productivity**

#### **Program Quality: Very Strong**

In February 2005, a continuing approval review of the College of Education was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The 2000 NCATE Standards and the Georgia 2000 Standards were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced programs.

The B.S.Ed. program in Health and Physical Education prepares highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for P-12 students. Creating opportunities for candidates to demonstrate excellence in the areas of teaching, scholarship, and professionalism is consistent with the College of Education (COE) Conceptual Framework and is reflected in the broad goals of the Health and Physical Education program.

#### **Program Productivity: Above Average**

Enrollment in Health and Physical Education's B.S.Ed. program has steadily increased during the last four years from 58 students in 2001 to 71 students in 2004. The number of declared majors in the program is the fourth highest in the Teacher Education Department and is very cost-effective to the University. Graduates of the program are in high demand and readily find employment.

Students in the major represent a diverse group with regard to gender, ethnicity, and age. Overall, the student enrollment by gender has been 30% female and 70% male. In the area of HPE there are traditionally more males than females in the profession. On average, 67% of the program's majors since fall 2001 have been white, 28% have been black, and 5% have belonged to other ethnic groups.

During the past four years, the average number of degrees conferred by CSU in the B.S.Ed. Health and Physical Education program was six. In comparison to like universities, CSU ranks fourth in the number of B.S.Ed. degrees conferred in Health and Physical Education.

The B.S.Ed. Health and Physical Education program helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly qualified teachers, the program helps to improve the quality of education and the quality of life in the institution's service area.

#### **List of Recommendations for Improving Program Quality**

The faculty in the Health and Physical Education program along with the Program Advisory Committee (PAC) will oversee the following efforts to improve the curriculum, courses, and resources offered to teachers.

- Although a couple of years away, Health and Physical Education will have to align coursework with the new Georgia Performance Standards for Health and

Physical Education. The goal is to have all Georgia Performance Standards for all content areas in place before 2008.

- Opportunities for students in the health and physical education program to see quality teaching in P-12 schools is limited due to external factors that program faculty have no control over. Thus, program faculty will increase the number of demonstration lessons taught in field experiences so that students have an opportunity to see how program faculty use best practices in their teaching. *This is a result of an informal survey of students in the program concerning what faculty could do to better prepare them as teachers.*
- Restructuring of methods classes so that students are provided with more authentic teaching experiences in field experiences. This would require establishing a system where health and physical education majors see the same students for an extended period of time so that they can establish a rapport with the students they teach. *This is a result of an informal survey of students in the program concerning what faculty could do to better prepare them as teachers.*
- Continue to provide and expand professional development and networking opportunities for undergraduate students through assisting in workshops, presentations given at regional and local conferences, and community outreach.
- Work more closely with the faculty in Health Science in addressing the content needs of B.S.Ed. students in Health and Physical Education as they prepare to teach health in public schools on the secondary level.

### **List of Recommendations for Improving Program Productivity**

Recommendations for improving program quality, listed above, should also favorably affect program productivity—that is, more qualified students will enroll in a program they perceive to be excellent and are more likely to complete the program. Other recruitment and retention efforts will include:

- Continuing to advise students of the tutorial services available on the campus for students who have difficulty in passing the Praxis I test and to allow students to use the purchased Praxis I study guide in preparing for the test.
- Investigating the use of study buddy (a student who has passed Praxis I and using them to tutor a student who is preparing to take the test).
- Examining different ways of lowering the number of program hours from 129 to 127, so that students can complete all program hours while still maintaining the HOPE scholarship. This process will be completed by the program faculty, in conjunction with the Program Advisory Committee (PAC) by the fall of 2007.

### **Conclusion about the Program's Viability at CSU**

The B.S.Ed. Health and Physical Education program at CSU is a viable one. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2005, the quality of the program is very strong. All NCATE/PSC standards were judged met for all initial and advanced health and physical education programs.

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education, Health Science, Exercise Science, and teachers in P-12 schools. Representatives from each of the groups work together to make improvements to the health and physical education program at CSU and to the health status of students in our region. Students in the B.S.Ed. program take what they learn and apply it in their classrooms to help their students learn. The B.S.Ed. program in health and physical education is a valuable resource for schools in the region who want to hire proficient teachers in the field of health and physical education.

**Program Improvement Plan**

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the B.S.Ed. in Health and Physical Education propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the Health and Physical Education Program Advisory Committee (PAC).

<i>Departmental Plans and Priorities</i>	<i>CPR Indicator</i>	<i>Projected Timeline</i>
Continue “Campaign of Information” so that students are aware of the requirements for admission into teacher education to help with student retention in the program.	Quality Productivity Viability	2006 – Ongoing
Continue to identify resources to help students pass the Praxis I exam such as help from the writing center, tutors in math, and checkout the Praxis I study guide purchased by program faculty.	Quality Productivity Viability	2006 – Ongoing
Create a survey that can be administered in foundation classes to identify the obstacles students face that hinder their ability to complete degree requirements. Survey will be administered for the first time in fall 2006.	Quality Productivity Viability	Fall 2006 – Ongoing
Examine different ways of lowering the number of program hours from 129 to 127, so that students can complete all program hours without sacrificing program quality while still maintaining the HOPE scholarship.	Quality Productivity Viability	Fall 2007

The resources needed to accomplish these priorities should be minimal. Departmental resources will be allocated as necessary to accomplish these plans. The Health and Physical Education Program Coordinator will be provided one course release time each academic year to provide leadership to these activities. The Program Coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education at Columbus State University.

**Summary Recommendation and Supporting Rationale:** *Maintain at current level*

The program quality is very strong and the number of degrees conferred each year is comparable to other universities in the USG. Because of decreasing state requirements for credit hours in public schools, the need for certified teachers in the local area is less. However, with the renewed focus on the health status of children, this trend is expected to reverse. Additionally, the program is cost efficient in comparison to other degree programs offered by the University.

Graduates of the B.S.Ed. Health and Physical Education program are also a valuable resource for our students in the undergraduate program. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County.