

# CPR Report Submitted!

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- 6    **Review Status:** Triggered Review
- 7    **Degree level:** Masters
- 8    **Degree acronym:** MED
- 9    **Degree/Major:** MEd 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 MEd Exec-Sum.doc
- 16          **File Type:** MS Word
- 17          **CPR Web site:** aa.colstate.edu/assess/cprtbl.htm

## **M.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, based in part on standards of the National Council of Teachers of English, 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.

Overall, the M.Ed. Health and Physical Education program is strong. It 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 these three areas 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: Satisfactory**

Enrollment in the M.Ed. Health and Physical Education program has remained relatively stable with an average enrollment of 11.25 during the four-year period from 2001-2002 to 2004-2005. This enrollment pattern is similar to other M.Ed. programs in the Department of Teacher Education. The program has a diverse group of majors with regard to gender and age but is lacking diversity in terms of race. Overall, the figures (2001-2005) show student enrollment by gender to be 65% female and 35% male. These figures are comparable to the institution's enrollment percentages by gender. In terms of diversity, 100% of the program's majors have been, and continue to be, white. Graduates of the program are in high demand and readily find employment.

Courses are offered on a one- or two-year cycle, and enrollment in required courses remains relatively stable. This helps to contribute to the cost-effectiveness of the department. Cost per credit has steadily decreased for the university as a whole. However, the Health and Physical Education program has had a steeper decrease in comparison to the point that it now costs roughly half as much to educate a student pursuing an M.Ed. in Health and Physical Education than for the university as a whole.

The number of M.Ed. Health and Physical Education degrees conferred by Columbus State University has increased significantly in the past four years, from one in 2001-2002 to six in 2004-2005, and is comparable to or greater than the number of degrees conferred by other USG state universities. Graduates of the M.Ed. Health and Physical Education program are employed both in local school systems such as Muscogee County and Phenix City, in Georgia school systems 100 miles or more from Columbus such as Gwinnett County in Atlanta, and in other states such as Missouri.

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

The program faculty and the Program Advisory (PAC) plan to take the following steps to improve the quality of the M.Ed. program in Health and Physical Education:

- 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.
- Address the need to increase the number of students from diverse backgrounds in the graduate program. This could be addressed by finding external funding options or sources that assist minority students in pursuing advanced degrees.
- Continue to work with the Hughston Orthopedic Hospital in monitoring and recruiting qualified candidates into the Columbus State University Athletic Training Fellowship Program. This partnership increased the number of students in the M.Ed. program and helped CSU to meet regional demands from school systems for health and physical education teachers who are certified athletic trainers. It would be beneficial to CSU and the Hughston Orthopedic Hospital to examine ways to increase the number of candidates in the program.
- Continue to provide and expand professional development and networking opportunities for graduate students through assisting in workshops, presentations given at national, regional, and local conferences, and collaborating on articles for publication with program faculty.
- Develop service-learning initiatives that highlight the importance of health and physical activity and are beneficial to all stakeholders including students, program faculty, the community, and/or local school districts.
- Work more closely with the faculty in Health Science in addressing the content needs of M.Ed. students in Health and Physical Education as they prepare to teach health in public schools at 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.

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

The M.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, and teachers in P-12 schools. Representatives from each of these 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.

The number of M.Ed. Health and Physical Education degrees conferred by CSU has increased significantly in the past four years and is comparable to or greater than the number of degrees conferred by other USG state universities. CSU houses one of the few graduate programs in the state that prepares students with a background in athletic training for teaching health and physical education in P-12 schools. The program meets a critical need for many local and area high schools who seek to employ physical education teachers who are also athletic trainers.

**Program Improvement Plan**

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the M.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>
1. Refine the College of Education Recruitment Plan to focus on specific methods for recruiting Health and Physical Education graduate students from diverse backgrounds	Productivity Viability	2006-2007
2. Explore various funding sources to provide scholarships for students seeking advanced degrees in Health and Physical Education	Productivity Viability	2006-Ongoing
3. Collaborate with the Hughston Orthopedic Hospital in monitoring and recruiting qualified candidates into the CSU Athletic Training Fellowship Program.	Productivity Viability	2006-Ongoing
4. Align appropriate graduate courses with the Georgia Performance Standards (GPS) to make the individual courses as well as the program highly attractive to prospective graduate students who will be implementing the GPS.	Quality Productivity Viability	2008
5. Continue to provide and expand professional development and networking opportunities for graduate students through interacting and collaborating with faculty in workshops, presentations and publications.	Quality	2006-Ongoing
6. Collaborate with faculty members in Health Science to address the content needs of HPE graduate students as they teach health in the P-12 setting	Quality	2006-Ongoing

The Interim Dean and the Vice President for Academic Affairs have reviewed the plan and will commit financial and personnel resources to accomplish priorities 1, 3, 4, 5, and 6 for program improvement. Resources from external funding will be necessary to support priority 2. 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**

**Recommendation:** *Maintain the Program at the 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 in

public schools for credit hours in physical education 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.

As previously mentioned, CSU will continue working to improve the current M.Ed. program in Health and Physical Education by responding to new initiatives (e.g., Georgia Performance Standards), improving the curriculum, providing better support and resources for students, and intensifying recruitment efforts of students from diverse backgrounds.