

Annual Program Report Outline
Academic Year 2008/9
Initial Preparation – Health Education Minor
October 20, 2009

1. Continuous Assessment Results

a. Admission Data

Any student who has been accepted into a certifiable major can combine it with the Health Education Minor program. The majority of students seeking the Health Education Minor certification during the 2008/9 had Physical Education as their major program. Students seeking certification in Health Education must earn a minimum of grade “C” in all courses. There were 14 students enrolled in the Health Education Minor program during the 2008/9 academic year. Thirteen of them were majoring in Physical Education. The other one was majoring in English and Allied Language Arts.

b. Course Based Assessment Data

Thirteen candidates had Critical Performances scores. Eighty percent of the candidates passed Standards 1, 2, 5, 6 (3/4), 100% passed Standards 4 & 8, 90% passed Standard 7 and 92% passed Standard 9. All 13 students scored 2 on Standard 2.

c. Clinical Experiences Data – *Be sure to include dispositions assessment results, P-12 student diversity statistics, and results of efforts to ensure all candidates work with diverse students.*

Six candidates provided clinical experiences data. Out of this number, 83% worked with diverse students: African American students (83%), Hispanic/Latino (33%), Native American students (17%), and Asian students (33%). Fifty percent of candidates also worked with students with special needs: physical impairments (17%), learning disabilities (17%), and gifted students (17%). Four candidates provided disposition data on two variables (values learning and values personal integrity). All four candidates scored 100% on the two variables.

The three candidates reporting on student teacher evaluations show the following: 100% of candidates passed KTS 1, 2, 3, 4, and 7. Sixty-seven percent passed KTS 8, and 33% passed KTS 5, 9 and 10. None of the candidates provided data on KTS 6.

d. Culminating Assessment Data – *Be sure to include impact on P-12 student learning data.*

Three candidates provided culminating assessment data. The data shows that 100% of candidates passed KTS 2 (100% total), 6 (93% total), & 7 (100% total); 67% passed KTS 1 (93% total), 4 (71% total), & 9 (79% total) and 33% passed KTS 5 (64% total).

e. Exit and Follow Up Data (including Praxis II results)

Five candidates provided ‘Exit and Follow Up Data.’ All five candidates scored between 3.3 and 3.6 on all 10 Kentucky Teacher Standards.

2. Results based on Kentucky Teacher Standards

The Critical Performance assessment data indicates that, the candidates have mastered all the standards with the exception of Standard 2 (Design/Plans). Students need to improve on their design/plans skills. The results indicate that all candidates had the opportunity to work with diverse students. The candidates also excelled in values learning and values integrity. The few candidates who provided student teacher evaluation data passed Standards 1, 2, 3, 4, 7 & 8. Only one passed Standard 5, 9 and 10. There is the need to improve on Assessment, Professional Development and Leadership skills. The three candidates excelled on Standards 2, 6, & 7 and also passed Standards 1, 4 & 9 on the Culminating Assessment. Only one candidate passed Standard 5. Candidates scored high on all 10 Standards on the Exit and Follow Up tests (including Praxis II).

3. Efforts to Report and Disseminate Results

The results will be discussed with the Department Head and also shared at a departmental meeting. The program coordinator will meet with instructors who teach the health minor courses to discuss how to improve in the identified weak areas.

4. Key Discussions and/or Decisions Made

- a. Describe any assessment or data collection changes you have made/will make based on your assessment results.

It has been identified that students are weak in Standard 2. We will be reviewing the critical performance assessment projects for Standard 2 and make the necessary changes.

- b. Describe any program curriculum or experience changes you have made/will make based on your assessment results.

We will be reviewing the critical performance assessments to identify strengths and weaknesses in our curriculum. Necessary changes will be made.

- c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.

Instructors teaching courses in the health minor will discuss with students the importance of passing all the standards. Individual students who will be identified to have major problems will be provided with the necessary resources to help them master the standards.