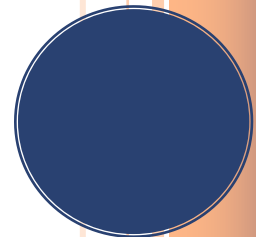


DATA REPORT 2012

Health and Physical Education

MASTER'S PROGRAM DEACTIVATED

This document contains aggregated candidate data collected at admission, clinical experience, and completion as well as program level on key quantitative variables. The intended uses of these data include identifying areas of strength, areas for improvement, indicators of progress, and as an aid for annual planning.



DATA REPORT 2012

HEALTH AND PHYSICAL EDUCATION

SECTION 1: PROGRAM DATA

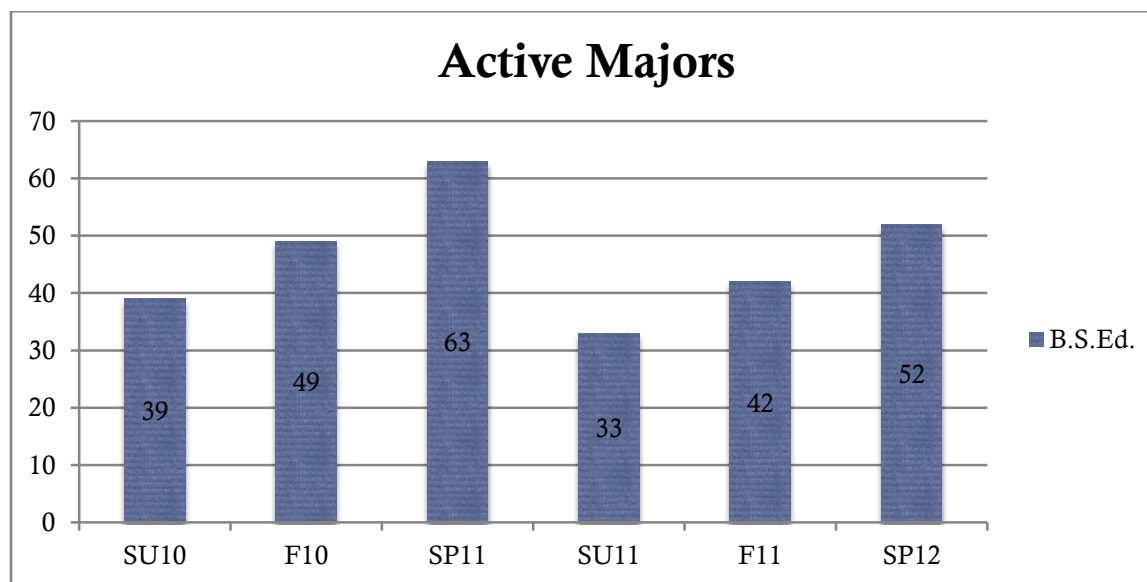
Bachelor's
GACE Basic Skills
Minimum GPA
HPE Content Exam
FitnessGram
TEFEE
Dispositions Rubric
First Aid/CPR Certification
Integrated Lesson
Integrated Unit Plan
GACE Content Exam

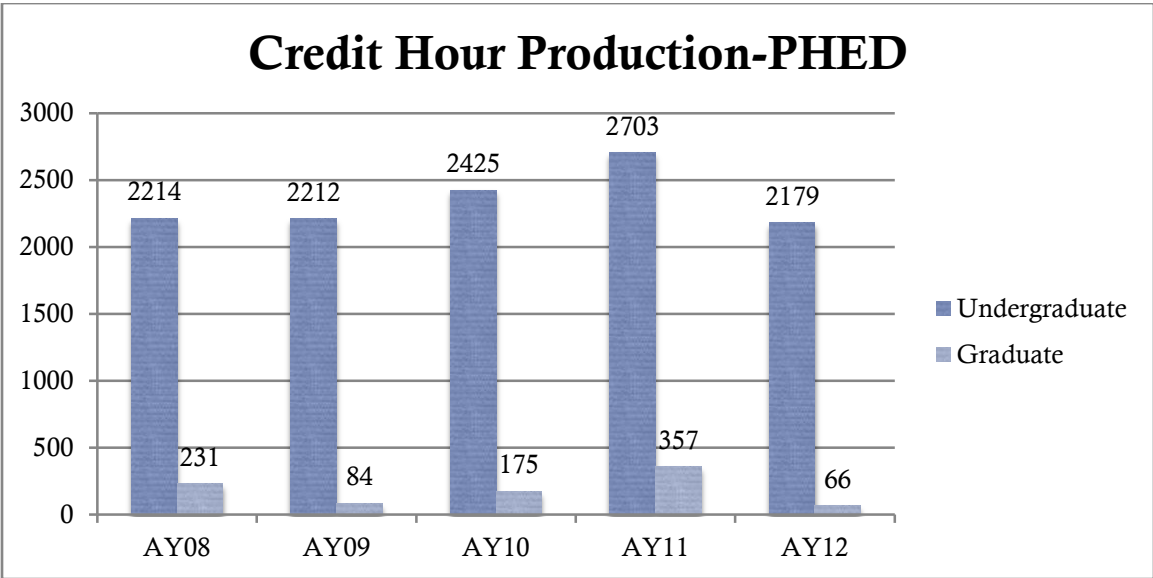
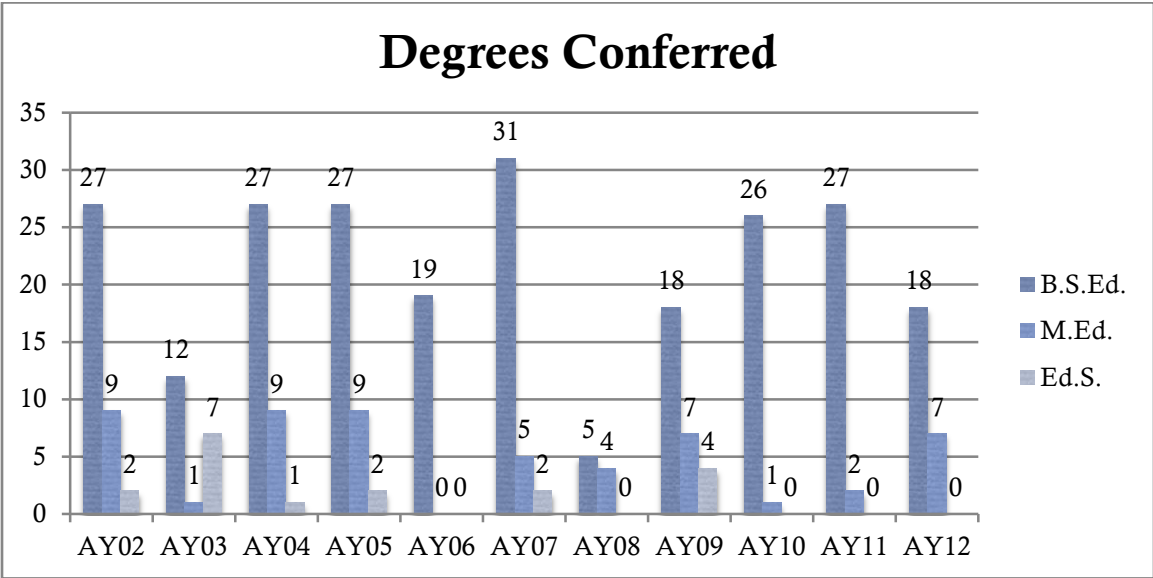
SMART Goals, 2011-2012

SMART Goals-PHED B.S.Ed.	How Assessed?	When?
1. Revisit and revise content exam	A. Review exam questions to make sure questions/content is still valid & current B. Disaggregate data based on content area and examine trends per area to determine where students are performing well and not well and develop strategies to improve areas of weakness C. Make sure the exam serves well as a pre-test/post-test of content knowledge	December, 2011
2. Revise lesson plan rubric	A. Examine current lesson plan rubrics for consistency and accuracy of scoring. B. Determine what needs to be updated/modified to ensure consistency of evaluation C. Determine a progressive sequence of	December, 2011

	categories that allow for student growth in planning and implementation	
3. Collaborate with cooperating teachers regarding use and scoring of TEFEE observation instrument	<ul style="list-style-type: none"> A. Examine current TEFEE results and identify areas of inconsistency between faculty and supervising teachers. B. Discuss reasons for the discrepancies in the evaluations C. Discuss with supervising teachers ways to increase the consistency of scoring during observations using the TEFEE 	December, 2011

Program Productivity Data





SECTION II: CANDIDATE DATA

Admission GPA 2011-2012 (Transition Point 1)

Bachelor's	3.17
Master's	*Not yet available

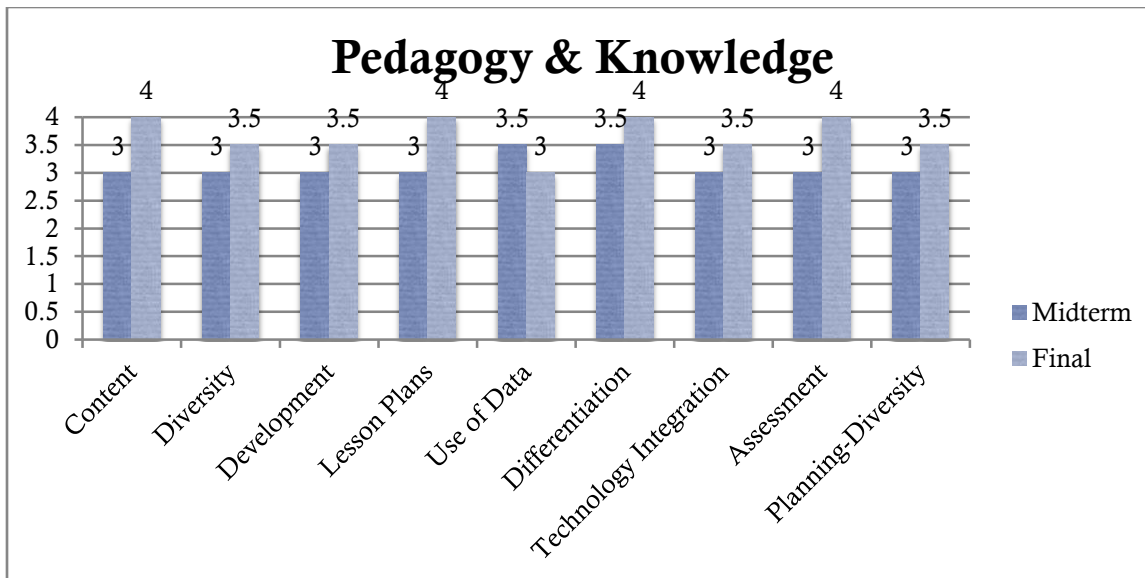
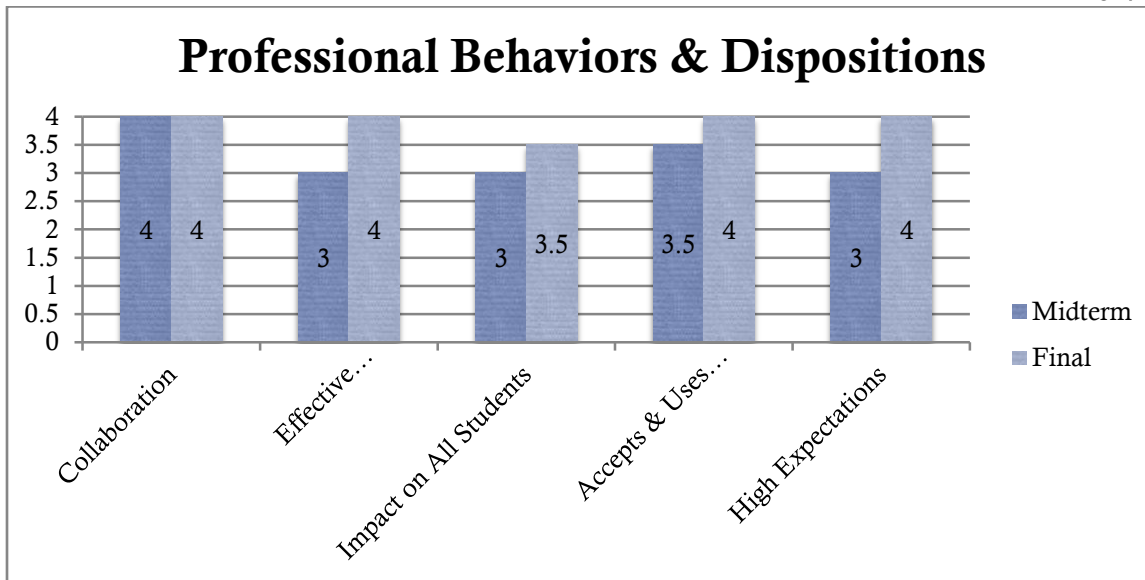
Exit GPA 2011-2012 (Transition Point 4)

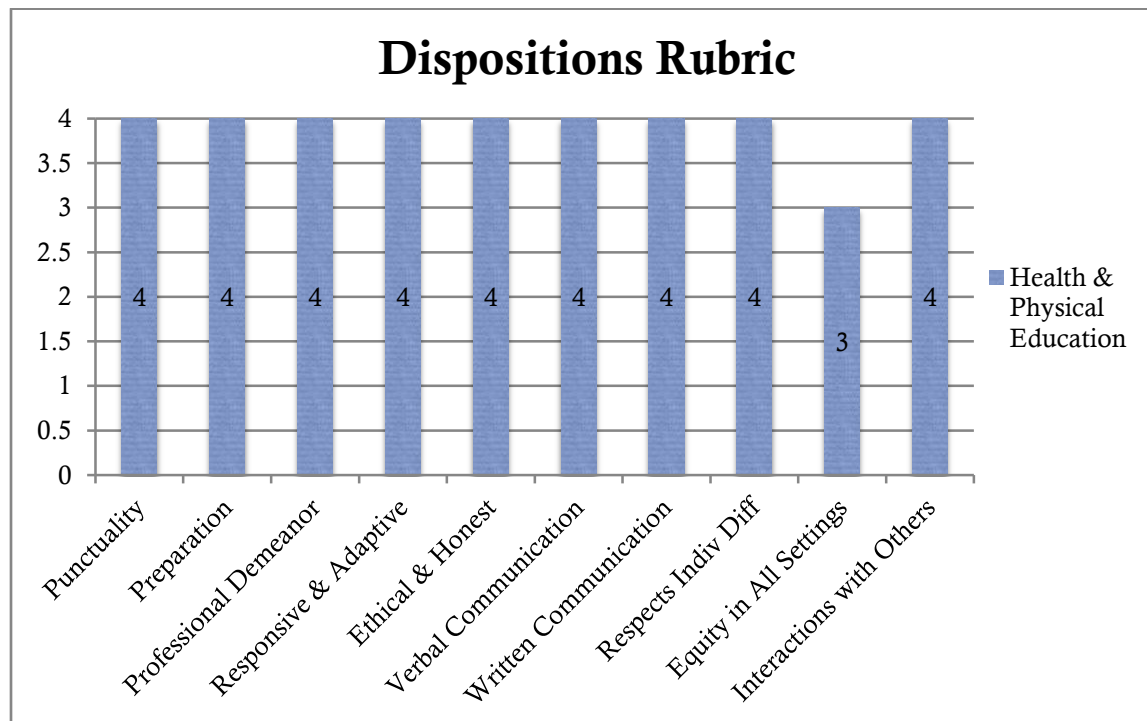
Bachelor's	3.08
Master's	3.55

CLINICAL EXPERIENCES

TEFEE Results, Spring 2012 (Transition Point 4)

	Required Professional Behaviors	Professional Behaviors & Dispositions	Pedagogy & Knowledge	Management
Midterm	3.92	3.30	3.11	3.30
Final	4.00	3.90	3.67	3.80



Dispositions Rubric Results, Spring 2012

*Each student teaching experience, or internship, is 14-15 weeks in length depending on the semester. All other non-internship field experiences vary in length by program.

Internship Completion Rates

Semester	Number Started	Number Completed	Percent Finished
Fall 2010	N/A	N/A	N/A
Spring 2011	27	27	100%
Fall 2011	N/A	N/A	N/A
Spring 2012	19	19	100%

FOLLOW-UP: GACE CONTENT (TRANSITION POINT 5)

The results reported here are for GACE Content Tests I and II. Results reported are all from takers who identified themselves as seniors at The University of West Georgia for the most recent five years.

PASS RATES

Program Year	TEST 1					
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.	Pass Rate - GA	# Takers - GA	# Pass - GA
2007-2008	-	4	Low N	79%	182	143
2008-2009	82%	22	18	80%	194	155
2009-2010	80%	20	16	83%	189	156
2010-2011	95%	19	18	93%	182	169
Program YTD	100%	15	15	88%	136	120

Program Year	TEST 2					
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.	Pass Rate - State	# Takers - State	# Pass - State
2007-2008	-	5	Low N	84%	179	150
2008-2009	100%	22	22	90%	196	177
2009-2010	95%	20	19	88%	184	161
2010-2011	95%	20	19	96%	189	182
Program YTD	100%	15	15	94%	135	127

OBJECTIVES SUMMARY, 2007-YTD SENIORS

Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
Test I	1	M/C	Understand human growth and development.	79	79%	865	81%
Test I	1	M/C	Understand nutritional requirements and the impact of nutrition on personal health.	79	66%	865	67%
Test I	1	M/C	Understand principles of and techniques for personal care and safety.	79	77%	865	75%

Test I	1	M/C	Understand the structures and functions of the major body systems and the relationship of personal health to body systems and their functioning.	79	82%	865	83%
Test I	2	M/C	Understand the importance of violence prevention and conflict resolution in the promotion of personal health.	79	80%	865	81%
Test I	2	M/C	Understand the role of critical thinking and decision- making skills in reducing risks to personal and community health.	79	77%	865	77%
Test I	2	M/C	Understand the role of prevention of tobacco, alcohol, and drug use in the promotion of personal health.	79	87%	865	85%
Test I	2	M/C	Understand types of disease and the role of disease prevention and control in maintaining health.	79	72%	865	73%
Test I	3	M/C	Understand community relationships, community health issues, and community health-care resources.	79	78%	865	74%
Test I	3	M/C	Understand family relationships and their impact on the well-being of individuals and society.	79	78%	865	76%
Test I	3	M/C	Understand interpersonal relationships.	79	90%	865	89%
Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
Test II	1	M/C	Understand movement concepts and their role in improving motor skills.	83	77%	867	78%
Test II	1	M/C	Understand principles and activities for developing locomotor, nonlocomotor, manipulative, and rhythmic movement skills.	83	74%	867	70%
Test II	1	M/C	Understand principles of motor development and motor learning.	83	76%	867	73%
Test II	1	M/C	Understand the role of movement activities in the development of self-management skills and positive personal and social behaviors.	83	89%	867	87%
Test II	2	M/C	Understand assessment of health-related fitness and principles and procedures for developing personal fitness plans based on assessment results.	83	81%	867	81%
Test II	2	M/C	Understand exercise physiology, principles of fitness training, and the role of physical fitness in the promotion of personal health.	83	84%	867	84%
Test II	2	M/C	Understand principles, techniques, and activities for developing and maintaining flexibility and muscular strength and endurance.	83	80%	867	80%
Test II	2	M/C	Understand principles, techniques, and activities for developing and maintaining healthy levels of cardiovascular fitness.	83	80%	867	76%

Test II	3	M/C	Understand techniques, skills, rules, strategies, etiquette, and safety practices for creative movement and dance (e.g., folk, social, square, line, modern, aerobic).	83	76%	867	79%
Test II	3	M/C	Understand techniques, skills, rules, strategies, etiquette, equipment, and safety practices for individual, dual, and lifetime sports and activities (e.g., badminton, bowling, golf, tumbling, tennis, track and field).	83	84%	867	78%
Test II	3	M/C	Understand techniques, skills, rules, strategies, etiquette, equipment, and safety practices for outdoor activities (e.g., camping, orienteering, ropes courses, group-initiated activities).	83	72%	867	73%
Test II	3	M/C	Understand techniques, skills, rules, strategies, etiquette, equipment, and safety practices for team sports and activities (e.g., basketball, flag football, soccer, softball, team handball, volleyball).	83	84%	867	81%