I. **General Education Component:** Health and Physical Education Component

**General Education Coordinator:** Bob Salt

**PRC Consultant:** Charles Baird and Dick Tyson

**Purpose of the Review:** The purpose of this review is to assess the quality of this component of general education at UW-Stout.

**Committee Findings:** The Planning and Review Committee recommends that the array of courses designed to satisfy this general education component continue unless modified by the General Education Committee which will be subsequently assessing individual components of the General Education program.

II. **Abstract**

As part of their education in the General Knowledge, Appreciation and Values part of General Education, UW-Stout students complete at least two credits in Health and Physical Education. The Health and Physical Education component directly addresses the General Education Objectives under the broad area of “**General Skills and Abilities,**” specifically to “Acquire knowledge and skills essential to one's physical and mental well being.”

Courses in the Health and Physical Education area foster an experiential approach to improving the students’ physical and mental health, in addition to their understanding of the role of health in the lives of members of society. In the area of physical education, students engage in physical activities designed to foster their physical well being. In the areas of nutrition and lifespan sexuality, students are taught the importance of making healthy choices and living a healthy lifestyle throughout the human lifespan. All these areas support the development of individual students both in the present and in the future.

Strengths perceived in the program include good facilities. Weaknesses lie in the lack of assessment of effectiveness of courses, and student and graduate perceptions that they have met the general education objective.

Recommendations to the coordinator are to continue to monitor development and refinement of assessment instruments with individual disciplines, maintaining a dialog with the Assessment Director and the General Education Assessment subcommittee of the General Education Committee. The coordinator should explore opportunities for encouraging students to engage in both health enhancement education and physical activities, perhaps with the General Education Committee, and then consider the desirability of modifying questions asked on the Senior Level Assessment and 1- and 3-year Follow-up Surveys to parallel the General Education objective(s) for this category with the Office of Budget Planning and Analysis.

Recommendations to department chairs are to continue to refine the assessment process and to improve cooperation between the units involved. Recommendations to deans include monitoring departmental cooperation with the assessment process and General Education Assessment Advisor.
With these recommendations in mind the PRC recommends that the present array of courses designed to satisfy this general education component continue unless modified by the General Education Committee which will be subsequently assessing individual components of the General Education program.

III. Process Followed for the Current Review:

The PRC Chair met with the dean, coordinator, and chairs of the primary departments to discuss the review process. The PRC consultants also met with the coordinator to review the procedures and offer assistance. Under guidelines developed by the PRC, information regarding the program was gathered from Institutional Research, the Coordinator for the Health and Physical Education category, and key instructors. Two key instructors responded, while approximately 650 seniors were surveyed per year over the 1998-04 period. Observations were made by the consultants based on the surveys and institutional data and were reported to and discussed by the PRC. The Coordinator presented a summary of his report to the Planning and Review Committee and had an opportunity to address concerns. The Dean from the School of Education and the College of Human Development were also available to answer questions. The consultants then wrote the recommendation report. This report was forwarded to the deans for their responses. The PRC reviewed the deans’ responses, approved the recommendation report, and forwarded the report to the Faculty Senate.

The assessment process of all categories in this section of general education required participation from the two colleges and three departments (Physical Education, Human Development and Family Studies, and Food and Nutrition). Early in the assessment period, the departments decided to develop individual assessment instruments and procedures due to the differences in their courses. Assessment (pre-test/post-test) plans were created in the Food and Nutrition and HDFS (then HDFLCES) Departments. Assessments are said to have been done for a few years in the Food and Nutrition and HDFS (then HDFLCES) Departments, though results have not been made available to the PRC. Similarly, some assessment in the Physical Education Department courses are said to have been done, with inconsistent results.

IV. Previous Review: None.

V. Previous Recommendations Response

| N/A | N/A |

VI. Current Review:

The Health and Physical Education component directly addresses the General Education Objectives under the broad area of “General Skills and Abilities,” specifically to: “Acquire knowledge and skills essential to one's physical and mental well being.”

Courses in Health enhancement, the study of physical and mental well-being, are to be assessed upon one or more of four learning outcomes: knowledge of:

a. The relationship of health to the development of the whole person.
b. Nutrition, health, and personal development as it pertains to wellness.
c. The relationship between life style and health.
Courses in Physical education, movement-related activities leading to wellness, are to be assessed upon one or more of four learning outcomes: must include one of the following:

a. Participation in a group physical activity.
b. Participation in an individual physical activity.
c. Participation in a physical activity for life-long health benefits.
d. Participate in a competitive sport.

Courses currently approved as meeting requirements for inclusion in this component and the criteria which each course claims to meet include

- FN-102 Nutrition For Healthy Living: Health Enhancement Criteria
- HDFS-257 Lifespan Sexuality: Health Enhancement Criteria
- HLTH-101 Discovering Wellness: Health Enhancement Criteria
- PE-1xx Activity courses: Physical Activities Criteria

**Assessment in Health and Physical Education**

**Advisory members and key instructors**

No information was provided by an advisory committee. Responding key instructors were generally satisfied with facilities and support.

**One and Three-Year Graduate Follow-up survey results** from the past several years consistently rate their improved competencies to care for their personal “wellness” lower than most other competencies gained at UW-Stout (about 3.3 on the 5.0 scale).

**General Education Senior-Level Assessment** results for Health and Physical Education components showed lower levels of accomplishment. Maintaining a sense of physical well-being averaged 3.14 over the past 7 years of the survey, while maintaining a sense of mental well-being was rated 3.23 on average. Only “appreciation of the fine and performing arts” was rated lower.

**Assessment of cognitive achievement of objectives** in the disciplines is unreported. The disciplines will develop or refine assessment methods and use them in 2005.

**Program Strengths**

1. Resources and facilities are generally good at present.

   **Source**
   Key instructor survey

**Issues of Concern**

1. Assessment instruments are lacking or inadequate.

   **Source**
   Coordinator, lack of data presented

2. Students and graduates do not perceive that their education has enhanced their abilities to maintain physical or mental well-being.

   **Source**
   Graduate survey, Senior-level assessment

3. Students may not be credited with both health enhancement and physical activities courses

   **Source**
   Coordinator, GE requirements
Recommendations for the General Education Coordinator:

1. Continue to monitor development and refinement of assessment instruments with individual disciplines.


3. Identify assessment measures in a way that shows their alignment with general education category criteria.

4. Explore opportunities for encouraging students to engage in both health enhancement education and physical activities, perhaps with the General Education Committee.

5. Explore the desirability of modifying questions asked on the Senior Level Assessment and 1- and 3-year Follow-up Surveys to parallel the General Education objective(s) for this category with the Office of Budget Planning and Analysis.

Recommendations for the Chairs of the Physical Education, Food and Nutrition, and Human Development and Family Studies Departments:

1. Continue to work actively with key instructors in developing and refining assessment tools.

2. Consult with General Education Committee and Assessment personnel about best practices.

Recommendation for the Dean of the College of Human Development:

1. Ensure that participating departments cooperate with all colleagues involved in the assessment.