

<b>Academic Program:</b>	PE All Grade	<b>Date:</b>	11.29.2022
<b>Author(s):</b>	Myung-Ah Lee		
Verify that each of the following documents is correct and current on the <a href="#">ISU Assessment Results Webpage</a> by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at <a href="mailto:kelley.woods-johnson@indstate.edu">kelley.woods-johnson@indstate.edu</a> .			<input checked="" type="checkbox"/> Learning Outcomes <input checked="" type="checkbox"/> Curriculum Map <input checked="" type="checkbox"/> Assessment Plan
Is this program offered on-campus <u>AND</u> distance? If "Yes," reported data should include students of both, disaggregated.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hybrid

**Student Learning Outcomes Assessment** Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed <small>Include actual outcome language; enter one per line, add lines as needed</small>	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool <small>i.e. rubric, exam key, preceptor evaluation, etc.</small>			
<b>Outcome 1</b> Scientific and theoretical knowledge— Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.	Post Graduation	N/A	PRAXIS II	The program benchmark was 80% of passing rate.	4 out of 4 test takers passed the test.	2020-2021: passing rate was 80%. <b>2021-2022: passing rate was 100%.</b>
<b>Outcome 2</b> Skill-based and fitness-based competence— Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in	PE 217 & PE 442	FITNESSGRAM test (criterion-referenced test)	FITNESSGRAM rubric	Students are expected to earn at least "Healthy Fitness Zone" for all 5 fitness tests for FITNESSGRAM.	PE217 11 out of 11 students met the "Healthy Fitness Zone" for all 5 fitness tests. 100% of the students met the benchmark in PE 217.  PE442 10 out of 14 students met the "healthy fitness zone" for aerobic fitness test. 71% of the students completed tests and met the expectations.	78% (2020-2021) to <b>100% (2021-2022)</b> PE 217. Improved  PE442 Several students were injured or unable to complete tests so they received a remediation plan.



the NASPE K – 12 Standards.					4 students who did not complete tests or meet the expectation had a remediation plan.	
<b>Outcome 3:</b> Planning and implementation— Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.	PE 302	Lesson plan and teaching assignment in elementary schools.	Lesson plan & implementation rubric	Students are expected to earn a minimum of 2 on a 3 point scale for all evaluation rubric components. There are 10 components for planning and 8 components for implementation. 100% of the students will be required to meet this benchmark.	9 out of 9 students met the minimum expectations for all evaluation components for lesson plan and implementation part during their field experiences.  Benchmark was met (100%)	2020-2021: Students partially met (planning but not for the implementation part) the benchmark due to the absence of their field experiences.  2021-2022: Students met the benchmark (100%). Improved.
<b>Outcome4:</b> Instructional delivery and management— Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.	CIMT 401	Student Teaching Evaluation	Student Teaching Evaluation Rubric	Students are expected to earn a minimum of 2 on a minimum of 3 point scale for all evaluation components. There are 28 evaluation components in this rubric.  100% of the students will be required to meet this benchmark by the end of CIMT401.	6 out of 6 students met the minimum expectations for all evaluation components for lesson plan and implementation part during their field experiences.  Benchmark was met (100%)	The same 100%



<p><b>Outcome 5:</b> Impact on student learning—Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.</p>	PE400	Work Sample Report	Work sample rubric	<p>Students are expected to earn a minimum of 2 on a minimum of 3 point scale for all evaluation components. There are 7 evaluation components.</p> <p>100% of the students will be required to meet this benchmark.</p>	<p>Altogether, 6 out of 6 students met the minimum expectations for all evaluation components.</p> <p>The benchmark was met in the given data (100%).</p>	The same 100%
<p><b>Outcome6:</b> Professionalism—Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.</p>	ESS office The survey was distributed to the alumni and employers and collected.	A disposition survey		<p>Students are expected to earn a minimum of 2 on a minimum of 4 point scale. There are 10 evaluation components.</p> <p>100% of the students will be required to meet this benchmark.</p>	<p>Altogether, 6 out of 6 students met the minimum expectations for all evaluation components.</p> <p>The benchmark was met in the given data (100%).</p>	The same 100%
<p><b>Indirect measure</b></p>	ESS office	Alumni survey	Survey	<p>At least the mean score of 2.5 out of 4 rating scale for each component is expected for 10 items of the program effectiveness survey.</p> <p>*4= extremely satisfied 3=somewhat satisfied</p>	<p>10 out of 10 items were above 2.5.</p> <p>Meanwhile two areas were identified as weak: <b>Learner development and leadership/collaboration.</b>(2.5)</p>	<p>No prior data</p> <p>The first area (“I am able to develop and implement learning experiences that are developmentally appropriate and challenging.”) had 2.5 rating.</p> <p>The last area, “Seek leadership roles and opportunities to take responsibility for</p>

				<p>2=Somewhat dissatisfied 1=Extremely Dissatisfied</p>		<p>student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession” also had 2.5 rating which was the lowest.</p>
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## Student Success Activities

Use the “Academic Chair” tab in [Blue Reports](#) to view your program’s data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	<p>1) We helped majors to create their <b>major club</b> and build up their community which started in the fall of 2021. The major club initiated its professional development activities and reached out to freshmen and sophomores to engage in the program and help them for successful learning. The cohort group with seniors and juniors has been active in developing their leadership and frequently interacted with majors in the program. They started to <b>promote their program</b> in social networks (i.e., Instagram: <a href="https://instagram.com/isu.pe.major?igshid=MDM4ZDc5MmU=">https://instagram.com/isu.pe.major?igshid=MDM4ZDc5MmU=</a>). I noticed they were posting for student recruitment for the major!</p> <p>2) I took 27 majors to attend INSHAPE conference in spring 2022, and 9 of them had a chance to be a part of ISU presentation group with faculty. I believe that type of event had a high impact on majors’ <b>professional development and success</b>. In addition, after the conference, <b>three majors received INSHAPE scholarships</b> (Each year, just one major from each institution received this scholarship, but this year, three of them were recognized with \$1000).</p> <p>3) Majors had many opportunities to interact with senior students in formal and informal ways. For example, we have the “Student teachers’ work sample presentations” that all junior groups attend and ask questions. We do this every semester. This type of event creates a supporting climate among senior and junior group members, and they easily communicate with each other on tips and strategies to succeed. I also invited an alum working at Chicago Public school via zoom and she shared her successful professional growth in urban education.</p> <p>4) I have been running Facebook PE teacher ed. alumni group and helping majors to be connected with graduates. <a href="https://www.facebook.com/groups/128233401209982">https://www.facebook.com/groups/128233401209982</a></p> <p>5) Six graduates were hired last year and are teaching at schools now <b>(100% placement)</b>.</p>
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	The program shows a high retention and graduation rate. The 2022 enrollment has declined a little, but the job demand is pretty high in Indiana. We anticipate that enrollment will gradually increase in the following years due to the shortage of teachers in Indiana. We will make more aggressive recruitment efforts and maintain high retention and program completion rate.

If you don’t have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.



Office of Assessment  
and Accreditation

## Continuous Quality Improvement

<p>Describe primary insights gained from analysis of findings.  <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i></p>	<p>1) Overall, the program data improved compared to last year. All six areas of learning outcomes improved. Especially, the passing rate of the license test (learning outcome 1) <b>became 100%</b>. This finding was encouraging. Despite our challenges like the pandemic and loss of resources, we are proud of what we have accomplished.</p> <p><b>2) Indirect Measure:</b> We had the first cycle of the program completers' survey on the program effectiveness. Overall, data met the benchmark. However, We found two major issues that warrant our attention., First, they felt relatively less competent in learner development and learning environment design areas. The pandemic caused them to skip the elementary EFE in the Spring 2021. So there was a noticeable learning gap. We anticipate this area of outcome will improve next year, but we will continue monitoring the majors' progress with quality field experiences.</p> <p>Secondly, leadership and collaboration were identified as another weak areas.</p>
<p>What findings-based actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>1) We will continue to maintain the program strengths as described above.</p> <p>2) We will continue to provide quality field experiences where majors can enhance their competence.</p> <p>3) At the program level, we are creating more opportunities for majors' leadership development through 1-2 joint class meetings with faculty collaboration (i.e., PE 400 with either PE302 or PE310, and PE 497 with either PE290 or PE214) so majors can interact and grow together. This approach has been powerful, so we will continue making this effort.</p> <p>4) We will collaborate with YMCA to offer <b>Adapted Physical Activity Clinic in spring 2023</b>, and majors will have more field experiences with children with special needs. Meanwhile, they will have more intense collaboration experiences with parents, other majors (i.e., special ed., exercise science, etc.), and community members. This plan will be a high impact on majors' learning.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>Learning outcome 2: The data collection occurs twice in PE217 as baseline and PE442 as post-measure to ensure they meet expectations and maintain the outcomes throughout the program. Although there was an improvement in PE217 performance, the PE442 data collection was not successful and partially missing. We reflected on the</p>



	lack of accountability for the FITNESSGRAM test in PE442. FITNESSGRAM will be required for both courses to enhance accountable data collection in both courses.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	The program data were collected from multiple courses in both KRS and Teaching & Learning departments and the ESS office. We will circulate and report the collected data to all program area faculty.



## Student Outcomes Assessment & Success Report Evaluation AY 21-22

## Program: BS Physical Education All Grade Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

**Evaluation Key:** Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p><b>Learning Outcomes</b> Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>		Mature
<p><b>Assessment Strategies</b> Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>	<p>Clear, detailed descriptions of evaluation tools (rubrics) reflects precise evaluation of independent LOs for analysis.</p> <p>A thorough mix of rich and relevant measures is used to provide insights into student mastery, including licensure exams, student self-reports, expert evaluation, multiple points of data (FITNESSGRAM), and professionally-relevant activities.</p>	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>		Exemplary



<p><b>Results &amp; Analysis</b> Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Rigorous, high standards are established for student performance.</p> <p>Student performance, even where strong, is analyzed for differential achievement and borderline areas where improvement targets can be established.</p>	<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus &amp; distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Exemplary
<p><b>Continuous Improvement</b> Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Thoughtful discussion of findings connects to plans to continue to support strong performance, investigate areas of borderline performance, and monitor areas of concern where more data is needed.</p> <p>Clear information is provided about how the program continues to enrich learning experiences for students to support ongoing high levels of mastery.</p> <p>Demonstrated improvement reflected in comparison of current to prior cohort data.</p>	<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Exemplary

Contact Kelley Woods-Johnson at [kelley.woods-johnson@indstate.edu](mailto:kelley.woods-johnson@indstate.edu) or x7975 with questions or for support.