Student Learning Summary Form AY2019-2020   10.14.2020

Degree Program Name: _____*Physical Education All Grade* _____**Contact Person:** Myung-ah Lee   Myung-ah.Lee@indstate.edu

Part One

a. What learning outcomes did you assess this year? If this is a graduate program, indicate the <u>Graduate Student Learning Outcome</u> each outcome aligns with.	b. What method(s)s did you use to determine how well your students attained the outcome? In what course or other required experience did the assessment occur?	c. What expectations did you establish for achievement of the outcome?	d. What were the actual results?	e. Who was responsible for collecting and analyzing the results? How were they shared with the department?
1. Physical education teacher candidates demonstrate discipline -specific scientific knowledge.	Licensing exam (post graduation)	Licensing exam: 80% of students are expected to pass.	6 out of 7 students passed the Pearson content test for 2019-2020. This is **86%.**	The program coordinator collected the data from Education Student Services. Results will be shared at the program meeting in November.
2. Physical education teacher candidates demonstrate skill competency in various movement content areas.	FITNESSGRAM test (criterion-referenced test) FITNESSGRAM rubric Administered in PE 217 & PE 442	Students are expected to earn at least "Healthy Fitness Zone" for all 5 fitness tests for FITNESSGRAM. 100% of the students will meet this expectation by the end of PE 442.	<u>PE 217</u> 14 out of 16 students met the "Healthy Fitness Zone" for all 5 fitness tests. **88%** of the students met the benchmark in PE 217. <u>PE 442</u> 7 out of 7 students met the "Healthy Fitness Zone" criteria for all 5 fitness tests **100%** of the students met the benchmark in PE 442.	The course instructor collected the data. Results were shared at the program meeting in November.
3. Physical education teacher candidates are able to design	Lesson plan & implementation rubric	Students are expected to earn a minimum of 2 on a 3 point	All 9 out of 9 students met the minimum expectations	The course instructor collected the data. Results

		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.	for all evaluation components for lesson plan and implementation rubric. The benchmark was met (100%).	will be shared at the program meeting in November.
developmentally appropriate curriculum to be implemented to school students.	Administered in PE 302			
4. Physical education teacher candidates demonstrate competent teaching performance while using various teaching methods and strategies.	Student Teaching Evaluation Student Teaching Rubric Administered in PE 400	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 PE 400.	All 7 out of 7 students met the minimum expectations for all evaluation components for lesson plan and implementation rubric. The benchmark was met (100%).	Education student service collected the data. Results will be shared at the program meeting in November.
5. Physical education teacher candidates demonstrate competent knowledge and skills in assessment plan, implementation, and interpretation about student learning.	An intensive work sample report is completed. Work Sample Rubric This occurs in PE 400	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. 100% of the students will be required to meet this benchmark.	Altogether, 2 out of 2 students met the minimum expectations for all evaluation components for the fall 2019. *All five candidates' data were missing due to the COVID19 in spring 2020.* The benchmark was met in the given data (100%).	The course instructor collected the data. Results will be shared at the program meeting in November.
6. Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.	A disposition assessment Disposition Rubric	Students are expected to earn a minimum of 2 on a minimum of 4 point scale.	Altogether, 6 out of 6 students met the minimum expectations for all evaluation components and *one data*	The course instructor collected the data. Results will be shared at the program meeting in November.

	Is administered in PE400.	There are 10 evaluation components. 100% of the students will be required to meet this benchmark.	*was missing due to the COVID 19* The benchmark was met in the given data (100%).	
7. PETE graduates demonstrate effective teaching performance and meet INTASC beginning teacher standards.	<u>Alumni survey</u> A new program evaluation survey for PETE was developed for CAEP accreditation purpose and it will be implemented from the fall 2019 and spring 2020. (INDIRECT MEASURE)	This assessment will provide the program effectiveness data. The survey will be distributed to the alumni and employers and collected in the fall 19 and spring 20. Data will be analyzed to have more insight for the program operation.	We had low response rate with only one survey response. The average score was ***3.41 out of 4.*** Due to the low response rate it is not valid to draw any conclusion yet but we will continue to collect more program evaluation data in the next academic year.	The program coordinator will collect the data.

Part Two
Question 1
Outcome 1: The analysis of the content license test data supplied by the Education Student Services showed that 86% of the test takers passed the exam. The result will be shared with the program area faculty and we will maintain or improving the passing rate to meet the benchmark.

Outcome 2: This outcome was measured 3 times, twice in PE 217 (Pre & post tests) and in PE 442 during the junior or senior year to be sure that majors are improving or maintaining their fitness competence. Due to the COVID19 in spring 2020 one measurement data point was missing for the post test in PE 217. Only **88% of students** met the expectation based on the pre-test data. However, 100% of students met the expectation, "Healthy Fitness Zone" expectations for all 5 fitness tests (i.e., mile run, push up, curl up, trunk lift, back save sit and reach) in PE 442 and attained the benchmark. The missing data for PE 217 was inevitable but students' achievement was still meeting the benchmark. We will keep collecting data twice in PE 217 next academic year.

Outcome 3: PE 302 students' lesson plan and implementation competence met the expectations. This is not a surprise because students are introduced how to design and implement developmentally appropriate curriculum in PE 290 and reinforced their design and implementation skills in PE 302. One more course, PE 310 is another course where students are supposed to master this learning outcome. By the time of PE 400 (student teaching), 100% of the students are supposed to meet the expectations for this outcome. The benchmark was reached for this outcome.

Outcome 4: The student teaching evaluation rubric was used to assess student teaching performance during student teaching. This is an extensive rubric with 28 evaluation sub-components. 100% of the students (6/6) have met or exceeded expectations regarding their performance for all 28 sub-components.

Outcome 5: The work sample report (project) was assessed using the rubric. The rubric for assessing this outcome has 8 sub-components. All students (2 out of 2) met or exceeded expectation. ****Spring 2020 data were missing (n=5) due to the COVID19 and student teachers were unable to complete work sample assignment which is the assessment data source**.

Outcome 6: The disposition assessment allows us to determine whether students demonstrate professional dispositions. This year, we had 6 out of 6 students met the minimum expectations. This measurement occurs in PE 290, PE 310, and finally in PE 400 during student teaching. This measurement is a gatekeeper for the PETE students' affective domain of teaching competence. As we repeat the same measure overtime we identify any deficiency or weakness from any teacher candidate and provide a remediation plan. Also students do their self-evaluation using the same evaluation rubric. If there is a big gap between the instructor and the student's evaluation then another remediation or discussion meeting occurs. This program wide effort has been successful and all students met the disposition assessment minimum criteria.

Outcome 7: The survey data for this indirect measure was collected but the response rate was very low. Only one survey response was collected. It is hard to draw any analysis and interpretation in the given data with just one response. However, the average score was 3.4 out of 4 which shows the program completer was fairly satisfied with the program offered.

Question 2
First of all, the license test passing rate was maintained and **improved to 86%.** This result reflects the program effectiveness and efficiency regardless of the limited PETE faculty resources.
Student fitness competence was well maintained throughout the program as data showed. All learning outcomes reached to the benchmarks except the outcome #1 and demonstrated the program effectiveness.
For the outcome#2 we were able to monitor their performance between two measurement points (PE 217 and PE 442) to convince if they meet the program requirement expectations. Learning outcome # 2 reached to the benchmark too and 100% students met the expectations. For the learning outcome 3, 4, 5, & 6 benchmarks and performance goals were met in the given data regardless of the COVID 19 situation and concerns. We believe it became clear with that changes to demonstrate program effectiveness with student learning outcomes. For the indirect measure with the alumni survey, we started to collect data but there was low response rate. We will continue to do data collection on it next academic year.

Question 3

We will continue monitoring student learning with program assessment process. We will focus on collecting the "employer and alumni survey" and improve the response rate to identify our program strength and weakness for the next assessment cycle. As critical concerns, first, we will have to improve the license test passing rate. Second, staffing concern for the major courses became more challenging. Majors are taught by just one faculty with 7 different courses. This is not an optimal situation and need to be enhanced with additional faculty line is secured for the program to maintain better quality program. We have been doing more rigorous program promotion, major recruitment, and maintaining the high quality of PETE program under the given situation. But two critical concerns seemed to be interrelated. We hope and wish to hire a new faculty for PETE program in the future and we believe it is a critical need for maintaining the quality of the program and student success.

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: B.S. Physical Education – All Grades	Overall Rating: Exemplary (3.00/3.00)
Strengths	Recommendations
- Learning outcomes are clear, specific, and measurable. - Measures to assess student learning reflect real-world practices students will engage in professionally. They also include student perceptions from an indirect measure, licensure exam data, and high-impact practice measures. - Information about evaluative tools (e.g. rubrics) is clearly described, and expectations for student performance are clearly stated in reference to these tools. Actual student performance is clearly reported. - Thoughtful comments are provided on the analysis of data, including description of student gains compared to past performances, pedagogical practices that make strong student performance unsurprising, and impacts of COVID-19 on data (in this case, missing data). Clear plans are included for improving student response rate on the second attempt at using the indirect measure survey. - Assessment findings are shared in program meetings.	Consider notating the learning outcomes with their alignment to accreditor standards to make it easier to see and report this data an accreditation reports.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.	Learning outcomes are identified and alignment with courses is demonstrated. Outcomes are consistent across modes of delivery (if applicable). At least one outcomes is assessed this cycle.	No _(program)_ learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).
Performance Goals & Measures	Performance goals are clear and appropriate, and rationale is provided for why these were selected. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings. Licensure exams and high-impact practices are reflected in measures (if applicable).	Performance goals are clear and appropriate. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.	Performance goals are identified with little rationale or clarity. Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.	No goals for student performance of learning outcomes are identified, and/or no measures are provided.

Analysis & Results	Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data. Data is collected and analyzed with clear rationale and description. Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.	Data collection process is clear and designed to produce valid/trustworthy results. Data is collected and analyzed with clear rationale and description. Results are provided with some discussion of analysis.	Description of data collection is unclear as to process and quality. Some data is collected and analyzed with little rationale or description. Some results are provided with no discussion of analysis.	No information is provided about the data collection process, and/or no data is being collected. No results are provided
Sharing & Use of Results for Continuous Improvement	A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.	A plan for sharing information broadly across program faculty is detailed and enacted. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection is offered about results or plans moving forward.	Information is provided about sharing results, but sharing is limited in scope or content. Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results. Little reflection is offered about results or plans moving forward.	No information is provided about sharing results and/or plans for improvement or change based on results. No evidence of reflection on results in provided.
Overall Rating	□ **Exemplary**	□ **Mature**	□ **Developing**	□ **Undeveloped**

Please see reviewer notes for more details.