

Student Learning Summary Form AY2016-17 6.1.17

Due to your dean by June 1

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

Part One

<p>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.</p>	<p>b. What method(s) did you use to determine how well your students attained the outcome? In what course or other required experience did the assessment occur?</p>	<p>c. What expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. Who was responsible for collecting and analyzing the results? How were they shared with the department?</p>
<p>1. Physical education teacher candidates demonstrate discipline -specific scientific knowledge.</p>	<p>Licensing exam (post graduation)</p>	<p>Licensing exam: 80% of students are expected to pass.</p>	<p>Ten out of eleven students passed the Pearson content test for 2015-2016. This is 90.9%.</p>	<p>Dr. Lee will collect the data from Education Student Services. Results were shared at the program meeting in May.</p>
<p>2. Physical education teacher candidates demonstrate skill competency in various movement content areas.</p>	<p>FITNESSGRAM test (criterion-referenced test) FITNESSGRAM rubric Administered in PE 217 & PE 442</p>	<p>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.</p>	<p><u>PE 217</u> 13 out of 15 students met the "Healthy Fitness Zone" for all 5 fitness tests. 2 Male students did not meet the "Healthy Fitness Zone" for push up but met the expectation for the rest 4 tests. <u>PE 442</u> 13 out of 13 students met the "Healthy Fitness Zone" criteria for all 5 fitness tests 100% of the students met the benchmark in PE 442.</p>	<p>Dr. Lee will collect the data. Results were shared at the program meeting in May.</p>
<p>3. Physical education teacher candidates are able to design</p>	<p>Lesson plan & implementation rubric</p>	<p>Students are expected to earn a minimum of 2 on a 3 point</p>	<p>All 9 out of 9 students met the minimum expectations</p>	<p>Dr. Lee will collect the data. Results were shared at the</p>

<p>developmentally appropriate curriculum to be implemented to school students.</p>	<p>Administered in PE 302</p>	<p>scale for all evaluation rubric components. There are 10 components for planning and 8 components for implementation.</p> <p>100% of the students will be required to meet this benchmark.</p>	<p>for all evaluation components for lesson plan and implementation rubric.</p> <p>The benchmark was met.</p>	<p>program meeting in May.</p>
<p>4. Physical education teacher candidates demonstrate competent teaching performance while using various teaching methods and strategies.</p>	<p>Student Teaching Evaluation Student Teaching Rubric Administered in PE 400</p>	<p>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.</p> <p>100% of the students will be required to meet this benchmark by the end of PE 400.</p>	<p>All 7 out of 7 students met the minimum expectations for all evaluation components for lesson plan and implementation rubric.</p> <p>The benchmark was met.</p>	<p>Dr. Lee will collect the data. Results were shared at the program meeting in May.</p>
<p>5. Physical education teacher candidates demonstrate competent knowledge and skills in assessment plan, implementation, and interpretation about student learning.</p>	<p>An intensive work sample report is completed. Work Sample Rubric This occurs in PE 400</p>	<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, 7 out of 7 students met the minimum expectations for all evaluation components.</p> <p>The benchmark was met.</p>	<p>Dr. Lee will collect the data. Results were shared at the program meeting in May.</p>
<p>6. Physical education teacher candidates demonstrate dispositions that are essential to becoming</p>	<p>A disposition assessment Disposition Rubric</p>	<p>Students are expected to earn a minimum of 2 on a minimum of 4 point scale. There are 10 evaluation</p>	<p>Altogether, 7 out of 7 students met the minimum expectations for all evaluation components.</p>	<p>Dr. Lee will collect the data. Results were shared at the program meeting in May.</p>

effective professionals.	Is administered in PE400.	<p>components.</p> <p>100% of the students will be required to meet this benchmark.</p>	The benchmark was met.	
7. PETE graduates demonstrate effective teaching performance and meet INTASC beginning teacher standards.	<p><u>Alumni survey</u></p> <p>A new program evaluation survey for PETE was developed for CAEP accreditation purpose and it will be implemented from the fall 2017.</p> <p>(INDIRECT MEASURE)</p>	<p>This assessment will provide the program effectiveness data.</p> <p>The survey will be distributed to the alumni and employers and collected in the fall 17 and spring 18.</p> <p>Data will be analyzed to have more insight for the program operation.</p>	We will not have this data for this year. We will report it next year due to the collection date.	Dr. Lee will collect the data.

Part Two

Question 1

Outcome 1: Analysis of the data supplied by the Education Student Services licensing exam identifies that 90.9% of test takers passed the exam. The data showed student learning improvement for this outcome (i.e., 81% for the last year assessment report). The benchmark was reached for this outcome.

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. In the last academic year PE 217 students met the expectations by the time of their post test although two students did not meet the minimum expectations in the pre-test (i.e., push up). The students' fitness competence was maintained and 100% of students met the "Healthy Fitness Zone" expectations for all 5 fitness tests (i.e., mile run, push up, curl up, trunk lift, back save sit and reach) and attained the benchmark.

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 (7/7) 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 (7 out of 7) met or exceeded expectation.

Outcome 6: The disposition assessment allows us to determine whether students demonstrate professional dispositions. This year, we had 7 out of 7 students met the minimum expectations (2 out of 4 point scales). 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 not collected in time for analysis. We will include this data for next year's cycle.

Question 2

First of all, the license test passing rate improved (81% to 90.9%) than the last year and we were very excited about this outcome. Also student fitness competence was well maintained throughout the program as data showed. All learning outcomes reached to the benchmarks and demonstrated the program effectiveness.

Several changes were made based on the assessment coordinator's comments last year. For the learning outcome 1, we increased the benchmark to 80% to raise the bar since the passing rate was 81% last year. Still the passing rate reached to the benchmark (i.e., 90.9%) and it was higher than the last year result. For the learning outcome 2, we replaced it to FITNESSGRAM. FITNESSGRAM is a critical competence for PE teacher candidates and we thought we should be accountable to improve and maintain their physical competence. 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. To clarify the expectations and performance goals we modified the column "C" for the learning outcome 3, 4, 5, & 6. Benchmarks and performance goals were refined and we believe it became clear with that changes to demonstrate program effectiveness with student learning outcomes.

For the indirect measure we replaced the exit interview to "alumni and employer survey" because the survey instrument was developed and will be implemented for the CAEP accreditation report from the fall 2017.

Question 3

We will continue monitoring student learning with program assessment process. Next year we will focus on collecting the "employer and alumni survey" to identify our program strength and weakness for the next assessment cycle. As critical concerns, the number of majors decreased a little and we lost one tenure line faculty (i.e., Dr. Molly Hare moved to FCTE). We plan to do more rigorous program promotion, major recruitment, and maintaining the high quality of PETE program under the given situation. We hope and wish to hire a new faculty for PETE program next year and we believe it is a critical need for maintaining the quality of the program and student success. Regardless, we gained the national recognition for CAEP SPA accreditation this year and it was a big success, which we consider "teaching and learning through assessment."

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: Physical Education Teacher Education Date: 1.03.18

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				<input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome. <input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	<input type="checkbox"/> Multiple measures were employed, and most are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input checked="" type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the

				<p>measure provides specific evidence of what students know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p>
3. Results	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input type="checkbox"/> Data are being collected and analyzed.</p> <p><input type="checkbox"/> Results are provided.</p> <p><input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p> <p><input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.</p>
4. Engagement & Improvement	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are</p>	<p><input checked="" type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p>	<p><input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input type="checkbox"/> The faculty regularly engages in meaningful discussions about</p>	<p><input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust</p>

	<p>identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p><input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p>the results of assessment.</p> <p><input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.</p> <p><input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p>activities, expectations, outcomes, etc. according to established timelines.</p> <p><input checked="" type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input checked="" type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

The program's outcomes are reasonably clear and measurable, and most measures (licensing exam, lesson plan, etc.) obviously align with them. Standards are high and results—including content test results—are positive. While only one person is responsible for collecting and analyzing results in this small program, they are shared widely. Part Two of the report is especially good: It includes not just analysis of and reflection on the results and action plans but also evidence of improvement in student performance. Thank you!