Assessment Review

Multiple assessment measures have been identified and are currently in use through recent program evaluation. The NCATE accreditation documents can be viewed by use of the following links PE NCATE HE NCATE APE NCATE. Our Health and Physical Education Program was re-accredited by NCATE in 2004 without reservation.

Majors Program – Teaching Emphasis

- The program alignment tool, which mirrors the conceptual design of the school of education was the most extensive measure taken. The instructors of the Health and Physical Education Teacher Education program used the alignment tool to gain insight into the scope and sequence of the program and the degree of depth each standard was met. Upon compilation of the results the department discovered that all standards were met to some degree and as a program we felt that the current curricular changes have strengthened our program a great deal. Example of one of the Content Mapping Tools used for data in the NCATE accreditation documents.

- Faculty and staff are currently studying and using the PRAXIS II subject matter practice tests to ensure complete coverage of the content needed for success on the both the physical education and health education tests needed for licensure. Data on the PRAXIS II scores for the HPE teaching majors is being tracked and presented in a format to see the disaggregation of specific content matter. PRAXIS

- Student Evaluations are another measure of evaluation the department uses in ongoing development. Student Evaluation Tool

Majors Program – Health Promotion Emphasis

- Many of the health promotion courses can be taken as electives in the education major’s course work due to this evaluations of the courses in our health promotion major were done in collaboration with the education major courses through the NCATE study.

- The interview process for acceptance into the health promotion internship series is currently under review and Fall 2008 two new courses are being presented for approval.
General Education Programming – Wellness Concept Development

Each physical activities course is to include specific fitness fundamentals components within the syllabus of the course. Instructors were given sample objectives to use or to help them develop an individual wellness objective for their syllabus. S-drive access and course materials have been made available to ensure content reliability.

Each department faculty member is use the department student evaluation of wellness questions at the time the course evaluation is given at the end of each course. These questions include measures of the student learning of fitness fundamentals. The U.S. government recommends these specific fitness fundamentals at [http://www.fitness.gov/fitness.html](http://www.fitness.gov/fitness.html)

A generic 10 questions “Wellness Survey” targeting knowledge of the Fitness Principles and the Activity Pyramid was developed and administered in Spring 2005 for the first time.

Student Evaluations are another measure of evaluation the department uses in ongoing development. General Education Student Evaluation Tool

During the 2008 – 2009 data analysis we will be revisiting an item analysis to ensure all components and principles of wellness are being adequately addressed.

Staff Goal Setting and Evaluation – Continuous Improvement Initiative

During the Fall of 2006 the HPE program started work on a new initiative for program improvement. The initiative is an effort to provide a nurturing environment to sustain a culture for increased student learning and to support professional growth of the teaching staff by a series of staff meetings and individual goal setting sessions with the program coordinator. Classroom Excellence  Goal Setting Format  Goal Review

Shared Drive access and use of folder and file sharing has lead to increased academic rigor of both general education courses and major degree plan courses.
Evidence that students achieve Health and Physical Education stated learning outcomes in …

General Education

Wellness Survey Semester Comparison

An item analysis was done after the first administration of the survey and two of the ten questions were reconstructed for administration in Spring 2006. The results of the “Wellness Survey” are tracked and report on each semester, with instructors obtaining their individual results in a cumulative format. Each semester total program average is also included within the aforementioned document.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness Survey</td>
<td>78.8</td>
<td>78.68</td>
<td>83.87</td>
<td>0*</td>
<td>88.51</td>
<td>91.68**</td>
<td>83.08</td>
</tr>
</tbody>
</table>

*electronic data lost due to use of incorrect assessment tool.
**relatively few courses completed the assessment.

Following is a list of instructor responses the when asked what evidence they have of students achieving the general education stated learning outcomes:

- My Wellness scores continue to be high!
- Repeat participants in my general education classes!
- Look at Health/ Wellness quiz outcomes
- Have improved in classes when I spend more time on it
- Wellness scores are increasing
- More discussion responses on D2L
- D2L, Feedback, Skill Level Test
Administer wellness survey on basic fitness concepts.
Tests & quizzes administered on specific sports, activity, or topics
High attendance record
Students are repeating class due to content and activities, not poor grades.
Overall ability improves as semester progresses
Scores on the fitness assessment questionnaire remain high
Quizzes
Verbal communication & feedback
Journal reflections
Wellness survey

Major Degree Plan

Fall/Spring HPE PRAXIS II Ave. Comparison

Faculty and staff are continually studying and using the PRAXIS II subject matter practice tests to ensure complete coverage of the content needed for success on the both the physical education and health education tests needed for licensure. Data on the PRAXIS II scores for the HPE teaching majors is being tracked and presented in a format to see the disaggregation of specific content matter.

After our first initial compilation of program students test results we found that several areas seen in the disaggregation were in need of improvement. Through the development of course content and depth of assessment of several principles we have erased the two deficient areas (red highlight), gain ground in two of the four low scoring areas (yellow highlight) and now again we will refocus the attention to the areas still in need of improvement.

<table>
<thead>
<tr>
<th>Physical Education: Content</th>
<th>Average Performance Range</th>
<th>Fundamental Movements, Motor Dvlpmnt, &amp; Motor Learning</th>
<th>Movement Forms</th>
<th>Fitness &amp; Exercise Science</th>
<th>Social Science Foundations</th>
<th>Biomechanics</th>
<th>Health &amp; Safety</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>14 - 18</td>
<td>15 - 19</td>
<td>14 - 19</td>
<td>7 - 10</td>
<td>5 - 7</td>
<td>10 - 12</td>
<td>Pass 150</td>
<td></td>
</tr>
<tr>
<td>AVE F07</td>
<td>18.86</td>
<td>18.29</td>
<td>18.43</td>
<td>8.57</td>
<td>6.79</td>
<td>10.86</td>
<td>158.43</td>
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</tr>
<tr>
<td>AVE S08</td>
<td>19.50</td>
<td>19.00</td>
<td>18.94</td>
<td>8.78</td>
<td>6.78</td>
<td>10.44</td>
<td>159.67</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Education: Content</th>
<th>Average Performance Range</th>
<th>Health Education as a Discipline</th>
<th>Promoting Healthy Lifestyles</th>
<th>Community Health Advocacy</th>
<th>Healthy Relationships</th>
<th>Disease Prevention</th>
<th>Health Education Pedagogy</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>10 - 13</td>
<td>24 - 29</td>
<td>7 - 9</td>
<td>17 - 20</td>
<td>11 - 13</td>
<td>7 - 9</td>
<td>Pass 610</td>
<td></td>
</tr>
</tbody>
</table>
Following is a list of instructor responses the when asked what evidence they have of students achieving the majors’ degree plan stated learning outcomes:

- Students score well on PRAXIS exam relative to the topic/subject area & specifics’ taught in class.
- Tests, oral review
- Verbal communication & feedback
- Journal reflections
- Evaluations
- Weekly quizzes
- Hourly exams
- Term papers
- There are a greater number of students achieving above average grades – final grade.
- Exam scores have increases with the use of d2L online testing.
- Successful completion of:
  - Exams
  - Presentations
  - Skill demonstrations
- Feedback cards, quizzes, authentic assessment of students teaching peers and actual K-12 students, standardized lesson rubrics.

**What we have learned about …**

**General Education**

**Student Evaluation – numeric rating**

Overall our instructors fair well on student evaluations, and have incorporated several student suggestions derived from anecdotal comments. Instructors receive the numerical results of their evaluation results in a cumulative format. Each semester total of the HPE program averages is also included within the aforementioned document.

<table>
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<tr>
<th>Program Average</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
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<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>4.83</td>
<td>4.82</td>
<td>4.75</td>
<td>4.72</td>
<td>4.71</td>
<td>4.77</td>
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</tbody>
</table>

Following is a list of instructor responses the when asked what they have learned from the results of the student evaluations of the general education courses:
Students enjoy my class and continue to take my classes. That the topics that I discuss in regards to our wellness activity are making a difference. If I include info about it on D2L more students seem to understand the topics. I feel that by discussing the topics of wellness 5 min. before activity the students seem to understand more about health & wellness. By adding discussion on D2L, I feel the students have a good understanding of their health. Skill Level Test is important. They enjoying the activity through high attendance & understanding activity concepts w/ good test/quiz scores or increased scores. Students enjoy the class and activities they take it again. Grow and mature over the course of the semester. Need to continue with presentation of material in class.

**Major Degree Plan**

**Student Evaluation – numeric rating**

Student Evaluations are another measure of evaluation the department uses in ongoing development. Overall our instructors fair well on student evaluations, and have incorporated several student suggestions derived from the anecdotal comments. Instructors receive the numerical results of their evaluation results in a cumulative format. Each semester total of the HPE program average is also included within the aforementioned document.

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<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Degree Plan</td>
<td>4.61</td>
<td>4.51</td>
<td>4.62</td>
<td>4.57</td>
<td>4.65</td>
<td>4.73</td>
</tr>
</tbody>
</table>

Following is a list of instructor responses the when asked what they have learned from the results of the student evaluations of the majors’ degree plan courses:

- Continue to update material & stay in line w/ what is tested.
- I have learned that favorable quiz/tests scores indicates good test takers &/or evidence of subject/content learned
- I need to focus more on major issues and points and worry less about minor peripheral points.
- Term papers cover the full spectrum of quality & referencing.
- The course I am teaching is improving and seems to be successful.
- Students are able to access information appropriately to solve problems.
- Updating materials
- Clarifying expectations
- Adjusting rubric assessments that more emphasis on specific sport content i.e. rules and
etiquette is necessary.

Student’s gain experience teaching in controlled setting (peers) but the opportunity to teach K-12 children is invaluable as they are able to learn and experience more about classroom management, and transitions in an authentic environment.

The use of feedback cards at end of each class has allowed me to revisit items that were not clearly understood, I also am able to adjust lessons to fit the specific needs of individual classes. This also impacts class climate.

Use of standardized lesson rubric allows students to focus on the lesson rather than constantly changing to meet the criteria of various lesson rubrics.

The specific changes we have instituted as a result from our assessment efforts in…

**General Education**

Individual goal setting, access and increased use of the S-drive folders and file sharing has lead to increased academic rigor of both general education courses and major degree plan courses.

Following is a list of instructor responses the when asked what changes they have instituted as a result of our assessment efforts of general education courses:

- Looking to identify different topics.
- Review the topics 2-3 times throughout the semester, include more D2L
- The 5 min. discussion must be working because the survey scores are increasing.
- Use D2L, get more feedback from students
- Identify different topics/activities
- Continue to challenge each class through “growth” activities
- Use of D2L & related articles are added to back up information presented.

**Major Degree Plan**

Following is a list of instructor responses the when asked what changes they have instituted as a result of our assessment efforts of major degree plan courses:

- Use of D2L & infusion of technology (stay current)
- Content changes (improvements based on semester evaluation suggestions)
- My course material is more focused, quizzes are more current. Discuss expectations and what constitutes plagiarism.
Streamlined class with advanced class so that there is less overlap and the classes “flow”.
I utilize online information for distributing course content.
Use of course related websites
Exam revision
Student Assignments added or revised
Increase in quizzes given on content
Increasing opportunities for students to teach in local public middle school.
Providing opportunities for younger UWP students to do more peer teaching prior to teaching at middle school.
Increase in observations at Middle school prior to teaching so students have a higher comfort level with PMS students and process.
Worked with dept. chair to develop a standardized lesson rubric that fits with the clinical experience framework for teaching.