



Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
	<p>3. Knowledge of fundamental and sports skills, physical abilities and sport forms which provide the foundation of P-12 physical education programs.</p> <p>4. Demonstrate competence in a variety of physical skills.</p>	<p>3. Praxis II Exam in Health and Physical Education.</p> <p>Knowledge tests and other cognitive assessments in PEDS 2379, 2371, 2372, PELM 1205, 3216, 3217, 4245, 5215, EXSC 3135, 4131</p> <p>4. Skills tests, ratings of technique, and peer assessments in PEDS 2371 and 2372 as follows:</p> <p>PEDS 2371:</p> <p>Soccer – skills test on instep kick; ratings of technique on dribbling, passing, and instep kick.</p> <p>Flag Football – skills test on pass for distance; rating of technique on pass, catch; check of ability to run offensive plays in games.</p> <p>Speedball- skills test of punt for accuracy.</p> <p>Ultimate Frisbee – skills test on throw for accuracy, catching.</p>	<p>3. 100% pass rate (30 students) on both parts of Praxis II, 1997-2002. No weaknesses identified in this area of the test. 4/5 students passed in 2002-2003.</p> <p>All students make C or better grades prior to graduating.</p> <p>4. Weaknesses identified in several sport areas for several students. No consistent patterns yet identified.</p>	<p>4. Have begun formalizing data collection. Will use, when patterns emerge to make any course revisions and recommendations to individuals.</p>

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		<p>PEDS 2372:  Volleyball – rating of technique on set, forearm pass, serve.  Badminton – skills test on over-hand clear, short &amp; long serves; rating of technique on clears, serves; check of singles strategy in game play.  Softball – skills test on fielding grounders, throw from shortstop to first; ratings of technique on throw from outfield, hitting, bunting, fielding grounders.</p> <p>PELM 3216:  Locomotor skills assessed through observation</p> <p>PELM 5215:  Selected fundamental locomotor and manipulative skills assessed through videotape analysis.</p>	<p>Weaknesses identified in several sport areas for several students. No consistent patterns yet identified.</p> <p>Satisfactory performance.</p> <p>Acceptable levels of performance observed during 2002-2003.</p>	

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	<p>5. Display an active lifestyle that reflects a high level of fitness and wellness.</p> <p>6. Apply acquired knowledge by planning, implementing and assessing developmentally appropriate learning experiences and sound progression in P-12 settings.</p>	<p>5. Self-report of activity level in PELM 2205.</p> <p>Informal observation, conversation.</p> <p>6. Evaluation of lessons taught in methods classes and student teaching. Evaluation of lesson and unit planning. Video tape analysis of teaching.</p>	<p>5. Moderate to high level of activity reported by most students.</p> <p>Majors frequently participate in community, intramural or intercollegiate sports.</p> <p>6. In 2002-2003 all 10 program graduates and 1 post bacc student have demonstrated competence in teaching; 10/11 demonstrated competence in planning and assessing.</p>	<p>5. Most students in PELM 2205 are just entering the program. From this point, we continue emphasizing the importance of an active lifestyle.</p> <p>Fitness is a value conveyed to majors, but it is not a program requirement. Data are used for individual self-improvement.</p> <p>6. Using multiple forms of assessment (journal and information observation, lesson &amp; unit planning, video taping, self-evaluation, multiple peer assessments.)</p> <p>Increased hours in practicum classes; seems to be having a positive effect on teaching abilities.</p>

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		<p>Student teaching survey.</p> <p>Pre and post cognitive and psychomotor assessments plus affective assessment required in student teaching.</p> <p>Student teaching survey.</p> <p>MAP Assessment</p>	<p>More emphasis on assessment suggested by 1 of 10 students teachers. (Spring '03). Identified as areas in which they were especially well-prepared: lesson planning (7); classroom management (4); assessment (4); content knowledge (3); discipline (2)</p> <p>Demonstrated ability to design appropriate assessments and modify existing assessments; some improvement needed in interpreting results.</p> <p>More practicum experience needed in some areas, especially in health. (classroom teaching)</p> <p>10 of 10 students in PELM 5216 and 13 of 13 students teachers in Sp. 2003 evaluated as meeting or exceeding expectations in these areas.</p> <p>Evaluations by P-12 teacher supervising practicum students (PELM 4416) have been exceptional.</p>	<p>Providing more guidance to developing assessments. Continued work needed on interpreting results</p> <p>Working to add more practicum hours to health methods class.</p> <p>Confirmed the move of this course to Area G.</p>

	<p>7. Use effective teaching behaviors to create positive learning environments that enhance physical, cognitive, social and emotional develop.</p> <p>8. Think critically and reflectively about their teaching.</p>	<p>7. Observation and evaluations of lessons taught in methods classes and student teaching. Video tape analysis of teaching.</p> <p>Evaluations by P-12 teachers working with practicum students (PELM 4416)</p> <p>MAP Assessment</p> <p>Student Teaching Surveys</p> <p>8. Journals kept in PELM 3217 and student teaching. Self-evaluation and peer evaluations in methods classes. MAP assessments.</p> <p>Student teaching seminars and journals.</p>	<p>7. The majority of students demonstrate satisfactory class management skills as evaluated by methods teachers, cooperating teachers and university supervisors.</p> <p>Exceptional evaluations by P-12 supervising teachers.</p> <p>All students in PELM 5216 and all 13 student teachers in 2002-2003 met or exceeded expectations.</p> <p>6 of 10 student teachers in Spring 2003 identified classroom management or discipline as areas in which they felt well prepared.</p> <p>8. Students are making progress in demonstrating their ability to think reflectively and critically about their teaching.</p> <p>When prompted, students demonstrate critical thinking about teaching; some are strongly motivated to think reflectively on their own; others are not.</p>	<p>7. Continue to emphasize discipline in methods classes.</p> <p>8. Continue to guide students to think about specific teaching practices and behaviors.</p> <p>As heavy work load in student teaching discourages reflection, will notice the impact of removing the special ed. class from student teaching.</p>
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	<p>9. Demonstrate sensitivity to the needs of students of varying abilities and skills.</p> <p>10. Possess a desire for learning, a commitment to continued professional growth, and an understanding of the value of accountability and collaboration in promoting a positive image of physical education.</p>	<p>9. Observation in methods classes and student teaching.</p> <p>10. Professional membership, conference attendance; volunteering for Special Olympics and field days, participating in professional development activities such as officiating in intramurals, joining a gym or fitness club, competing in races</p>	<p>9. Methods students worked satisfactorily with students of varying abilities.</p> <p>PELM 4245: Comfort level of students in working with students with disabilities was observed to improve; students did well in modifying activities.</p> <p>10. 9/10 students in PELM 5216 joined GAHPERD or AAHPERD.</p> <p>PELM 2205 students met the requirement for 3 professional development activities.</p> <p>One student attended a regional physical education conference for which student travel funds were provided.</p>	<p>PELM 4245: Hours with disabled students in a school setting were increased in Spring 2003. This will continue.</p> <p>10. Continue to encourage membership in organizations. Continue to seek funding for student travel.</p>

**PHYSICAL EDUCATION LEARNING OUTCOMES  
AND ASSESSMENT METHODS**

OUTCOMES	METHODS OF ASSESSMENT							
	1	2	3	4	5	6	7	8
1. Knowledge of phy.ed. content; development	X	X	X	X		X		
2. Knowledge of research on teaching	X	X	X	X				
3. Knowledge of skills, abilities, sports	X	X	X	X				
4. Competence in physical skills	X							
5. Active lifestyle; high level of fitness	X				X			X
6. Apply knowledge; plan, implement, assess	X	X	X		X	X	X	X
7. Create positive learning environment	X						X	X
8. Think critically and reflectively				X	X		X	X
9. Sensitive to individual differences in ability	X						X	X
10. Commitment to professional growth					X		X	X

**EXPLANATION OF METHODS OF ASSESSMENT**

- |   |                                     |
|---|-------------------------------------|
| 1. Internal assessment instrument/process | 5. Portfolio                        |
| 2. External assessment instrument/process | 6. Surveys                          |
| 3. Exit exam or interviews (Praxis II)    | 7. Special projects/capstone course |
| 4. Oral/written reports or tests          | 8. Other (will specify)             |

**M.ED & NON-TRADITIONAL M.ED IN HEALTH AND PHYSICAL EDUCATION  
SY 2002-2003**

<b>Expanded Statement of Institutional Purpose</b>	<b>Program Intended Outcomes</b>	<b>Assessment Method and Criteria</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<p>CSU Goals to which this program most contribute are:</p> <p>Goal 1: To improve the quality of education and service to students.</p> <p>Goal 2: To become a distinguished educational institution within a nationally recognized university system.</p> <p>Goal 4: To encourage cultural diversity.</p> <p>Goal 6: To develop a reputation for technological innovation.</p> <p>Goal 7: To improve the quality of life in the institution's service area.</p>	<p>1. Locate, evaluate, conduct, interpret and apply research for the improvement of teaching.</p> <p>2. Utilize technology to enhance teaching and supportive functions.</p> <p>3. Demonstrate</p>	<p>1. Use of internet resources, professional journals, and books in papers and projects; demonstration of knowledge of research on teaching on in-class exams and exit exam; presentations; interviews with P-12 students; summary/reaction papers; using systematic data recording systems.</p> <p>2. Use of internet resources in papers and projects/video tape analysis of teaching behaviors; Power Point presentations; graduate survey.</p> <p>Use of heart rate monitors.</p>	<p>1. All students have passed the Exit Exam.</p> <p>PELM 6116: Students demonstrated competence in identifying effective and ineffective teaching behaviors on video tape.</p> <p>Demonstrated competence in using systematic data collection and interpreting results.</p> <p>Regular use of internet resources, journals and books in papers and projects.</p> <p>2. Regular use of internet resources, journals and books in papers and projects. Power Point presentations are used frequently and well.</p> <p>Six graduate students learned to use HR</p>	<p>1. Six students in graduate methods examined selected teaching variables through action research.</p> <p>2. Continue this emphasis.</p> <p>Added a technology emphasis to Teaching P-12 Fitness (not yet taught).</p>

	<p>effective teaching behaviors, a variety of teaching styles, and knowledge of appropriate practices in their teaching.</p>	<p>3. Ratings of teaching behaviors; ratings of skill in using a variety of teaching methods; observation of appropriate teaching practices, live and on tape, exit exam.</p>	<p>monitors.</p> <p>3. Students improving in using a variety of teaching styles.</p>	<p>3. In Spring 2000, 2002 partnering of students in P-12 schools to teach and tape lessons using different teaching styles. Worked successfully; plan to continue.</p>
	<p>4. Communicate knowledge about and appreciation for the importance of lifetime physical activity and wellness.</p> <p>5. Establish goals and design learning experiences that communicate high expectations for student learning that emphasizes the development of skillful movers.</p> <p>6. Demonstrate a variety of assessment</p>	<p>4. Philosophy papers; reflection journals; presentations; exit exams.</p> <p>Six students are graduate assistants teaching Concepts of Fitness.</p> <p>As a part of fellowship two graduate students teach sports medicine in local high schools.</p> <p>5. Evaluation of learning goals in curriculum projects and lesson plans; evaluation of lessons taught, in-class testing; exit exam.</p> <p>Praxis II Exam (for students in non-traditional M.Ed. program).</p> <p>6. Evaluation of</p>	<p>4. Except in selected cases, exit exams have not focused on this objective.</p> <p>Reflections convey a commitment to helping undergraduate students value fitness.</p> <p>5. Students demonstrate improvement from program entry to completion. Goal still needs to be emphasized.</p> <p>100% pass rate on Praxis II by all graduates including two graduating in 2003.</p>	<p>Faculty at times work directly with graduate students as they teach in P-12 schools.</p> <p>4. Increased by one credit hour Teaching P-12 Fitness (not yet taught).</p> <p>5. Goal still needs to be emphasized.</p> <p>6. Continue to offer new</p>

	techniques to evaluate and improve student learning, programs, and instruction.	assessment instruments designed to assess student learning; projects on assessment.	6. Assessment not offered in 2002-2003.	assessment class (PELM 6119) on 2 year cycle.
	<p>7 . Critically analyze and reflect on teaching practices and the learning environment for the purpose of effecting change</p> <p>8. Demonstrate sensitivity to and respect for students of different abilities, genders, and racial and cultural backgrounds.</p>	<p>7. Evaluation of reaction papers and reflective journals on teaching; philosophy papers, action research project.</p> <p>8. Observations; check sheets and ratings of teaching behaviors.</p>	<p>7. Critical and reflective analyses are improving in P-12 teachers in our program. Some program majors are recent graduates lacking teaching experience, which hinders their ability to reflect</p> <p>8. Greater experience with various teaching styles is enabling teachers to modify teaching more appropriately.</p> <p>Non-trad. M.Ed. students take PELM 5216 in a racially/culturally diverse settings; impacted positively on</p>	<p>7. Graduate teaching assistants are encouraged to grow by reflecting on their teaching of undergraduate students.</p> <p>8. Continue placement in racially/culturally diverse settings.</p>

	<p>9. Demonstrate knowledge of community resources and serve as advocates for physical education and/or health in their schools and communities.</p>	<p>9. Presentations; projects (many including the identification of community resources.)</p> <p>Involvement in professional organizations/activities.</p>	<p>their comfort level in working with a diverse student population.</p> <p>Student teachers placed in a low SES school with high % of minority students were very successful.</p> <p>9. Students are able to identify community agencies that serve the needs of at-risk students</p> <p>Non-trad. M.Ed. students are NATA certified trainers; two are AAHPERD members.</p> <p>Three M.E. students attended a regional physical education conference. Two</p>	<p>9. Continued emphasis on professional involvement and advocacy role.</p>
			<p>attended NATA conference.</p> <p>One student wrote the “benchmarks” column for <i>Teaching Elementary Physical Education</i>.</p>	

			<p>One student assisted with a physical education workshop for childcare providers.</p> <p>One student provided physical education lessons in a P-5 school on a voluntary basis.</p>	
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