

## B.S. ED. IN HEALTH AND PHYSICAL EDUCATION SY 2004-2005

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>CSU Goals to which this program most contribute are:</p> <p>Goal 1. To organize all activities, including program design and delivery, evaluation... upon the principle of genuine concern for the education of students, their social and intellectual growth...</p> <p>Goal 3: To support select mission areas that will strengthen Columbus State University as a distinguished academic institution.</p> <p>Goal 4: To increase the visibility of the university in the community, region, state, nation and other countries.</p> <p>Goal 5: To adopt new strategies to increase and strengthen the diversity of the university community – faculty, staff, and students.</p> <p>Goal 6: To develop and implement a comprehensive master plan for the acquisition, use, and maintenance of technology in instruction and university operations.</p>	<p>1. Possess a strong knowledge base in the discipline of physical education; possess knowledge of growth and development across the lifespan.</p> <p>2. Possess knowledge of literature and research which enhances creative and effective teaching.</p>	<p>1. Praxis II Exam in Health and Physical Education.</p> <p>Student teacher survey.</p> <p>Knowledge tests and other cognitive assessments in PELM 2205, 2345, 3216, 3217, 4215, 4245, 4416, 5215, 5216, 1205; EXSC 2135, 4131</p> <p>Model of Appropriate Practice (MAP) Assessment</p> <p>2. Knowledge tests and other cognitive assessments in PELM 3216, 3217, 4215, 4216, 5215, 5216, PEDS 2379.</p>	<p>1. 6 of 6 students passed the content knowledge portion of Praxis II in 2003-2004 (04-05 results not yet available.)</p> <p>Student teachers in 2004-2005 felt well prepared in physical education. 6 out of 9 indicated a need for more health content.</p> <p>All students make C or better grades prior to graduating.</p> <p>14 students evaluated on content knowledge in PELM 5216 in 2004-2005; all met or exceeded expectations.</p> <p>9 student teachers evaluated in 2004-2005; all met or exceeded expectations.</p> <p>2. All students must make a C or better in each course prior to graduating.</p>	<p>1. Continue to monitor results.</p> <p>A school health class was added to the program of study in 2003-2004 as well as a two hour practicum in Health. Monitor student teacher surveys to examine the effectiveness of these changes.</p>

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 2135, 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 on content knowledge (0856) in 2003-2004.</p> <p>All students make C or better grades prior to graduating.</p> <p>4. Weaknesses identified in several sport areas for several students.</p>	<p>4. Course methods altered to provide more practice time for students who do not demonstrate competency in skill performance.</p>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
		<p>PEDS 2372:  Volleyball – rating of technique on set, forearm pass, serve.  Badminton – skills test on overhand 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 3217:  Locomotor skills assessed through observation</p> <p>PELM 5215:  Selected fundamental locomotor and manipulative skills assessed through videotape analysis.</p>	<p>Satisfactory performance.</p> <p>Acceptable levels of performance observed during 2004-2005.</p>	<p>Continue to enhance this assessment through the use of a technology grant.</p>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
	<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>Praxis II (0092) – Movement Analysis and Design</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. 14 methods students (PELM 5216) all demonstrated competence in teaching, planning and assessing. (as determined by lesson observation, videotapes, unit plans).</p> <p>100% pass rate in 2003-2004.</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, especially in PELM 4317.</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 informal observation, lesson &amp; unit planning, video taping, self-evaluation, multiple peer assessments.)</p>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
		<p>Student teaching survey.</p> <p>Pre and post cognitive and psychomotor assessments plus affective assessment required in student teaching.</p> <p>MAP Assessment</p>	<p>Student teachers in 2004-2005 (n=9) indicated that they feel well-prepared to plan, instruct, and assess in physical education. 6/9 indicated the need for more work in planning or teaching health.</p> <p>Demonstrated ability to design appropriate assessments and modify existing assessments; some improvement needed in interpreting results.</p> <p>14 of 14 students in PELM 5216 and 9 of 9 student teachers in 2004-2005 met or exceeded expectations in planning, assessing, and instructing.</p> <p>Evaluations by P-12 teacher supervising practicum students (PELM 4416) have been exceptional.</p>	<p>School Health (3 credits) and Teaching Practicum in Health (2 hours) added to the curriculum.</p> <p>Continue to emphasize development and design of assessments in PELM 4335, as well as interpretation of results.</p> <p>Continue to monitor.</p>

	<p>7. Use effective teaching behaviors to create positive learning environments that enhance physical, cognitive, social and emotional develop.</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>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 (14) and all 9 student teachers in 2004-2005 met or exceeded expectations.</p> <p>1 of 9 student teachers in 2004-2005 identified discipline/classroom management or motivation as areas in which more help was needed</p>	<p>7. Continue to emphasize behavior management strategies in methods classes.</p> <p>Continue to emphasize these in all methods classes. Remind student teachers of the option to attend classroom management course.</p>
	<p>8. Think critically and reflectively about their teaching.</p>	<p>8. Journals kept in PELM 3217 and student teaching. Self-evaluation and peer evaluations in methods classes.</p>	<p>8. Students are making progress in demonstrating their ability to think reflectively and critically about their teaching.</p>	<p>8. Continue to guide students to think about specific teaching practices and behaviors.</p>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
	<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>MAP Assessments</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>All 14 PELM 5216 students and all 9 student teachers exceeded expectations on item 4b: Reflects on teaching.</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. 14 students in PELM 5216 joined PAGE or GEA.</p> <p>PELM 2205 students met the requirement for 3 professional development activities.</p> <p>Eight students helped with high school athletics. Two students officiated in intramurals. Six students helped with Special Olympics/Senior Olympics Several students helped with P-5 field days. Seven students attended and presented at a regional meeting.</p>	<p>Reduce number of weekly reflections as quality of critical inquiry is demonstrated by student interns.</p> <p>Monitor student teaching surveys to ascertain student perceptions of their preparedness in working with children with special needs.</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	X		
2. Knowledge of research on teaching	X	X	X	X				
3. Knowledge of skills, abilities, sports	X	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 2004-2005

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>CSU Goals to which this program most contribute are:</p> <p>Goal 1: To organize all activities, including program design and delivery, evaluation... upon the principle of genuine concern for the education of students, their social and intellectual growth...</p> <p>Goal 3: To support select mission areas that will strengthen Columbus State University as a distinguished academic institution.</p> <p>Goal 4: To increase the visibility of the university in the community, region, state, nation and other countries.</p> <p>Goal 5: To adopt new strategies to increase and strengthen the diversity of the university community-faculty, staff, and students.</p> <p>Goal 6: To develop and implement a comprehensive master plan for the acquisition, use, and maintenance of technology in instruction and university operations.</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 effective teaching behaviors, a variety of teaching styles, and knowledge of appropriate practices in their teaching.</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 style="text-align: center;">Use of heart rate monitors and pedometers and fitness software.</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.</p> <p style="text-align: center;">GMAP in PELM 6135</p>	<p>1. Only one student took and passed the Exit Exam in 2004-2005.</p> <p style="text-align: center;">5 students in PELM 6116 demonstrated competence in using systemic data collection and interpreting results.</p> <p style="text-align: center;">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>3. Students improving in using a variety of teaching styles.</p> <p style="text-align: center;">In Spring 2002 &amp; Fall 2003 partnering of students in P-12 schools to teach and tape lessons using different teaching styles.</p> <p style="text-align: center;">6 students in PELM 6135 met or exceeded expectations on the G MAP.</p>	<p>2. Continue this emphasis.</p> <p style="text-align: center;">Student responses indicated class was useful in preparation for Praxis II exam. Continue to offer this class.</p> <p>3. Worked successfully; plan to continue. Faculty at times work directly with graduate students as they teach in P-12 schools.</p>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
	<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 techniques to evaluate and improve student learning, programs, and instruction.</p>	<p>4. Philosophy papers; reflection journals; presentations; exit exams.</p> <p>Five students were graduate assistants teaching Concepts of Fitness.</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): Movement and Analysis and Design.</p> <p>6. Evaluation of assessment instruments designed to assess student learning; projects on assessment.</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>PELM 6135 had student advocacy project as an integral part of course.</p> <p>5. Students demonstrate improvement from program entry to completion.</p> <p>100% pass rate on this portion of Praxis II by all graduates.</p> <p>6. Students in PELM 6119 designed appropriate assessments for each QCC for grades 2, 4, 6, 8, 9-12.</p>	<p>4. Continue to offer PELM 6135 Teaching P-12 Fitness</p> <p>5. Continue emphasis.</p> <p>Continue to offer this method of assessment in PELM 5216, 5215, 4215 &amp; 6135.</p> <p>6. Continue to offer the assessment class (PELM 6119) on 2 year cycle.</p>

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
	<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>9. Demonstrate knowledge of community resources and serve as advocates for physical education and/or health in their schools and communities.</p>	<p>7. Evaluation of reaction papers and reflective journals on teaching; philosophy papers, action research project.</p> <p>8. Observations; ratings of teaching behaviors.</p> <p>9. Presentations; projects (many including the identification of community resources.)</p> <p>Involvement in professional organizations/activities.</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 3217 in a racially/culturally diverse settings; impacted positively on their comfort level in working with a diverse student population.</p> <p>Student teachers placed in a low SES school within the PSN 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>One non-trad. M.Ed. student is NATA certified.</p> <p>Three M.Ed. students presented at a regional physical education conference.</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 in the Partner School Network (PSN)</p> <p>9. Continued emphasis on professional involvement and advocacy role.</p>