# SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

## PROGRAM OUTCOME ASSESSMENT REPORT

### DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

## TABLE OF CONTENTS

**Program:** Health and Physical Education  
**Semesters:** Fall 2010 through Summer 2011  
**Date:** September 2011

Number of Students Assessed: Varies—number is indicated on each assessment.

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Learning Outcomes with Assessment Instruments and Indicated Courses</td>
<td>4</td>
</tr>
</tbody>
</table>

**Types of Assessment:** Majors in Health and Physical Education are assessed by the following instruments.

1. **Certification Examination for Oklahoma Educators**  
   Data and Narrative  
<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
2. **Mentor Teacher Survey**  
   | Page |
   | 7    |
3. **Student Teaching Summative Numerical Evaluations**  
   | Page |
   | 8    |
4. **Teacher Work Sample**  
   | Page |
   | 9    |
5. **Assessment of Skills and Fitness**  
   | Page |
   | 11   |
6. **Secondary Physical Education Unit Plans**  
   | Page |
   | 17   |
7. **Secondary Health Unit Plans**  
   | Page |
   | 18   |

**Strengths and Weaknesses**  

**Program Modifications**  

**Faculty Contribution**  

**Faculty Members**  

---

1
HEALTH AND PHYSICAL EDUCATION
ASSESSMENT PLAN

School of Education and Behavioral Sciences
Department of Health, Physical Education, and Recreation

Authors: K. Daigle, V. Hudson, M. Reed

Date Submitted: September 2011

Assessment: Bachelor of Science in Health and Physical Education

Mission

The program in Health and Physical Education is designed to fulfill its mission of preparing graduates for careers as public school teachers. The mission statement of the department is compatible with both the mission statements of the University and of the School of Education and Behavioral Sciences. The course of study equips students with the knowledge base, class management skills, and methodology necessary to plan appropriately for teaching school aged youth. In addition, the department offers a wide variety of courses structured to enhance students' understanding of health principles and physical fitness concepts as well as to enhance personal performance of physical skills.

Goals

The goals of the teaching programs are to:

1) provide quality education programs in each area of specialization.
2) provide preparation for students to succeed in teaching careers.
3) demonstrate professionalism through scholarly activities, assessing teaching effectiveness, and promoting intellectual growth in students and faculty.
4) produce a competent, committed, and ethical teacher who is a "Professional for the 21st Century" -- able to effectively plan and deliver instruction while motivating and assessing students.
5) establish and maintain quality standards for certification of teachers.
6) serve the personnel needs of area schools.

Health and Physical Education

The Health and Physical Education program prepares teacher candidates to become qualified teachers in the discipline of health and physical education. The program graduates student-majors certified to teach grades kindergarten through twelve. Graduates from the program earn a Bachelor of Science degree.
Desired Outcomes for All Physical Education Undergraduate Students

This program is designed to equip teacher candidates, who, upon completion of degree requirements in Health and Physical Education, will demonstrate:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Instruments</th>
<th>Assessment Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the attainment of in-depth knowledge in the subject area</td>
<td>OSAT</td>
<td>Prior to Student Teaching</td>
</tr>
<tr>
<td>2. appropriate use of knowledge and pedagogical skills suitable for utilization in the professional career</td>
<td>Mentor Teacher Survey</td>
<td>EDUC 4919 Student Teaching</td>
</tr>
<tr>
<td>3. the ability to plan to meet the needs of all learners</td>
<td>Mentor Teacher Summative Numerical Evaluations</td>
<td>EDUC 4919 Student Teaching</td>
</tr>
<tr>
<td>4. the ability to impart the knowledge needed to perform a variety of physical activities commonly taught in K-12 physical education programs</td>
<td>Teacher Work Sample</td>
<td>EDUC 4919 Student Teaching</td>
</tr>
<tr>
<td>5. the knowledge of and ability to perform a wide variety of physical skills and activities including both skill-related and health-related fitness components</td>
<td>Assessment of Health-Related Fitness Components&lt;br&gt;Assessment of Motor Skills and Movement Patterns&lt;br&gt;Assessment of Motor Skills in Team Sports and Physical Activities&lt;br&gt;Assessment of Motor Skills in Lifetime and Individual Sports Activities</td>
<td>HPER 3352 Measurement in Physical Education&lt;br&gt;HPER 3553 Elementary School Program&lt;br&gt;HPER 3753 Techniques of Teaching Team Sports and Gymnastics&lt;br&gt;HPER 3763 Techniques of Teaching Lifetime Activities</td>
</tr>
<tr>
<td>6. the ability to meet the challenges of a rigorous academic program by successfully planning and organizing a physical education program to meet the needs of students in various grade levels</td>
<td>Secondary Physical Education Unit Plans</td>
<td>HPER 4903 Methods</td>
</tr>
<tr>
<td>7. the ability to create a plan for incorporating health education into the curriculum</td>
<td>Secondary Health Unit Plans</td>
<td>HPER 4903 Methods</td>
</tr>
</tbody>
</table>
LEARNING OUTCOMES BEING ASSESSED:

# 1 – the attainment of in-depth knowledge in the subject area

ASSESSMENT METHODS USED TO MEASURE STUDENTS’ ACHIEVEMENT

I. OKLAHOMA SUBJECT AREA TESTS

Oklahoma Subject Area Test scores are utilized to assess this outcome. Teacher candidates register individually for this test and are allowed to take it more than one time. The test questions are extracted from material in the subareas listed below. The demonstration of knowledge in the subject area is reflected by passing scores on the Oklahoma Subject Area Test. The data are compiled and based on program completers in Health and Physical Education.

**Oklahoma Subject Area Test (OSAT)**
- Subarea 1 – Growth and Development
- Subarea 2 – Health Concepts
- Subarea 3 – Health-Related Physical Fitness
- Subarea 4 – Foundation of Movement and Sport Activities
- Subarea 5 – Instruction, Assessment, and Professional Knowledge
- Subarea 6 – Constructed Response

Results of this assessment:

**Certification Examinations for Oklahoma Educators (CEOE)**

<table>
<thead>
<tr>
<th>Reporting Years</th>
<th>Total</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Number of Program Completers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>257</td>
<td>247</td>
<td>265</td>
<td>265</td>
<td>268</td>
<td>268</td>
<td>235</td>
<td>25</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>254</td>
<td>241</td>
<td>261</td>
<td>260</td>
<td>281</td>
<td>257</td>
<td>241</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>252</td>
<td>235</td>
<td>266</td>
<td>255</td>
<td>264</td>
<td>258</td>
<td>248</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>257</td>
<td>242</td>
<td>282</td>
<td>268</td>
<td>276</td>
<td>261</td>
<td>241</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>
Comparison of Years and Subareas

Analysis and Interpretation:
Oklahoma Subject Area Test – a score of 240 is passing. The table containing the information reflects the scores of the teacher candidates designated as program completers. The graph presents the same information on the same teacher candidates but in a different format. There is a 100% pass rate. The program completers are the subjects of all NASPE/NCATE reports.

Program Modifications as a result of the above assessment:
The OSAT has been re-written resulting in a shift of emphasis in the different subareas of the test. The focus of the test now reflects more health-related topics and science-based course information. The instructor of HPER 3113 SCHOOL AND COMMUNITY HEALTH have been informed of the importance of covering the course materials thoroughly. During conversations with teacher candidates, the department’s faculty has learned that the study guide available through the CEOE is beneficial in preparing for the test. The constructed response subarea strongly correlates to the actual test question, therefore, teacher candidates are encouraged to print the guide and to practice answering the questions. The department has also purchased practice tests that students have access to at anytime. Teacher candidates are encouraged to review the material in preparation for the OSAT. Due to the change of emphasis of the knowledge required for the OSAT, the department made the changes to the science-based courses during the spring semester of 2010 (exercise physiology, anatomy, kinesiology, and measurement). With test scores improving during the past year in these areas, it appears that these changes made a positive impact. To improve the constructed response category, sub-area 6, more constructed responses are being required of students in some of the courses offered in HPER.
LEARNING OUTCOME BEING ADDRESSED:

# 2 - appropriate use of knowledge and pedagogical skills suitable for utilization in the professional career

II. EDUC 4919 – STUDENT TEACHING

MENTOR TEACHER SURVEY

The Mentor Teacher Survey is an assessment instrument created by the department and is based on the ten NASPE Standards. This is the first reporting year for this instrument. The mentor teachers complete the survey and submit it with the last regular Student Teacher Evaluation. The survey is then forwarded to the department where it is analyzed for feedback regarding preparation of the department’s teacher candidates. Due to the change in NASPE Standards, the next report will reflect the change in the number of Standards. A new survey has been created and with approval from the Teacher Education Council was utilized in the spring 2011 semester.

Results of this assessment:

Fall 2010

<table>
<thead>
<tr>
<th>NASPE Standard</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>2.83</td>
<td>2.78</td>
<td>2.8</td>
<td>2.8</td>
<td>2.75</td>
<td>2.83</td>
<td>2.83</td>
<td>2.83</td>
<td>2.83</td>
<td>2.83</td>
</tr>
<tr>
<td>n=6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Spring 2011

<table>
<thead>
<tr>
<th>NASPE Standard</th>
<th>1</th>
<th>3</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>2.90</td>
<td>2.83</td>
<td>2.90</td>
<td>2.88</td>
</tr>
<tr>
<td>n=19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis and Interpretation:

Mentor Teacher Surveys are based on the Standards of NASPE. A re-configuration of the standards was implemented by NASPE in 2010. The Mentor Teacher Survey was re-aligned to match the 6 new Standards. In the fall of 2010, each Standard is addressed. In the spring of 2011, 4 of the 6 Standards are addressed. The scoring is Target – 3, Acceptable – 2, and Unacceptable – 1. The teacher candidates were scored very favorably. In the Fall 2010, 5 candidates scored at the Target level in all Standards with 1 candidate scoring Acceptable. In the spring semester of 2011, on Standards 1, 2, and 6, all candidates scored at the Target level. On Standard 4, 18 of the 19 teacher candidates scored at the Target level.

Program Modifications as a result of the above assessment:

No program modifications will be implemented as a result of this assessment.
LEARNING OUTCOME BEING ADDRESSED:

# 3 - the ability to plan to meet the needs of all learners

III. EDUC 4919 - STUDENT TEACHING

Student Teaching Numerical Evaluations are systematically submitted throughout the student teaching experience. The professional mentors utilize both formative and summative assessment forms for evaluating the student teachers. The mentor provides ongoing formative evaluations, including but not limited to, a daily review of the student teacher’s performance and a continuous monitoring of the student teacher’s growth and development. As the mentor makes these observations, he/she provides appropriate feedback to the student teacher. At the end of every three weeks (every two weeks for those students with split assignments), the "Student Teaching Formative Evaluation" form is completed, signed by both the student teacher and the mentor, and submitted to the Coordinator of Field Experiences. After careful screening by the Coordinator, a copy of the evaluation is sent to the appropriate academic department. For the purpose of this report, only the summative evaluations are utilized.

Results of this assessment:

SUMMARY
FALL 2006 -- SPRING 2011
STUDENT TEACHING SUMMATIVE EVALUATION

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Qualities</td>
<td>4.90</td>
<td>4.77</td>
<td>4.70</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Teacher Management</td>
<td>4.80</td>
<td>4.72</td>
<td>4.56</td>
<td>4.75</td>
<td>4.66</td>
</tr>
<tr>
<td>Teacher Instructional</td>
<td>4.83</td>
<td>4.74</td>
<td>4.31</td>
<td>4.77</td>
<td>4.71</td>
</tr>
<tr>
<td>Teacher Product</td>
<td>4.80</td>
<td>4.50</td>
<td>3.96</td>
<td>4.7</td>
<td>4.77</td>
</tr>
<tr>
<td>Professional Dispositions</td>
<td>4.93</td>
<td>4.95</td>
<td>4.29</td>
<td>4.87</td>
<td>4.79</td>
</tr>
<tr>
<td>Overall Rating</td>
<td>4.85</td>
<td>4.74</td>
<td>4.36</td>
<td>4.77</td>
<td>4.85</td>
</tr>
</tbody>
</table>

Unacceptable = 1; Less than Acceptable = 2; Acceptable = 3; More than Acceptable = 4; Target = 5.
Comparison of Years and Subareas

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Mgmt</td>
<td>4.9</td>
<td>4.77</td>
<td>4.7</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Teacher Ind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Prod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Dispos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis and Interpretation:

The **Student Teaching Summative Evaluation** is completed by the mentor teachers. The teacher candidate must average 3.0 overall on a 5.0 scale on all items evaluated on the “Student Teaching Evaluation” form. Teacher candidates have scored at the high end of the ‘more than acceptable’ range. The form has recently been altered with one trait on the form being removed by Teacher Education. As a result of this action, data is no longer gathered in the trait of “Personal Qualities”.

**Program Modification as a result of the above assessment:**
No modifications will be made as a result of this assessment.

**LEARNING OUTCOME BEING ADDRESSED:**

# 4 - the ability to impart the knowledge needed to perform a variety of physical activities commonly taught in K-12 physical education programs

**IV. EDUC 4919 – STUDENT TEACHING**

The **Teacher Work Sample (TWS)** is a document that is produced during the student teaching experience and is utilized in the assessment of this outcome. The data for this assessment were collected by the Director of Teacher Education and reflect the number of teacher candidates who successfully completed the Teacher Work Sample during the student teaching experience.
The Teacher Work Sample (TWS) provides a written record of the teacher candidates’ ability to plan, deliver, and assess a standards-based instructional sequence and to reflect on the impact of instruction on student learning. Teacher candidates are expected to positively affect their students’ learning, to demonstrate their ability to plan lessons based on the needs of their students, and to adapt their instruction to meet these needs. The TWS documents this accomplishment for the mentor teacher and the academic supervisors, as well as documenting each candidate’s professional development.

The TWS consists of the following elements:
A = Contextual Factors
B = Learning Goals
C = Assessment Plan
D = Design for Instruction
E = Instructional Decision Making
F = Analysis of Student Learning
G = Reflection and Self-Evaluation

Grading Scale: (1) Unacceptable, (2) Acceptable, and (3) Target

Results of this assessment:

<table>
<thead>
<tr>
<th>SUMMARY</th>
<th>FALL 2006 – SPRING 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER WORK SAMPLE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Program Completers</th>
<th>Contextual Factors Overall Mean</th>
<th>Learning Goals Overall Mean</th>
<th>Assessment Plan Overall Mean</th>
<th>Design for Instruction Overall Mean</th>
<th>Instructional Decision Making Overall Mean</th>
<th>Analysis of Student Learning Overall Mean</th>
<th>Reflection and Self Evaluation Overall Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>25</td>
<td>2.24</td>
<td>2.56</td>
<td>2.16</td>
<td>2.48</td>
<td>2.72</td>
<td>2.16</td>
<td>2.60</td>
</tr>
<tr>
<td>2009-2010</td>
<td>22</td>
<td>2.09</td>
<td>2.68</td>
<td>2.41</td>
<td>2.45</td>
<td>2.45</td>
<td>2.45</td>
<td>2.45</td>
</tr>
<tr>
<td>2008-2009</td>
<td>19</td>
<td>2.26</td>
<td>2.74</td>
<td>2.79</td>
<td>2.47</td>
<td>2.89</td>
<td>2.63</td>
<td>2.42</td>
</tr>
<tr>
<td>2007-2008</td>
<td>18</td>
<td>2.28</td>
<td>2.72</td>
<td>2.78</td>
<td>2.44</td>
<td>2.56</td>
<td>2.44</td>
<td>2.22</td>
</tr>
<tr>
<td>2006-2007</td>
<td>15</td>
<td>2.6</td>
<td>2.95</td>
<td>2.75</td>
<td>2.9</td>
<td>2.85</td>
<td>2.6</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Comparison of Years and Subareas

Analysis and Interpretation:

The collection of data began during the fall of 2006. The scores in each element are in the Acceptable range. The Director of Teacher Education has been very complimentary about the projects produced by the teacher candidates.

Program Modifications as a result of the above assessment:
Based on these successful results, no changes will be made.

LEARNING OUTCOME BEING ADDRESSED:

# 5 - the knowledge of and ability to perform a wide variety of physical skills and activities including both skill-related and health-related fitness components

V. HPER 3352 MEASUREMENT IN PHYSICAL EDUCATION
HPER 3553 ELEMENTARY SCHOOL PROGRAM
HPER 3753 TECHNIQUES OF TEACHING TEAM SPORTS AND GYMNASTICS
HPER 3763 TECHNIQUES OF TEACHING LIFETIME ACTIVITIES

Explanation: The National Association for Sport and Physical Education (NASPE) is the Learned Society in this discipline. The 2008 National Standards for Initial Physical Education Teacher Education, which are aligned with NCATE, reflect a paradigm shift toward thinking about physical education as a performance-based discipline. The revised Standards now number six (revised from 10) and include 28 Elements (revised from 44 Outcomes). In order to address 2008 Standards, teacher preparation programs must assess physical skills, performance concepts, and health-related fitness of each teacher candidate.
New rubrics have been designed and created to better align the department’s assessment with NASPE’s new requirements. During this phase of gathering data, information will be collected on each student. The ultimate objective is to collect data until the program completers have gone through the cycle. At that time, only program completers will be included in the reports (a stipulation of NASPE/NCATE).

A. HPER 3352 MEASUREMENT IN PHYSICAL EDUCATION
The Student Fitness Analysis is assessing the teacher candidate in each of the five health-related fitness components: cardiorespiratory endurance, muscle strength, muscle endurance, body composition, and flexibility. The teacher candidates will learn to administer the various tests and will also be tested. For the spring, summer, and fall semesters in 2010 five fitness components were measured and data reported for all teacher candidates enrolled in the course used for piloting the tests. Program completers were not included in this pilot testing. Upon completion of the pilot year, it was decided that body composition would be eliminated from the battery of fitness tests. The data now represent spring 2010 program completers’ fitness results on the remaining four components as described below.

FITNESS CATEGORIES AND CRITERIA

- **Cardiorespiratory Endurance** is measured by the 1-mile walk.
  
  A time of:
  - 17 minutes or less is considered Target.
  - 17.1 - 20 minutes is considered Acceptable.
  - More than 20 minutes is considered Unacceptable.

- **Upper Body Strength and Endurance** is measured by the number of push-ups the candidate can perform to exhaustion.

  Males:
  - 45 and above is considered Target.
  - 35 - 44 is considered Acceptable.
  - 34 and below is scored as Unacceptable.

  Females:
  - 34 and above is considered Target.
  - 17 - 33 is considered Acceptable.
  - 16 and below is scored as Unacceptable.

- **Abdominal Strength** is measured using the amount of curl-ups the candidate can perform in one minute.

  - 82 and above is considered Target.
  - 54 - 81 is considered Acceptable.
  - 53 and below is scored as Unacceptable.
- **Flexibility** is measured by using the *Sit and Reach* test.

Males: 15.5 and above is considered Target. 11.5 - 15.4 is considered Acceptable. Below 11.5 is scored as Unacceptable.

Females: 16.25 and above is considered Target. 12.5 - 16.24 is considered Acceptable. Below 12.5 is scored as Unacceptable.

Results of this assessment:

**ANALYSIS OF STUDENT FITNESS LEVEL**  
**FALL 2010**
Data were not collected on these teacher candidates. The testing began with the Spring 2011 semester.

**ANALYSIS OF CANDIDATE FITNESS LEVEL**  
**SPRING 2011**

<table>
<thead>
<tr>
<th></th>
<th>CRE</th>
<th>PUSH UPS</th>
<th>SIT UPS</th>
<th>FLEXIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Avg.</td>
<td>19</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Average</td>
<td>0</td>
<td>10</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Below Avg.</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Not Reported</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

n=19

Analysis and Interpretation:
The majority of the students scored at the Acceptable and Target levels. The four Unacceptable scores represent different candidates. All candidates scored Acceptable or Target on at least two of the four tests.

B. **HPER 3553 ELEMENTARY SCHOOL PROGRAM**  
**Fundamental Skills Analysis** is assessing the teacher candidates’ skills in fundamental movement patterns and in basic movements necessary for participation in various physical activities. The assessment must occur while the candidate is participating in an authentic environment. These data represent all students enrolled in HPER 3553. We are moving to a data collection and reporting system that will eventually represent only program completers in HPE, as required by NASPE.
Results of this assessment:

**Fundamental Skills Analysis by Semester**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Students</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>52</td>
<td>41</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>57</td>
<td>51</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>62</td>
<td>56</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>31</td>
<td>29</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Fundamental Skills Analysis in Elementary Physical Education by Year**

<table>
<thead>
<tr>
<th>Reporting Year</th>
<th>Number of Students</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010-Summer 2010</td>
<td>63</td>
<td>49</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2010-Summer 2011</td>
<td>150</td>
<td>136</td>
<td>14</td>
<td>0</td>
</tr>
</tbody>
</table>

**Fundamental Skills Analysis in Elementary Physical Education**

- Spring 2010-Summer 2010
- Fall 2010-Summer 2011

**Analysis and Interpretation:**
The majority of the students scored in the Target range (91%) with all others scoring in the Acceptable range (9%). The students exhibit excellent movement skills.
C. HPER 3753 TECHNIQUES OF TEACHING TEAM SPORTS AND GYMNASTICS

Fundamental Skills Analysis is assessing the teacher candidates’ ability to apply offensive and defensive strategies, to demonstrate fundamental movement skills necessary for team sports, and to demonstrate fundamental movement patterns in a variety of physical activities – all in an authentic environment. These data represent all students enrolled in HPER 3753. We are moving to a data collection and reporting system that will eventually include only HPE program completers, as required by NASPE.

Results of this assessment:

Fundamental Skills Analysis in Team Sports and Gymnastics by Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Students</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>30</td>
<td>28</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>21</td>
<td>19</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>14</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Combined Semesters</td>
<td>65</td>
<td>60</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Analysis and Interpretation:
The majority of the students scored in the Target range (93%) with all others scoring in the Acceptable range (7%). The students exhibit excellent skills in team sports and gymnastics.
D. HPER 3763 TECHNIQUES OF TEACHING LIFETIME ACTIVITIES

Fundamental Skills Analysis is assessing the teacher candidates’ ability to apply offensive and defensive tactics, to demonstrate fundamental movement skills necessary for lifetime/individual sports, and to demonstrate fundamental movement patterns in a variety of lifetime/individual sports and physical activities – all in an authentic environment. These data represent all students enrolled in HPER 3753. We are moving to a data collection and reporting system that will eventually include only HPE program completers, as required by NASPE.

Results of this assessment:

Fundamental Skills Analysis in Lifetime Sports by Semester

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>39</td>
<td>35</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>23</td>
<td>21</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Combined Semesters</td>
<td>52</td>
<td>50</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

Fundamental Skills Analysis in Lifetime Sports

Analysis and Interpretation:
The majority of the students scored in the Target range (96%) with all others scoring in the Acceptable range (4%). The students exhibit excellent skills in lifetime sports.

Program Modifications as a result of the above assessment:
No program modifications will be made.
LEARNING OUTCOME BEING ADDRESSED:

# 6 - the ability to meet the challenges of a rigorous academic program by successfully planning and organizing a physical education program to meet the needs of students in various grade levels

VI. HPER 4903 – METHODS

Secondary Physical Education Unit Plans are utilized for assessing this outcome. Teacher Candidates design and organize sequential lesson plans which include (a) age appropriate activities, (b) a daily fitness component, (c) principles of motor learning, (d) rhythms/dance skills and/or sports skills, (e) PASS related objectives, (f) a modification for a special needs student, (g) utilization of technology, and (h) a plan for assessment.

Results of this assessment:

Secondary Physical Education Unit Plans by Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Students</th>
<th>Points Correct</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007-Spring 2008</td>
<td>19</td>
<td>56</td>
<td>86</td>
</tr>
<tr>
<td>Fall 2008-Spring 2009</td>
<td>18</td>
<td>53</td>
<td>81</td>
</tr>
<tr>
<td>Fall 2009-Spring 2010</td>
<td>22</td>
<td>57</td>
<td>87</td>
</tr>
<tr>
<td>Fall 2010-Spring 2011</td>
<td>26</td>
<td>52</td>
<td>80</td>
</tr>
</tbody>
</table>

Secondary Physical Education Unit Plans by Year

![Bar chart showing number of students and percent correct by year](chart.png)
Analysis and Interpretation:
Unit Plans for Secondary Physical Education -- scores for this assessment reflect work submitted in semesters from the Fall of 2007 to the Spring of 2011. More currently, for the Fall 2010-Spring 2011 year, the average percent score was for physical education unit plans was 80%. These data show that teacher candidates consistently have an in-depth understanding of successful planning that includes critical components in teaching secondary school students. In addition, this understanding enables them to plan appropriate learning activities and to utilize appropriate assessment instruments. The data indicate that students’ performances in creating the physical education unit plans are in the acceptable range.

Program Modifications as a result of the above assessment:
No program modifications will be made.

LEARNING OUTCOME BEING ADDRESSED:

# 7 - the ability to create a plan for incorporating health education into the curriculum.

VII. HPER 4903 -- METHODS

Secondary Health Unit Plans are utilized for assessing this outcome. Teacher candidates design and organize sequential lesson plans which include (a) PASS related objectives, (b) learning activities, (c) detailed information related to a specific health topic, (d) utilization of technology, and (e) a plan for assessment.

Results of this assessment:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Students</th>
<th>Points Correct</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007-Spring 2008</td>
<td>19</td>
<td>51</td>
<td>78</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>18</td>
<td>52</td>
<td>80</td>
</tr>
<tr>
<td>Fall 2009-Spring 2010</td>
<td>22</td>
<td>54</td>
<td>83</td>
</tr>
<tr>
<td>Fall 2010-Spring 2011</td>
<td>26</td>
<td>48</td>
<td>74</td>
</tr>
</tbody>
</table>
Secondary Health Unit Plans by Year

Analysis and Interpretation:
Unit Plans for Secondary Health scores for this assessment reflect work submitted from Fall 2007 through Spring 2011. More recently, during the year of Fall 2010-Spring 2011, the average percent score for the secondary health unit was 74%. These data illustrate that HPE Teacher Candidates have a clear understanding of successful planning that includes critical components in teaching secondary school students. In addition, this understanding enables them to plan appropriate learning activities and to utilize appropriate assessment instruments. The data indicate that students’ performances in creating the Health Unit Plans are in the Acceptable range.

Program Modifications as a result of the above assessment:
No program modifications will be implemented.

STRENGTHS AND WEAKNESSES OF THE PROGRAM

Strengths and weaknesses of the program are addressed and discussed by and with the department faculty members. One of the strengths of the program is the training and diversity of experiences of the various faculty members. Another strength of the program is the willingness of the faculty to embrace changes as needed. For example, rubrics are now being used for assessment in almost every course. Faculty members were requested to make this addition and they did so.

All faculty members who teach classes focused on teacher preparation are using the same Lesson Plan format and placing emphasis on utilizing Oklahoma’s Priority Academic Student Skills as the basis for lesson objectives. These courses also use the same peer teaching evaluation instrument. These items are examples of the continuity in place to enhance the growth and development of our teacher candidates. This kind of willingness to work together and to do what is best for the candidates is a strength.
The courses offered and required in the program are comparable to courses taught in this discipline at other universities. However, we would like to be able to offer more of our required courses both online and face-to-face. Some students prefer face-to-face and we don’t have the faculty to offer both methods of delivery every semester. Our faculty members have accepted the challenges of teaching online classes and are receptive to changes as they are mandated. Because our faculty members have other assignments, only two of the fifteen faculty members have no other assignment (coaching responsibilities and department chair responsibilities) and they are stretched thin. We would like to offer more sections and some different courses, but there is no time and no available faculty to make that happen.

We also need equipment for Exercise Physiology to allow our students to experience measurement procedures and to participate in research in this subject area. Equipment is so expensive as to be cost prohibitive at this time. We have a faculty member with the knowledge and desire to make this happen if we can somehow find the funding.

Although the Senior Survey is not used as an assessment for this report, it is administered each semester in the Methods class, HPER 4903. Feedback received on these anonymous surveys indicates that the program completers feel that they are adequately prepared and have sufficient knowledge to be successful professionals.

E. PROGRAM MODIFICATIONS

As stated in the report filed last year, several changes went into effect in the spring 2010 semester. The planned outcome of these changes is to enhance candidates’ scores on the OSAT. At this time, it is too soon to determine if the changes in course materials and/or the method of delivery of courses have resulted in the desired outcome.

The emphasis for the next SPA report has changed for the upcoming reporting cycle. Due to the changes of emphasis, we now have to gather and report a different set of data. The next report must include assessments of the movement/motor skills and the physical fitness levels of our candidates. In order to accumulate the needed data, a new course has been added; movement/motor skills assessment rubrics have been constructed and are being implemented in three courses; physical fitness tests are administered in three courses (the next report requires three data points); and required artifacts included in Module III of the portfolio have been modified. HPER 2662, Survey of Health, Physical Education, and Recreation, a new course has been added to the required major courses. The first fitness test will be administered during this course (Data Point 1). Rubrics have been created to assess movement skills in HPER 3553, Elementary School Program; motor skills used in team sports, HPER 3753, Techniques of Teaching Team Sports and Gymnastics; and motor skills used in lifetime sports, HPER 3763, Techniques of Teaching Lifetime Sports.

In addition to the fitness testing in HPER 2662, candidates will be tested in HPER 3352, Measurement in Physical Education (Data Point 2), and in HPER 4903, Methods of Teaching Physical Education (Data Point 3). The data will be aggregated and summarized in the report. The report will contain the testing information from the three data points on the fitness tests with results for only program completers (program
completers are those candidates who successfully complete all requirements for the major, professional education, and teacher education programs). The portfolio checklist has been modified to include the new information which is now being gathered. The fitness scores from each data point, plus the movement/motor skills assessment scores will be recorded. This document will allow easy access to much of the information vital to the report.

F. The Department offers no IETV classes.

G. FACULTY CONTRIBUTIONS

All faculty members in the HPER department are involved in the decision-making process and have a voice in any and all changes made in the program. All faculty members have input and the opportunity for feedback at any time. Each faculty member is responsible for assessing students’ performances, recording assessment results, and reporting the data pertinent to the required assessment instrument in his/her respective class/es. The faculty assessment of students in the respective classes is based on performance as well as the quality of assigned presentations and the quality of other required work. Data are collected from the faculty members involved with the respective assessment instruments. The departmental faculty meets for formal and informal discussions regarding the assessment of student outcomes. A three member departmental committee works together to create the report. All faculty members receive a copy of the report and input for change is requested. In order to enhance the evaluation of students’ work, most faculty members have created and incorporated rubrics into their assessments. Teacher candidates experience first hand the value of the specific assessment instruments. All faculty members receive copies of all departmental reports. Faculty members are listed with specific responsibilities noted. Courses mentioned are those specifically required in the Health and Physical Education major.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION
FACULTY MEMBERS

Corkum, Jennifer
- teaches 1113 Wellness & Positive Lifestyles
- provides data relating to online classes

Cotton-Black, Sami Jo
- teaches 1113 Wellness & Positive Lifestyles
- provides data relating to online classes

Courter, Scott
- recreation specialist

Daigle, Dr. Kay
- teaches 3252 Motor Learning
- teaches 3352 Measurement in Physical Education
- teaches 3553 Elementary School Program
- teaches 3763 Techniques of Teaching Lifetime Activities
- provides data for this report– courses provide artifacts required for Portfolio
- writes report

Faubion, Ron
- teaches 1113 Wellness & Positive Lifestyles
- teaches 3753 Techniques of Teaching Team Sports & Gymnastics
- provides data for this report
- provides artifact required for portfolio

Fitzgerald, Jeff
- teaches 2752 First Aid and Safety

Ford, Thomas
- teaches 1113 Wellness and Positive Lifestyles
- provides data relating to online classes

Green, Kelly
- teaches 4053 Organization and Administration

Grover, Darin
- teaches 3462 Adapted Physical Education
- provides required artifact for Portfolio

Hudson, Vicki
- teaches 3553 Elementary School Program
- teaches 4903 Methods of Teaching
- provides data for this report – courses provide artifacts required for Portfolio
- helps write report

McGill, Chris
- teaches 4353 Foundations of Physical Education
- provides data relating to online classes

Metheny, Mike
- teaches 1113 Wellness & Positive Lifestyles
- provides data relating to online classes

Reed, Dr. Michael
- teaches 4253 Physiology of Exercise
- teaches 3442 Kinesiology
- teaches 3452 Anatomy
- helps write report

Richards, Ray
- teaches 3113 School and Community Health

Speer, Chad
- teaches 1113 Wellness & Positive Lifestyles
- provides data relating to online classes

Willman, Scott
- teaches 4802 Care and Prevention of Athletic Injuries
CONSTITUENTS/STAKEHOLDERS

Constituents are faculty members and student-majors in the department as well as fellow teacher education faculty members at Southeastern. Departmental faculty members have access to every report filed as well as all feedback received. These constituents have access to SPA reports filed with NCATE. At other times, information is shared through the Teacher Education Council. Our program completers are exposed to some of the information during the Methods class, HPER 4903. Additionally, the public school personnel are our constituents. Information is shared during the completion of our teacher candidates’ observation hours in EDUC 3002 and EDUC 4000. Mentors working with our student teachers continuously evaluate and learn about our “product”, the student teacher. Another venue that puts our message out to our constituents is the Public School Forum which is an announced event hosted each year by Southeastern. Efforts are made in a variety of ways to share the positive news about our program.
APPENDIX A

EDUC 4919 – STUDENT TEACHING
MENTOR TEACHER SURVEY

(II. ASSESSMENT INSTRUMENT)
APPENDIX B

EDUC 4919 – STUDENT TEACHING
MENTOR TEACHER SUMMATIVE NUMERICAL
EVALUATION OF THE STUDENT TEACHER

(III. ASSESSMENT INSTRUMENT)
APPENDIX C

EDUC 4919 – STUDENT TEACHING
TEACHER WORK SAMPLE

(IV. ASSESSMENT INSTRUMENT)
APPENDIX D

HPER 3352 – MEASUREMENT IN PHYSICAL EDUCATION
RUBRIC FOR ASSESSING HEALTH-RELATED FITNESS COMPONENTS

HPER – 3553 ELEMENTARY SCHOOL PROGRAM
RUBRIC FOR ASSESSING MOTOR SKILLS AND MOVEMENT PATTERNS

HPER – 3753 TECHNIQUES OF TEACHING TEAM SPORTS AND GYMNASTICS
RUBRIC FOR ASSESSING MOTOR SKILLS IN TEAM SPORTS AND PHYSICAL ACTIVITIES

HPER – 3763 TECHNIQUES OF TEACHING LIFETIME ACTIVITIES
RUBRIC FOR ASSESSING MOTOR SKILLS IN LIFETIME AND INDIVIDUAL SPORTS ACTIVITIES

(V. ASSESSMENT INSTRUMENTS)
APPENDIX E

HPER 4903 – METHODS
RUBRICS FOR SCORING SECONDARY PHYSICAL EDUCATION UNIT PLANS

(VI. ASSESSMENT INSTRUMENT)
APPENDIX F

HPER 4903 – METHODS
RUBRICS FOR SCORING SECONDARY HEALTH UNIT PLANS

(VII. ASSESSMENT INSTRUMENT)
DEPARTMENT of HEALTH, PHYSICAL EDUCATION, and RECREATION

PROGRAM OUTCOME ASSESSMENT REPORT for Fall 2010 – Spring 2011

Program: HEALTH AND PHYSICAL EDUCATION

__________________________            __________________________
CHAIR                      DATE
Department of Health, Physical Education, and Recreation

__________________________            __________________________
DEAN                      DATE
School of Education and Behavioral Sciences