

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: BS Health and Physical Education, Grades K-12

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Mission: The mission of the Teacher Education program in the Department of Health and Human Performance are to prepare effective teachers of health and physical education in K-12 schools, the provision of leadership in school-based and community activities, and exposure of students to professional activities.

Institutional Mission Reference: The program supports the university's mission of: 1) providing a baccalaureate curriculum distinguished by academic excellence, 2) promoting student success, 3) promoting university-community linkages, 4) cultivating skills necessary for critical thinking and effective expression, 5) gaining an understanding of the multicultural global community, and 6) developing a sense of ethical and civic responsibility along with specific knowledge of the chosen discipline.

Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Capstone Project
- Presentation
- Research Paper
- Research Project
- Course Summary
- Excel Spreadsheet
- Access Database
- Other - Please describe: Laboratory exercises in H&HP 345 and 448

Data Repository Location:

Faculty/Staff office files

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Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score (5 point scale) on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.A.6. Uses creative and critical thinking skills.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test # 0091), for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test #0091), on the first try.</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV. <u>Course Embedded Assessment</u></p> <p>1. Seventy percent of students will be able to identify components of health related fitness and design programs to improve these components. Embedded test questions will be placed in exams in H&HP 124.</p> <p>2. Seventy percent of students will describe relationships between personal behaviors and health. Embedded test questions will be placed in exams for H&HP 122.</p>	<p>I. HHP will move to this form fall 07.</p> <p>II. 100% pass rate for program completers was achieved. 80 % 2006/2007 graduates passed the exam on the first try.</p> <p>III. 100% pass rate for program completers was achieved. 92% of 2006/2007 graduates passed the exam on the first try.</p> <p>1. Assessment will begin Fall 2007.</p> <p>2. Assessment will begin Fall 2007.</p>	<p>I. Item data will be collected and used to determine deficiencies in candidate performance mastery and used to make necessary course content adjustments.</p> <p>II. Subscores indicating performance in specific content be requested.</p> <p>III. Subscores indicating performance in specific areas for PLT exam will be requested for all content areas. In particular, the PLT subscore for the communication component will be valuable in assessing this outcome.</p> <p>1. Faculty teaching this course are identifying test questions to be used for assessment data.</p> <p>2. Faculty teaching this course are identifying test questions to be used for assessment data.</p>

<p>3. Seventy percent of students will be able to recognize symptoms of various forms of trauma and administer appropriate care.</p> <p>4. Students must pass the American Red Cross First Aid certification exam with a score of 80.</p> <p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.B.1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan</p> <p>VI. The following indicators on the Graduate Satisfaction Survey (STPAS) measure this outcome: INDICATORS - <u>Instruction</u> – 5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels. 8. Change or adjust a lesson to respond to my students’ outcomes. 19. Relate examples, real-life situations, or current events to the content being taught. <u>Management</u> – 26. Create a routine and manage transitions in a way that maximizes the time available for learning.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - Planning – Understanding developmental characteristics of students as guide for planning. Instruction – Stimulate higher-order thinking.</p>	<p>3. Eighty five percent of the first aid students passed the practical exam.</p> <p>4. Eight-five percent of the students met the requirements for American Red Cross certification.</p> <p>V. Current data do not include graduates from the new Secondary Education Programs and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita</p> <p>VII. Fall 2006 Planning – 3.5 Instruction – 4.3 Spring 2007 Planning – 3.5 Instruction – 4.7</p>	<p>3. Instructor is considering determining the percentage who pass the first aid practical and the percentage who pass the CPR practical rather than an overall percentage.</p> <p>4. Minimum passing score of 80 is specified by the American Red Cross, the national accrediting agency.</p> <p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
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Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score (5 point scale) on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, IV.B.1. Uses effective and correct oral and written English.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test # 0091), for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test #0091), on the first try.</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV.</p> <p>1. Seventy percent of students will be able to demonstrate ability to anatomically analyze human movement and identify the muscles producing the action. Students will score 35/50 on mechanical analysis rubric.</p> <p>2. Seventy percent of students will be able to utilize laboratory equipment to demonstrate selected motor learning principles. Students will score 70% (144/206) on selected laboratory exercises/written laboratory reports.</p>	<p>I. HHP will move to this form fall 07.</p> <p>II. 100% pass rate for program completers was achieved. 80 % 2006/2007 graduates passed the exam on the first try.</p> <p>III. 100% pass rate for program completers was achieved. 92% of 2006/2007 graduates passed the exam on the first try.</p> <p>1. No analyses were done due to lack of availability of laboratory as a result of Hurricane Rita.</p> <p>2. Eighty-nine percent of the students met the outcome.</p>	<p>I. Item data will be collected and used to determine deficiencies in candidate performance mastery and used to make necessary course content adjustments.</p> <p>II. Subscores indicating performance in specific content be requested.</p> <p>III. Subscores indicating performance in specific areas for PLT exam will be requested for all content areas. In particular, the PLT subscore for the communication component will be valuable in assessing this outcome.</p> <p>1. Maintain - Mechanical analyses will resume in Fall 2007.</p> <p>2. Maintain – Continue to monitor outcome data. With the new edition of the course text, the laboratory online manual has increased in content. Instructor will review current laboratory exercises being used and the new ones to determine if some of the current laboratory exercises should be deleted, and some of the additional ones added. Not all laboratory exercises can be done because of the length of the semester.</p>

<p>3. Seventy percent of students will be able to perform and evaluate physical performance tests.</p> <p>IV. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, V.B.1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.</p> <p>V. The following indicators on the Graduate Satisfaction Survey (STPAS) measure this outcome: INDICATORS - <u>Instruction</u> 13. Integrate technology into my lessons. 21. Communicate effectively with students. <u>Management</u> 28. Clearly communicate my expectations for appropriate behavior to my students. 32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.</p> <p>VI. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - Instruction – Understand and convey knowledge of subject matter. Instruction – Use technology to enhance learning.</p>	<p>3. One hundred percent of the students met the outcome.</p> <p>IV. Current data do not include graduates from the new Secondary Education Programs and therefore are not applicable.</p> <p>V. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VI. <u>Fall 2006</u> Understand and convey knowledge of subject matter – 3.7 Use technology to enhance learning – 3.8 <u>Spring 2007</u> Understand and convey knowledge of subject matter – 4.4 Use technology to enhance learning – 4.3</p>	<p>3. The expected level of achievement will be increased to 80%, and actual data from assessments will change to a score of 80% on laboratory reports.</p> <p>IV. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>V. A target mean score will be established upon collection of new data.</p> <p>VI. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
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Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score (5 point scale) on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, IV.B.4. Conveys sensitivity to community and cultural norms.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test # 0091), for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test #0091), on the first try.</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV.</p> <p>1. Seventy percent of students will be able to describe the relationship between race and ethnicity to health. Embedded questions will be placed in exams in H&HP 122.</p> <p>2. Seventy percent of the student teachers' portfolio reflections will demonstrate an understanding of their roles and responsibilities in the diverse learning environment. Student teachers must score 70% on their reflections (15/21).</p>	<p>I. HHP will move to this form fall 07.</p> <p>II. 100% pass rate for program completers was achieved. 80 % 2006/2007 graduates passed the exam on the first try.</p> <p>III. 100% pass rate for program completers was achieved. 92% of 2006/2007 graduates passed the exam on the first try.</p> <p>1. Assessment will begin Fall 2007.</p> <p>2. Ninety-five percent of the student teachers met this outcome.</p>	<p>I. Item data will be collected and used to determine deficiencies in candidate performance mastery and used to make necessary course content adjustments.</p> <p>II. Subscores indicating performance in specific content be requested.</p> <p>III. Subscores indicating performance in specific areas for PLT exam will be requested for all content areas. In particular, the PLT subscore for the communication component will be valuable in assessing this outcome.</p> <p>1. Faculty teaching this course are identifying test questions and activities to be used for assessment</p> <p>2. Maintain – Continue to monitor outcome data. Portfolio requirements will be revised as Burton College of Education aligns its requirements with state mandated requirements.</p>

<p>IV. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, V.B.3. Seeks community involvement in instructional program.</p> <p>V. The following indicators on the Graduate Satisfaction Survey (STPAS) measure this outcome: INDICATORS - <u>Planning</u> 3. Successfully identify individual student differences in the context of a whole class. 4. Implement accommodations for individual student differences. <u>Instruction</u> 11. Successfully plan for individual student differences in the context of the whole class.</p> <p>VI. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS – Planning- Plan for individual differences, including cultural diversity and children with exceptionalities. Instruction – Employ a variety of teaching strategies.</p>	<p>IV. Current data do not include graduates from the new Secondary Education Programs and therefore are not applicable.</p> <p>V. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VI. <u>Fall 2006</u> Plan for individual differences, including cultural diversity and children with exceptionalities – 3.5 Employ a variety of teaching strategies – 3.8 <u>Spring 2007</u> Plan for individual differences, including cultural diversity and children with exceptionalities – 4.3 Employ a variety of teaching strategies – 4.4</p>	<p>IV. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>V. A target mean score will be established upon collection of new data.</p> <p>VI. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
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