

Major Field Assessment Plan Report
 B.S. Health and Physical Education (K-12)
 Spring 2010

The purpose of the B.S. in Health and Physical Education (K-12) is to prepare prospective Health and Physical Education teachers with a quality educational foundation which will allow them to assume professional role in society through a career in educational settings.

Goal 1: Graduates with a B.S. in Health and Physical Education (K-12) will possess the knowledge, skills, and dispositions required of Health and Physical Education teachers as they deliver instruction.

Expected Outcome A: Graduates will demonstrate the ability to implement knowledge and skills in the planning and delivery of instruction.

Assessment 1: Performance During Student Teaching – Planning for Instruction

Students will be evaluated favorably during the student teaching practicum on their ability to plan for instruction. Scores are derived from the standardized student teaching assessment. To be evaluated favorably, an average score of 3.0 should be observed. Items of interest are:

- Plan 1: Specifies learner outcomes in clear, concise objectives
- Plan 2: Includes activities that develop objectives
- Plan 3: Identifies and plans for individual differences
- Plan 5: States methods of evaluation to measure learner outcomes
- Plan 6: Develops short term and long term goals based on state standards

Data presented here are mean scores for the previous 5 years. The goal was met each year.

	2004-05	2005-06	2006-07	2007-08	2008-09
P1: Outcomes	3.67	3.85	3.77	3.80	3.91
P2: Activities	3.72	3.85	3.85	4.00	3.91
P3: Differences	3.33	3.38	3.38	3.60	3.64
P5: Evaluation	3.50	3.85	3.54	3.80	3.91
P6: Goals/standards	3.28	3.69	3.62	3.60	3.73

Assessment 2: Performance During Student Teaching – Providing Instruction

Students will be evaluated favorably during the student teaching practicum on their ability to effectively deliver instruction. Scores are derived from the standardized student teaching assessment. To be evaluated favorably, an average score of 3.0 should be observed. Items of interest are:

- Instruction 2: Uses techniques which develop lesson objectives
- Instruction 7: Presents content at a developmentally appropriate level
- Instruction 15: Exhibits enthusiasm toward the subject content

Data presented here are mean scores for the previous 5 years. The goal was met each year.

	2004-05	2005-06	2006-07	2007-08	2008-09
I2: Techniques	3.67	3.77	3.77	3.80	3.91
I7: Developmental	3.78	3.92	3.62	4.00	3.91
I15: Enthusiasm	3.72	3.77	3.85	3.80	4.00

Expected Outcome B: Graduates will demonstrate appropriate professional dispositions as they work with students.

Assessment 1: Performance During Student Teaching – Initiative and Independence

Students will be evaluated favorably during the student teaching practicum on their demonstration of initiative and independence. Scores are derived from the standardized student teaching assessment. To be evaluated favorably, an average score of 2.5 should be observed. The of interest is:

- PAS item 8: Self-initiative/independence

Data presented here are mean scores for the previous 5 years. The goal was met each year.

	2004-05	2005-06	2006-07	2007-08	2008-09
Initiative/Independence	2.56	2.69	2.54	3.00	2.64

Assessment 2: Performance During Student Teaching – Workplace Relationships

Students will be evaluated favorably during the student teaching practicum on their ability to develop effective workplace relationships. Scores are derived from the standardized student teaching assessment. To be evaluated favorably, an average score of 3.0 should be observed. The item of interest is:

- Other 2: Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel.

Data presented here are mean scores for the previous 5 years. The goal was met each year.

	2004-05	2005-06	2006-07	2007-08	2008-09
Initiative/Independence	3.94	3.85	3.85	4.00	4.00

Goal 2: Graduates with a B.S. in Health and Physical Education (K-12) will possess the knowledge required of entering the teaching profession as measured by the national certification examination (PRAXIS II-Specialty Area exam).

Expected Outcome: Graduates will demonstrate an acceptable level of professional knowledge in their area of study as reflected by meeting state criteria on the PRAXIS II- Physical Education Specialty Exam.

Assessment: Students will meet “passing” criteria on the state licensure examination (PRAXIS II-Specialty Area test) at a level equal to or greater than that of state rates. Data for this assessment are provided from ETS on an annual basis.

NOTE: Graduates’ passing rates are the same across the state, as teacher education candidates cannot graduate until they complete Praxis II.

Data presented here are percent of students who achieved a passing score on the PE CONTENT AREA PRAXIS II EXAM. The number in parentheses indicated the number of graduates for each year.

	2004-05	2005-06	2006-07
Southeastern	100% (13)	100% (12)	100% (8)
Louisiana	100% (105)	100% (107)	100% (97)

Goal 3: Graduates with a B.S. in Health and Physical Education (K-12) will evaluate aspects of their undergraduate preparation favorably on the Exit Survey and Alumni Survey.

Expected Outcome: Graduates will express satisfaction with the preparation they received relative to specific items pertaining to the quality of instruction and experiences.

Assessment

1. On the exit survey of graduates, 75% of undergraduates will express satisfaction with the preparation they received (indicate 4 or higher on a 5-point scale) on the following items:
 - Overall quality of your degree program
 - Effectiveness of the faculty as teachers
 - Quality of instruction in advanced courses
 - Practicum, internship, clinical or other hands-on experiences outside the classroom
 - Quality of instruction regarding standards and ethics in your major field

2. 75% of students who complete the Survey of Undergraduate Alumni will express satisfaction (indicate 4 or higher on a 5-point scale) on the following items:
 - Overall quality of your degree program
 - Effectiveness of the faculty as teachers
 - Quality of instruction in advanced courses
 - Practicum, internship, clinical or other hands-on experiences outside the classroom
 - Quality of instruction regarding standards and ethics in your major field

3. 75% of students who complete the Survey of Undergraduate Alumni, and who complete item 26, will express satisfaction with the effectiveness of the experiences at SLU in preparing them for employment or improving their job performance (indicate “effectively” or “very effectively”).

The BS in HPE was created and first appeared in the SELU catalog in 2006-07. Prior to that year, all students seeking PE Teacher Certification sought the BS in Kinesiology. Therefore, no exit survey or alumni survey data are available for this degree yet.

Goal 4: Graduates with a B.S. in Health and Physical Education (K-12) will have an awareness of multi-cultural issues in their field, and express positive attitudes toward working with diverse colleagues and students.

Expected Outcome: Graduates will exhibit sensitivity to diverse students, community, and cultural norms.

Assessment: Students will be evaluated favorably during the student teaching practicum on their ability to demonstrate sensitivity to diversity and community/cultural norms. Scores are derived from the standardized student teaching assessment. To be evaluated favorably, an average score of 3.0 should be observed. The item of interest is:

- Other 6: Exhibits sensitivity to diverse community and cultural norms.

Data presented here are mean scores for the previous 5 years. The goal was met each year.

	2004-05	2005-06	2006-07	2007-08	2008-09
06: Sensitivity	3.67	3.54	3.77	3.60	3.82

NOTE: Students in the B.S. in HPE are exposed to issues related to diversity, and cultural and global perspectives in courses including: KIN 351, KIN 491, KIN 460, EDUC 202, and EPSY 311. In addition, students are placed in multicultural settings during field-based experiences throughout the degree.

Summary and program changes made:

In previous MFA cycles, we identified several areas for improvement of the degree leading to PE Teacher Certification. These, in part, led our department to change the PE Teacher Education degree from a concentration of the BS in Kinesiology, to its own separate degree – BS in HPE. This change was associated with modification of the curriculum. In this report, we see positive outcomes resulting from this change – all of the goals were met.

In addition to the items focused on in this report, student performance is assessed in other areas toward the end of the degree. In general, students completing this degree have performed well, but we have identified areas where they have scored lowest. These include three general areas (punctuality, professional appearance, and written expression) and two aspects of teaching (planning for individual differences, and managing routines and transitions). These areas have been identified by faculty and are being addressed in existing professional courses.