

Health and Physical Education

Because the Office of Undergraduate Studies is now requiring program assessment reports that are similar to CTL program assessment reports; The Office of Research, Evaluation, and Assessment (OREA) has identified where a response may satisfy both reports. In the future, the University Assessment Committee is committed to redesigning a format that will eliminate the need for two reports. In the meantime, the CTL report requires a bit more data in order to comply with the 2008 NCATE Standard 2: Assessment System and Unit Evaluation.

“The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.” (NCATE 2008 Standards, p.25-27).

The CTL assessment system is comprehensively designed to be purposely redundant in the measurement of standards, flexible enough to meet specific program requirements, and robust enough to provide unit wide analyses for the purpose of improving unit operations. Multiple assessment data are collected and aggregated both at the program level and the unit level for initial, advanced, and other school professionals preparations using CTL, University, state, and national standards as the criteria for measurement.

This report contains embedded prompts guided by NCATE compliance standards. Program coordinators are asked to share these summaries with program faculty to facilitate discussions. The culminating synthesis of those conversations (interpretations and conclusions of the data summaries) should be written in the spaces provided in this report. The primary purpose of the report is to demonstrate how the CTL uses data to update (improve) programs and unit operations, as well as the assessment system.

Health and Physical Education

Briefly describe the CTL/program's conceptual framework and how it guided the design of your program's assessment process? In other words and similar to the University's Request, "note how the outcomes are linked to department, college, and university mission and goals." Be sure to reference how the faculty and professional community in your program were involved in development, implementation, and ongoing evaluation of the measures and processes used.

(This response should satisfy the CWU Assessment of Student Learning Report #1)

"The Master of Science in Health and Physical Education offers an online program focused on the types of knowledge and skills that will enhance one's effectiveness as a teacher of physical and health education."
(CWU Catalog 2009-10)

The conceptual framework for the Master of Science in Health and Physical Education is aligned with the goals of the College of Education and Professional Studies and Central Washington University. These are reviewed annually and submitted for review as part of the department's Assessment Plan with the Office of the Vice President of Undergraduate Studies. The department's conceptual plan for its master's degree continues to evolve through ongoing collaborations between graduate faculty and professionals in K-12 education. Graduates of the program have contributed to improvements in delivery and content. Attention is also given to meeting state and national professional standards in physical education and health fields. Faculty in the Physical Education, School, and Public Health (PESPH) department are currently closely connected with state, regional, and national associations. This relationship ensures the degree is relevant, rigorous, and provides meaningful outcomes for our graduates. PESPH faculty are engaged in ongoing discussions throughout the academic year to review, assess, reflect upon results, and if necessary revise the program.

Health and Physical Education

Please describe your program's assessment protocols. The following are to be used as guiding questions:

- 1) Is the system course based, end of program based, or other?
- 2) What measures are used and when are they administered?
- 3) How does the program eliminate bias and test for measurement fairness, accuracy, and consistency?
- 4) What technologies are employed to compile, aggregate, summarize, and report the data?
- 5) How is the program assessment process administered (all program faculty or a designee)?
- 6) How often do faculty meet to examine data?
- 7) How are data shared with candidates to help them reflect and improve?
- 8) How does the process maintain a record of formal complaints and subsequent resolutions?
- 9) How are these records taken into consideration during discussions of program improvement?

(This response will satisfy CWU Assessment of Student Learning Report # 2 and #3)

1. Assessment includes a combination of course and end-of-program assessments.
2. As outlined in the CWU Assessment of Student Learning Report the measures used include rubrics (posted on LiveText) of student performance on tasks required in selected classes in the degree. Successful completion of the degree requires students to demonstrate the ability to research and report on selected topics. A final oral defense of this project culminates assessment of student performance in the program.
3. The use of detailed rubrics for all assessments (with the exception of the final project) provides students with clear guidelines for assessment protocols and instructor expectations. The final project involves oversight by a committee of at least three graduate faculty. The final defense includes oversight by an independently assigned representative from the CWU Graduate School.
4. Through the use of LiveText data is compiled, aggregated, summarized and reported in graphical format.
5. Assessment data is collected by the faculty members responsible for the courses identified as integral to the program assessment.
6. Faculty discuss data informally throughout the academic year. Beginning fall 2009, formal meetings to include all graduate faculty teaching in this program will be scheduled each quarter (fall, winter, and spring).
7. Assessment data collected via rubrics is shared with candidates and visible online.
8. Students will issues regarding classes or faculty communicate with the Graduate Program Director if resolution of concerns cannot be achieved through direct contact with the individual faculty involved. The Graduate Program Director will attempt to resolve complaints. Subsequent levels of addressing student complaints include the department Chair and the CWU office of Student Affairs. To date there have been no formal complaints made by students since inception of the online program in 2001.
9. All concerns voiced by students are reviewed the Graduate Program Director. This individual is responsible for class and faculty scheduling. The absence of any records of formal complaints has not impacted discussions of program improvement.

Health and Physical Education

This section is for all advanced candidates. Please summarize how well the candidates of your program are meeting the program's Content Standards. For the advanced teacher preparation programs, summarize candidate achievement of Content Knowledge. For other school professionals programs (administrator, school counseling, and school psychology) summarize candidate achievement of standards which relate to Knowledge and Skills. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Content Knowledge performance.

(CWU Assessment of Student Learning Report #3)

Program Interpretations and Conclusions:

Shown below are responses submitted to meet the requirements of the CWU of Student Learning Report that relate to Content Standards (item #3 - Student Learning Outcomes)

Outcome 1: Students will have the ability to develop curricular materials in Physical Education.

Not assessed. Students in the degree are on a 2-year cycle and will not take classes related to physical education curriculum development until winter 2010 when they will complete *HPE 577 Physical Education Curriculum Design*.

Outcome 4: Students will demonstrate the ability to access additional grant monies.

Students (10) in the physical education specialization all successfully completed *HPE 580 Physical Education Grant Writing and Fundraising*. Two out of the 10 students submitted their grant proposal to a certain company, organization, or agency. Out of those two students, one received the external grant funding for their school. The other students in the class have different due dates that did not need to be submitted until summer, 2009. We did not meet our goal of 50% of the students will access external funding.

Outcome 5: Students will have an understanding of the research process (Specific to the Athletic Specialization).

Ten students in the health and physical education specialization successfully completed *HPE 557 Research Methods*.

Outcome 6: Students will demonstrate knowledge of correctly interpreting and understanding research, and knowledge of principles in athletic administration.

Ten students in the health and physical education specialization successfully completed *HPE 557 Research Methods* and demonstrated the ability to correctly interpret and understand research.

Summary and Future Plans: As the data that has been collected indicates, students have in general successfully achieved higher levels of content knowledge performance. Future plans include a review of the degree in respect to the new *Advanced Physical Education Teacher Education (PETE), Masters Degree, post initial licensure* standards developed in 2008 by the National Association for Sport and Physical Education in cooperation with NCATE.

Health and Physical Education

This section is only for advanced teacher preparation programs. Please summarize how well the candidates of your program are meeting standards associated with Pedagogical Content Knowledge and Skills. Note: only those standards that integrate content and content specific pedagogy should be cited here. This section relates to the interaction of the subject matter and effective teaching strategies that help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students. For further description read the target level of 1b. on page 17 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Pedagogical Content Knowledge and Skills performance.

(CWU Assessment of Student Learning Report #3)

Program Interpretations and Conclusions:

Shown below are responses submitted to meet the requirements of the CWU of Student Learning Report that relate to Pedagogical Content Knowledge and Skills Standards (item #3 - Student Learning Outcomes)

Outcome 2: Students will demonstrate competency in utilizing a variety of technological tools for teaching and assessment

Students (10) in the physical education specialization all successfully completed *HPE 581 Technological Applications in Health and Physical Education*. Students demonstrated competency utilizing a variety of technological tools such as PDA's, pedometers, heart rate monitors, and created PowerPoint presentations.

Outcome 3: Students will demonstrate an understanding of teacher effectiveness and the development of a master teacher.

Not assessed. As noted, students in the degree are on a 2-year cycle. They will complete *PE 560 Systematic Analysis of Physical Education* during summer 2009.

In addition to meeting college and university standards in this area, the department is intent on meeting the NASPE/NCATE Advanced Standards for Physical Education. The new standard #2 presented in 2008 addresses Professional Practice:

“These advanced standards are purposely written in a way that requires candidates to demonstrate their ability to integrate and apply the skills, knowledge, and dispositions acquired in both their initial and advanced preparation programs rather than to demonstrate isolated techniques to meet discrete standards for each aspect of the teaching/learning process.”

As previously noted, beginning fall 2009 graduate faculty in the department will begin a careful review of our program in respect to this (and other) standard.

Health and Physical Education

This section is only for advanced teacher preparation programs. Please summarize how well the candidates of your program are meeting standards associated with Professional and Pedagogical Knowledge and Skills. This section relates to those program standards associated with historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching. For a description read the target level of 1c. on page 18 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Professional and Pedagogical Knowledge and Skills performance.

(CWU Assessment of Student Learning Report #3)**Program Interpretations and Conclusions:**

Shown below are responses submitted to meet the requirements of the CWU of Student Learning Report that relate to Professional and Pedagogical Knowledge and Skills Standards (item #3 - Student Learning Outcomes)

Outcome 2: Students will demonstrate competency in utilizing a variety of technological tools for teaching and assessment

Students (10) in the physical education specialization all successfully completed *HPE 581 Technological Applications in Health and Physical Education*. Students demonstrated competency utilizing a variety of technological tools such as PDA's, pedometers, heart rate monitors, and created PowerPoint presentations.

Outcome 3: Students will demonstrate an understanding of teacher effectiveness and the development of a master teacher.

Not assessed. As noted, students in the degree are on a 2-year cycle. They will complete *PE 560 Systematic Analysis of Physical Education* during summer 2009.

The degree does not currently include separate non-content specific classes focused on the "understandings of schooling and education" Many of these topics are integrated within content and pedagogical content classes. For example, "roles and responsibilities of the profession of teaching," and "professional ethics" are addressed in *HPE 510 Issues in Health and Physical Education*. Faculty understand that the learner outcomes established for this degree will only be realized within the context of a solid understanding of the school and K-12 learning environment. However, as previously noted, in fall 2009 we do intend to review our program in light of new NASPE/NCATE Advanced Standards for Physical Education.

Health and Physical Education

This section is only for advanced teacher preparation programs. Please summarize how well the candidates of your program are meeting standards associated with Student Learning. These data demonstrate the effects candidates have had on the students they teach. For a full description read the target level of 1d. on page 19 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Student Learning performance.

(CWU Assessment of Student Learning Report #3)

Program Interpretations and Conclusions:

The Master of Science in Health and Physical Education does not currently require field experience or on-campus teaching. The application process for entrance to our program clearly delineates the expectation that students will already have teaching certification in health and fitness (WA State's version of health and physical education). Several class assignments demand the application of new knowledge and skills within the K-12 teaching environment. It should be remembered that with the exception of summer school classes this is an online degree. We do note that standard 2 of the new NASPE/NCATE Advanced Standards for Physical Education addresses "Professional Practice." As we review our program next year we will examine these new guidelines and consider opportunities for program revisions.

Health and Physical Education

This section is only for other school professional programs. Please summarize how well the candidates of your program are meeting standards associated with Student Learning. These data demonstrate how well candidates are prepared to critique and reflect on their work within the context of student learning. How well are candidates prepared to establish environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Student Learning performance.

(CWU Assessment of Student Learning Report #3)

Program Interpretations and Conclusions:

See previous statement. In *PE 561 Curriculum Trends*, all students had an opportunity to interview their students on the “Personal and Social Responsibility Curriculum Model” over a two week period while teaching various lessons. They also had the opportunity to observe, document, and show evidence based on their teaching of this model to critically reflect upon actions that occurred in their classroom. The students also videotaped their teaching lesson on the “Games for Understanding Approach” (Tactical). K-12 students taught by our graduate students evaluated the content and their understanding of the lesson. The graduate students did the same. Both of these evaluations had specific key areas to focus on, rubrics, and evidence sheets. These examples provide evidence that we are meeting the standard associated with student learning. Even though this was not part of what was collected and posted in Livetext, it shows that our graduate students critique, reflect, and establish appropriate environments for student learning. This area will continue to be reviewed in 2009-10 within the context of the new NASPE/NCATE Advanced Standards for Physical Education

Health and Physical Education

This section is for all advanced programs. Please summarize how well the candidates of your program are meeting the program's Dispositional standards. Candidates are expected to work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators. For a full description read the target level of 1g. on page 20 of the NCATE 2008 Standards. Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of achieving dispositional skills of a professional educator.

(CWU Assessment of Student Learning Report #3 example 3)

Program Interpretations and Conclusions:

A strategy to meet standards related to professional dispositions was recently developed for use in our undergraduate professional preparation program. In our 2009-10 graduate program review we plan to examine how this topic might be addressed. Standard #3, Professional Leadership, in the new NASPE/NCATE Advanced Standards for Physical Education will likely provide guidance in this review process:

“Professional Leadership comprises Collaboration, Reflection, Leadership, and Professionalism; Mentoring; and High Expectations for a Physically Active Lifestyle.”

Health and Physical Education

All programs, please describe what measures are used to specifically provide data on candidate's abilities to help students from diverse populations learn? What do the results of these measures reveal? To help you answer this question, please show data relative to how well candidates perform on the following elements:

- 1) Candidates' understanding of diversity, including ELL and students with exceptionalities
- 2) Candidates' abilities to develop and teach lessons that incorporate diversity
- 3) Candidates' demonstration of sensitivity to cultural & gender differences
- 4) Candidates' abilities to incorporate multiple perspectives in instruction
- 5) Candidates' abilities to develop classroom/school climates that value diversity
- 6) Candidates' understanding of teaching and learning styles and adaptation of instruction
- 7) Candidates' disposition valuing in particular fairness and learning by all

Please refer to the additional attachment, 2004-05_through_2006-07_Garduate_Diversity_Survey_Report.pdf for survey of graduates results.

In summary, have the analyses and summaries of these data provided any evidence that the program needs to make adjustments in the preparation of candidates?

Program Interpretations and Conclusions:

Students in this degree are almost exclusively practicing teachers who come from a variety of school districts. On a daily basis most of our students are teaching students from highly diverse populations. The majority of our students have 3 or more years of teaching experience. Currently the degree does not include a specific class devoted to diversity. However, effective teaching in the physical education environment demands both an awareness of, and ability to address student differences. Opportunities for student interaction, communication and cooperation, are perhaps more available in physical activity settings than in the traditional classroom. Skill and knowledge differences are also more evident and recognizable by both teachers and students. Sensitivity by teachers to diversity and student differences is a critical skill in gymnasiums and other activity settings. Faculty in the department recognize the importance of understanding diversity in both the undergraduate and graduate programs. We will continue to review this topic and ways to better prepare our graduates with the skills and knowledge that will help them be more effective teachers.

CTL 2009 ADVANCED PROGRAM REPORT
Health and Physical Education

Please fill in the table below:

	2004/05	2005/06	2006/07	2007/08	2008/09
Applicants	10		16		12
Admits	6		13		10
Completers	4		10		In progress
Non-completers	In progress		In progress		

What program interpretations and conclusions can be made about the above data? What efforts are planned to increase applicants? retain candidates? and increase completion rates?

Program Interpretations and Conclusions:

Given the demands of effective online instruction we have been satisfied with the number of applicants to our degree. Those not admitted typically did not have a physical education teaching credential or experience teaching physical education. Our main focus has been to improve our completion rate. The final project has proved to be an obstacle to completion for several students. Beginning fall 2008 a focused effort was made to contact those students who had not completed the degree. Currently all students who entered the program in the years noted above remain enrolled and should successfully graduate.

Health and Physical Education

Please discuss the results of post-graduate employer satisfaction with candidates of your program. How were the data collected? Has the program considered preparation changes as a result of knowing how employers rated the graduates of the program? Were these results discussed with current candidates, all faculty, and PEAB members?

(CWU Assessment of Student Learning Report # 3)

Program Interpretations and Conclusions:

A survey was conducted by the CWU Office of Institutional Research in 2008. The response rate was disappointingly low (n=4). However, the question was posed "How well did the Health and Physical Education Master's Program prepare you for each of these competencies?" In response to questions on topics such as critical thinking, communications, quantitative reasoning, and information literacy students reported that they felt prepared or well prepared. Until recently it has been difficult to collect feedback from students due to the online nature of instruction. Improvements have been made in this area. Ongoing communication between program faculty and graduates continues at professional meetings. Feedback received informally has been very positive. Graduates have given recommendations that have led to program changes (especially in relation to the online delivery method). Several of our graduates have continued to positions of professional leadership and speak enthusiastically to us and to their peers about their experience in our program. Despite this positive perception of the satisfaction of our graduates, the topic of creating a more structured procedure for graduate satisfaction should be examined in the future.

Please discuss the results of post-graduate candidate satisfaction with how well the program prepared them for their current positions. How were the data collected? Has the program considered preparation changes as a result of knowing how well candidates rated their program satisfaction? Were these results discussed with current candidates, all faculty, and PEAB members? Please provide a table of placement rates for your candidates.

(CWU Assessment of Student Learning Report # 3)

Program Interpretations and Conclusions:

See previous response. This is an area in which we will devote more attention next year. We have not tracked placement rates because the majority of our students are already employed at teachers.

Health and Physical Education

Please discuss ways in which the program is planning to improve the program assessment process. What did the program do in response to last year's assessment information? Please reference data when you answer this question.

(CWU Assessment of Student Learning Report #4 and #5)

Program Interpretations and Conclusions:

In response to last year's assessment data, we are working to improve the process for recording data on LiveText. We encountered some technology-related problems that we believe are now resolved. We have changed the sequencing of the classes that culminate in the completion of a student research project. We are striving to improve the on-time graduation rate of students in the program. We also have implemented new instructional technologies in the online delivery of our program. Effective communication with students located off campus is challenging. We are endeavoring to utilize the latest technology to improve communication with our students. Beginning with our current cohort group this summer we changed the focus of the culminating research project. We are striving to develop projects that have a clear potential to be shared at scholarly meetings and in peer-reviewed professional publications. All students have been encouraged to plan their projects with the expectation that they will opportunity to collaborate with faculty in future presentations following project completion.