

OHIO NORTHERN UNIVERSITY

2006 ANNUAL REPORT ON THE ASSESSMENT OF STUDENT LEARNING

Academic Program: Physical Education

Department: Human Performance and Sport Sciences

College: Arts and Sciences

Submitted by/Date: Robert C. Rohan December 1, 2006

The Annual Report on the Assessment of Student Learning consists of three parts.

Part I provides the mission, learning objectives, and measures as previously identified.
Part II requests information about assessment activities for the previous academic year.
Part III requests information about programmatic or operational changes occurring or being proposed as a result of assessment activities.

Reports must be submitted by department chairs to the Office of Institutional Research by **December 1, 2006**. Each annual report will be evaluated by the University Assessment Committee and returned to the department chair and the respective Dean by **March 1, 2007**.

I. ASSESSMENT PROGRAM COMPONENTS

Instructions: Please review the following and make changes as needed.

A. Learning Objectives

1. Assess individual and school needs for physical education.
2. Implement individual and school services into a comprehensive physical education program.
3. Evaluate the effectiveness of physical education programs.
4. Act as a resource person for physical education.
5. Be proficient at instructional planning.
6. Employ effective/creative teaching methods and strategies.
7. Utilize positive interpersonal skills.

B. Measurements

- Praxis examination
- Evaluation of student teaching experience

II. ASSESSMENT ACTIVITIES FOR 2005-06 (ACADEMIC YEAR)

Instructions: Please complete the following sections.

A. Describe the *measures* used to collect the data?

(Which measures did you use during the past year? Which learning objectives does each measure address? How and when did you administer the measures?)

The Praxis I test, which includes the Principles of Learning and Teaching, was completed to enter the Education program. The Praxis II test (physical education content area) was taken prior

to the student teaching experience. As a part of Praxis III, written evaluations through the Center for Teacher Education were completed by two supervising teachers, one from the Education program and one from the Physical Education program, during the student teaching experience. Also, new assessment procedures are being implemented to comply with recent specifications provided by NCATE.

B. Present the *results* of the data collection and analysis for each measure listed above.

(Present the data resulting from 2005-06 assessment activities. What are the standards and expectations for performance? Did the students meet the standards? What gaps were found between the standards for student learning and the actual results?)

The Physical Education submits the following assessment scores:

Student	Year	PRAXIS II score	minimum passing score
A	2005-06	152	153
A	2005-06	147	153
B	2005-06	180	153

Student	Year	PRAXIS III score	minimum passing score
C	2005-06	47.5.	38

I am unable to provide subscore data on specific content areas since there were less than five examinees.

Data from new assessment procedures will not be collected until the 2006-2007 academic year.

III. PROGRAMMATIC /OPERATIONAL ADJUSTMENTS

Instructions: Please complete the following sections.

A. Describe the *adjustments*, if any, to the program or the program's operations (including budgetary) which are either being proposed or have already been made in order to narrow the gaps identified between learning objectives and actual outcomes.

(What changes in curriculum, instructional strategies, course content, personnel, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results?)

Although, data collection is beginning in the 2006-2007 academic year, and program adjustments would not then be linked to specific data, there are additional assessments and assessment procedures being implemented into the program to meet NCATE certification requirements as they exist at this time.

Those changes are:

1. Skills assessments of the future teachers in movement education, individual, and team sport activities.
2. Evaluating lesson planning, unit planning, micro-teaching, movement analysis under the standards of a rubric.
3. Adjusting course content to improve the following area: curriculum design, fitness testing, motor development concepts

B. Describe the *changes* that need to be made to the assessment plan and practices for the future?

(Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different objectives, measures, analysis, etc. needed?)

NCATE has specifications for evaluating a student's ability to plan instruction. Some changes to our current procedure are being implemented at this time, including:

1. Rubric assessments for lesson planning
2. Rubric assessments for unit planning
3. Rubric assessments for motor skills (locomotor, non-locomotor), sport skills, and fitness evaluation.