

UNIVERSITY OF PUERTO RICO – MAYAGÜEZ
PHYSICAL EDUCATION DEPARTMENT

Assessment Plan for Student Learning
Academic Year 2013-2014

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INTRODUCTION

The University of Puerto Rico – Mayagüez (UPRM) is strongly committed to a continuous assessment process of student learning for the purpose of improving all academic programs within the four faculties. As part of this process, the Physical Education has undertaken the student learning outcomes for accreditation purposes. The academic programs towards an undergraduate degree in Physical Education are (a) Teaching Physical Education or 1303 (TEPE), and (b) Coaching or 1302 program. Several departmental meetings were held in 2005-2006 to promote that each program worked the accreditation process through two NASPE (National Association of Sports and Physical Education) projects: the NCATE accreditation for TEPE and the NCACE accreditation for the Coaching program. Both are organizations nationally recognized for accreditation of university degrees. A committee for each accreditation (six professors in Teaching and five in the Coaching committees) were responsible to inform progress during departmental faculty meetings.

Since 2007 until the present, the TEPE committee has been involved in the NCATE/NASPE accreditation process that required the development and application of assessments instruments of teacher candidates. This experience has stimulated the physical education faculty to profoundly reflect upon how our students learn, how they can become better learners and how they can learn to apply content knowledge throughout their teaching physical education. Initially accredited with conditions in 2010, the TEPE program was not accredited in March 2014 after the 2-year resubmission process. An appeal was submitted through the NASPE accreditation. Nevertheless, an effective assessment system evolved from the data obtained through the use of rubrics. The results have helped to close the assessment loop resulting in significant changes in specific courses and at the program level.

The Coaching program has not submitted for the NCACE/NASPE accreditation. The Coaching committee is in the process of reviewing the Coaching curriculum. In the Physical Education departmental meeting in April 22, 2014 it was approved an assessment of student outcomes in the Coaching program will be developed, approved and implementation started during 2014-2015.

PURPOSE OF THE ASSESSMENT PLAN 2013-14

The purpose of this assessment plan is to provide a guide towards developing an ongoing assessment process to determine if graduates attain student outcomes. Results are to be discussed so that specific actions are discussed, approved and implemented. Actions may include but are not limited to updating courses' syllabus, submitting significant changes in a course through the institutionalized process; submitting curricular reviews, reviewing or changing rubrics and/or any assessment instrument used. Full participation of the physical education faculty is necessary throughout the cycle. Three purposes were worked during 2013-2014: (a) comply with the UPRM Middle States' committee and the Arts & Sciences' committee on undergraduate education (CUE); (b) continuing the assessment cycle in TEPE for NASPE/NCATE accreditation; and (c) motivate the Coaching committee to submit a curricular review and/or document steps to take for NACE accreditation which will require student learning assessment.

PHYSICAL EDUCATION: MISSION, VISION, VALUES AND STUDENT LEARNING OUTCOMES

As a result of this on-going process for the TEPE accreditation, the Department's Vision, Mission, Values, and Program Outcomes were reviewed and finally approved by the Physical Education faculty in February and April 2014. The approved vision is:

"Our department strives to obtain as the center of educational and investigative development in Kinesiology, the highest levels in higher education in Puerto Rico. Our aim is to stimulate lifelong learning and disclosure of knowledge in society."

The mission was reviewed and input from faculty was requested. The mission approved in February 2014 is:

"To serve our society by creating and investigation in Kinesiology by developing educators and trainers who provoke active and healthy lifestyles."

The Physical Education values statement was maintained. In English it reads as follows:

"In accordance with the respect held for individual differences, we endorse professional, social and ethical responsibility."

The student outcomes for both undergraduate programs were also reviewed. The outcomes approved in April 2014 are:

1. Ability to understand and apply scientific and theoretical knowledge of physical and coaching education.
2. Proficiency in individual and professional skills in physical and coaching education with diverse populations.
3. Ability to solve problems in physical and coaching education using scientific methods, research designs, and technology.
4. Play an effective professional role in multidisciplinary groups related to physical and coaching education.
5. Ability to communicate effectively.
6. Understand the importance of compliance with professional, legal and ethical issues in Kinesiology.
7. Understand the impact and demonstrate respect for nature and diversity in a global context through Kinesiology.
8. Commitment to engage in lifelong physical activity and multidisciplinary learning.
9. Awareness of contemporary sociocultural issues in physical and coaching education in order to develop programs accordingly.

RELATIONSHIP WITH INSTITUTIONAL AND ARTS & SCIENCES' STUDENT OUTCOMES

The TEPE committee developed and approved a table aligning the Physical Education student outcomes with the UPRM's, Arts & Sciences and NSASPE/NCATE. A copy of this relationship is in Appendix A. This table was reported for the Middle States accreditation process and the Puerto Rico Education Council (PREC) reaccreditation process. The table was also included in the reviews submitted to the Academic Affairs for

the 2014-2015 UPRM Undergraduate Catalog (without the NASPE/NCATE standards). Student learning outcomes presented are for both degree programs: TEPE and Coaching.

Another instrument developed to evidence alignment of student outcomes and program objectives with specific Physical Education courses was the Academic Offer form as requested by the PREC reaccreditation committee. Both forms, submitted in August 2013, are available upon request to the director or the PREC committee.

The Sub graduate General Education ad-hoc committee also has requested reports pertaining to how each program addresses the General Education student outcomes. The Physical education representative in this committee reported in a departmental meeting in March 2014 results from questionnaires submitted regarding if and how fourteen medullar courses in physical education addressed the general student outcomes. Although nine courses were reported as addressing general education outcomes, thirteen courses included these outcomes in their respective course objectives. The report is available upon request to the director or the ad-hoc committee.

ASSESSMENT PLAN: REPORTS, METHODS AND TIMELINE

The same six or seven faculty members are involved in many committees: graduate, personnel, curriculum, and assessment. Each of these professors had a full academic load of 12 credits or more and most of them were teaching at least three different courses each semester. Therefore, simplifying this plan while complying with different reports required (Middle States accreditation, Puerto Rico Education Council reaccreditation, and NASPE) during the academic year that touched curricula or student outcomes was uppermost. The only of these process and reports that yielded data from is the TEPE NASPE/NCATE report. The remaining reports are from faculty.

Reports requested	METHODS	TIMELINE
Academic offer forms (Puerto Rico Education Council)	Three forms were completed for both undergraduate programs (1302, 1303) and for the Master in Arts in Kinesiology (1350), and submitted to the PREC reaccreditation committee by the interim director, associate director and Graduate program coordinator.	August 2013
Program mission, vision and student outcomes review	<ol style="list-style-type: none"> Several Curriculum committee meetings were held for review Department faculty approval in regular meetings. 	Second semester 2013-14 Before submitting for the 2014-15 Undergraduate Catalogue
TEPE's student learning assessment evidence	<ol style="list-style-type: none"> NASPE/Assessment committee president presented TEPE response to NASPE's report and actions taken or in progress. Committee president receiving feedback from NASPE and the UPRM NCATE coordinator. Discussion of NASPE report received in March 2014. Assessments and rubrics completed with student teachers. 	First semester 2013-14 Both semester 2013-14 Second semester 2013-14 Both semester 2013-14
Coaching program	<ol style="list-style-type: none"> Activation of the Coaching committee to update the curriculum Presentation of committee report with official forms for course and program review to faculty. 	

TEPE STUDENT OUTCOMES ASSESSMENT REPORT

The assessment system used is based on the assessment system used by NASPE for accreditation (Table 1). Except for two assessment instruments, remaining instruments were administered to teacher candidates during their Student Practicum (EDPE 4216).

Even though NASPE requires a total of six to eight assessments to evidence the six NASPE standards, our program presented a total of thirteen rubrics. The amount of data obtained from these rubrics helped us enter the “*closing the loop*” phase of assessment through changes made at the course level and at the program level (Table 2).

NASPE PROGRAM REPORT 08/11/2011: Results and Recommendations

A. Assessments 1 and 2 for NASPE Standard 1: Theoretical and Scientific Knowledge

Results of the *Biomechanics Skill Analysis Project* and the overall results of four Student Teaching Evaluation Instruments (*STEI-LP*, *STEI-TP*, *Bisemester Evaluation Instrument*, and in *Table of Critical Elements – Types and Modification of Practice Conditions*) all aligned to Standard 1, evidenced teacher candidates and completers ability to use Theoretical and Scientific Knowledge. Although data obtained from Assessments 1 and 2 resulted as Acceptable, a weakness in teacher candidates and completers’ ability to effectively manage biomechanical knowledge in connection to the planning and teaching performance clearly surfaced. This expectation was the lowest scored in Assessment 1 (59.4%) and in Assessment 2 with (78.1%).

Actions taken or in progress:

1. The Biomechanics specialist will incorporate examples of critical elements of skills with their biomechanical reasons as they related to each class topic in the *Biomechanics of Human Movement* course from the first semester 2011-12. She was also invited each semester by the university supervisors to revisit this topic in one of the weekly student teaching seminars. In 2013-14 assessment of the biomechanical critical elements were included in the assessment *Student Teaching Evaluation Instrument-Lesson Plan (STEI-LP)*.
2. TOPE (Teaching option in physical education) faculty has agreed to strengthen the teaching and learning process related to critical elements and biomechanical reasons in the *Teaching Methods and Techniques* and the *Methodology of Teaching Secondary PE* courses, which typically focus on planning and the teaching performance.
3. The *Motor Development* course will be required after the revision of the 1303 curricular sequence was approved at the UPR systemic level. This will be implemented beginning from 2014-15 for all students in 1303. Nevertheless, academic counseling and bulk mails were used to inform students and promote their enrollment in the course.
4. The topic of critical elements of motor skills to be taught will be incorporated in the course syllabus of each of these four courses. Finally, TOPE faculty will stimulate other faculty members to use rubrics in basic and advanced skills courses during the first and second academic year in order to assure that students learn these skills correctly through the process of task analysis.

B. Assessment 3 for NASPE Standard 3: Ability to Plan

Teacher candidate’s data from Assessment 3 yielded an overall score of 94.8%. In the Learning Objectives Criteria, candidates’ ability to elaborate measurable cognitive objectives that include behavior, condition and level of adequacy resulted in one of the

lowest scored expectations (85.6%). TOPE faculty analyzed this result and concluded that teacher candidates need more and better opportunities to connect the level of difficulty of the activity with the behavior mentioned in the objective.

Actions taken or in progress:

1. Faculty members will revise the teaching strategies and learning activities offered in each course to assure that candidates not only practice writing measurable cognitive objectives, but also that they correctly connect the level of the activity with the depth of knowledge specified by the behavior (*action verb*) used. In the Planning and Implementation Criteria, the lowest scored expectation was candidates' ability to elaborate a logical and appropriate explanation for modifications made to the drill or learning activity for individual differences (86%).
2. Although 86% is classified as acceptable, faculty members teaching *Motor Learning, Motor Development, Adapted PE, Teaching Methods and Techniques in PE, and Methodology of Teaching PE* courses expressed interest in identifying class topics where candidates can work on modifying learning activities for individual differences accompanied by appropriate explanations for modifications made and how these facilitate learning.
3. The lowest score, the ability of candidates and completers' to provide effective demonstrations during the teaching episode (76.4%), greatly surprised TOPE faculty because teacher candidates had prior experience demonstrating in the required courses for the practicum.
4. Following the recommendations made in Assessment 2 related to stimulating the use of rubrics by TOPE faculty that teach one-credit activity courses during the 1st and 2nd year of study, TOPE faculty believe that teacher candidates will become familiarized with the critical elements of basic skills to perform them correctly and apply quality demonstrations in courses where demonstrative classes are required in different upper level courses. The courses being considered to provide emphasis and progression on demonstrations are: *Measurement and Evaluation in Elementary and Secondary PE, Motor Learning, Motor Development, Teaching Methods and Techniques, and Methodology of Teaching*.

C. Assessment 4 for NASPE Standard 4: Instruction Delivery and Management

TOPE candidates and completers performed at the Target level with an overall **91.3%** ability to use effective communication and pedagogical skills and strategies to enhance student engagement and learning. Again, candidates' ability to provide effective demonstrations resulted in the lowest scored expectation 73.4%.

Actions taken or in progress:

1. Stimulating the use of rubrics by Physical Education faculty when teaching fundamental skills courses during the 1st and 2nd year of study so teacher candidates become familiarized with the critical elements of basic skills early in the program is recommended again.
2. TOPE faculty has agreed to elaborate a rubric that will help assess teacher candidates' ability to demonstrate motor skills throughout the curriculum.

D. Assessment 5 for NASPE Standard 5: Analysis of Student Learning

The ability of TOPE candidates and completers to use assessments and reflections to foster student learning and inform instructional decisions resulted in an overall 85.6%. The lowest scored criteria in three of the four rubrics in Assessment 5 clearly point toward the need for teacher candidates to be able to develop a deeper level of reflection.

Their ability to produce an analysis that emerges from insights and experiences in any situation also needs to improve according to the results obtained (74.5%). Furthermore, teacher candidates need to improve their ability to clearly explain how their planning of activities in the three parts of the class session are or are not effective using specific and pertinent examples (74.5%).

Actions taken or in progress:

1. An additional question was added for 1st Semester 2012-13 candidates and completers to promote better quality in the reflection of their teaching performance. However, results show that this was not enough.
2. TOPE faculty believes that reflections should be guided by specific objectives set by teacher candidates (*goal-oriented reflections*), so this procedure needs to be strengthened in both courses. Other courses where reflections may be required are *Adapted Physical Education and Measurement and Evaluation in Elementary and Secondary PE*.

D. Assessment 6 for NASPE Standard 6 Professionalism

Assessment 6 (Professionalism) resulted in an overall 92.6%. In order to improve teacher candidates' ability to apply planned adaptations for less skilled and highly skilled students which was the lowest scored expectation (78.5%?), TOPE faculty identified the Adapted Physical Education, Teaching Methods and Techniques in PE, and Methodology of Teaching PE courses, as the best scenarios where teacher candidates can practice applying planned adaptations for different skill levels.

E. Assessment 7 for NASPE Standard 2: Skill and Fitness-Based Competency

Candidates did not meet this standard. TOPE faculty committed to follow NASPE recommendations since February 21, 2013.

Actions taken or in progress:

1. Administer the *Fitnessgram* several times by requiring it in several courses such as *Personal Health, Measurement and Teaching Methods* so data collection can be done at various times before graduation. TOPE faculty can then keep track and advise students to set personal goals (*fitness and eating goals*) to improve and maintain their fitness levels early in their studies.
2. A thorough revision of descriptions and content of fundamental skills courses so evidence of skill competency through the four game stages can be ascertained will assure effective teaching. TOPE faculty will have access to rubrics for each of the four game stages to assure that the proper and complete progression throughout the four stages is effectively taught. Hopefully, when candidates take more advanced courses, they will have a good command of the movements in defensive and offensive strategies in an authentic environment.
3. After reviewing skills courses with action 2, specific sections will be reserved exclusively for physical education students each semester that will focus the course on a teaching and learning perspective instead of a recreational perspective.

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