Program Report Format

PHYSICAL EDUCATION
(ADVANCED)

Kansas State Department of Education

COVER SHEET

Institution: Emporia State University

Accredited By: ☒ KSDE ☐ NCATE

Date Submitted: August 1, 2010

Name of Preparer(s): Dr. Kathy Ermler

Unit Head Name: Dr. J. Philip Bennett

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Level of the Program: ☐ Initial ☒ Advanced

Grade levels for which candidates are being prepared:
☐ PreK-12

Is this program being offered at more than one site? ☐ Yes ☒ No
If yes, please list the sites at which the program is offered:

Program Report Status:

☐ New Program ☒ Continued Program ☐ Dormant Program
(NEW PROGRAMS MUST SUBMIT SYLLABI)

A PROGRAM WILL NOT BE RECOMMENDED FOR FULL APPROVAL IF IT MEETS FEWER THAN 75% OF THE STANDARDS.
GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from multiple assessments that, taken as a whole, will demonstrate candidate mastery of the Kansas standards. These data will also be used to answer the following questions. Reviewers expect these prompts to be answered by the report.

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching?
- Can candidates apply their knowledge in classrooms and schools?
- Are candidates effective in promoting student learning?

To that end, the program report form includes the following sections:

I. Contextual Information – provides the opportunity for institutions to present general information to help reviewers understand the program.

II. Assessments and Related Data – provides the opportunity for institutions to submit multiple assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.

III. Standards Assessment Chart – provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program standards.

IV. Evidence for Meeting Standards – provides the opportunity for institutions to discuss the assessments and assessment data in terms of standards.

V. Use of Assessment Results to Improve Candidate and Program Performance – provides the opportunity for institutions to indicate how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, and skills; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and IV of the report should be kept to a maximum of five text pages. Although attachments longer than five pages will be accepted electronically, staff will require institutions to revise reports submitted with lengthy attachments.

Except for the required attachments, institutional responses can be entered directly onto the form. Specific directions are included at the beginning of each section.
SECTION I—CONTEXT

Complete the following contextual information:

A program of study that outlines the courses and experiences required for all candidates to complete the program. The program of study must include course titles and hours of credit per course. (This information may be provided as an attachment from the college catalog or as a student advisement sheet-- maximum of five text pages.) NEW PROGRAMS MUST SUBMIT SYLLABI IN THE DOCUMENT WAREHOUSE AND IN A FOLDER ON THE CD.

1. Chart with the number of candidates and completers. (Title-Chart with Candidate Information)¹ (response limited to 6 pages, not including charts)

1. **Program of Study:**
Provide the following contextual information:

- *Description of the relationship of the program to the unit’s conceptual framework.*

All Teacher Education programs at Emporia State University subscribe to the The Teachers College Conceptual Framework reflects the philosophy that for educators to help all students learn, they must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. The candidate preparing for a career in education is immersed in an academic milieu, which values a number of tenets the faculty believe to be essential for the professional development and growth of teachers, other school personnel, and others in the helping professions: especially, the value of diversity; the relevance of authentic assessment; the essentials of professionalism; the importance of collaboration; the value of leadership; the significance of access to information; the usefulness of appropriate technology, and the power of reflection. ESU’s professional education programs offered through The Teachers College are devoted to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice begin their professional lives as professional educators.

The unit embraces the idea that while successful professional educators can be highly effective in different ways, common proficiencies draw on shared understanding of how to foster student learning. The Conceptual Framework identifies six proficiencies resulting from this shared understanding. The candidate who is competent in these proficiencies becomes *The Professional.* Specifically, the Professional Educator provides service to society, applies interdisciplinary scholarly knowledge, engages in practical action, responds to uncertainty and change, participates in self-reflection, and belongs to a professional community.

The unit’s professional programs are designed to reflect current knowledge bases and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes. Educational philosophy, research in teaching, wisdom of exemplary practice in model schools research, state licensure

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¹ KSDE uses the Title II definition for *program completers.* Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.
requirements, contributions of learned societies and professional organizations, advisory councils and an outgrowth of faculty development activities all under gird the conceptual framework. In addition, the Interstate New Teachers Assessment and Support Consortium (INTASC) Principles, the National Board of Professional Teaching Standards (NBPTS), and the initial program and professional standards of the KSBE were considered and incorporated into the conceptual framework.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections to general studies, content studies, professional studies, and clinical experiences. Moreover, candidates preparing for a career in the field of education are immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers and other school personnel. These tenets include the merit of diversity, the power of authentic assessment, the essentials of professionalism, the importance of collaboration, the value of technology, and the merit of reflection. ESU’s professional education programs devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice will begin their professional lives as critical thinkers, creative planners, and effective practitioners.

The unit’s professional programs are designed to reflect current knowledge bases and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes. Educational philosophy, research in teaching, wisdom of exemplary practice in model schools research, state licensure requirements, contributions of learned societies and professional organizations, advisory councils and an outgrowth of faculty development activities all under gird the conceptual framework. In addition, the Interstate New Teachers Assessment and Support Consortium (INTASC) Principles, the National Board of Professional Teaching Standards (NBPTS), and the initial program and professional standards of the KSBE were considered and incorporated into the conceptual framework.

Each course in the Advanced Physical Education Program identifies in the syllabus the elements of the conceptual framework that are to be emphasized. The program and unit’s programs are designed to develop candidates who are proficient Professional Educators. Program graduates are skilled practitioners who are prepared with advanced essential knowledge, skills and dispositions in physical education.

- *Indication of the program’s unique set of program assessments and their relationship of the program’s assessments to the unit’s assessment system.*

Assessments specific to the Physical Education program have been identified. These assessments include GPA of Core Classes, 4-Part Action Based Research Project Rubric, Technology Project Rubric, Graduate Project Assessment Rubric – Part I and Graduate Project Assessment Rubric – Part II, Position Paper Rubric and the Graduate Exit Survey. See Section II for additional information on the Physical Education Program assessments.

- **Description of the criteria for admission, retention, and exit from the program, including**

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2 This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under KSDE/NCATE Standard 2.
required GPAs and minimum grade requirements for the content courses accepted by the program.

The Teacher Candidate’s progress through the Physical Education Program is continuously monitored, assessed and reviewed. Candidates in Physical Education are subject to the Teachers College plan for performance assessment of undergraduate Teacher Candidates.

This assessment includes four decision points:

<table>
<thead>
<tr>
<th>Sequence of Program Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Admission to the University</td>
</tr>
<tr>
<td>2.2 Admission to Teacher Education, Phase I (Decision Point 1)</td>
</tr>
<tr>
<td>2.3 Admission to Student Teaching, Phase II (Decision Point 2)</td>
</tr>
<tr>
<td>2.4 Completion of Student Teaching (Decision Point 3)</td>
</tr>
<tr>
<td>2.5 Program Completion (Decision Point 4)</td>
</tr>
</tbody>
</table>

The criteria for admission, retention and exit for Advanced Candidates in Physical Education within the Department of HPER follows four checkpoints. These four points represent the professional progression of the advanced physical education candidate within the program. The four decision points also align with the Teachers College decisions points.

The assessments for Physical Education Candidates include four decision points:

<table>
<thead>
<tr>
<th>Sequence of Program Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Admission to the University and MS Program in HPER (Decision Point 1)</td>
</tr>
<tr>
<td>2.2 Admission to the Degree Candidacy (Decision Point 2)</td>
</tr>
<tr>
<td>2.3 Completion of Final Project (Decision Point 3)</td>
</tr>
<tr>
<td>2.4 Completion of Advance Physical Education Program (Decision Point 4)</td>
</tr>
</tbody>
</table>

The assessment plan for Candidates in Physical Education within the Department of HPER also follows four checkpoints. These four points represent the professional progression of the Physical Education Teacher Candidate within the program. The four decision points also align with the Teachers College decisions points.

The assessments for Physical Education Candidates include four decision points:

**Decision Point 1: Admission to Program of Study (Checkpoint 1)**

1. Undergraduate GPA – 2.75 overall and 3.0 in last 60 hours
2. 3 Recommendations
3. Application
4. Written Statement
5. Graduate Committee Review of all Applicants

**Decision Point 2: Admission to Degree Candidacy (Checkpoint 2)** occurs during the semester in which the student enrolls in PE 801 – Directed Readings. The following assessments are made at this point.

1. Core GPA.
2. Degree Candidacy
3. 4-Part Action Research Project  
4. Technology Project  
5. Diversity Project  
6. Graduate Project – Part I

**Decision Point 3: Competition of Masters Project** (Checkpoint 3) occurs during the semester in which the student enrolls in PE 868 – Masters Project or PE869 - Thesis. The following assessments are made at this point:

1. Graduate Project – Part II  
2. Intent to Graduate form

All students are required to complete an original piece of research/scholarship as the capstone of the program. At the completion of the research project, it is presented to graduate students currently enrolled in PE 868. The students presenting their project must answer and defend their analysis and interpretation of results.

Decision Point 4: Program Completion (Checkpoint 4) occurs at the completion of the final project/thesis. The following assessments are made at this point:

1. Final Exam card  
2. Exit Survey

- *Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.*

The MS degree in HPER has a final project in which the candidates take two courses to complete the project (PE 801 and PE 868). The final project is an action-based research project that occurs in an area of interest for each graduate student.
2. **Chart with Candidate Information:**

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, and master’s, doctorate) being addressed in this report.

<table>
<thead>
<tr>
<th>Program (initial):</th>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 -20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 -20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 -20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program (Post-baccalaureate – Added Endorsement): HPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
</tbody>
</table>

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3 An enrolled candidate is officially admitted to the program.
4 KSDE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.
### SECTION II— ASSESSMENTS AND RELATED DATA

In this section, list the multiple assessments that are being submitted as evidence for meeting the Kansas standards for this content area. All programs must provide a **minimum of six assessments, maximum of eight assessments**; assessments #1-6 are required for all programs. For each assessment, indicate the type or form of the assessment and when it is required/administered in the program.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Required/Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[Licensure assessment, or other content-based assessment]*</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>* (Required)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Praxis II-content test data and sub-score data if utilized</td>
<td>GPA</td>
</tr>
<tr>
<td></td>
<td>b. PLT</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>2</td>
<td>[Assessment of candidate ability to plan instruction]</td>
<td>GPA</td>
</tr>
<tr>
<td></td>
<td>* (Required)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GPA of Core Classes</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>[Assessment of clinical experience]</td>
<td>Rubric</td>
</tr>
<tr>
<td></td>
<td>* (Required)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action Based Research Project</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>[Assessment of candidate effect on student learning]</td>
<td>Rubric</td>
</tr>
<tr>
<td></td>
<td>* (Required)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology Project</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>[Content-based assessment *(Required)] Examples of assessments include comprehensive examinations, projects,</td>
<td>Rubric</td>
</tr>
</tbody>
</table>

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* Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

* Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, portfolio).

* Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and number], or completion of the program).

* Assessment #1a Praxis II sub-score data may be used as an assessment for meeting content standards. A data table for Praxis II content test and a data table for sub-score data must be submitted but a rubric is not required.

* Clinical experience includes practica, student teaching and internships.
<table>
<thead>
<tr>
<th>Name of Assessment(^a)</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Required/Administered(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprehensive portfolio tasks and score/s aligned to standards OR course grades-based assessments(^{10}) related to content knowledge. Graduate Project Assessment – Part I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>[Content-based assessment (Required)]  Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s related to content knowledge. Graduate Project Assessment Part II</td>
<td>Rubric</td>
</tr>
<tr>
<td>7</td>
<td>[Additional assessment that addresses Kansas content standards (Optional) ] Position Paper</td>
<td>Rubric</td>
</tr>
<tr>
<td>8</td>
<td>[Additional assessment that addresses Kansas content standards (Optional) ] Graduate Exit Survey</td>
<td>Survey</td>
</tr>
</tbody>
</table>

\(^a\)Required Assessments

\(^b\) Course grades-based assessments can only be used for Assessment 5.
### SECTION III—STANDARDS ASSESSMENT CHART

For each Kansas standard on the chart below, identify the assessment(s) in Section II that address each standard. **One assessment may apply to multiple Kansas standards.** In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting Kansas standards. To save space, the knowledge and performance indicators of the Kansas standards are not identified here, but are available on the website — www.ksde.org. The full set of standards provides more specific information about what should be assessed. **Please include information on assessments used for PreK if this is an all-level program.**

<table>
<thead>
<tr>
<th>KANSAS STANDARD</th>
<th>APPLICABLE ASSESSMENTS FROM SECTION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze and synthesize advanced concepts in the various facets of the professional discipline of physical education.</td>
<td>#1a ☒ #2 ☒ #3 ☒ #4 ☒ #5 ☒ #6 ☒ #7 ☒ #8</td>
</tr>
</tbody>
</table>
SECTION IV—EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** Information on the multiple assessments listed in Section II and the data findings must be reported in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards.

For each assessment, the evidence for meeting standards should include the following information:

- A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time;
- The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
- A brief summary of the data findings;
- An interpretation of how that data provides evidence for meeting standards.

The response to each assessment is limited to the equivalent of two text pages.

For each assessment listed, you will need to attach the following:

- Scoring guides, criteria or rubric (specific to content of standard/s) used to score candidate responses on the assessment;
- A table **(include # of candidates)** with the aggregated results of the assessment providing, where possible, data for at least the most recent three years. Data should be organized according to the categories used in the scoring guide/criteria. Provide the percentage of candidates achieving at each category.

For each assessment #1a (sub-score data) and assessment #5(course grades-based assessments), you will include the following information:

- Praxis II sub-score data tables must be clearly labeled to indicate alignment with the standard it is assessing. Section IV narrative must clearly show alignment of sub-score data to the standard or elements of the standard.
- Course grades-based assessments have a brief description in the matrix. A more detailed and specific discussion of the alignment of activities, exams, and projects in the course to the standard should be included in the narrative description of assessment 5. The course grades-based assessments data tables will be included in the narrative of assessment 5. Each course grades-based assessment is numbered and lettered as 5A, 5B, 5C, 5D, 5E and 5F. Use the same number and letter in the narrative and the data table. If the course grades-based assessments are used as evidence for meeting two standards, the course key assessments’ data (exams, projects, portfolio tasks) must be disaggregated in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard. One course MAY NOT MEET more than two standards.

In the two columns for attachments, click in the box for each attachment to be included with the report. Each attachment should be no longer than five pages. The two attachments related to each assessment must be included for the program report to be complete. The report will not be reviewed until it is complete.
#1 (Required) CONTENT KNOWLEDGE: Data from licensure tests for content knowledge. Provide assessment information as outlined in the directions for Section IV. PRAXIS II Content and PLT. Submit overall score data for all candidates. Data tables for standards must be PRAXIS II sub-score data that are aligned to specific standard/s.)

NOT APPLICABLE

(No more than 2 pages)

<table>
<thead>
<tr>
<th>Assessment #1</th>
<th>Scoring Guides/Criteria/Rubric</th>
<th>Data Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a—Praxis II Content-Overall score data and sub-score data per standard</td>
<td>NA</td>
<td>Click the box if attached.</td>
</tr>
<tr>
<td>1b—PLT</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

#2 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. Provide assessment information as outlined in the directions for Section IV.

The GPA in core classes represents a candidate’s performance in various facets of the professional discipline of physical education. The classes include PE 707 Applied Psychology of Sport and Human Performance, PE 738 Advanced Technology in HPER, PE 768 Advanced Exercise Physiology, PE 858 Ethics, PE 859 Issues and Trends and PE 865 Design and Assessment in HPER. The GPA measures the candidate’s ability to analyze and synthesize advanced concepts.

Alignment with the Standards – The GPA in the core classes addresses Standard 1.

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11 Licensure test data must reflect the percentage of candidates who have passed the state licensure test for each year since the last accreditation visit. The most recent year of data must include the range of total scores and sub-scores on the licensure test. Data must be presented for all program completers, even if there were fewer than 10 test takers in a given year. Sub-score data tables will report the N, the % of candidates’ performance and the average performance range provided in the Praxis report.
Standard #1 – Analyze and synthesize advanced concepts in the various facets of the professional discipline. The core classes cover the various areas represented in the discipline of physical education (psychology, statistics, exercise physiology, technology, current issues and trends and ethics; all areas focus on the sport and physical education area. The classes focus on advanced level concepts in these various areas.

The GPA of the core classes consists of the grade point average in the six core classes. A GPA below 3.0 is considered an unacceptable GPA and demonstrates insufficient breadth and depth of advanced knowledge in various areas of the discipline of physical education. A GPA between 3.0 and 3.59 is considered an acceptable GPA and demonstrates adequate breadth and depth of advanced knowledge in various areas of the discipline of physical education. A GPA between 3.6 and 4.0 is considered a target GPA and demonstrates extensive breadth and depth of advanced knowledge in various areas of the discipline of physical education.

Data Summary

Standard 1: 236 out of 246 (96%) advanced physical education candidates who completed the assessment scored at or above the passing criteria of 3.0 on the Core GPA. The mean score for advanced physical education program completers was 3.65. Range of GPAs for advanced physical education program completers was 4.00 to 2.6. 96% of the physical education program completers achieved above a 3.0 in the core GPA.

Evidence of Meeting Standards:

The mean GPA scores for all advanced program completers on the six core classes was 3.65. The HPER Department considers 80% pass rate on this assessment as the minimum criterion for advanced physical education program completers. Since 96% of the advanced physical education program completers exceeded the passing criteria of 3.0 on the Core GPA, the program meets the 80% passing rate criteria and is preparing candidates who have the ability to analyze and synthesize advanced concepts. It can be concluded that the Core GPA provides evidence that the program meets the Advanced Physical Education Standard 1.

(No more than 2 pages)
<table>
<thead>
<tr>
<th>Assessment #2</th>
<th>Scoring Guides/Criteria/Rubric</th>
<th>Data Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Assessment of candidate ability to plan instruction] * (Required)</td>
<td>Click the box if attached.</td>
<td>Click the box if attached.</td>
</tr>
<tr>
<td>Core GPA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**#3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS:** Assessment that demonstrates candidates' knowledge and skills are applied effectively in practice. The assessment instrument used in student teaching should be submitted. Provide assessment information as outlined in the directions for Section IV.

The 4-Part Action Research Rubric is a performance assessment rubric used to measure the candidate’s ability to analyze and synthesize advanced concepts of physical education and to integrate current theory and practice based on current research to advance knowledge and skill for the improvement of current professional practice. The 4-Part Action Research Project is designed to perform action research in a school-based setting and is assessed through two areas of the Action Research Project Rubric. Section 1 assesses the candidate’s ability to analyze and synthesize advanced concepts of physical education and Section 2 assesses the candidate’s ability to integrate current theory to improve professional practice. Section 1 is worth 30 points. Candidate work receiving 0 – 20 points in this section would be unacceptable. Candidate work receiving 21 – 26 would be acceptable for section 1. Candidate work receiving 27 – 30 would be target for this section. Section 2 has one sub-area on the integration of theory and current best practice and this area is worth 10 points. Candidate work receiving 5 points or lower in an area would be unacceptable for that specific section. Candidate work receiving between 6-8 points in an area would be acceptable for that specific section. Candidate work receiving between 9-10 points in an area would be target for that specific section. Candidates must obtain a total score of at least a score of 28 or more points.

**Alignment with the Standards:** The 4-Part Action Project Rubric addresses two of the advanced physical education standards.

**Standard #1** – Analyze and synthesize advanced concepts in the various facets of the professional discipline. Section 1 of the 4-Part Action Research Project requires the candidate to use various, integrate and apply various advanced concepts in order to construct an action based research project. Section 1 demonstrates a candidate’s competency of this standard since Standard 1 focuses on the analysis and synthesis of a variety of advanced physical education concepts. Section 1 is worth a maximum of 30 points.

**Standard #2** – Integrate current theory and research based practice into current professional practice. Section 2 of the 4-Part Action Research Rubric requires the candidate to design an action research project based on current best practices in the attempt to improve professional practice. Section 2 demonstrates a candidate’s competency of this standard since Standard 2 focuses on the integration of current theory and research into professional practice. Section 2 is worth a maximum of 10 points.
Summary of Data

**Standard 1** – 96 out of 97 advanced physical education candidates who completed the assessment scored above the passing criteria of 21 points on Section 1 of the 4-Part Action Research Rubric. The mean score for advanced physical education completers was 28.5. 99.3% of the advanced physical education completers passed Section 1.

**Standard 2** – 95 out of 97 advanced physical education candidates who completed the assessment scored above the passing criteria of 6 points on Section 2 of the 4-Part Action Research Rubric. The mean score for advanced physical education completers was 9.4. 98.3% of the advanced physical education completers passed Section 2.

**Evidence of Meeting Standards:**

The mean score for advanced physical education program completers on the 4-Part Action Research Project was 39. All advanced physical education program completers exceeded the passing criteria of 28 points. The physical education department considers 80% pass rate on this assessment as the minimum criterion for advanced physical education program completers.

**Standard 1** – The mean score for all advanced physical education program completers exceeded the passing criteria of 21 points on Section 1 of the 4-Part Action Research Project. Since 99.3% of the advanced physical education program completers exceeded the passing criteria of 21 points on Section 1, the program meets the 80% passing rate criteria and is preparing candidates who have the ability to analyze and synthesize advanced concepts. It can be concluded that the 4-Part Action Research Project provides evidence that the program meets the Advanced Physical Education Standard 1.

**Standard 2** – The mean score for all advanced physical education program completers exceeded the passing criteria of 6 points on Section 2 of the 4-Part Action Research Project. Since 98.3% of the advanced physical education program completers exceeded the passing criteria of 6 points on Section 2, the program meets the 80% passing rate criteria and is preparing candidates who have the ability to integrate current theory and research into practice. It can be concluded that the 4-Part Action Research Project provides evidence that the program meets the Advanced Physical Education Standard 2.
#4 (Required) EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. Provide assessment information as outlined in the directions for Section IV.

**Description:** The Technology Project Assessment is a performance assessment rubric used to measure the candidate’s ability to integrate appropriate technology into professional practice. The Technology Project is assessed through the first two areas of the Technology Project Rubric. The rubric contains seven sub areas; instructional software, devices, brochure, video, learning concept, presentation, web. Each related to the integration of technology into various aspects of professional practice. Candidate work receiving 0 – 13 points in this section would be unacceptable. Candidate work receiving 14 – 17 would be acceptable and candidate work receiving 18 – 21 would be target for this section. Candidates must obtain a total score of at least a score of 14 or more points.

**Alignment with the Standards:** The Technology Project Rubric addresses one of the advance physical education standards.

**Standard #3** – Integrate appropriate technology into professional practice. The Technology Project Rubric requires the candidate to use a variety of technology tools and incorporate these technologies into professional practice. The Technology Project Rubric demonstrates a candidate’s competency of this standard since Standard 3 focuses on the integration of technology into professional practice; particularly to assess student learning. The Technology Project Rubric is worth a maximum of 21 points.

**Summary of Data**

**Standard 3** – 231 of the 246 advanced physical education candidates who completed the assessment scored above the passing criteria of 14 points on the Technology Project. Range of scores on the Technology Project for advanced physical education program completers was 9.25 to 21. The mean score for advanced physical education completers was 17.9. 94% of the advanced physical education...
education completers passed the Technology Project.

**Evidence of Meeting Standards:**

The mean score for advanced physical education program completers on the Technology Project was 17.9. 231 of the 246 advanced physical education program completers exceeded the passing criteria of 14 points. The physical education department considers 80% pass rate on this assessment as the minimum criterion for advanced physical education program completers.

**Standard 3** – The mean score for all advanced physical education program completers exceeded the passing criteria of 14 points on the Technology Rubric. Since 94% of the advanced physical education program completers exceeded the passing criteria of 14 points on the Technology Rubric, the program meets the 80% passing rate criteria and is preparing candidates who have the ability to integrate appropriate technology into professional practice. It can be concluded that the Technology Project provides evidence that the program meets the Advanced Physical Education Standard 3.

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### Attachments

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<tr>
<th>Assessment #4</th>
<th>Scoring Guides/Criteria/Rubric</th>
<th>Data Table</th>
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<tbody>
<tr>
<td>[Assessment of candidate effect on student learning] * (Required) Technology Project</td>
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**#5 (Required) CONTENT KNOWLEDGE:**  **Assessment of content knowledge.** Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards OR the option of submitting course grades-based assessment related to content knowledge evaluation. Provide assessment information as outlined in the directions for Section IV. If submitting course grades-based assessment, the detailed description for Assessment #5 must clearly delineate the alignment of the course description and assessments to the standard that is assessed during the course in order to assure that the course grade reflects candidate knowledge of the standard. Describe course key activities, projects, assessments that show specificity to the standard. If course grades are used, include the program or unit definition of grades in the narrative or as an attachment to assessment 5. If the course grades-based assessments are used as evidence for meeting two standards, the course key assessments’ data (exams, projects, portfolio tasks) must be disaggregated in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard. This narrative must state the proficiency level or grade acceptable by
the program. COURSE GRADES-BASED ASSESSMENTS ARE LIMITED TO SIX COURSES.

**Description: Graduate Project Assessment Rubric – Part I** is a performance assessment rubric used to measure the candidate’s ability to review research and to begin to design an original piece of research/scholarship in a personal area of interest. Part I is assessed through the Graduate Project Assessment Rubric – Part I. The Graduate Project Rubric – Part I contains four areas (Introduction/Review of Literature, Statement of Purpose, References, APA format) which focus on the formulation of an original scholarship project that contains a clearly identified purpose statement, formulation of appropriate hypotheses and an in-depth review of current scholarship in the specific area of research. Candidate work receiving 0 – 7 points in this section would be unacceptable. Candidate work receiving 8 – 10 would be acceptable and candidate work receiving 11 – 12 would be target for this section. Candidates must obtain a total score of at least a score of 8 or more points

**Alignment with the Standards:** The Graduate Project Assessment Rubric – Part I addresses one of the advance physical education standards.

**Standard 4:** Design, conduct, and present an original piece of research/scholarship in a personal area of interest. The Graduate Project Rubric – Part I addresses the initial development and design of an original piece of research/scholarship. The Graduate Project Rubric – Part I demonstrates a candidate’s competency of this standard since Standard 4 focuses on the ability of a candidate to design and conduct an original piece of research. The Graduate Project Rubric – Part I is worth a maximum of 12 points.

**Summary of Data**

**Standard 4** – 235 out of 246 (95.6%) advanced physical education candidates who completed this assessment, scored at or above the passing criteria of 8 points out of 12 points. The mean score for advanced physical education program completers was 10.8. Range of scores on the Graduate Project Rubric – Part I for advanced physical education program completers was 0 to 12. 95.6% of the advanced physical education program completers achieved above an 8 on the Graduate Project Rubric – Part I.

**Evidence of Meeting Standards:**

**Standard 4** – The mean score for 235 out of 246 (95.6%) advanced physical education program completers exceeded the passing criteria of 8 on the Graduate Project Rubric – Part I. Since 95.6% of advanced physical education candidates scored an eight or above, the program meets the 80% passing rate criteria and is preparing candidates who have the ability to design and conduct independent research and scholarship. It can be concluded that the Graduate Project Rubric – Part I provides evidence that the program meets the Advanced Physical Education Standard 4.
#6 (Required) CONTENT KNOWLEDGE:  Assessment of content knowledge. Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards and related to content knowledge. Provide assessment information as outlined in the directions for Section IV.

**Description: Graduate Project Assessment Rubric – Part II** is a performance assessment rubric used to measure the candidate’s ability to review research and to begin to design an original piece of research/scholarship in a personal area of interest. Part II is assessed through the Graduate Project Assessment Rubric – Part II. The Graduate Project Rubric – Part II contains five areas (Methodology, Results, Discussion References and Overall Research Quality), which focus on the development of appropriate research methodology, statistical analysis of data and interpretation and analysis of findings. Candidate work receiving 0 – 9 points in this section would be unacceptable. Candidate work receiving 10 – 12 would be acceptable and candidate work receiving 13 – 15 would be target for this section. Candidates must obtain a total score of at least a score of 10 or more points.

**Alignment with the Standards:** The Graduate Project Assessment Rubric – Part II addresses one of the advance physical education standards.
**Standard 4:** Design, conduct, and present an original piece of research/scholarship in a personal area of interest. The Graduate Project Rubric – Part II addresses the conduct, analysis and interpretation of an original piece of research/scholarship. The Graduate Project Rubric – Part II demonstrates a candidate’s competency of this standard since Standard 4 focuses on the ability of a candidate to design and conduct an original piece of research. The Graduate Project Rubric – Part II is worth a maximum of 15 points.

**Summary of Data**

**Standard 4** – 240 out of 246 (97%) advanced physical education candidates who completed this assessment, scored at or above the passing criteria of 10 points out of 15 points. The mean score for advanced physical education program completers was 13.2. Range of scores on the Graduate Project Rubric – Part II for advanced physical education program completers was 7.5 to 15. 97% of the advanced physical education program completers achieved above a 10 on the Graduate Project Rubric – Part II.

**Evidence of Meeting Standards:**

**Standard 4** – 240 out of 246 advanced physical education program completers exceeded the passing criteria of 10 on the Graduate Project Rubric – Part II. Since 97% of advanced physical education candidates scored a 10 or above, the program meets the 80% passing rate criteria and is preparing candidates who have the ability to design and conduct independent research and scholarship. It can be concluded that the Graduate Project Rubric – Part II provides evidence that the program meets the Advanced Physical Education Standard 4.

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**Attachments**

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<tr>
<td>[Content based assessment that addresses Kansas content standards] * Required Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards, and related to content</td>
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#7 (Optional) Additional assessment that addresses Kansas content standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV.

**Description: The Position Paper** is a 60-point rubric that is used to evaluate position papers associated with diversity in PE 858 Ethics. The rubric is used to assess the candidate’s ability to think critically and demonstrate an understanding of and responsiveness to human diversity in the context of the ethics of sport. Candidate work receiving 0 – 34 points on this project would be unacceptable. Candidate work receiving 35 -50 would be acceptable and candidate work receiving 51 – 60 would be target for this section. Candidates must obtain a total score of at least a score of 42 or more points.

**Alignment with the Standards** - The Position Paper Rubric addresses Standard 5.

**Standard #5** – Demonstrate an understanding of and responsiveness to human diversity. The rubric relates to the candidate’s ability to think critically and demonstrate an understanding of and responsiveness to human diversity in the context of the ethics of sport. The Position Paper Rubric demonstrates a candidate’s competency of this standard since Standard 5 focuses on the ability of a candidate to understand and think critically about issues related to diversity. The Position Paper Rubric is worth a maximum of 60 points.

**Summary of the Data**

141 out of 166 (85%) advanced physical education candidates who completed this assessment, scored at or above the passing criteria of 35 points out of 60 points. The mean score for advanced physical education program completers was 45.7. Range of scores on the Position Paper Rubric for advanced physical education program completers was 15 to 60. 85% of the advanced physical education program completers achieved above a 35 on the Position Paper Rubric.

**Evidence of Meeting Standards:**

**Standard 5** – 141 out of 166 (85%) of advanced physical education candidates exceeded the passing criteria of 35 on the Position
Paper Rubric. Since 85% of advanced physical education candidates scored 35 or above, the program meets the 80% passing rate criteria and is preparing candidates who have the ability to demonstrate an understanding of and responsiveness to human diversity. It can be concluded that the Position Paper Rubric provides evidence that the program meets the Advanced Physical Education Standard 5.

## Attachments

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<td>[Additional assessment that addresses Kansas content standards] * Optional</td>
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**#8 (Optional) Additional assessment that addresses Kansas content standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV.

**Description:**

The **Graduate Exit Survey** is a survey given to all students at the end of the program. The graduate exit survey assesses the candidate’s perception of his/her ability to analyze and synthesize advanced concepts; to integrate theory, research based practice and technology into his/her professional practice; to design and conduct an action based research project; and to demonstrate a responsiveness to human diversity. All questions are assessed on a 5-point Likert-like scale.

**Area B** - Question 1 and 2 examines the student’s satisfaction with the content and relevance of information acquired during the Masters program. Questions 1a and 1b are approximately 33% of the Exit Survey with maximum points of 10 (1-5 points = Unacceptable, 6-8 points = Acceptable, 7-10 points = Target).

**Area C** - Question 1 examines the student’s perception of his/her ability to integrate and use appropriate technology into professional practice. Question 1 is approximately 16% of the Exit Survey with maximum points of 5 (1-2 points = Unacceptable, 3-4 points =
Acceptable, and 5 points = Target).

**Area C** - Question 2 examines the student’s perception of his/her ability to use the theories and current research in the discipline of physical education to improve current professional practice. Question 2 is approximately 16% of the Exit Survey with maximum points of 5 (1-2 points = Unacceptable, 3-4 points = Acceptable, and 5 points = Target).

**Area C** - Question 3 examines the student’s perception of his/her ability to identify problems and questions and to design and conduct action based research studies. Question 3 is approximately 16% of the Exit Survey with maximum points of 5 (1-2 points = Unacceptable, 3-4 points = Acceptable, and 5 points = Target).

**Area C** - Question 4 examines the student’s perception of his/her ability to examine critically issues related to human diversity (age, race, gender, and special populations). Question 4 is approximately 16% of the Exit Survey with maximum points of 5 (1-2 points = Unacceptable, 3-4 points = Acceptable, and 5 points = Target).

**Alignment with the Standards** - The Graduate Exit Survey addresses all five standards.

**Standard #1** – Analyze and synthesize advanced concepts in the various facets of the professional discipline. Area B - Question 1 and 2 requires the candidate to provide his or her perception on the quality and relevance of the advanced concepts acquired in various content areas.

**Standard #2** – Integrate current theory and research based practice into current professional practice. Area C - Question 2 requires the candidate to assess his/her ability to integrate theory and practice into professional practice.

**Standard #3** – Integrate appropriate technology into professional practice. Area C - Question 1 requires the candidate to assess his/her ability to integrate appropriate technology into professional practice.

**Standard #4** – Design and conduct an original piece of research or scholarship. Area C - Question 3 requires the student to assess his/her ability to conduct an action-based research project in a personal area of interest.

**Standard #5** – Demonstrate an understanding of and responsiveness to human diversity. Area C - Question 4 requires the student to assess his/her ability to use critical thinking skills to understand and respond to human diversity.

The Graduate Exit survey has 30 possible points. Since the graduate exit survey addresses all five standards, each subsection of the
test is examined as well as the overall total for the exit survey. A score between 5 - 17 points is considered an unacceptable score for the total exit survey. A score of 18 – 26 points is considered an acceptable score for the total exit survey. A score between 27 - 30 points is considered as a target score for the total exit survey.

**Summary of Data**

**Standard 1:** 245 out of 246 (99%) advanced physical education candidates who completed the assessment rated the program at or above the acceptable criteria on the items related to Standard 1 (B1 and B2). The mean score for advanced physical education program completers was 9.5. Range of scores for advanced physical education program completers was 5 to 10. 100% of the advanced physical education program completers rated their ability to analyze and synthesize advanced concepts as acceptable or above.

**Standard 2:** All advanced physical education candidates who completed the assessment rated the program at or above the acceptable criteria on the items related to Standard 2 (C2). The mean score for advanced physical education program completers was 4.7. Range of scores for advanced physical education program completers was 3 - 5. 100% of the advanced physical education program completers rated their ability to integrate theory and research into professional practice as acceptable or above.

**Standard 3:** All advanced physical education candidates who completed the assessment rated the program at or above the acceptable criteria on the items related to Standard 3 (C1). The mean score for advanced physical education program completers was 4.65. Range of scores for advanced physical education program completers was 3 - 5. 100% of the advanced physical education program completers rated their ability to integrate appropriate technology into professional practice as acceptable or above.

**Standard 4:** All advanced physical education candidates who completed the assessment rated the program at or above the acceptable criteria on the items related to Standard 4 (C3). The mean score for advanced physical education program completers was 4.7. Range of scores for advanced physical education program completers was 3 - 5. 100% of the advanced physical education program completers rated their ability to design and conduct an original work of research as acceptable or above.

**Standard 5:** 245 out of 246 (99.3%) advanced physical education candidates who completed the assessment rated the program at or above the acceptable criteria on the items related to Standard 5 (C4). The mean score for advanced physical education program completers was 4.6. Range of scores for advanced physical education program completers was 2 - 5. 99.3% of the advanced physical education program completers rated their ability to understand and respond to diversity as acceptable or above.

**Evidence of Meeting the Standard**
The mean score for advanced physical education program completers on the entire graduate exit survey was 28. All advanced physical education program completers exceeded the passing criteria of 18 points on the graduate exit survey. The physical education department considers 80% pass rate on this assessment as the minimum criterion for physical education program completers.

**Standard 1:** 245 out of 246 (99%) advanced physical education program completers scored items B1 and B2 with a 3 or higher. Since 99% of the advanced physical education program completers successfully completed this assessment, the program meets the 80% passing rate criteria and it is preparing candidates who have the ability to analyze and synthesize advanced concepts in the various facets of the professional discipline. It can be concluded that the Graduate Exit Survey provides evidence that the program meets the Advanced Physical Education Standard 1.

**Standard 2:** All advanced physical education program completers scored items C2 with a 3 or higher. Since 100% of the advanced physical education program completers successfully completed this assessment, the program meets the 80% passing rate criteria and it is preparing candidates who have the ability to integrate current theory and research based practice into current professional practice. It can be concluded that the Graduate Exit Survey provides evidence that the program meets the Advanced Physical Education Standard 2.

**Standard 3:** All advanced physical education program completers scored items C1 with a 3 or higher. Since 100% of the advanced physical education program completers successfully completed this assessment, the program meets the 80% passing rate criteria and it is preparing candidates who have the ability to integrate appropriate technology into professional practice. It can be concluded that the Graduate Exit Survey provides evidence that the program meets the Advanced Physical Education Standard 3.

**Standard 4:** All advanced physical education program completers scored items C3 with a 3 or higher. Since 100% of the advanced physical education program completers successfully completed this assessment, the program meets the 80% passing rate criteria and it is preparing candidates who have the ability to design and conduct an original piece of research or scholarship. It can be concluded that the Graduate Exit Survey provides evidence that the program meets the Advanced Physical Education Standard 4.

**Standard 5:** 245 out of 246 (99%) advanced physical education program completers scored items C4 with a 3 or higher. Since 99% of the advanced physical education program completers successfully completed this assessment, the program meets the 80% passing rate criteria and it is preparing candidates who have the ability to understand and respond to human diversity. It can be concluded that the Graduate Exit Survey provides evidence that the program meets the Advanced Physical Education Standard 5.
SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments, but rather, it should summarize major findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty have taken to use information from assessments for improvement of both candidate performance and the program.

Data collected on the candidates is reviewed on an annual basis. All data is aggregated during the summer and then presented to the graduate committee for review and analysis in the fall. From this initial review, recommendations and program changes are made to strengthen the candidates’ performance in relation to the advanced program outcomes. Data and recommendations are brought to the faculty for further review. Any curriculum changes and program reviews follow the university review process for curriculum review. This process includes the following sequence:

1. Review by HPER graduate committee
2. Review by HPER faculty
3. Council on Committee on Advance Programs review
4. University faculty review

During 2006-2007, the following changes were made based on the data.

1. All rubrics were revised and realigned with the program outcomes.
2. Conducted a focus group of current and past graduate students and conducted phone interviews with these students about the graduate program. As a result of these interviews, the elective offerings were increased.
3. Prerequisites to be admitted to the graduate program were reviewed and changed to be more in line with content of the MS...
During 2007-2008, the following changes were made based on the review of the data.

1. The graduate exit survey indicated the need to review and update the graduate handbook. This was completed by May, 2008.
2. Graduate data were reviewed. All assessed areas were examined. No curricular changes were made with the understanding that an external review of the graduate program would occur in 2009-2010.

During 2008-2009, the following changes were made based on the review of the data.

1. The graduate curriculum was reviewed by the graduate faculty. Changes were made in elective classes based on the graduate student survey.

During 2009-2010

1. A focus group was administered to a random sample of current graduates and past alumni of the graduate program. Results of the focus group indicated that the students felt they left with improved technology skills and research skills (two of the advanced program’s outcomes).
2. The diversity assignment has been examined based on data from assessment. This assessment will be changed during AY 2010-2011.

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