



Program Assessment Report

IP - Health, Physical Education/Fitness (Physical Education K-12)
(BS)

General Information

Mission and Vision

Mission: The Department of Health, Physical Education and Recreation (HPER) shares the University and Professional Education Unit's vision of producing exemplary professionals to serve in educational institutions who are informed, proactive, competent and reflective practitioners. The vision of providing "inspirational teaching, relevant research, and meaningful service in an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological and student-centered environment." The "interrelated and integrated conceptual framework" espoused by the University and Professional Education Unit is conducive to the development of highly qualified health, leisure and fitness professionals who are prepared and capable of serving as leaders and contributors in an ever-changing society.

Contact Person(s) Name and Phone Number

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Division

Division of Academic Affairs

College/School

College of Education

CIP Code

31.0501

Graduates will demonstrate proficiency in written and oral communication skills by synthesizing and summarizing information related to health, physical education pedagogy, physical activity, and sport skills.

Objective/Outcome: Graduates will be able to:

- Demonstrate proficiency communicating in writing and orally;
- Establish positive interactions that use incentives and consequences for students to promote excellence in health and activity participation;
- Establish positive interactions between stakeholders;
- Communicate (verbal & nonverbal) participation procedures effectively with all stakeholders, including those with disabilities and those of varying cultural and linguistic backgrounds; and
- Communicate with colleagues, community specialists, administrators, and families consistently and appropriately regarding health, leisure and fitness issues.

Objective/Outcome Status: Active PO - Performance Outcome

Academic Learning Compact: Yes - Communication

Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Start Date: 08/14/2019

Mapping

- General Education Outcomes: (X - Highlight X to Align)

- **General Education Outcome: Communication:** The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing. (X)
- **General Education Outcome: Critical Thinking:** The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively. (X)

IP - Health, Physical Education/Fitness (Physical Education K-12) (BS): (X - Highlight X to Align)

- **Goal 1:** Unit Goals

The Physical Education K-12 professional preparation program is designed to provide the educational experiences and competencies needed to qualify and certify as teachers for the state of Florida and leaders and contributors to the nation. The Department, through its diverse faculty provides for its students a caring, nurturing, collegial and respected environment to accomplish twelve (12) professional practices and six (6) dispositions relative to the conceptual framework:

Twelve (12) Professional Accomplished Practices

Graduates will be able to:

1. Collect & use traditional and alternate data from a variety of sources (Assessment);
2. Acquire techniques for effective interaction with various stakeholders (Communication);

3. Recognize professional improvement as a lifelong process (Continuous Improvement);
 4. Acquire techniques and strategies that measures higher order thinking skills (Critical Thinking);
 5. Establish environments that foster awareness of varied cultures (Diversity);
 6. Adhere to principles of professional conduct and a code of ethics (Ethics);
 7. Utilize theories and concepts on growth and development and instructional activities (Human Development and Learning);
 8. Understand and apply subject matter to authentic integrated settings (Knowledge of Subject Matter);
 9. Establish effective environments conducive to teaching and learning (Learning Environments);
 10. Design developmentally appropriate learning experiences (Planning);
 11. Work cooperatively with stakeholders to improve educational experiences (Role of Teacher); and
 12. Access and use electronic resources (Technology). (X)
- **Goal 2:** The Accomplished Practices and Dispositions are infused in the following critical program outcomes:
 1. Communication Proficiency – Graduates will demonstrate proficiency in written and oral communication skills by synthesizing and summarizing information related to health, physical activity, and sports.
 2. Content Knowledge Proficiency – Graduates will have an understanding of the subjects they teach and be able to apply subject-specific theories, paradigms, concepts, practices, and principles to authentic instructional settings.
 3. Critical Thinking Proficiency – Graduates will demonstrate appropriate use of strategies and techniques related to comprehending, synthesizing, summarizing, analyzing, and evaluating the thinking capabilities of students.
 4. Technology - Candidates will integrate and or use a variety of technologies and resources (materials and human) to enhance pupil understanding and the manner in which they are used.
 5. Diversity - Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (X)
 - **Goal 4:** Acquire techniques and strategies that measures higher order thinking skills (Critical Thinking) (X)

Assessment Measure	Result Summary
Assessment Measure Status: Active	Submission Date: 10/04/2024

Assessment Measure	Result Summary
<p>Measure Type: Direct - Grading with Criteria or Rubric</p> <p>Assessment Measure: Student will complete a written assignment in which their written communication is assessed on relevance, organization, style, spelling and grammar.</p> <p>Criterion: Based on assignments related to communication 80% of all students will receive a score of four or greater on a five point scale using a common rubric related to communication in the following courses: PET 2000 Intro, PET 3463 Methods, PET 3230 Motor Learning</p> <p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Written Communication Rubric 2019.docx</p>	<p>Result Summary: 85.71 percent of students received a score of 4 or greater on a 5 point common rubric regarding their written communication PET 3463 was the methods course used since PET 3461 was not offered.</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Met</p> <p>Analysis of Results: Result Analysis 85.71 % (N=6) of the students who submitted written communication work scored a 4 on a 5 point scale using a common rubric de-signed to assess written communication in PET 2000, PET 3463, and PET 3230. Students scored between 3 – 4 on the written communication rubric. No student scored a 5.</p> <p>Number of Online Students Assessed: 0</p> <p>Number of Successful Online Students: 0</p> <p>Number of Face to Face Students Assessed: 7</p> <p>Number of Successful Face to Face Students: 6</p> <p>Number of Hybrid Students Assessed: 0</p> <p>Number of Successful Hybrid Students: 0</p> <p>Total Number of Students Assessed in all Populations: 7</p> <p>Total Number of Successful Students in all Populations: 6</p> <p>Improvement Narratives</p> <p>Improvement Narrative: Will keep criterion at 80%</p> <p>Improvement Type: Other (if other please specify in the field below)</p> <p>"Other" Improvement Type: No students scored a 5 on this scale will keep the same criterion</p> <p>Related Documents: Physical Education K-12 Written Communication Raw Data 2023=2024.docx</p>
<p>Assessment Measure Status: Active</p> <p>Measure Type: Direct - Course Embedded Assessment</p> <p>Assessment Measure: Student will complete an oral presentation in identified courses focusing on organization, style, content, accuracy and grammar.</p> <p>Criterion: Eighty percent of students will receive a score of 4 or greater on a 5 point rubric regarding their oral communication skills in PET 2000 Intro, PET 4401 Organ & Adm; PET 4640 Adapted Physical Education; and DAE 3350</p> <p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Oral Communication Rubric 2019.docx</p>	<p>Submission Date: 10/04/2024</p> <p>Result Summary: 88,99 percent of students received a score of 4 or greater on a 5 point common rubric regarding their oral communication</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Met</p> <p>Analysis of Results: Result Analysis 89 % (N=8) of the students who submitted oral communication work scored a minimum of 80% using a common rubric designed to assess oral communication in PET 2000, PET 4640, and DAE 3350. Student scored between 3 – 4 on the oral communication rubric. No student scored a 5 on the common rubric.</p> <p>Number of Online Students Assessed: 0</p> <p>Number of Successful Online Students: 0</p> <p>Number of Face to Face Students Assessed: 9</p> <p>Number of Successful Face to Face Students: 8</p> <p>Number of Hybrid Students Assessed: 0</p> <p>Number of Successful Hybrid Students: 0</p> <p>Total Number of Students Assessed in all Populations: 9</p> <p>Total Number of Successful Students in all Populations: 8</p> <p>Improvement Narratives</p>

Assessment Measure	Result Summary
	Improvement Narrative: Will keep the 80% criterion Improvement Type: Administrative Change Related Documents: Physical Education K-12 Oral Communication Raw Data 2023-2024.docx

Content Knowledge Proficiency: Graduates will have knowledge of the subjects they teach and be able to apply subject-specific theories, paradigms, concepts, practices, and principles of health and physical activity to authentic instructional settings

Objective/Outcome: Graduate will be able to:

- Communicate accurate knowledge of health and physical activity subject matter in a comprehensible manner using language and style appropriate to the learner;
- Use subject matter knowledge in health and physical activity to interrelate topics from a variety of perspectives, interests, and points of view;
- Demonstrate a breadth of subject matter that enables graduates to collaborate with colleagues from other subject fields in the integration of instruction; and
- Use references, materials, and technologies of the subject field in a manner appropriate to the growth and developmental stage of the learner.

Objective/Outcome Status: Active PO - Performance Outcome

Academic Learning Compact: Yes - Discipline Specific Knowledge

Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Start Date: 08/14/2019

Mapping

- General Education Outcomes: (X - Highlight X to Align)

- **General Education Outcome: Communication:** The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing. (X)
- **General Education Outcome: Critical Thinking:** The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively. (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)

IP - Health, Physical Education/Fitness (Physical Education K-12) (BS): (X - Highlight X to Align)

- **Goal 1:** Unit Goals

The Physical Education K-12 professional preparation program is designed to provide the educational experiences and competencies needed to qualify and certify as teachers for the state of Florida and leaders and contributors to the nation. The Department, through its diverse faculty provides for its students a caring, nurturing, collegial and respected environment to accomplish twelve (12) professional practices and six (6) dispositions relative to the conceptual framework:

Twelve (12) Professional Accomplished Practices

Graduates will be able to:

1. Collect & use traditional and alternate data from a variety of sources (Assessment);
 2. Acquire techniques for effective interaction with various stakeholders (Communication);
 3. Recognize professional improvement as a lifelong process (Continuous Improvement);
 4. Acquire techniques and strategies that measures higher order thinking skills (Critical Thinking);
 5. Establish environments that foster awareness of varied cultures (Diversity);
 6. Adhere to principles of professional conduct and a code of ethics (Ethics);
 7. Utilize theories and concepts on growth and development and instructional activities (Human Development and Learning);
 8. Understand and apply subject matter to authentic integrated settings (Knowledge of Subject Matter);
 9. Establish effective environments conducive to teaching and learning (Learning Environments);
 10. Design developmentally appropriate learning experiences (Planning);
 11. Work cooperatively with stakeholders to improve educational experiences (Role of Teacher); and
 12. Access and use electronic resources (Technology). (X)
- **Goal 2:** The Accomplished Practices and Dispositions are infused in the following critical program outcomes:
 1. Communication Proficiency – Graduates will demonstrate proficiency in written and oral communication skills by synthesizing and summarizing information related to health, physical activity, and sports.
 2. Content Knowledge Proficiency – Graduates will have an understanding of the subjects they teach and be able to apply subject-specific theories, paradigms, concepts, practices, and principles to authentic instructional settings.
 3. Critical Thinking Proficiency – Graduates will demonstrate appropriate use of strategies and techniques related to comprehending, synthesizing, summarizing, analyzing, and evaluating the thinking capabilities of students.
 4. Technology - Candidates will integrate and or use a variety of technologies and resources (materials and human) to enhance pupil understanding and the manner in which they are used.
 5. Diversity - Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (X)
 - **Goal 3:** The Physical Education K-12 professional preparation program is designed to provide the educational experience and competencies needed

to certify and qualify as teachers, leaders, and contributors for the state of Florida and the nation. The Physical Education program faculty works to ensure that academic excellence is maintained by adhering to accreditation standards. Students are required to achieve the established goals for passing licensure exams in order to meet the criteria to become certified in the Physical Education K-12 program. The program faculty are working closely with the COE Center for Academic Success and the Candidate Empowerment Center to monitor student's performance, provide additional support and improve retention. Each student admitted to the Physical Education/Teacher Education program is assigned a faculty advisor in the program to monitor progress. Also, the program faculty members are systematically responding to students who express an interest in the Physical Education K-12 program during recruitments efforts. These efforts are designed to improve retention and have more program completers. These efforts also align with the unit goal of increasing the number of baccalaureate degrees awarded to underrepresented minorities, primarily African Americans. The ultimate goal is to ensure that candidates graduating in the K-12 physical education are teacher ready. (X)

- **Goal 4:** Acquire techniques and strategies that measures higher order thinking skills (Critical Thinking) (X)

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active Measure Type: Direct - Exam (Item Analysis) Assessment Measure: On specific test items, students will demonstrate their understanding of subject specific material related to physical Education. Criterion: Eighty percent of the students will earn a three or higher on a four point rubric assessing content knowledge on a specific assignment or exam in the following courses: PET 3463 Methods; PET 4401 Organ & Adm; PET 4640 Adapted; PET 3510 Test & Meas; PET 4330 Applied Kines; and PET 3230 Motor Learning Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025 Related Documents: Content Knowledge Rubric 2019.docx</p>	<p>Submission Date: 10/04/2024 Result Summary: 90.90 percent of the students received a score of three or higher on a four-point rubric assessing content knowledge on a specific assignment or ex-am in the following courses: PET 3463 Methods; PET 4640 Adapted; PET 3510 Test & Meas; PET 4330 Applied Kines; and PET 3230 Motor Learning Reporting Period: 2023 - 2024 Conclusion: Criteria Met Analysis of Results: Result Analysis 91% (N=10) of the students who completed the assignment or exam assessing content knowledge a minimum of 80% using a com-mon rubric earned a 3 or higher on a 4 point scale in PET 3463 Methods; PET 4640 Adapted; PET 3510 Test & Meas; PET 4330 Applied Kines; and PET 3230 Motor Learning. One student did not meet criterion in Tests & Measurements. Overall, students scored between 1 – 4 on the content knowledge rubric. Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 11 Number of Successful Face to Face Students: 10 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 11 Total Number of Successful Students in all Populations: 10 Improvement Narratives Improvement Narrative: Will keep the criterion at 80% Improvement Type: Administrative Change Related Documents: Physical Education K-12 Content Knowledge Raw Data 2023-2024.docx</p>
<p>Assessment Measure Status: Active Measure Type: Direct - Other</p>	<p>Submission Date: 10/04/2024 Result Summary: One hundred percent of students who graduated in 2023-2024 passed the subject area exam</p>

Assessment Measure	Result Summary
<p>Assessment Measure: Physical Education Florida Teaching Certification Exam</p> <p>Criterion: One hundred percent of students will pass the physical education subject area exam prior to student teaching.</p> <p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Met</p> <p>Analysis of Results: Result Analysis 100 % (N=1) of the students who graduated during this reporting period passed the physical education subject area exam. One student graduated in physical education but without state approval (licensure).</p> <p>Number of Online Students Assessed: 0</p> <p>Number of Successful Online Students: 0</p> <p>Number of Face to Face Students Assessed: 1</p> <p>Number of Successful Face to Face Students: 1</p> <p>Number of Hybrid Students Assessed: 0</p> <p>Number of Successful Hybrid Students: 0</p> <p>Total Number of Students Assessed in all Populations: 1</p> <p>Total Number of Successful Students in all Populations: 1</p> <p>Improvement Narratives</p> <p>Improvement Narrative: Will keep criterion at 100%</p> <p>Improvement Type: Administrative Change</p> <p>Related Documents:</p> <p>Physical Education K-12 Content Knowledge Raw Data Subject Area Exam 2023-2024.docx</p>

Critical Thinking Students will demonstrate appropriate use of strategies and techniques related to comprehending, synthesizing, summarizing, analyzing, and evaluating the thinking capabilities of students relative to physical education..

Objective/Outcome: Graduates will be able to:

- Analyze performance to identify associated higher-order thinking skills, and design learning strategies to evoke higher-order skills;
- Choose varied teaching strategies, materials, and technologies to expand students' thinking abilities;
- Assist students in selecting projects and assignments that involve the need to gather information and solve problems; and
- Pose problems, dilemmas, and questions in lessons that involve value knowledge and that require evaluative thinking.

Objective/Outcome Status: Active PO - Performance Outcome

Academic Learning Compact: Yes - Critical Thinking

Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Start Date: 08/14/2019

Mapping

- Florida Board of Governors Performance Metrics: (X - Highlight X to Align)

- **FL BOG Metric 1:** Percent of Bachelor's graduates employed (\$25,000+) in the US one year after graduation (X)

- General Education Outcomes: (X - Highlight X to Align)

- **General Education Outcome: Communication:** The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing. (X)
- **General Education Outcome: Critical Thinking:** The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively. (X)

- **General Education Outcome: Quantitative Reasoning:** The ability to apply numerical concepts to resolve real world problems. (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)

Boldly Striking (2022 - 2027) Strategic Priority 2: Academic Excellence: (X - Aligned)

- **Academic Excellence - Goal 2.1:** Pursue pathways that position FAMU on a trajectory to become a Carnegie R1 institution (X)

Boldly Striking (2022 - 2027) Strategic Priority 5: Organizational Effectiveness and Transformation: (X - Aligned)

- **Organizational Effectiveness and Transformation - Goal 5.2:** Optimize effectiveness of operations through enhancement of processes and innovation (X)

IP - Health, Physical Education/Fitness (Physical Education K-12) (BS): (X - Highlight X to Align)

- **Goal 1:** Unit Goals

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4. Acquire techniques and strategies that measures higher order thinking skills (Critical Thinking);
5. Establish environments that foster awareness of varied cultures (Diversity);
6. Adhere to principles of professional conduct and a code of ethics (Ethics);
7. Utilize theories and concepts on growth and development and instructional activities (Human Development and Learning);
8. Understand and apply subject matter to authentic integrated settings (Knowledge of Subject Matter);
9. Establish effective environments conducive to teaching and learning (Learning Environments);
10. Design developmentally appropriate learning experiences (Planning);

- 11. Work cooperatively with stakeholders to improve educational experiences (Role of Teacher); and
- 12. Access and use electronic resources (Technology). (X)
- **Goal 2:** The Accomplished Practices and Dispositions are infused in the following critical program outcomes:
 1. Communication Proficiency – Graduates will demonstrate proficiency in written and oral communication skills by synthesizing and summarizing information related to health, physical activity, and sports.
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 3. Critical Thinking Proficiency – Graduates will demonstrate appropriate use of strategies and techniques related to comprehending, synthesizing, summarizing, analyzing, and evaluating the thinking capabilities of students.
 4. Technology - Candidates will integrate and or use a variety of technologies and resources (materials and human) to enhance pupil understanding and the manner in which they are used.
 5. Diversity - Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (X)
- **Goal 4:** Acquire techniques and strategies that measures higher order thinking skills (Critical Thinking) (X)

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active</p> <p>Measure Type: Direct - Case Studies</p> <p>Assessment Measure: Content Area Case Study - Using the data provided</p> <p>Criterion: Eighty percent of the students will earn a score of of three or higher on a four point rubric scale assessing the students ability to analyze, synthesize information and make reasonable recommendations.</p> <p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Content Area Physics Education Case Study 2019.docx; Critical Think Rubric 2019.docx</p>	<p>Submission Date: 10/04/2024</p> <p>Result Summary: 100 percent of the students earned a score of three or higher on a four-point rubric scale assessing the student’s ability to analyze, synthesize information and make reasonable recommendations.</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Met</p> <p>Analysis of Results: Result Analysis 100 % (N= 2) of the students who completed the assignment assessing critical thinking earned a 3 on a 4-point rubric scale in PET 3463 Methods.</p> <p>Number of Online Students Assessed: 0</p> <p>Number of Successful Online Students: 0</p> <p>Number of Face to Face Students Assessed: 2</p> <p>Number of Successful Face to Face Students: 2</p> <p>Number of Hybrid Students Assessed: 0</p> <p>Number of Successful Hybrid Students: 0</p> <p>Total Number of Students Assessed in all Populations: 2</p> <p>Total Number of Successful Students in all Populations: 2</p> <p>Improvement Narratives</p>

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active Measure Type: Direct - Exam (Item Analysis) Assessment Measure: Exams and/or assignments assessing higher order thinking Criterion: In specified courses, 80% of students will receive three or higher on a four point scale related to critical thinking in the following courses: PET 3463 Methods; PET 4640 Adapted; PET 3510 Test & Meas; PET 4330 Applied Kines; and PET 3230 and Motor Learning. Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025 Related Documents: Critical Think Rubric 2019.docx</p>	<p>Improvement Narrative: Will keep criterion at 80% Improvement Type: Administrative Change Related Documents: Physical Education K-12 Critical Thinking Methods Course 2023-2024.docx</p> <p>Submission Date: 10/04/2024 Result Summary: 87.5% of students who completed the critical thinking assignment scored a three or higher on a four-point scale in the following courses: PED 3463 Methods, PET 4640 Adapted; PET 3510 Test & Meas; PET 4330 Applied Kines; and PET 3230 and Motor Learning Reporting Period: 2023 - 2024 Conclusion: Criteria Met Analysis of Results: Result Analysis 88% (N=7) of the students who completed the assignment assessing critical thinking earned a minimum 3 or higher on a 4-point rubric scale, students scored between 1 – 4 on the critical thinking rubric. Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 8 Number of Successful Face to Face Students: 7 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 8 Total Number of Successful Students in all Populations: 7 Improvement Narratives Improvement Narrative: Will keep 80% criterion Improvement Type: Administrative Change Related Documents: Physical Education K-12 Critical Thinking Courses 2023-2024.docx</p>

Technology - Candidates will integrate and or use a variety of technologies and resources (materials and human) to enhance pupil knowledge and the manner in which they are used.

- Objective/Outcome:** The successful candidate will be able to:
- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student knowledge;
 - Applies technology to organize and integrate assessment information; and
 - Use technology to improve candidate learning

Objective/Outcome Status: Active PO - Performance Outcome
Academic Learning Compact: Yes - Discipline Specific Knowledge
Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025
Start Date: 08/14/2019

Mapping

- General Education Outcomes: (X - Highlight X to Align)

- **General Education Outcome: Communication:** The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing. (X)
- **General Education Outcome: Critical Thinking:** The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively. (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis (X)

Boldly Striking (2022 - 2027) Strategic Priority 2: Academic Excellence: (X - Aligned)

- **Academic Excellence - Goal 2.2:** Nurture the professional development of faculty and staff across the career span and across disciplines to create a culture of sustainable excellence (X)
- **Academic Excellence - Goal 2.4:** Amplify discovery and innovation to solve complex real-world problems (X)

Boldly Striking (2022 - 2027) Strategic Priority 5: Organizational Effectiveness and Transformation: (X - Aligned)

- **Organizational Effectiveness and Transformation - Goal 5.1:** Enhance a culture that intentionally fosters building and engaging a high performing workforce and fortifies FAMU's status as an employer of choice (X)

IP - Health, Physical Education/Fitness (Physical Education K-12) (BS): (X - Highlight X to Align)

- **Goal 1: Unit Goals**

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Twelve (12) Professional Accomplished Practices

Graduates will be able to:

1. Collect & use traditional and alternate data from a variety of sources (Assessment);
2. Acquire techniques for effective interaction with various stakeholders (Communication);
3. Recognize professional improvement as a lifelong process (Continuous Improvement);
4. Acquire techniques and strategies that measures higher order thinking skills (Critical Thinking);
5. Establish environments that foster awareness of varied cultures (Diversity);
6. Adhere to principles of professional conduct and a code of ethics (Ethics);

- 7. Utilize theories and concepts on growth and development and instructional activities (Human Development and Learning);
 - 8. Understand and apply subject matter to authentic integrated settings (Knowledge of Subject Matter);
 - 9. Establish effective environments conducive to teaching and learning (Learning Environments);
 - 10. Design developmentally appropriate learning experiences (Planning);
 - 11. Work cooperatively with stakeholders to improve educational experiences (Role of Teacher); and
 - 12. Access and use electronic resources (Technology). (X)
- **Goal 2:** The Accomplished Practices and Dispositions are infused in the following critical program outcomes:
 1. Communication Proficiency – Graduates will demonstrate proficiency in written and oral communication skills by synthesizing and summarizing information related to health, physical activity, and sports.
 2. Content Knowledge Proficiency – Graduates will have an understanding of the subjects they teach and be able to apply subject-specific theories, paradigms, concepts, practices, and principles to authentic instructional settings.
 3. Critical Thinking Proficiency – Graduates will demonstrate appropriate use of strategies and techniques related to comprehending, synthesizing, summarizing, analyzing, and evaluating the thinking capabilities of students.
 4. Technology - Candidates will integrate and or use a variety of technologies and resources (materials and human) to enhance pupil understanding and the manner in which they are used.
 5. Diversity - Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (X)
 - **Goal 4:** Acquire techniques and strategies that measures higher order thinking skills (Critical Thinking) (X)

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active</p> <p>Measure Type: Direct - Course Embedded Assessment</p> <p>Assessment Measure: Lesson plan integrating technology into the lesson to improve learning.</p> <p>Criterion: Eight five percent of students will achieve a score of two (developing) or higher on a four point rubric assessing the integration of technology to facilitate learning.</p>	<p>Submission Date: 10/04/2024</p> <p>Result Summary: 100% of students scored 2 (developing) or higher on a four-point rubric assessing the integration of technology to facilitate learning</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Met</p> <p>Analysis of Results: Result Analysis 100% (N= 2) of the students who completed the lesson plans addressing the Florida Educator Accomplished Practices (FEAPS) scored a 2 (developing) or higher on their ability to integrate technology to facilitate learning. Student were rated between 2 (developing) to 4 (accomplished)</p>

Assessment Measure	Result Summary
<p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Lesson Plan -COE Revised 7-19.docx; Rubric for Technology.docx</p>	<p>Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 2 Number of Successful Face to Face Students: 2 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 2 Total Number of Successful Students in all Populations: 2</p> <p>Improvement Narratives Improvement Narrative: Will keep criterion at 85% Improvement Type: Administrative Change</p> <p>Related Documents: Physical Education K-12 Technology Methods Course 2023-2024.docx</p>
<p>Assessment Measure Status: Active Measure Type: Indirect - Other Assessment Measure: Student satisfaction survey from the Office of University Assessment Item analysis asking the following: FAMU has enhanced my ability to use technology to support classroom learning and to conduct research. Criterion: On the FAMU satisfaction survey, eighty five percent or more of completers in physical education will indicate very satisfied or somewhat satisfied that FAMU enhanced their ability to use technology to support classroom learning and to conduct research.</p> <p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Submission Date: 10/04/2024 Result Summary: 85% or more of the completers in Health, Physical Education, and Fitness indicated that they strongly agreed or somewhat agreed that FAMU enhanced her ability to use technology to support classroom learning and to conduct research. Reporting Period: 2023 - 2024 Conclusion: Criteria Met Analysis of Results: Result Analysis 90.74% of the completers in Health, Physical Education, and Fitness indicated that they strongly agreed or somewhat agreed that FAMU enhanced her ability to use technology to support classroom learning and to conduct research. There were three responders.</p> <p>Number of Online Students Assessed: 3 Number of Successful Online Students: 3 Number of Face to Face Students Assessed: 0 Number of Successful Face to Face Students: 0 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 3 Total Number of Successful Students in all Populations: 3</p> <p>Improvement Narratives Improvement Narrative: Will keep criterion at 85% Improvement Type: Administrative Change</p> <p>Related Documents: Physical Education K-12 Technology Exit Survey 2023-2024.docx</p>

Diversity - Candidates will demonstrate knowledge of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Objective/Outcome: Candidates will Demonstrate:

- The ability to adapt the learning environment to accommodate the differing needs and diversity of students
- That they respect students' cultural linguistic and family background

Objective/Outcome Status: Active PO - Performance Outcome

Academic Learning Compact: Yes - Discipline Specific Knowledge

Planned Assessment Cycles: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025

Start Date: 08/14/2019

Mapping

- General Education Outcomes: (X - Highlight X to Align)

- **General Education Outcome: Communication:** The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing. (X)
- **General Education Outcome: Critical Thinking:** The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively. (X)
- **General Education Outcome: Cultural Diversity:** Students will be able to demonstrate an appreciation for differences among peoples. (X)
- **General Education Outcome: Ethical Values:** Students will be able to demonstrate personal responsibility and integrity in academic and personal situations. (X)
- **General Education Outcome: Social and Ethical Responsibility:** The ability to adhere to a set of principles as defined by standards of academic integrity, diversity and cooperation. (X)
- **General Education Outcome: Technology Literacy:** The ability to use technology to support classroom learning. (X)

- Sustainability Action Plan: (X - Highlight X to Align)

- **Sustainability Action Plan - Academic: Curriculum:** New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability. (X)

Boldly Striking (2022 - 2027) Strategic Priority 1: Student Success: (X - Aligned)

- **Student Success - Goal 1.1:** Elevate Student Success Outcomes (Retention, Graduation Rates, Licensure Pass Rates, etc) to the High Excellence Range among state and national scales (X)
- **Student Success - Goal 1.2:** Establish FAMU as the 1st Choice Destination among scholars (X)
- **Student Success - Goal 1.3:** Reimagine and align academic offerings to address emerging workforce demands and increase degree production in programs of strategic emphasis (X)

Boldly Striking (2022 - 2027) Strategic Priority 2: Academic Excellence: (X - Aligned)

- **Academic Excellence - Goal 2.2:** Nurture the professional development of faculty and staff across the career span and across disciplines to create a culture of sustainable excellence (X)

IP - Health, Physical Education/Fitness (Physical Education K-12) (BS): (X - Highlight X to Align)

- **Goal 1:** Unit Goals

The Physical Education K-12 professional preparation program is designed to provide the educational experiences and competencies needed to qualify and certify as teachers for the state of Florida and leaders and contributors to the nation. The Department, through its diverse faculty provides for its students a caring, nurturing, collegial and respected environment to accomplish twelve (12) professional practices and six (6) dispositions relative to the conceptual framework:

Twelve (12) Professional Accomplished Practices

Graduates will be able to:

1. Collect & use traditional and alternate data from a variety of sources (Assessment);
 2. Acquire techniques for effective interaction with various stakeholders (Communication);
 3. Recognize professional improvement as a lifelong process (Continuous Improvement);
 4. Acquire techniques and strategies that measures higher order thinking skills (Critical Thinking);
 5. Establish environments that foster awareness of varied cultures (Diversity);
 6. Adhere to principles of professional conduct and a code of ethics (Ethics);
 7. Utilize theories and concepts on growth and development and instructional activities (Human Development and Learning);
 8. Understand and apply subject matter to authentic integrated settings (Knowledge of Subject Matter);
 9. Establish effective environments conducive to teaching and learning (Learning Environments);
 10. Design developmentally appropriate learning experiences (Planning);
 11. Work cooperatively with stakeholders to improve educational experiences (Role of Teacher); and
 12. Access and use electronic resources (Technology). (X)
- **Goal 2:** The Accomplished Practices and Dispositions are infused in the following critical program outcomes:
 1. Communication Proficiency – Graduates will demonstrate proficiency in written and oral communication skills by synthesizing and summarizing information related to health, physical activity, and sports.
 2. Content Knowledge Proficiency – Graduates will have an understanding of the subjects they teach and be able to apply subject-specific theories, paradigms, concepts, practices, and principles to authentic instructional settings.
 3. Critical Thinking Proficiency – Graduates will demonstrate appropriate use of strategies and techniques related to comprehending, synthesizing,

summarizing, analyzing, and evaluating the thinking capabilities of students.

4. Technology - Candidates will integrate and or use a variety of technologies and resources (materials and human) to enhance pupil understanding and the manner in which they are used.

5. Diversity - Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (X)

- **Goal 3:** The Physical Education K-12 professional preparation program is designed to provide the educational experience and competencies needed to certify and qualify as teachers, leaders, and contributors for the state of Florida and the nation. The Physical Education program faculty works to ensure that academic excellence is maintained by adhering to accreditation standards. Students are required to achieve the established goals for passing licensure exams in order to meet the criteria to become certified in the Physical Education K-12 program. The program faculty are working closely with the COE Center for Academic Success and the Candidate Empowerment Center to monitor student’s performance, provide additional support and improve retention. Each student admitted to the Physical Education/Teacher Education program is assigned a faculty advisor in the program to monitor progress. Also, the program faculty members are systematically responding to students who express an interest in the Physical Education K-12 program during recruitments efforts. These efforts are designed to improve retention and have more program completers. These efforts also align with the unit goal of increasing the number of baccalaureate degrees awarded to underrepresented minorities, primarily African Americans. The ultimate goal is to ensure that candidates graduating in the K-12 physical education are teacher ready. (X)

Assessment Measure	Result Summary
<p>Assessment Measure Status: Active Measure Type: Direct - Course Embedded Assessment Assessment Measure: Written Individual Education Program in Adapted Physical Education Criterion: Candidate will earn a score of 80% or higher on the assigned IEP in Adapted Physical Education Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025 Related Documents: Adapted Physical Education IEP Instructions.docx</p>	<p>Submission Date: 10/04/2024 Result Summary: 80% of students earned a score of 80% or higher on the IEP assignment in Adapted Physical – assessing differences Reporting Period: 2023 - 2024 Conclusion: Criteria Met Analysis of Results: Result Analysis 100% (N= 1) of the students who completed the IEP assignment assessing differences earned a minimum score of 80%. One student was evaluated for this criterion. Number of Online Students Assessed: 0 Number of Successful Online Students: 0 Number of Face to Face Students Assessed: 1 Number of Successful Face to Face Students: 1 Number of Hybrid Students Assessed: 0 Number of Successful Hybrid Students: 0 Total Number of Students Assessed in all Populations: 1 Total Number of Successful Students in all Populations: 1 Improvement Narratives Improvement Narrative: Will keep 80% criterion Improvement Type: Administrative Change Related Documents: Physical Education K-12 Diversity IEP 2023-2024.docx</p>
<p>Assessment Measure Status: Active</p>	<p>Submission Date: 10/04/2024</p>

Assessment Measure	Result Summary
<p>Measure Type: Direct - Course Embedded Assessment</p> <p>Assessment Measure: Lesson plan of candidate demonstrating differential instruction for students with varying abilities (ELL, disabilities, other learners including gifted/talented, gender, struggling learners, and students at risk).</p> <p>Criterion: Student will score a two (developing) or higher on a four-point rubric designed to assess differentiated instruction on the lesson plan items in PET 3461 Teaching Physical Education for Elementary School Children.</p> <p>Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025</p> <p>Related Documents: Lesson Plan -COE Revised 7-19.docx; Assessment Rubric for Diversity.docx</p>	<p>Result Summary: 85% of Students scored a two (developing) or higher on a four-point rubric designed to assess differentiated instruction on the lesson plan items in PET 3463 Teaching Physical Education Methods.</p> <p>Reporting Period: 2023 - 2024</p> <p>Conclusion: Criteria Met</p> <p>Analysis of Results: Result Analysis 100% (N= 2) of the students who completed the lesson plans addressing differentiated instruction scored a 3 indicating competent performance on a 4 (accomplished) point scale. This rating is acceptable for midpoint assessments.</p> <p>Number of Online Students Assessed: 0</p> <p>Number of Successful Online Students: 0</p> <p>Number of Face to Face Students Assessed: 2</p> <p>Number of Successful Face to Face Students: 2</p> <p>Number of Hybrid Students Assessed: 0</p> <p>Number of Successful Hybrid Students: 0</p> <p>Total Number of Students Assessed in all Populations: 2</p> <p>Total Number of Successful Students in all Populations: 2</p> <p>Improvement Narratives</p> <p>Improvement Narrative: Will keep 85% criterion</p> <p>Improvement Type: Administrative Change</p> <p>Related Documents: Physical Education K-12 Diversity Differentiation of Instruction 2023-2024.docx</p>

Reflections

2019 - 2020

Reflections

Overall Reflection

Overall the assessments for physical education K-12 were appropriate to measure the identified goals and objectives. Sharing rubrics with students at the beginning of the class and reviewing them throughout, helped facilitate learning.

There has been an improvement regarding how the same rubric is used across different classes to assess similar goals. This was the first time using technology and diversity as measures. This improved overall assessment and aligned well with the COE, accrediting bodies, and current practices and needs. Students are having many more opportunities to write across the curriculum and the results are favorable.

Due to COVID-19 there needs to be a better measure of how to engage university students and K-12 learners to facilitate learning. In some instances the criterion needs to be adjusted to have better alignment and address the changes in class structure. There are more pre-majors in classes now and they may not have some of the foundation/requisites and/or experience of majors.

Proposed Assessment Budget for upcoming Assessment Cycle

Overall the following budget considerations are recommended:

- 1) Coordinators should be financially compensated
- 2) An assessment assistant is needed to help collect data, run reports, analyze data, and work with the office of assessment in COE

Future Action Plan

In some instances the criterion needs to be adjusted to have better alignment and address the changes in class structure to better meet the combined needs of pre-majors and majors

2020 - 2021

Reflections

Overall Reflection

During this reporting period I was able to see a clear difference between students who had passed the subject are exam in comparison with those who had not. Some of the changes that need to be made is to:

- 1) Revisit scoring rubrics and how they align with assignments. Also include in professional development how to use scoring rubrics. Additionally we need to compare how assessment rubric scores are comparing with grades students are earning.
- 2) Offer more formative assessments to assess learning outcomes throughout the semester. This will allow students to better demonstrate learn and teachers to better assess how students are being impacted based on instruction.
- 3) Continue to promote professional development to make sure faculty are modeling effective criteria including differentiation of instruction and modeling effective actionable feedback. Student will model what teacher are doing.
- 4) Offer more mini-writing assignments related to learning outcomes to better understand what students know, and to help students better build on previous writing experiences and utilize feedback (scaffolding).
- 5) During this reporting period faculty completed online training for effective instructional online delivery - this proved to be beneficial during the COVID pandemic, however it seems that many students in physical education benefit more with face -to - face instruction.

2021-2022

I see typos that I cannot correct from previous reflection

- 1) Since COVID-19 this is a rebuilding academic opportunity for physical education. The state has relaxed admission criteria for teacher education. The expectation is that student numbers will increase.

Reflections

- 2) Having more face-to-face clinical hands on experience seems to motivate students and create more program completers
- 3) Student majors are being exposed to more professional development through COE forums - these forums are informative and allow students to understand what resources are available for them to become program completers

Proposed Assessment Budget for upcoming Assessment Cycle

The University operates on a centralized budget and is not included in this report.

Future Action Plan

To continue to offer meaningful and improved instruction to ensure physical education K-12 teachers are able to critically think, are proficient in content knowledge and able to successfully communicate orally and in writing.

2021 - 2022

Reflections

Overall Reflection

I see typos that I cannot correct from previous reflection

- 1) Since COVID-19 this is a rebuilding academic opportunity for physical education. The state has relaxed admission criteria for teacher education. The expectation is that student numbers will increase.
- 2) Having more face-to-face clinical hands on experience seems to motivate students and create more program completers
- 3) Student majors are being exposed to more professional development through COE forums - these forums are informative and allow students to understand what resources are available for them to become program completers

Proposed Assessment Budget for upcoming Assessment Cycle

FAMUs budget centralized

Future Action Plan

Will continue to work with COE Professional Educators to enhance- Physical Education K-12 program

2022 - 2023

Reflections

Overall Reflection

During this reporting period, the program experienced similar problems to other teacher education programs. Some of these problems are low enrollment, students graduating without State Approval, and then going into the teaching profession. The one student who graduated successfully passed the physical education subject area exam but not all of the Florida Teaching Certification Exams. To mitigate these problems, the COE faculty are working on recruiting in locations that have teaching academies. Another strategy to improve graduation rates is to work with K-12 schools to have student teachers work as substitute teachers (under the leadership of a master teacher) and earn income while student teaching. We continue to use on-campus resources (240 tutoring, tutoring, boot camps, peer tutoring) to help students pass licensure exams. Political changes that may impact assessment measures also affect this reporting period. Currently, diversity (differences) is a measure used for program evaluation. This program will continue to look at how to instruct students who demonstrate differences and need extra assistance. The physical education credentialed professor is now in higher administration than the previous reporting cycle and will need similarly credentialed faculty to assist in teaching/mentoring in K-12 physical education. Students in this program require additional wrap-around service to graduate State Approved successfully.

Proposed Assessment Budget for upcoming Assessment Cycle

No information in this section

Future Action Plan

No information in this section

Reflections

Overall Reflection

Student enrolment in physical education was low during this reporting period. The program experienced problems similar to those of other teacher education programs. Some of these problems are low enrollment, students graduating without State Approval, and then going into the teaching profession. Two students graduated in physical education this reporting period. One student did not take the subject area exam but successfully took the SAE. We continue to use on-campus resources (240 tutoring, tutoring, boot camps, peer tutoring) to help students pass licensure exams. Political changes that may impact assessment measures also affect this reporting period. Currently, diversity (differences) is a measure used for program evaluation. This program will continue to look at how to instruct students who demonstrate differences and need extra assistance. In the last reporting period, the physical education-trained professor was promoted to higher administration and was less available to recruit, mentor, and retain students as much as needed. To mitigate these problems, the COE hired a physical education faculty member to mentor and help increase the number of completers. Additionally, faculty are writing grants to help incentivize teaching and having students graduate State Approved. Students in this program require additional wrap-around service to graduate State Approved successfully. COE faculty are being strategic with recruiting by doing the following:

1. Recruiting in locations that have teaching academies.
2. Promoting the benefits of being a physical education teacher, such as impacting life-long fitness.
3. Leveraging current partners.
4. Seeking scholarships to support students and incentivize program completion.
5. Using students as program ambassadors and providing them with wrap-around services to meet their needs.

Proposed Assessment Budget for upcoming Assessment Cycle

None

Future Action Plan

Actions Plan:

1. Recruiting in locations that have teaching academies.
2. Promoting the benefits of being a physical education teacher, such as impacting life-long fitness.
3. Leveraging current partners.
4. Seeking scholarships to support students and incentivize program completion.
5. Using students as program ambassadors and providing them with wrap-around services to meet their needs.