

**Department of Physical Education  
Assessment Report for 2002-2003**

<p align="center"><b>Planning for Learning and Assessment Department of Physical Education Assessment Report for 2002-2003</b></p>					
<b>1. What general outcomes are you seeking?</b>	<b>2. How would you know it if you saw it? (What will the students know or be able to do?)</b>	<b>3. How will you help students learn it? (in class or out of class)</b>	<b>4. How could you measure each of the desired behaviors listed in #2?</b>	<b>5. What are the assessment findings?</b>	<b>6. What improvements have been made based on assessment findings?</b>
--Students perform at 2.5 or above all along so they will be eligible for capstones	--Semester grades	--Checklist if below 2.5  --Remove from checklist and send congratulatory letter when 2.5 or above	--Grades/GPA		
--Students in exercise science gain hands-on assessment skills in house (inside internship)	--Will be doing checkoffs of skills in "to be developed" fitness assessment/prescription program, accurate, professional, in good time	--Continue what learned in lower level classes  --Practice on "real" people under faculty supervision			
--Students know and use Indiana Academic Standards (IAS) for PE year 1	--Design lesson plans that relate to IAS's	--In classes	--Assess lesson plans and lessons taught	--Just started in 2002	
--Sport marketing students well-prepared in business	--Financial, marketing, accounting knowledge and skills	--Require students to do either business certificate or minor	--Pass the courses  --Apply information in upper level classes and internship		
--Improved working knowledge of anatomy	--Analyze movements, design effective strength programs	--In P205, open labs	--Tests, daily quizzes, practicals, projects		
--UCOL admits in appropriate classes	--Have prerequisites for next level major or courses	--Check UCOL admits registration after orientation		--Several UCOL admits advised into wrong courses  --We emailed UCOL	--Success in getting students into right classes

<b>Changes Based on Assessment Findings at IUPUI                      Department of Physical Education                      School of PETM                      2002-2003</b>		
<b>Methods Used</b>	<b>Changes Made</b>	<b>Impact of Changes</b>
Working Groups as curriculum initiation unit		--Faculty in specific content area are responsible for initiating curriculum changes  --Speeded up curriculum revisions
Exercise Science Working Group	--Change from Tests and Measurements Class to Fitness Assessment Class  --Sport Psychology and Motor Learning added labs	--Students have more authentic opportunities to learn and apply concepts
PETE Working Group	--P421 P&T of People with Disabilities prior to P398 and P410 in some tracks  --Dance class sequence  --Established prerequisite sheet  --Adjusted intro course P195 so only PETE students in class  --Added swimming requirement  --Replaced H363 requirement with H163 to meet IAS	--Students prepared for APE and for Camp   --Faculty more aware of what is happening across the curriculum  --Come to some common ground  --Curriculum is linked; help students "connect the dots"
Meetings with School of Education	--Formal written document regarding blocks  --Participation of 2 faculty members in middle school block	--Better/fewer Education courses   --PE & Education faculty increasing understanding
Piloted fall semester of closing elective activity courses on day #1		--Confusion for students, staff, and faculty; dropped that in spring
Changed students orientation presentation	--Power Point presentation	
Updated curriculum checksheets for all tracks		--Accurate, up-to-date curriculum available for students and faculty

## **PETM – School Assessment Committee Chronology and Index of Materials**

### **Academic Year 1994-1995**

- 10/26/94
  - ◊ Memo from Sue Barrett and Fiona Connor-Kuntz to faculty—indicating they are members of the IUPUI Assessment and Program Review Committee, inviting faculty to participate in a working session to develop student learning outcome for the core curriculum and specific for the three degree curricula.
  - ◊ Ad Hoc Committee: Fiona Connor-Kuntz (chair), Sue Barrett, Betty Evenbeck
  - ◊ Several meetings to draft student learning outcomes, competency statements, outcome assessment measures, desired writing competencies, and relationships between students competencies, courses and outcome assessment measures
  
- Mission Statement Draft
- Core Curriculum Requirements for BS in PE
- Memo: Continuation of Assessment Discussion (10/25/94)
- Student Learning Outcomes for Physical Education
- Memo: Part 3 of the Assessment Discussion (11/3/94)
- Draft Competency Statement (11/3/94)
  - ◊ Domains and Major Competency Areas
- Final Assessment Meeting in Preparation for the Required Report (11/8/94)
- Draft Competency Statement (11/10/94)
- Updated Student Competency Statement (11/24/94)
- Responses to Writing Skills Competencies (12/2/94)
  - ◊ What do faculty think students should be able to do?
  - ◊ What writing skills should majors have by graduation?
- Outcomes Assessment Measures (12/94)

### **Academic Year 1994-1995**

- Relationship between Competencies, Courses and Outcomes Assessment Measures (12/94)
  - ◊ Grid
  - ◊ Handwritten numbers line up with PULs
- Campus PUL development
  - ◊ School of Liberal Arts and School of Science
  - ◊ School of Nursing
- Memo: Next step in the assessment/general education process (2/2/95)
  - ◊ Which PULs we value
  - ◊ Link course objectives to course activities and PULs
  - ◊ Link standards to PULs

- Fiona Connor-Kuntz leaves IUPUI in Summer 1995

## **Academic Year 1995-1996**

- No record of activity

## **Academic Year 1996-1997**

- Katie Stanton is hired and leads PRAC campus committee.
- Assessment activities in the School were handled through the Academic Affairs Committee

## **Academic Year 1997-1998**

- School Assessment Committee formed
- Department was preparing for the External Program Review that was to take place in the fall 1998 semester.
- Memo: Principles of Undergraduate Education (12/3/97)
  - Worked as a faculty in lab
  - Defined how would operationalize the PULs in our discipline
- Sue Barrett, chairperson, retiring in fall 1997
- Betty Jones appointed as Department Chair in January 1998.
- June 1998 Document
- Memo from Michael Wince about adding questions to the alumni survey
- *Is there a 97-98 PRAC report?*

## **Academic Year 1998-1999**

- *Program review team presented program review report to department (11/98) (need to add to packet)*
- Guidelines for development and submission of PRAC proposals
  - Was not completed by any faculty members
- Syllabus content guide (3/99)
  - Betty Jones revised for activity courses
  - Use Alan Mikesky's for academic courses
- Senior Survey (4/19/99)
  - To interns, student teachers
  - Betty Jones revised this survey for interns and based it on PULs.
    - Midterm and final evaluations
- Council for Undergraduate Learning – PRAC Meeting (4/20/99)
  - School of PE comments on page 2 of this document
- 1998-1999 PRAC Report

## **Academic Year 1999-2000**

- Grant to draft an Assessment Plan done by Katie Stanton (10/27/99)
- Eileen Udry reworked Assessment Plan. (11/18/99)
- Economic Model Project (11/23/99)
  - James Johnson
  - Percentage of time spent on variety of tasks
  - Restructuring in Education (block scheduling) came out of this initiative
- Memo: Assessment Plan Proposal (12/9/99)
  - Assessment Committee report at School Meeting
  - Faculty approved unanimously at School Meeting on 12/16/99
- Meeting with Vic Borden about Assessment Plan (3/30/00)
  - His perspective on Assessment Plan
- Statistics from School of Education for our PETE majors on NTE and PPST for 97-98 and 98-99.
- 1999-2000 PRAC Report

### **Academic Year 2000-2001**

- Preparing for NCA visit
- 2000-2001 PRAC Report

### **Academic Year 2001-2002**

- PETE group preparing for NCATE visit
- 2001-2002 PRAC Report