Part I – Program SLO Assessment Report for 2012-13

Part I – for the 2012-13 academic year: Except for the formatting, this section nearly identical to previous years’ templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

   Understand the importance of planning developmentally appropriate instructional units to foster the development of a healthy/physically educated person

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

   _____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;  
   _____ SLO is met, but with changes forthcoming;  
   ___X__ SLO met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

   a.  Instructor Observation: To provide feedback on the development and implementation of lessons taught during a 3-day unit designed to simulate how an Educational Field Supervisor provides feedback to a teacher-candidate

      i. Implemented while students were teaching and written comments were provided following each lesson taught. Furthermore, at the conclusion of each sport unit, the unit teams met face-to-face with the instructor to discuss their unit planning and implementation

   b.  Student Self-Reflection: To reflect upon the effectiveness of their instructional and managerial skills during their 3 -day sport unit

      i. Implemented at the conclusion of the unit

   c.  Peer Critic: To reflect upon the effectiveness of how their peers provided instruction and managed during their 3-day sport unit

      i. Implemented at the conclusion of the unit
4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
   a. **Findings:**
      i. Instructor Observation: The pedagogical instructional and managerial skills demonstrated by the HLTH & Fitness teacher candidates enrolled in the course varied in breath and scope. The face-to-face discussion session was extremely effective
      ii. Student Self-Reflection: Students appreciated the opportunity to plan and implement a 3-day unit as well as the written and verbal feedback provided
      iii. Peer Critic: Kept the non-teaching students engaged and provided them with an opportunity to be reflective teachers from a different perspective
   b. **Analysis of findings:**
      i. Instructor Observation: The implementation of the assignment needs to continue as structured
      ii. Student Self Reflection: The implementation of the assignment needs to continue as structured
      iii. Peer Critic: The implementation of the assignment needs to continue as structured

5. **What program changes will be made based on the assessment results?**
   a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).
      - Improvement plans is to continue engaging students in simulated activities designed to prepare them for successfully completing & passing the edTPA.
   b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.
      - Implementation will occur in PHED 336 every spring quarter

6. **Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.**

   Honestly, the only change that came out this exercise is that we need to update our student learning outcomes in the catalog as well as revise our the additional program requirements listed
NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2011-12 PROGRAM ASSESSMENT REPORT

In response to the university’s accrediting body, the Northwest Commission on Colleges and
Universities, this section has been added. This should be viewed as a follow up to the previous year’s
findings. In other words, begin with findings from 2011-12, and then describe actions taken during
2012-13 to improve student learning along, provide a brief summary of findings, and describe possible
next steps.

**Working definition for closing the loop:** Using assessment results to improve student learning as
well as pedagogical practices. This is an essential step in the continuous cycle of assessing student
learning. It is the collaborative process through which programs use evidence of student learning to
gauge the efficacy of collective educational practices, and to identify and implement strategies for

1. **Student Learning Outcome(s) assessed for 2011-12**
   Understand how individuals learn and develop, and provide opportunities that support
   physical, cognitive, social and emotional development

2. **Strategies implemented** during 2012-13 to improve student learning, based on findings of the
   2011-12 assessment activities.

   Implementation of two require professional speaker program meetings have been
   implemented to provide students with networking and professional development
   opportunities

   Professional speakers are solicited from a variety of areas ranging from health to coaching,
   to community agencies to K-12 education personal, etc... to come and speak to the entire
   HLTH & Fitness program faculty and students

3. **Summary of results** (may include comparative data or narrative; description of changes
   made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes
   towards improving student learning and/or the learning environment.

   Students have been exposed to a variety of area professionals that has led to many students
   securing meaningful professional development opportunities, of their choice, which are
   assisting them in achieving their own professional goals

4. **What further changes to curriculum, pedagogy, mode of delivery, etc.** are projected based
   on closing-the-loop data, findings and analysis?
   At this time, no changes are identified to be implemented.