

Assurance of Student Learning Reflection 2024-2025	
College of Health and Human Services	School of Kinesiology, Recreation & Sport
Physical Education (Ref #587)	
Program Director/Assessment Coordinator: Dr. Brian Myers	
Is this an online program? ☐ Yes x No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here xx ☐ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Scientific and Theoretical Knowledge: WKU 587 majors know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Skill-Based and Fitness-Based Competence: WKU 587 majors are physically educated individuals with the knowledge and skills necessary to demonstrate and/or assess competent movement performance, health-enhancing, and lifetime fitness courses.
Evaluation	This outcome remains highly relevant. It uses measurable verbs ("know and apply") aligned with Bloom's Taxonomy and focuses on a single, assessable goal. It does not need revision.
Measurement Instruments	Measurement Instruments - PE 123 Rhythms Routine (replaced PE 111 to exclude non-majors) - PE 212 Skills Testing - PE 414 Key Assessment 5B (Analysis of Student Performance and Reflection of Teaching)
Criteria & Targets	- Goal: 90% of students score a 3 or higher (out of 4) on holistic rubrics. - Current scores were 89.47% (PE 123), 88% (PE 212), and 95% (PE 414).
Results & Conclusion	Results: The 1.1 and 1.2 measures fell just short of the goal, while 1.3 exceeded expectations. The shift from PE 111 to PE 123 improved alignment. Conclusions: Instrumentation and rubrics are appropriate. Alignment with CAEP has improved consistency. "Proficient or nothing" approach has strengthened expectations.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	- Continue assessments in PE 123, PE 212, and PE 414. - Require demonstrated proficiency prior to Anthology submissions. - Review and fine-tune rubric language. - Continue to seek ways to assess both individual and teaching skills in preservice PE teachers
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Skill-Based and Fitness-Based Competence: WKU 587 majors are physically educated individuals with the knowledge and skills necessary to demonstrate and/or assess competent movement performance, health-enhancing, and lifetime fitness courses.
Evaluation	This outcome is still relevant and measurable. It appropriately captures physical literacy and assessment capacity. No changes needed.
Measurement Instruments	- PE 123 Rhythms Routine - PE 414 Key Assessment 5A (Unit Goals & Assessment) - PE 414 Key Assessment 6 (Design for Instruction)
Criteria & Targets	- Goal: 90% of students score a 3 or higher (out of 4). - Scores: PE 123 = 89.47%, 5A = 90%, 6 = 90%
Results & Conclusion	Results: SLO 2.2 and 2.3 met the target; 2.1 was slightly below, likely due to non-major inclusion in early cycles. Conclusions: Moving 2.1 to PE 123 improved quality of data. Key Assessments 5A and 6 provide strong alignment with CAEP and ASL. Instructional design and field experience show promising alignment.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	- Maintain current course assignments for 2.1, 2.2, and 2.3. - Train scorers for consistency. - Ensure students meet proficiency before submitting to Anthology. - Continue refining the rubrics and exploring universal design strategies.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Planning and Implementation: WKU 587 majors plan and implement developmentally appropriate learning experiences that address the diverse needs of all students and, when applicable, are aligned with local, state, and national standards.
Evaluation	This outcome continues to be central to teacher readiness and includes measurable language. No revision is needed.
Measurement Instruments	- PE 414 Key Assessment 5B (Analysis of Student Learning) - PE 414 Key Assessment 6 (Design for Instruction) - PE 414 Key Assessment 5A (Unit Goals & Assessment)
Criteria & Targets	- Goal: 90% of students achieve a score of 3 or higher (out of 4) - Results: 5B = 95%, 6 = 90%, 5A = 90%
Results & Conclusion	Results: All measures met or exceeded target. Conclusions: The use of multiple key assessments in PE 414 allows a more comprehensive view of planning and implementation. Students are showing growth across differentiation, alignment, and instructional design.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	- Maintain all 3 assessment tools in PE 414. - Enhance video-based reflections and peer review components. - Further clarify rubric expectations and connection to standards. - Require demonstrated proficiency prior to submission.

To add more outcomes, if needed, select the table above and copy & paste below.

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CourseLeaf SLO Verification: Yes