

*STUDENT LEARNING ASSESSMENT PROGRAM  
SUMMARY FORM*

Spring, 2005

Degree and  
Program Name: MS in Physical Education  
All Concentrations

**PART ONE:**

What are the learning objectives?	How, where and when are they assessed? Committee/person responsible?	What are the expectations?	What are the results?	How will the results be used? Committee/person responsible?
<p>1. The graduate student will synthesize information from coursework and scholarly research on a self-chosen but directed, focused topic in physical education and present a graduate paper.</p> <p>2. The graduate student will be able to read and understand reports of surveys, studies, investigations and experiments with competence and be able to plan his own study and analyze data resulting from them</p>	<p><b>How:</b> Master's Oral Examination – Submit Master paper. <b>Where:</b> Oral presentation based on a scholarly paper presented to a 3 member panel of Graduate Faculty. <b>When:</b> At the end of annual academic year – summer 2003 – 2004. Students have mentor they work with throughout the writing process.</p> <p><b>How:</b> Classroom assignments, exams and the preparation of a mini-thesis will be completed throughout the semester. <b>Where:</b> In the classroom. <b>When:</b> Throughout the semester. <b>Committee/person responsible:</b> Professor or courses</p>	<p>All panel members must be in agreement that the graduate student successfully completed the oral components of the Master's Exam.</p> <p>All students will be competent at understanding research, analyzing data and writing a mini-thesis.</p>	<p>In the cycle summer 2004, fall 2004, spring 2005, early summer 2005, 42 students met expectations. While none failed, extensive remediation was completed on 2 students. These students significantly re-worked their paper as a result of pre-orals mentoring.</p> <p>All students successfully passed the courses which demonstrated competence for the learning objective.</p>	<ol style="list-style-type: none"> <li>1. To determine if the graduate student will be eligible for graduation (Certificate of Comprehensive Knowledge).</li> <li>2. To evaluate the individual candidates knowledge in a specific academic concentration – pedagogy, athletic administration, cardiac rehabilitation.</li> <li>3. To evaluate an individual candidates written and oral communication skills.</li> <li>4. To serve as a source of feedback to faculty members regarding the effectiveness of the program.</li> <li>5. To identify/spotlight program gifted individuals with the potential for further graduate and doctoral study.</li> </ol>

**PART TWO: Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program.**

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Student's graduate papers are more focused, well-written, and comprehensive based on the revisions of the guidelines that were made last year.

Graduate students choose a mentor from the graduate faculty with an expertise in the area of the student's chosen topic. The student works with his mentor throughout the writing of the master's paper. We have also added a contract that both the graduate student and advisor must now sign which outlines the timelines of the orals.

Though all students passed the coursework in Research Methods and Statistics, areas which students did not comprehend as well or had minimal competence have been changed to enhance students' learning.