1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

Students in the Supplementary Authorization in Physical Education Minor are generally included in the Physical Education Major (Blended and General). As the PE Major undergoes changes in course content and requirements, the Supplementary Authorization students are affected by the shifts in course content and approach, as well as in classes that are combined or eliminated. There has been little effort to specifically address the Supplementary Authorization students, in part because there are very few, and they are served by the current PE major curriculum offerings.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

Learning Outcomes (in no order of prioritization)

A. **Content Knowledge**: To demonstrate the knowledge of the field of physical education including growth, motor development, motor learning, science of human movement, sociological and psychology of human movement, assessment and evaluation principles, physical education technology, movement concepts and forms, and integration of concepts. **This goal was targeted by our faculty because we highly value the acquisition of content knowledge within our profession and look for graduate applicants who demonstrate these skills at the superior level. Feedback from our successful California Commission on Teacher Credentialing (CCTC) review confirms that content knowledge is important for our graduates to succeed. This goal is also aligned with the University’s Baccalaureate Learning Goals.**

B. **Instructional Strategy**: To participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms. **This goal was identified by our faculty because we highly value these skills within our profession and look for graduate applicants who demonstrate these skills at the superior level. This goal is also aligned**
with the University’s Baccalaureate Learning Goals and is a high priority for the CCTC, our state accrediting body.

C. **Fieldwork:** To participate in planned, structured field experiences in departmentalized classrooms that are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. This goal was targeted by our faculty because we highly value these experiences within our profession and look for graduate applicants who demonstrate competencies acquired from the experiences at the superior level. This goal is also aligned with the University’s Baccalaureate Learning Goals and is a high priority for the CCTC, our state accrediting body.

D. **Professional Development:** To make positive professional contributions, and to exhibit the professional disposition of an effective emerging professional. This goal was identified by our faculty primarily due to our belief that skills and experiences acquired in this area will best serve our students in the field of physical education. In addition, this goal was selected based on feedback from our alumni, informal employer surveys and exit interviews. This goal is also aligned with the University’s Baccalaureate Learning Goals and is a high priority for the CCTC, our state accrediting body.

3. **For undergraduate programs only,** in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

These goals are developed from the Sacramento State Baccalaureate Learning Goals for the 21st Century with a department specific focus related to the acquisition of content knowledge, instructional strategies, experiences within the field and professional development. Our primary goal related to the acquisition of content knowledge in the field of physical education is directly aligned with the baccalaureate learning goal: Competence in the Discipline. The department’s instructional strategy goal is also directly aligned with the baccalaureate learning goal: Competence in the Discipline, as well as the Intellectual and Practical Skills learning goals. The departmental goal related to fieldwork directly aligns with the baccalaureate learning goal: Intellectual and Practical Skills, and overlaps with Competence in the Discipline. Finally, the professional development goal is directly aligned with the baccalaureate learning goal: Personal and Social Responsibility baccalaureate goals.

4. **For each** desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
Learning Outcome #1. Content Knowledge.
a. Students enroll in coursework related to content knowledge. They are assessed through a variety of tools, including exams, papers, research projects, and lab activities.
b. There is no effort to take a sampling of students in this program. Currently there are two students. Therefore any student in this program would be easy to contact and survey, if desired.
c. At this time, we do not have an official instrument to measure the status of this learning outcome (beyond the routine coursework, GPA, etc.)
d. Our faculty believe we should maintain this opportunity for students to earn a supplementary authorization in PE minor, despite the small numbers. What they do not receive in this minor, they are receiving from their major of study, which would also be a teacher credential program. However, we do not know at this time how many of these students go on to use this authorization in their employment as a physical education teacher in the California public schools.

Learning Outcome #2. Instructional Strategy.
a. Students enroll in coursework that introduces them and allows them the opportunity to observe and practice a variety of instructional strategies (specifically KINS 138 and the KINS 140 series).
b. There is no effort to take a sampling of students in this program. Currently there are two students. Therefore any student in this program would be easy to contact and survey, if desired.
c. Students are assessed in peer teaching opportunities. They use coding sheets to evaluate their peers, as well as to assess their own teaching behaviors.
d. Students receive grades for individual teaching assignments, as well as in the coursework.

Learning Outcome #3. Fieldwork.
a. Students will engage in teaching opportunities in the public schools in the KINS 140 series. The students in the supplementary authorization in PE minor will also engage in other teaching opportunities in their major coursework, which often reinforces the lessons learned in KINS.
b. There is no effort to take a sampling of students in this program. Currently there are two students. Therefore any student in this program would be easy to contact and survey, if desired.
c. Students are evaluated in their teaching experiences using coding sheets and grading rubrics, as well as on reflective papers submitted post-teaching.
d. Faculty continually discuss the type of teaching opportunities to be offered in the KINS 140 series, as well as what type of coding sheets and grading rubrics we choose to use (in an effort to be both consistent with all the KINS 140 series, but to also allow for some instructional control and variety).

Learning Outcome #4. Professional Development.
a. Students are required to attend conferences and workshops (by instructors in KINS 140 series and KINS 138) where they have the opportunity to model effective teaching strategies, as well as observe other teachers.
b. There is no effort to take a sampling of students in this program. Currently there are two students. Therefore any student in this program would be easy to contact and survey, if desired.
c. Students receive points toward their overall grade based on meeting professionalism requirements.
d. Faculty work to offer a variety of opportunities for students to experience professionalism, and in the past have included CAHPERD (state physical education conference and workshops), teacher observation hours, as well as interviews with current teachers (KINS 133).

Additional comment: Students enrolled in the Supplementary Authorization in PE Minor are generally included with Physical Education Majors (Blended and General). They take courses with PE Majors and are asked to meet the same requirement as PE Majors, in terms of class assignments. The difference is that students in the Minor program will be receiving additional content knowledge in another discipline (ie Math, Science, Liberal Studies).

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

This decision making has not occurred specifically for students in the Supplementary Authorization in PE Minor. Any decisions to address curriculum in this area comes as a result of discussions and alterations in the Physical Education major (Blended and General). With so few students in this program, we currently do not have a plan to alter the curriculum specifically for this minor (that would not be reflected in the major).

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

No, at this time there has been no effort toward reaching out to alumni in the supplementary authorization in PE minor. There is one advisor for the minor, who serves as the entry/exit point person for each student. In considering how we could seek such data, the minor advisor could formalize a process to collect contact information and in developing an assessment tool for future use. Additionally, it would be very useful to determine how many students who have completed the Supplementary Authorization in PE Minor have gone on to teach physical education in California’s public schools.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

A student who enrolls and completes the Supplementary Authorization in Physical Education must also complete a teacher credential program to even utilize the PE authorization. CCTC evaluates credential programs in the state of California. Our authorization supplements an individual’s primary teaching credential, allowing them to teach physical education. While they are not as prepared to teach physical education as a
physical education major, their teaching credential and subsequent completion of the Supplementary Authorization in PE does allow them to teach in physical education.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

This Supplementary Authorization in Physical Education Minor serves a small number of students who are interested in teaching physical education, but who are completing a teaching credential in another primary subject area. By taking KINS classes and being exposed to the content, instructional strategies of the discipline, as well as professional organizations in the discipline, it is our aim that these potential physical educators will be prepared to teach in the field and when uncertain, have the resources they need to address their needs.