

## REVIEW OF THE B.S., B.S.ED. IN PHYSICAL EDUCATION

Classification of Instructional Programs (CIP) Code: 13.1314  
Physical Education Teaching and Coaching

### OVERVIEW

The B.S., B.S.Ed. in Physical Education program at Illinois State University is housed in the School of Kinesiology and Recreation within the College of Applied Science and Technology. The school also offers undergraduate minors in Athletic Coaching, Exercise Science, and Recreation and Park Administration; a B.S. in Athletic Training; a B.S., in Exercise Science; a B.S. in Recreation and Park Administration; and an M.S. in Kinesiology and Recreation with eight sequences. The last review of the B.S., B.S.Ed. in Physical Education program occurred in 2011-2012.

The B.S., B.S.Ed. in Physical Education program is designed primarily to prepare students for physical education teaching positions in elementary and secondary schools of the state. Students successfully completing the physical education teacher education sequence of the program qualify for initial teacher licensure by the Illinois State Board of Education with a Physical Education endorsement. Students who do not pursue teacher licensure are served by the kinesiology studies sequence of the program. The B.S., B.S.Ed. in Physical Education program is the largest among its numerous comparator programs in the state. Contrary to statewide and national trends in educator preparation programs, enrollment in the B.S., B.S.Ed. in Physical Education program has been increasing since 2015.

**Enrollment by Plan of Study, Fall Census Day, 2011-2018**  
**B.S., B.S.Ed. in Physical Education, Illinois State University**  
First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Physical Education Teacher Education sequence	262	224	176	167	142	157	173	176
Kinesiology Studies sequence	44	54	58	39	3	57	55	65
No sequence					40			
<b>Total</b>	<b>306</b>	<b>278</b>	<b>234</b>	<b>206</b>	<b>185</b>	<b>214</b>	<b>228</b>	<b>241</b>

**Degrees Conferred by Plan of Study, Graduating Fiscal Year 2011-2018**  
**B.S., B.S.Ed. in Physical Education, Illinois State University**  
First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Physical Education Teacher Education sequence	43	62	56	48	35	29	20	25
Kinesiology Studies sequence	6	10	21	17	14	15	15	15
<b>Total</b>	<b>49</b>	<b>72</b>	<b>77</b>	<b>65</b>	<b>49</b>	<b>44</b>	<b>35</b>	<b>40</b>

Table note:  
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

## **EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT**

### **Program goals**

- To provide premier undergraduate academic programs.
- To continue to conduct student outcomes assessment.
- To engage faculty and students in quality scholarship.
- To engage in service and outreach initiatives to enhance student recruitment and alumni relations.

### **Students learning outcomes**

In 2017 the Council for Teacher Education at Illinois State University adopted a new assessment process for all initial licensure educator preparation programs offered by the University, including the physical education teacher education sequence of the B.S., B.S.Ed. in Physical Education program. The new process is driven by accreditation standards of the Council for the Accreditation of Educator Preparation, which in 2013, as the successor to the National Council for Accreditation of Teacher Education, became the sole accrediting body for educator preparation providers including Illinois State University. The new process provides for annual assessment of student outcomes in five broad areas.

- Content knowledge
- Pedagogy (formative and content)
- Impact on student learning
- Clinical practice
- Dispositions

### **Program curriculum** (2018-2019)

The B.S., B.S.Ed. in Physical Education program consists of two sequences: physical education teacher education and kinesiology studies. The physical education teacher education sequence leads to initial teacher licensure in Illinois. The kinesiology studies sequence is intended for students who either choose not to seek initial teacher licensure or are unable to meet requirements of the physical education teacher education sequence.

Graduation requirements (physical education teacher education sequence):

120 credit hours consisting of 77 credit hours in the major, with the balance of credit hours earned in General Education courses or elective courses. The 77 credit hours in the major include 15 credit hours in core kinesiology and recreation courses, 36 credit hours in physical education teacher education courses, and 26 credit hours in professional education (educator preparation) courses that include two student teaching experiences (one in an elementary school and one in a secondary school).

Graduation requirements (kinesiology studies sequence):

120 credit hours consisting of 26 credit hours in core kinesiology and recreation courses, 14 additional credit hours from within the physical education program, and 39 credit hours in General Education courses, with the balance of credit hours earned in elective courses. Completion of a second major, a minor, or an individualized program by advisement is recommended.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The School of Kinesiology and Recreation sponsors short-term cultural immersion experiences in Costa Rica, Italy, New Zealand, Poland, and Russia and a study abroad experience at the University of Limerick (Ireland).

### **School faculty** (Fall 2018)

24 tenure track faculty members (7 Professors, 8 Associate Professors, and 9 Assistant Professors)

17 non-tenure track faculty members (11 full-time and 6 part-time, totaling 13.99 FTE)

Undergraduate student to faculty ratio: 24.7 to 1

Undergraduate student to tenure-line faculty ratio: 38.1 to 1

Core faculty for the B.S., B.S.Ed. in Physical Education program includes three tenure-line faculty members and three full-time non-tenure track faculty members.

### **Specialized accreditation**

The physical education teacher education sequence of the B.S., B.S.Ed. in Physical Education program is affiliated with the teacher education unit at Illinois State University which was last accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2012. The teacher education unit has applied for initial accreditation by the Council for the Accreditation of Educator Preparation (CAEP), which is the successor to NCATE. In addition to being part of an accredited teacher education unit, the physical education teacher education sequence of the B.S., B.S.Ed. in Physical Education program is currently recognized by the National Association for Sport and Physical Education (NASPE), a specialized professional association previously affiliated with NCATE. NASPE recognition of the program is scheduled to expire February 1, 2020. Faculty of the B.S., B.S.Ed. in Physical Education program has opted not to continue its affiliation with NASPE beyond that date, to instead focus on CAEP accreditation and compliance with state educator preparation program guidelines.

### **Changes in the academic discipline, field, societal need, and program demand**

Enrollments in educator preparation programs at colleges and universities statewide and nationwide have been declining since the 2011-2012 program review. Mirroring that trend, enrollment in the physical education teacher education sequence of the B.S., B.S.Ed. in Physical Education program declined from 262 students in fall 2011 to 142 students in fall 2015. Since then, however, enrollment in the sequence has steadily rebounded, to 176 students by fall 2018. Faculty anticipates that enrollment in the sequence will continue to increase due to a shortage of teachers in Illinois and the nation.

### **Responses to previous program review recommendations**

The 2011-2012 program review resulted in recommendations to continue responding to changes in the discipline with curricular and technological initiatives, continue efforts to recruit faculty and students self-identifying with groups traditionally underrepresented in the field, continue efforts to develop and utilize the student learning outcomes assessment plan for the program, continue efforts to increase participation in the university-wide Honors program, and continue monitoring time-to-degree. The program has since attempted to address each of the recommendations.

To maintain a curriculum that is current with changes in the discipline, faculty members have regularly consulted the program advisory council and have attended state and national conferences in the field. Since the last review, the program has implemented new technologies such as tablets and activity monitors in several courses. With regard to faculty diversity, the program succeeded in hiring tenure-line faculty members self-identifying with traditionally underrepresented racial/ethnic groups. However, the newly-hired faculty members have not been retained by the program, resulting in recurring underrepresentation of those groups. With regard to student diversity, faculty members are conducting a study of student recruitment and retention, in hopes of understanding how the program can better focus its recruitment efforts on prospective students from underrepresented groups. Student learning outcomes assessment for the program is ever changing due to ongoing changes promulgated by accrediting and program approval bodies. Since the last review, the program has collaborated with other educator preparation programs at the University to develop and implement an assessment process that meets standards of the Council for the Accreditation of Educator Preparation, the new national accrediting body for teacher education programs. With regard to Honors program participation, a concerted effort has been made by faculty and staff to inform students about Honors program opportunities. However, additional efforts will be needed in the coming years to increase student participation in the program. Time-to-degree is an ongoing concern of the program, as it takes some students

five or even six years to complete their degree. The primary reason for this phenomenon is the significant percentage of students who choose to complete requirements for a second teaching endorsement before leaving the University (typically school health education). Faculty continues to investigate this phenomenon for ways to streamline the plan of study for those students.

### **Major findings**

The increase in program enrollment since 2015 evidences continued demand for the B.S., B.S.Ed. in Physical Education program. That has not been the case for other physical education teacher education programs in the state. Since the 2011-2012 program review, the Physical Education program at Illinois State has been the largest of its kind in Illinois by an increasingly large margin. Student learning outcomes data for the B.S., B.S.Ed. in Physical Education program evidence preparedness of its graduates for employment in the field. Average scores on the capstone assessment required for initial teacher licensure in the state (i.e., edTPA) are consistently higher for students graduating from the Physical Education program at Illinois State than for students graduating from comparator programs in Illinois and higher than the average across all physical education teacher education programs nationwide. The B.S., B.S.Ed. in Physical Education program continues to provide a wealth of co-curricular opportunities for its students, including opportunities to connect with practicing teachers and program alumni. Areas of program improvement identified through this program review self-study include the need to track student involvement in scholarship and creative activities, to increase student participation in the university-wide Honors program, to decrease the average time it takes a student to graduate from the program, to increase enrollment of students self-identifying with traditionally underrepresented racial/ethnic groups, and to implement the new student learning outcomes assessment plan for the program.

### **Initiatives and plans**

- Investigate strategies to decrease time-to-degree of students in the program.
- Investigate strategies to recruit underrepresented students to the program.
- Explore methods to track student participation in research and creative activities.
- Increase student involvement in the university-wide Honors Program.
- Continue to develop and implement the student learning outcomes assessment plan for the program to reflect changing requirements of external accreditation and program approval bodies.
- Continue to modify academic course offerings to reflect changes in the field.
- Engage faculty and students in quality scholarship.
- Enhance alumni relations by establishing connections through social media.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.S., B.S.Ed. in Physical Education program to be in Good Standing.

The Academic Planning Committee thanks faculty and staff of the B.S., B.S.Ed. in Physical Education program for a concise, forward-looking self-study report. The document evidences collaboration among multiple stakeholders, including all faculty members, in identifying challenges facing the program and in embracing opportunities to address them. Initiatives set forth in the plan for the coming program review cycle follow logically from the issues and concerns discussed in the report.

The committee recognizes the program as the largest physical education teacher education program in Illinois with respect to enrollment. The program has maintained that standing since 2011. The program has also been the largest such program in Illinois with respect to degrees conferred since 2013. Since the last program review through Fiscal 2018, the program has graduated 275 students qualified for licensure by the Illinois State Board of Education (ISBE) to teach physical education in elementary and secondary schools in the state.

The committee recognizes program faculty and staff members for their efforts in recent years to study enrollment patterns and student recruitment efforts to establish target enrollments and prioritize recruitment initiatives. Those efforts have helped reverse enrollment decline in the physical education teacher education sequence that began at the

time of the prior program review and continued through fall 2015 (a decline from 262 students to 142). The reduction in enrollment mirrored the decline experienced by most secondary teacher education programs in Illinois during the last decade. However, since fall 2015 enrollment in the physical education teacher education sequence has steadily rebounded, to 176 students in fall 2018, bucking the state-wide trend. The increase is especially significant given the shortage of physical education teachers in the state.

The committee commends efforts faculty members have made and continue to make to review and modify the curriculum in response to changes in the discipline and educator preparation policies of the state. Since the last review, faculty has successfully integrated the state-mandated capstone student teaching assessment (edTPA) into the curriculum. Success in preparing students for the new capstone requirement is evidenced by mean edTPA scores for program completers that exceed state and national averages. Among the curricular changes under consideration by faculty at this time is adding content to better prepare graduates to serve the specialized needs of children with disabilities.

The committee recognizes the numerous co-curricular opportunities available to students in the program above and beyond the clinical experiences embedded in the curriculum (i.e., class observations and student teaching). Program faculty members facilitate and support the Physical Education Teacher Education (PETE) Club, a registered student organization that sponsors mock student teaching interviews and panel discussions with area school administrators. The program sponsors cultural immersion trips to Poland and Costa Rica and, since 2011, has offered students the opportunity to complete a semester-long study abroad experience at the University of Limerick (Ireland). Students are encouraged by faculty members to assist them with their research and to deliver presentations at state and national conferences. The committee agrees with the suggestion in the self-study report that faculty devise and implement strategies for documenting and archiving those student research contributions.

The committee asks faculty to submit a program review follow-up report related to one component of the self-study report. In the report faculty members identify indicators of program quality and a list of universities with physical education teacher education programs that excel with respect to one or more of those indicators. However, the report does not provide details regarding the aspirational programs nor does it set forth actions physical education program faculty at Illinois State could pursue to meet or exceed the levels of quality of those other programs. Accordingly, the committee asks faculty to revisit and complete the analysis of aspirational programs and to contextualize findings of the analysis in a report submitted by the School of Kinesiology and Recreation to the Office of the Provost by December 15, 2019. In conducting the additional analysis, faculty might choose to investigate programs that have successfully addressed the issues reflected in the list of initiatives set forth by faculty in the self-study report, such as recruiting students from traditionally underrepresented groups or enhancing alumni relations.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Further investigate time-to-degree and strategies for reducing it.** Average time-to-degree for students completing the B.S., B.S.Ed. in Physical Education program is consistently higher than the average across all undergraduate programs at the University. For example, in Fiscal 2017, 20.0 percent of B.S., B.S.Ed. in Physical Education graduates who started the program as first-time-in-college students completed the program within four years, compared to 67.3 percent university-wide. The self-study report posits that the difference may be due to the choice by many students to complete additional courses to qualify for a second teaching endorsement, typically in school health education. While the committee recognizes that all educator preparation programs at the University are challenged to graduate students within four years due to state-mandated curriculum requirements, the committee believes that time-to-degree in the B.S., B.S.Ed. in Physical Education program merits further study by its faculty. The committee suggests further study to determine how many students are delayed in completing the program because they are pursuing a second endorsement and how many students are delayed for other reasons. With that information, faculty can develop strategies for streamlining the curriculum if that can be done and still meet all state-mandated curriculum requirements. The committee understands from the self-study report that faculty has already proposed actions to reduce the number of credit hours required for graduation and to eliminate duplication of content in the curriculum. The committee commends faculty for those efforts and urges their continuation.

**Seek articulation agreements with community colleges to minimize time-to-degree for external transfer students.** The self-study report states that faculty of the B.S., B.S.Ed. in Physical Education program has established an annual target of enrolling 15-20 students transferring from a community college or other institution. To promote completion of the B.S., B.S.Ed. in Physical Education program by transfer students within four years or as close to that as feasible, the committee recommends updating any existing articulation agreements with community colleges and developing agreements with select additional community colleges. The community colleges identified for articulation agreements might include those colleges from which most students in the physical education program transfer or community colleges with high percentages of students from traditionally underrepresented populations (see below). While faculty members may prefer that community college students transfer to Illinois State before completing an associate's degree, having articulation agreements would help community college students and their advisors select and sequence their community college courses to minimize obstacles to timely completion of the program at Illinois State. For community college students reluctant to transfer before receiving an associate's degree, the School of Kinesiology and Recreation can work with the University Registrar and with community college staff to arrange conferment by the community college of an associate's degree once the student has earned sufficient credits at Illinois State.

**Continue efforts to recruit and maintain a diverse student population.** The percentage of students enrolled in the B.S., B.S.Ed. in Physical Education program who self-identify with traditionally underrepresented racial or ethnic groups has increased from 8.1 percent in fall 2010 to 22.1 percent in fall 2017. Representation of women among students has also increased in recent years, from 28.2 percent in fall 2015 to 34.2 percent in fall 2017. The committee recognizes faculty and staff members for their efforts to recruit and retain students who identify with these groups and encourages continuation of those efforts. Strategies faculty might pursue include focusing recruitment efforts on high school districts in the state with high percentages of students self-identifying with traditionally underrepresented groups and seeking articulation agreements with community colleges that serve those districts. Faculty might also consider seeking private donors for additional scholarships that could be used for student recruitment, to complement awards used by the school to promote student retention. Further, the committee recommends a broad approach to diversity, to include diversity with respect to other identities and diversity among the experiences and perspectives incoming students bring to the program. Regarding retention, the committee recommends strategies for nurturing an environment of inclusion, such as considering diversity when inviting speakers to campus or when developing course content. The newly-established Diversity and Inclusion Committee in the school could provide an appropriate venue for these efforts.

**Enhance alumni tracking through use of social media.** Being able to contact alumni can benefit a program in many ways, such as in seeking feedback regarding the program, involving alumni in student mentoring, or in raising funds for program initiatives such as scholarships. The committee recognizes faculty and staff of the B.S., B.S.Ed. in Physical Education program for their efforts to track program alumni since the last program review, particularly for the multiple strategies adopted by the program to do so. The committee supports the initiative identified in the self-study report of further enhancing alumni relations through use of social media.

**Use the alumni tracking system to document placement rates for graduates.** The self-study report indicates that job placement rates for graduates of the B.S., B.S.Ed. in Physical Education program were 69 percent in 2015 and 60 percent in 2017. The report attributes those figures to ISBE. The committee is concerned with these rates in light of the continuing state-wide shortage of physical education teachers. However, the rates reported by ISBE may be misleading. For example, the rates are based not on teacher licensure records maintained by ISBE but on reports to ISBE by school districts. Only public schools are required to report that information, and not all of them do so. The committee encourages faculty to implement the alumni tracking system developed for the program to seek more complete data regarding placement of its graduates. For completers who qualified for teacher licensure but did not obtain a teaching job, the program might probe the reasons. That information could then be considered by faculty when discussing the need for program changes. The committee encourages to also seek information about students completing the non-licensure sequence of the program (i.e., kinesiology studies), because approximately one in four graduates complete that sequence rather than the physical education teacher education sequence.

**Increase faculty diversity.** According to the program review self-study report, only one of the 35 full-time faculty members in the School of Kinesiology and Recreation as of fall 2017 self-identifies with a racial/ethnic group traditionally underrepresented in the discipline. With respect to gender, although 41 percent of full-time faculty members in the school are men, only one male faculty member teaches full-time in the B.S., B.S.Ed. in Physical

Education program. The committee encourages physical education program faculty members to work with their faculty colleagues in the school to increase representation of persons of color and men among faculty members teaching in the physical education program as faculty positions come open. The committee also recommends recruiting for diversity with respect to other identities and with respect to the expertise, interests, and perspectives faculty members bring to the school. One step in doing so might be for faculty to review and evaluate past efforts to recruit for diversity to identify recruitment strategies to continue and those to change. The committee further suggests that faculty consider additional strategies the school might deploy to retain faculty members who identify with groups traditionally underrepresented in the discipline. The newly-established Diversity and Inclusion Committee in the school could provide an appropriate venue for those discussions.

**Continue collaborating with Milner Library to provide resources and information fluency instruction in support of the program.** The committee recognizes ongoing collaborative efforts of School of Kinesiology and Recreation faculty and Milner Library faculty to assess and prioritize the kinesiology and recreation collection maintained by the library, including physical education teacher resources of the Teaching Materials Center in the library and periodical literature that supports faculty and student research. The committee also recognizes collaboration between physical education program faculty and library faculty to provide information fluency instruction to students in the program to familiarize students with research resources in the discipline, how they are accessed, and how their content is evaluated and contextualized. The committee encourages program and library faculty to continue those efforts. Further, the committee encourages program and library faculty to identify information fluency goals unique to the physical education program, information fluency learning outcomes related to each goal, and points within the curriculum at which information fluency instruction could occur relative to each outcome.

**Continue implementation of the new student learning outcomes assessment plan.** The committee recognizes the program for developing and implementing a new student learning outcomes assessment plan since the prior program review in conjunction with the teacher education unit at the University. The committee encourages faculty to continue implementing the plan during the next program review cycle. The committee recommends that faculty members document any program changes they make to the program based on assessment findings and the rationale for those changes.