

Physical Education Student Learning Assessment Plan
DRAFT
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I. Executive Summary

During the past year, we examined Physical Education course offerings to better align them with the program's mission and goals. Our aim was to create a more comprehensive Physical Education curriculum that provides students with opportunities to participate in activities from which they will benefit for a lifetime. This year our goals are to evaluate the effect of last year's curriculum changes, to determine needs for additional classes, to develop a shared syllabus in order to standardize goals and objectives for all PE classes, and to set evaluation standards through the development of a grading rubric for skill demonstration and group interaction.

II. Assessment Review and Planning Meeting Summary

In spring 2007, Alden and Associates, Inc. had just completed an assessment of the physical education, athletics and recreation services departments. Their findings showed an imbalance of programming between the three departments; they suggested that this imbalance could be corrected if the college placed greater emphasis on lifetime fitness activities for all students in the areas of physical education and recreational services. Based on their recommendations, a new Coordinator of Physical Education, Recreation and Fitness (Jeff Tillapaugh) was hired and began in August 2007. Several traditional PE classes that were more sport specific - such as basketball and soccer - were removed and replaced with lifetime fitness classes such as aerobic kickboxing and tai chi. We also expanded existing courses to offer advanced instruction for certain activities such self-defense, horseback riding and sailing.

At the end of last year, the Coordinator of PE, Recreation and Fitness met with each instructor individually to assess the needs for each course and to discuss the need for a consistent assessment throughout the department. The coordinator will again meet individually with each instructor after each semester and maintain contact throughout the semester through email and phone.

III. Action Steps

This year our goals are to evaluate the effect of last year's curriculum changes, to determine needs for additional classes, to develop a shared syllabus in order to standardize goals and objectives for all PE classes, and to set evaluation standards through the development of a grading rubric for skill demonstration and group interaction.

Evaluate the effect of last year's curriculum changes

Evaluating last years curriculum changes through the use of a survey will help to determine if the changes have an impact on the students and in fact align with the goals and objectives of the program.

Determine needs for additional classes

Even though in the past year college enrollment has increased, the number of physical education classes offered has decreased. This is due, in part, to the recommended changes from Alden and Associates Inc. Physical education is a general education requirement that must be taken by every student; therefore most classes are full due to the decreased number of offerings and the necessity of the requirement. It would be beneficial to assess the need for new types of lifetime fitness classes or activities and/or expansion of existing courses.

Develop a shared syllabus in order to standardize goals and objectives for all PE classes

The Physical Education Department agrees that creating a generalized syllabus that includes the goals and objectives of the department will help to improve each course offered. Each Physical Education course is different in its curriculum but should have the same goals and outcomes as outlined below. Aligning the different courses with the goals and objectives of the department will help to evaluate the effectiveness of the course offerings in addition to student input from surveys.

Set evaluation standards through the development of a grading rubric for skill demonstration and group interaction

In order to assess goals and objectives physical education instructors would like students to accomplish, we need to be able to articulate or show the range of success for those. Creating a universal rubric for the department that would help to assess technical and interpersonal skills will aide students understanding of course objectives and empower instructors to evaluate each student's success relative to performance rather than just participation.

IV. Assessment Plan

Wells College Mission Statement

The mission of Wells College is to educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives. Through Wells' academic program, residential atmosphere, and community activities, students learn and practice the ideals of the liberal arts. The Wells experience prepares students to appreciate complexity and difference, to embrace new ways of knowing, to be creative, and to respond ethically to the interdependent worlds to which they belong. Committed to excellence in all areas of its reach, Wells College equips students for lifelong learning and for sharing the privileges of education with others.

Physical Education Mission Statement

In accordance with the mission statement of Wells College, our Physical Education Department provides opportunities to Wells students for the development of lifelong learning in the areas of fitness, sport activities, wellness, and recreation. We seek to accomplish this in a safe, fun, dynamic and diverse environment that uses interactive outlets to improve or maintain the physical, emotional and social health of all students.

Student Learning Goals

Goal One: PARTICIPATION
Students will become involved in interactive environments that contribute to their physical, mental and emotional well being.

LEARNING OBJECTIVES

Students will:

1. Participate in the required number physical education classes

Measureable Outcome:

- a. Students will pass 1 wellness course, swimming course and 2 other physical education courses to fulfill the general education requirement for Physical Education before he/she graduates

Means of Assessment:

- a. Presence in the classroom (attendance)

2. Show an improvement in physical health

Measureable Outcome:

- a. Students can identify what constitutes an unhealthy level of fitness and a healthy level of physical fitness.
- b. Students can develop a plan of action to improve or maintain a health enhancing level of physical fitness
- c. Students will build muscle and eliminate unnecessary body fat
- d. Students will understand their current health compared to their ideal health

Means of Assessment:

- a. Written Test
- b. Development of personal fitness action plan
- c. Pre and Post testing for endurance, flexibility and weight loss
 - i. Technology - heart rate monitors, skin fold, sit and reach etc.
- d. Course reflection or daily log of thoughts, feelings and/or progress

3. Show an improvement in mental and emotional health

Measureable Outcome:

- a. Students' internal/intrinsic motivation to participate in various activities will increase
- b. Students will have decreased stress levels
- c. Students will have increased self-confidence from accomplishing tasks
- d. Students' satisfaction with their quality of life on campus will increase.

Means of Assessment:

- a. Pre and post testing of physical and emotional health (CIRP DATA – Cooperative Institutional Research Program)

Goal Two: KNOWLEDGE

Students will develop knowledge of physical activity.

LEARNING OBJECTIVES

Students will:

1. Demonstrate competency in many movement forms and proficiency in a few

Measureable Outcome:

- a. Students can demonstrate an appropriate skill progression to the instructor for proper technique
- b. Students will be able to recall and perform a task based on a verbal queue
- c. Students will be able to assess the performance of peers

Means of Assessment:

- a. Checklist/rubric of skills/skill progression and/or proper technique
- b. Visual observation of skill or technique
- c. Students will provide feedback (written and/or verbal of the performance of another student).

2. Show understanding of rules, skills, techniques, strategies and safety for particular activities

Measureable Outcome:

- a. Students will be able to evaluate, critique and/or teach a skill to one another in a logical, accurate and effective manner
- b. Students will participate in class discussion with relevant contributions
- c. Students will be able to answer questions which recall previously taught information
- d. Students will know which equipment should be used for a specific activity and how to use it
- e. Students will be able to perform activities properly and safely, without feedback from instructor/referee, in an informal setting

Means of Assessment:

- a. Evaluated skill performance/demonstration/observation (rubric)
- b. Observation/evaluation of participation in class discussion and activity.
- c. Observation of dialogue/interaction during informal activity pertaining to rules, skills techniques, strategies and safety

Goal Three: COMMUNICATION and SELF-EXPRESSION

Students will choose activities that improve communication, self-discovery and self-expression.

LEARNING OBJECTIVES

Students will:

1. Demonstrate good sportsmanship

Measureable Outcome:

- a. Students will exhibit responsible social behaviors during activities
- b. Students will participate in activities out of the classroom
- c. Students will encourage others to participate
- d. Students will recognize opportunities to help peers learn/improve
- e. Students will show a willingness to be part of a group (compromise/empathy and respect for others)
- f. Students will demonstrate an understanding and respect for physical and skill level differences among peers.

Means of Assessment:

- a. Student assessment of others in the class regarding sportsmanship/peer evaluations
- b. Visual observation
- c. Pre and Post survey of participation in extracurricular activities

2. Develop skills needed to effectively collaborate and communicate with others

Measureable Outcome:

- a. Students will use good listening skills (pay attention to non-verbal cues, show empathy, attentiveness, etc.)
- b. Students will demonstrate an ability to view situations with objectivity and perspective
- d. Students will demonstrate conflict management skills (compromise, collaboration, avoidance, etc.)

Means of Assessment:

- a. Group Project
- b. Peer evaluation of group dynamics/performance (use rubric)
- c. Visual observation of desired/undesired skills during group work/performance of skills

Goal Four: LIFETIME HABITS

Students will translate knowledge of physical activity into a lifetime of wellness and fitness participation.

LEARNING OBJECTIVES

Students will:

1. Understand the relationships between the human body, physical activity and health

Measureable Outcome:

- a. Students will develop attitudes pertaining to physical education as an important component of personal development - physical, mental and emotional
- b. Students will exhibit behaviors/actions that contribute to overall health
- c. Students can articulate to others the relationship between the human body, physical activity and health
- d. Students will understand the effect that a change in physical health can have on emotional and mental health (and vice-versa)
- e. Students will develop decision making or self-management discipline in sticking to regular physical activity

Means of Assessment:

- a. Course reflection/diary
- b. Pre and post test survey of perceptions/attitudes towards physical education
- c. Written exam questions
- d. Visual observation

2. Know where to look for resources to continue a healthy lifestyle

Measureable Outcome:

- a. Students can identify specific websites and community resources
- b. Students will know where and what kind of equipment to purchase for specific activities
- c. Students will know who to ask for help or more information

Means of Assessment:

- a. Written exam or local resource assessment
- b. Group projects

Alignment of Physical Education Goals with College Mission Statement and Five Institutional Goals

PE Goal 1: PARTICIPATION

Students will become involved in interactive environments that contribute to their physical, mental and emotional well being

PE Goal 2: KNOWLEDGE

Students will develop knowledge of physical activity

PE Goal 3: COMMUNICATION and SELF-EXPRESSION

Students will choose activities that improve communication, self discovery and self expression.

PE Goal 4: LIFETIME HABITS

Students will translate knowledge of physical activity into a lifetime or wellness and fitness participation.

Relationship to Wells College Mission Statement

	Goal 1	Goal 2	Goal 3	Goal 4
1. "To think critically, reason wisely"		X	X	X
2. "To act humanely"			X	
3. "To cultivate meaningful lives"			X	X
4. "To appreciate complexity and difference"	X	X	X	
5. "To embrace new ways of knowing"	X	X	X	X
6. "To be creative"	X	X	X	X
7. "Equips students for life long learning"	X	X	X	X
8. "Sharing the privileges of education"			X	X

Applicable Relationship to the Five Institutional Goals of Wells College

College Goal 1: Provide an educational experience that supports students as unique individuals engaged in the study and practice of the liberal arts.

PE Goals: 1-4

College Goal 2: Develop students' intellectual curiosity, analytical and critical capabilities, and aesthetic awareness and creativity.

PE Goals: 1-4

College Goal 3: Provide a rich community environment that fosters awareness and sensitivity to social diversity and encourages responsible action in an interdependent world.

PE Goals: 3 and 4

College Goal 4: Develop self-confident individuals who exercise sound judgment and have the knowledge and skills for thoughtful decision-making.

PE Goals: 2, 3 and 4

V. Survey of Data Used

The information which has driven the changes in physical education so far has come from Alden and Associates, Inc. Further assessment methods for annual review are in the construction phase with hopes of implementation by fall of 2009. The development of a generalized syllabus for all courses to follow and the construction of a standardized grading rubric will help to intentionally focus class instruction and assessment to align with the goals and mission of the college and the department.