

UW Colleges Assessment Planning and Reporting Form

Email your reports to SAC@uwc.edu

2003 – 2004

Department	PHYSICAL EDUCATION
Assessment Coordinator(s)	Noreen Ferrari, Pam Massey

NOTE: Please attach relevant supporting information used to complete the Report Summary Sheet.

PART 1: Assessment of General Education Outcomes

Section 1: Identify the Proficiencies/Performance Indicators Assessed

- at the *Planning* stage, mark the performance indicators to be assessed in the left hand column below
- at the *Reporting* stage, report the numbers of students who did not meet, met, or exceeded expectations

	Proficiency	Performance Indicators	# Do Not Meet	# Meet	# Exceed
	A. Analytical Skills	1. Analyze, synthesize, evaluate and interpret information and ideas			
		2. Construct and support hypotheses and arguments			
		3. Select and apply scientific and other appropriate methodologies			
		4. Integrate knowledge and experience to arrive at creative solutions			
		5. Recognize fallacies and inconsistencies			
X		6. Gather and assess information from printed sources, electronic sources, and observation	137	340	161

Section 3: Use of Results

To change or improve your teaching?

The physical education department chose to utilize a common assessment tool this semester. Results will be discussed in general rather than being broken down by course. All courses assessed a series of article reviews with the difference being the topics assigned.

This is a sample of the topics included in this assessment:

- 123 -- personal and home safety; blood borne pathogens and disease transmission; preventing coronary heart disease
- 127 -- family health history; new fitness equipment; diets; exercise trends; nutrition/body weight management; environment on aging/dying/death
- 205 -- nutrition/body weight management; preventative treatment for sports related injuries
- 206 -- fast food/diets/nutrition; drug use/abuse; genetically modified food; hypertension; infectious diseases; personal safety issues
- 211 -- current health/or PE; adaptive pe; changes in law; classroom safety; integration of classroom learning and physical education; health issues including childhood obesity and inactivity; why do we need PE?
- 217 -- sports as a microcosm of life, current events in sports

1. How did individual instructors report that they plan to use these results to improve the instructional process?

Projected changes regarding clarity of assignment and recognition of instructor's tasks:

- ❑ Plan to be clearer in my presentation of material to my classes. Perhaps show an example of what an "exceeds" paper looks like. I could also allow some class time to discuss what kind of sources the students were able to find for the first paper and encourage them to look further. Finding a way to help the students who did not meet expectations will be my goal for success.
- ❑ Will continue to emphasize the importance of the topics chosen; reminders and reviews of assignment are beneficial.
- ❑ Specify more clearly what would be acceptable topics for each of deadlines.
- ❑ For those who did not meet expectations, my task is to convince them of the value and importance of taking time to participate in the process.
- ❑ Emphasizing how important it is to disseminate factual information from an author's opinion using critical thinking and research.
- ❑ Plan to discuss the concepts needed to do critical evaluations of information more than was done this semester.

Learning process/feedback to students

- ❑ Completing assignments earlier so I can provide more feedback sooner; will help both student and instructor to have a better general view of current level of student awareness on various topics
- ❑ Next year, I plan to organize small group discussions where individuals articulate the credibility of the sources I've picked. I plan to do this before their first assignment is due. I can see that this is a skill many of these students do not have and I can't assume that they already understand how to gather reliable sources.
- ❑ My first findings indicated that students were not trained to gather credible or reliable information from printed sources. Over one-half of the class failed to meet expectations on the first unofficial assignment. I took an extra twenty minutes during a class to explain examples of good academic sources. Also, during classroom oral presentations, I had students articulate why their source was reliable.

Choice of topics/sources

- ❑ Regarding Fitness for Life, there is much information that is speculation without supporting facts. This is important to the college student to know so that they do not believe everything that they read (did not allow internet as resource for this reason).
- ❑ I plan to improve the material I present by including selective material from websites to enhance the ability of student to understand how specific outside source material increases the potential of understanding the concepts of each unit.
- ❑ I would encourage the students to use the "Magazines for Libraries" tool to check the credibility of articles. I will introduce this tool much earlier to the class next year. Also, I'm considering having the students complete an oral article presentation where they would articulate the reliability and credibility of the source.
- ❑ I will require the use of scholarly journals in the future. It was an option that none of the students used in their research.
- ❑ May change format to cover wider range of material to make students use broader array of sources.

Instructor dissatisfaction/ Concerns with rubric

- ❑ Reading 90 articles in addition to the student reviews was not easy to accommodate, with other responsibilities outside of teaching load.
- ❑ Did not get good results, maybe in part to current students. Need to change somehow to put the responsibility of finding the information on the students, but not allow such a broad spectrum of answers/papers.
- ❑ Didn't like method; didn't feel it assessed students' knowledge according to the requirements listed. Most students met my expectations for the assignment, but not as outlined for the assessment.
- ❑ We should find different basis on which to judge the article reports, content is more important than source or possible bias
- ❑ Found rubric to be lacking emphasis on what I felt was important.

Instructor satisfaction

- ❑ Students displayed ability to **acquire information from numerous sources** and put it into presentations **in credible fashion**.
- ❑ Will continue to use this assignment. Students learned how to **research outside sources** better and **put their ideas down in constructive manner**.
- ❑ Few students referenced additional articles, but the process was still valuable as it **focused on current issues**, reinforced topics and supplemented materials covered in lectures. Process provided current and important information to students and noted the **changing emphasis in personal fitness toward cardiovascular exercise**. Many students found interesting articles on various web sites...as the instructor, **I continue to learn with students**.
- ❑ Reviews were interesting, informative and beneficial to students and instructor
- ❑ I do believe that the students learned **how to choose and articulate the credibility of the sources** during the semester.
- ❑ I would not change approach or assignment...students would be selecting, reading, and writing about course-related articles from professional journals (JOPERD, Strategies, and/or Health Education) for this course regardless of the assessment process, so it fits in nicely.
- ❑ Process of using portfolio and newspaper search was most effective.
- ❑ Very pleased with the sources and topics chosen by students; **provided the class with several good discussions that would not have been part my instruction**.
- ❑ Good opportunity to assess students' ability to gather information and summarize readings. Their writing skills leave much to be desired, but the assignment was effective.
- ❑ Reviewed articles of interest to them; well written, informative and useful. **Opened doors to latest research findings and reinforced points made in lecture**.

Student effort

- ❑ Understand that no matter how much effort I put into my work, not all of the students will put forth that same amount of effort.
- ❑ Typical of every class: students that did not meet expectations were those who did not want to take the time and put the effort into the assignment. In the future I think that I will have to modify the assignment somewhat to encourage students to take the time to be "analytical".

Were Students receptive to method?

Several instructors indicated that students were receptive to the article review assignment because they were able to select articles that were of interest to them. It seems that being allowed to use the internet makes research more fun and less difficult than it used to be.

Discuss relationship between final grade earned and assessment results.

Most instructors that commented saw a strong correlation between grades and positive

assessment results; only one instructor indicated no correlation.

2. What recommendations would you and/or the department assessment committee make to your department for continued improvement of the assessment process, proficiencies, performance indicators, assessment activity, rubric, and/or student performance in the discipline?

I recommend that as a department we spend some concentrated time on the assessment process – allowing time for individuals to share their techniques for interpreting data and discussion of results. This performance indicator won't be assessed again until the fall of 2005. If we choose to use the same assessment tool there is much to be learned from our peers in approaching this with our individual courses. There are several important points of discussion, such as:

- requiring scholarly journals or allowing articles of choice
- interpretation of rubric and translating rubric to grade
- developing department-specific interpretations of the rubric
- teaching skills necessary for analysis.

We also need to discuss the discipline-specific outcomes that will be used for the first time in the fall of 2004 and develop a rubric for these outcomes.

3. After discussion of the results by the department, what course of action will the department take to improve student performance with respect to the assessed proficiency?

The department will be extending the spring meeting to include a half-day session on assessment. This should allow us time to discuss the results and develop strategies for refinement of the tool and improvement of the process, as this performance indicator will be used again for the 2005-2006 academic year. The department will focus on the bulleted items in number 2 (above).

(Do you want this stated in the report? And is this the place? If not, please delete).
Several instructors indicated frustration with the rubric and, as a department, we would like to propose revisions of this rubric to the Senate Assessment Committee for their next meeting.

4. Have you assessed this proficiency/performance indicator previously? Did you make changes to your teaching and/or the assessment tool based on that assessment? Describe the impact those changes had on student learning.

As a department we did use the same tool to assess A6 (Gather and assess information from printed sources, electronic sources, and observation.) for the first time in fall 2003 and then again in spring 2004. Most instructors were assessing a different course and topics, but would have been able to apply their fall experience with the article reviews to the new course and topics. Comments follow:

Changes from fall semester that strengthened process in spring:

- Clarification seems to be the key; taking time to explain what a credible source is, and how to use it.
- Reduced number of assignments for this class gave me the time to look more carefully at their work; students put more effort into these assignments and discussions were better because of it.

- Students got much more out of the assignment this semester, as they were able to see their improvement as semester progressed, and I was able to work with them a bit more on reading, understanding, and reviewing/critiquing articles.
- Liked the topics and plan to use them again in the fall; spent more time this semester talking about the goals of the assignment and analyzing their results
- The students performed a little better during this assessment. I spent more time showing examples of “good” sources compared with sources that would not meet the assignment’s expectations. I also was able to hand back assignments earlier so the students had time to reflect on their write-up results. I planned the assignment due dates so the students and I had adequate time to review the materials. The students seem to benefit from these changes.

Changes from fall semester that did not reflect progress in spring:

- No change even after a discussion of author and journal credentials or lack thereof
- Results were much poorer on second round, but had not changed the assignment.

PART 2: Assessment of Discipline-Specific Outcomes

The Physical Education department is currently working on discipline-specific outcomes. There is no data for the current reporting cycle, but the discipline-specific outcomes will be part of the 2004-2005 assessment plan.

PART 3: Additional Assessment and Contributions

Please ask for and include in the report information from Department members about any other assessment activities they have conducted, particularly in conjunction with grant-funded innovations. Also ask for and describe briefly any additional contributions to assessment such as publications, presentations, qualitative classroom innovations (such as Scholarship of Teaching and Learning activities), and other items relating to assessment that the department wishes to note.

John Harrington (UW-Marshfield) has included a nine item health assessment survey as a pre and post test in his PED 206 Health and Wellness and PED 127 Fitness for Life courses. The categories in question include: stress management, active participation, aerobic activity, fatty food, nutritious snacks, alcohol consumption, smoking, critical thinking relative to health products, and environmental concerns.

- In PED 127, numerical averages of the 4 point rating scale indicate improvement in student behavior/attitudes on 7 of 9 areas. Three of the areas (alcohol consumption, smoking, and environmental concerns) were already quite positive at the start of the course.
- In PED 206, responses indicated improvement in attitudes/behavior in all areas except fatty food, while the largest improvement occurred in nutritious snacks.

This type of survey helps students to recognize and show ownership for their behaviors and attitudes about health and fitness topics.