

## PE 2011 Annual Report for Assessment of Outcomes (LDC)

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**1 Describe the changes that have been implemented towards improving student attainment of outcomes that resulted from outcome assessments carried out in the previous academic year. In 2010-11, All SACs reported on the Critical Thinking Core Outcome.**

### PCC Core Outcome: Critical Thinking & Problem Solving

Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

The Physical Education department had recently completed the program review process. Through this process we analyzed whether students were meeting any, a few or all of the PCC Core Outcomes via specific PE course work or overall experience within a PCC PE course.

The primary source used in the process was student survey (indirect evidence) in a select set of courses. For the survey used in the program review, the SAC chose to focus strictly on courses that were offered at each of the 3 main PCC campuses. (Cascade, Rock Creek, Sylvania). Over 600 PE program review surveys were completed with the overall results showing that the PE program in general is supporting PCC's overall mission. However, in looking more specifically at PCC's core outcome of Critical Thinking and Problem Solving we did not directly ask if the PE course required or helped develop a student's critical thinking and problem solving skills. We instead asked questions that contained elements of critical thinking and problem solving as defined in the core outcome. From personal goals to improved awareness in several areas, PE student responses indicated that the majority find PE courses helped them, in some way, achieve one or more elements of PCC's critical thinking outcome as defined above.

The PE SAC set a plan to build upon the results from the indirect evidence, by including a direct assessment method specifically for Critical Thinking & Problem, to get a better sense as to whether students in PE courses are meeting this particular Core Outcome. To ensure a good sampling of the numerous courses, wide variety and, instructor style, the SAC designated the following categories of classes from each of the main campuses to be used in the assessment:

- **Cascade:** HPE 295, Individual/Recreation Fitness
- **Rock Creek:** Distance Learning, Team Sports
- **Sylvania:** Aquatics, Mind/Body, Group Fitness

Upon advise from the Assessment Council & Gabe Hunter-Bernstein, it was suggested that we apply a fairly simple Critical Thinking Rubric to a PE written assignment that contained the following question:

***"Describe a problem/issue that is common to this course or subject matter. Then, outline strategies to overcome or resolve the problem/issue. If no resolution is apparent, what valid resources could you access to come up with a solution?"*** \*The Critical Thinking Rubric is attached in the original emailed Annual Report submission.

**Results** from the Rubric applied to the above PE Written Assignment:

Group Fitness (Sylvania) = 3.0

Aquatics (Sylvania) = 3.0

Mind-Body (Sylvania) = 2.17

Distance Learning (Rock Creek) = 2.83

Team Sports (Rock Creek) = 2.67

Individual Recreation (Cascade) = 2.25

HPE 295 (Cascade) = none collected in time for report

## **OVERALL AVERAGE = 2.65 out of 4**

For Critical Thinking we feel comfortable saying students in PE courses average a 2.7 out of 4. This means students are able to demonstrate and apply a basic level of knowledge & skills that involve critical thinking & problem solving, VERGING ON... Demonstrating comprehension and being able to apply essential knowledge and skills (within the context of the critical thinking & problem solving core outcome, of course).

**The PE SAC now has both indirect & direct evidence that students taking a PE course at PCC are actually thinking critically and solving problems beyond the borders of the classroom or field of play!**

## **NEXT STEPS**

We are pleased and admittedly a bit surprised at the results of both the direct and indirect assessments (would have thought the students in Team Sports and DL would have been found to meet the Critical Thinking & Problem Solving Outcome more so than Group Fitness or Aquatics). The PE SAC is now working over the summer to re-map our extensive course list with the Critical Thinking & Problem Solving Core Outcome. We have also decided to implement this assessment again in 2012-2013, however, with a bit of a re-write on our actual assessment question in the assignment. We may have slightly skewed results due to our assessment question/method itself, so we would like to see what the next set of results holds and then compare before we are able to truly determine if major changes to curriculum are necessary or simply minor updates are needed.

**2 & 3 Identify the outcomes assessed this year, and describe the methods used. What were the results of the assessment? Describe the method(s) you used. What did you learn? Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.**

In addition to the determining a way to directly assess Critical Thinking & Problem Solving, the PE SAC took to directly assessing Communication and Community & Environmental Responsibility this year. Again, we already had indirect evidence for both of these PCC Core Outcomes as well (details below). We followed the same basic format described for directly assessing Critical Thinking & Problem Solving. We started by assigning general categories of courses to be assessed at each of the 3 main campuses. We were having a hard time with implementing a process for an observational assessment and so were encouraged to move to using a written question (assignment) and then applying a rubric (developed by the PE SAC) to the written work to determine if students were meeting PCC Core Outcomes within PE courses in general or whether only students taking a certain type/style of PE course were actually able to meet the Core Outcome, etc....

## **PCC Core Outcome: Communication**

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

From our Indirect Evidence (for Program Review), the following survey question was asked to over 600 students taking PE courses: "This course has helped me communicate effectively." 124 students responded with Strongly Agree, while 178 students Agreed with the statement. However, a surprising 103 responded with "Not Applicable". The results of this survey led the PE SAC to seek out a method of directly assessing our students on meeting the PCC Core Outcome for Communication.

Part of our submitted plan (10/2010) was to ensure a good sampling of the numerous courses, wide variety and, instructor style. To do this, the PE SAC designated the following categories of classes from each of the main campuses to be used in the Communication Assessment:

- **Cascade:** Team Sports, Group Fitness
- **Rock Creek:** Individual/Recreation Fitness, HPE 295
- **Sylvania:** Aquatics, Mind/Body, Distance Learning

Again, it was suggested that we apply a fairly simple Communication Rubric to a PE written assignment that contained the following question:

***"Describe to a friend a new skill you have learned in this course. Please make sure that you include terminology presented in the class."*** *\*The Communication Rubric is attached in the original emailed Annual Report submission.*

**Results** from the Rubric applied to the above PE Written Assignment:

Aquatics (Sylvania) = 2.7

Mind/Body (Sylvania) = 2.5

Distance Learning (Sylvania) = 2.5

Individual/Recreational Fitness (Rock Creek) = 3

HPE 295 Lab (Rock Creek) = 2.5

Team Sport (Cascade) = 3

Group Fitness (Cascade) = 3

**OVERALL AVERAGE = 2.7 out of 4**

For Communication we feel confident saying students in PE courses average a 2.7 out of 4. This means students are able to demonstrate and apply a basic level of knowledge & skills that involve critical thinking & problem solving, VERGING ON... Demonstrating comprehension and being able to apply essential knowledge and skills (within the context of the critical thinking & problem solving core outcome, of course).

**The PE SAC now has both indirect & direct evidence that students taking a PE course at PCC are actually able to communicate effectively beyond the borders of the classroom!**

#### **NEXT STEPS**

We are pleased with the results of both the direct and indirect assessments. The PE SAC is now working to re-map our extensive course list with the Communication Core Outcome. We have also decided to implement this assessment again in 2012-2013, however, with a bit of a re-write on our actual assessment question in the assignment. The responses showed a possible flaw in the actual question itself. Many students were able to successfully describe a new skill learned within the course, however, a majority of the students (in all categories of courses) did not use terminology specific to the course or terms that were presented in the course, to describe the skill. As instructors, we know this is happening, but this assessment does not indicate this to be true. The PE SAC will re-write the question to be more specific (or give an example) to be able to better assess whether students really are not able to do this, or whether it was a poorly worded question in the our first attempt to directly assess if students in PE courses are meeting PCC's Core Outcome of Communication. This will help the SAC determine if major changes to curriculum are necessary or whether simply minor updates are needed.

#### **PCC Core Outcome: Community & Environmental Responsibility**

Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

From our Indirect Evidence (for Program Review), the following survey questions were asked to over 600 students taking PE courses:

- This course has helped me improve my environmental awareness. 117 Strongly Agreed & 150 Agreed with less than 65 students Disagreeing
- This course has helped me improve my community awareness. 121 Strongly Agreed & 160 Agreed with less than 55 Disagreeing

As with Communication, part of our submitted plan (10/2010) was to ensure direct evidence and representation from a good sampling of the numerous courses, wide variety and, instructor style. To do this, the PE SAC designated the following categories of classes from each of the main campuses to be used in the Community & Environmental Responsibility Assessment:

- **Cascade:** Mind/Body, Distance Learning
- **Rock Creek:** Group Fitness, Team Sports
- **Sylvania:** Aquatics, HPE 295, Individual/Recreational Fitness

For this Assessment, it was recommended that the SAC try another type of direct evidence gathering, rather than developing a Rubric. Again, the SAC implemented the PE written assignment that contained the following question:

***“How could the skills you have learned in this course impact your local environment and community?”***

The actual results/responses were tallied and categorized by SAC members. *\*Responses/Results are attached in the original emailed Annual Report submission.*

**Results** from the above PE Written Assignment Question:

Out of 143 total papers, we had 128 appropriate responses (90%- The other 10% indicated that they didn’t have answer or the answer given was irrelevant to the question asked). Among the papers, there were 63 different correct answers given and 60 students (47%) gave two or more examples.

**There seemed to an overall observance of how personal improvements influence the community and/or environment around them.**

Inserted here is a chart with all the responses and their statistics.

<b>Class</b>	<b>Total students</b>	<b>Total Appropriate Responses</b>	<b>% Appropriate Responses</b>	<b>Multiple Responses from One Individual</b>	<b>Total Different Correct Answers per Class</b>
Tai Chi	23	17	74%	11	8
Yoga	27	23	85%	14	7
DL	11	11	100%	9	5
Aqua Ex	11	9	82%	4	6
HPE	21	20	95%	0	7
Tae Kwon Do	25	23	92%	10	12

NIA	7	7	100%	0	3
Volley Ball	18	18	100%	12	15
	143	128	90%	60 (47%)	63

a. Most common responses from each class are below (all other answers are attached):

- i. **Volleyball:** Teamwork skills learned gave them skills to better work with other community members in solving problems and improving community relations.
- ii. **Aquatics, HPE 295, and Physical Activity for Weight Control:** Improving personal health will improve relationships and influence health of friends, family, community.
- iii. **Tai Chi:** More self control and patience for dealing with problems in the community and environment; appreciation for the outdoor environment
- iv. **Taekwondo:** More self control and patience for dealing with problems in the community and environment; learning skills to defend self and others in the community
- v. **Yoga:** Lowered stress to better deal with community problems
- vi. **Nia:** The practice of Nia made them more conscious of their influence on the community and environment.

### NEXT STEPS

- i. Leave off names as students thought they were being graded (and may skewed results.
- ii. Title of Question also skewed results.
- iii. Continue Practice of selecting a good cross section of students across various PCC campuses as before.

PE SAC is set to discuss options at the Fall SAC meeting. The responses indicate that on the whole students in PE courses are meeting this Core Outcome. The SAC wants to focus on this Core Outcome in particular, and will work with instructors over the coming year to update curriculum/content (& so the CCOGs) to reflect this.

### **2011-2012 PE SAC ASSESSMENT PLAN**

#### **PE Categories**

- Team Sports
- Individual Sports & Recreation
- Group Fitness
- HPE
- Aquatics
- Mind/Body
- Distance Learning

#### **Direct Assessment Method Options**

Develop rubric to be used in all PE class categories district wide to evaluate specific Core Outcomes

Direct evaluation of each Core Outcome in presentations, projects, and individual class assignments

Observations of student behavior (lesson plan/skill evaluation)

Discussions, journal entries or message boards in classes that are evaluated by instructor for each specific Core Outcome

### Indirect Assessment Method Options

Course grades & individual Assignment grades in courses with an eye toward the specific PCC Core Outcome being assessed

Updated survey and course evaluations for Current PE students – students to rate how well or whether a PE course improves their: *communication, critical thinking, cultural awareness, etc...*

Core Outcome	Course(s) & Corresponding Outcome	Assessment Method/Approach	Year
4) Cultural Awareness	Cascade: HPE 295, Group Fitness Rock Creek: Mind/Body, Distance Learning Sylvania: Aquatics, Individual/Recreation Fitness, Team Sports	Notes: Rubric (developers TBD @ Fall 2011 SAC Mtg.)	YEAR 2 - 2011-2012
5) Professional Competence	Cascade: Individual/Recreation Fitness, Team Sports Rock Creek: Group Fitness, Distance Learning Sylvania: Aquatics, Mind/Body, HPE 295	Notes: Checklist (developers TBD @ Fall 2011 SAC Mtg.)	YEAR 2 – 2011-2012
6) Self Reflection	Cascade: Mind/Body, Group Fitness Rock Creek: HPE 295, Individual/Recreation Fitness Sylvania: Aquatics, Distance Learning, Team Sports	Notes: Discussion, Journal Entries, Message Boards, etc... Evaluated by Instructors (developers TBD @ Fall 2011 SAC Mtg.)	YEAR 2 – 2011-2012