

## PE 2012 Annual Report for Assessment of Outcomes (LDC)

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**Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.**

The PE SAC did not make any overall curriculum changes this year, as the result of 2011 assessment report did not point toward an immediate need to do so.

However, changes were made to this year's assessment procedures based upon further examining the results of the 2011 assessment of outcomes.

Faculty thought that maybe our techniques or rather how questions were asked actually seemed to influence the results of the assessments:

- **2011 Issue #1:** The questionnaire not only stated the question, it was titled with the Outcome title/name.

Example: "CRITICAL THINKING QUESTION: Describe a problem/issue that is common to this course. Then outline strategies to overcome/resolve this issue."

*Many students saw "critical thinking" and simply criticized the classroom, equipment, AC, weights, mats, etc.*

**2012 Solution #1:** This year the students received the question only – no Outcome title/name.

- **2011 Issue #2:** The PE SAC did not do a great job of setting a standardized way that the course instructor should introduce the question into class or to the students.

*Some instructors discussed ideas with students, while others said nothing and the answers really reflected this.*

**2012 Solution #2:** This year each instructor received a SCRIPT to read to the class.

- **2011 Issue #3:** Subcommittees analyzed the answers/results in different ways.

*One subcommittee used a rubric, another just kept stats on the question and still another analyzed the responses.*

**2012 Solution #3:** No Subcommittees. The SAC meet with an assessment coach (Gabe) to make sure all interpreting of results was similar/consistent.

*\*2012 Assessment of Core Outcomes questions & scripts are included within this report.*

**For each outcome assessed this year describe the assessment design (tool and processes) used. Include relevant information about the nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).**

- A prompt was composed, asking the students a thought-provoking question that might elicit a link between the outcome and the class. These questions were a cross between direct and indirect assessment. These questions were indirect in that they asked about student perceptions about their learning. However, the questions were also direct in that they asked for specific examples. (Instead of asking, "Did this class influence...?" the questions asked, "How has this class influenced...?") The instructor script was read and each student was given a sheet of paper with the question on it. All are listed below:

### Core Outcome: Cultural Awareness

**Script for Instructors:** PCC is assessing its Core Outcomes, one of which is Cultural Awareness. It is the hope of PCC that students are able to increase their **cultural awareness** as a result of attending PCC. We are trying to see if this class contributes to this outcome and if so, in what way.

*Cultural awareness is the awareness of differences between each other such as ethnicity, gender, size, age, disabilities, and smaller differences such as dress, music preference. Please take some time to thoughtfully fill out the question.*  
Thank you.

**Question for Students:** Please answer the following thoughtfully after listening to the instructor's instructions.

*How has this class influenced your personal awareness and attitudes about differences among people?*

### Core Outcome: Professional Competency

**Script for Instructors:** PCC is assessing its Core Outcomes, one of which is Professional Competency. It is the hope of PCC that students are able to increase their **professional competency** as a result of attending PCC. We are trying to see if this class contributes to this outcome and if so, in what way.

*Professional Competency is being able to demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in the workplace or an advanced academic program. Please take some time to thoughtfully fill out the question.*  
Thank you.

**Question for Students:** Please answer the following thoughtfully after listening to the instructor's instructions.

*Give an example of how participation in the class has affected your workplace performance or your performance in other classes.*

### Core Outcome: Self Reflection

**Script for Instructors:** PCC is assessing its Core Outcomes, one of which is self-reflection. It is the hope of PCC that students are able to increase their **self-reflection** as a result of attending PCC. We are trying to see if this class contributes to this outcome and if so, in what way.

*Self-Reflection is being able to assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others. Please take some time to thoughtfully fill out the question.*

Thank you.

**Question for Students:** Please answer the following thoughtfully after listening to the instructor's instructions.

*How has this class changed the way you look at the world?*

**The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?**

Classes were categorized similar to the 2011 assessments: Group Fitness; Mind/Body; HPE 295; Distance Learning; Team Sports, Aquatics and Individual Recreation/Fitness. Each of the main campuses chose classes from two of each of these categories for each core outcome to be assessed. This allowed for each core outcome to have a cross-section of students from all three main campuses. SE Center was not included this year to remain consistent with 2011, however will be assessed in future processes.

**Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.**

All full-time PE Instructors gathered to conduct a trend analysis of responses to the prompt as related to each core outcome. Common themes were identified and tallied for each core outcome. The assessment coach (Gabe) was present to assist and ensure consistent interpretation. Data sheets for each core outcome are attached to this report.

**How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).**

The results were analyzed by “single connection, multiple connections, or no connection” and particular themes were identified. The tally sheets were saved for this reference. The Incoming SAC Chair (Levi) worked with the assessment coach (Gabe) to pre-score several class sets of responses related to each Core Outcome. This was done in order to identify some of the response types/themes that were sure to emerge. A tally sheet (based on one developed by the Art SAC) for each Core Outcome was designed to allow for continued tallying of the response trends plus identification of additional ones during the PE SAC scoring session. The full-time PE Instructors gathered together for an orientation by the assessment coach, were split into working pairs and given the task of analyzing student responses to only one of the prompts/Core Outcome questionnaires. Each student response was read together by the pair, which identified the categories of response(s) provided and tallied it on the master sheet and also tallied whether the response had made a single connection between student’s PE class and the Core Outcome, multiple connections, or no connection. New responses categories were also added as needed. The assessment coach circulated throughout the room during this procedure to ensure consistency in the process and answer questions. The incoming SAC Chair converted tallies to percentages based on total responses.

**Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)? If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.**

**Self-Reflection:** Most of students in the classes (**87%**) saw either a single (41%) or multiple (46%) connection taking the class and “changing the way they looked at the world.”

*The most common responses* were seeing that taking this class improved their ability to see the connection between exercise and health in their own bodies (20%); improved their confidence (18%); caused them to appreciate individual differences (16%) and they were happier and/or more positive (13%). Other responses included more energy, better stress control.

*The most common answer for each of the participating classes* were: Brazilian Jiu-jitsu- and Zumba: increased confidence; Aquatic Fitness: awareness and appreciation of differences; Pilates: mind-body awareness; Boot Camp: happier/more positive; Basketball had equal responses for both confidence and appreciating differences.

**Professional Competency:** Most students (**78%**) saw a connection between their class and competency in their work (whether school and/or workforce) and 58% saw multiple connections.

*The most common connections seen* were overall Improved health (12%); Improved fitness (11%); Teamwork and cooperation (11%); Positive attitude (10%) and better Confidence/Self-esteem (9.4%).

While Swimming and Wt. Training each had a large variety of responses with no clear trend. Responses in other classes demonstrated *clear trends*, including: Walking/Jogging: better focus/alert; Cycling and NIA: improved fitness; Basketball, Volleyball and Soccer: Improved Teamwork/cooperation; Karate: confidence; HPE 295: overall health improved.

**Cultural Awareness:** **73.55%** saw a connection, but the majority (57%) only saw a single connection.

*The most common answers included:* Individual differences (30%); Exposure to many types of people (14%); Importance of mutual respect (12%) and awareness of other cultures (10.5%).

Interestingly, there was not a single answer that was common to individual classes, as was found in the other two Core Outcomes.

**Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.**

Results indicate that students feel they are improving their professional competency and self-reflection as a result of taking PCC PE classes. As might be expected, the responses from different types of courses reflected the nature and content of the courses (e.g., team sport classes showing more responses related to teamwork and individual fitness & recreation activities on fitness).

However, while 73.55% of student responders made a connection between their PE course and the Core Outcome of Cultural Awareness, the connection to actual course content was unclear. Most responses were due to observing/witnessing/noticing individual student differences and having exposure to many different students.

**Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).**

It is clear to us that the PE SAC needs to develop a plan to increase cultural awareness through the curriculum itself. This is a topic that can be addressed in the Fall SAC meeting.

**Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.**

Many changes were made (as described in the beginning of this report) with far superior results (& happier faculty)! One suggested change that was voted down, was to assess each question twice in the term (week 1 and week 9) to see if the class was truly responsible for changing student views. In Cultural Awareness, this change might help the instructor and students give more thought to cultural differences throughout the course.

Some SAC members have shown interest in conducting a small pilot study related to self-reflection comparing students' self-awareness of fitness/health at both the beginning and end of the course.

**SAMPLE** (Self Reflection

#of classes	3
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**Connection?**

Student made single connection	51	41.13%
Student made nmultiple connection	57	45.97%
No connection	16	12.90%
		0.00%
<b>Total samples</b>	<b>124</b>	

**Examples:**

Exercise/Health	Connection	29	20.28%
	Confidence	26	18.18%
Appreciate	Differences	23	16.08%
Positive	Happier	18	12.59%
Mind/body awar	Body awareness	11	7.69%
	More energy	6	4.20%
	Life Balance	6	4.20%
	Stress control	5	3.50%
	self control	5	3.50%
	diet awareness	5	3.50%
	satisfaction reaching	4	2.80%
<b>no calculations</b>			
misc. single	answers	5	3.50%
			0.00%
			0.00%

**Number of students per class**

Pilates	19
Zumba	16
Boot Camp	20
Basketball	18
Aquatics	14
D2L hpe 295	8
Hpe 295	16
Braz. JiuJitsu	13


Total	avg. per class		avg per student
124	41.33		1.15
0			
124	<b>Total examples:</b>	<b>143</b>	

## Cultural Awareness WINTER term 2012

HPE 295	#of classes	3
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Connection?		%
Student made single connection	69	57.02%
Student made multiple connection	20	16.53%
No connection	29	23.97%
negative	3	2.48%
<b>Total samples</b>	<b>121</b>	<b>1</b>

Examples:		%
Individual Differences	43	30.07%
exposure to many types pe	20	13.99%
impt of mutual respect	18	12.59%
Awareness of other culture	15	10.49%
Common/self betterment	10	6.99%
Value of teamwork	9	6.29%
age not factor in health	8	5.59%
similarities of cultures	3	2.10%
differences in views of Hlth	3	2.10%
awareness of music genre	3	2.10%
Health risks of diff.cultures	2	1.40%
misc. single answers	9	6.29%
		0.00%
		0.00%
avg. per class		avg per student
###		1.18
<b>Total examples:</b>	<b>143</b>	

\*impt of communication, self awareness, positive toward others, knowledge of my culture, cultural nutrition differences.

