



Learning Outcomes	Related Courses
1. Explain the significance and importance of physical education and its total impact on society.	PED 235, 238
2. Instruct effectively a wide variety of physical education skills and activities.	PED 270, PED electives
3. Show an understanding of personal health concepts and recognize and correctly treat bodily injuries and/or health-related problems.	PED 200, 236, 234, 239
4. Demonstrate an ability to organize, coach, and officiate competitive activities in a variety of settings.	PED 215, 216, 217, 245, 246, 247, 237
5. Exhibit an understanding of the principles of the biological aspects of life as related to the scientific world.	BIO 111, 112, 113

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Three individual conferences are held with each PED major with their faculty advisor. During these conferences a review takes place of the student's progress including a review of GPA and advisor and/or student concerns. Three departmentally developed assessment forms are used by the faculty advisor at various times related directly to the total number of credit hours successfully completed by each PED major. These include:

Form #1-- Physical Education majors with less than 36 hours of completed course work.

Form #2-- Physical Education majors with between 36 and 71 hours of completed course work.

Form #3-- Physical Education majors with at least 72 hours of completed course work.

Each summer the PED Department mails a cover letter and assessment form to each major listing their advisor's name and phone number encouraging them to

contact their advisor during (if not before) Fall Quarter for both an advising and assessment session.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Each PED major is required to enroll in PED 270, PED Internship, sometime during the second year and as close to the end of their program of study as possible. The internship is considered a capstone course for students who have completed at least 45 hours of the curriculum. The students serve as an assistant to the classroom instructor (for example, the intern might cover parts of the text or a drill). Students spend 12 to 15 hours of actual class time in the activity per week. The student assists in four different physical education classes and must also participate in 4-8 hours of intramurals or other PED organized sports/recreational activity. PED majors must pass the Internship with a "C" or better.

A detailed explanation and instructional packet is given to each major by the PED Chairperson at the beginning of the quarter in which the student enrolls in PED 270. Upon completion the internship experience is summarized by the student in a detailed 20-25 page summary document that is then submitted to the faculty advisor for evaluation and grade assignment.

The final assessment form is completed by the faculty advisor addressing such key variables as academic standing, internship evaluation, written and verbal skills, advisor concerns or suggestions and graduation recommendations. This assessment form is then submitted to the Chairperson for review related to the final graduation check which is completed by the chairperson.

- IV. **Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see II.b.)

Approximately 85% of PED majors receive A's and 15% B's in PED 270. Feedback from the University of Dayton indicates that SCC's PED transfer students perform at least as well or better than their counterparts at U.D. Records indicate that PED students who transfer to WSU receive primarily A's and B's in their coursework.

During the 2000-2001 academic year a survey questionnaire was distributed to those who had graduated from the program within the past three years. The data from this survey showed that 75% of those responding were currently enrolled in a four-year college or university, majoring in physical education. These students were generally able to transfer 80-85 percent of the course work credit hours.

In January, 2001 an official "2 + 2" articulation agreement was signed with Wright State University's Health and Physical Education program. This articulation agreement will enable graduates of the Physical Education program to transfer 100% of their Sinclair course work.

SCC PED majors tend to be more concerned about obtaining credit hours and less concerned about obtaining a degree.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Based on an analysis of summative assessment results there are no plans to make any adjustments to the program learning outcomes, methodologies, or curriculum, except for individual adjustments made for specific transfer institutions (example: Wright State University recommendations).

- VI. **General Education:** A description of where and how within the major the three primary general education outcomes\* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe the assessment results if available.

Written skills are formatively assessed in many of the PED courses although no one assessment tool is used by all faculty. PED 270 the capstone course requires students to submit a comprehensive (20-25 page) written report and is evaluated by the program chair.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe the assessment results if available.

Communication is a critical skill in the Physical Education program, particularly interpersonal communication. The PED 237 (Organization and Administrative of Intramurals), 238 (Physical Education for the Elementary School) and 239 (Athletic Injuries) requires students to plan and present demonstration speeches. The PED 270 Instructor Evaluation Form includes areas related to oral communication under the heading of professional qualities.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

While no specific tool is used to assess thinking, the ability to think creatively and critically is a key portion of the PED program. Students need to demonstrate an ability to survey emergency situations, diagnose situations and take necessary preventative action. The PED 270 Instructor Evaluation Form includes areas related to thinking under the heading of personal qualities.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values, citizenship and community are integral parts of the well-rounded PED student. Courses emphasize responsibility to community through understanding and application of health codes, professional treatment of participants and an emphasis on valuing diversity. No specific tool is used to assess values, citizenship and community. The internship program ensures practical experience and close supervision when interacting with the community. The PED 270 Instructor Evaluation Form includes areas related to issues of values and community under the heading of personal qualities.

- \* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-1998 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-1999 academic year.