

was based on American College of Sports Medicine guidelines as well as similar certificates in other college exercise specialist programs. Approximately 40 students are currently enrolled in the program. The advisory committee for this certificate includes persons from the local fitness and exercise industry.

A new two-year degree in Exercise Science was developed and approved by the college at the end of 2003. This university parallel degree offers a greater science orientation in physical education. The American College of Sports Medicine recommends a four-year degree to become a certified personal trainer. This new degree is designed to assist students on a career path in exercise science. It incorporates the Exercise Specialist certificate and into an associate degree in Exercise Science. Students with this degree can then transfer to a baccalaureate institution.

In response to the latest professional concepts in the field of physical fitness, exercise, and healthy lifestyles, several new classes were developed and implemented in the past two years. These classes include indoor group cycling and social dancing. Additionally, Sinclair's Physical Education department is the only college in Ohio to be approved to offer the preparatory course for the American Council on Exercise's national certification in personal training and group fitness.

Curriculum review is an ongoing process. The last formal curriculum review of master syllabi was in 2003.

II. Program Learning Outcomes: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

Program learning outcomes in Physical Education (PED) were reviewed and revised in 2003.

An entry-level graduate with an Associate of Arts Degree in Physical Education from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Explain the significance and importance of physical education and its total impact on society.	PED 235, 238, 234 250
2. Demonstrate and instruct effectively a wide variety of physical education skills, activities and be able to administer a wide variety of fitness evaluation assessments.	PED 270, 193, 251, 238
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. 193; DIT 111; ALH 130
4. Demonstrate an ability to organize, coach, and officiate competitive activities.	PED 215, 216, 217, 245, 246, 247, 237, 199
5. Exhibit an understanding of the principles of the biological aspects of life as related to the scientific world.	BIO 111, 112, 113, 141, 142, 143, 107, 161, 162

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).

Formative assessment is conducted by faculty on a course by course basis with an emphasis on written reports, oral presentations, team projects and performance based assessments. Students are encouraged to keep a portfolio of their assignments and faculty plan to assess portfolios in PED 270, the capstone course, as part of the capstone experience.

- 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. Internships are individually coordinated by each student's faculty advisor. The internship is considered a capstone course for students who have completed at least 45 hours of the curriculum. Students are placed in real-world sites such as elementary schools, high schools, fitness facilities or hospitals. 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.

Faculty plan to have PED 270 students present their portfolios to department faculty for their review beginning the 2005-2006 academic year.

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

Approximately 90% of PED majors receive A's and 10% 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.

In 2005 an articulation agreement was signed with Miami University. The department continues to have good articulation agreements and relationships with both the University of Dayton and Wright State University.

There are increasing numbers of students seeking a degree in physical education, especially the exercise science track.

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.

The curriculum and program outcomes were revised based upon the development of the new Exercise Science degree track. The department is exploring the development of a coaching certificate and an additional degree track in sports and recreational management. Faculty are seeking to improve summative assessment methodology by faculty evaluation of student portfolios.

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.

- 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 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 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 Evaluation Form includes areas related to issues of values and community under the heading of personal qualities.