

Assessment Report

Department/Program: Health and Physical Education Chair: Davidson Umeh

Degree /Minor/Certificate/or other Program: _____

Time Period Covered for this Assessment Review: Spring 2015

Assessment occurred in the following courses:

Course	Semester and Year
PED 185	Spring 2015

Direct Assessment of Learning Goals (Please attach to the report a copy of each rubric used.)

After listing the learning goal(s), insert *the percentage of students falling into each performance level* in the following chart. Your descriptors for the performance levels may vary, and if they do please substitute yours, but it's important to specify which level "meets expectations" for your program.

Learning Goal(s) Assessed	Course Number	Sample Size	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Knowledge	PED 185	26	23(88.4%)	3(11.5%)		
Critical Thinking	PED 185	26	14(53.8%)	10(38.4%)	2(7.6%)	
Communication Skills	PED 185	26	13(50.0%)	8(30.7%)	5(19.2%)	

Research	PED 185	26	14(53.8%)	8(30.7%)	4(15.3%)	

Indirect Assessment of Learning Goals

Indirect assessment typically relies on surveys (Student Experience Surveys, NSSE, etc.), post-graduate outcome data, graduation and retention rates, grades, and a variety of other data. They may be used to assess particular learning goals or for more global assessment of the program. Indirect assessment should be part of every yearly review as a supplement to the direct assessment of learning. See attachment for examples of direct and indirect instruments.

Learning Goal(s)	Course or Program Based?	Sample Size, if Known	Instrument	Data

Assessment Process How did you go about assessing student learning in your program?

(Describe briefly the assessment methodology: sample selection, assessment instruments, scoring process, and assessment design)

Sample size refers to all the students in PED 185 in the 2015 Spring Semester. Each student selected a topic relevant to the course for a term paper. Each student first submitted an outline for the term paper, which was corrected and returned to the student. Each student submitted a first draft of the paper to be corrected. The final paper was submitted with corrections suggested by the professor. The data for assessment areas is based on the students' score on the final paper.

Conclusions What did you discover about student learning in your program?

There has been a significant improvement in the students' writing abilities since I've introduced scaffolding in term papers. Evaluating each stage of the term paper helps students understand and better communicate their issues and ideas.

Actions Taken

What action decisions did you make based on your data and conclusions? (Plan actions to take effect in the following semester or sooner if practical.)

Actions To Be Taken and By Whom	Timeframe for implementation and intermediate steps
Workshop on Scaffolding of Term Paper	Fall 2015

Were last year's actions implemented as planned? Please explain.

Yes, each Professor is advised to use scaffolding for their students' term papers.

Assessment data and conclusions were discussed in a Department or Program meeting on _____ May 19th. 2015 [date]

Attachments: Please attach rubrics used and samples of student work at each performance level within the rubric.