



Health and Physical Education (Minor)

Program Learning Assessment

2011-2015 Assessment Planning Cycle Key Findings and Proposed Actions

October 1, 2015

Acknowledgments

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Health and Physical Education (Minor)

Mission

The Health and Physical Education Department is dedicated to providing high quality educational experiences that will foster cognitive, affective, and psychomotor development in health and wellness, physical fitness, stress management, self-defense, and water safety for our students. Through a commitment to quality instruction, the Department will provide a learning atmosphere for the development of positive lifestyle habits, increase the potential for productive living, and heighten the quality of healthy life in conjunction with career preparation.

Philosophy of Teaching

The Department of Health and Physical Education (HPE) believes that successful teaching results from a harmony between what was intended and what actually happens in the classroom. To accomplish this harmony, the instructor must effectively manage a number of factors that can either enhance or hinder this potential harmony. We are always mindful of our goals, class management, organization of the subject matter, quality of participation, and the logical presentation of a skill.

Learning Goals

In preparing a departmental curriculum map, the curriculum committee has developed general learning goals and outcomes that are consistent with the knowledge, skills, and values that are inherent in the mission of the Health and Physical Education Department. Four general learning goals were identified. Each of these learning goals is listed below.

Goal 1. Knowledge in the Discipline

Students will understand and demonstrate familiarity with the major concepts, empirical findings, and historical trends in health and physical education.

Goal 2. Research Methods in Health and Physical Education

Students will understand and apply the use of available resources for basic methods of measurement, data analysis, and evaluation in health and physical education.

Goal 3. Communication (Verbal and Writing Skills)

Students will understand and be able to communicate effectively in language that is consistent with principles of health and physical education.

Goal 5. Critical Thinking

Students will understand and be able to apply critical thinking in discussing impacts of both negative and positive lifestyle behavior and the value of making a lifelong commitment to a healthy lifestyle.

Assessment Practices

In seeking continuous quality assessment in the delivery of educational services, the Department of HPE has embarked on a program of regular assessments of department curriculum and pedagogy. The Department has a number of three credit academically based core courses and several one credit activity courses. Course specific learning objectives have been developed for each of the Department core courses. The learning goals that have been identified above (Knowledge in the Discipline, Research Methods in Health and Physical Education, Communication [Verbal and Writing Skills], and Critical Thinking) provided the basis for the development of the course specific learning objectives.

Assessment Cycle Review

During the 2011 – 2015 academic years the Department Curriculum Committee conducted assessments for the following courses: PED 103 Personal Physical Fitness and Dynamic Health, PED 110 Personal and Public Health: Social Contexts, Private Choices, PED 172 The Development of Weapons: An Historical Perspective, and PED 185 Health Issues in the Uniformed Services.

PED 103 and PED 110 were assessed during the Fall 2011 and Spring 2012 semesters, respectively. Exams consisting of 40 multiple choice and 20 short answer questions were used to test subject knowledge and critical thinking ability of the 210 students in the PED 103 courses and the 70 students in the PED 110 courses. A proprietary rubric was designed to assess the results. The results indicate that in PED 103, students scored an average of 69% in the knowledge test and 89.33% in critical thinking. In PED 110, the results indicate the following: 81.4% met or exceeded expectation in knowledge; 68.5% of the students met or exceeded expectation in communication skills; and 85.7% of the students met or exceeded expectations in critical thinking.

PED 172 was assessed in Fall 2013. The results indicate that 100% of the students assessed are capable of in-depth research to obtain a very good knowledge of the subject. Eighty percent exceeded expectation and 20% met expectation. Ninety percent of students can apply a high level of critical thinking in the use of the data obtained. Sixty percent of the students exceeded expectation and 30% met expectations. However, only 60% of the students assessed exceeded or met the expectations for writing skills. Ten Percent of the students exceeded the expectations and 50% of the students met expectations. Forty percent of the students assessed have not developed good writing skills, indicating a weakness at the core level.

PED 300 was assessed in Spring 2014. Thirteen students were assessed. The results indicate that students scored 84.6% in knowledge, 100% in critical thinking, 92.3% in

communication skills, and 100% in research. The results show significant improvement in the percent of students who exceeded expectations in communication skills.

PED 185 was assessed in the Spring 2015 semester. Twenty-six students were assessed. The results indicate that 88.4% exceed expectations in knowledge while 11.5% meet expectations. Fifty-three point eight percent exceed expectations for critical thinking while 38.4% meet expectations and 7.6% approach expectations. Fifty percent exceed expectations for communication skills while 30.7% meet expectations and 19.2% approach expectations. Fifty-three point eight percent exceed expectations in research while 30.7% meet expectations and 15.3% approach expectations.

The analysis of the results of the assessments led to the following actions by the Department:

1. More writing assignments were introduced in the courses offered.
2. Scaffolding was introduced in the writing assignments.
3. Workshops in scaffolding techniques were organized and mandated for the professors in the department.
4. Prompt feedback was given to students on written assignments.

Health and Physical Education (Minor)

Program Learning Assessment. Key findings and proposed actions
(2011-2015)

Program Learning Goals

1. Knowledge. Demonstrate familiarity with the major concepts, empirical findings, and historical trends in health and physical education.
2. Research. Apply basic methods of measurement, data analysis, and evaluation in health and physical education.
3. Communication. Communicate effectively in language that is consistent with principles of health and physical education.
4. Critical Thinking. Apply critical thinking in discussing impacts of both negative and positive lifestyle behavior and the value of making a lifelong commitment to a healthy lifestyle.

Outcomes Assessment

Program Learning Goal #	% Meet / Exceed ¹	Key Findings	Proposed Actions (Semester Implemented)	Was action effective? ⁴ Follow-up assessment Sem. Year % Meet / Exceed
2012				
Assessment Context² : PED 110 (n=70), Tool³ : Paper				
1	81.4	The department curriculum decided that all instructors should include additional writing assignments into their courses and refer students to the writing lab for assistance.	More writing assignments will be included in the PED 110 (Fall 2012).	
3	68.5			
5	85.7			
Assessment Context : PED 103 (n=103), Tool : Paper				
1	59.0	The instructors will be advised to pay more attention to their teaching methodology to enhance students' knowledge.	Develop a new syllabus. Workshop on effective teaching will be organized for the department faculty next semester (Fall 2012).	
3	72.0			
5	78.6			
2013				
Assessment Context : PED 172 (n=10), Tool : Paper				
1	100.0	Students received the best grades in subject matter, followed by critical thinking. The assessment component that received the lowest mean grades was communication skills.	An additional writing assignment will be added early in the course.	
3	60.0			
5	90.0			
Assessment Context : PED 389 (n=6), Tool : Paper				
1	100.0	Results of the pilot study shows students met or exceeded expectations. Students exceeded expectations in Knowledge (83%) and critical thinking (50%), but most students (67%) only met expectations in writing. It appears that communication skills is the weakest area for students.	Refer students to the writing lab for assistance. Include additional assignments in existing PED courses. Continue to provide feedback to students regarding their papers.	
3	100.0			
5	100.0			

(1) Percent represents ratio of students who met or exceeded expectations. Where scores represent mean performance, the mean score and highest scale value are indicated (e.g., 3.3 of 4). (2) Assessment context may relate to comprehensive program review, specific academic setting (e.g., course #, capstone, internship), class standing (e.g., seniors, transfers, alumni), post-graduation outcomes (e.g., placement, further education, employers ratings of employee skills), or indicators of learning progress. (3) Examples of tools include exams, portfolios, research projects, lab reports, papers, essays, surveys, licensure tests, performances, presentations. (4) Re-assessment of learning follows the implementation of actions to determine their effectiveness in improving learning outcomes.

Outcomes Assessment

Program Goal #	% Meet / Exceed	Key Findings	Proposed Actions (Semester Implemented)	Was action effective?	
				Follow-up assessment Sem. Year	% Meet / Exceed
2014					
Assessment Context : PED 300 (n=13), Tool : Paper					
1	84.6	Assessment study follows the effectiveness of proposed actions in response to findings from a pilot study that assessed student's performance in PED 389. Results show significant improvement in the percent of students who exceeded expectations (69.2%) in communication skills. The department feels that improved performance was based on feedback from professors throughout the process of writing.	Scaffold term papers should be given in other PED courses. Professor should grade and return each segment of the paper to the students with the required corrections for improvement (Fall 2014).		
2	100.0				
3	92.3				
4	100.0				
5	100.0				
2015					
Assessment Context : PED 185 (n=26), Tool : Paper					
1	100.0	There has been a significant improvement in students' writing abilities since scaffolding in term papers was introduced. Evaluating each stage of the term paper helps students understand and better communicate their issues and ideas.	Workshop on scaffolding of term paper (Fall 2015).		
2	84.5				
3	80.7				
5	92.2				