

Physical Education SAC  
CORE OUTCOME PROJECT – 2009 - 2010  
Contact: Marc Spaziani marc.spaziani@pcc.edu

**Core Outcome - Critical Thinking and Problem Solving:** Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

### **Brainstorming:**

In winter term 2009 the PE SAC meet to discuss the upcoming program review. We determined to not only answer the questions from the guidelines, but to also take an in-depth review of how physical education impacts the lives of students who take activity classes at PCC. We wanted to know how physical activity can enhance and improve the health and well-being of an individual in mind, body and spirit. The PE SAC decided to conduct a student survey fall 2009 with the goal of measuring the PE department's success in meeting its program outcomes as well as PCC's core outcomes.

### **Implementation:**

It was determined that each campus would conduct a certain number of surveys based on that campus percent of district enrollment. The surveys were given to the students towards the end of fall term. to get an indication how the course Categories of courses surveyed include: Team Sports, Fitness Activities, Circuit Weight Training, Individual and Recreational Activities, and Swimming.

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In looking more specifically at PCC's core outcome of Critical Thinking and Problem Solving we did not directly ask if the PE course required or helped develop a student's critical thinking and problem solving skills. We instead asked questions that contained elements of critical thinking and problem solving as defined in the core outcome. These questions and responses are listed below.

Based on PCC's goal to measure such outcomes, during PE's next student survey we plan to ask questions that may more directly measure this core outcome.

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My personal goals were achieved in this course.	192.0	300.0	66.0	20.0	2.0	5.0	37.0	622.0
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This course has helped me communicate effectively.	124.0	178.0	127.0	38.0	8.0	103.0	44	622
This course has helped me improve my environmental awareness.	117.0	150.0	129.0	44.0	18.0	117.0	47	622
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This course has helped me improve my community awareness.	121.0	160.0	136.0	40.0	13.0	102.0	50	622
<p>From personal goals to improved awareness in several areas, PE student responses indicate that the majority find PE courses helped them, in some way, achieve one or more elements of PCC's critical thinking outcome as defined – "Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues."</p>								

## PE 2011 Annual Report for Assessment of Outcomes (LDC)

Janeen Hull PE SAC Chair, x4042, [jan.hull@pcc.edu](mailto:jan.hull@pcc.edu)

**1 Describe the changes that have been implemented towards improving student attainment of outcomes that resulted from outcome assessments carried out in the previous academic year. In 2010-11, All SACs reported on the Critical Thinking Core Outcome.**

### PCC Core Outcome: Critical Thinking & Problem Solving

Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

The Physical Education department had recently completed the program review process. Through this process we analyzed whether students were meeting any, a few or all of the PCC Core Outcomes via specific PE course work or overall experience within a PCC PE course.

The primary source used in the process was student survey (indirect evidence) in a select set of courses. For the survey used in the program review, the SAC chose to focus strictly on courses that were offered at each of the 3 main PCC campuses. (Cascade, Rock Creek, Sylvania). Over 600 PE program review surveys were completed with the overall results showing that the PE program in general is supporting PCC's overall mission. However, in looking more specifically at PCC's core outcome of Critical Thinking and Problem Solving we did not directly ask if the PE course required or helped develop a student's critical thinking and problem solving skills. We instead asked questions that contained elements of critical thinking and problem solving as defined in the core outcome. From personal goals to improved awareness in several areas, PE student responses indicated that the majority find PE courses helped them, in some way, achieve one or more elements of PCC's critical thinking outcome as defined above.

The PE SAC set a plan to build upon the results from the indirect evidence, by including a direct assessment method specifically for Critical Thinking & Problem, to get a better sense as to whether students in PE courses are meeting this particular Core Outcome. To ensure a good sampling of the numerous courses, wide variety and, instructor style, the SAC designated the following categories of classes from each of the main campuses to be used in the assessment:

- **Cascade:** HPE 295, Individual/Recreation Fitness
- **Rock Creek:** Distance Learning, Team Sports
- **Sylvania:** Aquatics, Mind/Body, Group Fitness

Upon advise from the Assessment Council & Gabe Hunter-Bernstein, it was suggested that we apply a fairly simple Critical Thinking Rubric to a PE written assignment that contained the following question:

***“Describe a problem/issue that is common to this course or subject matter. Then, outline strategies to overcome or resolve the problem/issue. If no resolution is apparent, what valid resources could you access to come up with a solution?”*** \*The Critical Thinking Rubric is attached in the original emailed Annual Report submission.

**Results** from the Rubric applied to the above PE Written Assignment:

Group Fitness (Sylvania) = 3.0  
Aquatics (Sylvania) = 3.0  
Mind-Body (Sylvania) = 2.17  
Distance Learning (Rock Creek) = 2.83  
Team Sports (Rock Creek) = 2.67  
Individual Recreation (Cascade) = 2.25  
HPE 295 (Cascade) = none collected in time for report

## **OVERALL AVERAGE = 2.65 out of 4**

For Critical Thinking we feel comfortable saying students in PE courses average a 2.7 out of 4. This means students are able to demonstrate and apply a basic level of knowledge & skills that involve critical thinking & problem solving, VERGING ON... Demonstrating comprehension and being able to apply essential knowledge and skills (within the context of the critical thinking & problem solving core outcome, of course).

**The PE SAC now has both indirect & direct evidence that students taking a PE course at PCC are actually thinking critically and solving problems beyond the borders of the classroom or field of play!**

## **NEXT STEPS**

We are pleased and admittedly a bit surprised at the results of both the direct and indirect assessments (would have thought the students in Team Sports and DL would have been found to meet the Critical Thinking & Problem Solving Outcome more so than Group Fitness or Aquatics). The PE SAC is now working over the summer to re-map our extensive course list with the Critical Thinking & Problem Solving Core Outcome. We have also decided to implement this assessment again in 2012-2013, however, with a bit of a re-write on our actual assessment question in the assignment. We may have slightly skewed results due to our assessment question/method itself, so we would like to see what the next set of results holds and then compare before we are able to truly determine if major changes to curriculum are necessary or simply minor updates are needed.

**2 & 3 Identify the outcomes assessed this year, and describe the methods used. What were the results of the assessment? Describe the method(s) you used. What did you learn? Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.**

In addition to the determining a way to directly assess Critical Thinking & Problem Solving, the PE SAC took to directly assessing Communication and Community & Environmental Responsibility this year. Again, we already had indirect evidence for both of these PCC Core Outcomes as well (details below). We followed the same basic format described for directly assessing Critical Thinking & Problem Solving. We started by assigning general categories of courses to be assessed at each of the 3 main campuses. We were having a hard time with implementing a process for an observational assessment and so were encouraged to move to using a written question (assignment) and then applying a rubric (developed by the PE SAC) to the written work to determine if students were meeting PCC Core Outcomes within PE courses in general or whether only students taking a certain type/style of PE course were actually able to meet the Core Outcome, etc....

## **PCC Core Outcome: Communication**

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

From our Indirect Evidence (for Program Review), the following survey question was asked to over 600 students taking PE courses: "This course has helped me communicate effectively." 124 students responded with Strongly Agree, while 178 students Agreed with the statement. However, a surprising 103 responded with "Not Applicable". The results of this survey led the PE SAC to seek out a method of directly assessing our students on meeting the PCC Core Outcome for Communication.

Part of our submitted plan (10/2010) was to ensure a good sampling of the numerous courses, wide variety and, instructor style. To do this, the PE SAC designated the following categories of classes from each of the main campuses to be used in the Communication Assessment:

- **Cascade:** Team Sports, Group Fitness
- **Rock Creek:** Individual/Recreation Fitness, HPE 295
- **Sylvania:** Aquatics, Mind/Body, Distance Learning

Again, it was suggested that we apply a fairly simple Communication Rubric to a PE written assignment that contained the following question:

***“Describe to a friend a new skill you have learned in this course. Please make sure that you include terminology presented in the class.”*** \*The Communication Rubric is attached in the original emailed Annual Report submission.

**Results** from the Rubric applied to the above PE Written Assignment:

Aquatics (Sylvania) = 2.7

Mind/Body (Sylvania) = 2.5

Distance Learning (Sylvania) = 2.5

Individual/Recreational Fitness (Rock Creek) = 3

HPE 295 Lab (Rock Creek) = 2.5

Team Sport (Cascade) = 3

Group Fitness (Cascade) = 3

**OVERALL AVERAGE = 2.7 out of 4**

For Communication we feel confident saying students in PE courses average a 2.7 out of 4. This means students are able to demonstrate and apply a basic level of knowledge & skills that involve critical thinking & problem solving, VERGING ON... Demonstrating comprehension and being able to apply essential knowledge and skills (within the context of the critical thinking & problem solving core outcome, of course).

**The PE SAC now has both indirect & direct evidence that students taking a PE course at PCC are actually able to communicate effectively beyond the borders of the classroom!**

#### **NEXT STEPS**

We are pleased with the results of both the direct and indirect assessments. The PE SAC is now working to re-map our extensive course list with the Communication Core Outcome. We have also decided to implement this assessment again in 2012-2013, however, with a bit of a re-write on our actual assessment question in the assignment. The responses showed a possible flaw in the actual question itself. Many students were able to successfully describe a new skill learned within the course, however, a majority of the students (in all categories of courses) did not use terminology specific to the course or terms that were presented in the course, to describe the skill. As instructors, we know this is happening, but this assessment does not indicate this to be true. The PE SAC will re-write the question to be more specific (or give an example) to be able to better assess whether students really are not able to do this, or whether it was a poorly worded question in the our first attempt to directly assess if students in PE courses are meeting PCC's Core Outcome of Communication. This will help the SAC determine if major changes to curriculum are necessary or whether simply minor updates are needed.

#### **PCC Core Outcome: Community & Environmental Responsibility**

Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

From our Indirect Evidence (for Program Review), the following survey questions were asked to over 600 students taking PE courses:

- This course has helped me improve my environmental awareness. 117 Strongly Agreed & 150 Agreed with less than 65 students Disagreeing
- This course has helped me improve my community awareness. 121 Strongly Agreed & 160 Agreed with less than 55 Disagreeing

As with Communication, part of our submitted plan (10/2010) was to ensure direct evidence and representation from a good sampling of the numerous courses, wide variety and, instructor style. To do this, the PE SAC designated the following categories of classes from each of the main campuses to be used in the Community & Environmental Responsibility Assessment:

- **Cascade:** Mind/Body, Distance Learning
- **Rock Creek:** Group Fitness, Team Sports
- **Sylvania:** Aquatics, HPE 295, Individual/Recreational Fitness

For this Assessment, it was recommended that the SAC try another type of direct evidence gathering, rather than developing a Rubric. Again, the SAC implemented the PE written assignment that contained the following question:

***“How could the skills you have learned in this course impact your local environment and community?”***

The actual results/responses were tallied and categorized by SAC members. *\*Responses/Results are attached in the original emailed Annual Report submission.*

**Results** from the above PE Written Assignment Question:

While both interesting and valuable, the results are not exactly quantifiable or easily comparable to the results of our other Core Outcome direct assessments. From the responses, it is clear that there seemed to be an overall observance of how personal improvements influence the community around them.

**Main responses by category of PE classes:**

*Team Sports:* “...community involvement and teamwork...”

*Aquatics, HPE, Individual/Recreational Fitness & Distance Learning:* “... improved own personal health, but also found a great influence on their friends and family...”

*Mind/Body:* “... more control, patience and appreciation for being outside...”. “... self control and self defense...”. “...affect community as I have less stress and self improvement...”.

**NEXT STEPS**

While we are pleased with the individual responses of both the direct and indirect assessments, we need assistance in finding a way to both better use & interpret the results to determine if students in PE courses are actually meeting the PCC Core Outcome of Community & Environmental Responsibility. The PE SAC is set to discuss options at the Fall SAC meeting. The responses indicate that on the whole students in PE courses are meeting this Core Outcome. The SAC wants to focus on this Core Outcome in particular, and will work with instructors over the coming year to update curriculum/content (& so the CCOGs) to reflect this.

<b>2011-2012 PE SAC ASSESSMENT PLAN</b>
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**PE Categories**

- Team Sports
- Individual Sports & Recreation
- Group Fitness
- HPE
- Aquatics
- Mind/Body
- Distance Learning

**Direct Assessment Method Options**

Develop rubric to be used in all PE class categories district wide to evaluate specific Core Outcomes  
 Direct evaluation of each Core Outcome in presentations, projects, and individual class assignments  
 Observations of student behavior (lesson plan/skill evaluation)  
 Discussions, journal entries or message boards in classes that are evaluated by instructor for each specific Core Outcome

**Indirect Assessment Method Options**

Course grades & individual Assignment grades in courses with an eye toward the specific PCC Core Outcome being assessed  
 Updated survey and course evaluations for Current PE students – students to rate how well or whether a PE course improves their: *communication, critical thinking, cultural awareness, etc...*

Core Outcome	Course(s) & Corresponding Outcome	Assessment Method/Approach	Year
4) Cultural Awareness	Cascade: HPE 295, Group Fitness Rock Creek: Mind/Body, Distance Learning Sylvania: Aquatics, Individual/Recreation Fitness, Team Sports	Notes: Rubric (developers TBD @ Fall 2011 SAC Mtg.)	YEAR 2 - 2011-2012
5) Professional Competence	Cascade: Individual/Recreation Fitness, Team Sports Rock Creek: Group Fitness, Distance Learning Sylvania: Aquatics, Mind/Body, HPE 295	Notes: Checklist (developers TBD @ Fall 2011 SAC Mtg.)	YEAR 2 – 2011-2012
6) Self Reflection	Cascade: Mind/Body, Group Fitness Rock Creek: HPE 295, Individual/Recreation Fitness Sylvania: Aquatics, Distance Learning, Team Sports	Notes: Discussion, Journal Entries, Message Boards, etc... Evaluated by Instructors (developers TBD @ Fall 2011 SAC Mtg.)	YEAR 2 – 2011-2012

**Portland Community College – Physical Education Assessment Rubric**

**CRITICAL THINKING & PROBLEM SOLVING RUBRIC**

*Students will be able to:* Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

<b>Evaluate Written Work</b> <i>*Circle Mastery Level for each Component</i>								
<b>Components</b> ↓	<b>Mastery Level</b> →	<b>LEVEL 1</b> Limited demonstration or application of knowledge and skills.	<b>LEVEL 2</b> Basic demonstration and application of knowledge and skills.	<b>LEVEL 3</b> Demonstrates comprehension and is able to apply essential knowledge and skill.	<b>LEVEL 4</b> Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.			
<b>1) Articulate solution(s) for success that are appropriate to a given problem, situation, skill, or activity with a Physical Education class.</b>	<b>Score 1.0</b>	Student is unable to identify solution(s) for success about a given problem related to course subject matter.	<b>Score 2.0</b>	Student occasionally identifies solution(s) for success, based on personal opinions, about a given problem related to course subject matter.	<b>Score 3.0</b>	Student is often able to identify solution(s) for success based on personal opinions and one other perspective to solve a given problem related to course subject matter.	<b>Score 4.0</b>	Student accurately conveys multiple ideas, opinions, and perspectives to solve a given problem related to the course subject matter.
<b>2) Utilize learned skills and knowledge, explore new possibilities, make a decision, and take action/make an action plan based on analysis of individual or team situations in Physical Education classes.</b>	<b>Score 1.0</b>	Student is unable to identify learned skill(s) or comprehend the skill(s) purpose for an action plan.	<b>Score 2.0</b>	Student is able to identify at least two learned skills or comprehends the purpose of the skills for an action plan.	<b>Score 3.0</b>	Student identifies two or more learned skills and displays comprehension about the purpose of the skills in an action plan.	<b>Score 4.0</b>	Student identifies two or more learned skills, displays comprehension about the purpose of the skills, and explores new possibilities when developing an action plan.
<b>3) Evaluate Physical Education information, data, and sources critically; distinguish relevant from non-relevant data and facts from opinion.</b>	<b>Score 1.0</b>	Student is unable to distinguish relevant from non-relevant material or develop an opinion on the course subject matter.	<b>Score 2.0</b>	Student is occasionally able to identify relevant material and develop opinions about the course subject matter.	<b>Score 3.0</b>	Student is often able to identify relevant material, critique the material, and develop an opinion about the course subject matter.	<b>Score 4.0</b>	Student is frequently able to distinguish between relevant and non-relevant material, critique the material, ascertain the facts, and develop opinions on the course subject matter.
<b>AVERAGED TOTAL SCORE</b>								
<b>Notes:</b>								

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<b>Rock Creek</b>	<b>Volleyball</b>
	Totals
Coach kids/others	7
Play on community team	3
Learned communication	1
Beaches clean	1
Teamwork	12
Setting up Equipment	2
Leadership	4
Respect Others	3
Promote health & exercise	3
Respect environment	3
Responsibility	3
Ref	1
New Hobbies	1
New Friends	1
Neighborhood Volleyball Corp	1
Multiple Examples	12
<b>Rock Creek</b>	<b>Nia</b>
Promote personal health & exercise	2
Promote environmentally & community conscious mindset	3
Awareness of other's bodily needs	1
Multiple Examples	0
<b>Sylvania</b>	<b>Volleyball</b>
Off topic	1
	<b>TaeKwonDo</b>
Self Control	11
Self defense (self & others)	12
Social interaction	1
Deal with situations	1
Courtesy,safety,respect	7
Local competitions	1
Teaching others	1

Keep community healthy & active	2
Recognizing accomplishments of others	1
Active in community	1
Integrity	5
Friendship/relationships	6
Multiple examples	10
Off topic	2
no idea	1
silly	1
<b>Sylvania</b>	
	Nia
Unsure how to address	3
	HPE
Ability to teach	4
Volunteer	1
Improve time management	1
Health/exercise	13
Buy local produce	1
Eat healthy	4
Keep environment ___ ??	2
<b>Sylvania</b>	Aqua Exercise
Teach others	2
Improve health	8
Volunteer in community	1
Better for environment	3
Social interaction	1
Develop discipline	1
Off topic	2
Multiple examples	4
<b>Cascade</b>	PA for Wt Control
Encourage me to exercise	6
Social involvement/support	5
Teach others to exercise multiple demographics	4
Health food choices	6

Start own garden	3
Off topic	0
Multiple examples	9
<b>Cascade</b>	<b>Yoga 1 &amp; 2</b>
Improve self	10
Reduce stress	16
Positive impact	8
Access to environment	5
Impact family/friends	4
Healthy living	3
Teach others	1
Off topic	4
Multiple examples	14
<b>Cascade</b>	<b>TaiChi</b>
Self control	10
More focussed	7
Patience	5
Teach others	4
Independence	2
Relax	4
Enjoy nature	3
Community involvement	5
Off topic	6
Multiple examples	11

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