

Physical Education 101: Lifetime Fitness and Wellness Learning Outcomes Assessment Project Executive Summary

Stage 1: Designing and Proposing a Learning Outcomes Project

Physical Education (PEFT) 101 focuses on principles, concepts, and fundamental relationships among physical fitness, health, and wellness. A pre/post 50 point multiple choice exam covering 12 major content areas was designed from a standardized test bank and each examination question was matched to the objective(s) that it most appropriately measured. The test was then taken to an external consultant to confirm the validity of the exam in assessing the assigned objective (s). The initial assessment occurred in fall 2002 and was repeated in fall 2004.

Stage 2: Implementing the Design and Collecting and Analyzing the Data

The results of the initial assessment showed that of the students enrolled in PEFT 101, 75% were successful in receiving grades in the A-D range, 25% received an F or withdrew from the course. The success rate of African American students was significantly lower than that of majority students at 68%. The mean score on the exam for CCBC (all three campuses combined) was 34.2 out of a possible 50, with African Americans scoring significantly lower at 32.1 compared to majority students at 35.3. In the topic areas, most showed significant growth from pre to post-test.

Stage 3: Redesigning the Course to Improve Student Learning

The PEFT faculty decided to implement interventions that focused on increased communication with students and enhanced creative learning activities. There was, however, variability among the individual faculty members as to the degree to which these interventions were implemented. Some faculty monitored attendance on a daily basis through the incorporation of assignments and class activities that required attendance and participation, and were actively involved in the CCBC Early Alert program.

Stage 4: Implementing Course Revisions and Reassessing Student Learning

The second assessment occurred during fall 2004 and showed improved overall success rates. In addition the mean score on the post-test improved from 34.2 to 35.2. The improvement was more evident, and was statistically significant, for majority students whose mean score rose to 36.3 compared to the 32.7 mean score of African American students. In most topic areas there was positive growth in the post-test means between the two administrations.

Stage 5: Final Analysis and Reporting Results

The physical education faculty members were encouraged that the mean scores rose but intend to focus further attention on raising the achievement levels of all students with emphasis on African American students. Other future recommendations include more frequent department meetings to discuss classroom issues such as the impact of the learning environment, content changes, teaching ideas, and continued and improved student monitoring.