

Department of Physical Education

Assessment Plan for Student Learning

I. Introduction

The University of Puerto Rico at Mayagüez is committed to regularly and continuously assess student learning in each area of general education and in each academic program, for the purpose of improving all of its programs. The Department of Physical Education at UPRM promotes the assessment of its program as part of a continuous process leading up to the achievement of its mission and vision. Although the assessment process has been going on for a long time, the collection of its evidence has not been done as should be. The Physical Education Department of this university understands that the assessment process can improve the quality of our program through a continuous revision of its educational objectives, program outcomes, and the curriculum in general. This process will eventually result in the development of new courses that respond to societal needs, providing the students with the knowledge needed to improve their learning and the faculty with the tools that will help in the planning of more effective instruction.

Assessment of student learning is the most important of the components within the department's assessment plan. In order to initiate a formal assessment process an Assessment Committee consisting of various faculty members was organized. An Assessment Coordinator will also be appointed and will have the responsibility of carrying out the plan.

The process will begin with the faculty coming together in consensus on what students' should know and be able to do upon completion of a course or program. The faculty then will proceed to establish the success indicators for student performance for a course or program. This process will eventually let the faculty and administrators know if students are learning and doing what they are expected to at the end of the course or time of graduation.

II. Purpose of the Plan

The primary focus of this plan is on the immediate design and implementation of the process to assess student learning that will lead to continuous quality improvement at both the program and course levels. Its sole intention is to guide the efforts of the faculty in the assessment process and not as an evaluation tool of their teaching performance.

The plan will begin to provide evidence of existing assessment practices in the department for the purpose of determining if our program outcomes are being met. Hopefully, this process will eventually evolve into an organized system which will assure that all program outcomes are met and continually improved.

III. Applicability

This plan applies to all student-credit-generating academic units of the Department of Physical Education at UPRM, its faculty, students, and support staff.

IV. Key Terms Definitions

The following terms used in this Plan of Assessment of Student Learning correspond to the interpretation given by UPRM.

1. Program Educational Objectives (PEOs): Describes the expected accomplishments or performance of graduates during the first few (5) years after graduation.
2. Program Outcomes (POs) = Program Student Learning Outcomes/Goals: Describes what students are expected to know and be able to do by the time of graduation.
3. Course Learning Outcomes/Goals (CLOs): Describes what students are expected to know and be able to do by the end of the course.

V. Constituencies

The main four constituencies of the Department of Physical Education are current students, faculty, alumni, and employers/supervisors and graduate school mentors of our alumni. Each group will provide assessment information that will be used to establish the success of the respective program outcomes and educational objectives. This information will also guide the department's future direction.

VI. Mission, Vision, and Values Statements

The mission, vision, and values of the Department of Physical Education were revised by our faculty in November 2002.

Mission

"To serve our society developing educators, creating, and investigating in the areas of physical education, sports and recreation with the purpose of promoting healthy life styles".

Vision

"Responding to societal dynamics, the Department of Physical Education strives to become the finest educational, creative, and scientific development center in physical education, sports, and recreation. As the north of our aspirations, we establish the constant search for knowledge and its dissemination."

Values

Being aware of the respect for individual differences, we promote professional, social, and ethical responsibility.

VII. Program Educational Objectives

The Physical Education Department established its Program Educational Objectives based on the UPRM mission and vision and on our mission, vision, and values. The department's faculty approved the following eight (8) Program Educational Objectives on February 24, 2004.

Our department graduates will be able to:

1. Address the challenges that they will face in their careers.
2. Pursue life-long learning
3. Engage in physical activities.
4. Continue to develop problem-solving skills.
5. Exhibit leadership and team building skills.
6. Provide service to the profession, to our government, and our society.
7. Function as effective members of interdisciplinary teams.
8. Apply current technologies in physical education, sports, fitness, and recreation.

VIII. Program Outcomes

The department's faculty approved the following ten (10) Program Outcomes on February 24, 2004.

Our students by the time of graduation will have:

1. Ability to understand and apply fundamental knowledge of physical education, sports, fitness, and recreation.
2. Proficiency in a minimum of four (4) recognized mayor physical education areas, such as: (1) teaching, (2) sciences applied to physical education and sports, (3) strength and fitness, (4) sports skills, (5) physical education and sport management, (6) recreation, and (7) coaching.
3. Ability to conduct research and to critically analyze and interpret data in at least one of the mayor areas of study.
4. Ability to identify, formulate, and solve problems in physical education, sports, fitness, and recreation using modern tools, techniques, and skills.
5. Play an effective role in multidisciplinary professional work groups, solving problems in physical education, sports, fitness, and recreation.
6. Ability to communicate effectively.
7. Understand the importance of compliance with professional practice and legal issues such as: certification standards, medical issues in sports, and safety among others.
8. Broad education necessary to understand the impact of physical education on health, general welfare, sport activities safety, and teaching in a global context.
9. Commitment to engage in lifelong learning and physical activity.
10. Awareness of contemporary social, cultural, economic, artistic, aesthetic, environmental, and physical education issues.

IX. Course Learning Outcomes/Goals

Throughout the years, the Physical Education Department has expressed the Course Learning Outcomes/Goals within each course syllabus. At present, this Assessment Plan intends to also include in the syllabus the Program Outputs and Program Educational Objectives related to the course.

X. Conceptual Relationship of Learning Outcomes at Different Levels

The Physical Education Department has developed its Mission, Vision, and Values statements in accordance with the UPRM institutional mission and vision. Our Program Educational Objectives and Program Outcomes have also been in alignment with the Institutional Learning Outcomes. This relationship is expressed in Table 1 and Table 2.

The Physical Education Department proceeded to examine which of the Program Outcomes were being met in each individual course. The results of this information were used to create the Program Objectives and Outcomes versus Courses Matrix, Table 3. This table demonstrates that all Program Outcomes and Educational Objectives were being met according to the Physical Education faculty.

XI. Assessment Process and Methods

The Assessment Plan for Student Learning can be conceptualized as a continuous and dynamic cycle of events, as shown in Figure 1. The Physical Education Department decided to initialize assessment at the course level and eventually work up to the program level. It is important to understand however, that the cycle of events is the same at both levels.

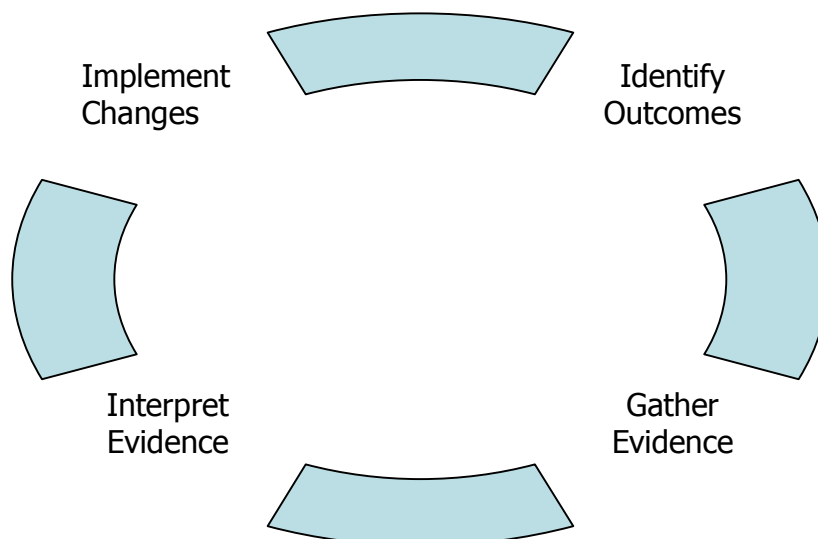


Figure 1. Continuous Assessment

Table 1

Program Educational Objectives vs. Institutional Outcomes

Our department graduates will be able to:

1. Address the challenges that they will face in their careers.
2. Pursue life-long learning
3. Engage in physical activities.
4. Continue to develop problem-solving skills.
5. Exhibit leadership and team building skills.
6. Provide service to the profession, to our government, and our society.
7. Function as effective members of interdisciplinary teams.
8. Apply current technologies in physical education, sports, fitness, and recreation.

Institutional Learning Outcomes By the time of their graduation, UPRM students will be able to:	Program Educational Objectives							
	1	2	3	4	5	6	7	8
a. Communicate effectively.	X	X				X	X	X
b. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.	X	X		X	X	X	X	
c. Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology.	X			X		X	X	X
d. Apply ethical standards	X	X	X			X	X	
e. Recognize the Puerto Rican heritage and interpret contemporary issues	X	X		X		X	X	X
f. Appraise the essential values of a democratic society	X	X			X	X		
g. Operate in a global context, relate to a societal context, and demonstrate respect for other cultures.	X		X			X		
h. Develop an appreciation for the arts and humanities.		X	X			X		X
i. Recognize the need to engage in life-long learning.	X	X		X	X	X		X

Table 2
Program Outcomes vs. Institutional Outcomes

What we expect to develop in our students by the time of their graduation.

1. Ability to understand and apply fundamental knowledge of physical education, sports, fitness, and recreation.
2. Proficiency in a minimum of four (4) recognized mayor physical education areas, such as: (1) teaching, (2) sciences applied to physical education and sports, (3) strength and fitness, (4) sports skills, (5) physical education and sport management, (6) recreation, and (7) coaching.
3. Ability to conduct research and to critically analyze and interpret data in at least one of the mayor areas of study.
4. Ability to identify, formulate, and solve problems in physical education, sports, fitness, and recreation using modern tools, techniques, and skills.
5. Play an effective role in multidisciplinary professional work groups, solving problems in physical education, sports, fitness, and recreation.
6. Ability to communicate effectively.
7. Understand the importance of compliance with professional practice and legal issues such as: certification standards, medical issues in sports, and safety among others.
8. Broad education necessary to understand the impact of physical education on health, general welfare, sport activities safety, and teaching in a global context.
9. Commitment to engage in lifelong learning and physical activity.
10. Awareness of contemporary social, cultural, economic, artistic, aesthetic, environmental, and physical education issues.

Institutional Learning Outcomes	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
By the time of their graduation, UPRM students will be able to:										
a. Communicate effectively.		X			X	X	X			
b. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.	X	X	X	X	X					X
c. Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology.	X	X	X	X	X					
d. Apply ethical standards			X		X		X		X	X
e. Recognize the Puerto Rican heritage and interpret contemporary issues						X	X	X	X	X
f. Appraise the essential values of a democratic society					X		X			X
g. Operate in a global context, relate to a societal context, and demonstrate respect for other cultures.					X	X	X	X		X
h. Develop an appreciation for the arts and humanities.		X						X	X	X
i. Recognize the need to engage in life-long learning.		X	X	X	X		X	X	X	

Table 3
Program Outcomes vs. Courses Matrix

Course	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
EDFI 3038	X	X						X		
EDFI 3058	X	X			X					
EDFI 3075	X	X		X						
EDFI 3076	X	X		X				X		
EDFI 3077		X						X	X	X
EDFI 3095	X	X	X						X	
EDFI 3205		X					X		X	
EDFI 3215	X	X					X		X	
EDFI 3225	X	X		X		X	X	X	X	X
EDFI 3235				X	X		X		X	
EDFI 3245	X	X		X		X	X		X	
EDFI 3246	X							X	X	
EDFI 3255	X							X	X	
EDFI 3265	X	X		X	X		X	X		X
EDFI 3285				X			X	X		
EDFI 3295	X	X							X	
EDFI 3305	X	X							X	
EDFI 3325	X	X		X						
EDFI 3380		X							X	
EDFI 3395	X	X	X	X	X	X	X	X		X
EDFI 3465	X	X						X		
EDFI 3555	X	X					X	X	X	X
EDFI 3596	X	X								
EDFI 3615			X			X	X			
EDFI 3620										
EDFI 3645	X	X		X		X	X	X	X	X
EDFI 3665	X	X		X	X					
EDFI 3685	X	X						X		
EDFI 4000	X	X	X	X	X			X		
EDFI 4005	X	X	X	X						
EDFI 4010	X	X				X				
EDFI 4045	X	X	X	X				X		
EDFI 4055	X	X			X				X	
EDFI 4065	X	X		X	X			X		
EDFI 4075	X	X		X					X	
EDFI 4105	X	X	X				X	X	X	
EDFI 4115	X	X	X	X		X			X	
EDFI 4125	X	X		X	X	X	X	X	X	X
EDFI 4176	X	X			X	X				
EDFI 4179	X	X	X		X		X		X	

COURSE	PROGRAM OUTCOMES										
EDFI 4186				X						X	
EDFI 4190	X	X	X	X	X	X	X	X	X	X	
EDFI 4195	X	X		X		X		X	X		
EDFI 4205	X	X			X	X					
EDFI 4225				X				X			
EDFI 4230	X	X		X			X	X			
EDFI 4250	X	X		X				X		X	
EDFI 4998	X	X	X	X		X		X	X	X	
EDFI 5005	X	X	X	X							
EDPE 4215	X	X	X	X	X	X			X	X	
EDPE 4216	X	X		X		X		X		X	
EDPE 4218	X	X		X	X	X	X	X	X		
RECR 3705											
RECR 4135	X	X		X	X					X	
RECR 4255	X	X	X	X	X	X	X		X	X	

XII. Assessment Plan Timetable

The Physical Education Department through its Assessment Committee has developed a timetable of events that will help guide the assessment process (see Table 4). Initiation of the assessment process will begin with the courses taught by the Assessment Committee members and any other faculty member willing to do so, during the first academic semester 2004-2005. At the same time, the assessment coordinator will assist other faculty members in the eventual implementation of their course assessment. Hopefully, by the end of the academic year 2004-2005 assessment of student learning in the teaching tract courses will be established. These courses are:

1. Edfi 4205 – Methods and techniques for teaching physical education
2. Edpe 4215 - Methodology of teaching physical education in secondary school
3. Edpe 4216 - Student-Teaching practicum

Table 4.

Assessment Plan of Student Learning *Timetable*

From this point on in time, a series of assessment projects are done in

	Plan Objectives	Starting date	Completion Date
I	Develop Program Educational Objectives (PEO's) and Program Outcomes (PO's)	February 6, 2004	March 9, 2004
II	Identify PO's for each course (information for matrix)	March 29, 2004	April 15, 2004
III	Analyze and develop PO's & PEO's vs. Physical Education (PE) courses matrix	June 1, 2004	September 30, 2004
IV	Identify PEO's for each course (information for matrix)	August 16, 2004	September 30, 2004
V	Analyze and develop PEO's & PO's vs. Physical Education (PE) courses matrix	September 1, 2004	September 30, 2004
VI	Incorporate PO's to every course syllabus of P.E. curriculum	First semester of 2004	June 8, 2004
VII	Develop assessment tools for each course and Success Indicators (CMC)	June 9, 2004	June 30, 2004
VIII	Assessment workshop for department professors – Dr. Mario Nuñez	August, 2004	
IX	Assessment of Skills and Knowledge in Physical Education Survey	First semester of 2004	December 2004
X	Present the evidence of assessment to the PE Faculty	First semester 2005-2006	February 2005

coordination with the Arts and Sciences Avalúo + office headed by Dr. Mario Nuñez. The first assessment project was done on the use of effective demonstration in teaching sports skills with third and fourth year students. The second project which results from the first one is titled the *Use of Effective Communication and Demonstrations in Teaching Sports Skills (According to Judith Rink)*. The third project, which once again results from the second project, looks at students' written communication skills. These skills were assessed through the use of a rubric.

The Physical Education Department also begins in 2006 a Program Review Report leading up toward the recognition of its Teaching Program option by the National Association of Sports and Physical Education NASPE. This process results from the formal petition made by the Teacher Preparation Program at UPRM in 2006 for the NCATE accreditation of all of its teacher education programs and/or sequences in the Arts and Science College.

XIII. Assessment Tools

The Assessment Committee identified various tools and strategies that can be used to assess student learning in Physical Education courses. Many of these tools will be used to provide information on how well the success indicators for each of the ten program outcomes are met (See Table 5).

Faculty-Student-Alumni Curriculum Survey: (Appendix I).

This survey will be conducted at the end of the 2003-2004 academic semester. Only the third and fourth year students and beyond, will participate. The information gathered from this survey will be used to better understand to what degree our program outcomes are being met throughout the Physical Education curriculum.

XIV. Reporting and Utilization of Assessment Results

All reporting shall be done upon completion of the assessment process at the end of each semester. The Assessment Coordinator will conduct a formal presentation of the results to the faculty.

Table 5

Assessment Tools & Success Indicators for Program Outcomes

	Program Outcomes	Success Indicators	Assessment Tools
1	Ability to understand and apply fundamental knowledge of physical education, sports, fitness and recreation.	<ul style="list-style-type: none"> • 65% of the students obtained at least “B” grades in required departmental courses. • 75% of participants will rate above average in relevant surveys. 	<ul style="list-style-type: none"> • Test of fundamental knowledge for each required departmental course. • Learning portfolios • Student projects
2	Proficiency in a minimum of four (4) recognized major physical education areas, such as: <ul style="list-style-type: none"> • Teaching, • Sciences applied to physical education and sports, • Strength and fitness, • Sports skills, • Physical education and sport management • Leisure and coaching 	<ul style="list-style-type: none"> • 65% of the students obtained at least “B” grades in required area courses. • 75% of participants will rate above average in relevant surveys. 	<ul style="list-style-type: none"> • Learning & course portfolios • Journals • Rubrics • Projects • Tests
3	Ability to conduct research and to critically analyze and interpret data in at least one of the major areas of study.	<ul style="list-style-type: none"> • 5% of the students would critically analyze and interpret data per academic year. • 65% of the students obtained at least “B” grades in projects & laboratories in selected courses. • 75% of participants will rate above average in relevant surveys. 	<ul style="list-style-type: none"> • Laboratories • Projects
4	Ability to identify, formulate and solve problems in physical education, sports, fitness and recreation using modern tools, techniques and skills.	<ul style="list-style-type: none"> • 65% of the students obtained at least “B” grades in portfolios, projects & laboratories in selected courses. • 75% of participants will rate above average in relevant surveys. 	<ul style="list-style-type: none"> • Laboratories • Projects • Practicum • Course portfolios
5	Play an effective role in multidisciplinary professional work groups, solving problems in physical education, sports,	<ul style="list-style-type: none"> • 65% of the students obtained at least “B” grades in team projects and portfolios in selected courses. • 75% of participants will rate above average in relevant surveys. 	<ul style="list-style-type: none"> • Team projects • Portfolios

	Program Outcomes	Success Indicators	Assessment Tools
	fitness and recreation.		
6	Ability to communicate effectively in English and Spanish.	<ul style="list-style-type: none"> • 65% of the students obtained at least “B” grades in essays, learning portfolios, written & oral reports. • 75% of participants will rate above average in relevant surveys. 	<ul style="list-style-type: none"> •Essays •Learning portfolios •Written & oral reports
7	Understand the importance of compliance with professional practice and legal issues such as: certification standards, medical issues in sports and safety among others.	<ul style="list-style-type: none"> • 100% of the students would be certified in their respective fields • 75% of participants will rate above average in relevant surveys. 	<ul style="list-style-type: none"> •Tests •Student survey •Employer survey •Portfolios
8	Broad education necessary to understand the impact of physical education solutions on health, general welfare, sport activities safety and teaching in a global context.	<ul style="list-style-type: none"> • 75% of students will obtain a “B” grade or above in tests and portfolios. • 75% of participants will rate above average in relevant surveys. 	<ul style="list-style-type: none"> •Tests •Student survey •Employer survey •Portfolios •Faculty-Student Course Survey
9	Commitment to engage in lifelong learning and physical activity.	<ul style="list-style-type: none"> • 75% of participants will rate above average in relevant surveys. • 75% of students will obtain a “B” grade or above in portfolios. 	<ul style="list-style-type: none"> •Student survey •Alumni survey •Employer survey •Portfolios •Faculty-Student Course Survey •Faculty-Student– Alumni Curriculum Survey
10	Awareness of contemporary social, cultural, economic, artistic, aesthetic, environmental and physical education issues.	<ul style="list-style-type: none"> • 75% of participants will rate above average in relevant surveys. • 75% of students will obtain a “B” grade or above in portfolios. 	<ul style="list-style-type: none"> •Student survey •Alumni survey •Portfolios •Employer survey •Faculty-Student Course Survey •Faculty-Student – Alumni Curriculum Survey

In August of 2004, the Physical Education Department initiated a formal process of documenting different types of activities done in the past that are considered to be assessment. Both teaching and non-teaching personnel have understood the importance of the need to document all administrative and non-administrative activities done that result in the improvement of the Physical Education Department.

On August 20 2004 an assessment workshop was held for the Physical Education faculty at the Mayaguez Hotel and Casino. Presentations were made by Dr. Mario Núñez, the Assessment Coordinator for the Arts and Sciences College, Dr. Ana Elena Muñiz, Department Director and myself as the Assessment Coordinator in the Physical Education Department.

As expressed in the beginning of this report, the assessment of student learning is the most important of the components within the department's assessment plan. The following is a summary of the assessment strategies used in course and curriculum assessment from the 2004-2005 academic year until the present.

I. Curriculum Assessment

In October of 2004 the Department Assessment Committee initiated an effort to incorporate the Program Objectives of the Physical Education Department in each Master Course Syllabus of the curriculum. The purpose of this action was to provide each professor with the opportunity to establish the relationship between their respective course objectives and the established departmental program outcomes.

This exercise has greatly helped the physical education faculty to understand how each course provides part of the knowledge and skills that students eventually need when they complete their undergraduate studies in Physical Education.

Also, during October 2004 the Departmental Assessment Committee developed the Assessment of Skills and Knowledge in Physical Education Survey (Appendix 1). This document was presented to the physical education faculty which eventually approved it in November 2004.

The survey was planned to be administered to all third and fourth year students in December 2004 before the end of the semester. Different professors distributed the survey in their respective courses during regular class sessions. A total of 55 third and fourth year students answered the survey. Due to technical problems with the machine that reads the answer sheets electronically, the results of the survey were obtained in January 2005. (See Table 6)

After the survey was collected, the Departmental Assessment Coordinator eventually met with the members of the Assessment Committee including the Department Director in January 2005 in order to discuss the results. The survey results revealed that the 55 third and fourth year students who answered the survey evaluated the Physical Education Department *above average* in relation to the knowledge and skills that they have acquired during their years of study in the program.

The data however revealed that students are experiencing difficulty when asked to teach sports skills. Many students expressed the need to improve their knowledge and execution of basic sports skills in the basic courses.

In February 2005 the Department Assessment Coordinator organized the survey results and presented them to the faculty for discussion, analysis, reflection and future actions to be taken. The faculty meeting was held on February 25th and the results of all 40 items that composed the survey were presented.

II. Discussion, analysis and reflection:

The discussion of the survey held in the physical education faculty meeting was a bit tense due to the manner in which some professors initially perceived the results of specific items related to courses or administrative procedures that they were directly or indirectly involved with. The focus of the discussion however, was at all times, directed towards the manner in which improvement in these areas should occur, and not towards individual blame. As the meeting progressed the quality of the discussion greatly improved and eventually analysis towards improvement and reflection began to take place.

The majority of the faculty expressed that the survey had produced valuable information that will guide our efforts to revise the physical education curriculum. Most agreed that our students need to better understand how sports skills are taught by using efficient demonstration possibly in the basic sports skills courses taken during their first and second year of study. The following courses were identified as potential courses where the knowledge of sport skills and the use of efficient demonstration in teaching these sports skills can be improved. These courses are:

a. Basic skills courses:

- *EDFI 3225 – Volleyball fundamentals*
- *EDFI 3596 – Soccer fundamentals*
- *EDFI 3215 – Basketball fundamentals*
- *EDFI 3077 – Softball fundamentals*
- *EDFI 3058 – Track and Field fundamentals*

b. EDFI 4115 Biomechanics

c. EDFI 4205 Methods and techniques for teaching physical education

d. EDPE 4215 Methodology of Teaching P.E. in secondary school

e. EDFI 4005 Motor Learning

In order to close the loop of this assessment project, the Department Assessment Committee decided to videotape students from the EDFI 4205 course [Methods and techniques for teaching physical education] teaching three basic sports skills (bump pass, dribbling soccer ball, free throw). This project was initiated in August of 2006.

**ASSESSMENT PROJECT
PHYSICAL EDUCATION DEPARTMENT
Fall 2006**

Department Student Learning Assessment Project

The Use of Effective Demonstration in Teaching Sports Skills

Sub-section	Content
<i>Focus of Assessment Project</i>	The use of effective demonstration in teaching sports skills according to the principles of effective demonstration of Judith Rink. This project focused on improving students' knowledge base of sport skills performance through the use of effective demonstration.
<i>Justification</i>	This project is born out of the results of the Survey of the Assessment of Knowledge and Skills given to 55 3rd and 4th year students which revealed deficiencies in students capacity to effectively use demonstrations when teaching sports skills. This topic is directly related to the first, second and sixth learning outcomes of the Physical Education Department.
<i>POPULATION Student Faculty</i>	A total of 13 students in the EDFI 4205 course participated in this project. An instrument was developed for the purpose of analyzing the teaching sessions of students on video.
<i>Pre-intervention</i>	<ul style="list-style-type: none"> • Each student answered a written pre-test. • Each student was asked to teach 3 basic sports skills (bump pass, soccer dribble, free throw) without any other instructions. • Each student was videotaped while teaching the skills.
<i>Intervention</i>	<p>Intervenciones:</p> <ul style="list-style-type: none"> • After the administration of the pre test, the professor that teaches the course EDFI 4205 makes emphasis on the importance of the use of the principles of effective demonstration according to Judith Rink throughout the semester. Specific guidelines on skills demonstrations are given to students when preparing their class demonstrations. • Students from the Methodology of Teaching P.E. at the Secondary Level provide class presentations to students in the EDFI 4205 course. These presentations focus on the principles of effective demonstration according to Judith Rink.

	Post-intervention	<ul style="list-style-type: none"> • Each student answered the written post-test • Each student was again asked to teach the same 3 basic sport skills. • Each student was videotaped while teaching the skills.
Results		<ul style="list-style-type: none"> • The interventions improved students knowledge of the most important elements in the performance of the dribble in the questionnaire. However, this improvement did not occur with the other two skills. • The interventions improved students' knowledge of the principles of effective demonstration by 14%. • Students improved in the teaching of the skills using effective demonstrations. • Improvement was mostly observed in the precision of the demonstrations. • Improvement was least observed in the explanation of the reasons why the skills are performed the way they are.
Possible Reasons or Hypotheses		<ul style="list-style-type: none"> • Some possible explanations for the results obtained are: <ol style="list-style-type: none"> 1. The responsibility for strengthening students' knowledge base for effective use of demonstrations in teaching sports skills lies in different courses within the curriculum. 2. Students are probably not being exposed to this information in the basic skills courses taken during their first and second year of study. 3. A "laziness in expression" was observed in students as they tried to communicate the important elements of the skills and their respective reasons. <p>The demonstration of a skill is greatly affected if it's important elements are not clearly defined in the demonstrator's mind.</p>
Course of Action		<ul style="list-style-type: none"> • Create teaching courses of basic sports skills. • Add the Biomechanics of Human Movement course as a co requisite for the EDFI 4205 course. • Emphasize the difference between important elements of a sport skill and learning cues in all skills courses. • Improve students' oral and written communication skills throughout the curriculum. • Continue emphasis on the use of the principles of effective demonstration in both methods courses.
Next learning assessment closing the loop project		<ul style="list-style-type: none"> • Use of video analysis of teaching sports skills.
Appendix		<ul style="list-style-type: none"> •

Adapted from OMCA UPRM Student Learning Assessment Report Form

**ASSESSMENT PROJECT
PHYSICAL EDUCATION DEPARTMENT
Spring 2006**

SECTION II: Department Student Learning Assessment Project

Use of Effective Communication and Demonstrations (According to Judith Rink) in Teaching Sports Skills

Sub-section		Content
	<i>Focus of Assessment Project</i>	<ul style="list-style-type: none"> • The ability of future physical education teachers to effectively demonstrate and communicate the critical elements and their reasons when teaching sports skills. • This topic is directly related to the first, second and sixth learning outcomes. The first and second relate to the ability of the student to understand and apply knowledge in P.E., and to be proficient in the area of teaching. The sixth outcome relates to the ability of students to communicate effectively.
	<i>Justification</i>	<ul style="list-style-type: none"> • The project is a continuation of the one done during the first semester 2006-2007. Last semester's results showed a need for the students to have more hands-on activities where they would be able to better understand the importance and application of effective demonstrations through the use of critical elements and their reasons in teaching these skills.
	<i>POPULATION Student Faculty</i>	<ul style="list-style-type: none"> • A total of 10 students and the professor of the course EDFI 4205 were impacted by the project. • The focus was on all the students of the class. All were either 3rd or 4th year students. • All the students were department majors.
	<i>Pre-intervention</i>	<ul style="list-style-type: none"> • The 10 students worked in pairs. Initially, each pair evaluated two students in a video, teaching three different sports skills. • Each pair used the document titled "<i>Principles of Effective Demonstration</i>" according to Judith Rink. This document contains a checklist of the critical elements and reasons in the three phases of execution of the skill (<i>preparation, execution, follow-through</i>). Each pair observed analyzed the teaching performance of two students. • Each pair also answered follow-up questions related to observations made of the video.

	Intervention	<ul style="list-style-type: none"> Each pair was given a different sport skill where they were to write the critical elements and reasons for each phase of the skill. The students used the <i>“Principles of Effective Demonstration”</i> according to Judith Rink document.
	Post-intervention	<ul style="list-style-type: none"> One student of each pair was asked to teach his/her sport skill. These presentations were taped and eventually analyzed using the <i>“Principles of Effective Demonstration”</i> according to Judith Rink document. The effectiveness of the intervention was determined by the amount of correct critical elements and reasons observed in the teaching episode offered by each student. The tool used to analyze each of the students teaching episode was the <i>“Principles of Effective Demonstration”</i> according to Judith Rink document.
Results		<ul style="list-style-type: none"> In the initial intervention, all ten students agreed that the manner in which the students taught the sports skills on the video which they analyzed was deficient. Through the use of video analysis, the ability of the students to identify and effectively communicate the critical elements and their reasons improved. This improvement was seen mostly in the identification of the critical elements and their reasons in the first and second phases of execution of the skill (preparation and execution). Results also show that students demonstrated a <i>“laziness in expression”</i>, which greatly affects their ability to present the critical elements and reasons in a clear and concise manner. Very little improvement was observed in third phase of execution (follow-through). Students were observed demonstrating and communicating the sport skill well throughout the preparation and execution phases. However, it seems that they don’t think that the follow-through phase is important. The intervention was partially effective because the improvement in the ability of the students to correctly mention the critical elements and reasons was seen in the first and second phases of the execution. The majority of the students who taught the sport skill which was taped, effectively applied the critical elements and reasons in the first two phases of the execution; not so in the third phase.

<i>Possible Reasons or Hypotheses</i>	<ul style="list-style-type: none"> • Some possible explanations for the results obtained are: <ol style="list-style-type: none"> 1. Students are not being exposed to this information beginning in the basic skills courses taken during their first and second year of study. 2. Students begin to analyze sports skills on video in the Biomechanics of Human Movement course in their third year of study.
<i>Course of Action</i>	<ul style="list-style-type: none"> • Promote the video analysis of sports skills in: <ol style="list-style-type: none"> a. Basic sports courses b. Teaching methods and techniques in P.E. c. Methodology of teaching in secondary P.E. d. Student teaching practicum. • Provide more emphasis on the teaching of the follow-through phase of the sport skill in each of the courses mentioned above. • Promote the use of rubrics to guide students' oral and written expression throughout the curriculum.
<i>Next learning assessment closing the loop project</i>	<ul style="list-style-type: none"> • Improving the written expression of the physical education majors.
<i>Appendix</i>	<ul style="list-style-type: none"> • Include copies of all assessment tools

Adapted from OMCA UPRM Student Learning Assessment Report Form

**ASSESSMENT PROJECT
PHYSICAL EDUCATION DEPARTMENT
2006-2007**

The third assessment project responds to the need that our students have to work on the element of “laziness in expression” that is clearly present in both their written and oral communication. Research on teaching suggests that teachers need to express themselves in a clear and concise manner in order for their students to be able to learn the content being taught. The last assessment project clearly showed that our students are having a hard time expressing themselves in a clear and concise manner when presenting teaching episodes of sport skills.

This assessment project began during the second semester 2006-2007 with ten students in the Methodology of Teaching course (EDPE 4215), and will continue throughout the first semester 2007-2008 with the students registered in the same course. Students are asked to summarize a total of twelve articles that talk about education in Puerto Rico. Summarizing is done by following four guiding questions given to them at the beginning of the semester.

Because the Physical Education Department believes that teachers need to be able to write clearly and correctly due to the fact that the chalkboard is still part of the teaching tools present in most of Puerto Rico’s public schools, each article summary is handwritten instead of on computer. Articles are handed in for correction in packs of four (4) and are returned to the student with a written communication skills rubric that provides corrective feedback on their writing.

The following rubric is being used to assess students writing.

Written Communication Skills Rubric
Edfi 4215 – Methodology of Teaching Physical Education in Secondary School

Artículos 1-2___ Artículo 3-4___ Artículos 5-6___ Artículos 7-8___ Artículos 9-10___ Artículos 11-12___

Intended Outcome. The student will use clear and concise communication when summarizing articles about education in PR.
 El estudiante utilizará la comunicación escrita clara y concisa al resumir artículos sobre la educación en PR.

Criteria	Unacceptable 1	Acceptable 2	Target 3
Structure <i>Estructura</i>	Written work has weak beginning, development and conclusion. Paragraphing and transitions are also deficient.	Written work has adequate beginning, development and conclusion. Paragraphing and transitions are also adequate.	Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate.
Content <i>Contenido</i>	Written work does not do an adequate job of covering the assigned topic. Questions are answered in a vague manner. Opinions are vague. Possible solution offered is vague or not directly related to the situation.	Written work adequately covers the assigned topic. Questions are answered in a general manner. Most opinions are well expressed. Possible solution offered is expressed in a general manner.	Written work provides in-depth coverage of the topic. Questions are answered in detail. Opinions are clearly expressed. Possible solution offered is clearly expressed in detail.
Mechanics <i>Ortografía</i>	Written work has 6 errors or more in word selection and use, sentence structure, spelling, punctuation, accentuation and capitalization. Handwriting is difficult to read.	Written work has 5 errors or less in word selection and use, sentence structure, spelling, punctuation, accentuation and capitalization. Handwriting is readable.	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, accentuation and capitalization. Handwriting is clear and neat.

Total = _____ of 9 points

**ASSESSMENT PROJECT
PHYSICAL EDUCATION DEPARTMENT
2007-2008**

SECTION II: Department Student Learning Assessment Project

Use of a Writing Rubric as Corrective Feedback on Students' Writing Skills.

Sub-section	Content	
<i>Focus of Assessment Project</i>	<ul style="list-style-type: none"> • Future physical education teachers need to be effective communicators in both the oral and writing phases due to the fact that the traditional use of the blackboard is still part of the classroom. • This topic is directly related to the sixth learning outcome which relates to the ability of students to communicate effectively. 	
<i>Justification</i>	<ul style="list-style-type: none"> • The project is a continuation of the one done during the first semester 2006-2007. Past project results have shown among other things, the need that our students have to effectively communicate in oral and written manners. This project takes on the challenge of providing constant corrective feedback through the use of a writing rubric that will hopefully help students improve their writing skills. 	
<i>POPULATION Student Faculty</i>	<ul style="list-style-type: none"> • A total of 22 students in the Edpe 4215 (<i>Methodology of Teaching P.E. in Secondary School</i>) course were impacted by this project during 2 semesters. • All were either 3rd or 4th year students. • All the students were department majors. 	
	<i>Pre-intervention</i>	<ul style="list-style-type: none"> • Initial assessment of students writing skills can be seen in the summary of the first 2 articles because students have not seen the writing rubric.
	<i>Intervention</i>	<ul style="list-style-type: none"> • Article summaries 3-4, 5-6, 7-8, 9-10 and 11-12 are used as the intervention process.
	<i>Post-intervention</i>	<ul style="list-style-type: none"> • Students' writing skills were assessed by using the rubric to evaluate a project which consists of the elaboration of 5 lesson plans to be taught to secondary school students during one week.
<i>Results</i>	<ul style="list-style-type: none"> • Results show that initially (<i>before receiving feedback through rubric</i>) students' greatest difficulty lies in the use of accents in their writing. 	

	<ul style="list-style-type: none"> • Only a minority of the participating students demonstrated difficulty in their writing (<i>wording</i>). • The majority of the 22 students improved their writing skills by receiving constant feedback through the use of the writing rubric. • Even though the majority of students greatly improved their ability to use the proper accents in summarizing the articles on education, most failed to accentuate correctly in the final class project.
Possible Reasons or Hypotheses	<ul style="list-style-type: none"> • Some possible explanations for the results obtained are: <ol style="list-style-type: none"> 1. Students' improvement in their writing skills during article summarizing resulted in short term learning. They became accustomed to summarizing the articles and their opinions, but when they were exposed to the final project where they had to develop 5 lesson plans to be taught in one week to secondary school students, they left out accentuation. 2. The exposure to correct writing needs to be done on a long term basis. Breaking the bad habit of not using accents that developed throughout the K-12 educational process cannot be effectively dealt with in only one semester.
Course of Action	<ul style="list-style-type: none"> • The use of writing rubric in other courses.
Next learning assessment closing the loop project	<ul style="list-style-type: none"> • Improving the written expression of the physical education majors.
Appendix	<ul style="list-style-type: none"> • Include copies of all assessment tools.

Adapted from OMCA UPRM Student Learning Assessment Report Form

NCATE ACCREDITATION *Program Recognition NASPE*

The Teaching program option in the Physical Education Department is presently immersed in the NCATE accreditation process as part of the Institutional Teacher Preparation Program at UPRM which began in 2006. We have solicited recognition of our teaching program by the National Association of Sports and Physical Education (NASPE), and have completed the Program Review Report as required. This report includes a total of 8 assessments (see [Program Review Report](#)) that evidence how well our students are complying with the NASPE Teaching Standards which are as follows:

- Content Knowledge
- Growth & Development
- Diversity
- Management & Motivation
- Communication
- Planning & Instruction
- Student Assessment
- Reflection
- Technology
- Collaboration

The first data collection and analysis was done with program completers of the 2005-2006 academic year. The data of the program completers of the 2007-2008 academic year is presently being analyzed in order to submit two years of data as required by NASPE. The Physical Education Department will be submitting its Program Review Report in September 2008.

The experience of having gone through the Program Review process which led us to thoroughly look at our students' academic work throughout some of the main courses in the Teaching option, and its alignment to NASPE standards, has been a real eye opener. Effective change that leads toward improvement cannot occur if the curriculum has not been thoroughly analyzed from top to bottom, as has been done for the purpose of this recognition. Even though we have found that the majority of our students' academic performance in the teaching option courses lies between the proficient and acceptable levels, we certainly acknowledge the need to improve their performance by revising and working towards a better and more effective alignment of the entire physical education curriculum to the NASPE standards.

It is our understanding that the first step to be taken on the road to improvement is to provide the appropriate forum that will give way to profound discussions about the results obtained in this initial alignment process. Due to the fact that only a few courses were used to provide the information for the eight assessments required for the Program Review, the entire Physical Education faculty needs to become aware and understand what occurred and why it occurred, in order to make important decisions about how to go about improving our curriculum as a whole. These discussions will hopefully lead us to identify other courses that can touch upon the content and pedagogical knowledge and skills to be mastered through all standard outcomes, starting from the first year courses.

APPENDIX I

Department of Physical Education
University of Puerto Rico
Mayaguez Campus

FACULTY-STUDENT-ALUMNI CURRICULUM SURVEY

1. Semester:

- a. First (August- December)
- b. Second (January-May)

2. Present year:

- a. 2004-2005
- b. 2005-2006
- c. 2006-2007

3. Curriculum BS: Options

- a. Teaching
- b. Recreation
- c. Coaching

4. Status:

- a. Senior
- b. Faculty
- c. Alumni

The results of this assessment will help the P.E. Department to plan and adjust the curriculum to meet the Physical Education Department graduating student profile.

PART I:

Directions:

Using the scale below, please rate your perception of the mastery of skills and knowledge you have developed throughout the Physical Education curriculum.

The skills and content presented are those approved by the Physical Education faculty as pertinent.

- A. no skills/no experience
- B. below average skills/little experience
- C. average skills/some experience
- D. above average skills/adequate experience
- E. superior skills/extensive experience
- F. not applicable

SKILL/VALUE (Student Profile)	ASSESSMENT					
1. Ability to understand and apply fundamental knowledge of Physical Education (P.E.), Sports, Fitness, and Recreation.	A.	B.	C.	D.	E.	F.
2. Ability to conduct research and to critically analyze and interpret data in at least one of the mayor areas of study.	A.	B.	C.	D.	E.	F.
3. Ability to identify, formulate, and solve problems in P.E., sports, fitness, and recreation using modern tools, techniques, and skills.	A.	B.	C.	D.	E.	F.
4. Play an effective role in multidisciplinary professional work groups, solving problems in P.E., sports, fitness, and recreation.	A.	B.	C.	D.	E.	F.
5. Ability to communicate effectively.	A.	B.	C.	D.	E.	F.
6. Understand the importance of compliance with professional practice and legal issues such as: certification standards, medical issues in sports, and safety among others.	A.	B.	C.	D.	E.	F.
7. Broad education necessary to understand the impact of P.E. on health, general welfare, sport activities safety, and teaching in a global context.	A.	B.	C.	D.	E.	F.
8. Commitment to engage in lifelong learning and physical activities.	A.	B.	C.	D.	E.	F.
9. Awareness of contemporary social, cultural, economic, artistic, aesthetic, environmental, and P.E. issues.	A.	B.	C.	D.	E.	F.

Please rate your content knowledge in the following manner:

- A. none
- B. below average
- C. average
- D. above average
- E. superior

CONTENT	ASSESSMENT				
10. Teaching	A.	B.	C.	D.	E.

11. Sciences applied to P.E. and sports	A.	B.	C.	D.	E.
12. Strength and fitness	A.	B.	C.	D.	E.
13. Sports skills	A.	B.	C.	D.	E.
14. P.E. and sport management	A.	B.	C.	D.	E.
15. Recreation	A.	B.	C.	D.	E.
16. Coaching	A.	B.	C.	D.	E.

Please proceed to rate strengths (A) and weaknesses (B) of the curriculum:

CRITERIA	STRENGTH A	WEAKNESS B
17. Course Schedule		
18. Flexibility in the curriculum		
19. Faculty		
20. Facilities		
21. Technology resources		
22. Current		

Based on the previous answers, please provide suggestions that may help improve the curriculum in meeting the graduating student profile:
