**Physical Education - Tampa**

(Academic Degree Program and Campus)

**2002-03**

(Assessment Period Covered)

**Master’s**

(Degree Level)

**October 29, 2003**

(Date Submitted)

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**Planning Instructions:**

Identify at least three student learning outcomes and complete the following portions of this plan. Student learning outcomes are defined in terms of what students **will know, or be able to do, or believe as a result of instruction**. The completed plan is e-mailed to **Oaplans@acad.usf.edu**

**Reporting Instructions:**

At the end of the assessment period, the assessment report is prepared and e-mailed to: **Oareports@acad.usf.edu** The report contains a summary of assessment findings identified. In addition, the report describes what changes (if any) were made as a result of a review of assessment findings. The discussion on use of results should, at the very least, indicate that faculty members reviewed the assessment findings.
Student Learning Outcome #1

What will students know or be able to do or believe? Be specific.

Students will demonstrate knowledge of research in subject matter associated with physical education.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

**Means of Assessment #1:** Describe the procedures, strategies, or means that will be used to collect information on student learning.

A panel of three or more faculty members will independently assess and score the students’ performance on a research presentation as part of a professional colloquium.

**Criteria for Success:** Describe the criteria for success related to this means of assessment.

Eighty percent of the students will score an “Above Average” or “Excellent” evaluation from a panel of three or more faculty members for the completion of a research presentation as part of a professional colloquium.

**Means of Assessment #2:** Describe the procedures, strategies, or means that will be used to collect information on student learning. A panel of three or more faculty members will independently assess and score the students’ performance on the oral defense of the thesis or comprehensive examination.

**Criteria for Success:** Describe the criteria for success related to this means of assessment.

Eighty percent of the students who take the comprehensive examination or defend the thesis will score an average of 3.5 out of 5.0 on the section(s) dealing with research in subject matter.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu
Findings: What findings resulted from assessment activities?

Seven students completed their comprehensive examination last academic year. Three faculty members independently assessed student performance on this objective. The average mean score for this objective was 3.87 which is near above average (4.0). Two students received an “Excellent” rating in this area. The rest were “Average” and “Above Average” with no student receiving a “Below Average” rating. No students performed in the first assessment activity. Students will participate in this experience in the Fall 2003 semester. No students completed a research presentation.

Use of Results:

Faculty expressed concern that only two of the seven students received an “Excellent” (5.0) rating in this area. There was also concern that several students received an “Average” rating. Faculty members agreed that we need to monitor this objective and if similar results occur in 2003-04, we will need to determine the causes of the low performance and adopt measures to help improve student performance in the objective.
### Student Learning Outcome #2

**What will students know or be able to do or believe? Be specific.**

Students will demonstrate the ability to engage in professional discourse on issues in physical education.

### ASSESSMENT PLAN -

The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that **two means** of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

#### Means of Assessment #1: Describe the procedures, strategies, or means that will be used to collect information on student learning.

Students will have a manuscript accepted by a refereed journal.

#### Criteria for Success: Describe the criteria for success related to this means of assessment.

Fifty percent of the students who submit a journal article for publication in a refereed journal will have it accepted.

#### Means of Assessment #2: Describe the procedures, strategies, or means that will be used to collect information on student learning.

A panel of three or more faculty members will independently assess the performance of a presentation by the student.

#### Criteria for Success: Describe the criteria for success related to this means of assessment.

Eighty percent of the students will receive an average of “Above Average” or “Excellent “evaluation for their research presentation as part of a professional colloquium from a panel of three or more faculty members.

### ASSESSMENT REPORT -

These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to:  Oareports@acad.usf.edu
Findings: What findings resulted from assessment activities?

No students submitted a manuscript for publication. No students performed in the second assessment activity. Students will participate in this experience in the Fall 2003 semester.

Use of Results: What changes, if any, were made in response to the findings?

It was decided to no longer use the first assessment as a means of assessment due to the small number of students that will submit an article for publication. Presently, the submission of a manuscript is not a requirement of any courses or the program. Faculty members feel that this is a noteworthy means of assessment, but until the submission of a manuscript becomes a requirement or until the thesis track becomes more functional, it is not a good means of assessment for this objective.
Outcomes Assessment Plan/Report

Student Learning Outcome #3

What will students know or be able to do or believe? Be specific.

Students will demonstrate their ability to utilize current technology in physical education.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

**Means of Assessment #1:** Describe the procedures, strategies, or means that will be used to collect information on student learning.

A panel of three or more faculty members will independently assess the student’s ability to utilize technology during a presentation.

**Criteria for Success:** Describe the criteria for success related to this means of assessment.

Eighty percent of the students will score an “Above Average” or “Excellent” evaluation from a panel of three or more faculty members for their use of technology in a presentation as part of a professional colloquium.

**Means of Assessment #2:** Describe the procedures, strategies, or means that will be used to collect information on student learning.

Alumni’s analysis of their own ability as a beginning professional from the Alumni Survey sent two years after graduation.

**Criteria for Success:** Describe the criteria for success related to this means of assessment.

Eighty percent of the alumni will rate their ability to use technology as “Above Average” or “Excellent” as measured by the Alumni Survey two years after graduation.
Outcomes Assessment Plan/Report

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: What findings resulted from assessment activities?

The alumni's analysis of their own ability to use technology was rated by them using a 5-point Likert type scale. Four students responded and 75% of them agreed that they were confident in the use of appropriate technologies in their work. One student, 25%, indicated that he/she did not feel confident in the use of appropriate technologies in their work. In terms of the first assessment activity, no students performed in this objective. Students will participate in this experience in the Fall 2003 semester.

Use of Results: What changes, if any, were made in response to the findings?

Due to the small number of respondents, the faculty members decided not to make any changes in the curriculum and continue to collect data before making any generalizations. However, they did express concern that even one student did not feel prepared in the use of appropriate technologies in their work. There was a good discussion as to how we might better provide technological skills to those students who feel they need more help. We also discussed whether or not this objective should even be one of our five most important outcomes.
Student Learning Outcome #4

What will students know or be able to do or believe? Be specific.

Students will demonstrate their ability to analyze quantitative and qualitative data.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

Means of Assessment #1: Describe the procedures, strategies, or means that will be used to collect information on student learning.

A panel of three or more faculty members will independently assess the student’s ability through the written comprehensive examination.

Criteria for Success: Describe the criteria for success related to this means of assessment.

Eighty percent of the students will take the written comprehensive examination or defend a thesis will score an average of 3.5 out of 5.0 on the section(s) dealing with analyzing data.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: What findings resulted from assessment activities?

Seven students completed their comprehensive examination last academic year. Three faculty members independently assessed the student performance on this objective. The average mean rating for this objective was 3.27 which is below the acceptable level of 3.5. A mean rating of 3.27 is between “Average” and “Above Average” and closer to “Average”. The range of ratings on this objective was from “Poor” to “Excellent”.

Use of Results: What changes, if any, were made in response to the findings?

Faculty members expressed concern for the performance of students in this area. It was recommended that we allocate more time to this objective in all courses that are taught by the Physical Education, Wellness, and Athletic Training faculty. It was also suggested that more outside readings and critiques of research articles be required and discussed in the graduate program course work.
Outcomes Assessment Plan/Report

Student Learning Outcome #5

What will students know or be able to do or believe? Be specific.

Students will demonstrate their ability to utilize current technology in physical education.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

Means of Assessment #1: Describe the procedures, strategies, or means that will be used to collect information on student learning.

A faculty member from the Department of Measurement and Evaluation will administer and evaluate a project in EDF 6481 to assess the student's ability to critique a research study.

Criteria for Success: Describe the criteria for success related to this means of assessment.

Eighty percent of the students who complete the project will earn an overall score of four on a five-point scale and of that 80%, no one will have a rating of less than three on any specific rating.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: What findings resulted from assessment activities?

The student’s ability in this area was assessed in EDF 6481, Foundations of Educational Research. Four students completed the project in the fall and two students completed it in the spring. Eighty percent of the six students would be rounded off to five students. Using this number, students achieved a “Good” or “Excellent” rating in only one portion (Problem Statement) of the assessment tool. Acceptable levels in the other sections of Research Design, Data Analysis, Interpretation, and Research Improvements, were not met. In Research Design, although no students achieved a “Good” or “Excellent” rating, six students achieved a “Satisfactory” rating. In the area of “Data Analysis” three students were rated “Weak” and one student was rated as “Fair”. This is consistent with the results of Objective 4. In “Interpretation” two students were rated as “Weak” and three students were rated as “Fair”. Although students did not fair well on this objective, students enrolled in Measure and Evaluation and Introduction to Research Methods received positive course grades.

Use of Results: What changes, if any, were made in response to the findings?

Faculty discussed the results of this objective and recommended that we talk with the faculty members who teach Measurement and Evaluation and Foundations of Education Research. These courses are taught by faculty members who are in other departments in the College of Education. Since our faculty members do not teach either of these courses, we have no impact on faculty assignments and little on how the course is taught. Anecdotal comments from students in the past have indicated that these two courses are not geared toward the disciplines of physical education, exercise science, and athletic training. Examples used in these classes are
Outcomes Assessment Plan/Report

from classroom settings, and students often indicate that relevant readings and examples would increase their interest in these classes. Faculty also suggested that a faculty member from Physical Education, Wellness, and Sport studies teach the two courses as is done in most other institutions when offered at the Master’s Degree level. There are numerous measurement and evaluation and research methods textbooks specifically for physical education and exercise science on the market.