

Below is a proposed step-sequenced template of our assessment model with suggested time-lines that will serve as initial guiding points for this process.

Step 1: Examine the P.E.A.R. Mission Statement and define Departmental Goals (completed 2009-2010) -

The mission of the P.E.A.R. Department at Carleton College is to promote the self-realization of the students through regularized activity and positive social interaction with a strong emphasis on health, fitness and skill development. This outcome is achieved through a variety of opportunities appropriate to a wide range of student interests and abilities.

Departmental goals derived from the P.E.A.R. Mission Statement:

Carleton College students who have participated in and have successfully completed Carleton P.E.A.R. programs should:

1. Develop self-realization and a positive self-image.
2. Demonstrate an understanding of the benefits (short-term and long-term) of regular activity and have specific strategies of accomplishing personal goals related to health and fitness.
3. Exhibit skill and fitness development as well as understand specific methods for self-testing and assessment.
4. Understand and be able to use strategies, rules and terminology associated with specific physical activities.
5. Appreciate and value positive social dynamics and group collaboration in connection to physical activities.

Step2: Determine Student Learning Outcomes (completed 2009-2010) -

Student Learning Outcomes that emerged from Departmental goals:

Carleton students who participate in P.E.A.R. sponsored programs should experience:

1. Skill acquisition – students should perceive and realize some level of skill improvement.
2. Knowledge – enhanced understanding of rules, principles and strategies.
3. Self-realization and behavior changes – enjoyment, improved self-confidence along with both short-term and long-term habitual changes with regard to exercise.

Step 3: Design assessment tools to measure SLO's and implement their use (crafted fall & winter term, implemented spring 2010-2011) -

Planned measures to examine evidence of learning outcomes:

- Student surveys
 - P.E. activity class survey
 - Varsity sport survey
- Rubrics - instructor and head coach evaluations (with definitions of categories indicating student proficiency and levels of achievement)
 - P.E. activity class rubric
 - Varsity sport rubric

Implementation of assessment measures:

- Surveys (activity class and varsity sport)
 - At conclusion (ninth week/end of season) of each course/season;
- Rubrics
 - P.E. class rubric: To be completed near the end of term for each respective class (within final two weeks of end date). Rubrics will be performed at a rate of two P.E. courses per

year per full-time faculty/staff so that all courses taught by each faculty/staff (assuming a 6 course/year teaching load) will be assessed within a three-year cycle. Instructors will be given a random sample of each class to evaluate that represents 30% of each class list.

- Varsity sport rubric: Full-time faculty/staff who serve as head coaches. Assessment will occur at the conclusion of the each sport's respective season for all first-year students and again when they are seniors in their final season with the same sport.

Step 4: Reporting and collection of data (spring 2011):

- Data from rubrics and surveys will be reported/submitted within two weeks of the conclusion of the academic term for classes and the end of the competition season for each varsity program. Data will be collected via online forms.
- Athletics Administrator and Assessment Coordinator will receive data for compilation.

Step 5: Evaluation, interpretation and discussion of data (fall 2011):

- Current plan is to review, present and discuss findings with entire department in the fall of 2011.

Step 6: Short-term and long-term planning stage (fall 2011 & beyond!):

- Moving forward from the 2010-2011 academic year, we intend to continue the collection of data from full-time faculty/staff for both classes and varsity athletic programs; eventually we plan to involve all part-time and student-staff instructors. The information gathering process along with the analyses will be shared and discussed among all full-time faculty and staff within the PEAR department each term throughout the multi-year assessment process.