PEAR Assessment Plan

“How can we demonstrate that our students and graduates at Carleton College have achieved the goals we have set for them?”

– Carleton College Assessment Team
College Department and Program Assessment Processes

- Identify groups of students your program/department serves;
- Compose a simple statement about the most important (two or three) student learning outcomes for each of these student groups;
- Develop a (short) list of the characteristics (in student work of all Carleton College kinds) that show you that students have met these important goals;
- Decide on an assessment measure for each characteristic;
- Collect artifacts - evidence of learning;
- Review results;
- Plan for use of each of the assessment results; create multi-year timeline for doing the assessments.
Departmental Goals

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

- Develop self-realization and a positive self-image.
- 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.
- Exhibit skill and fitness development as well as understand specific methods for self-testing and assessment.
- Understand and be able to use strategies, rules and terminology associated with specific physical activities.
- Appreciate and value positive social dynamics and group collaboration in connection to physical activities.
Student Learning Outcomes – SLO’s

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

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

Planned measures to examine evidence of learning outcomes:

- Student surveys
  - P.E. activity class survey
  - Varsity sport survey
- Rubrics – full-time instructor and head coach evaluations (with definitions of categories indicating student proficiency and levels of achievement)
  - P.E. activity class rubric
  - Varsity sport rubric
Student Survey Assessment of VARSITY ATHLETICS at Carleton College

(SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree)

- My involvement in varsity athletics improved my attitude towards living a healthier lifestyle.

- As a result of my learning and involvement in varsity athletics:
  - I will make physical activity a regular part of my routine.
  - I am more confident.
  - I have a stronger level of enjoyment in physical activity in general.
  - I improved my level of skill.
  - I improved my level of activity-specific knowledge.
Surveys

Student Survey Assessment of PHYSICAL EDUCATION ACTIVITY Classes at Carleton College

(SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree)

- My involvement in varsity athletics improved my attitude towards living a healthier lifestyle.

- As a result of my learning and involvement in varsity athletics:
  - I will make physical activity a regular part of my routine.
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RUBRICS

- P.E.A.R. Activity Classes
- Varsity Sports
  - 3 Dimensions; 4 levels for each
    - Skill acquisition
    - Knowledge & interpersonal skills
    - Behavior changes & self-management
Implementation

- Spring 2011
  - Student Surveys
    - 9th week of term/end of season
    - Varsity Spring Sports
    - Spring PEAR Activity Classes
  - Rubrics
    - 10th week of term
    - Full-time instructors
      - 30% random sample
    - Head Coaches
      - First-year S-A’s only
Student Voice/Campuslabs

- [https://www.studentvoice.com/app/views/home/](https://www.studentvoice.com/app/views/home/)
Results & Discussion

- Approximately 30% return rate for PEAR Activity class surveys
- Approximately 40% return rate for Varsity sport surveys
- Other
Next Steps…

• Collect data using current method throughout the 2011-2012 year

• Evaluate and Evolve
  • Better system for data collection?
  • Adapt and adjust assessment tools?
  • Better method for communicating findings?
  • Better avenue to promote stronger student response?
  • Involvement of entire P.E.A.R. Department & offerings
    • Full-time, part-time, student-teachers, clubs
P.E.A.R. Assessment Roles

- **Gerald Young**
  - Athletic Director & Chair of PEAR Department
    - Provide leadership to the process
    - Implement follow-through

- **Andy Clark**
  - Assessment Coordinator
    - Design assessment activities
    - Coordinate/implement assessment activities
    - Implement follow-through
    - Submit reports (track deadlines)

- **Linda Luedke**
  - Department Assistant
    - Archive assessment materials
    - Document progress
    - Maintain tickler file