

Wright College Academic Department/Program Assessment Project Year End Report 2017-18

WHAT?

Describe the purpose of this assessment project.

To measure, advance and determine ways of increasing student understanding of ethical values, life goals, and interpersonal skills that will prepare them for life-long learning, employability, and effective citizenship.

WHY?

Describe your department/program's reasons for taking on this project and the areas of your department/program that are involved.

To further the Physical Education department's proficiency of educating students with regard to Wright College's Gen Ed SLO 4. Involvement will consist of Instructors from the Physical Education and Athletic department.

HOW?

Describe the participants, methods, and the timeline for this project.

Participants will be students enrolled in Physical Education 118 Weight Training classes at Wilbur Wright College. Exploratory qualitative research methods will be utilized. Students will be assigned the task of defining their fitness goals through written and oral presentation including workout regimen, healthy lifestyle habits, proper nutrition and recovery. Learners will develop and display their interpersonal skills through the appointment of workout partners and/or placement in small groups. Under instructor supervision and authentic assessment, students will be required to engage in interactive workout activity that will include spotting classmates, sharing equipment, exchanging ideas, and problem solving while exhibiting ethical behavior toward their fellow

cohorts. The timeline for the project will be the spring 2018 semester – January 16th through May 9th.

WHAT WE FOUND

1. Describe the way in which your department/program will collect results. 2. Provide the results. 3. Describe how these results will be used for improvements.

Qualitative data will be gathered using observations, interviews, oral surveys, and participant journals.

Results

Through written and oral presentation, learners were able to express fitness goals that met their personal needs and demonstrated health literacy. Students confirmed credibility that realizing fitness objectives positively correlates with their life's goals. This corresponds to research displaying a positive effect on academics from improved physical health. "Health factors are significantly related to students' ability to succeed. It is critical to understand the connections between student health and academic performance and fully utilize health data to promote student success." (*College Student Journal, Winter 2016, Vol. 50 Issue 4, p590-602, Abstract*). Instructor observations of student's interactive behavior noted that joint physical fitness activity is a good medium for developing and enhancing interpersonal skills. Moreover, functioning in small groups or with partners manifested a favorable effect on student's ethical behavior toward one another. This may well promote a student's employability and effective citizenship.

Improvements

The physical education department will continue to utilize and enhance these methods for improving student understanding of ethical values, life goals, and interpersonal skills that will prepare them for life-long learning, employability, and effective citizenship. Modification will be made in curriculum, which will expand learner comprehension that participation in

use of illegal performance enhancing drugs as unethical. Additionally, more priority (projects) will be allocated to definition of student's lifelong fitness and health objectives. Currently fitness goals are determined for a shorter time period (e.g.), semester or season. Henceforth learners will be challenged to contemplate, outline and understand the significance of long-term goals in addition to their short-term aspirations. Furthermore, under instructor guidance students will periodically rotate workout partners/groups, which will encourage the acquirement of interpersonal skills and ethical behavior amongst a larger cross-section of their classmates.

