Master Assessment Plan

Program/Degree:  *P-12 Physical Education and Health*

Assessment Coordinator:  LeaAnn Martin

Departmental Mission:

The mission of the Department of Physical Education, Health and Recreation is to educate individuals to improve personal and community wellness and quality of life through human movement, health and leisure experiences. The overall goal of the department is excellence in teaching, research and service, constituted in the following student learning outcomes:

1. Provide professional preparation based on a foundation of liberal education.
2. Provide intellectually challenging programs of study through a variety of teaching techniques, including active student involvement in the learning process, practica, service learning and participation in faculty research.
3. Provide instruction that enables students to communicate effectively, think critically and creatively and to work cooperatively.
4. Provide academic advisement that assists students in achieving their academic and professional goals.
5. Prepare students to be competent and ethical professionals who model a commitment to life-long learning and healthy living.
6. Prepare students to be stewards of environments that promote healthy living and quality of life.
7. Prepare students to live and work in a culturally diverse society.

P-12 Physical Education and Health Program Mission:

The Kinesiology and Physical Education Program develops graduates who make informed decisions about human movement and performance that foster health and physically active lifestyles for themselves and others. To this end, faculty are dedicated to quality teaching, scholarship and service.
P-12 Physical Education and Health Program Student Learning Outcomes:

Upon graduation, majors will be able to:

1. Be positioned to contribute to their profession and be life-long learners in a diverse society by demonstrating:
   a. skilled written and oral communication
   b. critical and creative thinking
   c. effective information acquisition and utilization
   d. content-specific technology use
   e. collaboration and collegiality
   f. professionalism

2. Demonstrate mastery of content in Physical Education and Health.
3. Demonstrate mastery of content application in Physical Education and Health.

Assessment Measures | SLOs Assessed | Use of the Information
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Direct Measure: WEST-E Exam: The WEST-E is a content area exit exam and is taken by candidates seeking a Physical Education and Health (Health and Fitness) teaching certification. It is mandated by the State of Washington and must be passed before commencing the internship. There are multiple test dates throughout the year and students may select their exam dates. Passing scores must be reported before the teacher education candidate may student teach. | 2, 3 | Pedagogy faculty will review annual test results. Weaknesses in student preparation identified by poor score categories on the exam will lead to modifications in the pedagogy coursework. Proposed changes in coursework will be discussed each spring, prior to course revision submissions the following fall.

Direct Measure: Exit Portfolio and Participation in Professional Growth Experiences: The portfolio is generated in the pedagogy capstone class, PE 441P, but includes some artifacts created in previous courses (PE 341, PE 443, KIN 422). | 1a | Portfolio will be examined in the capstone class, PE 441P. However, assignments (artifacts) are generated in prior courses. Grades for assignments will be reviewed each
a. Unit Plans (PE 341, 440, 441)
b. Critical Thinking Paper on Fitness Competencies for practitioners (KIN 422)
c. Wiki Site, Resource files (PE 341P, 441P)
d. Electronic gradebook (PE 441P)
e. Group work (PE 340, 341, 440, 441)
f. Attendance and contributions at Junior Ski to Sea, 5th Grade Track Meet, Special Olympics, WAHPERD, West’s Best, school practica (PE 341P, 443, 440, 440P, 441, 441p, 442p)

1b. year. General areas of weakness will be discussed at the end of each respective quarter. Feedback is gathered from school personnel and other professionals regarding student participation in professional growth experiences. All results will be discussed annually (at the conclusion of the capstone course) and programmatic changes will be proposed if needed.