Department: Physical Education, Health and Recreation

Assessment Coordinators: Gordon Chalmers, Billie Lindsey, Keith Russell

Departmental Mission: The mission of Western Washington University is to serve the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities. In alliance with the University, 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.

Department Student Learning Outcomes: Upon graduation, (Department or Program) majors will be able to

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.

Furthermore, the mission of the Department of Physical Education, Health, and Recreation is carried out through its three, semi-autonomous programs of Kinesiology/Physical Education, Community Health, and Recreation.
Program: Kinesiology and Physical Education

Kinesiology and Physical Education 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.

Kinesiology and Physical Education 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 the core and applicable specialization areas of Kinesiology and Physical Education.
3. Demonstrate mastery of content application in the core and applicable specialization areas of Kinesiology and Physical Education.

GUR (liberal arts & sciences) Student Learning Outcomes:

4. __________
5. __________
### Kinesiology and Physical Education (cont.)

**Student Learning Outcomes (Departmental and GUR) Assessed This Year:**

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Results</th>
</tr>
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</table>
| Direct Measure: West E Exam       | 2            | 2010-2011 = Minimum Score: 252; Maximum Score: 283; Average Score: 265.58  
2011-2012 = Minimum Score: 248; Maximum Score: 286; Average Score: 271.38  
*Passing score: 240  
The Department of PEHR has maintained a 100% pass rate for the current WEST-E  
exam and its predecessor test (Praxis II). Western is the only university in the state to have this distinction.  
Two years of information is included here because students who took the test in summer of 2011 were not included in last year's data. |
| Direct Measure: KIN 422 Student Portfolio | 1.A          | 2011-2012  
Number of Students: 90  
Minimum Score: 0 (0%)  
Maximum Score: 69 (96%)  
Average Score: 60 (83%)  
Passing Score: 43 (60%)  
Number Passing: 88 (98%)  
Number Not Passing: 2 (2%)*  
*One student did not attend the course but did not officially drop during the course. |

**Changes based on assessment findings:**

SLO 2: Because all Physical Education and Health Teacher Education candidates have passed the WEST-E, no immediate curricular changes have been made as a result of this data. However, pedagogy faculty are currently investigating content areas that could be strengthened. More specifically, Physical Education faculty are requesting long term data that would indicate less knowledge in any of the five content domains. While all candidates are testing well in all areas, any specific area with lower scores will be addressed by modifying content and possibly credit in respective classes.

SLO 1.A: Because 98% of students have passed the writing portfolio assessment, no immediate curricular changes have been made as a result of this data. However, faculty are currently investigating content areas that could be strengthened.
Program: Community Health

Community Health Program Mission: The Mission of the Community Health Program is to provide student colleagues with a challenging and rewarding educational experience and to prepare them, through the principles and practices of Health Education, to effectively and compassionately address health issues of the 21st century. The Community Health major’s courses and assignments are based on the responsibilities and competencies required of entry-level health educators as identified by the National Commission for Health Education Credentialing, Inc. The goals of the Community Health major reflect these responsibilities.

Community Health Student Learning Outcomes. Upon graduation, majors will demonstrate competence in:

1. assessing individual and community needs for health education.
2. planning health education strategies, interventions, and programs.
3. implementing health education strategies, interventions, and programs.
4. conducting evaluation and research related to health education.
5. administering health education strategies, interventions, and programs.
6. acting as a health education resource person.
7. communicating and advocating for health and health education.

GUR (liberal arts & sciences) Student Learning Outcomes:

8. ____________
9. ____________
Community Health (cont.)

Student Learning Outcomes (Departmental and GUR) Assessed This Year:

<table>
<thead>
<tr>
<th>Assessment Measures</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Community Health Program goals, which are based on the 7 areas of responsibility</td>
<td>CHES Proxy Examination administered</td>
<td>Objective met: 80% (94%) scored 70% or higher. M = 79 (range 64-87)</td>
</tr>
<tr>
<td></td>
<td>to 2010-2011 senior class in May 2011.*</td>
<td></td>
</tr>
<tr>
<td>Attainment of program goals expressly identified by students.</td>
<td>Senior Exit Survey</td>
<td>100% of students provided 1-2 examples of achieving program goals through their academic program and/or their internship. These were also included in the SABPAC self-study.</td>
</tr>
</tbody>
</table>

*The exam (proxy and national) is a competency-based tool used to measure possession, application, and interpretation of knowledge in the 7 areas of responsibility.

Changes based on assessment findings:

Although students have met the CH program objective, it is time to revise our proxy exam due to a newly revised national exam. We will continue to provide a project and competency-based curriculum that results in achievement of all of our goals.

One change we have made includes adding MATH 240 back as a pre-requisite for HLED 420: Epidemiology & Biostatistics. Both students and faculty observed the need for this. Overall, the other suggestions were valuable, but not easy to apply. Nor was there any one thing that multiple students noted as suggestions. We are cognizant, however, of the stress of winter quarter with Program Planning and Program Evaluation and we have discussed a possible change in one of the major assignments.
Program: Recreation

Recreation Program Mission: Conducted from a foundation of liberal education, the Recreation Program prepares students to enhance the quality of individual and community life through the provision of recreation and leisure services for all people. Based on this mission, students shall develop the values, knowledge, skill, and qualities to perform proficiently and ethically as citizens and professionals.

Recreation Student Learning Outcomes:

1. Students shall understand the relation between leisure and the arts, the humanities, and the social and natural sciences;
2. Students shall be able to think critically and use diverse methods of understanding, including logic, scientific method, philosophical argument, ethical reasoning, and systems-thinking;
3. Students shall demonstrate in written and oral assignments (e.g. presentations, debates, oral exams) the ability to express themselves clearly, coherently, cogently, and intelligently;
4. Students shall understand ethical principles, be able to make sound ethical judgments, and understand the importance of moral character. Students shall be able identify and apply ethical principles relevant to recreation and leisure in general and to their concentrations in particular through classes, assignments, and experiential learning, including fieldwork and internships;
5. Students shall acquire a basic knowledge of the history, philosophy, and science of recreation and leisure;
6. Students shall understand the benefits of leisure and recreation for the well-being of individuals, families, and for the welfare of communities;
7. Students shall be able to work effectively in a pluralistic democracy by understanding how leisure and recreation contribute to the diverse threads and the common fabric of society;
8. Students shall understand the relationship between leisure behavior and natural environments;
9. Students shall be able to analyze contemporary moral, social, and political issues in relation to recreation and leisure;
10. Students shall possess the technical knowledge and skills required of recreation professionals, including the areas of planning, management, assessment, leadership, evaluation, and budget and finance;
11. Students shall be well prepared in their area of specialization, including tourism, outdoor recreation, community recreation, and therapeutic recreation;
12. Students shall understand principles of social justice and be able to develop policies and practices that make recreation and leisure opportunities available to all people.

GUR (liberal arts & sciences) Student Learning Outcomes:

13. _________
14. _________
Recreation (cont.)

Student Learning Outcomes (Departmental and GUR) Assessed This Year:

<table>
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<tr>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>Quality of proposals, presentations, and Student Exit Survey</td>
<td>2</td>
<td>-450: 100% Passed</td>
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<td></td>
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<td>A-32; B-16; C-6; D-0</td>
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<td>Phase IV Survey</td>
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<td>-Over 20% said 450 and program evaluation was useful and</td>
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<td>65% said very useful for their career advancement</td>
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<td>-Significant increase in satisfaction with course from</td>
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<td></td>
<td></td>
<td>previous years</td>
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<td>Group presentations, Term paper, Student Exit Survey</td>
<td>3</td>
<td>Grades and percent passed</td>
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<td>-480: A-31; B-21; C-2; D-0</td>
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<td></td>
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<td>Phase IV Survey: Over 90% satisfied with their learning</td>
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<td>in writing and speaking clearly</td>
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<td>-Third ranked most important skill learned in program</td>
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Changes based on assessment findings:

SLO# 2:
- Integrated series on critical thinking, information literacy and research methods into Phase I of program and used as springboard into other courses in Phases II and IV
- Revised proposal writing project to be individual project that is research-based and integrated with senior capstone writing project

SLO#3:
- Integrated series on critical thinking, information literacy and research methods into Phase I of program and used as springboard into other courses in Phase II and IV
- Initiated short research paper in RECR 272 as project to initiate research method and critical thinking skills
- Initiated Lead Assignment in RECR 480 Capstone Course, revised senior capstone research writing and paper process to be more developmental and allow for peer and instructor review through each step.