Department: Physical Education, Health and Recreation

Assessment Coordinators: Gordon Chalmers, LeaAnn Martin, 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

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.

Student Learning Outcomes Assessed This Year (2012-13):

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Changes based on assessment findings:

Program: P-12 Physical Education and Health Program (Teacher Education)

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 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.

Student Learning Outcomes Assessed This Year (2012-2013):

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination of WEST E Scores (content area proficiency exam mandated by the State of WA.)</td>
<td>2</td>
<td>Results from 2011-12 were examined. Passing rate remains at 100%. The mean score for WWU students was 272.62 with the statewide mean 266. Minimum passing score is 240. Mean scores on each of the five domains of WWU students are higher than the state averages.</td>
</tr>
<tr>
<td>Exit Portfolio: The portfolio is generated in the pedagogy capstone class, PE 441P, but includes artifacts from courses throughout the program.</td>
<td>1a,b,c; 2,3</td>
<td>Results from 2011-2012 were examined. Passing rate for the portfolio was 100%. Items assessed included Middle School and High School Unit Plan and electronic portfolio.</td>
</tr>
</tbody>
</table>

Changes based on assessment findings:

- No changes are indicated based on WEST E overall or domain scores. Western remains the only university in the state with a 100% pass rate on this content area exam.
- Changes in the format and development of the portfolio will be implemented with artifacts being created earlier in the sequence and the addition of technology competency projects.

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:

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

Student Learning Outcomes Assessed This Year:

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Changes based on assessment findings:
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: Upon graduation, majors will be able to:

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;
5. 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;
6. Students shall acquire a basic knowledge of the history, philosophy, and science of recreation and leisure;
7. Students shall understand the benefits of leisure and recreation for the well-being of individuals, families, and for the welfare of communities;
8. 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;
9. Students shall understand the relationship between leisure behavior and natural environments;
10. Students shall be able to analyze contemporary moral, social, and political issues in relation to recreation and leisure;
11. 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;
12. Students shall be well prepared in their area of specialization, including tourism, outdoor recreation, community recreation, and therapeutic recreation;
13. 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.

Student Learning Outcomes Assessed This Year:

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments and final papers, in RECR 480 (writing proficiency course).</td>
<td>3, 4, 8, 10, 13</td>
<td>We examined student performance and quality in final senior paper presentation and final paper. We concluded that the writing process implemented for fall 2012 was sufficient, but</td>
</tr>
</tbody>
</table>
Changes based on assessment findings:

We will continue to utilize the outline assignment as a portion of the five-step process the students go through in developing their research paper (in the form of five specific assignments that lead to the culminating final paper). Student feedback on the process was positive in the form of student evaluation comments and from facilitated class discussion.