MASTER ASSESSMENT PLAN

Department: Health and Human Development (HHD)

Assessment Coordinator: Keith C. 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 Health and Human Development is to educate individuals to improve personal and community wellness and quality of life through human movement, health and leisure experiences.

NOTE: the mission of the Department of Health and Human Development is carried out through its three semi-autonomous programs of Kinesiology/Physical Education (P-12), Community Health, and Recreation. Each program has student learning outcomes specific to its program mission, but that also evidence the department-level student learning outcomes listed below.

HHD Expectations for Faculty:
Department and program faculty will be expected 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.

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

1. Communicate effectively, think critically and creatively, and work cooperatively.
2. Become competent and ethical professionals who model a commitment to life-long learning and healthy living.
3. Become stewards of environments that promote healthy living and quality of life.
4. Live and work in a culturally-diverse society.
Kinesiology and Physical Education Program

Assessment Coordinator: Gordon Chalmers

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.

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

Student Learning Outcomes Assessed:

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 311 (senior level course) Lab #2 Linear kinematics Maxtrac usage. (Direct Assessment)</td>
<td>1D, 1E</td>
<td>Weaknesses in assessment scores will be used to guide modifications in related course materials.</td>
</tr>
<tr>
<td>KIN 491 &amp; 492 Winter term final evaluation ratings on questions # 1-6. (Direct Assessment)</td>
<td>1F</td>
<td>Weaknesses in assessment scores will be used to guide modifications in related course materials.</td>
</tr>
<tr>
<td>Percent grade in a core senior level required kinesiology class, in spring (previous year), fall, winter. (Direct Assessment)</td>
<td>2</td>
<td>Weaknesses in assessment scores will be used to guide modifications in related course materials.</td>
</tr>
<tr>
<td>Term project in Dr. Suprak’s KIN 416 and sum of lab grades in Dr. Chalmers’ KIN 416. (Direct Assessment)</td>
<td>3</td>
<td>Weaknesses in assessment scores will be used to guide modifications in related course materials.</td>
</tr>
<tr>
<td>KIN 311 (senior level course) research poster presentations. (Direct Assessment)</td>
<td>1A, 1E</td>
<td>Weaknesses in assessment scores will be used to guide modifications in related course materials.</td>
</tr>
</tbody>
</table>
KIN 410 motor control research paper grades in spring (previous year), fall, winter. (Direct Assessment) | 1C | Weaknesses in assessment scores will be used to guide modifications in related course materials.

KIN 306 final project score in spring (previous year), fall, winter. (Direct Assessment) | 1B | Weaknesses in assessment scores will be used to guide modifications in related course materials.

Kinesiology Program Student Learning Outcomes Assessed in 2014-15:

| KIN 311 (senior level course) Lab #2 Linear kinematics Maxtrac usage. (Direct Assessment) | 1D, 1E | The average score for the Fall 2014 and Winter 2015 terms on the Linear Kinematics Laboratory activity was 21.13/23 (91.8%). This is an activity that requires students to collect high speed video data of a sport-related activity and digitize bony landmarks on the body for the purpose of calculating movement velocity from the data. It illustrates the use of fundamental calculations in biomechanics, while also requiring students to become familiar with common technology and software used to collect and analyze biomechanical data. |
P-12 Physical Education and Health

Assessment Coordinator: Dr. Gordon Chalmers

Program 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

<table>
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<tr>
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<tr>
<td><strong>Direct Measure:</strong></td>
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<tr>
<td>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 date. Passing scores must be reported before the teacher education candidate may student teach.</td>
<td>2, 3</td>
<td>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.</td>
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<tr>
<td><strong>Direct Measure:</strong></td>
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<tr>
<td>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).</td>
<td></td>
<td>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 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.</td>
</tr>
<tr>
<td>a. Unit Plans (PE 341, 440, 441)</td>
<td>la</td>
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<tr>
<td>b. Critical Thinking Paper on Fitness Competencies for practitioners (KIN 422)</td>
<td>lb</td>
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<td>c. Wiki Site, Resource files (PE 341P,441P)</td>
<td>lc</td>
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<td>d. Electronic gradebook (PE 441P)</td>
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<tr>
<td>e. Group work (PE 340, 341, 440, 441)</td>
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<tr>
<td>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)</td>
<td>lf</td>
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**Student Learning Outcomes Assessed in 2014-15:**

| Unit Plan (PE 341) | la | Results from 2014-2015 were 91%! |
Community Health Program

Assessment Coordinator: Ying Li

Mission and Goals of the Community Health Program:

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 162 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.

Program Student Learning Outcomes: Upon graduation, students will demonstrate competence in their abilities to:

1. Assess individual and community needs for health education.
2. Plan health education strategies, interventions, and programs.
3. Implement health education strategies, interventions, and programs.
4. Conduct evaluation and research related to health education.
5. Administer health education strategies, interventions, and programs.
7. Communicate and advocate for health and health education.

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<th>Results</th>
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<tr>
<td>CHES Proxy Exam (2015)</td>
<td>1-7</td>
<td>Students met the objective (75% will score 70% or better). Scores ranged from 70% to 90% with a mean of 82.4%. One-hundred percent of students met the objective. (This exam is the revised exam and included 100 questions that are similar to the lengthier national exam.)</td>
</tr>
<tr>
<td>CHES Competency Pre-Post Test (2013-2014)</td>
<td>1-7</td>
<td>At pre-test (the beginning of the program – winter 2013), the mean perceived scores for 162 competencies ranged from 1.4 to 2.8 on a 4-point scale where 1=not competent to 4=very competent. At post-test (at the completion of the program of study, including the internship – summer 2014), the mean scores for 162 competencies ranged from 3.3 to 4.0. Three competencies related to health education advocacy averaged scores well below 3.0.</td>
</tr>
<tr>
<td>National CHES exam</td>
<td>1-7</td>
<td>Western’s total score was 118.42 in comparison to the national score of 101.67. We achieved a 94% pass rate in comparison to a 68.8% national pass rate.</td>
</tr>
</tbody>
</table>

Changes based on assessment findings:

The results presented above provide validation for the things going well within the Community Health program, but also room for improvement. As indicated previously, the nationally-recognized competencies for entry-level health educators have decreased from 162 to 141 with the new HESPA results. The Community Health faculty need to compose a revised CHES Competency Pre/Post-test to reflect these changes. The new pre/post-test form will need to be implemented in the winter 2016 quarter. As in previous years, the three questions on the pre/post-test where students report the greatest lack of competence is in the area of advocacy. This is also an area with the greatest expansion of sub-
competencies in the new HESPA report. As such, curriculum changes will need to be made in Community Health to address this important professional development standard. *The Community Health faculty realize the above assessment plan appears like a ‘master plan’ for the Community Health program. However, each one of these programmatic SLOs is assessed every year as part of the requirements for program’s national accreditation.
Recreation Program

Assessment Coordinator: Keith Russell

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 Program Student Learning Outcomes:

Upon graduation, majors will be able to:

1. Understand principles of social justice and be able to develop policies and practices that make recreation and leisure opportunities available to all people.
2. Understand the relation between leisure and the arts, the humanities, and the social and natural sciences.
3. Be able to think critically and use diverse methods of understanding, including logic, scientific method, philosophical argument, ethical reasoning, and systems-thinking.
4. Be able to speak and write effectively.
5. Understand ethical principles, be able to make sound ethical judgments, and understand the importance of moral character.
6. Acquire a basic knowledge of the history, philosophy, and science of recreation and leisure.
7. Understand the benefits of leisure and recreation for the well-being of individuals and the welfare of communities.
8. Be able to work effectively in a multicultural society by understanding how diversity affects leisure and recreation and how recreation and leisure contribute to the diverse threads and the common fabric of society.
9. Understand the relationship between leisure behavior and the natural environment.
10. Be able to analyze contemporary moral, social, and political issues in relation to recreation and leisure.
11. Possess the technical knowledge and skills required of recreation professionals, including the areas of planning, management, assessment, leadership, evaluation, and budget and finance.
12. Be well prepared in their area of specialization, including ecotourism, outdoor recreation, community recreation, and therapeutic recreation.
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<td>Final exam and time diary assignment in RECR 201</td>
<td>1, 2</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Coordinator/assessment coordinator by faculty. The Coordinator summarizes responses for the Program, together with other data, in the annual assessment report to the PEHR Chair and Dean.</td>
</tr>
<tr>
<td>Exams, papers, presentations and projects in RECR 450 and 400-level elective courses (RECR 421, 470, 475, 479)</td>
<td>3, 6</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Assessment Coordinator by faculty teaching 450 and elective courses. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Assignments and final papers, in RECR 480 (writing proficiency course).</td>
<td>3, 4, 8, 10</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Assessment Coordinator by faculty teaching 480. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, papers, presentations and projects in 400-level elective courses (RECR 421, 470, 475, 479)</td>
<td>4, 5, 12</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Assessment Coordinator by faculty teaching elective courses. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, papers, presentations and projects in introductory courses (RECR 271, 272, 274, 279)</td>
<td>6</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Assessment Coordinator by faculty teaching elective courses. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Senior Exit Survey and Alumni Survey</td>
<td>1,2,3,4,5,6,7,8,9,11,12</td>
<td>Students are asked to self report satisfaction with their skill and knowledge, as measured by their performance, relative to each SLO. This data is summarized, shared and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, papers, presentations and projects in RECR 272 and select 400-level elective courses (RECR 470 &amp; 479)</td>
<td>9</td>
<td>Summaries of student performance, relative to the SLO’s, are reported annually to the Assessment Coordinator by faculty teaching 272, 470 and 479. This data is summarized, shared, and acted upon, as described above.</td>
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Recreation Program: Change and Improvement Plan for 2014/15:

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<td>Assess impact of courses taught on systems thinking and the degree to which the students believe they are acquiring knowledge of systems-based thinking on recreation and leisure services delivery.</td>
<td>SLO # 3</td>
<td>Will be used to assess impact of systems thinking principles taught in courses to see if these principles are being instilled in the students. Data will inform the faculty and help us, depending on the results, to identify strategies to further integrate these principles into the program curricula using a developmental framework. Key direct measures will include the senior exit survey and evaluations of RECR 480: Leisure and Society, the Senior Capstone class.</td>
</tr>
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Program Changes Based on Assessment:

Of nine total concepts where students experienced the “most growth” as a result of their participation in the Recreation Degree Program, the third highest-ranking concept was their learned knowledge of “social, political, and economic systems” and their relation to recreation contexts. When examining specific students evaluation comments, students believed that the modules covering Collective Impact work being done by communities and organizations was very important to their learning and commented favorably on this module and panel discussion. Their learning in this area was important to their understanding of systems thinking. Faculty will incorporate systems thinking and collective impact in earlier phase classes. The faculty discussion in how to integrate these concepts into their classes will be a key topic of the Recreation faculty summer retreat and Professional Advisory Committee.