Department: Physical Education, Health and Recreation

Assessment Coordinators: Gordon Chalmers

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.

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:
   - skilled written and oral communication
   - critical and creative thinking
   - effective information acquisition and utilization
   - content-specific technology use
   - collaboration and collegiality
   - 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><strong>1D, 1E</strong></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><strong>1F</strong></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><strong>2</strong></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.</td>
<td><strong>3</strong></td>
<td>Weaknesses in assessment scores will be used to guide modifications in related course materials.</td>
</tr>
<tr>
<td>Course/Project Description</td>
<td>Code</td>
<td>Details</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>---------</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>
<tr>
<td>KIN 410 motor control research paper grades in spring (previous year), fall, winter. (Direct Assessment)</td>
<td>1C</td>
<td>Weaknesses in assessment scores will be used to guide modifications in related course materials.</td>
</tr>
<tr>
<td>KIN 306 final project score in spring (previous year), fall, winter. (Direct Assessment) (Michelle)</td>
<td>1B</td>
<td>Weaknesses in assessment scores will be used to guide modifications in related course materials.</td>
</tr>
</tbody>
</table>

**Kinesiology Program Student Learning Outcomes Assessed in 2013-14:**

<table>
<thead>
<tr>
<th>Course/Project Description</th>
<th>Code</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 306 final project score in spring (previous year), fall, winter. (Direct Assessment) (Michelle)</td>
<td>1B</td>
<td>Mean = 96.21%</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>Mean sum of lab grades in Dr. Chalmers’ KIN 416 = 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suprak report grades:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Spring 2013, average = 67.8/75 (90.4%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Fall 2013, the average was 66.5/75 (88.6%)</td>
</tr>
<tr>
<td>KIN 410 motor control research paper grades in spring (previous year), fall, winter. (Direct Assessment)</td>
<td>1C</td>
<td>Mean score = 95%</td>
</tr>
</tbody>
</table>
Example(s) of Changes Based on Assessment:

**KIN 306:** Instructor has made revisions to the way she introduces and discusses the project in class so that students are very clear on how to choose a test and the kind of literature they are looking for to support their choice. She has begun doing this earlier in the quarter even though students don’t choose their measurement project topic till later.

**KIN 416:** Chalmers: I will make instructions on assignments where points were missed more clear, to try to reduce errors. Suprak: After thoroughly examining the items that were troublesome on the assignment for students, as well as comments on student feedback surveys, I have added more detailed instructions into the assignment description document and grading rubric. I am currently implementing the updated version of the documents into the course that I am instructing this Spring term.

**KIN 410:** The scores demonstrate that the students are effective at information acquisition and utilization, and writing the information as a report. We will continue to have the student develop and practice these skills.

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

**Assessment Coordinator:** Dr. Derrick Mears

**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:

4. 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

5. Demonstrate mastery of content in Physical Education and Health.

6. Demonstrate mastery of content application in Physical Education and Health.

<table>
<thead>
<tr>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>Direct Measure:</td>
<td></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>
</tr>
<tr>
<td><strong>WEST-E Exam:</strong></td>
<td>2, 3</td>
<td></td>
</tr>
<tr>
<td>exam date. Passing scores must be reported before the teacher education candidate may student teach</td>
<td>Direct Measure:</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>Exit Portfolio and Participation in Professional Growth Experiences:</strong> 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></td>
</tr>
<tr>
<td>a. Unit Plans (PE 341, 440, 441)</td>
<td>1a</td>
<td></td>
</tr>
<tr>
<td>b. Critical Thinking Paper on Fitness Competencies for practitioners (KIN 422)</td>
<td>1b</td>
<td></td>
</tr>
<tr>
<td>c. Wiki Site, Resource files (PE 341P, 441P)</td>
<td>1c</td>
<td></td>
</tr>
<tr>
<td>d. Electronic gradebook (PE 441P)</td>
<td>1d</td>
<td></td>
</tr>
<tr>
<td>e. Group work (PE 340, 341, 440, 441)</td>
<td>1e</td>
<td></td>
</tr>
<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, 441p)</td>
<td>1f</td>
<td></td>
</tr>
</tbody>
</table>

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.
Student Learning Outcomes Assessed in 2013-14:

| Unit and Assessment Plan from PE 441-High School Physical Education Methods | 2 | Results from 2013-2014 were examined. Passing rate for the unit and assessment plan was 100%. |
| Technology Integration teaches from PE 441-High School Physical Education Methods | 1d; 3 | Results from 2013-2014 were examined. Passing rate for mini-teaches integrating physical activity monitoring was 100%. Passing rate for mini-teaches integrating audio/visual media and student response systems was 100%. |

Example(s) of Changes Based on Assessment:

- No changes are indicated based on the results of these assessments.
- Changes in the sequence of presenting content for the technology integration projects is recommended to be examined.

Program: Community Health

Assessment Coordinator: Jeanne Freeman

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: 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.

<table>
<thead>
<tr>
<th>Assessment Measures</th>
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<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHES Proxy Exam (2014)</td>
<td>1-7</td>
<td>Students met the objective (75% will score 70% or better). Scores ranged from 71% to 89% with a mean of 80.6%. 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 (2012-2013)</td>
<td>1-7</td>
<td>At pre-test (the beginning of the program – winter 2012), the mean perceived scores for 180 of 182 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 2013), the mean scores for 180 competencies ranged from 3.1 to 4.0. Four 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 123.15 in comparison to the national score of 103.93. We achieved a 100% pass rate in comparison to a 71.6% 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 were increased a couple of years ago from 82 to 162. While many of the new competencies have been adequately integrated into the Community Health curriculum, this same success has not occurred with the advocacy-
related competencies. For the past three years students have reported a lower level of perceived competency with these four objectives. In reviewing the Community Health curriculum the faculty have identified a need to include a more robust advocacy framework for our students. To do this effectively it will be necessary to increase the credit number for HLED 447 from 4 to 5 credits. A petition for this change will be presented to the College- and University-level committees in the fall.

*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.

Program: Recreation

Assessment Coordinator: Keith Russell

**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 objectives:

**PEHR Departmental 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.

**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.

**Departmental 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.

<table>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final exam and time diary assignment in RECR 201</td>
<td>1</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>2</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, 13</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>1,2,3,4,5,6,7,9,11,12</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>
</tbody>
</table>
Exams, papers, presentations and projects in RECR 272 and select 400-level elective courses (RECR 470 & 479) 9

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.

RECR 301 GUR Outcomes Here Course was not offered.

PEHR/Recreation Program: Change and Improvement Plan for 2013/14

<table>
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<tbody>
<tr>
<td>Phase IV quantitative assessments from exit survey, analysis of Phase IV “I Believe” statements and comments and Phase I baseline assessment values using quantitative measure to begin pre-post-testing of value development</td>
<td>SLO # 13</td>
<td>Will be used to assess impact of taught social justice principles in courses to see if these principles are being instilled in 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.</td>
</tr>
</tbody>
</table>

Program Changes Based on Assessment

The 2013/2014 assessment data, taken primarily from exit survey of graduates in the program, indicated that students rated their learning of social justice principles and their relation to recreation contexts as very important to their professional and personal growth (3.84/4 and 3rd of 10 concepts overall). Two other concepts were ranked higher, one of which directly relates to principles of social justice (Advocating for the rights of all persons to leisure services). In addition, non-direct outcome assessment of “I Believe” statements written in our senior capstone class also indicate learning of social justice principles. Our focus as a program now is shifting toward refining how we teach social justices principles developmentally and across-curriculum in our courses. For example, our Phase I students are exposed to an abbreviated LGBTQ safe zone training in our RECR 275 Practicum course that introduces them to this population.