1. **What student learning outcomes were assessed this year, and why?**
   In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

   This year was the first year of a significantly revised major. The challenge this year was that one cohort of 31 students was completing the old major while two cohorts totaling 39 were in the first year of the revised major. Many of the needs for change had been identified and incorporated into the revised major. Therefore, assessment results confirmed what we already had learned and had accommodated for in the revised major. The Physical Education Program was aligned with the state certification process resulting in a combined Physical Education and School Health major. In some cases, new artifacts are being created to better reflect the changes in the program and to better reflect the revised major. Specifically, four the learning outcomes are reflected on in the table. These outcomes are also listed directly below. Each of the outcomes has been aligned with state, college, university and even WA state standards.

   1. Students will demonstrate a knowledge of and ability to utilize the characteristics of effective teaching specific to all learners. Knowing that these students are preservice teachers and could likely be hired to teach K-12 students immediately upon graduation, it is critical that they have effective teaching skills.
   2. Students will demonstrate recognition of appropriate and inappropriate responses while teaching a broad spectrum of k-12 students.
   3. Students will demonstrate knowledge of appropriate skill progression in a variety of activities/sports. K-12 Physical Education curricula are broad in scope which creates a challenge of preparation at the university. Therefore, several courses are offered where this outcome is a major objective of the course.
   4. Students will demonstrate the capacity to assess performance with personal data assistants, heart rate monitors, and pedometers. This outcome is evidence of the faculty efforts in securing significant technological improvements at little to no cost to the university. Thus it has led to meeting the university Goal 3 which states, *strengthen and further diversify our funding base and strengthen infrastructure to support academic and student programs*. Specifically, the majority of the latest technology related to this student-learning outcome has been provided by outside sources through grants and contracts.

2. **How were they assessed?**
   In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

   **A) What methods were used?**
   **B) Who was assessed?**
C) When was it assessed?

For the responses to a, b and c see the Table below. The population that was assessed were Physical Education Majors. All assessments were incorporated as a part of actual coursework requirements. Assessments were all conducted by the faculty member who taught the specific course for which the artifact was created.

3. What was learned?

See specific responses to each outcome in the table below.

4. What will the department or program do as a result of that information?

See specific responses to each outcome in the table below.

5. What did the department or program do in response to last year’s assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

See specific responses to each outcome in the table below.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:
## CWU Student Learning Outcome Assessment Plan Preparation Form
### Department: Health, Human Performance, & Nutrition
### Program: Physical Education
### BS Physical Education

### Table 1

<table>
<thead>
<tr>
<th>Student Learning Outcomes (performance, knowledge, attitudes)</th>
<th>Related Program/Departmental Goals</th>
<th>Related College Goals</th>
<th>Related University Goals</th>
<th>Method(s) of Assessment (What is the assessment?)*</th>
<th>Who Assessed (Students from what courses – population)**</th>
<th>When Assessed (term, dates) ***</th>
<th>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate a knowledge of and ability to utilize the characteristics of effective teaching specific to all learners.</td>
<td>Goal 2: Faculty will demonstrate the ability to contribute to the larger field of related professional literature. Goal 3: Students will be prepared with skills, knowledge and disposition to successfully gain state in health and fitness. Goal 4: To provide an undergraduate major that accurately reflects current state endorsement requirements.</td>
<td>Goal 1: Provide for an outstanding academic and professional growth experience for students at all CWU locations.</td>
<td>Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</td>
<td>Summary reflection of teaching experiences</td>
<td>PESH 437</td>
<td>Winter and Spring of the last two quarters of program</td>
<td>A minimum score of 85% on rubric.</td>
</tr>
</tbody>
</table>

1. Completion: 100% of our students achieved this criterion.

2. Above

3. Even when students were unable to demonstrate the characteristics of effective teaching, they were able to reflect correctly on these. The current assessment specifically examines the reflection of and NOT the demonstration of effective teaching characteristics. This supports the progression of neophyte teachers and their developmental process of becoming a teacher. Cognitive knowledge is present but the ability to utilize it hasn’t been developed yet.

4. This learning outcome needs to be revisited. It is appropriate for the major but should be separated into two learning outcomes. One outcome should relate to the knowledge necessary to be an effective teacher. The second one should be relative to performance. It speaks well to the quality of the instruction provided in the three pedagogy classes. This group was the last group completing the old major, which has already seen significant changes as a result of this data. For example, prior to this group, teaching practice was limited to two k-12 teaching experiences in schools. An effort was made to triple the teaching experiences in k-12 schools for the new group. Comparing data collected next year with this year’s data should not only provide a year-
5. We tripled the teaching experiences prior to 437 and increased the number of field relationships to add two new schools.

6. With a new program director, the assessment plan will likely receive considerable adjustments. Additionally, with the addition of three new faculty over the last three years, continuity within the program has been difficult. A great deal of time and effort has been devoted to meetings and conversations to match courses regardless of instructor. Philosophies are NOT as similar as they should be which has increased the challenge. However, due to the expertise of faculty now on board, it is now possible to have more than one teacher teach a specific class as long as syllabi, terminology and philosophies are concurred upon. With no new faculty in the coming year, the continuity of matching philosophies will enhance the assessment of learning and the related comparisons.

<table>
<thead>
<tr>
<th>Goal 1: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.</th>
<th>Goal 2: Faculty will demonstrate the ability to contribute to the larger field of related professional literature.</th>
<th>Goal 3: Students will be prepared with skills, knowledge and disposition to successfully gain state in health and fitness.</th>
<th>Goal 4: To provide an undergraduate major that accurately reflects current state endorsement requirements.</th>
<th>Summary reflection of teaching experiences</th>
<th>PESH 437 and PESH 438</th>
<th>Winter and Spring</th>
<th>A minimum score of 85% on rubric.</th>
</tr>
</thead>
</table>

1. Completion: 100% of our students achieved this criterion.

2. Above

3. This outcome is very similar to the previous one. Therefore, much of the information is similar to number three on learning outcome number one. Again, students in our significantly revised major just completed the first year of a two-year program. All of the learning outcomes assessed were specific to the second year of our program. Similarities this year compared to the previous year are consistent however, the effects of the revised major were not possible this year. Changes have already been included in the revised major, which means that hopefully we are already improving on previous results.

After analyzing anecdotal evidence it was apparent that several of these students were in need of making better choices during instruction. For example one student who was teaching provided a suggestion to several students that “they could run if they wouldn’t try.” The preservice teacher recognized the inappropriateness of this after the fact but must didn’t as it happened. Another example was when a preservice teacher (student) planned a lesson on strength training and appropriately chose to provide extensions to increase the difficulty at each station but then
asked middle school students who were completing inverted sit-ups on a bench, to hold a 25 pound weight on their chest while doing the sit-ups. It was a poor and dangerous choice. After the fact, the summary revealed a clear recognition to the student that it was inappropriate. However, during instruction, he failed to see it or adjust instruction. The students clearly need more experience with K-12 kids which has been incorporated into the revised major. This student also did not have the opportunity to take our new fitness and technology course which would have enhanced his content knowledge in the area of strength training.

4. This learning outcome needs to be assessed both directly and indirectly. The current reflection that is used only provides a partial picture. Direct observation needs to be included to create the full picture.

5. Started students in the revised program. Also, increased the number of partnerships to ensure K-12 settings for practica experiences.

| 3. Students will demonstrate knowledge of appropriate skill progression in a variety of activities/sports. | Goal 3: Students will be prepared with skills, knowledge and disposition to successfully gain state in health and fitness. Goal 4: To provide an undergraduate major that accurately reflects current state endorsement requirements. | Goal 1: Provide for an outstanding academic and professional growth experience for students at all CWU locations. | Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus. | Skill Theme Rubric | Undergraduate students during each associated class (PE 342A-D) and as a cumulative product prior to graduation | Fall, Winter, Spring | A minimum score of 85% on rubric. |
|---|---|---|---|---|---|---|---|---|
| 1. Completion: 100% of our students achieved this criterion. | 2. Above | 3. The students continue to do well at identifying appropriate progressions for skill development in activities where it is a focus. Students understand the complexity continuum and can apply it. | 4. Even though, the criterion was exceeded, this is a critical area in teaching people movement. We have invested a significant amount of money in a movement analysis program. We believe that incorporation of this technology will enhance student learning in this area and will also enable more content knowledge classes to increase the focus on this outcome. | 5. Purchased a new software program and three digital camcorders. |
4. Students will demonstrate the capacity to assess performance with pda’s, heart rate monitors, and pedometers.

Goal 3: Students will be prepared with skills, knowledge and disposition to successfully gain state in health and fitness.

Goal 4: To provide an undergraduate major that accurately reflects current state endorsement requirements.

Goal 1: Provide for an outstanding academic and professional growth experience for students at all CWU locations.

Goal I: Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.

Goal III: Strengthen and further diversify our funding base and strengthen infrastructure to support academic and student programs.

Technology Assessment Rubric

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PESH 344, 342B</td>
<td>Fall, Winter</td>
<td>85%</td>
</tr>
</tbody>
</table>

1. Completion: 100% of our students achieved this criterion.

2. Above

3. The students have excelled relative to this outcome. This is in large part due to the ability to focus with a greater emphasis on an increased number of technologies. None of this would have been possible had the department not supported the revised major and provided partial funding where necessary. Thirty-nine students completed this course this year and are already well ahead of the second year students who were NOT able to take this course in the old major.

4. Even though, the criterion was exceeded, this outcome will expand out into other classes. Students will be allowed, encouraged and required to assess with this technology in additional courses. We have invested a significant amount of money in a movement analysis program. We believe that incorporation of this technology will enhance student learning in this area and will also enable more content knowledge classes to increase the focus on this outcome.

5. More opportunities for assessment will be added to existing courses next year.