



Central Washington University

Degree Program Student Learning Outcome Assessment Plan

Department: Health, Education Administration and Movement Studies

Program: MS-Health & Physical Education (PE and Athletic Administration Specializations)

Revised Fall 2015

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/strategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
<p>Goal 1: Students will demonstrate clear and consistent evidence of a vision for an athletic program (or similar organization) that is effectively communicated to coaches, athletes, personnel and organization.</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p>	<p>Assessment Rubrics</p>	<p>HPE 546: Advanced Administration of Athletics</p>	<p>Fall every other year</p>	<p>Unacceptable: Student cannot demonstrate clear and consistent evidence of vision for coaches, athletes, personnel or organization 79% or less on assessment rubrics.</p> <p>Acceptable: Student demonstrates clear and consistent evidence of vision for coaches, athletes, personnel or organization on course assessment rubrics 80% to 100% of the time.</p>
<p>Goal 2: The students will demonstrate competencies for improving programs and meeting the diverse needs of all coaches, athletes, and personnel in the organization. They will understand various leadership traits and styles.</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p>	<p>Assessment Rubrics</p>	<p>HPE 583: Leadership & Decision-Making in Athletics</p>	<p>Spring every other year</p>	<p>Unacceptable: Student does not demonstrate competencies for improving programs and meeting the diverse needs of all coaches, athletes and personnel in the organization 79% or less of the time on assessment rubrics.</p> <p>Acceptable: Student demonstrates competencies for improving programs and meeting the diverse needs of all coaches, athletes, and personnel in the organization 80% to 100% of the time on assessment rubrics.</p>

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) http://www.cwu.edu/sstrategic-planning/	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
Goal 3: The students will understand the importance of operating an organization within the law and through risk-management practices.	1.1.1 Students will achieve programmatic learning outcomes.	Assessment Rubrics	HPE 570: Legal Liability & Risk-Management in Athletics	Winter every other year	Unacceptable: Student does not prove to understand the importance of operating and organization within the law nor how to assess risks through management plans 79% or less of the time on assessment rubrics. Acceptable: Student proves to understand the importance of operating and organization within the boundaries of law, and can create an appropriate risk-management plan for the program 80% to 100% of the time based on assessment rubrics.
(Specific to Athletic Administration) Goal 4: Students will demonstrate an understanding of the research process.	1.1.1 Students will achieve programmatic learning outcomes. 3.1.2 Sustain courses that include research, scholarship, and creative expression as key outcomes.	HPE 557/560 Assessment Rubrics HPE 700: Project/Thesis/Examination; exit interviews questions after oral defenses	HPE 557: Research Methods HPE 560: Statistics HPE 700: Project/Thesis/Examination	Summer every year Summer every year Fall, Winter, Spring, Summer every year	80% minimum on assessment rubrics for Research Methods and Statistics. 75% of the students will complete their Projects, Theses, or Examinations in 2 years and one quarter.

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature.

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (e.g. online, face-to-face, hybrid)

***Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

rev. 10/15

Assessment Cycle

Analysis and Interpretation: December

Improvement Actions: Completed by June

Dissemination: Completed by June

Year SLOs	15-16	16-17	17-18	18-19	19-20	20-21
1	x		x		x	
2		x		x		x
3	x		x		x	
4	x	x	x	x	x	x

Assessment Oversight

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