

Please make any necessary changes to the department's purpose statement, goals, or student learning outcomes. Remember each SLO must be assessed between program review cycles.

Health, Physical Education and Recreation Program Purpose Statement:

The department of health, physical education and recreation commits itself to developing graduates who embrace the liberal arts philosophy and who can demonstrate a variety of skills efficiently and effectively, analyze and critique movement, and understand the interrelationship of health, fitness, and wholeness in life.

The department achieves this purpose when its graduates

<b>Program Student Learning Outcomes</b>	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Develop a personal strategy for health and fitness, emphasizing the physical domain, understanding that behaviors learned are a lifelong process	Program Review	Assessment Planning	X	X			Program Review-Fall
Understand the concepts of physical education and health content and apply these concepts for the development of a physically educated individual					X		
Demonstrate a heightened awareness of the impact of play on the quality of life						X	
Meet State Department of Education standards and NCATE standards for licensure in the area of physical education and health (applies to those seeking teaching certification in physical education and health).						X	

<b>1. Select Your Department</b>	Physical Education
<b>2. Has the program's purpose, SLOs, or program review year changed from the above document?</b>	No
Upload the edited Purpose/SLO doc here.	
<b>3. Will/did the department submit a program review this year? If yes, please attach the final review as a pdf document.</b>	No
Upload program review pdf.	
<b>1. Please select the type of direct evidence of student learning that was gathered THIS YEAR.</b>	
-Assignment/exam paper completed as part of regular coursework and used for program-level assessment	yes
<b>2. Please select the type of indirect evidence of student learning that was gathered THIS YEAR.</b>	
-Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement	yes
Please describe any other indirect evidence gathered this year:	
<b>3. Please select how the evidence was evaluated, analyzed, or interpreted.</b>	
-Used a rubric/scoring guide	yes
Please describe any other methods not listed:	
<b>4. Enter the number of students assessed for each SLO.</b>	29
<b>5. Summarize the results of the assessment activities including the percentage of students that met or exceeded each SLO and a list of student learning strengths and weaknesses.</b>	Please see attached rubric. Majors received 3.9 average on Fitness Goal and 3.1 on the Summary portion. Both assessments were higher than our "general" students as this population got 3.8 on the Fitness goal and 2.8 on the summary portion.
<b>6. Please upload any supporting documentation (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)</b>	See rubric upload
<b>7. What describes how the program plans to use the results?</b>	Faculty will be more intentional in emphasizing the importance of the summary. All faculty will provide an example of an exemplary summary.
<b>8. What program changes or modifications to improve student learning were made this year based on last year's assessment results?</b>	Last year we reported an overall average score for the rubrics. This year we isolated and reported on scores for four different criteria and separated major and non-major data which gave us the opportunity to identify strengths and weaknesses in specific areas for these two groups.

<b>1. The department will submit a program review NEXT YEAR.</b>	No
<b>2. SLO(s) the department will assess NEXT YEAR is/are:</b>	Students will demonstrate heightened awareness of the impact on the quality of life.
<b>3. Please select the type of direct evidence of student learning the department plans to use NEXT YEAR.</b>	
-Exam created by department or external agency	yes
Please describe any other direct evidence planned for next year:	We will submit a pre-test and a post-test.
<b>4. Please select the type of indirect evidence of student learning that was gathered NEXT YEAR.</b>	
Please describe any other indirect evidence planned for next year:	The student will respond to an open ended prompt.
<b>5. Based on previous assessment data, what percentage of students does the department expect to meet or exceed the SLO(s)?</b>	90
<b>6. Is the department interested in learning how to apply for an assessment grant?</b>	No

## Fitness Plan Rubric

Student Learning Outcome: Students will develop a personal strategy for health and fitness, emphasizing the physical, understanding that behaviors learned are a continual lifelong process.

2017-2018: 202 students assessed, average scores listed for each category.

Total sample size: 202

Majors' sample size: 29

Category	Exceeds Expectations 4 pts	Meets Expectations 3 pts	Average 2 pts	Below Average 1 pt
<b>Overall Plan</b> Total sample: 3.6 average Majors: 3.8 avg.	The purpose, where, and how the student will reach the fitness plan are complete and clear, and all components fit sensibly with the other components.	The purpose, where, and how the student will reach the fitness plan are complete, one component may not be clear or does not fit with sensibly other components.	The majority of purpose, where, and how the student will reach the fitness plan are complete, more than one component is not clear and/or does not fit sensibly with other components.	The majority of the purpose, where, and how the student will reach the fitness plan are missing or unclear, and/or do not fit sensibly with other components.
<b>Fitness Goal</b> Total sample: 3.8 average Majors: 3.9 avg.	The fitness goal is clear and reasonable.	The fitness goal is clear but may not be reasonable.	The fitness goal is unclear.	The fitness goal is unclear and not reasonable.
<b>Journaling</b> Total sample: 3.6 average Majors: 3.8 avg.	At least 3 entries per week.	At least 2 entries per week.	At least 1 entry per week or several entries are missing.	Only one entry per week or the majority of entries are missing.
<b>Summary -includes what would change for next time and why</b> Total sample: 2.8 average Majors: 3.1	The plan summary clearly states one change the student would make for future fitness planning and includes at least two appropriate reasons for the change.	The plan summary clearly states one change the student would make for future fitness planning and includes at least one appropriate reason(s) for the change.	The plan summary clearly states one change the student would make for future fitness planning. At least one reason is included for the change. The change and its reason are not appropriately tied.	The plan summary does not clearly state a change or the change is not related to the student's fitness goals. Reasons may or may not be included for the change.

Missing components will receive zero points.

Total Score: \_\_\_ of 16

Letter Grade/Percentage Correct: \_\_\_

Comments: