

## **Unit Missions**

### **HPER Mission Statement**

#### **Mission statement**

The Division of Health, Physical Education and Recreation has a two-fold responsibility. The first is to develop a campus-wide program of health, safety, physical education, and recreation experiences to help all students achieve and maintain a high level of mental, physical, and social competence. The second is to train teachers, coaches, and fitness leaders, athletic trainers, and recreation leaders capable of advancing high standards in their profession.

## **Learning Outcomes**

### **BS-AT 01: LO Clinical Decision-Making**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Graduates of the Athletic Training Program have the working knowledge sufficient to make clinical decisions required of Certified Athletic Trainers.

#### **Data Collection (Evidence)**

1. The Board of Certification Examination results is used to determine the achievement of this learning outcome.
  2. The Board of Certification Examination results were collected and reported by the Board of Certification, Inc. office to the Athletic Training Program Director.
  3. The Athletic Training Program Curriculum Committee performed a program analysis in light of the certification examination results. The Committee submitted their recommendations to the HPER Undergraduate Curriculum Committee for approval.
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### **BS-AT 02: Practical Ability**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Graduates of the Athletic Training Program have the practical ability to provide appropriate treatments, prescribe therapeutic exercise programs, and incorporate injury prevention management strategies for athletes and patients.

#### **Data Collection (Evidence)**

1. Completed Clinical Experience Evaluations of the Athletic Training Students by the Clinical Supervisors for on-campus clinical assignments are used to determine the achievement of this learning outcome.
2. The Athletic Training Program Director collects all clinical experience evaluations on the athletic training students by the clinical supervisor and they are housed in the Division of Health, Physical Education and Recreation in the Athletic Training Students' portfolios.
3. The Athletic Training Program Curriculum Committee performed a program analysis of this information. The Committee submitted their recommendations to the HPER Undergraduate Curriculum Committee for approval.

### **BS-AT 03: Clinical Skills**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Graduates, upon completion of the Internship in Athletic Training course, achieved the appropriate level of clinical skills necessary to perform the duties of an Athletic Trainer in the appropriate chosen setting.

#### **Data Collection (Evidence)**

1. Internship Experience Evaluations were used to determine clinical performance of athletic training students.
2. The Internship Coordinator collected the data from the Internship Supervisor and they are housed in the Division of Health, Physical Education and Recreation in the Athletic Training Students' portfolios.
3. The Athletic Training Program Curriculum Committee performed a program analysis of this information. The Committee submitted their recommendations to the HPER Undergraduate Curriculum Committee for approval.

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### **BS-HPER-ES 01: Exercise Program Design**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Assess clients, interpret test results, and design appropriate exercise programs for the general population.

#### **Data Collection (Evidence)**

1. A client profile was designed for PER 461 *Exercise Prescription* that included programs for cardio-respiratory fitness, muscle fitness, flexibility, and body composition.
2. This data is collected by the instructor of PER 461 *Exercise Prescription*.
3. This data is analyzed by the instructor of PER 461 *Exercise Prescription*

### **BS-HPER-ES 02: Group Exercise Leadership**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Prepare and teach a group exercise class at an acceptable level.

#### **Data Collection (Evidence)**

1. Students Planned, choreographed, and produced a group exercise class in PER 361 *Clinical Experience in Exercise Science II*.
  2. This data is collected by the instructor of PER 361 *Clinical Experience in Exercise Science II Exercise Prescription*.
  3. Data is analyzed by the Coordinator of the Exercise Science Program.
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### **BS-HPER-ES 03: Integration of Content Knowledge**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Integrate acceptable content knowledge related to exercise testing and prescription, as well as the health benefits of physical activity.

#### **Data Collection (Evidence)**

1. A capstone course was developed called PER 465 Internship in Exercise science that includes work experiences in the health and fitness field.
  2. This data is collected by the instructor of PER 465 Internship in *Exercise Science*.
  3. This data is analyzed by the instructor of PER 461 *Exercise Prescription*.
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### **BS-HPER-ES 04: Fitness Testing**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Administer a fitness test at an acceptable level of competence.

#### **Data Collection (Evidence)**

1. A practical examination was administered in PER 460 *Exercise Testing* that measured cardio-respiratory endurance, body composition, muscular strength, flexibility, and muscle endurance.
2. This data is collected by the instructor of PER 460 *Exercise Testing*.
3. This data is analyzed by the instructor of PER 460 *Exercise Testing*.

### **BS-HPER-HPE 01: Historical Concepts**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

#### **Data Collection (Evidence)**

1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION*.
  2. The rubrics will be collected after the oral presentation by the instructor of PER 300.
  3. This data will be analyzed by the instructor of PER 300.
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### **BS-HPER-HPE 02: Organization and Administration**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

#### **Data Collection (Evidence)**

1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION PROGRAMS* has class projects to design a facility, staff a facility, and develop a budget for a facility.
2. These assignments will be collected by the instructor of PER 391.
3. This data will be analyzed by the instructor of PER 391

### **BS-HPER-HPE 03: Skill Set Assessment**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

The physical education teacher candidates will be physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness.

#### **Data Collection (Evidence)**

1. Skill assessment tests and Individual Fitness testing was used.
  2. Skill assessment-PER 314/315: Each teacher candidate was required to pass or demonstrate proficiency in movement and skill performance. Fitness test-CUR 300: Each teacher candidate was fitness tested during the semester of CUR 300.
  3. Data was analyzed within the HPER Division and within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.
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### **BS-HPER-REC 01: Historical Concepts**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

#### **Data Collection (Evidence)**

1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION*.
2. The rubrics will be collected after the oral presentation by the instructor of PER 300.
3. This data will be analyzed by the instructor of PER 300 and included in the division and unit reports to be analyzed by the division chair for the Annual Report.

## **BS-HPER-REC 02: Organization and Administration**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

### **Learning Outcome**

Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

### **Data Collection (Evidence)**

1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION PROGRAMS* has class projects to design a facility, staff a facility, and develop a budget for a facility.
2. These assignments will be collected by the instructor of PER 391.
3. This data will be analyzed by the instructor of PER 391, the division chair, and included in the HPER annual report.

## **BS-HPER-REC 03: Planning and Implementation**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

### **Learning Outcome**

Plan and implement a recreational activity based on current discipline-specific scientific and theoretical concepts.

### **Data Collection (Evidence)**

1. PER 435 *RECREATION SEMINAR* is a capstone class for Recreation Leadership. The project for this course is to plan and implement a large-scale recreational activity for the community, campus, or schools in the Delta.
2. Journal article reviews and writing assignments will be collected by the instructor of PER 435.
3. This data will be analyzed by the instructor of PER 435, the division chair, and included in the HPER annual report.

### **BS-HPER-SI 01: Historical Concepts**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

#### **Data Collection (Evidence)**

1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION*.
  2. The rubrics will be collected after the oral presentation by the instructor of PER 300.
  3. This data will be analyzed by the instructor of PER 300 and included in the division and unit reports to be analyzed by the division chair for the Annual Report.
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### **BS-HPER-SI 02: Organization and Administration**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

#### **Data Collection (Evidence)**

1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION PROGRAMS* has class projects to design a facility, staff a facility, and develop a budget for a facility.
  2. These assignments will be collected by the instructor of PER 391.
  3. This data will be analyzed by the instructor of PER 391, the division chair, and included in the HPER annual report.
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### **BS-HPER-SI 03: Professional Dispositions**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Demonstrate dispositions that reflect professional growth and development required of sports information professionals by engaging in professional activities.

#### **Data Collection (Evidence)**

1. The Internship Evaluation Form will be used for this assessment.
2. The internship coordinator will collect these forms.
3. This data will be analyzed by the internship coordinator.



### **BS-HPER-SM 01: Historical Concepts**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Recognize historical concepts, ideas, accomplishments, challenges, sacrifices, or heroic achievements of the past and articulate how it relates to the field of Health, Physical Education, or Recreation.

#### **Data Collection (Evidence)**

1. An individual scoring rubric is used for the oral presentation in PER 300 *HISTORY AND PHILOSOPHY OF SPORT AND PHYSICAL EDUCATION*.
  2. The rubrics will be collected after the oral presentation by the instructor of PER 300.
  3. This data will be analyzed by the instructor of PER 300 and included in the division and unit reports to be analyzed by the division chair for the Annual Report.
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### **BS-HPER-SM 02: Organization and Administration**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Demonstrate knowledge of facility design, staffing and management for physical education, sport, or recreation programs, including scheduling of use, safety and risk management issues, development of a budget, and fiscal management of a facility.

#### **Data Collection (Evidence)**

1. PER 391 *ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION PROGRAMS* has class projects to design a facility, staff a facility, and develop a budget for a facility.
  2. These assignments will be collected by the instructor of PER 391.
  3. This data will be analyzed by the instructor of PER 391, the division chair, and included in the HPER annual report.
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### **BS-HPER-SM 03: Professional Dispositions**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Demonstrate dispositions that reflect professional growth and development required of sport managers by engaging in professional activities.

#### **Data Collection (Evidence)**

1. The Internship Evaluation Form will be used for this assessment.
2. The internship coordinator will collect these forms.
3. This data will be analyzed by the internship coordinator.

## **BSE-HPER 01: NASPE Standard 1**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

### **Learning Outcome**

The physical education teacher candidates will know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

### **Data Collection (Evidence)**

1. PRAXIS II Physical Education: Content Knowledge (0091)
2. Individual score reports are sent to the office of the Director of Field Experiences who collects all score reports. Field Experiences then forwards the Praxis score reports to the HPER Department Chair and the HPER Program Coordinator. All teacher candidates are required to pass the Praxis physical education content knowledge test prior to admission to CUR 498: Directed Teaching (Internship)
3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is then placed into an electronic format that is stored in the HPER Department. The data is also presented to the College of Education Assessment Committee. The data is then analyzed by the assessment committee to determine strengths, weaknesses, and/or trends among HPER teacher candidates and across disciplines.

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## **BSE-HPER 02: NASPE Standard 2**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

### **Learning Outcome**

The physical education teacher candidates will be physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness.

### **Data Collection (Evidence)**

1. Skill assessment tests are administered in PER 314/315: Teaching Team/Individual Sports. These skill assessments are based on the topics covered in the courses and may include; volleyball skills (serve, bump), basketball skills (offensive /defensive strategies), and racquet sports (tennis, badminton). Individual Fitness tests are administered twice throughout the teacher candidates program of study
2. Skill assessment-PER 314/315: Each teacher candidate will be required to demonstrate proficiency in movement and skill performance. Individual score reports are provided by the course instructors. These reports are collected and analyzed by the HPER Program Coordinator. Data is collected at the end of each year and is prepared for this report and Data Summary Reports.  
Fitness test-CUR 300: Survey of Field Experiences and/or PER 487: Methods of PE, PER 103: Weight Training. Each teacher candidate will be fitness tested during the semester of CUR 300. Individual score reports are provided by the Fitness Testing Administrator. These reports are then analyzed by the program coordinator.
3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is then placed into an electronic format that is stored in the HPER Department. The data is also presented to the College of Education Assessment Committee.

### **BSE-HPER 03: NASPE Standard 3**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

The physical education teacher candidate will plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

#### **Data Collection (Evidence)**

1. Teacher Intern Assessment Instrument (1-9): These sections of the TIAI demonstrate the Teacher Candidates ability to plan and organize instruction to accommodate individual student needs and diverse developmental needs. Each teacher candidate must score in the Acceptable or Target level to be considered meeting the learning outcome.
2. The TIAI (1-9) will be completed during CUR 498: Teaching Internship. Each teacher candidate is scored three times on the TIAI during their internship. The program coordinator scores each candidate and the data is stored in Task Stream.
- 3 Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

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### **BSE-HPER 04: NASPE Standard 4**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

The physical education teacher candidate will use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

#### **Data Collection (Evidence)**

1. TIAI (10-34): These sections show the teacher candidates ability to communicate, subject knowledge, and management of learning environment to enhance social relationships.
2. The TIAI (10-34) will be collected during the CUR 498: Teaching Internship and stored in Task Stream.
- 3 Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

### **BSE-HPER 05: NASPE Standard 5**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

The physical education teacher candidates will utilize assessments and reflection to foster student learning and inform instructional decisions.

#### **Data Collection (Evidence)**

1. Teacher Work Sample (TWS) was used.
  2. This data was collected during the CUR 498: Teaching Internship and stored in Task Stream. Teacher candidates are required to submit the TWS twice during their internship.
  3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.
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### **BSE-HPER 06: NASPE Standard 6**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

The physical education teacher candidate will demonstrate dispositions essential to becoming effective professionals.

#### **Data Collection (Evidence)**

1. The College of Education Dispositions Rating Scale is used.
2. During CUR 300 the teacher candidates complete a disposition self-assessment and the instructor of the course completes a disposition assessment. HPER faculty rate teacher candidates at the time of entrance to teacher education on their dispositions. During CUR 393 Teacher Internship the teacher candidates do another disposition self-assessment, the cooperating teacher does a disposition assessment, and the supervising faculty from DSU does a disposition assessment. The data is stored in Task Stream.
3. Data was analyzed by the HPER Program Coordinator and the HPER Department Chair. The data is also analyzed within the COE Assessment Committee to determine strengths, weaknesses, and/or trends.

## **MED-HPER 01: Teaching Principles**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

### **Learning Outcome**

Collaborate with program and community members to advocate and promote teaching principles that align with local, state, and national standards to address the diverse needs of all students in physical education.

### **Data Collection (Evidence)**

1. The Teacher Work Sample (TWS) and the Teacher Intern Assessment Instrument (TIAI) Item 1 were used to determine the achievement of this learning outcome.
  2. The TWS and TIAI were collected and evaluated by the instructor of the PER 685: Practicum in Health, Physical Education and Recreation course and reported to the Graduate Coordinator.
  3. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted individual and informal program analysis of results to the Graduate Coordinator.
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## **MED-HPER 02: Sequencing Curriculum Content**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

### **Learning Outcome**

Apply the pedagogical knowledge when selecting, assigning and sequencing curriculum content.

### **Data Collection (Evidence)**

1. The Teacher Work Sample (TWS), and the Teacher Intern Assessment Instrument (TIAI) Items 1-4 and lesson plans were used to determine the achievement of this learning outcome.
2. The TWS, TIAI and lesson plans were collected and evaluated by the instructor of the PER 685: Practicum in Health, Physical Education and Recreation course reported to the Graduate Coordinator.
3. The HPER Graduate Curriculum Committee met to analyze data.

### **MED-HPER 03: Professional Development**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Demonstrate dispositions that reflect professional growth and development required of Physical Educators by engaging in continual professional development activities.

#### **Data Collection (Evidence)**

1. The Service Learning Form was used to determine the achievement of this learning outcome.
2. The Service Learning Forms were collected and evaluated by the instructor of the PER 611: Current Trends and Topics in Health, Physical Education and Recreation course and reported to the Graduate Coordinator.
3. The HPER Graduate Curriculum Committee met to analyze data.

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### **MED-HPER 04: Instruction for Physical Activity Skill**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Evaluate, analyze and provide appropriate instructions for physical activity skill performance in order to provide continual student practice and learning opportunities.

#### **Data Collection (Evidence)**

1. The Teacher Work Sample (TWS) and the Teacher Intern Assessment Instrument (TIAI) Item 1 were used to determine the achievement of this learning outcome.
2. The TWS and TIAI were collected and evaluated by the instructor of the PER 685: Practicum in Health, Physical Education and Recreation course reported to the Graduate Coordinator.
3. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted individual and informal program analysis of results to the Graduate Coordinator.

### **MS-SHP 01: Knowledge-Based Expertise**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Demonstrate knowledge-based expertise in the areas of health, fitness and recreation activities required for Sport Managers or Sport Administrators.

#### **Data Collection (Evidence)**

1. The Comprehensive Examinations were used to determine the achievement of this learning outcome.
  2. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted examination results to the Graduate Coordinator.
  3. The HPER Graduate Curriculum Committee performed an analysis in light of the comprehensive examination results.
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### **MS-SHP 02: Tests and Measurements**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Design, conduct and analyze tests and measurements in health, fitness and recreation activities research in order to provide evidence-based programs for athletes, recreationalists or fitness clients.

#### **Data Collection (Evidence)**

1. The Comprehensive Examinations were used to determine the achievement of this learning outcome.
  2. The Graduate Faculty of the Division of Health, Physical Education and Recreation submitted examination results to the Graduate Coordinator.
  3. The HPER Graduate Curriculum Committee performed an analysis in light of the comprehensive examination results.
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### **MS-SHP 03: Professional Development**

**Start:** 7/1/2014

**End:** 6/30/2015

**Providing Department:** Health, Physical Education and Recreation

#### **Learning Outcome**

Demonstrate dispositions that reflect professional growth and development required of Physical Educators by engaging in continual professional development activities.

#### **Data Collection (Evidence)**

1. The Service Learning Form was used to determine the achievement of this learning outcome.
2. The Service Learning Forms were collected and evaluated by the instructor of the PER 611: Current Trends and Topics in Health, Physical Education and Recreation course and reported to the Graduate Coordinator.
3. The HPER Graduate Curriculum Committee met to analyze data.

## **Gen Ed Learning Outcomes**

### **PER\_100\_GE 05: Self**

**Start:** 7/1/2014

**End:** 6/30/2015

#### **Gen Ed learning outcome (competency)**

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

#### **Data Collection**

Fitness assessments, skill tests, and/or activity logs were used in PER 100 level activity courses. These assessments are collected and evaluated by the instructor of the course. The evaluations are also shared with each student.

#### **Related Items**

  **GE 05: Self**

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### **PER\_101\_GE 05: Self**

**Start:** 7/1/2014

**End:** 6/30/2015

#### **Gen Ed learning outcome (competency)**

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health.

#### **Data Collection**

Unit assignments in PER 101 Concepts of Physical Education are collected and evaluated by the instructor of the course. The topics include Managing Stress, Improving Cardiovascular Endurance, Increasing Flexibility, Increasing Muscular Strength & Endurance, Choosing a Nutritious Diet, and Maintaining a Healthy Body Composition & Body Weight.



## **Unit Goals**

### **HPER 2015\_01: Recruitment**

**Start:** 7/1/2014

**End:** 6/30/2015

#### **Unit Goal**

Increase recruitment efforts and increase HPER majors over the 2014-2015 year.

#### **Evaluation Procedures**

1. Faculty representation at events
2. Numbers of majors
3. Numbers of on-campus visits