Health, Human Performance and Recreation

Team members: Ann Garvin, Brandi Niemeier, Jason Shurley, Andrea Ednie
New team members since Sept. 2018: Lindsey Greviskes, Wesley Kephart, Bridgette Hermanson

Summary:
- Short term goal: Develop a plan for assessing written and oral communication skills.
- Long term goals: Develop rubrics and tools (exam questions, etc.) for measuring several of the program’s LOs.

Actions completed/results:

Short-term goal
- We have worked together to brainstorm and plan for how to assess the written and oral communication skills. Since approximately midway through fall semester, we have integrated Lindsey Greviskes, Wesley Kephart, and Bridgette Hermanson into the planning process (they are our new faculty members as of fall 2017).
- We have discussed our observations about the strengths and weaknesses of student writing.
  - In general, our students have trouble with citations in papers, they use too many quotations, they sometimes have difficulty separating popular press from peer-reviewed research, and they often tend to list and discuss, rather than synthesizing ideas.
- Considering how the bulk of our observed challenges (associated with student writing) pertain to the correct integration of research, we have discussed how we can purposively teach by example in several courses by continuing to integrate, and in some cases integrating more, primary research into lessons.
- We have identified three courses/places within the curriculum to assess written and oral communication:
  - PEPROF 271 (Structure & Function of the Human Body) - Pathology Papers
    - Students write summaries/responses to two peer reviewed articles
  - PEPROF 311 (Exercise Psychology) – Mini literature reviews assignment
    - Students synthesize the literature related to an exercise psychology-related concept of their interest
  - PEPROF 481 (Capstone: Research in the Performance Sciences) – Capstone Research Project papers and oral presentations
    - In small groups, students complete a research project based on a question that follows-up on a concept they explored in a previous Human Performance core course
- We have decided to team review and assess a sample of each of these assignments once per semester. The capstone presentations will be public presentations, and assessments will be completed by a small group of faculty, using the UWW oral presentation rubric.
Long-term goal
Assessment measures and associated rubrics have been developed and implemented, covering all of the program’s SLOs except for written and oral communication. New measures/rubrics are being developed for new coursework as we transition to the new Human Performance major. Planning has begun for how the curriculum and associated assessments will change as we gain new lab and teaching equipment to support the Human Performance program.

How you have/will/can make use of the results:
- The results of the 2017-18 efforts will be the implementation of a regular/permanent written/oral communication assessment system.
- New rubrics and assessment measures will be continually implemented and revised as needed.

Goals for 2018-2019 year:
- Assess writing & oral communication as outlined above
- Develop a new program mission statement (recommended action from A&R 2018)
- Implement the new curriculum and new course-based assessment measures
- Implement student and alumni surveys
- Meet with advisory board
- Continue to implement student and supervisor internship assessments