

# Department of Kinesiology

## AY 2015-16 Assessment Report

Undergraduate SOAP (Justine McAlpine)

### 1. What Learning Outcomes did we assess this year?

*Outcome C:* Students will identify issues related to kinesiology for diverse populations.

1. Identify factors that influence physical activity choices for diverse populations.
2. Demonstrate skills or abilities necessary to implement appropriate physical activity programs for diverse populations.

*Outcome D:* Students will develop critical thinking, problem solving, and professional communication skills.

1. Identify problems and develop solutions based upon issues in kinesiology.
2. Demonstrate skills to communicate kinesiological principles to diverse groups.

### 2. What instruments did we use to assess them?

1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. (*Outcome D1 – ExSci*)
2. Percentage of physical education majors who score 70% or above on the Teaching Video assignment in KINES 144. (*Outcome D1 – PE*)
3. Percentage of Kinesiology majors who score 70% or above on the Practical exam in KINES 1. (*Outcome D2 – All*)
4. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. (*Outcome C1 and C2 – ExSci*)
5. Percentage of physical education majors who score 70% or above on the Diverse Populations Writing assignment in KINES 122. (*Outcome C1 – PE*)
6. Percentage of physical education majors who score 70% or above on the Cultural Activity Lesson Plan assignment in KINES 122. (*Outcome C2 – PE*)

\* All of the above assessment instruments can be found in the appendices of our SOAP.

### 3. What did we discover from these data?

1. Data on the percentage of Exercise Science majors who scored 70% or above on the KINES 137 embedded exam questions showed mixed results in terms of meeting Outcome D1. This outcome states that students will “Identify problems and develop solutions based upon issues in kinesiology”. In one instructor’s course, 87% met or exceeded the threshold of 70% on the embedded questions. In another instructor’s course, only 58.3% of the students met or exceeded the 70% threshold. These results could mean a couple of things. First, the results may have been impacted by the differing teaching strategies (time on topic, lead up activities, assignments, methods of presentation) of the faculty members teaching the course. Class size

could be a factor. The difference could also be a result of the student population in the course (work ethic, number of units being taken concurrently, jobs, etc). Regardless, we will need to look at this disparity.

2. For outcome D1 for the Physical Education majors, we looked at the percentage of students who scored at least 70% on the Teaching Video assignments in KINES 144. Data showed that 100% of students in KINES 144 met this outcome, with scores ranging from 83 to 100%. This level of achievement is expected in this course as this is a culminating experience completed during the last semester, which also plays a role in qualifying these students for admittance into the credential program. Of note, this video analysis assignment is self-graded and also graded by the instructor. The instructors scores were consistently higher than the scores the students gave themselves. This information indicates that not only have these students developed strong teaching skills, they have also developed the ability to recognize problems that come up during teaching a K-12 physical education lesson and to quickly develop and enact a solution on the spot. Additionally, these physical education majors are then able to analyze the video of their teachings and discuss these problems and solutions intelligently through self-reflection.
3. In KINES 1, we looked at the percentage of Kinesiology majors who scored 70% or above on the Practical exam in order to assess Outcome D2 which states that students will “demonstrate skills to communicate kinesiological principles to diverse groups.” Data collected indicates that our students are overwhelmingly meeting this outcome with 92.5% of Kinesiology majors scoring at least 70%. This assessment requires students to not only provide accurate information while leading the group, but to also communicate this information in a professional and inclusive manner.
4. To assess Exercise Science Majors’ achievement of Outcomes C1 and C2, data was collected to determine the percentage of exercise science majors who scored 70% or above on embedded exam questions in KINES 119. Outcome C1 states that students will “identify factors that influence physical activity choices for diverse populations” and C2 states that students will “demonstrate skills or abilities necessary to implement appropriate physical activity programs for diverse populations.” Results indicated that 95% of students met or exceeded the threshold of 70% for Outcome C1 and 86.7% for Outcome C2.
5. Data collected to measure Physical Education majors’ achievement of Outcome C1 (Identify factors that influence physical activity choices for diverse populations) was obtained through the Diverse Populations writing assignment in KINES 122. Results indicated that 100% of the students met or exceeded the 70% threshold for Outcome C1.
6. To measure Physical Education majors’ achievement of Outcome C2 (demonstrate skills or abilities necessary to implement appropriate physical activity programs for diverse populations), data was collected to determine the percentage of physical education majors who scored 70% or above on the Cultural Activity Lesson Plan assignment in KINES 122. Results indicated that 86% of students met or exceeded the threshold of 70% on the lesson plan assignment. This assignment required students to consider and provide modifications addressing both gender and special needs within a physical education class.

#### **4. What changes did we make as a result of these findings?**

Findings were discussed with Option Coordinators and distributed to faculty. Since this is the first time that these specific assessment instruments were used, it is difficult to determine what changes might be necessary, with no comparison data. That being said, we always want to improve student success rates. Instructors will continue to look for ways to change presentation methods and clarify assignment instructions and rubrics. We will examine the differences in the two sections of Kines 137 to determine the discrepancy in results. These changes will be noted and discussed in future reports if relevant.

## **5. What assessment activities will we be conducting in the 2016-17 academic year?**

Outcome B: Students will demonstrate knowledge of and skill in scientific foundations of physical activity.

1. Apply scientific theory of human movement in the design and implementation of appropriate physical activities.
2. Critically evaluate information about physical activity from a scientific basis.

These outcomes will be measured with the following assessment instruments (each of which can be found in the appendices of our SOAP):

1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. (Outcome B1 – ExSci)
2. Percentage of physical education majors who score 70% or above on the Hydrodynamics exam in KINES 126. (Outcome B1 – PE)
3. Percentage of physical education majors who score 70% or above on Lab One assignment in KINES 159. (Outcome B2 – PE)
4. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. (Outcome B2 – ExSci)
5. Results of Alumni survey.

## **6. What progress have you made on items from your last program review action plan?**

The Program Review for Kinesiology was completed in AY 15-16. The action plan is being created and reviewed this semester. No previous action plan existed so no progress can be reported at this time.

# Department of Kinesiology

## AY 2015-16 Assessment Report

Graduate SOAP (Jenelle Gilbert, Ph.D., CC-AASP)

### 1. What learning outcome(s) did you assess this year?

Learning Outcome A: Develop critical thinking and sound problem solving skills

Learning Outcome C: Develop professional communication skills

Learning Outcome E: Create effective professional relationships and maximize personal/professional growth of themselves and the clients/students/ athletes in their charge

Learning Outcome F: Formulate creative ideas to meet the needs of the individual/organization in question

Learning Outcome G: Participate in professional development opportunities (At least 80% of students completing the Graduating Student Questionnaire will participate in a professional or discipline-related event during their graduate degree.)

Learning Outcome H: Acquire any appropriate credentials or certifications (Students seeking to pursue professional certifications will indicate a minimum rating of “almost eligible” on the Graduating Student Questionnaire.)

### 2. What instruments did you use to assess them?

1. Results of the Graduating Student Questionnaire. (Learning Outcomes E, F, G, and H)
2. Percentage of students who pass the Graduate Writing Requirements. (Learning Outcomes A & C) (See attached rubric.)

### 3. What did you discover from these data?

1. In Spring 2016, six graduating students completed the Graduating Student Questionnaire. This was identified as the Kinesiology Graduate Exit Survey on Qualtrics.

Students were asked if they saw an improvement in several skills during the course of the graduate program. Skills that pertain to Learning Outcomes E and F included: (1) work harmoniously with others, (2) maintain rapport with program participants, (3) engage with others, (4) motivate others, (5) network effectively, (6) think creatively to meet needs of others/organizations, (7) problem solve effectively, and (8) formulate creative ideas. All students who responded, with one exception, indicated that they had improved these skills over the course of their graduate program. The exception was found in the skill, “maintain rapport with program participants” where one student noted that he or she “stayed the same.”

When asked if they participated in a professional or discipline-related conference during their graduate degree, 66.7% of students indicated that they did. An additional 33.3% of students noted that though they were aware of this opportunity, they did not participate in it.

Students were asked if they planned to pursue credentials or professional certifications, and if so, their level of preparedness as a result of their graduate degree. Four students planned to pursue credentials or professional certifications. All 4 felt that their level of preparation was "excellent."

2. The Graduate Writing Requirements were assessed through the Research Methods class (i.e., KINES 231) in Fall 2015 and Spring 2016 (see attached rubric).

All students (100%) successfully passed the Graduate Writing Requirements. Any students who passed, but earned a lower score, were encouraged to visit the Graduate Writing Studio for assistance with their writing.

#### **4. What changes did you make as a result of the findings?**

1. The results indicate that the students are creating effective professional relationships and maximizing personal/professional growth of themselves and the clients/students/ athletes in their charge. They are also formulating creative ideas to meet the needs of the individual/organization in question. All students who planned to pursue professional certifications and/or credentials felt excellently prepared to do so as a result of their graduate degree. Given the positive results, no changes need to be made at this time.

Four of the six respondents participated in a professional or discipline-related conference during their graduate degree. It is speculated that the cost associated with attending conferences prohibited students from participating. This will be discussed with graduate faculty members in AY 2016-2017.

2. Given the high success rate, no changes need to be made concerning the Graduate Writing Requirements. However, as a possible way to increase the writing scores earned, all students are informed about the Graduate Writing Studio at the Kinesiology Department Graduate Student Orientation. They are encouraged then, and throughout the semester by various faculty members to use the Graduate Writing Studio frequently to improve their writing competence.

#### **5. What assessment activities will you be conducting in the 2016-17 academic year?**

1. Results of the Alumni Survey.
2. Results of the Employer Survey.

#### **6. What progress have you made on items from your last program review action plan?**

The Program Review for Kinesiology was completed in AY 15-16. The action plan is being created and reviewed this semester. No previous action plan existed so no progress can be reported at this time.