

- 2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: HHD

Department: Kinesiology

Program:

Assessment liaison: Mary Jo Sariscsany /Teri Todd

1. Overview of Annual Assessment Project(s). Provide a brief overview of this year's assessment plan and process.

The Department of Kinesiology assessment plan was to implement one direct assessment comparing an entry level core course to a capstone course. This assessment was a qualitative analysis using an integrated question and assessed with a validated rubric. The purpose of this embedded assessment was to focus on SLO # 1: Apply an integrated kinesiological approach to encourage the adoption of healthy and physically active lifestyles, across diverse populations. Students were asked to answer a comprehensive essay question designed to assess content knowledge, writing, and analytical skills.

The department of Kinesiology participated in the HHD initiative to assess comportment of student in service learning and internship placements. A survey was developed by the HHD Assessment Committee and sent to faculty in all options. Faculty members asked precepts to evaluate the comportment of students in service learning and internship placements by completing the survey. The completed surveys were sent to the HHD Assessment Coordinator for analysis.

2. Assessment Buy-In. Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

Assessment is a permanent item on our monthly department meeting agendas and time is provided for the Assessment Liaison to update faculty on assessment projects and information gained through University and College assessment meetings. The Assessment liaison reported on college assessment initiatives and explained the planned assessment project for the department for 2012-2013.

Four faculty members serve on the Curriculum/Assessment committee. The faculty members represent different options within Kinesiology and act as conduits of information regarding assessment and are instrumental in gathering assessment data. The Assessment liaison is a member of this committee.

The majority of faculty who had service learning projects in their classes/programs participated in the comportment survey for the College of HHD. Faculty distributed surveys to precepts overseeing students in a variety of placements. Surveys were collected both on paper and electronically depending on the preference of the faculty and precepts.

Department faculty as a whole discussed the impact of part-time instructors in core Kinesiology classes. Of particular concern was understanding if core content in each course was being covered and the quality of instruction. As our department grows it is imperative that we utilize non-tenure track instructors so students can move through the program in a timely fashion. A group of faculty volunteered to meet and discuss this problem in detail. Several solutions were generated and will be discussed with the whole faculty during this academic year. In addition, the proposed assessment project for this coming academic year is designed to assess content of one or two core Kinesiology classes across multiple instructors, the results from this initiative will help guide department discussions.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year? SLO 1

Kinesiology has four options and one major (Athletic Training). Each option aligned their required undergraduate courses with the Program SLOs. This year we measured SLO 1: Apply an integrated kinesiological approach to encourage the adoption of healthy and physically active lifestyles, across diverse populations.

Program	Student Learning Outcomes (P-SLOs)
Undergraduate	<ol style="list-style-type: none"> 1. Apply an integrated kinesiological approach to encourage the adoption of healthy and physically active lifestyles, across diverse populations. 2. Apply evidence based practices to enhance the study of human movement. 3. Demonstrate competent problem solving strategies through intentional practices. 4. Demonstrate knowledge of kinesthetic forms, processes and structures as they apply to the personal expression and culture of human movement.

3b. Does this learning outcome align with one or more of the university’s Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking
- Written Communication
- Information Literacy
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3c. Does this learning outcome align with University’s commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is directly aligned with the University’s commitment to supporting diversity through the cultivation of an understanding of human movement, motivation, and lifestyles across a variety of populations. Health and physical activity are part of each person’s ecosystem, incorporating their environment, culture, religion, socio-economic status, ethnicity, age, and past experience into their perception of movement. Students are instructed on how these elements impact lifestyle and are then challenged to promote interesting, motivating, and appropriate lifestyle options. KIN 200 covers broad content including the definition of kinesiology,

historical development, three major types of movement, tenets of a liberal education including scientific inquiry, and an introduction to the sub-disciplines of kinesiology as well as the subjectivity of human movement. KIN 477 is designed to enhance students' knowledge of the development of human movement throughout the lifespan. Specific topics include theoretical perspectives of human development, physiological maturation, analysis of measures to evaluate motor development, and principles of motion and stability and how they can be used to assess quality of motor skill performance. Students are given first hand opportunity through service learning projects to experience how diverse perspectives impact lifestyle and become familiar with various aspects of diversity including culturally preferred practices, the impact of disability, and socio-economic challenges.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

This SLO was directly assessed through the evaluation of a short essay written by students in both a gateway and capstone Kinesiology class. An essay prompt was provided. The essays were scored against a rubric designed to evaluate both student knowledge, critical thinking, and written communication.

Essay Prompt: Physical activity positively benefits the health of all people regardless of physical skill or ability. Healthy People 2020 challenges all people to lead a physically active lifestyle and The Centers for Disease Control and Prevention (CDC) has adopted guidelines for living a physically active lifestyle. Explain what is meant by a physically active lifestyle and describe how you would help people meet these guidelines from a kinesiological perspective. Keep in mind that the citizenry of the United States is made up of diverse populations.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

A cross-sectional design was used to assess this SLO. One short essay prompt was given to students in two classes, one gateway class KIN 200 and a capstone class, KIN 477.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

The essays were assessed using a rubric designed to evaluate synthesis of information pertaining to the question, validity of the information provided, quality of writing, flow within the essay, and completeness of the answer.

The signature assessment was given to students as an extra credit assignment at the time of the final exam. In the Spring semester one section of 60 students in KIN 200 and two sections of 45 students in KIN 477 were included in the assessment process. We plan to repeat the assessment in Fall 2013, increasing the number of sections of each course, and update the results.

Each area of assessment was scored on a 3-point scale: unacceptable (1), acceptable (2), or exemplary (3). The percentage of students in each category is shown below for both the gateway (KIN 200) and capstone (KIN 477) course.

	Exemplary		Acceptable		Unacceptable	
	200	477	200	477	200	477
Completeness of answer	0.00	0.00	0.47	0.47	0.53	0.53
Synthesis of subject	0.11	0.00	0.30	0.41	0.59	0.59
Validity of facts	0.18	0.12	0.53	0.65	0.29	0.24
Quality of writing	0.11	0.24	0.59	0.65	0.30	0.12
Flow	0.11	0.18	0.47	0.35	0.42	0.47

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

KIN 200, Foundations of Kinesiology, is taken within the first two semesters of the program and is designed to provide a comprehensive overview of the interdisciplinary study of human movement and the importance of all sub-disciplines of kinesiology, as well as explore the subjective experience of physical activity. KIN 477, Motor Development is primarily taken by students in their senior year. This course addresses human movement across the lifespan from an ecological perspective which incorporates a broad perspective of humanity including diverse populations and environments.

Kinesiology used the results of this assessment to better determine if our students are beginning with an understanding of an integrated approach and if this is enhanced over their course of study. As the assessment continues we will use the results for content development, uniformity of content assessed, as well as quality of instruction and presentation of material.

4. **Assessment of Previous Changes:** Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

The results of the last year's assessment process resulted in the establishment of an assessment committee representing multiple option areas. The integrated essay prompt will be embedded in all KIN 200 and KIN 477 classes, fall 2013. Instructors of both the gateway and capstone courses have been presented with this data. Discussion of the importance of integration with Kinesiology is being undertaken this fall to ensure that the objectives focusing on integration in Kinesiology is developed and achieved.

5. **Changes to SLOs?** Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

No changes were made.

6. **Assessment Plan:** Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

Kinesiology used its five year plan (2011 – 2016) to establish a focus for the 2012-13 assessment process. KIN faculty assessed SLO 1 as planned in KIN 200 (gateway) and KIN 477 (capstone). The five year assessment plan informed the direct assessment work of this past year which was to review KIN 200 to ensure the class addresses specific P-SLOs at the appropriate level and to monitor student growth by contrasting the assessment to responses in KIN 477.

The five year plan indirect measures focus on the Ex Sci/Applied Fitness option. The plan was to evaluate how student learning Ex Sci/Applied Fitness matched P-SLOs through specific assignments and embedded assessments. Ex Sci/Applied Fitness faculty met

and reviewed the assessment data and proposed curricular changes to the department faculty in the Spring. The recommendations from this option include changes to KIN 200 which is presently being evaluated and will be revisited as more data is collected.

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

8. Other information, assessment or reflective activities or processes not captured above.