

## Department of Kinesiology

ASSESSMENT REPORT  
ACADEMIC YEAR 2019 – 2020  
**REPORT DUE DATE: 12/04/2020**  
Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)

### I. LOGISTICS

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- 1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).**

Please send correspondence to Shannon Siegel ([ssiegel@usfca.edu](mailto:ssiegel@usfca.edu)), KIN Co-Chair and Julia Orri ([jorri@usfca.edu](mailto:jorri@usfca.edu)), Co-KIN Faculty Assessment Coordinator.

- 2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program**

We are submitting a report for the Kinesiology Major.

- 3. Please note that a Curricular Map should accompany every assessment report. Have there been any revisions to the Curricular Map?**

The Kinesiology Department modified the Curricular Map to reflect the removal of PLO 3 from KIN 120.

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor programs

- **Mission Statement (Major/Graduate/Certificate):**

The Kinesiology Department did not modify our mission statement. The current mission statement is below:

*Through our programs of teaching and research, and our service to the community, we advance the knowledge and application of physical activity to promote the health and well-being of all people.*

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

- **PLOs (Major/Graduate/Certificate):**

No changes were made to the Kinesiology Program Learning Outcomes. However, the Kinesiology faculty agreed that PLO 3 was not appropriate for an introductory class (KIN 120). As a result, PLO 3 has been removed from the curriculum map for Introduction to Kinesiology. The current Kinesiology PLOs and curriculum map are below.

**Kinesiology Program Learning Outcomes:**

1. Describe the relationship between physical activity participation and health, wellness and quality of life.
2. Explain how the scientific process informs our understanding of physical activity.
3. Design and evaluate physical activity programs that promote health and improve quality of life.
4. Demonstrate an understanding and commitment to physical activity practice.
5. Critically evaluate information about physical activity from a scientific basis.
6. Critically evaluate research related to physical activity and its impact on health and chronic disease.

### Curriculum Map:

	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6
	<i>Describe the relationship between physical activity participation and health, wellness and quality of life.</i>	<i>Explain how the scientific process informs our understanding of physical activity</i>	<i>Design and evaluate physical activity programs that promote health and improve quality of life</i>	<i>Demonstrate an understanding and commitment to physical activity practice</i>	<i>Critically evaluate information about physical activity from a scientific basis</i>	<i>Critically evaluate research related to physical activity and its impact on health and chronic disease.</i>
Course #						
KIN 100	I	I		I		
KIN 120	I	I		I		
KIN 200		I	I		I	I
KIN 220	D	D		D	D	D
KIN 300			D		D	D
KIN 310	M	M	D	D	M	M
KIN 315	M		D	M		D
KIN 320		M			M	
KIN 325	M	M	M	M	M	M
KIN 330	M		M	D		D
KIN 335	M	M	M	D	M	M
KIN 340					M	M
KIN 350		M			M	M
KIN 354			M	M		D
KIN 358	M	M	M	M	M	M
KIN 360	M		D			D
KIN 362	D		D			
KIN 368	M	M			M	M
KIN 398	M	M	M	M	M	M
KIN 390					M	M
KIN 410					M	M

**3. State the particular program learning outcome(s) you assessed for the academic year 2019-2020. What rubric did you use?**

● **PLO(s) being assessed (Major/Graduate/Certificate):**

For AY 2019-2020, we assessed PLOs 1, 2 and 4 from Introduction to Kinesiology (KIN 120). As this is an introductory course, all learning outcomes were identified as introductory, where students are introduced to knowledge and skills and required to understand what they have learned. The grades were assessed from two sections in Fall 2019 and one section from the Spring 2020. The rubrics used for the assessment can be found in Appendices A, B and C. The PLOs and their method of assessment were as follows:

- PLO 1: *Describe the relationship between physical activity participation and health, wellness and quality of life*
  - Method of assessment: Group quiz
- PLO 2: *Explain how the scientific process informs our understanding of physical activity*
  - Method of assessment: Post-article presentation reflection (individual)
- PLO 4: *Demonstrate an understanding and commitment to physical activity practice*
  - Method of assessment: Group exercise class assignment (individual)

### **III. METHODOLOGY**

**Describe the methodology that you used to assess the PLO(s).**

● **Methodology used (Major):**

The activity to assess PLO 1 consisted of four parts (A, B, C, D). In Part A, students (N = 48) were assigned a section of the Physical Activity Guidelines for Americans (PAG). The sections were based on age and activity levels (Children & Adolescents, Active Adults, Active Older Adults). After reading their respective component, each student met with classmates assigned the same section (“expert” group) where they answered questions relating to the readings (Part B). Only hand-written notes were allowed. Part C consisted of the formation of a mixed group, with one student from each PAG section. Students then “taught” their new peers the age-specific physical activity guidelines. Part D included a group quiz taken without notes that addressed the question: *Describe the relationship between physical activity participation, health, wellness, and quality of life throughout the lifespan.*

For Spring 2020, due to the class moving to an online format, a few modifications were made. The class (N =20) was divided into three breakout rooms in Zoom, where each group discussed their assigned PAG section (Part B). During the following class meeting, a spokesperson from each group taught the other students in the class (Part C). The entire class developed a compare/contrast list for the three PAG sections. Breakout rooms were then assigned for the combined sections to meet and take the quiz, as described for Fall 2019 (Part D). Table 1 reflects the combined data for both sections (N = 68).

The *Post-article Presentation Reflection* was used to assess PLO #2. Following the students' PowerPoint presentations of a scientific article, as well as lecture material on research methods and design, the class was given the prompt: *Explain how the scientific process informs our understanding of physical activity, and provide examples of research that has progressed the field.* Students (N = 66) were given 30 minutes to thoughtfully answer this question using the knowledge gained from class only (no access to Internet or readings). For Spring 2020, the students presented their articles remotely, using PowerPoint via Zoom.

PLO 4 was assessed through a component of the Group Exercise Class assignment (Appendix C). This PLO was evaluated with an at-home assignment where the students (N = 60) were provided with the following question and directions: *Why is committing to a physically active lifestyle important? Provide both anecdotal and research-based support. Utilize APA formatting to cite your research-based support and provide the APA reference(s) below.* Students gave personal and research-based evidence to develop their reflection. The total points available for the assignment were 30, with 5 points specifically addressing PLO 4.

#### IV. RESULTS & MAJOR FINDINGS

**What are the major takeaways from your assessment exercise?**

**Results (Major/Graduate/Certificate):**

The percentages scored for PLO 1 for the Group quiz are presented in Table 1. The data reflect the percentage of students that successfully obtained an A for each rubric (Complete Mastery: 90-100%), B (Mastery in most components: 80-89%), C (Mastery in some parts: 70-79%), or lower (Outcome not mastered at the level intended: <70%). The corresponding assessment rubric for this PLO can be seen in Appendix A.

**Table 1. KIN 120 Introduction to Kinesiology —overall meeting of requirements for PLO 1 (N = 68).**

Score (grade)	Group quiz
Exceeds expectations 90-100%	<b>29%</b>
Meets expectations 80-89%	<b>18%</b>
Approaches expectations 70-79%	<b>22%</b>
Does not meet expectations <70%	<b>31%</b>

The percentages scored for the *Post-article Presentation Reflection* are presented in Table 2 and the corresponding assessment rubric for this PLO can be seen in Appendix B.

**Table 2. KIN 120 Introduction to Kinesiology—overall meeting of requirements for PLO 2 (N = 66).**

Score (grade)	Reflection
Exceeds expectations 90-100%	<b>45%</b>
Meets expectations 80-89%	<b>32%</b>
Approaches expectations 70-79%	<b>15%</b>
Does not meet expectations <70%	<b>8%</b>

The percentages scored for the question related to the group exercise class are presented in Table 3 and the corresponding assessment rubric for this PLO can be seen in Appendix C.

**Table 3. KIN 120 Introduction to Kinesiology—overall meeting of requirements for PLO 4 (N = 60).**

Score (grade)	Group exercise assignment
Exceeds expectations 90-100%	<b>47%</b>
Meets expectations 80-89%	<b>22%</b>
Approaches expectations 70-79%	<b>5%</b>
Does not meet expectations <70%	<b>26%</b>

The results show that the majority of the students completing KIN 120 have successfully met the course learning objectives. Table 1 shows the results for PLO 1. For the group quiz, 69% received a score of 70% or higher. Table 2 shows that 92% of the students reached 70% or higher on the post-article presentation reflection, thereby demonstrating proficiency in PLO 2. The scores for PLO 4 showed that 74% demonstrated higher than 70% proficiency their group exercise assignment. Please note that students who scored <73% failed to meet our department’s standards for proficiency, of C or higher.

Due to the lowest scores observed for PLO 1 in Fall 2019, the rubric for the group quiz was slightly modified for Spring 2020 to enhance performance (Appendix A). It is now out of 30 points, increased from the previous 25.

## **V. CLOSING THE LOOP: ACTION PLAN BASED ON ASSESSMENT RESULTS**

**1. Based on your analysis in Section 4, what are the next steps that you are planning in order to achieve the desired level of mastery in the assessed learning outcome?**

- **Closing the Loop (Major):**

At our Kinesiology Department retreat in Fall 2019, our faculty noted that in the upper division courses, students' writing needs improvement. Therefore, for AY 2019-20, we collected data from two semesters of KIN 120, where three instructors (3 sections) chose applicable assignments to provide writing samples as well as knowledge of the PAG. Rubrics were developed for each assignment used for the assessment. Although approximately 70% of students reached 70% proficiency or higher for PLOs 1 and 4, there is room for improvement. It is clear, the assignments chosen did not reveal the problems with writing that we as a faculty identified pre-assessment. It is likely that we need to use a writing assignment that requires in-depth reading and comprehension and focuses on research-based discussion questions. A further limitation involved the rubric for the group quiz, which was revised from 25 to 30 points.

**2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2018-2019, submitted in October 2019)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?**

- **Suggestions (Major):**

We received positive feedback on our 2018-2019 Yearly Assessment Report. Our mission, PLOs and methods were regarded highly. We made a strong effort to utilize well-developed rubrics, per the feedback from the previous report. Additionally, direct methods of assessment were used, through class projects and presentations. It was noted from the FDCD that our methods would be strengthened if additional faculty members could participate in the evaluation process. For this year's assessment, we had three Kinesiology faculty members participating in the evaluation process. In the future, we are planning on incorporating assignments, such as class presentations, that will allow all faculty members to participate in the evaluation process.

## **VI. BIG PICTURE**

**What have you learned about your program from successive rounds of assessment? Is a picture of the whole program starting to emerge? For example, what areas of strength have emerged? What opportunities of improvement have you identified?**

- **Big Picture (Major):**

Future focus will be placed on ensuring the assignment and rubrics encompass the discriminating power necessary to provide us with meaningful feedback. Additionally, given our small sample sizes, we collected data in two course sections in Fall 2019 and one in Spring 2020 to improve our numbers. We are also using the Kinesiology major exit survey to inform us of our students' assessment of our PLOs. Additionally, the information from the survey provides us with an overall rating of the quality of the students' learning experiences in the Kinesiology major.



As has been discussed previously, both in Kinesiology Department meetings as well as with outside consultation, assessing whether our students are meeting departmental expectations via a capstone course has been a long-term goal for the department. In addition, we would like all faculty to weigh-in on the assessment to confirm that students are meeting departmental requirements. Currently, we do not have a capstone course, per se, however, we do regularly offer three courses that require completion of all major courses prior to enrollment. Thus, Kin 325 (Exercise and Disease Prevention), Kin 340 (Neuroscience), and Kin 354 (Principles of Strength and Conditioning) can all serve as “capstone” courses for the purpose of assessment (i.e., addressing competence in oral and written communication). Thus, our future plans for assessment revolve around measuring the composite knowledge from students in these three courses. We plan to have several faculty members assess student work on specific presentations, so that we may better assess the mastery of our program learning outcomes.

## **VII. Feedback to your Assessment Team**

We have been pleased with the process and again look forward to receiving helpful feedback. Thank you.

## ADDITIONAL MATERIALS

### APPENDIX A

#### PLO 1

Describe the relationship between physical activity participation, health, wellness, and quality of life throughout the **lifespan**. (30 pts)

	<i>Does Not Meet Expectations (1)</i>	<i>Approaches Expectations (2)</i>	<i>Meets Expectations (3)</i>	<i>Exceeds Expectations (4)</i>
<b>Children &amp; Adolescents</b>				
Provides (+) effects of PA on physical health & wellbeing.	Provides 1 benefit	Provides 2 benefits	Provides 3 benefits	Provides 4+ benefits
Provides (+) effects of PA on psychological wellbeing.	Provides 1 benefit	Provides 2 benefits	Provides 3 benefits	Provides 4+ benefits
<b>Adults</b>				
Provides (+) effects of PA on physical health & wellbeing.	Provides 1 benefit	Provides 2 benefits	Provides 3 benefits	Provides 4+ benefits
Provides (+) effects of PA on psychological wellbeing.	Provides 1 benefit	Provides 2 benefits	Provides 3 benefits	Provides 4+ benefits
<b>Older Adults</b>				
Provides (+) effects of PA on physical health & wellbeing.	Provides 1 benefit	Provides 2 benefits	Provides 3 benefits	Provides 4+ benefits
Provides (+) effects of PA on psychological wellbeing.	Provides 1 benefit	Provides 2 benefits	Provides 3 benefits	Provides 4+ benefits
<b>General</b>				
Ties together benefits and the impact on overall QoL	Does not address QoL	Briefly addresses QoL	Directly connects with QoL	Connects benefits with QoL and discusses its importance

**APPENDIX B**

**PLO 2**

Explain how the scientific process informs our understanding of physical activity. Provide examples of research that has progressed the field.

	<b><i>Does Not Meet Expectations (0)</i></b>	<b><i>Approaches Expectations (1)</i></b>	<b><i>Meets Expectations (2)</i></b>	<b><i>Exceeds Expectations (3)</i></b>
<b><i>The scientific process</i></b>	Does not address the scientific process	Broadly identifies that the process involves asking a question and systematically finding the answer	Includes detailed information about the process  (hypothesis, developing methods, statistical analyses)	Discusses the importance of distributing the results
<b><i>How it informs our understanding of physical activity</i></b>	Does not clearly provide strong justification for performing research in the field of kinesiology	Provides information about the importance of research in 1 area of kinesiology	Provides information about the importance of research in 2 areas of kinesiology	Provides information about the importance of research in 3+ areas of kinesiology
<b><i>Examples of research that has progressed the field of kinesiology</i></b>	Does not address research in the field	Provides 1 example of research in the field	Provides 2 examples of research in the field	Provides 3+ examples of research in the field

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**APPENDIX C**

**PLO 4**

Why is committing to a physically active lifestyle important? Provide both anecdotal and research-based support. Utilize APA formatting to cite your research-based support and provide the APA reference below. (5 pts)

	Does Not Meet Expectations (1)	Approaches Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
<b>Research-Based Support</b>				
Provides (+) effects of PA on physical health & wellbeing.	Provides 1 benefit	Provides 2-3 benefits	Provides 3-4 benefits	Provides 5+ benefits
<b>Anecdotal Evidence</b>				
Provides 1 piece of anecdotal evidence (1 pt)				