
Department of Kinesiology
College of Arts & Sciences
Annual Assessment Report AY21-22
Submission Deadline: November 1, 2022

Program:

Kinesiology

Degree Type:

Kinesiology Major - Bachelor of Science

Faculty Coordinators:

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Mission Statement:

"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."

[Last Modified: April, 2014]

This statement has not changed since the AY 2020-2021 assessment.

Program Learning Outcomes (PLOs):

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

[Last Modified: March, 2016]

PLOs have not changed since the AY 2020-2021 assessment.

Curricular Map:

KIN Major Requirements	Course #	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>
Required Lower Division Courses	KIN 100	I	I		I		
	KIN 120	I	I	I	I		
	KIN 200		I	I		I	I
	KIN 220	D	D		D	D	D
Required Upper Division Courses	KIN 300			D		D	D
	KIN 310	M	M	D	D	M	M
	KIN 315	M		D	M		D
	KIN 320		M			M	
	KIN 350		M			M	M
Upper Division Electives	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 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	

I = Introduced

D = Developed

M = Mastered

[Last Modified: August, 2020]

The curricular map has not changed since the AY 2020-2021 assessment

Assessment Schedule:

Spring 2018: Academic Program Review (APR)			
Academic Year	PLOs	Level of Mastery	Course
2018-2019	1, 2, 4	Introduced	KIN 120: Introduction to Kinesiology
2019-2020	1, 2, 4	Introduced	KIN 120: Introduction to Kinesiology
2020-2021	1, 6	Mastered	KIN 325: Exercise & Disease Prevention
2021-2022	3, 5	Mastered	KIN 325: Exercise & Disease Prevention
2022-2023	2, 4	Mastered	KIN 325: Exercise & Disease Prevention
2023-2024	N/A	Indirect Assessment	
2024-2025	N/A	Year of Reflection	
Spring 2026: Estimated Academic Program Review (APR)			

Assessment Methodology:

For the 2021 - 2022 Academic Year (AY), Program Learning Outcomes (PLOs) 3 and 5 were assessed in KIN 325: Exercise & Disease Prevention. Students enrolled in this upper division elective course are expected to achieve the highest level of understanding for the program, such that they have “mastered” the knowledge and skills associated with every PLO. Since this course is one of three courses in the major that aims for students to achieve the highest level of content mastery for all six of the PLOs (See Curricular Map), we have decided to evaluate two PLOs per year across three years (see Assessment Schedule). This year’s assessment will focus on the following PLOs:

PLO 3: *Design and evaluate physical activity programs that promote health and improve quality of life*

PLO 5: *Critically evaluate information about physical activity from a scientific basis*

In order to evaluate the students’ understanding of PLOs 3 and 5, individual presentations from the Fall 2021 semester were assessed (this class was not offered in the Spring 2022 semester). PLO-specific rubrics were created by the faculty member who taught the class and evaluated all presentations (see rubrics below).

Each student's score was converted to a letter grade and categorized as one of the following levels of proficiency:

A (90 - 100%): Exceeds Expectations

C (70 - 79%): Approaches Expectations

B (80 - 89%): Meets Expectations

D/F (<70%): Does Not Meet Expectation

ASSESSMENT RUBRIC: PLO 3

PLO 3: Design and evaluate physical activity programs that promote health and improve quality of life				
CATEGORY	3 pts EXCEPTIONAL	2pts GOOD	1 pts ADEQUATE	0 pts POOR
Explain the benefits of exercise in the management of COPD	Students explain at least 2 <i>benefits</i> : e.g. 1) exercise improves skeletal muscle dysfunction, 2) improves limb strength, 3) decreases inflammation, 4) reduces fatigue & disability, 5) improved mental health & QOL	Concept is mostly clear with minor error or more detail needed; or only 1 benefit is described.	Partly correct but missing sufficient detail to demonstrate understanding of the link between exercise and COPD	Minimal effort but small component is correct.
Use the FITT recommendations for individuals with COPD	<i>Specific examples</i> of aerobic exercise mode, frequency, intensity, time & type are given; resistance training & flexibility/neuromotor are included	Concept is mostly clear with minor error or more detail needed; or missing 1 FITT component	Partly correct but missing sufficient detail to demonstrate understanding of an exercise prescription; missing 2 FITT components	Minimal effort but small component is correct; missing 3 or more FITT; Program resembles template.
Explain the importance of resistance training in individuals with COPD	Students explain one benefit of resistance training in COPD outcomes: e.g. 1) decreased work of breathing, 2) increased limb strength; A peer-reviewed study is described and abstract included	Concept is mostly clear with minor error or more detail needed; A peer-reviewed study is described and abstract included	Partly correct but missing sufficient detail to demonstrate understanding of RT benefits in COPD; abstract included but not cited	Minimal effort: no benefits described; no abstract included
Address special considerations of exercise in COPD: QOL & comorbidities	<i>One</i> special consideration is clearly addressed: 1) reduced inflammation & CAD; 2) improved exercise tolerance; 3) reduced depression	Concept is mostly clear with minor error or more detail needed.	Partly correct but missing sufficient detail to demonstrate understanding of special considerations	Minimal effort: no considerations described
Discuss strategy to maintain benefits of exercise program beyond 12 months	Students give 2 <i>examples</i> : e.g. 1) conservative progression, 2) group exercises, 3) social/community support, 4) healthy diet to prevent malnutrition	Concept is mostly clear with minor error or more detail needed; 1 example given.	Partly correct but missing sufficient detail to demonstrate understanding of exercise follow-up	Minimal effort: no strategy described

ASSESSMENT RUBRIC: PLO 5

PLO 5: Critically evaluate information about physical activity from a scientific basis				
CATEGORY	3 pts EXCEPTIONAL	2pts GOOD	1 pts ADEQUATE	0 pts POOR
<p><u>Introduction</u> Critique of the background and framework of the study.</p>	<p><u>Critique includes:</u> Rationale, Background/review of literature (unanswered questions), and purpose. All weak or missing elements in the study are identified.</p>	<p>Concept is mostly clear with minor error or more detail needed; or missing 1 key component: <i>Rationale, Background/review of literature, and purpose, missing elements.</i></p>	<p>Partly correct but missing sufficient detail to demonstrate understanding of an introduction; or missing 2 key components.</p>	<p>Minimal effort but small component is correct; or missing 3 or more key components.</p>
<p><u>Methods</u> Critique of the study design and methods</p>	<p><u>Critique includes:</u> Participants, intervention/treatment, procedures, outcome measures and statistical analysis. All weak or missing elements in the study are identified.</p>	<p>Concept is mostly clear with minor error or more detail needed; or missing 1 key component: <i>Participants, intervention/treatment, procedures, outcome measures and statistical analysis, missing elements.</i></p>	<p>Partly correct but missing sufficient detail to demonstrate understanding of a methods section; or missing 2 key components.</p>	<p>Minimal effort but small component is correct; or missing 3 or more key components.</p>
<p><u>Results</u> Critique of the results</p>	<p><u>Critique includes:</u> Findings are compared to purpose and statistical analysis; text is compared to tables/figures; original hypothesis testing is verified by data. All missing or weak elements are identified.</p>	<p>Concept is mostly clear with minor error or more detail needed; or missing 1 key component: <i>Comparisons to purpose and statistical analysis; text to tables/figures; original hypothesis testing is verified by data; missing elements not noted.</i></p>	<p>Partly correct but missing sufficient detail to demonstrate understanding of a results section; or missing 2 key components.</p>	<p>Minimal effort but small component is correct; or missing 3 or more key components.</p>
<p><u>Discussion</u> Critique of the discussion</p>	<p><u>Critique includes:</u> Findings summary; where the findings fit into current understanding, practical implications, limitations and future research. All weak or missing elements in the study are identified.</p>	<p>Concept is mostly clear with minor error or more detail needed; or missing 1 key component: <i>Findings summary; current understanding, practical implications, limitations, future research; missing components.</i></p>	<p>Partly correct but missing sufficient detail to demonstrate understanding of a discussion section; or missing 2 key components.</p>	<p>Minimal effort but small component is correct; or missing 3 or more key components.</p>
<p>References; APA</p>	<p>References and paper follow APA format.</p>	<p>Paper is missing 1 component of APA (title page, spacing, etc)</p>	<p>Paper is missing 2 components of APA</p>	<p>Paper is missing 3 or more APA components</p>

Assessment Results:

Eighteen individual presentations were evaluated from the Fall 2021 cohort. The tables below provide the distribution of students meeting or not meeting expectations of mastery for PLO 3 (*Design and evaluate physical activity programs that promote health and improve quality of life*) than PLO 5 (*Critically evaluate information about physical activity from a scientific basis*).

PLO 3: Design and evaluate physical activity programs that promote health and improve quality of life.

Grade	Level of understanding	# of students	% of students
A	Exceeds expectations	7	39%
B	Meets expectations	6	33%
C	Approaches expectations	2	11%
D, F	Does not meet expectations	3	17%

Based on the presentations reviewed, 72% of students who were enrolled in KIN 325 for AY 2021-2022 met or exceeded the expectations for understanding PLO 3.

PLO 5: Critically evaluate information about physical activity from a scientific basis.

Grade	Level of understanding	# of students	% of students
A	Exceeds expectations	3	17%
B	Meets expectations	9	50%
C	Approaches expectations	2	11%
D, F	Does not meet expectations	4	22%

Based on the presentations reviewed, 67% of the students enrolled in KIN 325 for AY 2021-2022 met or exceeded the expectations for understanding PLO 5.

The difference in the number of students that met or exceeded expectations for PLO 3 compared to PLO 5 is minimal (13 vs 12 students, equating to a 5% difference). Often students will find it harder to master PLO's which involve critical evaluation (such as PLO 5 in AY 2021-22 and PLO 6 in AY 2020-21) which is what was observed in last year's assessment. However, this was not observed to such a great extent this year. This suggests that some of the measures implemented to improve the critical evaluations skills of students in this class and the kinesiology program as a whole are being effective. These strategies have included the introduction of case study presentations, where students presented to the class and lead a discussion, then followed up with further reading, which meant each student had been through a number of critiques of research studies prior to conducting the critical analysis assignment. It should be noted, however, that direct comparisons to last year's assessment should be treated with caution since the student cohorts and teaching modality's (remote in AY 2020-21, in-person for AY 2021-22) are different. Therefore, further evidence is required to support this finding.

Greater insight to the results of the assessment were obtained by discussing the results with the faculty member who taught the course, as well as, the entire department. The main points of discussion can be found in the next section: *Disbursement of Findings to KIN Faculty*.

Disbursement of Findings to KIN Faculty

The assessment report was shared with the faculty in the Kinesiology Department on September 26, 2022, and discussed at the faculty meeting on Monday, October 10, 2022, where faculty were given the opportunity to provide feedback on the results. Faculty members offered the following comments which we feel give further context to the results and help with their interpretation:

- Faculty reflected positively on the assessment process for this academic year and the planned schedule for assessment over the next three academic years, outlined on page 3.
- There are now multiple opportunities for students to develop their critical thinking skills during the Kinesiology program, including assignments in lower division courses (Measurement and Statistics and Introduction to Kinesiology) which focus on reviewing and thinking critically towards previous research studies. This may be reflected in the improving scores for critical evaluation (PLO 5) compared to last year.

Overall, the department believes this assessment process has been successful and the results reflect positively in the high number of students shown to be meeting the criteria for both PLOs in the assignment that was assessed. We plan to build on the findings of this report by assessing the remaining two PLOs that are covered by this same class next academic year, which will then mean we will have assessed all six PLOs in this class over three consecutive years.

Department Response to 2021 Assessment Report

Feedback from the 2021 assessment report was overwhelmingly positive, and we were grateful that our efforts in developing a strong report were recognized (e.g., *“Your efforts to reflect on past assessment results and use these to further advance your assessment practices during the current academic year align exactly with the intent of a well-designed assessment program”*). The faculty as a whole appreciated the positive feedback. As a department, we continue to discuss various methods to teach and assess student understanding of the PLOs.