

## KINESIOLOGY

### ASSESSMENT REPORT ACADEMIC YEAR 2017 – 2018 REPORT DUE DATE: 10/26/2018

**Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences. Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated.**

**Note:** Dear Colleagues: In an effort to produce a more streamlined and less repetitive assessment report format, we are piloting this modified template for the present annual assessment cycle. We are requesting an assessment report that would not exceed eight pages of text. Supporting materials may be appended. We will be soliciting your feedback on the report as we attempt to make it more user-friendly.

#### **Some useful contacts:**

1. Prof. Alexandra Amati, FDCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto:schakraborty2@usfca.edu)
6. Ms. Corie Schwabenland, Academic Data & Assessment Specialist- [ceschwabenland@usfca.edu](mailto:ceschwabenland@usfca.edu)

#### **Academic Effectiveness Annual Assessment Resource Page:**

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

**Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)**

**Important: Please write the name of your program or department in the subject line.**

**For example: FineArts\_Major (if you decide to submit a separate report for major and minor);**

**FineArts\_Aggregate (when submitting an aggregate report)**

## **I. LOGISTICS & PROGRAM LEARNING OUTCOMES**

- 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).**

Feedback should be given to Shannon Siegel ([ssiegel@usfca.edu](mailto:ssiegel@usfca.edu)), KIN Co-chair and Faculty Assessment Coordinator, and Julia Orri ([jorri@usfca.edu](mailto:jorri@usfca.edu)), KIN Faculty Assessment Coordinator.

- 2. Were any changes made to the program mission statement since the last assessment cycle in October 2017? 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 program.**

No changes were made to the Kinesiology department mission statement since October 2017, our Mission was last modified in April 2014:

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.

- 3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? 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.**

No changes were made to the KIN PLOs since October 2017, our PLOs were last modified in March 2016.

### **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.

	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	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			
KIN 368	M	M			M	M
KIN 398	M	M	M	M	M	M
KIN 390					M	M
KIN 410					M	M

**4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?**

As we wished to complete our assessment of our upper division required courses, we revisited our curricular question submitted for assessment in the academic year 2016-2017. Thus, for our remaining two upper division core courses, we asked:

**Are the upper division courses providing students with the knowledge, technique, and practical application necessary to be successful in the field of Kinesiology?**

In order to answer this question, we proposed to assess two upper division courses that provide students with mastery (KIN 310 and KIN 320, PLO #5) level information for the selected program learning outcomes (PLOs). The courses proposed, PLO addressed, and method of assessment were as follows: Exercise Physiology and KIN 320, Motor Learning, the PLO assessed was: PLO#5 - ***Critically evaluate information about physical activity from a scientific basis.***

1. Course: Exercise Physiology, KIN 310

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



### III. RESULTS & MAJOR FINDINGS

#### 6. What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- a. The majority (78%) of KIN 310 students, as seen in Table 1, showed mastery of PLO #5 in their lab. As shown in Table 2, students in KIN 320 also showed that they had mastered the required level for the project and paper. No students in KIN 320 were below the required grade on any one section (see also, rubric and data, Tables 5 and 6).
- b. As with previous assessment cycles, the rubrics need work. Since previous assessment had shown that the rubrics were not as representational of the final product as they could be, attempts were made to rectify that issue with the KIN 320 rubric for the culminating assignment. However, in this case, the rubric for KIN 320 was entirely too complex and had too many pieces to it. As was pointed out in the FDCD's last assessment report, using grades is likely not the best way to assess the effectiveness of student learning. That said, we wanted to be consistent with our methods and finish out this round (our upper division core) assessing the same question we started with in our original evaluation: **Are the upper division courses providing students with the knowledge, technique, and practical application necessary to be successful in the field of Kinesiology?**

**Table 1. KIN 310-Exercise Physiology-overall meeting of requirements.**

Level	Percentage of Students
90-100%	48%
80-90%	24%
70-80%	6%
<70%	22%

**Table 2. KIN 320- Motor Learning-overall meeting of requirements.**

<b>Grade on complete project</b>	<b>Percentage of Students</b>
90-100%	37.9%
80-90%	51.7%
70-80%	10.3%
<70%	n/a

#### **IV. CLOSING THE LOOP**

##### **7. and 8.**

For the KIN 310 laboratory reports, the following changes were made for this assessment: (1) students were provided with the grading rubric in the laboratory manual; (2) students completed an assignment that focused on their scientific writing; (3) all students were encouraged to proofread the assignment; (4) students were encouraged to meet with the statistics tutor.

As mentioned earlier in this report, the rubric for KIN 320 was too complex and definitely needs to be revised. In consideration of this issue, the most important suggestion we received from the 2017 FDCD feedback was that we should not rely solely on grades to inform our assessment. The current assessment is still following this method of determining student learning outcomes. As the data for KIN 310 were already collected for Fall 2017, we kept the same method for Spring 2018. However, as was recommended in our feedback report, from this point forward, we are planning on changing our tactics. Thus, rather than relying on grades alone, we will instead pick a PLO we wish to assess, choose all of the classes that use this PLO (regardless of level) set up a small group of faculty to develop a rubric for assessing any chosen assignment or other outcome, focus specifically on evaluating whether the PLO is achieved, perform quality control to make sure the faculty work group scores the assignments consistently, and then ultimately, assess all of the relevant student work product(s).

For example, in the future, we might assess PLO #2: Explain how the scientific process informs our understanding of physical activity. This PLO is covered in the following courses at the following levels of competence.

- KIN 120 I
- KIN 200 I
- KIN 220 D
- KIN 310 M
- KIN 320 M
- KIN 325 M

Therefore, our faculty assessment group will be able to determine if the levels, assignments or projects are a fair representation of student learning outcomes in the respective courses.

### ADDITIONAL MATERIALS

**Table 3. KIN 310 Exercise Physiology Laboratory Report rubric.**

Dimension	Description	Group member	Points
<u>Introduction</u> 5 points	<input type="checkbox"/> Importance of study is <i>described</i> <input type="checkbox"/> Rationale is <i>identified</i> <input type="checkbox"/> Background literature <i>summarized</i> <input type="checkbox"/> Purpose is <i>identified</i> <input type="checkbox"/> Hypothesis is <i>predicted</i>		
<u>Methods</u> 5 points	<input type="checkbox"/> Detail is sufficient for replication <input type="checkbox"/> Subheadings are <i>identified</i> <input type="checkbox"/> Subjects are <i>described</i> (mean $\pm$ SD) <input type="checkbox"/> Model/manufacture of instruments noted <input type="checkbox"/> Statistical tests noted, LOC reported		
<u>Results</u> 5 points	<input type="checkbox"/> Descriptive data <i>described</i> clearly <input type="checkbox"/> Inferential statistics <i>analyzed</i> accurately <input type="checkbox"/> Significance <i>identified</i> <input type="checkbox"/> Tables <i>summarize</i> study clearly and concisely <input type="checkbox"/> Figures <i>illustrate</i> key points, good quality		
<u>Discussion</u> 5 points	<input type="checkbox"/> Findings are <i>summarized</i> <input type="checkbox"/> Physiological mechanisms <i>explained</i> <input type="checkbox"/> Findings <i>relate</i> to introduction <input type="checkbox"/> <i>Support</i> of hypothesis is given <input type="checkbox"/> Limitations <i>discussed</i>		
<u>Conclusions</u> 2 points	<input type="checkbox"/> Concluding paragraph <i>summarizes</i> findings clearly <input type="checkbox"/> Conclusions are <i>justified</i> by the data		
<u>References &amp; Style</u> 2 points	<input type="checkbox"/> Peer-reviewed or text only <input type="checkbox"/> APA format <input type="checkbox"/> Concise, scientific writing used, past tense <input type="checkbox"/> 8-12 pages		
<u>Title</u> 1 point	<input type="checkbox"/> 12 word limit met <input type="checkbox"/> No abbreviations <input type="checkbox"/> Clear and concise and appropriate <input type="checkbox"/> Name, institution and date		
	GROUP TOTAL		

**Table 4. KIN 310 grade breakdown for exercise physiology lab reports.**

	<b>Lab 1 Scores (out of 30)</b>	<b>Lab 2 Scores (out of 30)</b>
	20.5	22
	18	22
	21.5	28
	22	26
	21.5	20.5
	20	25.5
	20.5	21.5
	23	28.5
	25.5	26.5
	20	26
	21	26.5
	25.5	26
	23	26.5
	18.5	22.5
	22.5	28
	20.5	22
	21	20.5
	25.5	26
	21.5	26
	19	23
	19	20.5
	21.5	28
	20	22
	20.5	24.5
	23.5	26.5
	20.5	26.5
	22.0	26.5
<b>Mean</b>	21.4	24.7
<b>SD</b>	2.0	2.6



Table 5. KIN 320 rubric for final project-learning a novel skill.							
KIN 320 Novel Motor Skill Final Project							
	Possible points						Total score
<b>Final Paper</b>							
<b>Introduction</b>	<b>10</b>	No introduction	Introduction is spotty, or incomplete	Introduction is present, but does not flow smoothly.	Introduction has a good start, but does not logically lead to purpose.	Introduction is well written, clear, and leads to the purpose.	
		0	3	5	7	10	
<b>Purpose</b>	<b>5</b>	No purpose	Purpose not clear or not relevant	Purpose clearly written and relevant			
		0	3	5			
<b>Methods</b>							
<b>Classification of the motor skill</b>	<b>5</b>	Motor skills not classified	Skills incorrectly classified	Skills correctly classified.			
		0	3	5			
<b>Measures of performance and learning</b>	<b>10</b>	No measures, or measures incorrect	Less than two measures are chosen	Two measures are chosen, but the are not assessable	Two measures chosen and assessable		
		0	3	5	10		
<b>Discuss the motor skill learning process</b>	<b>10</b>	Learning process not discussed	Learning process discussed, but goals not addressed	Learning process discussed, goals partially addressed.	Learning process discussed; short and long term goals addressed in full.		
		0	3	5	10		
<b>Results</b>							
<b>Graphs</b>	<b>5</b>	No graphs	graphs are present, but not labeled correctly, or not pertinent to paper	graphs are well made, all data included and relevant			
		0	3	5			
<b>Changes made? Feedback discussed?</b>	<b>20</b>	Changes not discussed	Changes or feedback discussed, not both	Both addressed, but not in complete form.	Both feedback and changes addressed, most components are present	Changes and feedback addressed in clear and complete form	
		0	5	10	15	20	
<b>Critique of plan</b>	<b>15</b>	No critique	Critique begun	Critique not referenced, though some points addressed	Critique referenced and major points addressed	Critique referenced, major points addressed, writing is excellent	
		0	3	5	10	15	
<b>Implications</b>	<b>10</b>	No implications	A few implications alluded to	Implications addressed, a start to class relevance	Implications addressed, class relevance addressed	Implications complete, relevant to class materials and writing is excellent	
		0	3	5	7	10	
<b>Appendix 1</b>							

<b>Approved Project Plan</b>	<b>10</b>	Project plan not included or not complete.	Project plan included and partially correct	Project plan included and most component present	Project plan included, most items addressed, modification not included.	Project plan included, all components addressed, and modifications addressed	
		0	3	5	7	10	
<b>Appendix 2:</b>							
<b>Logs for each practice day</b>	<b>15</b>	No journaling	A few days journaled	Most days journaled, but some data missing	All days required are journaled correctly		
		0	5	10	15		
<b>Appendix 3</b>							
<b>Link to movie/video</b>	<b>10</b>	No link provided	Link provided, but not all required days on video	All required days on video			
		0	5	10			
<b>Overall grammar</b>	<b>5</b>	Paper not spell checked nor proofread. Significant grammar issues, paper does not flow. Comprehension is difficult.	Only 1-2 errors in grammar. Spelling is good. Paper flows reasonably well.	Minimal spelling errors. Paper reads very well, excellent structure. References are used and cited correctly.			
		0	3	5			
<b>Total points</b>	<b>130</b>						0

**Table 6. KIN 320, Motor Learning, grade breakdown, final project.**

Student			Methods			Results				Overall grammar	Appendix 1	Appendix 2	Appendix 3	Total score	Final %
	Introduction	Purpose	Classification	Measures	Discussion of Process	Graph	Changes and Feedback	Critique of Plan	Implications		Approved project plan	Logs practice for each day	Link and correct days on video		
1	10	5	5	10	9	5	15	15	10	3.5	10	15	10	122.5	94
2	10	2	5	10	7	4	15	12	5	3	10	15	10	108	83
3	8	4	5	10	10	4.5	16	12	10	2	8	15	10	114.5	88
4	9	4.5	5	10	7	5	16	13	10	3	9	15	10	116.5	90
5	7	4	5	7	8	5	16	13	10	4	10	12	10	111	85
6	6	5	5	9	10	5	17	15	10	3	9	14	10	118	91
7	8	4	5	9	10	3.5	15	13	5	2	10	15	10	109.5	84
8	8	4	5	8	7	5	16	9	7	2	10	11	10	102	78
9	7	4	4	9	7	4	16	11	8	2	8	15	10	105	81
10	8	5	5	10	10	5	18	13	10	4	10	15	10	123	95
11	7	3	3	8	6.5	5	15	9.5	8	2	8	15	10	100	77
12	10	4	5	10	10	5	19	14	10	3	10	15	10	125	96
13	8	4	5	10	8	0	17	12	7	3	7	14	8	103	79
14	8	4	5	10	7	4	16	13	10	2	7	10	8	104	80
15	7	5	5	8	10	2	16	15	10	3	7	12	9	109	84
16	10	4	5	7	10	4.5	18	14.5	10	3	8	15	10	119	92
17	10	5	5	10	10	4.5	18	15	10	4.5	10	15	10	127	98
18	9	4	5	9	10	5	19	12	10	3	10	15	10	121	93
19	9	5	5	10	9	5	20	15	10	4	10	15	10	127	98
20	8	5	5	8	8	4	17	15	8	2	8	12	8	108	83
21	10	5	5	10	9	4.5	17	13	8	3	10	15	10	119.5	92
22	8	5	5	8	8	5	19	13	10	2.5	10	10	10	113.5	87
23	8	5	5	10	10	5	20	15	10	2.5	10	15	10	125.5	97
24	7	5	5	9	8	5	17	12	6	2	7	15	9	107	82
25	7	5	5	10	10	0	17	14	9	2.5	10	15	10	114.5	88
26	4	5	5	8	7	3	15	12	10	2	8	15	10	104	80
27	7	5	5	9	7	4	16	12	10	2	8	15	10	110	85
28	6	5	5	10	8	5	15	10	10	2	9	15	10	110	85
29	5	5	5	10	10	5	15	15	6	4	10	14	10	114	88
<b>Total Possible</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>130</b>	