

Student Learning Assurance Report
Academic Year 2016-2017
Kinesiology Department
College of Arts and Sciences
Karen L. Francis, Shannon Siegel
10/27/2017

CAS Plan Academic Year 2016-2017

Kinesiology - Mission

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.

Date modified: April, 2014

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.

Date modified: March, 2016

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

PLOs Mapped onto ILOs

	ILO# 1	ILO# 1	ILO# 1	ILO# 1	ILO# 1	ILO# 1	ILO# 1
	Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good. (Critical Thinking)	Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities. (Critical Thinking)	Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources. (Critical Thinking; Quantitative Reasoning; Information Literacy)	Students communicate effectively in written and oral forms to interact within their personal and professional communities. (Written and Oral Communication)	Students use technology to access and communicate information in their personal and professional lives. (Component of Information Literacy)	Students use multiple methods of inquiry and research processes to answer questions and solve problems. (Critical Thinking; Quantitative Reasoning; Information Literacy)	Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world. (Critical Thinking)
PLO #1 Describe the relationship between physical activity participation and health, wellness and quality of life.						X	
PLO #2 Explain how the scientific process informs our understanding of physical activity			X			X	
PLO #3 Design and evaluate physical activity programs that promote health and improve quality of life			X	X	X		
PLO #4 Demonstrate an understanding and commitment to physical activity practice	X	X					
PLO #5 Critically evaluate information about physical activity from a scientific basis			X		X	X	
PLO #6 Critically evaluate research related to physical activity and its impact on health and chronic diseases.		X	X		X	X	

The first curricular question submitted for assessment in the academic year 2016-2017 was: **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 developing (Kin 300, PLO #5) and mastery (Kin 315, PLO #4) level information for selected program learning outcomes (PLOs). The courses proposed, PLOs addressed, and method of assessment were as follows:

1. Course: Motor Development, KIN 300
 - a. PLO #5: *Critically evaluate information about physical activity from a scientific basis*
 - i. Method of Assessment. Test of Gross Motor Development (TGMD-2). Students will work in a group to assess the gross motor development of a child between 3-8 years of age. Using knowledge gained from class lectures, class literature, and the TGMD-2 tool itself, students will evaluate the motor development of a child.
 - ii. Curriculum map: Learning outcome - *Developing*
2. Course: Exercise Psychology, KIN 315
 - a. PLO #4: *Demonstrate an understanding, and commitment to physical activity practice.*
 - i. Method of Assessment. Physical Activity Project: Students are required to set a personal activity goal and design their own physical activity program to accomplish this goal. Students will also work with another individual to teach specific strategies that promote health and improved quality of life to facilitate an optimal understanding and learning.
 - ii. Curriculum map: Learning outcome - *Mastery*

Modifications to CAS Plan Academic Year 2016-2017

Based on feedback provided, the CAS 3-year plan was revised for the academic year 2016-2017. The critique revealed that the plan was too extensive, therefore, in an effort to provide valuable feedback to guide our curricular planning and adjustments, modifications were made to the number of courses assessed and PLOs evaluated. Specifically, the assessment of Motor Development (KIN 300) and Exercise Psychology (KIN 315) were addressed in the academic year 2016-2017.

1. Motor Development, KIN 300: method of assessment for PLO #5
 - a. Method of Assessment: Test of Gross Motor Development-2, Child Observation
2. Exercise Psychology, KIN 310: method of assessment for PLO #4
 - a. Method of Assessment: Physical Activity Project

What are the results of the direct methods of assessment?

The data collected for PLO #5 in Motor Development (Kin 300) are presented in Figure 1. Based on the data collected, the majority of the students are meeting the standards set for successful attainment of the proposed program learning outcomes. The data represent the percentage of students that successfully obtained and A (90-100%), B (80-89%), C (70-79%), D (60-69%), or F (< 60%). In order to pass the course, students majoring in kinesiology must receive a minimum grade of C. Therefore, the results are as follows:

Scale	Very Good Achievement Outcome	Good Achievement Outcome	Average Achievement Outcome	Poor Achievement Outcome	Very Poor Achievement Outcome
Assignment	A Child Observation/Assessment (PLO #5)	B Research Abstract in Kinesiology (PLO #4)	C Research Abstract in Kinesiology (PLO #4)	D Research Critique in Kinesiology (PLO #4)	F Research Abstract in Kinesiology (PLO #4)
Performance - Direct Assessment	1. More than 90 percent correct selected assignment, 2. 100% of data collected from selected assignment, and 3. Report percentage performance of students meeting this criteria.	1. More than 80 percent correct selected assignment, 2. 100% of data collected from selected assignment, and 3. Report percentage performance of students meeting this criteria.	1. More than 70 percent correct selected assignment, 2. 100% of data collected from selected assignment, and 3. Report percentage performance of students meeting this criteria.	1. More than 60 percent correct selected assignment, 2. 100% of data collected from selected assignment, and 3. Report percentage performance of students meeting this criteria.	1. Less than 60 percent correct selected assignment, 2. 100% of data collected from selected assignment, and 3. Report percentage performance of students meeting this criteria.
Score	45% (PLO #5, N = 29)	21% (PLO #5, N = 29)	34% (PLO #5, N = 29)	0% (PLO #5, N = 29)	0% (PLO #5, N = 29)

Figure 1. KIN 300, Motor Development scores expressed as a percentage for PLO #5.

PLO #5 - Critically evaluate information about physical activity from a scientific basis

For the TGMD-2, child observation assignment, students worked in a group to assess the gross motor development of a child between 3-8 years of age. Using knowledge gained from class lectures, class literature, and the TGMD-2 tool itself; students evaluated the motor development of a child. After data collection, students further evaluated the available literature to develop and write a report on their findings. This assignment is a good method of assessment for developing PLO #5.

What elements of the student learning assessment are successful?

Students did well on this assignment, all scoring a C grade or above. To summarize, 45% of the students received an A, 21% received a B, and 34% received a C.

- ⇒ The group work required for the child observation/assessment part was done well by most students. The students organized their own groups, found a child to assess, and coordinated with the child's parents and their group members to find a time to assess the child, and, as a group, assessed the child.
- ⇒ Part of the assignment included critically assessing the tools provided for the assessment as well as reviewing the current literature on the topic of child motor skill assessment. The critical thought components still need further development in some work groups. However, as this category is developing for Kin 300, there is room to work on it.

Is this assignment a good measure of evidence for the PLO?

- ⇒ This is a good measure of evidence for PLO #5, however, modifications of the rubric needs to be made (see below).

If not, what modifications will be made?

Data for this report were collected in Fall 2016 for Motor Development (Kin 300). After reviewing the data, we have modified the rubric and made some of the pieces more explicit to better assess PLO #5. In addition, the rubric has been modified to include detail and clarity for the requirements for each component of the assignment.

PLO #4: Demonstrate an understanding and commitment to physical activity practice.

Students were required to set a personal activity goal and design their own physical activity program to accomplish this goal. Students were also required to work with another individual to teach specific strategies that promote health and improved quality of life to facilitate an optimal understanding and learning. This assignment directly addresses PLO #4.

Is this assignment a good measure of evidence for the PLO?

Yes, this is a good measure of evidence for the PLO. This assignment gives students the opportunity to make a personal commitment to physical activity practice. Furthermore, this experience, and the various components, allows students to use their understanding and appreciation of physical activity while working with another individual. This assignment and concomitant experience forces a deeper understanding of the benefits of physical activity.

What are the results of the direct methods of assessment?

The data collected for **PLO #4 (Exercise psychology)** are presented below. Please note, that the following summary is presented by the instructor as the data collected was not in the format needed for the proposed analysis.

Based on the data collected, the majority of the students are meeting the standards set for successful attainment of the proposed program learning outcomes. Grades were A's and B's (135-150=A; 120-134=B). In order to pass the courses, students majoring in kinesiology must receive a minimum grade of C. Therefore, the summary of the results are as follows:

- ⇒ Students with lower grades tended to have difficulty with goal setting and developing strategies to engage the person in active behavior. In order to improve students' application of knowledge for goal setting I will change the requirement to include: 1) approval of the long-term goal, and 2) short-term goals, set to help achieve the long-term goal, must be set weekly (5 short-term goals). Setting this structure should help students incorporate a developmental structure for goal attainment. In order to improve performance on students' development of strategies to change behavior, based on where they are in relation to the stages of readiness, I will work with the students to develop **new** strategies each week that are specific to their case.

What have we learned from this process?

1. After reviewing the prior year's plan and our outcome measures, the Kinesiology department addressed assignments, PLOS, rubrics, and what was expected of faculty. For example, at our faculty retreat, we explained the process and provided a set of questions, discussed the type and specificity of data and the connection of the data to faculty scoring rubrics. However, the information we received did not correspond to the information collected. At the spring retreat we will develop a strategy for this process that will work for all faculty. It may include collecting rubrics and setting up the data collection sheets such that all the faculty need to do is fill in the information.
2. There is still some difficulty with writing methods of assessment with our students, partially due to varying levels of writing ability and in some cases due to an inability to write in a clear, concise, and comprehensive manner. Faculty continue to refer students to the Learning & Writing Center and several faculty have incorporated scaffolded writing assignments.
3. The results of this report will be distributed to the faculty and future discussions will ensue at the retreat.

Have we successfully answered our proposed curricular question, "Are the upper division courses providing students with the knowledge, technique, and practical application necessary to be successful in the field of Kinesiology?"

Yes, the measures of evidence for the PLOs assessed in Motor Development and Exercise Psychology are providing students with the necessary tools to be successful in the field of Kinesiology. As mentioned in the report, there needs to be more in-depth information provided from the rubrics. However, the skill sets obtained from both the TGMD-2 Child Observation (Kin 300) and the Physical Activity Journal (Kin 315) are very important pieces of the Kinesiology field, and the training needed to use these items will transfer well in all related parts of the Kinesiology field.

The Following Rubrics were used as Methods of Assessment for:

1. Motor Development (page 7)
2. Physical Journal Activity Grading Rubric (page 8)
3. Physical Activity Journal Notebook (page 9)

Kin 300 Motor Development Test of Gross Motor Development-2 Rubric

Motor skill assessment form	Total possible points	No assessment form	Incomplete /incorrect form	All of form is mostly correct, but graph not plotted.	Correct and complete form	
	3	0	1	2	3	
Plan of action		No plan of action included with paper	Incomplete plan of action/not all students listed with role	Plan of action mostly complete, most of student duties included.	All students listed, role included. Time line and action plan for project included.	
	3	0	1	2	3	
Summary of child's motor skills		no summary	Partial summary, not all motor skills addressed	Motor skills addressed, but paper is disorganized and all sections are not together, or there is repetition.	All skills addressed and summarized. Section is structured well and refers back to information gathered during assessment.	
	10	0	5	7	10	
ID and assessment of child's emerging skills		Child's emerging skills not addressed	Emerging skills listed, but not evaluated	Emerging skills listed, and an attempt is made to evaluate the skills	All emerging skills are listed and evaluated.	
	7	0	2	4	7	
Suggestions and explanations for types of activities to help with emerging skills or lacks in complete skills		No suggestions for types of activities	Activities listed, but not explained	Activities suggested, and some are relevant and age appropriate.	Activities are suggested, most are relevant and age appropriate.	Activities are suggested, almost all are relevant and age appropriate. References from text or other outside sources used to justify choices.
	10	0	3	5	7	10
Strengths and weaknesses of checklist		Checklist not assessed	Checklist assessment incomplete/ spotty, only 1 item addressed.	Checklist critiqued for strengths and weaknesses. Outside sources may be used to justify critique.		
	5	0	2.5	5		
Reflection on what was learned		This section is missing.	Incomplete with no critical thought about assessment apparent.	An attempt is made to critically address the assessment, but the information is spotty, general, and some of it may not be relevant to topic.	The assessment is critically addressed, relevant to topic, and includes specifics on what was learned.	
	7	0	2	4	7	
Grammar		Paper not spell checked nor proofread. Significant grammar issues, paper does not flow. Comprehension is difficult.	A few grammar errors, spelling is good, paper flow reasonably well.	Only 1-2 errors in grammar. Spelling is good. Paper flows reasonably well.	No more than 2 errors in grammar and spelling is good. References not correct. Paper flows well.	No spelling errors. Paper reads very well, excellent structure. References, if used, are correct.
	5	0	2	3	4	5
Total for group portion of assignment	50					

PA Journal Grading Rubric

	Excellent (63-70)	Good (56-62)	Fair (49-55)	Poor (<49)
Part 1 (70pts) Goals (35pts) _____	All goals (short & long) are SMART goals. ST goals demonstrate an understanding of appropriate steps to reach LT goal, and effort was clearly shown to reach goals.	Goals for the most part follow SMART. Most of goals show appropriate steps to LT goal and effort was clearly shown to reach goals.	Missing some goals. Most do not adhere to SMART goals nor show logical & appropriate steps towards LT goal.	Missing goals. Goals do not adhere to SMART goals.
Ex. Logs (30pts) _____	Exercise logs are completed for each week with thoughts before/after thorough.	Exercise logs are complete with mostly thorough data.	Exercise logs are incomplete.	Exercise logs are not present or incomplete.
Conclusion (5pts) _____	Conclusion is thorough & includes reflection of what was learned/gained from the assignment. Readiness of change is correct.	Conclusion was mostly complete, but lacking some depth. Readiness for change is correct.	Conclusion is missing or lacking depth and Readiness for change is incorrect or missing.	Conclusion is missing. Readiness for change is incorrect or missing.
Total Part 1 _____				
Part 2 (70pts) Strategies (30pts) _____	Correctly identified a different strategy each week that was appropriate for their stage of change. Order of strategy makes sense (what you use in wk 1 should be appropriate for wk 1, etc. Remember think, prepare, act!).	Correctly identified some different strategies throughout. Some strategies may be used in an order that doesn't make sense to change behavior, but some follow logical order (think, prepare, act).	Used some inappropriate strategies for this individual and may not have a strategy for each week. Used an illogical order for behavior change.	Did not use a strategy each week, used inappropriate strategies throughout.
Journal Entries (30pts) _____	Weekly journal entries are complete and thorough.	Weekly journals are present, but lack some thoroughness (i.e., may not give how you implemented the strategy or how it worked).	Incomplete or missing weekly journals.	Weekly journals were incomplete or missing altogether.
Conclusion (10pts) _____	Conclusion is complete with detailed reflection. Stage of change is present and correct.	Conclusion is present, but lacking detail. Stage of change is correct	Incomplete or missing conclusion. Stage of change missing or incorrect.	Conclusion lacking or missing and stage of change missing or incorrect.
Total Part 2 _____				
Writing (10pts) _____	Writing is free from grammatical errors. The writing uses good sentence structure, correct use of punctuation and clarity. (8-10pts)	Writing is mostly free from grammatical errors. Most of the paper uses good sentence structure and correct punctuation. (6-7pts)	Writing displays some grammatical errors, poor sentence structure and incorrect punctuation. Sentence clarity is problematic. (3-5pts)	Writing was not proof-read. It is full of grammatical errors with little sentence structure or clarity. (0-2pts)

Kin 315 Physical Activity Journal Grading Rubric

TOTAL _____

Appendix 1

KIN 315: Assignment 1

Physical Activity Journal Notebook

Assignment Description: This assignment has two components and will be typed, double-spaced and printed. Please submit this assignment with the grading rubric. The weekly exercise logs can be handwritten if you prefer.

Specific Project Components for Part 1:

1. Devise a long-term (6 wk) activity goal for this assignment, which **MUST** have a cardiovascular component.
2. Devise at least 1 short-term goal for each week leading up to your long-term goal.
3. Stage of readiness for change you are in when you start this assignment and last week of project.
4. Weekly exercise logs.
5. Conclusion: Please describe how you did in terms of your goals, adjustments that needed to be made, how you felt physically and emotionally throughout the process, and what you learned from the project.

Specific Project Components for Part 2:

1. Identify someone you know who is sedentary or underactive (not meeting the ACSM/AHA guidelines for physical activity). This can be a family member or a friend.
2. Determine what stage of change this person is in for PA (From “strategies” lecture), but they must be in either pre-contemplation or contemplation. If they are in the very early stages of preparation they can also be used (e.g., exercising no more than 1 time/week).
3. Spend the next 6 weeks using **the processes of change** appropriate to their stage of readiness to change to help them become physically active. First, they need to **start thinking** about PA, then **preparing** for PA, and finally **doing** PA. (Note: the appropriate processes of change may change over the 6 weeks).

*You need to choose at least 1 **new** strategy each week with your sedentary/inactive person. You may incorporate in other strategies discussed as well (i.e., listening to music), but only if/when it is appropriate for their stage of readiness.

4. Each week you need to document in a journal entry what strategy/strategies you used (i.e., helping relationships) and what you did specifically to foster PA with your sedentary/underactive individual. *Remember you need to incorporate in a different strategy in each week.
5. Write a conclusion for part 2 and include your perceptions, struggles, and any positive changes (even if small) you detected with your individual throughout the 6 weeks.

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Date modified: March, 2016

Curriculum Map

	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6
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KIN 325	M	M	M	M	M	M
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KIN 354			M	M		D
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PLOs Mapped onto ILOs

	ILO# 1	ILO# 1	ILO# 1	ILO# 1	ILO# 1	ILO# 1	ILO# 1
PLO #1 Describe the relationship between physical activity participation and health, wellness and quality of life.	Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good. (Critical Thinking)	Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities. (Critical Thinking)	Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources. (Critical Thinking; Quantitative Reasoning; Information Literacy)	Students communicate effectively in written and oral forms to interact within their personal and professional communities. (Written and Oral Communication)	Students use technology to access and communicate information in their personal and professional lives. (Component of Information Literacy)	Students use multiple methods of inquiry and research processes to answer questions and solve problems. (Critical Thinking; Quantitative Reasoning; Information Literacy)	Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world. (Critical Thinking)
PLO #2 Explain how the scientific process informs our understanding of physical activity			X			X	
PLO #3 Design and evaluate physical activity programs that promote health and improve quality of life			X	X	X		
PLO #4 Demonstrate an understanding and commitment to physical activity practice	X	X					
PLO #5 Critically evaluate information about physical activity from a scientific basis			X		X	X	
PLO #6 Critically evaluate research related to physical activity and its impact on health and chronic diseases.		X	X		X	X	

The first curricular question submitted for assessment in the academic year 2016-2017 was: **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 developing (Kin 300, PLO #5) and mastery (Kin 315, PLO #4) level information for selected program learning outcomes (PLOs). The courses proposed, PLOs addressed, and method of assessment were as follows:

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 - ii. Curriculum map: Learning outcome - *Developing*
2. Course: Exercise Psychology, KIN 315
 - a. PLO #4: *Demonstrate an understanding, and commitment to physical activity practice.*
 - i. Method of Assessment. Physical Activity Project: Students are required to set a personal activity goal and design their own physical activity program to accomplish this goal. Students will also work with another individual to teach specific strategies that promote health and improved quality of life to facilitate an optimal understanding and learning.
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1. Motor Development, KIN 300: method of assessment for PLO #5
 - a. Method of Assessment: Test of Gross Motor Development-2, Child Observation
2. Exercise Psychology, KIN 310: method of assessment for PLO #4
 - a. Method of Assessment: Physical Activity Project

What are the results of the direct methods of assessment?

The data collected for PLO #5 in Motor Development (Kin 300) are presented in Figure 1. Based on the data collected, the majority of the students are meeting the standards set for successful attainment of the proposed program learning outcomes. The data represent the percentage of students that successfully obtained and A (90-100%), B (80-89%), C (70-79%), D (60-69%), or F (< 60%). In order to pass the course, students majoring in kinesiology must receive a minimum grade of C. Therefore, the results are as follows:

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Performance - Direct Assessment	1. More than 90 percent correct selected assignment, 2. 100% of data collected from selected assignment, and 3. Report percentage performance of students meeting this criteria.	1. More than 80 percent correct selected assignment, 2. 100% of data collected from selected assignment, and 3. Report percentage performance of students meeting this criteria.	1. More than 70 percent correct selected assignment, 2. 100% of data collected from selected assignment, and 3. Report percentage performance of students meeting this criteria.	1. More than 60 percent correct selected assignment, 2. 100% of data collected from selected assignment, and 3. Report percentage performance of students meeting this criteria.	1. Less than 60 percent correct selected assignment, 2. 100% of data collected from selected assignment, and 3. Report percentage performance of students meeting this criteria.
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Figure 1. KIN 300, Motor Development scores expressed as a percentage for PLO #5.

PLO #5 - Critically evaluate information about physical activity from a scientific basis

For the TGMD-2, child observation assignment, students worked in a group to assess the gross motor development of a child between 3-8 years of age. Using knowledge gained from class lectures, class literature, and the TGMD-2 tool itself; students evaluated the motor development of a child. After data collection, students further evaluated the available literature to develop and write a report on their findings. This assignment is a good method of assessment for developing PLO #5.

What elements of the student learning assessment are successful?

Students did well on this assignment, all scoring a C grade or above. To summarize, 45% of the students received an A, 21% received a B, and 34% received a C.

- ⇒ The group work required for the child observation/assessment part was done well by most students. The students organized their own groups, found a child to assess, and coordinated with the child's parents and their group members to find a time to assess the child, and, as a group, assessed the child.
- ⇒ Part of the assignment included critically assessing the tools provided for the assessment as well as reviewing the current literature on the topic of child motor skill assessment. The critical thought components still need further development in some work groups. However, as this category is developing for Kin 300, there is room to work on it.

Is this assignment a good measure of evidence for the PLO?

- ⇒ This is a good measure of evidence for PLO #5, however, modifications of the rubric needs to be made (see below).

If not, what modifications will be made?

Data for this report were collected in Fall 2016 for Motor Development (Kin 300). After reviewing the data, we have modified the rubric and made some of the pieces more explicit to better assess PLO #5. In addition, the rubric has been modified to include detail and clarity for the requirements for each component of the assignment.

PLO #4: Demonstrate an understanding and commitment to physical activity practice.

Students were required to set a personal activity goal and design their own physical activity program to accomplish this goal. Students were also required to work with another individual to teach specific strategies that promote health and improved quality of life to facilitate an optimal understanding and learning. This assignment directly addresses PLO #4.

Is this assignment a good measure of evidence for the PLO?

Yes, this is a good measure of evidence for the PLO. This assignment gives students the opportunity to make a personal commitment to physical activity practice. Furthermore, this experience, and the various components, allows students to use their understanding and appreciation of physical activity while working with another individual. This assignment and concomitant experience forces a deeper understanding of the benefits of physical activity.

What are the results of the direct methods of assessment?

The data collected for **PLO #4 (Exercise psychology)** are presented below. Please note, that the following summary is presented by the instructor as the data collected was not in the format needed for the proposed analysis.

Based on the data collected, the majority of the students are meeting the standards set for successful attainment of the proposed program learning outcomes. Grades were A's and B's (135-150=A; 120-134=B). In order to pass the courses, students majoring in kinesiology must receive a minimum grade of C. Therefore, the summary of the results are as follows:

- ⇒ Students with lower grades tended to have difficulty with goal setting and developing strategies to engage the person in active behavior. In order to improve students' application of knowledge for goal setting I will change the requirement to include: 1) approval of the long-term goal, and 2) short-term goals, set to help achieve the long-term goal, must be set weekly (5 short-term goals). Setting this structure should help students incorporate a developmental structure for goal attainment. In order to improve performance on students' development of strategies to change behavior, based on where they are in relation to the stages of readiness, I will work with the students to develop **new** strategies each week that are specific to their case.

What have we learned from this process?

1. After reviewing the prior year's plan and our outcome measures, the Kinesiology department addressed assignments, PLOS, rubrics, and what was expected of faculty. For example, at our faculty retreat, we explained the process and provided a set of questions, discussed the type and specificity of data and the connection of the data to faculty scoring rubrics. However, the information we received did not correspond to the information collected. At the spring retreat we will develop a strategy for this process that will work for all faculty. It may include collecting rubrics and setting up the data collection sheets such that all the faculty need to do is fill in the information.
2. There is still some difficulty with writing methods of assessment with our students, partially due to varying levels of writing ability and in some cases due to an inability to write in a clear, concise, and comprehensive manner. Faculty continue to refer students to the Learning & Writing Center and several faculty have incorporated scaffolded writing assignments.
3. The results of this report will be distributed to the faculty and future discussions will ensue at the retreat.

Have we successfully answered our proposed curricular question, "Are the upper division courses providing students with the knowledge, technique, and practical application necessary to be successful in the field of Kinesiology?"

Yes, the measures of evidence for the PLOs assessed in Motor Development and Exercise Psychology are providing students with the necessary tools to be successful in the field of Kinesiology. As mentioned in the report, there needs to be more in-depth information provided from the rubrics. However, the skill sets obtained from both the TGMD-2 Child Observation (Kin 300) and the Physical Activity Journal (Kin 315) are very important pieces of the Kinesiology field, and the training needed to use these items will transfer well in all related parts of the Kinesiology field.

The Following Rubrics were used as Methods of Assessment for:

1. Motor Development (page 7)
2. Physical Journal Activity Grading Rubric (page 8)
3. Physical Activity Journal Notebook (page 9)

Kin 300 Motor Development Test of Gross Motor Development-2 Rubric

Motor skill assessment form	Total possible points	No assessment form	Incomplete /incorrect form	All of form is mostly correct, but graph not plotted.	Correct and complete form	
	3	0	1	2	3	
Plan of action		No plan of action included with paper	Incomplete plan of action/not all students listed with role	Plan of action mostly complete, most of student duties included.	All students listed, role included. Time line and action plan for project included.	
	3	0	1	2	3	
Summary of child's motor skills		no summary	Partial summary, not all motor skills addressed	Motor skills addressed, but paper is disorganized and all sections are not together, or there is repetition.	All skills addressed and summarized. Section is structured well and refers back to information gathered during assessment.	
	10	0	5	7	10	
ID and assessment of child's emerging skills		Child's emerging skills not addressed	Emerging skills listed, but not evaluated	Emerging skills listed, and an attempt is made to evaluate the skills	All emerging skills are listed and evaluated.	
	7	0	2	4	7	
Suggestions and explanations for types of activities to help with emerging skills or lacks in complete skills		No suggestions for types of activities	Activities listed, but not explained	Activities suggested, and some are relevant and age appropriate.	Activities are suggested, most are relevant and age appropriate.	Activities are suggested, almost all are relevant and age appropriate. References from text or other outside sources used to justify choices.
	10	0	3	5	7	10
Strengths and weaknesses of checklist		Checklist not assessed	Checklist assessment incomplete/ spotty, only 1 item addressed.	Checklist critiqued for strengths and weaknesses. Outside sources may be used to justify critique.		
	5	0	2.5	5		
Reflection on what was learned		This section is missing.	Incomplete with no critical thought about assessment apparent.	An attempt is made to critically address the assessment, but the information is spotty, general, and some of it may not be relevant to topic.	The assessment is critically addressed, relevant to topic, and includes specifics on what was learned.	
	7	0	2	4	7	
Grammar		Paper not spell checked nor proofread. Significant grammar issues, paper does not flow. Comprehension is difficult.	A few grammar errors, spelling is good, paper flow reasonably well.	Only 1-2 errors in grammar. Spelling is good. Paper flows reasonably well.	No more than 2 errors in grammar and spelling is good. References not correct. Paper flows well.	No spelling errors. Paper reads very well, excellent structure. References, if used, are correct.
	5	0	2	3	4	5
Total for group portion of assignment	50					

PA Journal Grading Rubric

	Excellent (63-70)	Good (56-62)	Fair (49-55)	Poor (<49)
Part 1 (70pts) Goals (35pts) _____	All goals (short & long) are SMART goals. ST goals demonstrate an understanding of appropriate steps to reach LT goal, and effort was clearly shown to reach goals.	Goals for the most part follow SMART. Most of goals show appropriate steps to LT goal and effort was clearly shown to reach goals.	Missing some goals. Most do not adhere to SMART goals nor show logical & appropriate steps towards LT goal.	Missing goals. Goals do not adhere to SMART goals.
Ex. Logs (30pts) _____	Exercise logs are completed for each week with thoughts before/after thorough.	Exercise logs are complete with mostly thorough data.	Exercise logs are incomplete.	Exercise logs are not present or incomplete.
Conclusion (5pts) _____	Conclusion is thorough & includes reflection of what was learned/gained from the assignment. Readiness of change is correct.	Conclusion was mostly complete, but lacking some depth. Readiness for change is correct.	Conclusion is missing or lacking depth and Readiness for change is incorrect or missing.	Conclusion is missing. Readiness for change is incorrect or missing.
Total Part 1 _____				
Part 2 (70pts) Strategies (30pts) _____	Correctly identified a different strategy each week that was appropriate for their stage of change. Order of strategy makes sense (what you use in wk 1 should be appropriate for wk 1, etc. Remember think, prepare, act!).	Correctly identified some different strategies throughout. Some strategies may be used in an order that doesn't make sense to change behavior, but some follow logical order (think, prepare, act).	Used some inappropriate strategies for this individual and may not have a strategy for each week. Used an illogical order for behavior change.	Did not use a strategy each week, used inappropriate strategies throughout.
Journal Entries (30pts) _____	Weekly journal entries are complete and thorough.	Weekly journals are present, but lack some thoroughness (i.e., may not give how you implemented the strategy or how it worked).	Incomplete or missing weekly journals.	Weekly journals were incomplete or missing altogether.
Conclusion (10pts) _____	Conclusion is complete with detailed reflection. Stage of change is present and correct.	Conclusion is present, but lacking detail. Stage of change is correct	Incomplete or missing conclusion. Stage of change missing or incorrect.	Conclusion lacking or missing and stage of change missing or incorrect.
Total Part 2 _____				
Writing (10pts) _____	Writing is free from grammatical errors. The writing uses good sentence structure, correct use of punctuation and clarity. (8-10pts)	Writing is mostly free from grammatical errors. Most of the paper uses good sentence structure and correct punctuation. (6-7pts)	Writing displays some grammatical errors, poor sentence structure and incorrect punctuation. Sentence clarity is problematic. (3-5pts)	Writing was not proof-read. It is full of grammatical errors with little sentence structure or clarity. (0-2pts)

Kin 315 Physical Activity Journal Grading Rubric

TOTAL _____

Appendix 1

KIN 315: Assignment 1

Physical Activity Journal Notebook

Assignment Description: This assignment has two components and will be typed, double-spaced and printed. Please submit this assignment with the grading rubric. The weekly exercise logs can be handwritten if you prefer.

Specific Project Components for Part 1:

1. Devise a long-term (6 wk) activity goal for this assignment, which **MUST** have a cardiovascular component.
2. Devise at least 1 short-term goal for each week leading up to your long-term goal.
3. Stage of readiness for change you are in when you start this assignment and last week of project.
4. Weekly exercise logs.
5. Conclusion: Please describe how you did in terms of your goals, adjustments that needed to be made, how you felt physically and emotionally throughout the process, and what you learned from the project.

Specific Project Components for Part 2:

1. Identify someone you know who is sedentary or underactive (not meeting the ACSM/AHA guidelines for physical activity). This can be a family member or a friend.
2. Determine what stage of change this person is in for PA (From “strategies” lecture), but they must be in either pre-contemplation or contemplation. If they are in the very early stages of preparation they can also be used (e.g., exercising no more than 1 time/week).
3. Spend the next 6 weeks using **the processes of change** appropriate to their stage of readiness to change to help them become physically active. First, they need to **start thinking** about PA, then **preparing** for PA, and finally **doing** PA. (Note: the appropriate processes of change may change over the 6 weeks).

*You need to choose at least 1 **new** strategy each week with your sedentary/inactive person. You may incorporate in other strategies discussed as well (i.e., listening to music), but only if/when it is appropriate for their stage of readiness.

4. Each week you need to document in a journal entry what strategy/strategies you used (i.e., helping relationships) and what you did specifically to foster PA with your sedentary/underactive individual. *Remember you need to incorporate in a different strategy in each week.
5. Write a conclusion for part 2 and include your perceptions, struggles, and any positive changes (even if small) you detected with your individual throughout the 6 weeks.