Core Competency:
Quantitative Literacy
Outcome Measure:
Exercise Physiology (KIN 340) Signature Assignment: Case Analysis and Lab
Criteria for Success (if applicable): 80% of students will be at "3" or higher
Longitudinal Data (Fall 2014-Spring 2018)

Quantitative Literacy skill	% of students achieving "3" or higher (Pooled Data) (N=33)	% of students achieving "3" or higher (Fall 2014) (N=21)	% of students achieving "3" or higher (Spring 2015) (N=12)
Interpretation	88%	90%	83%
Representation	76%	85%	58%
Calculation	62%	66%	58%
Application/Analysis	67%	71%	58%
Assumptions	85%	85%	83%
Communication	82%	80%	82%
Quantitative Literacy skill	**% of students achieving "3" or higher (Pooled Data) (N=45)**	**% of students achieving "3" or higher (Fall 2015) (N=18)**	**% of students achieving "3" or higher (Spring 2016) (N=27)**
Interpretation	96%	96%	96%
Representation	94%	91%	96%
Calculation	94%	91%	96%
Application/Analysis	94%	91%	96%
Assumptions	98%	96%	100%
Communication	96%	96%	96%
Quantitative Literacy skill	**% of students achieving "3" or higher (Pooled Data) (N=39)**	**% of students achieving "3" or higher (Fall 2016) (N=20)**	**% of students achieving "3" or higher (Spring 2017) (N=19)**
Interpretation	97%	100%	94%
Representation	90%	85%	94%
Calculation	92%	90%	94%
Application/Analysis	87%	90%	84%
Assumptions	95%	90%	100%
Communication	95%	95%	94%
Quantitative Literacy skill	**% of students achieving "3" or higher (Pooled Data) (N=43)**	**% of students achieving "3" or higher (Fall 2017) (N=25)**	**% of students achieving "3" or higher (Spring 2018) (N=18)**
Interpretation	98%	96%	100%
Representation	92%	84%	100%
Calculation	86%	72%	100%
Application/Analysis	86%	72%	100%
Assumptions	96%	92%	100%
Communication	98%	96%	100%

Interpretation:
For the academic school year and the spring semester we met our criteria for success in each of the categories on the quantitative literacy rubric. During the fall of 2017, we did not meet the criteria for success in the categories of calculation and application. As mentioned in the fall 2017 data, these two categories are interrelated. Therefore, if the student miscalculates they may also draw the incorrect conclusions. It is also plausible that students make the correct calculations but lack the ability to synthesize and apply the data to clinical practice.
Changes to be:
No changes to be made at this time.
Rubric Used:
ACC&U Quantitative Literacy Rubric

Core Competency:
Critical Thinking
Outcome Measure:
Exercise Physiology (KIN 340) Signature Assignment: Concept Map Paper
Criteria for Success (if applicable): 80% of students will be at "3" or higher

Longitudinal Data (From Fall 2014 – Spring 2018):

Critical Thinking skill	% of students achieving "3" or higher (Pooled Data) (N=39)	% of students achieving "3" or higher (Fall 2014) (N=25)	% of students achieving "3" or higher (Spring 2015) (N=14)
Explanation of issues	72%	72%	70%
Evidence	67%	68%	63%
Influence of context & assumptions	74%	76%	71%
Student's position	77%	80%	70%
Conclusions and related outcomes	62%	64%	76%
Critical Thinking skill	**% of students achieving "3" or higher (Pooled Data) (N=46)**	**% of students achieving "3" or higher (Fall 2015) (N=18)**	**% of students achieving "3" or higher (Spring 2016) (N=28)**
Explanation of issues	79%	67%	90%
Evidence	80%	67%	93%
Influence of context & assumptions	86%	78%	93%
Student's position	91%	89%	93%
Conclusions and related outcomes	79%	67%	90%
Critical Thinking skill	**% of students achieving "3" or higher (Pooled Data) (N=39)**	**% of students achieving "3" or higher (Fall 2016) (N=20)**	**% of students achieving "3" or higher (Spring 2017) (N= 19)**
Explanation of issues	75%	70%	80%
Evidence	85%	75%	95%
Influence of context & assumptions	88%	80%	95%
Student's position	82%	75%	89%
Conclusions and related outcomes	80%	75%	84%
Critical Thinking skill	**% of students achieving "3" or higher (Pooled Data) (N=67)**	**% of students achieving "3" or higher (Fall 2017) (N=26)**	**% of students achieving "3" or higher (Spring 2018) (N= 41)**
Explanation of issues	87%	88%	85%
Evidence	80%	81%	78%
Influence of context & assumptions	81%	84%	78%
Student's position	88%	92%	83%
Conclusions and related outcomes	82%	91%	73%

Interpretation:
All criteria were met for the academic school year when we look at the pooled data. When assessing the critical thinking competency on a semester basis we did not meet the criteria for success for the spring 2018 semester. The three areas that were under the criteria include: evidence, influence of context and assumptions and conclusions. These three categories are also interrelated and rely heavily on the student's ability to select quality peer reviewed research articles and analyze their conclusions.
Changes to be made:
Our pooled data for the academic school year meets the criteria for success. If a trend towards not meeting this criterion continues we will need to re-asses the curriculum to determine where we can introduce evidence based practice principles earlier on in the student experience. We have already made one change to our KIN 101 introduction course, which now introduces freshmen to evidence based principles, and deduction of peer reviewed research articles. Additionally, the department recently created a capstone course where student will have another exposure to writing a research paper.
No changes to be made.
Rubric Used:
ACC&U Critical Thinking

Core Competency:
Information Literacy
Outcome Measure:
Exercise Physiology (KIN 340) Signature Assignment: Concept Map Paper
Criteria for Success (if applicable): 80% of students will be at "3" or higher
Longitudinal Data (From Fall 2014 – Spring 2018):

Information Literacy skill		% of students achieving "3" or higher (Pooled Data) (N=38)	% of students achieving "3" or higher (Fall 2014) (N=25)	% of students (S
Determine Information needed		79%	76%	
Access Information		87%	80%	
Evaluate Information & Sources		59%	56%	
Use Information		74%	80%	
Access & Use Info Legally & Ethically		95%	96%	
Information Literacy skill		**% of students achieving "3" or higher (Pooled Data) (N=46)**	**% of students achieving "3" or higher (Fall 2015) (N=18)**	**% of students (S**
Determine Information needed		79%	72%	
Access Information		79%	72%	
Evaluate Information & Sources		71%	56%	
Use Information		73%	56%	
Access & Use Info Legally & Ethically		85%	83%	
Information Literacy skill		**% of students achieving "3" or higher (Pooled Data) (N=39)**	**% of students achieving "3" or higher (Fall 2016) (N=19)**	**% of students (S**
Determine Information needed		70%	65%	
Access Information		85%	79%	
Evaluate Information & Sources		78%	65%	
Use Information		77%	79%	
Access & Use Info Legally & Ethically		90%	79%	
Information Literacy skill		**% of students achieving "3" or higher (Pooled Data) (N=66)**	**% of students achieving "3" or higher (Fall 2017) (N=25)**	**% of students (S**
Determine Information needed		80%	80%	
Access Information		81%	76%	
Evaluate Information & Sources		69%	68%	
Use Information		77%	76%	
Access & Use Info Legally & Ethically		88%	88%	

Interpretation:
Information literacy continues to be one of our weaknesses within the core competency assessment. For this particular semester students did not meet the "Evaluate information and use information" criteria. Both of these criteria assess the student's ability to use various search engines and then organize and synthesize the research from the initial search.
Students in the Kinesiology Department have one point of contact with the library faculty and that is the first semester of their first year. During this session, they explore the libraries resources however it may be that students need a second exposure to the library resources when they become upper classmen.
Changes to be made:
Consider another classroom visit from library faculty during an upper division course, which will teach students not only have to use databases but how to identify quality articles.
Rubric Used:
ACC&U Information Literacy

Core Competency:
Written Communication
Outcome Measure:
Exercise Physiology (KIN 340) Signature Assignment: Concept Map Paper
Criteria for Success (if applicable): 80% of students will be at "3" or higher
Longitudinal Data (From Fall 2014 – Spring 2018):

Written Communication skill	% of students achieving "3" or higher (Pooled Data) (N=38)	% of students achieving "3" or higher (Fall 2014) (N=24)	% of students achieving "3" or higher (Spring 2015) (N=14)
Context/Purpose	82%	79%	86%
Content Development	70%	75%	64%
Genre/Disciplinary Conventions	82%	92%	71%
Sources & Evidence	75%	71%	79%
Syntax & Mechanics	80%	75%	86%
Written Communication skill	**% of students achieving "3" or higher (Pooled Data) (N=46)**	**% of students achieving "3" or higher (Fall 2015) (N=18)**	**% of students achieving "3" or higher (Spring 2016) (N=28)**
Context/Purpose	80%	67%	93%
Content Development	79%	67%	90%
Genre/Disciplinary Conventions	85%	72%	97%
Sources & Evidence	80%	67%	93%
Syntax & Mechanics	91%	89%	93%
Written Communication skill	**% of students achieving "3" or higher (Pooled Data) (N=39)**	**% of students achieving "3" or higher (Fall 2015) (N=19)**	**% of students achieving "3" or higher (Spring 2016) (N=20)**
Context/Purpose	76%	80%	75%
Content Development	77%	63%	90%
Genre/Disciplinary Conventions	87%	84%	90%
Sources & Evidence	84%	78%	90%
Syntax & Mechanics	87%	83%	90%
Written Communication skill	**% of students achieving "3" or higher (Pooled Data) (N=67)**	**% of students achieving "3" or higher (Fall 2017) (N=26)**	**% of students achieving "3" or higher (Spring 2018) (N=41)**
Context/Purpose	91%	97%	85%
Content Development	89%	95%	83%
Genre/Disciplinary Conventions	83%	96%	83%
Sources & Evidence	76%	73%	76%
Syntax & Mechanics	76%	82%	76%

Interpretation:
We did not meet the criteria for success for sources/evidence and syntax/mechanics. Please see explanation in the information literacy section.
Changes to be made:
Please see suggested changes in quantitative literacy and information literacy.
Rubric Used:
ACC&U Written Communication

Core Competency:
Oral Communication
Outcome Measure:
Motor Learning and Development (KIN 312) Signature Assignment: Motor Development Oral Presentation
Criteria for Success (if applicable): 80% of students will be at "3" or higher
Longitudinal Data (From Fall 2014 – Spring 2018):

Oral Communication skill	% of students achieving "3" or higher (Pooled Data) (N=19)	% of students achieving "3" or higher (Fall 2014) (N=7)	% of students achieving "3" or higher (Spring 2015) (N=12)
Organization	89%	70%	100%
Language	95%	99%	99%
Delivery	89%	85%	100%
Supporting material	89%	70%	100%
Central message	95%	85%	99%
Oral Communication skill	**% of students achieving "3" or higher (Pooled Data) (N=17)**	**% of students achieving "3" or higher (Fall 2015) (N=4)**	**% of students achieving "3" or higher (Spring 2016) (N=13)**
Organization	100%	100%	100%
Language	84%	75%	92%
Delivery	84%	75%	92%
Supporting material	88%	75%	100%
Central message	100%	100%	100%
Oral Communication skill	**% of students achieving "3" or higher (Pooled Data) (N=15)**	**% of students achieving "3" or higher (Fall 2016) (N=10)**	**% of students achieving "3" or higher (Spring 2017) (N=5)**
Organization	90%	100%	80%
Language	80%	80%	80%
Delivery	85%	90%	80%
Supporting material	85%	90%	80%
Central message	100%	100%	100%
Oral Communication skill	**% of students achieving "3" or higher (Pooled Data) (N=21)**	**% of students achieving "3" or higher (Fall 2016) (N=21)**	**% of students achieving "3" or higher (Spring 2018) (N=0)**
Organization	100%	100%	NA
Language	95%	95%	NA
Delivery	90%	90%	NA
Supporting material	100%	100%	NA
Central message	90%	90%	NA

Interpretation:
Data for the spring 2018 semester could not be interpreted! Unfortunately, the audio on the camera used to record the presentation was defective. More data will be collected in the fall of 2018 and spring of 2019. Oral communication overall has been one of the strongest core competencies for our department.
Changes to be made:
Consider having media services record presentations to avoid this issue in the future.
Rubric Used:
ACC&U Oral Communication