College of Health Sciences
Core Competency Data, 2019-2020

Core Competency: Quantitative Literacy

Outcome Measure: Exercise Physiology (KIN 3040) Signature Assignment: Case Analysis and Lab

Criteria for Success (if applicable): 80% of students will be at "3" or higher

Aligned with DQP Learning Areas:
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Quantitative Literacy skill	% of students achieving "3" or higher					
	Fall 2015 (N=18)	Spr 2016 (N=27)	Fall 2016 (N=20)	Spr 2017 (N=19)	Fall 2017 (N=25)	Spr 2018 (N=15)
Interpretation	96%	96%	100%	94%	96%	100%
Representation	91%	96%	85%	94%	84%	100%
Calculation	91%	96%	90%	94%	72%	100%
Application/Analysis	91%	96%	90%	84%	72%	100%
Assumptions	96%	100%	90%	100%	92%	100%
Communication	96%	96%	95%	94%	96%	100%
	Fall 2018 (N=22)	Spr 2019 (N=42)	Fall 2019 (N=NA)	Spr 2020 (N=39)		
Interpretation	86%	81%	NA	90%		
Representation	81%	81%	NA	90%		
Calculation	81%	74%	NA	92%		
Application/Analysis	81%	79%	NA	79%		
Assumptions	86%	79%	NA	84%		
Communication	99%	88%	NA	92%		

Interpretation:
Students in the department of Kinesiology are able to make assumptions, communicate and provide adequate interpretations at or above the criterion; however, application/analysis is an area where that we will keep an eye on to determine if improvement is needed. We hope that by exposing our students to scientific writing earlier in the department that we will see improvement in the number of students who can not only calculate outcomes but who are also good at applying the outcomes and making well thought out clinical decisions based on the results. Finally, we had a new professor teaching this course in the fall 2019, therefore data was not assessed.

Changes to be made:
Since we have new professors teaching the KIN 3040L course we will need to work with each of them to ensure they understand the assessment assignment and also work to calibrate them using the quantitative literacy skill rubric. In 18-19 we also worked as a department to integrate more writing assignments throughout the curriculum

Rubric Used:
ACC&U Quantitative Literacy Rubric

Core Competency: Critical Thinking

Outcome Measure: Exercise Physiology (KIN 3040) Signature Assignment: Case Analysis and Lab

Criteria for Success (if applicable): 80% of students will be at "3" or higher

Aligned with DQP Learning Areas:
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Critical Thinking skill	% of students achieving "3" or higher					
	Fall 2015 (N=18)	**Spr 2016 (N=28)**	**Fall 2016 (N=20)**	**Spr 2017 (N=19)**	**Fall 2017 (N=25)**	**Spr 2018 (N=26)**
Explanation of issues	67%	90%	70%	80%	88%	92%
Evidence	67%	93%	75%	95%	81%	92%
Influence of context & assumptions	78%	93%	80%	95%	84%	81%
Student's position	89%	93%	75%	89%	92%	92%
Conclusions and related outcomes	67%	90%	75%	84%	91%	81%
	Fall 2018 (N=27)	**Spr 2019 (N=42)**	**Fall 2019 (N=27)**	**Spr 2020 (N=38)**		
Explanation of issues	89%	74%	93%	76%		
Evidence	70%	76%	81%	87%		
Influence of context & assumptions	93%	90%	100%	95%		
Student's position	93%	98%	100%	95%		
Conclusions and related outcomes	74%	88%	93%	76%		

Interpretation:
Kinesiology faculty during the 18-19 academic school year worked to introduce writing assignments earlier on in the curriculum (KIN 1001, KIN 3012, KIN 4095). We hope that by exposing our students to scientific writing earlier in the major have lead to the improvements observed within the Critical Thinking rubric for the 19-20 AY. When both semesters were averaged together, we met the criteria, however, when you examine the spring semester we did not meet two of the criteria: explanation of issues and conclusions/related outcomes. Please see "Quantitative Rubric" for additional explanation.

Changes to be made:
No changes to be made.

Rubric Used
ACC&U Critical Thinking

Core Competency: Information Literacy

Outcome Measure: Exercise Physiology (KIN 3040) Signature Assignment: Case Analysis and Lab

Criteria for Success (if applicable): 80% of students will be at "3" or higher

Aligned with DQP Learning Areas:
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Information Literacy skill	% of students achieving "3" or higher					
	Fall 2015 (N=18)	**Spr 2016 (N=28)**	**Fall 2016 (N=19)**	**Spr 2017 (N=20)**	**Fall 2017 (N=25)**	**Spr 2018 (N=26)**
Determine Information needed	72%	86%	65%	75%	80%	88%
Access Information	72%	86%	79%	90%	76%	88%
Evaluate Information & Sources	56%	86%	65%	90%	68%	73%
Use Information	56%	90%	79%	75%	76%	84%
Access & Use Info Legally & Ethically	83%	86%	79%	100%	88%	88%
	Fall 2018 (N=27)	**Spr 2019 (N=42)**	**Fall 2019 (N=27)**	**Spr 2020 (N=38)**		
Determine Information needed	93%	71%	93%	71%		
Access Information	93%	74%	97%	82%		
Evaluate Information & Sources	63%	71%	81%	87%		
Use Information	74%	74%	77%	76%		
Access & Use Info Legally & Ethically	93%	88%	96%	92%		

Interpretation:
When we look across all of the core competencies the common theme among students in the Department of Kinesiology is that they have a difficult time selecting sources that are appropriate and important (Evaluate Information Sources) within the scope of the discipline and they also have difficulty communicating and synthesizing data (Uses Information Effectively to Accomplish a Specific Purpose). What is also apparent is that there is a difference in the percent of students who meet the departmental outcomes from fall to spring. Each fall, one faculty member is responsible for collecting and assessing the data however, in the spring we have two faculty who are collecting and assessing data. It may be time to recalibrate with the two faculty teaching this course.

Changes to be made:
The assessment coordinator and the two faculty for the course will have a recalibration day in November to ensure consistency in scoring.

Rubric Used: ACC&U Information Literacy

Core Competency: Written Communication

Outcome Measure: Exercise Physiology (KIN 3040) Signature Assignment: Concept Map Paper

Criteria for Success (if applicable): 80% of students will be at "3" or higher

Aligned with DQP Learning Areas:
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data (From Fall 2014 – Spring 2020 with each sectioned row as an academic year):

Written Communication	% of students achieving "3" or higher					
	Fall 2015 (N=18)	**Spr 2016 (N=28)**	**Fall 2016 (N=19)**	**Spr 2017 (N=20)**	**Fall 2017 (N=25)**	**Spr 2018 (N=26)**
Context/Purpose	67%	93%	80%	75%	97%	85%
Content Development	67%	90%	63%	90%	95%	83%
Genre/Disciplinary Conventions	72%	97%	84%	90%	96%	83%
Sources & Evidence	67%	93%	78%	90%	73%	76%
Syntax & Mechanics	89%	93%	83%	90%	82%	76%
	Fall 2018 (N=27)	**Spr 2019 (N=42)**	**Fall 2019 (N=27)**	**Spr 2020 (N=38)**		
Context/Purpose	88%	76%	93%	65%		
Content Development	70%	76%	85%	84%		
Genre/Disciplinary Conventions	93%	85%	100%	82%		
Sources & Evidence	93%	81%	93%	89%		
Syntax & Mechanics	74%	92%	100%	95%		

Interpretation:
Students in the Department of Kinesiology are generally doing well with written communication. The two areas that need improvement have been identified in the other core competencies and a plan to improve these outcomes is listed above.

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 3012) Signature Assignment: Motor Development Oral Presentation

Criteria for Success (if applicable): 80% of students will be at "3" or higher

Aligned with DQP Learning Areas:
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Oral Communication	% of students achieving "3" or higher					
	Fall 2015 (N=4)	Spr 2016 (N=13)	Fall 2016 (N=10)	Spr 2017 (N=5)	Fall 2017 (N=21)	Spr 2018 (N=0)
Organization	100%	100%	100%	80%	100%	NA
Language	75%	92%	80%	80%	95%	NA
Delivery	75%	92%	90%	80%	90%	NA
Supporting material	75%	100%	90%	80%	100%	NA
Central message	100%	100%	100%	100%	90%	NA
	Fall 2018 (N=0)	Spr 2019 (N=42)	Fall 2019 (N=33)	Spr 2020 (N=0)		
Organization	NA	100%	100%	NA		
Language	NA	95%	91%	NA		
Delivery	NA	88%	82%	NA		
Supporting material	NA	98%	100%	NA		
Central message	NA	98%	100%	NA		

Interpretation:
Student presentations in KIN 3012 were scheduled during the COVID-19 disruption, therefore, we have decided not to use the data since students presented their data in a new format. For this assignment instead of standing in front of their peers and faculty they were asked to voice over their presentations. Presentations for the spring were not live and therefore could not be compared to the

live presentations that have been conducted for our longitudinal data. Data for the fall 2019 is presented, we met all of the criteria for the oral communication competency.

Changes to be made:
Given the virtual start to the fall 2020 semester the faculty teaching this course was able to adjust the assignment. All students will now be presenting their research projects in a live zoom format. Therefore, assessment data will be available for fall 2020.

Rubric Used:
ACC&U Oral Communication