

College of Health Sciences
Undergraduate Kinesiology
 Applied Health Science (AHS)
 2025-2026

Learning Outcome #1b

Speak and write effectively to a target audience on essential information in health care.

Criteria for success: 80% of students will score 3 or higher AACU oral communication rubric

Signature Assignment: Passionate Speech

Course: KIN 4095

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

Oral Communication								
	Fa 2021 (N=28)	Sp 2022 (N=11)	Fa 2022 (N=22)	Fa 2023 (N=26)	Spr 2024 (N=25)	Fall 2024 (N=23)	Spr 2025 (N=24)	5 year Data
Organization	96%	100%	100%	100%	100%	96%	100%	99%
Language	82%	91%	95%	96%	93%	100%	100%	95%
Delivery	64%	82%	86%	81%	87%	83%	97%	82%
Supporting Material	89%	100%	100%	96%	100%	100%	100%	98%
Central Message	88%	100%	100%	100%	100%	100%	100%	98%

Please see below for data using a newly developed rubric (Fall 2025). In the summer of 2025, the faculty who teach KIN4095 convened to create a new rubric to more effectively assess the effectiveness of students' writing to a target audience on essential information in health care. The new rubric was used to score the vocation expertise paper, which is a signature assignment in KIN4095.

Longitudinal Data Oral Communication	% of students achieving "3" or higher			
	Fall 2025 (N=27)	Spring 2026 (N=14)		
Thesis/Call to Action	100%	100%		
Supporting Evidence & Examples	96%	86%		
Persuasive Appeals	100%	93%		
Organization & Sequencing	100%	86%		
Delivery	93%	100%		
Time Management	100%	79%		
Conclusion	100%	93%		

Interpretation and Conclusion: All criteria were met for this outcome with the exception of the category Time Management, but we will continue monitoring in future semesters.

Changes to be made: None at this time.

4.5 year data: All criteria were met for this outcome.

Rubric Used: KIN4095 Vocational Expertise Paper Rubric.

Criteria	Exemplary (A)	Proficient (B)	Developing (C)	Beginning (D)
Part I: Sense of Calling & Self-Awareness	Deeply insightful reflection on vocation, calling, and human flourishing; integrates Keller, Every Good Endeavor, and personal experience seamlessly; strong self-awareness and honest analysis of strengths/weaknesses; clear vision for local/global impact.	Clear reflection on vocation and calling; references course materials and personal experience; good self-awareness; vision for impact is present but less developed.	Some attempt to address vocation/calling; limited integration of course materials or personal experience; self-awareness is superficial; vision for impact is vague.	Minimal or unclear discussion of vocation/calling; little or no integration of course materials; lacks self-awareness; no clear vision for impact.
Part II: Expertise, Passion & Scholarly Support	Transitions smoothly from calling to a focused, critical analysis of a relevant topic; topic is clearly connected to career goals and theological concepts; uses at least 3 scholarly sources effectively; strong evidence and analysis; clear connection to human flourishing and God's calling.	Good transition from calling to topic; topic is relevant and mostly connected to career goals/theology; uses 3 scholarly sources; evidence and analysis are solid; connection to human flourishing/God's calling is present.	Transition from calling to topic is awkward or unclear; topic is somewhat relevant; scholarly sources are used but not well integrated; evidence/analysis are weak; connection to human flourishing/God's calling is limited.	Little or no transition; topic is unclear or irrelevant; lacks scholarly sources or misuses them; little evidence/analysis; no connection to human flourishing or God's calling.

Part III: Future Vision & Professional Development	Thoughtful, forward-looking reflection on transition to next steps; deeply analyzes how PLNU's education has prepared you; articulates clear hopes for growth; identifies past challenges and future strengths/weaknesses with insight.	Reflects on transition and preparation; discusses hopes for growth; identifies some past challenges and strengths/weaknesses.	Limited reflection on transition/preparation ; vague hopes for growth; superficial mention of challenges/strengths/weaknesses.	Minimal or unclear reflection on future; does not address preparation, growth, or strengths/weaknesses.
Integration & Organization	Essay is exceptionally well-organized; sections flow logically with creative/personal titles; transitions are smooth; ideas are clearly connected across all parts.	Essay is well-organized; sections are distinct and mostly flow logically; transitions are present; ideas are generally connected.	Organization is weak; sections are unclear or overlap; transitions are abrupt or missing; ideas are sometimes disjointed.	Disorganized; sections are missing or unclear; no logical flow; ideas are disconnected.
Academic Writing	Writing is clear, concise, and scholarly throughout; tone is appropriate; free of grammar/spelling errors; demonstrates strong command of academic style.	Writing is mostly clear and scholarly; tone is appropriate; few grammar/spelling errors; generally maintains academic style.	Writing is sometimes unclear or informal; some grammar/spelling errors; inconsistent academic style.	Writing is unclear or unprofessional; frequent grammar/spelling errors; lacks academic style.
Formatting & Word Count	Consistently follows APA 7th edition formatting; citations and references are flawless; within word limit; each section has a creative/personal	Mostly follows APA formatting; minor citation/reference errors; within word limit; section titles are present and appropriate.	Inconsistent APA formatting; several citation/reference errors; slightly over/under word limit; section titles are generic or unclear.	Little or no APA formatting; major citation/reference errors; significantly over/under word limit; section titles are missing or inappropriate.

	title that enhances the essay.			
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Learning Outcome #2

Critically evaluate and integrate new information into professional practice to solve relevant health care concerns.

Criteria for success: 80% of students will score 3 or higher on the AACU written communication rubric

Signature Assignment: Quantitative Literacy Lab Write Up

Course: KIN 3040

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

	% of students achieving "3" or higher							
Quantitative Literacy	Fa 2021 (N=15)	Spr 2022 (N=12)	Fa 2022 (N=15)	Sp 2023 (N=18)	Fa 2023 (N=10)	Spr 2024 (N=32)	Fall 2024 (N=23)	Spr 2025 (N=14)
Interpretation	87%	91%	87%	72%	90%	91%	71%	93%
Representation	93%	75%	87%	72%	90%	91%	92%	93%
Calculation	100%	100%	73%	89%	100%	91%	83%	93%
Application	73%	100%	73%	89%	100%	94%	88%	79%
Assumptions	100%	83%	80%	72%	80%	91%	96%	79%
Communication	100%	100%	80%	89%	100%	97%	96%	100%
	Fall 2025 (N=10)	Spring 2026 (N=19)						5 year data
Interpretation	100%	84%						87%
Representation	100%	79%						87%
Calculation	100%	89%						92%
Application	100%	95%						89%
Assumptions	100%	84%						87%
Communication	100%	95%						96%

Interpretation and conclusion: All criteria met for this learning outcome with the exception of the category of Representation. However, we are only off by 1% so we will continue to monitor future results.

5 year data: All criteria met for this learning outcome.

Changes to be made: None at this time.

Rubric Used: AACU Quantitative Literacy Rubric

Learning Outcome #3

Describe the mechanisms (i.e. metabolic, physiologic, biomechanical, and developmental) by which physical activity aids in health care settings.

Criteria for success: 80% of students will score 3 or better on the information literacy, critical thinking and written communication AACU rubrics

Signature Assignment: Concept Mapping and paper

Course: KIN 3040

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

Information Literacy	% of students achieving "3" or higher										
	Fa 2021 (N=15)	Spr 2022 (N=27)	Fa 2022 (N=16)	Spr 2023 (N=18)	Fa 2023 (N=10)	Spr 2024 (N=31)	Fa 2024 (N=18)	Sp 2025 (N=14)	Fa 2025 (N=10)	SP 2026 (N=27)	5 yr
Extent	93%	89%	88%	89%	100%	100%	94%	100%	100%	85%	94%
Access	100%	74%	88%	100%	100%	100%	94%	93%	100%	96%	95%
Evaluate	93%	96%	88%	100%	100%	97%	76%	79%	100%	67%	90%
Use	93%	89%	88%	94%	100%	97%	76%	71%	100%	82%	89%
Ethics	100%	93%	88%	100%	90%	100%	94%	100%	100%	96%	96%
Critical thinking											
Explain	100%	93%	88%	100%	90%	94%	71%	93%	100%	96%	93%
Evidence	100%	85%	88%	89%	100%	94%	77%	100%	100%	85%	91%
Assumptions	100%	93%	88%	100%	100%	94%	82%	100%	100%	100%	96%
Position	100%	93%	88%	100%	90%	100%	94%	100%	100%	100%	97%
Conclusions	93%	89%	100%	94%	100%	90%	76%	86%	100%	96%	93%

Written Rubric											
Purpose	93%	81%	100%	50%	100%	90%	65%	86%	90%	96%	84%
Content	100%	89%	81%	94%	90%	94%	76%	79%	100%	96%	89%
Conventions	100%	100%	88%	100%	100%	97%	94%	100%	100%	89%	97%
Sources	100%	96%	88%	100%	100%	100%	88%	93%	100%	100%	96%
Syntax	100%	100%	88%	100%	100%	97%	94%	100%	100%	93%	98%

Interpretation and Conclusion: All criteria were met for this learning outcome with the exception of the category Evaluate.

5 year data: All criteria met for this learning outcome.

Changes to be made: None at this time.

Rubric(s) Used: AACU information Literacy, Critical Thinking Rubric and Written Communication

Learning Outcome #4

Demonstrate preparedness to serve others in various health care settings through their selected vocation and calling.

Criteria for success: 80% of students will score a 3 or better the written communication rubric.

Signature Assignment: Vocational Expertise Paper

Course: KIN4095

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

Written Communication skill	% of students achieving "3" or higher								
	Fa 2021 (N=30)	Spr 2022 (N=11)	Fa 2022 (N=25)	Spr 2023 (N=21)	Fa 2023 (N=28)	Spr 2024 (N=16)	Fa 2024 (N=24)	Spr 2025 (N=24)	4.5 year
Context/Purpose	90%	100%	96%	95%	96%	100%	100%	100%	96%
Content Development	87%	90%	92%	95%	89%	100%	100%	100%	92%
Genre/Disciplinary Conventions	93%	82%	100%	81%	82%	100%	100%	100%	88%

Sources & Evidence	80%	100%	100%	81%	93%	94%	100%	96%		94%
Syntax & Mechanics	77%	100%	96%	86%	86%	94%	100%	96%		91%

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Longitudinal Data Oral Communication	% of students achieving "3" or higher		
	Fall 2025 (N=27)	Spring 2026 (N=14)	
Sense of Calling & Self-Awareness	100%	100%	
Expertise, Passion & Scholarly Support	100%	100%	
Future Vision & Professional Development	100%	93%	
Integration & Organization	100%	100%	
Academic Writing	100%	89%	

Interpretation and Conclusion: All criteria met.

5 Year Data: All criteria met.

Changes to be made: No changes need to be made at this time.

Rubric Used: KIN4095 Vocational Expertise Paper Rubric.

Criteria	Exemplary (A)	Proficient (B)	Developing (C)	Beginning (D)
Part I: Sense of Calling & Self-Awareness	Deeply insightful reflection on vocation, calling, and human flourishing; integrates Keller, Every Good Endeavor, and personal experience seamlessly; strong self-awareness and honest analysis of strengths/weaknesses	Clear reflection on vocation and calling; references course materials and personal experience; good self-awareness; vision for impact is present but less developed.	Some attempt to address vocation/calling; limited integration of course materials or personal experience; self-awareness is superficial; vision for impact is vague.	Minimal or unclear discussion of vocation/calling; little or no integration of course materials; lacks self-awareness; no clear vision for impact.

	s; clear vision for local/global impact.			
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Integration & Organization	Essay is exceptionally well-organized; sections flow logically with	Essay is well-organized; sections are distinct and mostly flow	Organization is weak; sections are unclear or overlap; transitions are abrupt or missing;	Disorganized; sections are missing or unclear; no

	creative/personal titles; transitions are smooth; ideas are clearly connected across all parts.	logically; transitions are present; ideas are generally connected.	ideas are sometimes disjointed.	logical flow; ideas are disconnected.
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Learning Outcome #4

Demonstrate preparedness to serve others in various health care settings through their selected vocation and calling.

Criteria for success: 70% of alumni will score “2” or above on a 4-point likert scale

Signature Assignment: None

Course: Alumni Survey

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

Please tell us if your Kinesiology course work enhanced your ability to:	2022 Alumni Survey (AHS) % of students achieving “2” or higher on 4-point likert scale (N=170)	2017 Alumni Survey (AHS) % of students achieving “2” or higher on 4-point likert scale (N=70)
Communicate effectively in the discipline (i.e. oral presentations, proposals)	97%	81%
Utilize the best current evidence to benefit my clients, patients and the community.	98%	77%
Engagement in service to others from various backgrounds	96%	73%
Integrating compassionate care and Christian faith with my professional practice	96%	80%
A commitment to Christ and His calling	95%	70%

Interpretation and Conclusion: All criteria were met for this outcome.

Changes to be made: No changes need to be made. The next alumni survey will be deployed in the summer of 2027.

Rubric Used: 4-point Likert scale (very much enhanced, much enhanced, enhanced, not enhanced)