

College of Health Science
Undergraduate Kinesiology
 Health and Human Performance (HHP), 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	% of students achieving “3” or higher						
			Spr 2021 (N=9)	Fa 2021 (N=12)	Spr 2022 (N=14)	Fa 2022 (N= 14)	Spr 2023 (N=9)
Organization			100%	100%	100%	86%	100%
Language			100%	100%	86%	64%	89%
Delivery			67%	64%	93%	57%	78%
Supporting Material			100%	100%	100%	71%	100%
Central Message			100%	82%	100%	86%	89%
	Fa 2023 (N=11)	Spr 2024 (N=14)	Fall 2024 (N=7)	Spring 2025 (N=15)			4.5-year data
Organization	100%	100%	100%	100%			99%
Language	91%	93%	100%	100%			91%
Delivery	91%	79%	100%	93%			80%
Supporting Material	100%	100%	100%	100%			97%
Central Message	100%	100%	100%	100%			94%

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=19)	Spring 2026 (N=18)
Thesis/Call to Action	100%	100%
Supporting Evidence & Examples	75%	100%
Persuasive Appeals	100%	100%
Organization & Sequencing	100%	89%
Delivery	100%	100%
Time Management	100%	89%
Conclusion	88%	100%

Interpretation and Conclusion: We met all criteria for the new outcomes.

Interpretation 4.5 year data: We made a shift in the spring of 2024 moving presentations back to face-to-face encounters and did not meet the criteria for delivery in the first face-to-face semester, therefore lowering our 5 year data. We are not concerned as this past semester results were great and with the transition to the new rubric, we will steadily begin to compare criteria for the new outcomes.

Changes to be made: None 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 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 title that enhances the essay.	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.

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 AACU quantitative reasoning 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

Quantitative Literacy	% of students achieving “3” or higher							
	Fall 2021 (N=9)	Spring 2022 (N=6)	Fall 2022 (N=7)	Spring 2023 (N=8)	Fall 2023 (N=13)	Spring 2024 (N=11)	Fall 2024 (N=6)	Spring 2025 (N=12)
Interpretation	92%	100%	100%	100%	92%	36%	66%	100%
Representation	92%	83%	100%	100%	93%	55%	100%	92%
Calculation	92%	100%	57%	88%	85%	55%	100%	92%
Application	79%	100%	86%	88%	85%	64%	100%	92%
Assumptions	100%	100%	100%	100%	92%	46%	100%	92%
Communication	100%	100%	86%	100%	92%	91%	100%	92%
	Fall 2025 (N=15)	Spring 2026 (N=8)						5-year data
Interpretation	100%	50%						83%
Representation	83%	50%						84%
Calculation	83%	75%						82%
Application	83%	75%						86%
Assumptions	100%	50%						87%
Communication	100%	75%						93%

Interpretation and conclusion: We did not meet any criteria for this outcome, primarily due to low sample sizes. This semester also represents our final semester of data collection for HHP students. Beginning in future assessment cycles, data will be instead collected from students in our newly established Health Sciences (HS) and Sport Science (SS) majors. Because the new program structure more intentionally distributes students across academic and career pathways, we anticipate a more balanced representation of student performance.

5 year data interpretation: The 5 year data provides strong evidence that we are meeting all criteria for this outcome, despite primarily low numbers due to the Spring 2024 semester scores. We look forward to what our data will look like with students in our new majors.

Changes to be made: At this point no changes need to be made.

Rubric Used: AACU Quantitative Literacy Rubric

Learning Outcome #3

Assess fitness and human movement to determine risk for injury and develop programs to improve human performance.

Criteria for success: 80% of students will score a 1 or better in areas where the criteria is set to 2, 2 or better in areas where the criteria is set to 3 and a 3 or better in areas where the criteria is set to 5

Signature Assignment: Movement Analysis Video

Course: KIN 3027

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

Movement Analysis	Fall 2021 (N=11)	Spr 2022 (N=5)	Fall 2022 (N=17)	Spr 2023 (N =8)	Fa 2023 (N = 19)	Spr 2024 (N=13)	Fall 2024 (N =16)	Spr 2025 (N =X)	Fall 2025 (N =11)
Format	100%	100%	100%	100%	100%	100%	88%	100%	80%
Description of Lab	91%	80%	94%	100%	100%	100%	100%	100%	60%
Graphs, Tables, Figures	100%	80%	94%	100%	100%	100%	100%	100%	80%
Conclusions	100%	80%	100%	100%	100%	100%	100%	100%	80%
Methods	100%	80%	100%	100%	100%	100%	100%	100%	80%
Results: Gait Analysis	90%	80%	100%	100%	100%	100%	100%	100%	80%
Results: Jumping Analysis	73%	80%	100%	100%	100%	100%	100%	100%	60%
Interpretations	100%	100%	100%	100%	100%	100%	100%	100%	80%

Movement Analysis	Spr 2026 (N=2)	Fall 2026 (N =)	Spr 2027 (N =)	Fall 2027 (N =)
Format	100%			
Description of Lab	100%			
Graphs, Tables, Figures	100%			
Conclusions	100%			
Methods	100%			
Results: Gait Analysis	100%			
Results: Jumping Analysis	100%			
Interpretations	100%			

Interpretation and conclusion: All criteria were met with the exception of description of lab and results: jumping analysis, related to a very small sample size.

Changes to be made: Our department made changes to majors (moved from AHS and HHP to HS and SS) so in future semesters we will begin to record and collect data from our new majors.

Rubric Used: Movement Analysis Video Rubric

Format	Full Marks (5 points)/(2 Points)	Partial (3 points)/(1 Point)	No Marks (0 points)	
Description of Lab	Full Marks (5 points)/(3 Points)	Partial (3 points)/(1.5 Points)	No Marks (0 points)	
Graphs, Tables, Figures	Excellent (5 points)/(2 points)	Average (3 points)/(1 point)	No Marks (0 points)	
Conclusions	Detailed (5 points)/(3 points)	Average (3 points)/(2 points)	No Marks (0 points)	
Methods	Detailed Descriptions (10 points)/(5 points)	Good (7 points)/(3.5 points)	Average (5 points)/(2.5 points)	No Marks (0 points)
Results: Gait Analysis	Detailed Descriptions of kinematics (10 points)/(5 points)	Good Descriptions (7 points)/(4 points)	Average (5 points)/(2.5 points)	No Marks (0 points)
Results: Jumping Analysis	Detailed Descriptions of kinematics (10 points)/(5 points)	Good Descriptions (7 points)/(4 points)	Average (5 points)/(2.5 points)	No Marks (0 points)
Interpretations	Detailed and well written (10 points)/(5 points)	Good (7 points)/(4 points)	Average (5 points)/(2.5 points)	No Marks (0 points)

Learning Outcome #4

Describe the mechanisms (i.e. metabolic, physiologic, biomechanical, and developmental) by which physical activity aids in health promotion, performance enhancement and disease prevention

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

% of students achieving “3” or higher											
Information Literacy	Fall 2021 (N=10)	Spr 2022 (N=12)	Fall 2022 (N=7)	Spr 2023 (N=8)	Fall 2023 (N=14)	Spr 2024 (N=11)	Fall 2024 (N=6)	Spr 2025 (N=10)	Fall 2025 (N=15)	Spr 2026 (N=21)	4.5 year data
Extent	100%	100%	100%	88%	100%	82%	100%	100%	67%	82%	91%
Access	100%	100%	86%	100%	100%	82%	100%	100%	83%	82%	93%
Evaluate	90%	100%	71%	100%	93%	73%	100%	80%	50%	55%	80%
Use	90%	92%	71%	100%	93%	73%	100%	80%	50%	73%	81%
Ethics	90%	100%	100%	100%	100%	100%	100%	90%	100%	91%	98%
Critical thinking	Fall 2021 (N=10)	Spr 2022 (N=11)	Fall 2022 (N=7)	Spr 2023 (N=8)	Fall 2023 (N=14)	Spr 2024 (N=11)	Fall 2024 (N=6)	Spr 2025 (N=10)	Fall 2025 (N=15)	Spr 2026 (N=21)	
Explain	100%	100%	86%	100%	78%	82%	100%	100%	83%	73%	89%
Evidence	90%	91%	86%	100%	85%	82%	100%	100%	67%	82%	89%
Assumptions	100%	100%	100%	100%	93%	82%	100%	100%	100%	100%	97%
Position	100%	100%	100%	100%	93%	91%	100%	100%	100%	73%	95%
Conclusions	100%	91%	86%	100%	78%	73%	100%	90%	100%	74%	88%
Written Rubric	Fall 2021 (N=10)	Spr 2022 (N=11)	Fall 2022 (N=7)	Spr 2023 (N=8)	Fall 2023 (N=14)	Spr 2024 (N=11)	Fall 2024 (N=6)	Spr 2025 (N=10)	Fall 2025 (N=15)	Spr 2026 (N=21)	
Purpose	80%	100%	86%	75%	71%	73%	100%	100%	100%	82%	87%
Content	100%	91%	86%	100%	86%	91%	100%	80%	83%	91%	90%
Conventions	100%	100%	100%	100%	100%	100%	100%	100%	83%	91%	97%
Sources	90%	100%	100%	100%	93%	91%	100%	100%	50%	73%	90%
Syntax	100%	91%	100%	100%	93%	100%	100%	100%	83%	91%	95%

Information Literacy: Two of the six competencies were not met—evaluate and use.

Critical Thinking: Three of the six competencies were not met—explain, position and conclusion.

Written Rubric: All but one criteria were met (sources).

5 year data: It is encouraging to look at our longitudinal data as all criteria were met despite not meeting this semester's criteria for success.

Changes to be made: As stated previously, beginning in future assessment cycles, data will be instead collected from students in our newly established Health Sciences (HS) and Sport Science (SS) majors. Because the new program structure more intentionally distributes students across academic and career pathways, we anticipate a more balanced representation of student performance.

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

Learning Outcome #5

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

Criteria for success: 80% of students will score a 3 or above on 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	% of students achieving “3” or higher						
	Fall 2021 (N=12)	Spring 2022 (N=13)	Fall 2022 (N=15)	Spring 2023 (N=9)	Fall 2023 (N=12)	Spr 2024 (N=15)	Fall 2024 (N=7)
Context/Purpose	83%	100%	93%	100%	100%	100%	100%
Content Development	100%	100%	67%	89%	75%	100%	100%
Genre/Disciplinary Conventions	100%	100%	60%	78%	92%	100%	100%
Sources & Evidence	92%	85%	100%	78%	75%	100%	100%
Syntax & Mechanics	92%	85%	67%	78%	92%	93%	100%
	Spring 2025 (N=15)						
Context/Purpose	100%						96%
Content Development	100%						92%
Genre/Disciplinary Conventions	100%						89%
Sources & Evidence	96%						94%

Syntax & Mechanics	95%						92%
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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=19)	Spring 2026 (N=18)		
Sense of Calling & Self-Awareness	100%	89%		
Expertise, Passion & Scholarly Support	100%	100%		
Future Vision & Professional Development	100%	89%		
Integration & Organization	100%	100%		
Academic Writing	100%	100%		

Interpretation and Conclusion: All criteria were met despite a continued small sample size.

4.5 year data: A glance at our 4.5 year data provides longitudinal evidence that we are meeting all criteria for this outcome.

Changes to be made: None 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.			
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	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.
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 title that enhances the essay.	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.

Learning Outcome #5

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

Criteria for success: 70% of students will report a specific role in vocational and other service activities.

Signature Assignment: Alumni Survey

Course: 2017 Alumni Survey (data reflective of our EXS major, now known as HHP)

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 % of students achieving “2” or higher on 4-point likert scale (N=41)	2017 Alumni Survey % of students achieving “2” or higher on 4-point likert scale (N=17)
Communicate effectively in the discipline (i.e. oral presentations, proposals)	97%	88%
Utilize the best current evidence to benefit my clients, patients and the community.	97%	88%
Engagement in service to others from various backgrounds	97%	70%
Integrating compassionate care and Christian faith with my professional practice	94%	82%
A commitment to Christ and His calling	97%	70%
Think logically and critically	97%	94%
Appreciation for the health consequences associated with inactivity	97%	88%

Interpretation and Conclusion: This data is extremely exciting and is a positive reflection of how our department is intentional about ensuring our students gain exposure to the skills they will use in their vocation. We met the criteria for all outcome measures. The n for this major was relatively small so we will

continue to look closely at the results of the new alumni survey data when we get those back in the summer.

Changes to be made: No changes at this time. The alumni survey will be sent in June of 2027.

Rubric Used: No rubric was used