

## Assessment Data Template - Kinesiology

**Learning Outcome: Kinesiology Learning Outcome #4 – Students will learn and grow in personal wholeness by being stewards of the human body**

**GELO 2a: Students will develop an understanding of self that fosters personal wellbeing**

**Outcome Measure: Fitness outcomes (Fitness (Heart Rate) and Body Fat % Body Composition)**

**Criteria for Success (if applicable):**

**Longitudinal Data: PED 100**

	Fall 2014		Spring 2015	
	Pre	Post	Pre	Post
<b>2-Minute Step Test (BPM)</b>	157	145	162	150
<b>Recovery 2-Minute Step (BPM)</b>	98	83	95	83
<b>Sit ups (1-minute timed)</b>	31	38	38	51
<b>Push-ups(1-minute timed)</b>	24	32	26	36
<b>Body Composition (Fat %)</b>	20	19	18	17
<b>Overall Personal Well-Being</b>	--	--	--	3.5

**GELO 2a: Students will develop an understanding of self that fosters personal wellbeing**

**Outcome Measure: Overall Personal Wellbeing**

**Criteria for Success (if applicable):** Students will score 3 or above on personal wellbeing rubric after taking PED 100

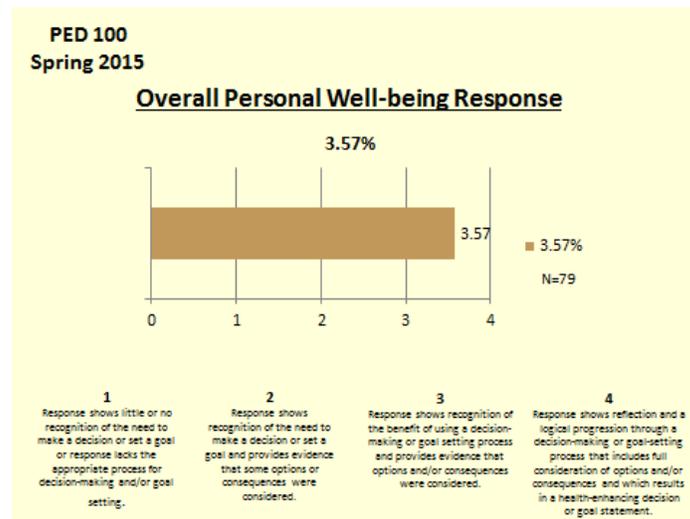


Figure 6. Self-reported personal well-being response rubric

**Conclusions Drawn from Data:**

The reductions in Heart Rate and Body Fat percentage along with the improvements in overall strength following enrollment in Fitness Through Movement provide evidence that participation in PED 100 does lead to improved fitness and overall well-being among students that participate in this class. Overall, there was an 8% reduction in Heart Rate following the completion of the class and a 15% decrease in the amount of time it took students to recover following the 2-minute step test. This indicates that students overall, were more fit by the time they completed the course. In addition to the objective data, we recently asked students to assess their overall well-being on a scale from 1-4 (See Figure 1). Students indicated that they not only improved in their fitness but also in the overall understanding of what it means to maintain a healthy life style.

**Changes to be Made Based on Data:**

At this time no changes need to be made, however, we are working to ensure that all PED 100 sections are using consistent measures of fitness, strength and body fat composition. Since there are currently five faculty who teach our section offerings working with these professors to create a syllabus that has similar learning outcomes is also a goal. We will also be searching for a more standardized way to assess self-reported well-being among the students who take this course.

**Rubric Used: (see Figure above)**

### Learning Outcome: Kinesiology Learning Outcome

#3 – Students will apply their emerging knowledge of health and fitness for the benefit of their clients, patients and the community

#4 – Students will learn and grow in personal wholeness by being stewards of the human body

GELO 2a: Students will develop an understanding of self that fosters personal wellbeing

### Outcome Measure: Body composition and Heart Rate

Criteria for Success (if applicable): at least 50% of students will improve in the fitness components (i.e. HR, Body Comp)

#### Longitudinal Data: PED 200

	Fa14s1	Fa14s2	Fa14s3	Sp15s2	Sp15s3		
HR Improvement	25	27	17	15	26	65	%
HR Decline	10	10	17	14	8	35	%
	0.71	0.73	0.50	0.52	0.76		
	0.29	0.27	0.50	0.48	0.24		
Body Comp Improvement	22	33	28	22	22	69	%
Body Comp Decline	13	7	10	14	13	31	%
	0.63	0.83	0.74	0.61	0.63		
	0.37	0.18	0.26	0.39	0.37		

#### Conclusions Drawn from Data:

On average 65% of Optimal Health students demonstrated improved cardiovascular fitness as measured by the Queen's College step test. One interesting observation is that students that were very active in the summer tend to have a better pretest than posttest heart rate even though they are still considered fit and healthy. This also applies to college athletes such as volleyball and soccer players who took their pretest during their competitive season and post test during their off season. Because the Pre and Post tests are based on improvement, these types of students (who are still very fit) are artificially lowering the class improvement average.

On average 69% of Optimal Health students demonstrated improved body composition as measured by a Skyndex caliper.

**Changes to be Made Based on Data:**

No changes need to be made.

**Rubric Used:**

Each individual was evaluated as either showing improved or not improved physical conditioning.

## Department of Kinesiology

### Core Competency Assessment 2014-2015

**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 (From Fall 2014 – Spring 2015):**

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%

**Interpretation:**

Students in the department of Kinesiology are able to make assumptions, communicate and provide adequate interpretations at or above the criterion; however, application and calculations are areas where improvement is needed.

None of the scores on this rubric were very concerning but bring to light a few areas in clinical application of the materials that need improvement across our majors.

**Changes to be made based on the data:**

1. We are currently in the process of making our introduction course (KIN 101 – Introduction to Kinesiology) more writing intensive. This change should expose our Freshmen students to scientific writing early on in their academic careers. We hope that by exposing our students to scientific writing earlier in the major 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.

**Rubric Used:**

ACC&U Quantitative Literacy Rubric

**Core Competency:**

Critical Thinking

**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 (From Fall 2014 – Spring 2015):**

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%

**Interpretation:**

The critical thinking core competency overall was our greatest weakness within the Department of Kinesiology. Unfortunately, we did not meet the established criteria for any of the established categories. Our two areas where students need improvement were evidence and as with our quantitative literacy core competency the ability to draw conclusions based on outcomes.

**Changes to be made:**

1. We are currently in the process of making our introduction course (KIN 101 – Introduction to Kinesiology) more writing intensive. This change should expose our freshmen students to scientific writing early on in the major. We hope that by exposing our students to scientific writing earlier in the major 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.
2. In courses where students are required to complete written reports which require them to search the literature and draw conclusions or calculate, we will place greater emphasis on sources and evidence. This may involve having the students hand in an annotated bibliography.

**Rubric Used:**

ACC&amp;U Critical Thinking

**Core Competency:**

Information 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 (From Fall 2014 – Spring 2015):**

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 achieving “3” or higher (Spring 2015) (N=14)
Determine Information needed	79%	76%	85%
Access Information	87%	80%	100%
Evaluate Information & Sources	59%	56%	64%
Use Information	74%	80%	83%
Access & Use Info Legally & Ethically	95%	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).

**Changes to be made:**

1. We are currently in the process of making our introduction course (KIN 101 – Introduction to Kinesiology) more writing intensive. This change should expose our freshmen students to scientific writing early on in the major. We hope that by exposing our students to scientific writing earlier in the major 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.
  - a. Create an assignment in KIN 101 which requires the students to turn in their search strategy, key terms, and a list of articles that would be used based on the search. The professor for this course can then provide feedback on the articles included in the assignment
  - b. Restructure KIN 101 to introduce evidence based medicine to our freshmen level students so they have a greater understanding on the importance of creating a systematic retrieval of evidence and understand how to critically appraise the evidence before them.

**Rubric Used:**

ACC&amp;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 2015):**

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%

**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 the information literacy, quantitative literacy and critical thinking core competency data for changes to be made

**Rubric Used:**

ACC&amp;U Written Communication

**Core Competency:**  
Oral Communication

**Outcome Measure:**  
Exercise Physiology (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 2015):**

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%

**Interpretation:**  
**Students in the Department of Kinesiology met all of the criteria for the oral communication skill.**

**Changes to be made:**  
At this time no changes need to be made in the curriculum

**Rubric Used:**  
ACC&U Oral Communication