

**Department of Kinesiology
Applied Health Science**

Department Learning Outcome: Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate essential information in their discipline

Applied Health Science Learning Outcome(s): Students will write technically in the context of review and synthesis of professional literature.

Criteria for success #1: 80% of students will score 3 or higher AACU written communication rubric

Signature Assignment: Concept Map Paper

Course: KIN 340

Rubric Used: AACU written communication

Written Communication skill	% of students achieving "3" or higher (Pooled Data from Fall 2015-Spring 2016) (N=42)	% of students achieving "3" or higher (Pooled Data from Fall 2016- Spring 2017) (N=28)	% of students achieving "3" or higher (Pooled Data from Fall 2017 – Spring 2018) (N=51)	% of students achieving "3" or higher (Pooled Data from Fall 2018 – Spring 2019) (N=44)
Context/Purpose	90%	71%	92%	88%
Content Development	86%	79%	88%	81%
Genre/Disciplinary Conventions	88%	93%	92%	95%
Sources & Evidence	86%	93%	77%	95%
Syntax & Mechanics	93%	96%	86%	97%

Interpretation and Conclusion:

All outcomes were met for this learning outcome. Overall, the longitudinal data suggests that are majors are becoming better writers. This is most likely attributed to a slight change in the curriculum which lead to increased writing across the majors in our core courses.

Changes to be made:

No changes at this time.

Department Learning Outcome: Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate essential information in their discipline

Applied Health Science Learning Outcome(s): Students will write technically in the context of review and synthesis of professional literature.

Criteria for success #1: 80% of students will score 3 or higher AACU written communication rubric

Course: KIN 101

Signature Assignment: Literature Review Paper

Rubric Used: See Below

Written Communication (KIN 101)	Applied Health Science Fall 15 (N=53)	Applied Health Science Fall 16 (N=59)	Applied Health Science Fall 17 (N=45)	Applied Health Science Fall 18 (N=60)
Organization	100	100	100	100
Grammar & Spelling	98	100	100	98
Depth of Information	91	85	96	92
Clarity of Writing	100	100	100	100

Interpretation and Conclusion:

It is encouraging to see the high percent of students within the Applied Health Science major performing well on written communication.

Changes to be made:

The department has made the suggestion to move to the AACU writing rubric in the fall of 2019. This will allow us to assess pre (KIN 101) and post data (KIN 495) writing data across the curriculum.

	10 points	8 points	6 points	4 points
Organization	Properly reviews current literature on the chosen topic	Some ideas connected to the chosen topic	Attempts to focus on an idea or topic with many ideas not clearly related or connected to the topic	Has little or no focus
Grammar and Spelling	No use of 1 st or 3 rd person tense. No grammatical or spelling errors	Very few uses of 1 st or 3 rd person tenses. Very few grammatical and spelling errors	Several uses of 1 st or 3 rd person tenses. Several grammatical and spelling errors	Written in 1 st or 3 rd person tense with many grammatical and spelling errors
Depth of Information	Draws concise and appropriate information and insights from multiple sources.	Draws appropriate information and insights from multiple sources.	Vague summary reporting of information.	No summary of the information being reported in the document.
Clarity of Writing	Presentation is clear, concise and sentences flow logically from idea to idea. Effective transition sentences, all terms/acronyms are defined.	Good sentence structure, adequate transitions between paragraphs, most terms/acronyms are defined.	Occasional poor sentence structure, transition between paragraphs unclear, some terms/acronyms are poorly defined.	Frequent poor sentence structure, unclear and disorganized, lacks transitions, ideas are not adequately developed, and terms are not defined.

Department Learning Outcome: Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate essential information in their discipline

Applied Health Science Learning Outcome(s): Students will write technically in the context of review and synthesis of professional literature.

Criteria for success #1: 70% of students will score 3 or higher on 4 point Likert scale within the alumni survey

Course: None – Alumni Data

Rubric Used: 4 point Likert scale (Very Much Enhanced, Much Enhanced, Enhanced, Not Enhanced)

2017 Alumni Data Please tell us if your Kinesiology course work enhanced your ability to:	Applied Health Science (N=70)
Write effectively within the discipline	71%

*4 point likert

Interpretation and Conclusion:

The criteria for this learning outcome was met.

Changes to be made:

While the criteria for this outcome was met, we are always looking for ways to improve student writing and communication. Students graduating from the department will take capstone course will provide our students with another opportunity to improve their communication skills and writing prior to graduating from Point Loma.

Department Learning Outcomes

1. Engage and demonstrate competence in current knowledge in human movement, physical fitness and/or allied healthcare.
2. Critically evaluate, creatively apply and effectively communicate essential information in their discipline.

Program Learning Outcome

1. Students can conceptualize, exhibit and teach from art they create reflecting the structure and function of the human body &/or the implements manipulated by or acting upon the body

Criteria for Success

1. 80% of students will score a 3 or higher on the Movement Analysis Video Rubric

Signature Assignment: Movement Analysis Video

Course: KIN 325

Rubric Used: Movement Analysis Rubric (see Below)

Movement Analysis	Applied Health Science Fall 2016 (N=34)	Applied Health Science Fall 2017 (N=35)
Content	65%	56%
Layout/Design	100%	100%
Technical Elements	100%	100%
Collaboration	100%	100%
Overall Average	91%	100%

Interpretation:

Students are still continuing to struggle with the content portion of this assignment. Now that the professor has samples of quality assignments, it may be helpful to share a few with the students so they have an understanding of the requirements for this particular area of the assignment.

Changes to be made:

Data was not collected in this course for the 18-19 school year. A new faculty member has been teaching this course. The department has worked with this professor to create a signature assignment. This signature assignment will differ from the one listed above.

Movement Analysis Video Rubric

Activity	Exemplary Score: 25	Proficient Score: 20	Partially Proficient Score: 15	Unsatisfactory Score: 10	Total Points in Each Section/Comments
Content	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.	There is focus that is maintained throughout the project. The project presents information in a accurate and organized manner that can be understood by the intended audience. Adequate evidenced of student learning and efforts are reflected in student's project.	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student's project.	____/25
Layout/Design	Organization of video presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding. Storyboard shows progression.	Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow. Storyboard shows general outline.	Adequate preparation and sequence is shown. Transitions are adequate. Titles are present. If storyboard is present, it shows the project in a broad outline.	Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video. Does not have a storyboard.	____/25
Technical Elements	The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are timed for smooth movement between scenes. Titles are legible. There are few technical problems, and none of a serious nature.	The camera work is generally smooth and the focus is usually crisp. Sound and visual files are mostly distortion free. Transitions provide a smooth movement between scenes. Titles are mostly legible. There are few technical problems.	The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion but it doesn't distract the viewer. There are some technical problems, but the viewer is able to follow the presentation	The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain significant distortion. Transitions are awkward between scenes. Titles are illegible. Technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content. If music is present it overshadows the assignment	____/25
Collaboration	Effective teamwork. The final product represents something that would have been impossible to accomplish working alone. Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Each student excels in every activity	Students worked together and were assigned different roles Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Most students excel in the activities	Presentation a result of a group effort, but only some members contributed Students select group members according to social desires. Some students in the group participate actively. Few students excel in the activities	Obvious that the presentation was created by one person Students make poor choices for group members. The group is unable to complete the video in a timely fashion	____/25

Department Learning Outcomes

1. Critically evaluate, creatively apply and effectively communicate essential information in their discipline.

Program Learning Outcomes

1. Students will communicate orally to a target audience in topics of medicine and exercise science.

Criteria for Success

1. 80% of students will score at least a 3 or above on a 5 point likert scale.

Signature Assignment: Problem Based Patient Assessment

Course: ATR 385

Rubric Used: See below

Mock Patient Assessment Rubric	Applied Health Science Fall 2016 (N=15)	Applied Health Science Fall 2017 (N=28)
How well did the student communicate with the patient?	100%	92%
Did the student ask the appropriate questions during history taking to full understand the patient's condition?	100%	96%
Did the student demonstrate competence in performing their physical exam of the patient?	100%	89%

*students graded on a 5 point Likert scale

Interpretation

Our students exceeded the criteria for success. During this assignment, students were asked to take a health history and to interact with actual health care practitioners. One interpretation of these results would be that our students are prepared to enter into the work force and are capable of effectively communicating with outside health care professionals.

Changes to be made

Data was not collected for the 18-19 school year. Discuss if it is possible to collect data again in this course using a similar assignment. The assignment above is no longer being required in this course.

Department Learning Outcomes

- 1. Critically evaluate, creatively apply and effectively communicate essential information in their discipline.

Program Learning Outcomes

- 1. Students will communicate orally to a target audience in topics of medicine and exercise science.

Criteria for Success

- 1. 80% of students will score at least a 3 or above on a 5 point likert scale.

Signature Assignment: Oral Presentation

Course: KIN 312

Rubric Used: AACU Oral Presentation Rubric

Oral Communication *Seniors Only	Applied Health Science Spring 19 (N=29)
Organization	100%
Language	97%
Delivery	83%
Supporting Material	97%
Central Message	97%

Interpretation:

The criteria for success was met for this program learning outcome

Changes to be made:

None at this time. However, in the 19-20 school year all graduating seniors will be required to take our capstone course where we will have one more opportunity to assess their oral communication.

Department Learning Outcomes

1. Critically evaluate, creatively apply and effectively communicate essential information in their discipline.

Program Learning Outcomes

1. Students will communicate orally to a target audience in topics of medicine and exercise science.

Criteria for Success

1. 70% of students will score at least a 2 or above on a 4 point Likert scale.

Course: None – Alumni Survey Data

Rubric Used: 4 point Likert Scale see below (Very Much Enhanced, Much Enhanced, Enhanced, Not Enhanced)

2017 Alumni Data Please tell us if your Kinesiology course work enhanced your ability to:	Applied Health Science (N=70)
Communicate effectively in the discipline (i.e. oral presentations, proposals)	81%

*4 point Likert Scale

Interpretation and Conclusion:

The criteria for this learning outcome was met.

Changes to be made:

While the criteria for this outcome was met, we are always looking for ways to improve student writing and communication. Students graduating from the department will take a professionally developmental capstone that will prepare them even more to write and communicate effectively within the profession.

Department Learning Outcomes

- 1. Students will apply their knowledge for the benefit of their clients, patients and the community.

Program Learning Outcomes

- 1. Undergraduates and alumni can promote the well-being of clients and community members

Criteria for Success

- 1. 70% of students will score at least a 3 or above on a 4 point Likert scale.

Course: None – Alumni Data

Rubric Used: 4 point Likert Scale (Very Much Enhanced, Much Enhanced, Enhanced, Not Enhanced)

2017 Alumni Data Please tell us if your Kinesiology course work enhanced your ability to:	Applied Health Science (N=70)
Utilize the best current evidence to benefit my clients, patients and the community.	77%
Grow in my personal wholeness (physical fitness/wellness, emotional health)	86%

Interpretation and Conclusion:

The criteria for this learning outcome was met.

Changes to be made:

None at this time. However, faculty within the department can continue to integrate evidence based practice and principles into the content where appropriate.

Department Learning Outcomes

- 1. Students will serve others in clinical, educational and/or athletic settings as they live out their vocation and calling.

Program Learning Outcomes

- 1. Alumni can report ethical treatment of others as per the example of Jesus Christ.

Criteria for Success

- 1. 70% of students will score at least a 3 or above on a 4 point likert scale.

Course: None – Alumni Data

Rubric Used: 4 point Likert scale (Very Much Enhanced, Much Enhanced, Enhanced, Not Enhanced)

2017 Alumni Data Indicate how much you think your experience in Kinesiology enhanced the following values.	Applied Health Science (N=70)
Engagement in service to others from various backgrounds	73%
Integrating compassionate care and Christian faith with my professional practice	80%
A commitment to Christ and His calling	70%

Interpretation and Conclusion:

The criteria for this learning outcome was met.

Changes to be made:

As a faculty we can always be working on ways to integrate our faith in and outside of the classroom.