

**Department of Kinesiology  
Exercise and Sport 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

**Exercise and Sport Science Learning Outcome(s):**

Describe the metabolic, physiologic, biomechanical, and developmental mechanisms by which participation in physical activity aids in health promotion and disease prevention. Speak and write effectively to a target audience on the prevention and intervention of relevant health problems.

**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=13)	% of students achieving “3” or higher (Pooled Data from Fall 2016-Spring 2017) (N=8)	% of students achieving “3” or higher (Data from Fall 2017-Spring 2018) (N=9)	% of students achieving “3” or higher (Data from Fall 2018-Spring 2019) (N=13)
Context/Purpose	77%	88%	78%	59%
Content Development	77%	75%	68%	50%
Genre/Disciplinary Conventions	85%	88%	100%	100%
Sources & Evidence	77%	75%	68%	50%
Syntax & Mechanics	77%	88%	65%	50%

**Interpretation and conclusions:**

Within the exercise and sport science major (upper division course) the criteria for being able to write effectively (85%) to a target audience was not met. It appears that based on the small sample of students being used in this assessment that students in this major have a difficult time giving context, utilizing outside resources and also with developing the content within a major paper. Ultimately, it may be that the criteria for this learning outcome is too high for this specific major or that these majors are not exposed to signature assignments that challenge them to develop content or utilize outside research sources.

**Changes to be made:**

We may need to reconsider as a department if the criteria for success in this particular major is too high. The majority of these students will be working in a clinical setting (personal training, conditioning and strength coaches, fitness leaders) where their ability to communicate effectively through oral communication is more instrumental than written communication. One other consideration is to reexamine the EXS major curriculum to determine if the assignments in each course are challenging students in their writing.

**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

**Exercise and Sport Science Learning Outcome(s):** Explain the health benefits associated with physical activity and exercise and the health consequences associated with inactivity.

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

**Course:** Alumni Survey

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

<b>2017 Alumni Data Please tell us if your Kinesiology course work enhanced your ability to:</b>	<b>Exercise &amp; Sport Science (N=16)</b>
Communicate effectively in the discipline (i.e. oral presentations, proposals)	88%
Appreciation for the health consequences associated with inactivity	88%

**Interpretation:**

The criteria for this learning outcome was met,

**Changes to be made:**

The data from this major includes both Exercise and Sport Science and Physical Education majors. As the Exercise and Sport Science major continues to grow and our population of alumni in this particular major gets larger we will need to deploy another alumni survey in 3-5 years.

**Department Learning Outcome:** Students will demonstrate an appreciation for the beauty and gift of the human body...and the benefits of optimal health and physical fitness...by actively pursuing a healthy life style.

**Exercise and Sport Science Learning Outcome(s):**

Describe the metabolic, physiologic, biomechanical, and developmental mechanisms by which participation in physical activity aids in health promotion and disease prevention. Speak and write effectively to a target audience on the prevention and intervention of relevant health problems.

**Criteria for success #1:** 80% of students will score 6 or higher

**Signature Assignment:** Literature Review Written Paper

**Rubric Used:** See below

<b>Written Communication (KIN 101)</b>	<b>Exercise and Sport Science Fall 2015 (N=11)</b>	<b>Exercise and Sport Science Fall 2016 (N=6)</b>	<b>Exercise and Sport Science Fall 2017 (N=17)</b>	<b>Exercise and Sport Science Fall 2018 (N=30)</b>
Organization	100	100	100	100
Grammar & Spelling	100	83	100	97
Depth of Information	80	100	88	93
Clarity of Writing	100	100	100	100

**Interpretation:**

We met all criteria for this learning outcome.

**Changes to be made:**

None

	<b>10 points</b>	<b>8 points</b>	<b>6 points</b>	<b>4 points</b>
<b>Organization</b>	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
<b>Grammar and Spelling</b>	No use of 1 <sup>st</sup> or 3 <sup>rd</sup> person tense. No grammatical or spelling errors	Very few uses of 1 <sup>st</sup> or 3 <sup>rd</sup> person tenses. Very few grammatical and spelling errors	Several uses of 1 <sup>st</sup> or 3 <sup>rd</sup> person tenses. Several grammatical and spelling errors	Written in 1 <sup>st</sup> or 3 <sup>rd</sup> person tense with many grammatical and spelling errors
<b>Depth of Information</b>	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.
<b>Clarity of Writing</b>	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 current knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate, creatively apply and effectively communicate essential information in their discipline.

**Exercise and Sport Science Learning Outcome(s):**

- 1) Speak and write effectively to a target audience on the prevention and intervention of relevant health problems
- 2) Explain the health benefits associated with physical activity and exercise and the health consequences associated with inactivity.

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

**Course:** None – Alumni Data

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

<b>2017 Alumni Data Please tell us if your Kinesiology course work enhanced your ability to:</b>	<b>Exercise and Sport Science (N=17)</b>
Write effectively within the discipline	88%
Communicate effectively in the discipline (i.e. oral presentations, proposals)	88%

\*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 a professionally developmental capstone that will prepare them even more to write and communicate effectively within the profession.

### 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.

### Exercise and Sport Science Program Learning Outcome

1. Design an exercise or strength training program to enhance all components of fitness, promote health and optimize performance.

### 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)

<b>Movement Analysis</b>	<b>Exercise and Sport Science Fall 2016 (N=6)</b>	<b>Exercise and Sport Science Fall 2017 (N=7)</b>
Content	50%	43%
Layout/Design	100%	100%
Technical Elements	100%	100%
Collaboration	100%	100%
Overall Average	87.5%	100%

### Interpretation:

Overall, it appears students are meeting the criteria for success in the areas of layout, technical elements and collaboration, however, we did not meet the criteria for success for the content portion of the assignment. One suggestion is for the professor of this course to make an assignment sample available to the students so they have a deeper understanding of what the requirements are for the content section 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. 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.

### Exercise and Sport Science Program Learning Outcome

2. Design an exercise or strength training program to enhance all components of fitness, promote health and optimize performance.

### Criteria for Success

2. 70% of students will score a 6 or higher on the Movement Analysis Video Rubric

**Signature Assignment:** Annual Plan Project

**Course:** EXS 370

Rubric Used: Annual Plan Project Rubric (see Below)

<b>Annual Plan Project</b>	<b>Fall 2018 (N=16)</b>	<b>Spring 2019 (N=2)</b>
Schedule	87.5	50
Mesocycle Planning	75	0
Microcycle Planning	87.5	0
Set & Rep Scheme	62.5	0
Exercise Selection	75	50
Volume Manipulation	87.5	0
Intensity Manipulation	75	0
Write-up Clarity	87.5	50
Write-up Content	62.5	50
Sources	93.75	0

### Interpretation

For the spring we did not meet the criteria for success in all of the outcomes.

### Changes to be made

None at this time. The low number of students is probably driving this data.



## Annual Planning Project Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Major Difficulty	Missing/Incoherent
Sport Schedule	Clearly communicated realistic competition schedule w/dates, labelled seasons, travel schedule, and relative importance of competitions	1 or more criteria are missing, inadequate, or unclear	2 or more criteria are missing, inadequate, or unclear	3 or more criteria are missing, inadequate, or unclear.	4 or more criteria are missing, inadequate, or unclear.	All or most criteria is missing, inadequate, or unclear.
Mesocycle Planning	Mesocycles and training blocks have specific emphases/goals, correct nomenclature, logical sequencing, are congruent with sport schedule, are congruent with sport demands, manage fatigue	1 or more criteria are missing, inadequate, or unclear	2 or more criteria are missing, inadequate, or unclear	3 or more criteria are missing, inadequate, or unclear.	4 or more criteria are missing, inadequate, or unclear.	All or most criteria is missing, inadequate, or unclear.
Microcycle Planning	Microcycles have specific emphasis/goals, logical weekly schedule, manage fatigue, contribute to mesocycle/block goals	1 or more criteria are missing, inadequate, or unclear	2 or more criteria are missing, inadequate, or unclear	3 or more criteria are missing, inadequate, or unclear.	4 or more criteria are missing, inadequate, or unclear.	All or most criteria is missing, inadequate, or unclear.
Set and Rep Scheme	Set and rep schemes are congruent with mesocycle, training block, and microcycle goals; make physiological sense; match intensity prescriptions; congruent with sport demands	1 or more criteria are missing, inadequate, or unclear	2 or more criteria are missing, inadequate, or unclear	3 or more criteria are missing, inadequate, or unclear.	4 or more criteria are missing, inadequate, or unclear.	All or most criteria is missing, inadequate, or unclear.
Exercise Selection	Exercise selection focusses on compound barbell movements (others okay as secondary), uses planned variation, transitions from general to specific, matches or supports sport-specific force, velocity, and/or kinematic requirements	1 or more criteria are missing, inadequate, or unclear	2 or more criteria are missing, inadequate, or unclear	3 or more criteria are missing, inadequate, or unclear.	4 or more criteria are missing, inadequate, or unclear.	All or most criteria is missing, inadequate, or unclear.
Volume Manipulation	Trend of higher volume in the offseason to lower volume as the season progresses, clear undulation of volume within mesocycles, clear volume manipulations to manage fatigue, congruent with mesocycle emphasis/goals	1 or more criteria are missing, inadequate, or unclear	2 or more criteria are missing, inadequate, or unclear	3 or more criteria are missing, inadequate, or unclear.	4 or more criteria are missing, inadequate, or unclear.	All or most criteria is missing, inadequate, or unclear.
Intensity Manipulation	Trend of lower intensity in the offseason to higher intensity as the season progresses, clear undulation of intensity within mesocycles, clear intensity manipulations to manage fatigue, congruent with mesocycle emphasis/goals	1 or more criteria are missing, inadequate, or unclear	2 or more criteria are missing, inadequate, or unclear	3 or more criteria are missing, inadequate, or unclear.	4 or more criteria are missing, inadequate, or unclear.	All or most criteria is missing, inadequate, or unclear.
Write-up Clarity	Organized in a logical manner, communicates clearly and concisely, defines terms when appropriate, does not ramble, very few or no grammatical errors	1 or more criteria are missing, inadequate, or unclear	2 or more criteria are missing, inadequate, or unclear	3 or more criteria are missing, inadequate, or unclear.	4 or more criteria are missing, inadequate, or unclear.	All or most criteria is missing, inadequate, or unclear.
Write-up Content	Addresses decisions at the macrocycle, mesocycle, block, microcycle, and day-to-day levels; uses relevant terminology appropriately; demonstrates clear understanding of training principles; provides evidence and sources to justify training decisions	1 or more criteria are missing, inadequate, or unclear	2 or more criteria are missing, inadequate, or unclear	3 or more criteria are missing, inadequate, or unclear.	4 or more criteria are missing, inadequate, or unclear.	All or most criteria is missing, inadequate, or unclear.
Sources	Effectively cites 5 relevant, peer-reviewed sources	Effectively cites 4 relevant, peer-reviewed sources	Effectively cites 3 relevant, peer-reviewed sources	Effectively cites 2 relevant, peer-reviewed sources	Effectively cites 1 relevant, peer-reviewed sources	No relevant, peer-reviewed sources are cited
Total						

**Department Learning Outcome:** Students will engage and demonstrate competence in current knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate, creatively apply and effectively communicate essential information in their discipline.

**Exercise and Sport Science Learning Outcome(s):**

- 1) Speak and write effectively to a target audience on the prevention and intervention of relevant health problems

**Criteria for Success: 70% of students will score a “12” or better**

**Course: KIN 440**

**Rubric Used: KIN 440 Research Project Seminar Rubric (see below)**

<b>Research Project</b>	<b>Exercise and Sport Science Fall 2018 (N=9)</b>	<b>Exercise and Sport Science Spring 2019 (N=4)</b>
Format	100%	100%
Introduction	100%	100%
Methods	100%	100%
Results	100%	75%
Conclusion	100%	100%

Interpretation

Criteria met.

Changes to be made

None at this time.

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Major Difficulty	Missing/Incoherent
Format	All sections included, APA format throughout, citations and references in APA format	Occasional minor APA formatting errors	Consistent minor APA formatting errors	Consistent minor or major APA formatting errors	Major APA formatting errors throughout	No attempt at APA formatting, entire section(s) missing
Introduction	Introduces topic and relevant background from literature using citations. Develops problem statement and states how research objective will address the problem. Doesn't stray from topic	1 or more criteria are inadequate, undeveloped, or unclear in minor ways	1 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	2 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	3 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	Section missing completely or inadequate
Methods	Appropriate sections included for subjects, instrumentation, study design, procedure, and statistical analysis	1 or more criteria are inadequate, undeveloped, or unclear in minor ways	1 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	2 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	3 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	Section missing completely or inadequate
Results	All results are objectively stated using APA format. Results are the same as those stated in the methods section. Key results are stated or presented in an APA-formatted and labelled table or an appropriate figure.	1 or more criteria are inadequate, undeveloped, or unclear in minor ways	1 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	2 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	3 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	Section missing completely or inadequate
Conclusion	Conclusions are drawn appropriately from results, and are prefaced with appropriate degrees of uncertainty. Comparison of results to other literature are made. Possible explanations for results are given but not overstated. Implications of results are clearly outlined as conclusions. Study limitations and future research directions are addressed.	1 or more criteria are inadequate, undeveloped, or unclear in minor ways	1 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	2 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	3 or more criteria are missing, inadequate, undeveloped, or unclear in minor or major ways	Section missing completely or inadequate

**Department Learning Outcome(s):**

- 1) Students will engage and demonstrate competence in current knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate, creatively apply and effectively communicate essential information in their discipline.
- 2) Students will apply their emerging knowledge for the benefit of their clients, patients and the community.

**Exercise and Sport Science Learning Outcome(s):**

- 1) Critically evaluate and integrate new information into professional practice in order to solve relevant health problems
- 2) Explain the health benefits associated with physical activity and exercise and the health consequences associated with inactivity.
- 3) Design an exercise or strength training program to enhance all components of fitness, promote health and optimize performance

Design an exercise or strength training program to enhance all components of fitness, promote health and optimize performance.

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

**Course:** None – Alumni Data

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

<b>2017 Alumni Data Please tell us if your Kinesiology course work enhanced your ability to:</b>	<b>Exercise and Sport Science (N=17)</b>
Utilize the best current evidence to benefit my clients, patients and the community	88%
Think logically and critically	94%

\*4 point likert

**Interpretation and Conclusion:**

The criteria for this learning outcome was met.

**Changes to be made:**

None. 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 Outcome(s):** Students will serve others in clinical, educational and/or athletic settings as they live out their vocation & calling.

**Exercise and Sport Science Learning Outcome(s):** Serve various populations, integrating compassionate care and the Christian faith with their professional practice

**Criteria for success #1:** 70% of alumni will score 2 or higher on 4 point Likert scale within the survey

**Course:** None – Alumni Data

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

<b>2017 Alumni Data Indicate how much you think your experience in Kinesiology enhanced the following values:</b>	<b>Exercise and Sport Science (N=17)</b>
A commitment to Christ and His calling	69%
Integrating compassionate care and Christian faith with my professional practice	82%
Engagement in service to others from various backgrounds	70%

\*4 point likert

**Interpretation and Conclusion:**

Alumni within the department of Kinesiology report having experiences during their time as a student that enhanced their interactions with patients from various backgrounds. They also report being more compassionate during their clinical practice and interactions with patients because of their experiences and interactions within the department. Our criteria for success on this particular question within the Alumni Survey was 70%, therefore, we did not meet the criteria for success when alumni were asked if their experience in the department enhanced their commitment to Christ and His calling.

**Changes to be made:**

This is a relatively small sample size so more data will need to be collected as we have more graduates within this major. As a department, 69% of our alumni reporting that their commitment to Christ and His calling was enhanced while they were a student in our department is quite a positive finding. The department will consider reducing the criteria for success to 50% during our first departmental meeting.