

Academic Degree Programs:

Athletic Training
Exercise Science
Physical Education

Introduction and Overview

The following is a summary of the assessment activities that have occurred in the Kinesiology department over the 2009-10 academic year. The department has not undergone a comprehensive review since the 2004-05 academic year, and we plan to complete the department review during 2010-11, after we have gathered additional data to determine the extent to which our learning outcomes are being met.

The overarching focus of our annual assessment process was to look at ways to improve student learning while continuing to meet our department mission and goals (see our mission statement on page 2). Therefore, in addition to addressing ongoing department business, and while navigating the changes to the Athletics Department in which many of us have concurrent responsibilities, the department faculty met monthly over the course of the year to accomplish the following assessment activities:

- An analysis of the current Student Learning Outcomes for each of the three academic degree programs to determine if the outcomes were relevant, valid, and contemporary.
- Discussion of amendments and enhancements to our Student Learning Outcomes to include new directions in knowledge in our disciplines, new faculty expertise and research, and current market trends in the professions that our students most commonly enter upon graduation.
- The addition of Student Learning Outcomes specifically for our department's general education offerings as part of the larger Shared Educational Experience discussion that is ongoing across campus disciplines.
- The addition of Department Learning Outcomes that incorporate and were informed by the Institutional Learning Outcomes recently developed and refined by the Office of Institutional Effectiveness.
- Analysis of enrollment trends in a sampling of our General Education course offerings to determine ways to enhance our offerings to accomplish both our department goals and to meet student preferences for fitness activities.

The discussion, data collection process and analysis of each of the bullets above has varied significantly; the status and progress of some areas can be described as 'completed', whereas other items are in their infancy and will require continual assessment. Overall, the evidence of student learning that occurs as a function of the interaction and instruction between students and faculty is described briefly below, and is demonstrated more thoroughly in the following documents attached to this summary report as appendices (next page):

Appendix 1: *Assessment Report Form_Kinesiology_Athletic Training (Nichol's Model)*

Appendix 2: *Assessment Report Form_Kinesiology_Exercise Science (Nichol's Model)*

Appendix 3: *Assessment Report Form_Kinesiology_Physical Education (Nichol's Model)*

Appendix 4: *ATEP Master Assessment Plan*

Appendix 5: *ATEP Conscious Competence Curriculum Map*

Appendix 6: *Summary of ATEP Board of Certification Pass Rates and Employment Data*

Appendix 7: *Summary of ATEP Alumni Survey: Preparation for Taking the Board of Certification Examination*

Appendix 8: *Summary of PED 100_Student Fitness Outcomes*

Appendix 9: *Analysis of Department Unit Offerings_5-Year Trends*

Appendix 10: *Kinesiology Department Student Internships and Scholarly Work*

Appendix 11: *Department Meeting Agendas*

Assessment Planning & Process

Expanded Statement of Institutional Purpose: Our Mission Statement

There are two primary purposes of the Kinesiology Department:

To introduce the liberal arts student to the potential benefits of a stimulating systematic exercise program and to provide a basis of understanding the physical capabilities and limitations of one's self. The Department of Kinesiology offers every student an opportunity to participate in a program designed to aid in the development of physical efficiency, healthful living for a lifetime, social cooperation, and individual activity skills for the intelligent and enjoyable use of leisure time.

To provide a broad base of knowledge which will allow a student to specialize in or adapt to various career opportunities: preparation for teaching at the elementary or secondary levels; preparation for coaching at the amateur level including elementary, junior high, and senior high; preparation for graduate study in physical education and/or in the allied health and therapeutic sciences; preparation for a career as an athletic trainer at the secondary, collegiate and/or professional level of athletics; preparation for a career in a variety of physical fitness-related occupations.

Department and Program Intended Educational Outcomes:

The following Department learning outcomes were created, discussed and approved by department faculty after the work done by the Institutional Effectiveness Committee to refine the university-wide Institutional Learning Outcomes.

Kinesiology Department Learning Outcomes
1. LEARNING: Students will explore, 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. GROWING: 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 lifestyle.
3. GROWING: Students will apply their emerging knowledge of fitness, nutrition, strength & conditioning and/or athletic training for the benefit of their clients, patients and the community.
4. GROWING: Students will learn and grow in personal wholeness by being stewards of the human body.
5. SERVING: Students will effectively serve others in a variety of clinical, educational and athletic settings, and from various backgrounds, as they live out their love for God through their calling (see <i>Appendix 10</i> for results)

Program Learning Outcomes: The learning outcomes for the Athletic Training, Exercise Science and Physical Education Majors are provided in **Appendices 1-3**. A summary of PLOs is given below.

Athletic Training Education Program Learning Outcomes
1. LEARNING: Students will demonstrate cognitive and psychomotor competence in the 12 content areas of the <i>Athletic Training Educational Competencies</i> .
2. GROWING: Students will exhibit advancing clinical proficiency in the practice of Athletic Training: evidenced by intellectual development in knowledge, psychomotor skills, clinical reasoning and evidence-based decision making to optimize patient health and function.
3. GROWING: Students will function effectively in a variety of clinical settings, with a variety of patient populations, at varying levels of risk, and among a variety of allied healthcare professionals.
4. SERVING: ATEP graduates will demonstrate the knowledge and skills required of an entry-level Certified Athletic Trainer.
5. SERVING: Students and graduates will emulate and demonstrate the Foundational Behaviors of Professional Practice (i.e., the common values) of Athletic Training, in a distinctly moral and ethical manner. (integrating the Christian faith with clinical practice)

Exercise Science Learning Outcomes
1. LEARNING: Students will read, interpret and apply current evidence to healthcare domains of practice.
2. GROWING: Students will demonstrate growth & maturity as emerging health care professionals; as evidenced by appropriate clinical practice behaviors.
3. GROWING: Students will demonstrate the sequential planning required for graduate school, professional licensure, certification, and post-baccalaureate opportunities.
4. SERVING: Students will outline and live their life mission, integrating their faith with professional practice.
5. SERVING: Students will enter graduate school, &/or pursue professional certification, and take positions in health care.

Means of Program Assessment and Criteria for Success

The learning outcomes for the Athletic Training, Exercise Science and Physical Education Majors are enumerated **Appendices 1-3**; the means of assessment and criteria for success are outlined in the Nichol’s Model tables provided for each Program.

Assessment Activities:

Rather than enumerate the specific assessment activities that occurred throughout the year, we have attached the agendas of department meetings over the 2009-10 academic year (see **Appendix 11**), which include the details of the various assessment activities conducted by department faculty over the academic year.

Annual Assessment Reports by Program: Summary of Data Collected

Athletic Training Education Program Summary Page:

The philosophical means by which the ATEP faculty accomplishes the intended educational outcomes of the Athletic Training Education Program (ATEP) is thoroughly described in **Appendix 4: ATEP Conscious Competence Curriculum Map**. This curriculum map* illustrates the process that athletic training students undergo and accomplish in their educational journey from ‘unskilled novice’ to ‘mature practitioner’. Also, **Appendices 1, 4 & 5** provide the learning outcomes, assessment plan and program measurement tools, respectively, as well as identifying the criteria for success in meeting the learning outcomes. Finally, **Appendices 6 & 7** provide the most recent data collected on several ATEP learning outcomes.

*The department will create curricular maps for the Exercise Science and Physical Education programs according to the template provided by the IEC (using the School of Business as an example).

NOTE: The mission, vision, goals, educational philosophy, and learning outcomes of the PLNU ATEP have been substantially refined as a function of the recent self-study and accreditation process accomplished in 2008-09. These documents are extensive and are available in the offices of the ATEP Program Director and the Director of Institutional Effectiveness. As such, the

comprehensive data contained in these documents will not be reiterated here. All assessment tools, content standards and self study materials can and will be made readily available at the request of any member of the Institutional Effectiveness Committee, and/or anyone affiliated with WASC.

Exercise Science Summary Page:

The Exercise Science program is a pre-professional program that prepares undergraduate students to pursue graduate school and/or take positions in allied healthcare professions (e.g., Physical Therapy, Physician Assistant, Cardiac Rehabilitation, Chiropractic, etc.) As such, and reflecting national growth in these professions as the result of multiple factors, the program has seen substantial growth in student enrollment. This growth has mirrored national trends in increasing enrollment in majors preparing students for healthcare professions. But also, the growth is a function of improved curriculum and internship opportunities accomplished by the Program Director. The department recognizes this major as a source of significant potential change in student enrollment, as well as future course and program offerings. The program learning outcomes are described in **Appendix 2** and the extensive internships accomplished by students are outlined in **Appendix 10**.

Physical Education Summary Page

When gathering data to determine the degree to which the PE stated learning outcomes are being accomplished, the Kinesiology faculty recognized that we teach two types of students, those students seeking to meet our General Education requirement, and those students in our Physical Education major. We sought to evaluate how each group of students meets our stated learning outcomes, realizing that both the means and the degree to which each group meets the outcomes might vary substantially. For a summary of the data gathered for the General Education Students, please see **Appendix 8: Summary of PED 100: Student Fitness Outcomes**.

Means of Assessment: We gathered data from students enrolled in the General Education requirement PED 100. In our online student course evaluations, we asked the following questions:

- 16. As a result of taking this class, did you make improvements in your overall fitness over the semester?*
 - 18. How likely are you to engage in physical activity once you are finished with this class?*
 - 21. After taking this class, did you change your eating habits? And will you carry these changes forward as you leave this class?*
- (Data for these outcomes is contained in Appendix 8.)*

Summary and Conclusions of Data Collected (i.e., what we have learned)

Because of the design, planning and logical sequencing of coursework and clinical/coaching/teaching experiences in the majors, the faculty contends that progress toward our department and program learning outcomes occurs naturally as a function of the educational plan. We recognize and commit to developing curriculum maps that outline the process of initial instruction, practice, and mastery of each of the component parts of the educational plan in the coming academic year.

Throughout their tenure, our students are encouraged to mature in the didactic, psychomotor and affective areas of our majors. Students are taught and shaped through PLNU's rigorous, evidence-based curriculum, through the variety of internship and practicum experiences, and through the qualified faculty and instructional staff. The didactic courses provide the students the foundation on which to build robust clinical teaching, coaching, strength and conditioning and athletic training experiences.

Department Strengths

A number of evident strengths continue to drive the department:

The Faculty. The heart of any academic program is the teaching faculty. The marriage of classroom expertise with clinical experience that our faculty possesses in teaching, coaching and practicing healthcare is a clear point of distinction. A cohesive blending of didactic and clinical/practicum instruction is readily accomplished, resulting in a consistent educational experience for students.

Student Transformation. We heartily support the mission of the University to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. We are perhaps one of the most unique departments on campus in that our faculty spends numerous hours with students in classroom, clinical and internship formats. As a result, a transformational work occurs in students as the result of these faculty and student interactions which are foundational to the PLNU experience.

A Culture of Scholarship among students and faculty associated with the academic Honors Scholars program is an ongoing point of distinction for our department. We have consistently had multiple students participate in this process of independent discovery.

Suggested Program Improvements and Future Directions:

The initial department meeting of the 2010-11 academic year will be devoted in large part to discussing the findings of the assessment activities contained in this annual report, and to determining next steps toward making improvements in our three academic programs as well as our General Education offerings.

- Over the past few years, our data gathering and analysis has not been consistent. Programmatic assessment is enhanced by the quantification and interpretation of outcomes. We therefore commit to building a culture of assessment in the department where the quality of assessment and the interpretation of outcomes benefit faculty and students. We will interface with the Office of Institutional Effectiveness to accomplish consistent assessment of students, clinical rotations, and alumni.

- Alumni tracking and surveying can be enhanced with online surveys. The faculty will seek to expand our website to enhance the evidence that demonstrates accomplishment of our stated learning outcomes. Data provided by ATEP alumni indicates that the ATEP is largely accomplishing its mission and learning outcomes.
- As we experience growth in our department, we recognize that contact should be made with transfer students prior to their matriculation to PLNU to ensure that they have met the prerequisites and have a smooth transition, particularly when applying to the ATEP or when desiring a specific degree program that will require more than two years at PLNU.
- Where should our focus be for future programs, concentrations and degrees? Ideas include Sport Nutrition, Health and Wellness, Expanded activity and recreation courses, ACSM Certifications, and Sport Management. Also, we continue to discuss the feasibility and implications of a Master of Arts degree in Kinesiology. Potential concentrations include Strength Training & Performance Enhancement, Exercise Testing and Prescription, Functional Rehabilitation and Sport Management. In addition, we are discussing whether or not to offer professional certifications via the ACSM, NSCA, ACE *etc.*