

College of Health Science
Health and Human Performance (HHP)
2019-2020

Learning Outcome #1a

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 written communication rubric

Signature Assignment: Literature Review Paper

Course: KIN 1001

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

Rubric Used: AACU written communication

Written Communication	% of students achieving “3” or higher	
	Fall 2019 (N=15)	
Context/Purpose	87%	
Content Development	40%	
Genre/Disciplinary Conventions	47%	
Sources & Evidence	80%	
Syntax & Mechanics	73%	

Interpretation and Conclusion:

This is the first semester that the AACU written communication rubric was used. We did not meet the criteria for content development, Genre, and Syntax. Since this was the first time using the AACU written communication rubric in this class we will keep an eye on this outcome within this course.

Changes to be made:

At this time no changes need to be made. Since this is freshmen level course we may need to reexamine the assignment or recalibrate with the professor using the written communication rubric.

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 written 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

Rubric Used: AACU oral communication

Oral Communication	% of students achieving “3” or higher	
	Fall 2019 (N=12)	
Organization	100%	
Language	100%	
Delivery	83%	
Supporting Material	100%	
Central Message	100%	

Interpretation and Conclusion:

Four out of the 5 areas were met for this particular learning outcome. Since this was the first time the professor taught this course and used this rubric we will keep an eye on this learning outcome the in the 20-21 academic school year.

Changes to be made:

None at this time.

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 written communication rubric

Signature Assignment: Quantitative Literacy Lab Write Up

Course: KIN 3040L

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

Rubric Used: AACU Quantitative Literacy Rubric

Quantitative Literacy	% of students achieving “3” or higher	
	Fall 2019 (N=0)	Spr 2020 (N=15)
Interpretation	NC	93%
Representation	NC	93%
Calculation	NC	93%
Application	NC	87%
Assumptions	NC	93%
Communication	NC	93%

*NC- not collected. Data was not collected for this outcome measure in this semester.

Interpretation and conclusion:

All criteria met.

Changes to be made:

At this time no changes need to be made.

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 3 or higher on the Movement Analysis Video Rubric

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

Rubric Used: Movement Analysis Video Rubric

Movement Analysis	Fall 2019 (N=13)	Spr 2020 (N=7)
Number of students	13	7
Content	100%	100%
Layout/Design	100%	100%
Technical Elements	100%	100%
Collaboration	100%	100%
Overall Average	100%	100%

Movement Analysis Rubric

Format	Full Marks (5 points)	Partial (3 points)	No Marks (0 points)	
Description of Lab	Full Marks (5 points)	Partial (3 points)	No Marks (0 points)	
Graphs, Tables, Figures	Excellent (5 points)	Average (3 points)	No Marks (0 points)	
Conclusions	Detailed (5 points)	Average (3 points)	No Marks (0 points)	
Methods	Detailed Descriptions (10 points)	Good (7 points)	Average (5 points)	No Marks (0 points)
Results: Gait Analysis	Detailed Descriptions of kinematics (10 points)	Good Descriptions (7 points)	Average (5 points)	No Marks (0 points)
Results: Jumping Analysis	Detailed Descriptions of kinematics (10 points)	Good Descriptions (7 points)	Average (5 points)	No Marks (0 points)

Interpretations	Detailed and well written (10 points)	Good (7 points)	Average (5 points)	No Marks (0 points)
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Interpretation and conclusion:

All criteria met.

Changes to be made:

At this time no changes need to be made.

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

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

% of students achieving “3” or higher		
Information Literacy	Fall 2019 (N=6)	Spr 2020 (N=14)
Extent	83%	79%
Access	100%	88%
Evaluate	50%	93%
Use	50%	86%
Ethics	83%	100%
Critical thinking		
Explain	83%	79%
Evidence	67%	100%
Assumptions	100%	100%
Position	100%	100%
Conclusions	67%	93%
Written Rubric		
Purpose	100%	64%
Content	67%	93%
Conventions	100%	93%
Sources	100%	100%
Syntax	100%	88%

Interpretation and Conclusion Information Literacy

When we look at the pooled data (the average scores between fall and spring semesters) we met the criteria for three of the five criteria within the information literacy rubric. We did not meet the evaluate and use criteria for this outcome within this rubric, which means our majors did not successfully analyze assumptions and they may not have been as good at synthesizing information from sources.

This quite honestly may be due to the low number of students we had enrolled in the course at the time. During the spring semester we can see how those areas within the information literacy were met. On average however, it appears that our Health and Human Performance majors may need some development in the area of evaluating and using data.

Interpretation and Conclusion Critical Thinking/Written Communication

For the critical thinking AACU rubric when look at the pooled data we met the learning outcomes for the 19-20 academic school year.

Changes to be made:

For spring 2021 we will need to have both professors recalibrate to ensure they are using similar criteria when scoring. No changes to the curriculum at this point need to be made. We may consider adding another assignment earlier within the curriculum which will allow our students to work with and interpret data.

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: 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

Rubric(s): AACU Written Communication Rubric

Rubric Used: AACU written communication

Written Communication skill	% of students achieving “3” or higher	
	Fall 2019 (N=14)	
Context/Purpose	100%	
Content Development	79%	
Genre/Disciplinary Conventions	50%	
Sources & Evidence	93%	
Syntax & Mechanics	79%	

Interpretation and Conclusion:

This was the inaugural semester of KIN 4095 – Kinesiology Capstone. This course is the bookend to our introductory course, KIN 1001 – Orientation to Kinesiology. For fall 19, we did not meet the criteria for content development, genre/disciplinary conventions, and syntax/mechanics. This is actually consistent with the fall 19 and spring 20 core competency data. Since this is the first semester of the course and the first time the professor teaching this course used the rubric, it is too soon to draw conclusions.

Changes to be made:

At this stage it is too early to see if changes need to be made since this is the first semester that we used the written communication rubric in this course. If the trend towards not meeting the criteria for content/development continues then maybe we consider whether or not these criteria are too high. We may also consider having the professor calibrating with the assessment coordinator of the department.