

**College of Health Sciences
Undergraduate Kinesiology
Core Competency Data, 2020-2021**

Core Competency: Quantitative Literacy

Outcome Measure: Exercise Physiology (KIN 3040) Signature Assignment: Case Analysis and Lab

Criteria for Success (if applicable): 80% of students will be at “3” or higher

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

Longitudinal Data:

Quantitative Literacy skill	% of students achieving “3” or higher					
	Fall 2015 (N=18)	Spr 2016 (N=27)	Fall 2016 (N=20)	Spr 2017 (N=19)	Fall 2017 (N=25)	Spr 2018 (N=15)
Interpretation	96%	96%	100%	94%	96%	100%
Representation	91%	96%	85%	94%	84%	100%
Calculation	91%	96%	90%	94%	72%	100%
Application/Analysis	91%	96%	90%	84%	72%	100%
Assumptions	96%	100%	90%	100%	92%	100%
Communication	96%	96%	95%	94%	96%	100%
	Fall 2018 (N=22)	Spr 2019 (N=42)	Fall 2019 (N=NA)	Spr 2020 (N=39)	Fall 2020 (N=27)	Spr 2021 (N=26)
Interpretation	86%	81%	NA	90%	85%	92%
Representation	81%	81%	NA	90%	89%	96%
Calculation	81%	74%	NA	92%	63%	81%
Application/Analysis	81%	79%	NA	79%	67%	77%
Assumptions	86%	79%	NA	84%	78%	92%
Communication	99%	88%	NA	92%	85%	96%

Fall 20-Spring 21 Interpretation: For the fall 2020 and spring 2021 semesters we did not meet the application and analysis outcome. Additionally, during fall 2020 we did not meet the criteria for calculation as well. This is not too concerning since the two categories are all related to one another. It may be that we saw a decline in these categories because students in the remote setting had more difficulty performing and connecting to the lab remotely. We will reassess this outcome following the fall of 2021 when courses return to a fully face to face modality.

Kines: CC Data, 2020-21

5-Year Interpretation: The College of Health Sciences has collected core competency data on over 1500 students within the last 5 years. When the quantitative data was pooled together over 5 years, we met the criteria for all outcomes within the rubric.

Changes to be: None at this time

Rubric Used: ACC&U Quantitative Literacy Rubric

Core Competency: Critical Thinking

Outcome Measure: Exercise Physiology (KIN 3040) Signature Assignment: Case Analysis and Lab

Criteria for Success (if applicable): 80% of students will be at “3” or higher

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

Longitudinal Data:

Critical Thinking skill	% of students achieving “3” or higher					
	Fall 2015 (N=18)	Spr 2016 (N=28)	Fall 2016 (N=20)	Spr 2017 (N=19)	Fall 2017 (N=25)	Spr 2018 (N=26)
Explanation of issues	67%	90%	70%	80%	88%	92%
Evidence	67%	93%	75%	95%	81%	92%
Influence of context & assumptions	78%	93%	80%	95%	84%	81%
Student’s position	89%	93%	75%	89%	92%	92%
Conclusions and related outcomes	67%	90%	75%	84%	91%	81%
	Fall 2018 (N=27)	Spr 2019 (N=42)	Fall 2019 (N=27)	Spr 2020 (N=38)	Fall 2020 (N=25)	Spr 2021 (N=25)
Explanation of issues	89%	74%	93%	76%	88%	88%
Evidence	70%	76%	81%	87%	80%	80%
Influence of context & assumptions	93%	90%	100%	95%	92%	96%
Student’s position	93%	98%	100%	95%	100%	100%
Conclusions and related outcomes	74%	88%	93%	76%	84%	96%

Fall 20- Spring 21 Interpretation: All criteria were met for this outcome in the fall of 2020 and spring of 2021.

5 Year Interpretation: We met four out of the five criteria within the critical thinking competency when the data for 5 years was pooled together. The only criteria that we did not meet was the evidence standard, however, we only missed the 80% standard by 1%. Overall, our longitudinal data is reflective of the work that we have done as a department to be more intentional challenging our students to think critically through curriculum.

Changes to be made:No changes to be made this time. Now that we are using the writing rubric in KIN 1001 (our introduction course) we will continue to assess and compare student progress as they progress through our majors.

Kines: CC Data, 2020-21

Rubric Used: ACC&U Critical Thinking

Core Competency: Information Literacy

Outcome Measure: Exercise Physiology (KIN 3040) Signature Assignment: Case Analysis and Lab

Criteria for Success (if applicable): 80% of students will be at “3” or higher

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

Longitudinal Data:

Information Literacy skill	% of students achieving “3” or higher					
	Fall 2015 (N=18)	Spr 2016 (N=28)	Fall 2016 (N=19)	Spr 2017 (N=20)	Fall 2017 (N=25)	Spr 2018 (N=26)
Determine Information needed	72%	86%	65%	75%	80%	88%
Access Information	72%	86%	79%	90%	76%	88%
Evaluate Information & Sources	56%	86%	65%	90%	68%	73%
Use Information	56%	90%	79%	75%	76%	84%
Access & Use Info Legally & Ethically	83%	86%	79%	100%	88%	88%
	Fall 2018 (N=27)	Spr 2019 (N=42)	Fall 2019 (N=27)	Spr 2020 (N=38)	Fall 2020 (N=25)	Spr 2021 (N=25)
Determine Information needed	93%	71%	93%	71%	76%	92%
Access Information	93%	74%	97%	82%	80%	100%
Evaluate Information & Sources	63%	71%	81%	87%	56%	84%
Use Information	74%	74%	77%	76%	60%	76%
Access & Use Info Legally & Ethically	93%	88%	96%	92%	80%	92%

Fall 20- Spring 21 Interpretation: In the fall of 2020 we experienced some of our lowest scores since we began assessing the information literacy outcome in 2015. A longitudinal look at our data reveals that we have not had scores this low since the first year of data collection. In the spring of 2021, improvements were observed shifted from being fully remote to learning in a near-far environment. Overall, our students seemed to be most impacted by not having the ability to have direct access to the library, research articles etc. Additionally, before we make large curricular changes the instructors of the course will improve assignment

instructions and emphasize how to interpret and use scientific articles more effectively. If we don't see improvements after that then we will consider adding a research writing assignment to sophomore or junior year.

5-Year Interpretation: The following outcomes fell below our 80% criteria for success when looking at the pooled 5-year data: Evaluate Information & Sources (71%) and Use of Information (76%). 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). The Kinesiology department over the last 4 years has worked to make our Introduction to Kinesiology course more writing intensive. As result we have seen improvements in this learning outcome, however, we still do not consistently meet the criteria.

Changes to be made: As a department we may need to re-examine the curriculum to determine where learning over time can occur. In particular are there other places in the curriculum besides the introductory course (KIN 1001) and our senior level course (KIN 3040/KIN4095) that we can teach our students how to evaluate and integrate the information they are reviewing into their writing.

Rubric Used: ACC&U Information Literacy

Core Competency: Written Communication

Outcome Measure: Exercise Physiology (KIN 3040) Signature Assignment: Concept Map Paper

Criteria for Success (if applicable): 80% of students will be at “3” or higher

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

Longitudinal Data (From Fall 2014 – Spring 2021 with each sectioned row as an academic year):

Written Communication	% of students achieving “3” or higher					
	Fall 2015 (N=18)	Spr 2016 (N=28)	Fall 2016 (N=19)	Spr 2017 (N=20)	Fall 2017 (N=25)	Spr 2018 (N=26)
Context/Purpose	67%	93%	80%	75%	97%	85%
Content Development	67%	90%	63%	90%	95%	83%
Genre/Disciplinary Conventions	72%	97%	84%	90%	96%	83%
Sources & Evidence	67%	93%	78%	90%	73%	76%
Syntax & Mechanics	89%	93%	83%	90%	82%	76%
	Fall 2018 (N=27)	Spr 2019 (N=42)	Fall 2019 (N=27)	Spr 2020 (N=38)	Fall 2020 (N=25)	Spr 2021 (N=25)
Context/Purpose	88%	76%	93%	65%	80%	80%
Content Development	70%	76%	85%	84%	76%	84%
Genre/Disciplinary Conventions	93%	85%	100%	82%	92%	92%
Sources & Evidence	93%	81%	93%	89%	84%	92%
Syntax & Mechanics	74%	92%	100%	95%	92%	96%

Fall 20- Spring 21 Interpretation: We did not meet the content development criteria for the fall 2020 semester. This is not surprising since we did not meet the criteria for the determining information needed, evaluate sources and use of information within the information literacy rubric. For spring 2021 all criteria were met, which again may be a reflection of the shift from a fully remote pedagogy to a near-far learning environment.

5-Year Interpretation: Students in the Department of Kinesiology are generally doing well with written communication. We met four of the criteria within the rubric when taking a look at the 5-year data. We did not meet the content development outcome (79%), however, when we take a look at data from the first two years of assessment (67% - Fall 2015, 63% - Fall 2016) it becomes clear that those years are driving our average down and it also is affirming to see the improvements in this particular which positively reflect the changes we made within the curriculum.

Kines: CC Data, 2020-21

Changes to be made: None at this time. But see suggested changes in the information literacy section.

Rubric Used: ACC&U Written Communication

Core Competency: Written Communication

Outcome Measure: Kinesiology Capstone (KIN 4095) Signature Assignment: Vocation Expertise Paper

Criteria for Success (if applicable): 80% of students will be at “3” or higher

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

Longitudinal Data:

Written Communication	% of students achieving “3” or higher		
	Fall 2019 (N=26)	Fall 2020 (N=22)	Spr 2021 (N=40)
Context/Purpose	100%	96%	98%
Content Development	77%	91%	95%
Genre/Disciplinary Conventions	50%	91%	80%
Sources & Evidence	81%	100%	83%
Syntax & Mechanics	73%	86%	83%

Fall 20 and Spring 21 Interpretation: This is the first full year that we were able to collect both written and oral data in our capstone course since its inception 2 years ago. The outcomes for this measure within this course was met for the year.

5-year Interpretation: None at this time.

Changes to be made:

None at this time.

Rubric Used:

ACC&U Written Communication

Core Competency: Oral Communication

Outcome Measure: Motor Learning and Development (KIN 3012) Signature Assignment: Motor Development Oral Presentation

Criteria for Success (if applicable): 80% of students will be at “3” or higher

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

Longitudinal Data:

Oral Communication	% of students achieving “3” or higher					
	Fall 2015 (N=4)	Spr 2016 (N=13)	Fall 2016 (N=10)	Spr 2017 (N=5)	Fall 2017 (N=21)	Spr 2018 (N=0)
Organization	100%	100%	100%	80%	100%	NA
Language	75%	92%	80%	80%	95%	NA
Delivery	75%	92%	90%	80%	90%	NA
Supporting material	75%	100%	90%	80%	100%	NA
Central message	100%	100%	100%	100%	90%	NA
	Fall 2018 (N=0)	Spr 2019 (N=42)	Fall 2019 (N=33)	Spr 2020 (N=0)	Fall 2020 (N=21)	Spr 2021 (N=0)
Organization	NA	100%	100%	NA	100%	NA
Language	NA	95%	91%	NA	99%	NA
Delivery	NA	88%	82%	NA	67%	NA
Supporting material	NA	98%	100%	NA	100%	NA
Central message	NA	98%	100%	NA	100%	NA

Fall 20 and Spring 21 Interpretation: Data for spring 21 was not collected as we have made a decision to begin collecting oral communication data within our senior capstone course (see data below). In fall of 2020 we did not meet the “delivery” outcome within the communication rubric, all other outcomes were met. Given the virtual start to the fall 2020 semester the students presented their projects via zoom making it really challenging to assess student posturing, gesturing and student confidence. I believe that this is why we did not meet this specific outcome.

5-Year Interpretation: When the data for 5-years was pooled we met all of the outcomes for the oral communication rubric.

Changes to be made: We will no longer collect oral communication data in KIN 3012, we have shifted our assessment of oral communication to KIN 4095, our Kinesiology Capstone Course.

Rubric Used:

ACC&U Oral Communication

Core Competency: Oral Communication

Outcome Measure: Kinesiology Capstone (KIN 4095) Signature Assignment: Passionate Speech

Criteria for Success (if applicable): 80% of students will be at “3” or higher

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

Longitudinal Data:

Oral Communication	% of students achieving “3” or higher		
	Fall 2019 (N=26)	Fall 2020 (N=22)	Spr 2021 (N=38)
Organization	100%	100%	100%
Language	100%	95%	97%
Delivery	79%	85%	68%
Supporting material	93%	100%	100%
Central message	93%	95%	100%

Fall 20 and Spring 2021 Interpretation:

In the fall we met the criteria for this outcome measure however, in the spring we did not meet the “delivery outcome”. The delivery outcome as stated above in the KIN 3012 data may have been difficult to assess in the spring since students were living in two different modalities (near and far).

5-Year Interpretation: None yet as this is the first year we have collected oral communication data in this course.

Changes to be made: No changes at this time since this is the first year we have collected data in this course.

Rubric Used:

ACC&U Oral Communication