

College of Health Science
Undergraduate Kinesiology
Health and Human Performance (HHP)
2020-2021

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

| Written Communication | % of students achieving "3" or higher | |
|--------------------------------|---------------------------------------|------------------|
| | Fall 2019 (N=15) | Fall 2020 (N=14) |
| Context/Purpose | 87% | 79% |
| Content Development | 40% | 55% |
| Genre/Disciplinary Conventions | 47% | 63% |
| Sources & Evidence | 80% | 63% |
| Syntax & Mechanics | 73% | 63% |

Interpretation and Conclusion:

We did not meet any of the criteria for this outcome measure in the fall of 2020. As freshmen level course it may be that students need more exposure to writing within the major before they are evaluated. As is the case with most outcomes in the fall 2020 semester, we noticed that outcomes we previously met were lower than the year past.

Changes to be made: We may consider assessing writing only in our junior and senior level courses. The assessment committee will bring this proposal to the Kinesiology faculty.

Rubric Used: AACU written communication

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

| Oral Communication | % of students achieving “3” or higher | | |
|---------------------|---------------------------------------|--------------------|----------------------|
| | Fall 2019 (N=12) | Fall 2020 (N=6) | Spring 2021 (N=9) |
| Organization | 100% | 100% | 100% |
| Language | 100% | 75% | 100% |
| Delivery | 83% | 75% | 67% |
| Supporting Material | 100% | 100% | 100% |
| Central Message | 100% | 75% | 100% |

Interpretation and Conclusion: This is the first year that we taught our capstone course in the fall and spring, so the data for both semesters is presented in the table above. For fall 2020 we did not meet the language, delivery and central message outcomes and in spring 2021 we did not meet the delivery outcome. This data is somewhat consistent with the challenges of assessing oral presentations that are delivered in the virtual format. When we shift back to face-to-face courses, we will monitor changes in the outcomes. Additionally, we should also consider the small sample size that is present throughout the fall and spring semesters. We will eventually see this grow as the major increases in size, but a small sample size may also be the reason we are not seeing achievement within many of the criteria for fall 2020 and spring 2021.

Changes to be made: None at this time.

Rubric Used: AACU oral communication

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

| Quantitative Literacy | % of students achieving “3” or higher | | | |
|-----------------------|---------------------------------------|-----------------|-----------------|----------------|
| | Fall 2019 (N=0) | Spr 2020 (N=15) | Fall 2020 (N=8) | Spr 2021 (N=7) |
| Interpretation | NC | 93% | 88% | 86% |
| Representation | NC | 93% | 88% | 86% |
| Calculation | NC | 93% | 50% | 57% |
| Application | NC | 87% | 38% | 71% |
| Assumptions | NC | 93% | 63% | 86% |
| Communication | NC | 93% | 88% | 86% |

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

Interpretation and conclusion: The students did not meet the criteria for calculation, application and assumptions in the fall of 2020. This theme was repeated in the spring of 2021 where our students did not meet the criteria for calculation and application and is consistent with our core competency and AHS data. It is clear that this is where our students were impacted most from the shift in teaching modality. KIN 3040L is a lab course, however, in the fall and spring this course was either offered virtually or in a near-far modality. Students taking this course in the 20-21 academic school year did not have the opportunity to physically learn in the lab setting, which may have made it more difficult to connect (calculate, apply and make assumptions) with content and data that they themselves did not collect.

Changes to be made: None at this time, KIN 3040L will return to a face-to-face modality.

Rubric Used: AACU Quantitative Literacy Rubric

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

| Movement Analysis | Fall 2019 (N=13) | Spr 2020 (N=7) | Fall 2020 (N=15) | Spr 2021 (N=6) |
|---------------------------|---------------------|-------------------|---------------------|-------------------|
| Format | 100% | 100% | 100% | 100% |
| Description of Lab | 100% | 100% | 100% | 100% |
| Graphs, Tables, Figures | 100% | 100% | 79% | 100% |
| Conclusions | 100% | 100% | 100% | 100% |
| Methods | 100% | 100% | 100% | 100% |
| Results: Gait Analysis | 100% | 100% | 100% | 100% |
| Results: Jumping Analysis | 100% | 100% | 86% | 83% |
| Interpretations | 100% | 100% | 86% | 83% |

Movement Analysis Rubric

| | | | | |
|---------------------------|---|--|------------------------------------|------------------------|
| Format | Full Marks (5 points)/(2 Points) | Partial (3 points)/(1 Point) | No Marks (0 points) | |
| Description of Lab | Full Marks (5 points)/(3 Points) | Partial (3 points)/(1.5 Points) | No Marks (0 points) | |
| Graphs, Tables, Figures | Excellent (5 points)/(2 points) | Average (3 points)/(1 point) | No Marks (0 points) | |
| Conclusions | Detailed (5 points)/(3 points) | Average (3 points)/(2 points) | No Marks (0 points) | |
| Methods | Detailed Descriptions (10 points)/(5 points) | Good (7 points)/(3.5 points) | Average (5 points)/(2.5 points) | No Marks (0 points) |
| Results: Gait Analysis | Detailed Descriptions of kinematics (10 points)/(5 points) | Good Descriptions (7 points)/(4 points) | Average (5 points)/(2.5 points) | No Marks (0 points) |
| Results: Jumping Analysis | Detailed Descriptions of kinematics (10 points)/(5 points) | Good Descriptions (7 points)/(4 points) | Average (5 points)/(2.5 points) | No Marks (0 points) |
| Interpretations | Detailed and well written (10 points)/(5 points) | Good (7 points)/(4 points) | Average (5 points)/(2.5 points) | No Marks (0 points) |

Interpretation and conclusion: In the fall we did not meet the criteria for the graphs, tables and figures by 1%. Further in-depth analysis provides evidence that four of the 15 students included in this data set did not include tables in their assignment, thus not allowing them to meet the standard set. When the data was assessed without those four students, 100% of the students met the criteria. We met all criteria for spring 2021.

Changes to be made: No current changes to be made, however, the assessment coordinator will meet with the instructor of this course as they adjusted the scoring criteria within the rubric. These changes have been highlighted in the table above.

Rubric Used: Movement Analysis Video Rubric

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

| % of students achieving “3” or higher | | | | |
|--|------------------------|------------------------|------------------------|-----------------------|
| Information Literacy | Fall 2019 (N=6) | Spr 2020 (N=14) | Fall 2020 (N=6) | Spr 2021 (N=7) |
| Extent | 83% | 79% | 67% | 86% |
| Access | 100% | 88% | 67% | 100% |
| Evaluate | 50% | 93% | 33% | 86% |
| Use | 50% | 86% | 50% | 71% |
| Ethics | 83% | 100% | 83% | 100% |
| Critical thinking | | | | |
| Explain | 83% | 79% | 100% | 71% |
| Evidence | 67% | 100% | 83% | 71% |
| Assumptions | 100% | 100% | 100% | 86% |
| Position | 100% | 100% | 100% | 100% |
| Conclusions | 67% | 93% | 100% | 100% |
| Written Rubric | | | | |
| Purpose | 100% | 64% | 83% | 86% |
| Content | 67% | 93% | 67% | 71% |
| Conventions | 100% | 93% | 100% | 86% |
| Sources | 100% | 100% | 83% | 86% |
| Syntax | 100% | 88% | 100% | 86% |

Interpretation and Conclusion Information Literacy: This is the first year within this outcome that we had more than 3+ areas within the rubric where our students did not meet the criteria. Given the sample size and the change in modality we are not too concerned about the fact that our majors did not meet the criteria. We will continue to monitor this outcome over the next year.

Interpretation and Conclusion Critical Thinking/Written Communication: See comments above. Overall, our majors are doing well in this area. A deeper look into the data reveals that if two students scored below the criteria then that reduced our success rate to 71%.

Kines: PLO Data –HHP, 2020-21

Changes to be made: None at this time. We will continue to monitor the success rates for this outcome.

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

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

| Written Communication skill | % of students achieving “3” or higher | | |
|--------------------------------|---------------------------------------|-----------------|--------------------|
| | Fall 2019 (N=14) | Fall 2020 (N=6) | Spring 2021 (N=10) |
| Context/Purpose | 100% | 83% | 90% |
| Content Development | 79% | 83% | 90% |
| Genre/Disciplinary Conventions | 50% | 67% | 90% |
| Sources & Evidence | 93% | 100% | 80% |
| Syntax & Mechanics | 79% | 83% | 90% |

Interpretation and Conclusion: For fall 2020, we met four of the five outcome measures within the written rubric. An area within the rubric that we did not meet the criteria for was “Genre/Disciplinary Conventions” this was consistent for both fall 2019 and 2020. One of the challenges with this major currently is that the number of students being assessed is very low which in some ways may be pulling our success rates down just a bit. We expect that over the next two years, with the addition of the pre-allied concentration and the adjustments and renaming of this major along with the development of an OT program that student numbers will continue to grow and we will see improvements in these outcomes over time.

Changes to be made: Meet with professor of the course to determine what assessment measure and rubric would be most appropriate when assessing the “demonstrating” component of our PLO within the HHP major. Adjustments will be made for the fall 2021 academic school year. One consideration may be to assess the “demonstrates” part of the PLO within our internship courses.

Rubric Used: AACU written communication

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: Alumni Survey

Course: 2017 Alumni Survey (data reflective of our EXS major, now known as HHP)

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

| Please tell us if your Kinesiology course work enhanced your ability to: | 2017 Alumni Survey % of students achieving "2" or higher on 4-point likert scale (N=17) |
|--|---|
| Communicate effectively in the discipline (i.e. oral presentations, proposals) | 88% |
| Utilize the best current evidence to benefit my clients, patients and the community. | 88% |
| Engagement in service to others from various backgrounds | 70% |
| Integrating compassionate care and Christian faith with my professional practice | 82% |
| A commitment to Christ and His calling | 70% |
| Think logically and critically | 94% |
| Appreciation for the health consequences associated with inactivity | 88% |

Interpretation and Conclusion: This data is extremely exciting and is a positive reflection of how our department is intentional about ensuring our students gain exposure to the skills they will use in their vocation. We met the criteria for all outcome measures. The n for this major was relatively small so we will continue to look closely at the results of the new alumni survey data when we get those back in the summer.

Changes to be made: No changes at this time. However, the assessment committee is working on updating our Alumni Survey to reflect the current major and concentration offerings within the department. Our alumni survey will be distributed in the summer of 2022.

Rubric Used: No rubric was used