



## Annual Assessment Report 2022-2023

### MS Kinesiology Kinesiology & Health Promotion College of Science

#### CONTACT

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Name of Person Completing Report Ken Hansen

**DISCIPLINARY ACCREDITATION** Yes

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/sci/kinesiology-healthpromotion/index.shtml>
- Course Syllabi

#### ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 5

**How many SLOs did your program assess this past year in 2022-2023?**

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

**Please list the SLOs examined**

- SLO #1: SLO 1a: Students will convey complex physiological, mechanical, socio-cultural, and psychological mechanisms of kinesiology clearly, consistently, and logically through written communication.
- SLO #2: SLO 2: Students will utilize information resources to evaluate the application within the subdisciplines of kinesiology.
- SLO #3: SLO 3a: Students will apply appropriate kinesiological theories and research methods to develop and investigate research questions.
- SLO #4: SLO 3b: Students will interpret data in order to apply results to the subdisciplines of kinesiology.
- SLO #5: SLO 4: Students will utilize research and original ideas to produce scholarly or creative projects within the subdisciplines of kinesiology. (Evaluation of Theories, Innovation and Creativity)

**Student Learning Outcome (SLO): SLO 1a: Students will convey complex physiological, mechanical, socio-cultural, and psychological mechanisms of kinesiology clearly, consistently, and logically through written communication.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Interpreted and made meaning of direct evidence</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> <li>Oral performance (e.g., presentations, defense, conference presentation, etc.)</li> <li>Thesis or dissertation (graduate-level only)</li> </ul>	
<ul style="list-style-type: none"> <li>Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)</li> </ul>		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<p>Fifteen artifacts underwent evaluation. These artifacts comprised the signature assignment, a "NIH grant application," which students submitted at the conclusion of the semester. In this assignment, students were tasked with formulating a high-quality research question related to a topic of their choosing, designing a pilot project, and preparing an application for the RFP. The assessment of these artifacts involved the use of a rubric specific to the assignment, as well as the written communication rubric developed by the Summer Assessment Institute in 2017. In KIN 6950 and KIN 6960</p>	<p>The assignment was evaluated on a scale of 90 points, with 6 students achieving a passing grade of 80% or higher. The overall mean grade for the assignment was 65.9 out of 90, equivalent to 73%. The range of grades varied significantly, ranging from 88 out of 90 (98%) to 24 out of 90 (27%). These scores were notably disappointing, representing a marked decline in quality when compared to the preceding two years. Furthermore, the assessment of the assignment also involved the use of the written communication rubric, specifically addressing various aspects. Here are the results: In terms of "Purpose for writing," 6 students (38%) demonstrated mastery, 8 students (53%) were in the developing stage, and 1 student (6%) fell into the introductory category. Regarding "Organization &amp; development," 6 students (38%) reached mastery, 8 students (53%)</p>	<p>Out of the student cohort, 6 individuals were able to secure a passing grade, surpassing the 80% threshold. However, the overall mean grade for the assignment was 65.9 out of 90, equivalent to 73%. This marked a significant range in grades, spanning from 88 out of 90 (98%) to 24 out of 90 (27%). An alarming observation was the majority of students operating at a developing or introductory level concerning written communication, as evaluated using the undergraduate rubric. It is essential to note that at the graduate level, it is expected that students demonstrate mastery according to the undergraduate rubric. This discrepancy between expectations and actual performance raises concerns about the skill level of this cohort. The students who fell into the developing/introductory criteria encountered difficulties in several areas, including the correct use and formatting of citations, despite having undergone APA training. Additionally, they struggled with synthesizing literature effectively, utilizing literature to establish</p>	<p>The assignment revealed concerning trends in the skill level of the incoming graduate cohort. In response, measures are being taken to address these issues comprehensively. This includes incorporating additional training in APA citation and graduate-level writing, which will be offered through LinkedIn Learning certification in Information Literacy and the Library Skills certificate for APA citations. Furthermore, there will be a shift from suggesting to mandating that students utilize the available support services on campus, such as GRC writing tutors. Additionally, the assignment will be scaffolded further to provide students with more guidance. While students already receive feedback on two drafts of each section, a mandatory skeleton exercise will be introduced to help them structure their arguments and content more effectively. These steps aim to enhance the skill</p>

	<p>were classified as developing, and 1 student (6%) was in the introductory stage. In the domain of "Evidence &amp; Sources," 4 students (27%) displayed mastery, 3 students (20%) were categorized as developing, and 8 students (53%) fell into the introductory level. Finally, in "Grammar &amp; Mechanics," 6 students (38%) achieved mastery, 8 students (53%) were in the developing stage, and 1 student (6%) was at the introductory level. These results provide a comprehensive assessment of the assignment's performance in relation to the written communication rubric, highlighting areas of strength and areas that may require improvement.</p>	<p>a compelling need and justification for their study, and adhering to fundamental writing mechanics such as spelling, tenses, and paragraph breaks. Addressing these challenges is imperative to bridge the gap in skill performance observed among these students.</p>	<p>development of the graduate cohort and improve their overall performance.</p>
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**Student Learning Outcome (SLO): SLO 2: Students will utilize information resources to evaluate the application within the subdisciplines of kinesiology.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> <li>Interpreted and made meaning of direct evidence</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> <li>Oral performance (e.g., presentations, defense, conference presentation, etc.)</li> <li>Thesis or dissertation (graduate-level only)</li> </ul>	<ul style="list-style-type: none"> <li>Used a rubric or scoring guide</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<p>In KIN 5550, a total of seven artifacts were assessed over the semester, with three of these assignments designated as major assignments, each accounting for 30% of the overall evaluation. The first assignment involved Podcast reviews where students selected individual podcast episodes from the Teaching Research Review podcast and produced both written and oral reviews. Notably, each student analyzed a different episode, diversifying the perspectives shared. Major Assignment 1 required students to perform written reviews and oral presentations on topics related to the analysis of teaching. Each student utilized a minimum of three research articles to synthesize material for their written reviews and prepared outlines for their oral presentations. A distinctive feature was the requirement for classmates to read each other's articles and pose relevant questions at the conclusion of the presentations. The third assignment encompassed Teacher Reviews, during which students evaluated recorded exemplary teachers and shared their key takeaways regarding what constitutes effective physical education instruction. Major Assignment 2 focused on Teaching Analysis. Students were tasked with creating comprehensive lesson plans, critiquing their peers' plans, teaching and recording high school physical education</p>	<p>In KIN 5830, the assessment criteria include ensuring that the report's structure aligns with the typical organization found in peer-reviewed articles within the biomedical sciences. The use of scientific language is essential throughout the document. A clear and comprehensive description of methods, encompassing protocols and procedures, is expected. When presenting the results of data analysis, clarity in description is imperative. Additionally, the interpretation of the results should effectively bridge the data to practical applications, enhancing their real-world relevance. For KIN 5550, grading is carried out using detailed checklists that cover all aspects of the assignments. Success in this course is gauged by the completion of all components of the assignment and the ability to communicate effectively both verbally and in writing.</p>	<p>Learning Outcome (SLO) goal. In the case of KIN 5550, the assignments are seen as successfully achieving the objectives for SLO #2. Looking ahead, the plan is to introduce rubrics to enhance transparency and provide students with additional visual guidance in future iterations of the course.</p>	<p>In KIN 5830, it is evident that graduate students necessitate substantial training in the areas of reading, comprehending, and interpreting scientific literature. However, their proficiency in data analysis tends to be limited due to the absence of a robust statistical component in the graduate curriculum. Consequently, the analysis of research data posed a notable challenge within this assignment. Regarding KIN 5550, although the instructor has taught this class on only two occasions, it is noteworthy that the field of teaching physical education continually offers fresh and intriguing topics for exploration. Some of the more contemporary areas of focus include socialemotional learning and the integration of cultural relevance into physical education. These topics have gained prominence, particularly in the context of post-pandemic teaching in physical education.</p>

<p>classes, and formally analyzing each teaching minute using a physical education assessment instrument. This process included feedback exchanges based on video analysis among both students and instructors, promoting an in-depth exploration of effective teaching practices. The remaining assignments included the review of selected articles on effective teaching practices in physical education, exploration of current trends in physical education teaching practices through a second article review, and Major Assignment 3: the Research Proposal. For the latter, students had the option to present a poster or PowerPoint lecture on a timely and pertinent topic in the field. These presentations were delivered orally in class, and the accompanying artifacts were submitted to the instructor for evaluation. In KIN 5830, the assessment of GLSO #2 involved assigning students a scientific article on mock research results, which constituted a graded assignment.</p>			
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**Student Learning Outcome (SLO): SLO 3a: Students will apply appropriate kinesiological theories and research methods to develop and investigate research questions.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Scored direct evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Used professional judgement (no rubric or scoring guide)</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<p>A combination of six (6) master's theses and projects were the artifacts scored for this SLO.</p>	<p>Professional judgment of the respective committees.</p>	<p>The assessment of the assignment reveals that it fell short of achieving its Student Learning Outcome (SLO) goal as students did not adhere to the proposed schedule for their proposals. However, one student exhibited exceptional proficiency in applying qualitative research methods, utilizing tools such as inter-coder reliability, saturation, and confidentiality to inform their data collection and analysis. Each student was assigned the task of creating an individual research study based on their evaluations of kinesiology literature, effectively meeting the SLO goal. Furthermore, another assignment required students to conduct successful research on current literature related to their topics, presenting their findings through written documents and oral presentations, while also defending their selected subjects. In an overarching context, it seems that the broader SLO goal was met as Chapter 3 employed suitable kinesiology theories and research methods to develop and investigate research questions. This was demonstrated by setting a proposal date within the semester, although committee approval is still pending. Unfortunately, three other students did not attain this goal due to their inability to complete this specific assignment. However, it is noteworthy that students successfully applied appropriate kinesiological theories and research methods by conducting pilot testing, validating the methodology, composing proposals, and effectively defending their research, aligning with the SLO focused on evaluating theories.</p>	<p>A significant need became evident for students to acquire more specialized research methods tailored to the area of interest. Substantial efforts were invested in teaching and discussing these research methods to ensure feasibility within the chosen field. Additionally, there was a requirement for students to develop diverse professional skills, encompassing tasks such as graph creation and the creation of effective PowerPoint presentations, all within a constrained timeframe. Nevertheless, a challenging and disheartening situation arose involving three out of five graduate students who demonstrated a notable lack of communication and effort. Despite earnest attempts to provide them with the necessary time and attention, the absence of reciprocal communication posed a hindrance to their progress. Throughout this process, the students did demonstrate growth in their research skills, notably in the refinement of their literature search with guided support. Another enlightening aspect was the recognition that various committees employed differing standards for assessing the "soundness" of research. These committees were constituted based on their expertise in specific subject areas, leading to variations in evaluation criteria among students. Some committees and individual members prioritized the rigor of the study design to attain publishable research standards, whereas others focused on the reasonableness and achievability of the design within the stipulated timeframe. Ultimately, the student acquired a profound comprehension of conducting qualitative research methods within the context of a kinesiology program.</p>

**Student Learning Outcome (SLO): SLO 3b: Students will interpret data in order to apply results to the subdisciplines of kinesiology.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>• Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>• Scored direct evidence of student learning.</li> <li>• Interpreted and made meaning of direct evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment/exam/paper completed as part of regular coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Used a rubric or scoring guide</li> <li>• Used professional judgement (no rubric or scoring guide used)</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<p>A total of twelve papers underwent grading, and the rubric employed for evaluation encompassed seven distinct sections. These sections included the assessment of a summary paragraph (referred to as the abstract), the introduction, the context for research (commonly known as the literature review), the rationale, study purpose, and hypothesis or research question, the methodology, results, and limitations, the discussion, and finally, the evaluation of organization, presentation, and writing.</p>	<p>To gauge success, an instructor-generated rubric was employed. This rubric assessed the assignment, which had a maximum score of 30 points, contributing to 30% of the students' total course grade.</p>	<p>This assignment achieved its SLO 3b goal. As the final assignment in the course and a deliberate culmination of first-year graduate students' efforts, it provides a precise assessment of their varying levels of proficiency in data literacy, analysis, and synthesis, among other aspects. Consequently, this assignment, more than any other in the course, informs the approach for teaching the subsequent academic year. It directly aligns with SLO 3b, where students received evaluations based in part on their ability to interpret mock data they were tasked with generating in Worksheet #5, incorporated into the results and discussion sections of their mock defense paper. The necessity of this assignment in the course is firmly believed in. Its purpose is to better equip students for their own culminating experience proposal and defense in the second year while also alleviating some of the workload for their respective chairs/advisors by establishing the groundwork for their future work in this course.</p>	<p>Evaluating the students' course performance, the assignment results weren't notably surprising. Among the 12 students, there were varying levels of critical thinking and academic writing skills. What stood out was that some students who struggled in these areas hadn't utilized available resources beforehand, like attending office hours, asking questions in class, using the campus writing center, or seeking help from classmates for proofreading.</p>



**Student Learning Outcome (SLO): SLO 4: Students will utilize research and original ideas to produce scholarly or creative projects within the subdisciplines of kinesiology. (Evaluation of Theories, Innovation and Creativity,**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>• Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>• Scored direct evidence of student learning.</li> <li>• Interpreted and made meaning of direct evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Capstone product (e.g., project, senior thesis, etc.)</li> <li>• Oral performance (e.g., presentation, defense, conference presentation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Used professional judgement (no rubric or scoring guide used)</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<p>Five. To attain GSLO 4, students were required to successfully complete a thesis or project. This comprehensive undertaking involved various stages, including data collection, analysis, interpretation, and the creation and presentation of a scientific thesis. Additionally, students were expected to participate in regular weekly meetings to receive guidance and support throughout the thesis project.</p>	<p>During a series of meetings, students consistently made progress by incorporating feedback and suggestions from their advisors, resulting in significant advancement. With the guidance of their advisors, students successfully navigated critical stages of the thesis or project, including data collection, analysis, interpretation, and thesis composition. Ultimately, the majority of students effectively presented and defended their theses before their respective committees. This accomplishment marks a significant culmination of the course, symbolizing a substantial milestone in the students' academic journeys.</p>	<p>Yes. Successfully completing a thesis or project is a significant accomplishment that demonstrates the student's ability to engage in rigorous academic work. It requires a combination of research skills, critical thinking, and effective communication. By completing the various stages of the thesis / project process, students develop expertise in their chosen field and contributes new knowledge to the academic community. Additionally, the thesis / project serves as a valuable learning experience, helping the student develop skills such as time management, data analysis, and academic writing, which are transferable to future endeavors.</p>	<p>Throughout the academic year, students identified an area for improvement in their grasp of statistics, especially within their respective fields of study. Substantial effort was dedicated to instructing students on how to effectively interpret data using statistically relevant techniques for their research. This involved elucidating concepts, demonstrating data analysis methods, and providing guidance on deriving meaningful conclusions from their findings. Additionally, students were encouraged to emphasize the cultivation of professional skills essential for academic work. This encompassed instruction in creating visually engaging and informative graphs and crafting effective PowerPoint presentations for conveying research findings. Over the course of the year, witnessing the growth of students and their ability to meet all requirements within the specified timeframe was truly enlightening. They demonstrated exceptional dedication, commitment, and resilience in completing the necessary tasks. Observing their progress and successful fulfillment of all requirements proved to be a rewarding experience.</p>

## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2022-2023? Select all that apply.**

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)
- Personnel changes (e.g., faculty, laboratory staff, academic advisors etc.)

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.**

- Program/department faculty as whole
- A committee of program/department faculty
- Program/department assessment committee
- College curriculum committee
- College assessment committee
- Students

**The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2022-2023 so that others may learn from your experiences.**

As the assessment lead for KHP (Kinesiology, Health Promotion), I've identified key areas for enhancing our Graduate Student Learning Outcome (GSLO) assessments and have devised a comprehensive plan: 1. Clarifying Assessment Requirements: To address occasional ambiguity in GSLO assessments, I will create a clear guideline document outlining data collection, assessment methods, and success criteria. This roadmap will provide faculty with precise guidance to align assessments with learning outcomes. 2. Streamlined Data Collection: Timely faculty submissions for assessments have been a concern. I am exploring a digital platform to simplify submissions with set deadlines and reminders for prompt data collection. 3. Promoting Faculty Collaboration: To enhance cooperation, I am considering regular meetings and workshops dedicated to GSLO assessments. These forums will enable faculty to discuss assessment needs, seek clarifications, and share best practices, fostering a collaborative environment. 4. Continuous Monitoring and Feedback: I am looking into establishing continuous assessment monitoring and feedback systems. This involves periodic assessments and data reviews to identify trends and areas needing improvement. Faculty feedback on the assessment process will be actively sought to make necessary adjustments. 5. Professional Development: Recognizing potential faculty training needs, I will explore professional development opportunities such as workshops on assessment strategies and data collection. Elevating faculty expertise in assessment will improve the quality of GSLO assessments in KHP.

**Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), [CPP's Student Success Dashboard](#) on Tableau, course evaluations, etc.**

All of these options are being considered in the next evaluation cycle when new GSLO's have been identified along with the curriculum changes in the graduate program.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

**Assessment Plan - No**

**Curriculum Matrix - No**