



Annual Assessment Report 2021-2022

BS Kinesiology & Health Promotion: Pedagogical Kinesiology Option and General Option Kinesiology & Health Promotion College of Science

CONTACT

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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 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. 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?

- 6

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: SLO 1: Students will apply and integrate fundamental information, concepts, theories and methods within the field of Kinesiology. (Disciplinary learning, Critical Thinking, Innovation and Creativity)
- SLO #2: SLO 2a: Students will use oral skills to communicate persuasively and coherently. (Communication skills)
- SLO #3: SLO 2b: Students will use written skills to communicate persuasively and coherently. (Communication skills)
- SLO #4: SLO 3: Students will explain ethical considerations within the field of kinesiology. (Ethical understanding, Civic Engagement, Problem Solving)
- SLO #5: SLO 4: Students will plan, assess, measure, and evaluate program effectiveness. (Quantitative Reasoning, Problem solving, Critical Thinking)
- SLO #6: SLO 5: Students will assess and evaluate qualitative and quantitative information within the field of kinesiology. (Information literacy)

Student Learning Outcome (SLO): SLO 1: Students will apply and integrate fundamental information, concepts, theories and methods within the field of Kinesiology. (Disciplinary learning, Critical Thinking, Innovation and Creativity)

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper as part of regular coursework 	<ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes Used professional judgement (no rubric or scoring guide used)
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<p>SLO #1 was assessed in two different courses. KIN 4610 was assessed in fall 2021 and KIN 4650 was assessed in spring 2022. In KIN 4610, the assignment assessed was a research presentation that the students created for the Southwest American College of Sports Medicine annual meeting. As a part of the presentation, students were expected to i) collect research data, ii) synthesize the results, iii) write and submit an abstract summary, iv) develop either a poster or oral presentation of the research project, and v) present. In KIN 4650, students were required to apply fundamental concepts, theories, and research to create a comprehensive wellness program for a target population of their choice. Students analyzed and described how their intervention plan pertained to fundamental concepts and theories such as the Health Belief Model and the Transtheoretical Model. The research component of this project required students to conduct a literature review to ascertain the health needs of their chosen population. Furthermore, students were required to apply foundational information regarding survey development as they created and revised their own survey as part of the needs assessment portion of their project. Additionally, students created multiple types of interventions and plans to address health issues such as a coalition plan, campaign plan, behavior change plan, infographic and social media plan, health literacy assessment plan, and process and impact/outcome evaluation plans). Also, students analyzed their surveys</p>	<p>Specific step-by-step instructions and detailed rubrics were provided. All 14 students received perfect or near perfect scores. Based on student scores and overall performance, this objective was met.</p>	<p>In KIN 4610, based on the assessment data, no adjustments to the assignment were made. The student presentations were accepted to the annual meeting. The goal was met. In KIN 4650, Students were not required to address the Social Cognitive Theory and the Theory of Planned Behavior for the project. In the future, addressing these two theories in</p>	<p>Based on the assessment data, no course content adjustments were made. As a result, there were no “eye opening” results. Requiring students to translate research data within the kinesiology field tests their ability to apply fundamental information and concepts. Furthermore, successful completion of the presentation reflects the student's ability to apply knowledge into their specific field of kinesiology and share that knowledge with others. For KIN 4650, the PRECEDEPROCEED Model is important in developing wellness programs. This model should be added to the course content and used in the wellness program assignment.</p>

and identified components of behavior change models that were embedded within the survey (primarily the Transtheoretical Model) and provided a description of the social determinants of health that affected their target population. Students learned the concepts, theories, and methods in the lecture portion of the course and applied this information in the activity portion.		their program description should be required.	
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Student Learning Outcome (SLO): SLO 2a: Students will use oral skills to communicate persuasively and coherently. (Communication skills)

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

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
Course embedded assignments as described above were implemented to measure success. Groups of 6 reviewed on one of five topics. Each group was assigned race, social class, gender, disability, or sexuality as the structural inequality that they are discussing. As this was an online course, each group put together a video discussing a topic/question related to that structural inequality. At the end of their presentation, they were to give a follow-up question for the class to respond to in the discussion boards.	Each student responded to 5 discussion post questions posed by each group (1 from each topic) and responded to two of their peers to generate dialogue (10 total responses).	Based on the assessment data, the goal was met and no suggestions for course content adjustments based on the assessment data are recommended at this time.	The results of the discussion post responses showed ability to communicate their perspective on a controversial topic effectively and generate a conversation via written skills with their peers.

Student Learning Outcome (SLO): SLO 2b: Students will use written skills to communicate persuasively and coherently.
(Communication skills)

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper as part of regular coursework 	<ul style="list-style-type: none"> Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
The assignment assessed was the Structural Inequality Project. In groups of 3-4, students reviewed one of the following five topic: race, social class, gender, disability, or sexuality. Each group put together a presentation outline for their topic.	Within this written outline they identified and summarized the 4 sources, answered the prompting question related to their structural inequality, and posed their own follow-up question	Based on the assessment data, the goal was met and no suggestions for course content adjustments based on the assessment data are recommended at this time.	Based on the results from this assessment, it is recommended to add a requirement that at least two sources be contradictory. Having two conflicting sources would enhance the assignment and further challenge the students to write persuasively.

Student Learning Outcome (SLO): SLO 3: Students will explain ethical considerations within the field of kinesiology. (Ethical understanding, Civic Engagement, Problem Solving)

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper as part of regular coursework 	<ul style="list-style-type: none"> Used rubric or scoring guide Used professional judgement (no rubric or scoring guide used)

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
To assess this SLO, an exam was used to measure success. The assignment was a take-home exam which required students to answer five philosophical dilemmas based upon the subject matter presented to date. Students were permitted to incorporate information from the text, course lectures, and other sources they have accumulated for their presentation projects. Students were given one week to complete, edit, and format their exam prior to turning it in.	The exam was composed of five essay prompts from the subject matter of week one up to and including week eight. The exam is a take-home open-note/open-book assignment which students will answer each question in essay format.	The average score for the mid-term exam was 40.03/50 pts. or 80%. The data signifies three important issues: 1) students who did not do well did not follow the instructions provided, 2) some students procrastinated and waited until the day the assignment was due, 3) some students who did well attended the mid-term exam workshop, and 4) many students are unfamiliar with 7 th Edition APA formatting and need a basic course prior to the class (despite recommendations on the course syllabus and Purdue Owl being referenced).	Students need to be encouraged to seek out more diverse informational sources and diverse authors. Also, an equity component will be added to the list of philosophical dilemmas and dialectic. This course needs updating to include an equity component.

Student Learning Outcome (SLO): SLO 4: Students will plan, assess, measure, and evaluate program effectiveness. (Quantitative Reasoning, Problem solving, Critical Thinking)

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper as part of regular coursework 	<ul style="list-style-type: none"> Scored exams/tests/quizzes Used professional judgement (no rubric or scoring guide used)

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
A course embedded assignment was used to assess SLO #4. Groups of students worked together to discuss mock data related to exercise physiology lab testing implemented before and after a hypothetical exercise intervention.	Students were required to utilize quantitative reasoning to assess the outcomes of the mock lab test and interpret the data. Through the analysis and interpretation students were asked to share both in writing and verbally how the data and interpretation of said data can be applied in practice.	Course content adjustments will not be made based on assessment data. Data does not suggest that course content adjustments would be necessary.	These data suggest that students can effectively use quantitative reasoning to interpret the data, identify problems, and utilize critical thinking to determine the practical relevance and application of mock lab test results.

Student Learning Outcome (SLO): SLO 5: Students will assess and evaluate qualitative and quantitative information within the field of kinesiology. (Information literacy)

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

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
In order to assess SLO 5, students were required to complete the Family Tree Presentation assignment. Students were required to film themselves giving a five-minute presentation and submit the video on Flipgrid.	This assignment directly addressed SLO 5 where students were graded on their ability to apply lecture content from the first two modules to their own lives (i.e., information literacy). Information literacy is defined as a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information' (American Library Association, 2016). As it pertains to SLO 5, students connected the qualitative and quantitative information learned in the six lectures to their family tree/history using the Newell's model of constraints framework within the broader context of motor behavior.	Students generally had positive feedback on this assignment, and it was well done overall. One major adjustment made to this assignment from the previous semester was being more specific in the assignment outline by requiring students to only use the individual and environmental constraint components from Newell's model of constraints, which was now the only motor behavior theory they had to relate information to. Overall, the goal was met, however room for improvement is evident.	The results from this assignment were meaningful in two significant ways. First, it provided insight into the students' ability to bridge theory and practice. There is strong evidence promoting the importance of prioritizing practical skills in curriculum; data produced from this assignment gave revealed a better understanding of how well the students were able to practically apply theoretical concepts discussed in the posted lectures to themselves. Secondly, this being the first assessment of the course, these data also allowed provided insight into the varying proficiency levels of students as it relates to assessing and applying the lecture content. As a result, this provided valuable insight into how approaches can be modified regarding virtual communication with the students, and in some cases, modify the lecture recordings going forward.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? 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 2021-2022 so that others may learn from your experiences.

I believe it is important for me to be more diligent working with faculty who are conducting specific SLO assessments in their courses. There seemed to be some ambiguity at times in terms of what was needed and the methods for which these data were collected. Additionally, it was difficult at times getting these assessments from faculty.

CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)

As part of strategic planning, a Diversity and Equity Committee is has been formed that will consist of students, staff, and faculty from KHP. The purpose of this committee is to provide a safe-space forum where all KHP students, faculty, and staff can comfortably express, describe, and support departmental strategies in addressing diversity and equity without prejudice or diminishment. KHP has developed new PLOs and SLOs along with major course revisions. These have been implemented for the 2022-2023 academic year. We have also adding new courses to the curriculum with a specific on social justice, equity, and diversity. A strong focal point of these revisions and course additions is on creating a stronger KHP community that demonstrates that it recognizes and embraces all forms of diversity and inclusivity. An exit survey for graduating surveys will also yield informative data about the extent to which KHP is supporting the campus' diversity, equity and inclusion efforts.

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

Yes

Curriculum Matrix

Yes