



## Annual Assessment Report 2023-2024

### BS Kinesiology

### Department of Kinesiology & Health Promotion

### College of Science

#### CONTACT

Name of Program Assessment Lead Ken Hansen

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-health-promotion/index.shtml>

#### ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024**. 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 2023-2024?**

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

**Please list the SLOs examined**

- SLO #1: SLO 2a: Students will use oral skills to communicate persuasively and coherently.
- SLO #2: SLO 3a: Students will analyze credible and reliable data through information technologies.
- SLO #3: SLO 4b: Students will create solutions to advance the art and science of human movement.
- SLO #4: SLO 5a: Students will defend ethical positions within health and human movement.

**Student Learning Outcome (SLO): SLO 2a: Students will use oral skills to communicate persuasively and coherently.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected/Analyzed/Developed/Modified/Discussed assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework (Direct)</li> <li>Oral performance (e.g., presentation, defense, conference presentation, etc.) (Direct)</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
46	<p>The assessment of student success on the assignment was based on a detailed rubric, which measured their ability to apply lecture content from the first two course modules to their own family tree within the framework of Newell's model of constraints in motor behavior. The rubric assessed students across eight distinct categories, including an overall impression score, with a total of 35points possible. This score was then converted to a percentage, which constituted 15% of each student's overall course grade, as the assignment carried that weight. The rubric itself was developed over several years by the instructor, drawing on various resources, including the oral communication rubric created by the 2017 Summer Assessment Institute. This suggests a deliberate and iterative process in creating a fair and comprehensive grading tool. The rubric not only evaluated the students' grasp of theoretical concepts but also their ability to integrate these concepts into practical analysis, reflecting both the rigor of the course and the instructor's pedagogical intentions. In this way, the rubric provided a structured, multifaceted measure of student performance, ensuring consistency and clarity in how the assignment was assessed.</p>	<p>Yes, the overall performance in both oral presentations was exceptional, demonstrating that Student Learning Outcome (SLO) 2a was effectively achieved.</p> <p>The rest of this response was intentionally left out for simplicity reasons.</p>	<p>The results of this assignment, while not particularly striking, hold significant instructional value in two key areas. First, they offer valuable insight into the students' capacity to integrate theory with practice. There is substantial evidence emphasizing the importance of incorporating practical skills into educational curricula. The data from this assignment provided a concrete measure of how effectively students were able to translate theoretical concepts from the lectures into practical applications for themselves. This serves as a crucial indicator of their ability to bridge academic knowledge with real-world scenarios. Secondly, as this was the second assessment of the course, the results also revealed a range of proficiency and experience levels among the students in relation to understanding and applying the lecture content. These findings were instrumental in shaping the instructor's teaching strategies for the remainder of the semester, allowing for a more tailored and responsive approach to addressing the diverse needs of the students. Thus, while the outcomes may not have been groundbreaking, they provided critical pedagogical insights that informed the instructor's future course planning and instructional techniques.</p>

**Student Learning Outcome (SLO): SLO 3a: Students will analyze credible and reliable data through information technologies.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected/Analyzed/Developed/Modified/Discussed assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework (Direct)</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> <li>Scored exams/tests/quizzes</li> <li>Used professional judgement (no rubric or scoring guide used)</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
33	The evaluation for the course was conducted through a combination of pre-labs, quizzes, datasheets, and a final exam, each contributing to the overall assessment in distinct ways. Pre-labs and quizzes were graded on a percentage scale, with each artifact adding to the cumulative score of the students. Data sheets, on the other hand, were evaluated on a 5-point scale, with the total score for this component reaching 55 points. The final exam followed a cumulative scoring method, with a total possible score of 50 points. Together, these elements provided a well-rounded assessment of students' knowledge and skills throughout the course.	<p>Yes. The course assessment successfully met Student Learning Outcome (SLO) 3a</p> <p>The rest of this response was intentionally left out for simplicity reasons.</p>	The data sheets, although completed in a group setting, provided a clear demonstration of individual students' data analysis skills. Despite the collaborative nature of the assignment, each student's ability to engage with and analyze the data was effectively highlighted, showcasing their personal competency in this critical area. The pre-labs and quizzes, which were designed as foundational exercises, helped students build the necessary skills for data analysis. However, these components may benefit from adjustments to place greater emphasis on critical data evaluation. While they laid a solid groundwork, their focus could be enhanced to foster deeper analytical thinking, better preparing students for more complex tasks later in the course. Performance on the final exam was consistently strong, with students demonstrating their ability to apply comprehensive analytical skills. This culminating assessment revealed the students' proficiency in synthesizing and evaluating information, affirming the effectiveness of the course curriculum in developing these abilities. However, the exam also underscored the need for a more balanced approach, integrating both recognition and analysis. This balance would ensure that students are equally adept at identifying relevant information and critically assessing it, further enhancing their overall analytical skill set.

**Student Learning Outcome (SLO): SLO 4b: Students will create solutions to advance the art and science of human movement.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected/Analyzed/Developed/Modified/Discussed assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework (Direct)</li> <li>Oral performance (e.g., presentation, defense, conference presentation, etc.) (Direct)</li> <li>Other, please explain: The assessed work was a significant course assignment involving a group project and oral presentation. Students were required to submit an extended outline and deliver their topic through either a live presentation or a 10-minute recorded video. Their performance was evaluated based on both the creativity and effectiveness of their delivery, as well as the quality and relevance of the content presented.</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> <li>Used professional judgement (no rubric or scoring guide used)</li> <li>Other, please explain: The rubric used for this assignment was a modified version specifically designed to assess the creativity and effectiveness of the students' presentations, as I believed they required clearer guidance in this area. The content of their topics was evaluated based on professional judgment, considering that these topics had been covered in class and students demonstrated a solid understanding of the expectations. Overall, the emphasis of the assignment was placed more heavily on the creativity and effectiveness of the presentations.</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
28	Success in the assignment was measured using a point system, with 15 points allocated for the outline and 35 points for the video presentation. Points were awarded based on how well each required component was addressed. Furthermore, if any aspect of the assignment surpassed the standard of exemplary performance, additional points were granted in recognition of that achievement. The total points from this assignment contributed to the students' overall grade percentage in the class. For my assessment purposes, I determined the success of the assignment by calculating the average score as a percentage, providing a clear measure of student performance.	<p>Yes. The course assessment successfully met Student Learning Outcome (SLO)</p> <p>The rest of this response was intentionally left out for simplicity reasons.</p>	During the presentations, the instructor was struck by the remarkable creativity exhibited by the students and their willingness to be vulnerable by sharing their personal journeys related to well-being. This class is structured around an integrated view of health and wellness, encompassing all dimensions of well-being. It is essential to understand that one cannot teach what they do not know, which is why students are required to reflect on their own well-being across these dimensions. This process of self-examination enabled students to incorporate real-life experiences into their oral presentations, making their proposed solutions for change both relatable and impactful. This approach effectively addresses the critical question of how to motivate change within the general public. The depth to which students embraced this concept and creatively articulated it while seeking solutions to health and well-being challenges was truly eye-opening. Their presentations were not only informative but also inspiring, demonstrating a profound understanding of how personal experience can serve as a powerful catalyst for motivating others.

**Student Learning Outcome (SLO): SLO 5a: Students will defend ethical positions within health and human movement.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected/Analyzed/Developed/Modified/Discussed assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework (Direct)</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
56	<p>The final paper required students to select from a bank of ethical questions, prompting them to take a position on their chosen topic. Each question was designed to explore ethical dilemmas, and students were expected to anchor their arguments in a major ethical framework, such as Utilitarianism, Deontology, Virtue Ethics, or Contractarianism. They needed to support their positions with evidence, present a robust counterargument, and then provide a rejoinder to defend their original stance. A grading rubric was utilized to assess the papers, with a strong emphasis on the students' critical evaluation skills. Particular attention was given to the strength of their counterarguments and the effectiveness of their rejoinders, as these elements are crucial for a comprehensive understanding of ethical discourse. The results were overwhelmingly positive; approximately 95% of students performed well on the assignment, successfully demonstrating their ability to defend an ethical position. This high level of achievement reflects not only their grasp of ethical concepts but also their capacity for critical thinking and argumentation in complex moral discussions. Overall, the assignment effectively met its objectives and fostered a deeper understanding of ethical reasoning among the students.</p>	<p>Yes. The course assessment successfully met Student Learning Outcome (SLO)</p> <p>The rest of this response was intentionally left out for simplicity reasons.</p>	<p>The most eye-opening results from the assignment were how effectively students identified strong counterarguments. It can often be tempting to select a counterargument that is easy to defeat; however, many students rose to the challenge by presenting compelling counterarguments instead. In class, ethical issues were presented alongside the strongest arguments on all sides of each issue. Many of the arguments discussed represent the most rigorous and contentious debates in the field of sport philosophy. For example, when exploring the question, "Should we allow PEDs in elite sport?" students found novel avenues to address this issue, offering responses that had not previously been encountered in the literature. The overall strength of the students' positions and their critical evaluations proved to be very illuminating. Their engagement with the material demonstrated a commendable embrace of complex ethical discourse and a willingness to explore multifaceted perspectives.</p>

## IMPROVING THROUGH ASSESSMENT

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? 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 2023-2024 so that others may learn from your experiences.**

Enhancing diligence in collaboration with faculty members conducting specific Student Learning Outcome (SLO) assessments within their courses has become a crucial priority. Previously, there were instances of ambiguity regarding the required criteria and the methods for collecting the necessary data. Additionally, challenges were encountered in obtaining these assessments from faculty members. Reflecting on the completion of last year's assessment, it is clear that further action is needed to address these concerns. As the assessment lead, a commitment to improving communication is essential to ensure that clear expectations are established and met. By fostering open dialogue with faculty, the goal is to create a more streamlined process for SLO assessments, ultimately enhancing the overall effectiveness of the assessment strategy.

**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, [CPP's Graduating Senior Survey](#) on Tableau, course evaluations, etc.**

In the context of strategic planning, the 2022/2023 academic year marked the formation of the BEaJEDI Committee (Belonging, Justice, Equity, Diversity and Inclusion Diversity and Equity Committee), which included key stakeholders such as students, staff, and faculty from the Department of Kinesiology and Health Promotion (KHP). This committee has since undergone restructuring to enhance stakeholder involvement, transforming into the Justice, Equity, Diversity, and Inclusion (BaJEDI) committee. The primary goal of this committee is to create a safe and inclusive platform where all members of the KHP community—students, faculty, and staff—can freely express, articulate, and support departmental strategies related to diversity and equity without experiencing bias or marginalization. In alignment with these initiatives, KHP has developed new Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs), alongside significant revisions to major courses, all implemented for the 2022/2023 academic year. Furthermore, KHP is introducing new courses into the curriculum, specifically focusing on social justice, equity, and diversity. A central emphasis of these revisions and course additions is to foster a more cohesive KHP community that actively acknowledges and embraces all forms of diversity and inclusivity.

**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