



## Annual Assessment Report 2021-2022

### MS Kinesiology Kinesiology and Health Promotions 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-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 1a: Students will convey complex physiological, mechanical, socio-cultural, and psychological mechanisms of kinesiology clearly, consistently, and logically through written communication. (Written Communication).
- SLO #2: SLO 3a: Students will apply appropriate kinesiological theories and research methods to develop and investigate research questions. (Evaluation of Theories).
- SLO #3: SLO 3b: Students will interpret data in order to apply results to the subdisciplines of kinesiology. (Evaluation of Theories).
- SLO #4: 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, Problem Solving).

**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. (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>Scored direct evidence of student learning</li> <li>Interpreted and made meaning of findings for 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 professional judgement (no rubric or scoring guide used)</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<p>All students enrolled in KIN 5900 complete a mock NIH grant application. The RFP requires students to identify a pertinent research topic, select a germane research question and summarize existing research on the topic to create a compelling needs statement. They are also required to design an appropriate and ethical pilot study to address their research question. Their proposed study must adhere to specific grant conditions (e.g. 0-8 week data collection period). The mock grant application contains 2 sections (Needs Statement and Methodology) and a modified IRB form. The purpose of this written assignment is to demonstrate student competency in the following research, information literacy, and communication skills:</p> <ul style="list-style-type: none"> <li>• Synthesize lecture notes, readings, and existing research to formulate quality research questions and hypotheses.</li> <li>• Effectively and efficiently locate existing research on KHP topics</li> <li>• Synthesize lecture notes, readings, and existing research to produce a quality needs statement</li> <li>• Select appropriate, ethical methods to address research questions</li> <li>• Design appropriate, ethical methodologies to address research questions</li> <li>• Apply the principles of quality academic and professional written communication</li> </ul>	<p>The mean grade for this assignment was 59.4/75 (79% = C+) with a range of 72.5 – 38.5/75. Overall, these grades were disappointing considering the assignment was scaffolded across the semester and represented the culminating assignment for the course. There were notable areas of weakness in the student submissions in relation to the PLO/SLO being assessed. The following were consistent themes across the lower scoring submissions:</p> <ul style="list-style-type: none"> <li>- Lack of clarity when communicating core ideas/concepts</li> <li>- Poorly structured flow (lack of connection in and between ideas)</li> <li>- Missing content (failure to follow written assignment instructions)</li> <li>- Illogical conclusions drawn from existing literature</li> <li>- Descriptive analysis of existing literature rather than synthesis of existing literature</li> <li>- Failure to form appropriate paragraphs</li> <li>- Incorrect application of APA citation style</li> </ul>	No	<p>In light of the range of grades scored in this signature assignment, The instructor has indicated that the following adjustments shall be made to the assignment in Fall 2022:</p> <ul style="list-style-type: none"> <li>• Introduce additional layer to scaffolding in the form of skeleton needs statement with required breakdown of literature and linking sentences</li> <li>• Provide more detail on the content expected in each sub-section of the methodology</li> <li>• The instructor has vowed to hold self more accountable with feedback on scaffolded steps</li> </ul>

**Student Learning Outcome (SLO): SLO 3a: Students will apply appropriate kinesiological theories and research methods to develop and investigate research questions. (Evaluation of Theories).**

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 findings for direct evidence</li> </ul>	<ul style="list-style-type: none"> <li>Oral performance (e.g., presentation, defense, conference presentation, etc)</li> <li>Thesis or dissertation (graduate level only)</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
All students enrolled in KIN 6950 complete a written proposal in their 1st semester. The KHP project is the translation of empirical evidence to create an applied artifact relevant to the students' field of practice (e.g. evidence-based programs/ curriculums/ interventions, development of new clinical/pedagogical methodologies, systematic review for publication with evidence-based application to field).	The identifies a practical problem, explains the applied implications of this problem, sets forth and evaluates the existing literature connected to the problem, develops an evidence-based artifact in response to the problem, and reflects on the design process. The proposal document evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation	Yes. The students enrolled in KIN 6950 all successfully passed their proposal in Fall 2021. Two passed with minor revisions and one with major revisions (although minor revisions only in Chapter 3). No adjustments are needed.	These results suggest that the students are retaining the content knowledge learned in the KIN 5900 and 5910 sequence and are successful in their application of the knowledge in the project process.

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

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 findings for 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 professional judgement (no rubric or scoring guide used)</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
In order to assess SLO 3b, students were required to complete the Research Proposal assignment. The assignment due date was on 5/4/2022, which came after the completion of Module I (Introduction to Research Methods in Kinesiology) and Module II (Application of Research Methods in Kinesiology – worksheet component), and during Module III (Dissemination of Research Methods in Kinesiology). The assignment directly addressed SLO 3b where students were graded on their ability to interpret mock data that they were asked to create in Worksheet #5 in the results and discussion sections of their research proposal.	Students were required to complete their research proposal that was initiated in KIN 5900 and KIN 5920. This included finalizing previously completed sections (i.e., introduction, literature review, and preliminary methodology) and developing and writing the remaining sections (i.e., complete methodology, pilot results, data synthesis, and pilot evaluation). The outline of the assignment is provided in the rubric below (starting on page 3).	Yes. Based upon the assessment data, the instructor does not anticipate making any major course content adjustments; however, this is difficult to answer presently given that the instructor did adjust the pace (and occasionally the content) of the material taught after Thus, while the evaluation criteria are likely to stay the same, pace and content may be adjusted.	The instructor strongly believes that this assignment is necessary for this course, as its intention is to better prepare students for their own culminating experience proposal/defense in their second year, and to ease some of the workload from their respective chairs/advisors by having already laid the foundation for their work in this course (+ KIN 5900 and 5920). With that said, the instructor plans to adjust this assignment in two minor ways going forward. First, the instructor will add and emphasize the relevant SLOs that this assignment assesses in the rubric, so students have more explicit knowledge of how it fits into the overarching course learning outcomes. Secondly, the instructor will change the name of the assignment from 'Research Proposal' to 'Mock Research Defense.' This is a more accurate reflection of the assignment seeing how mock data are reported and discussed in the document.

**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, Problem Solving).**

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 findings for 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 professional judgement (no rubric or scoring guide used)</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
The KHP project is the translation of empirical evidence to create an applied artifact relevant to the students' field of practice (e.g. evidence-based programs/curriculums/interventions, development of new clinical/pedagogical methodologies, systematic review for publication with evidence-based application to field).	It identifies a practical problem, explains the applied implications of this problem, sets forth and evaluates the existing literature connected to the problem, develops an evidence-based artifact in response to the problem, and reflects on the design process. The proposal document evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.	Yes. Two of the three students enrolled in KIN 6950 successfully defended their Projects in AY 2021/2. The remaining student has deferred their defense until Fall 2022 due to a delay collecting and analyzing their data. One passed with minor revisions and one with no revisions.	These results suggest that the students are retaining the content knowledge learned in the KIN 5900 and 5910 sequence and their discipline-specific courses and, are successful in their application of the knowledge in the project process. The successful defense of their Projects represents the culmination of the Master's Program.

## 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.**

As the assessment lead for KHP, 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.

**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**

Yes