



## Annual Assessment Report 2023-2024

### MS Kinesiology & Health Promotion 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 No

#### 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?

- 2

**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: GSLO 1a: Students will convey complex ideas 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)

**Student Learning Outcome (SLO): GSLO 1a: Students will convey complex ideas 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>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
20	<p>the evaluation based on four sections in the rubric: Chapter 1 (Introduction), Chapter 2 (Context for Research or Literature Review), Chapter 3(Methodology), and the overall organization, presentation, and writing quality.</p> <p>Success was assessed using the instructor-created rubric provided below (starting on page 3),with each of the four sections comprising multiple components. The assignment was worth a total of 30 points and accounted for 30% of the students' overall course grade.</p>	<p>Partially</p> <p>The rest of this response was left out for simplicity purposes.</p>	<p>Based on the students' overall performance throughout the semester, the results of the assignment were not particularly surprising. The varying levels of critical thinking and academic writing abilities among the 20 students were evident from the beginning, which is a common challenge in teaching a first-semester graduate course. However, two aspects stood out. First, students who struggled in these areas made limited use of available resources before submitting the assignment, such as attending office hours, asking questions in class, utilizing the campus writing center, or seeking peer feedback. Second, in Module III of the course, three worksheets were directly aligned with the three chapters required for the research proposal paper. This alignment was designed to encourage students to begin working on their paper earlier in the semester. It was surprising to see several students fail to apply the material they had already worked on in these worksheets, despite receiving feedback on them, to their final research proposal paper.</p>

**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/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 professional judgment (no rubric or scoring guide used)</li> <li>Other, please explain: Thesis process document developed by the graduate coordinator (Dr. Lara Killick) and approved by the KHP department.</li> </ul>

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
3	<p>The evaluated components were the first three chapters outlined in the thesis process document, developed by the graduate coordinator, Dr. Lara Killick, and approved by the KHP department. These chapters included the Introduction (Chapter 1), the Review of Literature (Chapter 2), and the Methodology (Chapter 3).</p> <p>Success was evaluated based on the thesis committee's approval of the thesis proposal. The thesis chair specifically assessed success in terms of the comprehensiveness and thoughtfulness of the first three chapters, as well as the proficiency in academic writing.</p>	<p>Only one of the two students achieved SLO 3a</p> <p>The rest of this response was left out for simplicity purposes.</p>	<p>First, it was not surprising that neither student met any of the soft deadlines set for the semester. Both students appeared motivated and inspired during the initial meetings. This experience served as an eye-opener for the chair, leading to the decision that future 'soft' deadlines will become 'hard' deadlines. Providing consistent and timely feedback on both documents during the last month of the semester proved to be incredibly time-consuming. The desire of both students to push for proposals this semester, despite not meeting earlier deadlines, created significant pressure on the chair. This situation will not be repeated in the future. Second, the inability to apply the provided feedback was also enlightening. This issue has been observed with other students as well. A tutorial on how to effectively accept feedback using Word or other software programs may be beneficial for graduate students. Lastly, the lack of communication and effort regarding the thesis documents during the first half of the semester from both students was both eye-opening and disappointing. Having received excellent supervision during the master's thesis and Ph.D. dissertation, the chair aims to provide the same level of support to students. However, effective support is not possible when communication is not reciprocated.</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
- College/divisional 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.**

As the assessment lead for Kinesiology, Health Promotion (KHP), key areas for improving Graduate Student Learning Outcome (GSLO) assessments have been identified, along with a comprehensive plan: Clarifying Assessment Requirements: To resolve the occasional ambiguity in GSLO assessments, a clear guideline document will be created. This document will outline data collection procedures, assessment methods, and success criteria, providing faculty with precise instructions to align assessments with learning outcomes. Streamlined Data Collection: Concerns regarding the timeliness of faculty submissions for assessments have been noted. A digital platform is being explored to facilitate submissions, complete with set deadlines and reminders to ensure prompt data collection. Promoting Faculty Collaboration: To enhance collaboration among faculty, regular meetings and workshops focused on GSLO assessments will be considered. These forums will provide opportunities for faculty to discuss assessment needs, seek clarifications, and share best practices, thereby fostering a collaborative environment. Continuous Monitoring and Feedback: Plans are underway to establish a system for continuous assessment monitoring and feedback. This will involve periodic assessments and data reviews to identify trends and areas requiring improvement. Faculty feedback on the assessment process will be actively solicited to implement necessary adjustments. Professional Development: To address potential training needs among faculty, professional development opportunities will be explored, including workshops on assessment strategies and data collection. Enhancing faculty expertise in assessment will contribute to improving the quality of GSLO assessments within 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, [CPP's Graduating Senior Survey](#) on Tableau, course evaluations, etc.**

All of these options are under consideration for the next evaluation cycle, during which new GSLOs will be identified alongside 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** - Yes

**Curriculum Matrix** - Yes