

**Kinesiology and Health Promotion Department
Assessment Report
Spring 2015**

The Kinesiology and Health Promotion Department (KHP) has three undergraduate options in the degree program. Each follows the same five student-learning outcomes, however, meaning, quality, and integrity varies within each option. Therefore, the individual options will be addressed separately in this assessment assignment. The graduate program has three specializations with four student-learning outcomes that were not measured this academic year because courses are only offered every other year.

EXERCISE SCIENCE

Exercise Science Option - Meaning:

Entering students are expected to have adequate preparation in basic subjects in science as well as in quantitative, interpersonal and motor skills. They should also be willing to develop and expand these skills during their undergraduate study at CPP. Particularly in the field of kinesiology, professional work directly involves working and communicating with people in a way that requires knowledge, skills and ability. Graduates with a kinesiology degree are in “high-demand” in the fitness and health-related job market and in post-graduate college admission in the field of physical therapy, occupational therapy, physician assistant, and medicine.

KHP would expect our graduates to contribute to the community and society by helping people live healthier lives through exercise, physical activity, and behavior modification. As the societal demands for this knowledge and skills increases, we are poised to prepare students with the necessary skills. Successful students will leave the exercise science program with the following knowledge, skills and ability to:

- 1) Assess personal health, physical fitness, motor and rehabilitative skill needed to create, implement and evaluate a program for promoting and enhancing health, lowering risk factors for certain diseases, and increasing functional capacity.
- 2) use intervention strategies to reduce sedentary behavior for improving fitness and health outcomes
- 3) Teach health, physical fitness, motor skills and knowledge to audiences of diverse cultures and social settings.
- 4) Lead and learn from diverse communities on critical thinking related issues in kinesiology and exercise science.
- 5) Solve problems in the world using the acquired knowledge, and creative and practical thinking skills, as well as newly acquired technological skills.
- 6) Acquire personal health and fitness through exercise, motor skills and prudent nutrition.

The exercise science option is in the undergraduate program where the learning outcomes are broad based while the Master's program of exercise physiology is a focused discipline in applied physiology. Thus, the main focus of the undergraduate program is on theoretical and clinical bases including (1) influence of physical activity and environmental conditions on public health issues and (2) clinical skills for the assessment of human performance and risk factors for disease development. In light of the graduate program, the objectives include preparation of students for (1) research positions at higher learning institutions and health-related industry, (2) advanced graduate study and (3) careers in the fitness and health-care industry.

Exercise Science - Quality:

KHP is **preparing** students in the exercise science option by implementing curriculum not only centered on “hard” scientific knowledge but also development of “soft” skills integral for a student’s professional success. These soft skills include, mentorship, written, oral, and visual communication, collaboration, professionalism, critical thinking, creativity, and leadership. The exercise science curriculum incorporates hands-on learning assignments, teamwork-based projects, and laboratory courses to facilitate an integrated “hard” and “soft” skill-centered program that will have acquired and developed the following knowledge, skills and ability in:

- 1) behavioral modifications to guide others to meet desirable and optimal goals
- 2) written, oral and kinesthetic communication and performance of motor skills
- 3) collaboration with community partners (i.e., social and cultural skills)
- 4) developing and promoting professional opinions on critical issues in the field (i.e., professionalism, creativity, etc.)
- 5) critically evaluate and interpret information using evidence-base decisions to arrive at unbiased view points or claims for testing of hypotheses.

The five SLOs are aligned with the KHP program expectations for the exercise science option and are different than the four SLOs for the graduate program.

Exercise Science - Integrity:

A few of the **undergraduate exercise science labs** have measured three of the SLO’s over the past year:

SLO #2: Students will develop communication, skills (oral and written), interpersonal skills, critical thinking skills, technological skills, and reflective skills necessary to enhance scholarly pursuits and become lifelong learners within the disciplines of kinesiology and health promotion.

KIN 470L

Able to use critical thinking skills to recognize and solve problems in a laboratory setting. Although the percentage varies between years, there is an increase in the student’s ability to use critical thinking and problem solving in a laboratory setting. This is critical as so many of the Exercise Science students will continue onto graduate school where these skills are needed.

Quarter	Percentage
Fall 2012	79%
Fall 2013	98.4%
Winter 2015	89%

SLO #3. Students will perform basic motor skills and patterns and apply a variety of concepts, theories, and methods common to kinesiology and health promotion and become equipped with the skills necessary to bridge the gap between theory and practice.

KIN 304L

(rated the following on a scale of 1 -5, with 5 being excellent)

SLO #3 was measured using an assignment that required the students to modify an activity or an exercise 4 different ways and explain their modification using biomechanical concepts and theories. The assignment is graded on the accuracy of the explanation and correctness of the biomechanical concept that the student chooses to apply.	Winter 2011	4.19
	Fall 2011	4.48
	Winter 2012	4.35
	Fall 2012	3.96
	Fall 2013	3.65
	Winter 2014	3.60
	Fall 2014	3.65
	Winter 2015	4.42

The average scores over the past 4 years have varied by .82. This seems to be a steady measure of the student's ability to apply the SLO #3. Even with the change in faculty and the increase in class size the averages have remained steady.

KIN 470L

SLO #2 and #3: Able to use measurement skills to recognize problem

SLO #2 and #3: Able to use measurement skills to solve problem or identify abnormality

Students were asked to use their problem solving skills to determine their ability to judge resting and exercise heart rate from an ECG strip. The results for the past few quarters are listed below. It seems like more time was spent on this exercise and it seemed to have made a difference.

	Fall 2012	Fall 2013	Winter 2015	% change from 2012
SLO 2 & 3	79%	99.20%	89%	10%

SLO #4. Students will utilize statistical and measurement concepts (qualitative and quantitative) to assess student/client performance and program effectiveness.

KIN 303L

(rated the following on a scale of 1 -5, with 5 being excellent)

Ability to use problem-solving skills: Includes determine blood pressure; aerobic capacity using oxygen consumption, anaerobic power using 2 different tests, and using equations to calculate VO2max and RER values.	F'14 – 2 lab sections	4.47 / 4.3
	W'15 – 3 lab sections	4.03 / 3.86 / 4.36
Quality of reporting lab data: Includes presentation of lab findings; correct calculations, professional data reporting.	F'14 – 2 lab sections	3.95 / 4.2
	W'15 – 3 lab sections	3.93 / 3.86 / 4.36
Quality of lab skills: Includes following the correct procedures, professional presentation in oral and written work.	F'14 – 2 lab sections	4.52 / 4.5
	W'15 – 3 lab sections	4.0 / 4.5 / 4.43

The variance in range between ability to use problem-solving skills is 1.7, while quality of reporting lab data was .05, and quality of lab skills was also .5. This is a steady average displaying that the students are receiving and learning the same material over time as well as regardless of who is teaching the labs.

KIN 304L

(rated the following on a scale of 1 -5, with 5 being excellent)

SLO #4 was measured using an assignment that required the students to use video analysis, taken of themselves, to assess and measure quantitatively the differences between proper and improper motion. This assignment required analysis of joint angle and head motion tracking to differentiate between ideal and poor performance.	Winter 2011	4.44
	Fall 2011	4.54
	Winter 2012	4.05
	Fall 2012	4.06
	Fall 2013	3.76
	Winter 2014	4.27
	Fall 2014	3.97
	Winter 2015	3.8

The lab enrollment increased this academic year, which may have been the reason for a slight decrease in student scores (W'11 13 in a lab was 4.44 and W'15 18 in a lab was 3.8). This verifies that there is a threshold in the number of students that can be in the same lab due to faculty time and equipment ability.

There were no graduate courses in Exercise Science taught this academic year due to a number of circumstances. Therefore, no graduate SLO's were assessed.

HEALTH PROMOTION

Health Promotion - Meaning:

Entering students are expected to have basic writing skills, critical thinking skills, good study skills, and a desire to help people lead a healthy life style. The **future** for the students is to work in a corporate worksite setting where they would engage people in changing behaviors in order to live a healthy life. They would **leave Cal Poly Pomona** with the ability to plan and implement a health promotion program in order to meet the goal of helping people live a healthy life. There is no **graduate program** in Health Promotion at Cal Poly Pomona, but for the graduates in the kinesiology master's degree program, there is a greater expectation overall than the undergraduates.

Health Promotion - Quality:

KHP is **preparing** Health Promotion students by developing a curriculum that requires a variety of classes in Kinesiology, Health Promotion, Business and Psychology so that they will have skills needed in a number of disciplines. Assignments in the option require hands-on learning assignments that require critical thinking and problem solving skills. The five SLO's are aligned with the KHP program expectations for the health promotion option.

Health Promotion - Integrity: The Health Promotion option courses have not been part of the measurement of the KHP student learning outcomes. Therefore, KHP has not determined if the preparation for the students is working except for "unofficial" antidotal information that the faculty has collected. Currently there is no specific assessment or individual program review of health promotion other than the 5 years Program Review in which the entire KHP program participates.

Health Promotion does not have a graduate program.

PEDAGOGY

Pedagogy - Meaning:

Entering students are expected to have a desire to work with students in a diverse and dynamic physical education setting. Additionally, students should have a passion for student learning, enjoy movement activities, have an adequate command of written and oral language, and display critical thinking and problem solving skills. The future for which the pedagogy option is preparing KHP majors is teaching single subject physical education and adapted physical education. Both of these programs, single subject physical education and adapted physical education, are approved by the California Commission on Teacher Credentialing and are part of the credential program in the College of Education and Integrative Studies at Cal Poly Pomona. In order to attain a California teaching credential, pedagogy majors must meet the KHP undergraduate SLO's as well as provide an educational program around the guidelines set forth in the California Physical Education Model Content Standards and the Physical Education Framework.

The graduate program is for those looking for advanced positions within the K-12 or higher education settings and includes two specializations: Adapted Physical Education and Curriculum & Instruction. The KHP graduate program has the four common student learning outcomes that are shared with all specializations in the Kinesiology Master's Degree Program.

Pedagogy - Quality:

KHP **prepared students** that are able to apply the standards and meet the SLO's in the undergraduate program in order to be prepared for the teaching credential program. The five SLO's are aligned with the KHP program expectations for the pedagogy option and are different from the four SLO's in the graduate program. The five SLO's are aligned with the KHP program expectations for the pedagogy option and are different than the four SLO's in the graduate program.

Pedagogy - Integrity:

A few of the **undergraduate pedagogy courses** have measured the SLO's over the past year:

- #1. Students will gain knowledge of the history and broad content within the disciplines of kinesiology and health promotion and develop skills to enable the synthesis of concepts across disciplines.*

KIN 201:

Quarter	SLO #1 Historical Aspect (30 pts)	SLO #1 Conceptual Aspect (15 pts)
Fall 2012	19.75	9.83
Fall 2013	10.7	8.5
Spring 2014	16.1	11.1
Fall 2014	14.8	11.7

It is clear that the student's displayed less competency Fall 2013 than Fall 2012. When the overall GPA was compared, Fall 2012 was 2.9 and Fall 2013 was 2.2, and Spring 2014 was 2.9 and Fall 2014 was also 2.9, which collates with the test scores. Lower performing students do poorer measuring this SLO than higher performing students.

2. *Students will develop communication skills (oral and written), interpersonal skills, critical thinking skills, technological skills, and reflective skills necessary to enhance scholarly pursuits and become lifelong learners within the disciplines of kinesiology and health promotion.*

KIN 209:

Quarter	Oral Presentation	Scale	Range
Fall 2013	2.97	1 - 5	1 - 5
Winter 2014	3.42	1 - 5	2 - 5
Fall 2014	3.4	1 - 5	2 – 4.5
Winter 2015	4.15	1 - 5	3 – 4.75

It is clear that improvement in scores from Fall 2013 to Winter 2015 have occurred due to changes made in how the students prepare for their presentations and the criteria used being clearer.

KIN 312:

Quarter	Score out of 15
Fall 2011	12.91
Winter 2012	13.38
Winter 2013	13.71
Winter 2014 (2 sections)	14.3 and 13.38
Fall 2014	13.82
Winter 2015 (2 sections)	13.11 and 13.79

Since this is a 300 level course it seems like the majors have improved on their oral presentation skills since taking KIN 209.

3. *Students will perform basic motor skills and patterns and apply a variety of concepts, theories, and methods common to kinesiology and health promotion and become equipped with the skills necessary to bridge the gap between theory and practice.*

KIN 256A:

Assessment Tool: Teacher Performance Rubric

Results: These data suggest that the students in KIN 256A (Fall 2014) are meeting Student Learning Outcome #3 in teaching performance, as it relates to bridging gap between theory and practice.

In comparing student performance for Student Learning Outcome #3 in this course to the performance of the students enrolled in KIN 256A in Fall 2013, these data show a slight decrease in the overall average by 2.00%. In 2013, the students averaged 90.00%. Conversely, in 2014 the students averaged 88.00%.

While an overall score of 88.00% does show that SLO #3 is being met in KIN 256A, this analysis does reveal an area in student peer-teaching performance that needs to improve. The 2.00% decrease is once again predominately due to lower overall scores in the area of planning for assessment. Moreover, the average score in this class is lower by 4.11% from the students in 2012. This steady decrease over the past two years is going to be more of a focal point the next time this class is taught.

Consistent with the students in 2013, students also had trouble with the development of appropriate assessment tools for the lesson they taught in class. While additional efforts were made to facilitate the learning process for developing assessment tools with this class, as the instructor of this course, it is even more apparent that I need to continue emphasizing more clearly the procedures for identifying and developing appropriate assessment tools for individual lessons plans.

#5. Students will demonstrate knowledge of professional and ethical decision making skills and civic responsibility.

KIN 425:

Quarter	Score in percentage
Fall 2013	61%
Winter 2014	37%
Fall 2014	72%

Students were given a scenario and asked how they would respond. 61% of the students in Fall, only 37% in Winter and 72% in Fall 2014 would do the “right thing”. The only demographic data that was different from the three quarters was the year in school; Fall was 43% were fifth year and above, Winter was 7% and Fall 2014 was 86%. The maturity level of the students may have influenced the scores.

There were no graduate courses in Pedagogy/Curriculum Instruction taught this academic year due to a number of circumstances. Therefore, not graduate SLO’s were assessed.

REPORT SUMMARY

The role of assessment of the SLO’s has been for individual faculty to share results and make changes in the appropriate courses. These changes are then highlighted in the recent academic program review. Nevertheless, we produce excellent students who enter very competitive allied health programs, serve the K-12 school districts, and change health care around the world. We measure student-learning outcomes in our courses to improve our curriculum. With the semester conversion, KHP revised the entire major curriculum core and the three options to prepare students for the future in the fields of kinesiology and health promotion.