Undergraduate Assessment of Student Learning Report 2017-2018

Kinesiology Student Learning Outcomes 2017-2018 Report

A. **Program Information**
Kinesiology
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B. **Outcome Reporting –** Information on reported Student Learning Outcomes for the Kinesiology program for the 2017-2018 academic year

SLO 1. : Know/comprehend the structure and function of the human body as they relate to physical activity, fitness, and public health.

Kinesiology 360 Anatomy and Physiology: Comprehensive Quiz

SLO 1 was assessed in Kinesiology 360, Anatomy & Physiology during the Fall 2017 semester.

A comprehensive quiz was given during the last week of the Fall semester to evaluate students' understanding of human anatomy and physiology at the organ system level. A total of 59 students participated in this quiz.

Exceeding Expectations	**Meeting Expectations**	**Not Meeting Expectations**
Score of 90-100%	Score of 70-89 %	Score of <70%
50/59 students (84.7%)	8/59 students (13.6%)	1/59 students (1.7%)

Summary: Assessment results indicate that students understood and were able to articulate information at a high level related to the human organ systems. Future classes will continue to build upon the current format and identify additional ways to improve student performance and retention of information.

Course: KIN 617 – Signaling Pathways in Physiology

Description of assessment tool (lab, test, quiz, question, paper…) and how assessment is related to SLO:

SLO1 was evaluated with daily quizzes and regular exams throughout the semester. Questions included T/F, multiple answer, and short answer and were used to evaluate each student's ability to recall and interpret the molecular process that drive physiological function as it relates to health and disease.

SLO2 was accomplished with regular 'research seminar' class periods in which recent peer-reviewed research papers were reviewed and discussed. Performance was assessed with questions on the exam that were directly related to the articles covered.

SLO1 and SLO2 were both evaluated with quizzes and exams; therefore, a combined rubric was used to evaluate performance.

Performance Category	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Description of performance level	Students in the exceeding expectations category received an exam score of 90-100% demonstrating a high level of understanding of the human organ system level.	Students in the meeting expectations category received an exam score of 70-89 % demonstrating a reasonable level of understanding of the human organ system level.	Students in the not meeting expectations category received an exam score of less than 70% demonstrating an inadequate level of understanding of the human organ system level
Number of students attaining performance level	Spring 2018 (17/25)	Spring 2018 (6/25)	Spring 2018 (2/25)
Comments			

SLO 2. : Know/comprehend the biomechanical, physiological, behavioral, and sociological correlates of physical activity, fitness and public health.

Kinesiology 330 Biomechanics: Course Semester Grades

SLO 2 was assessed in Kinesiology 330, Biomechanics during the Fall of 2017 semester.

The course grades evaluated the entire semesters body of work for each student to include 4 exams, a videography project and 9 graded lab assignments.

Exceeding Expectations	**Meeting Expectations**	**Not Meeting Expectations**
Students in the exceeding expectations category received a score of 90-100% demonstrating a high level of understanding of Biomechanics.	Students in the meeting expectations category received a score of 70-89 % demonstrating a reasonable level of understanding of Biomechanics.	Students in the not meeting expectations category received a score of less than 70% demonstrating an inadequate level of understanding of Biomechanics
34/60 students (56%)	26/60 students (43%)	0/60 students (0%)

Summary: Assessment results indicate that students understood and were able to articulate information at a high level related to Biomechanics. This performance was facilitated by detailed lecture and lab presentations and interactive learning experiences during this course. Future sections of this course will continue to build upon the current format and identify additional ways to improve student performance.

Kinesiology 330: Course Semester Grades

SLO 2 was assessed in Kinesiology 330, Biomechanics during the Spring of 2018 semester.

The course grades evaluated the entire semesters body of work for each student to include 4 exams, a videography project and 9 graded lab assignments.

Exceeding Expectations	**Meeting Expectations**	**Not Meeting Expectations**
Students in the exceeding expectations category received a score of 90-100% demonstrating a high level of understanding of Biomechanics.	Students in the meeting expectations category received a score of 70-89 % demonstrating a reasonable level of understanding of Biomechanics.	Students in the not meeting expectations category received a score of less than 70% demonstrating an inadequate level of understanding of Biomechanics
29/50 students (58%)	21/50 students (42%)	0/50 students (0%)

Summary: Assessment results indicate that students understood and were able to articulate information at a high level related to Biomechanics. This performance was facilitated by detailed lecture and lab presentations and interactive learning experiences during this course. Future sections of this course will continue to build upon the current format and identify additional ways to improve student performance.

Course: KIN 601 Cardiopulmonary Exercise Physiology- Spring 2018

Description of assessment tool (lab, test, quiz, question, paper…) and how assessment is related to SLO: Pre-Post Test given at the start and end of the semester

	PRE score: AVG = 51.6%	**POST score: AVG = 83.1%**
<70%	n=28	n=1
71-80	n=2	n=6
81-90	n=0	n=13
91-100	n=0	n=10

Summary of assessment: 93% of students did not meet the minimum level of proficiency (70%) in the class at the start of the semester. At the end of the class, 97% of the class was >70% with 33% of the class excelling (>90%).

Kinesiology 220 Biobehavioral Bases of Physical Activity – Fall 2017

Exam 1	V1 (out of 58)	V2 (out of 57)
The benefits of PA	V1 95% correct (n=55)	V2 95% correct (n=54)
PA Guidelines	V1 74% correct (n=43)	V2 63% correct (n=36) (As an explanation, this was a T/F question with one word purposefully wrong, many simply did not read close enough)
Social Ecological Model	V1 78% correct (n=45)	V2 72% correct (n=41)
Definition of PA	V1 97% correct (n=56)	V2 95% correct (n=54)
Four goals of Ex Beh Science	V1 98% correct (n=57)	V2 95% correct (n=54)

This exam covered the principles related to correlates of physical activity, fitness and health.

SLO 3. Comprehend, analyze, and interpret research related to the biomechanical, physiological, behavioral, and sociological correlates of physical activity, fitness, and public health.

Kinesiology 335 Physiology of Exercise Fall 2017

Final grades

Performance Category	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Description of performance level	Students in the exceeding expectations category received final grade of 90-100% demonstrating a high level of understanding the concepts related to SLO 3	Students in the meeting expectations category received a final grade of 70-89 % demonstrating a reasonable level of understanding of the concepts related to SLO 3	Students in the not meeting expectations category received afinal grade of less than 70% demonstrating an inadequate level of understanding of the concepts related to SLO 3
Number of students attaining performance level	Fall 2017 (15/65)	Fall 2017 (42/65)	Fall 2017 (8/65)
Comments			

Final grade is an overall reflection of students understanding of the human physiological system and the relationship to physical activity behavior.

Kinesiology 345 Exercise Behavioral Science

Faculty Members: Besenyi, Heinrich, Mailey, McElroy

Semester: Spring 2018

Description of assessment tool (lab, test, quiz, question, paper…) and how assessment is related to SLO:

We used two different strategies to assess this SLO. First (PART A), we included the same two questions on Exam 1 and Exam 4. The questions assessed the students' understanding of the social ecological model, which is the guiding framework for the course and the behavioral science curriculum. Students needed to comprehend behavioral and sociological correlates of physical activity and public health to answer the questions correctly. Second (PART B), we examined success rates on two questions from Exam 2 that specifically assessed students' ability to comprehend, analyze, and interpret research related to physical activity behavior.

PART A:

Question	Pre-test	Posttest
The built environment is thought to cut across which levels of the social ecological model? a. Individual, interpersonal, and community b. Policy-social structural, intrapersonal, and organizational c. Built environment, community, organizational d. **It cuts across all levels of the model**	On two of three test versions **Met expectations:** 92.6% (50/54) **Did not meet expectations:** 7.4% (4/54)	**Met expectations:** 90.8% (69/76) **Did not meet expectations:** 9.2% (7/76)
Q2 Besides intervening to create behavior change, the social ecological model framework is important to the study of physical activity because the model _____ a. acknowledges that individual choice is the key to understanding physical activity behavior. b. **acknowledges that physical activity can be best understood when we examine factors from multiple levels.*** c. acknowledges that social structural factors are the most important component of understanding behavior. d. rates the importance of behavioral factors ranging from an individual level to a policy level.	On two of three test versions **Met expectations:** 80.4% (41/51) **Did not meet expectations:** 19.6% (10/51)	**Met expectations:** 92.1% (70/76) **Did not meet expectations:** 7.9% (6/76)

Summary of Part A assessment: Due to the use of multiple choice exam questions, there was no opportunity for students to exceed expectations. Results indicate that students remained knowledgeable about the cross-cutting features of the built environment, but increased understanding of the social ecological model as a whole. Their improvement was facilitated by lecture and lab activities throughout the semester that addressed multiple levels of the model. In future semesters, we will use a pre-post quiz separate from the exams to better assess students' ability to comprehend, analyze, and interpret research.

PART B: Two questions from Exam 2 (individual level influences; Dr. Mailey)

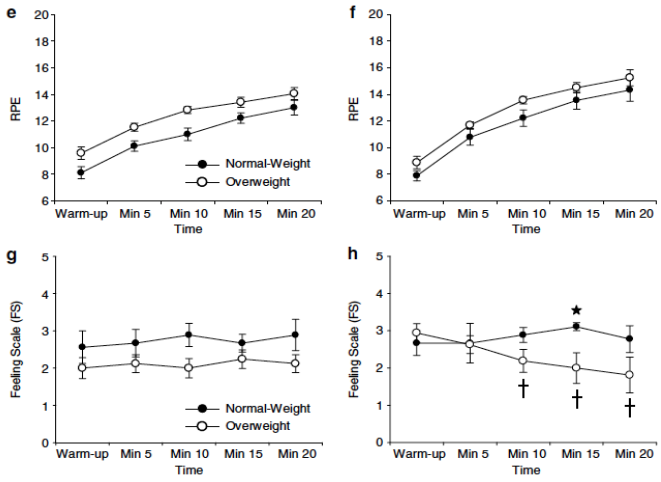
8. The figure below presents results from a study by Ekkekakis and Lind (2006). The left-side panels depict exercise sessions completed at self-selected intensity, and the right-side panels depict sessions completed at imposed intensity. Based on these data, which of the following statements is TRUE?

   a. Ratings of perceived exertion were the same for overweight and normal weight individuals.

   b. When overweight individuals self-selected their speed, their pleasure ratings declined significantly.

   c. Imposing a higher intensity did not cause pleasure ratings to decline for normal weight individuals

   d. There was no difference in pleasure ratings between overweight and normal weight individuals when a higher speed was imposed



62/79 students (78%) Met Expectations (answered correctly). 17/79 students (21.5%) Did Not Meet Expectations.

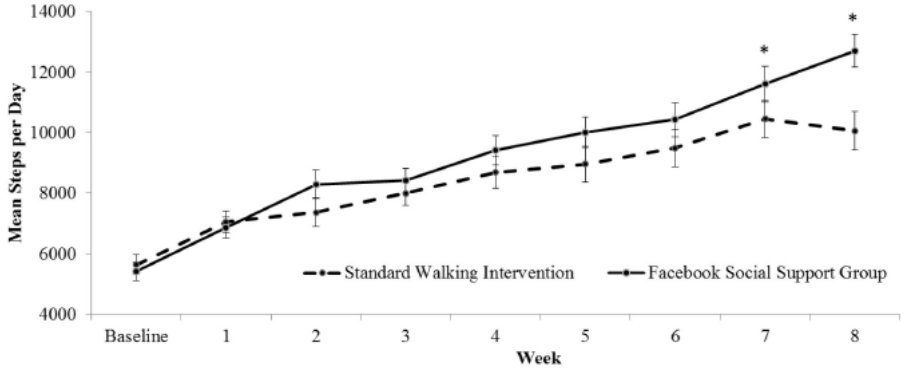
20. The figure below depicts the results from the study by Rote and colleagues, which compared two intervention approaches for increasing physical activity among college females. Based on the figure, we can conclude:

a. Wearing a pedometer and tracking steps was an effective strategy for increasing physical activity

b. Receiving social support from Facebook did not significantly enhance the effectiveness of the intervention

c. College students are a difficult population to reach with web-based interventions

d. All of the above are true



71/79 students (90%) Met Expectations (answered correctly). 8/79 students (10.1%) Did Not Meet Expectations.

Summary of Part B assessment: Based on these two questions, 80-90% of students demonstrated sufficient evidence that they can comprehend, analyze, and interpret research. We will continue to teach and reinforce skills related to interpreting tables, figures, and descriptions of research study results in future semesters.

Kinesiology 611 Neurological Exercise Physiology

Faculty Member: Steven Copp

Semester: Fall 2017

SLO being evaluated: #3, Comprehend, analyze, and interpret research related to the biomechanical, physiological, behavioral, and sociological correlates of physical activity, fitness, and public health.

Course: Neurological Exercise Physiology

Description of assessment tool (lab, test, quiz, question, paper…) and how assessment is related to SLO: This SLO was assessed with two questions on exam 3. These questions required knowledge of experimental findings as well as the correct interpretation of the experimental findings. These questions were purposefully designed to be complex and integrated. "Exceeding expectations" was defined as answering both questions correctly. "Meeting expectations" was defined as answering one of the questions correctly. A total of 34 students completed the assessment.

Assessment rubric:

Performance Category	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Description of performance level	Answering both questions correctly.	Answering one question correctly.	Answering both questions incorrectly.
Number of students attaining performance level	25/34 (73.5%)	6/34 (17.6%)	3/34 (8.8%)
Comments			

Summary of assessment: Overall, the assessment results indicate that the majority of the students are meeting or exceeding expectations. This performance was facilitated by extended class discussion of research papers. This will continue to be the strategy going forward.

SLO 4. : Know/Comprehend the impact of physical inactivity on fitness and health in a societal context.

Kinesiology 603 Cardiovascular Exercise Physiology

Faculty Member: Brad Behnke

Semester: Fall 2017 Spring 2018

SLO being evaluated: SLO4

Course: KIN603

Description of assessment tool (lab, test, quiz, question, paper…) and how assessment is related to SLO:

SLO4 was assessed in Kinesiology 603 during the Fall 2017 and Spring 2018 semester. A comprehensive quiz was given during the final 2 weeks of course on the effect(s) of inactivity on medical costs and cancer and the societal costs (psychological through monetary).

Performance Category	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Description of performance level	Students in the exceeding expectations category received an exam score of 90-100% demonstrating a high level of understanding of inactivity.	Students in the meeting expectations category received an exam score of 70-89 % demonstrating a reasonable level of understanding of inactivity.	Students in the not meeting expectations category received an exam score of less than 70% demonstrating an inadequate level of inactivity.
Number of students attaining performance level	F17(39/43) S18(38/51)	F17 (0/43) S18 (7/51)	F17 (4/43) S18 (6/51)
Comments			

Summary of assessment:

The quiz scores reflect that the majority of the class was able to describe the societal costs, from a clinical, psychological, and monetary context.

SLO 5: Identify, comprehend and apply contemporary knowledge, principles, and research related to appropriate biophysical, social and behavioral correlates of physical activity, fitness and public health.

Course: KIN 635 – Nutrition and Exercise

Description of assessment tool (lab, test, quiz, question, paper…) and how assessment is related to SLO:

SLO 5 was evaluated with weekly summaries of the lecture, research seminar presentation, and discussion. Additionally, students completed discussion questions related to the integration and application of each week's topic. Questions included T/F, multiple answer, and short answer and were used to evaluate each student's understanding of the material and how it should be applied in practice.

Performance Category	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Description of performance level	Students in the exceeding expectations category received an exam score of 90-100% demonstrating a high level of understanding of the human organ system level.	Students in the meeting expectations category received an exam score of 70-89 % demonstrating a reasonable level of understanding of the human organ system level.	Students in the not meeting expectations category received an exam score of less than 70% demonstrating an inadequate level of understanding of the human organ system level
Number of students attaining performance level	Spring 2018 (29/43)	Spring 2018 (14/43)	Spring 2018 (0/43)
Comments			

Kinesiology 607 Muscle Exercise Physiology

Faculty Member: Thomas J. Barstow

Semester: Fall 2017

SLO being evaluated: **SLO 5: Identify, comprehend, and apply** contemporary knowledge, principles, and research related to appropriate biophysical, social and behavioral correlates of physical activity, fitness, and public health.

Course: KIN 607 Muscle Physiology

Description of assessment tool (lab, test, quiz, question, paper…) and how assessment is related to SLO:

A midterm exam was given upon completion of the first third of the semester which covered materials related to the comprehension and application of relevant current research to the functioning of skeletal muscles during contractions and exercise.

Performance Category	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Description of performance level	Students in the exceeding expectations category received a score of 90-100% demonstrating a high level of understanding of how skeletal muscle functions	Students in the meeting expectations category received a score of 70-89% demonstrating a reasonable level of understanding of how skeletal muscle functions	Students in the not meeting expectations category received a score of less than 70% demonstrating an inadequate level of understanding of how skeletal muscle functions
Number of students attaining performance level	19/50 (38%)	16/50 (32%)	15/50 (30%)
Comments			

Summary of assessment:

Assessment results indicate that several students struggled early in class with the material. Performance improved over the course of the semester such that 29/50 (58%) exhibited an overall understanding of the entire material which exceeded expectations, and the remainder, 21/50 (42%) met expectations, with no student finishing the course with an inadequate understanding of muscle function.

Kinesiology 615 Cardiorespiratory/Comparative Physiology in Health and Disease

Faculty Member: David C. Poole

Semester: Fall 2017

SLO being evaluated: **SLO 5: Identify, comprehend, and apply** contemporary knowledge, principles, and research related to appropriate biophysical, social and behavioral correlates of physical activity, fitness, and public health.

Course: KIN 615

Description of assessment tool (lab, test, quiz, question, paper…) and how assessment is related to SLO: A comprehensive quiz was given during the last week of the Fall semester to evaluate students' understanding of integrated physiology and biological homeostasis.

Performance Category	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Description of performance level	Students in the exceeding expectations category received an exam score of 90-100% demonstrating a high level of understanding of integrative physiology.	Students in the meeting expectations category received an exam score of 70-89% demonstrating an acceptable level of understanding of integrative physiology.	Students in the not meeting expectations category received an exam score of <70% demonstrating an unacceptable level of understanding of integrative physiology.
Number of students attaining performance level	60%	40%	0%
Comments			

Summary of assessment: Assessment results indicate that students understood and were able to articulate information at a high level related to integrative physiology. This performance was facilitated by discussion groups, application of Bloom's Taxonomical classifications emphasizing problem solving, creative thinking and critical reading of the pertinent literature. Future classes will continue to explore concepts such as a visual syllabus, "Goldfish bowl" exercises and also exploration of the historical development of knowledge especially as applied to physiology and medicine.

SLO 6: Synthesize and integrate knowledge, principles, and analytic methods from the study of social, behavioral and biophysical correlates of physical activity, fitness and public health in order to propose solutions and evidence-based interventions for relevant practical problems and issues.

Kinesiology 612 Policy, Built Environment and Physical Activity

Faculty Member: Katie Heinrich

Semester: Fall 2017

SLO being evaluated: SLO 6. Ability to synthesize and integrate knowledge, principles, and analytic methods from the study of the influences on physical activity, fitness, and public health in order to propose solutions and evidence based interventions for relevant practical problems and ideas [3 = Exceeds Program Expectations (advanced), 2 = Meets Program Expectations (Proficient), 1 = Meets Minimum Acceptable Level (developing), 0 = Does Not Meet Expectations.

Course: KIN 612

Description of assessment tool (lab, test, quiz, question, paper…) and how assessment is related to SLO: Students worked in a group of 4 to comprehensively assess three Manhattan, Kansas parks using the electronic community park assessment tool (eCPAT) app. Groups selected one of their three parks on which to focus their project. Their projects proceeded in a series of logical steps, culminating in a written paper and a presentation of evidence-based recommendations to improve the park as a physical activity behavior setting, including active transportation means to access it. SLO 6 was evaluated as part of their group papers.

Sample assessment rubric:

Performance Category	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Description of performance level	Students went beyond expectations for bringing in relevant scientific literature to suggest solutions for increasing physical activity at the park.	Students met expectations for incorporating relevant scientific literature to suggest solutions for increasing physical activity at the park.	Students did not meet expectations for incorporating relevant scientific literature to suggest solutions for increasing physical activity at the park.
Number of students attaining performance level	20	20	0
Comments			

SLO 7: Retrieve and manage information effectively in the examination and communication of problems and issues related to physical activity, fitness, and public health.

Kinesiology 310 Measurement and Research Techniques in Kinesiology Group Research Paper

Students developed a research problem, analyzed data, and wrote a research paper using a journal format for SLO 6. Data was collected in labs and students used this data to answer a research question.

Component	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Introduction (10)	**Introduction is well written, provides a solid background of the content area and clearly elaborates hypothesis 34/42**	**Introduction is adequate and gives some background of the content area with a reasonable hypothesis 8/42**	**Introduction is inadequate and provides limited background and hypothesis 0/42**
Methods	Participants and measurements are clearly described with sufficient literature support. Measurements are clearly presented an replication would be possible 35/42	Participants and measurements are adequately described with some literature support. Measurements are somewhat clearly presented and replication would be difficult 7/42	Participants and measurements are poorly described with limited or no literature support. Measurements are not clearly presented and replication would not be possible 0/42
Results	Statistical tests are appropriate and clearly presented 28/42	Statistical tests are generally appropriate and reasonably presented 13/42	Statistical tests are inappropriate and poorly presented. 1/42
Discussion/ Conclusions	Discussion and conclusions are appropriate to findings and connected to literature 30/42	Discussion and conclusions are somewhat appropriate and somewhat connected to the literature 11/42	Discussion and conclusions are inappropriate and have little connection to the literature 1/42
Abstract APA style References Writing	Abstract provides a reasonable summary of the study. APA style is used correctly in citations and references. Writing is clear and appropriate 39/42	Abstract provides a somewhat reasonable summary of the study. APA style is mostly used correctly in citations and references. Writing is somewhat clear and appropriate 3/42	Abstract provides an unreasonable summary of the study. APA style is used incorrectly in citations and references. Writing is unclear and inappropriate 0/42

SLO 8: Know/comprehend/value cultural differences related to physical activity, fitness, and public health

Kinesiology 602 Social Structural Determinants of Physical Activity

SLO Report for Kin 602

SLO: Know/comprehend/value cultural differences related to physical activity, fitness, and public health.

Activity: Students reviewed a 20 minute video featuring Dr. David Williams and were asked to identify the three main messages regarding health equity and the role of cultural competency.

Results: 36 passed

2 failed

SLO Summary Report

All Kinesiology faculty submitted an SLO report for the 2017-2018 academic year. These reports covered 8 of the 8 SLO's for the Kinesiology program.

SLO 1:

(Kinesiology 360) – SLO 1 was measured by use of a comprehensive quiz in Anatomy and Physiology in the Fall of 2017. This quiz indicated that 98.3% of students either exceeded or met expectations on the material related to the human organ systems. Future classes will continue to be adopted to assist in continued growth and development of understanding this vital knowledge for majors.

(Kinesiology 617) – SLO 1 was evaluated with daily quizzes and exams throughout the course. Results indicated that the majority of students wither exceeded or met expectations (92%) on the ability to interpret the molecular process that drives physiological function in health and disease. Students who did not meet expectations will be examined to determine underlying causes of performance at an unacceptable level.

SLO 2

(Kinesiology 220) – SLO 2 was assessed through the results of the first exam on questions specific to the learning outcome. Results indicated that student comprehension on the relevant topics related to benefits of physical activity, guidelines, the social ecological model, defining physical activity and the goals of exercise behavioral science was high in all areas. Future assessments in this area will examine strategies to encourage more accurate reading of questions and long-term comprehension of topics related to this learning outcome.

(Kinesiology 330) – SLO 2 was assessed through final grades that indicate the students understanding of the concepts related to the course. Assessments included exams, a videography project, and labs. In both the Fall and Spring semesters, all students were able to understand, articulate, and demonstrate comprehension of the primary objectives of the

course. The level of detail in instruction and built-in supports facilitated this level of comprehension.

(Kinesiology 601) – SLO 2 was assessed in the Cardiopulmonary Exercise physiology course in the Spring semester of 2018. Students received a comprehensive pre and post-test over the concepts of the course at the beginning and end of the semester. On the pre-test, 1% of students met expectations and 99% did not meet expectations on the test. On the post-test, 33% of students exceeded expectations, 64% met expectations, and 3% did not meet expectations on the assessment. This assessment will continue to be utilized to measure both initial knowledge of students in this content area and also to examine the impact of instructional strategies.

SLO 3

(Kinesiology 335) – SLO 3 was examined in the Fall semester by final course grades in the class. Results indicated that 88% of students either exceeded or met expectations on the course content. Assessment results indicated that a majority of the students understood and were able to articulate information at a moderate to high level related to the four topics associated with exercise physiology. This performance was facilitated by lecture attendance and student centered instructional strategies. Future KIN 600 level classes will continue to build upon the current format used in KIN 335 and along with strengthening the importance of lecture attendance.

(Kinesiology 345) – The assessment of SLO 3 in Kinesiology 345 was completed over four instructor's material in this team taught class. Reported results from instructors of the course indicated that the majority of students met or exceeded expectations in the course on their understanding of the behavioral aspects of physical activity. Continued evaluation of student knowledge both pre and post will help structure future lesson strategies to best enhance student learning.

(Kinesiology 611)- The assessment of SLO 3 was examined in Fall 2017 by use of two questions on an exam. These questions were complex and integrated the primary ideas of this SLO. Results indicated that 91.2% of students either met or exceeded expectations on the ability to integrate and convey relevant content. Continued discussion and examination of related research will be examined to gauge the impact on student learning.

SLO 4

(Kinesiology 603) – SLO 4 was assessed in the Fall and Spring semester. Assessment was a comprehensive quiz given to students near the of the semester designed to examine the effects of inactivity on medical costs and cancer and societal costs. The majority of students exceeded expectations in both semesters. Students not meeting expectations will be examined for

possible influences on level of understanding and strategies to increase performance and engage in educational behaviors.

SLO 5

(Kinesiology 635) – SLO 5 was examined through weekly summaries of discussion questions related to the integration and application of weekly topics. Results indicated that all students either met or exceeded expectations on this level of understanding. Time investment related to specific outcomes impacted overall student success in this evaluation.

(Kinesiology 607) – SLO 5 was assessed through a midterm examination focused on the functioning of skeletal muscle during contractions and exercise. Findings indicated that 70% of students either met or exceeded expectations on this assessment. Continued instruction and support led to all students eventually having a sufficient understanding of the understanding of muscle function by the end of the course.

(Kinesiology 615)- SLO 5 was assessed by a comprehensive quiz at the end of the Fall semester. Findings indicated that all students either met or exceeded expectations on this quiz related to the understanding of integrative physiology. This performance was facilitated by discussion groups and the application of Bloom's taxonomy classifications related to problem solving, creative thinking and critical reading of literature. Future classes will explore concepts such as a visual syllabus, "Goldfish Bowl" exercises and the historical development of knowledge especially as applied to physiology and medicine.

SLO 6

(Kinesiology 612)- SLO 6 was assessed through student engagement in groups of 4 examining Manhattan area parks using the electronic community park assessment tool (eCPAT). Groups completed a written paper and presentation of evidence-based recommendations to improve the park as a physical activity behavior setting. All students either met or exceeded expectations in this project. Step-by-step explanations and instructional support facilitated high level performance and practical learning the students.

SLO 7

(Kinesiology 310) – SLO 7 was evaluated in Kinesiology 310 through the use of a group research paper and poster presentation demonstrating the components of SLO 7. Student data was collected in lab and used to answer a group selected research question. The papers were assessed using a rubric examining the paper components of introduction, methods, results, discussion/conclusions, and writing. The majority of groups performed at a the meeting or exceeding expectations level of the grading criteria. Groups that did not meet expectations did not utilize built-in supports for drafting and editing their final version of the paper. Future classes will mandate this process for students and also use additional peer review experiences to facilitate performance.

SLO 8

(Kinesiology 602)- SLO 8 was assessed in the Fall, 2017 semester in Social Structures and Determinants of Physical Activity course. SLO was assessed through a video where students were asked to identify three main messages regarding health equity and the role of cultural competency in the course. A total of 95% of students met expectations with 5 not meeting expectations. Examination of the factors contributing to student success and barriers to success will enhance student performance on this assessment.

Summary

For the first time in program history, all faculty completed a Student Learning Outcome for the academic year. This renewed focus on student learning has generated more conversation on the assessment process and strategies related to student learning moving forward. Two Kinesiology faculty completed the Association of College and University Educators online course during this academic year and have additional tools and strategies to share with peers related to student learning. Moving forward additional discussion on strategies to enhance student learning will take place and an examination of the current learning outcomes and expectations for student success will be examined.

The current year found the majority of students performing at a high level. Faculty continue to identify strategies to continue student learning. One issue that has been a factor in students not meeting expectations is student attendance behavior in the course. A possible option is to make attendance a mandatory part of the course. Attendance and participation is required in the lab sections of the lower level Kinesiology courses, and this may be a way to improve student performance in class. Another option is to utilize a pre-post test in courses to monitor learning. The pre-test would set the objectives for the course more clearly as students would see early in the semester the material to be tested at the conclusion of the course. This was utilized in Kinesiology 601 again and the progression of understanding is shown in the improved performance. Current SLO approaches used in the department were discussed at the October faculty meeting as this was identified as a priority for the Undergraduate council for the coming year. Continued utilization of the resources in CANVAS is also a strategy moving forward with additional training on how to implement this resource into evaluation in the course.

Student learning outcomes from the 2017-2018 academic year were reviewed at the October faculty meeting. Faculty discussion of the Student Learning Outcomes in October centered around possible strategies to better assess student learning and improve performance and current approached to assessment were shared. The concept of a pre-post test format is reasonable for some of the SLO's assessed. This format helps set the objectives for the course early in the students minds and allows the instructor to directly assess the growth of the student.

Faculty have received the proposed SLO's for the 2018-2019 academic year. The goal for this year will be to again have all faculty assess a minimum of one SLO in a course during the academic year. SLO assignments for new faculty will be developed and assessed for the coming academic year.

KIN Student Learning Outcomes Master List 2018-2019

SLO 1: Know/comprehend the structure and function of the human body as they relate to physical activity, fitness, and public health. (Kinesiology 360 – Lauren) (Kinesiology 617- Carl)

SLO 2: Know/comprehend the biomechanical, physiological, behavioral, and sociological correlates of physical activity, fitness, and public health. (Kinesiology 330 – Christian) (Kinesiology 601 – Craig)

SLO 3: Comprehend, analyze, and interpret research related to the biomechanical, physiological, behavioral, and sociological correlates of physical activity, fitness, and public health. (Kinesiology 335 – Tim) (Kinesiology 345 – Emily) (Kinesiology 611- Steven)

SLO 4: Know/comprehend the impact of physical inactivity on fitness and health in a societal context. (Kinesiology 603 – Brad) (Kinesiology 606 – Katie)

SLO 5: Identify, comprehend, and apply contemporary knowledge, principles, and research related to appropriate biophysical, social and behavioral correlates of physical activity, fitness, and public health.(Kinesiology 607 Tom) (Kinesiology 615 David P)

SLO 6: Synthesize and integrate knowledge, principles, and analytic methods from the study of social, behavioral and biophysical correlates of physical activity, fitness and public health in order to propose solutions and evidence-based interventions for relevant practical problems and issues. (Kinesiology 612 Gina)

SLO 7: Retrieve and manage information effectively in the examination and communication of problems and issues related to physical activity, fitness, and public health. (Kinesiology 310 Rob) (Kinesiology 606 – Katie)

SLO 8: Know/comprehend/value cultural differences related to physical activity, fitness, and public health.(Kinesiology 602 Mary)

Kinesiology SLO Reporting Template

Faculty Member:

Semester:

SLO being evaluated:

Course:

Description of assessment tool (lab, test, quiz, question, paper…) and how assessment is related to SLO:

Sample assessment rubric:

Performance Category	Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Description of performance level			
Number of students attaining performance level			
Comments			

Summary of assessment:

Master List – Kinesiology Student Learning Outcomes

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
220		X						
Kinesiology								
	SLO1	**SLO2**	**SLO3**	**SLO4**	**SLO5**	**SLO6**	**SLO7**	**SLO8**
220		X						
310			X		X	X	X	
320		X			X		X	
330	X	X			X	X		
335	X	X	X					
336	X	X	X				X	
345		X	X					
360	X							
398	X	X	X		X	X		
430				X				
463				X				
520					X	X		
521					X	X		
591		X		X	X	X		
592		X		X	X	X		
594		X		X	X	X	X	
597								
598								
599								
600					X		X	X
601	X	X	X					
602				X	X			X
603	X		X	X				
606								
607	X	X	X		X		X	
609	X		X					X

610					**X**	**X**		
611		**X**	**X**		**X**			
612						**X**	**X**	
614		**X**	**X**		**X**	**X**	**X**	
615	**X**		**X**		**X**	**X**		
617	**X**		**X**					
625	**X**			**X**	**X**			
635	**X**		**X**		**X**	**X**		
650								
655			**X**		**X**	**X**		
657								
792					**X**	**X**		
793					**X**	**X**		
796	**X**	**X**	**X**		**X**		**X**	
797				**X**			**X**	

Student Learning Outcomes Master List – Last Updated during 2014-2015 academic year

SLO 1: Know/comprehend the structure and function of the human body as they relate to physical activity, fitness, and public health.

SLO 2: Know/comprehend the biomechanical, physiological, behavioral, and sociological correlates of physical activity, fitness, and public health.

SLO 3: Comprehend, analyze, and interpret research related to the biomechanical, physiological, behavioral, and sociological correlates of physical activity, fitness, and public health.

SLO 4: Know/comprehend the impact of physical inactivity on fitness and health in a societal context.

SLO 5: Identify, comprehend, and apply contemporary knowledge, principles, and research related to appropriate biophysical, social and behavioral correlates of physical activity, fitness, and public health.

SLO 6: Synthesize and integrate knowledge, principles, and analytic methods from the study of social, behavioral and biophysical correlates of physical activity, fitness and public health in order to propose solutions and evidence-based interventions for relevant practical problems and issues.

SLO 7: Retrieve and manage information effectively in the examination and communication of problems and issues related to physical activity, fitness, and public health.

SLO 8: Know/comprehend/value cultural differences related to physical activity, fitness, and public health