

Undergraduate Assessment of Student Learning Report 2018-2019

Kinesiology Student Learning Outcomes 2018-2019 Report

A. Program Information

Kinesiology

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B. Outcome Reporting – Information on reported Student Learning Outcomes for the Kinesiology program for the 2018-2019 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

Kinesiology 360: Comprehensive Quiz

SLO 1 was assessed in Kinesiology 360, Anatomy & Physiology during the Fall 2018 semester.

A comprehensive quiz was given during the second-to-last week of the Fall semester to evaluate students' understanding of human anatomy and physiology at the organ system level. A total of 73 students participated in this quiz.

Exceeding Expectations	Meeting Expectations	Not Meeting Expectations
Score of 90-100%	Score of 70-89 %	Score of <70%
61/73 students (83.6%)	10/73 students (13.7%)	2/73 students (2.7%)

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

Faculty Member: Carl J. Ade

Semester: Spring 2019

SLO being evaluated:

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

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 2019 (4/9)	Spring 2019 (5/9)	Spring 2019 (0/9)
Comments			

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

Kinesiology 330 - Biomechanics

SLO 2 was assessed in Kinesiology 330, Biomechanics during the Fall 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
30/59 students (51%)	27/59 students (46%)	2/59 students (3%)

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 2019 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	Students in the meeting expectations category	Students in the not meeting expectations category

received a score of 90-100% demonstrating a high level of understanding of Biomechanics.	received a score of 70-89 % demonstrating a reasonable level of understanding of Biomechanics.	received a score of less than 70% demonstrating an inadequate level of understanding of Biomechanics
27/51 students (53%)	24/51 students (47%)	0/51 students (0%)

Kinesiology 601 – Cardiopulmonary Exercise Physiology

Faculty Member: Craig Harms

Semester: SP 19

SLO being evaluated: SLO2

Course: KIN 601 Cardiopulmonary Exercise Physiology

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 = 52.0%	POST score: AVG = 82.7%
<70%	n=42	n=3
71-80	n=0	n=14
81-90	n=0	n=16
91-100	n=0	n=7

Summary of assessment: 100% 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, 93% of the class was >70% with 18% of the class excelling (>90%).

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- Exercise Physiology

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 a final 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 2018 (57/121)	Fall 2018 (55/121)	Fall 2018 (9/121)
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: Gina Besenyi, Katie Heinrich, Emily Mailey, Mary McElroy

Semesters: Fall 2018, Spring 2019

Description of assessment tool:

In Fall 2018 and Spring 2019, we administered a brief 8-question quiz during the first and last weeks of the semester to assess SLO 3. Originally we had planned to include questions from each of our exams on the baseline quiz, but because of the nature of the SLO (analyzing and interpreting research), we decided it would be difficult to assess without having students read multiple research articles. Thus, we decided to have them read one article that included a detailed table with data for multiple outcomes. Each of the four instructors wrote two questions that related to her KIN 345 content area. The table and quiz questions are included on pages 2-3 of this report.

Summary of Assessment:

The percentage of students who correctly answered each question are presented in the tables below. Overall, students demonstrated a strong ability to interpret a data table and small improvements from pre to post-tests. Many of the questions were subject to ceiling effects, where there was minimal room for improvement. The two exceptions are questions 4 and 5, where baseline scores were lower and improvements ranged from 12-21%. We plan to rewrite questions to make them more challenging for Fall 2019.

Fall 2018

Question	% Correct Pre-test (n=77)	% Correct Post-test (n=68)
1	87.0%	94.1%
2	97.4%	97.1%
3	94.8%	97.1%
4	66.2%	80.9%
5	62.3%	83.6%
6	93.5%	94.1%
7	85.7%	89.7%
8	84.4%	94.1%

Spring 2019

Question	% Correct Pre-test (n=89)	% Correct Post-test (n=72)
1	84.3%	84.7%
2	96.6%	97.2%
3	89.8%	94.4%
4	59.1%	76.4%
5	73.9%	86.1%
6	87.4%	93.1%
7	89.7%	86.1%
8	95.4%	87.5%

KIN 345 – Competency Quiz

NAME _____

Please use the table below and your knowledge of the competency reading: Parks, Houseman, & Brownson, 2003 “Differential correlates of physical activity in urban and rural adults of various socioeconomic backgrounds in the United States” to answer the following questions. Note that in this table, “Lower” and “Higher” reflect income levels. The X² statistic indicates whether the percentages significantly differed by group. The larger the X² statistic, the larger the difference (or disparity) across income/rurality groups.

Table 1 Characteristics of 1818 urban, suburban and rural adults participating in the National Walking Survey†

	Urban		Suburban		Rural		χ^2
	Lower	Higher	Lower	Higher	Lower	Higher	
Overall number (%) Missing=327	359 (24.1)	490 (32.9)	95 (6.4)	125 (8.4)	205 (13.7)	217 (14.6)	
Age (%) Missing=9							142.28**
18-29	34.4	28.8	37.9	20.8	18.5	14.4	
30-44	27.9	36.0	25.3	37.6	20.0	41.2	
45-64	17.9	26.8	18.9	30.4	38.0	33.8	
65+	19.8	8.4	17.9	11.2	23.4	10.6	
Gender (%) Missing=0							32.66**
Male	31.5	39.0	25.3	43.2	25.9	37.3	
Female	68.5	61.0	74.7	56.8	74.1	62.7	
Education (%) Missing=1							240.29**
Less than high school	27.3	8.4	14.7	4.8	36.1	11.1	
High school graduate	35.7	21.0	40.0	28.8	34.1	34.1	
Some college or tech school	24.8	34.5	29.5	22.4	22.0	31.3	
College or post graduate school	12.3	36.1	15.8	44.0	7.8	23.5	
Race (%) Missing=6							186.04**
Black	49.3	32.0	24.5	8.0	31.9	11.1	
White	30.1	50.8	58.5	79.2	55.4	79.3	
Other	20.6	17.2	17.0	12.8	12.7	9.7	
Places to exercise (%) Missing=282							
Walking, jogging trails	24.2	27.0	27.0	23.6	20.3	26.5	3.48
Neighborhood streets	74.2	69.1	59.5	66.0	63.4	51.9	29.74**
Park	39.1	37.4	24.3	20.8	13.7	20.1	58.18**
Shopping mall	44.4	39.6	41.9	28.3	34.0	28.6	18.66**
Indoor gym	21.2	25.7	16.2	20.8	16.3	21.2	9.96
Treadmill	19.2	32.4	23.0	29.2	17.0	21.2	27.27**
Other equipment	20.5	32.7	23.0	30.2	19.0	23.3	24.07*
Summary score of places							73.96**
0-1 places to exercise	28.5	25.7	36.5	31.1	43.7	40.2	
2-4 places to exercise	64.9	67.5	56.8	64.1	53.0	57.7	
5 or more places to exercise	6.6	6.8	6.7	4.8	3.3	2.1	
Personal barriers (%)							
Others discourage	6.5	4.1	-	-	5.4	-	12.08*
Self conscious about looks	14.3	10.6	7.4	15.2	13.8	10.1	7.85
Afraid of injury	11.8	5.5	6.3	4.8	9.4	4.6	17.80**
Don't have time	19.2	25.6	21.1	27.2	19.3	25.8	9.43
Too tired	18.0	18.8	18.9	21.6	12.8	21.2	7.20
No safe place	9.6	5.5	6.3	4.8	8.4	6.9	8.71
No child care	7.1	4.5	5.3	1.6	4.5	-	8.71
Bad weather	7.3	8.0	8.4	5.6	7.4	6.9	1.21
Not in good health	11.0	5.9	13.7	6.4	17.2	9.7	27.15**
No energy	11.5	8.8	14.7	12.8	11.3	12.4	5.09
Get exercise at work	26.1	23.9	26.3	25.0	16.4	28.7	14.61*
No motivation	12.9	14.5	17.9	20.8	11.9	14.7	9.58
Do not like to exercise	11.2	13.3	11.6	19.2	7.9	12.9	10.90*
Summary score of barriers							83.91*
0-2 barriers	72.6	78.0	75.6	76.4	76.5	74.7	
3-5 barriers	22.2	17.5	19.2	17.1	20.4	22.1	
6 or more barriers	5.2	4.5	5.2	6.5	3.1	3.3	
Social support (%)							
Friends encourage exercise	59.6	62.8	72.6	67.7	62.1	59.9	9.54
Relatives encourage exercise	56.6	68.0	69.5	70.4	69.1	69.6	21.84**
Have at least one friend to exercise with	69.7	74.0	75.3	76.8	70.1	71.4	7.94
Have at least one relative to exercise with	60.4	63.4	64.9	64.8	71.1	64.4	8.13

**p<0.005, *p<0.05. †Because of rounding error sums in blocks may not equal 100%.

1. According to Table 1, which of the Places to Exercise did the majority of participants across urban, suburban, and rural have access to?
 - a. Walking, jogging trails
 - b. Neighborhood streets
 - c. Parks
 - d. Shopping malls

2. According to Table 1 the highest % of Black adults reside in
 - a. **urban lower income areas**
 - b. urban higher income areas
 - c. suburban lower income areas
 - d. rural higher income areas

3. Among the groups represented in the Table, the personal barrier lack of motivation was the most prevalent among:
 - a. Low income rural residents
 - b. High income urban residents
 - c. Low income urban residents
 - d. **High income suburban residents**

4. The method of collecting physical activity data from a national sample via telephone like was done in this study is considered physical activity _____.
 - a. prevalence
 - b. questionnaire development
 - c. **surveillance**
 - d. recommendations

5. Which of the Places to Exercise showed the greatest differences (disparities) between low and high income across urban, suburban, and rural areas (i.e. X^2)?
 - a. Walking, jogging trails
 - b. Neighborhood streets
 - c. **Parks**
 - d. Shopping malls

6. To meet aerobic physical activity recommendations by walking participants needed to complete _____ minutes per week.
 - a. 300
 - b. **150**
 - c. 120
 - d. 60

7. Of all the personal barriers assessed, the most prevalent barrier for low-income urban and suburban groups was:
 - a. Don't have time
 - b. Too tired
 - c. **Get exercise at work**
 - d. Bad weather

8. According to Table 1 participants from the middle class demonstrate the highest rates of walking?
 - a. yes
 - b. no
 - c. **that information is not available in Table 1**

Kinesiology 611- Autonomic Neurophysiology

Faculty Member: Steven Copp

Semester: Fall 2018

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 22 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	16/22 (72.7%)	4/22 (18.2%)	2/22 (9.1%)
Comments			

Summary of assessment: Overall, the assessment results indicate that the vast majority (20/22) 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 2018 Spring 2019

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 2018 and Spring 2019 semester. Each student completed a final project focusing on the effects of inactivity on multiple medical conditions/epidemics throughout history and the societal ramifications. The students then had to compare/contrast this to current 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 score of 90-100% demonstrating a high level of understanding of inactivity.	Students in the meeting expectations category received an score of 70-89 % demonstrating a reasonable level of understanding of inactivity.	Students in the not meeting expectations category received an score of less than 70% demonstrating an inadequate level of inactivity.
Number of students attaining performance level	F18(36/42) S19(44/50)	F18 (4/42) S19 (5/50)	F18 (2/42) S19 (1/50)
Comments			

Kinesiology 606 – Obesity and Physical Activity: Behavioral, Environmental and Policy Influences

Faculty Member: Heinrich

Semester: Spring 2019

SLO being evaluated: **SLO 4: Know, comprehend the impact of physical inactivity on fitness and health in a societal context.**

Scale: 1 = Meets minimal acceptable level (developing); 2 = Meets program expectations (proficient); 3 = Exceeds program expectations (advanced)

Course: KIN 606

Enrollment: 21

Description of assessment tool (lab, test, quiz, question, paper...) and how assessment is related to SLO: Students completed a group project. The purpose of the project was to identify obesity-promoting and obesity-preventing resources for a population group of interest in Manhattan, KS, develop an asset mapping product as well as 2-3 evidence-based recommendations for improvement. In small self-chosen groups, students picked a specific population group of focus in the Manhattan area (e.g., college students, kindergarteners, new parents, older adults). They either connected directly with a member of their population group or with an organization serving them in Manhattan (e.g., Meadowlark Hills for older adults) in order to understand the scope of obesity faced by that population.

Assessment rubric:

Performance Category	Exceeding Expectations	Meeting Expectations	Meets Minimal Acceptable Level
Description of performance level	Students went beyond expectations for bringing in relevant scientific literature for the impact of physical inactivity on fitness/health in the Manhattan community.	Students met expectations for bringing in relevant scientific literature for the impact of physical inactivity on fitness/health in the Manhattan community.	Students barely met expectations for bringing in relevant scientific literature for the impact of physical inactivity on fitness/health in the Manhattan community.
Number of students attaining performance level	12	8	

*Note one enrolled student did not participate in the group project and did not pass the class.

Summary of assessment: Assessment results indicate that students were able to understand how physical inactivity contributed to fitness and health through the lens of obesity in a specific societal group. All students were exposed to and helped peer-review group presentations for exposure to multiple societal groups found in Manhattan, KS. Their attainment of this SLO was facilitated by readings, lectures, discussions, and activities throughout the semester that addressed the topic.

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 – Muscle Exercise Physiology

Faculty Member: Thomas J. Barstow

Semester: Fall 2018

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	27/38 (71%)	7/38 (18%)	4/38 (11%)
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 27/38 exhibited an overall understanding of the entire material which exceeded expectations, 7/38 met expectations and 4/38 demonstrated an inadequate understanding of muscle function.

Kinesiology 615 – Cardiorespiratory/Comparative Physiology in Health and Disease

Faculty Member: David C. Poole

Semester: Fall 2018

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	67%	33%	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

SLO being evaluated:

- 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.

Description of assessment tool:

In Fall 2018, 45 students completed an article critique assignment that included choosing a peer-reviewed article of a built environment or policy physical activity intervention and using the social ecological model, leading a class discussion examining and critiquing the effectiveness of the intervention on physical activity and/or population health.

Summary of Assessment: The assignment was worth 200 pts or 20% of the final grade. The average grades overall and per SLO assessment criteria are presented in the table below. Overall, students demonstrated a strong ability to select and explain relevant peer-reviewed research. While all assessment criteria displayed averages well above normal, within SLO analysis noted lower scores for describing data collection/analysis (for SLO 7) and discussing intervention effectiveness (for SLO 6).

Fall 2018

Assignment Assessment Criteria	SLO	Point Possible	Ave Points	Ave Grade
Selection of suitable peer-reviewed BE or policy intervention article	SLO 7	10	9.41	94.1%
Identified background/purpose	SLO 7	10	9.45	94.5%
Description of intervention	SLO 7	30	27.82	92.7%
Description of data collection/analyses	SLO 7	20	18.36	91.8%
Overall presentation (format, style, grammar)	SLO 7	20	18.00	90.0%
Stay within the timeframe	SLO 7	10	10.00	100.0%
Average for SLO 7		100		93.05%

Discussion of study limitations/effectiveness	SLO 6	30	27.55	91.8%
Critique of study limitations/effectiveness	SLO 6	40	37.27	93.2%
Suggestions for improving the intervention	SLO 6	30	27.64	92.1%
Average for SLO 6		100		92.4%
Assignment Average		200	184.2	92.1%

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 7. 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	Introduction is adequate and gives some background of the content	Introduction is inadequate and provides limited background and hypothesis

	clearly elaborates hypothesis 31/40	area with a reasonable hypothesis 9/40	0/40
Methods	Participants and measurements are clearly described with sufficient literature support. Measurements are clearly presented and replication would be possible 38/40	Participants and measurements are adequately described with some literature support. Measurements are somewhat clearly presented and replication would be difficult 2/40	Participants and measurements are poorly described with limited or no literature support. Measurements are not clearly presented and replication would not be possible 0/40
Results	Statistical tests are appropriate and clearly presented 31/40	Statistical tests are generally appropriate and reasonably presented 7/40	Statistical tests are inappropriate and poorly presented. 1/40
Discussion/ Conclusions	Discussion and conclusions are appropriate to findings and connected to literature 28/40	Discussion and conclusions are somewhat appropriate and somewhat connected to the literature 9/40	Discussion and conclusions are inappropriate and have little connection to the literature 3/40
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 36/40	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 3/40	Abstract provides an unreasonable summary of the study. APA style is used incorrectly in citations and references. Writing is unclear and inappropriate 1/40

Kinesiology 606 – Obesity and Physical Activity: Behavioral, Environmental and Policy Influences

Faculty Member: Katie Heinrich

Semester: Fall 2018 (N = 23) & Spring 2019 (N = 21)

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

Rating Scale: 3 = Exceeds Program Expectations (advanced), 2 = Meets Program Expectations (Proficient), 1 = Meets Minimum Acceptable Level (developing), 0 = Does Not Meet Expectations.

Course: KIN 606

Description of assessment tool (lab, test, quiz, question, paper...) and how assessment is related to SLO: The assignment goal was to develop and share knowledge on the etiology of obesity. Students chose a key factor known to cause/contribute to obesity (e.g., active transportation, cancer, lack of sleep) and wrote a 3-5 page summary research paper and gave a 5-minute in-class presentation summarizing what they learned. The SLO was assessed as part of the presentation.

Assessment rubric:

Performance Category	Exceeds Program Expectations	Meets Program Expectations	Meets Minimal Acceptable Level	Does Not Meet Expectations
Description of performance level	Students went beyond expectations for finding and managing information to communicate their obesity-related problem.	Students met expectations for finding and managing information to communicate their obesity-related problem.	Students barely met expectations for finding and managing information to communicate their obesity-	Students did not meet expectations for finding and managing information to communicate their obesity-related problem.

			related problem.	
Number of students – Fall 2018	8	13	1	1
Number of students – Spring 2019	6	13	2	0

The student in Fall 2018 who did not meet the expectation did not complete a presentation and did not pass the class.

Summary of assessment: Assessment results indicate that students who completed the assignment in both semesters demonstrated proficiency in retrieving and managing information effectively as they examined and communicated the relationship of their assigned factor with obesity in a public health and physical activity context.

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

No report

SLO Summary Report

Faculty submitted an SLO report for the 2018-2019 academic year. These reports covered 7 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 2018. This quiz indicated that 97.3% 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. Active learning activities are now more structured in the lab component of the course to enhance student understanding

(Kinesiology 617) – SLO 1 and 2 were measured by use of quizzes and exams. A total of 9 students completed the course, all students either met or exceeded expectations on an array of questions and experiences related to the human system.

SLO 2

(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 2019. 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, 0% of students met expectations. On the post-test, 23/40 students exceeded expectations, 14/40 students met expectations, and 3/40 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 112/121 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.

(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 2018 by use of two questions on an exam. These questions were complex and integrated the primary ideas of this SLO. Results indicated that 20/22 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 end 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.

(Kinesiology 606)- SLO 4 was measured in Spring 2019 by using a group project. Results indicate that students were able to understand how physical activity contributes to health and fitness through the lens obesity in a specific societal group. Attainment of SLO was facilitated by readings, lectures, discussions and activities throughout the semester.

SLO 5

(Kinesiology 607) – SLO 5 was assessed through a midterm examination focused on the functioning of skeletal muscle during contractions and exercise. Findings indicated that 89% 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. All students either met or exceeded expectations on their 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 an article critique assignment that included a peer-reviewed article and using the social ecological model leading a classroom discussion. Student performance was outstanding and related to both SLO 6 and SLO 7

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 the meeting or exceeding expectations level of the grading criteria. Additional tools were provided this year to clarify paper expectations and formats.

SLO 8

None

Summary

Student Learning Outcomes were addressed at the October faculty meeting on October 4th. The current year again found the majority of Kinesiology students performing at a high level. Faculty continue to identify strategies to continue student learning and enhance the undergraduate experience. The Kinesiology faculty has an outstanding teaching reputation and multiple faculty have been recognized by the University for their teaching. During the Fall retreat, faculty spent time sharing and discussing teaching tips and approaches that have facilitated student learning, and faculty have continually worked and trained to improve teaching performance.

Student learning outcomes from the 2018-2019 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 approaches 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. The plan is to implement a set of specific knowledge students should acquire from a behavioral and physiological base and have these areas assessed throughout the undergraduate experience using an online quiz through CANVAS to provide tracking data and understanding of key ideas by the students.

Faculty have received the proposed SLO's for the 2019-2020 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.

KIN Student Learning Outcomes Master List 2019-2020

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

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	