

**Department of Kinesiology  
Applied Health Science**

**Department Learning Outcome:** Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate essential information in their discipline

**Applied Health Science Learning Outcome(s):** Students will write technically in the context of review and synthesis of professional literature.

**Criteria for success #1:** 80% of students will score 3 or higher AACU written communication rubric

**Course:** KIN 340

**Rubric Used:** AACU written communication

Written Communication skill	% of students achieving "3" or higher (Pooled Data from Fall 2015- Spring 2016) (N=42)	% of students achieving "3" or higher (Pooled Data from Fall 2016- Spring 2017) (N=28)
Context/Purpose	90%	71%
Content Development	86%	79%
Genre/Disciplinary Conventions	88%	93%
Sources & Evidence	86%	93%
Syntax & Mechanics	93%	96%

**Interpretation and Conclusion:**

Students in the Applied Health Science met all of the requirements for written communication. This is not surprising! Students within this major are some of our best and brightest. These students are pre-health care, which means that they must be strong in both the oral and written communication in order to be successful in the chosen field.

**Changes to be made:**

At this time no changes need to be made to the curriculum.

**Department Learning Outcome:** Students will engage and demonstrate competence in foundational knowledge in human movement, physical fitness and allied healthcare; evidenced by the ability to critically evaluate essential information in their discipline

**Exercise and Sport Science Learning Outcome(s):** Students will write technically in the context of review and synthesis of professional literature.

**Criteria for success #1:** 80% of students will score 3 or higher AACU written communication rubric

**Course:** KIN 101

**Rubric Used:** See Below

Written Communication (KIN 101)	Applied Health Science (N=53)	Applied Health Science (N=59)
Organization	100	100
Grammar & Spelling	98	100
Depth of Information	91	85
Clarity of Writing	100	100

**Interpretation and Conclusion:**

It is encouraging to see the high percent of students within the Applied Health Science major performing well on written communication.

**Changes to be made:**

At this time not changes need to be made to the current curriculum. As a department to ensure consistency across rubrics, KIN 101 will now be using the AACU rubric – written communication to assess students so that we might be able to compare writing samples of students who have taken this course as well as the upper division course where the written communication rubric is also being used. This change will take place in Fall 2016.

	<b>10 points</b>	<b>8 points</b>	<b>6 points</b>	<b>4 points</b>
<b>Organization</b>	Properly reviews current literature on the chosen topic	Some ideas connected to the chosen topic	Attempts to focus on an idea or topic with many ideas not clearly related or connected to the topic	Has little or no focus
<b>Grammar and Spelling</b>	No use of 1 <sup>st</sup> or 3 <sup>rd</sup> person tense. No grammatical or spelling errors	Very few uses of 1 <sup>st</sup> or 3 <sup>rd</sup> person tenses. Very few grammatical and spelling errors	Several uses of 1 <sup>st</sup> or 3 <sup>rd</sup> person tenses. Several grammatical and spelling errors	Written in 1 <sup>st</sup> or 3 <sup>rd</sup> person tense with many grammatical and spelling errors
<b>Depth of Information</b>	Draws concise and appropriate information and insights from multiple sources.	Draws appropriate information and insights from multiple sources.	Vague summary reporting of information.	No summary of the information being reported in the document.
<b>Clarity of Writing</b>	Presentation is clear, concise and sentences flow logically from idea to idea. Effective transition sentences, all terms/acronyms are defined.	Good sentence structure, adequate transitions between paragraphs, most terms/acronyms are defined.	Occasional poor sentence structure, transition between paragraphs unclear, some terms/acronyms are poorly defined.	Frequent poor sentence structure, unclear and disorganized, lacks transitions, ideas are not adequately developed, and terms are not defined.

### **Department Learning Outcomes**

1. Engage and demonstrate competence in current knowledge in human movement, physical fitness and/or allied healthcare.
2. Critically evaluate, creatively apply and effectively communicate essential information in their discipline.

### **Program Learning Outcome**

1. Students can conceptualize, exhibit and teach from art they create reflecting the structure and function of the human body &/or the implements manipulated by or acting upon the body

### **Criteria for Success**

1. 80% of students will score a 3 or higher on the Movement Analysis Video Rubric

**Course:** KIN 325

Rubric Used: Movement Analysis Rubric (see Below)

<b>Movement Analysis</b>	<b>Exercise and Sport Science Fall 2016 (N=6)</b>
Content	65%
Layout/Design	100%
Technical Elements	100%
Collaboration	100%
Overall Average	91%

### **Interpretation:**

This is the first time this assignment was used in this course. Overall, it appears students are meeting the criteria for success in the areas of layout, technical elements and collaboration, however, we did not meet the criteria for success for the content portion of the assignment.

### **Changes to be made:**

No changes at this time. We will continue to collect data on this outcome. If the content component does not improve we may need to adjust the criteria.

## Movement Analysis Video Rubric

Activity	Exemplary Score: 25	Proficient Score: 20	Partially Proficient Score: 15	Unsatisfactory Score: 10	Total Points in Each Section/Comments
Content	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.	There is focus that is maintained throughout the project. The project presents information in an accurate and organized manner that can be understood by the intended audience. Adequate evidenced of student learning and efforts are reflected in student's project.	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student's project.	____/25
Layout/Design	Organization of video presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding. Storyboard shows progression.	Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow. Storyboard shows general outline.	Adequate preparation and sequence is shown. Transitions are adequate. Titles are present. If storyboard is present, it shows the project in a broad outline.	Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video. Does not have a storyboard.	____/25
Technical Elements	The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are timed for smooth movement between scenes. Titles are legible. There are few technical problems, and none of a serious nature.	The camera work is generally smooth and the focus is usually crisp. Sound and visual files are mostly distortion free. Transitions provide a smooth movement between scenes. Titles are mostly legible. There are few technical problems.	The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion but it doesn't distract the viewer. There are some technical problems, but the viewer is able to follow the presentation	The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain significant distortion. Transitions are awkward between scenes. Titles are illegible. Technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content. If music is present it overshadows the assignment	____/25
Collaboration	Effective teamwork. The final product represents something that would have been impossible to accomplish working alone.  Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Each student excels in every activity	Students worked together and were assigned different roles  Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Most students excel in the activities	Presentation a result of a group effort, but only some members contributed  Students select group members according to social desires. Some students in the group participate actively. Few students excel in the activities	Obvious that the presentation was created by one person  Students make poor choices for group members. The group is unable to complete the video in a timely fashion	____/25

### Department Learning Outcomes

1. Critically evaluate, creatively apply and effectively communicate essential information in their discipline.

### Program Learning Outcomes

1. Students will communicate orally to a target audience in topics of medicine and exercise science.

### Criteria for Success

1. 80% of students will score at least a 3 or above on a 5 point likert scale.

Course: ATR 385

Rubric Used: See below

Mock Patient Assessment Rubric	Applied Health Science Fall 2016 (N=15)
How well did the student communicate with the patient?	100%
Did the student ask the appropriate questions during history taking to full understand the patient's condition?	100%
Did the student demonstrate competence in performing their physical exam of the patient?	100%

\*students graded on a 5 point Likert scale

### Interpretation

Our students exceeded the criteria for success. During this assignments students were asked to take a health history and to interact with actual health care practitioners. One interpretation of these results would be that our students are prepared to enter into the work force and are capable of effectively communicating with outside health care professionals.

### Changes to be made

We will need to work with the professor of this course to give each Likert category a definition.