

**Department of Kinesiology
Exercise and Sport 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

Exercise and Sport Science Learning Outcome(s): Explain the health benefits associated with physical activity and exercise and the health consequences associated with inactivity.

Criteria for success #1: 80% of students will score 3 or higher on assessment rubric

Rubric Used: See below

Course: PED 308

Criteria	% of students score 3 or higher (N=16)
Learning Objectives Communicated	100%
NASPE Standards listed	94%
Equipment	100%
Intro. Activity	100%
Fitness Activity	94%
Lesson Focus	100%
Closing Activity	100%

Interpretation:

Data not collected for Fall 2016. This class is typically made up of non-major students.

Changes that need to be made:

NA

Lesson Plan Rubric

	4 (excellent)	3 (good)	2 (average)	1 (weak)
Learning Objectives Communicated	Behavior, criteria, and conditions are clearly communicated and clearly and concisely implemented	Two of the three (behavior, criteria, and/or conditions) are apparent or are unclear	One of the three (behavior, criteria, and/or conditions) are apparent or are unclear	Behavior, criteria and/or conditions are missing
NASPE Standards listed	All of the NASPE standard were listed for each instructional activity	90% of the NASPE standards were listed for each instructional activity	75% of the NASPE standards were listed for each instructional activity	NASPE were not listed for any of the instructional activities
Equipment	The equipment was set up properly around the area and cleaned up at the conclusion of the activity	The equipment was set up properly around the area but was not cleaned up at the conclusion of the activity	The equipment was not set up properly but was cleaned up at the conclusion of the activity	The equipment was not set up properly and was not cleaned up at the conclusion of the activity
Intro. Activity	Able to effectively establish and demonstrate skill management during the activity. There was a clear start and/or stop command during the activity warm up	Able to effectively establish and demonstrate skill management during the activity. There was no clear start and/or stop command during the activity warm up	Not able to effectively establish and demonstrate skill management during the activity. There was a clear start and/or stop command during the warm up activity	Not able to effectively establish and demonstrate skill management during the activity. There was no clear start and/or stop command during the warm up activity
Fitness Activity	Student conveyed, discussed and demonstrated knowledge of the components of HRPF	The student was knowledgeable in two of the three (conveyed, discussed, demonstrated) components of HRPF	The student was knowledgeable in one of the three (conveyed, discussed, demonstrated) components of HRPF	The student was not knowledgeable in any of the components of components of HRPF
Lesson Focus	Students APK, offered history, listed clear progression of skills and drills. Offered specific, general and corrective feedback. The student also checked for understanding	Students APK, offered history, listed progression of skills and drills. Offered one type of feedback (specific, general and/or) corrective feedback. The student also checked for understanding	Students APK, offered history, had an unclear progression of skills and drills. Offered one type of feedback (specific, general and/or) corrective feedback. The student also checked for understanding	Students APK, did not offer history, had an unclear progression of skills and drills. Gave no corrective feedback (specific, general and/or) and did not check for understanding
Closing Activity	The student closed with appropriate activity/game and clearly summarized the lesson	The student closed with appropriate activity/game but the lesson summary was unclear	The student closed with an activity/game that was not appropriate and the lesson plan was unclear	The student did not have a closing activity/game and did not end the activity with a summary

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):

Describe the metabolic, physiologic, biomechanical, and developmental mechanisms by which participation in physical activity aids in health promotion and disease prevention.

Speak and write effectively to a target audience on the prevention and intervention of relevant health problems.

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=13)	% of students achieving “3” or higher (Pooled Data from Fall 2016- Spring 2017) (N=8)
Context/Purpose	77%	88%
Content Development	77%	75%
Genre/Disciplinary Conventions	85%	88%
Sources & Evidence	77%	75%
Syntax & Mechanics	77%	88%

Interpretation and conclusions:

Within the exercise and sport science major (upper division course) the criteria for being able to write effectively (85%) to a target audience was not met. It appears that based on the small sample of students being used in this assessment that students in this major have a difficult time giving context, utilizing outside resources and also with developing the content within a major paper. Ultimately, it may be that the criteria for this learning outcome is too high for this specific major. When comparing major GPA averages, in general the exercise and sport science major is the lowest when compared to athletic training and applied health science.

Changes to be made:

We may need to reconsider as a department if the criteria for success in this particular major is too high. The majority of these students will be working in a clinical setting (personal training, conditioning and strength coaches, fitness leaders) where their ability to communicate effectively through oral communication is more instrumental than written communication.

Department Learning Outcome: Students will demonstrate an appreciation for the beauty and gift of the human body....and the benefits of optimal health and physical fitness...by actively pursuing a healthy life style.

Exercise and Sport Science Learning Outcome(s):

Describe the metabolic, physiologic, biomechanical, and developmental mechanisms by which participation in physical activity aids in health promotion and disease prevention.

Speak and write effectively to a target audience on the prevention and intervention of relevant health problems.

Criteria for success #1: 80% of students will score 6 or higher

Rubric Used: See below

Written Communication (KIN 101)	Exercise and Sport Science Fall 2015 (N=11)	Exercise and Sport Science Fall 2016 (N=6)
Organization	100	100
Grammar & Spelling	100	83
Depth of Information	80	100
Clarity of Writing	100	100

Interpretation:

1st time freshmen and transfer students taking our Introduction to Kinesiology course were successful at meeting the established criteria. None of the scores on the rubric were concerning but bring to light an area that needs to be developed as these students move through major. It is to be expected that the depth of information criteria might be low since students taking this course may not have had a writing course yet. Also, as a freshman, the ability to search, synthesize and apply the literature are higher order tasks that will be developed and fostered throughout their 4 years at Point Loma.

Changes to be made:

Overall, it is encouraging that our Freshmen and transfer exercise and sport science majors are scoring high on the written communication in KIN 101. It will be important to track this group when we assess their writing in their upper division course. One change to be considered, is to spend more time in KIN 101 teaching students not only how to search the literature but also have to apply that literature to their selected topics. As mentioned in the previous assessment report (2014-2015) KIN 101 has been restructured and we think these results provide evidence to the benefits of the restructuring.

	10 points	8 points	6 points	4 points
Organization	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
Grammar and Spelling	No use of 1st or 3rd person tense. No grammatical or spelling errors	Very few uses of 1st or 3rd person tenses. Very few grammatical and spelling errors	Several uses of 1st or 3rd person tenses. Several grammatical and spelling errors	Written in 1st or 3rd person tense with many grammatical and spelling errors
Depth of Information	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.
Clarity of Writing	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. Design an exercise or strength training program to enhance all components of fitness, promote health and optimize performance.

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)

Movement Analysis	Exercise and Sport Science Fall 2016 (N=6)
Content	50%
Layout/Design	100%
Technical Elements	100%
Collaboration	100%
Overall Average	87.5%

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