

Department of Kinesiology

Core Competency Assessment 2014-2016

Core Competency:

Quantitative Literacy

Outcome Measure:

Exercise Physiology (KIN 340) Signature Assignment: Case Analysis and Lab

Criteria for Success (if applicable): 80% of students will be at “3” or higher

Longitudinal Data (From Fall 2014 – Spring 2015):

Quantitative Literacy skill	% of students achieving “3” or higher (Pooled Data) (N=33)	% of students achieving “3” or higher (Fall 2014) (N=21)	% of students achieving “3” or higher (Spring 2015) (N=12)
Interpretation	88%	90%	83%
Representation	76%	85%	58%
Calculation	62%	66%	58%
Application/Analysis	67%	71%	58%
Assumptions	85%	85%	83%
Communication	82%	80%	82%

Longitudinal Data (From Fall 2015 – Spring 2016):

Quantitative Literacy skill	% of students achieving “3” or higher (Pooled Data) (N=45)	% of students achieving “3” or higher (Fall 2015) (N=18)	% of students achieving “3” or higher (Spring 2016) (N=27)
Interpretation	96%	96%	96%
Representation	94%	91%	96%
Calculation	94%	91%	96%
Application/Analysis	94%	91%	96%
Assumptions	98%	96%	100%
Communication	96%	96%	96%

Interpretation:

Students in the Department of Kinesiology met all of the criteria for the quantitative literacy skill, this is in contrast to the data from Fall 2014-Spring 2015.

Changes to be made based on the data:

No changes to be made at this time.

Rubric Used:

ACC&U Quantitative Literacy Rubric

Core Competency:

Critical Thinking

Outcome Measure:

Exercise Physiology (KIN 340) Signature Assignment: Case Analysis and Lab

Criteria for Success (if applicable): 80% of students will be at “3” or higher**Longitudinal Data (From Fall 2014 – Spring 2015):**

Critical Thinking skill	% of students achieving “3” or higher (Pooled Data) (N=39)	% of students achieving “3” or higher (Fall 2014) (N=25)	% of students achieving “3” or higher (Spring 2015) (N=14)
Explanation of issues	72%	72%	70%
Evidence	67%	68%	63%
Influence of context & assumptions	74%	76%	71%
Student’s position	77%	80%	70%
Conclusions and related outcomes	62%	64%	76%

Longitudinal Data (From Fall 2015 – Spring 2016):

Critical Thinking skill	% of students achieving “3” or higher (Pooled Data) (N=46)	% of students achieving “3” or higher (Fall 2015) (N=18)	% of students achieving “3” or higher (Spring 2015) (N=28)
Explanation of issues	79%	67%	90%
Evidence	80%	67%	93%
Influence of context & assumptions	86%	78%	93%
Student’s position	91%	89%	93%
Conclusions and related outcomes	79%	67%	90%

Interpretation:

We did not meet the criteria for critical thinking in the areas of explanation of issues and conclusions/related outcomes. While we did not meet the specified criteria of 80% were close to meeting it when looking at the pooled data. What we can see from our data is that Spring semester data is relatively strong....this may be as a result of advising and placing our strongest students in the spring semester of this course.

Changes to be made:

1. As mentioned in last year’s core competency report, KIN 101 (our introductory course) has been restructured...what we can see from data presented within the actual major assessment is that our freshmen and transfer students are benefiting. It will be interesting to see what their critical thinking skills will look like when they are in this upper division course.
2. In courses where students are required to complete written reports which require them to search the literature and draw conclusions or calculate, we will place greater emphasis on sources and evidence. This may involve having the students hand in an annotated bibliography.

Rubric Used:

ACC&U Critical Thinking

Core Competency:

Information Literacy

Outcome Measure:

Exercise Physiology (KIN 340) Signature Assignment: Case Analysis and Lab

Criteria for Success (if applicable): 80% of students will be at "3" or higher**Longitudinal Data (From Fall 2014 – Spring 2015):**

Information Literacy skill	% of students achieving "3" or higher (Pooled Data) (N=38)	% of students achieving "3" or higher (Fall 2014) (N=25)	% of students achieving "3" or higher (Spring 2015) (N=14)
Determine Information needed	79%	76%	85%
Access Information	87%	80%	100%
Evaluate Information & Sources	59%	56%	64%
Use Information	74%	80%	83%
Access & Use Info Legally & Ethically	95%	96%	92%

Longitudinal Data (From Fall 2015 – Spring 2016):

Information Literacy skill	% of students achieving "3" or higher (Pooled Data) (N=46)	% of students achieving "3" or higher (Fall 2015) (N=18)	% of students achieving "3" or higher (Spring 2016) (N=28)
Determine Information needed	79%	72%	86%
Access Information	79%	72%	86%
Evaluate Information & Sources	71%	56%	86%
Use Information	73%	56%	90%
Access & Use Info Legally & Ethically	85%	83%	86%

Interpretation:

It appears from the assessment data that information literacy may be one of our weaknesses within the core competency assessment. Part of the issue with this data is that the Fall semester is really driving the success for this criteria down (see core competency above for possible explanation). For this particular core competency, we met the criteria for assessing and using information legally and ethically that our library faculty and the KIN 101 have prepared students adequately in this area. One consideration is that maybe the criteria for this specific competency is too high.

Changes to be made:

See suggestions for changes in the critical thinking core competency section. Additionally, meet with Kinesiology faculty to discuss their overall expectations about the criteria for this particular core competency.

Rubric Used:

ACC&U Information Literacy

Core Competency:

Written Communication

Outcome Measure:

Exercise Physiology (KIN 340) Signature Assignment: Concept Map Paper

Criteria for Success (if applicable): 80% of students will be at “3” or higher**Longitudinal Data (From Fall 2014 – Spring 2015):**

Written Communication skill	% of students achieving “3” or higher (Pooled Data) (N=38)	% of students achieving “3” or higher (Fall 2014) (N=24)	% of students achieving “3” or higher (Spring 2015) (N=14)
Context/Purpose	82%	79%	86%
Content Development	70%	75%	64%
Genre/Disciplinary Conventions	82%	92%	71%
Sources & Evidence	75%	71%	79%
Syntax & Mechanics	80%	75%	86%

Longitudinal Data (From Fall 2015 – Spring 2016):

Written Communication skill	% of students achieving “3” or higher (Pooled Data) (N=46)	% of students achieving “3” or higher (Fall 2015) (N=18)	% of students achieving “3” or higher (Spring 2016) (N=28)
Context/Purpose	80%	67%	93%
Content Development	79%	67%	90%
Genre/Disciplinary Conventions	85%	72%	97%
Sources & Evidence	80%	67%	93%
Syntax & Mechanics	91%	89%	93%

Interpretation:

We met all of the criteria for this core competency with the exception of content development. When we look at each semester, again the Fall semester is really driving the assessment data (see critical thinking competency for more explanation). Overall, when you compare this year’s written communication data to last year’s we can see that there has been improvement in this core competency.

Changes to be made:

Please see critical thinking core competency for any changes to be made.

Rubric Used:

ACC&U Written Communication

Core Competency:
Oral Communication

Outcome Measure:
Exercise Physiology (KIN 312) Signature Assignment: Motor Development Oral Presentation

Criteria for Success (if applicable): 80% of students will be at “3” or higher

Longitudinal Data (From Fall 2014 – Spring 2015):

Oral Communication skill	% of students achieving “3” or higher (Pooled Data) (N=19)	% of students achieving “3” or higher (Fall 2014) (N=7)	% of students achieving “3” or higher (Spring 2015) (N=12)
Organization	89%	70%	100%
Language	95%	99%	99%
Delivery	89%	85%	100%
Supporting material	89%	70%	100%
Central message	95%	85%	99%

Longitudinal Data (From Fall 2015 – Spring 2016)

Oral Communication skill	% of students achieving “3” or higher (Pooled Data) (N=)	% of students achieving “3” or higher (Fall 2015) (N=4)	% of students achieving “3” or higher (Spring 2016) (N=13)
Organization	100%	100%	100%
Language	84%	75%	92%
Delivery	84%	75%	92%
Supporting material	88%	75%	100%
Central message	100%	100%	100%

Interpretation:

When the data was pooled together students in the Kinesiology Department met all of the criteria for the oral communication skill. One issue with this data set is that we only have data for 4 students in Fall 2015. It is no surprise that our students perform well on this core competency. Our students are being prepared for careers in health care, where they are required to communicate orally with their patients/clients. Therefore, the practice of orally communicating is embedded throughout each major curriculum.

Changes to be made:

Given the lack of data in the Fall. We need to think of a way to capture more oral presentations in KIN 312. The best way to capture students may be to have media services video take each student during oral presentations. We tried to have the faculty member record but the data cannot be located.

Rubric Used:

ACC&U Oral Communication