1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The program’s organizational culture is one of evolution rather than a defining moment. The graduate programs in Kinesiology, Movement Studies Option are nearly 50 years old and are governed by a standing committee of faculty who work directly within the program. All Learning outcomes and curricular decisions are considered and acted upon by this committee. Changes since 2006-07 are multiple based upon the following reasons: an evolving profession, faculty attrition, budgetary constraints, student performance, and student interest and needs. The Graduate committee keeps the department abreast of all issues regarding the education of graduate students. What lies ahead for this program is a sense of less with more. The department is continually assessing our ability to deliver a multitude of not only graduate but also undergraduate programs with fewer faculty and resources. We have a strong, highly regarded program and are confident in continuing our superior quality of advanced graduate education.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

In no particular order, the primary desired learning outcomes of the program are as follows:

a) Students will demonstrate a breadth and depth of knowledge relative to the discipline of Kinesiology, Movement Studies by engaging in a focus of study that will enhance career commitment and allow for experiences that will lead to continued self development and growth. Faculty in this program are committed to developing future professionals within the discipline that demonstrate career commitment and leadership.
b) Students will demonstrate a breadth and depth of knowledge relative to the discipline of Kinesiology, Movement Studies by engaging in scholarly activity that includes creative and analytical thinking, interpreting, evaluating, and reporting published research, and designing and conducting research. Faculty within the program believe that the distinguishing purpose of the graduate degree is to develop independent scholars that can consume, evaluate, and produce scholarly knowledge.

c) Students will demonstrate competency within the discipline relative to their concentrated area of study by completing a culminating experience. Faculty within the program consider the culminating experience as the primary method of graduate level competency. The culminating experience allows for student and program evaluation.

3. **For undergraduate programs only**, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

   N/A

4. For each desired outcome indicated in item 2 above, please:
   a) Learning Outcome #1: Course of Study; completion of approved courses and GPA. Advancement to Candidacy, Completion of core and specialization course of study requirements, Graduate School Exit Survey. Learning Outcome #2: Completion of core course work in research methodology, prerequisite of statistics course, Culminating experience requirements (proposal, defense, and written document.) Learning Outcome #3: Oral and written proposal and defense to graduate faculty of completed culminating experience & proposed exit exam.

b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected. All students in the program are subject to all evaluation techniques at various points within the program.

c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program. The primary “instrument” of evaluation for all program outcomes in the culminating experience and the processes involved with it. Currently the department requirement is a master’s thesis or project. An exit exam option is currently being proposed.

d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.
The process involved with the completion of the culminating project allows for graduate faculty to assess and evaluate all learning outcomes. Students engage in the development of such experiences after primary coursework and continual advisement from graduate faculty. Content of the experience allows for faculty to assess mastery of the discipline and the processes involved (proposal, written document, defense, etc.) allow for the assessment of professional outcomes.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

The primary assessment in maintaining the elements of the curriculum is the culminating experience. Currently all students must engage in either a thesis or project to culminate their course of study. Because of changes within the department and the evolving profession of Kinesiology, Movement Studies Option, the faculty have determined that not all student needs are being met with such experiences. Currently, an exam option is being considered based on student performance and need in the current culminating experiences. This change is a direct result of assessment of current student performance and need.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

Currently, the program has no systematic process for assessing alumni data. The current coordinator will begin maintaining a record of graduate information and the graduate committee will begin the process of creating an alumni survey to elicit information pertinent to the outcomes of the program and their impact on the community at large.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

N/A

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?
Kinesiology has become a gateway discipline to a growing number of health related occupations and professions. Recent statistical studies has indicated that nearly 60% of all kinesiology undergraduates pursue a master’s degree, indicating a growing need for this department to provide this option. This department believes our graduates are well prepared to lead in their field and we are committed to making their education the best it can be. This process has allowed us to see where we should expand our efforts and how we can improve on making these experiences the best for our students.