Assessment Report
The Department of Kinesiology and Health Science
2010-2011

Assessment Method
The Department of Kinesiology and Health Science continued with the second annual graduating senior survey during the 2010-2011 academic year. Using “Flashlight”, a web-based survey system, the graduating senior survey was administered in a timely fashion to all graduating seniors. The return rate for the survey was at 30% which is typical for an on-line survey.

Limitations
The KHS Department administered the Graduating Survey three weeks prior to graduation. Email addresses were provided through Sac Vault and the saclink accounts for each graduating senior. The survey was available for 10 days with an email reminder sent to each non-responsive student after 5 days. Faculty were asked to continuously remind graduating seniors to complete the survey during class time.

The student response, overall, was low, but typical for an on-line survey. The saclink account appears to have limitation reaching the students. Personal emails might provide a better response, but at this time they are unavailable to the Department. The Department also, in the future, should explore having the survey completed in classes that are typically occupied with graduating seniors.

Results (see Appendix 1)
Faculty Contribution
The survey indicates that, overall, the KHS faculty were meeting and exceeding student’s expectations. One hundred percent of the surveyed students indicated that the faculty set high expectations for learning with the scores falling between excellent and good. Students also felt that the faculty encouraged students to devote sufficient time and energy to their course work. All other areas surveyed fell in the “good” range including respecting the diverse talent, encouraging involvement both in and out of the classroom, give frequent and prompt feedback, and care about a student’s academic success and welfare.

Help Outside the Classroom – Academic Advising in Your Major
The scores in this section were predominately in the good range. This was a change from last year’s survey where the scores all fell in the excellent range. Students appeared to appreciate the provided information about degree requirements and course sequencing.

Currently, all of the kinesiology options/concentrations provide students with a “road map” to help them graduate efficiently.
Help Outside of the Classroom—Career-related Services
The scores fell mainly in the good category. This year the Department placed a direct link to career descriptions, availability, and job search on the KHS website. This information was available through the American Kinesiology Association. Anecdotally students and faculty said the link served a useful role for searching graduate assistantships at the master’s level and career related jobs. The Department also maintained contact with Ashley Lewis, at the Career Center. Ms. Lewis works directly with the fields of Health and Human Services.

Help Outside of the Classroom—Employment Search Assistance
Employment Search Assistant appeared to be the weakest area in the survey. The Department as a whole fell in the fair category and several responses fell in the poor category.

The question to be asked is whether employment search assistance is the responsibility of the faculty. It appears that only one course in the physical education curriculum, KINS 198B, addresses resume writing, interview process, and applying for teaching positions. Employment “help” appears nowhere else in the curriculum formally.

When the faculty was polled concerning this area, the faculty felt that the provided services in the Career Center were sufficient.

Knowledge, Skills, and Personal Growth
This category asked students to what extent a college education contributes to knowledge, skills, and personal development. The surveyed areas were designed to match the universities baccalaureate goals. The Department, overall, scored very high in all categories. The areas of personal growth, ability to critically think, enhanced analytic skills, function as a team, and the ability to work with people with diverse backgrounds were the highest scoring categories. Each of these categories received more than 60% response in the highest category (“very much”).

Text Responses
All things considered, how would you evaluate the overall quality of instruction?
The student’s response to this category was overwhelming good. Students stated that the program was great, good, and excellent. One student wrote, “The Kinesiology faculty at Sacramento State is top notch. The instructors are one of a kind and teach the subject with passion and intelligence. I hope administrators realize the importance of instructors and that their knowledge is invaluable.” Another student wrote, “Within the Health Science department, the instructors that I have had thus far, have been amazing.”
What part of the program would attract potential students?
Responses were overall positive. The faculty, interesting topics, and small class room size were cited as positive parts of the program and should attract potential students to the Department.

Realizing that all programs have strengths and weaknesses, what are the weaknesses in this program?
Generally, three areas were cited that needed improvement. First, several students complained that communication between the department, administration and faculty is “terrible”. Faculty need to be aware of deadlines, application submissions, and other procedural “paperwork”.

There needs to be clear direction from the Department administration in the future. Second, students complained of the lack of classes and their delay to graduate.

Finally, students requested more help in job hunting and career opportunities.

Conclusion – Graduate Senior Survey

1. The Department will continue to communicate with Career Center Office and determine how to be more effective in career-related services and employment search assistance.
2. The Department Chair will create a handout of academic deadlines and procedures for all applications, including items as Graduate, Blended, Health Science, Exercise Science, and Graduation deadlines.
3. The Department will update the KHS Website with all academic deadlines and application procedures.
4. The Department will update the KHS Website on career related jobs and Career Center resume/interview workshops.
Overview
The Department of Kinesiology and Health Science continues to be influenced by both internal and external environment factors that impact the program and subsequently the fluidity with which the assessment plan changes from year to year. Department accountability to these external and internal factors has helped shape assessment plans, which are current and sensitive to the needs of a changing society and a growing discipline.

Externally, the program review process is driven by accrediting agencies and has a major impact on several concentrations/options in the Department. Additionally, the Department has an obligation to continually meet the external standards of the professional fields that it serves. Internally, the Department is acutely aware of the need to assess the entire program as well as individual options and concentration. Our assessment plan must reflect the complexity and uniqueness of its multiple programs.

The Department has designed a framework for assessing our needs. The following is the process that has been adopted:

1. Identification/agreement of outcomes to be assessed
2. Design a plan for collecting and scoring the evidence
3. Streamline the data collection, evidence collection and storage; and reporting.
4. Review and analyze the collected evidence
5. Make appropriate changes and strategize their implementation

In order to have an effective assessment plan a department must focus on a shared vision for the future. The Department of Kinesiology and Health Science has concluded that our main focus for the upcoming two years is to determine in what ways our undergraduate and graduate programs fulfill the University’s mission and ultimately student learning outcomes in the major as well as Sacramento State’s baccalaureate goals. We will be focusing our assessment on the following key questions:

1. Are our programs unique to our region and campus?
2. Does the program serve a unique demographical or societal function?
3. Do we contribute to the university’s mission and do we embrace the newly adopted baccalaureate goals?
4. Can the program meet the standards of a “center of excellence”?

The first task will be to collect information from each concentration and/or option which includes:

1. Exercise Science
   a. Therapeutic Exercise and Rehabilitation
   b. Exercise Science
c. Athletic Training

2. Physical Education
   a. Blended
   b. General

3. Health Science
   a. Community Health
   b. Occupational Health and Safety
   c. Health Care Administration

The collected evidence will focus on our program’s uniqueness in the region, our program goals, and to determine if we serve a unique demographical or societal function. We will then focus on our impact, justification and centrality to the University mission. Our main goal is to verify and collect evidence on how we are contributing to the baccalaureate goals of the University. We will conclude our 2 year assessment plan by focusing on the needed priorities to become and/or meet the criteria of a “center of excellence”.
Department of Kinesiology and Health Science
Assessment Plan – One Year Plan Term
2011-2012
Assessment Goal – University Baccalaureate Learning Goals
Focus: Written and Oral Communications

Sacramento State Baccalaureate Learning Goals for the 21st Century

**Competence in the Disciplines**: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.

**Knowledge of Human Cultures and the Physical and Natural World** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.

**Intellectual and Practical Skills, Including**: inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

**Personal and Social Responsibility, Including**: civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.

**Integrative Learning**, **Including**: synthesis and advanced accomplishment across general and specialized studies.

All of the above are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

The above list is the newly adopted baccalaureate learning goals for Sacramento State. Part of our assessment plan will include how each major is meeting the above goals. We are not expected to assess progress on all goals or objectives each year. Rather the purpose of annual assessments is to develop a re-occurring assessment cycle that will facilitate continuous review of the program and progress toward identified learner outcomes.

The Department of Kinesiology and Health Science assessment plan will focus on the University Baccalaureate Goals, specifically for 2011-2012, written and oral communication.

2011-12 Assessment Plan

1. Identify in which classes students will be introduced to the standards of writing required in our individual majors
2. Identify in which classes students will be introduced to required editorial style  
3. Develop rubrics for a standards of writing  
4. Implement writing rubrics in classes  
5. Periodically over the school year, invite guest speakers from the Writing Center  
6. Collect evidence if writing objectives are being met  

The Department has already begun the process of assessing and improving writing. During the last Department meeting in May, 2011, Dan Meltzer, Director of the Writing Center, presented an overview on writing rubrics. A full 2 hour workshop will be presented to the faculty in September.