

Department of Kinesiology and Health Science

2012-2013 Annual Assessment Report

Submitted by

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1. Changes since Last Assessment

The 2012-2013 school year brought a dramatic change to the Department of Kinesiology and Health Science assessment process. In previous semesters each program completed an independent assessment. These assessments ranged from surveys, exit interviews, exams, and questionnaires.

For the 2012-2013 the department began the standardization of the assessment process. Using information obtained from the workshops organized by the Office of Academic Program Assessment a more effective and efficient assessment process is being established. The newly designed assessment process will assist our program through our program reviews in the future. The assessment process is based on both the program learning outcomes as well as the baccalaureate goals.

First, the baccalaureate goals will be assessed over a five year period. The department will be assessing one baccalaureate goal each year through a "signature assignment". A standard rubric will be developed so that there is consistency in the assessment methodology as well as the reporting of the findings.

Second, each department program will select each year one or more program learning outcome to be assessed. The department programs, including Athletic Training, Exercise Science, Physical Education, and Health Science will determine the outcome(s), methodology, and data collection each year. The collection of data can vary from exam, questionnaire, interview, or survey, to name just a few assessment tools.

In fall 2013 the faculty will be given a charge to select the outcome and the assessment tool. The charge is for each program to assess all outcomes in a five year cycle as well as the assigned baccalaureate goals.

At the conclusion of every spring semester a report will be written by each program coordinator and submitted to the chair. The chair will complete a department report using the below structure.

The report will include:

1. Implementation of changes based on previous semester's assessment results including learning outcomes, assessment plan, and assessment tools
2. Implementation of changes based on previous semester's assessment results including advising, co-curriculum, budgeting, and planning
3. Methods and measures used to collect
4. Criteria and/or standards of performance for the program learning outcomes
5. Data collected and results and findings
6. Proposed changes, if any
7. Selection of learning outcome for the following year

2. Changes to Advising, Co-Curriculum, Budgeting, and Planning

The 2012-2013 school year brought changes to advising and curriculum. The changes, however, cannot be based on department level assessment, particularly in the case of curriculum. This change is due to the CSU policy that states that all BS programs must be 120 units. The Dean of Health and Human Services assessed our program and requested that all programs be 60 units or less even with overlapping of general education and graduation requirements.

Health Science eliminated from its lower division required courses HLSC 50 Health Lifestyle, HLSC 98 Health Science ProSeminar, and PSYCH 2 Introduction to Psychology. This nine unit reduction brought the total units for Health Science to 58 units. Health Care Administration concentration modified its curriculum to have a 16 unit required lower division core, a 12 unit upper division core, and 30 units of courses dedicated to Health Care Administration. The HCA concentration (30 units) now consists of the following classes: ACCY 1, ECON 1A or 1B, HLSC 116, HLSC 144, OPM 160, MGMT 102 or COMS 103. The students also have an additional 12 units, but they have a choice of eleven courses to pick from.

The concentration of Occupational Health and Safety and Community Health Education remains intact.

Prior to the curricular reviews of 2012 the Physical Education program consisted of two concentrations: Blended and General. The General Physical Education program met the standards for the California Commission on Teacher Credentialing (CCTC) subject matter preparation. Students who elected this option had the opportunity to complete their teaching credential at other educational institutions or pursue other career paths. The Blended Physical Education program provided undergraduates with a comprehensive and focused experience leading concurrently to the completion of a subject matter program and teacher preparation program. Students who elected this option needed to complete only one additional semester, post-graduation, to fulfill the student teaching phase.

In fall 2012 the Teacher Preparation program revamped their teacher education program. The changes in Education caused the physical education program to assess their curriculum and eliminate the “blended” program and to revise the curriculum. Physical Education submitted in spring 2013 a program with two tracks. The first track is called PETE or Physical Education Teacher Education. This track will meet the standards for the CCTC single subject matter preparation in physical education. When a student completes this program he/she may apply to the two semester teacher credential program at Sacramento State. The number of units in the PETE track is 57 units. The reduction of units from the former Blended Program (75 units) allows a student to secure their teaching credential in five years (native) and three years (transfers).

The second option in Physical Education is the PACC or Physical Activity Coaching and Conditioning program. This curriculum is designed for students who do not want to pursue a teaching credential, but want to pursue careers as coaching, fitness instruction, corporate wellness, and youth sports. The unit total for this program is 57.

The BS in Athletic Training prepares students to become a competent entry level certified athletic trainer by meeting the requirements for the Commission of Accreditation for Athletic Training Education (CAATE). The program provides quality experience for students to develop skills and knowledge in prevention, recognition, evaluation, immediate care, rehabilitation and reconditioning of athletic

injuries. The program is currently under curricular review to reduce the number of units in the major (currently 83 units) to 64 units and still maintain a quality program and meet all CAATE standards. The program projects the revised curriculum to be in place by fall 2014.

The Exercise Science Concentration is organized into two options: Exercise Science and Therapeutic Exercise & Rehabilitation. The Exercise Science option prepares students for graduate work in the areas of exercise and sport science, as well as for careers in cardiac rehabilitation, wellness, fitness consultant in business/industry and health clubs, personal training, and other paramedical and health related fields. The Therapeutic Exercise and Rehabilitation option provides students with an in-depth science-based course work that meets the prerequisite requirements for most physical therapy, occupational therapy and other related professional preparation programs such as physician assistant, medicine, chiropractic, and prosthetics and orthotics. The Exercise Science curriculum is also in the process of reducing its current 72 unit major to less than 60 units. The projected timetable for a revised curriculum is spring 2014.

Advising also was revamped. As a Department the academic and career advising is highly complicated. The department has 13 programs that are quite varied and lead into careers that range from health professionals, athletic trainers, research and fitness, to physical education teachers. The Department of Kinesiology and Health Science is committed, however, to advising and graduation success. The department has an advising policy that specifically outlines the duties and procedures of all faculty members as it relates to advising. The KHS department is one of the first departments to go electronically with graduation applications and the necessity for each major to have an assigned advisor is paramount. Handouts, web pages, and SacSend messaging is all part of the advisement in KHS. Roadmaps are provided to all students in each discipline. The roadmaps are published on the department's website. The department also has a twitter account to keep all students current and abreast of all "breaking" news. Orientation also, is used as a tool to acquaint students to the program and give individual advisement prior to entering the university.

3. Learning Outcome Assessed

For the 2012-2013 school year the department selected the baccalaureate goal: oral communication. The definition of oral communication, according to the AACU, is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listener's attitudes, values, beliefs, or behaviors. Oral communication was assessed of a single speaker whose presentation was of sufficient length such that a central message was conveyed, supported by supporting materials and includes purposeful organization.

4. Methods and Measures

The department slightly modified the AACU Value Rubric in order to clarify the terms and concepts (See Appendix 1). The rubric was constructed to assess the presenter's organizational pattern, the language choice, delivery technique, types of supporting material, and the clarity of the central message. Each program selected a "signature assignment" using the oral communication rubric for grading. A report was prepared and submitted to the Chair.

5. Criteria and/or Standards for Program Learning Outcomes

The oral communication rubric shows in detail the standards of each category which includes organization, language, delivery, supporting material, and central message. There are four categories labeled 1-4. Each category progresses in quality starting at one. The faculty member uses the rubric to guide him/her in making a judgment for a “grade”.

The numbering system needs to be improved for next year assessment. A student could receive all “3’s” which in a grading schematic represents a “B-“. The grade, however, should be higher and the student should be given the appropriate grade. The department will look at labeling the categories or using a better number scale so that the final scored indicates the true grade.

6. Data Collected, Results and Findings

Exercise Science

Assessment of oral communication in the Exercise Science Program was accomplished using the enclosed VALUE rubric (validated by the Association of American Colleges and Universities). The VALUE rubric was modified slightly for use in the current assessment. The rubric was used to assess oral presentations of upper division undergraduate students enrolled in KINS 151—Kinesiology, a core course required of all exercise science majors. Students were assessed during a 20 minute oral presentation reflecting on their previous laboratory work. The students presented as groups (3-4 students/group) while using PowerPoint and a laser pointer. The total number of groups was 17. The final laboratory project assignment and rubric are enclosed.

The criteria specified in the oral communication VALUE rubric included: organization, language, delivery, supporting material, central message and total score.

The oral communication assessment data were collected by attributing 4 points as the maximum score for each of the criteria specified above in item 5. The results are expressed in the percentage of groups achieving the maximum score (Table 1). The findings indicate that undergraduate Exercise Science students achieved full expectations for both organization and central message. Areas in which students need improvement include: delivery, supporting material and language.

The results of this year’s assessment indicate that undergraduate Exercise Science students are performing at an acceptable or exceptional level of achievement for their oral presentation learning outcomes. This is likely a result of the KINS 151 curriculum which emphasizes oral communication as a learning objective within the context of Problem Based Learning (PBL). The PBL curriculum within the Exercise Science Program will be altered to entail a greater emphasis on the delivery of information. Aspects to be amended to existing PBL rubrics will be: voice projection, eye contact and gestures. It is believed that these adjustments will lead to improved delivery scores on next year’s oral communication assessment.

Table 1. Oral communication assessment for undergraduate Exercise Science students using VALUE scoring rubric.

<u>Criteria Element</u>	<u>Score (% groups with full score)</u>
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Organization	100
Language	94.12
Delivery	82.35
Supporting Material	88.24
Central Message	100
Total Score	64.71

Athletic Training

The rubric distributed through the department for oral communication was used in addition to the evaluation sheet for the students in Phase V when they gave their power point presentation on a researched topic. Each student presents a twenty minute lecture using a power point presentation to the rest of the students in the clinical program. In addition to the preceptors present, a few students are asked to objectively evaluate the presentation on the criteria on the evaluation sheet. This semester the Athletic Training program added the oral communication rubric to the process. The oral communication rubric used the following areas to be assessed by the presenter: organization, language, delivery, supporting material, and central message.

The presenter was given a score as follows (for each of the above sections): 4 points for capstone, 3 or 2 points for milestones and 1 for benchmark (as identified by the descriptions on the rubric). The results of the raw data were collected and evaluated. The overall score for the students ranged from 2.89 to 3.63 out 5.00.

Organization	3.58
Language	3.29
Delivery	3.15
Supporting Material	3.32
Central Message	3.42

Overall, the Athletic Training students did very well as individuals and as a group. The better areas were central message and organization. Delivery was the area that yielded the least total score, yet it was a 3.15/5.00.

One common skill that most students say is a weakness, is getting up in front of groups and speaking. At the next Athletic Training preceptor meeting, an agenda item will be added to discuss the findings and how oral communication can be improved. The Athletic Training program will identify where they can include "presentation" and oral communication in AT classes or in clinical at the scheduled Monday night meetings. Athletic Training is committed to use the rubric and try to include it in an earlier phase, so students will have the feedback and will have time to improve.

Health Science

Community Health HLSC 118, core course required for all Health Science majors, was selected by the faculty for data collection. The oral presentations evaluations were based on a course assignment which required groups of 3, 4 or 5 students to interview a staff member at a local non-profit community health organization. The students presented information on the organization's history, mission, funding, organizational structure, the type of education/ training needed programs / services provided, the population being served, other similar organizations in the community with the similarities and dissimilarities, and volunteer / intern opportunities. Each group created a PowerPoint presentation to supplement the oral presentation. Presentation lasted 30 minutes, followed by a 15 minute question & answer segment with the entire class. Each group member presented. Students were advised not to use notes and were told that using notes would subject the individual to a 5 point automatic deduction.

A total of 74 Health Science students were evaluated using the University's standard Oral Communication Rubric assessing organization, language, delivery, supporting material and central message. Based on a four point scale, the summary results for the students' performance is as follows –

	Organization	Language	Delivery	Supporting Material	Central message	Language
Avg.	3.68	3.61	3.46	3.77	3.69	
Min.	2	2	1	2	2	
Max.	4	4	4	4	4	
S.D.	0.526	0.569	0.744	0.455	0.521	

The Health Science faculty will be reviewing the results and discussing the implications at the fall 2013 retreat in August.

Physical Education

The Physical Education program assessed oral communication during the spring 2013 semester. Using the departmental standard rubric for oral communication the evaluation took place in KINS 133, Integration of Concepts. KINS 133 is the writing intensive senior capstone course. The rubric was used to assess the assigned research presentation.

Eight students or pairs of students were assessed using the rubric. The data results are below:

	Grade out of 5
Pair 1	3.75
Pair 2	4.25
Pair 3	4.25
Pair 4	3.75
Student 1	4.5
Student 2	4.25
Student 3	4.5
Student 4	4
Average	4.16

Students who scored better organized their presentation well, used appropriate language, and showed good habits of delivery. Only one set of students received the highest points in the area of supporting materials. Many students have habits of delivery that need improvement, including lack of eye contact, look at the screen while they talk, as well as posture and presentation of self. Overall most students were weak in the area of providing supporting materials for their presentation, with basics provided, but not actual references that would help establish their knowledge base.

The findings will be passed on to the Physical Education Committee, which will discuss the implications of the data/findings and decide the future direction of the program. This assessment will occur during the fall 2013 retreat in August. At that time the future plans will be discussed and it will be decided which program learning outcomes and goals will be assessed.

In addition to the above findings concerning oral communication, the department also conducts a graduating senior survey to all options. This annual survey focuses on the following areas: faculty contribution, academic advising in your major, career-related services, employment search assistance, and knowledge, skills, and personal growth. The survey also allows the students to submit written responses to the following questions;

- All things considered, how would you evaluate the overall quality of instruction?
- What part of the program would attract potential students?
- Realizing that all programs have strengths and weaknesses, what are the weaknesses in this program?

This year's on-line assessment had a very poor response rate and cannot be considered valid. The response rate for some programs was only one person. The department will continue to look at ways to increase the response rate so that the graduating senior survey has validity.

7. Proposed Changes for 2013-2014

The 2013-2014 proposed plans are to continue with the above assessment standardization. The department will focus on another baccalaureate goal which will be either inquiry and analysis or integrative and applied learning. The fall 2013 faculty fall retreat will determine the focus. A rubric will be designed for one of the above baccalaureate goals, the assessment will take place in each program, and a report of the findings will be completed.

The department will also add program learning outcomes to the assessment process. The preparation and finalization of the process also will take place in the fall semester and completed in spring 2014. The department will look at ways to design a better graduating senior survey that produces usable data.

8. 2014-2015 Assessment Future Plans

The Department of Kinesiology and Health Science will be completing its five year self-study in fall 2013. The initial self-study report is being submitted in June 2013. In fall 2013 a Program Review Committee and an outside reviewer will be assessing the program. Future assessment will be based on the results of this study as well as the completed required five year assessment plan. The department however, will continue on the same assessment methodology as stated above for at least five years. During the annual assessment process the department will remark on how the assessment process should be altered or changed for all or some of the methodology and data collection.

Appendix 1

Appendix 1

Oral Communication

	4	3	2	1
Organization: Introduction and conclusion, sequenced material within the body and transitions.	Organizational pattern is clearly and consistently observable and skillful and makes the presentation content cohesive	Organizational pattern is clearly and consistently observable within the presentation.	Organizational pattern is intermittently observable within the presentation	Organizational pattern is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language is not appropriate to audience.
Delivery: Posture, gesture, eye contact, and vocal expressiveness	Delivery techniques make the presentation compelling , and speaker appears polished and confident .	Delivery techniques make the presentation interesting and speaker appears comfortable .	Delivery techniques make the presentation understandable and speaker appears tentative .	Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable .
Supporting Material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities	Supporting materials make appropriate reference to information and analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable , but is not often repeated and is not memorable .	Central message can be deduced , but is not explicitly stated in the presentation.