

# 2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment  
California State University, Sacramento

For more information visit our [website](#)  
or [contact us](#) for more help.

**Please begin by selecting your program name in the drop down.**

If the program name is not listed, please enter it below:

**BS Physical Education**

**OR enter program name:**

## Section 1: Report All of the Program Learning Outcomes Assessed

### Question 1: Program Learning Outcomes

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

**Q1.2.**

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The PLO checked is the program learning goal of **oral communication**. Competency in leadership is foundational within the field of study. Sport, physical activity, and/or exercise leadership, ranging from teaching physical education in a school setting in an environment of movement and physical expression, and/or coaching and conditioning of the individual athlete, sport team, or fitness client, possess unique oral communication challenges and skills. The majority of core classes in the Physical Education Teacher Education (PETE) and Physical Activity, Conditioning and Coaching (PACC) concentrations of study include elements of oral communication assignments and evaluation. The PLOs of the PETE and PACC concentrations within the Kinesiology Physical Education tract are bold and italicized for clarity of the oral communication learning outcome aspect of each PLO that applies.

The following PLOs from PETE and PACC that include **oral communication** learning outcomes are as follows:

#### **Physical Education Teacher Education (PETE)**

The student will attain...

1. Competency in ability to prepare lessons and **teach** developmentally appropriate Physical Education in public schools.
2. Competency in interpretation and integration of concepts of teaching and learning combined with a variety of movement sciences, and psychological and social sciences, and apply each within **creative pedagogy** for teaching K-12 in the state of California.
3. The ability to develop and **model a high quality of teaching** that exemplifies professional standards as elucidated in 'California Teaching Performance Expectations.'
4. Competency in the historical, social, and philosophical factors that provide quality physical activity, exercise, and sport performance **leadership relating to application** to individual fitness and wellness for lifelong activity and learning in an environment of equity and diversity.

#### **Physical Activity Coaching and Conditioning (PACC)**

The student will attain...

1. Competency in the **ability to explain and apply** movement concepts and principles in a variety of movement settings; e.g. fitness club and/or organization, high school athletics, in the leadership roles of coaching, physical conditioning, and/or administration.
2. An understanding of the aesthetics of movement and human performance and **demonstrate, lead, and express the meaningfulness** of physical activity in lifelong learning.
3. Competency in the foundational studies of Kinesiology (Exercise Physiology, Biomechanics, Anatomical Kinesiology, Motor Learning, Development, and Control, Sport Psychology and Social Analysis of Sport) and **demonstrate, create, relate, and interpret** physical activity, exercise, and/or sport for application to numerous physical activity leadership roles outside the physical education classroom.
4. Competency in the **leadership qualities required** to; lead physical activity in populations ranging from children through the aging population, lead competitive personalities in sports performance, lead exercise and conditioning programs appropriate to the developing and/or competitive setting, and/or to lead in an athletics administrative role.
5. Competency in the historical and philosophical factors that provide quality physical activity, exercise, and sport performance **leadership relating to application** to individual fitness and wellness for lifelong activity and learning in an environment of equity and diversity.

The Sac State BLGs that align are;

1. **Intellectual and Practical Skills** explicitly including creative thinking through movement programing, written and oral communication through "Competency in ability to prepare lessons and **teach** developmentally appropriate Physical Education in public schools," and "Competency in **ability to explain and apply** movement concepts and principles in a variety of movement settings," information literacy through the integration of Anatomy, Physiology, Psychology, Physics, and Social Science interdisciplinary academic study.
2. **Personal and Social Responsibility** explicitly including civic knowledge of social and societal attitudes

**Q1.2.1.**

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

**Q1.3.**

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

**Q1.4.1.**

**If** the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.5.**

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

**Q1.6.**

Did you use action verbs to make each PLO measurable?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: **Save your progress**)

**Section 2: Report One Learning Outcome in Detail**

Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you checked the **correct box** for this PLO in Q1.1):

**Oral Communication**

If your PLO is **not listed, please enter it here:**

**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

The PLO checked is the program learning goal of **oral communication**. Competency in leadership is foundational within the field of study. Sport, physical activity, and/or exercise leadership, ranging from teaching physical education in a school setting in an environment of movement and physical expression, and/or coaching and conditioning of the individual athlete, sport team, or fitness client, possess unique oral communication challenges and skills. The majority of core classes in the Physical Education Teacher Education (PETE) and Physical Activity, Conditioning and Coaching (PACC) concentrations of study include elements of oral communication assignments and evaluation. The PLOs of the PETE and PACC concentrations within the Kinesiology Physical Education tract are bold and italicized for clarity of the oral communication learning outcome aspect of each PLO that applies.

An example is an assignment in Kinesiology 166; *Ethics, Inclusion, and Equity in Coaching*. The assignment is entitled; Advocacy Campaign Assignment Description and Rubric. The assignment description is as follows; "The Advocacy Campaign assignment will allow you to fuse creativity with critical thinking. The media shows you all sorts of campaigns but the ones that invoke your emotions are often advocacy campaigns. In groups, you will be responsible for creating an advocacy campaign about a social justice or ethical coaching issue of your choosing. The campaign must advocate awareness of the social justice issue within the realm of sport (Dr. L. Larsen, 2018)." The assignment is to be **orally presented to the class with the class to be an imaginary audience** of possible athletic department, professional sport organization, or other target sport or physical fitness entities.

The assessment rubric is as follows;

Names of Group Members: \_\_\_\_\_

Presentation Topic: \_\_\_\_\_

	Comments/Notes	Points
<p><b>Target Audience</b></p> <p><i>The target audience of the presentation was identified.</i></p>		_____/ .5 pts
<p><b>Length of presentation</b></p> <p><i>Group of 4 - 8 minutes</i></p> <p><i>Group of 5 - 10 minutes</i></p>		_____/ .5 pts
<p><b>Equality in presenting</b></p> <p><i>Group members should have roughly the same amount of opportunity to present (i.e., 6 minutes / 3 group members = 2 minutes each)</i></p>		_____/ .5 pts
<p><b>Presentation Content</b></p> <p><i>The selected issue was introduced and clearly defined.</i></p>		_____/ .5 pts
<p><i>The rationale for creating an</i></p>		

**Q2.2.**

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q2.3.**

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

The Kinesiology; PETE and PACC concentration is experiencing the integration of several newly hired faculty and the absence and transition of other faculty into other areas of university service. The transition offers the opportunity to plan forward with clarified and published PLO's, PLO assessment plans, and the use of a foundation established from the feedback from the 2016-2017 Annual Assessment Report; Department of Kinesiology and Health Science; BS Physical Education.

The PETE and PACC committee is in the process of addressing the recommendations from 2016-2017 with actions toward measurement development, rubric development and evaluation, and standard performance parameters. The suggestion of 'Backward Design for Assessment' is being explored and PLO's clearly defined. The 'VALUE' rubric of Appendix 12A of the 2016-2017 feedback statement is being utilized as a foundational tool to develop the Kinesiology Physical Education rubric.

No file attached No file attached

<b>Q2.4. PLO</b>	<b>Q2.5. Stdrd</b>	<b>Q2.6. Rubric</b>	Please indicate where you have published the <b>PLO</b> , the <b>standard (stdrd)</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

**Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO**

**Q3.1.**

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

**Q3.1.1.**

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

**Q3.2.**

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

The scores of KINS 166; Ethics, Inclusion, and Equity in Coaching and KINS 151D; Applied Kinesiology and Biomechanics oral presentation assignments were assessed, and the scoring from both rubrics was the means of collecting data for the oral communication PLO.

The following courses use oral presentation criteria rubrics for KINS 149; Analysis of Health Related Fitness, KINS 141; Dual Games, Evaluating Teaching Experience, KINS 142; Dance, Peer and Self-Teaching Assessment, KINS 146; Evaluating Individual Sports Teaching Experience, KINS 148; Evaluating Nontraditional Games Teaching Experience, KINS 138; Teaching Strategies in Physical Education, KINS 133; Integration of Concepts (Capstone Class), KINS 137; Sociology of Sport, KINS 151D; Applied Kinesiology and Biomechanics, KINS 166; Ethics, Inclusion, and Equity in Coaching, and others.

**(Remember: Save your progress)**

### Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

**Q3.3.1.**

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program



- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

**Q3.3.2.**

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

The two courses chosen for data collection were KINS 151D; Applied Kinesiology and Biomechanics, representing the Biological and Physical Sciences, and KINS 137; Sociology of Sport, representing the Social Sciences of the multidisciplinary nature of the field, and how each require a mastery of oral communication in sport, physical activity, and exercise leadership (See Also 2.1.1). The attachments and explanations are organized as KINS 151D, (1.a. and 2.a.) and KINS 137, (1.b. and 2.b.).

(1.a.) of 3.3.2

KINS 151D; Applied Kinesiology and Biomechanics

Movement Analysis, Research Analysis, and Oral Presentation of Analysis Conclusions

The student will analyze a chosen physical performance activity in relation to movement phases, target outcomes of the movement (injury prevention, speed, power, accuracy, height, distance, etc.), efficiencies and inefficiencies of the movement in each phase, how these may increase or decrease performance outcome and/or increase or decrease injury possibilities, with an explanation of open and closed kinetic chain concepts for each movement phase. The student will identify physical movement and performance variables, **orally explain each, and relate improvement movement objectives** through interpretation and application of peer reviewed literature regarding the specific movement of choice (Dr. S. Monical, 2018).

**Movement Analysis Grading Rubric**

Video	Clear framed views of entire movement that may be stopped or slowed and rewind while clearly articulating each view and the summary of the movement.	...inadequate view, missing body parts, stop or slow	...inadequate to discern activity
points	10	9 to 6	5 to 0
Notes			
Phases	Logical, identifiable, clearly articulated movement phases with anatomical movement descriptions, including kinetic chain concepts, and articulation of how it is supported by the literature.	1-3 missing	all missing
Points	20	19 to 12	11 to 0
Notes			
Target outcomes	Clear articulation and comprehensive assessment and identification of each target outcome, supported by articulation	1-3 missing	all missing

**Q3.4.**

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:

(skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.5.**

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

**Q3.5.1.**

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

**Q3.5.2.**

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

1. Yes  
 2. No  
 3. Don't know  
 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Used all scores from 2 courses of 47 students each; 94 total. Faculty volunteers contribution of data.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

Decided to use all students in 2 courses.

**Q3.6.2.**

Please enter the number (#) of students that were in the class or program?

308 students in the program

**Q3.6.3.**

Please enter the number (#) of samples of student work that you evaluated?

97 student scores evaluated

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

1. Yes  
 2. No  
 3. Don't know

**(Remember: Save your progress)**

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8**)
- 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**

Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

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 No file attached

**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

**Q3.7.3.**

If surveys were used, how did you **select** your sample:

**Q3.7.4.**

If surveys were used, please enter the response rate:

**Question 3C: Other Measures**  
(external benchmarking, licensing exams, standardized tests, etc.)**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:

**Q3.8.2.**

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

(Remember: **Save your progress**)

## Question 4: Data, Findings, and Conclusions

### Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):



Academic Program Assessment Question 4.1 Charts.docx  
20.2 KB



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### Q4.2.

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

Students are doing well in two samples of 47 students each, at total N = 94, with an average of 90.5%.



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### Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

## Question 4A: Alignment and Quality

### Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

**Q4.5.**

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

1. Yes  
 2. No  
 3. Don't know

**Question 5: Use of Assessment Data (Closing the Loop)**
**Q5.1.**

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

1. Yes  
 2. No (skip to **Q5.2**)  
 3. Don't know (skip to **Q5.2**)

**Q5.1.1.**

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

The Kinesiology Physical Education Committee is currently in the process of defining and refining the PLO's, devising a means of accessible publishing of the PLO's, developing an ongoing assessment plan to result in the production of informative data.

The changes that are currently being developed to construct a simple and clear assessment plan are:

1. Clearly defining and publishing the PLO's
2. Using the 'backward design for assessment' to determine course appropriate evidence for each PLO using a 'curriculum map' to assign assessment for learning evidence
3. Align each PLO clearly with Sac State BLGs
4. Organize PLO's with clear outcome objectives within a 'VALUE' rubric and determine standards of performance.
5. Assess PLO's by alignment of rubric and scoring from capstone projects, quality rubrics, and other key assignments.

**Q5.1.2.**

Do you have a plan to assess the **impact of the changes** that you anticipate making?

1. Yes, describe your plan:

Currently developing assessment using student and faculty feedback.

2. No



3. Don't know

**Q5.2.**

To what extent did you apply **previous assessment results** collected through your program in the following areas?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

The assessment data example in the 2017-2018 (current) program assessment data was a starting point for further assessment development.

**Q5.3.**

	1.	2.	3.	4.	5.

To what extent did you apply <b>previous assessment feedback</b> from the Office of Academic Program Assessment in the following areas?	Very Much	Quite a bit	Some	Not at All	N/A
1. Program Learning Outcomes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**Q5.3.1.**

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

The previous feedback was applied by creating a concrete plan for strategic PLO and assessment planning, and to collaborate with fellow faculty to compare scoring and rubric similarities and differences for determining possibilities for data collection strategies.

**(Remember: Save your progress)**

**Section 3: Report Other Assessment Activities**

Other Assessment Activities

**Q6.**

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

No other strategies are documented

No file attached

No file attached

**Q6.1.**

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

**Q7.**

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

a. PLO's for assessment for 2018-2019 has not yet been determined

b.

c.

**Q8.**

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

**Q9.** Please attach any additional files here:

No file attached	No file attached
No file attached	No file attached

**Q9.1.**

If you have attached **any** files to this form, please list **every** attached file here:

### Section 4: Background Information about the Program

#### Program Information (**Required**)

**Program:**

(If you typed in your program name at the beginning, please skip to **Q11**)

**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

BS Physical Education

**Q11.**

Report Author(s):

Dr. Sally Monical; Dr. Leslie Larsen; Dr. Julie Kuehl-Kitchen

**Q11.1.**

Department Chair/Program Director:

Dr. Kathy Jamieson

**Q11.2.**

Assessment Coordinator:

Dr. Sally Monical

**Q12.**

Department/Division/Program of Academic Unit (select):

Kinesiology & Health Sci.

**Q13.**

College:

College of Health & Human Services

**Q14.**

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

308

**Q15.**

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential

- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

**Q16.** Number of **undergraduate degree programs** the academic unit has?

**Q16.1.** List all the names:

Physical Education

Sport Studies

**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?

**Q17.** Number of **master's degree programs** the academic unit has?

**Q17.1.** List all the names:

**Q17.2.** How many concentrations appear on the diploma for this master's program?

**Q18.** Number of **credential programs** the academic unit has?

**Q18.1.** List all the names:

**Q19.** Number of **doctorate degree programs** the academic unit has?

**Q19.1.** List all the names:

When was your <b>Assessment Plan...</b>	1.	2.	3.	4.	5.	6.	7.	8.

**Q20.** Developed?  1.  2.  3.  4.  5.  6.  7.  8.

**Q20.2. (Required)** Please **obtain and attach** your latest **assessment plan**:  1.  2.  3.  4.  5.  6.  7.  8.

No file attached

**Q21.**  
Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

**Q21.1.**  
Please **obtain and attach** your latest **curriculum map**:

No file attached

**Q22.**  
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

**Q23.**  
Does your program have a capstone class?

- 1. Yes, specify:

KINS 133; Integration of Concepts

- 2. No
- 3. Don't know

**Q23.1.**  
Does your program have a capstone project(s)?

- 1. Yes
- 2. No
- 3. Don't know

**(Remember: Save your progress)**  
Save When Completed!

ver. 10.31.17

From Q1.2:

The PLO checked is the program learning goal of **oral communication**. Competency in leadership is foundational within the field of study. Sport, physical activity, and/or exercise leadership, ranging from teaching physical education in a school setting in an environment of movement and physical expression, and/or coaching and conditioning of the individual athlete, sport team, or fitness client, possess unique oral communication challenges and skills. The majority of core classes in the Physical Education Teacher Education (PETE) and Physical Activity, Conditioning and Coaching (PACC) concentrations of study include elements of oral communication assignments and evaluation. The PLOs of the PETE and PACC concentrations within the Kinesiology Physical Education tract are bold and italicized for clarity of the oral communication learning outcome aspect of each PLO that applies.

The following PLOs from PETE and PACC that include **oral communication** learning outcomes are as follows:

### **Physical Education Teacher Education (PETE)**

The student will attain...

1. Competency in ability to prepare lessons and **teach** developmentally appropriate Physical Education in public schools.
2. Competency in interpretation and integration of concepts of teaching and learning combined with a variety of movement sciences, and psychological and social sciences, and apply each within **creative pedagogy** for teaching K-12 in the state of California.
3. The ability to develop and **model a high quality of teaching** that exemplifies professional standards as elucidated in 'California Teaching Performance Expectations.'
4. Competency in the historical, social, and philosophical factors that provide quality physical activity, exercise, and sport performance **leadership relating to application** to individual fitness and wellness for lifelong activity and learning in an environment of equity and diversity.

### **Physical Activity Coaching and Conditioning (PACC)**

The student will attain...

1. Competency in the **ability to explain and apply** movement concepts and principles in a variety of movement settings; e.g. fitness club and/or organization, high school athletics, in the leadership roles of coaching, physical conditioning, and/or administration.
2. An understanding of the aesthetics of movement and human performance and **demonstrate, lead, and express the meaningfulness** of physical activity in lifelong learning.
3. Competency in the foundational studies of Kinesiology (Exercise Physiology, Biomechanics, Anatomical Kinesiology, Motor Learning, Development, and Control, Sport Psychology and Social Analysis of Sport) and **demonstrate, create, relate, and interpret** physical activity, exercise, and/or sport for application to numerous physical activity leadership roles outside the physical education classroom.

4. Competency in the **leadership qualities required** to; lead physical activity in populations ranging from children through the aging population, lead competitive personalities in sports performance, lead exercise and conditioning programs appropriate to the developing and/or competitive setting, and/or to lead in an athletics administrative role.
5. Competency in the historical and philosophical factors that provide quality physical activity, exercise, and sport performance **leadership relating to application** to individual fitness and wellness for lifelong activity and learning in an environment of equity and diversity.

The Sac State BLGs that align are;

1. **Intellectual and Practical Skills** explicitly including creative thinking through movement programing, written and oral communication through "Competency in ability to prepare lessons and **teach** developmentally appropriate Physical Education in public schools," and "Competency in **ability to explain and apply** movement concepts and principles in a variety of movement settings," information literacy through the integration of Anatomy, Physiology, Psychology, Physics, and Social Science interdisciplinary academic study.
2. **Personal and Social Responsibility** explicitly including civic knowledge of social and societal attitudes regarding inclusion in physical activity, sport and exercise, and how these attitudes dictate equity of inclusion of diverse communities is aligned with the following Kinesiology Physical Education PLO. Teaching physical activity, sport, and exercise in public school settings, neighborhood settings of varied cultural and economic advantages and disadvantages, and the ultimate learning outcome of leading our society to lifelong physical activity through lifelong learning and participation aligns within the PLO of; "Competency in the historical and philosophical factors that provide quality physical activity, exercise, and sport performance **leadership relating to application** to individual fitness and wellness for lifelong activity and learning in an environment of equity and diversity."
3. **Integrative Learning** is explicitly included in Kinesiology in general with the requirement of competency within the Anatomical and Physics foundations in Kinesiology and Biomechanics, the Anatomy, Physiology, Chemistry, and Nutritional foundations in Exercise Physiology, the historical foundation of Social Science and Humanity Studies, and finally, the Psychological and Behavioral foundations of Sport Psychology. Each are embedded within the physical activity leader's ability to orally communicate a lesson plan, a workout plan, and lead physical exercise session, as is expressed in the following PLOs; "Competency in interpretation and integration of concepts of teaching and learning combined with a variety of movement sciences, and psychological and social sciences, and apply each within **creative pedagogy** for teaching K-12 in the state of California" and "Competency in the foundational studies of Kinesiology (Exercise Physiology, Biomechanics, Anatomical Kinesiology, Motor Learning, Development, and Control, Sport Psychology and Social Analysis of Sport) and **demonstrate, create, relate, and interpret** physical activity, exercise, and/or sport for application to numerous physical activity leadership roles outside the physical education classroom."



From Q2.1.1

The PLO checked is the program learning goal of **oral communication**. Competency in leadership is foundational within the field of study. Sport, physical activity, and/or exercise leadership, ranging from teaching physical education in a school setting in an environment of movement and physical expression, and/or coaching and conditioning of the individual athlete, sport team, or fitness client, possess unique oral communication challenges and skills. The majority of core classes in the Physical Education Teacher Education (PETE) and Physical Activity, Conditioning and Coaching (PACC) concentrations of study include elements of oral communication assignments and evaluation. The PLOs of the PETE and PACC concentrations within the Kinesiology Physical Education tract are bold and italicized for clarity of the oral communication learning outcome aspect of each PLO that applies.

An example is an assignment in Kinesiology 166; *Ethics, Inclusion, and Equity in Coaching*. The assignment is entitled; Advocacy Campaign Assignment Description and Rubric. The assignment description is as follows; "The Advocacy Campaign assignment will allow you to fuse creativity with critical thinking. The media shows you all sorts of campaigns but the ones that invoke your emotions are often advocacy campaigns. In groups, you will be responsible for creating an advocacy campaign about a social justice or ethical coaching issue of your choosing. The campaign must advocate awareness of the social justice issue within the realm of sport (Dr. L. Larsen, 2018)." The assignment is to be **orally presented to the class with the class to be an imaginary audience** of possible athletic department, professional sport organization, or other target sport or physical fitness entities.

The assessment rubric is as follows;

Names of Group Members:

---

Presentation Topic:

---

	Comments/Notes	Points
<b>Target Audience</b> <i>The target audience of the presentation was identified.</i>		_____/ .5 pts
<b>Length of presentation</b> <i>Group of 4 - 8 minutes</i> <i>Group of 5 – 10 minutes</i>		_____/ .5 pts
<b>Equality in presenting</b>		

<i>Group members should have roughly the same amount of opportunity to present (i.e., 6 minutes / 3 group members = 2 minutes each)</i>		_____/ .5 pts
<b>Presentation Content</b>		
<i>The selected issue was introduced and clearly defined.</i>		_____/ .5 pts
<i>The rationale for creating an advocacy campaign for this issue was clearly articulated (i.e., describing the issue and the background to the issue – why is it important?).</i>		_____/ 2 pts
<i>The campaign's theme, mission, goals, and objectives were clear to the audience.</i>		_____/ 1 pts
<i>It was clear how the advocacy campaign would be implemented and what the responsibilities of the target audience are related to the campaign.</i>		_____/ 1.5 pts
<i>The group described how success would be measured.</i>		_____/ .5 pts
<b>Overall Quality</b>		
<i>How well did you present? Did you project your voice? Was it obvious that you were prepared? Did you keep the attention of your audience?</i>		_____/ 1 pts
	<b>Total Points</b>	_____/ 8 pts

**Additional or Other Comments:**

(Dr. L. Larsen, 2018).

From Q3.3.2

The two courses chosen for data collection were KINS 151D; Applied Kinesiology and Biomechanics, representing the Biological and Physical Sciences, and KINS 137; Sociology of Sport, representing the Social Sciences of the multidisciplinary nature of the field, and how each require a mastery of oral communication in sport, physical activity, and exercise leadership (See Also 2.1.1). The attachments and explanations are organized as KINS 151D, (1.a. and 2.a.) and KINS 137, (1.b. and 2.b.).

(1.a.) of 3.3.2

KINS 151D; Applied Kinesiology and Biomechanics

Movement Analysis, Research Analysis, and Oral Presentation of Analysis Conclusions

The student will analyze a chosen physical performance activity in relation to movement phases, target outcomes of the movement (injury prevention, speed, power, accuracy, height, distance, etc.), efficiencies and inefficiencies of the movement in each phase, how these may increase or decrease performance outcome and/or increase or decrease injury possibilities, with an explanation of open and closed kinetic chain concepts for each movement phase. The student will identify physical movement and performance variables, **orally explain each, and relate improvement movement objectives** through interpretation and application of peer reviewed literature regarding the specific movement of choice (Dr. S. Monical, 2018).

### Movement Analysis Grading Rubric

Video	Clear framed views of entire movement that may be stopped or slowed and rewind while clearly articulating each view and the summary of the movement.	...inadequate view, missing body parts, stop or slow	...inadequate to discern activity
points	10	9 to 6	5 to 0
Notes			
Phases	Logical, identifiable, clearly articulated movement phases with anatomical movement descriptions, including kinetic chain concepts, and articulation of how it is supported by the literature.	1-3 missing	all missing
Points	20	19 to 12	11 to 0
Notes			
Target outcomes	Clear articulation and comprehensive assessment and identification of each target outcome, supported by articulation	1-3 missing	all missing

	of the applied literature, and how it relates to each		
Points	20	19 to 12	11 to 0
Notes			
Problems/ Inefficiencies	Identify problems and inefficiencies within each phase, clearly articulate each using appropriate anatomical and movement language, and identify where there are noticeable efficiencies for performing well according to these phases and your targeted outcome	1-3 missing	all missing
Points	10	9 to 6	5 to 0
Notes			
Conclude	Ideas for improvement that use biomechanical reasoning, use accurate anatomical language, and answer the specific questions stimulated in the movement analysis.	missing 1-3	missing all
Points	10	9 to 6	5 to 0
Notes			
Conclude	Each member articulates findings, and verbally expresses how the analysis and the related literature supported the findings.	missing 1-3	missing all
Points	10	9 to 6	5 to 0
	Total 80 points		

(Dr. S. Monical, 2018)

(2. a.) of 3.3.2

Explain how it assess the PLO:

The project addresses the following PLOs; "Competency in ability to prepare lessons and **teach** developmentally appropriate Physical Education in public schools" by preparing a lesson for fellow students and learning how to analyze movement to be able to determine what is and is not appropriate, "The ability to develop and **model a high quality of teaching** that exemplifies professional standards as elucidated in 'California Teaching Performance Expectations" by using the analysis of movement supported by evidence based literature and the importance of using peer reviewed publications to understand and remain current within professional standards, "Competency in **ability to explain and**

**apply** movement concepts and principles in a variety of movement settings; e.g. fitness club and/or organization, high school athletics, in the role of leadership in coaching, physical conditioning, and/or administration" by practicing the task using specific movement language, "Competency in the foundational studies of Kinesiology (Exercise Physiology, Biomechanics, Anatomical Kinesiology, Motor Learning, Development, and Control, Sport Psychology and Social Analysis of Sport) and **demonstrate, create, relate, and interpret** physical activity, exercise, and/or sport for application to numerous physical activity leadership roles outside the physical education classroom" by choosing and teaching a wide variety of movement experiences, performing the movements, videotaping the movements, and using specific language to deeply understand and relate the movement to others, and finally, "Competency in the **leadership qualities required** to; lead physical activity in populations ranging from children through the aging population, lead competitive personalities in sports performance, lead exercise and conditioning programs appropriate to the developing and/or competitive setting, and to lead in an athletics administrative role" by orally communicating the depths of movements anatomically and biomechanically.

(1.b.) of 3.3.2

KINS 137; Sociology of Sport

Analyzes sport as a social institution and the interrelations between sport and societal subsystems. Consideration of the attitudes, values, and behaviors associated with sport. Analyzes contemporary problems associated with sport: race relations, the traditional and emergent role of women, leisure behavior, aggression and violence, and political and economic concerns. Analyzes a sociological problem within the context of sport.

"The purpose of this assignment is to demonstrate the students' comprehension of the week's reading as well as to demonstrate the topic's relevance to our personal and professional lives. Students should provide a brief summary of key take-aways and questions from the class material (e.g., readings, documentaries) for that day (up to 5 minutes). Then, the students are free to choose how to use the remaining 15 minutes to engage their peers and show why the topic/readings matter. For example, students can **lead a class discussion** related to the material, present a current event that is related to the topic-at-hand, explain how different readings/topics complement each other, share their intervention ideas with the class etc. Students should make their presentations creative and engaging!! (e.g., PowerPoint is not always required). Students should submit their presentation materials (e.g., PowerPoint slides, handouts) via email prior to their presentation date. Failure to do so will result in a 10-point deduction" (Dr. L. Larsen).

### KINS 137 Topic Presentation

Name:

Topic/Date:

1. **Clearly summarizes the main ideas of the readings/documentaries**

8	10	12	14	16
18				

2. **Clearly demonstrates the topic's relevance to our personal and professional lives**

10	12	14	16	18
20				

3. **Ability to engage peers (with interesting supplemental materials or discussion etc.)**

7                      8                      9                      10                      11  
12

4. **Professionalism and Presentation (e.g., appropriate use of technology, voice, attire)**

5                      6                      7                      8                      9  
10

5. **One strength of this presentation and one area for improvement**

60 points possible.

(Dr. L. Larsen, 2018)

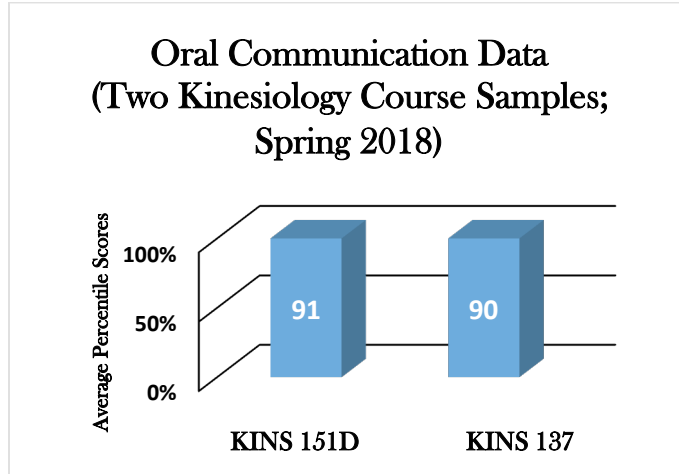
(2.b.) of 3.3.2

The project addresses the following PLOs; "Competency in interpretation and integration of concepts of teaching and learning combined with a variety of movement sciences, and psychological and social sciences, and apply each within **creative pedagogy** for teaching K-12 in the state of California" by interpreting social concepts, preparing a lesson for fellow students, and learning how to analyze what is and is not appropriate in diverse populations, "An understanding of the aesthetics of movement and human performance and **demonstrate, lead, and express the meaningfulness** of physical activity in lifelong learning" by making student meaning from social concepts and interpreting those concepts to orally express meaning to an audience, and finally, the PLO "Competency in the historical, social, and philosophical factors that provide quality physical activity, exercise, and sport performance **leadership relating to application** to individual fitness and wellness for lifelong activity and learning in an environment of equity and diversity" by analyzing social problems and orally proposing leadership solutions to an audience.

4.1

Tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO.

**Table 1: Average Percentile Scores Per KINS 151D and KINS 137**



**Table 2: Average Percentile Scores Per KINS Sample Data**

