CALIFORNIA STATE UNIVERSITY EAST BAY

BS in Kinesiology
Five-year Assessment Plan

Overview

The program learning outcomes are aligned with the university's Institutional Learning Outcomes, the College of Education and Allied Studies Conceptual Framework, and the American Kinesiology Association's Learning Outcomes. Program learning outcomes will typically be evaluated on an annual basis. Many of these are embedded in assessments in the required classes and so can be readily assessed each year. This will provide a more comprehensive and timely evaluation of program effectiveness. Some of the outcomes will be addressed through an advisory board that will be established as well as through exit and alumni surveys. The Board will include graduates of the program, industry professionals and a student representative and will meet once a year in the Spring semester. The assessment plan incorporates a range of direct (course assignments) and indirect assessments (exit and alumni surveys, Advisory Board) with program outcomes assessed in multiple ways. For each program outcome a rubric has been developed to provide an evaluation framework for the artifacts used to assess each program-learning outcome.

Process: Closing the Loop

The program team will convene at the start of each Fall semester to review the assessment data collected in the prior academic year. A report will be written and based on the assessment data modifications will be made as appropriate to the program in terms of curricular changes, modifications to the program and student learning outcomes, assessment methods, and pedagogy.

Program Learning Outcomes

Students will be able to:

- Apply multiple disciplinary perspectives in developing foundational knowledge and skills
- Explain the importance of a commitment to life-long physical activity
- Act professionally with a commitment to social justice
- Communicate using relevant, and compelling content
- Design, implement, and evaluate evidence-based practices
- Critically evaluate situations, questions, and issues

Explanation of Methods

The following chart shows how each of the program learning outcomes will be assessed, including the assessment method, targets, time line, and persons responsible.

METHOD	TARGET	TIMELINE	PERSON RESPONSIBLE	OUTCOME ASSESSED
INTERNSHIP SUPERVISOR EVALUATION As part of the KIN 498 Cooperative Education, the site supervisor at their professional field experience	Overall 80% students exceed evaluation of satisfactory or	Based on when students take the KIN 498 class –	Internship Coordinator	1 – 6

site will be asked to complete a survey evaluating the student's performance at the site with respect to the program learning outcomes	better on survey items	typically students take this class in their final year and in any semester of that year		
ADVISORY BOARD: Alumni, industry professionals and current students. Will meet each Spring semester and determine areas of the program to be evaluated	No specific targets are set. Board will provide feedback on the program's relevance and also identify trends in the field and suggest future directions and program changes	Annually in Spring semester	Department Chair.	Outcomes will vary by year and by choice of Board
PAPER/REPORT/PRESENTATION In a KIN required core class and/or selected major electives an assigned paper/report/presentation or equivalent will be used to assess the learning outcomes of content knowledge (#1), importance of physical activity (#2), communication, (#4), evidence based practice (#5), and critical thinking (#6)	On a rotating basis, using a developed rubric, a core class assignment will be used to assess the targeted program outcomes. 80% score at exceeds expectations on rubric	Fall or Spring semester depending on class	Instructor of record for class selected	1, 2, 4, 5, and 6
EXIT SURVEY Addresses how well prepared students feel they are, what areas they feel they need more preparation in, which courses they feel have prepared them most, and any changes they would like to see to the program	On completing the program students will be sent an anonymous survey electronically focused on the program outcomes scored on a 5-point Likert	Student completion of all graduation requirements	Department Chair and Assessment Coordinator	1 - 6

	scale. A target of 80% of response at above average to excellent			
ALUMNI SURVEY Sent to program graduates to determine their satisfaction with the program and how well the program prepared them for their career. Items focused on the program learning outcomes	Program graduates will be sent electronically a survey 1, 3, and 5 years post graduation. Survey will have questions focused on the program outcomes scored on a 5-point Likert scale. A target of 80% of response at above average to excellent	Survey will be sent in the Fall semester of each academic year	Department Chair and Assessment Coordinator	1 - 6

Outcomes by Method

OUTCOME	INTERNSHIP SUPERVSIOR EVALUATION	ADVISORY BOARD	PAPER/REPORT PRESENTATION	EXIT INTERVIEWS	ALUMNI SURVEY
Acquire a multi-disciplinary perspective in kinesiology	Y	Y	Y	Y	Y
Explain the importance of life-long physical activity	Y	Y	Y	Y	Y
Explain the importance of professionalism and socially just practice in kinesiology	Y	Y		Y	Y
Communicate using relevant and contextually compelling content	Y	Y	Y	Y	Y
Use evidence-based practices in kinesiology	Y	Y	Y	Y	Y
Critically evaluate	Y	Y	Y	Y	Y

situations, questions, and issues in kinesiology					

Five-Year Plan

PLO's	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Apply multiple disciplinary perspectives in developing foundational knowledge and skills	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview 5. Alumni survey	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report from rotating core class/elective 4. Exit Interview 5. Alumni survey	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report from rotating core class/elective 4. Exit Interview
Explain the importance of a commitment to life-long physical activity	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview 5. Alumni survey	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview 5. Alumni survey	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview
Act professionally with a commitment to social justice	1. Internship Evaluation 2. Advisory Board Review 3. Exit Interview 4. Alumni survey	1. Internship Evaluation 2. Advisory Board Review 3. Exit Interview	1. Internship Evaluation 2. Advisory Board Review 3. Exit Interview 4. Alumni survey	1. Internship Evaluation 2. Advisory Board Review 3. Exit Interview	1. Internship Evaluation 2. Advisory Board Review 3. Exit Interview
Communicate using	1. Internship Evaluation	1. Internship Evaluation	1. Internship Evaluation	1. Internship Evaluation	1. Internship Evaluation

relevant, and compelling content	2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview	2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview 5. Alumni survey	2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview	2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview 5. Alumni survey	2. Advisory Board Review 3. Paper/reportpres from rotating core class/elective 4. Exit Interview
Design, implement, and evaluate evidence-based practices	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview 5. Alumni survey	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview 5. Alumni survey	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview
Critically evaluate situations, questions, and issues	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview 5. Alumni survey	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class/elective 4. Exit Interview	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report/pres from rotating core class 4. Exit Interview 5. Alumni survey	1. Internship Evaluation 2. Advisory Board Review 3. Paper/report from rotating core class 4. Exit Interview

Exit Survey

Background Questions:
Age.
Gender.
Semester/year started and finished. Full-time or part-time.
Ethnicity.
Do you have employment on graduation? If yes, where and with who?
Contact information.

Program Overview (Open-ended items):
List three of what you felt were important things you learned.
List three ways in which you feel the program has prepared you professionally.
List three ways in which you felt you were not sufficiently prepared professionally.
What course(s) do you feel prepared you the most? Why?
What course(s) do you feel did not prepare you? Why?
If you could make recommendations for changes to the program (e.g., adding classes, dropping classes, hands-on experiences, etc.), what would they be and why.

Program Satisfaction (Likert scale rating 1 – 5):
Overall quality of advising and support.
Overall quality of the learning environment.
Overall quality of program equipment and resources.
Overall quality of program facilities
Overall quality of program instruction.
Overall quality of professional preparation
Overall level of satisfaction with the quality of the program experience.
Program faculty valued diversity and issues of social justice.
Financial cost of the program was of value for the education received.

Program Learning Outcomes (Likert scale rating 1 – 5):
Having completed the program I believe I am able to:
Apply multiple disciplinary perspectives in developing foundational knowledge and skills
Explain the importance of a commitment to life-long physical activity
Act professionally with a commitment to social justice
Communicate using relevant, and compelling content
Design, implement, and evaluate evidence-based practices
Critically evaluate situations, questions, and issues

Alumni Survey (Questions framed to reflect 1, 3, and 5 years out)

Background Questions:

Age.
Gender.
Semester/year started and finished. Full-time or part-time.
Ethnicity.
Current employer and relation to field of kinesiology. Salary range.
Contact information.

Program Overview (Open-ended items):

List three of what you felt were important things you learned.
List three ways in which you feel the program has prepared you professionally.
List three ways in which you felt you were not sufficiently prepared professionally.
What course(s) do you feel prepared you the most? Why?
What course(s) do you feel did not prepare you? Why?
If you could make recommendations for changes to the program (e.g., adding classes, dropping classes, hands-on experiences, etc.), what would they be and why.

Program Satisfaction (Likert scale rating 1 – 5):

Reflecting on your time in the program, how would you rate:
Overall quality of advising and support.
Overall quality of the learning environment.
Overall quality of program equipment and resources.
Overall quality of program facilities
Overall quality of program instruction.
Overall quality of professional preparation
Overall level of satisfaction with the quality of the program experience.
Program faculty valued diversity and issues of social justice.
Financial cost of the program was of value for the education received.

Program Learning Outcomes (Likert scale rating 1 – 5):

Reflecting on my time in the profession/work place, I believe I was prepared to be able to:
Apply multiple disciplinary perspectives in developing foundational knowledge and skills
Explain the importance of a commitment to life-long physical activity
Act professionally with a commitment to social justice
Communicate using relevant, and compelling content
Design, implement, and evaluate evidence-based practices
Critically evaluate situations, questions, and issues

Supervisor Final Student Professional Field Experience Evaluation

Name of Student_____Total Hours Completed_____
Site _____Site Supervisor _____
Email _____Signature_____

Please rate the student as compared to other interns of like experience and education	Excellent	Above Average	Average	Below Average	Unsatis-factory
Professional appearance: appropriate dress, neatness					
Punctuality: Arrives and departs on a timely basis					
Professional knowledge: demonstrates an understanding of relevant theory and research					
Intellectual skills: can critically evaluate situations, questions, and issues					
Initiative: works effectively with little instruction; is self-motivated					
Organization: efficiently plans/implements responsibilities					
Planning: shows the ability to be able to design, implement, and evaluate appropriate evidence-based practices					
Cooperation: works well with staff and public					
Leadership: general leadership ability					
Emotional maturity: accepts criticism and suggestions; remains calm under pressure					
Dependability: efficiently carries out assignments					
Oral and written communication skills: can clearly relate either verbally or in writing relevant information to clients					
Facility awareness: maintains equipment and supplies					
Safety consciousness: implements safe procedures, is cognizant of hazards, and attempts to diffuse them					
Enthusiasm: shows passion and commitment to the profession					
Imagination/creativity: possesses the ability to approach problems in unique and efficient ways					
Professionalism: acts professionally at all times and values diversity					

(Key: Average means the student has met your expectations.)

Rubric for Paper/Report

Using one or more appropriate assignments or an element of an assignment from the core classes on a rotating basis the rubric below will be applied.

OUTCOME	DID NOT MEET (Limited or no evidence lacking any depth or breadth or integration or synthesis)	ADEQUATELY MET (Some evidence but lacking in consistency and quality with some depth and breadth but limited integration and synthesis)	FULLY MET (Comprehensive evidence that is consistent and compelling with depth and breadth and integration and synthesis)
Apply multiple disciplinary perspectives in developing foundational knowledge and skills	Fails to address one or more of the elements showing an understanding of the multiple cognate disciplinary perspectives to issues in Kinesiology	Provides evidence on most of the elements showing an understanding of the multiple cognate disciplinary perspectives to issues in Kinesiology	Provides evidence on all of the elements and clearly demonstrates an understanding of the multiple cognate disciplinary perspectives to issues in Kinesiology
Explain the importance of a commitment to life-long physical activity	Limited evidence of an understanding of the importance of a commitment to life-long physical activity	Some evidence of an understanding of the importance of a commitment to life-long physical activity	Compelling evidence of an understanding of the importance of a commitment to life-long physical activity
Design, implement, and evaluate evidence-based practices	Limited evidence of an understanding of how to design, implement, and evaluate evidence-based practices	Some evidence of an understanding of how to design, implement, and evaluate evidence-based practices	Compelling of an understanding of how to design, implement, and evaluate evidence-based practices

Communicate using relevant, and compelling content	Limited evidence of knowledge of effective communication strategies	Evidence that shows an understanding of effective communication strategies	Clear evidence of the ability to communicate persuasively through knowledge of effective strategies
Critically evaluate situations, questions, and issues	Evidence is missing on one of more items demonstrating the ability to critically apply and analyze issues	Evidence is provided that shows an ability to critically apply and analyze issues	Comprehensive evidence that shows the ability to critically apply and analyze issues

Communication Rubric

Depending on whether an oral, written or some other mode of communication (e.g., social media) some areas may not be used.

Communicate using relevant, and compelling content	**DID NOT MEET (Limited or no evidence lacking any depth or breadth)**	**ADEQUATELY MET (Some evidence but lacking in consistency and quality with some depth and breadth)**	**FULLY MET (Comprehensive evidence that is consistent and compelling with depth and breadth)**
CONTENT			
Purpose	Limited awareness of purpose	Shows awareness of purpose	Clear awareness of purpose
Consistent Thread	No readily identifiable thread or theme	Limited evidence of a coherent thread or theme	Clear and consistent presentation of a thread or theme
Theoretical Basis	No clear theoretical basis	Limited evidence of a theoretical framework	Strong conceptual basis to presentation
Analysis	Mainly descriptive with little analysis or prediction	Good description but limited analysis or prediction	Strong evidence of description, analysis, and prediction
Supporting Evidence	No use of either research evidence or data from group interactions	Limited use of research evidence or data from group interactions	Extensive use of either research evidence or data from group interactions
Recommendations	No recommendations made based on evidence	Recommendations made were weak and lacked evidence	Compelling recommendations made based on data
STRUCTURE			
Sentences	Sentences lack clarity, are formulaic and repetitive, have an awkward structure, and poor punctuation	Some sentences are clear with some variation and a coherent structure and some punctuation errors	Sentences are clear and varied, readily understood and there are very few punctuation errors
Paragraphs	Few paragraphs have clear ideas or supporting examples or evidence of topic and transition sentences	Some paragraphs have clear ideas and supporting examples and evidence of topic and transition sentences	Most paragraphs have clear ideas and supporting examples and evidence of topic and transition sentences

APA Style	Limited evidence of use of correct APA style	Some evidence of the correct use of APA formatting	Clear evidence of the correct use of APA style
Word choice and non-discriminatory language	Word choice is often incorrect or inappropriate or is sexist or discriminatory; limited vocabulary	Word choice is mainly correct and appropriate and there is an attempt to be non-sexist and non-discriminatory; some variation in vocabulary	Word choice is correct and appropriate and is non-sexist and non-discriminatory; extensive vocabulary
Grammar	Extensive grammar, spelling, syntax and punctuation errors	A few errors in grammar, spelling, syntax and punctuation, but not many	Excellent grammar, spelling, syntax and punctuation
NON-VERBAL SKILLS			
Eye Contact	Limited eye contact with audience during presentations or responding to audience questions	Some eye contact with audience during presentations or responding to audience questions	Makes continuous eye contact with audience during presentations and responding to audience questions
Body language	Displays behaviors that distract the audience or shows a lack of openness	Displays some behaviors that distract the audience or show a lack of openness	Body language is open and displays no behaviors that distract the audience
Poise/confidence	Nervous, ill at ease, seems uncertain about material	Shows knowledge of the material and moves confidently through the material; started nervous but 'grows' into the presentation	Clearly understands the material and the delivery is confident and assured
Visual aids	Poorly designed lacking visual impact or with any coherent organization	Evidence of some knowledge of effective visual impact or a coherent organization of the material	Presentation uses an effective visual design and is well-organized
VERBAL SKILLS			
Enthusiasm	Lack of enthusiasm, seems to be going through the motions; no connection to audience	Shows some enthusiasm and some passion for the material that at times engages the audience	Enthusiastic and passionate about subject material; engages with and connects to the audience
Clarity of voice	Difficult to hear, lacks projection	Lack of consistency in being able to	Strong, clear voice that is well

	or intonation; doesn't talk to audience	hear, project and intonate; doesn't always talk to the audience	projected and intonated; directs to audience
Answering questions	Fails to answer questions from audience/no understanding of nature of question	Answers some questions from audience or shows an understanding of nature of question	Effectively answers all questions and clearly shows an understanding of the question