CALIFORNIA STATE UNIVERSITY EAST BAY

MS in Kinesiology
Five-year Assessment Plan

Overview

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 outcomes 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:

Synthesize and apply multiple cognate disciplinary perspectives
Design and implement collaborative innovative professional applications
Make decisions using critical analysis of issues, theories, methods, ideas, and artifacts
Communicate persuasively using a contextually-grounded approach
Systematically reflect on the practice of social justice

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
PORTFOLIO As part of the KIN 609 synthesis class students will be required to develop a portfolio that draws work from classes	Using the rubric developed to assess the portfolio, 80% students exceed evaluation of satisfactory or better	Based on when students takes the KIN609 class – typically Spring semester of their final year.	Instructor of record	1 – 5

completed in the program that address the program learning outcomes				
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.
RESEARCH PAPER In a KIN required class an assigned paper or equivalent will be used to assess the identified learning outcomes	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 - 4
PRESENTATION In a KIN required class an assigned paper or equivalent will be used to assess the identified learning outcomes	On a rotating basis 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.	4
EXIT SURVEY Addresses how well prepared students feel they are, what	On completing the program students will be sent an anonymous survey electronically	Student completion of all graduation requirements.	Program Director	1 - 5

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.	focused on the program outcomes scored on a 5-point Likert 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 Program Director	1 - 5

Outcomes by Method

OUTCOME	PORTFOLIO	ADVISORY BOARD	RESEARCH PAPER	PRESENTATION	EXIT INTERVIEWS	ALUMNI SURVEY
Synthesize and apply multiple cognate disciplinary perspectives	Y	Y	Y		Y	Y
Design and implement collaborative innovative professional applications	Y	Y	Y		Y	Y
Make decisions using critical analysis of issues, theories, methods, ideas, and artifacts	Y	Y	Y		Y	Y
Communicate persuasively using a contextually-grounded approach	Y	Y	Y	Y	Y	Y
Systematically reflect on the practice of social justice	Y	Y			Y	Y

Five-Year Plan

PLO's	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Synthesize and apply multiple cognate disciplinary perspectives	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Exit Interview	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Exit Interview 5. Alumni survey	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Exit Interview	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Exit Interview 5. Alumni survey	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Exit Interview
Design and implement collaborative innovative professional applications	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Exit Interview	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Exit Interview 5. Alumni survey	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Exit Interview	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Exit Interview 5. Alumni survey	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Exit Interview
Make decisions using critical analysis of issues, theories, methods, ideas, and artifacts	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate

	class (KIN602-608) 4. Exit Interview	class (KIN602-608) 4. Exit Interview 5. Alumni survey	class (KIN602-608) 4. Exit Interview	class (KIN602-608) 4. Exit Interview 5. Alumni survey	class (KIN602-608) 4. Exit Interview
Communicate persuasively using a contextually-grounded approach	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Presentation from rotating cognate class (KIN602-608) 5. Exit Interview	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Presentation from rotating cognate class (KIN602-608) 5. Exit Interview 6. Alumni survey	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Presentation from rotating cognate class (KIN602-608) 5. Exit Interview	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Presentation from rotating cognate class (KIN602-608) 5. Exit Interview 6. Alumni survey	1. Portfolio in KIN609 2. Advisory Board Review 3. Research paper from rotating cognate class (KIN602-608) 4. Presentation from rotating cognate class (KIN602-608) 5. Exit Interview
Systematically reflect on the practice of social justice	1. Portfolio in KIN609 2. Advisory Board Review 3. Exit Interview	1. Portfolio in KIN609 2. Advisory Board Review 3. Exit Interview 4. Alumni survey	1. Portfolio in KIN609 2. Advisory Board Review 3. Exit Interview	1. Portfolio in KIN609 2. Advisory Board Review 3. Exit Interview 4. Alumni survey	1. Portfolio in KIN609 2. Advisory Board Review 3. 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:
Synthesize and apply multiple cognate disciplinary perspectives
Design and implement collaborative innovative professional applications
Make decisions using critical analysis of issues, theories, methods, ideas, and artifacts
Communicate persuasively using a contextually-grounded approach
Systematically reflect on the practice of social justice

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:
Synthesize and apply multiple cognate disciplinary perspectives
Design and implement collaborative innovative professional applications
Make decisions using critical analysis of issues, theories, methods, ideas, and artifacts
Communicate persuasively using a contextually-grounded approach
Systematically reflect on the practice of social justice

Portfolio Rubric

Drawing on assignments completed in the classes they have taken, students select work that addresses each of the program learning outcomes. Any one assignment may address multiple outcomes and in a single assignment any sub-component could address one or more program learning outcomes. For each outcome the student must write a narrative that explains how the work selected demonstrates the achievement of the identified program outcome.

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)
Synthesize and apply multiple cognate disciplinary perspectives	Evidence is missing on one or more of the elements showing an understanding of synthesis and the application of multiple cognate disciplinary perspectives to issues in Kinesiology	Evidence is provided on most of the elements and shows an understanding of synthesis and the application of multiple cognate disciplinary perspectives to issues in Kinesiology	Evidence is provided on all of the elements and clearly demonstrates an understanding of synthesis and the application of multiple cognate disciplinary perspectives to issues in Kinesiology
Design and implement collaborative innovative professional applications	Evidence is missing on one or more of the elements of designing and implementing collaborative and innovative professional applications	Evidence provided that demonstrates an understanding of design and implementation but lacks clarity of a knowledge of the need for collaboration and does not show innovation	Compelling evidence provided that demonstrates both an understanding of design and implementation but also the importance of collaboration and shows innovation
Make decisions using critical analysis of issues, theories,	Evidence is missing on one of more items demonstrating	Evidence is provided that shows an understanding of	Comprehensive evidence that shows both an understanding

methods, ideas, and artifacts	the ability to critically apply, analyze and make decisions based on sound evidence	the range of evidence to draw on to make decisions but with no understanding shown of how to critically analyze that evidence	of the range of evidence to use to make decisions and how to critically analyze that evidence to make sound decisions
Communicate persuasively using a contextually-grounded approach	Limited evidence of knowledge of effective communication strategies or an understanding or a contextually-grounded approach	Evidence that shows an understanding of effective communication strategies, but limited evidence of an understanding of a contextually-grounded approach	Clear evidence of the ability to communicate persuasively through knowledge of effective strategies and the clear application of a contextually-grounded approach
Systematically reflect on the practice of social justice	Limited evidence identifying or showing an understanding of the practice of social justice and systematic reflection on that practice	Evidence shows an understanding of the practice of social justice and systematic reflection on that practice	Comprehensive evidence that shows breadth and depth of an understanding the practice of social justice and systematic reflection on that practice

Rubric for Research Paper

Using one or more appropriate assignments or an element of an assignment from the core cognate 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)
Synthesize and apply multiple cognate disciplinary perspectives	Paper fails to address one or more of the elements showing an understanding of synthesis and the application of multiple cognate disciplinary perspectives to issues in Kinesiology	Paper provides evidence on most of the elements and shows an understanding of synthesis and the application of multiple cognate disciplinary perspectives to issues in Kinesiology	Paper provides evidence on all of the elements and clearly demonstrates an understanding of synthesis and the application of multiple cognate disciplinary perspectives to issues in Kinesiology
Design and implement collaborative innovative professional applications	Evidence is missing on one or more of the elements of designing and implementing collaborative and innovative professional applications	Evidence provided that demonstrates an understanding of design and implementation but lacks clarity of a knowledge of the need for collaboration and does not show innovation	Compelling evidence provided that demonstrates both an understanding of design and implementation but also the importance of collaboration and shows innovation
Make decisions using critical analysis of issues, theories, methods, ideas, and artifacts	Evidence is missing on one of more items demonstrating the ability to critically apply, analyze and make decisions	Evidence is provided that shows an understanding of the range of evidence to draw on to make decisions but with	Comprehensive evidence that shows both an understanding of the range of evidence to use to make decisions and

	based on sound evidence	no understanding shown of how to critically analyze that evidence	how to critically analyze that evidence to make sound decisions
Communicate persuasively using a contextually-grounded approach	Limited evidence of knowledge of effective communication strategies or an understanding or a contextually-grounded approach	Evidence that shows an understanding of effective communication strategies, but limited evidence of an understanding of a contextually-grounded approach	Clear evidence of the ability to communicate persuasively through knowledge of effective strategies and the clear application of a contextually-grounded approach

Presentation Rubric

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

Communicate persuasively using a contextually-grounded approach	**DID NOT MEET (Limited or no evidence lacking any depth or breadth on a contextually grounded approach)**	**ADEQUATELY MET (Some evidence but lacking in consistency and quality with some depth and breadth on a contextually grounded approach)**	**FULLY MET (Comprehensive evidence that is consistent and compelling with depth and breadth using a contextually grounded approach)**
CONTENT			
Analysis	Mainly descriptive with little analysis or prediction	Good description but limited analysis or prediction	Strong evidence of description, analysis, and prediction
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
Supporting Evidence: Contextually grounded	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
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 or intonation; doesn't talk to audience	Lack of consistency in being able to hear, project and intonate; doesn't always talk to the audience	Strong, clear voice that is well 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