The content of this progress report reflects the kinesiology department’s ongoing commitment to identify targeted areas of growth for our students and our department. A review of recent history outlining steps leading up to this progress report will be summarized. The primary focus will be on goals established, data collection procedures completed, and other means of assessing student outcomes that have resulted in changes in course syllabi, course content, curriculum, programs and most importantly, the experience of students at Westmont College.

Background:
The department of kinesiology has a long history of program review, but formally began documenting strategies for Program Review in the summer of 2001. The self study of 2001 worked toward integrating the institutional goals (Student Learning Standards) into previous department curricular deliberations. Performance-objectives were identified for each Student Learning Standard, classes were identified that could meet each objective and methods of assessment for each performance-objective were identified. These performance-objectives were included in revised syllabi. In addition, time was set aside in department meetings from April 2003 – April 2004 to discuss how to implement changes learned from self-study and program review strategies. Minutes from these discussions appear in Appendix A.

Review Program Goals

1) Targeted Goal #1: Physical Education Activity (PEA) Program, Learning Standards and the Liberal Arts.
   a. Rationale: To establish how the PEA program links to the college’s six learning standards and to assure links to the college’s general education program.

2) Targeted Goal #2: General Education Fitness for Life requirement. This is a required course within the general education program.
   a. Rationale: This review focused on improving overall student attitudes and learning regarding the quality and content of this course.

3) Targeted Goal #3: Off campus program effectiveness. Our department offers two Mayterm programs for our majors. The destinations are Europe and to one of several third-world countries. These are offered on an every-other-year basis.
   a. Rationale: These off–campus programs are an attempt to better appreciate, understand and develop a sensitivity to other cultures. Secondly, these programs support Westmont’s diversity standard in a rich temporary community living situation where each student’s story becomes known.
Data

1) Targeted Goal #1: Physical Education Activity (PEA) Program, Learning Standards and the Liberal Arts.
   a. Assessment methods used
      i. Department retreat to discuss PEA program and Westmont Learning Standards May 2002
      ii. Utilizing the college’s standard evaluation form, students were asked the following question: Can you identify a specific link between your PEA course and another discipline on campus?

   b. Data
      i. Agenda for Department Retreat, May 2002. Regarding College Standard 1, we found twelve potential links between the PEA program and Christian Orientation. Regarding College Standard 2, we found five potential links between the PEA program and Research and Technology. Regarding College Standard 3, we found six potential links between the PEA program and Written and World Communication. Regarding College Standard 4, we found six potential links between the PEA program and Active Societal and Intellectual Engagement. Regarding College Standard 5, we found six potential links between the PEA program and Diversity. Regarding College Standard 6, we found five potential links between the PEA program and Critical Interdisciplinary Thinking. Please refer to Appendix B for these details. In addition, Appendix C provides a revised syllabi that reflects these targeted links.
      ii. Two examples linking our PEA courses to other disciplines appear in Appendix D. In addition, every PEA course submitted examples to an electronic portfolio – available upon request.

2) Targeted Goal #2: General Education Fitness for Life requirement.
   a. Assessment methods used
      i. A questionnaire has been regularly posed to all FFL students regarding lifestyle behaviors.
      ii. A survey was mailed to 2100 alumni seeking suggested program changes relevant to the FFL course. A 43% response was realized.
      iii. Student evaluations.

   b. Data
      i. Appendix E provides the collated results of this survey. We used this data to make changes in our lecture series. Most notable was the inclusion of a lecture on sleep and moving the stress lecture to
an earlier presentation. This sleep presentation is provided in Appendix F.

ii. Appendix G provides the alumni survey results.

iii. A sample summary sheet of a FFL course student evaluation is provided in Appendix H. Noteworthy from these evaluations is question 2, *Rate the overall quality of this course*. In 2002 the students rated the course a 3.5 overall. In 2004 this same question received a score of 4.1.

3) Targeted Goal #3: Off campus program effectiveness.
   a. Assessment Methods Used
      i. Reflection papers were assigned to each student participating in the 2005 Europe Mayterm course (KNS 150 International Issues in the Sport Sciences).
      ii. Students were asked to express in poetic form sensitivities and changed perspectives from their 2002 Mayterm Guatemala experience

b. Data
   i. Sample student responses are provided as Appendix I.
   ii. A Poetic Guatemala appears in Appendix J
   iii. Department minutes reflect on-going discussions about the future of these programs. See Appendix K for these minutes.

**Interpretation of the Results**

1) Targeted Goal #1: Physical Education Activity (PEA) Program, Learning Standards and the Liberal Arts.
   a. The samples included in Appendix B clearly demonstrate a student link between the disciplines represented and the PEA course.
   b. The favorable student evaluations regarding this linkage demonstrate that connections are being made.

2) Targeted Goal #2: General Education *Fitness for Life* requirement.
   a. The data from in-class survey demonstrated the need for a better understanding related to the importance of sleep. The feeling among Westmont students is that ‘lack of sleep is a badge of honor’. This is supported by the average student getting to bed at 1am and surviving off an average of six hours of sleep/night.
   b. The Alumni survey results pointed out a strong antipathy toward the required 1.5 mile fitness run as major part of the grade. In addition, students have been dissatisfied over the methods and weighting of fitness assessments toward the overall course grade.
   c. Student evaluations clearly demonstrated overall dissatisfaction with the course in their 2002 evaluations. Our faculty clearly listened to student concerns and made considerable strides to rectify.
3) Targeted Goal #3: Off campus program effectiveness.
   a. From the data provided by the students, our department is satisfied that the goals of these two Mayterm programs are being met. The following Europe Mayterm excerpt is a representation of this observation:

   During peoples sharing times, I was amazed at the amount on pain and suffering some of my friends have gone through. Being at a small Christian school, and seeing how amazing all of these folks are, I automatically assumed that they have always had a blessed and pain free life and that is why they are so amazing today! This trip really reminded me that gold has to be put through a furnace in order to be refined and purified! All the people on this trip are amazing not because they have lived a carefree life in Oompa Loompa land, but because they have been put through the furnace and emerged pure and beautiful!

   I am better equipped to have compassion for others. In order to have compassion, one must be able and willing to see things from another perspective, and the merging of different cultures and different lifestyles definitely enabled that. I was around people who had different values, different upbringings, different interests, different habits, etc. I had to put aside my pre-conceived notions about these things in order to see each person as what they are: a child of God. And once that happened, I was able to really bond with each and every person.

   Every individual is affected by their experiences and so are countries. Our perspectives are so different, but to be able to see a person’s views from across the world was an amazing enlightenment. This was a complete upgrade from reading a primary source book about the experience people had.

   b. Many of the poetic responses demonstrate a deep compassion for the people of Guatemala. From A Poetic Guatemala a student writes:

      The dirty road narrows with one last turn
      A crooked gate hangs from its last hinge
      Through a crevice a scurry of barefoot feet
      Squish through a new rain’s gift to the earth.
      Laughter echoes against the weather worn walls and
      Big brown eyes pep from its open windows.
      Inside the air thickens and all sounds are swallowed.
A body lies limp in the bed
I find it hard to breath
Awkwardly I try to express my sympathy in accented
Spanish spoken in the wrong tense.
I cry out to my Lord!

    Oh Father!

Using the Results

1) Targeted Goal #1: Physical Education Activity (PEA) Program, Learning Standards and the Liberal Arts.
   a. Our faculty have been encouraged to continue to make these connections based on favorable student responses on course evaluation forms.
      i. Sample student responses: *Yes, this course has. The student presentations did an excellent job relating archery to various fields of study.* Another: *Yes, allowed me to search for connections in places I wouldn’t have before.* Another: *I was surprised to see the connections people made in their presentations. I appreciate the purposeful attention to our faith and the liberal arts.*
   b. This effort resulted in a faculty presentation at a national conference on June 6, 2003 regarding the work our department did on linking the college standards with student experiences in PEA courses. An outline of this presentation appears in Appendix C.

2) Targeted Goal #2: General Education *Fitness for Life* requirement.
   a. As a result of the Alumni survey and the in-class survey the FFL instructors met together. A copy of these minutes are included in Appendix G. The following changes were implemented:
      i. Decrease the emphasis on the cardiovascular assessment tool
      ii. Changed the cardiovascular assessment from the 1.5 mile run to the 12 minute run
      iii. Worked toward making written evaluation more representative of the lectures
      iv. Moved the stress lecture earlier in the semester to accommodate student requests because of the relevance of the material to their lives
      v. A sleep lecture was added to the curriculum because sleep issues became evident in the in-class survey.

3) Targeted Goal #3: Off campus program effectiveness.
   a. Our department is in on-going discussions regarding the continuation of these Mayterm programs. The program has been so successful that we are considering expanding the Europe Mayterm program into a semester abroad offering.
Next Steps

1) Future targeted goal #1: Student pre/post self-reflection over the four-year major’s experience; beginning with the first course in the major and culminating in the *Senior Seminar* class.
   a. Rationale: It is important for students to see growth throughout the major beginning with their first exposure in Foundations of Kinesiology (KNS 072) to the culminating experience in Senior Seminar (KNS 195).
   b. The same professor teaches both classes which affords an excellent opportunity to chart students’ progress throughout their tenure as Kinesiology majors. Early steps are now being made to encourage goal setting in the Foundations course and self reflection in the last culminating Senior Seminar experience.
   c. The method of assessment will be a culminating integrative senior paper that includes self reflection related to growth and progress.
   d. Portfolios have already been set up and filed within our department for each student containing initial goals and the exit paper.
   e. Senior breakfast affords the opportunity for self reflection in the presence of peers, family and faculty. This will be documented via video.

2) Future targeted goal #2: Initiate a feedback mechanism from intern supervisors that measures student performance and connections between classroom theory and practice. For example, are the students demonstrating changed attitudes related to disability in their community assignments?
   a. Kinesiology majors regularly receive high marks as interns in their various internship experiences. These internship sites and their respective supervisors serve as excellent resources to determine the level of preparedness of our students. The Special Populations course will include a follow-up session with host supervisors where each student will be critiqued on the basis of professionalism and their ability to work with diverse populations. This will indicate whether our goals to support the diversity learning standard are being achieved in this course.

3) Future targeted goal #3: The revised Kinesiology curriculum now lends itself toward a pre-med concentration. It is our intent to track students pursuing this program in order to assess the effectiveness of this emphasis. The targeted indicator will be acceptance into medical school.